



**AUSTRALIAN INTERNATIONAL ISLAMIC COLLEGE
COLLECTIVE ENTERPRISE AGREEMENT 2026**

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PART 1 - PRELIMINARY

1.1 Title

This Agreement will be known as the Australian International Islamic College Collective Enterprise Agreement 2026 (the Agreement).

1.2 Agreement Coverage

This Agreement applies to the Australian International Islamic College (ABN: 85 802 283 515) (the Employer), its Employees whose classifications are contained in the Agreement and to the Independent Education Union of Australia - Queensland and Northern Territory Branch (IEUA – QNT) – (ABN 74 662 601 045).

To be clear, this Agreement does not have application to positions of Principal, Business Manager and other executive staff.

1.3 Period of Operation

This Agreement will commence operation 7 days after approval by the Fair Work Commission and will remain in force until 31 December 2029.

1.4 Relationship to Awards and National Employment Standards

This is a comprehensive Agreement that operates to the exclusion of all other Awards and industrial instruments. This Agreement will be read and interpreted in conjunction with the National Employment Standards (NES). No term of this Agreement will be less favourable to Employees than the corresponding term in the NES. Where a term of this Agreement is less favourable, the corresponding provision of the NES will apply, to the extent of the inconsistency.

1.5 Savings

The existing base wage rate and accrued entitlements of Employees employed at the date of commencement of operation of this Agreement-will not be reduced as a result of this Agreement coming into effect.

1.6 Posting of Agreement

The Employer will ensure that a copy of this Agreement, and the NES are readily accessible to all Employees.

PART 2. CONSULTATION AND CONFLICT RESOLUTION

2.1 Individual Flexibility

2.1.1 The Employer and an Employee covered by this enterprise Agreement may agree to make an individual flexibility arrangement to vary the effect of terms of the Agreement if:

- (a) the Agreement deals with 1 or more of the following matters:
 - (i) arrangements about when work is performed;
 - (ii) overtime rates;
 - (iii) penalty rates;
 - (iv) allowances;

- (v) leave loading; and
 - (b) the arrangement meets the genuine needs of the Employer and Employee in relation to 1 or more of the matters mentioned in paragraph (a); and
 - (c) the arrangement is genuinely agreed to by the Employer and Employee, without coercion or duress.
- 2.1.2 An individual flexibility arrangement may only be made after the individual employee has commenced employment with the employer.
- 2.1.3 An employer who wishes to initiate the making of an individual flexibility arrangement must:
- (a) give the employee a written proposal; and
 - (b) if the employer is aware that the employee has, or should reasonably be aware that the employee may have, limited understanding of written English, take reasonable steps to ensure that the employee understands the proposal.
- 2.1.4 If the employer proposes to enter into an individual flexibility arrangement with an employee, the employer must meet with the employee to discuss the proposal prior to entering the individual flexibility arrangement if the employee requests such a meeting.
- 2.1.5 The Employer must ensure that the terms of the individual flexibility arrangement:
- (a) are about permitted matters under section 172 of the *Fair Work Act 2009*; and
 - (b) are not unlawful terms under section 194 of the *Fair Work Act 2009*; and
 - (c) result in the Employee being better off overall than the Employee would be if no arrangement was made.
- 2.1.6 The Employer must ensure that the individual flexibility arrangement:
- (a) is in writing; and
 - (b) includes the name of the Employer and Employee; and
 - (c) is signed by the Employer and Employee and if the Employee is under 18 years of age, signed by a parent or guardian of the Employee; and
 - (d) includes details of:
 - (i) the terms of the enterprise Agreement that will be varied by the arrangement; and
 - (ii) how the arrangement will vary the effect of the terms; and
 - (iii) how the Employee will be better off overall in relation to the terms and conditions of his or her employment as a result of the arrangement;
 - (e) states the day on which the arrangement commences; and
 - (f) describes how the individual flexibility arrangement can be terminated.
- 2.1.7 The Employer must give the Employee a copy of the individual flexibility arrangement within 14 days after it is agreed to.
- 2.1.8 The Employer or Employee may terminate the individual flexibility arrangement:
- (a) by giving not less than 28 days written notice to the other party to the arrangement; or
 - (b) if the Employer and Employee agree in writing - at any time.

- 2.1.9 An individual flexibility arrangement terminated in accordance with clause 2.1.8(b) ceases to have effect at the end of the period of notice required under that clause.
- 2.1.10 The employer or employee may use the dispute settlement procedure in this enterprise agreement to deal with disputes that may arise concerning the matters dealt with in the individual flexibility arrangement.

2.2 Dispute Resolution

2.2.1 If a dispute relates to:

- (a) a matter arising under the Agreement; or;
- (b) the National Employment Standards;
- (c) any other matter related to an employee's employment;

this term sets out the procedures to settle the dispute.

2.2.2 The parties to a dispute referred to in this procedure may include:

- (a) an employee or employees covered by the agreement who are, or will be, affected by the dispute;
- (b) the employer or employers covered by the agreement; and
- (c) an employee organisation who:
 - (i) has a member who it is entitled to represent and who is an employee referred to in (a); or
 - (ii) is covered by the enterprise agreement and entitled to the benefit of, or has a role or responsibility with respect to, the matter in dispute.

2.2.3 An Employee who is party to the dispute may advise the employer that a person or employee organisation is their representative for the purposes of the procedures in this term.

2.2.4 In the first instance, the parties to the dispute must try to resolve the dispute at the workplace level, by discussions between the relevant Employee or Employees, relevant supervisors and/or management and any relevant employee organisation.

2.2.5 If discussions at the workplace level do not resolve the dispute, a party to the dispute may refer the matter to the Fair Work Commission.

2.2.6 The Fair Work Commission may deal with a dispute referred to it under 2.2.5 even if the requirement for discussions in 2.2.4 has not been complied with if the Fair Work Commission is satisfied that it is appropriate in all the circumstances to do so.

2.2.7 The Fair Work Commission may deal with the Dispute in 2 stages:

- (a) the Fair Work Commission will first attempt to resolve the dispute in such manner as it considers appropriate, including by mediation, conciliation, expressing an opinion or making a recommendation; and
- (b) if the Fair Work Commission is unable to resolve the dispute at the first stage, then the Fair Work Commission may then:
 - (i) arbitrate the dispute;
 - (ii) make a determination that is binding on the parties.

2.2.8 If the Fair Work Commission arbitrates the dispute:

- (a) it may also use any of the powers that are available to it under the Act, including, but not limited to, the power to grant interim relief; and
- (b) decision that the Fair Work Commission makes when arbitrating a dispute is a decision for the purpose of Div 3 of Part 5.1 of the Act. Therefore, an appeal may be made against the decision.

2.2.9 Subject to any order made by the Fair Work Commission under 2.2.8(a), while the parties are trying to resolve the dispute using the procedures in this term:

- (a) an Employee must continue to perform work as the employee normally would unless the employee has a reasonable concern about an imminent risk to health and safety; and
- (b) an Employee must comply with a direction given by the Employer to perform other available work at the same workplace, or at another workplace, unless:
 - (i) the work is not safe; or
 - (ii) applicable occupational health and safety legislation would not permit the work to be performed; or
 - (iii) the work is not appropriate for the Employee to perform; or
 - (iv) there are other reasonable grounds for the Employee to refuse to comply with the direction.

2.2.10 The parties to the dispute agree to be bound by a decision made by the Fair Work Commission in accordance with this term.

2.3 Consultation

2.3.1 This term applies if the Employer:

- (a) has made a definite decision to introduce a major change to production, program, organisation, structure, or technology that is likely to have a significant effect on Employees to which this enterprise agreement applies; or
- (b) proposes to introduce a change to the regular roster or ordinary hours of work of Employees.

Major Change

2.3.2 For a major change referred to in 2.3.1 (a):

- (a) The Employer must notify the relevant Employees of the decision to introduce the major change; and
- (b) Sub clauses 2.3.3 to 2.3.9 apply.

- 2.3.3 The relevant Employees may advise the employer that a person or employee organisation is their representative for the purposes of the procedures in this clause.
- 2.3.4 If:
- (a) a relevant Employee appoints, or relevant Employees, advise the employer that a person or employee organisation is their representative for the purposes of consultation; and
 - (b) the Employee or Employees advise the Employer of the identity of the representative;
- the Employer must recognise the representative.
- 2.3.5 The employer must notify the relevant employees and their representatives (if any) of the decision to introduce the change.
- 2.3.6 As soon as practicable after making its decision, the Employer must:
- (a) consult with the relevant Employees and their representatives (if any), including by discussing with them:
 - (i) the introduction of the change; and
 - (ii) the effect the change is likely to have on the Employees; and
 - (iii) measures to avoid or reduce any adverse effect of the change on the Employees;and
 - (b) for the purposes of the consultation - provide, in writing, to the relevant Employees and their representatives (if any):
 - (i) all relevant information about the change including the nature of the change proposed; and
 - (ii) the reasons or justification for the change; and
 - (iii) information about the expected effects of the change on the Employees; and
 - (iv) any other matters likely to affect the Employees.
- 2.3.7 However, the Employer is not required to disclose confidential or commercially sensitive information to the relevant Employees or their representatives (if any).
- 2.3.8 The Employer must give prompt and genuine consideration to matters raised about the major change by the relevant Employees and their representatives (if any).
- 2.3.9 The employer will take reasonable steps to communicate the outcome of the consultation process including the consideration that was given to matters raised about the workplace change by the relevant employees and their representatives (if any).
- 2.3.10 If a term in this agreement provides for the introduction of a major change to production, program, organisation, structure or technology in relation to the enterprise of the employer, the requirements to consult set out in subclauses 2.3.3 to 2.3.9 are taken not to apply.
- 2.3.11 In this term, a major change is *likely to have a significant effect on Employees* if it results in:
- (a) the termination of the employment of Employees; or
 - (b) major change to the composition, operation or size of the Employer's workforce or to the skills required of Employees; or
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- (c) the elimination or diminution of job opportunities (including opportunities for promotion or tenure); or
- (d) the alteration of hours of work; or
- (e) the need to retrain employees; or
- (f) the need to relocate employees to another workplace; or
- (g) the restructuring of jobs.

Change to regular roster or ordinary hours of work

2.3.12 For a change referred to in paragraph 2.3.1 (b):

- (a) the Employer must notify the relevant Employees of the proposed change; and
- (b) subclauses 2.3.11 to 2.3.15 apply.

2.3.13 The relevant Employees may appoint a representative for the purpose of the procedure in this clause.

2.3.14 If:

- (a) A relevant Employee appoints, or relevant Employees appoint, a representative for the purposes of consultation; and
- (b) The Employee or the Employees advise the Employer of the identity of the representative; the Employer must recognise the representative.

2.3.15 As soon as practicable after proposing to introduce the change, the Employer must:

- (a) Discuss with the relevant Employees the introduction of the change; and
- (b) For the purposes of discussion – provide the relevant Employees:
 - (i) All relevant information about the change, including the nature of the change; and
 - (ii) Information about what the Employer reasonably believes will be the effects of the change on the Employees; and
 - (iii) Information about any other matters that the Employer reasonably believes are likely to affect the Employees; and
- (c) Invite the relevant Employees to give their views about the impact of the change (including any impact in relation to their family or caring responsibilities).

2.3.16 However, the Employer is not required to disclose confidential or commercially sensitive information to the relevant Employees.

2.3.17 The Employer must give prompt and genuine consideration to matters raised about the change to the relevant Employees.

2.3.18 In this clause, *relevant Employees* means the Employees who may be affected by the change referred to in subclause 2.3.1.

2.4 College Consultative Committee

2.4.1 College staff are capable of negotiating and consulting with management at the College level and to this end will establish a committee (the College Consultative Committee).

2.4.2 The purpose of this Committee will be to:

- (a) provide an environment for greater two-way communication, cooperation and support;
- (b) contribute to the efficient operation of the College;
- (c) address issues and provide advice to the College regarding matters arising from this Agreement;
- (d) address issues and provide advice to the College related to workload and work intensification; and
- (e) consider and provide advice related to the implementation of changes resulting from regulatory requirements and new School initiatives that have the potential for significant impact on the workload of employees.

2.4.3 To avoid doubt and for the purposes of subclauses 2.4.2 (d) and (e), where there are individual or small group workload issues, they should be raised by the relevant employee(s) through the usual management processes that exist at the college.

2.4.4 To assist with the effective operation of the Committee:

- (a) An agenda will be determined one week prior to the scheduled meeting, based on input by employer and employee representatives. A standing agenda item for the College Consultative Committee will be to address matters related to workload.
- (b) Minutes of the meeting will be distributed to all staff within a week of taking place.
- (c) In the event that the College intends on introducing change resulting from the regulatory requirements and new school initiatives as outlined in subclause 2.4.2 (e), consultation will occur with the Committee, and appropriate time given for employee representatives to consult with the employees on their campus, before any change is introduced. The College will give genuine consideration to the feedback from the Committee.

2.4.5 The College Consultative Committee will meet initially within a term of the Agreement being approved, and subsequently at least once a term with the intent purpose of proactively addressing potential issues at the workplace level without the involvement of third parties.

2.4.6 The College Consultative Committee will reflect the structure of the College and include:

- (a) two (2) persons appointed by the College;
 - (b) one (1) union member elected by the IEU-QNT school chapter;
 - (c) one (1) employee elected by employees from each campus.
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2.4.7 A College Consultative Committee can still be established if any of the campuses is unable to find a nominee for the member and/or an employee outlined in subclauses 2.4.6 (b) & (c).

2.4.8 When appropriate, other relevant personnel may be co-opted for input on issues that are related to specific members of staff (e.g. primary, secondary or community teachers, school officers or services staff.)

PART 3. RELATIONSHIP TO THE MISSION AND OBJECTIVES OF THE COLLEGE

3.1 Mission Statement of the College

To educate students with strong Islamic values and beliefs and provide an excellent academic foundation for students to advance according to the capabilities bestowed on them by Allah (SWT). To excel and achieve their career goals and live harmoniously within the wider community.

3.2 Acknowledgement

The management and Employees of this Collective Enterprise Agreement acknowledge and give commitment toward achievement of the College objectives listed below and adherence to the Islamic ethos and values of the College.

3.3 Vision

The Australian International Islamic College has a vision that it becomes a college of excellence in education and in character development.

3.4 Objectives

3.4.1 Australian International Islamic College promotes cultural tolerance, compassion towards others and to live harmoniously within the community. Students are taught to understand and acknowledge the cultural and ethnic diversity within Australian society.

3.4.2 To provide all students with enriching learning experiences and the opportunity to reach full potential and achieve competency in the Key Learning Areas in accordance with the Queensland Studies Authority and Australian national curriculum guidelines.

3.4.3 To equip students with the knowledge to be productive users of new technologies, be creative and possess communication and organisational skills to work with others and reach their career goals.

PART 4. WAGES AND WAGE RELATED MATTERS

4.1 Wage Increases

4.1.1 The actual wage and work-related allowances for Employees covered by this Agreement will be as prescribed in Schedule 1- (Wages and Allowances) to this Agreement.

4.1.2 The wages identified in Schedule 1 represent wage increases as follows:

Teachers

- (a) 2.5% of the applicable wage rate operative as of the first full pay period on or after 1 July 2026;
- (b) A further increase of 2.5% from the first full pay period on or after 1 July 2027;
- (c) A further increase from the first full pay period on or after 1 July 2028 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2028; and
- (d) A further increase from the first full pay period on or after 1 July 2029 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2029.

- (e) For Senior teachers only, an additional increase to the wage will be applied to ensure parity with the wage rate of Senior teachers employed by Education Queensland. This wage increase will be applied from the first full pay period on or after 1 July 2026, together with the 2.5% percentage wage increase (contained in clause 4.1.2 (a) above) and the total quantum change will be reflected in the fortnightly and annual wage rate for Senior teachers contained in Schedule 1 of this Agreement.

The parties have agreed on the commencement date of this additional wage increase to achieve parity with Education Queensland (i.e. in addition to the 2.5% increase from 1 July 2026) to the Senior teacher wage rate and accordingly have agreed that backpay will not be available for the 2026 additional wage increase. Backpay arrangements contained in clause 4.1.4 associated with the 2.5% wage increase in 2026 only, and the outcome of the Education Queensland wage increases will apply to Senior teachers if required.

School officers and community teachers

- (a) 2.5% of the applicable wage rate operative as of the first full pay period on or after 1 July 2026;
 - (b) A further increase of 2.5% from the first full pay period on or after 1 July 2027;
 - (c) A further increase from the first full pay period on or after 1 July 2028 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2028; and
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- (d) A further increase from the first full pay period on or after 1 July 2029 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2029.

Bus Drivers and grounds persons

- (a) 2.5% of the applicable wage rate operative as of the first full pay period on or after 1 July 2026;
- (b) A further increase of 2.5% from the first full pay period on or after 1 July 2027;
- (c) A further increase from the first full pay period on or after 1 July 2028 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2028; and
- (d) A further increase from the first full pay period on or after 1 July 2029 that will be the same headline percentage wage increase paid to teachers employed by the Queensland Department of Education on or from 1 July 2029.

4.1.3 The allowances listed in Schedule 1 – (Wages and Allowances) will receive the same percentage increases, from the same dates of application as detailed in subclause 4.1.2.

4.1.4 Should the percentage wage increase paid to Education Queensland teachers be greater than the percentage wage increases expressed in subclause 4.1.2 (a) and/or (b) in respect to each of the individual employment groups outlined therein, the college will match such higher percentage outcome/s for their employees and hence, the percentage increases identified in clause 4.1.2 will be adjusted accordingly.

Examples:

- (a) EQ does not make an agreement until after 1 July 2026 and agrees to a 3% percentage wage increase from 1 July 2026 with backpay until that date. In addition to AIC employees receiving a 2.5% percentage wage increase from the first full pay period on or after 1 July 2026, AIC employees will also receive a 0.5% percentage wage increase back paid to the first full pay period on or after 1 July 2026.
- (b) In the circumstances outlined in example (a), but EQ does not receive backpay, AIC employees will receive the additional 0.5% percentage wage increase from the date the EQ percentage wage increase for 2026 commences.

4.1.5 No Further Increases

There will be no further wage, or allowance increases during the life of this Agreement except those provided for in Clauses 4.1.2 and 4.1.4 above.

PART 5 GENERAL CONDITIONS APPLYING TO ALL STAFF

5.1 Terms of engagement

5.1.1 Statement of Employment

The Employer will, in the event of termination of employment, provide upon request to an Employee who has been terminated, a written statement specifying the period of employment and the classification or type of work performed by the Employee.

5.1.2 Termination of Employment by the Employer -Teachers

- (a) The Employer will give a full-time Teacher at least one month's notice in writing of the termination of their services and such notice will be exclusive of vacation periods.
- (b) Full-time Teachers over 45 years of age at the time of the giving of notice, and with more than 2 years' service with the Employer will be entitled to an additional week's notice.
- (c) The Employer will give a part-time teacher the following notice in writing of the termination of their services:

Less than 3 years' service	2 weeks' notice
3 years but less than 5 years	3 weeks' notice
5 years or more	4 weeks' notice
- (d) Part-time Teachers over 45 years of age at the time of the giving of notice and with not less than 2 years continuous service will be entitled to an additional week's notice.
- (e) Payment In lieu of notice will be made if the appropriate notice is not given, provided that employment may be terminated by part of the period of notice specified and part payment in lieu thereof.
- (f) In calculating any payment in lieu of notice the ordinary time rate of pay for the Employee concerned will be used.
- (g) The period of notice in clauses 5.1.2(a), 5.1.2(b), 5.1.2(c) and 5.1.2(d) will not apply in the case of dismissal for serious misconduct or other grounds that justify instant dismissal as defined by the *Fair Work Act 2009* (Cth),

5.1.3 Termination of Employment by Teacher

- (a) The notice of termination required to be given by a teacher other than a casual Teacher, will be the same as that required of the Employer provided that there will be no additional notice based on the age of the Employee and such notice will be exclusive of vacation periods.
- (b) If a teacher fails to give notice the Employer will have the right to withhold monies due to the Teacher with a maximum amount equal to the ordinary time rate for no more than two weeks.

5.1.4 Termination of Employment - Non-Teaching Staff

- (a) The Employer will give to an Employee, other than a casual Employee, notice in writing of the termination of employment as follows: -
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- (i) if the Employee's continuous service is:

Not more than 1 year	1 week
More than one but not more than 3 years	2 weeks
More than 3 years but not more than 5 years	3 weeks
More than 5 years	4 weeks
- (ii) The notice required by paragraph (a) of this sub-clause will be increased by one week if the Employee is over 45 years old and has completed at least 2 years of continuous service with the Employer.
- (iii) Where the Employer does not give the appropriate notice payment in lieu of notice will be made to the Employee. Employment may be terminated by giving part of the period of notice and part payment (or withholding as the case may be) in lieu of notice.
- (iv) This clause will not apply to an Employee dismissed for serious misconduct or other grounds that justify instant dismissal as defined by the *Fair Work Act 2009*.
- (v) In calculating any payment in lieu of notice the minimum compensation payable to all Employee will be at least the total of the amounts the Employer would have been liable to pay the Employee if the Employee's employment had continued until the end of the required notice period.
- (vi) The total must be worked out on the basis of:
 - (A) the ordinary working hours to be worked by the Employee; and
 - (B) the amounts payable to the Employee for the hours including for example allowances, loadings and penalties; and
 - (C) any other amounts payable under the Employee's employment contract.
- (b) Non-teaching staff will be required to provide the same notice as required of the Employer in clause 5.1.4.(a)(i), except that there will be no additional week required based on age. Where the Employee does not give the appropriate notice, the Employer is entitled to withhold no more than one week's wages in lieu of notice from monies owing to the Employee.

5.1.5 Redundancy

- (a) The Employer acknowledges that it has a duty of care to its Employees and seeks to maintain full employment for its staff.
 - (b) Notwithstanding the Employer's commitment to full employment, situations may arise where positions become redundant.
 - (c) Transfer to lower paid duties
 - (i) Where an Employee is transferred to lower paid duties for reasons set out clause 5.1.5(b) the Employee will be entitled to the same period of notice of transfer as the Employee would have been entitled to if the Employee's employment had been terminated under clauses 5.1.2 or 5.1.4.
 - (ii) The Employer may, at the Employer's option, make payment in lieu thereof of an
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amount equal to the difference between the former amounts the Employer would have been liable to pay and the new lower amount the Employer is liable to pay the Employee for the number of weeks of notice still owing.

- (iii) The amounts must be worked out on the basis of:
 - (A) the ordinary working hours to be worked by the Employee; and
 - (B) the amounts payable to the Employee for the hours including for example, allowances, loadings and penalties; and
 - (C) any other amounts payable under the Employee's employment contract.

(d) Time off during notice period

- (i) Where a decision has been made to terminate an Employee in the circumstances outlined in clause 5.1.5(b), the Employee will be allowed up to one day off without loss of pay during each week of notice for the purpose of seeking other employment.
- (ii) If the Employee has been allowed paid leave for more than one day during the notice period for the purpose of seeking other employment, the Employee will, at the request of the Employer, be required to produce proof of attendance at an interview or the Employee will not receive payment for the time absent. For this purpose a statutory declaration will be sufficient.

(e) Notice to Centrelink

Where a decision has been made to terminate Employees in the circumstances outlined in clause 5.1.5(b) the Employer will notify Centrelink as soon as possible, giving all relevant information about the proposed terminations, including a written statement of the reasons for the terminations, the number and categories of the Employees likely to be affected, the number of workers normally employed and the period over which the terminations are intended to be carried out.

(f) Severance pay

- (i) In addition to the period of notice prescribed for ordinary termination in clauses 5.1.1 or 5.1.4, and subject to further order of the Fair Work Commission, an Employee whose employment is terminated for reasons set out in clause (b), will be entitled to the following amounts of severance pay:

Period of Continuous Service	Severance Pay (weeks' pay)
At least 1 year but less than 2 years	4
At least 2 years but less than 3 years	6
At least 3 years but less than 4 years	7
At least 4 years but less than 5 years	8
At least 5 years but less than 6 years	10
At least 6 years but less than 7 years	11

At least 7 years but less than 8 years	13
At least 8 years but less than 9 years	14
At least 9 years	16

- (ii) 'Weeks' Pay' means the ordinary time rate of pay for the Employee concerned: Provided that the following amounts are excluded from the calculation of the ordinary time rate of pay: overtime, penalty rates, disability allowances, shift allowances, special rates, fares and travelling time allowances, bonuses and any other ancillary payments.

(g) Employee leaving during notice

An Employee whose employment is terminated for reasons set out in clause 5.1.5(b), may terminate such employment during the period of notice, and, if so, will be entitled to the same benefits and payments under this clause had such Employee remained with the Employer until the expiry of such notice, provided that in such circumstances the Employee will not be entitled to payment in lieu of notice.

(h) Alternative employment

The Employer, in a particular case, may make an application to the Fair Work Commission to have the general severance pay prescription amended if the Employer obtains acceptable alternative employment for an Employee.

(i) Employees with less than one year's service

The provisions of this clause will not apply to Employees with less than one year's continuous service and the general obligation on the Employer will be no more than to give relevant Employees an indication of the impending redundancy at the first reasonable opportunity, and to take such steps as may be reasonable to facilitate the obtaining by the Employees of suitable alternative employment.

(j) Employees exempted

The provisions of this clause will not apply:

- (i) where employment is terminated as a consequence of serious misconduct on the part of the Employee; or
- (ii) to Employees engaged for a specific period or task(s); or
- (iii) casual Employees.

(k) Employer exempted

Subject to an order of the Fair Work Commission, in a particular redundancy case, clause 5.1.5 will not apply to the Employer where it employs Employees fewer than 15 Employees.

5.2. Annual Leave - Teachers

5.2.1 Proportion of Salary

- (a) A teacher upon appointment will be paid as from the date upon which they
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commenced duty, provided that a teacher who has taught (or has been granted paid leave by the School) for each day of the school year at the School shall be paid as for a full calendar year commencing on 1st January. A teacher who ceases duty before completing ten teaching weeks of employment will be paid in lieu of vacation pay an amount equal to 1/12th of their ordinary pay for the period of employment.

- (b) A teacher who ceases duty after at least ten teaching weeks of employment will be paid the proportion of their annual salary of that year that their service excluding school vacations bears to a standard school year.

5.2.2 Annual Leave Loading

- (a) A teacher who has taught (or has been granted paid leave by the College) for each day of the school year at the College will receive an annual leave loading equivalent to 17½ per cent of four weeks' salary calculated upon the salary which such Employee was receiving immediately before commencing the midsummer vacation.
- (b) A Teacher who commences employment after the beginning of a school year and:
 - (i) has actually taught for at least 20 weeks; or
 - (ii) has taught for at least a full school term and who teaches to the end of the school year, will be paid the proportion of the annual leave loading prescribed in this clause that the Teacher's service (excluding school vacations) bears to a standard school year.
- (c) A Teacher who resigns, having given the prescribed notice in writing, or whose services are terminated by the School for some reason or reasons other than serious misconduct and who has taught for at least the full first school term will be paid the proportion of the annual leave loading prescribed in this clause that the Teachers service (excluding school vacations) bears to a standard school year:
 - (i) Provided that such loading will be calculated upon salary which the Employee was receiving immediately before cessation of employment.
- (d) The full amount of the abovementioned Annual Leave loading will be paid to the Teacher at the commencement of the midsummer vacation or prior date of cessation of employment.

5.2.3 A standard year will be deemed for the purposes of this clause to be 40 weeks.

5.3 Annual Leave- Non-Teaching Staff

5.3.1 Full-time, part-time and fixed period Employees covered by this Agreement will, at the end of each year of employment, be entitled to Annual Leave with pay as set out hereunder.

5.3.2 The accrual rate of Annual Leave for full-time Employees will be 4 weeks' leave per annum, i.e. 152 hours on a 38-hour week basis or 149 hours where full-time Employees are only required to work 37.25 hours per week on average.

5.3.3 Part-time, term-time and fixed period Employees will at the end of each school year be entitled to Annual Leave calculated as follows:

Number of weeks worked during the year x 4 weeks x average ordinary hours per week calculated on weeks worked

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5.3.4 Subject to the provisions of this clause, Annual Leave will be taken by all Employees during school vacation periods unless otherwise agreed between the College and Employee.

5.3.5 If an Employee and the College so agree, Annual leave may be taken wholly or partly in advance before the Employee has become entitled to Annual Leave.

5.3.6 Annual leave pay (including any proportionate payments) will comprise of:

- (a) The Employee's ordinary wage rate as prescribed by this Agreement for the period of the Annual Leave; and
- (b) A further amount calculated at the rate of 17.5% of the amounts referred to in paragraph (a) of this sub-clause, except for periods of leave in excess of 4 weeks per annum.

5.3.7 Employees are entitled to pro rata payment of annual leave on termination.

5.4 Personal/Carer's Leave

Personal/Carer's Leave will be accrued and paid in accordance with the Personal/Carer's Leave provisions of the National Employment Standards contained in the *Fair Work Act 2009 (Cth)*.

5.4.1 Personal/Carer's Leave Accrual

- (a) Full-time Employees are entitled to Personal/Carer's leave accrual at the rate of ten (10) days per year. Part-time or term-time Employees are entitled to personal leave on a pro rata basis.
- (b) The entitlement to Personal/Carer's leave accrues progressively during a year of service according to the Employees' ordinary hours of work and will accumulate from year to year.

5.4.2 Taking Personal/Carer's Leave

An Employee may take paid personal/carer's leave:

- (a) if they are unfit for work because of their own personal illness or injury (including pregnancy-related illness), or
- (b) to provide care or support to a member of their immediate family or household because of a personal illness, injury or unexpected emergency affecting the member.

A member of the Employee's immediate family, as defined in Section 12 of the Fair Work Act 2009 (Cth) means a: – spouse – de facto partner – child – parent – grandparent – grandchild – sibling of an employee; – a child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner.

5.4.3 Provision of evidence to the employer

- (a) Subject to paragraph (b), where an employee's absence is for more than two (2) days, the employee is required to give the employer a doctor's certificate or other reasonably acceptable evidence about the nature and approximate duration of the illness.
 - (b) An employer may give an employee written notice that for future absences of two (2) days or less, the employee is required to give evidence about the nature of the employee's illness or injury as referred to in paragraph (a) provided that:
 - (i) the employer forms a reasonable concern in relation to the absences of an employee;
 - (ii) such reasonable concern relates to repeated:
 - (A) absences on working days before or following a public holiday, approved leave, an RDO or school vacation period; or
 - (B) absences on particular days or events; or
 - (C) absences with a frequency that exceeds reasonable workplace norms.
 - (iii) the employer must first:
 - (A) give the employee an opportunity to discuss and respond to the reasonable concern; and
 - (B) consider the employee's response; and
 - (iv) the written notice includes:
 - (A) any specific directions in relation to:
 - (1) how and who the employee is to notify in relation to absences; and/or
 - (2) whether there will be a follow up meeting after absences to consider whether there is any reasonable support that the employer can provide the employee;
 - (B) a date by which the notice expires that must be within 12 months of the date of the notice; and
 - (C) information that a further written notice may be issued if subparagraphs (i) to (iii) are satisfied in the future.
 - (c) To avoid doubt, paragraph (b) does not restrict the employer from taking other management action at any time relating to an employee's illness, injury or absence.
 - (d) Where an employee accesses personal/carer's leave to provide care or support to a member of their immediate family or household (as provided for in clause 5.4.2), then the employee must, if required by the employer, produce a doctor's certificate (where appropriate) or a statutory declaration evidencing that the leave is taken for the specified reason.
 - (e) An employee must, if practicable, give the employer:
 - (i) notice of the intention to take personal/carer's leave before taking the leave; and
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- (ii) if providing care or support, the name of the person requiring care and the person's relationship to the employee; and
 - (iii) the reason for taking the leave; and
 - (iv) the period that the employee estimates he or she will be absent; and
 - (v) if the reason for taking the leave is because an unexpected emergency has arisen, the nature of the emergency.
- (f) If it is not practicable for the employee to notify the employer of the intention to take personal/carer's leave before taking the leave, the employee must notify the employer at the first reasonable opportunity.

5.4.4 Discretionary Leave

- (a) Despite the evidence requirements set out in clause 5.4.3, employees may access up to two days of their paid personal/carer's leave (accrued in accordance with clauses 5.4 and 5.4.1) in each 12-month period from their commencement date, without the need to provide evidence in support of their absence.
- (b) In circumstances where leave accessed under this provision is to be taken during the first and/or the last week of a school term, the employee is required to provide at least 10 business days' notice to the employer. In all other cases, the employee shall provide at least five (5) business days' notice to the employer.
- (c) "Discretionary" paid personal/carer's leave can be taken as part or whole days.
- (d) The two days are available in each calendar year and are not cumulative from year to year.

5.5 Compassionate Leave

- (a) In accordance with the National Employment Standards contained in the *Fair Work Act (2009)* an Employee (other than a casual Employee) is entitled to two (2) days of paid Compassionate Leave for each occasion.
- (b) If the employee reasonably requires extra time to travel to and from a location for the purposes outlined in section 104 (Compassionate Leave) of the *Fair Work Act (2009)*, such employee may have access to one (1) additional day of paid Compassionate Leave for each occasion, provided the employee can provide to the employer evidence supporting the requirement for such extra time.

5.6 Parental Leave

Employees will be entitled to Parental Leave in accordance with the Parental Leave provisions of the National Employment Standards contained within in the *Fair Work Act 2009*.

5.6.1 Parental Leave

An Employee with at least 12 months' continuous service (*Eligible Employee*) will be entitled to 14 weeks paid Parental leave (PPL) where:

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- (a) An Eligible Employee will have had 12 months of continuous service prior to the expected

or actual date of birth of the child or in the case of adoption the placement of the child, and will have primary responsibility for providing care to the newborn child.

- (b) An Employee will not be entitled to paid Parental leave in accordance with sub-clause 5.6.1 (a) unless the adoption of the child would also satisfy the requirements of section 68 of the *Fair Work Act 2009*.

5.6.2 Paid Spousal Leave

An Employee with at least 12 months' continuous service will be entitled to ten (10) days paid Spousal leave in connection with the birth or adoption of the child.

5.6.3 The period of paid Parental leave and paid Spousal leave will be exclusive of vacation periods, in the case of teachers, provided that the entitlement to payment during vacation periods will be determined by the proportionate payment provisions contained in clause 5.2 of this Agreement.

5.6.4 The period of paid Parental leave and paid Spousal leave will be exclusive of any public holidays falling during the period of paid leave.

5.6.5 The period of Parental leave available under the *Fair Work Act 2009* and this Agreement will not be extended by reason of the provision of paid Parental leave and/or paid Spousal leave.

5.6.6 The period of paid Parental leave is not diminished by any federal government's legislative paid parental leave scheme that is implemented consistent with that legislation.

5.6.7 Paid Parental Leave at half pay

- (a) Where an employee is entitled to PPL and elects to access this entitlement at half pay, the following applies:
- (i) the employee will be entitled to double the period of leave which would otherwise be applicable;
 - (ii) the period of PPL at half pay will be paid for at half the rate which would have been applicable if the employee were not accessing PPL at half pay;
 - (iii) where an employee accesses PPL at half pay, the employee's current ordinary hours will be deemed to be halved and all leave entitlements will accrue on a pro rata basis;
 - (iv) where an employee accesses PPL at half pay and where a salary packaging agreement exists, this agreement will be honoured or renegotiated – any associated costs will be borne by the employee consistent with current salary packaging arrangements;
 - (v) a period of PPL at half pay will be inclusive of public holidays and where a public holiday falls:
 - (A) during a period of PPL at half pay; and
 - (B) on a day on which the subject employee would otherwise work, the employee will be paid for the public holiday at half the rate which would have been applicable if the employee were not accessing PPL at half pay.
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(b) The following provisions will apply to teachers who access PPL at half pay:

- (i) a period of PPL at half pay will be exclusive of school vacations;
- (ii) school vacations (except for the Christmas vacation) which are within a period of PPL at half pay will be paid for at half the rate which would have been applicable if the employee were not accessing PPL at half pay;
- (iii) school vacations (except for the Christmas vacation) which are contiguous with a period of PPL at half pay will be paid for at the rate which would have been applicable if the employee were not accessing PPL at half pay;
- (iv) Christmas Vacation

Where a teacher accesses a period of PPL at half pay which is wholly within one calendar year (as defined in sub-paragraph (e) below), that employee will be paid a sum for the Christmas vacation calculated in accordance with the following formula:

$$P = \frac{L}{W} \times S - A$$

Where:

P - is the total amount paid to the employee for the Christmas vacation;

L - is the number of weeks actually worked plus the number of weeks of PPL;

W - is the number of weeks the teacher would have worked if they had not accessed PPL;

S - is the total amount which would have been paid for the calendar year if the employee were not accessing PPL at half pay; and

A - is the total amount paid to the teacher in that calendar year prior to the Christmas vacation.

(v) for the purposes of this clause, "calendar year" will be defined as 1 January to 31 December.

(vi) where a teacher accesses a period of PPL at half pay and that period extends across two (2) calendar years (as defined in sub-paragraph (v)), that employee will be paid in accordance with this paragraph:

(A) For the Christmas vacation at the end of each calendar year the employee will be paid a sum calculated in accordance with the formula prescribed in paragraph (d).

(B) other school vacations (including, where applicable, the Christmas vacation at the beginning of a calendar year) which are within a period of PPL at half pay will be paid for at half the rate which would have been applicable if the

employee was not accessing paid parental leave at half pay.

5.6.8 PPL – Fixed Term employees

- (a) Fixed-term employees are eligible for PPL on the same basis as continuing employees.
 - (b) Notwithstanding paragraph (a) above, where the employee's contract comes to an end before the expiration of the period of PPL, the employee will be entitled to receive payment only up until the conclusion of the fixed-term contract.
 - (c) Where a fixed-term employee secures a further contract, and that further contract commences within three (3) months of the expiry of the preceding contract, any period of PPL that would have been forfeited as a result of the expiry of the preceding contract can be accessed from the date of commencement of the new contract of employment.
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5.7 Long Service Leave

- 5.7.1 The provisions of the *Industrial Relations Act 2016 (Qld)*, will apply to Employees provided that the entitlement of Employees covered by this Agreement to long service leave will be as follows:
- (a) The accrual rate will be 1.3 weeks for each year of service; and
 - (b) Upon resignation, death, retrenchment, or total and permanent incapacity a pro-rata payment of Long Service Leave will be made to the Employee where the Employee has served more than seven (7) years of continuous service.
- 5.7.2 Employees who have completed seven (7) years of continuous service may take their entitlement to Long Service Leave at a mutually convenient time for the College and Employee, with application being made in accordance with the notice periods in 5.7.6.
- 5.7.3 Any period of Long Service Leave taken by an Employee is exclusive of any public holidays or paid vacation periods (as the case may be) which may fall during the period Long Service Leave.
- 5.7.4 To be clear, this clause recognises an increase in the accrual rate of long service leave. This change in accrual rate will, for Employees covered by this Agreement have application as from 1 January 2015.
- 5.7.5 The minimum period of leave that may be taken by an employee is normally one (1) week.
- (a) In some clearly identified and demonstrated exceptional circumstances the employer may approve an application for a period less than one (1) week, but not less than one (1) day.
 - (b) Where the period of long service leave is less than a school term (nominally ten (10) weeks) that leave should normally be taken wholly within the school term period.
 - (c) Non-teaching term-time employees may access accrued long service leave during periods of unpaid leave, including school vacations.
- 5.7.6 Notice periods:
- (a) Where an employee applies to access a period of Long Service Leave of more than four (4) weeks, that employee will be required to make application with at least twenty (20) weeks' notice, prior to the proposed commencement date of the leave.
 - (b) Long Service Leave of four (4) weeks' duration or less, will require at least ten (10) weeks' notice.
 - (c) Where an employee applies to access a period of long service leave of less than one (1) week, that employee will be required to make application at least four (4) weeks prior to the proposed commencement date for the leave. In emergent circumstances, where an employee is unable to provide four (4) weeks' notice, the application will be made as
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soon as practicable.

- (d) The periods of notice in (a), (b) and (c) above may be reduced by mutual agreement between the employer and employee.

5.7.7 Employer Direction to take Long Service Leave

- (a) In the first instance an employee and employer may agree when the employee is to take Long Service Leave and this will normally occur through the employee applying, in accordance with the relevant provisions contained within subclause 5.7, to access their leave.
- (b) Subject to paragraph (c), an employer may direct an employee who has accrued long service leave after completing at least 10 years of continuous service to take a period of long service leave provided the direction:
 - (i) is to take at least one (1) full school term; and
 - (ii) gives the employee written notice of at least twenty (20) weeks.
- (c) Before directing an employee to take the leave, discussions must first occur between the employer and the employee in a genuine attempt to achieve agreement as to when such leave is to be taken.

5.7.8 Approval of Long Service Leave at discretion of employer

- (a) The parties to this agreement recognise the approval of an application for long service leave is at the discretion of the employer based on reasonable operational needs.
- (b) The employer will not unreasonably refuse an application for Long Service leave.
- (c) The employer will respond to the application within four (4) weeks from the date of lodgement of the application by the employee.

5.7.9 Long Service Leave at half pay

- (a) Accrued Long Service Leave (LSL) may be accessed at half pay. In such circumstances the employee will be entitled to double the period of leave which would otherwise be applicable.
 - (b) The period of LSL at half pay will be paid for at half the rate which would have been applicable if the employee were not accessing LSL at half pay.
 - (c) Where an employee accesses LSL at half pay that employee will accrue all leave entitlements on a pro rata basis.
 - (d) The facility to access LSL at half pay is not available to employees where the time to be taken is less than four (4) weeks.
 - (e) A period of LSL at half pay will be exclusive of public holidays. A public holiday occurring during a period of LSL at half pay, and which falls on a day on which the subject employee would otherwise work, will be paid for at half the rate which would have been
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applicable if the employee were not accessing LSL at half pay.

- (f) Where an employee on a period of LSL at half pay becomes ill during such period, the provisions of clause 5.7.9 will apply, except that the:
- (i) period of personal/carer's leave will be paid for at half the rate which would have been applicable if the employee were not accessing LSL at half pay;
 - (ii) quantum of LSL re-credited to the employee will be half that which would have been applicable if the employee were not accessing LSL at half pay; and
 - (iii) quantum of personal/carer's leave debited from the employee's personal/carer's leave account will be half that which would have been applicable if the employee were not accessing LSL at half pay.
- (g) The provisions of this clause will apply to teachers who access a period of LSL at half pay:
- (i) a period of LSL at half pay will be exclusive of school vacations;
 - (ii) school vacations (except for the Christmas vacation) which are within a period of LSL at half pay will be paid for at half the rate which would have been applicable if the employee were not accessing LSL at half pay;
 - (iii) school vacations (except for the Christmas vacation) which are contiguous with a period of LSL at half pay will be paid for at the rate which would have been applicable if the employee were not accessing LSL at half pay;
 - (iv) where a teacher accesses a period of LSL at half pay which is wholly within one calendar year (as defined in paragraph (v) below), that employee will be paid a sum for the Christmas vacation calculated in accordance with the following formula:

$$P = \frac{L}{W} \times S - A$$

Where:

- P Is the total amount paid to the employee for the Christmas vacation.
- L Is the number of weeks actually worked plus the number of weeks debited from the employees' LSL account.
- W Is the number of weeks the teacher would have worked if they had not accessed LSL.
- S Is the total amount which would have been paid for the calendar year if the employee were not accessing LSL at half pay.
- A Is the total amount paid to the teacher in that calendar year prior to the Christmas vacation.

- (v) for the purposes of this clause, "calendar year" will be defined as 1 January to 31 December; and
- (vi) where a teacher accesses a period of LSL at half pay and that period extends across two calendar years, that employee will be paid in accordance with this
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clause (clause 5.7.9 (g) (vi)). For the Christmas vacation at the end of each calendar year the employee will be paid a sum calculated in accordance with the formula prescribed in paragraph (iv). All other school vacations (including, where applicable, the Christmas vacation at the beginning of a calendar year which are within a period of LSL at half pay will be paid for at half the rate which would have been applicable if the employee were not accessing LSL at half pay.

5.7.10 *Re-crediting Long Service Leave due to illness*

Interaction between personal/carer's leave and long service leave

- (a) An employee may request to have a period of long service leave re-credited and personal/carer's leave used instead for a period of illness, whilst the employee is on long service leave.
- (b) An employee is entitled to have the period of long service leave re-credited where the period of illness, is one (1) calendar week (seven (7) days) or more and the request is accompanied by a medical certificate or other appropriate proof of the reason for the request.

When an employee has a period of long service leave re-credited (as provided in clause 5.7.8 (a) the actual period of absence from work will not normally be extended.

5.7.11 *Cashing Out Long Service Leave*

Employees who are eligible to access their accruals of long service leave (i.e. after seven (7) years' service) may apply, to the employer, in writing to "cash out" a proportion of such leave instead of taking leave. Provided that:

- (a) at least five (5) weeks must be retained at any point of time to use as long service leave;
- (b) the employee may apply to combine the cash out of some long service leave with the taking of some long service leave. In this case, the time taken in long service leave may be deducted from the minimum retained five (5) weeks leave, as prescribed in subclause 5.7.11 (a) above.

For example, thirteen (13) weeks accrued long service leave may be taken as eight (8) weeks cashed out, three (3) weeks in leave actually taken and two (2) weeks long service leave retained for another time.

- (c) the "cashing out" of long service leave may only occur once in any five (5) year period;
- (d) the notice period required to cash out some long service leave only is a minimum of four (4) weeks (or less by mutual agreement with the employer); and
- (e) the employee seeks independent financial advice prior to making application to "cash out" their long service leave.

The existing arrangements for making application for long service leave would continue in the present form.

5.8 Family and Domestic Violence Leave

5.8.1 An Employee, who is experiencing family and domestic violence, will have access to ten (10) days per year non-cumulative of paid special leave in order to address related matters including, but not limited to:

- (a) attending medical and/or counselling appointments;
- (b) sourcing alternative accommodation;
- (c) accessing legal advice;
- (d) attending legal proceedings;
- (e) organising alternative care for members of their immediate family or household;
- (f) organising alternative education arrangements for their children;
- (g) rebuilding support networks; and
- (h) other issues related to the domestic violence.

5.8.2 This leave will be in addition to existing leave entitlements and may be taken as consecutive or single days or as a fraction of a day and all reasonable requests will be approved.

5.8.3 Employees can also access existing leave entitlements for the abovementioned purposes, without the usual notice requirements.

5.8.4 It is not mandatory for the employee to have exhausted other forms of paid leave prior to accessing this special leave.

5.8.5 Supporting Another Person Experiencing Family and Domestic Violence

An Employee who supports a person experiencing family and domestic violence may use their existing personal/carer's leave to accompany the person on activities related to that personal crisis, or to mind the children of the person to enable them to undertake activities related to such significant matter.

This sub-clause applies only where an Employee supports a person who is a member of their immediate family or household.

5.9 Natural Disaster Leave

5.9.1 The employer recognises the importance of keeping the College open wherever possible during times of natural disasters and, should the College need to be closed for a time, to reopen as soon as possible.

5.9.2 Employees will assist with keeping the College open to support students, families and the community and to provide continuity of teaching/learning as far as is feasible and safe to do so. They will attend work unless prevented by circumstances described in clause 5.9.3 or are otherwise on approved leave. Subject to clause 5.9.3, employees may be asked to assist with preparing for the reopening of a damaged College.

5.9.3 An employee who is prevented from attending the College because of floods, cyclonic disturbances, severe storms, or bushfires (or any other comparable natural disaster will be granted a maximum of five (5) days per calendar year non-cumulative paid leave in the following circumstances:

- (a) when they have experienced extreme loss or trauma; or
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- (b) where the employee must, of necessity, remain at home to safeguard the employee's family or property; or
- (c) where the employee must remain at home to have temporary repairs effected, restore or replace essential belongings, complete necessary clean-up for safety or to enable occupation of residence etcetera; or
- (d) where an employee must remain at home because transport services and facilities are disrupted or discontinued due to weather or flood conditions; or
- (e) where the employee is away from their usual residence and is unavoidably delayed in returning to the College due to identified and specific disruptions to transport services and facilities; or
- (f) where the employee is required to return home before the employee's usual ceasing time to ensure personal safety, the protection of the employee's family and property or because the availability of transport services and facilities may be disrupted or discontinued due to weather or flood conditions.

5.9.4 Access to the leave as in clause 5.9.3 will be coordinated by the Principal.

5.9.5 The Principal will make every effort to clarify contact and communication procedures to be used at times of natural disaster.

5.9.6 The Principal may consider additional paid leave in exceptional circumstances or where an employee is affected by more than one (1) disaster in any year.

5.9.7 Leave for attendance at emergencies

(a) An employee who is a member of the State Emergency Service, voluntary member of a local firefighting unit, members of a Rural Fire Brigade, auxiliary of a fire brigade, honorary ambulance officer or St John ambulance volunteer will be granted paid leave when called out for emergencies, to fight local fires or where an emergency situation or state of disaster has been declared under the *Public Safety Preservation Act 1986 (Queensland)* or *the Disaster Management Act 2003 (Queensland)*.

(b) Paid leave is not available for training purposes; however unpaid leave may be granted at the employing authority's discretion.

5.10 First Nations Peoples – Cultural Leave

5.10.1 The value of First Nations Peoples' (being Aboriginals and Torres Strait Islanders) spiritualities and cultures is recognised and affirmed, and the important relationship between the people, their culture, traditional lore and country is acknowledged.

5.10.2 An employee, as defined in subclause 9, may apply for up to a maximum of ten (10) days cultural leave per calendar year, of which two (2) days will be paid and the remainder will be unpaid. Cultural leave does not accumulate from one calendar year to the next calendar year.

5.10.3 Such applications will be considered within the normal leave provisions, guidelines and application procedures.

- 5.10.4 The employer must not unreasonably refuse the leave.
- 5.10.5 In considering the employee's request for leave, the employer must consider at least the following:
- (a) the employer's capacity to reorganise work arrangements to accommodate the employee's request;
 - (b) the impact of the employee's absence on the operations of the college;
 - (c) the particular circumstances of the employee; and
 - (d) the impact of a refusal on the employee, including the employee's ability to balance his or her work and family responsibilities.
- 5.10.6 The employee must give the employer:
- (a) reasonable notice of the intention to take cultural leave before the requested date for taking the leave;
 - (b) the reason for taking the leave; and
 - (c) the period that the employee will be absent.
- 5.10.7 If it is not practicable for the employee to give the notice before taking the leave, the employee must give the employer notice of the matters in subclause 6 (b) and (c) at the first opportunity.
- 5.10.8 It is declared that leave provided under this section is a welfare measure for the purposes of the Queensland *Anti-Discrimination Act 1991*, section 104.
- 5.10.9 In this clause, an "employee" who may apply for cultural leave means an employee who is required by Aboriginal tradition or Island custom to attend an Aboriginal or Torres Strait Islander ceremony.

5.11 Community Service Leave

Community Service Leave will be provided in accordance with the Community Service Leave provisions of the National Employment Standards contained within the *Fair Work Act 2009*, provided that an Employee other than a casual Employee who is called up for jury service will be entitled to payment as prescribed by the National Employment Standard, but such payment will not be restricted to the first 10 days of absence.

5.12 Defence Reserve Service

- 5.12.1 The Employer acknowledges its responsibilities under the *Defence Reserve Service (Protection) Act 2001*, in releasing Reservists when they are called for service and for any training to prepare for that service.
- 5.12.2 Furthermore, in administering leave, the Employer may request written notification of the Australian Defence Force (ADF) Reserve service for the leave being applied for.
- The ADF has a standardised form called an "AE 380, Tri-Service Notice of ADF Reserve Service", which is used by the Navy, Army and Air Force. The form is in two parts, the first part provides the details of the intended ADF Reserve service while the second part provides confirmation that the ADF Reserve service was completed.
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5.12.3 Employees seeking release to undertake Reserve Service should apply for leave in a timely fashion and provide the aforementioned form in support of their application.”

5.13 Public holidays

5.13.1 An Employee (other than a casual Employee) who would ordinarily be required to work on a part-day or day on which a public holiday falls is entitled to full pay for the time the Employee would ordinarily have been required to perform work on that day.

5.13.2 All work done by any Employee on:

- the 1st January;
- the 26th January;
- Good Friday;
- Easter Saturday (the day after Good Friday);
- Easter Monday;
- the 25th April (Anzac Day);
- the Birthday of the Sovereign;
- Labour Day;
- Christmas Day;
- Boxing Day; or
- any day appointed under the *Holidays Act 1983*, to be kept in place of any such holiday will be paid for at the rate of double time and a-half with a minimum of 4 hours.

5.13.3 Substitution of public holidays

(a) By agreement between the Employer and an individual Employee, an alternative day may be taken as a public holiday instead of any of the days specified in clause 5.10.2 above. The agreement will be recorded in writing and made available to every affected Employee.

(b) Where substitution is agreed, the substituted day will be the public holiday for all purposes of this Agreement.

5.13.4 Double time and a-half

For the purposes of clause 5.13, where the rate of wages is a weekly rate, "double time and a-half" means one and one-half days wages in addition to the prescribed weekly rate, or pro rata if there is more or less than a day.

5.13.5 Annual show

All work done by an Employee in a district specified from time to time by the Minister by notification published in the Industrial Gazette or the day appointed under the *Holidays Act 1983* (Qld), to be kept a holiday in relation to the annual agricultural, horticultural or industrial show held at the principal city or town, as specified in such notification, of such district will be paid for at the rate of double time and a-half with a minimum of 4 hours.

5.13.6 Notwithstanding any other provision of clause 5.13 when an Employee works on a public holiday such Employee will be paid at the rate prescribed by clause 5.13 for the particular holiday or by agreement between the Employee and the Employer may be paid at the ordinary rate and given a day off in lieu thereof within 28 days of the holiday occurring:

Provided that if an Employee subsequently works on the day in lieu of the deferred public holiday, such Employee will be paid in accordance with the other provisions of clause 5.13.2.

5.14 Incidental and peripheral tasks

- 5.14.1 The Employer may direct an Employee to carry out such duties as are reasonably within the limits of the Employee's skill, competence and training.
- 5.14.2 The Employer may direct an Employee to carry out such duties and use such tools and equipment as may be required provided that the Employee has been properly trained in the use of such tools and equipment (where relevant).
- 5.14.3 Any direction issued by the Employer pursuant to clauses 5.14.1 and 5.14.2 will be consistent with the Employer's responsibilities to provide a safe and healthy working environment.

5.15 Professional Development

The parties are committed to enhancing the skills of all Employee through the provision of both internal and external professional development and training, within the school's resource capacity and linked to:

- (a) the goals of the College and its wider needs;
- (b) the personal goals of Employees as related to their work; and
- (c) the appropriateness to the Employee.

5.16 Position Descriptions

The Parties are committed to developing position descriptions where not currently existing, for all Employees as appropriate to the College. This development will be by a process of consultation with each relevant Employee or group of Employees as appropriate.

These are to take into account the following issues where appropriate:

- (a) classification of current positions;
- (b) consultation regarding future position changes;
- (c) acknowledgment of current flexibility in positions of all Employees.

5.17 Induction

- 5.17.1 The Parties agree to develop and implement an agreed induction program for all new staff. Such an induction program will include:

- (a) Provision of a position statement;
 - (b) Provision of a letter of appointment;
 - (c) Identification of lines of support;
 - (d) Provision of material relevant to the ethos and mission of the School;
 - (e) Provision of documents relevant to the School, policy and procedures. e.g. discipline policies, School sport;
 - (f) Provision of information documents relating to superannuation etc.;
 - (g) Provision of information documents relating to Union coverage and benefits.
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5.17.2 In addition to the general induction arrangements contained in this provision, the College will, on a case-by-case basis, consider implementation of an induction program for beginning teachers.

5.18 Efficient and Economical Use of Resources

The Parties agree to continually institute practices which will reduce school operating costs such as:

- (a) photocopy costs, use of paper;
- (b) cleaning costs, including monitoring the tidiness of classrooms, blackboards and desks;
- (c) energy usage, including use of air conditioning ensuring the most effective use.

5.19 Discrimination

5.19.1 It is the intention of the parties to this Agreement to prevent and eliminate discrimination as defined by the *Anti-Discrimination Act 1991 (Qld)* and the *Fair Work Act 2009* as amended from time to time.

5.19.2 Accordingly, in fulfilling their obligations to this Agreement the parties will take reasonable steps to ensure that neither the Agreement provisions nor their operation are directly or indirectly discriminatory in their effects.

5.19.3 Nothing in this clause is to be taken to affect:

- (a) any different treatment (or treatment having different outcomes) which is specifically exempted under legislation; or
- (b) an Employee or Employer pursuing matters of discrimination, including by application to the Human Rights and Equal Opportunity Commission or the Anti-discrimination Commission Queensland.

5.20 Workplace Health & Safety

The parties are committed to the implementation of practices consistent with the provisions of the *Work, Health and Safety Act 2011 (Qld)* or any replacement legislation in order to ensure a safe and health work environment for Employees, students, contractors and visitors.

5.21 Complaints Against Employees

5.21.1 The parties recognise that schools are a partnership between the College, staff, students and parents, and from time to time these parties may have grievances with each other.

5.21.2 In dealing with any complaints, it is essential that concerns are addressed in an objective and sensitive manner which gives due consideration to the reputation and dignity of the persons concerned, and that any staff member who is subject to a complaint must be afforded the principles of natural justice within a fair and transparent process.

5.21.3 Should an initial Employer investigation into a complaint identify a need for formal discussion or correspondence with a staff member, the following protocols will be observed:

5.21.4 The Employee will receive written notification of the nature of the complaint. Such notification will include sufficient detail so as to enable the Employee to provide a response.

- 5.21.5 The Employee will receive an appropriate and reasonable timeframe in which to consider any complaint and formulate their response.
- 5.21.6 Where there are meetings of the Employee concerned with the principal, parents/students or other staff, the Employee will be advised in writing of the purpose of the meeting and who will be in attendance. The Employee is entitled to be accompanied by support (which may be a union representative).
- 5.21.7 The provisions of this clause will not apply to child protection matters or allegations of sexual, physical or emotional abuse.

5.22 Performance Appraisal Process

- 5.22.1 The College and the employees acknowledge that appraisal forms an integral part of the process of continuous improvement.
- 5.22.2 Both teaching and non-teaching staff will participate in a brief annual formative review and regular performance appraisal process which links the requirements of current duties to professional development needs and provide opportunities for employees to identify strengths and opportunities, set goals and identify training opportunities as required.
- 5.22.3 Employees may request their position description and management line will be reviewed as part of the employee's annual review where there are any perceived changes.
- 5.22.4 The appraisal system will be in accordance with Schedule 3 – Performance Appraisal Principles and separate from any Performance Management Process or the Disputes Resolution process in Clause 2.2.

5.23 Superannuation

- 5.23.1 Employees are entitled to superannuation in accordance with the relevant Commonwealth legislation and will be offered a choice of the complying superannuation funds in accordance with the relevant legislation.
 - 5.23.2 The Employer will pay into the relevant superannuation fund, the amount prescribed by legislation from time to time into the fund of choice, provided that where an Employee has not exercised the choice of fund, in accordance with this provision, within 28 days of commencing employment, the Employer will make the superannuation contributions to one of the following funds, or its successor:
 - (a) Australian Retirement Trust; or
 - (b) NGS Super.
 - 5.23.3 Where the Employee chooses a complying self-managed superannuation fund and the costs of administration are demonstrably higher than would otherwise be the case, such costs will be the responsibility of the Employee.
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5.24 Right to disconnect

5.24.1 In accordance with this clause and the protocols developed pursuant to subclause 3, an employee has a right to:

- (a) Refuse to monitor, read or respond to contact, or attempted contact from the employer, outside of the designated span of hours, unless the refusal is unreasonable; and
- (b) Choose not to respond to, or engage with, work related electronic communications including emails, text messages, telephone calls, messages, video calls or sending or reviewing other messages, outside of the designated span of hours, unless the failure to respond is unreasonable.

5.24.2 Subject to sub-clause 3, generally, an employee's refusal or their failure to respond to matters outlined in sub-clause 1 will be unreasonable if the contact or attempted contact is required under a law of the Commonwealth, a State or a Territory.

5.24.3 The employer will develop protocols to implement a right to disconnect through consultation with staff and the protocols will include:

- (a) A designated span of hours when employees may be expected to respond;
- (b) A response time to "out of hours" contact to the next designated hours considering weekends, leave, other non-working days (including those of part-time employees), vacation periods and holidays; and
- (c) The circumstances in which employees can be required to connect and/or respond outside of the designated span of hours, such as:
 - (i) public emergencies;
 - (ii) critical incidents;
 - (iii) receiving information about expectations for the start of school terms or return from leave;
 - (iv) potential harm to others may otherwise result; or
 - (v) may be necessary to comply with legal obligations.

5.24.4 The employer must advise students, parents and the school community of the employees' right to disconnect consistent with this clause and the protocols developed in subclause 3.

5.24.5 An employee cannot be subject to disciplinary action if the employee exercises the right to disconnect in accordance with this clause and the protocols developed in subclause 3.

5.24.6 This clause is subject to other:

- (a) clauses in this Agreement; and
- (b) reasonable requirements within the context of the employment relationship

that require an employee to provide any notification or otherwise communicate with an employer.

Example 1 – An employee has an obligation to notify an employer when accessing personal/carer’s leave in accordance with clause 5.4 of this Agreement.

Example 2 – An employee can be requested and reasonably required to communicate and provide medical information or attend a medical examination when on personal/carer’s leave to enable an employer to consider a safe return to work, plan for the employee’s further absence or review the capacity of the employee.

5.25 Delegate rights

Clause 25 provides for the exercise of the rights of workplace delegates set out in section 350C of the *Fair Work Act 2009 (Cth)*.

5.25.1 For the purposes of this clause (**clause 5.25 – Delegate Rights**), the following definitions apply:

- (a) **‘Union delegate’** is a person appointed or elected, in accordance with the rules of an **employee** organisation, to be a delegate or representative (however described) for members of the organisation who work in a particular enterprise.
- (b) **‘Employee organisation’** has meaning given by [section 12](#) of the Act.
- (c) **‘Enterprise’** has meaning given by [section 12](#) of the Act.
- (d) **‘Eligible workers’** means members and persons eligible to be members of the workplace delegate’s organisation who work in a particular enterprise.

5.25.2 Notice

- (a) Before exercising entitlements under this clause, a employee organisation must give the employer written notice of the union delegates appointment or election as a union delegate. If requested, the employee organisation must provide the employer with evidence that would satisfy a reasonable person of the union delegates appointment or election.
- (b) Where a union delegate ceases to be a union delegate the employee organisation must give written notice to the employer within 14 days.

5.25.3 Union delegates are protected by [section 350A](#) of the Act. A union delegate, under this clause, must:

- (a) comply with their duties and obligations as an employee;
- (b) comply with the reasonable policies and procedures of the employer, including reasonable codes of conduct and requirements in relation to occupational health and safety and acceptable use of ICT resources;
- (c) not hinder, obstruct or prevent the normal performance of work; and
- (d) not hinder, obstruct or prevent eligible employees exercising their rights to freedom of association.

5.25.4 A union delegate is entitled to:

- (a) represent the industrial interests of eligible workers, including any industrial matter during their ordinary hours of work. This entitlement does not impinge on an employee's right to choose their own representative in accordance with the provisions of this Agreement.
- (b) a reasonable opportunity to communicate and consult with eligible workers on industrial and collective bargaining issues within their ordinary hours of work or work breaks or before/after work.
- (c) meet with eligible workers for no less than thirty (30) minutes per term to discuss relevant professional and/or industrial matters/issues. The timing of such a meeting(s) will be agreed in consultation with the relevant union delegate at the workplace and the Principal.
- (d) up to three (3) paid leave days (non-cumulative) in the first year of appointment; up to two (2) paid leave days (non-cumulative) in the second year of appointment; up to two (2) paid leave days (non-cumulative) in the third year of appointment; and one (1) day paid leave (non-cumulative) in subsequent years while acting in the capacity of an elected union delegate. Such paid leave will be provided during the delegate's ordinary hours of work to undertake approved union delegate training.

Such training will be notified by the employee organisation with not less than five (5) weeks' written notice, which may include the dates, subject matter, the daily start and finish times of the training, and the name of the training provider. A shorter notice period may be given by mutual agreement.

- (e) have reasonable access to workplace facilities and/or equipment for the purposes of carrying out their union delegate responsibilities.

5.25.5 For the purposes of clause 5.25.4(d):

- (a) in each year, the employer is not required to provide access to paid time for training to more than one workplace delegate per 50 eligible employees. This limit will apply to each campus as a separate entity.
- (b) where a campus has fewer than 50 eligible employees, one delegate will be able to access paid training.
- (c) payment for a day of paid time during normal working hours is payment of the amount the union delegate would have been paid for the hours the union delegate would have been rostered or required to work on that day if the union delegate had not been absent from work to attend the training.

For the avoidance of doubt, paid time for union delegate training is made for the following categories of employees:

- (i) full-time; or
 - (ii) part-time employees; or
 - (iii) regular casual employee.
- (e) the union delegate must provide the employer with an outline of the training content, if requested by the employer.
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- (f) the employer must advise the union delegate and/or an employee organisation not less than two (2) weeks from the day on which the training is scheduled to commence, whether the union delegates access to paid time during normal working hours to attend the training has been approved. Such approval must not be unreasonably withheld.
- (g) the union delegate and/or an employee organisation must, within seven (7) days after the day on which the training ends, provide the employer with evidence that would satisfy a reasonable person of their attendance at the training.

5.25.6 For the purposes of clause 5.25.4(e):

- (a) Reasonable access to workplace facilities and/or equipment is:
 - (i) a room or area to hold discussions that is fit for purpose, private and accessible by the workplace delegate and eligible employees;
 - (ii) a physical or electronic noticeboard;
 - (iii) electronic means of communication ordinarily used in the workplace by the employer to communicate with eligible employees and by eligible employees to communicate with each other, including access to Wi-Fi;
 - (iv) a lockable filing cabinet or other secure document storage area; and
 - (v) office facilities and equipment including printers, scanners and photocopiers.
- (b) Otherwise, in determining what is reasonable regard must be had to the following:
 - (i) the size and nature of the enterprise; and
 - (ii) the resources of the enterprise;
 - (iii) the facilities available at the enterprise; and
 - (iv) the practicality of providing access to a facility at the time or in the manner it is sort due to operational requirements.

PART 6. CONDITIONS SPECIFIC TO TEACHING STAFF

6.1 Employment Categories

6.1.1 Teachers covered by the Agreement will be advised in writing of their employment category upon appointment.

Employment categories are:

- (a) Full-time;
 - (b) part-time (as prescribed in clause 6.2);
 - (c) job share (as prescribed in clause 6.3);
 - (d) casual (as prescribed in clause 6.4); or
 - (e) fixed term (as prescribed in clause 6.5)
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6.2 Part-time

- 6.2.1 The status and rate of payment of a part-time teacher as set out hereunder will be determined by the College at the point of engagement.
- 6.2.2 The rate of payment for part-time teachers will be calculated by dividing the fortnightly rate of prescribed salary for a teacher of equivalent teaching experience and academic qualification by a Part-time teacher so employed will accrue a pro rata entitlement to personal/carer's leave and vacation period based on the average weekly hours of employment.
- 6.2.3 A part-time teacher in the secondary College will be allowed time for corrections, assessments or evaluations at the College not less than at the rate of one hour for every five hours of teaching time. This time will be paid at the appropriate part-time rate.
- 6.2.4 No part-time teacher will be employed by the College for more than an aggregate of nineteen hours of actual teaching per week.
- 6.2.5 Notwithstanding the above, a part-time teacher fulfilling the role of specialist teacher or senior administration relief in the primary school may be employed for an aggregate of 22 hours per week.
- 6.2.6. A part-time teacher will be deemed to have completed a year of service, for the purpose of this clause and this clause only when the aggregate amount of time paid in respect of work performed is 1200 hours.
- 6.2.7 Payment will also be made at the prescribed rate to a part-time teacher whose class or classes are not available unless notice of the unavailability of such classes has been given to the part-time teacher on the preceding school day.

6.3 Job share

- 6.3.1 "Job share" is defined as a mode of employment where the (duties, responsibilities and benefits of an employment classification contained in this Agreement is shared between 2 Employees.
- 6.3.2 A request may be made by an existing Employee to share the position the Employee is currently holding. The request must be made to the College and must identify the proposed division of the position. If the request is accepted by the College:
- (a) The parties to the proposal must negotiate a mutually suitable division of the work, and;
 - (b) The residual position must be advertised.
- 6.3.3 A position subject to the job share arrangements as prescribed by this clause is not regarded as a fixed term arrangement but rather continues for an indefinite period.
- 6.3.4 The salaries paid to job share participants will be in accordance with the wages prescribed in Schedule 1, based on the percentage division of the work.
- 6.3.5 Employees subject to the job share arrangement prescribed by this clause will be entitled to pro rata benefits of such leave, vacation periods, public holidays and all other accrued benefits to full- time Employees based on the percentage division of the work.
- 6.3.6 If a participating Employee is unable to attend for Duty because of illness, the other participant may be offered the day(s) work by the College. If the offer is accepted by the participant, the Employee may be paid as either a part-time or a casual Employee as prescribed by clauses 6.2.2 or 6.4 of this Agreement.
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- 6.3.7 Should either participating Employee leave the employment of the College, the remaining Employee may be offered the residue of employment. If this offer is not accepted by the remaining participant, the provisions of clause 6.3.2 will be followed.
- 6.3.8 The number of job share positions offered by the College will not exceed one to 7 or fraction of 7 full-time Employees employed by the College.

6.4 Casual

- 6.4.1 A casual Teacher will be employed on an intermittent basis to relieve a Teacher absent from Duty or to meet a short-term staffing need.
- 6.4.2 A casual Teacher will be employed for a minimum period of half a day and a maximum period of 5 days of teaching in respect of anyone engagement. There will be a minimum payment of half a day so employed.
- 6.4.3 The rate of payment for a casual teacher will be calculated by dividing the fortnightly rate prescribed for a teacher of equivalent teaching experience and qualifications by 60 and adding thereto a casual loading of 25%. A casual teacher will not be entitled to payments for statutory holidays, school vacation periods or days absent from duty because of illness or any other reason.
- 6.4.4 Casual Teachers in the Secondary College will be paid for preparation and correction time in accordance with clause 6.2.4, i.e. 1 hour for every 5 hours of teaching time. Casual Teachers will not receive such payment in respect of the first 2 days of any one engagement.
- 6.4.5 The provisions of clause 6.2.6 relating to salary increments will apply.

6.5 Fixed Term Employment

- 6.5.1 "Fixed Term Appointee" is defined as a Teacher appointed by the College to accommodate an identifiable short-term need. Without limiting the application of the foregoing, an identifiable short-term need could include:
- (a) Special projects;
 - (b) Proposed closure of the school'
 - (c) Special Government grants;
 - (d) Filling the position of a specified Employee who is on nominated leave from the College;
 - (e) Filling the position of an Employee arising from a resignation, where such position is declared vacant and no suitable permanent Employee is available;
- 6.5.2 Fixed term appointees will be employed for a period no greater than twelve (12) months and will not be regarded as probationary Teachers. Provided that if the identifiable short-term need exists after the 12-month period, the fixed term appointment may be re-negotiated.
- 6.5.3 Any agreement reached between the Employer and an Employee as prescribed by this clause will be in writing and signed by both parties, and will clearly identify the terms, conditions and specific duration of the appointment.
- 6.5.4 Fixed term appointees will be paid salary in accordance with the scale of salaries prescribed in
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Schedule 1.

6.6 Salaries

The scale of minimum salaries as contained in Schedule 1 will apply.

6.6.1 Permission to Teach

- (a) From the date of a successful ballot of the Agreement, an additional level will be included in the Teacher Classification Salary Scale.
- (b) This additional level will be referred to as Band 1 and will be inserted into the classification scale immediately before the current Band 2. The new Band 1 will contain two steps.
- (c) From the date of a successful ballot of the Agreement, any new employee employed by the College with a Permission to Teach qualification will be appointed at Band 1 Step 1. Such employee may progress to Band 1 Step 2 subject to clause 6.7 of this Agreement.
- (d) An employee appointed to Band 1 can only progress to Band 2 once they receive their full Queensland College of Teachers registration.
- (e) Employees employed prior to the date of a successful ballot of the Agreement and who hold a Permission to Teach qualification, will remain at Band 2 and will not be moved back to Band 1 because of the implementation of this new level of the teacher classification scale.

6.6.2 Qualified Teacher

- (a) A 4 Year trained Teacher will be appointed at Band 2 Step 1.
- (b) A Teacher admitted to the service as a 4 Year trained Teacher who has an Approved bachelor's degree with first- and second-degree honours from a recognised University plus one Year of Teacher education or 2 Approved degrees from a recognised university plus one Year of Teacher education will commence on the salary prescribed for Band 2 Step 2.

6.7 Salary increments

Subject to satisfactory conduct, diligence, and efficiency, a Teacher will receive annual increments in salary according to the scale of salaries applicable until the Teacher receives the maximum salary for which the Teacher is eligible under this Agreement.

From the date of a successful ballot for this Agreement, a new Teacher Classification scale will apply. Schedule 2 shows the new classification scale and identifies how teachers will progress.

6.8 Hours of Duty – Teachers

6.8.1 The programmed hours of duty shall be up to 30.5 hours per week on average, made up of:

- (a) Contact time;
- (b) Planning, preparation and correction time (PPCT); and
- (c) Other duties.

6.8.2 Contact Time

- (a) The maximum contact time will be:
 - (i) Secondary: 22 hours and 10 minutes a week.
 - (ii) Primary: 22 hours and 40 minutes a week.
- (b) Contact time includes programmed teaching and programmed sport.
- (c) In the event that a teacher has less than the maximum contact time in a timetable cycle (cycle), the College may ask teachers to supervise covers.
- (d) For the avoidance of doubt, a teacher's programmed contact time and covers will not exceed the maximum contact time per cycle.
- (e) Contact time used for covers may not be accrued beyond the cycle and used at a later date.

6.8.3 The minimum PPCT will be as follows:

- (a) Secondary: 20% of actual contact time
- (b) Primary: 2 hours 30 minutes

6.8.4 The main function of designated PPCT as set out in 6.8.3 above shall be to undertake necessary planning (including group planning) and preparation to effectively carry out the role as a teacher.

6.8.5 PPCT shall normally be provided in blocks of time not less than 30 minutes or full periods.

6.8.6 Where the minimum amounts of PPCT prescribed in clause 6.8.3 is unable to be accessed due to planned school activities, timely consultation will occur at the school level to make alternative arrangements with the teacher for the replacement of such time within the school term.

6.8.7 Where the minimum PPCT entitlement cannot be provided to a primary teacher due to the absence of a relieving teacher, the parties will endeavour to identify alternative arrangements for the release time within the school term.

6.8.8 The balance of the programmed hours will be made up of other duties, including morning tea breaks, of 10 minutes duration each day or a minimum of 50 minutes per week and the following:

- (a) devotions/prayers;
 - (b) playground and bus duty;
 - (c) staff meetings, grade level and curriculum meetings and assemblies;
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- (d) extra-curricular and academic support activities;
- (e) parent-teacher meetings/evenings;
- (f) sport supervision and training;
- (g) activities;
- (h) roll call; and
- (i) other duties as directed by the Principal.

6.8.9 Teachers will be entitled to an unpaid meal break of at least thirty (30) continuous minutes per day, provided that where supervision or other duties are directed within the normal timetabled meal break the following minimum arrangements will apply:

- (a) all teachers will receive a minimum continuous break of twenty (20) minutes per day; and
- (b) the total period for meal breaks in no less than 150 minutes for each teacher for each week.

6.8.10 Professional Development – In addition to the hours' requirements set out above, four (4) student free days are reserved for professional development of teachers. The Principal of the College may schedule additional professional development for some or all teachers within normal hours or by agreement with the staff concerned.

6.8.11 In addition to other commitments to the College, it is expected that teachers may be directed/requested to participate in other functions related to College activities outside scheduled hours of duty. Such activities will not exceed the equivalent of 3 hours per term or 12 hours per annum and will be detailed in a timetable provided at the commencement of each College year. Any participation in functions beyond the limits of this provision will be honorary and voluntary.

6.9 Community Teachers

6.9.1 A community teacher is a person appointed as such by the College who is under the general supervision of a registered teacher or has authorisation of the College of Teachers to instruct students and is required to deliver an educational program, assess student participation in an educational program, administer an educational program and perform other duties incidental to the delivery of the educational program, in relation to Arabic, cultural and/or Islamic studies at the College.

6.9.2 The remuneration of the position of Community Teacher will be in accordance with the scale in Schedule 1.

6.9.3 Conditions of employment will otherwise be similar to those applicable to teachers under the terms of the Agreement.

6.10 Senior Teacher and Experienced Senior Teacher

Employees and the College acknowledge the classification levels outlined in this clause carry an expectation of teaching excellence and contribute to the distinctive life of the College through the enhancement and enrichment of the opportunities provided for students.

A teacher appointed to the Senior Teacher and/or Experienced Senior Teacher classifications will be required to maintain proficiency in accordance with the Australian Institute for Teaching and School Leadership (AITSL) standards.

There is also a shared expectation that teachers appointed to the Experienced Senior Teacher classification levels will provide leadership in curriculum implementation, resource development, the enhancement of student learning and positively contribute to the support and professional development of other teachers.

- 6.10.1 A teacher (other than a casual teacher) will be eligible to access the Senior Teacher classification, provided that the teacher has completed three (3) years of full-time equivalent service on Band 3 Step 4. After 1 July 2026, eligibility for access to the Senior Teacher classification will be determined by clause 6.10.2 below.
- 6.10.2 From the first full pay period on or after 1 July 2026, a teacher (other than a casual teacher) will be eligible to access the Senior Teacher classification, provided that the teacher has completed one (1) year of full-time equivalent satisfactory service on Band 3 Step 4.
- 6.10.3 For part-time teachers, a completed year of service for this clause is deemed to be the same as provided for in clause 6.2.6 of this Agreement (namely, the performance of an aggregate of 1200 hours of paid work).
- 6.10.4 For the purpose of this clause (clause 6.10), all relevant service with the College or another employer will be recognised.
- 6.10.5 From the first full pay period on or after the commencement of this agreement, the senior teacher fortnightly wage rate will be increased to match the fortnightly wage rate received by senior teachers employed by Education Queensland.
- 6.10.6 The term "satisfactory service", for the purposes of this clause (clause 6.10 and associated subclauses) will mean the employee's overall work performance has been determined by the College to be satisfactory, at the end of the Performance Development Review, during the entirety of the qualifying period for Senior Teacher or Experienced Senior Teacher.

6.10.7 Experienced Senior Teacher – Level 1

- (a) From the first full pay period on or after 1 July 2027, the classification of Experienced Senior Teacher 1 will be available to any teacher with two (2) years of full-time equivalent satisfactory service (refer to sub-clause 6.10.6) as a Senior Teacher, provided the requirement set out in sub-clause 6.10.7(b) are satisfied.
- (b) An Experienced Senior Teacher 1 will be required to undertake additional responsibilities including mentoring and/or special projects. The additional responsibilities referred to above is not an exhaustive list. Such additional responsibilities will be determined by the principal, after a process of consultation between the employee and the principal has been undertaken.
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- (c) A teacher may elect not to progress to, or to revert from, the Experienced Senior Teacher 1 classification and remain at Senior Teacher where they indicate that they are unwilling or unable to meet the expectations in clause 6.10.
- (d) Where, in consultation with the teacher and their line managers, the principal determines that the expectations of the Experienced Senior Teacher 1 classification are not being upheld, the principal may reclassify the teacher to Senior Teacher. The process outlined in 6.10.10(b) below will apply.

6.10.8 Experienced Senior Teacher – Level 2

- (a) From the first full pay period on or after 1 December 2029, the classification of Experienced Senior Teacher 2 will be available to any teacher with three (3) years of full-time equivalent satisfactory service (refer to sub-clause 6.10.6) as an Experienced Senior Teacher 1, provided the requirement set out in sub-clause 6.10.8(b) is satisfied.
- (b) An Experienced Senior Teacher 2 will be required to undertake additional responsibilities including mentoring and/or special projects. The additional responsibilities referred to above is not an exhaustive list. Such additional responsibilities will be determined by the principal, after a process of consultation between the employee and the principal has been undertaken.
- (c) A teacher may elect not to progress to, or to revert from, the Experienced Senior Teacher 2 classification and remain at Senior Teacher where they indicate that they are unwilling or unable to meet the expectations in clause 6.10.
- (d) Where, in consultation with the teacher and their line managers, the principal determines that the expectations of the Experienced Senior Teacher 2 classification are not being upheld, the principal may reclassify the teacher to Senior Teacher. The process outlined in subclause 6.10.10(b) below will apply.
- (e) Where a teacher is appointed to the Experienced Senior Teacher 2 level in accordance with sub-clause 6.10.8(a), the teacher will be entitled to receive – from the first full pay period after their appointment - the same fortnightly wage rate as an Experienced Senior Teacher 2 employed by Education Queensland.

6.10.9 Eligibility for newly appointed employees to access Senior Teacher or Experienced Senior Teacher

Newly appointed teachers from other education authorities (e.g. interstate or other sectors) who meet all the following criteria will be eligible to access Senior Teacher or Experienced Senior Teacher:

- (a) relevant satisfactory service in accordance with this clause (clause 6.10 and associated subclauses) with a recognised employing authority;
 - (b) Experienced Senior Teacher only: Agree to undertake additional responsibilities as determined by the principal in accordance with sub-clauses 6.10.7(b) or 6.10.8(b);
 - (c) the application and performance are verified in writing by the school principal or relevant recognised employing authority in the other education jurisdiction;
 - (d) the application and performance information is verified by a principal (or nominee) of the College to confirm the teacher meets the requirements of the Senior Teacher or Experienced Senior Teacher classification level.
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6.10.10 Tenure

- (a) A teacher's Experienced Senior Teacher 1 or 2 classification may cease if the teacher has failed to demonstrate the expectations in clause 6.10 and/or subclauses 6.10.7(b) or 6.10.8(b).
- (b) In the event that either of the circumstances in subclauses 6.10.7(d), 6.10.8(d) or 6.10.10(a) of this agreement apply, the teacher will be provided with an opportunity to provide an explanation before a decision is made that the Experienced Senior Teacher 1 or 2 should lapse. In the event that the teacher does not provide an explanation which is to the satisfaction of the principal, or the teacher fails to rectify the situation after being given an opportunity to do so, the teacher will revert to the Senior Teacher classification and will be reconsidered for the Experienced Senior Teacher classification after a 12-month period.
- (c) Where an Experienced Senior Teacher has reverted back to the Senior Teacher classification (as provided for in 6.10.10(b)), and has been approved by the principal to return to the Experienced Senior Teacher classification after a 12 month period has elapsed since reversion to Senior Teacher, such teacher will be classified at the same Experienced Senior Teacher level (1 or 2) they were on immediately prior to reverting to Senior Teacher.

6.11 Allowances

6.11.1 Moderation allowance

- (a) A Teacher who performs moderation duties and is responsible to a district moderation meeting for the assessment of a subject (or subject area) for years 10, 11 or 12 will be paid an allowance as set out in Schedule 1 to this Agreement.
- (b) The allowances prescribed by clause 6.11.1(a) will not be paid to a Teacher who is in receipt of an Assistant Head or Middle Leader/Coordinator allowance as prescribed by clause 6.11.2 or to a Teacher who is excluded by the provisions of this Agreement.

6.11.2 Assistant Head and Middle Leader/Coordinator Allowance

This provision applies to a teacher appointed to carry out additional responsibilities as described.

- (a) Eligibility
 - (i) A leadership allowance will be paid to a teacher appointed as a Assistant Head or Middle Leader/Coordinator where the Employer requires the performance of administrative, pastoral care and/or educational leadership duties additional to those usually required of teachers by the Employer or otherwise provided for in this Agreement, e.g. Moderation.
 - (ii) an allowance is linked to a position of leadership (Assistant Head or Middle Leader/Coordinator) rather than tied to an individual Employee.
 - (iii) The Principal of the College determines who holds a position that is eligible for a leadership allowance.
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(b) Notification

- (i) The Principal will provide written advice to an Employee in the receipt of an allowance of the position, its tenure, the duties required and the allowance to be paid.
 - (ii) The Principal will advise the Employee of the level of allowance to be paid in accordance with the scale as shown in Schedule 1 of this Agreement.
- (c) This provision does not pertain to positions that would be considered to be in the nature of a Deputy Principal positions which would not be covered by this Agreement.

6.12 Class Sizes

6.12.1 The Employer and Employees recognise that class size has implications for the work of teachers and as such pertains to the employment relationship.

6.12.2 The Employer and Employees acknowledge that the achievement of educational outcomes for students is influenced by a wide range of factors including student ability, educational programs, pedagogy, resources, time on task, the quality of classroom interactions and relationships and parental attitudes and support. Over the life of the Agreement the Employer will continue to develop and implement strategies that support teachers with the provision of quality educational programs and sound teaching practices so as to provide students with opportunities to achieve optimal educational outcomes.

With this in mind, the employer will continue to consider class staffing and resourcing levels when allocating classes to teachers. The employer will endeavour to achieve class sizes that are balanced with overall school resourcing and budgetary constraints. The school enrolment patterns and demographic trends will also inform decisions about class sizes and resource allocation.

6.12.3 The Employer will make every effort to keep class sizes balanced, taking into account college resourcing and budgetary constraints. In the event that class sizes increase, the Head of College will consult with the classroom teacher through their immediate supervisor, on matters that related to appropriate supports and assistance. This consultation will consider the variables outlined in clause 6.12.4.

6.12.4 The employer will consider:

- (a) individual staff preferences, expertise and experience in their allocation of classes;
 - (b) the staffing and resource needs for classes that have a high proportion of students who have definite challenges to their learning because of:
 - (i) socio-economic background;
 - (ii) learning capabilities, including students with identified learning needs;
 - (iii) linguistic background;
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- (iv) cultural background;
 - (c) class size data when making allocations of teachers to classes.
 - (d) making adjustments as appropriate, to address duty of care and Workplace Health and Safety matters; and
 - (e) the particular circumstances, staffing and resource requirements where multi-age, composite and practical classes operate so that appropriate support is provided.
- 6.12.5 Where there is the possibility of increased class sizes, the class arrangements will be the subject of a timely and consultative process with staff affected as soon as the issue becomes apparent and in accordance with the consultative principles contained in this Agreement to establish appropriate measures to ameliorate any identified negative impact on student learning and/or teacher workload.
- 6.12.6 The final decision about class sizes and the allocation of classes to teachers is the responsibility of the Principal.

6.13 Camps

- 6.13.1 It is understood between the parties that attendances at camps by teachers is both honorary and voluntary. However, where the teacher contributes to the planning of the camp or where overnight attendance occurs, consideration will be given to time release and notified to the teacher prior to the teacher planning or attending the camp.
- 6.13.2 The parties acknowledge that the school may compensate teachers directed to attend school camps in a variety of ways.
- 6.13.3 Where a teacher is directed to attend a school camp in excess of hours of duty requirements, compensation for directed attendance at the camp will be negotiated as mutually agreed between the school and the teacher prior to the teacher going on camp. If mutual agreement as to compensation cannot be reached, then the teacher will not be required to attend the camp.

6.14 Replacement Teaching Provision

The College agrees that when a teacher is absent from work due to the accessing of leave, they will be replaced by an external supply teacher for the duration of their absence. This clause will not apply where the absence is less than five (5) hours, or if replacements can be achieved via 'in lieu' arrangements for teachers who receive more than the minimum preparation and correction.

Where an appropriate supply teacher is not available the College will take into consideration the curriculum responsibility of teachers with the avoidance of excessive class sizes, as per Clause 6.12.

6.15 Definitions

- (a) "Approved" used in relation to course, diploma, degree, or university, means a Course, diploma, degree or university acceptable to or recognised by the Queensland College of Teachers.
- (b) "4 Year Trained Teacher" means a person appointed as a teacher who holds an Approved degree from a recognised tertiary education institution or an Approved equivalent tertiary qualification plus at least one Year of Teacher education or such other qualifications recognised by the Employer as equivalent to one Year of Teacher education.
- (c) A "Community Teacher" means a person appointed as such who is not a registered teacher but who has responsibilities in relation to the delivery of an educational program in relation to the delivery of Arabic, cultural and/or Islamic studies at the College.
- (d) "Primary School" means any school not under the direct control of the Department of Education (Queensland) that provides primary education. There may be attached to it a Secondary Department.
- (e) "Secondary College" means any school not under direct control of the Department of Education (Queensland) that prepares candidates for the Junior Certificate and/or the Senior Certificate as issued by the Queensland Studies Authority or comparable examinations of educational standard.
- (f) "Teacher" means and includes any Employee other than the headmaster/headmistress or principal, who is ordinarily engaged in teaching full-time or part time on the staff of a school.

The term also includes any Teacher engaged in giving class instruction in physical education, commercial subjects, home science, agricultural subjects, art, music, manual training subjects or such other subjects Approved by the Queensland Studies Authority.
- (g) "3 Year Trained Teacher" means a person appointed as a teacher with 3 years of Teacher education or such other qualifications as may be recognised by the Employer for this purpose.
- (h) "Year" used in relation to an Approved university course or an approved course from a comparable institution means the subject requirements specified for a Year of a full-time course or an equivalent number or point value of subjects which are relevant to subjects being taught.
- (i) "Year of Service" for the purpose of assessing the salary payable to a Teacher shall be determined with due regard to their qualifications and years of service in a capacity equivalent to the particular category of Teacher in a school or schools to which this Agreement applies, in a school or schools controlled by the Department of Education (Queensland), and such other teaching service as the employing school might recognise.
- (j) "Permission to Teach (PTT)" is a limited authorisation for persons who do not meet teacher registration requirements to deliver curriculum in Queensland schools, which is assessed with reference to prescribed criteria. The *Education (Queensland College of Teachers) Act 2005* outlines the requirements for granting PTT,

Any application for recognition of prior teaching service and experience must be made in

accordance with College policy, and within 20 weeks of commencing employment at the College.

PART 7 CONDITIONS SPECIFIC TO SCHOOL OFFICERS

7.1 Coverage of this Part

- 7.1.1 School officers will mean those Employees who are not employed as teachers but whose duties are ancillary to and/or involved in the educational process; and who may have been described as teachers' aides, librarians, library aides, laboratory assistants, audio-visual aides, scientific personnel, school secretaries, school assistants, school officers and other non-teaching Employees; but excluding persons employed as grounds persons, nurses, builders, carpenters, manual labourers, estate hands, bus drivers, cleaners, cooks, domestics, kitchen and laundry hands, housekeepers, school maintenance assistants, and waiters.
- 7.1.2 Notwithstanding clause 7.1.1, this Agreement will not apply to those Employees employed at the College who may be commonly described as bursars, College accountants and managers.

7.2 Contract of employment

- 7.2.1 Each Employee other than a casual Employee will be advised in writing at point of engagement and at other times when varied in accordance with this Part, the following:
- (a) The nature of engagement as either full-time or such other category as provided in clause 7.2.2.
 - (b) If not full-time, the weeks the Employee is to be employed.
 - (c) The days of the week the Employee is to be employed.
 - (d) The normal starting and finishing time for each day's employment.
 - (e) The duration of the engagement in respect of employment for a fixed period.
- 7.2.2 Employment categories are:
- (a) full-time which means an Employee engaged to work 37¼ ordinary hours per week on the basis of 52 weeks per annum;
 - (b) part-time (as prescribed in clause 7.3);
 - (c) casual (as prescribed in clause 7.4); or
 - (d) term-time Employee (as prescribed in clause 7.5); or
 - (e) fixed term Employee (as prescribed in clause 7.5).
- 7.2.3 Subject to clauses 2.3 and 5.1 of this Agreement; the Employer may vary the terms of engagement of any Employee other than a casual Employee by providing two (2) weeks' notice of such changes unless it is mutually agreed between the Employer and Employee for a shorter period of time.
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7.3 Part-time Employment

7.3.1 A part-time Employee is an Employee who:

- (a) is employed for less than 37¼ ordinary hours per week on the basis of 52 weeks per annum; and
- (b) has reasonably predictable hours of work; and
- (c) receives, on a pro rata basis, equivalent pay and conditions to those of full-time Employees covered by this Agreement.

7.3.2 At the time of engagement, the Employer and the Employee will agree in writing on the pattern of work required, including specifying the number of ordinary hours per week, the days on which the work is to be performed and the normal daily starting and finishing times.

7.3.3 Any variation to the work pattern including the normal starting and finishing times prescribed in clause 7.10.3 will be in accordance with methods of altering the ordinary hours of work for full-time Employees.

7.3.4 Subject to clause 7.2.3 the agreed number of ordinary hours per week may be varied by mutual agreement. Any such agreed variation to the number of weekly hours of work will be recorded in writing.

7.3.5 All time worked outside the spread of ordinary working hours and the Employees normal starting and finishing times of ordinary hours will be overtime and paid for at the rates prescribed in clause 7.11 - Overtime, of this Agreement.

7.3.6 A part-time Employee employed under the provisions of clause 7.3 must be paid for ordinary hours worked at the rate of 1/37¼th of the weekly rate prescribed for the class of work performed.

7.3.7 Where a public holiday falls on a day upon which an Employee is normally employed, that Employee will be paid the appropriate rate for the number of hours normally worked on that day.

7.3.8 Where an Employee and the Employer agree in writing, part-time employment may be converted to full-time, and vice versa. If such Employee transfers from full-time to part-time (or vice-versa), all accrued Agreement and legislative entitlements will be maintained. Following transfer to part-time employment accrual will occur in accordance with the provisions relevant to part-time employment.

7.4 Casual Employment

7.4.1 Casual Employee means an Employee engaged and paid as such and who is employed by the hour for a maximum period of 20 working days on any one engagement.

7.4.2 A casual Employee will be paid an hourly rate equal to 1/37¼th of the weekly rate for a full-time Employee plus 25 per cent with a minimum payment of 2 hours for each day's engagement.

7.5 Term-Time and Fixed Term Employment

7.5.1 Term-time or fixed period Employees will be entitled to be paid an hourly rate for ordinary hours worked equal to the appropriate weekly full-time rate divided by 37¼.

7.5.2 Employees under clause 7.5 will be entitled to receive, on a pro rata basis, equivalent pay and

conditions to those of full-time employees covered by this Agreement.

7.5.3 Where a public holiday falls on a day upon which an Employee is normally employed, that Employee will be paid the appropriate rate for the number of hours normally worked on that day.

7.5.4 "Term-time Employee" is a continuing Employee engaged to work:

(a) 37¼ ordinary hours per week but less than 52 weeks per annum; or

(b) Less than 37¼ ordinary hours per week and less than 52 weeks per annum.

7.5.5 A fixed term is an Employee appointed to accommodate an identifiable short-term need. Without limiting the application of the foregoing, an identifiable short-term need could include:

(a) Special projects;

(b) Proposed closure of the College;

(c) Special Government grants;

(d) Filing of a position of a specified Employee who is on nominated leave from the College;

(e) Filling of a position of an Employee arising from a termination, where such position is declared vacant and no suitable permanent appointee is available.

7.5.6 Fixed term appointees will be employed for a period no greater than twelve (12) months and will not be regarded as probationary Employees. Provided that if the short-term need exists after the 12-month period, the fixed term appointment may be re-negotiated once only up to 24-months.

7.5.7 Any agreement reached between the Employer and an Employee as prescribed by this clause will be in writing and signed by both parties, and will clearly identify the terms, conditions and specific duration of the appointment.

7.6 Averaging Salaries over the Year for Term Time Employees

7.6.1 By agreement between the Employer and Employee (other than a teacher) involved, Term-Time Employees' salaries may be averaged over the year. The salary component (excluding annual leave and loading) shall be:

$$\frac{\text{Weeks to be worked} \times \text{Weekly Rate}}{\text{Pays/weeks to year end}}$$

Where:

- Calculated weekly rate = Applicable rate determined by this Agreement and reduced proportionately where the part time Employee works less than 37.25 hours per week.
 - Weeks to be worked = Projected number of weeks to be worked by the Employee to the year end.
 - Pays/weeks to Year End = Number of pays/weeks to the end of year excluding the last 4 weeks.
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7.6.2 Annual leave and loading will be paid to the Employees at the end of the last term and is calculated as follows:

$$\text{(Calculated Weekly Rate x 4) x } \frac{\text{Weeks Worked}}{52} \text{ Plus 17.5\% loading}$$

7.6.3 All such agreements in which clause 7.6.1 is used as the method of calculation will operate to the exclusion of any other provision in this Agreement related to calculation of wages.”

7.7 Classification Process (Note: refer to clause 7.7.5 after 31 December 2027)

7.7.1 The Employer will determine the classification of a position through the following process.

- (a) An analysis is to be undertaken to establish the skills and responsibilities required for each identified position and a position description written for each position.
- (b) Each position is classified by reference to the classification criteria set out in clause 7.7.2 using the position description developed in accordance with clause 7.7.1 (a).
- (c) Employees are appointed to a position at the appropriate level within the structure and to a step in the level according to experience based on years of service as defined in clause 7.9.1.

7.7.2 If at any time an Employee or the Employer considers that the skills and responsibilities as required by the Employer for a position have altered or do not reflect the classification determined, a review of the classification applicable to the position is to be undertaken in accordance with clause 7.7.1 and an appropriate classification determined. However, except in exceptional circumstances such as a change in the skill and/or responsibility required, or a change in the conditions under which the work is performed, no Employee will be permitted to seek a reclassification of their position on more than one occasion in a 12-month period.

7.7.3 Where a disagreement arises as to the outcome of a classification review, it will be dealt with under the dispute settlement procedure contained in clause 2.2 of this Agreement. At any meeting specified in clause 2.2.3 the person who made the decision about the classification review will, wherever possible, participate.

7.7.4 Classification criteria

- (a) Classification criteria are guidelines to determine the appropriate classification level under this Part and consist of characteristics and typical duties and skills.
 - (b) The characteristics are the principal guide to classification as they are designed to indicate the level of basic knowledge, comprehension of issues, problems and procedures required, the level of autonomy, accountability supervision/training involved with the position. The characteristics of a level must be read as a whole to gain an understanding of the position and the performance requirements. Isolated characteristics should not be used to justify the classification of a position.
 - (c) The typical duties/skills are a non-exhaustive list of duties/skills that may be comprehended within the particular level. They reflect the competencies of a particular
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level. They are an indicative guide only and at any particular level Employees may be expected to undertake duties of any level lower than their own. Employees at any particular level may perform/utilise one such duty/skill or many of them depending on the particular work allocated to them. Typical duties/skills should not be used as the primary determinant in classifying Employees but may be used if the characteristics of a level cannot be easily applied in all individual instance.

Some of the Characteristics have been included in the Typical Skills/Duties at each level. Where there is inconsistency between the Characteristics and the Typical Skills/Duties, the Characteristics will prevail over the Typical Skills/Duties.

- (d) The key issue to be looked at in properly classifying an Employee is the level of initiative, responsibility/accountability, competency and skill that an Employee is required to exercise in performing the Employee's work within the parameters of the characteristics, read as a whole, of the position.
- (e) It should be noted that some typical duties/skills appear at one level only while others appear at more than one level. Because of this, the classification or reclassification of a position needs to be done by reference to the specific characteristics of the level. As an example, because an Employee may be utilising a skill comprehended at a higher level than that to which the Employee has been appointed, the Employee assumes the level of initiative, accountability/responsibility, skill and competency envisaged by the characteristics of the higher level.
- (f) Level 1 in the structure may be applied as a level at which Employees learn and gain competency in the basic skills required by the Employer. In the event that the increased skills/competency are utilised by the Employer, progression through the structure may be possible. Subject to the provisions of Schedule 1, applicable to the wage classifications of School Officers, all Employees not employed as teachers and whose classifications are included in clause 7.1 and subject to this Part will be classified into one of the of the following levels:

LEVEL 1

Level 1 in the structure may be applied as a level at which Employees learn and gain competency in the basic skills required by the Employer. In the event that the increased skills/competency are utilised by the Employer, classification to higher levels within the structure may be possible.

A position will be graded at this level where the principal characteristics of the position, as required by their Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employee

- Work is performed under close supervision either as an individual or in a team environment.
- Work is regularly checked.
- Less direct guidance and some autonomy may be involved when working in teams.

Competency required for position

- Competency at this level involves application of knowledge and skills to a limited range of tasks and roles.
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- There is a specific range of contexts where the choice of actions required is clear.
- Competencies are normally used within established routines, methods and procedures that are predictable.
- Judgment against established criteria is also involved.

Formal qualifications/experience

- Junior certificate is the minimum formal qualification. No experience is required.

Typical duties/skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Perform a range of general clerical duties at a basic level, for example, filing, handling mail, maintaining records.
- Operate routine office equipment, such as, computer, photocopier, facsimile, binding machine, guillotine, franking machine, calculators, etc.
- Operate audio visual equipment at a basic level.
- Attend to front counter and refer enquiries to the appropriate member of staff.
- Carry out minor cash transactions including receipting, balancing and banking.
- Monitor and maintain stock levels of stationery/materials for office/department within established parameters including reordering.
- Prepare and clean away materials for display/use in classroom or libraries under instruction of a higher-level officer or member of the academic staff.
- Carry out minor maintenance of equipment and material.

LEVEL 2

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 1.

A position will be graded at this level where the principal characteristics of the position as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employee

- An Employee in a position at this level works under direct and/or routine supervision depending on function.
- An Employee's work is intermittently checked.
- Supervision may take the form of general guidance where working in teams is involved.
- Supervision may involve detailed instructions in some situations.

Supervision of Other Employees

- Within a team responsibility for some roles and coordination may be required.
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- Provide guidance to other Employees at a lower level.
- Provide assistance to less experienced Employees at the same level.

Competency required for position

- Competency at this level involves application of knowledge and skills to a range of tasks and role.
- There is a defined range of contexts where the choice of actions required is clear.
- There is limited complexity of choice of actions required.
- Competencies are normally used within established routines methods and procedures.
- Discretion and judgement about possible actions are involved in some cases.

Formal qualifications/experience

- Junior certificate is the minimum formal qualification. No experience is required.

Typical duties/skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Perform a range of general clerical duties at a basic level, for example, filing, handling mail, maintaining records.
 - Operate routine office equipment, such as computer, photocopier, facsimile, binding machine, guillotine, franking machine, calculators, etc.
 - Attend to front counter and refer enquiries to the appropriate member of staff.
 - Assist student learning, either individually or in groups, under the direct supervision of an academic staff member.
 - Prepare and clear away materials for display/use in classrooms or libraries under instruction of a higher-level officer or member of the academic staff.
 - Process basic library transactions such as issues and returns, produce overdue lists, entry of orders in a computerised system, perform stock-takes, entering of accession information into computer.
 - Operate and demonstrate the use of audio-visual equipment where there is limited complexity.
 - Maintain a booking system for equipment use and organisation of repairs and replacement of equipment.
 - Record audio/video programs and maintain a catalogue system of such recordings in accordance with established routines, methods and procedures.
 - Carry out minor cash transactions including receipting, balancing and banking.
 - Monitor and maintain stock levels of stationery/materials of an office/department within established parameters including reordering.
 - Provide assistance with an academic program where limited discretion and judgment are involved.
 - Within a defined range of contexts, where the choice of actions is clear, maintain science equipment, materials and specimens.
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- Under direct supervision, assist in design/demonstration of experiments and scientific equipment under the supervision of academic staff members.

LEVEL 3

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 2.

A position will be graded at this level where the principal characteristics of the position, as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole.

Supervision of Employee

- An Employee in a position at this level works under limited supervision.
- An Employee's work may be checked in relation to overall progress.
- Supervision may take the form of broad guidance.
- A level of autonomy may be involved when working in teams.

Supervision of Other Employees

- Limited responsibility for the work of others may be involved.
- Team co-ordination may be required.
- Assistance and/or guidance may be provided to other Employees.

Competency required for position

- Competency at this level involves application of knowledge with depth in some areas and a broad range of skills.
- There is a range of roles and tasks in a variety of contexts.
- There is some complexity in the extent and choice of actions required.
- Competencies are normally used within routines, methods and procedures.
- Some discretion and judgement is involved in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

Formal qualifications/experience

Tertiary qualifications at certificate level or equivalent qualifications relevant to the position may be required or such knowledge, qualifications and experience that are deemed by the Employer as necessary to successfully carry out the duties of the position.

Typical duties/skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Carry out a wide range of secretarial and clerical duties at an advanced level, including, typing, word processing, maintain manual and computerised records, and shorthand.
 - Handle administration enquires from staff/students/parents/public.
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- Enter financial data into computer and prepare financial and management reports for review and authorisation by senior management.
- Prepare and process payroll within routines, methods and procedures.
- Carry out bank and ledger reconciliations.
- Maintain petty cash.
- Assist with preparation of internal and external publications.
- Provide administrative support to senior management. Arrange appointments and diaries and prepare confidential and general correspondence.
- Assist in the enrolment function including handling initial enquiries and arranging interviews.
- Prepare government and statutory authority returns for authorisation under supervision.
- Provide academic program assistance where some discretion and judgement are involved.
- Under supervision assist in the design/demonstration of experiments where some discretion and judgement are involved.
- Limited responsibility for the work of other assistants in a laboratory.
- Assistance and/or guidance may be provided for other assistants in a laboratory.
- Provide technical assistance in the operation of the library where some discretion and judgement are involved.
- Search and verify bibliographical data where some discretion and judgement are involved.
- Copy catalogue books, magazines, journals and recorded material, maintain library circulation systems.
- Produce display and publicity materials.
- Carry out liaison between the school, the student and the student's family where some discretion and judgement are involved.
- Assist staff and students in accessing library information where some discretion and judgement are involved.
- Assist staff and students in use of library equipment where some discretion and judgement are involved.
- Assist in supervision of students in the library where some discretion and judgement are involved.
- Assist student learning, where some discretion and judgement is involved, including evaluation and assessment, under the supervision of an academic staff member, of the learning needs of students.

LEVEL 4

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 3.

A position will be graded at this level where the principal characteristics of the position, as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employee

- Work is carried out under general supervision.
- Progress and outcomes sought are under general guidance.

Supervision of Other Employees

- The work of others may be supervised.
- Teams may be guided or facilitated.
- Responsibility for the work and organisation of others in limited areas.
- Training of subordinate staff may or may not be required.

Competency required for position

- Competency at this level involves the application of knowledge with depth in some areas and a broad range of skills.
- There is a wide variety of tasks and roles in a variety of contexts.
- There is complexity in the ranges and choice of actions required.
- Competencies are normally used within a variety of routines, methods and procedures.
- Discretion and judgement are required for self and/or others in planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

Formal qualification/experience

Tertiary qualifications at certificate level or equivalent qualifications relevant to the position may be required by the Employer or knowledge qualifications and experience as are deemed by the Employers as necessary to successfully carry out the duties of the position.

Typical duties/skills _

The Typical Duties/Skills are subject to the Characteristics clause.

- Advanced application of computer software packages.
 - Provide administrative support to senior management at a higher level than at level 3 where discretion and judgment are required.
 - Initiate and handle correspondence, which may include confidential correspondence.
 - Calculate and maintain wage and salary records for a large payroll utilising a variety of routines, methods and procedures.
 - Apply inventory and purchasing control procedures, prepare monthly summaries of debtors and creditors ledger transactions and reconcile these.
 - Control the purchase and storage function for a discrete department.
 - Within a variety of routines, methods and procedures and with depth of knowledge in some areas, demonstrate to staff and students the use of complex audio visual or computer equipment.
-

- Within a variety of routines, methods and procedures and with depth of knowledge in some areas, monitor performance of and carry out repairs to specialised equipment
Within a variety of routines, methods and procedures and with depth of knowledge in some areas, supervise and maintain the hardware and software components of a computer network and provide user support.
- Assist student learning, either individually or in groups, under the general supervision of an academic staff member(s). Employees at this level are required to exercise discretion and judgement to modify education programs to meet the learning needs of specific students.
- Carry out liaison between the College, the student and the student's family where discretion and judgement are required in relation to the planning, actions and achieving outcomes.
- Design and demonstrate experiments within a variety of routines, methods and experiences under the supervision of academic staff members where discretion and judgment are required.

LEVEL 5

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 4.

A position will be graded at this level where the principal characteristics of the position, as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employee

- An Employee in a position at this level works under general supervision and/or broad guidance depending on function.

Supervision of Other Employee

- The work of others may be supervised.
- Teams may be guided.
- Responsibility for the planning and management of the work of others may be involved.
- Supervision and training of staff in lower-level positions may or may not be involved.

Competency required for position

- Competency at this level involves self-directed application of knowledge with substantial depth in some areas.
- A range of technical and other skills are applied to roles and functions in both varied and highly specific contexts.
- Competencies are normally used independently and both routinely and non-routinely.
- Discretion and judgement are required in planning and selecting appropriate equipment, service techniques and work organisation for self and/or others.

Formal qualifications/experience

Tertiary qualifications at associate diploma/diploma level or equivalent qualifications relevant to the position may be required by the Employer or knowledge, qualifications and experience that are

determined by the Employer as necessary to successfully carry out the duties of the position.

Typical duties/skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Provide executive support to senior management and associated committees concerning designated aspects of school management.
- Direct and supervise the work of other staff.
- Oversight the operations of the College's office and other administrative activities, in the areas of enrolment, equipment and statistical staffing returns.
- Ensure deadlines and targets are met. Prepare the accounts of the College to operating statement stage and assist in the formulating of period and year end entries.
- Provide specialist technical advice, direction and assistance in the Employee's area of expertise using the application of knowledge gained through formal study/qualifications applicable to this level or knowledge and experience that are determined by the Employer as necessary to successfully carry out the duties of the position in areas such as the operation of a library/resource centre, laboratory or information technology. This may also include developing the framework for and providing the instruction to students (within a structured learning environment) under the general supervision of an academic staff member/s.

LEVEL 6

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 5, demonstrating work of a professional nature.

A position will be graded at this level where the principal characteristics of the position, as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employee

- An Employee at this level works under limited guidance in accordance with a broad plan or strategy.

Supervision of Other Employees

- Responsibility and accountability is exercised within defined parameters, either for the supervision and monitoring of the work of Employees of a lower level or for a defined work function.

Competency required for position

- Competency at this level involves the development and application of professional knowledge in a specialised area/s and utilising a broad range of skills.
 - Competencies are normally applied independently and are substantially non-routine.
 - Competency at this level involves the delivery of professional services within defined accountability levels.
 - Employees may operate individually or as a member of a team.
 - Significant discretion and judgement is required in planning, design, of professional,
-

technical or supervisory functions related to services, operations or processes.

- Employees at this level are expected to plan their own professional development and such increased knowledge, relevant to the position held, will be applied to the work situation.

Formal qualifications/experience

- Formal qualifications at degree level are required.

Typical duties/skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Operate and be responsible for a structurally and/or operationally defined section.
- Provide professional advice to staff and students in the officer's area of expertise.
- Prepare advice, reports, proposals or submissions for the senior executives of the school and/or outside bodies.
- Within defined accountability levels, perform professional activities which may include: Responsibility for planning and development of programs of structured learning activities; guidance and counselling services; and information services, within the Employee's area of expertise.

LEVEL 7

An Employee in a position at this level performs work above and beyond the skills of an Employee in a position at level 6.

A position will be graded at this level where the principal characteristics of the position, as required by the Employer are identified as follows:

Characteristics

The Characteristics are to be read as a whole. Supervision of Employees

- An Employee in a position at this level is accountable to the school or college administration for the conduct of their work.
- Within the constraints set by management, an Employee works autonomously and is responsible for the professional content of the work performed.

Supervision of Other Employees

- An Employee at this level may be required to provide active supervision of and be responsible for other staff.

Competency required for position

- Within constraints set by management, Employees exercise initiative in the application of professional practices demonstrating independent discretion and judgment, which may have effect beyond a work area.
- An Employee at this level is expected to carry out a high proportion of tasks involving complex, specialised or professional functions.

Formal Qualifications/Experience

Formal qualifications at degree level are required, along with relevant post graduate qualifications or extensive and relevant experience, as required by the Employer, to reflect higher levels of professional

outcomes.

Typical Duties/Skills

The Typical Duties/Skills are subject to the Characteristics clause.

- Undertake more complex professional activities above and beyond those required in Level 6, involving the selection and application, based on professional judgement, of new and existing techniques and methodologies.
- Provide advice to the senior executive of the school on the operational and/or future directions of the Employee's section and to contribute to the development of that section in the educational context of the school. Such advice may be given in specialist areas.

7.7.5 Classification of School Officers – Transition to New Structure

- (a) School officers will transition to the classification structure outlined in Schedule 4 (the new structure) during the operation of this Agreement.
- (b) The college will make best endeavours for school officers to transition to the new structure from 31 December 2027.
- (c) The college will transition the school officers through the following process:
 - (i) An analysis will be undertaken to establish the skills and responsibilities required for each role and be recorded in a position description;
 - (ii) Each position will be classified at, and will transition to, the applicable level outlined in the new structure. This will be done by referencing the position description and by using the processes outlined in Schedule 4 (new transitioned level); and
 - (iii) The new transitioned level will be paid at the corresponding wage level outlined in Schedule 1 (School Officers).

Example - If a school officer is classified in the current structure at level 3 and transitions to the new structure at level 3, there will be no change in the wages paid to the school officer.

7.7.6 Delays in transition

If the position of a school officer:

- (a) does not transition to the new structure by the date outlined in subclause 7.7.5 (b); and
- (b) transitions to a higher level in the new structure compared to the current structure, then the school officer will be entitled to be paid at the higher level from the first full pay period after the date-outlined in subclause 7.7.5 (b).

7.7.7 Preservation of employee's existing classification level in certain circumstances

If the position of a school officer transitions to the new structure at a level lower than the level that applied in the current structure, then the employee will continue to be:

- (a) paid at the wage level outlined in Schedule 1 (School Officers) that the employee was receiving at the level that applied in the current structure; and
-

- (b) entitled to:
 - (i) wage increases in accordance with Part 4 of this Agreement; and
 - (ii) incremental advancement within that level, if applicable, in accordance with clause 7.8 (Incremental Advancement).

7.7.8 Future application of current classification structure

Once a school officer has transitioned to the new structure, the current structure will have no application to that school officer, but all other provisions of this Agreement relating to school officers will continue to apply.

7.7.9 Review of Transitions

Any anomalies that may arise from the above transition process will, in the first instance, be the subject of negotiation between the relevant parties.

Where an agreement cannot be reached on how to rectify an anomaly, the matter may be processed through clause 2.2 (Dispute resolution procedures) of this Agreement.

7.8 Incremental Advancement

- 7.8.1 Each level of the structure has varying pay steps which provide for yearly service increments within a level. Such increments are payable subject to satisfactory performance but will not be unreasonably withheld by the Employer without due process.
- 7.8.2 For the purposes of establishing the entitlement of an Employee to a yearly pay increment a year's service will constitute 1937 hours of duty.
- 7.8.3 Progression from one level to a higher level is either by appointment to such higher level as a result of vacancy at that level or the Employer requiring an Employee to perform at a higher level in accordance with the classification criteria set out in clause 7.7.2, and subsequently clause 7.7.5.
- 7.8.4 An Employee may be appointed to a higher level without having progressed through all pay points within a lower level.

7.9 Recognition of Previous Service for Salary Purposes

- 7.9.1 Recognition of years of service for salary purposes will include any previous service as a school officer within the non-government education industry at or above the classification level of the position to which the Employee is appointed.
 - 7.9.2 The provision of documentary evidence of previous employment as a school officer will be the responsibility of the Employee.
 - 7.9.3 Notwithstanding the above, other forms of documentary evidence may be accepted at the discretion of the Employer.
-

7.10 Wages

7.10.1 Adult Wages

The minimum rates of pay for adult Employees will be as set out in Schedule 1 for School Officers.

7.10.2 Junior Wages

The rates of pay for junior Employees at Level 1 and 2 only will be as follows:

Age	% of adult rate
Under 17 years of age	50
17 years of age	60
18 years of age	70
19 years of age	80
20 years of age	90

Juniors appointed to level 3 positions or above will be paid the appropriate rate for that level.

7.11 Hours of Work

7.11.1 The ordinary hours of work for an Employee will not exceed 37½ hours per week.

7.11.2 Ordinary hours of work for School Officers will be worked continuously (except for meal breaks) between 7.30 am and 5.30 pm on Mondays to Fridays inclusive.

7.11.3 The normal starting and finishing times of ordinary hours will be established at the point of engagement and may only be varied by consultation under Clause 2.3 of this Agreement. Where agreement cannot be reached by the Employer and Employee concerned, such changes will only be introduced with 2 weeks' notice, or shorter period by mutual agreement.

7.12 Overtime

7.12.1 All time worked outside of the hours prescribed in clause 7.11.2 (or clause 8.4.1 for bus drivers and maintenance staff) and the normal starting and finishing times will be paid for at the rate of time and one-half for the first 3 hours and double time thereafter.

7.12.2 Time in Lieu

In lieu of payment of overtime as provided in clause 7.12.1, an Employee:

- (a) May bank hours so worked and then access these hours as Time off in Lieu (TOIL) of overtime in consultation with the Principal;
- (b) Utilisation of TOIL will take into consideration the operational needs of the College, continuity of work, accumulation of days and require mutual consent of the Principal and the Employee, however, generally such time would be expected to be accessed during vacation periods;

Notwithstanding the above, any time accrued and not availed of prior to the commencement of the mid-summer vacation period may be directed to be taken at that time and paid at the overtime rate applicable for when the overtime was worked.

7.13 Rest Pauses

- 7.13.1 Full-time Employees will receive a paid rest pause of 10 minutes' duration after each period of 3 hours worked with a maximum of 2 rest pauses per shift.
- 7.13.2 Employees other than full-time who work a minimum of 3 consecutive ordinary hours but less than 6 consecutive ordinary hours on any one day will receive a rest pause of 10 minutes' duration. Employees who work at least 6 consecutive ordinary hours (excluding the meal break) on any one day will receive a rest pause of 10 minutes' duration in the first half and the second half of the period worked
- 7.13.3 Such rest pauses will be taken at such times as will not interfere with continuity of work where continuity is necessary.
- 7.13.4 Notwithstanding the foregoing, where the Employer and the Employees agree the rest pauses may be combined.

7.14 Meal Break

An Employee will be entitled to an unpaid meal break of 30 minutes per working day no later than 5 hours after commencing duty.

7.15 School Officers – Camps

- 7.15.1 In the event of a School Officers being directed to attend a camp, the School Officers is entitled to be paid an overtime payment at the applicable rates as specified in clause 7.12 of this Agreement for any authorised work performed on account of the camp outside or in excess of the School Officer's ordinary or rostered hours, or time off in lieu instead of an overtime payment, as determined by the Employer in consultation with the School Officers.
- 7.15.2 Overtime taken as time off in lieu during ordinary hours must be taken at the ordinary time rate, that is, an hour for each hour worked.

7.16 First Aid and Related Allowance

- 7.16.1 School Officers who are appointed to positions classified at Level 1, 2, or 3 and are required to be aware of a student or students with medical conditions and are able and required to participate in the administration of medication or emergency treatment to such student or students on the basis of treatment regimes advised by parents, will receive an allowance at the rate set out in Schedule 1.
- 7.16.2 School Officers who hold a QAS first aid qualification (or equivalent) and are appointed as a first aid officer will be paid an allowance at the rate set out in Schedule 1.

7.17 School Officers– Qualifications Allowance

7.17 A school officer who holds both a current First Aid certificate and an additional formal qualification relevant to their work, will receive the Qualification Allowance, in accordance with Schedule 1, as follows:

- (a) Level 2 School Officer who holds a Certificate Level III qualification (or higher);
 - (b) Level 3 School Officer who holds a Certificate Level (IV) qualification (or higher);
-

(c) Level 4 School Officer who holds a Diploma or Associate Diploma level qualification (or higher); and

(d) Level 5 School Officer who holds a Degree Level qualification (or higher).

7.17.3 A School Officer entitled to the qualification allowance prescribed in this clause 7.17 will not be entitled to the allowance prescribed in clause 7.16.

7.18. School Officer-Higher Duties

(a) The employer may direct an employee to temporarily perform duties applicable to a classification higher than their current classification.

(b) A school officer who performs duties for one day or more that constitute the whole or substantially the whole type of duties which would attract the higher classification, will be paid the rate of pay applicable to the higher classification for the whole period during which the duties are performed.

PART 8. CONDITIONS SPECIFIC TO GROUNDS STAFF AND BUS DRIVERS

8.1 Employment Conditions

The employment conditions for Grounds Staff and Bus Drivers will be as contained in Part 7 - Conditions Specific to School Officers, except for the determination of wages and classification levels, and specific provisions in relation to ordinary hours of work contained in this Part 8. This is notwithstanding that these categories of Employees are identified in that Part as being exempted from application of Part 7.

8.2 Classification Levels

Subject to the provisions of Schedule 1 applicable to the wage classifications of Grounds Staff and Bus Drivers, all Employees subject to this Part will be classified into one of the following levels:

Level 1 - Typical activities

- Performing general labouring tasks
 - Performing general gardening tasks, including preparing grounds and undertaking planting
 - Performing horticultural duties in areas such as sports playing fields, garden maintenance and foliage control
 - Performing basic gardening and outdoor maintenance
 - Performing basic maintenance
 - Performing a range of industrial cleaning tasks
 - Moving furniture and equipment
 - Assisting trades personnel with manual duties
-

- Performing gardening duties such as the planting and trimming of trees, sowing, planting and cutting of grass and the watering of plants, gardens, trees, lawns and displays
- Removing cuttings, raking leaves, cleaning/emptying litter bins, cleaning gutters/drains/culverts
- Performing routine maintenance of turf, synthetic, artificial and other play surfaces
- Performing non-trade tasks incidental to the Employee's work
- Taking care of school vehicles, including driving buses for less than 25 passengers
- *Occupational equivalent:* grounds/maintenance assistant, Bus Driver, handyman.

Level 2 -Typical activities

- Undertaking general gardening tasks including the preparation and planting procedures
- Operating, maintaining and adjusting turf machinery under general supervision
- Applying fertilizers, fungicides, herbicides and insecticides under general supervision
- Driving a bus with a carrying capacity of 25 or more passengers
- *Occupational equivalent:* gardener, School Bus Driver

Level 3 - Typical Activities

- Control and responsibility for the maintenance of gardens, sports grounds and/or facilities which includes the use of accredited trade skills in areas such as horticulture, gardening or in the maintenance of sports grounds
- Responsibility for operating, maintaining and adjusting turf machinery, as appropriate
- Cleaning and inspecting machinery after each use, reporting any problems to the appropriate manager
- In trades positions, applying the skills taught in a trades certificate or Certificate III, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.
- Responsibility for the basic maintenance of school property
- *Occupational equivalent:* tradesperson, Property Maintenance Officer

8.3 Wages

The remuneration attaching to the levels described in clauses 8.2 above will be as set out in Schedule 1 to this Agreement, provided that any junior Employee appointed to a position whose remuneration does not exceed the rates prescribed for a Level 1 or 2 Employee under Part 7 shall be paid the percentage of the adult rate as set out in clause 7.10.2 of this Agreement.

8.4 Ordinary hours of work

- 8.4.1 Employees engaged as Grounds staff or Bus Driver to whom Part 8 applies will work ordinary hours within the spread of hours of 6.00 am to 6.00 pm, Monday to Friday inclusively and the ordinary hours of work for a full-time Employee will be the equivalent of 38 hours per week.
 - 8.4.2 The provisions of Part 7 will apply to Employees covered by this Part 8 with the exception of the span of hours which will be as prescribed in clause 8.4.1 and that part-time and casual Employees hourly rates of pay will be determined based on 38 ordinary hours per week rather than $37\frac{1}{4}$ as prescribed for School Officers in Part 7 of this Agreement.
 - 8.4.3 The ordinary hours of work in clause 8.4.1 may be averaged over a period of a fortnight or four weeks.
-

PART 9 - SIGNATORIES

Signed for an on behalf of the Australian
International Islamic College

(ABN 85 802 283 515)

.....
(Signature)

.....
(Full Name)

.....
(Position)

.....
(Address)

.....
(Date)

In the presence of

.....
(Signature)

.....
(Full name)

.....
(Position)

Signed for and on behalf of
Independent Education Union of
Australia - Queensland Northern
Territory Branch (ABN 74 662 601045)

.....
(Signature)

.....
(Full Name)

.....
(Position)

.....
(Address)

.....
(Date)

In the presence of

.....
(Signature)

.....
(Full name)

.....
(Position)

SCHEDULE 1 WAGES & ALLOWANCES

NOTES:

In this Schedule:

1. Fortnightly rates are the rates payable.
2. Annual rates are derived by multiplying the fortnightly rates by 26.09 and are for information purposes only.
3. EB percentage wage and allowance increases are applied from the first full pay period on or after 1 July in the year indicated in the table below. (clause 4.1)
4. The wage rates outlined in this schedule are subject to any changes made in accordance with clause 4.1.4 of the Agreement.

Australian International Islamic College Teaching Staff								
	1/07/2025		1/07/2026		1/07/2027		1/07/2028	1/07/29
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
Band 1 Step 1	76 370	2927.18	78 279	3000.34	80 236	3075.35		
Band 1 Step 2	79 001	3028.02	80 976	3103.71	83 000	3181.30		
Band 2 Step 1	86 601	3319.31	88 766	3402.29	90 985	3487.35		
Band 2 Step 2	90 831	3481.45	93 102	3568.49	95 429	3657.70		
	1/07/2025		1/07/2026		1/07/2027		Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N		
Band 2 Step 3	95 145	3646.80	97 524	3737.97	99 962	3831.42		
Band 2 Step 4	99 624	3818.46	102 114	3913.92	104 667	4011.77		

Band 3 Step 1	103 730	3975.86	106 323	4075.25	108 981	4177.14		Eligibility for Experienced Senior Teacher 2 commences from 1 December 2029. The wage rate will be in accordance with clause 6.10.8(e).
Band 3 Step 2	107 987	4139.01	110 686	4242.49	113 454	4348.55		
Band 3 Step 3	112 299	4304.28	115 106	4411.89	117 984	4522.18		
Band 3 Step 4	114 960	4406.28	117 834	4516.44	120 780	4629.35		
Senior Teacher	118 409	4538.47	123 236	4723.50	126 216	4837.70		
Experienced Senior Teacher 1					131 125	5025.87		
Experienced Senior Teacher 2								

Australian International Islamic College Community Teachers										
	1/07/2025		1/07/2026		1/07/2027		1/07/28	1/07/2029		
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2		
CT 1	65 012	2491.82	66 637	2554.12	68 303	2617.97			Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
CT 2	68 527	2626.57	70 241	2692.24	71 997	2759.55				
CT 3	72 069	2762.32	73 871	2831.38	75 718	2902.17				
CT 4	75 752	2903.50	77 646	2976.09	79 587	3050.49				
CT 5	79 451	3045.27	81 437	3121.40	83 473	3199.44				
CT 6	82 254	3152.70	84 310	3231.51	86 418	3312.30				
CT 7	85 082	3261.11	87 210	3342.64	89 390	3426.21				
CT 8	88 255	3382.70	90 461	3467.27	92723	3553.95				
CT 9	91 678	3513.93	93 970	3601.78	96 320	3691.82				
CT 10	95 234	3650.23	97 615	3741.48	100 056	3835.02				

Australian International Islamic College School Officers

	1/07/2025		1/07/2026		1/07/2027		1/07/28	1/07/29
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
SOL1ST1	61 056	2340.19	62 582	2398.69	64 146	2458.66		
SOL1ST2	61 757	2367.07	63 301	2426.24	64 883	2486.90		
SOL1ST3	62 450	2393.63	64 011	2453.47	65 611	2514.81		
SOL1ST4	63 149	2420.42	64 727	2480.93	66 346	2542.95		
SOL2ST1	63 837	2446.80	65 433	2507.97	67 069	2570.67		
SOL2ST2	64 803	2483.81	66 423	2545.91	68 083	2609.55		
SOL2ST3	65 437	2508.11	67 073	2570.81	68 749	2635.08		
SOL3ST1	66 169	2536.17	67 823	2599.57	69 518	2664.56		
SOL3ST2	68 085	2609.61	69 787	2674.85	71 531	2741.72		
SOL3ST3	69 282	2655.49	71 014	2721.88	72 789	2789.92		
SOL3ST4	69 893	2678.93	71 641	2745.90	73 432	2814.55		
SOL4ST1	71 090	2724.81	72 868	2792.93	74 689	2862.76		
SOL4ST2	72 286	2770.65	74 093	2839.92	75 946	2910.91		
SOL4ST3	73 933	2833.77	75 781	2904.62	77 676	2977.23		
SOL5ST1	75 083	2877.85	76 960	2949.79	78 884	3023.54		
SOL5ST2	76 279	2923.69	78 186	2996.78	80 141	3071.70		
SOL5ST3	77 877	2984.95	79 824	3059.58	81 820	3136.07		
SOL6ST1	80 770	3095.82	82 789	3173.21	84 859	3252.54		
SOL6ST2	83 650	3206.23	85 742	3286.38	87 885	3368.54		
SOL6ST3	86 571	3318.17	88 735	3401.13	90 954	3486.16		
SOL6ST4	89 193	3418.67	91 423	3504.14	93 709	3591.74		
SOL6ST5	90 467	3467.50	92 729	3554.19	95 047	3643.04		
SOL7ST1	91 664	3513.38	93 956	3601.22	96 305	3691.25		
SOL7ST2	92 860	3559.22	95 182	3648.20	97 561	3739.41		
SOL7ST3	96 056	3681.71	98 457	3773.75	100 919	3868.10		
SOL7ST4	100 208	3840.87	102 713	3936.89	105 281	4035.31		
SOL7ST5	104 456	4003.68	107 068	4103.78	109 744	4206.37		

Australian International Islamic College Bus Drivers/Grounds persons

	1/07/2025		1/07/2026		1/07/2027		1/07/2028	1/07/2029
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
Level 1.1	58 482	2241.55	59 944	2297.58	61 443	2355.02		
Level 1.2	59 712	2288.69	61 205	2345.91	62 735	2404.56		
Level 1.3	60 942	2335.84	62 466	2394.24	64 027	2454.09		
Level 2.1	62 165	2382.73	63 719	2442.29	65 312	2503.35		
Level 2.2	63 819	2446.10	65 414	2507.25	67 050	2569.94		
Level 3.1	64 323	2465.41	65 931	2527.05	67 579	2590.22		
Level 3.2	65 558	2512.78	67 197	2575.60	68 877	2639.99		

ALLOWANCES

Australian International Islamic College Moderation Allowance – (Clause 6.11.1)								
						1 July 2028	1 July 2029	
	1 July 2025		1 July 2026		1 July 2027			
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N		
(A)	1013	38.82	1038	39.79	1064	40.78	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
(B)	686	26.28	703	26.94	720	27.61		
<p>NOTES:</p> <p>(A) Applies where the teacher is responsible for 3 or more teachers (including the teacher receiving the allowance) in the subject area.</p> <p>(B) Applies where the teacher is responsible for 2 or more teachers (including the teacher receiving the allowance) in the subject area.</p>								

**Australian International Islamic College
Assistant Head or Middle Leader/Coordinator Allowance – (Clause 6.11.2)**

	1 July 2025		1 July 2026		1 July 2027		1 July 2028	1 July 2029
	Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
Assistant Head	13 706	525.35	14 049	538.48	14 400	551.95		
Middle Leader/ Coordinator	3819	146.36	3914	150.02	4012	153.77		
Double Coordinator	5092	195.16	5219	200.04	5350	205.04		

Australian International Islamic College First Aid Allowance – (Clause 7.16)

1 July 2025		1 July 2026		1 July 2027		1 July 2028	1 July 2029
Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
1071	41.05	1098	42.07	1125	43.13		

**Australian International Islamic College
School Officers– Qualifications Allowance – (Clause 7.17)**

1 July 2025		1 July 2026		1 July 2027		1 July 2028	1 July 2029
Annual	Per F/N	Annual	Per F/N	Annual	Per F/N	Percentage increase for 1 July 2028 will be in accordance with Clause 4.1.2	Percentage increase for 1 July 2029 will be in accordance with Clause 4.1.2
1407	53.91	1442	55.26	1478	56.64		

SCHEDULE 2 –Teacher Classification Scale.

From the date of a successful ballot of this Agreement, the current AIIIC Teacher classification scale will be replaced by an amended new scale.

Band 1 (Steps 1 and 2) will be included in accordance with clause 6.6.1 from the date of a successful ballot for this Agreement.

Progression to Experienced Senior Teacher will be available to eligible teachers in accordance with clauses 6.10.7 and 6.10.8

AIIIC Agreement 2022-2025	AIIIC Agreement 2026-2029
	Appointment in accordance with clause 6.6.1.
	Band 1 Step 1
	Band 1 Step 2
Commencement of teacher classification structure.	Progression to Band 2 (Step 1) in accordance with clause 6.6.2
Band 2 Step 1	Band 2 Step 1
Band 2 Step 2	Band 2 Step 2
Band 2 Step 3	Band 2 Step 3
Band 2 Step 4	Band 2 Step 4
Band 3 Step 1	Band 3 Step 1
Band 3 Step 2	Band 3 Step 2
Band 3 Step 3	Band 3 Step 3
Band 3 Step 4	Band 3 Step 4
Progress Progression to Senior Teacher in accordance with clause 6.10	Progression to Senior Teacher in accordance with clause 6.10
Senior Teacher (from 1/7/25)	Senior Teacher
	Progression to Experienced Senior Teacher 1 in accordance with clause 6.10.7.
	Experienced Senior Teacher 1
	Progression to Experienced Senior Teacher 2 in accordance with clause 6.10.8
	Experienced Senior Teacher 2

SCHEDULE 3 – Performance Appraisal Principles

This schedule should be read in conjunction with the Performance Review and Development Policy. The appraisal process principles are elaborated in the following terms:

S3.1 Shared Responsibility

The responsibility for the appraisal process is shared by the employer and the appraisee and includes areas of responsibility within the process.

S3.2 Negotiation

The broad framework of the process should be negotiated by the Principal/appraisee e.g. appraisal participants, timeline and resourcing.

S3.3 Consultation

- (a) The Principal consults collaboratively with the role holder for input and advice.
- (b) The final decision on the appraisal process rests with the Principal.

S3.4 Self-Review of Performance Based on Role Description and Duty Statement

- (a) These documents set and inform the parameters for the format of the self-review.
- (b) The appraisee reflects upon practice during the term under review and provides feedback in a negotiated format.
- (c) The self-review may be a culmination of on-going documentation of practice.
- (d) The reflection includes areas of performance that are believed to have been effective and/or may require further development.
- (e) It is the performance of the incumbent that is being reviewed. There is no judgement of the person involved.

S3.5 Validation

- (a) Within the framework of the process, data related to the role and duty statements will be gathered to validate the self-review.
- (b) The methodology for validation will form part of the consultation process.

S3.6 Documentation:

In the case of a Summative Appraisal a written report is generated and is submitted to the Principal. The report remains the property of the Principal and the appraisee.

S3.7 Confidentiality:

All materials other than the final report generated in the process will remain confidential to that process.

S3.8 Natural Justice:

- (a) The appraisee is advised of the content of information obtained in relation to the appraisee as part of the process. Only information which has been substantiated will form part of the appraisal process.

- (b) The appraisee has the right to approach the panel to be informed of the content and nature of the information gathered and the identity of those who supplied it.
- (c) The appraisee is given reasonable opportunity to respond to the matters dealt with in the information.
- (d) Any person asked to provide information for use in an appraisal process is to be advised, at the time of the request, that such information and the identity of the person providing the information may be made known to the appraisee.

S3.9 Resourcing:

- (a) Provision of appropriate resources for the appraisee and those undertaking a role in the appraisal will be negotiated.
- (b) Those elements of the process which are of the nature of self-appraisal will not receive additional resources from the employing authority.
- (c) The level of resourcing to address the outcomes of appraisal will be a matter of negotiation between the appraisee and the Principal

SCHEDULE 4 - NEW SCHOOL OFFICER CLASSIFICATION STRUCTURE

PART 1 – APPLICATION AND OPERATION

1.1 Title

This Schedule is known as the New School Officer-Classification Structure.

1.2 Schedule coverage

1.2.1 The classification structure covers School Officers employed by the college who provide the following services:

- (a) Classroom Support – Principal duties to provide support to teachers and students in a primary or secondary classroom, individual students or groups of students.
- (b) Curriculum/Resources – Principal duties are to support the operation of curriculum-related services, such as those provided by a library, laboratory or a student technology centre.
- (c) Administration – Principal duties are in the functional areas of a school's business operations, including but not limited to clerical, administration, finance, marketing, fundraising, public relations, information technology, human resources, and information/record management and property/facilities management.
- (d) Instructional Services – Principal duties are to develop the framework for and provide instruction to students (within a structured learning environment) under the general supervision of the teaching staff.

Example: music tutor/instructor

1.2.2 The classification structure does not apply to the following employees covered by the Agreement:

- (a) Teachers;
- (b) Executive / Senior Leadership
 - Principal
 - Deputy Principal
 - Head of Primary School
 - Head of Secondary School
- (c) Assistant Head Roles
- (d) Middle Leadership/Coordination
- (e) Bus Drivers
- (f) Grounds persons
- (g) Cleaning Employees
- (h) Those known at the College as bursars and/or accountants

PART 2 – CLASSIFICATION

2.1 Classification process

2.1.1 The college shall determine the classification of a position through the following process.

- (a) An analysis is to be undertaken to establish the skills and responsibilities required for each identified position and a position description written for each position.
- (b) Each position is classified by reference to the classification criteria set out in clause 3.1 (Classification criteria), using the position description developed in accordance with clause 2.1.1(a).
- (c) Employees are appointed to a position at the appropriate level within the structure and to a step in the level according to experience based on years of service as defined in clause 7.8.

2.1.2 If at any time an employee or the employer considers that the skills and responsibilities as required by the employer for a position have altered or do not reflect the classification determined, a review of the classification applicable to the position is to be undertaken in accordance with clause 2.1.1 and an appropriate classification determined.

However, except in exceptional circumstances such as a change in the skill and/or responsibility required, or a change in the conditions under which the work is performed, no employee shall be permitted to seek a reclassification of their position on more than one occasion in a 12-month period.

2.1.3 Where a disagreement arises as to the outcome of a classification review, it will be dealt with under the dispute resolution procedure contained in this Agreement. At any meeting specified in the dispute resolution procedure the person who made the decision about the classification review shall, wherever possible, participate.

2.2 Classification system objectives

The objectives of a classification system should be consistency, transparency, flexibility, and procedural uniformity which is reflective of contemporary positions and character of schools.

2.2.1 Consistency

The classification system seeks to be consistent and equitable by:

- (a) grouping together duties of a similar work character within the same classification level;
- (b) having a credible and defensible method of establishing the work character of each position and the relativities between all work levels; and
- (c) a position evaluation approach based on nine classification factors across all work positions.

2.2.2 Transparency

The classification system is supported by clearly defined classification factors that support an open and transparent classification system.

2.2.3 Flexibility

The classification system supports flexibility by recognising that some positions in the College are quite different from others.

2.2.4 Uniformity

The classification system supports a unified system by providing a common language to identify and describe the common elements of positions, enabling comparison of positions and position types.

2.3 Acknowledgement

This classification system is based on the Australian Public Service Commission's classification system and related documentation with appropriate changes.

2.4 Classification system overview

2.4.1 Position Descriptions

A detailed, factual and up to date understanding of the position being classified must be established and documented to enable a decision on the classification level, including an understanding of:

- (a) the inherent requirements of the position (ie. what needs to be done, rather than how it is to be done) and any mandatory licences, registrations or qualifications required;
- (b) the skill and knowledge requirements;
- (c) the responsibilities and accountabilities; and
- (d) any employer arrangements that affect the position.

2.4.2 Such an understanding would primarily be based on a detailed position description, but may also include, but not limited to, other reference material such as:

- (a) organisational charts;
- (b) questionnaires; and
- (c) records of interview with relevant people who understand and interact with the role (eg. the incumbent, managers)

2.4.3 Classification Factors

The evaluation of a position using the classification system is based on the following nine (9) classification factors (detailed in clauses 2.5.4 and 3.1 of this Schedule):

1. Knowledge Application
2. Accountability
3. Scope and Complexity
4. Guidance
5. Decision-making
6. Problem Solving
7. Contact and Relationships
8. Negotiation and Cooperation
9. Management Responsibility/Resource Accountability

2.4.4 Principles

The classification system is underpinned by a set of principles that assist in the understanding of the process.

- (a) *Jobs are classified, not people* - When making a classification decision, it is vital that the work character of a position is considered and not the capabilities or characteristics of the employee who will perform the position or the performance or capabilities of the employee currently performing the role.
- (b) *Classification and remuneration are different* - Remuneration does not influence a classification decision. Classification is based on an appropriate work character assessment of the position and not on the remuneration arrangements that may be needed to attract and/or retain appropriately skilled or qualified people.
- (c) *Work character and work volume are different* - Work volume does not influence the assessment of the character of the work. The appropriate classification of a position should be determined based on the complexity and responsibility of tasks involved, not the number of tasks or how busy the position is. Work volume may influence the number of employees needed to perform the duties.
- (d) *Position titles do not dictate classification levels* – Local job titles are labels that may be used by an employer to segment the workforce along functional or occupational lines (e.g. Finance Officer). However, this does not mean all Finance Officer titled roles have the same classification. Each role must be considered separately.
- (e) *Specialist and Management roles are accommodated* - The classification system is able to attribute work character to positions which require a high level of expertise, which may not undertake a management position. The supervision and management of employees is only one component of work character.

2.4.5 Qualifications

The classification system does not specify that:

- (a) a qualification (eg. a degree) is required for a position to be classified at a particular classification level; or
- (b) an employee must have a particular qualification to be appointed to a position at a particular classification level.

2.4.6 However, the classification system does inherently require (for some work value descriptors to apply to a position), the level of knowledge and skills equivalent to that typically obtained through formal qualifications (such as a degree), but such knowledge and skills may otherwise be obtained through experience and/or other training.

2.4.7 Furthermore, the classification system does not restrict an employer from including a qualification requirement in a position description or when advertising a position for recruitment.

2.5 Position Evaluation

2.5.1 Position evaluation is the way the work character of new and existing positions is assessed in a structured way using the classification system.

2.5.2 Position evaluation is the method of determining the relative work character of a position through assessing the nature, impact and accountabilities of the position.

2.5.3 Position evaluation is a two-part process:

- (a) evidence is gathered to understand the position (subclauses X.6.1 and X.6.2); and
- (b) the position is assessed and measured against the classification factors.

2.5.4 Classification Factors

The classification of a position requires consideration of nine (9) classification factors:

1. **Knowledge Application:** This factor measures the type and level of knowledge (breadth and depth) that is required and applied to perform the responsibilities of the position. This includes management and environmental knowledge but may also include scientific, professional and/or technical knowledge which has been acquired through both formal learning and work experience.
2. **Accountability:** This factor identifies how accountable the position is in the achievement of results. It includes the type and level of actions taken by the position and the level of input to meeting own or team/group outcomes.
3. **Scope and Complexity:** This factor covers the type, variety and intricacy of tasks, process or methods in the work performed. It considers the extent and diversity of the activities which must be performed and/or coordinated by the position. It also considers the need to know about activities and requirements across functions within and/or outside the employer.
4. **Guidance:** This factor relates to the scope of independent action or autonomy used in the position. It takes into account the level and degree of direction and guidance provided by policy, precedents, and regulations and the requirement to follow clearly defined procedures or being allowed to operate within broad parameters.
5. **Decision Making:** This factor relates to the extent to which a position makes decisions on the basis of clear, established guidelines and objectives. This factor also concerns the authority that the position has to make decisions/determinations that affect outcomes (what decisions are the sole responsibility of the position), what advice/recommendations are given to others to support their decision making and the impact the action taken by a position will have, how far reaching the impact is and the duration of the impact (short or long term).
6. **Problem Solving:** This factor measures the requirements for a position to solve the problems and issues. It includes initiative and original thought. It takes into account requirements for analysis to diagnose a problem and understand complex situations or issues and the judgement necessary to formulate solutions and recommend or decide on the best course of action.
7. **Contacts and Relationship:** This factor covers the contacts and relationships that are typically required in order to carry out the responsibilities of the position. It measures the requirement for a position to communicate, establish and maintain relationships.
8. **Negotiation and Cooperation:** This factor measures the requirement for a position to effectively use persuasion, negotiation, explanation, tact and discretion in order to achieve the desired outcome of interactions with stakeholders/others.
9. **Management Responsibility/Resource Accountability:** This factor measures the responsibility of a position for coordinating, supervising and managing others in work activities as well as the resources (including property, IT, and finances) for which the position is directly accountable and required to manage and control. The emphasis is on the type of responsibility, rather than the precise numbers of those supervised or managed.

2.5.5 The above classification factors (including relevant work value descriptors for each) are outlined in 3.1 of this Schedule.

2.6 Record of Evaluation

2.6.1 The Evaluation Record is intended to:

- (a) support the consistent application of the classification system; and
- (b) assist employers to evaluate positions and determine the appropriate classification level.

2.6.2 The Evaluation Record outlined in clause 3.2 of this Schedule will be presented to an employee with the position description upon request.

2.7 Assigning a Score to a Classification Factor

2.7.1 Evidence about the position is analysed against the classification factors.

2.7.2 Each classification factor is assigned a score for the position (based on the appropriate work value descriptor of each classification factor) and the combined score for all nine (9) classification factors indicates the appropriate classification for the position.

2.7.3 To determine the work value descriptor for each classification factor the assessor should:

- (a) compare descriptors corresponding to lower and higher levels to determine the most appropriate one - *the selected descriptor may be a higher or lower level for various classification factors;*
- (b) ensure that the position meets the full intent of a descriptor - *if the position exceeds a particular descriptor, but fails to meet the full intent of the next higher descriptor, then the lower descriptor should be selected*
- (c) consider the frequency of the performance of the classification factors which may occur at a higher and a lower level - *the level of the selected descriptor should not be determined by infrequent occurrences; and*
- (d) ensure that the value of a classification factor of the position should not be overstated - *the value of the same descriptor should not be attributed to more than one classification factor, eg. staff supervision should only be attributed to the "Management/Resource" factor; it should not be attributed to the "Contacts and Relationships" factor as well.*

2.7.4 Positions may score anywhere within the range for a classification, reflecting the broad range of work character within each classification level. It is unlikely that all positions within the College would consistently score at the high end or low end of each classification.

2.7.5 Score and Classification Level

A total score will be tallied in regard to the evaluation of the position, which will then be allocated to a classification level as outlined in the following table.

Score	Classification Level
18 – 27	Level 1
28 – 45	Level 2
46 – 63	Level 3
64 – 81	Level 4
82 – 99	Level 5
100 - 117	Level 6
118 –135	Level 7

2.7.6 Borderline Scores

Some positions will score within the range for a proposed classification level while others may score on the 'borderline', namely:

- (a) the total score is just below the maximum (e.g. 62 or 63 for Level 3); or
- (b) just above the minimum score (e.g. 64 or 65 of Level 4) for a particular classification.

2.7.7 If a position scores just above the minimum score, then it is necessary to revisit the evaluation to ensure that all the relevant information has been gathered and considered and it may be necessary to undertake a further evaluation of the position.

2.7.8 If the position continues to be on the minimum score for a particular level, then consideration needs to be given to position redesign.

2.7.9 Further, if the position continues to be at the top of the scoring range, then the same principle applies and:

- (a) a position analysis should look broadly at the position; and
- (b) the position could be redesigned to spread across a few positions,

which may be the better outcome for the employer as a means of balancing classification and a more efficient use of resources.

2.8 Flow Chart

A flow chart of the process of evaluating the is outlined at **clause 3.3 of this Schedule**.

PART 3 – CLASSIFICATION TOOLS

3.1 Classification Criteria

Classification Factor 1 - Knowledge Application (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Knowledge of a limited number of basic, routine or repetitive tasks and the operation of associated basic tools, equipment and materials. • Knowledge applied to established practice, procedures, processes and routines. 	2
<ul style="list-style-type: none"> • Knowledge of a range of routine work procedures and tasks and the operation of associated tools, equipment and materials. • Knowledge applied to readily understood rules, procedures and techniques. • A basic understanding of relevant statutory, regulatory and policy frameworks. 	4
<ul style="list-style-type: none"> • Knowledge of a range of work practices and procedures with an element of complexity and the operation of associated equipment, tools and materials. • Basic knowledge of theoretical or practical tasks that are applied to one function or area of activity. • An understanding of relevant statutory, regulatory and policy frameworks. 	6
<ul style="list-style-type: none"> • Practical and procedural knowledge across a technical or specialist area. • Organisational, procedural or policy knowledge. • Sound understanding of relevant statutory, regulatory and policy frameworks in order to draw conclusions, interpret and apply guidance material and resolve recurring problems. 	8
<ul style="list-style-type: none"> • Expertise within an area or discipline using theoretical knowledge or relevant practical experience. • A substantial knowledge and understanding of related principles, techniques and practices. • Well-developed understanding of relevant statutory, regulatory and policy frameworks applied to a variety of interrelated activities and solutions to a range of problems. 	10
<ul style="list-style-type: none"> • Professional, technical or management knowledge in a specialised area across a range of activities. • A thorough understanding of related principles, concepts, methods and practices. • In-depth knowledge of relevant statutory, regulatory and policy frameworks in order to provide objective advice and resolve problems of a specialised or complex nature. 	12
<ul style="list-style-type: none"> • Highly developed specialist, professional, technical and/or management knowledge across a broad range of activities. • A corresponding understanding of related principles, concepts and practices. • Extensive knowledge of statutory, regulatory and policy frameworks relevant to a field of work, discipline or functional area in order to provide comprehensive and authoritative advice on specialist and very complex issues. • Acknowledged as an authority in a field of work or specialised discipline. 	14
<ul style="list-style-type: none"> • Advanced specialist, professional and/or management knowledge and corresponding understanding of related principles, theories, concepts and practices. • Extensive and detailed knowledge of statutory, regulatory and policy frameworks relevant to the area of responsibility and the application of this knowledge to situations involving a high level of complexity and sensitivity, which require considerable interpretation and analysis. • Act as a leading professional/technical advisor in an organisational area of expertise. 	16

Classification Factor 2 - Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Accountable for the setting of own priorities on a day-to-day basis, for completion of allocated tasks within required timeframes and compliance with set procedures. • Responsible for the basic administration of the work area and identifying and managing risks that affect day-to-day tasks. 	2
<ul style="list-style-type: none"> • Accountable for the setting of own priorities on a day-to-day and weekly basis, managing competing priorities, the achievement of personal results within required timeframes and compliance with set procedures. • Responsible for providing advice to other employees on procedural and less technical issues related to the immediate work area and identifying and managing risks that affect day-to-day tasks. 	4
<ul style="list-style-type: none"> • Accountable for planning own work goals and priorities that align with and achieve own and team/group outcomes. • Responsible for the accuracy and timeliness of advice provided in relation to an area of responsibility and awareness of the impact of emerging issues on activities. • Accountable for the achievement of own results which contribute to team/group goals. 	6
<ul style="list-style-type: none"> • Accountable for setting priorities for the work area, monitoring workflow and reviewing work of other employees. • Responsible for managing competing requests, demands and priorities. • Responsible for planning for the achievement of personal and/or team/group results. • Accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and/or team/group work outcomes. 	8
<ul style="list-style-type: none"> • Accountable for developing plans and objectives for short-term tasks. • Responsible for coordinating competing requests and demands, setting priorities and managing the workflow for immediate work area. • Responsible for providing professional and policy advice within an area of specialisation or providing technical expertise that contributes to work area outcomes. • Accountable for maintaining appropriate risk management programs. 	10
<ul style="list-style-type: none"> • Accountable for developing plans and objectives for short-term tasks and contributing to strategic planning for longer-term initiatives. • Responsible for providing expertise and technical knowledge across a range of programs or activities, providing accurate and specialised advice and ensuring knowledge of and compliance with relevant legislation and/or policy frameworks. • Responsible for setting priorities and ensuring quality of outcomes for the work area. • Responsible for contributing to improvement strategies and to change in workplace practices. • Accountable for monitoring related emerging issues, identifying impact and conducting risk management activities within sphere of responsibility. 	12

<ul style="list-style-type: none"> • Accountable for determining the strategic direction for work and aligning longer-term planning with goals and objectives. • Responsible for providing expertise across a broad range of activities potentially relating to work of different program areas and ensuring an in-depth knowledge of and compliance with relevant legislation and/or policy frameworks. • Responsible for the achievement of own and/or team/group outcomes and monitoring team/group progress and following through to deliver identified outcomes. • Accountable for monitoring emerging issues in a field and for identifying impact on employer priorities as well as engaging with risk and undertaking risk management activities for area of responsibility. 	14
<ul style="list-style-type: none"> • Accountable for the strategic direction of the work area, its planning processes including developing plans, performance standards and implementing strategies for the work that will ensure the attainment of the critical results expected. • Responsible for providing a strategic level of expertise, providing professional and technical or policy advice to produce effective operations, timely and comprehensive results and adherence to required standards. • Accountable for setting the strategic direction, anticipating and establishing priorities, monitoring progress and working to deliver organisational functions or a program within an area of responsibility. • Responsible for providing leadership in implementing and promoting change and continuous improvement in addition to identifying, evaluating and managing risk in the delivery of outcomes. • Responsible for maintaining awareness of current developments in the field of work, anticipating their impact on the work area and responding appropriately to mitigate risk. 	16

Classification Factor 3 - Scope and Complexity – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work is routine and basic. • Tasks are clearly defined, discrete and directly related. • Actions or responses to be made are readily discernible and quickly learnt. • There is minimal or no choice in deciding what is to be done. 	2
<ul style="list-style-type: none"> • Work is straightforward in which tasks involve related steps, processes or methods. • Actions or responses address familiar circumstances and involve choices between easily recognisable alternatives. • Issues requiring resolution are normally minor in nature and either have clear choices between options or are referred to more senior employees. 	4
<ul style="list-style-type: none"> • Work is straightforward and relates to a broad range of tasks. • Problems faced may have some complexity yet are broadly similar to past problems. • Solutions generally can be found in documented precedents, or in organisational guidelines, procedures and/or instructions, though these may require some interpretation and application of judgement. 	6
<ul style="list-style-type: none"> • Work is moderately complex, relates to a limited range of activities and work requires the application of well-established principles, practices and procedures in combination. • Actions or responses made can generally be related to past experience. • There may be occasions where unfamiliar circumstances may require some judgement or technical assistance sought. 	8
<ul style="list-style-type: none"> • Work is moderately complex to complex in nature and relates to a range of activities. • What needs to be done involves using available information however options are not always evident. • Interpretation, analysis and some judgement are required to select an appropriate course of action. 	10
<ul style="list-style-type: none"> • Work is complex and involves various activities involving different, unrelated, but established processes/methods. • Circumstances or data must be analysed to identify inter-relationships. • What needs to be done depends on analysis of the issues and the selection of an appropriate course of action from a number of options and requires sound judgement. 	12
<ul style="list-style-type: none"> • Work is very complex and includes varied activities involving many different and unrelated processes/ methods. • Work deals with unfamiliar circumstances, variations in approach and/or sudden changes. • Tasks are a narrow range of related activities performed to considerable depth, within established principles, practices or procedures. • The work requires the bringing together of a range of elements and the determination of method of approach from a range of options and involves significant evaluative judgement. • Decisions about what needs to be done include interpretation of considerable and/or incomplete data. 	14
<ul style="list-style-type: none"> • Work is highly complex and includes a broad range of activities of substantial depth involving significant detail. • Positions operate with reference to organisational objectives that are clear although specific guidelines, strategies or tactics are sometimes ill-defined or incomplete. • Work requires establishing or developing new information or techniques. • Work regularly addresses major areas of uncertainty and demands critical choices between options. 	16

Work Classification Factor 4 - Guidance – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Generally, works with close supervision and within well established procedures and practices. • Work involves following instructions which define the tasks in detail and results to be achieved. • Minimal personal initiative is required as methods and objectives are closely defined within set procedures and instructions. • Work quality and content is subject to regular review. 	2
<ul style="list-style-type: none"> • Works with routine supervision and within established procedures and practices. • Work involves working from instructions but making minor decisions involving the use of initiative in the application of systems, and procedures. • Work is clearly defined at the outset and work is reviewed at intervals and on completion. 	4
<ul style="list-style-type: none"> • Works under general supervision, within established procedures and practices. • Objectives, priorities and deadlines are defined with some autonomy about how work is performed. • The work may involve working independently on specific tasks with issues that do not have clear precedents resolved under appropriate guidance. • Work quality and content is subject to monitoring to ensure that satisfactory progress is being made against stated objectives. 	6
<ul style="list-style-type: none"> • Works under general supervision and works within established procedures and guidance. • Objectives, priorities and deadlines are defined with some scope in selecting the most appropriate method to complete tasks and how precedents, procedures and guidelines are interpreted and applied. • The work may involve working independently to manage specific tasks, processes or activities against stated objectives with supervision generally limited to complex tasks or unfamiliar situations. • Completed work is evaluated for accuracy, appropriateness and compliance with policy requirements. 	8
<ul style="list-style-type: none"> • Works under limited supervision to progress a series of activities within recognised guidelines. • There is a clear statement of overall objectives and in consultation with supervisor decides on tasks and activities to be undertaken and required deadlines. • Work follows well defined and detailed policies, technical or professional guidelines and accepted practice to achieve specific outcomes. There is some discretion to vary or tailor these. • Some judgement is required to resolve workplace issues with supervision provided for complex or difficult issues. 	10
<ul style="list-style-type: none"> • Works under limited direction and is guided by policies, accepted standards and precedents/organisational practice. • The work involves using discretion and initiative over a broad area of activity with autonomy and accountability in interpreting policy and applying practices and procedures with some scope in modifying practices and procedures where necessary. • Expected results are less tightly defined and there is discretion about how they are best achieved. • Work produced requires little or no revision before finalisation. 	12
<ul style="list-style-type: none"> • Operates under general direction and is guided by legislation, policies, procedures and precedents/organisational practice. • Interpretation is required to establish the way in which procedures and policies should be applied with the position operating with considerable independence. • Generally, work is within parameters provided by broad objectives and standards- guideline/procedures, with substantial discretion on how objectives are achieved for specific areas of responsibility. 	14

Work Classification Factor 4 - Guidance – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Operates under broad direction and influences the development of policy, procedures and guidelines. • The work requires a high level of independent control and is conducted based on broadly stated objectives. • There is a high level of autonomy with responsibility for setting priorities, developing work programs and determining how work is done. • Significant judgement is required to select a course of action to manage highly complex or sensitive issues consistent with established legislation, principles and guidelines. 	16

Work Classification Factor 5 - Decision Making – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Very few independent decisions are required, and they will relate to own work. • Decisions are based on defined outcomes, priorities and performance standards and generally have a minor impact on the work area. • Actions of the position do not impact significantly and are short term. 	2
<ul style="list-style-type: none"> • Some decisions that may require discretion and judgement. • Decisions are of a procedural or administrative nature and have a low impact on the work area or specific function. • Actions of the position are limited to within the immediate work area and impact is short term. 	4
<ul style="list-style-type: none"> • Administrative and operational decisions chosen from a range of established alternatives within defined parameters and following established procedures and protocols. • Decisions are likely to impact the work area or specific function. Information or incidental services are provided which are of use to other decision makers. • Actions of the position may impact operational efficiency or output, or service delivery for a work area in the short term. 	6
<ul style="list-style-type: none"> • Decisions are within defined parameters and related to an area of responsibility. • Decisions are based on policy, procedures and working standards that provide only general guidelines and impact on the work area or specific function. • Information and advice are provided which may be taken into consideration by other decision makers. • Actions of the position impact operational efficiency or output, or service delivery for a work area over the medium to short term. 	8
<ul style="list-style-type: none"> • Decisions concern a variety of matters, affect own work area and may affect another work area. • Decisions require evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results. • Information and advice are provided, possibly suggesting a course of action, which is taken into consideration by other decision makers. • The position may have significant impact in regard to work area objectives and activities and may impact on other work areas in the short to medium term. 	10
<ul style="list-style-type: none"> • Decisions concern complex or escalated issues and have a medium to high impact on the work area; however, the impact on employer operations is usually limited. • Decisions are based on sound judgement, expertise and knowledge. • Decisions are governed by the application of regulations or operating instructions and procedures. • Information, advice and recommended actions are provided which has influence on the decision maker. • The actions of the position may have a significant impact with regard to objectives such as operations, output, quality and service which extend beyond the immediate work area. The position influences external relationships which are of importance to the work area and its reputation. • Actions may have medium to long term effects. 	12

Work Classification Factor 5 - Decision Making – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Decisions concern a broad variety of matters with a significant impact on own work area and may affect other parts of the organisation. • Decisions are based on professional judgement, evaluating risk and in the context of a complex and changing environment. • Full analysis and recommendations are provided which usually influences the decision maker. • The position is likely to have a high impact with regard to key objectives such as operations, output or quality which are an important part of the activities of the employer. The position influences and affects policy direction and/or implementation in a defined area of responsibility. • Decisions influence external relationships which are important to reputation and may have a medium to long term effect. 	14
<ul style="list-style-type: none"> • Decisions will be of major significance and may include the framing and shaping of policies, the setting of long term objectives or impact on the outcome of a program or major project. • Options and choices are diverse and multiple, and the outcomes of decisions will often be unclear. • Balanced decisions requiring use of professional judgement, evaluating ambiguous and incomplete information, factoring risks and being sensitive to the context. • Full information, analysis and authoritative recommendations are provided which is likely to be accepted by the decision maker. • Actions of the position may have significant impact on the day-to-day operations of the work area and other parts of the organisation, and/or a direct and significant impact on the outcome of a program or major project. • Significant medium to long term affects in terms of key strategic targets and major performance achievements with regard to a range of organisational objectives and results. 	16

Work Classification Factor 6- Problem Solving– (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work activities are well defined and follow set procedures. • Problems that arise are highly similar and readily solved through direct application of procedures or referred to other people. • Work requires accurate adherence to established practices and procedures and there is typically little or no requirement for individual initiative and judgement. 	2
<ul style="list-style-type: none"> • Work activities are defined by set procedures. • Problems are straightforward and solved by application of procedures or guidance or referred onto other people for resolution. • Judgements typically involve straightforward position related facts or situations. 	4
<ul style="list-style-type: none"> • Work generally involves straightforward, well defined tasks. • Problems are similar and are generally solved by reference to clear procedures and past experience, or by referral to others. • Some initiative is required in completing still largely procedural tasks, for example in responding to varying circumstances. • Identifying and making minor changes to standard procedures and methods may be necessary. 	6
<ul style="list-style-type: none"> • Work activities are undertaken within a general framework of recognised procedures and guidelines. • Problem solving may be undertaken with creativity applied to recognised procedures and guidelines. • Information is applied selectively, and alternatives are not always self-evident. • Analysis is typically required to make judgements involving facts or situations. • Lateral thinking is required to generate viable options and the implementation of solutions. 	8
<ul style="list-style-type: none"> • Work predominately involves a wider variety of still similar, well defined tasks which may require researching and organising information and choosing from a limited range of solutions. • Creativity and innovation are essential to the position and need to be regularly exercised within general guidelines. • Unfamiliar issues and situations require personal action for example, in developing new or improved work methods or tackling situations in new ways. 	10
<ul style="list-style-type: none"> • Work involves complex issues and the range of solutions is more varied. • Problems arise relatively frequently and require detailed information gathering, analysis and investigation. • Different innovative techniques and methods are applied, or a range of imaginative solutions/responses developed. • Initiative and originality are required in developing and modifying existing approaches to tackle new issues and situations. 	12
<ul style="list-style-type: none"> • Work involves very complex or sensitive issues. • Problems are often complicated and made up of several components which have to be analysed and assessed and which may contain conflicting information. • Problem solving requires establishing and testing options, making interpretations and judgements in the selection and analysis of the relevant information. • Creativity and originality (innovation) are required to develop approaches for applying new knowledge or policy changes. 	14

Work Classification Factor 6 - Problem Solving – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work involves highly complex and sensitive issues. • Problem solving usually involves analysing and discriminating amongst a broadly defined and understood set of alternatives and/or the relating of precedent to new issues and risks that are usually localised. • Problem solving requires significant levels of judgement, assessment and interpretation and may require an extensive understanding of the position and responsibilities and the context in which it operates. • The position must identify and lead innovative solutions and use professional judgement to evaluate ambiguous or incomplete information. • The position is also responsible for anticipating, identifying and assessing risks and, where a range of options are available, considering the implications of each. 	16

Work Classification Factor 7 - Contacts and Relationships – (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Provide a basic customer service in relation to a specific area of work. • Be responsive to requests and liaise with others on routine matters. • Provide and receive routine information based on clearly defined practices and procedures. 	2
<ul style="list-style-type: none"> • Liaise with stakeholders*/others in relation to a specific area of work, deliver an effective customer service. • Respond to routine enquiries or straightforward matters. • Provide general information, advice and guidance based on established procedures. 	4
<ul style="list-style-type: none"> • Liaise with stakeholders/others, deliver specific services and assist to resolve straightforward matters. • Apply standard procedures to meet requirements and offer assistance to solve problems. • Deliver an effective customer service and provide quality, accurate and consistent advice. • Represent the work area at internal meetings. 	6
<ul style="list-style-type: none"> • Communicate with and provide information and advice to a range of stakeholders/others. • Liaise with stakeholders/others and assist to resolve moderately complex issues. • Provide quality advice to stakeholders/others and deliver a responsive service within area of expertise. • Represent the work area at internal and external meetings and conferences. 	8
<ul style="list-style-type: none"> • Communicate with and provide advice and recommendations to a wide variety of customers and external stakeholders/others. • Liaise with stakeholders/others on moderately complex to complex policy, project or operational issues responding to stakeholders'/others needs and expectations. • Interpret and explain policies and procedures providing advice and assistance. • Represent the work area or organisation at meetings, conferences or seminars. 	10
<ul style="list-style-type: none"> • Manage relationships with others to achieve work area goals. • Liaise with a range of stakeholders/others in relation to difficult or sensitive issues. • Consult and advise internal and external stakeholders/others, anticipate and respond to their needs and expectations. • Represent the organisation by promoting its interest at community level and with external organisations and undertake a representation or presentation position on behalf of the immediate work area. 	12
<ul style="list-style-type: none"> • Develop and manage relationships with stakeholders/others, engaging and collaborating to achieve outcomes and facilitate cooperation. • Present the organisation's position in the context of very complex or sensitive issues to key stakeholders/others within and outside the organisation. • Represent and explain the views of the organisation at meetings with external organisations and other forums. 	14
<ul style="list-style-type: none"> • Initiate, establish and maintain strong relationships with a broad range of stakeholders/others, promoting organisational objectives and communicating the strategic vision. • Present the organisation's position in the context of highly complex or sensitive issues or contentious information with a range of audiences. • Provide a high level of responsiveness and resolve complex stakeholder issues. • Represent the organisation at cross-organisation, inter-jurisdictional, international and other forums. • Engage and manage stakeholders/others through change, resolving conflict and managing sensitivities. 	16

**Stakeholders may refer to parents, other staff (teachers, school officers, leaders), or members of the community, as appropriate to the position.*

Work Classification Factor 8- Negotiation and Cooperation (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> •There is no requirement to negotiate as the position largely relates to the exchange of information on basic and well-established matters. •Information is not contentious and therefore does not involve debate or require interpretation or persuasion. 	2
<ul style="list-style-type: none"> •There is no requirement to negotiate as the position is largely related to the exchange of information on straightforward matters. •Information is generally not contentious and therefore does not involve debate but may require an element of interpretation or persuasion. 	4
<ul style="list-style-type: none"> •Contact with stakeholders*/others is generally in terms of advice and support rather than simply providing information. •Issues are generally not contentious but require establishing how needs can be met. •A level of tact, diplomacy or persuasion is necessary. 	6
<ul style="list-style-type: none"> •Contact with stakeholders/others is in terms of comprehensive advice, support and resolution of issues. •A level of tact, discretion or persuasion is necessary. 	8
<ul style="list-style-type: none"> •Some matters are likely to be contentious or complex issues that have scope for alternative interpretation requiring tact, persuasion and sensitivity within the application of guidelines. •May engage in some degree of negotiations under limited direction. 	10
<ul style="list-style-type: none"> •Deals with complex and contentious matters requiring persuasion and sensitivity. •Required to communicate and negotiate with stakeholders/others under limited direction, to minimise oppositions and maximise acceptance and cooperation. 	12
<ul style="list-style-type: none"> •Regularly deals with a range of complex and contentious matters. •Requires a consistently high degree of persuasion and advocacy. •On behalf of the organisation the position is required to achieve cooperation with stakeholders/others or other interested groups. •Negotiates and resolves tensions and difficulties. 	14
<ul style="list-style-type: none"> •Negotiates highly complex issues or represents the organisation in the context of contentious and high profile issues. •Persuasion, negotiation and influencing required to develop positions and/or strategies and gain cooperation on strategic issues. •Represents and negotiates on behalf of the organisation to advance the organisation's interests in defined circumstances. •Brokers agreements between conflicting agendas whilst maintaining key relationships. •Negotiates and persuades in order to convince others to adopt policies or courses of action they might not otherwise wish to take. •Responsibility to act on behalf of and commit the organisation to a course of action. 	16

****Stakeholders may refer to parents, other staff (teachers, school officers, leaders), or members of the community as appropriate to the position.***

Work Classification Factor 9 - Management Responsibility / Resource Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • No supervisory responsibility and is generally responsible for own work. • Accountable for effective use of own resources. 	2
<ul style="list-style-type: none"> • Little or no supervisory responsibility. • May assist with work familiarisation, initial training and support to new or less experienced colleagues. • Prepares routine financial and resource information. • Uses equipment with reference to established procedures and practices. 	4
<ul style="list-style-type: none"> • Some limited supervisory responsibility or coordination of others' work. • Assists in the training of new or less experienced colleagues. • Provides advice and guidance on procedural matters. • Responsible for organising task allocation and checking quality of work. • Some direct responsibility for resources. Provides a direct service in the administration of resources which may include verifying and reconciling payments and invoices in accordance with established guidelines and procedures 	6
<ul style="list-style-type: none"> • Supervise employees in day-to-day work activities or coordinate a small team/group performing straightforward work. • Provides on-the-job training, develops staff and sets goals and priorities. • Responsible for reviewing, checking or certifying the work of employees and monitoring work practices. • Provides feedback, support, advice and guidance to less experienced colleagues when required. • Accountable for monitoring resources, compiling information and reporting for a specific project/program. • With reference to appropriate guidelines, procedures and precedents activities may include preparing/assessing/awarding payments for administered programs or facilitating and ensuring correct payments are made by customers. 	8
<ul style="list-style-type: none"> • Supervise employees carrying out tasks in one identified area of work or for a specified project or activity. • Responsible for coordinating and facilitating team/group performance and for setting, monitoring and achieving specific outcomes. • Sets the direction of work priorities and practices, monitors workflow, and plays a position in coaching, guiding and developing employees. • Involves identifying training needs, monitoring and providing feedback on performance and facilitating cooperation among team/group members. • Responsible for assisting in the management of resources for a program or defined area of responsibility. • Although guidelines apply, some discretion and judgement is exercised. Resources may be drawn on or managed by others. 	10

Work Classification Factor 9 - Management Responsibility / Resource Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Supervise a group performing related positions. • Coordinate a team/group working on a specific project or supply professional/technical oversight for specialist activities. • Coordinate and facilitate team/group performance against specific objectives/outcomes. • Responsible for implementing work plans, setting tasks and priorities and managing workflow. • Reviews performance and provides performance assessment, feedback and development and assists in guiding, coaching, mentoring and developing employees. • Involves encouraging and gaining cooperation among team/group members. • Accountable for managing resources within a defined area of responsibility. The position is responsible for implementing and monitoring resource controls and managing reporting and analysis activities. 	12
<ul style="list-style-type: none"> • Manage a team/group carrying out diverse tasks in the same general type of work or a larger team/group where skills are similar, and tasks are related. • Responsible for building capability in a team/group environment through coaching others, providing performance feedback and encouraging career development. • Develops and implements work plans, sets work area priorities and evaluates activities and working methods. • Involves the motivation of team/group members, building cooperation and improving team/group performance. • Accountable for managing a resource base and use of defined resources for a single area or a discrete project. • Required to plan and manage allocated resources, develop appropriate controls, monitor achievement against plans and adjust plans to meet changing demands. 	14
<ul style="list-style-type: none"> • Management of a group(s) of employees carrying out work across a range of different functions • Responsible for providing direction to staff and developing staff capabilities to ensure optimum group performance and productivity. • Involves the overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods. • Required to bring a broader perspective to the group, encouraging the group to focus on different (innovative) ways of meeting business objectives, building cooperation, promoting unity and a common direction. • Accountable for managing a significant resource base and the deployment of resources within a business area or major project. The allocated resources cover a range of functions/activities with a high degree of discretion on how these are managed. • Responsible for negotiating and allocating resources between competing priorities, forecasting resource requirements, creating plans, establishing appropriate progress reviews and performance measures. 	16

3.2 Evaluation Record

Position details

Position title:	Evaluation date:
Work area:	Evaluated by:
Position status – new or existing:	Date of position creation:
Has the position been evaluated previously, if so when and by whom:	
Primary purpose/main objectives of the position:	
List the sources of information and evidence that has been used to inform this evaluation:	

Evaluation factors

A range of work value descriptors are provided in relation to each of the nine evaluation factors.

Read all descriptors to identify the most appropriate, noting that a position must meet the full intent of the description for that description to be selected. Refer to clauses 2.7.1 to 2.7.9 of Schedule 4 of the Collective Enterprise Agreement 2026 for more information.

Document the rationale for the selection of each factor description (citing role specific responsibilities) together with the corresponding score.

Factor	Score	Rationale/Evidence
Knowledge Application		

Factor	Score	Rationale/Evidence
Accountability		
Scope and Complexity		
Guidance		
Decision- making		
Problem Solving		
Contacts and Relationships		
Negotiation and Cooperation		

Factor	Score	Rationale/Evidence
Management Responsibility / Resource Accountability		

Combine the scores assigned to the individual evaluation factors.

<p>Total score:</p> <p>Classification level:</p>

The total score correlates with an approved classification level as set out in the below table. Identify the range in which the total score falls, to identify the corresponding classification level. This indicates the preliminary assessment of the role.

Score	Classification Level
18– 27	Level 1
28– 45	Level 2
46– 63	Level 3
64 – 81	Level 4
82 – 99	Level 5
100 – 117	Level 6
118 – 135	Level 7

Borderline role: Yes <input type="checkbox"/> No <input type="checkbox"/>	Evaluation revisited Yes <input type="checkbox"/> No <input type="checkbox"/>
Assessed classification level:	

Attach supporting information used as evidence to inform the role evaluation (e.g. position description).

Approved classification level:

Date:

Signed:

Approving Position title:

3.3 Evaluation Process Flowchart

