



Union WIN: Dioceses agree to payment of 2.5% salary increase and back payment

“Now more than ever it is important that our members in Catholic systemic schools have their work recognised and valued.”

The IEU has received confirmation from the Catholic Commission for Employment Relations (CCER) of all 11 dioceses’ willingness to pay the 2.5% salary increase for principals, teachers and support staff in NSW and ACT Catholic systemic schools, due since 1 January 2020 (3% increase for teachers in the ACT).

This across the board pay increase, overdue since the expiration of the previous enterprise agreement at the end of last year, has been a key claim of the union’s current enterprise agreement negotiations.

The dioceses had earlier stated that pay rises would only be paid after a successful “Yes” vote on the new Catholic Systemic Schools Enterprise Agreement, which is not expected to occur until September.

However, one diocese, the Diocese of Broken Bay, announced on 3 July that they would pay the increase immediately as a goodwill gesture and by 8 July 2020, CCER announced that all the other dioceses would follow their lead.

What it means

“This back payment, and salary adjustments going forward, will make a real difference to our members,” said IEU Secretary, Mark Northam.

“Now more than ever it is important that our members in Catholic systemic schools have their work recognised and valued.”

Members in Catholic systemic schools can expect to receive this union negotiated pay increase later this month

or in August, and to see the additional back payment of the overdue amount – backdated to the first full pay period on or after 1 January 2020. Teachers in the ACT will enjoy a back pay of 3% from 1 July 2020.

Who it covers

The increases will apply to employees covered by the Catholic Systemic Schools Enterprise Agreement (EA), the NSW and ACT Catholic Systemic Principals MEA, the Principals (Archdiocese of Sydney) EA and the ACT Early Learning Centre EA. The increases are down payments of the pay increases under new proposed enterprise agreements which we are in the process of negotiating (or in the case of the ACT Early Learning Centre EA, guaranteed under the existing enterprise agreement). Employees not covered by an enterprise agreement will therefore not automatically receive the increase.

CCER has clarified that the payment of these salary increases “in no way represents a departure from the collective positions put and agreed by [the IEU] with respect to the enterprise agreement.”

These negotiations are ongoing, with the union securing a commitment from all dioceses to lock in pre-COVID understandings regarding improvements.

The union and dioceses are progressing discussions to finalise improvements to Work Practices Agreements (WPAs). The specifics of these WPAs vary between dioceses, and include rules around class sizes, meeting lengths and

frequencies, and other similar conditions.

“Finalising the WPAs is an important dimension of this settlement,” said Northam.

“The WPAs are there to provide certainty to our members in troubled times.”

While being diocese specific, WPAs are still referenced in the enterprise agreement and, importantly, are enforceable in the Fair Work Commission.

The next steps

The union hopes to clarify the details of the proposed changes within the next few weeks. However, we have been advised by CCER that they do not expect the enterprise agreements for teachers, support staff and principals to be ready for voting until late in Term 3. The improvements agreed for the Catholic Systemic Schools Enterprise Agreement, where relevant, will also apply to the NSW and ACT Principals Enterprise Agreement.

In the case of principals in Sydney Catholic Schools, negotiations will occur directly with SCS.

“IEU members in Catholic systemic schools will no doubt feel relieved that negotiations – which were interrupted by COVID-19 - are now drawing to a close.”

Carol Matthews Deputy Secretary

Continued on page 5

Union WIN:

New EA endorsed for independent Christian schools support staff

IEU members in nine independent Christian schools have voted 99% in favour of a new Multi-Enterprise Agreement (MEA) for support staff.

The union negotiated MEA will apply to support staff in nine NSW Christian schools.

Seven of the nine schools are part of the Pacific Group of Schools.

Some key improvements include, but are not limited to:

Significant salary increases

A minimum increase of a 13% pay rise over four years for all employees including an initial pay rise of 4% from February 2020 (preschool/child care employees will get slightly more). These increases are well above inflation.

Inclusion of casual conversion clause

A long term regular casual employee

can apply to be employed on a full time or part time basis.

Detailed flexible working arrangements clause

For employees seeking to change their working arrangements because of carer’s arrangements (for example caring for a child of school age or younger or caring for aged parents) or for other

prescribed reasons, the school is now obliged to genuinely try to accommodate the employee’s request and should also consider other options.

Domestic leave

One day of personal/carer’s leave per year may be used for moving house or a domestic emergency.

Contents

News

1, 3, 10, 11, 14

Features

6, 7, 9, 10, 12, 17

Reports

4, 5, 6, 8, 15, 16

Member stories

2, 3, 11, 13, 14, 15, 19

International

13, 16

Member benefits

2, 15, 17, 18, 19

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This publication was produced on the unceded lands of the Gadigal People of the Eora Nation. The IEUA NSW/ACT Branch acknowledges the Aboriginal and Torres Strait Islander peoples as the traditional owners of the lands where we live, learn and work, and pay our respects to their Elders past and present.

Recruit to increase member density

Mark Wilson is an IEU rep at St Brigid's Raymond Terrace in the Maitland-Newcastle Diocese, delegate to the IEU Council for the Hunter Valley, and a Hunter Workers delegate. He has been an IEU member since 1996, and was an IEU rep at his previous school before moving to St Brigid's and becoming that school's IEU rep in 2008. Mark's passion for unionism has helped his school reach a teacher member density of 93 per cent, with 25 teachers and nine support staff currently members of the IEU.

Mark says he joined the union because of "the profoundly important social role the unions play in the wellbeing of our world".

He lists the benefits and successes of the union movement, both in education and across society as whole, including: reducing class sizes, guaranteed access to superannuation, long service leave, maternity leave, sick leave, the right to return to work after pregnancy, as well as continued solidarity and support for national and international issues.

"Particularly in primary schools, it's a predominantly female workforce, and within a generation the improvements made to the lives of working women have been profound."

Mark says it's important to address union issues at work to keep the issues alive. He encourages others to be more engaged and to participate in the union process.

"Information goes both ways," says Mark.

"It's important and useful to stay in touch with the union office,

for members in the school to see the face of the union and keep in touch with what's happening in the industrial arena across the state, as well as helping the union stay in touch with conditions on the ground in the schools."

As an experienced teacher and rep, Mark is assisted by a co-rep. "We have two of us as delegates [reps] at the school, one who is a younger member, and we keep informed and briefed of union issues."

His energy and enthusiasm for the teaching profession, and the union movement, has obviously rubbed off on many of those whom he has worked with or taught. At least eight of his ex-students have become teachers and are now members of the IEU, one of whom has joined Mark as a teacher at the same school.

When asked what he thinks are the biggest issues facing teachers and support staff today, Mark is forthright in his observations.

"There are too many teachers all having to make the same wheel, instead of setting programs, and too much data collection and paperwork – which changes every year!

"There's too much expectation that teachers will 'fix it', and not enough community and social responsibility for the value of education, or community support for teachers."

The answer for this, according to Mark, is to build union strength, and empower and inform current and prospective union members to achieve the best outcomes for themselves and their colleagues.

Build union strength, and empower and inform current and prospective union members to achieve the best outcomes for themselves and their colleagues.

ENVIRONMENT GRANTS

Apply for your workplace

IEU members are invited to apply on behalf of their schools, colleges or early learning centres for one of three grants of \$3000 each sponsored by the union to help with their environmental projects.

The union has a proud history of funding and supporting education projects that bring sustainability projects to life and is the sole sponsor for this initiative in 2020.

There is no definitive list of possible activities, but typical projects include habitat conservation, biodiversity and tree planting, outdoor learning areas, vegetable and kitchen gardens, organic produce, water and energy saving, waste, recycling and composting projects and aboriginal cultural projects.

The eligibility criteria include long term viability of the project, a link to the broader environmental education strategy and effective management of the project.

Key dates

Applications open: **Monday, 27 July 2020**

Applications close: **Friday, 25 September 2020**

Winners announced Monday, 12 October 2020. With a formal presentation proposed for the IEUA NSW/ACT Branch Annual General Meeting in October.

To apply please use the following link <https://bit.ly/IEUgrants>

For further information please contact lyn@ieu.asn.au after the opening of the application date.

 Independent Education Union of Australia NSW/ACT Branch



An experienced advocate

Katherine D’Souza is secretary of her IEU chapter at Nazareth Catholic Primary School on the NSW South Coast. She has been a union member ever since she graduated and entered the workforce in 1982, joining what was then known as the Independent Teachers Association, the precursor to what is now the IEU.

“Joining the union seemed like a natural thing to do when I graduated,” said Katherine. “I never doubted that this was an integral part of my career as a teacher.”

Katherine took over as chapter rep in the school she was working in at the time in 1987 and says that experience has helped her develop a greater knowledge of the issues that members in non government schools face, and how to address those issues.

Build strong chapters

Encouraging member participation in her chapter is important to Katherine, who soon encouraged other engaged members to form a committee.

“We now have three teachers and two support staff members on our committee, which helps getting out information, usually in the form of discussion in the staffroom as well as a more formal meeting each term.”

When encouraging colleagues who may not yet be members to join the union, Katherine says she relies on her experience of past struggles and union victories.

“I feel you just need to keep the conversation open and, as someone who has been around for quite a while, remind younger staff that the

benefits they often take for granted have been gained and embedded in the system through past industrial action.”

Overcome obstacles

Katherine is nevertheless realistic of the challenges for organising and campaigning in the workplace. One of the big obstacles to overcome, she says, is the trepidation of workers who feel insecure in their ongoing employment.

“The high number of temporary staff who are competing for permanency have a perceived mindset that if they campaign it may be detrimental to them gaining full time permanent positions.”

Katherine recommends reps talk to their organisers about attending chapter meetings, so that members can get the benefit of their “great wealth of knowledge.” She also says it’s a good idea to have co-reps, especially support staff, on your team. And if you are ever unsure, to call the union to find out up to date information to questions you may not know the answers to.

Proud to be union

“As a longstanding member of the IEU, and having been through past industrial actions that were part of campaigns, I have witnessed first hand how the union works tirelessly to make gains in conditions and wages for all of their members.

“I am proud to be a member of such an organisation!” said Katherine.

“Remind younger staff that the benefits they often take for granted have been gained and embedded in the system through past industrial action.”



Kathie Chapman - St John’s, Dapto

For Kathie Chapman, chapter rep at St John’s, Dapto, her first contact with the IEU was 14 years ago when she was employed as a temporary teacher in the Wollongong diocese.

Since then, she has become more involved, holding the positions of chapter secretary, then rep, South Coast branch treasurer and then vice president. After many years of local involvement, she also became a branch delegate to council.

“I feel the role of rep is a vital one in schools as it brings the union closer to its members by providing on the spot advice and information,” Kathie said.

“Being a rep doesn’t just involve opening mail and holding and attending meetings; it involves concern for the welfare of members, being aware of conditions and industrial matters and being willing to fight for what is right.”



Nov 1996

Shadow Ministers show support for early childhood sector

The NSW Shadow Minister for Early Childhood Learning, Jodie Harrison, and the NSW Shadow Minister for Rural and Regional Jobs, Yasmin Catley, paid a visit to North Ryde Community Preschool on 30 June to hear firsthand from teachers and parents what the revocation of state and federal support in September will mean for them.

“Listening to staff, teachers, educators and parents at North Ryde Community preschool reinforced just how important continued support to preschools is,” Harrison (pictured centre, with Catley left) said.

“I certainly hope, on behalf of all the preschoolers and their families, that the Berejiklian Government adopts Labor’s sensible policy of free preschool at least until the end of 2020.”

A segment of the early childhood education and care sector has been the first to lose federal government pandemic support. A \$1.6 billion package enabling free childcare for parents throughout Australia, beginning on 6 April, ended on 12 July for long daycare centres (preschools retain support until late September). Access to JobKeeper for teachers in this segment was revoked on 20 July – they were the first in the nation to lose payments.

The NSW Government, which in April committed \$51 million so the community preschools it funds could also waive fees, along with \$82 million to support council-run early childhood education and care centres (where teachers were not eligible for JobKeeper) will cut this support in September – just as the JobKeeper scheme is set to wind down nationwide.

“The NSW Government is marching the state towards an economic cliff in September,” Harrison said. “It must extend free preschool, at least until the end of the calendar year. When early childhood education and care becomes unaffordable, the people who suffer most are women.”

This is because women are more likely to interrupt their careers to be the primary carer, and because the vast majority of teachers in the sector are women. In NSW alone, 94 per cent of early childhood teachers are women.

Unemployment data from May shows women in NSW are disproportionately feeling the economic impact of COVID-19:



- 155,000 women have lost jobs, compared to 114,000 men
- 117,000 women exited the labour force, compared to 99,000 men
- female unemployment is 6.6 per cent, compared to 6.2 per cent for men.

Both the NSW and Federal Governments appear more focused on male employment. NSW is spruiking big construction projects while the Federal Government is pushing its HomeBuilder grant.

In the face of this, NSW Labor has launched a campaign to help women back to work, and their immediate focus is early childhood education and care. “Continued access to free childcare and early education in NSW is by far the

government’s biggest lever to lift workforce participation,” NSW Shadow Minister for Women Trish Doyle said.

“The potential benefits are enormous. It’s an opportunity to support children’s learning and development while giving parents the flexibility to work. We know that for every \$1 spent on early childhood education, \$2 flows to the economy.”

Harrison agrees. “Helping women who want to re-enter the workforce is about breaking down the barriers to employment, she said. “The single most effective way to do this is through supporting the early childhood education and care sector.”

Monica Crouch Journalist



Arbitration agreed for NSW Catholic independent schools

Carol Matthews

Deputy Secretary



Agreements applying to teachers and support staff in about 30 NSW Catholic independent schools expired at the end of 2019 and the union is currently negotiating new enterprise agreements. Pay rises were due from the beginning of 2020.

Employers have offered a 2.5% pay rise from the beginning of 2020 with a 2.28% increase in 2021. The increase in

2021 has been discounted from 2.5% to 2.28% because of the scheduled 0.5% increase in compulsory superannuation in July 2021. The union is seeking that if the increase in superannuation does not occur (as has been widely predicted) that the pay increase in 2021 should be 2.5% - employers have not yet agreed to this.

Unlike Catholic systemic schools, Catholic independent schools have not agreed to pay the 2020 increase before there is a "Yes" vote on the enterprise agreements. The vote is scheduled for

the middle of Term 3.

As reported to our members in June, one key outstanding issue in the negotiations was whether the disputes clause in the enterprise agreements included a right to arbitration of disputes by the Fair Work Commission. On 7 July 2020 the Catholic Commission for Employment Relations (CCER) finally wrote to the union confirming they were prepared to agree to the right for the Commission to arbitrate disputes in Catholic independent schools. This was a reversal of their earlier position

and followed motions in almost all the schools calling for this right.

Another improvement in the proposed enterprise agreements advised by CCER in July is a new entitlement to access emergency disaster leave, although the form of this leave proposed by CCER is quite limited and not yet agreed.

The IEU met with CCER on 15 July 2020 to discuss the drafting of the enterprise agreements. Negotiations will be ongoing over the next few weeks as we seek to resolve the remaining issues.



Pam Smith

Assistant Secretary



The July school vacation has provided a welcome opportunity to reflect on the many challenges of 2020 so far and how Terms 3 and 4 may unfold.

In a year which began with bushfires and a variety of other extreme weather events, then quickly followed by COVID and its associated social and economic impacts, there has also been an important IEU focus on the negotiation of new enterprise agreements in the Catholic sector and for independent schools.

Despite the complexities of meeting during COVID, IEU members have gathered in their chapters to endorse motions and discuss issues relevant to their workplaces. Matters often raised by members are how to balance their professional and family/carer and community responsibilities, especially within the context COVID, which has highlighted both health vulnerabilities and some of the wider social and gender inequities in Australian society.

A pre-COVID workplace survey, noted in a recent University of Sydney presentation to Unions NSW, indicated that male and female employees value paid parental and carer's leave and access to flexible work arrangements to support them to care for babies, children and other family members. Although the survey was undertaken pre-COVID, recognition of elder care needs is an issue for many employees who feel that they now have increased responsibilities to provide practical support for their parents and other older family members.

In conjunction with its members over the years, the IEU has been able to achieve a range of entitlements which recognise the family, carer and broader responsibilities of most members, including:

- parental leave for the birth or adoption of a child
- personal/carer's leave for personal or family illness or injury or for situations of family or domestic violence

- the 'right to request' a flexible work arrangement after parental leave or to care for family/household members, including ageing parents; there is also a 'right to request' a flexible work arrangement if the employee has a disability or is aged 55 or older or is experiencing family or domestic violence
- compassionate leave associated with the death or life threatening illness or injury of a family/household member
- leave for jury duty, community service, international volunteer programs or military reserve participation as per the relevant enterprise agreements and the *Fair Work Act*.

Under anti-discrimination law in NSW and the ACT, there is recognition of the rights of women returning from parental leave to feel safe and supported to breastfeed/express at work.

The IEU is continuing to expand recognition of the leave needs of members and has thus sought, within the context of bushfires and other extreme events, access to emergency/disaster leave of up to five days per annum and this has been agreed for the Catholic systemic sector. It is also part of the IEU's claim for independent schools.

Agreement has also been reached for the Catholic systemic sector EAs to match up to ten days paid leave for family and domestic violence support now available for NSW Government employees. This is also part of

other enterprise agreement claims.

Within the context of COVID, awareness of work and care rights is crucial for women and men in navigating their current situations and in planning for the future. What should work and care look like during COVID and beyond? Hopefully not a 'snap back' to old inequalities but a new recognition of the importance of the work, care and community roles of all members.

The IEU's *'Guide to Parental and Personal Carer's Leave'* is a useful resource and members are always welcome to contact the union for advice and support.

Within the context of COVID, awareness of work and care rights is crucial for women and men in navigating their current situations and in planning for the future.

Complex but achievable:

Assessing the classification structure and comparative wage rates for Catholic systemic support staff

Continued from page 1

Some other benefits of the new Catholic Systemic Schools Enterprise Agreement will include:

Changes to teacher classifications and progressions

Some teachers will benefit from changes to classifications that have been agreed in principle (the union has not yet seen detailed wording for the changes).

For those small number of teachers employed prior to 2014 who may not yet have transferred to the standards pay scale, this process will now be expedited. This will particularly assist part time teachers employed before 2014.

Of particular benefit to female teachers, and others taking parental leave, will be the gain that up to one year of unpaid parental leave will be counted as teaching service for the purpose of salary progression.

Experience as an accredited teacher in an early learning centre from 2020 will now also be recognised as teaching service.

Emergency disaster leave

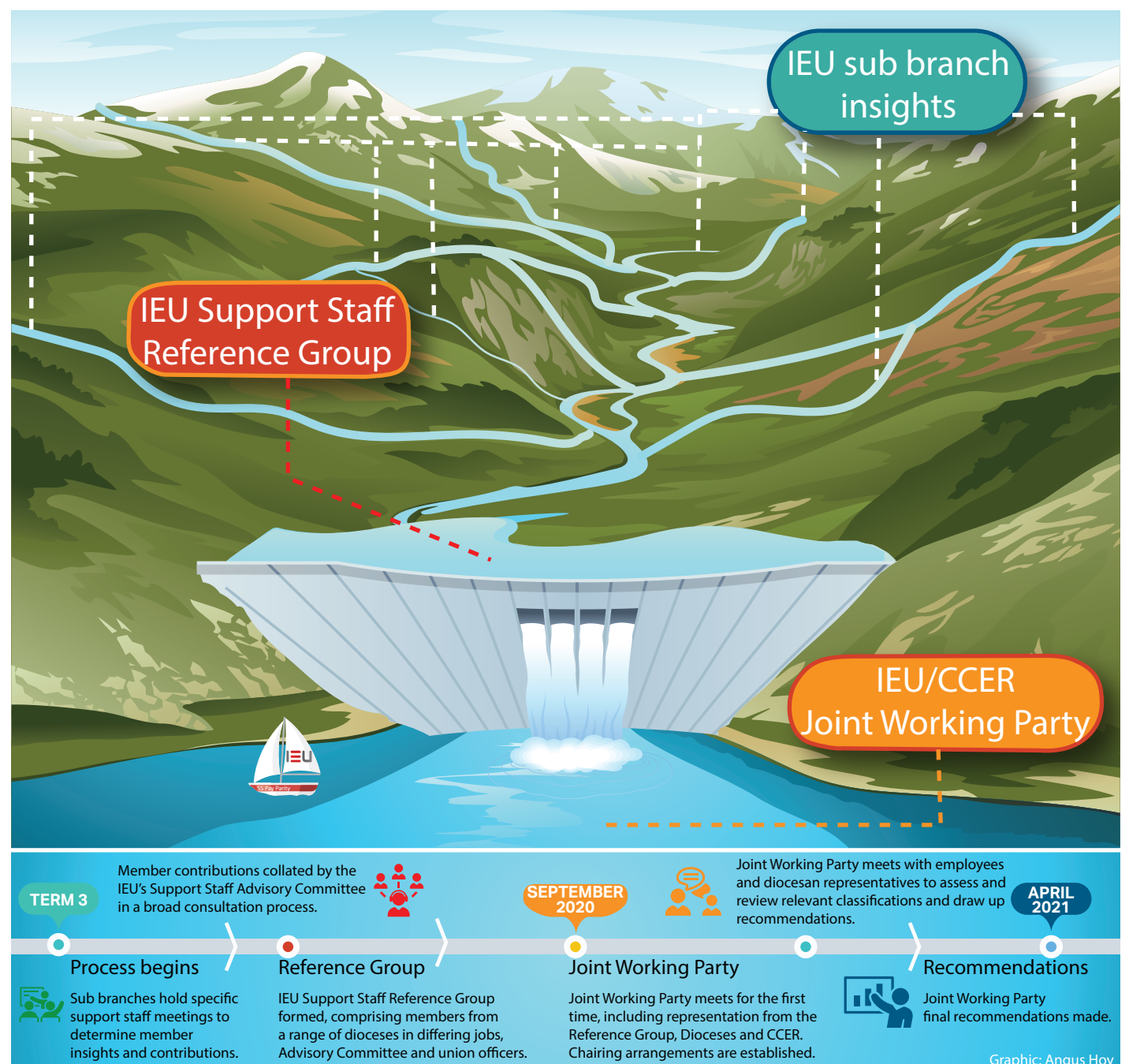
Up to five days per annum of emergency disaster leave will now be made available as a new leave entitlement for employees unable to attend work because of a natural disaster. This is in addition to the entitlement under personal/ carer's leave for cases of personal emergency.

Family and domestic violence leave

Dioceses have agreed to match NSW public sector conditions for paid family and domestic violence leave. This provides ten days per calendar year for full time and part time employees experiencing domestic and family violence and may be used to look for alternate accommodation, attend counselling and legal appointments, attend court etc.

Support staff joint working party

For support staff, the union and CCER will form a joint working party which will include member representation. The working party will attempt to reach agreement on the application of pay rises that have been paid to support staff in government schools.



The 2.5% back pays from the first full pay period in January 2020 will flow for NSW teachers, support staff and principals and ACT support staff and principals. Teachers in the ACT will enjoy a back pay of 3% from 1 July 2020.

Mark Northam
Secretary



A joint IEU/CCER Working Party has been agreed to as part of the settlement of negotiations. The task is to establish equivalency between Catholic systemic schools and those of employees in the NSW government school sector as defined in the Crown Employees (School and Administrative Staff) Award 2019.

The Working Party will meet with employees from a range of dioceses and in differing jobs (for example, school assistants, clerical staff and Aboriginal Education Workers) and with diocesan representatives as part of their examination of the work performed by General Employees.

It is hoped the first meeting will take place by the end of September this year and final recommendations be made by April 2021.

In the lead up to the formation of the Working Party, the IEU's Support Staff Advisory Committee will undertake a broad consultative process with our members. This process will allow our support staff and other members in Catholic systemic schools to engage with the Advisory Committee and union officers and to ensure member voices are heard in the deliberation of the Working Party. It is envisaged the committee will use email, online surveys and meetings as consultation opportunities throughout Term 3.

The 2.5% back pays from the first full pay period in January 2020 will flow for NSW teachers, support staff and principals and ACT support staff and principals. Teachers in the ACT will enjoy a back pay of 3% from 1 July 2020. All 11 dioceses have nominated pay periods in coming time for payments to be made.

Final discussions regarding Work Practices Agreements are underway and it is anticipated that a vote will take place in early September to endorse the agreement. As part of the agreement, a further 2.28% payment will take place in January 2021 (ACT teachers will receive a further 3% in July 2021).

The 2.28% figure is determined by the next increase in the Superannuation Guarantee Levy from 9.5% to 10% from 1 July 2021. Six months of the super increase equates to approximately a quarter of a percent, hence the 2.28%.

The principal responsibilities of the Working Party will be to:

- Assess and review relevant classifications in terms of work performed, wage rates and related employment conditions in NSW government schools and Catholic systemic schools, and
- Draw up recommendations for short, medium and long term measures to address any inequity in wages and related employment conditions of the relevant employees, within the context of the applicable industrial instruments and broader legislative frameworks.

Membership of the Working Party

Membership of the Working Party will include representation from:

- Dioceses
- Catholic Commission for Employment Relations
- The IEUA NSW/ACT Branch and be made up of no more than 10 members.
- The Working Party will consider chairing arrangements at the first meeting.

Know more about the Teacher Quality Institute



In the wake of Anne Ellis' resignation after being the inaugural CEO of the Teacher Quality Institute (TQI) since January 2011, Jason Borton is temporarily performing the role of CEO.

Throughout Anne's appointment, she remained steadfast in promoting collaboration across school sectors and across universities in the ACT. Secretary Mark Northam acknowledged and thanked Anne for her willingness to engage with the IEU in a productive and positive manner.

Jason comes on board as an experienced executive with a history of working in the education industry. His particular skills are in K-12 Education, policy development and implementation of large-scale projects.

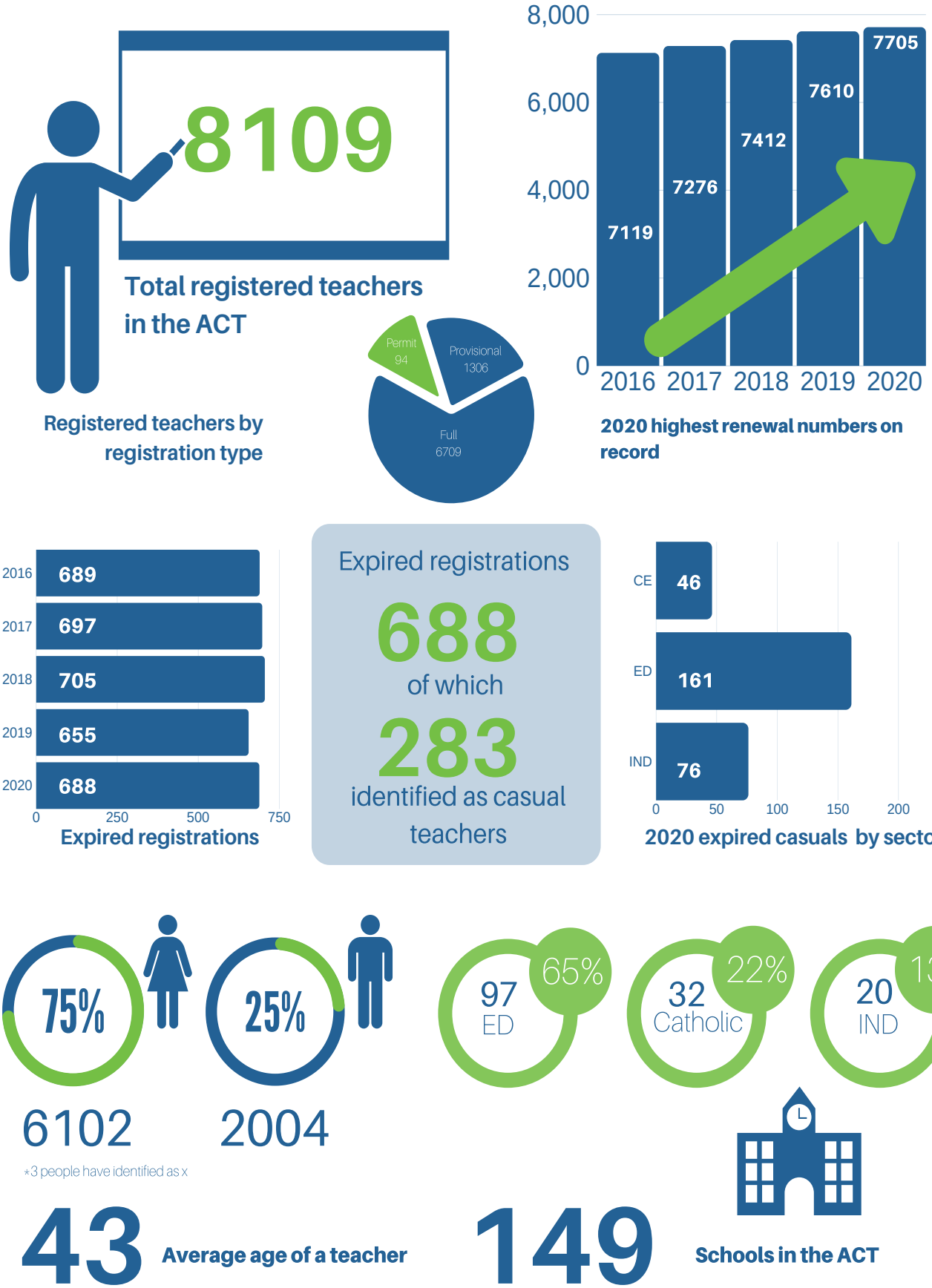
At the same time, Bill Maiden as TQI Chair has reached the end of his term. Bill recognised both the opportunities and challenges of teacher registration in the ACT and nationally. He will be missed for his knack of encouraging different viewpoints. Roberta McRae OAM, teacher, public servant, member of the Legislative Assembly and solicitor, has been appointed as the interim chair.

Each of the ACT based organisers, Lyn Caton, Jackie Groom and Berna Simpson, represent the union on TQI committees, namely Teacher Professional Practices, Standards and Professional Practices, Professional Learning and Development, and Initial Teacher Education. Berna holds a position on the TQI Board.

The IEU is currently reviewing an 18 page TQI document with the AEU. The document entitled "Professional Boundaries: A guide for ACT Teachers" if approved by the Board would replace a one page "Code of professional practice and conduct for ACT teachers". The union believes that the latter is sufficient and still current. It is a code that simply encourages professional practice that demonstrates integrity, respect and responsibility. The new document details "the sometimes challenging area of managing professional relationships with students". It provides an unnecessary list of possible 'at risk' circumstances teachers might find themselves in. The union will not be supporting the proposed change. It is a lengthy document that has no status, no power, and it could easily become another tool for employers to use against employees.

TQI's end of June 2020, Registration Renewal Data, provided interesting information (see diagram). In the ACT there are 8,109 registered teachers with 75% female and 25% male. The average age of a teacher in the ACT is 43 years. These teachers work across 149 schools of which 52 are in the independent and Catholic sectors.

Expired registrations amount to 688 teachers of which 283 have been identified as casual teachers. While the variance in the number of expired registrations over the past few years is relatively minor, it is well known in the ACT that there is a shortage of casuals in Catholic systemic schools. While this was once a seasonal problem with the 'grey nomads' heading north for winter, teachers have spoken of the difficulty of hiring casuals all year round. In the absence of a casual, primary schools' resort to 'splitting' classes – a practice that places additional stress on teachers and detracts from the learning environment. There are instances of LSL being rejected due to the perception that casuals are in short supply either side of the second term break.



The dreaded 'i' word: Do NESA inspections deserve a bad rap?



A visit by 'the inspector' was enough to strike fear and trepidation into the hearts of many a teacher in days gone by. Preparation for such a visit usually involved excessive use of post-it notes to point out blindingly obvious features of teaching programs, and prettification of perfectly adequate work samples in order to impress. There were also, on occasion, terrifying classroom observations where any unruly student behaviour was attributed to a defect in the teacher.

By contrast, NESA inspectors clearly have different aims in mind.

NESA is responsible to the Education Minister for monitoring compliance with the *Education Act 1990*, which sets out requirements that schools must meet in order to maintain their registration (licence to operate as a school) and accreditation (the school's authority to nominate candidates for the award of the Record of School Achievement (RoSA) and/or the Higher School Certificate).

NESA has two processes for fulfilling its responsibilities under the Education Act: cyclical inspections and random inspections.

Cyclical inspections

Cyclical inspections focus on the procedures that schools or systems of schools have in place to ensure that they are meeting their compliance obligations, and that their procedures are effective.

The requirements and evidence of compliance relate to:

- the proprietor and principal of the school
- staff
- curriculum
- premises and buildings
- facilities
- safe and supportive environment
- discipline
- attendance
- management and operation of the school
- educational and financial reporting.

(For more information, see: educationstandards.nsw.edu.au/wps/wcm/connect/lb8bc469-aff-465c-9baa-b7b80a5ed625/registration-systems-and-member-non-government-schools-nsw-manual.pdf?MOD=AJPERES&CVID= Section 5 page 41)

NESA's own policy states: NESA's processes have particular regard to **minimising any additional administrative burden on either the system or individual schools** by utilising any existing system processes that serve a similar purpose to NESA's school monitoring processes. (NSW Education Standards Authority Systems Monitoring)

(For more information see: educationstandards.nsw.edu.au/wps/wcm/connect/lb8bc469-aff-465c-9baa-b7b80a5ed625/registration-systems-and-member-non-government-schools-nsw-manual.pdf?MOD=AJPERES&CVID=)

In addition, NESA's documentation makes two important points:

- NESA attendance at a system internal assurance visit is dependent on the nature of the system's processes being observed but generally would be approximately half a day. The schedule for the inspection visit is determined by

the system. Any involvement of school staff in the system's internal assurance process is a matter for the system and school.

- NESA's cyclical system monitoring process does not involve classroom interruption or teacher observations by NESA Inspectors.

(For more information see: educationstandards.nsw.edu.au/wps/wcm/connect/lb8bc469-aff-465c-9baa-b7b80a5ed625/registration-process-government-schooling/nsw-education-standards-authority-systems-monitoring)

In 2020 we should be moving beyond the fear of 'the inspector' to a mature recognition of the work of teachers and reasonable ways of assessing same.

Random inspections

Each year NESA establishes two focus areas for random inspections, known as Strand A and Strand B. 26 schools are selected for random inspection, 13 for each strand, comprised of nine government, two systemic non government and two individual non government schools. Due to COVID 19, Random Inspections have been cancelled for 2020. If they had gone ahead, the planned focus areas for this year were:

Random inspection Strand A

Strand A includes a policy area and a curriculum area.

- Policy area: a safe and supportive environment – child protection.
- Curriculum area: this will be either for primary schools and secondary schools with Years 7-10 – one stage of mathematics or PDHPE (NESA selected) with a focus on assessment and reporting for secondary schools with Years 11 and 12 – Stage 6 assessment policies.

Random inspection Strand B

Strand B relates to the quality of student learning.

- For primary schools: two stages of HSIE (NESA selected)
- For secondary schools with Years 7-10 – Stage 4 Technology Mandatory and one Stage 5 Technologies elective (NESA selected)
- For secondary schools with Years 11-12 – Stage 6 Mathematics.

(For more information, see education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/policy-implementation-and-system-registration/random-inspections)

Schools are only required to demonstrate compliance in one strand, which is preselected by NESA and advised when the school is notified of the date of the random inspection.

A minimum of four days' notice is to be given to a school before the inspection takes place, which is a clear indication

of NESA's intention that the inspectors will view work and documentation already in existence, not paperwork generated specifically for the visit.

On their website, NESA has outlined the typical timeframe for a random inspection of just two hours. Clearly there is neither the intention nor the capacity for inspectors to wade through reams of evidence that prove compliance over and over again.

In its policy NESA emphasises:

- A system monitoring visit by random selection should take approximately two hours and have minimal impact on the daily school routine. It does not require staff participation beyond the school principal.
- The system monitoring by random selection process does not involve classroom interruption or teacher observations by NESA inspectors.

(For more information, see: educationstandards.nsw.edu.au/wps/wcm/connect/lb8bc469-aff-465c-9baa-b7b80a5ed625/registration-process-government-schooling/nsw-education-standards-authority-systems-monitoring)

In spite of these clear instructions, there is unfortunately plenty of gossip and fearmongering around NESA inspections. Last year, the IEU invited a NESA inspector to address organisers and officers. The inspector confirmed the experience related by members: inspectors routinely arrive at schools to find piles of documentation that they do not require. Similarly, staff at a non government school in Sydney were exhorted to provide unreasonable and exhausting amounts of evidence, ostensibly because a sister school in the same area had supposedly failed its NESA inspection. The most perfunctory investigation by the IEU demonstrated this was not the case, but it is a perfect example of the hysteria and 'fake news' that swirls around compliance with the requirements.

Obviously, compliance with the Education Act is essential, and NESA has established how schools can demonstrate observance of the regulations. If union members believe they are being asked to engage in document collection that impacts on their health and wellbeing, or their core work of teaching and learning, they should hold a chapter meeting to discuss ways of seeking modification of the school's expectations.

In 2020 we should be moving beyond fear of 'the inspector' to a mature recognition of the work of teachers and reasonable ways of assessing same. Any fear and trepidation around satisfying compliance should be consigned to history – where it belongs.

Veronica Yewdall Organiser and Education Co-ordinator

Veronica has 33 years' experience as a primary classroom teacher, across grades K-6. She contributed to the IEU submission to the National Curriculum Review and is a member of AITSL's Teacher Practice Reference Group on the National Literacy and Numeracy Learning Progressions Online Formative Assessment Initiative.



How is your centre snapping back?

All levels of government have been talking about the need to keep the economy open and the important role that early childhood services plays in ensuring that parents can work.

What is lacking in this is the recognition of the importance of role of early childhood education in ensuring that the children in our care are given the best start by ensuring that teachers and other early childhood educators receive the appropriate pay and recognition that they deserve.

In a recent survey by the Front Project of over 1000 parents, 81% indicated that they

think early childhood education important and that parents who have had their employment impacted by COVID-19 value early childhood education and care the most.

Childcare was one of the first sectors to have had government support, though the removal of both JobKeeper and the need for services to now charge parents fees has changed that horizon. It will mean that some families will reduce the number of days their children attend or perhaps they will withdraw completely. Of particular concern is that the cost of childcare may

force many vulnerable families to withdraw their children even though the government has eased the activity test for Accessing Child Care Subsidy.

And many preschools which are state funded are also facing a financial crisis and many families have not returned. We know many preschools where some preschool rooms have been closed due to the low numbers. This has meant that some staff were retrenched or asked to take extended leave.

Some services have seen the COVID-19 crisis as an opportunity to get rid of 'unwanted' staff, to renege on previous

wage and condition agreements. The union has been fielding a large number of calls from members asking what they can do in these situations.

The union is interested in finding out your stories. Is your centre thriving or struggling? Let us know what is happening to you and your service, email verena@ieu.asn.au

Verena Heron Industrial Officer

PRESENTTENSE

Award rate increases

From 1 July, all rates in the Educational Services (Post-Secondary Education) Award were increased, in line with the minimum wage increase of 1.75%. This increase was far below the increase called for by the ACTU and the IEU, and below the increases granted in each of the last few years. However, in the current environment, it is a healthy enough increase, one likely to be around (or even above) the inflation rate over the coming year.

Teacher rates on the award will range from \$50,590.71 per annum (or \$969.79 per week) on Level 1, to \$66,218.05 (\$1269.36 per week) on Level 12. For casual teachers, the hourly rates will range from \$48.46 to \$63.43, with the Level 7 rate (closer to what most teachers should be getting) at \$55.75. For General Staff, the rates now start at \$41,086.47 on Level 1.1 rising to \$70,106.78 for Level 7.2. Most administrative staff in private colleges would normally be Levels 3 or 4, with an annual salary around the \$50,000 per annum mark.

Some colleges operate an enterprise agreement, which is a stand-alone document regulating pay and conditions at that workplace only. EAs typically provide for superior outcomes for staff. *The Fair Work Act* includes provisions for 'good faith bargaining', under which employees can compel their employer to commence bargaining for an EA. To find out how that might work at your college, contact the IEU.

Casuals and leave

In 2018, the Federal Court held in *Workpac Pty Ltd v Skene* that, in certain circumstances, long-term casual employees could claim paid leave, notwithstanding the previous understanding that casual loading compensated for this. In an attempt to get around this decision, Workpac attempted an alternate case to overturn it, but unfortunately for them, in *Workpac Pty Ltd v Rossato* [2020], the Federal Court upheld the decision in *Skene*.

Workpac have sought leave to appeal this case to the High Court, but for now, the case law is clear that some casual employees are entitled to paid leave.

The implications for the post secondary college sector or obvious. ELICOS, Business and VET colleges routinely use casual workers across their operations, many of whom work in a regular and systematic fashion for years. These casuals are not being called in for relief or for short-term courses, but rather are being used in lieu of regular, ongoing employees, and so, on the face of it, could well come under the principles laid out in *Skene* and *Rossato*.

The IEU is currently examining the implications for how this might be applied in the post-secondary sector, but if you feel that you have a case, don't hesitate to contact your union.

It is at times like these that IEU membership is more important than ever, and your union has welcomed hundreds of new members to the IEU family over recent months.

International students

The COVID-19 pandemic, and resultant border closures, has had a deleterious effect on the private college sector. This is not surprising, of course, as most colleges rely almost entirely on a steady stream of international students entering the country and enrolling in courses. The borders have been slammed shut since March, and will likely remain so for several more months, and until students are allowed back, it's not clear how most colleges will continue to operate.

There has been an encouraging development on this

front in recent weeks, with pilot programs at ANU and the University of Canberra allowing a small group of 350 international students to enter the country, ahead of studying next semester. If this program is successful, it may open the door for other providers to also get students to come to Australia to study, possibly as soon as the spring. There will still be quarantine requirements, of course, but it should be relatively simple to get students and other long-termers to factor in a 14-day quarantine into their stay. (STOP PRESS: This program has now been delayed due to the COVID-19 outbreak in Melbourne).

Longer term, the prospects are somewhat mixed. On the one hand, Australia's relative success at combating the virus (notwithstanding July's spike in new cases in Melbourne) allows us to present as a 'good news story' and a safe destination. On the other hand, the Chinese Government, in response to geopolitical developments, has been putting pressure on its own citizens to not come to Australia, and given the importance of the Chinese market, that could yet have a huge dampening effect on numbers going forward.

IEU membership

It is at times like these that IEU membership is more important than ever, and your union has welcomed hundreds of new members to the IEU family over recent months.

Please encourage your colleagues to join, either over the phone (8202 8900), via email membership@ieu.asn.au or online <https://www.ieu.asn.au/join-page>. There are many broader benefits to IEU membership <https://www.ieu.asn.au/member-benefits>, and union fees are tax deductible. There is definitely safety in numbers!

Kendall Warren Organiser



Do you catch the train to work? What about your students? Are you among the increasing number of people who complete some 30 million train trips a month in the Sydney metropolitan region alone? Or are you one of the many passengers who take longer trips in regional NSW? If so, there is a group of people you need more than you may know: train guards.

They're the ones who keep us safe on the trains while we're looking the other way – or at our smartphones. They assess safety as a train arrives at a station and before it leaves. They open and close the doors and keep an eye out for anyone rushing to jump on at the last second. They assist people with disabilities. They deal with and deter antisocial behaviour. They're trained in emergency first aid so they can respond to accidents before paramedics arrive. They coordinate evacuations in the event of an emergency. They're the reason you (and your students) make it to school safely. And on time.

But what you might not know is that while you've been sleeping, the NSW Government has slipped a brand new train onto the tracks. Designed and manufactured in South Korea, this new train, several of which will eventually comprise the New Intercity Fleet, is set to run from Newcastle, Mount Victoria, Gosford, Lithgow and Wollongong to Sydney Central. The NSW Government claims these trains offer next-level engineering and the last word in passenger comfort. But there's one thing they don't offer: train guards.

Safety on the slide

This is a betrayal, says Rail Tram and Bus Union NSW Secretary Alex Claassens. "In 2018, Transport Minister Andrew Constance made a public commitment that the guard would be retained on the New Intercity Fleet, ensuring the safety of commuters and employees," Claassens says. But then came the 2019 state election and the sands shifted. "Transport for NSW is now attempting to replace guards with a new position, the 'Customer Service Guard', that functions at a lower classification and substantially lower pay, reflecting a big reduction in safety responsibilities."

But that's not the only issue. On the new trains, the guards will no longer be in charge of the doors, the driver will. The 'Customer Service Guard' will be confined to the driver's cabin at the rear of the train. And since a design flaw means the driver's cabin doors lock automatically at the same time as the passenger doors, there is no final opportunity for the guard to stand at the door to assess

the platform for slip, trip and fall risks as the train departs.

Claassens says that throughout his own lengthy career as a train driver (he maintains his qualifications to this day), he has seen guards avert disaster when skylarking schoolboys have wedged a foot in the door; when a school student's backpack was accidentally caught in the doors (while the student was wearing it) and when the straps of a woman's handbag were snagged on something as she alighted from the train. Guards have also stepped in to prevent small children being separated from parents.

On the new trains, the driver's cabin (at each end of the train) will be equipped with CCTV screens so the driver and 'Customer Service Guard' can monitor the doors. But let's do some maths. "On a 10-car train, there are two doors on every carriage, and there will be two cameras on every door," Claassens says. "So that's 40 images the driver has to look at prior to closing the doors and making sure they're closed safely." Imagine a driver trying to monitor these images while navigating thick fog in the Blue Mountains.

Not only that, the CCTV screens have no audio capabilities, so neither driver nor guard can hear cries for help. "CCTV does nothing to stop anything happening," Claassens says. "It may be useful in a court case, but it does nothing to prevent anything happening." Still feeling safe?

“CCTV does nothing to stop anything happening – it may be useful in a court case, but it does nothing to prevent anything happening.”

Rising fears

But imagine for now that the train has departed the platform without incident. Let's look at potential incidents during the journey, such as jostling, pushing and shoving among school students, and targeted bullying of both boys and girls. There are emergency buttons in the carriages of the New Intercity Fleet – but they don't alert the guard. "The guard is no longer the first point of call for passenger contact," Claassens says. "The emergency button will instead trigger an alert at a centralised, remote call centre, where it may go into a queue."

This is of immense concern. "We know that many

people may feel apprehensive on public transport, for a whole range of reasons," Claassens says. "Removing or downgrading the guard function will make that even worse. Guards are the first port of call in the event of an emergency on our trains and the mere presence of a guard can act as a deterrent to inappropriate – or worse – behaviour."

Should an assault occur on this new fleet, there may be a Customer Service Guard in the very next carriage, but no way of contacting them. "It's a disaster waiting to happen," Claassens says.

A 10-carriage train in the New Intercity Fleet will comprise a six-car set and four-car set. "This means that when the driver is in the front of the six-car set, the guard can only walk through the back four cars," Claassens says.

The Rail, Tram and Bus Union is "pushing back all the way", Claassens says. "We're just not convinced these new trains are safe."

Jobs at risk

What all this adds up to is a thin edge of the wedge. "We know what will happen," Claassens says. "Because there's no real responsibility attached to that Customer Service Guard job, we know that over time, management will say 'it's not a real job, the train driver can cope with everything' and they'll gradually get rid of them. It's a push to get the train drivers to do everything, and what the train driver can't do, a control centre will."

Now for a little more maths: there are over 350 guards on the current intercity trains. With Australia in the midst of a global pandemic leading to skyrocketing unemployment that is expected to nudge 10 per cent, for the NSW Government to plot a course to redundancies seems unthinkable.

"It's about regional jobs," Claassens says. "A lot of these guards are employed in places like Gosford, Newcastle, Wollongong, Lithgow. We're also having to fight to save about 350 cleaners. Railway jobs in a country centre are very important – many of those workers have kids who travel to school. In a place like Junee [about 440km south-west of Sydney], for example, if they lose five or six railway jobs, it has a huge impact."

Get behind the guards

It takes just a click to send a message to NSW Transport Minister Andrew Constance that you care about jobs and safety on trains: ourtransport.org.au/guarding-our-safety/

IEU defends early childhood teachers' professional status

“We highlighted the very real risk of creating a two-tiered system of minimum wages, conditions (and dignity) among teachers.”

The IEU has rejected proposed changes to the national teachers modern award that could severely impact on our members, writes Senior Industrial Officer Michael Wright.

Since 2010 there have been 122 national modern awards that provide minimum conditions applicable to particular occupational or industry groups. These modern awards regulate minimum rates of pay and conditions.

IEU members are covered by three modern awards:

- Educational Services (Teachers) Award (“the Teachers Award”) – covers teachers in schools and the early childhood education and care (ECEC) sector
- Educational Services (Schools) General Staff Award – covers all staff in schools, except teachers
- Educational Services (Post-Secondary Education) Award – covers educational staff elsewhere.

A modern award will only impact on IEU members where they are not covered by an enterprise agreement. The schools sector is well covered by enterprise agreements and therefore the impact of changes to the modern award on school staff generally is low. However, for our members in early childhood, particularly in the for-profit sector, the impact of change is considerable.

Modern Award reviews

Until recently, the Fair Work Commission (FWC) was required to review all modern awards every four years. Given the tortuous nature of the process, the review that commenced in 2014 is still in train. However, we are now at the tail end of the process, with only the Teachers Award to be finalised.

Employers, the IEU and other parties sought changes to the Teachers Award in the review process. The focus was on changes that impacted on early childhood teachers and the early childhood education and care sector.

The IEU sought clarification of a number of matters, including coverage of directors under the Teachers Award and the Children's Services Award. The employers sought changes to the span of ordinary hours and sought major changes to rostering arrangements that would have severely undermined certainty of working hours for members.

The review involved days of hearings and the preparation of evidence and submissions by all parties, including the IEU.

Transferring early childhood teachers

In mid-June the Commission handed down a lengthy decision that largely left the Teachers Award as is. But in an unusual development, the Commission also raised a new matter:

“During the course of the proceedings a number of witnesses commented on the difficulty associated with referring to two awards. [...]”

“We see no good reason why the operator of an ECEC centre should have to refer to two awards in order to determine the terms and conditions applicable to the employees at their centre. It is our provisional view that the relevant part of the Teachers Award be transferred to the Children's Services Award.

“We invite submissions in response to our provisional view.” Effectively, the Commission foreshadowed removing early childhood teachers from the Teachers Award and placing them in the Children's Services Award.

IEU makes the case

The IEU made submissions to the Commission questioning the practicality and point of such an approach. We highlighted the very real risk of creating a two-tiered system of minimum wages, conditions (and dignity) among teachers. We indicated that this would exacerbate gender inequality as early childhood teachers are almost universally women.

Our submissions emphasised the need to keep school and early childhood teachers under the same award. We stated that early childhood teachers:

- have the same qualifications as their colleagues in primary schools and often work across both, sometimes simultaneously, performing fundamentally the same work
- are qualified professional employees, and are (and should continue to be) provided with the same conditions as their professional colleagues
- do not (at least without serious devaluation of their professional qualifications) slot into the pay and classification structures within the Children's Services Award
- perform different work to their educator colleagues, and are employed in a different capacity

- work and are paid as salaried employees with flexible hours, in fundamentally different ways to their waged educator colleagues.

We expressed concerns that the contemplated change would “in the minds of many, excise early childhood teachers from their profession. It will reintroduce an historical dynamic, that has only in recent decades been addressed, that viewed early childhood teachers as somewhat lesser teachers than their colleagues in the school sector. The IEU, early childhood academics and the industry broadly see early childhood teachers embedded within the profession of teaching and the practice of education rather than the more care-centred focus of the children's services sector.”

Finally, we expressed serious concerns that if the provisional view of the Commission were put into effect, outcomes in our long-running Early Childhood Teacher Equal Remuneration/Work Value case would not flow to early childhood teachers, by virtue of them being limited to the Teachers Award.

Overwhelming rejection of preliminary view

It is heartening to note that all but one of the submissions the Commission received rejected the concept of excising early childhood teachers from the Teachers Award. Submissions were received from:

- Independent Education Union of Australia
- Australian Education Union
- Australian Nursing & Midwifery Federation
- United Workers' Union
- Association of Independent Schools
- Community Connections Solutions Australia
- Australian Childcare Alliance

Only the submission of the rather marginal player, the Australian Federation of Employers and Industries, provided half-hearted support for the idea.

The union awaits the Commission's decision, and we will also report this to members.

IEU and the NSW public sector wage case

Any decisions in the public sector will influence our bargaining position when we negotiate for our own enterprise agreements with our non government employers.

Since 2011, all public sector employees receive a fixed pay increase of 2.5% in accordance to the NSW Government Wages Policy. This year, the NSW Government announced that public sector wages will be frozen because of the dire economic conditions resulting from the devastating impacts of the bushfires and COVID-19 pandemic on the NSW Government budgets.

Together with five public sector unions, the IEU appeared before the Full Bench of the NSW Industrial Relations Commission to challenge the NSW Government's decision to freeze wages.

The Full Bench hearing was listed in response to 43 award applications made by the unions seeking 2.5% pay increase for their respective members which are due on 1 July 2020. In an unprecedented move by the Commission, it decided that all 43 award applications can be joined together in one Full Bench hearing where each union party can plead their case for the pay increase.

The joined proceedings were initially listed for two full day hearings before three members of the NSW Industrial Relations Commission. Given the volume of materials

filed in the proceedings, the hearings did not conclude in the two days and has been listed for further hearings on 24, 30 and 31 July.

Although IEU members do not work in the public sector, we have both direct and indirect interests in this matter. Firstly, we are directly interested because we are a party in the matter. We represent the group of teachers who are employed by the NSW Ministry of Health to teach in early childhood centres attached to public hospitals. Second, like many other unions who intervened in the matter, we are deeply concerned about the implications of this decision on our greater memberships. After all, any decisions in the public sector will influence our bargaining position when we negotiate for our own enterprise agreements with our non government employers.

In either case, our involvement is warranted because we support our public sector comrades who have been at the frontline during these difficult times to get their hard-earned pay rise.

Amanda Hioe Industrial Officer



Union welcomes record numbers

Each year the IEU is in the fortunate position to welcome new members as a fresh cohort of teachers enter the profession and support staff commence work in the non government education sector.

It is fair to say that 2020 has been an exceptional year with March being the single biggest growth month in the union's history.

Just as people turned to the ABC as the nation's most trusted news source when bushfires hit and again when the coronavirus pandemic shut down the country, so too did workers across the country join or rejoin trade unions in significant numbers. Our sister branches (Queensland and the Northern Territory; Victoria and Tasmania; South Australia; and Western Australia) also reported substantial increases in membership.

In February, March and April 2019, the IEU experienced its best recruitment figures in five years. During the same period in 2020, the number of members joining more than doubled that number, exceeding last year's figures by 137 per cent.

Importantly, 30 per cent of these new members (almost 600 in total) are under 30 years of age; and almost 200 of these members are in their first year of teaching.

The IEU warmly welcomes all these members. As ever, we look forward to defending all our members' rights and improving salaries and conditions within the profession.

These members have joined in a year when so many agreements are set to be negotiated, including agreements with the Association

of Independent Schools, the Catholic Systemic Schools, Catholic Independent Schools and Christian Schools.

We encourage reps and experienced members not only to welcome the new members into their respective chapters, but also to explain the negotiation process and how the union collectively advocates on behalf of its members and the profession.

The union also welcomes more than 400 support staff who joined during this time. These members will strengthen our bargaining power as we progress campaigns to achieve pay parity with support staff in state schools and seek better conditions such as improved long service leave entitlements. These campaigns can only succeed with the support of a growing and engaged membership.

In the three months to May 2020, 100 early childhood teachers also joined our ranks. As we await the outcome of the IEU's Equal Remuneration Case we also welcome these members.

Thank you to the reps and members who encouraged their colleagues to join their union when the pandemic hit our shores. Thank you in advance to all of our experienced members who will mentor the new members. Please contact the IEU office if we can be of any assistance in this process.

Dave Towson Organiser and Organising Co-ordinator

MEMBERSHIP news



Well the year is flying by and we're already half way through a year I'm sure most of us will never forget.

If the new financial year has brought change to your workload, please let us know so we can adjust your subscription rate. If you want to update or would just like to confirm our records are correct, please email membership@ieu.asn.au

Don't forget - union fees are tax deductible; if you pay via direct debit from your account, credit card or Bpay we can issue a statement just email membership@ieu.asn.au. If you are paying deductions from your pay, as the transaction is made by your employer, the total amount will appear on your Income Statement (previously Payment Summary).

Don't forget – union fees are tax deductible

We are currently contacting student members to confirm if they are still studying or have now entered the workforce. Thank you to all current student members who have advised us of their new study finish date and continue to retain their student membership. A very big welcome to those former student members who have now joined the IEU as teacher members. What an introduction to working in schools, centres and post secondary colleges you have had in 2020! Please let us know if we can support you in any way. And remember, beginning teachers are able to take advance of our three months free offer.

IEU staff have been contacting unfinancial members during the July holiday break. Our aim has been to contact as many members as possible, when people are able to receive phone calls during what would otherwise be regular working hours.

At the time of writing we can report that, although many members have inadvertently become unfinancial (for example because their credit or debit card has expired, or they changed employers at the end of last year) these teachers and support staff have contacted us to re-join.

Membership Team

Union news for HSC marking and AMEB examiners

In July the IEU, along with the NSW Teachers Federation and the National Tertiary Education Union made a claim for a 2.5% pay increase for HSC markers.

The employer rejected the claim, stating that any decision they made would be subject to the outcome of the major public sector case which is currently before the Commission. The employer is arguing for a

wage freeze in the public sector.

The unions have argued that the public sector case does not apply in this instance, as teachers have been awarded a 2.5% increase in the government sector and major non government employers have essentially agreed to this increase as well.

As such, it is the position of the unions that teachers undertaking HSC marking

duties later in the year should also receive the 2.5% increase.

The union also recently concluded the AMEB agreement for music examiners. As this case was largely concluded prior to the health crisis the 2.5% increase was already agreed to. The final negotiation points were primarily concerned with establishing a process for online assessment.

The union expects the HSC markers case to be listed in early August, once the Crown Salaries Award matter has been finalised.

Members are able to keep up to date with proceedings from the union website, our social media platforms, or email pat@ieu.asn.au

Pat Devery Organiser

Casual employees and long service leave

Having managed to secure beneficial outcomes for members the union continues working toward making any necessary changes to agreements to further acknowledge casual employees and casual service for LSL purposes.

The union has many members who have worked for extended periods as regular casual employees in schools, and also a large number of long term casual employees in the ELICOS sector. Some members have exclusively worked on a casual basis, whereas others have combined periods of casual and permanent service.

Members often ask about long service leave entitlements for casual employees, or whether prior periods of casual service are taken into account when calculating the relevant period of service to qualify for Long Service Leave (LSL). The short answer is “yes”, service as a casual employee counts for LSL purposes, but the key question is whether relevant periods of service as a casual employee count toward the required period of “continuous service”.

Long Service Leave became a legislated entitlement for employees in NSW in 1955 (or 1976 in the case of the ACT), and generally speaking these Acts provide for the equivalent of two months of leave for 10 years of service, albeit in different ways. The ACT legislation appears to have always recognised that casual employees were entitled to LSL, and the NSW legislation was amended in 1985 to confirm this. Many enterprise agreements covering teachers and support staff in schools now provide for higher rates of accrual of LSL, but still refer to the relevant legislation for the method of identifying and calculating “continuous service”.

Questions about “continuous service” can be very complex, requiring an application of the provisions of the relevant Act, a careful analysis of the employee’s employment history, and may also require a consideration any relevant legal precedent. Complications arise from the general common law view that each separate casual engagement “stands alone”. Further complications arise in calculating periods of service and determining the applicable rates of pay. For these reasons members are encouraged to contact the union if they believe they may have entitlements arising from periods of casual service.

Some key points

- Members with casual service should bear the following key points in mind in considering whether they may have entitlements to Long Service Leave:

Generally, an employee becomes entitled to LSL entitlements after completing 10 years of continuous service in NSW, or seven years in the ACT;

- Under the legislation, an employee will be entitled to a proportionate amount of leave where an employee’s services are terminated by an employer (for reasons other than serious and wilful misconduct) after five years of continuous service;
- Similarly, where an employee terminates their employment after five years of continuous service (and before they are otherwise entitled to LSL) for reasons including illness, incapacity, or other domestic or pressing necessity, the employee may be entitled to a proportionate amount of LSL. Any member (whether casual or not) considering terminating their employment for such reason is encouraged to contact the union for advice before doing so;
- Teachers and non teaching staff in non government schools covered by an enterprise agreement will often be entitled to LSL upon resignation after completing five years of service, whether or not one of the above reasons applies. However members are again encouraged to contact the Union to confirm the provisions applicable to their circumstances.

Catholic LSL portability

Members employed in Catholic schools should also be aware that most enterprise agreements contain LSL portability provisions that may require another Catholic school employer to recognise periods of prior service for LSL purposes. These provisions generally require an exchange of documentation at the time of termination by the former employer and the time of engagement by the new employer. Where this occurs, members should check to ensure whether all eligible casual service has been properly recorded in the required documentation.

Why casual employees should apply for Parental Leave

Significant breaks in service will generally mean that the period of service has been broken such that an earlier period of service may not be regarded as having been continuous. For this reason it is important for casual employees to do everything possible to ensure that continuity of service is maintained.

Recently Catholic Education, Diocese of Parramatta (CEDP) denied a member recognition of a significant period of prior casual service because she took a break from teaching after giving birth to a child. CEDP refused to acknowledge the earlier period of casual service because it asserted that the time she took off work to look after her child broke the continuity of service. The way to avoid such an outcome is for casually employed members to apply for unpaid parental leave under the *Fair Work Act* where possible (sometimes an employee may not have the requisite 12 months of service). Unpaid parental leave does not count toward an employee’s total period of service, but it is essential to maintaining a total period of continuous service.

Other recent disputes

The union has also recently assisted casually employed members in schools securing the higher rates of LSL accrual that apply under the terms of applicable enterprise agreements. These recent disputes arise due to the complexity of the interaction between agreements and the relevant legislation. Having managed to secure beneficial outcomes for members, the union continues working toward making any necessary changes to agreements to further acknowledge casual employees and casual service for LSL purposes.

With the recent COVID-19 disruptions, the union has also been assisting many long term casually employed members in ELICOS to identify whether they hold LSL entitlements. Complications may arise as to whether or not employment has terminated in the case of members who have not yet completed the required period of continuous service (eg 10 years in NSW). Members who believe they have completed five years of continuous service may need to contact their union organiser if they become concerned that their employment has been terminated – a circumstance that is likely to occur if they cease receiving JobKeeper payments and they are not otherwise re-engaged by their employer.

Iain Bailey Industrial Officer and Industrial Co-ordinator

Increase union membership in your workplace

Take an active role in your union.
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Help make members’ voices heard.

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From the snow to the sea and sky, Ajax, Canada, has it all for Wendy Storuk, on exchange from John Paul College, Coffs Harbour.



Vanessa Magill (right) with her daughter Amber (left), in Toronto, Canada, enjoying pastries from local chain Beavertails. Vanessa is on exchange from St John the Baptist Primary School Woy Woy. They are accompanied by local Toronto teacher Cheryl Howe (centre), who has completed three exchanges and visited Australia 28 times!



Stephen Wierzbicki and his family met up with exchange coordinator Helen Gregory at the IEU office in Ultimo. Stephen is on exchange and from Collingwood Ontario and working at Xavier Catholic College Skennars Head.

Labour bites



Samoan workers win minimum wage boost

Samoa First Union (SFU) was formed in 2015 by First Union New Zealand. First Union wanted to develop a union for private sector workers as the Samoan community within its membership was concerned by the exploitation and lack of representation for workers in Samoa. In 2016, Union Aid Abroad – APHEDA began supporting the project, which focuses on capacity building and developing appropriate approaches and tactics that fit within the Samoan culture.

In a country where tourism plays a major part in the economy, much of the money that is profit for the foreign owned resorts goes overseas to parent companies and is not spent within Samoa. Add to this the current COVID-19 crisis and, like other Pacific economies, Samoa is struggling with huge job losses and a debt burden to foreign governments.

As the only private sector union in Samoa, SFU has to deal with every industry in the country. Despite having dealt with two declared 'state of emergencies' in the last six months (a measles epidemic and the COVID-19 pandemic), the SFU has been tenacious in advocating for Samoan workers.

In January 2020, an increase to the minimum wage was legislated with a \$0.70 sene increase from \$2.30 to \$3.00 an hour. No public sector worker receives less than \$4 per hour so this increase was very important to the private sector. This, together with the work of the union to advocate for special consideration during COVID-19 for sustenance has been important to raising the interests of the lowest paid workers.

Source: Union Aid Abroad - APHEDA



Indian workers' rights under attack

Many states in India are using the coronavirus crisis as an excuse to suspend labour laws and attack workers' rights as the central government of Narendra Modi continues its assault on the trade union movement.

Uttar Pradesh, Madhya Pradesh, Gujarat and Himachal Pradesh have announced extensive changes, increasing working hours from eight to 12 hours, introducing fixed term employment and suspended labour laws, or provided exemptions to them. Many other states have also introduced changes.

These attacks on workers' rights were made through executive orders when the legislative assemblies or parliament were not in session. The changes were made without consultation with trade unions and undermine fundamental principles and rights at work.

A joint campaign by seven global unions is calling on the Indian Government to withdraw these changes, strengthen the labour

inspectorate and provide social security for all.

Source: LabourStart



US employers can opt out of birth control coverage

The United States Supreme Court has upheld the Trump administration's regulation letting employers with religious or moral objections limit women's access to birth control coverage under the Affordable Care Act. This regulation was the latest attempt to undermine the "contraception mandate" which was a signature initiative of the Obama administration that required most employers to provide cost-free coverage for contraception. This decision could result in as many as 126,000 women losing contraceptive coverage from their employers.

The court ruled 7 to 2 to uphold the administration's regulation. In a dissenting opinion to the ruling, Justice Ginsburg said the majority's ruling left women "to fend for themselves, to seek contraceptive coverage from sources other than their employer's insurer, and, absent another available source of funding, to pay for contraceptive services out of their own pockets."

"Ready access to contraceptives and other preventative measures for which Congress set the stage," she wrote, "both safeguards women's health and enables women to chart their own life's course."

Source: The New York Times



Zimbabwean nurses jailed

On 6 July, the Zimbabwean government arrested 13 nurses at the Harare hospital. They were protesting their deteriorating pay and working conditions.

Those nurses have since been released on bail – but have been dismissed from their jobs. With the inflation rate hovering around 1000%, the cost of living has risen so rapidly that public sector salaries are now almost worthless.

The Zimbabwean Nurses Association (ZINA) is calling for an upward salary review and outstanding COVID-19 allowances, as well as adequate provision of Personal Protective Equipment (PPE). But the government announced that it would not be engaging in any form of collective bargaining for the next three months.

Public Services International, a global union federation of more than 700 trade unions representing 30 million workers in 154 countries, and the Zimbabwean Nurses Association, are calling for the release and reinstatement of all nurses and demanding that the Zimbabwe government cease intimidating and harassing health workers and instead listen to their legitimate demands and concerns.

Source: LabourStart

UNION SNAPS



Support staff of McAuley Catholic Central Tumut photographed with their new principal, IEU member Eamonn Moore. Their beautiful bouquets were fresh from the garden of IEU Rep Wendy Hill.



The union farewelled Professional Officer Amy Cotton (second from left) on 3 July. Amy was the powerhouse behind the IEU's highly successful professional development program for nine years. She is pictured here with, from left, Assistant Secretary Liam Griffiths; Deputy Secretary Carol Matthews; Secretary Mark Northam; and Assistant Secretary Pam Smith.



Working within Covid-19 restrictions, the IEU Council met on Saturday 20 June, with some officers in our Ultimo headquarters and more than 100 members of Council on Zoom. President Christine Wilkinson sits at the head of the table with Secretary Mark Northam.



Support Staff St Francis Xavier, Florey. Photographed from L-R Katharine O'Connor, Receptionist; Jennifer Madgwick, Principal's PA and Enrolment Secretary; Debra Slack, VET and Careers Administration Assistant (and Support Staff Rep).

Students protest fee hikes

On 19 June, Coalition Education Minister Dan Tehan announced that the cost of studying the humanities at university would double, while fees for the supposedly more "job relevant" courses would be slashed.

Students of nursing, psychology, English, languages, teaching, agriculture, maths, science, health, engineering and architecture would emerge from university with a much smaller debt than those who studied law, commerce, economics, history, philosophy, anthropology, linguistics or communications.

But students refuse to take this lying down. Chanting "When student rights are under attack, what do we do? Stand up, fight back!" several hundred gathered (at safe social distances) to protest in Sydney on 26 June.

Greens Senator Mehreen Faruqi (pictured top right), who holds degrees in civil and environmental engineering, addressed the crowd. "This is a package that condemns students to decades of debt at a time when we know that



youth unemployment is soaring," Senator Faruqi said.

"This is a package that completely fails uni staff who are set to lose tens of thousands of jobs across Australia. This is a package that gives nothing – no funding for the vital research that we need to get us out of the COVID crisis, the inequality crisis and the climate crisis."

The term "hypocrisy" reverberated throughout the afternoon – hardly surprising, since Tehan himself holds an arts degree from the University of Melbourne.

Shovan Bhattarai, Education Officer at the University of NSW Students Representative Council (pictured above left, holding microphone), also spoke to the assembled. "The Liberal Government is trying to make choosing what you want to study at university a privilege reserved for a small minority who can afford it," Bhattarai said. "For the rest of us, education will mean a degree factory, pumping us through so we can make profits for the bosses."

Another student, Raul Haagensen, who is studying arts at the University of Sydney, quipped that "only a couple

of weeks ago, ScoMo said slavery had never existed in Australia, so maybe he should be studying history".

Speaking in the media in the week of Tehan's announcement, Labor Leader Anthony Albanese said: "High school students who will graduate this year and want to go to university decided 18 months ago which subjects they would study to qualify for their degree of choice. At that time, they also believed they knew what their degree of choice would cost. Tehan now wants to change that."

"This is the government of \$100,000 university degrees. They don't seem to understand that education benefits not just an individual, it also benefits the nation."

"This is also a government that has ripped \$3 billion from TAFE. So if they talk about support for education programs that benefit the workforce, why have they cut \$3 billion from TAFE?"

Monica Crouch Journalist



Principals' news

On behalf of the IEU I would like to thank principal members for your ongoing engagement with the union and for your support for your principal colleagues. This support has been especially vital during the challenges of this pandemic and the Catholic sector enterprise agreement negotiations.

With regard to the Enterprise agreement negotiations, the IEU has welcomed the announcement by Catholic Commission for Employment Relations of agreement by all dioceses to pay the 2.5 percent increase for 2020, with backpay from the first full period on, or after, 1 January this year. This pay rise includes principals in the Sydney Archdiocese and the other 10 dioceses.

In relation to Catholic systemic sector EAs for principals, Sydney has retained its position that it wishes to bargain separately and issued Notices of Employee Representational Rights (NERRs) under the Fair Work Act to commence formal EA negotiations. (Despite earlier indications to the contrary, Parramatta will now join negotiations via CCER for a NSW/ACT principals' EA.)

The IEU met with Sydney Catholic Schools (SCS) on 2 July and agreement was reached to progress EA negotiations. As part of these negotiations, the IEU has requested that pay rates be increased for certain EA salary bands in order to address some current anomalies between the Sydney and the NSW/ACT principals' pay scales. There will also be discussions between the IEU and SCS about the link between step progression and contract renewal, given that Sydney contract renewal processes have changed.

Discussions will be pursued with CCER in relation to the EA for the other dioceses and, as always, the IEU will work with

its principal members in all dioceses to achieve the best possible agreement to protect and enhance their interests.

With reference to some significant education issues, the IEU is aware of the concerns raised by many principals about the Nationally Consistent Collection of Data within the context of the recent impact of COVID-19 on schools. The IEU at NSW/ACT and at national levels, together with Catholic Schools NSW and the Association of Independent Schools, has been making representations to the Federal Government to seek some flexibility for 2020 NCCD requirements, similar to the relaxing of provisions for Semester 1 reporting.

The IEU understands that revised 2020 NCCD Guidelines were circulated to all education jurisdictions recently and are published on the NCCD Portal (see www.nccd.edu.au/). It is noted, however, that some systems of schools may seek to interpret these guidelines in their own ways. The IEU will continue to engage with our members, including principals, in relation to NCCD and welcomes your perspectives as school leaders.

In regard to the NSW Curriculum Review, the IEU's position is that the implementation of the review must be effective, not just quick. There must also be appropriate consultation with principals and school staff. While there is support for 'decluttering' the curriculum, there are concerns if there is a simplistic, politicised 'back to basics' approach and also about the workload implications of a rushed three-year timeline.

The Term 3 IEU Principals Sub Branch meeting is scheduled via Zoom for Saturday morning, 8 August. Meetings can also be arranged with IEU principal members in diocesan, regional or sector groups.

Pam Smith Principals Organiser and Assistant Secretary

Social media INSIGHTS

It's been a big month of news, announcements and decisions. Some disappointing and frustrating, while others are good news and a source of hope. There have been concerning developments regarding plans for transitioning out of the pandemic and shortcomings in government policy, but also positive developments on major EA negotiations, including one that affects around 15,000 of our members, and their hip pocket.

Our members are active and vocal on these issues. We encourage all of you to continue letting us and your colleagues know your thoughts and engage in meaningful conversations with each other, both online and in your workplaces.

Here is a small selection of some of the insights and conversations you've been having on the IEU Facebook page.

Minimum wage review

Rachel Elizabeth - \$13 a week! Aren't we lucky...

Catholic systemic EA negotiations support staff working group

Carolyn - It's a shame the CCER cannot see the true value of school support staff for this EA. I urge all staff to continue the fight for true justice for school support staff. We are an integral part of schools and should be recognised as such.

Terrianne - Thanks for forging ahead with the support staff/DET pay parity claim. It's sad that more fight is required.

Catholic systemic schools agree to overdue pay increase and backpay

Debra - This is a great outcome and a sure sign that the strength of the IEU has been acknowledged by the employer. Congratulations and heartfelt thanks.

Mary - Thank you for looking after our rights. This is great news.

Helen - Well done, everyone! Thanks IEU for your perseverance!

Sara-Jane - This is fantastic news but I hope you keep fighting for the support staff officers and their pay rise, I know they have received this particular rise but they should be receiving the same as those in Dept of Education schools. Don't forget about their work!

Claire - Well done all of you. You deserve every cent and more!

Helen - Well done... Pays to have a union protecting workers

Fight for government funded paid pandemic leave for all

Mandy - Paid pandemic leave for all. I work in the early childhood sector in a community-based centre of which I've 33 years of service. I am sick and tired of constraints and restrictions. The Federal Government needs to step up and support community-based centres. Privatisation in the industry has destroyed our principles. Please support community based childcare. We are in it for the community. Not to return profits from a proprietor!

Pamela - A major reason why people go to work when they are not well – is because they have such limited sick leave and do not want to lose it on a heavy cold in case they get really sick. This is even without a pandemic.

Leonie - Well that depends on what's in kitty and for how long. We have to make rational not emotional decisions for the common good.

Stop Uni fee hikes

Mandy - No student should be disadvantaged ... they are our light at the end of the tunnel. Future is questionable when our youth are compromised!

What does your bank

do with your money?

We've all deposited money with a bank, but have you ever stopped to think what the bank does with those funds?

When you deposit money with your bank, you're essentially lending that money to them, which is how you earn interest on the balance on your savings or term deposit. Banks then use those funds in various ways, including:

- to fund the loans they offer other customers
- to lend to other banks when they need to boost their funds
- to lend to businesses.

This could include your local grocery store or tradie, but could also include companies you may never support if given the choice.

What does this mean for you?

Some banks lend to industries that are highly profitable, but whose main business causes environmental damage. These organisations might be involved in the production of fossil fuels, military activity and producing armaments, or have unethical supply chains which mistreat workers and provide unsafe working conditions.

Being aware of what choices your bank makes when it comes to customer deposits is important. When choosing a bank, consider what values are important to you and then check that your bank aligns with them.

TMB commits to ethical policies

Teachers Mutual Bank lends money like any other bank, but with one important distinction – we have a commitment to socially responsible banking.

This means that your deposits, and the money we lend are never involved in: deforestation; fossil fuels; gambling, alcohol and tobacco; correctional facilities; weapons; political activity; and more.

Further, our ethical policies have contributed to the bank being recognised as one of the 2020 World's Most Ethical Companies® for the seventh year in a row. This evaluation by the Ethisphere Institute recognises a high level of transparency, integrity, ethics and commitment to being a socially responsible bank. For more information, visit www.ethisphere.com

So, if you are a Teachers Mutual Bank member, and so many teachers and support staff and their families are, you can relax knowing the savings you've put away for your future aren't funding industries that put that future in jeopardy.

The best news is, there are no extra costs to you for the peace of mind of investing responsibly.

For more information, visit tmbank.com.au/sustainability "World's Most Ethical Companies" and "Ethisphere" names and marks are registered trademarks of Ethisphere LLC

 **Teachers
Mutual Bank**
We put you first

Increasing density is our way forward

Wonderful news for school support staff! During June we had 59 new members join. This is amazing and a testament to our school reps and support staff who have encouraged colleagues to join.

The more school support staff join the IEU, the better our outcomes for fairer, just wages and better conditions. We need numbers to have clout in negotiations. Individually we can

be powerless or voiceless in fighting for our rights. However, the power of the IEU collective, the strength in unity, brings about change.

Our union is currently working on many awards and enterprise agreements. However, for their success, we need to stand up and be counted. With many more members to we will be in an even stronger position. These awards and agreements benefit us, so we need to spread the word and encourage fellow support staff officers to join and fight for our rights.

We should never be afraid to flex our muscle. If need be, we may have to consider work to rule or even take strike action. Our employers will never automatically agree to our requests. They always devalue our contributions and slink away from justice in wages. Therefore, we need to fight for our rights. We need better, safer, fairer, more inclusive workplaces. The very workplaces that we make so amazing through our contributions; yet our contributions are not always recognised, appreciated or most specifically, valued.

The power of the IEU collective, the strength in unity, brings about change.

As of 8 June, the Catholic Commission for Employment Relations has agreed to back pay the 2.5% wage increase due 1 January 2020 for Catholic systemic schools. This

was long overdue but will they incorporate the interest accrued since January? No they won't, however, a great amount of it will go in tax – hopefully, most employers will release this money immediately.

The IEU continues to meet with Catholic

Independent schools and has recently received a draft enterprise agreement from their representative. Ideally, after they meet on 15 July, a more agreeable Multi-Enterprise Agreement (MEA) will be the outcome.

The Association of Independent Schools has finalised a new MEA to apply to support staff in nine NSW Christian schools. It is hoped that a 'yes' vote in June to early July will be achieved before the MEA is lodged with the Fair Work Commission.

The IEU has been informed by the Association of Independent Schools that bargaining for teachers and school support staff will not commence until mid to late August. The AIS says the uncertainty about the impact of COVID on the collection of school fees in some schools and recent changes in federal funding have contributed to the delay.

Stay safe, stay involved, and stay committed.

Carolyn Collins Vice President Support Staff



Share the good news – union wins on backpay and wages

It is great that there is good news for employees in the systemic schools. It is due to the hard work of the officers who have been diligent in keeping the pressure on the employers to honour their previous agreements. All this would not have been possible without the members and chapters in schools who also keep up the pressure.

A high number of chapters in systemic schools held meetings returning their voting numbers strongly in favour of employers resolving the award as soon as possible due

to their delay and avoidance of meetings and coming to an agreement.

It is unfortunate that it came to this; however, it does mean that chapters and members are strong and believe that rights of employees are integral. Details about backpay will be sent out to chapters as soon as available.

Thank you for your activism. Keep the union strong and recruit more union members in your workplace.

Bernadette Baker Vice President Systemic

News from the wire...

Over 174,355 students around the world receive IB results

Today, 174,355 students around the world are receiving their International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme (CP) results.

They join a community of more than 1.95 million lifelong learners in 152 countries around the world. The number of students receiving their results in Australia this year is 323.

This year's student cohort achieved an average DP score of 29.90 points (of a possible 45). This highlights the consistency of the global DP pass rate, which remains stable as the community of IB students continues to grow. This year, Australia's average DP score is 28.85, with a pass rate of 80.88%.

Dr Siva Kumari, Director General at the International Baccalaureate, said: "I would like to share my heartfelt congratulations with all 2020 Diploma Programme and Career-related Programme graduates for their efforts over the last two years.

"An IB education has always been about more than results and, this year, students have had to deal with a level of global disruption that has never been experienced before.

"Every IB graduate should be proud of their achievements, not just in reaching this milestone, but in the great flexibility and commitment they have shown in overcoming such obstacles. We know that the IB has prepared them to be better learners for life — to be better, more critical thinkers, better at formulating excellent questions and finding the answers, and better suited to adapting to our ever-changing world.

"We at the IB wish this year's graduates all the best for successful and fulfilling futures.

"We know that they will continue to make positive differences to the world as they progress in their lives and the many "new normals".

Following the cancellation of the May 2020 examinations due to the COVID-19 pandemic, the IB made a commitment that its students would receive their results in July, and they would receive a grade at subject

level and be awarded the Diploma or Certificate. In order to achieve this, IB World Schools were asked to upload all internal assessment work and predicted grades. This meant that every enrolled DP and CP student who would have taken the May 2020 examinations and has completed all elements of the programmes' core elements, has been issued with a Course Certificate which reflects their standard of work.

During the pandemic, the IB has been in regular communications with universities around the world to ensure that all IB students are not at a disadvantage when applying to university. About 400 institutions, from over 50 different countries, with representation from each of the continents, confirmed that IB results would be adequate for admissions this year and students treated fairly.

Paula Wilcock, Chief Assessment Officer at the International Baccalaureate, said: "The IB community has collaborated under extraordinary circumstances to keep students front and centre of our decision making. I would like to thank teachers, administrators, examiners, parents, and of course students for enabling us to issue students with a grade which is reflective of their work."

About the International Baccalaureate

In 2018, the International Baccalaureate (IB) celebrated its 50th anniversary. Pioneering a movement of international education in 1968, the non-profit foundation now offers four high quality and challenging educational programmes to students aged 3-19 years old. Through a unique curriculum with high academic standards, the IB champion critical thinking and a flexibility for learning by crossing disciplinary, cultural and national boundaries. The IB currently engages with more than 1.95 million students in over 5284 schools across 152 countries.

News from Conscious Communications Ltd

Film review: In my blood it runs

Meet Dujuan, a captivating young Aboriginal boy who, despite great challenges, has plenty to teach all of us. Journalist Angus Hoy reviews a recently premiered documentary.

In my blood it runs is an observational documentary following an Arrernte and Garrwa Aboriginal family in Alice Springs. Focusing on 10 year old Dujuan Hoosan and his family, the film skilfully demonstrates the challenges Aboriginal communities face in navigating education and social systems still deeply informed by Australia's colonial history.

The documentary, directed by Australian Maya Newell – who's previous work, *Gayby Baby*, was critically acclaimed for its depiction of the daily lives of children of single-sex parents – credits Dujuan as co-cinematographer and members of his family as collaborating directors.

Set in Mparntwe (Alice Springs), Sandy Bore Homeland and the Borroloola community in the Northern Territory, the film is shot in an intimate and unhurried vérité style that nevertheless bristles with the injustices of impoverished and dispossessed communities, facing up against institutionalised racism within systems of education and juvenile justice in Australia. Produced over three and a half years, during this time Dujuan found himself struggling with home life, school and interactions with police and social services.

In 2019, Dujuan was the youngest person ever to speak to the United Nations Human Rights Council, where he spoke about the high incarceration rates of Indigenous youth. He is shown in the film as continuing to learn about his culture and connection to his country through elders and family members; Dujuan is also encouraged to use his native languages – he is trilingual – and he is learning traditional healing and bush medicine practices.

Yet, we see that this sensitive and intelligent young person is "failing" in set curriculum subjects at school. His white teachers are dismissive of Aboriginal stories and spiritual beliefs while teaching a whitewashed version of colonial history. In one scene a teacher shows a book of Australian history from 1952, saying "this one isn't a story, this is information – it's fact".

Dujuan becomes disengaged and frustrated by schooling, borne out in suffering grades, attendance and behaviour. His family is told that if his attendance doesn't

improve their social welfare payments will be cut off and that Dujuan could be taken by the state and placed in juvenile detention. After watching an ABC Four Corners investigation into Indigenous youth incarceration, Dujuan's Auntie warns him that going to juvenile prison means "you're only going to end up in two places: a jail cell or a coffin".

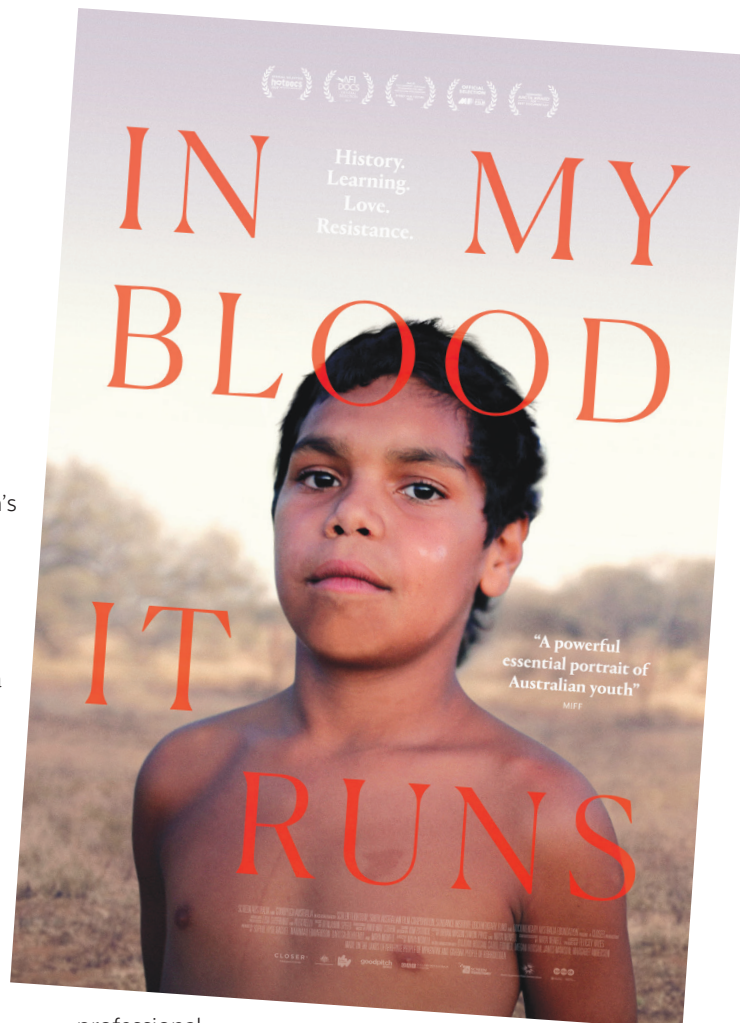
The film artfully balances these crushingly heavy themes with slices of real hope and inspiration, and treads the line between polemic and observation with a nuance only possible thanks to the deep collaboration between the documentary's creators and the communities who are its subjects. The film's creators self-consciously describe it as not just a film, but also a campaign for change.

"The Arrernte and Garrwa families and communities behind the film have guided a multi-year impact campaign that dovetails with our film release," they write. "You can support their solutions by backing their campaign focusing on three main goals: education, juvenile justice and racism."

"The film is shot in an intimate, unhurried vérité style that nevertheless bristles with the injustices of impoverishment, dispossession and institutionalised racism."

The campaign aims to make Australian schools more culturally safe for Aboriginal and Torres Strait Islander students. It encourages educators to engage in learning and reflection, which may involve a process of "unlearning" and "relearning" – challenging assumptions and recognising that what was previously taught in schools about Aboriginal and Torres Strait Islander peoples, histories and cultures has often been inaccurate, incomplete or told through a deficit perspective.

To help study of the film, teachers can access the free



professional learning resource, co-developed by Reconciliation Australia's Narragunnawali team. Due to the film's complex themes, the lessons have been designed for Years 9 to 12, but there is a pre-viewing activity available for primary students ("Children's Voices and Rights").

Teachers are encouraged to view the full-length documentary before using these resources in the classroom, and to then download the Australian Teachers of Media (ATOM) guide, developed with the guidance of a combined First Nations and non-First Nations advisory board.

The film is a masterful achievement, capturing natural behaviour with sensitivity and subtlety. In its final minutes, the film becomes its most didactic, with Dujuan laying out clearly and succinctly what both he and his community need:

"Leave black kids alone."

"Stop killing Aboriginal people."

"I want to be an Aborigine."

Giveaways

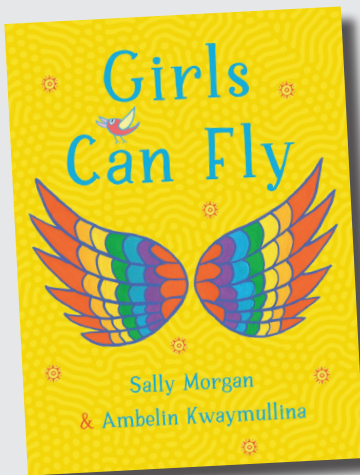


The Big World of Fun Facts (Lonely Planet Kids)

Want to know which nation is ruled by a dentist-turned-dictator? Where to find taxis shaped like coconuts? And who watches competitive cockroach racing? Then this is the book for you!

The Big World of Fun Facts from Lonely Planet Kids is a bumper book of amazing facts and stories from around the world. From countries, food and folklore to sports, flags, animals and more, this fun and fascinating adventure will boggle your mind.

Themes to explore include: nations of the world, nature, government, politics and the law, people and culture, life stages, religion and faith, food and drink, holiday and celebrations, school and work, arts and entertainment, sports and games, transportation and communications.

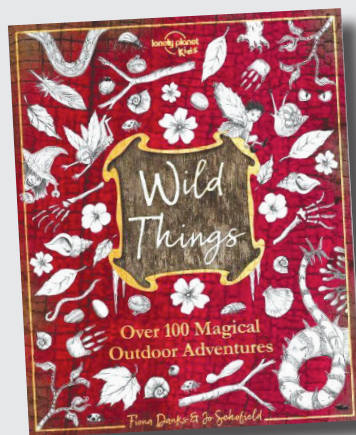


Girls Can Fly (Magabala Books)

Ambelin Kwaymullina and Sally Morgan

Girls Can Fly is an inspirational, young teen book from award-winning Aboriginal writer and artist Sally Morgan and her equally talented daughter Ambelin. Together they have written short, poignant sayings full of advice that comes from their life experiences. Mother and daughter have written a beautiful, thoughtful and inspiring book.

An early draft of the manuscript was given to the participants of the Kimberley and Pilbara Girls program and their feedback and suggestions were taken in. An acknowledgement, information about and photographs of the girls are featured at the back of the book.



Wild Things (Lonely Planet Kids)

The wild things of stories and the imagination are everywhere, but they're shy, secretive, sometimes camouflaged and only reveal themselves to true believers.

This fantastical guidebook will help you track dragons, create fairy fashions, brew magic potions, build snow unicorns, discover trolls and go on night hunts to capture moon magic. Search forests, meadows, fields, ponds, rivers and the seaside, as well as everyday places like school playgrounds, local parks or among the pots on the patio.

You can discover the mysteries of nature all year round and at any time of day or night. So switch your imagination on, use your senses, brush up on your magic skills and take a giant leap into the world of the Wild Things.



Email entries to giveaways@ieu.asn.au with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 1 September 2020.



A complete furphy

This phrase was used by Greg Combet to describe the push by a number of Liberal MPs who are calling for a further freeze to the legislated increase to the super guarantee. Amazingly, the super guarantee reached 9% in 2002 and has moved up a whopping half a percent in only 18 years!

This delay was in spite of legislation moving the employer contribution up to 12%. Constant delays resulted in a freezing of the super guarantee and pushing out the dates for the increases, especially under the Abbott government. The argument, predictably, is that increased super contributions will come at the cost of lower wage growth and reduced consumer spending. These same noisy backbenchers are critical of super in general and of industry funds in particular. The phrase ‘union funds’ is often used to denigrate industry funds in spite of the fact that the boards of industry funds are based on an equal representation model where 50% of trustees represent employers and 50% represent members. Fair go for both sides!

So what will the next delay be based on? Now is not the right time, we can’t afford an increase or we are suffering hard economic times? When is the right time, according to government? Will they proceed to implemented legislated increases, or find another excuse to delay or cancel them?

All the evidence I have read suggests the 12% super contribution, over a working lifetime would provide the worker with an adequate retirement package to replace a substantial percentage of their pre-retirement salary. Paul Keating has consistently advocated for a 12% super contribution, as has Industry Super Australia (ISA). This world class superannuation industry was based on a gradual contribution increase to 12%.

And the further question arises, does the early release of super break the basic premise that super is a tax-benefited scheme to encourage workers to save for their retirement only? Or will it become a scheme to help purchase houses, to pay

for university fees (top price humanities degrees), or to pay for a new car? So far, approximately 2.6 million Australians have applied for early release of super under the COVID -19 legislation, for a total of \$18 billion withdrawn at the end of the 2019 financial year. And the withdrawal is open again this financial year for another \$10,000 maximum withdrawal. Certainly, this government won’t have to face the consequences of this significant drain on member accounts over time. Or, should this matter have been dealt with by JobKeeper rather than by super fund withdrawals? Is this legislation the thin edge of the wedge? The noisy backbench may not like the fact that over time, industry super funds will have substantial holdings of Australian companies which will allow them to have a strong say over how these companies are managed – how they treat their staff, how they deal with gender balance (especially at the board level) and how they design policies for environmental sustainability.

The self-proclaimed ‘savants’ of super fail to realise some basic facts which attest to the success of the national plan for retirement savings. It currently holds about \$3 trillion for a population of approximately 25 million. It provides the nation with a source of infrastructure and Aussie corporate investment rendering us a much stronger nation economically and a model for other nations who aspire to have a retirement savings system as strong and efficient as ours. It has assisted us greatly during the GFC and will undoubtedly help to spur economic growth after the COVID-19 crisis.

Bernard O’Connor
NGS Super Company Secretary/ Manager Insurance and Complaints



(Important information: The information in this article is general information only and does not take into account your objectives, financial situation or needs. Before making a financial decision, please assess the appropriateness of the information to your individual circumstances, read the Product Disclosure Statement for any product you may be thinking of acquiring and consider seeking personal advice. Past performance is not a reliable indicator of future performance. Any opinions are those of the author and do not necessarily reflect the view of NGS Super.)

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2020 Professional Development

28 July

Women working in boys' schools - ONLINE

3 August

10 Secrets of effective teachers - ONLINE

4 August

The Australian industrial landscape and key issues for women - ONLINE

11 August

Union women discuss work, wellbeing and the way forward - ONLINE

12 August

Responding to extreme behaviours - ONLINE

17 August

Managing difficult conversations with parents - ONLINE

19 August

Workload issues in schools - Knowing your rights - ONLINE

25 August

Journey to be a sustainable school in 2020 - ONLINE

See www.ieu.asn.au for updates and further information

Reps Training

These training sessions have been divided by sub branches to help focus in industrial issues and needs.

31 July

Tamworth/North West NSW - ONLINE 12.30pm - 3.30pm,
email betty@ieu.asn.au



with Professional Development and Reps Training

www.ieu.asn.au

Our locations

Sydney 485-501 Wattle Street, Ultimo NSW 2007 (02) 8202 8900

Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900

Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400

Lismore Unit 4 Professional Centre 103-105 Molesworth Street,

Lismore NSW 2480 (02) 6623 4700

ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500



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Authorised by Sally McManus for Australian Council of Trade Unions, Melbourne

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