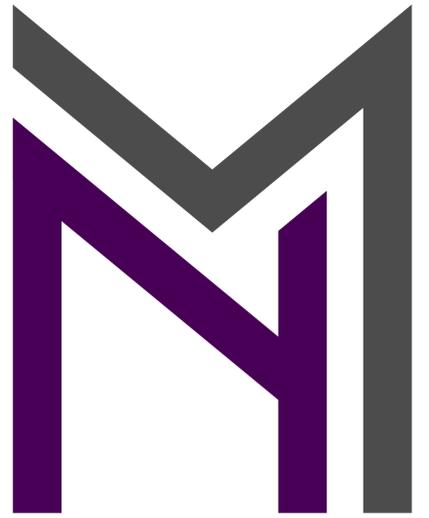




# news month

The newspaper of the  
Independent Education Union  
of Australia NSW/ACT Branch  
**(vol 43 #4) June 2023**

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## PULLOUT POSTER INSIDE

## The facts about NESA compliance: ARE YOU STILL DOING TOO MUCH?



Support staff at St Francis Xavier Hamilton proudly wear their stickers which say: 'we got a pay rise, ask me for a form and join our union'. Catholic systemic support staff have benefitted from pay rises because of the work of the union. The union only gains strength from its members.

**IEU members in Catholic systemic schools have been advised of the interim settlement agreement. For support staff, the settlement delivers parity with government school employees and backpay. The door is also open for further discussion for teachers.**

This has been a long time coming – the best part of four years. Support staff in Catholic systemic school now have pay comparable to staff in government schools. It is appropriate to note the sterling work undertaken by the support staff joint working party. Their countless meetings comparing the work of Catholic systemic support staff with government school support staff is finally bearing fruit.

### Teacher workload

Members in schools are feeling the brunt of the teacher shortage crisis. Class splitting, class sharing, and supervising multiple classes and large numbers of students in halls and

libraries, all remain realities of the teacher experience. The long rebuild has commenced. The IEU has met formally with the NSW Deputy Premier and Education Minister, Prue Car concerning both teacher salaries and teacher workload. The Deputy Premier will address the IEU's June Council.

Recently, NESA provided clarification on programming requirements and the manual related to school inspections. The IEU will meet with Catholic Schools NSW to discuss how best to ensure NESA developments lead to changes in professional practice.

NESA requirements should be considered the seminal document and systemic overlays must be reviewed urgently to ensure teacher morale is lifted. Educational leaders should not be using NESA compliance as an excuse to load teachers with extra work.

Teacher workload issues are manifold, but rest assured, the ongoing negotiation on behalf of teachers will focus on

workload and unsupported initiative will be challenged. Rebuilding the profession will take time but the future is looking brighter.

### Members of the Support Staff Working Party

Carolyn Moore, IEU Industrial Officer  
Michael Wright, IEU Industrial Officer  
Kylie Booth- Martinez, Vice-President Support Staff, IEU Executive  
Carolyn Collins, former Vice-President Support Staff, IEU Executive  
Belinda McRae, IEU support staff member, ACT  
(Plus committee members from the employers)

### Mark Northam Secretary

For more details on the interim settlement agreement, see p3.

## Teachers' voices heard at NSW Parliament House

**The IEU was part of the Essential Workers Deserve Better parliamentary delegation welcomed into NSW Parliament on 24 May to meet with Ministers, MPs and MLCs.**

The IEU delegation comprised of President Tina Ruello, Deputy President Libby Lockwood, Secretary Mark Northam and Deputy Secretary Carol Matthews. Tina and Libby had unprecedented access to share their stories as essential workers with parliamentarians including Premier Chris Minns, Deputy Premier and Education Minister Prue Car. The delegation also met with Stephen Bali MP, Bob Nanva MLC, Maryanne Stuart MP, Alex Greenwich MP, Phil Donato MP, Roy Butler

MP, Tara Moriarty MLC, and NSW Greens MPs Tamara Smith, Jenny Leong, and Kobi Shetty, as well as MLCs Abigail Boyd, Cate Faehrmann, Dr Amanda Cohn and Sue Higginson.

Ruello was one of only two delegates to make an address to the group of gathered MPs at a lunchtime reception.

"I am here with the IEU in this room with the newly elected government, sharing a meal, and this is epic. I am part of the solution because my voice is really being heard. I can only see this as a mutually beneficial relationship," Ruello said.

Industrial Relations Minister Sophie Cotsis welcomed the union delegation, commenting on the end of a "challenging

and devastating 12 years" which had seen the introduction of the public sector pay cap and changes to Workers Compensation laws.

"My door as the new Industrial Relations and Work Health and Safety Minister is open to all of you," Cotsis said.

"Don't be afraid to tell your stories. We need to hear what's happening on the ground," she said.

"I stand with you, and I want to see a collaboration between government, workers, and industry, and we want to make sure that in work, health and safety, we improve standards."

Lockwood told Bob Nanva MLC that the teacher shortage was crippling schools.

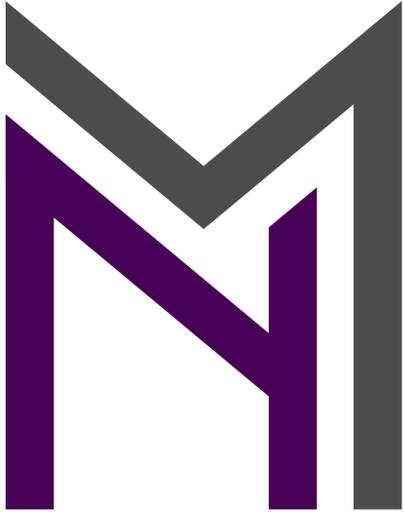
"Teachers are burnt out. Working over 60 hours a week, much of which is unpaid work after school. Release time isn't enough. The admin burden is crippling," Lockwood said.

"In Western Sydney or remote areas like Mungindi, Walgett, Wee Waa, they cannot get teachers because the pay is not good enough – that's what's going to bring people into the profession and help retain them," she said.

Ruello said teachers were essential but not valued. "This is the professional insult that we have to deal with.

"We are glad that you are in power because we know that change is on its

*Continued on p2*

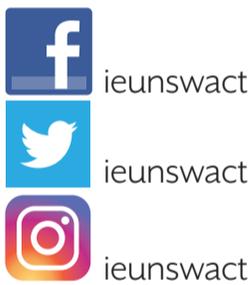


(vol 43 #4) June 2023

## Join us



## Follow us



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

Continued from p1

## Teachers' voices heard at NSW Parliament House



(Top left) IEU Deputy President Libby Lockwood and President Tina Ruello at NSW Parliament House. The IEU delegation, which included Deputy Secretary Carol Matthews (brown jacket) and Secretary Mark Northam (red and white tie) met MPs throughout the day, including all seven Greens MPs and MLCs (below)



way and that as a profession we're going to be recognised, valued, and paid accordingly. We need to attract the best and the brightest of our high school students to our profession and build NSW to what it should be."

Speaking in Parliament the previous day, Education Minister Car acknowledged teachers were leaving the profession "in droves" due to crippling workloads.

"I can reassure the teachers and parents of NSW that, finally, after more than a decade, they have a government that values their work, acts on that value and respects them – and it is not just words. We are backing it up with action and we are only just getting started to support the teachers that we need to teach our children."

Lockwood thanked Minister Car for her efforts to change the negative

narrative around the teaching profession.

"Prue is working hard to change the narrative around the teaching profession. The negativity that is put out there constantly about teachers and our profession and what we do and allegedly don't do – changing the narrative is so important."

### Advocating for early childhood teachers

Ruello said the situation was even worse in the early childhood sector. Discussing the situation with Greens MPs, she said, "Teacher shortages in ECEC are dire. Hopefully the government has some sort of solution or some impetus in resourcing preschools."

"In some centres members are under the modern award, which is not helpful at all. If there could be any sort of

assistance or help to encourage them to establish enterprise agreements," Ruello said.

Matthews said in the early learning space some pay rates are comparable to schools, but probably two out of three were paying well under that rate.

"We'll certainly be having discussions with the Labor government about an approach like Victoria, where not-for-profits get more funding if they have an enterprise agreement which has higher rates of pay. There are many services in Victoria under that agreement," Matthews said.

"We'd really like to see support from the NSW Government in that preschool sector for trying to get the wages up via an agreement. It's also happening in Queensland."

### Statement from Prue Car p5

# Let the numbers do the talking

**Mark Northam**  
Secretary



## Day 1 2024: Beginning Teachers Salary Scales

ACT Government	\$84,978
QLD Government	\$81,628
VIC Government	\$77,248
NSW Government	\$75,791
Catholic Systemic NSW	\$75,800

\*as per Interim Settlement Agreement – excludes Broken Bay Diocese

## Day 1 2024: Top of Teacher Salary Scales

ACT Government	\$119,518
QLD Government	\$119,288
VIC Government	\$114,591
NSW Government	\$113,322
Catholic Systemic NSW	\$113,054*

\*as per Interim Settlement Agreement - excludes Broken Bay Diocese

In the *Australian Financial Review* on 22 May, an article titled “Why this \$1.5b fundie expects another rate rise” noted the following:

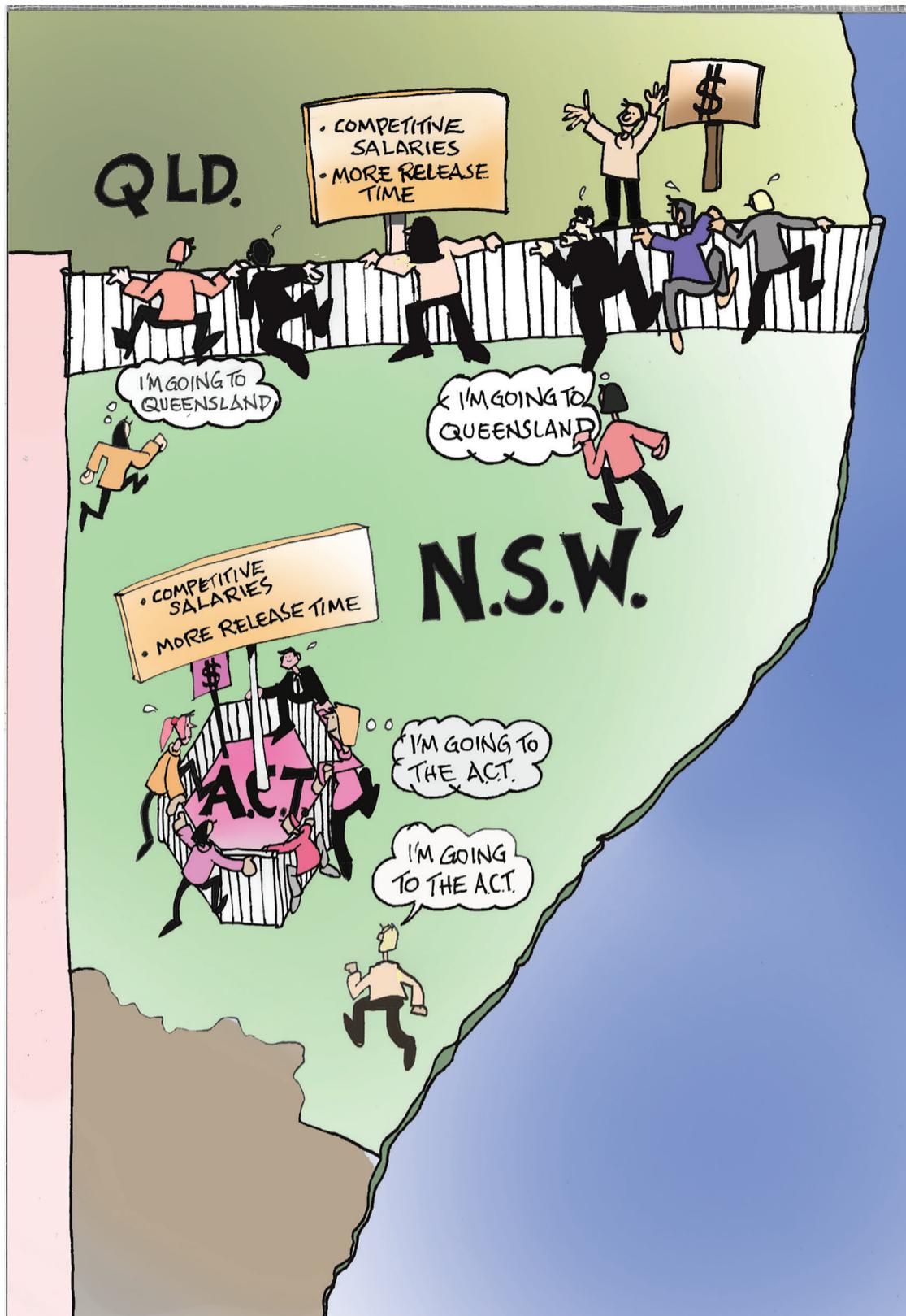
“The time has come for the trend of repressed wages to reverse. The share of total income paid to workers – also called the labour share – has been falling in Australia since the 1970s”.

That period of reversal is upon us. The improvements to teacher salary outcomes in the ACT government sector are significant. The new rates (in the accompanying table) provide both attractive commencement salaries and reward teachers for their accumulated expertise at the top of the scale.

Further salary movement in NSW will occur when the former NSW Government’s ‘salary cap’ is removed and replaced with genuine bargaining. Any salary movements for teachers in NSW government schools will also be provided to Catholic systemic teachers, pursuant to the interim settlement agreement with the 10 dioceses and under the Broken Bay enterprise agreement.

The Broken Bay Diocese enterprise agreement also provides a margin of 1.5% above public sector rates for both support staff and teachers.

These improved outcomes will provide a platform for ongoing discussions with Catholic Employment Relations, which represents the 10 dioceses who are covered by the statewide NSW/ACT Catholic Systemic Schools Enterprise Agreement.



# Pay negotiations in independent schools

**Carol Matthews**  
Deputy Secretary



**The IEU is currently negotiating improved pay and conditions for members in a range of independent schools.**

## AIS Schools

Members in schools represented by the Association of Independent Schools (AIS) are covered by multi-enterprise agreements (MEAs) in place until January 2025. The IEU has suggested members may wish to approach their schools for a one-off payment of at least 1% of salary to assist in meeting cost of living pressures. Please contact your organiser if you would like them to attend a Chapter meeting on this issue.

The IEU has advised the AIS that we expect significant pay increases on the expiry of the current agreement. The new bargaining rules under the *Fair Work Act* that commenced on 6 June this year will assist us in achieving these increases.

## Independent Christian schools

Teachers and support staff in a small number of Christian schools (including the Pacific Group) are covered by MEAs that the IEU negotiated with the AIS separately from the other MEAs in 2019-2020. About 25 Christian schools

have issued Notices of Employee Representational Rights to teachers and support staff, to initiate bargaining through the AIS. This group of schools includes a number previously represented by Christian Schools Australia.

The IEU has provided a claim to the AIS and will be consulting with members. We are seeking pay increases for support staff in line with those recently received by members in Catholic systemic schools. In relation to teachers, any increases will need to take account of anticipated increases in teacher pay in NSW government and Catholic systemic schools.

The IEU will also shortly commence negotiations with Christian Schools Australia for a new MEA for teachers in the three ACT Christian schools. The recent ACT public sector settlement for teachers will be very much in mind when we develop the IEU claim on behalf of members.

## Catholic independent schools

Negotiations are underway with Catholic Employment Relations (CER) over new enterprise agreements for members employed in Catholic independent schools.

There are seven Model A Catholic independent schools that have traditionally followed the three band standards teacher pay structure of the AIS but in other respects have pay and conditions aligned to other Catholic schools. These schools did not make new MEAs when the existing Model A Teacher and Support Staff MEAs

expired in December 2020 but have paid administrative pay increases in 2021, 2022 and 2023. The IEU is seeking that the schools match the improvements in conditions that we have achieved in Catholic systemic schools, particularly the improved paid parental leave for both parents. We will be consulting with members about the pay and conditions offer received from CER on 29 May.

We have also been meeting with CER concerning new enterprise agreements to apply to teachers and support staff in about 20 Model B schools (including EREA schools) and about 10 Model C schools. The existing EAs expired in December 2021. The IEU is seeking that these schools match the pay rises achieved for support staff in Catholic systemic schools and conditions (such as improved parental leave). We have made clear that teacher pay rises need to consider cost-of-living increases and ensure teacher pay remains competitive. CER has advised that an offer will be provided to the IEU shortly.

Bargaining has also just commenced for a new EA for support staff employed in the three ACT Catholic independent schools.

## Final word

Do not hesitate to call your IEU organiser for further details about these negotiations.

# Celebrating World Support Staff Day

## Some messages on World Support Staff Day

A shout out to all those amazing support workers out there who are tackling obstacles every day, working so hard.

They say there are five qualities of a support worker:

- they know when to step up
- they know when to step back
- they know the value of communication
- they know the value of patience and sense of humour
- they are reliable.

I thank all our support workers out there and I'm proud to represent them.

**IEU Vice President Support Staff**  
**Kylie Booth-Martinez**



**Support staff at Good Samaritan Fairy Meadow enjoy a morning tea while their duties are covered**

World Support Staff Day is an important day. It's an initiative of Education International, of which this union is a proud member.

We all know schools won't work without you, from the outdoor maintenance staff right through the labs, right through the libraries, all the way through learning assistance inside those classrooms and the admin staff making the place tick.

The engine room of all schools is the support staff, and we'd just like to say a big thank you to all support staff across NSW and the ACT.

**IEUA NSW/ACT Branch Secretary**  
**Mark Northam**

We recognise and celebrate with our colleagues and peers globally.

Everything that happened within our schools that enables teachers to teach and students to learn starts with support staff.

We celebrate the people that ensure the classrooms are clean, the grounds are safe, the light bulbs are changed, the printer is fixed and the school's IT is functioning and efficient.

We celebrate those that make class lists accurate and the records uploaded, who ensure the bills are paid and the webpage is up to date, that the information in parent communications is clear and correct.

We celebrate those keeping the science labs functional and ensuring learning

resources are ordered and organised; that the shopping for hospitality courses and the tearoom is done and those that ensure the exam rooms are set up and quiet.

We celebrate those that make sure the canteen has healthy and tasty food and that the students who are struggling to understand a concept or need a familiar face to ease their anxiety have the support that they need.

No matter if you are the receptionist who greets each and every person or the cleaner who only comes in after everyone has gone home, every job done in a school is essential, so let's celebrate you and all that you do.

**IEU Industrial Officer Carolyn Moore**



**The team at St Mary's Catholic Primary School Orange celebrate World Support Staff Day with chocolates all round**

## The cogs that keep the wheels turning

World Support Staff Day on 16 May was an important acknowledgment of all the people in schools and colleges that oil the machinery every day, making sure students have the best environment in which to grow.

Vicki McSpadden, Senior School Officer at St Therese's Primary School New Lambton, loves her job because of the value it brings to education, and the variety of people and tasks she approaches every day.

Vicki's role encompasses a broad range across the school, everything from school fees, event and sport payments, maintenance, WHS, enrolments, communication to parents, first aid, volunteers, attendance rolls, medical records, and other tasks.

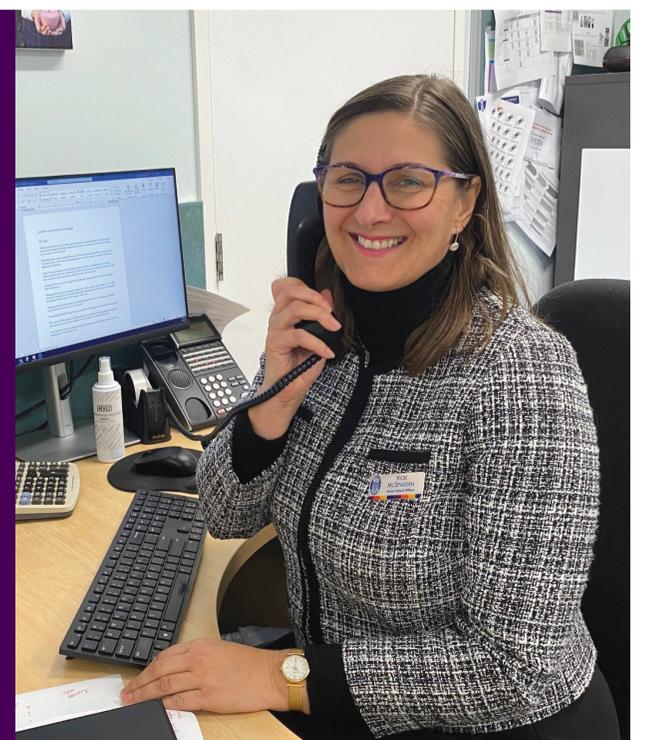
Joining the IEU is crucial for support staff, Vicki said, because they need to be clear about their entitlements.

"Many people who work as support staff want to help, want to solve problems, it's in their nature. But that leads to them doing things like staying back when they are not being paid or working in their unpaid lunch breaks," Vicki said.

"Knowing clearly what the rules are and having someone there to support you, that has your back if there is an issue, is worthwhile."

"Something like World Support Day is a reminder to everyone to think about these things."

The recent Catholic systemic support staff pay rise, which has been negotiated by the IEU over many years, is another reminder of why everyone should be in the union.



# Housing crisis making teacher shortage worse

**New research warns teachers are being priced out of housing near their schools, with many areas too expensive for teachers at the top of the pay scale.**

A recent study in the Australian Educational Researcher analysed quarterly house sales and rental reports in NSW and found more than 90 per cent of teaching positions across the state – around 50,000 full-time roles – are located in Local Government Areas (LGAs) where housing is unaffordable on a teacher's salary.

The situation is particularly dire for new teachers. There are 675 schools – nearly 23,000 full-time teaching positions – where the median rent for a one-bedroom place is unaffordable on a graduate teacher's salary.

Housing is considered unaffordable if a person spends more than 30 per cent of their income on housing costs – sometimes called being in housing stress. Those in housing stress may not have enough money remaining to cover the cost of food, clothing, and other essentials.

But affordability isn't just an issue for early career teachers. For experienced teachers at the top of the pay scale, 70 schools – around 2000 full-time roles – are in an LGA where a single-bedroom dwelling is also unaffordable.

"The study shows the last time a first-year teacher salary could comfortably afford the rent for a one-bedroom dwelling was around a decade ago," said Professor Scott Eacott, the author of the study and Deputy Director of the Gonski Institute for Education at UNSW Arts, Design and Architecture.

"Fundamentally, there's been an increasing gap between salary and the costs of housing that the standard pay rise isn't covering, and it's pushing teachers further away from their workplaces or out of the profession entirely," Professor Scott Eacott said.

"The issue is not just limited to teachers, but all essential workers who are increasingly finding it difficult to find affordable places to live within a reasonable distance of their workplace."

Home ownership is also out of reach for teachers on a single income, with median prices in some areas more

than 10 times the average teacher salary. Sydney is particularly cost-prohibitive, with the most unaffordable LGAs for teachers being Bayside, Canada Bay, Sydney, and Waverley.

"We'll find it hard to attract new teachers when even a modest one-bedroom apartment is unaffordable," Professor Eacott said. "But also, we'll lose many experienced teachers simply because they can't afford to live close to where they work."

## **A profession in crisis**

Professor Eacott said housing affordability has been overlooked in the teacher shortage crisis because of other important issues like increasing workloads, poor working conditions, and stagnant pay.

"The teacher shortage is complex, and there are many factors why we lose teachers, especially in the first five years.

"But housing affordability is one of those understated reasons why, and not doing anything to address it will only amplify the problem."

The extraordinary price of housing means teachers must choose between spending a significant amount of their salary to live in reasonable proximity to their school or endure a long and grinding daily commute.

"Commutes of more than an hour would not be uncommon, which is a lot of productive time lost for teachers, not to mention all the hidden costs of tolls and parking. We're going to look at it more in future research," Professor Eacott said.

Some projections indicate that NSW will need 13,000

more teachers in the next decade to meet student demand. While much of the projected growth is in areas not historically considered hard-to-staff, Professor Eacott said, that is likely to change if teachers aren't able to live locally.

"The school system is struggling to find enough teachers as it is. If teachers can't afford to live near or within reasonable commuting distance of their schools, we can only expect those shortfalls to continue to grow."

## **Creating housing pathways**

Professor Eacott said part of the challenge is that no single government department or the private sector is ultimately responsible for housing essential workers. While more investment from superannuation funds in essential worker housing developments is welcome, it won't be enough to address the issue at scale.

"The simple answer is we do need to be paying teachers more. But that may not necessarily solve supply problems.

"For example, it is just incredibly difficult right now for teachers to find a place to rent given record low vacancy rates.

"It's also important that we're not confining teachers to just teacher apartments, but creating pathways to home ownership."

Salary loading for teachers working in severely unaffordable LGAs would be one potential policy solution that could be implemented in the short term to help alleviate the cost of housing.

"An allowance for those teaching in LGAs where housing is out of reach would be a targeted and tailored first intervention.

"The issue is, it may end up being the entire eastern seaboard, which, at that point, is just a salary rise."

Long-term Professor Eacott said teachers and other essential workers should be considered more in infrastructure planning when developing future cities.

"We rely so much on our teachers, so it's only fair we take steps towards providing them and other essential workers with affordable and secure housing options."

**"The study shows the last time a first-year teacher salary could comfortably afford the rent for a one-bedroom dwelling was around a decade ago."**



# It's time to restore trust in the education system

**With the potential to have a profoundly positive impact on young lives, teaching is an incredibly rewarding vocation. Yet right now, teachers are leaving the profession in droves and students are suffering as a result.**

As the new Minister for Education and Early Learning in NSW, my highest priority is to fix the teacher shortage. This is a generational crisis that needs to be addressed so that teachers get the wages and conditions they deserve and our students receive the education they need to succeed in life.

The full extent of the challenge we are facing has been brought into sharp focus in recent weeks as I have met with teachers. While I've been inspired by their dedication to their students, I am deeply concerned about their mounting stress and burnout from significant administrative burden, stagnant wages and the rising cost of living.

I am not going to pretend these problems don't exist. The new NSW Labor Government has listened, and we will act.

We have seen the result of government inaction. The resignation rate of teachers in their first five years of teaching has sky-rocketed from 8.2 per cent in 2018 to 19 per cent in 2022.

Teacher workload is the number one issue raised with me by teachers, and the data reflects the seriousness of the problem. Only one in five teachers say they have time to do their job well.

That has real impact on students, particularly in schools where teachers are stretched not only by their own workloads, but by the added load of covering vacancies. Burnout is costing us teachers, with one in nine early career teachers now leaving the profession early.



**"Teaching is critical for our state's future, but the perception of the profession has been diminished by negative media coverage and lack of respect for teachers in public debate."**

To improve student outcomes in NSW we need a healthy and properly staffed teaching workforce. The OECD's Programme for International Student Assessment (PISA) results show that between 2006 and 2018, NSW students

dropped from sixth to 23rd in reading, from ninth to 31st in maths and from third to 23rd in science.

We also need to improve the attractiveness of teaching as a profession. Teaching is critical for our state's future, but the perception of the profession has been diminished by negative media coverage and lack of respect for teachers in public debate. It takes leadership from the top to turn this culture around. We must make sure current and future teachers know their work is valued and respected throughout the community.

To rebuild confidence and trust in the education system, we must also increase collaboration between the Department of Education, the teaching profession and Catholic, independent and government schools. Government schools and non-government schools can learn from one another. Improving cross-sector teacher engagement is an invaluable reminder that, while there will always be differences of view, educators have a common cause.

I am incredibly proud to be the Minister for Education in NSW, and to be elected on a mandate of a fresh start for our education system and our hardworking educators. It is time to restore trust in the education system. Together, we can shape a system where our state's best and brightest aspire to a career in teaching, our teachers feel valued and our students get the best education possible.

**Prue Car** NSW Education Minister

Independent Education Union of Australia  
New South Wales/Australian Capital Territory Branch  
**ELECTION NOTICE - E2023/88**

**Casual Vacancy Election**  
*Fair Work (Registered Organisations) Act 2009*

Nominations are called for:

**NSW/ACT Branch**

- Branch Assistant Secretary (1)

**Nominations**, which must be in writing and comply with the registered rules of the Organisation, may be made at any time from 12/06/2023.

A member nominating for an office may withdraw the nomination by notice in writing to the Returning Officer up to, but not later than, seven (7) days after the close of nominations.

A nomination form is available for electronic completion on the AEC Portal, [www.aec.gov.au/ieb/](http://www.aec.gov.au/ieb/). However, the nomination form must then be lodged in accordance with the Organisation's rules (see below).

Additional forms are available from the Returning Officer.

Prospective candidates and nominators should verify their financial status and any other qualifications required by the Organisation's rules prior to lodging nominations.

Nominations must reach the Returning Officer via the lodgement method(s) stipulated below **not later than 5:00pm Australian Eastern Standard Time (AEST) on 03/07/2023**.

**How to lodge nominations**, nominations must be lodged via the following method(s):

**By Portal:** Australian Electoral Commission Portal, [www.aec.gov.au/ieb/](http://www.aec.gov.au/ieb/)

**By Email:** A properly completed nomination form including all necessary signatures and attachments may be scanned and submitted as a pdf file to [IEBnominations@aec.gov.au](mailto:IEBnominations@aec.gov.au)

**PLEASE NOTE:**

1. Emails to the AEC inbox that appear to be spam may be blocked. It is the responsibility of senders to ensure that their email reaches the AEC before the deadline for nominations.
2. In order to be able to be received by the AEC, emails (including attachments) should be no greater than 6 MB in size.
3. You may call 03 9285 7111 to enquire about the status of your nomination.

**Withdrawing Nominations**

Nominations cannot be withdrawn after 5:00pm Australian Eastern Standard Time (AEST) on 10/07/2023.

**Candidate Statements**

Candidates may submit a statement to be included with ballot material. Only statements which comply with the Rules and are received by the Returning Officer by 5:00pm (Australian Eastern Standard Time (AEST)) on 03/07/2023 can be accepted.

Candidates may include with their nomination form a statement not exceeding two hundred (200) words. Such a statement must contain only the candidate's personal history and/or policy statement and a passport-seized photograph of the candidate.

**Voting Period**

The ballot, if required, will open on 02/08/2023 and close at 10:00am Australian Eastern Standard Time (AEST) on 30/08/2023.

**Scrutineers**

The appointment of scrutineers opens 12/06/2023 and closes 10:00am Australian Eastern Standard Time (AEST) on 30/08/2023.

A form is available from the Returning Officer for the purposes of appointing Scrutineers.

**Other Information**

Changed Address? Advise the Organisation now.

Please Note: A copy of the AEC's election report can be obtained from the Organisation or from the Returning Officer after the completion of the election.

Ben Murray  
Returning Officer  
Telephone: 03 9285 7111  
Email: [IEBEvents@aec.gov.au](mailto:IEBEvents@aec.gov.au)



# MEMBERSHIP news

We've almost reached the end of Term 2 but unfortunately, we still have two more months of winter and flu season ahead of us - we hope you are all staying warm and well.

If you haven't found time this term to dig out that winter coat you might want to make that number one on the holiday 'to do' list.

We would like to extend a very warm welcome to all our new members, if you have any queries or questions relating to your membership please do not hesitate to contact us at [membership@ieu.asn.au](mailto:membership@ieu.asn.au)

**Remember to claim your union fees as a tax deduction**

It's that time of year again, so don't forget your union fees are fully tax deductible. If you haven't submitted your return yet and you pay via direct debit, credit card or BPAY, contact [membership@ieu.asn.au](mailto:membership@ieu.asn.au) for a statement.

If you are paying via payroll deductions through your employer your union dues will be automatically included on your income summary, available via your MyGov account.

A friendly reminder to both continuous and new members, please keep your details updated. If you change address or workplace, change your workload, take maternity or leave without pay, or retire, simply email us ([membership@ieu.asn.au](mailto:membership@ieu.asn.au)) or give us a call (8202 8900-press 1) so we can update your record and your membership does not lapse or you do not overpay. You can also visit our website [www.ieu.asn.au](http://www.ieu.asn.au) to update your profile.

Thank you again for your support and best wishes for the term ahead.



## Time to 'study up' on your deductions

Tax time is right around the corner. Not sure what deductions you can claim this year? Well good news, the Australian Taxation Office (ATO) have shared a range of helpful tips and resources to help make tax time simple.

**'So what can I claim?'**

From self-education, union fees, school supplies and working from home costs – the ATO's tailored occupation guide gives great insight to common deductions in your role. It also covers information on the income you'll need to declare, and the records you need to keep.

**Worked from home?**

If you've worked from home this financial year, there are two ways to calculate your deduction this tax time – the revised fixed rate method, or the actual cost method. From 1 July 2022, the revised fixed rate method has increased from 52 cents to 67 cents per hour worked from home, and no longer requires you to have a dedicated home office space. The expenses covered in the rate, and the records you'll need to keep, have changed too.

**Keep your records**

Keeping the right records is essential. Use the myDeductions tool in the ATO app for a fast and easy way to store your receipts and keep track of your records.

**And the best time to lodge?**

The best time to lodge is from late July, when most of your information from employers, banks and health funds has been automatically included in your tax return. All you'll need to do is check the pre-filled information is correct, add any income that's missing, and claim your deductions!

Remember, most tax returns lodged online take about two weeks to be processed.

Want to learn more? Visit [ato.gov.au/teacher](http://ato.gov.au/teacher)

# Peace in our times



At May Day's huge peace march at Port Kembla thousands of people, including many unionists and members of the IEU, demanded peace not war and protested the AUKUS nuclear submarine base being located just south of Wollongong

## Former IEUA Federal Secretary Chris Watts reflects on the history of peace activism by the IEU, as the AUKUS deal once again galvanised unions in a fight for peace and a nuclear-free world.

When I started teaching in 1982, the 'doomsday clock' was at four minutes to midnight (the story of the clock itself is central in mapping the geo-political issues that pushed us historically and currently closer to a nuclear armageddon).

Within two years it had moved to three minutes to midnight, as close as it had been since 1953. There was a general sense of concern internationally about the build-up of nuclear weapons not only in the USA and the USSR but also other nation states that had been developing their own arsenals.

This tension was only heightened by the apparently nation-state agreement to the doctrine of MAD (Mutually Assured Destruction) that would supposedly prevent any launch of weapons because of the immediate response from the other side that would plunge the world into a nuclear winter. In other words, the world sat watching and hoping that no one was insane enough to launch first.

Unfortunately, the rhetoric in the last couple of decades seems to suggest that it would be possible to have a contained nuclear exchange. This leads us to the astonishing situation that during the last decade, despite almost 30 years of relative improvement in the assessment of our potential nuclear folly that the clock shifted in 2015 to three minutes to midnight again and has, over the last couple of years, shifted closer and closer to midnight and for the last three years has sat at 100 seconds to midnight, a level never before reached.

In the middle of this blundering and stumbling madness it appears that Australia is seriously considering contributing to global nuclear instability by permitting nuclear capacity submarines into Port Kembla.

In the 1980s, the nuclear threat was probably the gravest environmental concern that was perceived (despite any number of experts having talked about climate change and environmental degradation issues for many decades). There was an understanding of the utterly catastrophic and irretrievable outcomes of the notion of a nuclear winter, (If you haven't read Cormac McCarthy's *The Road*, do so now!)

There was nevertheless an optimism that 'the people' could influence the political agenda in the 1980s and a sense of global community, that we could achieve a more peaceful planet. The peace movement in the 1980s was inextricably linked to the nuclear disarmament movement.

As educators, IEU members (then the ITA in NSW) saw both an opportunity and responsibility to be part of the education program about what was wrong with the doctrines of the time and also the linkage with the broader environmental movement, including but not limited to the nuclear fuel cycle, the degradation of mining lands, the overriding of land rights of our First Nations Peoples, the issue of nuclear waste and its long-term impact on the environment.

## Nuclear threat, moral threat

It was also interesting that at that time many groups affiliated to religious bodies saw the nuclear threat as a moral threat and these groups worked closely with organisations such as People for Nuclear Disarmament (of which Teachers for Nuclear Disarmament was an offshoot formed by activists from the ITA and Teachers Federation) (PND precursor was AICD - Association for International Cooperation and Development) This religious support influenced the emergence of the Palm Sunday rallies in Sydney as part of the peace and disarmament annual calendar.

It is tragic that we are still having to fight these same battles, more than 40 years since ITA correctly saw the need to raise awareness and agitation among its membership and the fundamental threat to our future.

It is perhaps even more tragic that, probably due to the unquestionable existential threat facing us from the broader environmental issues around climate change, that many of us have taken our eyes off the ball in relation to the continuing and increasing threat from nuclear weapons and the real concern that a 'targeted' exchange in the current Russia-Ukraine war could actually be being talked about as a real option.

The IEU has had a proud and courageous history of speaking up and acting on matters of moral questions and ethical dilemmas. Our members work in workplaces that are underpinned by strong moral codes, usually based on a religious dogma (including many faith groups who were strongly and publicly committed in the 1980s to action against the nuclear weapons agenda).

Our members know what it means to look out for others. Our members know that bringing the collective to bear is not only important, but it is right and our responsibility. In 2023, it is once again right for IEU members to say no to any political agenda that increases international instability, particularly when that action leads to an increase in the risk to all peoples of the planet through the promotion and acceptance of nuclear weapons as a 'reasonable' defence option.

A survey of *Newsmonth* issues from 1983-4, the height of the Cold War, shows many of the concerns arising again now were at the forefront of the minds of Independent Teachers Association (ITA) members.

Peace, nuclear disarmament, and whether this was union business, were popular topics.

**February 1983** - ITA members are urged to join millions marching worldwide for nuclear disarmament on Sunday March 27.

**March 1983** - a double-page spread in *Newsmonth* discussed why an anti-nuclear march is a fundamental issue for teachers – the conclusion – it's about making sure the students have a world to inherit.

**April 1983** - The front page covers the peace march, headline: Teachers for peace. More than a thousand teachers take part in the Nuclear Disarmament rally.

**May 1983** - Peace is our business – discussion piece on whether unions should campaign for peace or concentrate on wages and conditions.

**June 1983** - A letter to the editor strongly argues in favour of the ITA being a peace movement and taking part in marches.

**June 1983** - Another letter argues the ITA should stick to its bread and butter business of looking after members and not becoming involved in wider issue like peace marches.

**July 1983** - A peace studies meeting is advertised in *Newsmonth*, organised by the NSW Teachers Federation. ITA members invited to attend.

**October 1983** - Members Chris Watt and Gary Gooley argue for ITA involvement in anti-war activism because the union believes in the sacredness of human life.

**March 1984** - Report on ACTU executive's call for trade unionists to support the peace movement and condemn aggression in the Middle East and Central America, and for Australia to intensify efforts to pull back from the brink in those countries.

**May 1984** - Report on Pope John Paul II telling world scientists that nuclear war means apocalypse, at Vatican on January 23.

**June 1984** - *Newsmonth* double page spread – International Teachers Federation of Australia holds a about National Peace Conference in Brisbane.

**July 1984** - Gary Gooley argues education about justice, peace and human rights is imperative.

**October 1984** - Nuclear Disarmament night public meeting Mount St Joseph High school Milperra.

# Early Childhood Education & Care



## IEU the union for early childhood teachers

### Uniting Early Learning

IEU Organiser Lisa James, IEU Delegates Giuliana Ricci and Amanda Salas and UWU have participated in five bargaining meetings to negotiate a new enterprise agreement to cover teachers, educators and administration employees employed in Uniting Early Learning preschools, long day care and out of school hours care services.

Negotiations are ending and the new enterprise agreement will include annual pay increases of at least 3%. Very experienced teachers will be paid over \$100,000 per annum in 2023 if employed in long day care and in 2024 if employed in a preschool.

The agreement will include non-contact time of five hours per fortnight

for educational leaders, a minimum of 16 hours per week office time for directors and a minimum of 2.75 hours per week programming for teachers, in addition to 30 minutes to prepare each individual Transition to School Statement.

### KU Children's Services

The KU Teachers Enterprise Agreement reached its nominal expiry date in 2021 and while negotiations for a new agreement have been delayed, KU teachers and directors received pay increases of 3% in 2022 and 4% in 2023.

Bargaining will commence on 21 June with KU, IEU Organisers Lisa James and Kate Damo, the AEU, UWU and IEU Delegates Michelle Lashbrook, Jane Oliver, Nicole Vesperman and

Megan Parkes. The IEU's Log of Claims includes annual increases to salaries and allowances, improvements to administration time for directors, non-contact time for educational leaders and the introduction of an Educational Leader Allowance.

### Joint bid for supported bargaining

From 6 June, changes to the *Fair Work Act* make it easier for unions to bargain for enterprise agreements (EAs) with a group of employers. The IEU, with other unions, has lodged a joint application with the Fair Work Commission to allow supported bargaining for enterprise agreements covering employees in long day care centres. Employers must agree to be part of this process.

### Want better pay?

The IEU is organising an online meeting for teachers in preschools: Securing better pay and conditions.

The best way for teachers in early education to achieve better pay and conditions is by having an enterprise agreement (EA).

Members who have negotiated agreements through the IEU enjoy the same pay and conditions as teachers in schools.

To find out how you can achieve better pay and conditions or how to renew your expired EA, join us via Zoom on Monday 19 June 4.30pm-6pm  
Details: [www.ieu.asn.au](http://www.ieu.asn.au)

**Lisa James** ECEC Organiser



Present tense

## Casual workers: Fixing a giant loophole

**The ACTU (of which the IEU is an affiliated member) is lobbying the Albanese government to improve the lot of casual employees, when the Federal Government attempts further reform of the *Fair Work Act* later this year.**

The post-secondary education sector is rife with insecure work practices, and the use of casual employment is a standard arrangement in many colleges, even when some teachers have been working there for many years. The government made some welcome changes around the use of fixed-term temporary contracts in their first tranche of industrial reforms late last year, and now the time has come to do something about casuals.

Exacerbating the casualisation of the industry are changes made by the Morrison government, backed up by a reinterpretation of labour law by the High Court. Previously, the status of someone's employment was determined by various forms of 'work tests', and so if someone had regular shifts with the same employer doing the same thing, their employment could be argued to be non-casual under common law. The Morrison changes and the Jemsek decision by the High Court now means that one's employment status is determined pretty much entirely by whatever the contract of employment says it is, regardless of the lived reality of the job.

This has created what the ACTU calls 'a giant loophole', and the union movement is calling on the Federal Government to tighten regulation in this area by redefining 'casual' back to its original meaning of irregular, intermittent and unpredictable work patterns, along with various levels of enforcement mechanisms.

The next tranche of legislation is expected before the end of the year.

### Agreement update

Your union continues to bargain on behalf of members at various colleges through the existing enterprise bargaining system. Currently the IEU is bargaining at three colleges, all of which are heading towards resolution.

At Taylors College, negotiations have been thrown a curve ball, with Navitas buying out the long-standing college from Study Group, but the initial meetings with Navitas suggest that all parties remain committed to resolving the outstanding issues, and we are hopeful that a settlement can be reached by mid-year.

At UNSW College (previously called UNSW Global), negotiations are being conducted in concert with our sister union, the NTEU, and while things are still at a relatively early stage, there do not

appear to be any insurmountable barriers to arriving at a mutually acceptable settlement with the next few months.

Meanwhile, at Navitas, there are two other bargaining rounds proceeding. At Navitas English Services, negotiations are well advanced, and your union is awaiting a firm salary offer from the employer, which will commence the 'end game' of bargaining. At Navitas Skilled Futures (formerly Navitas English Pty Ltd, the arm that runs many government migrant programs), the parties have agreed to delay bargaining while Navitas confirms what new arrangements may be put in place by the new Labor government. In return, members will receive a pay rise in July of 3.7%, the current rate of the Wages Price Index.

The *Fair Work Act* includes provisions for 'good faith bargaining', under which an employer can be compelled to bargain if a majority of employees (or a group of employees, such as teachers) want that to happen. Given that enterprise bargaining always leads to superior pay and conditions to those in the award, it's well worth checking out how that might work in your college. Contact your union for more information.

**Kendall Warren** Organiser

# New payday rule to help stamp out failure to pay super



## The union movement welcomes the Federal Government's announcement that superannuation is to be paid on the same day as wages.

When super is paid quarterly rather than on the same day as wages, it is harder to track when it is not being paid. Like wage theft, failure to pay superannuation is rife: employers fail to pay up to \$5 billion a year in super to millions of workers, which has serious implications for their retirement.

Mandating for super to be paid with wages will not only make it easier to detect and recover unpaid super, it will also help prevent its non-payment – quarterly payments will no longer obscure what workers are owed.

This announcement comes as legislation is also before Federal Parliament to finally enshrine superannuation as a universal workplace right in the National Employment Standards. This will ensure every worker has the right to recover unpaid super.

“Paying superannuation at the same time as wages is a long overdue measure that will make it easier for workers to track their super and ensure they’re getting paid what they’re owed,” ACTU Assistant Secretary Scott Connolly said.

“Millions of workers have billions of dollars of retirement savings unpaid every year – timing superannuation payment with wages will make this harder,” Connolly said.

“Working people will also soon have superannuation recognised as a workplace right in the National Employment Standards, meaning workers and their unions can commence recovery action sooner to stem the hemorrhaging of retirement savings.

“Every worker should have the right to have 100 per cent of their super paid on time, all the time. The union movement welcomes the key steps the Albanese government is taking to protect workers’ super.”

Millions of workers will be thousands of dollars better off in retirement under federal government plans to require all businesses to pay their employees’ superannuation on payday.

A proposed update to laws that currently allow businesses to pay super quarterly will also make it tougher for employees not to pay the super guarantee at all, which costs workers billions in unpaid super each year.

The IEU can give members advice about their super payments.

# Our chance to shape a fairer school system

## The IEU welcomes the opportunity to participate in the Federal Government's Ministerial Reference group announced earlier in May. This Reference Group will play a key role developing the National School Reform Agreement (NSRA).

All Australian students must have access to a high quality and affordable education.

This is our chance to shape a stronger and fairer school system. Education funding is the basis of not only high-quality educational outcomes and student wellbeing, it also directly impacts wages and conditions in school workplaces currently amid a national staffing crisis.

It's pleasing to see the government acknowledge in the review that the funding agreement will play an important part in how schools attract and retain teachers.

The IEU also welcomes the government's focus on students experiencing economic disadvantage, students with a disability and First Nations students. Minister Clare's commitment to tackle the growing educational gap for remote and regional children will be strongly supported by our union at the Reference Group.

Our teacher colleagues in state schools must be better resourced and supported by arrangements between federal, state and territory governments. Fully funded public schools are long overdue.

Our union will be highlighting several additional priority considerations to the Reference Group:

- funding for students with identified learning needs must be delivered within an equitable and transparent mechanism that guarantees the funding actually reaches the class or area of need
- any reforms or projects proposed by the review must avoid more workload demands on staff. Teachers are already drowning in red tape, data overload and bureaucratic paperwork. Unsustainable workloads are a key contributor to current teacher shortages
- school staff need job security and reliable incomes; however, short-term contracts plague the sector. Greater funding certainty and long-term commitments can help limit insecure work
- some schools refuse to negotiate wages and conditions with their employees. These schools continue to receive full government funding despite paying well below industry standard. Staff and parents are rightly asking for more accountability in this funding-to-wages discrepancy.

IEU members are ready to share their voice to help set the policy framework for our nation's schools.

# IEUA NSW/ACT SAYS VOTE YES TO A VOICE TO PARLIAMENT

Authorised by Mark Northam, Secretary, Independent Education Union of Australia NSW/ACT Branch

# IEUA NSW/ACT PULLOUT POSTER

## The facts about NESAs compliance: **Are you still doing too much?**

**IEU members regularly identify NESAs compliance as a significant factor contributing to excessive teacher workload. NESAs has advised that they do not require the level of detail or duplication often requested at the school level for compliance purposes, Pat Devery writes.**

Where then, is the workload being generated? To bring some clarity to what is and is not required for compliance purposes, NESAs has produced two curriculum fact sheets focusing on school registration requirements, programming and record keeping.

This double-page poster for your IEU noticeboard will assist members identifying which of their current practices might be set aside or modified to cut down on workload.

**IEU** Independent  
Education  
Union of Australia  
NSW/ACT Branch

**“Managing  
teacher workload  
one step at a  
time.”** Mark Northam

### School registration requirements

“Schools should not be creating additional documents solely for the purpose of registration or for NESAs inspection.”

“Careful consideration should be given to the purpose of any additional expectations.”

IEU members are encouraged to engage in professional conversations at the stage, KLA, or whole school level to establish where the request for additional details is being generated, the purpose of such additional requests and their value and workload implications.

If a change to the planned program is necessary, only a brief annotation on the document is required. Detailed descriptions and a rationale as to why the change was made are not required by NESAs.

It is important to remember that the primary audience for your teaching program is you, the teacher who is actually delivering the program. Since those reviewing the programs would be educational professionals it is reasonable to expect they have a sound knowledge and understanding of professional teaching conventions.

While teachers must ensure their programs clearly demonstrate the syllabus and relevant syllabus requirements are being met, the increasingly common practice of developing programs which resemble pre-service teacher lesson plans is not necessary

NESAs does not require “lesson plans and descriptions of repetitive and basic classroom practices.” It is a matter for the teacher as to the level detail they wish to include. The IEU consider lesson steps, detailed explanations as to why actions are being taken, and excessive detail describing the class activity as repetitive and basic classroom practices.

The routine collection of work samples is not required. Where NESAs may request to view work samples as part of an inspection, they should be readily available from the daily work of students.

### Curriculum – school registration

NESAs’s school registration manuals detail the curriculum requirements for schools to demonstrate they are meeting registration requirements.

To assist schools, this fact sheet describes and clarifies the requirements of the School Registration Unit about recordkeeping.

#### Curriculum requirements

NESAs’s school registration manuals (the manuals) describe the evidence of compliance that is needed to demonstrate delivery of a school’s curriculum in accordance with the *Education Act 1990*.

There is a manual for each school sector:

- [government schools](#)
- [individual non-government schools](#)
- [systemic non-government schools](#)

Schools that deliver courses for the Record of School Achievement (RoSA) and/or the Higher School Certificate (HSC), must also follow NESAs’s Assessment Certification Examination ([ACE website](#)) rules.

The manuals describe the curriculum documentation required to demonstrate that NESAs syllabuses are being taught.

This documentation should typically exist in a school. **Schools should not be creating additional documents solely for the purpose of registration or a NESAs inspection.**

#### School or school system expectations

Schools are responsible for ensuring processes are in place to implement NESAs’s curriculum and policies.

A school or schooling system may have expectations in addition to the evidence of compliance described in the manual. **Careful consideration should be given to the purpose of any additional expectations.**

### Programming

Teachers include information in their programs to indicate the syllabus content they plan to teach and how they intend to teach it.

A teaching program typically details syllabus outcomes, syllabus content and teaching strategies. Teachers may choose to include other information in a teaching program such as assessment or they may choose to record this separately.

**The amount of depth and detail included in a teaching program is a matter for the teacher.**

Teachers should ensure that the teaching program clearly demonstrates that the syllabus is being delivered and any relevant syllabus requirements are met. **Lesson plans and descriptions of repetitive and basic classroom practices are not required for school registration purposes.**

Schools may require additional elements to be included in teaching programs. **However, these should be carefully considered so they are not an unnecessary burden for teachers.**

### Student work samples

Student work samples are the natural artefact of implementing the school’s planned curriculum.

For school registration purposes, **NESAs does not require student work samples to be routinely collected and kept by teachers.**

During an inspection (including when a school is selected at random), an Inspector may request a few samples of student work that demonstrate implementation of the curriculum. **The samples should be those available on a day-to-day basis and may include anything relevant to delivery of the teaching program that a teacher can readily access if required. Examples include current student workbooks, completed tasks, activities or displays on a classroom wall.**

## Registration requirements

Curriculum documentation and records needed by schools for registration purposes.

Clarifies areas which are commonly raised with schools and needed for school registration purposes.

### Paper or digital records

It is a matter for the school and/or teachers to determine whether curriculum documentation is maintained as paper or digital records.

NESA does not typically require schools to print documents for an inspection. Documentation and records may be presented in whichever format the school holds the records.

### Aligning curriculum documentation

NESA's manuals refer to schools demonstrating evidence of alignment between NESA's syllabuses and the school's curriculum documentation.

This means that the various elements of curriculum documentation align with each other and reflect the relevant syllabus. For example, units of work (title, sequence, duration) correlate with those in the scope and sequence and assessment plan.

This does not mean that teachers cannot change the sequence of unit delivery or duration of time allocated to a unit of work. Adjusting curriculum delivery in response to student needs is good practice. Teachers have the flexibility to decide how such adjustments are made and recorded. Brief electronic or handwritten annotations on the scope and sequence or noting the change through program registration are both valid ways of recording such changes.

Schools sometimes collect work samples for formative conversations such as grading. This is not a registration requirement and is a matter for schools.

Schools offering courses for the RoSA must retain a small number of work samples for moderation purposes. This only applies to Year 10 and Year 11 courses. The NESA website outlines requirements for [retaining work samples for RoSA](#). These will not be requested as part of a NESA inspection for registration purposes.

### Sample of documentation requested at a NESA inspection

Curriculum documentation is being reviewed as part of an inspection, an Inspector will contact the school in advance to identify and specify the specific materials to be provided.

At an existing school, an Inspector will typically ask to see curriculum documentation for **one or 2 subjects from one Stage of learning** to demonstrate implementation of RoSA syllabuses.

Below is an example of what may be requested for a primary school being inspected in Term 2 with Stage 3 English identified as the focus key learning area: Timetable  
Scope and sequence for the Stage 3 Term 1 teaching program or unit(s) of work  
Assessment plan for the year  
Work samples of student work to demonstrate delivery of the teaching program.

This sample of curriculum documentation provides a record of how the school delivers English syllabus and allows an Inspector to assess curriculum alignment.

### Further advice

For more information about school registration or inspection processes, please contact the School Registration Unit on [schoolrego@nesa.nsw.edu.au](mailto:schoolrego@nesa.nsw.edu.au).

Differentiation – any differentiation adjustments need only be brief statements in the program. They do not require commentary.

For example, in an activity where the class is exploring numbers to 20 and two students, Cameron and Sadhika, have an adjustment, an appropriate wording to acknowledge the delivery of this differentiation in the program could be as simple as “CV and SJ – numbers to 10 using counters.”

This fact sheet statement is self-explanatory. Members should read this, spread the word and smile.

Reflection and evaluation should not be a recount of each lesson or conducted in relation to each teaching and learning strategy delivered to the class. Rather, it should indicate whether the program was delivered in the scheduled timeframe and briefly state how the unit may be taught more effectively next time.

Some teachers and schools may choose to conduct ongoing evaluation as a unit is delivered, while others may prefer evaluating at the conclusion of the unit.

### School-based assessment

Assessment naturally occurs when teachers deliver their programs. It may be as informal as an observation of the class or a scheduled activity and the teacher determines individual student progress. Formal [assessment](#) should be documented and align to the program but does not need to be integrated into programming materials. Teachers and schools may choose how they record and retain student achievement results.

### School considerations

NESA encourages all schools and schooling systems to carefully consider any programming requirements placed on teachers including mandating daily or weekly evaluation and registration, and other activities related to programming.

### Further advice

For more information about curriculum and school-based assessment, please contact the Curriculum Standards team at NESA on [curriculum@nesa.nsw.edu.au](mailto:curriculum@nesa.nsw.edu.au).

If you continue to experience workload issues related to programming, contact your organisers.

For more information visit <https://bit.ly/nesafactsheet2023>

## Curriculum – programming and record keeping

The following advice from the Curriculum Standards Directorate relates to school-based decisions about programming and recordkeeping.

Evidence of compliance in the manuals does not include teacher evaluation and reflection, teaching program registration and curriculum differentiation.

It is a matter for teachers and schools to determine the method for recording teacher reflection and evaluation, teaching program registration and curriculum differentiation, and how often that is conducted.

### Differentiation

Teachers will implement various methods for recording differentiation in their programs such as brief statements to indicate what changed since planning commenced. There is no expectation that a teacher writes comments regarding each aspect of each lesson or for each teaching strategy.

Teachers will develop programs inclusive of outcomes based on the most appropriate curriculum options selected for a [student\(s\) with disability](#) during the [collaborative curriculum planning](#) process. If a student(s) with disability requires [adjustments](#) to teaching, learning and/or assessment this should be reflected in the program.

### Teaching program registration

Program registration certifies that a teacher delivered their program based on NSW syllabuses.

NESA does not have a requirement related to the method or how often a program is registered.

Where there is no change to the original plan, a simple record of date of completion

indicates a program was delivered without amendment.

Program registration enables teachers to concisely record any significant changes to the planned program following implementation, and how these changes may require future adjustments in syllabus delivery across the Year or Stage.

### Teacher evaluation

It can be useful for a teacher to personally evaluate their teaching programs and consider the scope and sequence. This helps determine if they would like to make changes to the way a program is delivered in the future. The focus of the evaluation is how effective the unit was in achieving its objectives and ways that the teaching program could be improved when taught again.

NESA has no requirement about how evaluation is completed or how much detail is required. These are all matters for the teacher and/or school to determine.

Teachers and/or schools may choose to combine program registration and evaluation into a single process. It may depend on the length of a unit being delivered as part of a program.

If the same program is delivered to multiple classes in a calendar year, it may be appropriate for teachers to register and evaluate on a single program rather than each teacher register and evaluate on their own copy of the program.

Effective evaluation is an important professional responsibility. It does not follow that this reflection needs to be a written document for an external audience. NESA only require brief comment to indicate where the planned program was changed.

Schools and systems are encouraged to carefully consider the need for daily or weekly administrative tasks. The IEU has stressed that annotations in programs are not required unless there are changes.

### Hear our professional voice

The IEU has argued for some time that the professional voice of teachers needs to be heard to genuinely address workload issues in schools.

The requirements set out in the NESA Fact Sheets are not minimum requirements. They identify the actions required of teachers to appropriately meet their professional obligations.

Where an individual, school, or system is requesting additional requirements to those NESA has outlined, the IEU strongly suggests a professional discussion should take place to determine the evidence basis for such a request and the workload implications.

Where there are issues with an individual teacher this is best dealt with as a performance management issue, not by implementing whole school processes which undermine professional teacher judgement.

### What NESA actually requests for compliance

- Timetables for each Year/class showing the allocation of time and teachers for each KLA.
- The scope and sequence of learning/units of work in relation to outcomes of the NESA syllabus for each KLA for each year.
- An assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded.
- An overview of the process for reporting student achievement.
- For relevant schools, assessment policies and procedures for the RoSA and WHSC which comply with the requirements on the ACE website.



## Some NSW Catholic school teachers now paid 1.5% more than NSW government school teachers

**IEU and Catholic Schools Broken Bay representatives sign the agreement**

The IEU has announced that the Catholic Schools Broken Bay Enterprise Agreement 2023 (CSBB EA) has been resoundingly endorsed by members.

Ninety-three per cent of staff who voted (1674), voted 'yes' in favour of the CSBB EA, with an overall voter turnout of 73 per cent, which is double the previous voter rate (31 per cent) in NSW/ACT during the 2020 EA vote.

"IEU members in the Broken Bay Diocese have overwhelmingly endorsed the CSBB EA." Mark Northam, Secretary of the Independent Education Union of Australia NSW/ACT Branch, said.

"There is effectively now a new teachers rate in NSW which is 1.5 per cent above the other dioceses and government schools in NSW" Northam said.

"This is an important benchmark and will put pressure on the other dioceses to engage in productive discussions to end the teacher shortage, by ensuring salaries are competitive with other professional careers."

From 1 June 2023, key provisions such as the pay protections clause and improved paid parental leave, will take effect.

The IEU looks forward to cooperative talks with other dioceses to achieve similar improvements for teachers in those schools who are covered by separate enterprise agreements.

## Broken Bay agreement allows for more collaboration time

Work Practices Agreements for both primary and secondary teachers in Broken Bay Diocese have been finalised.

All full-time teachers now receive one-hour per week (two hours per fortnight for secondary teachers) collaborative planning time, which has been codified, thus allowing more time for teachers to work collaboratively.

All part-time teachers will be entitled to pro rata collaborative planning time from 2024.

Working parties, with union representation as well as teacher representation, will be established by Term 3.

These working parties will investigate and monitor teacher workloads.

Substantial increases in support for early career teachers (ECT) and mentors will begin in 2024.

This includes two hours per week release time per ECT and one hour per week to release an expert teaching colleague to provide practice-based mentoring support.

Increase in large-class support and a minimum of six professional development days have also been included.

Megan Bruce Organiser

## Workload management negotiations continue with Sydney Catholic Schools

The IEU has been engaged with Sydney Catholic Schools (SCS) for many months regarding work intensification and workload management.

There has been significant survey data emerging around the increasing complexity and bureaucratic burden on teachers' core work through administrative requirements under the cloak of compliance measures.

This data can't be ignored in the climate of severe teacher shortages. Issues of workload management have taken a prominent place in the union's Hear Our Voice campaign, and we have called for a mechanism to monitor, evaluate and streamline processes arising from constant educational change and reform.

In short, it is essential to restore the legitimate voice of the teacher in professional discourse and debate.

Although SCS had initially entertained a form of words within a revised Work Practices Agreement (WPA) to enhance this dialogue at system and workplace level, it has preferred to engage with the union on a wide range of workload issues through working parties.

The working parties have investigated areas such as programming requirements and registration of work; teacher accreditation and registration measures, including the Performing Growth in Action Plan (PGIA) process; support for early career teachers and measures to address teacher shortages and retention strategies; new

curriculum reform and implementation and compliance requirements for major undertakings like the Nationally Consistent Collection of Data (NCCD) or school registration processes for NESA.

Discussions have been productive, while progress has been slow, with small incremental improvements such as streamlined template/model programming documents for use across the system and providing further release time for implementation of new curriculum and enhanced release time support for early career teachers and their mentors.

Further progress in relation to these matters will hopefully gain some momentum with the interim arrangements now in place for the current industrial dispute with Catholic employers.

For 2023 and beyond, the union is keen to monitor the effective use of the three additional pupil-free days provided to schools for implementation of the curriculum and the management of current workload demands as appropriate, in addition to the recalibration of any additional release time provided above the two hours a week of professional planning time (PPT).

We will be reporting on the ongoing discussions with SCS relating to workload management in future publications.

Liam Griffiths Organising Coordinator

## Vaping ban a welcome move

In early May, the Federal Government announced a ban on the importation of nicotine and non-nicotine products used for recreational purposes. The products will still be allowed for pharmacies.

The habit of vaping has skyrocketed among students in recent years. Students (and even parents) often believe they are indulging in a habit that is relatively safe, but studies have shown vaping is dangerous.

The take-up of vaping by young people is increasing. Research shows that one in five young people have vaped and nearly 80 per cent of them say it is easy to get a vape illegally at a shop or online.

In a recent survey, 64 per cent of teachers reported being aware of the sale of vapes at school. (Source: NSW Department of Health website).

A recent study by Curtin University researchers revealed potentially toxic substances in e-liquids or vape juice.

The study tested the chemicals and toxicity of 52 flavoured vape e-liquids available for sale over the counter in Australia and found that 100 per cent of the products were inaccurately labelled and contained chemicals with unknown effects on respiratory health.

Almost a third of the products also contained chemicals that are likely to be toxic if inhaled repeatedly, while 21 per cent contained nicotine, despite the substance being banned in the country.

The chemicals found in these e-liquids were known to cause respiratory disorders, including severe irritation when inhaled, and contribute to the development of lung cancer.

"With the unregulated, untested, and unknown nature of the vape industry, we knew the research into the chemicals and toxicity of e-liquids would uncover strong findings, but we never expected such alarming results," Lung Foundation Australia CEO Mark Brooke said.

IEU NSW/ACT Branch member Bruce Paine said vaping was the new menace impacting students and teachers.

"Many schools are encountering similar issues: the sweet smell of raspberry, bubblegum or vanilla wafting from toilets and shrubbery," Paine said.

"Students asking to 'duck out' to the toilet during lessons, groups of students huddling suspiciously and students in empty classrooms at lunch and recess," he said.

"These are the signs that vaping is alive and well in your school community – girls and boys are equally interested in 'grabbing a vape'. I believe vaping is bigger than cigarette smoking during the 1980s and 90s.

"Many parents don't vape, so students are using other sources – a black market develops in the school, money changes hands, people who are not members of the school community lurk around outside after 3.30pm, 'drops' are arranged, a network is developed, the supply chain put in place.

"Detecting these thumb-sized vapes is impossible. It's a game that students are winning. Students in Year 5 are using vapes and the menace is present in every year group in high schools.

"It is taking everybody's valuable time away from teaching, supporting and learning," Paine said.

# The impact of teacher shortages on principals and effective management strategies

Teacher shortages have become a prevalent issue across the education sector, significantly affecting schools and the overall quality of education. While the consequences of these shortages are evident for students, it is equally important to recognise the burden placed on principals who must navigate the challenges presented by a lack of qualified educators. In this article, we will explore how teacher shortages are affecting principals and discuss strategies that can be implemented to effectively manage these challenges.

## Increased workload and administrative burden

Teacher shortages place an immense workload on principals, who must step in to fill the gaps left by absent or inadequately qualified teachers. Principals are forced to take on additional administrative duties, such as covering classes, arranging substitute teachers, and managing curriculum development. This increased workload can lead to burnout and diminished effectiveness in other critical areas of school management.

## Reduced time for instructional leadership

A principal's primary role is to provide instructional leadership and support teachers in creating effective learning environments. However, teacher shortages often force principals to focus more on logistical challenges and teacher recruitment, leaving them with limited time to engage in instructional leadership practices. This diminishes the quality of educational guidance and mentoring principals can offer to their teachers, impacting student achievement.

## Hiring and Retention Challenges

Finding and retaining qualified teachers amid shortages is a significant challenge for principals. Schools in areas with severe shortages may struggle to attract and recruit qualified educators, often resulting in a reliance on substitute teachers or less experienced staff. Additionally, high turnover rates among teachers due to burnout or dissatisfaction exacerbate the problem and hinder the continuity of quality instruction.

These effective management strategies are well known to principals:

**Collaboration and partnerships:** Principals regularly seek support to establish partnerships with local universities and colleges to establish teacher training pipelines. This proactive approach helps identify potential educators early on, allowing principals to guide and nurture them throughout their education. Collaborating with community organisations, businesses, and retired educators can also provide additional resources and mentorship opportunities for both new and existing teachers.

**Professional development and support:** Investing in ongoing professional development for teachers can help principals address skill gaps and improve instructional practices within their schools. Providing opportunities for teachers to participate in conferences, workshops, and training sessions enhances their effectiveness and fosters a sense of professional growth. Moreover, principals consciously create a supportive environment, offering mentoring programs and resources that promote teacher wellbeing and job satisfaction. The tension is managing the staff absences created by these initiatives.

**Incentives and recognition:** Principals work with school boards and policymakers to develop attractive incentives for teachers. These may include financial rewards, student loan forgiveness programs, housing assistance, or career advancement opportunities. Recognising the hard work and dedication of teachers through awards and public acknowledgment can also help improve morale and job satisfaction, leading to higher retention rates.

**Cultivating a positive school culture:** A positive school culture, where teachers feel valued and supported, is crucial for overcoming teacher shortages. Principals work diligently to foster open communication channels, encourage collaboration among staff, and create a positive working environment. By promoting a culture of shared responsibility and trust, principals inspire teachers to stay committed to their profession and the school community.

Teacher shortages present significant challenges for principals, impacting their workload, instructional leadership, and the overall quality of education. By implementing effective management strategies such as collaboration, professional development, incentives, and cultivating a positive school culture, principals can navigate these challenges and mitigate the adverse effects of teacher shortages. By investing in teachers and creating a supportive environment, principals play a crucial role in attracting and retaining qualified educators, ultimately enhancing student outcomes and ensuring a brighter future for education.

Lyn Caton Principals' Organiser



## May Day 2023 Proud to be Union!

From Newcastle to Sydney and down to Port Kembla, IEU members attended May Day rallies to show their solidarity, strength, and commitment to the union movement!

In Newcastle, Kerrie (IEU member), Sarah (member of IEU Executive), Carlo and Therese (IEU Organisers) were proud to fly the IEU flag under a brilliant blue sky.

The following day, an IEU contingent joined

thousands of other workers from many sectors and unions in Belmore Park. The ensuing march saw the streets of Sydney turn into a wall of workers as cars honked their horns in solidarity. The march ended in Hyde Park where union members gathered to hear speeches from union leaders and workers about the ongoing fight for secure, well-paid jobs, fairness and equality.

See page 7 for a feature on the Port Kembla May Day rally



# We ask Chat GPT to tell us what it can do for teachers



**Chat GPT this, Chat GPT that – had enough yet? At first, I thought that it would be a fad that would have no useful purpose. And then I had a go. I signed up for a free account on openai.com and started asking it questions (prompts) about what this week’s lottery numbers would be – sadly unhelpful.**

I wondered if it could provide practical assistance to teachers and thought who better to ask than Chat GPT itself. So what follows is Chat GPT answering my questions about itself and being guided towards telling us how to use it on a practical level in a primary classroom. The beauty of Chat GPT is that it develops from what you ask it, so the more specific the question (prompt) the more tailored the answer becomes.

**Prompt:** Could you, as the Chat GPT expert, write an article for a teacher’s union publication that extols the virtues of the uses of Chat GPT in primary schools?

## **Answer: Chat GPT: A powerful tool for primary school teachers**

In recent years, the use of artificial intelligence in education has been a topic of interest for educators worldwide. One of the most promising applications of this technology is the use of chatbots in primary schools. Chat GPT, a large language model based on the GPT-3.5 architecture, is a great example of how chatbots can help teachers in primary schools to create a more engaging and interactive learning experience for their students.

At its core, Chat GPT is a language processing tool that uses machine learning algorithms to understand natural language input and generate responses. This technology can be used in a variety of ways to support primary school teachers in the classroom. In this article, we will explore some of the key benefits of using Chat GPT in primary schools.

### **1. Personalised learning**

One of the key benefits of using Chat GPT in primary schools is that it allows for personalised learning. With this technology, teachers can create a chatbot that is tailored to the individual needs of each student. The chatbot can be programmed to ask questions, provide feedback, and offer additional resources based on each student’s level of understanding. This personalised approach can help students to stay engaged and motivated and can also help teachers to identify areas where students may need additional support.

### **2. Enhanced student engagement**

Another benefit of using Chat GPT in primary schools is that it can help to enhance student engagement. Chatbots are a familiar and popular technology among young people, and they are often more comfortable communicating with chatbots than with adults. By incorporating chatbots into the classroom, teachers can create a more interactive and engaging learning environment that can help to increase student participation and interest in the subject matter.

**Prompt:** Could you give specific real examples of the five key benefits you have highlighted?

**Answer:** Certainly! Here are some specific examples of how Chat GPT can provide the five key benefits I mentioned in the previous article:

#### **1. Personalised Learning**

Imagine a primary school teacher who is teaching a lesson on fractions. Some students may find this topic easy, while others may struggle to understand the concept. By creating a Chat GPT chatbot, the teacher can provide personalised learning opportunities for each student. For example, the chatbot can ask questions tailored to each student’s level of understanding, provide extra practice problems for students who need more support, or offer additional resources for students who want to explore the topic in greater depth.

#### **2. Enhanced student engagement**

In a science class, a teacher can use Chat GPT to create a chatbot that engages students in a conversation about a particular topic. For example, the chatbot can ask students to share their thoughts and ideas about a scientific concept, or prompt them to ask questions about a topic they are curious about. By using this technology, teachers can make learning more interactive and engaging, which can help to increase student participation and interest in the subject matter.

#### **Prompt: In the maths example 1 above - could you show me how that might look?**

**Answer:** Sure, here’s an example of how a Chat GPT chatbot could be used to provide personalised learning in a primary school maths lesson:

**Teacher:** “Good morning class, today we’ll be learning about fractions. I’ve created a chatbot that will help you practice what we’re learning today. Please take out your devices and log into the chatbot.”

Students log into the chatbot and are greeted by a message from the chatbot.

**Chatbot:** “Hello! Let’s practice fractions. Are you ready?”

**Student 1:** “Yes”

**Chatbot:** “Great! Let’s start with a simple question. What is  $\frac{1}{2} + \frac{1}{4}$ ?”

**Student 1:** “I’m not sure.”

**Chatbot:** “That’s okay. Let me break it down for you. First, we need to find a common denominator. What is the least common multiple of 2 and 4?”

**Student 1:** “4”

**Chatbot:** “Right. So we need to convert  $\frac{1}{2}$  to an equivalent fraction with 4 as the denominator. What is  $\frac{1}{2}$  as a fraction with a denominator of 4?”

**Student 1:** “ $\frac{2}{4}$ ”

**Chatbot:** “That’s right. And what is  $\frac{1}{4}$  as a fraction with a denominator of 4?”

**Student 1:** “ $\frac{1}{4}$ ”

**Chatbot:** “Good job! Now we can add the fractions. What is  $\frac{2}{4} + \frac{1}{4}$ ?”

**Student 1:** “ $\frac{3}{4}$ ”

**Chatbot:** “Fantastic! You got it. Let’s try another one. What is  $\frac{3}{4} - \frac{1}{4}$ ?”

**Student 1:** “ $\frac{2}{4}$ ”

**Chatbot:** “Great job! Now let’s move on to some harder questions.”

The chatbot continues to provide personalised questions based on the student’s level of understanding, providing extra support for those who need it and challenging those who are ready to move on to more advanced material.

**Prompt:** Wow! That is amazing. Thank you Chat GPT.

**Answer:** You’re welcome! I’m glad I could provide you with an example of how Chat GPT could be used in a primary school maths lesson. If you have any more questions or would like to see examples of how Chat GPT could be used in other subjects or contexts, feel free to ask!

Human being writes: I think we can agree that we are not winning any Nobel prizes here, but the information Chat GPT gives are clear and precise and it can come up with some straightforward practical lesson ideas. The skill in getting the most out of it is how skilful you are at prompting it.

Now it is your turn – create an account on openai.com and see what you get.

**Chat GPT** (with some help from Josef Dabbs Organiser)

# Around the Globe **Education crisis in Lebanon**

**Once renowned for producing a highly educated and skilled workforce, Lebanon faces a grim future as an entire generation of students are missing out on schooling. Classrooms in Lebanon are empty, dark, and silent. Public school teachers have been on strike since December 2022. They are protesting poor working conditions in schools and calling for salary adjustments. Salaries have become too low to cover rent and basic expenses.**

Even before the economic crisis public education has been historically underfunded with less than 2 percent of GDP allocated to education in 2020. This is one of the lowest rates in the world. Instead, Lebanon has relied upon non-government education – private and charity schools – to educate its children. More than two-thirds of students attended private schools but in recent years, this number has dwindled due to soaring costs. Tens of thousands have transitioned back into the crumbling public system as households struggle to make ends meet. Both private and public schools are impacted by ever increasing fuel costs which sees them struggle to keep the lights on.

In March 2023, teachers in Lebanon's private schools also announced a strike. They are demanding five litres of fuel per day like their public school counterparts. They are also calling for salary increase to combat the rapid inflation caused by the devaluation of the currency against the US dollar.

## **An economy in freefall**

Lebanon's financial meltdown in late 2019 has been decades in the making due to mismanagement and corruption by the political leadership. Add to this a global pandemic, a steady influx of refugees from Syria and the port blast in Beirut in August 2020, and you have an nearly an entire country of 6 million people being plunged into poverty.

The value of Lebanon's currency has fallen 97 percent since 2019 while other costs have skyrocketed. During

the period between 2019 and 2022, salaries for teachers have declined by 90 percent. Teachers in the public sector currently earn the equivalent of around US\$50 per month (about US\$1 per hour). This is despite several raises since 2019. Meanwhile, teachers in private schools are plunged into a situation whereby parents can no longer afford to pay fees. Which in turn results in schools being unable to pay teachers' wages.

Maya Geara, legal adviser to the union of private schools' students parents' committees told L'Orient Today that families can't afford increases in tuition, especially if the increase is in dollars. "We know that teachers' salaries are worthless and that their demands are legitimate. But parents are in the same situation. Some of them don't get any income in dollars. Like the teachers, they cannot afford fuel," she said.

Mother of four, Rana Ghalib, spoke to The Associated Press (AP) about her anxiety at seeing her children at home but expressed sympathy with Lebanon's teachers. "The classrooms are basically empty because teachers are demanding their rights and they're dark because there is no fuel," she told AP.

## **Girls and refugees bear burden**

While the education crisis in Lebanon is cause for extreme concern for all students, the impact on girls and refugee children is even more serious. Head of UNICEF Lebanon, Edouard Beigbeder, told Reuters about an "increase in... girls getting into early marriage." Meanwhile in February 2023, Human Rights Watch reported thousands of Syrian refugee students have been cut off from classes funded by international donors. The decision seemingly by choice, rather than necessity as an Education Ministry official stated "It is not acceptable that our children do not learn while the children of others do,".

Children living in Palestinian refugee camps are among the worst affected – the economic crisis has seen 93 percent of Palestinian refugees now living in poverty (UN agency for Palestinian Refugees, UNRWA). Transportation

costs prohibit families being able to send children to school. Exploding fuel costs result in homes not being warm during winter. Electricity cuts often leave families with only two hours of government electricity per day, leaving no option but for children to find activities outside their homes. Unlike their peers who are also facing a difficult situation, Palestinian refugee children do not have access to playgrounds or parks and are forced to hang out in the dark, cold alleyways of the camps where electricity wires dangle down and mix dangerously close to water pipes.

## **A dire future**

Lebanon's last economic lifeline lies with the exodus of skilled people who fled during the economic crisis. They are sending remittances back home to support their families and Lebanon has become "the world's most remittance-dependent country."

If the education crisis continues to deepen, the World Bank has warned that 'the future productivity of the labour force and the country's trajectory for equitable growth is at risk'. Recent results from the Program for International Student Assessment (PISA) are already showing alarming signs with two-thirds of Lebanese students not achieving basic literacy.

Beigbeder has warned of a "learning catastrophe" with "immediate and long-term impacts on children's learning, protection and future prosperity." This will not only further impede the recovery from the current economic crisis, but as a generation of students are being left behind, it will also lead to Lebanon losing one of its most valuable assets – human capital.

**Katie Camarena** Journalist

***Around the Globe brings you international news about injustices and workers' rights. If injustice exists anywhere, it exists everywhere.***

# NSW Premier's Teacher Scholarships now open

**Are you looking to explore new horizons? Applications for the 2024 NSW Premier's Teacher Scholarships are now open.**

The NSW Premier's Teacher Scholarships provide an excellent opportunity for teachers to collaborate with other professionals in your chosen subject area and inspire positive outcomes for students in NSW schools or early childhood centres.

The scholarships are open to current temporary or permanent teachers in NSW government and non-government schools, TAFE NSW campuses and early childhood centres. Successful applicants will be eligible for a grant of \$10,000 to \$15,000 for a five-week study tour to be completed in Australia or internationally.

In 2024, there are 11 NSW Premier's Teacher Scholarships available across a range of key learning areas:

- Premier's Early Childhood Education Scholarship
- Premier's Anika Foundation Youth Depression Awareness Scholarship

- Premier's Creativity across the Curriculum Scholarship
- Premier's Hicksons Lawyers STEM Scholarship
- Premier's History Teachers' Association History Scholarship
- Premier's NESA Quality Teaching Scholarship
- Premier's Reserve Bank of Australia Economics Scholarship
- Premier's Teachers Mutual Bank Aboriginal Education Scholarship
- Premier's University of NSW Rural and Remote Education Scholarship
- Premier's University of Sydney Mathematics Scholarship
- Premier's Vocational Education in Schools Scholarship.

Applications close midnight Friday, 28 July. For further information, visit the NSW Premier's Teacher Scholarships webpage or contact the program via [premierscholarships@det.nsw.edu.au](mailto:premierscholarships@det.nsw.edu.au) or call 7814 3820.



**The Independent Education Union**  
in association with  
**The Australian School Band and Orchestra Festival (ASBOF)**

*are proud to offer*

**Two scholarships\***  
**Sydney Music Educators Conference**  
(valued at \$550 each)

**Dr Anita Collins and Dr Peter Boonshaft**  
lead a stellar cast of presenters including:  
Jacki Cooper, Mandy Fara Boonshaft, Jason Isaac,  
Daryl McKenzie, John Morrison, and Pau Vickers

Applications close: Friday 16 June

**The IEUA NSW/ACT Branch is a proud education partner of ASBOF**

Targeting:

- music directors running school/community ensembles
- school looking to commence an instrumental music ensemble program
- classroom music teachers.

ASBOF and the IEU are currently seeking NESA Accreditation for two hours of the Conference.

For more information and an application form contact: [pat@ieu.asn.au](mailto:pat@ieu.asn.au)

\* Scholarship covers the delegate registration fee only. One scholarship will be dedicated to an IEU member from a regional or remote area.

# Sub Branch reports

Sub branch meetings are an opportunity for Chapter Reps and IEU members from each region to receive updates from IEU organisers.

They're also a way for Reps and members to provide feedback to the union about what is happening on the ground in workplaces.

There are 19 geographical sub branches across NSW and the ACT, plus the Principals' Sub Branch. Sub branches meet four times a year, usually in the first three or four weeks of each term.

Each sub branch can send up to six delegates to quarterly IEU Council meetings.

Council is the union's decision-making body, bringing together about 90 member delegates from throughout NSW and the ACT.

The IEU Executive of 22 members is elected every three years by members.

All Chapter Reps and any IEU members who'd like to increase their union activism are warmly invited to attend their sub branch meeting.

Contact your Rep or organiser if you'd like more information.

## Principals' Sub Branch report

The Principals' Sub Branch meeting was held at the IEU's Sydney office on 13 May, attended by representatives from NSW and ACT Catholic and independent schools.

Our principal members welcome the opportunity to share professional matters concerning their staff, communities, and personal wellbeing. The perpetual strain of staff shortages, intense workplace demands and compliance overload featured in our discussions.

Principals are working hard to sustain an almost impossible balance of supporting learning for students and staff who are exhausted. Unfortunately, it is often the principal who experiences frustration delivering the new initiative with its raft of changes, often with restricted time for consultation and implementation.

There was a great deal of interest shown about the ongoing negotiations for both the IEU AIS campaign of 'Reward and Retain' and the Catholic systemic school enterprise agreement.

Given the limited amount of Professional Development available for principals, the IEU were pleased to co-sponsor the Australian Primary Principals Association (APPA) conference in May in Wollongong.

Some 350 Catholic principals gathered to hear some impressive presentations, including an international speaker from Singapore, Pak Tee Ng, whose key takeaway was 'principals need the skills of a CEO and the heart of a loving teacher'. This message resonated keenly with all principals, with teachers in Singapore known as nation builders.

"We can't lose sight of the children in our care. Teaching isn't just about 'covering the syllabi'. We need to nourish children's sense of curiosity," said Pak Tee Ng.

Another speaker of renown was Professor Andy Hargreaves who said, "a principal's job is to give hope. We need to be buffalos: face the storm, it will pass. Principals together can be a herd of buffalo. Educators need the language of the heart, the core, networks – don't give us business language".

Lyn Caton Principals' Organiser

## Monaro/ACT Sub Branch report

It was a full house at the Monaro Sub Branch meeting held at the IEU's new Canberra office in Deakin.

School issues and other business:

- TQI (Teacher Quality Institute) – the development of the Early Childhood
- Teacher registration model is progressing. It is expected that the model will be finalised by the end of the year, with amendments to the TQI Act 2010 to be debated in the Legislative Assembly in late 2023.
- A Training Day for Reps is scheduled for Friday, 4 August. Further information to come.

Jacob Betts from St Francis Xavier, Florey is attending June IEU Council as an observer. Jacob announced that that he has nominated for the General Executive vacancy. We wished Jacob well and asked Reps to encourage their chapters to vote.

In response to queries about secondary loads and taking extra 'extras', the message was to say 'no' or ask to be paid. Annexure D of the Catholic Systemic Schools Enterprise Agreement, (Clause 1.6(c)(v)(E)) says that a teacher can agree to take additional extras "in exchange for compensation agreed between the Teacher and the Principal under a scheme that may be in place at a particular school from time to time".

Teachers in ACT systemic schools who make personal superannuation contributions of not less than 1% may request that the Employer contributes an additional one per cent.

Representational rights notices have been sent to support staff in the three ACT Catholic independent Schools.

Workloads are a key issue in the five ACT independent schools. At least one school has given all staff a further one per cent increase and others have committed to proving all staff with a one-off cost of living payment.

The nominal expiry date for the ACT Christian Schools Multi-Enterprise Agreement is 30 June.

Dianne Lefebvre Monaro Sub Branch President

## North West Sub Branch

The North West Sub Branch includes schools, colleges and early childhood centres in Armidale, Tamworth and the New England area.

It held its first in-person Reps Training Day for years at The Tamworth Hotel on 12 May. Eleven Reps and activists attended the training day hosted by Pat Devery and David Towson. We learned about the roles and responsibilities of a union Rep and the most effective way to support the members. The highlight for me was the opportunity to network with fellow union Reps from the various sectors that our union represents.

After a break we convened the North West Sub Branch meeting at the same venue. It was great to learn how close we are to improved parental leave entitlements and to our support staff

colleagues receiving their rightful pay increases along with back pay to 1 January.

Some of the issues raised at the meeting included student behaviour and with that staff safety, the concern that some schools are still asking for more than what is required in NCCD paperwork, and the issue of the timetabling of parent teacher interviews without adequate breaks.

Our AIS independent school chapters are also passing motions for one-off payments to take into account the cost of living pressures facing support staff and teachers. A resolution to this end has already been unanimously passed at PLC Armidale.

Our next meeting will be at Armidale Bowling Club on Friday, 28 July. All members welcome. Details and RSVP facility are on the website.

## Libby Lockwood

St Joseph's West Tamworth IEU Rep  
North West Sub Branch President  
IEUA NSW/ACT Branch Deputy President

## Penrith/Blue Mountains Sub Branch

For our meeting this term we were lucky enough to have IEU Deputy Secretary Carol Matthews attend. The Reps were appreciative of the chance to ask questions in relation to their schools and sectors. Carol supported our Penrith/Blue Mountains Organisers, Donna Widdison and Peter Criticos in reporting on the most pressing union issues.

The meeting covered all manner of questions regarding continuing workload pressures, challenges relating to teacher shortages, changing pay scales and one-off payments, changes to the rules around temporary contracts and updates to ongoing negotiations in the Catholic systemic, AIS and Anglican school sectors.

There was much to celebrate with the recent Labor win in the state election. Carol reported that she and Mark Northam had met with NSW Education Minister Prue Car in the last week and that it had been a positive meeting, indicating that the government is keen to make changes, although nothing on pay has been mentioned as yet. Prue Car will be speaking at the June Council meeting at 1pm and an invitation is extended to all members to attend to hear her speak. Please RSVP to Helen O'Regan (helen@ieu.asn.au) if you would like to attend to assist with seating and catering.

Changes in the Federal industrial relations space mean that future negotiations for MEAs can be strengthened by members being able to take protected industrial action, which they haven't been allowed to do before.

Following several meetings in the Fair Work Commission, the IEU is close to finalising an interim settlement to the current enterprise agreement that will be valid until 31 December 2023. The interim settlement covers three areas:

- support staff pay increases for indoor employees that will be backdated to 1 January 2023. This is a major win for our crucial support staff members who have been fighting for improvements in pay for about four years
- parental leave has been improved significantly to benefit both primary carers and partners
- pay increases that were given to teachers earlier in the year, in line with government school teachers, will be formalised.

All meetings are held at Nepean Rowing Club starting at 4:30pm on Wednesdays:

Term 3 - 16 August 2023

Term 4 - 15 November 2023

Term 1 (AGM) - 21 February 2024

Liz Heggart Sub Branch President



Members at the Central West Sub Branch show their support for the 'yes' campaign for a Voice to Parliament



40-year member Catherine Griffith at KU Peter Pan Preschool Paddington, with IEU Organiser Kate Damo



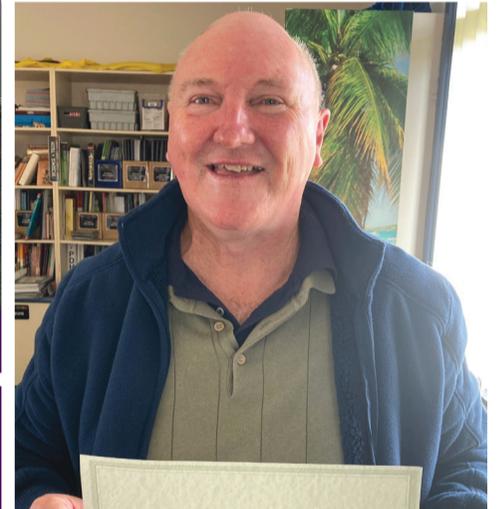
The IEU stall at Western Sydney University open day - encouraging preservice teachers to join the union



40-year IEU member Debbie Sands receives her compendium from IEU Rep Mark Sheriden at Catherine McAuley Catholic Primary School Orange



30-year IEU member Maureen Milgate of St Mary's Catholic School Wellington



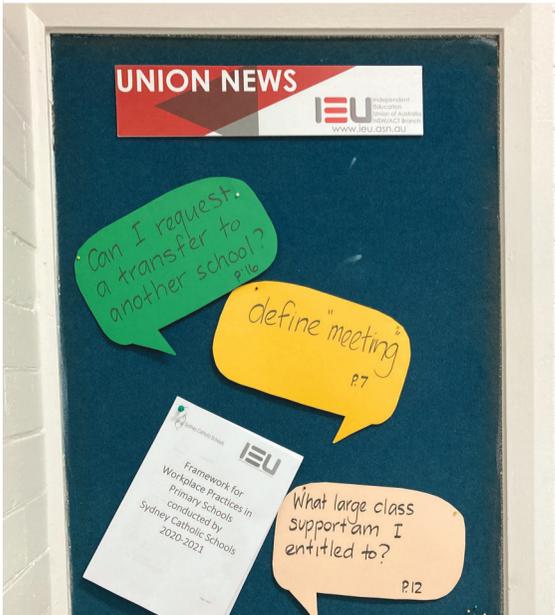
Gregory Haire of Holy Name Primary School Forster receives his 40-year membership certificate



40-year IEU member Bev Gowenlock at Norwood Community Preschool Asquith



40-year presentation to Anne Staines, Sacred Heart Primary ACT with Rep Jason French



Union noticeboards: here's an example from Our Lady of Lourdes Earlwood. The school's IEU Rep is Ann Foran



40-year IEU member Michele Glynn with the IEU Reps Committee at Penola Catholic College Emu Plains



Rob Farr is presented with his 40-year IEU membership certificate by IEU Rep Sue Gibson at Brigidine College St Ives



North Coast Sub Branch in action



# Ministers' doors wide open for union visitors

**Tina Ruello**  
President



**“A broken spring...Rusts that cling...Hard and curled and ready to snap.” TS Eliot wrote this line over a hundred years ago in his poem *Rhapsody on a Windy Night*.**

We were exploring his imagery in class the other day, and I couldn't help but align the image with observations of frazzled teachers, worn-out teachers, angry teachers, cantankerous teachers, defeated teachers, sad teachers, fiery teachers.

It's difficult to see that we are making a difference when the 'system', at times, is an insurmountable obstacle, putting up roadblocks that sideline our work in classrooms.

Recent events shine a light on where the union is doing good work. Firstly, the union has secured improved pay and conditions for primary and secondary teachers and support staff in the Broken Bay Diocese for 2023.

The enterprise agreement with CSBB is unique because it is the first that has set the pace for other dioceses to catch-up. The employer has noted the impact of depressed salaries, work intensification, teachers' lack of agency, support staff pay disparity, and has accelerated the move to rectify these issues, in 'record time'.

The IEU has ensured that taking this step forward benefits all members; the timely manner in which the CSBB has moved on consultations and negotiations with the union, means that the substantial outcomes recognise the value of teachers as professionals and the essential work performed by support staff.

I am pleased the 'yes' vote on the CSBB Enterprise Agreement 2023 was passed for teachers and support staff, as the IEU recommended. On 26 May, the IEU and CER have

also signed a Joint Statement regarding the Interim Settlement Agreement made with the 10 remaining NSW and ACT dioceses. In a wait-and-see strategy, the Catholic employer at least, will honour pay rises for key classifications of support staff and improved parental leave.

Another significant event was the union's Essential Workers Deserve Better NSW Parliamentary Delegation on 24 May.

Attended by Mark Northam and Carol Matthews, along with Deputy President Libby Lockwood and myself, the day was historic! The doors of Labor Ministers were open, and an air of expectant optimism welcomed our delegations, as the 12 years of shunning by the former NSW government melted into the ether.

Minister for Industrial Relations Sophie Costis addressed essential workers and immediately we knew that the situation for workers in NSW was going to transform under the tutelage of Minister Costis.

The day was heartening. People were listening. Voices were heard. The meeting with Deputy Premier Prue Car, Minister for Education and Early Learning, and Minister for Western Sydney, was a personal highlight. She gets us. She knows. And I'm glad!

I appreciated the opportunity afforded me by Unions NSW Secretary Mark Morey to deliver a speech at the Parliamentary Luncheon to Premier Chris Minns and the Labor Caucus, union delegates and officials. I spoke as a full-time teacher, drawing on decades of experience and active unionism, to tell my story.

To be in the room, as a representative of the IEU, with a newly elected government eager to listen and learn, real in their promise to demolishing the pay cap, was epic!

The IEU is here and ready to serve.



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# OVERDUE



## Long overdue superannuation reform becomes law

**I recall that when I first started working in the superannuation industry in 1999, one of my first jobs was to contact defaulting employers for their unpaid super.**

In those 'bad old' days, super was only required to be paid annually. Often by one payment. Consequently, some employers paid late or didn't pay at all.

The problem with late payment of super was exacerbated by the fact that members' insurance was shut off if no regular payments were received by the fund. As you may imagine, this became a logistical and administrative nightmare, with members' insurance shutting off, then turning on again when a payment or payments were received.

No wonder people were confused by the sometimes oblique insurance/super rules! This led to many matters going to the Superannuation Complaints Tribunal because of the non-payment of super by some employers after an insurance claim was made.

This clearly unacceptable situation was later improved with legislation which compelled the employer to pay super quarterly, by the 28th day of the next month after the quarter ended.

This was indeed an improvement which allowed members to have a better view of their super accounts, but it was still not perfect because many workers received notices on their payslips stating that super had been paid when it wasn't in their account.

It was to be paid 28 days after the end of the quarter. And if it wasn't paid at all after this deadline, then the next step was to contact the ATO.

It was stolen wages if not paid on time. Lost or stolen wages in the form of super became a nightmare to recover for individuals and the unions representing them. Just recently the Auditor General has released a report slamming the ATO for being only "partly effective" at recovering stolen super.

Industry Super has estimated that stolen super affects more than a quarter of workers, on average costing each worker \$1700 per year. Situations arose where employers went bust (declared bankruptcy) and started a new business under another name. Try tracing that money.

To improve this situation further, the government announced on 2 May that it would legislate for super to be paid at the same time wages are paid and Treasury has estimated that increasing payment frequency would significantly improve the ATO's ability to act on underpayments.

This measure will clearly help to prevent the non-payment of super and make it easier to confirm your super has been paid via payslips and member super accounts. This significant reform is to come into effect on 1 July 2026 and will certainly be welcomed by industry funds and their members.

Along with this significant improvement, the government has proposed a new statement for the purpose of superannuation which is "To preserve savings to deliver income for a dignified retirement, alongside government support, in an equitable and sustained way".

Important words in this statement include dignified, equitable and sustained. Dignified goes to the element of adequacy – enough savings accumulated to live comfortably. Equitable is in line with the 'fair go' principle of all workers being treated equally. And sustainable because the superannuation system must be able to exist over a long period of time without future governments using it as a cash cow to prop up their budgets when times are tough, as happened with the previous government. Super is for retirement and must be preserved for that purpose.

It's always a good idea to keep an eye on your super and check your insurance. It's also easy to do now with online systems. You should also note that from 1 July the employer SG contribution will increase to 11 per cent. Make sure you see the increase on your payslip.

**Bernard O'Connor**  
(former Company Secretary 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 professional 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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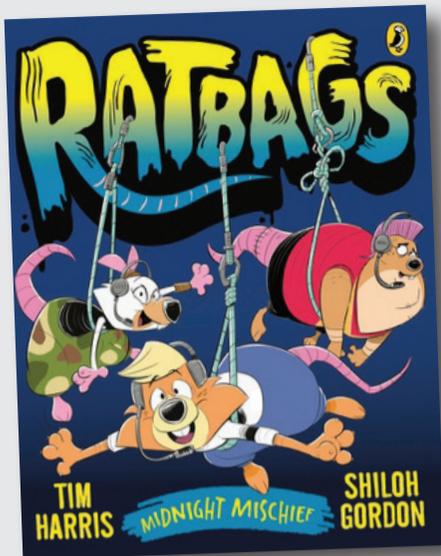
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Newcastle: 8-14 Telford Street, Newcastle East NSW 2302 4926 9400

Lismore: Unit 4, Lismore Professional Centre, 103-105 Molesworth Street, Lismore NSW 2480 (temporarily closed due to flood damage, call the IEU on 8202 8900)

Canberra: Units 11 & 12, 3-5 Phipps Close, Deakin ACT 2600 6120 1500

# Giveaways



## Ratbags 1 and 2 Midnight Mischief and Naughty for Good

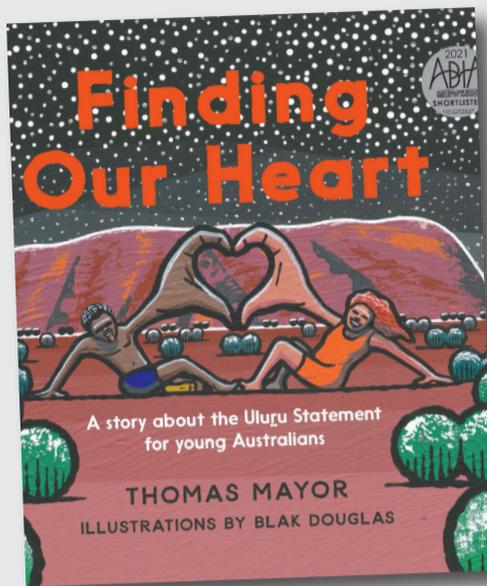
Author: Tim Harris

Illustrator Shiloh Gordon

Publisher: Puffin Books

From award-winning bestselling author and funnyman, Tim Harris, comes this stupendously rat-tastic new series. These are the Ratbags. They have pizza, and they are NOT afraid to use it.

When Jigsaw runs into two of the most ratbaggy Ratbags known to rats, his orderly world is turned upside down and he pulls off one of the best pizza heists EVER! Will his newfound pizza obsession make Jigsaw the naughtiest Ratbag yet? Or will Jigsaw figure out how to be naughty – for good?!



## Finding Our Heart

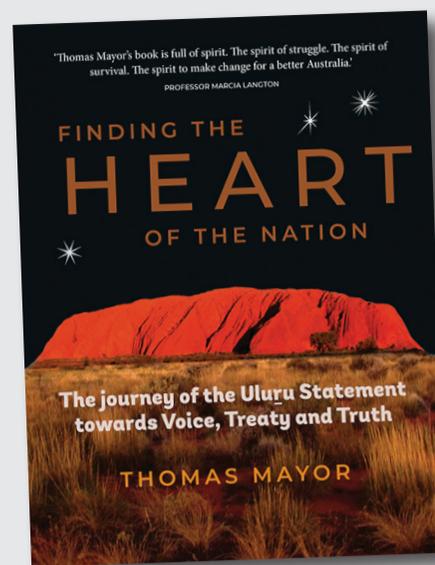
Author Thomas Mayor

Illustrator: Blak Douglas

Publisher: Hardie Grant Books

“When we all came together at Uluru, we invited all Australian people to accept our voice and culture as a gift.” Can you help us find the heart of the nation?

A book for young people about understanding Australia’s past, so we can have a shared future.



## Finding the Heart of the nation

Author Thomas Mayor

Publisher: Hardie Grant Books

This is a book for all Australians.

Since the Uluru Statement from the Heart was formed in 2017, Thomas Mayor has travelled around the country to promote its vision of a better future for Indigenous Australians. He’s visited communities big and small, often with the Uluru Statement canvas rolled up in a tube under his arm.

Thomas believes that we will only find the heart of our nation when the First peoples – the Aboriginal and Torres Strait Islanders – are recognised with a representative Voice enshrined in the Australian Constitution.

“Thomas’s compelling work is full of Australian Indigenous voices that should be heard. Read this book, listen to them, and take action.” – Danny Glover, actor and humanitarian.



Email entries to [giveaways@ieu.asn.au](mailto: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 23 July 2023.

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