





Mark Northam
Secretary

The current multi-enterprise agreements (MEAs) for teachers in some 220 independent schools expire on 31 January 2021.

The Association of Independent Schools (AIS) met with the IEU on 6 December 2019 and indicated that the process to develop new multi-enterprise agreements for these 220 schools would be fast paced.

However, it is now difficult to believe that respective school employers forwarded the Notice of Employee Representational Rights to employees in November 2019.

The COVID-19 pandemic and its many implications stymied the negotiation process. But COVID is not an excuse to not bargain in good faith.

Where are we up to?

As this edition of *Newsmonth* goes to press, the AIS has contacted the IEU to agree on a series of meeting

dates up to 17 December 2020 and rolling into 2021. This is a direct result of member action.

What does the Fair Work Act say about bargaining?

In essence, parties must meet, disclose relevant information and respond in a timely manner. Simply saying "we are meeting but are not prepared to talk percentage increases" is unreasonable.

Agreements have been reached for Catholic Systemic Schools (2.28%), and Catholic Independent Schools (2.28%). The IEU and Christian Schools Australia have reached agreement on the following increases: 2.3% in 2021; 2.3% in 2022; and 2.5% in 2023. This agreement proceeds to a vote commencing on 2 November.

AIS out of step with other sectors

Put simply, the AIS is out of step with all other educational sectors. The AIS's position is that individual schools should determine what their payments might be. This approach is not conducive to the wellbeing of multi-enterprise agreements which set common expectations across NSW and the ACT.

Hear me roar: Vale Susan Ryan AO

IEUA NSW/ACT Assistant Secretary Pam Smith pays tribute to Senator Susan Ryan AO – a woman who changed things for women.

There have been many recent tributes to Susan Ryan AO, who passed away on 27 September, and there will be many more about the architect of equal rights for women legislation in Australia and who continued to advocate for a more socially just and inclusive society after her game-changing career in politics.

Born in 1942, Susan grew up in the Sydney suburb of Maroubra and was educated at Brigidine College, Randwick. She undertook a degree in English at the University of Sydney, hoping to complete an honours year part time while teaching.

Ryan taught for a year at St Patrick's School for Girls at Church Hill but discrimination against married women at the time (she married at the age of 21) precluded her from completing either honours or a Diploma of Education (see breakout box page 2).

Elected to the Australian Senate from the ACT in 1975, Ryan became Minister for Education and Youth Affairs in the Hawke Government in 1983. She was also Minister for Aboriginal Affairs and Minister Assisting the Prime Minister for the Status of Women.

During her parliamentary career, Ryan steered a range of legislation that helped transform the lives of Australian women. A centrepiece was the Sex Discrimination Act 1984, which Ryan described as "probably the most useful thing I have done in my life".

Ryan also oversaw the Affirmative Action Act, the predecessor of the current Workplace Gender Equality Act which requires employers, such as dioceses, other systems and independent schools with more than 100 staff, to report annually to the Workplace Gender Equality Agency. Ryan's legacy endures in this annual reporting system which ensures transparency around a range of key gender indicators, including access to flexible work arrangements.

After leaving the Senate in 1987, Ryan contributed to public life as President of the Australian Institute of Superannuation Trustees and as Pro Vice Chancellor of the University of NSW. In 2011, she became the inaugural Age Discrimination Commissioner and later added the role of Disability Discrimination Commissioner to her bow.

Ryan was also deputy chair of the Australian Republican Movement from 2000 to 2003. She was a strong advocate for an Australian bill of rights.

Ryan's inclusive vision of Australian society was her ongoing impetus. She believed "improvements in education, training, legal aid services, welfare services and childcare benefit the whole of society and not just women".

In paying tribute to Susan Ryan, former prime minister Julia Gillard said, "Every Australian's life has been improved by her focus on gender equality. She blazed the trail for women, including me. I honour a woman of courage and a true believer."

Sadly, United States Supreme Court judge and icon for progressive values Ruth Bader Ginsburg passed away shortly before Ryan on 18 September and Australian singer Helen Reddy shortly after, on 29 September. Reddy's smash hit "I am Woman" has been an enduring feminist anthem since 1971. May the legacies of Ryan, Bader Ginsburg and Reddy live on in a vision of justice, equality and inclusion for women and men.

Susan Ryan described the Sex Discrimination Act 1984 as "probably the most useful thing I have done in my life".

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It takes a village to lead a school



The head of Korowal School in the Blue Mountains, Barbara Fitzgerald, shares with journalist Monica Crouch how she steered her school through two major crises this year.

Korowal School, a K-12 school at Hazelbrook in the Blue Mountains, faced not one but two extraordinary challenges in 2020: bushfires and the COVID-19 pandemic.

"We started the year with a community on tenterhooks," the Principal, Barbara Fitzgerald, said. "In the Blue Mountains, we spent summer in dense smoke, preparing to evacuate as the fires approached our towns, where hazard reduction lines broke and reading the wind direction became the new normal."

Fitzgerald, who began her education career as a primary school teacher in Sydney before relocating to Melbourne where she studied acting at Victorian College of the Arts, joined Korowal in 1994 to teach HSC subjects and junior drama.

Over the years her teaching load increased; she was High School Coordinator for six years before becoming Principal in 2013. She has been an IEU member for 20 years.

Along comes COVID

While the fires mercifully left Korowal standing, the school community returned after the Christmas holidays feeling far from relaxed and ready for the new year. And before they could recover from this highly stressful summer, the COVID-19 pandemic descended.

"By the end of February, we needed to draw on all of our energy and reserves again as planning for remote schooling was upon us," Fitzgerald said. "We had to create new systems throughout teaching and admin. By mid-March we were delivering home learning packages to primary school families, and high school was running Google Meets for classes online."

It was an intense and challenging time for a leader, yet a recurrent theme in Fitzgerald's response to these twin crises is "we": she consistently recognises how the entire school community – teachers, support staff, students, families – came together.

"We were required to remain flexible, adapt to ever-changing circumstances, and adapt or totally rewrite programs for this new way of schooling," Fitzgerald said.

"We needed to take into account what parents at home could cope with, as they too worked from home. Teachers made contact with individual families if our high school students appeared to be having difficulty working without supervision."

Strength through support

Throughout it all, the school community strove for togetherness. "We consciously introduced ways of keeping connected through posting students' works and experiences, sending through great ideas people were adopting and posting wellbeing tips," Fitzgerald said.

Even so, the load was heavy. "Knowing the staff and community were depending upon me to stay strong and lead the team, interpret developments and create direction, was a huge responsibility," she said.

"Remaining calm to draw teams together and plan, with very little time for reflection or revision, was intense. On many occasions the plan for the following week would be thrown out by a media announcement at 5pm on Friday that directives had changed, so we would have to go back to the drawing board. It was exhausting."

Clear vision

Yet during all this upheaval, some things didn't change. "Unpredictable conditions required a complete review of our priorities in both content and pedagogy, but not in our values," Fitzgerald said. "Holding our values through this time became a priority."

These values are worth enunciating. "We are developing people who are compassionate; people who understand that their life decisions and contributions can help to create a sustainable world," she said.

Fitzgerald sees the teacher's task as guiding and enabling critical thinking and to hold students accountable for their words and actions.

"To discover freedom in our lives, we need to understand the relationship between freedom and responsibility – they go hand in hand," Fitzgerald said. "If our students internalise this then we are doing a fine job of educating them for a life of change and possibility."

"Unpredictable conditions required a complete review of our priorities in both content and pedagogy, but not in our values."

Continued from page 1

When Susan Ryan taught me

IEU member Jan Glazier shares a personal memory about the exciting year a young Susan Ryan was her teacher – and the huge impact she had.

I was devastated when I heard of Susan Ryan AO's passing. She was only five years older than I am, and I was always tempted to contact her and let her know what an impact her year of teaching had on me. I can't do that now. Ryan achieved so much in her life but I will always remember her as my most inspirational teacher.

I attended St Patrick's at Church Hill in The Rocks (since closed). There were many disadvantages to travelling from Eastwood to the city for five years and having school friends all over Sydney, but the advantages outweighed them. Our school had also had Germaine Greer as a part-time teacher some years earlier.

Susan Ryan had finished her degree and was hoping to do honours part-time while teaching. However, she didn't attend Sydney Teachers College although she did have a scholarship. Her memoir, *Catching the Waves*, explains why. She was expected to attend the College for a Diploma of Education at the end of her degree, but was rejected from both the honours course and Dip Ed for wanting to undertake them part time because she was getting married. Her year at St Patrick's was her

only year of teaching.

My memories are of an amazing, bright, inspirational teacher who gave us *Lord of the Flies* to read, with no introduction, and asked us to write a review and analysis, so she could decide who could do English honours. She had me on that first task! I was one of the five or six girls who did English honours. Ryan had a passion for literature – books, poetry, Shakespeare and plays – and it was contagious.

We only ever played one trick on her, she groaned and was bored and we never did it again as she had so much to talk about and share with us. Highlights of my honours sessions with her were the times she took us to films and theatre, such as *Electra* by Sophocles, plays in Darlinghurst, a review, and usually with her handsome fiance, Richard Butler. For highly impressionable fourth-year girls, this was the ultimate in romance and glamour.

Ryan married Butler in 1963 (more glamour!) and fell pregnant. For that time it was an enviable life. Many of the ideas and discussions Ryan instigated raised questions about the role of women and their rights in society.

Susan Ryan certainly made an impression on me and I wasn't at all surprised to see her rise in politics to promote women's rights and equity. I am one of the women who took advantage of some of the changes she championed – I could do my own degrees part-time.



Thanks for sharing

The IEU first reported on Patricia Brennan and Joann Coen’s job share in 1998 (above right). In 2020 they talk to IEU journalist Monica Crouch about how they did it for over two decades.

When primary school teachers Patricia (Trish) Brennan and Joann (Jo) Cohen met in 1989 at St Luke’s Catholic Primary School in Revesby, little did they know they were about to embark upon job sharing for the next 21 years – as well as a lifelong friendship.

While the IEU is hearing rumbles of some employers resisting such flexible arrangements, Jo (pictured above, in red) and Trish (in white) experienced the opposite. Initially, the school’s principal asked them to work as a team for just six weeks until a permanent, full-time teacher could be found.

They settled into this six-week arrangement well; both found it rewarding and relished the work-life balance. “At the end of the year, the principal approached us and told us he valued our enthusiasm and passion for teaching and offered us a job share position for the next year,” Jo and Trish said. They accepted without hesitation.

Throughout their 21 years together, Jo and Trish taught Years 2, 3, 4, 5 and 6. In 2011 Trish accepted a full-time role. “We joke about this as the year we got divorced!” the pair say. Here they tell us what it took to sustain such a long “marriage”.

Nuts and bolts

“Before we started our job share we met to discuss our teaching styles, our strengths and our beliefs in how children learn best,” Jo and Trish said. “We discovered we had a lot in common, both personally and professionally, as well as a balanced approach to learning that combines old and new ideas.”

Here’s how it worked: Jo and Trish taught the same class (Trish on Mon-Wed and Jo Thurs-Fri). They met regularly. They talked on the phone most days. “Our husbands nicknamed us ‘Have a Chat 1’ and ‘Have a Chat 2,’” they said. They also used a communication book to keep each other up to date.

Despite working on different days, “together” is a recurring theme. “We programmed together, we wrote reports together, we attended parent-teacher nights together,” they said. “We both attended all staff meetings and staff development days even if they did not fall on our working days.”

They kept the classroom neat and tidy for each other. “We always corrected the work we taught,” they said. “And we met during school holidays to prepare our classroom for the next term.”

They agreed on who would teach what. “Each of us taught religion, maths and English every day,” they said. “And each term we would negotiate who would teach the other subjects.” They negotiated and compromised around professional development and school excursions.

Meticulous record keeping was essential. “We annotated what was covered so that we knew exactly where we were up to and what still needed to be covered,” they said.

On the upside

Flexibility is the key theme here. “We loved being able to balance home and work life,” Jo and Trish say. “We made sure that if one of us was sick the other would take the class so the students would have continuity in their learning.”

Both enjoyed having each other to talk to about student progress and needs, whether these were academic or social. “We could always depend on each other for support,” they said. “And it helped us to keep up to date with current trends in education.”

Trish and Jo felt the benefit of coming in fresh after

their days off – both for themselves and their students – and both still felt very much a part of the school community.

Jo and Trish speak very highly of each other. “We valued each other’s ideas, feedback, suggestions and opinions,” both said. “Our work ethic was the same. We are dedicated teachers and the students’ interests were of utmost importance to us.”

On the challenges

Sometimes, Jo and Trish say, it could be quite a juggling act to fit in regular discussions, correcting schoolwork, programming, preparing lessons and looking after their young families (Jo had three children and Trish four).

“We definitely did some extra work along the way,” they said. “But when you enjoy teaching and have a passion for your job, you accept that at times it is necessary to work longer hours to achieve your goals.”

Student response

Over the years, Jo and Trish noticed their students responded well to their different teaching styles and personalities – it taught them resilience and flexibility.

Again, they appreciated one other. “Two heads are better than one when you need to come up with strategies for behaviour management of a student,” they said. “And if you have a challenging student, it helps when you can have a break and come in fresh after your days off.”

They “presented a united front” to their students to avoid being played off against one another.

Tips for new players

Jo and Trish offer some sound advice for teachers who would like to embark on a job share: be clear on your expectations with classroom maintenance and book work; take equal responsibility for programming, lesson prep and corrections; keep meticulous records and communicate regularly. Above all, support each other.

“Before you job share, make sure you have a good understanding of how children learn best and how you can complement each other’s teaching styles,” they said.

There are, of course, the occasional pitfalls. Beware of one person doing all the work, they say. Respect each other’s different personalities. And be flexible about swapping days occasionally.

Benefits of job sharing

The IEU recognises that job sharing may suit teachers and support staff at various stages of their working lives. Sharing a job:

- enables balance of work and family responsibilities
- facilitates transition from extended leave (maternity, long service) to resuming full-time work
- allows lifestyle flexibility, study pursuits and other external interests
- provides a transition period for employees nearing retirement
- enables choices when health or disability impact employment
- enhances skills development and maintenance
- caters to the particular subject interests and specialties of staff
- fosters opportunities for workplace co-operation, decision making and job satisfaction.

Flexible work arrangements now fall under the provisions of the Federal *Fair Work Act*.

NSW Christian schools – IEU says vote ‘yes’

Members who are teachers in NSW Christian schools are being asked to vote in support of their well-deserved pay rises, which could be delivered as early as February 2021.

The union has been in negotiation with the Christian Schools Australia (CSA) and Christian Education National (CEN) concerning the proposed MEA in recent weeks.

By agreement, schools have circulated to teachers a multi-enterprise agreement for endorsement called the NSW Christian Schools Teaching Staff Multi-Enterprise Agreement 2021 (the MEA).

Increases in pay

Schools have proposed a three-year agreement from February 2021 to December 2023, with pay increases as set out below:

Year	Increase
1 February 2021	2.3 %
1 February 2022	2.3 %
1 February 2023	2.5 %

Detailed provisions on flexible working arrangements

The MEA has been amended to set out in detail the procedure for a teacher to request flexible working arrangements (for example, because the teacher would like to work part-time to care for their child or because the teacher is a carer for aged parents). The new provisions include the school’s obligations in responding to the request.

Highly Accomplished and Lead Teacher classifications

The MEA will contain new classifications of Highly Accomplished and Lead Teacher from the beginning of 2021 for teachers who have been accredited as such by NESA. The rate of pay will be approximately \$6,000 above a Step 13 teacher, but the additional amount is not paid on top of a promotions allowance, if the teacher holds a promotion position.

Recognition of overseas and early childhood teaching service

For teachers appointed after the start of the MEA, overseas teaching service in a school and service as an accredited early childhood teacher in an early learning centre will be recognised for incremental progression.

The provisions applying to teachers moving from inter-state or overseas will also be clarified, so that experienced teachers who do not have NESA Proficient accreditation on commencement will not be penalised, provided the teacher attains their Proficient accreditation within one year.

Concurrent parental leave

An improvement in the new MEA will be more flexible timing of the two weeks paid concurrent parental leave (including paternity leave). The leave will be able to be taken any time within 12 months of the date of birth or date of adoption rather than just from around the date of birth or adoption. Leave accessed will still be deducted from personal/carer’s leave.

Personal/carer’s leave

There has been a minor change proposed by schools in the wording concerning evidence required in support of personal/carer’s leave. This is not an improvement, but the union does not expect the change will make it more difficult to access this leave. Other changes in this clause are purely minor drafting matters.

IEU recommends a ‘yes’ vote

The IEU understands that schools will conduct voting on 2 November. Although a small number of the union’s claims have not been met, the union recommends a ‘yes’ vote to members.

Please ensure your colleagues are aware of this and urge all teachers to participate in the vote on the enterprise agreement that will be conducted by your school. If teachers at your school vote to approve the agreement, it will then be referred to the Fair Work Commission for approval. Whether or not there is a high level of participation in the vote of employees on an agreement is a consideration for the Fair Work Commission in deciding whether or not to approve an agreement.

The IEU supports members. Invite your colleagues to join here: <http://www.ieu.asn.au/join-page>

Ups and downs in renewing EAs

Pam Smith
Assistant Secretary



As principals are already aware, the IEU lodged a claim in September 2019 for pay rises for Catholic systemic principals, for some specific improvements in working conditions sought by principals, and other improvements in line with the claim for teachers.

Earlier this year, dioceses agreed to flow on the 2020 pay rises to principals but indicated that the principals' agreements would not be finalised until the main systemic enterprise agreement for teachers and general employees was finalised.

On 13 October the IEU received from the Catholic Commission for Employment Relations (CCER) a draft EA for principals in 10 of the 11 NSW/ACT dioceses. The proposed EA confirms a 2.28% pay rise from January of 2021 and other gains from the general systemic EA such as access to emergency/disaster leave.

CCER advised that it intends to put the NSW/ACT principals' EA to the vote at the same time in Term 4 as the agreement for teachers and general employees.

The Sydney Archdiocese will retain its own EA for principals and bargaining meetings were held on 2 July and 16 October. The union raised inconsistencies in the principals' pay scales between Sydney and other dioceses, along with contract renewal/progression and concerns

about implementing the "10 year ceiling" for principalship in one school.

The IEU thanks systemic principal members for their engagement and support and for recent opportunities to meet online in several dioceses. We look forward to liaising further with more principals as their EA negotiations progress.

Principals are welcome to contact the IEU if there is anything they would like us to clarify or discuss.

And the winners are ...

IEU Environment Grants announced



Liam Griffiths
Assistant Secretary



When applications closed on the round of the IEU's Environmental Grants on 25 September, we had 67 submissions from members throughout NSW and the ACT. There were 15 applications from early childhood centres, 27 from primary schools and 25 from secondary schools. Almost one third came from the ACT.

Despite the challenges of 2020, some of which were environmental crises in the form of bushfires, drought or floods, not to mention the coronavirus pandemic, the quality and diversity of proposals was as strong as ever. If anything, the challenges of 2020 seem to have inspired some particularly innovative thinking.

The union thanks all entrants and takes great pleasure in congratulating the following recipients:

Broulee Early Learning Centre, Broulee, NSW: The Bee Hotel

The centre receives \$3000 to create a self-contained ecosystem and bee hotel on the roof of a purpose-built play space.

The project will attract native bees and

enhance conservation and biodiversity of the local area, which was devastated by bushfires in the summer of 2019-20, by promoting growth of trees and flowers through increased pollination.

Using recycled building materials and planting natives such as *Daviesia* (bitter peas) and *Gompholobium* (glory peas) will enhance sustainability and attract the non-stinging native bee, perfectly suited to pollinating local plants. This project provides a springboard for many educational opportunities at the centre.

St Mary's War Memorial School, West Wyalong, NSW: Dry sensory garden

The school receives \$1500 to create a garden that does not require watering to teach students that an arid climate can still be a functioning one. The garden will also provide a safe and beautiful space to support student and community wellbeing.

The garden will be self-sustaining from completion and adopts the concept of Tribal Spaces (such as a campfire, watering hole, cave and lookout – see Thornburg, 1997) designed to enhance learner engagement.

The school will establish a dry creek bed that runs into a dry billabong that will serve as a group gathering space to share learnings and

work collaboratively. Tables and chairs will be made from locally sourced tree stumps.

St John Vianney Primary School, Waramanga, ACT: Sustainable garden and waste elimination

The school receives \$1500 to produce sustainable wicking beds using upcycled materials for a vegetable garden to support incorporating homegrown food in the school canteen offering. Students will learn to maintain and care for the produce.

Students will plant out the empty garden beds with native plants, and label them in the local language of the Ngunnawal community. This will support native biodiversity and promote respect and understanding of Aboriginal and Torres Strait Islander language and history.

The school will purchase hungry bin worm farms to help eliminate organic waste and reuse castings in the garden. This will promote an understanding of how to reduce the school community's carbon footprint.

Northside Montessori School, Pymble, NSW: Bush to brunch to books

The high school receives \$3000 for a program emphasising environmental studies, Indigenous studies, food technology,

student-initiated micro businesses, art and agriculture, with integrated practical applications within all key learning areas.

For example, student understanding of percentages and ratio in mathematics can be illustrated by mixing and diluting natural fertilisers for the native orchard; in studying mixtures and matter, students can test the strength of resins from native trees in the orchard, including the pink-flowered dough wood and the silver wattle.

Making and selling bush tucker treats from the Indigenous orchard and gardens offer opportunities to explore multiplication of fractions and financial mathematics. Learning will be meaningful and practical.

The project will involve close association with Ku-ring-gai Chase National Park rangers, Indigenous community members. It will also include service learning with bush regeneration, building native garden beds and orchards, cooking using school grown native produce and integration of environmental education into all subjects of the curriculum.

So start planning your submission for a grant in 2021 on behalf of your school or early learning centre.

Catholic independent schools say 'yes'

Members in Model B and C schools vote in favour of four new Multi-Enterprise Agreements.

IEU members working in Catholic independent schools have voted emphatically in favour of four new Multi-Enterprise Agreements (MEA) for teachers and support staff – 98.83% are in favour.

The vote came after the union received an improved offer from the Catholic Commission for Employment Relations (CCER) in July for the MEAs to cover teachers and support staff in Model B and Model C Catholic independent schools. This followed meetings of

members in more than 30 schools.

The agreements include a 2.5% salary increase with back pay and, significantly, the inclusion of the right to arbitration. This makes it much easier for the union to enforce entitlements in the MEAs or those contained in the National Employment Standards without going through a legalistic court process.

Additionally, for the first time, the Teacher MEAs will include the classification of Lead Teacher, with a pay rate the same as that applying to a Highly Accomplished Teacher.

A new form of leave, called emergency disaster leave, will be available when employees are unable to attend work because of floods, fires and other natural disasters, and will be capped at five days per year.

Schools have also agreed to three days paid leave for Aboriginal and Torres Strait Islander employees to attend community meetings, and unpaid leave is also available for ceremonial purposes.

Congratulations to members working in these schools – through strong collective action and sustained pressure, you have won an outcome of which you can all be proud.

AIS: OUT OF STEP

STOP PRESS

An interim payment offer has now been tabled at about 20 schools. These vary from a 2.5% increase in February 2021 to 2.5% in two instalments – February and October. The union is seeking 2.5% for all members in NSW; and 3% for members in the ACT.

A plethora of outcomes does not assist independent schools – centrally determined salary outcomes provide certainty. Uniform conditions (set out in the MEAs) provide a structure that is conducive to staff movement between schools and a common understanding of conditions.

However, the AIS, in its role as bargaining representative, is making no pay offer at all. Many schools are not facing enrolment issues and most schools are not disadvantaged by the recent government funding change, called Direct Measure of Income (DMI). Overall, the government states the new funding mechanism will deliver more funding to non-government schools, not less: \$3.4 billion extra over 2020-29.

Government funding is anticipated to be indexed by at least 3% in 2021 and all schools are quarantined from any negative impact from DMI until 2022. The government is also providing independent schools with an additional \$1.3 billion in the Choice and Affordability Fund over 2020-29 to assist in the transition to the new DMI funding. Payments commenced in July this year.

The IEU took the unprecedented step of writing to principals and heads of school, setting out the salary outcomes other sectors are agreeing to and calling for the AIS to engage in genuine bargaining. This strategy has assisted IEU chapter reps and members when meeting with their principal.

Union reps, chapters and chapter committees have been engaging with their principals and taking their concerns forward. For this, the union is deeply grateful.

'Discretionary' outcomes are not synonymous with an MEA.

Teachers and support staff meet and agree

Organisers attending IEU chapter meetings are reporting solid attendance and a commonality of thinking among members. Members are expressing regret that employers have articulated such strong gratitude for their expertise and agility in managing the COVID-19 pandemic – while simultaneously saying salary outcomes cannot be negotiated. Members find this perplexing.

To say that schools have turned themselves inside out to manage COVID is an understatement. Distributing a Notice of Representational Rights in November 2019 and finally agreeing to a series of meetings in November 2020 is not indicative of good faith bargaining. But action by members has already altered the initial position adopted by the AIS.

It is worth revisiting the key features of what we are seeking in the MEAs.

Standards Model

Easier access to Band 3 (Experienced Teacher classification).

Increase in Band 2 (Proficient Teacher pay rate which is currently \$99,000 – this is well below the 2021 top pay rate for Proficient Teachers in government schools of \$108,000).

Hybrid model

Compression of six steps in Band 2 Proficient to become five steps consistent with government school and Catholic systemic pay scales.

Band 3 Experienced Teacher salary rate should also be increased to the Standards Model Band 3 rate.

Other issues

School calendar clause that would require schools to publish all meetings, major events and other required attendances by no later than Week 2 of Term 1.

Support staff

Support staff pay rises of not less than 2.5% per annum over three years PLUS increases as may be necessary to reflect increases to comparable rates in government schools.

See the full claim on website www.ieu.asn.au

VOTE

Catholic systemic schools: Vote on Enterprise Agreement

Carol Matthews

Deputy Secretary



Teachers and support staff in NSW and ACT Catholic systemic schools will vote on their new NSW and ACT Catholic Systemic Schools Enterprise Agreement 2020 (the EA) in early November, most likely from Monday 9 November to Friday 13 November.

The union also expects that there will be a vote of principals on the state-wide Catholic Systemic Schools Principals Enterprise Agreement around the same time.

The dates for the voting on the separate Principals Enterprise Agreement for Sydney Catholic Schools are not yet confirmed and may be a little later.

Members should have already received 2020 pay increases back-dated to January (from July for ACT teachers). Under the EAs, a further increase of 2.28% will apply from January 2021 (teachers in the ACT will get a further 3% pay rise in July 2021).

Changes to teacher classifications

Of particular benefit to female teachers in the new EA will be the gain that unpaid parental leave will be counted as

teaching service for the purpose of salary progression, to a maximum of one year. The leave will be counted at the full-time equivalent (FTE) at which you would have been employed, had you not taken the leave, and will be credited on your return to work. This new provision will apply to leave that commenced after 1 January 2020.

A small number of teachers employed prior to 2014 may not yet have transferred to the standards pay scale – this will now occur from the start of 2021. For some teachers this may result in a pay increase, but this will only occur if you have Proficient Teacher accreditation. If you do not currently have this status, for example, because you have been working part-time, you should try to finalise this as soon as possible.

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

Five days emergency disaster leave

There will be a new leave entitlement of up to five days per calendar year for employees unable to attend work because of a “declared natural disaster”. Disasters are declared by the NSW Government in relation to a particular event in a particular location, depending on the amount of

damage caused. If you can't get to work because of a flood, severe storm or snowfall, bushfire or other natural disaster and cannot work from home, but it is not a declared natural disaster, you will now be able to access personal/carer's leave to cover the absence.

Family and domestic violence leave

Dioceses have agreed to match NSW public sector conditions for paid family and domestic violence leave. This provides 10 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.

Next steps

Dioceses will circulate to employees a copy of the proposed EA together with an explanation of the changes before employees are asked to vote. Your employer will also confirm to employees the dates of the vote and how the vote will be conducted.

The union is urging all members to cast their vote for 'yes' and to ensure a high turnout in the ballot.

Do not hesitate to contact your IEU organiser if you have any queries.

On the frontline

The IEU made a submission to the NSW Parliamentary Inquiry into Assaults on NSW Police. Here's what it covered and why.

As part of the IEU's solidarity with union members in the NSW Police Association and our commitment to safety and respect in the workplace, the IEU made a submission to the NSW Parliamentary Inquiry into Assaults on NSW Police.

The IEU focused on the importance of respect for police, teachers and other frontline workers who deal with complex and challenging situations every day. Work, health and safety laws should protect all workers to ensure they are treated with safety, dignity and respect.

Like teachers, police should feel valued and supported as they perform their work. They should also receive the training and resourcing needed to respond appropriately to the situations they face in their work, including dealing with mental health issues in the community and with family violence and domestic violence.

Part of the IEU's submission encouraged an enhanced role for the police in positive and proactive community engagement, including with schools. We reiterated this when IEU officers Pam Smith and Russell Schokman met with the Law and Safety Committee at NSW Parliament House on 25 September.

This community engagement should include ongoing discussions, consultation and information sharing to inform the work of the NSW Police Force. It also includes police acting on relevant input received from community groups, including Aboriginal and Torres Strait Islander groups and other cultural groupings.

In line with this community focus, the union encourages expansion of police-community engagement through appropriate school-based programs, being mindful of the specific contexts of school communities. This engagement should be seen as supportive and developmental, with a focus on building harmonious and respectful interactions.

Safety for individuals, families and communities is a common area of concern for both police and schools, including respect for diversity and preventing and addressing all forms of violence.

The IEU's submission was well received by the NSW Parliament's Law and Justice Committee, which expressed its appreciation of the union's expertise in the area of education and its knowledge of school communities. There is a shared commitment to valuing the work of police and school staff and to focusing on safety and respect in their workplaces.

Pam Smith and **Russell Schokman**



Federal budget: Big numbers but a big flop

IEU journalist Angus Hoy digs into what the budget means for members, finding more than one missed opportunity.

On Tuesday 6 October, Federal Treasurer Josh Frydenberg handed down the federal budget for 2020-21, after it was delayed from May due to the coronavirus pandemic.

The government is touting this budget as the nation's path out of the worst recession in three decades, with more than \$500 billion allocated to the task.

In this recession, women have lost jobs, hours of work and income at a faster rate than men. Yet among this unprecedented wave of spending and tax cuts, many analysts and observers, including the IEU, have criticised the unfathomable omission of support measures directed towards women.

Pink recession, blue recovery

Think tank Per Capita is among the many voices criticising the government's failure to address the issues women face – identifying the measly \$240 million commitment to women, as part of their "Women's Economic Security Statement" as only 0.038 per cent of the total budget deficit.

Analysis from another think tank, the Australia Institute, finds that the government's headline budget policy, the income tax adjustment, will disproportionately advantage men over women, both now and into the future.

The Australia Institute's analysis shows men will receive \$3 in every \$5 of tax benefit in this financial year, then \$7 in every \$10 of the benefit from next year on. This is because the primary beneficiaries of the tax cuts are high income earners who, in Australia, are disproportionately male.

Opportunity cost

The \$16.9 billion spent on this early introduction of tax cuts has been labelled an opportunity cost. The tax cuts had already been announced before the pandemic and were scheduled to be introduced in coming years, but are now being touted as a targeted measure to create jobs amidst a devastated employment landscape.

But tax cuts are a remarkably inefficient way to create jobs, relying on taxpayers to spend the money rather than save it or pay down debt. Even so, the government claims the measures will create 50,000 jobs.

Calculations released by the Australia Institute reveal that, if that \$16.9 billion had instead been invested evenly across the employment-intensive sectors of university education, childcare, healthcare, aged care and the creative arts, it would create

210,506 jobs. That's 160,506 more jobs than the 50,000 the government claims the tax cuts will create.

Questions have also been raised as to whether that figure of 50,000 jobs is even realistic, and that the true number is likely to be far lower.

A disappointment

"In the midst of a recession, this budget is a disappointment," said IEUA NSW/ACT Branch Secretary Mark Northam.

"It does nothing to advance universal access to early childhood education – an investment in our children that pays for itself and the strongest policy lever for women's workforce participation. It's also a missed opportunity to inject funds into TAFE.

"There's a lack of support for universities while fees for humanities degrees are doubling.

"There is nothing for the arts, nothing for social housing, nothing to spur wages growth, and nothing for those aged 36 to retirement.

"We had hoped for a fairer, longer term vision."

Right of reply

The IEU warmly welcomes Labor's budget reply, delivered on Thursday 8 October by Opposition Leader Anthony Albanese.

Labor's \$6 billion dollar commitment to make early childhood education and care affordable to Australian families provides a clear roadmap towards universal access to early education. It would provide certainty and stability for children, their families, those who work in the early childhood education and care sector, and broader society.

It's a welcome commitment from Labor in light of the glaring omission from the government to provide any additional funding to this crucial sector that has been so hard hit by the pandemic.

Invest in our future

The benefits of early education are immediately apparent and returns continue as children become adults.

Recurrent and ongoing funding commitments will lead to improved service viability, planning, job security and quality.

Funding early childhood education and care is an investment in the future of our children, families, communities and the country as a whole – it's time for that to be recognised and funded appropriately.

Early childhood education and care is an essential service and deserves universal and ongoing funding certainty.

"This budget does nothing to advance universal access to early childhood education – an investment in our children that pays for itself and the strongest policy lever for women's workforce participation."

MEMBERSHIP news

Renewal of membership

Membership 'renewals for 2021' will be emailed to all members in November 2020, if we have no email contact for you, we will post you the renewal form, together with a reply paid envelope.

If you are on an automatic payment (automatic credit card, direct debit, payroll deductions via your employer) and there are no changes in your professional or personal details in 2021, there is no need to return the renewal.

If there are changes to your professional or personal details, or if you pay via a manual payment (manual credit card or Bpay) you

will need to return the completed renewal form to the IEU Membership Team by mail in the reply paid envelope provided, or email to membership@ieu.asn.au.

Post or digital communications

Our newspapers and magazines are now distributed to members in biodegradable, environmentally friendly clear covers.

However, we are receiving a significant number of emails similar to the example below. You do of course have the option of receiving your publications and union communications in digital format only.

Example of email received: "I am a member and am currently receiving mail from you in my post including magazines, newspapers etc. Can you please change my details so that I do not receive printed publications and documents by post? I am trying to be sustainable and environmentally friendly."

If you have decided that you would like to move to digital publications only, please email OPT OUT alongside your membership number or full name to membership@ieu.asn.au

The Membership Team



JobKeeper 2.0

JobKeeper continues to be a lifeline for the ELICOS industry. However, from late September, the rules around JobKeeper have changed. First of all, participating employers will need to requalify for the scheme, by demonstrating actual revenue loss (as measured by GST), of 30% for smaller businesses and 50% for larger ones (15% for not-for-profits). Notwithstanding that most ELICOS and business colleges have continued to struggle, it's quite possible that some colleges will not be eligible for JobKeeper this time around.

On top of this, the entitlements for eligible employees will start to reduce. For the pay period after 27 September 2020, the fortnightly pay under JobKeeper comes down from \$1500 to \$1200, with a further reduction in January 2021, to \$1000 per fortnight. There is now also a part-time rate, of \$750 per fortnight from October to December, and \$650 per fortnight from January.

To qualify for the full-time (or Tier 1) JobKeeper rate, and employee must have worked at least 80 hours over the relevant four-week period. If an employee has worked less than this, then they will get the lower, Tier 2 rate. Members should be aware that the award provides that each teaching hour is equivalent to 1.5 working hours, so if you were teaching a normal 20 hours teaching week during the relevant period, then that equates to 30 working hours.

If you have any issues with the new JobKeeper arrangements, contact your union.

Paid pandemic leave

Since the start of the pandemic, the union movement has been pushing hard to make paid pandemic leave the norm. Pleasingly, for employees in NSW this is now reality. The Premier State was slow to the party (most other states already have schemes up and running), but from now on, any NSW employee with no leave entitlements will

be eligible for a \$1500 payment for each 14-day period where they are directed by NSW Health to self-isolate or quarantine.

This is a great outcome for NSW workers, especially in the ELICOS sector, where casual employment (and thus no paid leave) is the norm, and it is a testament to the many thousands of union members who petitioned the government for such a scheme.

Industrial Relations Working Party

Some months ago, the federal government brought together a working party of unions and business leaders to find common ground around changes to industrial relations laws. Given the inherent conflict between the wish lists of each side, finding such common ground was always going to be a tall ask, and so it has proved, with the group breaking up with little to show for it.

Indeed, according to ACTU Secretary Sally McManus, some of the employer groups were less concerned about "wanting to reach common ground and advance the national interest", but rather tried "to use the opportunity to undermine working people's rights at a time of unprecedented national crisis". As members would expect, the ACTU sought to improve protections for workers, however some of the employer groups sought to undermine them.

The Federal Government has previously suggested that they would bring forward legislation around industrial relations changes regardless of what came out of the working group, but so far no timeline has been announced for this, and given the contentious nature of such changes, members should remain vigilant.

International students

Given Australia's relative success in fighting the pandemic, the nation may have a good story to tell when

the borders reopen again, as a safe destination in which to study. However, that may yet be undermined by two major factors working against it.

First of all, the pipeline of students coming from China may be disrupted by the ongoing war of words between the governments of the two countries. There is little doubt that China under Xi Jinping is flexing its muscles on the world stage and is not taking kindly to countries that push back. Australia, of course, is only a middle power, at best, and so not likely to figure high in Xi's considerations, but given our status as a loyal US ally, we seem likely to cop a fair degree of collateral damage, and this will include our access to Chinese students.

The second problem is more of our own making. Unlike many other countries, Australia has made no effort to reach out to international students already here, and with many casual jobs disappearing in the economic fall-out from the pandemic, there is growing bitterness among international student groups about being left out to dry by the Australian government.

As the pandemic took hold in Australia in March and April, Scott Morrison made no bones about his view that temporary visas holders were on their own, and that "if you are a visitor to this country, it is time ... to make your way home". For many students, this was not so easy. Many have invested their life savings to make a new life here, and they feel let down by their adopted country, with terms like "cash cows" and "ATMs of the Australian government" coming out in research.

It could be that Australia will need to work extra hard to attract international students when the borders re-open. It will take more than a shrimp on the barbie next time around.

Kendall Warren Organiser

Budget reveals outdated attitude to women and children

Women and children were ignored in this year's federal budget. No new initiatives were announced and it was business as usual for the early childhood education and care sector. The Coalition government overlooked an opportunity to recognise the important role women will play in the nation's economic recovery and ensure all children receive the best start in life through quality early childhood education.

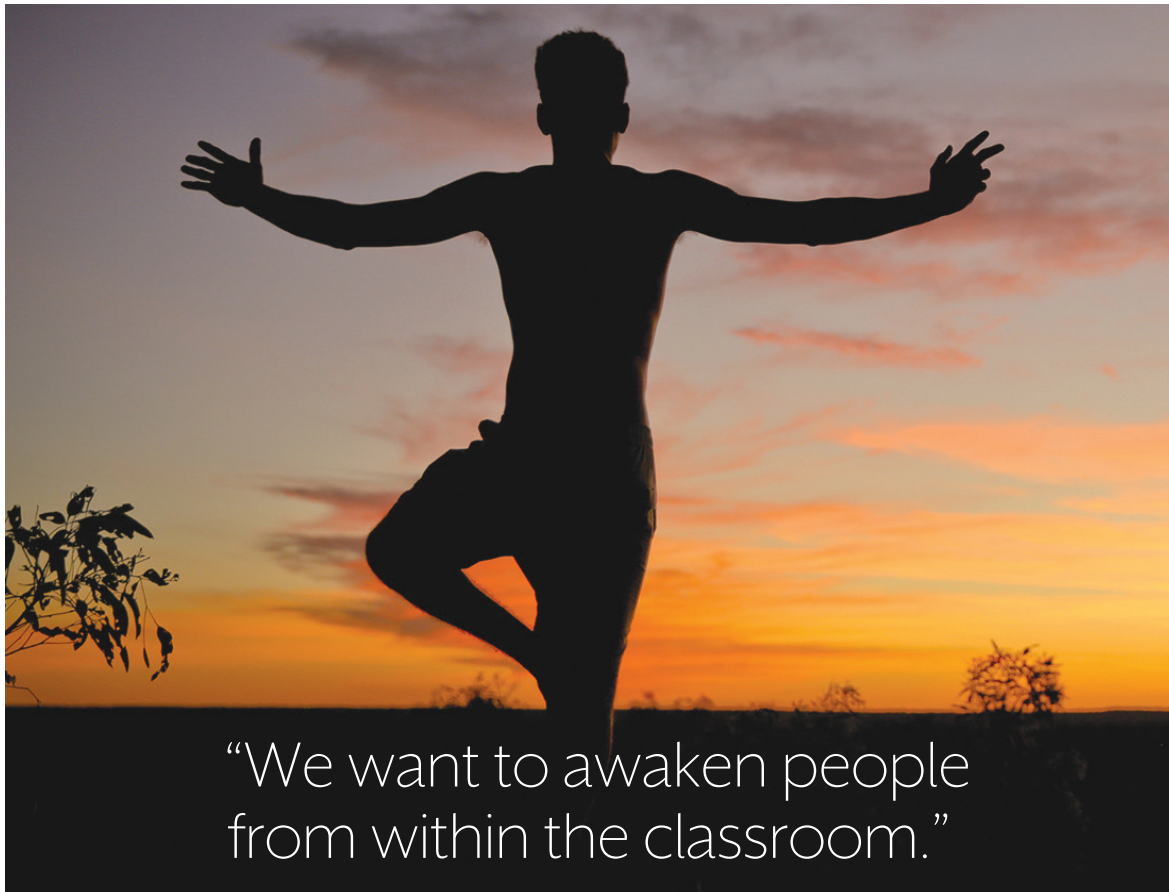
High time for universal access

In March, we saw the federal government support free childcare for all Australian children attending long day care; however, this was cancelled in July and we reverted to the previous system, despite the many families who are experiencing financial hardships as a result of the pandemic. It was an opportunity for the government to rethink its policies for Australian children and families and ensure universal access to quality early childhood education. But the federal government did not commit to universal access funding to be paid to the states so they could fund preschools. Federal funding (universal access money) is only guaranteed until the end

of 2021. What will happen in 2022 is not clear unless a further funding agreement is negotiated. In NSW we have free preschool until the end of 2020. In all likelihood, fees will be reintroduced for 2021. With such a level of uncertainty how can we ensure all children have access to high quality early childhood education? The Labor Party has seen the light. In the budget reply statement, Labor proposed an overhaul: the current system of childcare subsidies is to be replaced with one that gives all Australian children access to quality early childhood education free – or at a reduced cost for most. Labor recognises the return on investment that early childhood education provides. It is great news for working parents who need long day care for their children. Many economists likewise recognise the economic returns to Australia that universal access to quality early childhood education provides. However, Labor is yet to commit to full universal access funding for preschools. The Gillard government introduced

it to ensure all children had access to preschool in the year prior to school. It has been very successful, with participation rates increasing. The NSW government may say it's committed to preschool education for three year olds, but it is not fully funded. The ACT is doing a better job. It is time for parents and teachers in all settings to take action to support access to quality early childhood programs for all children. There have been a number of changes to the Educational Services (Teachers) Award, resulting in some confusion as to how casual rates of pay are calculated for teachers in long day care centres. This has now been clarified. Should you have question about your wages and conditions please do not hesitate to contact the union. We have recommenced negotiations

for a new Goodstart enterprise agreement after initial negotiations were put on hold due to the pandemic. This is a national agreement covering every state and territory with three unions involved: the IEU, the AEU and the UWU. The current agreement reflects the various classification structures in each state prior to the modern award. Through these negotiations, Goodstart hopes to achieve a national classification structure more reflective of the modern award. However, no employee will be worse off. The union is seeking for many current accepted practices that are better than the award are captured in the agreement. Goodstart, however, wishes for these to remain as policy only. Some of Goodstart's proposals have raised concerns, including inserting what it calls "flexible part time work" by which part timers may only be guaranteed a minimum number of hours but may be employed for more if required; extending the spread of hours to 7pm; and the notice period teachers are required to give to be increased to 10 term weeks. Negotiations are continuing on a weekly basis. **Verena Heron** Industrial Officer



“We want to awaken people from within the classroom.”



Teachers urged to help tackle racism

A new education toolkit for high schools, based on the groundbreaking coming of age story of a young Aboriginal man, is a practical guide for teachers about a better way forward.

Aboriginal activist and film director Alec Doomadgee has called for Australian high schools to ensure every student has a comprehensive understanding of Aboriginal and Torres Strait Islander histories and cultures.

Documentary for all

Alec Doomadgee is the father of Zach Doomadgee, the central subject of the highly successful 2016 documentary Zach’s Ceremony. A feature-length documentary, it traces Zach’s growth from boy to man over a period of 10 years.

It is a complex and nuanced story with universal themes of family, connection, culture and belonging. It also explores what it means to be connected to the oldest living culture on earth in the 21st century.

Filming began when Zach was 10, living in Sydney with his father and four siblings. Zach shares his thoughts about growing up and the importance of his Aboriginal heritage – Alec and Zach belong to the Waanyi, Garawa and

Ganggalida peoples.

As the film progresses, we see Zach living in two worlds: in Australia’s biggest city, and his frequent visits back home to Doomadgee, an Aboriginal community in far north-west Queensland, about 250 kilometres from Carpentaria, where he lives the traditional life.

Toolkit for teachers

In launching an education toolkit for Years 8 to 10, which grew out of the success of the documentary, Alec Doomadgee said the time was right for young people to become stewards of change.

Zach Doomadgee agrees that it is more important than ever to educate Australians about the racism Indigenous people have to deal with every day.

“We want to awaken people from within the classroom,” Zach said. “The Black Lives Matter movement has been happening here for 240 years, it’s just that white people haven’t seen us.

“Educating people about our history and what many of us go through every day is the first step toward improving the lives of Indigenous Australians.”

Alec Doomadgee worked with the Foundation for Young Australians to create the classroom resources.

“This toolkit teaches practical ways to go about finding solutions,” Alec said. “If you believe in truth and finding a better way forward, this is a perfect start to that journey of healing.”

Zach Doomadgee said it was confronting to watch his personal struggles played out on the big screen, but it was a message all Australians needed to hear. “The documentary shows just a small part of what it is like to grow up in Australia as an Indigenous person,” he said.

“It’s meant to inspire and empower young people and the education toolkit will teach them that culture is a source of strength, it supports our individual and collective health and wellbeing.”

Watch Zach’s Ceremony and download the free education toolkit: zachsceremony.com

Monica Crouch Journalist



POSITION VACANT IEU Organiser – Sydney

The union is seeking applications for a full time Organiser to be based in our Parramatta office. A second Organiser position may also be available, based at either our Ultimo or Parramatta offices. The commencement date for the successful applicant(s) will be negotiated but preferably from the beginning of Term 1, 2021.



Duties

Organisers’ duties include school visits, industrial representation of members and implementing IEU campaigns. Familiarity with issues affecting teachers at all stages of their career and the current educational agenda as it impacts on teachers is highly desirable. Some weekends and evening work will be required. Overnight travel may also be necessary and a current driver’s licence is essential.

Conditions

The successful applicant(s) will be appointed under contract by the union executive and will be accountable to the Secretary in the first instance.

Salary will be in accordance with the IEU Officers’ salary scale that has links to Sydney Catholic Schools teachers’ rates. Starting salary is usually one incremental step on the Officer scale above the salary the applicant would earn in 2021.

IEU Organisers retain their membership of the union and are non-voting members of the IEU Council.

To apply

Applications must be made in writing, setting out your background, experience and other relevant material, including union involvement. Please address to:

The Secretary
IEUA NSW/ACT Branch
GPO Box 116
Sydney NSW 2001
Email helen@ieu.asn.au

All applications must be received by 10am, Monday 9 November 2020. For more information and a position description, please contact Helen Gregory on 8202 8900 or 1800 467 943 or helen@ieu.asn.au



Something old, something new

The IEU's Professional Officer Pat Devery says there's something for everyone within the union's online professional development offering.

"All of our courses are developed as a result of member requests and run by highly experienced and acclaimed presenters."

Union members have taken full advantage of the IEU's professional development offerings during Term 3, with participation rates already exceeding previous years.

With a number of courses still to run, as well as our suite of on demand courses, we anticipate logging more than 4500 individual engagements with our professional development program by the end of the 2020 school year.

What you missed

Workload issues in schools: Know your rights. Our annual Women's Conference moved online this year, with members engaging in panel discussions. Participants unpacked work practices agreements; explored how to utilise work, health and safety laws; and reiterated the importance of collective action in the workplace.

Journey to a sustainable school. This course was led by the Volunteer Coordinator for Catholic Earthcare NSW, Sue Martin. More than 130 members explored how to guide their school on a successful journey to sustainability. With a re-elected Labor government in the ACT offering up to \$200,000 of zero interest loans for schools to install solar panels, battery storage systems and hot water pumps, this session is a valuable resource for our ACT members. (Two hours, NESAs registered, available on demand.)

The Music Advantage. Close to 200 participants joined the conversation with Dr Anita Collins as she discussed the

extraordinary and often surprising benefits learning music can have for children, as described in her newly released book, *The Music Advantage*. (One hour, NESAs registered, available on demand.)

Ace the Interview. A panel of four of our most experienced principals provided insights and answered questions from final year education students about to launch into the daunting task of applying for their first teaching roles. We ask you to encourage any pre-service teachers working in your school to join up and watch this invaluable session. (90 minutes, available on demand; see also "Ace the interview", page 10).

What's coming up

The Casual Teacher's Toolkit, Monday 16 November, 6pm-8pm (NESAs registered). Dave Vinegrad returns for a highly anticipated session on everything a casual teacher should know. Gain advice and resources on what to do from the moment the phone rings until the final bell for the day, including: essential skills; defusing confrontation; managing challenging behaviour; and what to do when no work has been left for the class! This workshop has something for everyone. Participants are invited to bring along and share their top classroom strategy for working as a casual or taking that dreaded "extra".

Book Review Panel Discussion, The Music Advantage by Dr Anita Collins, Monday 23 November, 6pm-7pm (NESAs registered). A panel of experienced teachers, including music teachers, language teachers, and special needs teachers, will discuss Anita Collins's recent book, *The Music Advantage*, which explores the important role music plays in language acquisition and a child's

broader education. They will explore how teachers might apply insights from the book in the classroom. Anita has generously made herself available for this panel session, so if you missed her in the first session will have another chance (the first session is also available on demand).

Rising demand

Numbers have climbed sharply throughout 2020 as a large number of pre-2004 members look to finalising their PD hours for their first maintenance of accreditation cycle.

The IEU has more than 50 hours of NESAs registered courses available on demand. All of our courses are developed as a result of member requests and run by highly experienced and acclaimed presenters.

To access the PD on demand, members need to create a profile on the IEU Zone (theieuzone.org.au). We suggest you use the same username and login as your other IEU login. Once you have created a profile you can view all PD courses on offer. In the coming months we will incorporate the IEU Zone into the main IEU website to provide a seamless user experience for members.

Increased bandwidth

As a result of rapidly rising participation in our on demand professional development, to broadcast our live PD sessions we have upgraded our bandwidth to 400 Mbps.

Sometimes when members report technical difficulties, these are with their own devices rather than universally experienced. We are constantly monitoring our technology and would appreciate feedback from regular PD participants.

Q&A: Your rights when Centrelink gets it wrong

The IEU sits down with the Welfare Rights Centre's Executive Director, Katherine Boyle, to talk about the economic impact of COVID-19 on those least able to afford it.

We've had a strong relationship with Welfare Rights Centre for many years now.

Yes, we've been working with the IEU since the 1980s to support members encountering issues with Centrelink payments. Our lawyers are specialists in social security law, and they provide free legal advice and support whenever a member is having trouble getting a Centrelink payment or they've received a Centrelink decision they think is unfair or they would like to question. This includes decisions about payments such as JobSeeker, the Parenting Payment and Family Tax Benefit, and it often involves someone having a debt raised against them.

The pandemic has really shaken things up. What kinds of issues are you seeing?

We've had a surge in casework as enormous numbers of people claim Centrelink payments and encounter problems for the first time – or for the first time in a long time. Consequently, a lot of recent issues are related to difficulties navigating Centrelink's systems. I'd really encourage members who have lost employment or have a partner or family member who has lost employment to get in touch if they're experiencing difficulty regarding Centrelink payments. Remember, we're happy to help on any Centrelink issue – new or old.

Any good outcomes?

Yes, the economic impact of COVID-19 has clearly put pressure on Centrelink and we're seeing a lot of people in distress, but there are wins as well. We recently had one for a client who'd been surviving on a very low rate of the Age Pension for more than a year. Her pension had been reduced because she'd received a payment from a trust after her husband passed away. Her pension should have reverted to the full rate after a set period but hadn't. She was clearly distressed and experiencing genuine financial hardship but despite many phone calls to Centrelink her pension rate hadn't changed. We contacted Centrelink on her behalf and within three days her pension was increased to the full rate, and she received arrears of \$15,000.

Is there an issue that stands out?

I'd like to remind people about their income reporting requirements and to stress that reporting for social security payments such as JobSeeker is completely separate to the Family Tax Benefit. You must report your income to two different sections of Centrelink, which means you must report your income twice. We see some enormous and truly terrible debts because of these dual reporting requirements so if you receive more than one payment through Centrelink, please check your income details for all payments are up-to-date. (Find out more in Katherine Boyle's interview, ABC's 7:30: Family fighting Centrelink over \$26,000



debt, Thursday 3 September 2020, available on iView.)

What should we know moving forward?

The end of the debt freeze, currently scheduled for 30 October, is likely to result in a massive increase in debt notices. Letters will go out to people Centrelink thinks it has overpaid. Many will have no idea there's a problem and don't know what's coming.

What message would you give to our members?

If an issue with Centrelink doesn't seem right or fair, give us a call. When people get correspondence from Centrelink they tend to think "there's nothing I can do" even if they think it's unfair. Yet we constantly have successes in our casework, partly because Centrelink does make errors but also because the system is extremely complicated and sometimes subjective. Often when we seek a review of a decision, the decision is often changed and the issue is sorted.



“Remember that we’re not trying to catch you out – we want to find the best person for our students and discover the strengths you will bring to our school.”

Professional development:

Ace the interview

Are you a graduate teacher seeking your first job? The principals on our expert panel shared practical advice for every teacher, writes Professional Officer Patrick Devery.

As the hiring season gets into full swing, student members of the IEU gained some valuable insights into landing their dream job from four of the IEU’s most experienced principals.

The 90 minute online session covered topics including how to make your CV to stand out from the crowd and practical advice on how to handle the dreaded job interview.

Standout letters and CVs

The principal of Korowal School at Hazelbrook, Barbara Fitzgerald (see “Dealing with double trouble”, page 2) emphasised the tone of the application letter. “Write in the first person so your CV tells me about you as a person,” Fitzgerald said. It needs to be both professional, but also indicate your individuality. “Also, do your research and know the school,” she said.

Sidonie Coffey, who has 19 years’ experience as a school principal, said attention to detail is important if there are many applicants for a school to choose from. “I like to see that someone has actually done the courtesy of knowing my name,” Coffey said.

Former principal of De La Salle College, Cronulla, Phil Gane, made the point that a CV should have no gaps. “Even if there are some life experiences that aren’t pretty, they should be in your CV,” Gane said.

“Not everyone’s journey to teaching is smooth and clinical. There may have been some bumps along the way, but they tell us about you and can provide evidence of you having grown as a person.”

Lisa McSweeney, Principal of St Edward’s Primary School in South Tamworth, advises applicants to be concise and authentic. “We are aware beginning teachers don’t have a long professional CV to present so put in any of your work experience,” McSweeney said. “Retail experience,

for example, shows you can deal with people, which is so important in a school environment.”

Now for the interview

The panel also provided some constructive advice on how to handle the interview process.

“It’s OK to be nervous,” McSweeney reminded the student participants. “We’ve all been in the hot seat.”

Bring your passion with you and make sure your enthusiasm for teaching comes through. “If the words ‘students’ or ‘children’ don’t come into your answers in the first few minutes I would be concerned,” Coffey said.

Gane advises applicants to dress professionally but, most importantly, to show professional engagement. “Don’t just tell me what you’ve done, tell me about the impact of what you’ve done,” he said. And if things haven’t gone well, Gane adds that he’ll ask you what you learned from it.

Fitzgerald reminds applicants that their interview commences as soon as they arrive in the front office. Support staff at the front desk will notice things about you. As anyone involved with schools will tell you, for every principal who thinks they are the most important person in the school, there are two support staff who know otherwise!

“Remember that we’re not trying to catch you out,” Coffey said. “We want to find the best person for our students and discover the strengths you will bring to our school.”

Coffey advises potential applicants to “be aware of all stakeholders in the room and if you hear a question you’re not sure about, ask for clarification”.

Expand your horizons

The principals also strongly encouraged the students to look outside the metropolitan areas for employment – three of the panelists had either worked or are working in regional or remote areas. “Flexibility of employment opportunities is one of the great benefits of being in the teaching profession,” said McSweeney, who teaches in Tamworth.

Fitzgerald agrees. “While leaving the city may be painful, it’s one of the greatest things I could have done,” said Fitzgerald, whose school is in Hazelbrook, in the Blue Mountains. “Until you’ve experienced significant disruption, there’s no way you are going to find yourself. There’s so much more to life than Sydney.”

For Coffey it’s about experiencing the reality of life in the regions. “I think some undergrads believe they’ll never find a latte on the other side of the Harbour Bridge!” she declared.

From a practical perspective there are some compelling reasons to consider applying for roles outside of Sydney, not least because a teacher’s salary tends to stretch a lot further in a country town, and country schools often don’t receive the hundreds of job applications their city cousins do.

Engage with your union

The principals urged the graduate teachers to maintain their active engagement with the IEU. “Schools can be tricky and complex places, and the union is imperative to your success,” Coffey said.

Coffey related her experiences as a beginning teacher having to vacuum her classroom and burn rubbish in the incinerator. “The conditions which we enjoy now are a direct result of union action,” she said.

Ace the Interview session moderator Pat Devery told the young participants that many older teachers, especially women, will remember losing their leave entitlements as they moved from diocese to diocese, or being forced to resign when they married or became pregnant.

“The entitlements young teachers will experience when they commence in the profession were hard won by union members over many decades,” Devery said.

“Just as we had to fight to achieve them, we must work hard to maintain them. They can easily be lost.”

Ace the Interview is still available on demand at the IEU Zone: www.theieuzone.org.au. For members only.

CHECK YOUR PAY RATES:

Catholic systemic schools

IEU members in Catholic systemic schools have been travelling with the union on a long road to achieving important victories regarding pay and entitlements in their new Enterprise Agreement (EA).

Since July of last year, when the union laid out our claim for improved conditions in the new EA, the bargaining process has been marred by a brutal bushfire season preceding the current COVID-19 pandemic. Throughout, members have against all odds, engaged with the campaign, meeting in IEU chapters to endorse the union's negotiating position.

In November 2019, Catholic school employers advised the union of their agreement to match pay increases for teachers in NSW and ACT government schools as part of an overall package. However, in late April 2020, they put negotiations on hold, with no commitment as to when they would recommence. Expected pay rises necessary

to re-establish pay parity with wages paid in NSW government schools, from January 2020 (and for the ACT teachers from July 2020) had not been paid. Interim payments were ruled out while negotiations were paused.

Thank you to all of you for sticking with us on this long road - let's finish strong. Remember to vote, remind your colleagues to vote, and encourage others to join the union so they can also vote for improved wages, conditions and entitlements!

Dioceses had walked away from discussions addressing workload as well as pay rises and other conditions in the EA. The union responded: "to further delay bargaining

beyond Week 7 because of COVID-19 is unreasonable and unfair to our members carrying out their work with such commitment."

IEU chapters responded to the union's request and held union meetings to call on their dioceses to resume bargaining with the union. With strong member action, the union secured confirmation of all 11 dioceses' renewed willingness to pay the 2.5% salary increase for principals, teachers and support staff, (3% for ACT teachers).

Members began receiving this union negotiated pay increase from August, with an additional back payment of the overdue amount from 1 January 2020.

In addition, the union has achieved improvements in teacher workloads in most dioceses.

Your new pay rates are reflected below:

NSW Teachers

Annual salary from pay period on or after **1 January 2021** – 2.28% increase

Band 1 (Graduate)	\$72,263
Band 2 (Proficient Teacher) Level 1	87,157
Band 2 (Proficient Teacher) Level 2	87,157
Band 2 (Proficient Teacher) Level 3	94,601
Band 2 (Proficient Teacher) Level 4	98,330
Band 2 (Proficient Teacher) Level 5	107,779
Band 3 (Highly Accomplished)	114,720

NSW Coordinator

Annual allowance from pay period on or after **1 January 2021** – 2.28% increase

Coordinator 1	\$8,380
Coordinator 2	16,756
Coordinator 3	25,135

ACT Teachers

Annual salary from pay period on or after **1 July 2020** – 3% increase

Band 1 (Graduate)	\$73,245
Band 2 (Proficient Teacher) Level 1	88,846
Band 2 (Proficient Teacher) Level 2	88,846
Band 2 (Proficient Teacher) Level 3	96,643
Band 2 (Proficient Teacher) Level 4	103,145
Band 2 (Proficient Teacher) Level 5	109,645
Band 3 (Highly Accomplished)	116,220

ACT Coordinator

Annual salary from pay period on or after **1 July 2020** – 3% increase

Coordinator 0.5	\$119,751
Coordinator 1.0	126,542

General Employees (School Terms only) – NSW and ACT

Classification
Level and Step

Per hour from pay period on or after
1 January 2021 – 2.28% increase

	\$
1.1	22.11
1.2	23.87
2.1	24.07
2.2	25.09
2.3	25.55
3.1	28.29
3.2	28.40
3.3	28.51
3A	28.90
4.1	28.90
4.2	30.86
4.3	32.81
5	34.50
6	39.21

Refer to the enterprise agreement for other promotion positions and the full set of pay rates.

Let's finish strong – vote for your improved wages

Congratulations to all of our members on this hard fought and won victory, these negotiations have been a precarious journey, but continued application of collective action has secured the deserved salary increases you are now enjoying.

The EA will soon be put to members for a final vote before it can be approved. Despite the understandable relief at having the dollars and cents of this agreement secured, we ask you to please stick with us as we enter into this final phase. It is vital that chapters and members remain engaged in this process to legitimise the agreement.

The improved conditions and entitlements being voted on are meaningful ones: natural disaster leave; domestic violence leave; improved teacher pay classification rules; and a clear roadmap towards support staff pay parity are all there for the taking. We're asking for a final push to help us get this in the bag.

Thank you to all of you for sticking with us on this long road – let's finish strong.

Vote yes – and remind your colleagues to vote

Remember to vote, remind your colleagues to vote, and encourage others to join the union so they can also vote for improved wages, conditions and entitlements.

Social dilemma at the school gates

As COVID-19 blurs boundaries between work and personal time, where is the line for teachers' use of social media? Sandy Noakes of Western Sydney University School of Law explores the issues.

Huge changes to our social and working lives in 2020 mean most of us have spent considerable time online. Many of us have maintained connections with others through social media; for example, joining groups, supporting causes, uploading funny videos, and sharing recipes.

Teachers' professional obligations have always extended beyond the school grounds. However, social media obscures the distinction between the professional and the personal even further.

Increasingly, employers want to implement policies to control what employees say and do on social media to protect their brand and reputation. Schools are no exception.

In the high-profile Israel Folau case, Rugby Australia argued that its rules relating to social media use were lawful and reasonable, and Folau's refusal to observe them was a breach of his employment contract. High-profile employees, such as Folau, can be obliged to follow social media policies because they are "brand ambassadors".

But are teachers 'brand ambassadors' for their schools? Does social media mean they are never off duty, and can never be themselves on their own time on social media?

Hold the trash talk

Put simply, "trash talking" your employer, your students or your colleagues on any social media platform is unacceptable, as this breaches your duty of fidelity to your employer. The law is clear that an employer

can control inappropriate conduct on social media towards colleagues or students, even if you do it away from work.

Not only can the employer be held legally liable for your behaviour, it may constitute workplace bullying or harassment. It is also a breach of your duty of care to students.

The grey area

There is, however, another category of behaviour: where a teacher engages in conduct on social media that has no direct connection to their employment, but may embarrass the employer if their connection to the employer is known.

For example, in 2018, *The Age* reported that Geelong Grammar investigated one of its teachers for participating in a private anti-vaccination chat group. The school's principal reassured parents there was no evidence that the teacher had shared her views with students.

In short, the teacher was investigated for participating in this online group outside of school hours.

What about a personal life?

Before social media, employment law consistently reinforced that all employees have a right to a personal life. But how far that right extends is now in question, given so many of us conduct our personal lives in such a public way on social media.

Australia's privacy legislation does not protect teachers from employers examining their behaviour on social media.

What about free speech?

The ability to dissent, to argue, and to comment on our institutions and systems sets democratic societies apart from autocratic or fascist regimes. Freedom of speech and its curtailment are recognised by the Universal Declaration of Human Rights.

However, freedom of speech in Australia is not a constitutional right and Australian law offers less protection for freedom of expression than the law in the UK or the United States. Australia has freedom of political communication, which is implied in the Constitution, but it's not absolute.

What about the Fair Work Act?

If a teacher is disciplined for making political or religious comments on social media, they may seek a remedy under anti-discrimination legislation.

A popular avenue for employees has become the General Protections provisions of the *Fair Work Act*. However, these have limited application to teachers in religious schools. The 2014 High Court case of *CFMEU v BHP Coal* shows that an employer can argue the reason an employee was disciplined was not for holding particular beliefs, but for the way they were expressed.

In this case, an employee was dismissed for waving a sign that was deemed offensive at people who crossed a picket line. The employee claimed he was dismissed for participating in a lawful picket, but BHP successfully argued the employee was dismissed because the expression on the sign contravened workplace policies requiring workers to be respectful and courteous towards each other.

It is possible this same argument could be made by an employer who wanted to discipline a teacher for expressing their political or religious views on social media in a provocative or unconventional way.

Is your social media your boss's business?

Some schools make no distinction in their social media policies between work and non-work behaviour. Others make extremely broad directions that teachers not behave on social media in a way that

might harm the school's reputation.

Still others require teachers to exercise control over what their family and friends post about them, which seems an almost impossible task. And some require teachers to report any negative comment about the school that they see on social media. Most concerning, however, is the fact that nearly all policies state that a teacher could be disciplined for breaching the policy.

What employers have not fully considered is the legal status of policies that try to control what teachers do on social media in their own time and beyond their professional obligations.

In Australia, an employer can give directions through workplace policies, and employees have an obligation to follow them. However, the courts state that there are limited situations in which a workplace policy can control what an employee does in their personal time.

If social media policies intrude too far into an employee's personal life, or lack any rational connection to an employee's duties, they are harder to enforce. Most employees are not paid to be 'brand ambassadors' in their personal time, and this means that any social media policy requiring them to do so may be open to challenge.

It is possible to argue that an employer's social media policy that is not directly related to the teacher's employment is not a lawful and reasonable direction. And employers need to consider tailoring policies so they allow teachers a personal life, even one that is conducted on social media.

More information: Sandra Noakes and Sarah Hook (Western Sydney University, School of Law), 'The blurred line between the professional and the personal: Regulation of teacher behaviour on social media' *Australian Journal of Education* (29 June 2020): <https://doi.org/10.1177/0004944120924889>

"Are teachers 'brand ambassadors' for their schools? Does social media mean they are never off duty, and can never be themselves on their own time on social media?"





Better together: Super funds set to merge

NGS Super is getting ready to join forces with Australian Catholic Super. NGS Chief Executive Officer Laura Wright talks to IEU journalist Monica Crouch about why, and what it means for members.

When NGS Super joins forces with Australian Catholic Super in late 2021 or early 2022, the consolidated fund will have some \$21 billion in funds under management and more than 200,000 members. Of this, NGS will bring about 113,000 members and \$11.5 billion, while ACS comes with 85,000 members and about \$9.5 billion.

“It’s about the future,” said NGS CEO Laura Wright. “The board really wants to maintain a strong independent and Catholic schools sector fund, and to do that we need to get bigger.”

The combined entity, comprising two ‘like-minded’ funds, will also retain its focus on the independent education community.

“We know teachers, we know the people working in the schools, we know what they like,” Wright said. “Our personal service, particularly in the workplace, is something we really value and our members value. And to maintain that focus going forward we need more members – a larger base to keep our costs low.”

The Australian Prudential Regulation Authority, the Australian Securities and Investments Commission and the Federal Government are strongly urging mergers in Australia’s \$2.9 trillion super sector. The industry has grown crowded, highly competitive and overly complex, enabling underperforming funds to proliferate and discourage members from engaging with their investments. Mergers are intended not only to stabilise any listing ships but also to reduce overall fees charged to members.

Abundant upside

The union of NGS with ACS brings several blessings. “The immediate benefit will be a reduction in investment fees,” Wright said. “We found that just over a year ago when we merged with QJEC Super, a similar fund in Queensland, there was an immediate reduction in investment fees across the investment options.”

It works like this: every business has considerable fixed costs (for example, rent, salaries, utilities, fleet, regulator levies), so when these costs are spread across a larger membership, the cost to each individual member is reduced. And once NGS and ACS are no longer competing for members in the same sector, some marketing and servicing expenses will also decrease.

There are longer term benefits, too. “With the additional funds under management, we’ll certainly have more investment opportunities outside of the mainstream,” Wright said. “We’ll have opportunities to structure investments to make sure they’re cost-effective, which of course has a bottom-line effect on the returns.”

Another upside, Wright says, is bringing the best products and services from both funds together under one roof. Then there’s that all-important personal service. “We’re always prepared to spend time with members in schools,” she said.

Good marriage material

In many ways, it’s a match made in heaven. “These two funds have been like mirror-image of each other for 30 years,” Wright said. “We’ve coexisted in the same schools, with the same employers, and in some cases the same members – we have about 5000 dual members – so we have a lot in common. We’ve got the same organisational values and there are some similar products and services.”

“To maintain a strong independent and Catholic schools sector super fund, we need to get bigger.”

That said, the two funds are not rushing down the aisle. “Because we’re both reasonably sized organisations – NGS has 72 staff, ACS has about 120 – so we have to bring two distinct organisations and two lots of offices together, and this takes time to plan,” Wright said.

“We’re also working out what’s the best mix of products and services and making sure we have them in place if not on the day of the merger then a planned process of unveiling them.”

IEUA NSW/ACT Secretary Mark Northam agrees. “It’s a significant step, a logical step, and one that is being taken very carefully,” he said.

“The IEU will remain in close contact with NGS as the transition arrangements firm up.”

Governance going forward

Both funds bring a wealth of executive experience to the table. A founding director of NGS in 1988, Wright has since had 12 years in senior roles at the fund, including six on the board and two as chair. She became CEO in 2018. ACS chief Greg Cantor has been with ACS for equally as long, having been appointed in 1989. Cantor, who has also been a director of NGS for a decade, will head up the merged fund, and Wright will become Deputy CEO.

There will be 12 directors on the new board: six from NGS and six from ACS. Each will have three employer representatives and three member representatives.

The NGS employer reps will come from the independent school sector, nominated by the Association of Independent Schools (two from NSW and one from SA); the member reps will be nominated by the union (one from Queensland, one from NSW and one from SA).

ACS will contribute three employer directors (one from Queensland, NSW and WA), nominated by Catholic Education, and three members from their member elect group.

Sustainably strong

Sustainable investment will be a top priority for the merged fund. “Both funds are very committed to embedding environmental, social and governance principles into the merged entity’s investment process,” Wright said.

“In the larger fund we’ll have greater capacity to make sure we’re making money in a way that’s adding value to people and to the world – making the world a better place.”

Our members working in schools have a strong commitment to the future. I would say that’s one of the great attractions of being a teacher, is it’s about the future, and that’s why I think it’s played out in investments because we know our members are very concerned about these issues, and we responded accordingly, because we believe that investing sustainably and for good actually will improve returns to members. It’s better to be investing money to make the world a better place if you can.

Union influence

Wright welcomes the IEU’s presence in the new fund. “As a founding parent of NGS, the IEU in NSW has always had a great impact on the direction the fund has taken,” she said. “A lot of NGS members are also union members, and there are great synergies there.”

Wright notes that NGS is the size it is today because the IEU astutely supported other mergers. “We’ve got 113,000 members now because we’ve had five mergers to get us here – now we’re going to double in size,” she said.

“And we’re about to enter a very exciting period in the history of super for independent and Catholic schools.”

From the Chair: Dick Shearman

NGS Chair Dick Shearman addressed the IEU’s AGM on Saturday 24 October: “This merger is not only a good thing, it’s one of the most positive things we’ve done over the decades we’ve been involved in superannuation in our sector,” Shearman said.

Shearman gave three key reasons the NGS merger with Australian Catholic Super is a good move. “One, it’s an industry fund,” he said. “Two, ACS is in the same workplaces as us. And three, by merging with ACS, we can maintain our identity in a way we couldn’t if we went into one of the bigger funds.”

There’s one more key benefit: nation building. “The big super funds have an influence on our economy by virtue of their size,” Shearman said. “But the Liberal Party wants to break the nexus between unions and industry funds. There are culture wars going on in the Coalition, based on what they consider to be outrageous claims that superannuation funds can contribute to nation building. They think super funds have nothing to do with nation building, that it’s for them and their mates to decide what infrastructure should be invested in or clean energy versus coal.”

The bigger the industry fund, he said, the more power it has to make meaningful investment decisions.

Shearman is upbeat about the future. “The merged fund will be stronger and more competitive, with one union and one fund across all the workplaces the IEU covers,” he said.

Principals news

Your input is more important than ever

The IEU again thanks our principal members and hopes Term 4 is progressing safely and well. We acknowledge the many challenges principals have faced during the COVID-19 pandemic and the agility with which principals and staff have responded to the educational, emotional and economic impacts on schools and their communities.

Principals will be aware of the enterprise agreement negotiations that have occurred in several sectors for teachers and support staff, with votes conducted or pending for Catholic independent, Catholic systemic and Christian schools.

Unfortunately, in the independent sector, the Association of Independent Schools (AIS) indicated it did not wish to negotiate centrally with the IEU in regard to a pay increase for 2021. Within this context, the union commenced meeting with members in independent schools and encouraged members to liaise directly with their principals about the way forward.

The IEU also wrote directly to principals in independent schools on 16 October. Clarity around a pay rise in 2021 is also important for the many principals of independent schools whose pay is linked to the multi-enterprise agreement for teachers in their schools. Hopefully, there are some signs that the AIS may recommence meetings with the IEU.

For Catholic systemic principals, the IEU has received from the Catholic Commission for Employment Relations (CCER) the final draft of the NSW/ACT Catholic Systemic Principals Enterprise Agreement – it includes Emergency Disaster Leave and a 2.28% pay rise to come in January 2021.

“Principals have faced bushfires, other extreme weather events and a pandemic, so their voices are especially important the annual health and wellbeing survey.”

In the Sydney Archdiocese, the IEU met with Sydney Catholic Schools on 16 October to progress Sydney principals' EA negotiations.

After all the particular challenges 2020 has brought, the IEU encourages principals to participate in the ACU/Deakin University annual survey of principals' health and wellbeing. Principals have faced bushfires, other extreme weather events and a pandemic, so their voices are especially important in this year's survey. Findings from this annual survey are invaluable to discussions and directions about wellbeing support for principals.

Workload is of ongoing concern to principals and staff and the Nationally Consistent Collection of Data (NCCD) process has been a significant issue in relation to the workload impact on staff, concerns about the technology platform and perceptions that the effort required is not commensurate with the funding received. The union has invited principals to share their NCCD thoughts and experiences and we welcome your contributions.

The IEU thanks current and former IEU principal members Sidonie Coffey, Barbara Fitzgerald, Lisa McSweeney and Phil Gane for their wonderful input to the IEU's 'Ace the Interview' online session for student teachers on 17 September. Early career teachers who participated in the session greatly appreciated their experience, wisdom and practical advice.

The Term 4 Principals Sub Branch meeting will be held on 7 November via Zoom and the IEU welcomes the opportunity to engage with principal members through the Sub Branch and at other diocesan or regional gatherings. A Zoom meeting for principal members in independent schools is scheduled for 29 October.

Pam Smith Assistant Secretary and Principals Organiser

Welcome: Samantha Danalis, Industrial Officer

Samantha Danalis joined the IEU in early September, joining the IEU's team of expert industrial officers who provide granular advice on industrial matters to members (and the IEU's organisers) in relation to both individual and collective workplace issues.

Sam brings to the IEU a wealth of experience gleaned from six years at the Maritime Union of Australia. She also brings a deep belief in the power of the union movement. "I've always had a strong sense of social justice with a particular passion for workers' rights," she says.

"I believe the only way workers can achieve the best industrial outcomes possible is by fighting as a collective. Unions have the resources to empower members achieve this outcome."

Before joining the IEU, Sam considered becoming a teacher, so she is motivated by a deep respect for education. "A union that represents teachers is the perfect fit for me," she says. "I jumped at the opportunity to work for the IEU. I've worked for unions across different industries and have absolute respect and admiration for workers in the education sector."

"I enjoy learning about the education sector and learning new ways to deal with disputes."

Despite all the complications 2020 has thrown at teachers

and support staff, Sam is optimistic and keen to put her shoulder to the wheel. "I'm looking forward to the satisfaction of overcoming big challenges and learning from them when they arise in the future," she says.

"I also look forward to researching new industrial and regulatory instruments, helping members resolve their industrial issues and learning from my wonderful colleagues."

In the office, Sam drinks black tea "but with more milk than most people deem acceptable", she says. When socialising she errs on the sweet side, and fruit juices and smoothies are her go-to.

Sam's never been a big fan of the small screen, preferring activity over sitting still. Nevertheless, Game of Thrones, with its nuanced analysis of power and its machinations, got her attention. She's also partial to a good laugh, enjoying classic British comedies including Fawlty Towers, Black Adder and Keeping Up Appearances.

The IEU's newest Industrial Officer is also a keen reader, and one book in particular has had a big impact on her: *The Grapes of Wrath*, by John Steinbeck. "Not only is it beautifully written and captivating, but I often find myself recalling particular parts of the story that opened my eyes to the injustice the majority of people experience."

"I've worked for unions across different industries and have absolute respect and admiration for workers in the education sector."



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1. Geraldine Holland, Assistant Principal at St Anne's, Temora, receives her 30 year badge from Organiser Berna Simpson

2. Organiser Richard Ryan presents 30 year badges to two staff members Bev Champion and Stephen Humphries at St Mary's College Casino, together with IEU Rep Michael Namrell. It was a well celebrated event, with the school providing morning tea for staff

3. Union members from Mother Teresa Harrison ACT provided information and insight into the National Disability Standards Review

4. Organiser Berna Simpson met up with members at Mumbula School Bega

5. At St Anthonys Primary School Kingscliff IEU's Richard Ryan presents Assistant Principal Mick Kennedy with his 30 year badge, ably assisted by Rep Pat Tierney

6. Geoff Melville, receives his 30 year badge with Stella King and Principal Lindsay Luck

7. Organiser Berna Simpson with members at the Snowy Mountains Grammar Jindabyne

8. Chapter Rep Dianne Lefebvre from Radford College Bruce in the ACT chairing an online chapter meeting

9. Organiser Jackie Groom presents a 30 year badge to Geoff Hayward, at Scots All Saints Bathurst together with members Simon Dundon, Glen Field and Fiona Hayward

10. Learning support teachers from St Thomas Aquinas Charnwood, ACT, participated in the National Disability Standards Review giving their valuable insights to the union submission

11. At St Mary's Primary School Casino, members Anne Ross and Karen McDonald receive their union badges from Richard Ryan. Anne has been a member for 35 years and Karen for 36 years



Speak up – step up!

Carolyn Collins
Vice President Support Staff



Over the last month or so we have heard of the passing of three incredible women.

The world is a lesser place following the deaths of Ruth Bader Ginsburg, Helen Reddy and Susan Ryan, who all campaigned with passion in the fight for women's rights, democracy, equality for all, especially gender equality and universal justice. We have within the IEU, staff who are exceptional in their role of fighting for equality; for without equality there is no justice.

We too can be notable in the fight for equality within our workplaces. Having a strong work culture is paramount. Employees with a strong work ethic are 'gold', for they are hard working, dedicated and reliable. Don't underestimate your role in the workplace.

We are in a position to guide our students into realising their own worth, in particular young girls. We need to call out sexism, harassment and discrimination, regardless if it is said 'tongue in cheek' or 'just mucking around' or 'it was just a joke'. Speak up and step up!

Our everyday language plays a huge role in breaking down gender stereotypes. We need to reject the binary of boys and girls and use words such as students, children. This may be considerably difficult for many of us; however there has to be a starting point.

Rightly or wrongly, we have more women than men in our sector. Historically, women have carried the bulk of caring work, either for young children or elderly parents. It is worth noting that the recent budget has dealt women in our sector a blow, for there isn't a lot to help for women struggling amid the pandemic and negligible assistance with childcare. Our economic recovery depends on women. Speak up and shout out for justice, especially in the workplace.

Leading in crisis, reimagining the future

If ever there was a year to appreciate teachers and education workers, it is 2020, writes Angus Hoy.

Since 1994, World Teachers' Day has been celebrated annually on 5 October, to draw attention to the contributions of teachers in educating their communities and developing a more inclusive and sustainable society, and is co-convened in partnership with UNICEF, the International Labour Organisation and Education International.

In 2020, World Teachers' Day focused on the theme "Teachers: Leading in crisis, reimagining the future".

The COVID-19 pandemic has significantly added to the challenges faced by already over-extended education systems throughout the world. It is no exaggeration to say that the world is at a crossroads and, now more than ever, we must work with teachers to protect the right to education and guide it into the unfolding landscape brought about by the pandemic.

An unprecedented event, the COVID-19 pandemic challenges already constrained education systems in various new ways resulting in a revision of how teachers teach and more generally work.

Contributions teachers make in crisis

The issue of teacher leadership in relation to crisis responses is not just timely, but critical in terms of the contributions teachers have recently made to provide remote learning, support vulnerable populations, re-open schools, and ensure that learning gaps in the curriculum are being mitigated.

The chosen theme also considers the role of teachers in building resilience and shaping the future of education and the teaching profession. The COVID-19 crisis created a unique situation for teacher leadership, creativity and innovation to be demonstrated.

New learning environments

Around the world, teachers are working individually and collectively to find solutions and create new learning environments for their students to ensure that learning could be continued.

In most cases without much warning and with little time to prepare, teachers have had to modify or condense the curriculum and adapt lesson plans to carry on with instruction. The move to online learning required capacity for innovation and creativity never before attempted in order to keep children engaged and learning.

UNESCO has commissioned a research project that

aims to recognise and celebrate the teaching profession, and also provide resources on teacher leadership through the UNESCO website for teachers and teacher unions in developing countries.

The IEU was invited to participate in this project. Specifically, we nominated 10 members to participate in the research through a survey examining the role of teachers in 'stepping-up' to maintain quality education services in times of crisis. As well as asking for comment, the survey used the Australian Teaching Standards as a benchmark and set of descriptors to analyse whether or not, and how frequently, teachers displayed more advanced levels of teacher competence than they would normally have done in 'non-crisis' times.

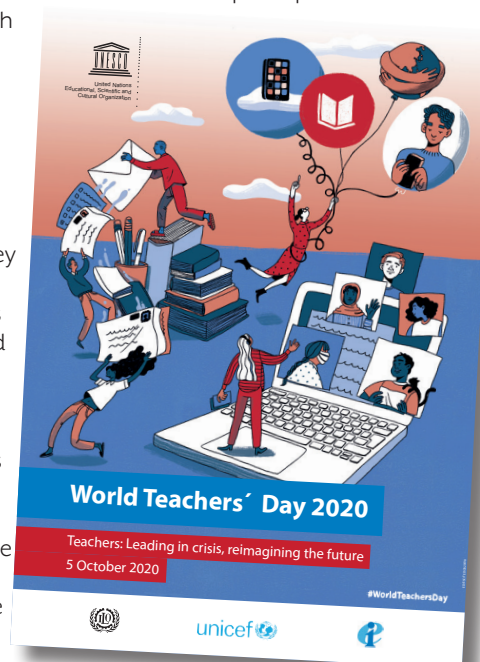
The IEU was also asked to submit a range of our published articles as case studies of our teacher members responding to times of crisis and exhibiting extraordinary leadership in the face of adversity.

The union was proud to be able to provide scores of examples of our members demonstrating core union values of strength, solidarity, compassion and commitment to their communities.

We would like to underscore the extent and depth of our admiration for all of our members, working across all facets of education, who have continued delivering exceptional outcomes during this time of unprecedented stress and difficulty.

We also extend solidarity with the workers across the world who have risen to this challenge and continued to deliver incredible work for the young people in their charge.

Although World Teachers' Day comes only once a year, to us, every day is a day to celebrate the important and powerful work of teachers and education support staff.







Simple online safety for you and your students

When it comes to online safety, drawing similarities with the real world can help those in your care better understand the potential threat of surfing the web.

Here are six simple ways to make online safety more relatable for your students:

- 1. Stranger danger**
You wouldn't hand over your personal information to a stranger on the street, so why make it available online? Never make your phone number or home address public, avoid live-posting your location whenever possible, and be aware that filling out those fun questionnaires online can help scammers mine your personal information.
- 2. Lock the front door**
All browsers and operating systems have privacy settings to help protect you. Just like the deadlock on your front door, these measures can help keep your
- 3. You can't take back words once spoken**
Just like you can't take back a hurtful remark you've made, it's almost impossible to delete an embarrassing selfie once you've posted it. Encourage your students never to post anything they wouldn't want their mother (or future employer) to see.
- 4. Stay on the right side of the tracks**
In the town or city where you live, there might be certain areas that you avoid. Similarly, you and your students should steer clear of certain destinations online. Avoid offers that sound too good to be true, don't click on unsolicited links, and always keep your antivirus software up-to-date just in case.
- 5. Ask for references as a check**
This may not be a surprise, but some people you meet online aren't always who they claim to be. Fake profiles are a popular way for scammers to trap unwary internet users, so be just as cautious online as you are in the real-world. See rules 1 and 4 above.
- 6. Don't leave your keys in the ignition**
You wouldn't leave your keys in the car while you go shopping, so why hand over the controls of your computer to someone you don't know? Don't use public WiFi, never give anyone you don't know remote access to your computer, and only use official websites or App stores.

For more information about online safety or to learn how Teachers Mutual Bank protects our members, please go to: www.tmbank.com.au/security

Overall, less than 1% of Australia's 850,000 manufacturing jobs are in highly gas-intensive industries in eastern Australia.

When gas is all smoke and mirrors

In the past weeks the federal government has made a series of announcements supporting gas development and production. The rationale, in the government's words, is that gas is a critical enabler of the economy, particularly the manufacturing sector. The Grattan Institute is writing a report on gas that, among other things, examines these claims.

From what they have found so far, the government's plan to use gas to stimulate manufacturing, and thereby the wider economy, will fail.

What is the government's logic?

The Morrison government's plan rests on two propositions:

- that the government policy can make gas materially cheaper;
- that cheaper gas would stimulate manufacturing and bring a wave of new investment to Australia.

Fact check

The Morrison government's announced policies will not materially reduce gas prices; eastern Australia has a lot of gas, but it is increasingly expensive. The laws of economics dictate that gas producers will not indefinitely produce at a loss, and so the price must cover the industry's rising costs as low-cost legacy gas fields deplete, and new supply is needed from more expensive sources.

Small amounts of funding to develop plans to look at new basins and "missing" pipelines will not make gas cheaper to produce. Unless the government is planning on subsidising the gas industry indefinitely, we can forget about the National COVID-19 Coordination Commission's hoped-for \$4 per gigajoule. Prices of at least \$6 per gigajoule, and probably \$8 per gigajoule or higher, are here to stay.

Even if the Morrison government could swim against the economic tide and miraculously reduce gas prices, the benefits of doing this have been mightily oversold. The core argument seems to be that 225,000 manufacturing jobs rely heavily on gas. Other analysts of individual companies and facilities indicates that the true number is closer to 10,000. This is a significant difference.

Overall, less than 1% of Australia's 850,000 manufacturing jobs are in highly gas-intensive industries in eastern

Australia. The remainder of the manufacturing sector is far less gas-reliant.

The current government has also argued that gas-fired power generation can reduce power prices for industry and households. These claims also do not hold up to scrutiny. Gas will have an important role in balancing the energy system and maintaining reliable supply for the foreseeable future, but it is an expensive fuel and cannot be used to drive prices down.

So what should the government do from here? One response would be to double down on gas and continue to subsidise gas production until gas prices meet their objectives but that would be an expensive mistake.

The other path is to recognise that Australia needs to use less gas, not more. Recently the prime minister for announcements emphasised Australia's commitment to achieving net zero emissions this century.

However fast you plan to move to net zero emissions, a COVID-inspired gas splurge appears to be a terrible misstep on what is already a long journey on a road full of potholes. Let's look more closely at the government's gas plan.

It's expensive energy

Since gas, as a fuel, costs around three times as much as the equivalent amount of coal, power from gas costs a lot more than from coal. If a new gas power station were to run around the clock, it might be able to produce electricity for as low as \$90 per megawatt hour, almost twice as much as current long-term power contracts. A 'like for like' gas replacement of Liddell would make a multibillion-dollar loss over its lifetime – it won't happen.

In general, gas power stations are run much more sporadically, only during peak demand events. If the mooted gas power station were to run only as a peaking plant, the cost of energy produced could easily be twice as high again.

It kills competition

Snowy Hydro already owns the largest gas-fired generator in NSW, the vast majority of the hydroelectric capacity in the state and will soon add the massive Snowy 2.0 to its portfolio. As Dylan McConnell of Melbourne University's Climate and Energy College has pointed out, if the Snowy Hydro were to build 1000 MW of new gas power generation

in NSW, the federal government would control around 85% of NSW's peaking market.

As Rod Sims found in the ACCC's 2018 review of the electricity sector, if we want lower prices, we need to introduce more competition. This plan does the opposite.

It's bad politics

The Morrison government's obsession with Liddell is not new. In October 2017, the Turnbull government tried to strong-arm AGL to keep the power station open. AGL dutifully prepared a plan explaining how it would ensure there was no shortfall. The Australian Energy Market Operator wrote to then energy minister Josh Frydenberg, giving the plan the tick of approval, noting that even with no new investment, the state would continue to meet the reliability standard.

With this latest move, MP Angus Taylor has effectively conceded that the end of coal power is on the horizon. His strongman performance is no doubt necessary to keep the confidence of the carbon-loving backbench but leaves him exposed. If the power station is not built he'll look as impotent as Frydenberg in the fight with AGL. If it is built, Taylor's many opponents will ensure he wears it like an albatross around his neck.

The opportunity cost is huge

The saddest thing about this "gas-led recovery" is the immense opportunity cost.

A steady stream of "build back better" stimulus plans have been presented to government, plans that could create a million jobs and reposition Australia as a clean energy superpower in the carbon-constrained 21st century.

The great shame is not so much that the government plans to invest in fossil fuels, against economic, technical, political and environmental headwinds. The real shame is that we're wasting this opportunity on culture wars and vested interests.

Acknowledgements to The Guardian Australia.

Richard Ryan Organiser
and Environment Committee member



Social media INSIGHTS

It's been a massive few months of news, developments and proposals. Here's just some of what our members are saying about the key issues.

AIS Out of step

Jeff: Unbelievable!! considering how hard teachers and support staff have been working this year because of the virus. Get in touch with the coal face

Mandy: Stick with this ... voices will be heard. A democratic right. Not my sector but inspired.

Term 4 school restrictions update

Natasha: A choir of any number would pose a serious risk. A risk assessment should always be done to comply with WHS laws which exist to protect workers. A risk assessment would most likely indicate most of these activities pose a significant risk to workers and should not occur. The school has a duty of care to its workers first and foremost.

Why teacher pay has been dwindling for 30 years

Mark: I've always been dismayed that in our profession the pathway to higher pay

also removed teachers from the classroom. I find this totally counterintuitive. The classroom is where we need our 'best and brightest', not sitting in an office shuffling papers/computer files. I've been teaching for 37 years and have been a Leader of Learning/Head Teacher for over 10 of those years, as well as Year Coordinator and other welfare roles. Any step beyond that means that I spend progressively less time engaging with kids, which I'm not prepared to sacrifice, so I'm stuck between a philosophical stance and a financial reality.

Helen: What distresses me is that teachers are so overburdened with paperwork that to survive many are doing 0.8 of a load dropping down from a full load just to keep up. Effectively it means they are consistently taking a pay cut yet they continue to work the other three days of the week to keep up. I think the loads need to be reviewed so that good teachers remain in the profession!

Top teachers should have a 50% pay rise, expert says

Paul: All teachers should be paid more.

More experienced teachers often hit the 'ceiling' and no amount of recognition rewards them monetarily. The notion of basing salary increases on performance will never be realistic. There is no way to moderate that equitably. Besides: the volume of work teachers do beyond the classroom is unmeasured and often not acknowledged. However, the greatest problem seems to me to be that there is little community interest in increasing the salaries of those in education. We are simply undervalued - especially in terms of remuneration.

Leonie: But who are they? The ones teaching the best and brightest students or the strugglers, teachers in homogenous or complex diverse schools and how can that be quantified to compare?

Anne-Marie: Who decides who 'top' teachers are?

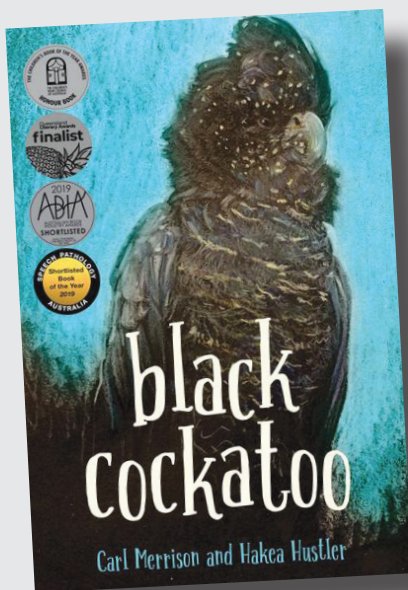
The debate over NAPLAN

Shelley: What is the purpose of NAPLAN? ... Let's figure out what it really is for, because until then we can't make changes that would be meaningful and have true purpose. I always thought it was a 'snapshot in time' of what the students can do. It's a flawed system when you can't guarantee that kids aren't just guessing an answer or that students aren't being prompted or that all resources are being covered or removed from the walls. ACER testing gives similar information and is instantaneous and there are many more. NAPLAN is outdated.

Bee: Waste of time. Professional teachers already know where their students are in their learning. They don't need a test to tell them that. And the students don't need the stress.

Melissa: Please get rid of it! This is from the perspective of a teacher and parent!

Giveaways



Black Cockatoo

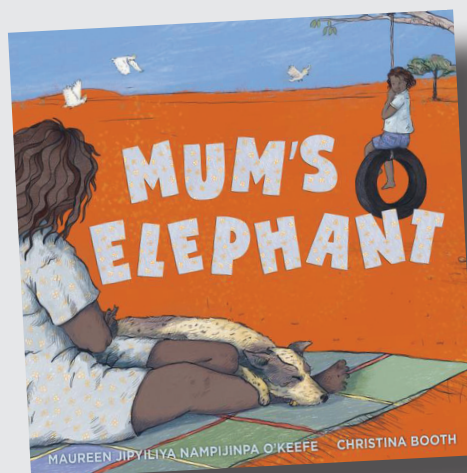
Publisher: Magabala Books

Authors: Carl Merrison, Hakea Hustler

Black Cockatoo is a vignette that follows Mia, a young Aboriginal girl, as she explores the fragile connections of family and culture. Mia is a 13-year-old girl from a remote community in the Kimberley. She is saddened by the loss of her brother as he distances himself from the family. She feels powerless to change the things she sees around her, until one day she rescues her totem animal, the dirran black cockatoo, and soon discovers her own inner strength.

A wonderful small tale on the power of standing up for yourself, culture and ever-present family ties.

"This deceptively simple tale has a quiet power... It is a reminder that gentleness is a form of strength." - Judges comments, Readings Children's Book Prize



Mum's Elephant

Publisher: Magabala Books

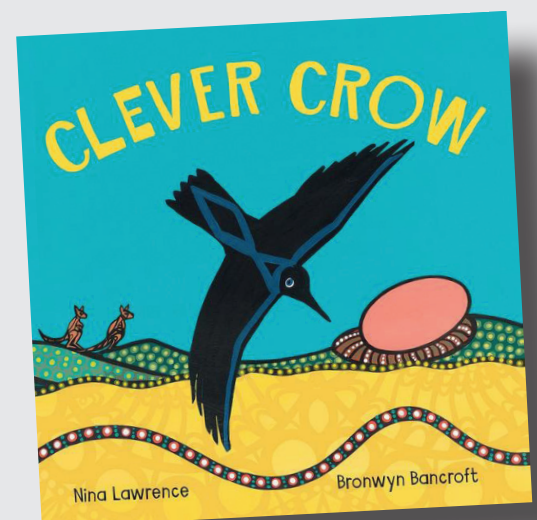
Author: Maureen Jipiyiliya Nampijinpa O'Keefe

Illustrator: Christina Booth

Maureen Jipiyiliya Nampijinpa O'Keefe grew up in the remote community of Ali Curung in the Northern Territory. Her family lived a bush life. They didn't own much but her mother had a very special 'elephant'. It was her mother's most prized possession and she gave it tender loving care. When her mother's friends were around, they had tea-parties with the elephant. Often her mother would sleep with it beside her bed.

Christina Booth's splendid illustrations of desert landscapes and bush life deepen the mystery of the elephant, only revealing subtle clues to its true identity. The reader is beguiled by the storytelling until the elephant is finally revealed.

Maureen Jipiyiliya Nampijinpa O'Keefe is a natural storyteller and conveys warmth and humour in her writing. *Mum's Elephant* will intrigue children and remind adult readers of the simple things that held a special charm when they were young.



Clever Crow

Publisher: Magabala Books

Author: Nina Lawrence

Illustrator: Bronwyn Bancroft

Clever Crow is an endearing and witty tale that follows the exploits of a hungry and very clever crow. Crow searches in the bush for food but he can find none. It is only when he comes across people preparing for a ceremony that his luck changes. Crow spots a big turtle egg waiting to be cooked, and he cries out, 'Yummy, food for me!' But it is not an easy task stealing a turtle egg - even for a clever crow. Crow has to be cleverer than he has ever been before!

Children will love Bronwyn Bancroft's distinctive illustrations, and how the Djambarrpuyngu language translation - Yolngu language from North East Arnhem Land - is woven into the design.

Finalist - 2019 International Book Awards (Children's Picture Book: Hardcover Fiction category).



Email entries to giveaways@ieu.asn.au with the title of the book you would like to receive in the subject line. Write your name, membership number and postal address in the body of your email. All entries must be received by 4 December 2020.

What makes a good merger great?

It is abundantly clear that political pressure and pressure from the regulators, the Australian Prudential Regulatory Authority (APRA) and the Australian Securities and Investments Commission (ASIC), is being exerted on regulated superannuation funds to consolidate. And the market is consolidating at a fairly rapid pace joining funds which previously could be considered “strange bedfellows”. The industry benchmark for a medium-sized fund is generally thought to be around \$20 billion funds under management (FUM). Some industry professionals have speculated that within 10 years there could be as few as 30 or 40 megafunds regulated by APRA. So why merge and what makes a good merger great?

Reduction in costs

Super funds have many costs and the larger the funds are, the more members there are to share the costs pushing down member fees. Significant costs for super funds include administration/call centres, custodian fees, building and equipment, investment manager fees, staff salaries, annual levies for APRA and ASIC and legal fees. A large membership base gives a fund more bargaining power when negotiating contracts such as insurance contracts and investment management contracts.

NGS Super and Australian Catholic Super (ACS) have announced a planned merger which will create a fund of approximately \$21 billion FUM held on trust for approximately 200,000 members. It was described by one writer in the financial press as a “marriage made in heaven” because of the similar membership of teachers

and support staff in independent and Catholic schools and the community sector across Australia. The synergies between the two funds are strong as both funds are strongly represented in the non-government education sector and the community sector across Australia. NGS Super’s Chair, Dick Shearman, stated: “Our members’ interests are at the core of this merger, which represents the continued growth and improved ability of our fund to secure the financial futures of all our members”.

Australian Catholic Super Chair, David Hutton, indicated that ACS considered how the interests of its members could be strengthened and better serviced through a larger and like-minded education industry fund.

A Memorandum of Understanding has been signed and the process of due diligence has begun. Currently ACS has approximately 85,000 members with \$9 billion under management; NGS Super has a membership of 120,000 with \$12 billion under management.

Fund culture can be an impediment to a successful merger, but in this case both funds line up well because of the similar nature of the memberships. Both are not-for-profit and member-centric industry funds. A truly national independent schools and community sector fund will be well placed for future growth, better services and lower costs.

Bernard O’Connor

NGS Super Company Secretary/
Manager Insurance and Complaints

**ngs
Super**

(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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Deputy Secretary

Carol Matthews (pictured right)

Assistant Secretary

Liam Griffiths (pictured second right)

Assistant Secretary

Pam Smith (pictured second left)

President

Christine Wilkinson

St Joseph’s Girls High School East Gosford

Deputy President

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Libby Lockwood

St Joseph’s Primary School West
Tamworth



2020 Professional Development

5 November IEU Women and Equity Forum Boys will be boys? - online

16 November Survival Guide for Casual Teachers - online

19 November IEU Women and Equity Forum Digital Equity - online

23 November Book Club – The Music Advantage by Dr Anita Collins - online

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



with Professional Development and Reps Training

www.ieu.asn.au

Our locations

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

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

Lismore Unit 4 Professional Centre 103-105 Molesworth Street,

Lismore NSW 2480 6623 4700

ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 6120 1500

ULURU STATEMENT FROM THE HEART

We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart:

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This

cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.

We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.

The IEUA NSW/ACT Branch acknowledges the Uluru Statement From The Heart and supports a referendum for constitutional reforms to establish a First Nations voice enshrined in the Constitution - unanimously endorsed at the 2020 AGM

WONDERING ABOUT THE FUTURE AND YOUR SUPER?

You're not alone.

It's been a year like no other, and it's not surprising that many of us are feeling uncertain.

In times like these, it can be more difficult than usual to take a long-term view, or to make plans. But your super and your financial future do matter.

Sometimes all it takes to feel more confident about the future is to talk to someone. And when it comes to your super, insurance and retirement planning, we're here for that. We can offer general or more tailored advice, depending on what you need.

To find out more about how we can help you make informed choices in uncertain times, or to make an appointment, visit ngssuper.com.au/advice or call us on 1300 133 177.



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