

THE QUEENSLAND ANGLICAN SCHOOLS ENTERPRISE AGREEMENT 2015

This Agreement applies to the exclusion of the following awards and agreements:

The Queensland Anglican Schools Enterprise Agreement 2013

Educational Services (Teachers) Award 2010

Educational Services (Schools) General Staff Award 2010

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1. Preliminary

1.1 Title

The Queensland Anglican Schools Enterprise Agreement 2015

1.2 Application

1.2.1 This Agreement shall apply to the Schools listed in Schedule 2 – Schools party to this agreement, all of their Employees (excluding principals, deputies and bursars), and to the Unions signatory to this Agreement.

1.3 Date and Period of Operation

1.3.1 This Agreement shall come into force seven days after it is approved by Fair Work Commission and shall remain in force until 31 December 2017.

1.3.2 Where this Agreement specifies an earlier operative date in relation to a particular provision, then that provision shall operate from that date for all applicable employees employed at that earlier date.

1.4 Posting of Agreement

1.4.1 A copy of this Agreement shall be exhibited in a conspicuous and convenient place in each School.

1.5 Single Bargaining Unit

1.5.1 For the purposes of negotiating this Agreement a Single Bargaining Unit (SBU) was established. The purpose of the SBU was to facilitate the negotiation of this Agreement.

2. Interpretation

2.1 Headings

2.1.1 Headings are for ease of reference only and do not affect the meaning of this Agreement.

2.2 Severability

2.2.1 Part or all of any provision of this Agreement that is illegal or unenforceable may be severed from this Agreement and the remaining provisions of this Agreement continue in force.

3. Other Applicable Legislation

3.1 The Parties to the Agreement acknowledge that, in addition to the terms and conditions contained in this Agreement they are bound by the provisions of the various State and Federal Acts, including the National Employment Standards of the Fair Work Act 2009 (Cth).

4. Relationship to aims of the School

4.1 Schooling in Queensland Anglican Schools

4.1.1 Anglican Schools in Queensland have agreed to implement the following Vision Statement.

4.2 Vision for Anglican Schools in Queensland

- 4.2.1 As learning communities of excellence, Anglican Schools are called to share the mission of the church to proclaim the good news of the kingdom of God through:
- (a) Faith – Promoting faith in Jesus Christ among students, staff and families. Offering opportunity for students, staff and family to worship God and experience Christian community in the Anglican way;
 - (b) Vocation – Educating students to value themselves and each other as gifted parts of God’s creation with a vocation to explore, understand, nurture and serve that creation. Helping students to develop their God given gifts, talents and opportunities to live out that vocation;
 - (c) Service – Enabling students to develop skills and values to live in peace and harmony, seeking justice for all with a priority for the poor, powerless and persecuted and marginalised.
 - (d) The Parties acknowledge that the Schools listed in Schedule 2 – Schools party to this agreement, as organisations of Queensland Anglican Schools, endeavour to work towards the achievement of this vision.

4.3 Ethos Statement for Anglican Schools in Queensland

4.3.1 Anglican Schools

- (a) Are firstly Christian Schools;
- (b) Celebrate the contribution of the Mother Church to the wider political, social, economic and artistic life of our culture.

4.3.2 Anglican Schools should be characterised by:

- (a) Appreciation of diversity;
- (b) High respect for intellectual endeavor;
- (c) Commitment to tradition and dignity within school worship;
- (d) Commitment to tradition and dignity within school life;
- (e) A Sense of social responsibility.

4.4 Queensland Anglican Schools Aim

- 4.4.1 To foster growth in character, faith and develop a set of values and skills, by teaching an example in a Christian setting, through all the activities of School life. As a consequence, they attempt to stimulate in their students an awareness and understanding of and response to our spiritual nature and our Christian heritage.
- 4.4.2 To provide, in a caring environment, a broad-based education which emphasises development of literacy and numeracy skills and the striving for excellence so that each student may be encouraged to develop his or her maximum potential.
- 4.4.3 To develop inquiring and flexible minds and an attitude to life this involves a sense of direction, a positive self-concept, and the personal resources with which to lead a full life.
- 4.4.4 To encourage and develop qualities of respect for others, self-discipline, self-motivation and commitment.
- 4.4.5 To develop a system of pastoral care based on Christian beliefs and values and involving all Employee and students at every level of the School community.
- 4.4.6 To provide a framework enabling a sense of community to pervade all aspects of School life, allowing for the development of community of students, Employee and parents in positive collaboration.
- 4.4.7 In pursuit of these aims, Anglican Schools seek to:
- (a) Teach students about the Christian faith and encourage them to examine their own experience in the context of Christ’s teaching;

- (b) Provide a comprehensive curriculum of compulsory and optional subjects which give a broad education academically, employ teaching strategies giving a firm foundation in literacy and numeracy skills;
- (c) Provide opportunities for students to develop sound skills and habits through class work and a regular homework program;
- (d) Expect the highest standards in all School work and provide help for students with special needs;
- (e) Ensure that all students have the opportunity to develop the fundamental skills necessary for participation in a wide variety of physical and recreational activities;
- (f) Provide opportunities for participation in a wide range of cultural activities;
- (g) Encourage and maintain School discipline, the observance of School rules and high personal standards;
- (h) Provide opportunities through visitors to the Schools, outings, library facilities, displays, counselling, and the School curriculum for students to be helped towards thinking of their future vocations – in careers, in the home and family, in the wider community;
- (i) Encourage students to be self-reliant and responsible and by providing an environment in which students are encouraged to display initiative and to express their opinions confidently, while encouraging them to listen to, and consider, the opinions of others with tolerance and understanding;
- (j) Co-operate with parents in providing pastoral care for each student, through appropriate tutorial systems and regular parent interviews;
- (k) Provide opportunities to learn about the needs of others, through participation in welfare and outreach activities and coordinated by the School;
- (l) Provide a framework wherein parents and friends of the School may participate in activities within the School, where they will meet Employee, students and members of Council, and where they will have the opportunity to discuss issues and contribute to the life of the School.

4.4.8 Christian commitment and a positive and co-operative attitude to the philosophy of the School are of primary importance in the selection of Employee.

4.4.9 All students are expected to participate in religious studies. All students and teaching Employees are expected to participate in School worship according to the rites of the Anglican Church. Although other religious traditions are respected, children in Anglican Schools must expect to become conversant with the Anglican tradition. Whilst our Schools are Christian Schools, they are also Anglican Schools. They seek to witness to the Christian faith by example as well as by precept.

4.5 School Mission/Goal/Aims

4.5.1 Schools have developed Mission/Values/Goals/Aims Statements.

4.5.2 The Parties recognise that these Statements should be read as a preface to this Agreement, as all members of each School Community strive to fulfil the goals as identified.

4.6 Endorsement

4.6.1 The Parties to this Agreement acknowledge and work towards the achievement of each School's Mission, identified through application of clause 4.

4.7 Objectives of this Agreement

- 4.7.1 The Parties acknowledge that Anglican Schools are institutions whose prime purpose is to promote holistic learning. They exist for the educational benefit of students.
- 4.7.2 This Agreement provides a framework for management, Employees and unions to work together towards improving productivity and efficiency in order to promote optimum learning outcomes for students.
- 4.7.3 The Parties acknowledge that the culture of the School needs to give recognition to the fact that these students will live most of their lives in the twenty-first century.
- 4.7.4 The Parties acknowledge and agree that the process of Enterprise Bargaining may require a readiness on the part of management, Employee and the unions to work together in ways that have not previously been required. It is acknowledged that there are no shortcuts to Enterprise Bargaining. The first step of laying the groundwork, planning and setting up the process will require strategy and effort.
- 4.7.5 The culture of the School is a critical element to be considered in developing any strategy involving a change to the status quo.
- 4.7.6 The objectives of this Agreement are to develop a culture of workplace reform by:
- (a) Improving the quality of service to client groups. Positive and comprehensive measures ensuring that this Agreement will provide better service and value for money to all clients of Schools party to this Agreement are encouraged;
 - (b) The Parties agree that each School will identify and implement best practice measures through the establishment of an organisational culture based on quality, client service, continuous improvement, adaptability in a world characterised by change, and a willingness to promote lifelong learning;
 - (c) Improving the quality of teaching with reference to the Australian Professional Standards for Teachers published by the Australian Institute for Teaching and School Leadership (AITSL Australian Professional Standards for Teachers);
 - (d) Improving quality of management of Schools;
 - (e) Improving the learning outcomes and learning environments for students catering for the diversity in the students' backgrounds, needs and learning styles;
 - (f) Improving the effectiveness of support;
 - (g) Enhancing the provision of broad curriculum services for students through effective and efficient School arrangements and practices;
 - (h) Developing collaborative and consultative decision making processes;
 - (i) Creating more effective School management and resourcing processes which increase flexibility, responsiveness and professionalism;
 - (j) Reflecting upon and giving support to the principles of employment equity, social justice and accountability;
 - (k) Recognising the key role of Employees in Anglican Schools. To this end, the Parties acknowledge that:
 - i. Measures designed to provide for the pastoral care of Employees may need to be initiated;
 - ii. Employees provide role models for the students of our Schools, therefore their dress, grooming and presentation should complement the standards set for our students;
 - iii. Provide benefits to Employees through improved wages linked to their contributions to the development and implementation of workplace reform and through improvements in the working environment;

- iv. Recognising the commitment of Employees and management to the process and outcomes of Enterprise Bargaining; and
- v. Maximising the utilisation of resources without diminishing quality or standards.

5. Equal opportunity employment for employees with disabilities

5.1 The Anglican Schools support equal opportunity employment for employees who have a disability.

6. Pay and Classifications

6.1 Payment rates and classifications for all Employees are contained in Schedules to this Agreement. More specifically:

- (a) Teachers refer to Schedule 3 - Teacher Pay;
- (b) School Officers refer to Schedule 5 - School Officer Pay and Classifications and;
- (c) All other Employees refer to Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications.

7. School Officer Classification

7.1 Disputes regarding School Officer Classification Levels

7.1.1 Where a School Officer considers that the skills and responsibilities as required by the School for a position have altered or do not reflect the classification of the position, the School Officer may apply to have the classification level reviewed. 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), a School Officer will not be permitted to seek a review of the classification of their position more than once in a 12-month period.

7.1.2 The School will provide a formal response to the Employee's application for a review within six Term Time weeks of the application being made. Where a disagreement persists as to the outcome of a classification review, it will be dealt with under the Dispute Resolution Procedure contained in Schedule 15 - Dispute Resolution Procedure to this Agreement. However, as part of the considerations in the first level of the procedure, both Parties will seek advice from persons experienced in the classification of School Officers in Anglican Schools.

7.2 Position Descriptions

7.2.1 The School will ensure that a position description exists for all School Officer positions. The content of the position description will, wherever possible, be agreed with the Employee appointed to that position. The content of position descriptions will be reviewed at least once every two years to ensure that it accurately reflects the requirements of the position. Such reviews will occur in consultation with the Employee appointed to that position.

8. Positions of Added Responsibility (PAR) – Teachers

8.1 Schedule 13 - Positions of Added Responsibility prescribes conditions of employment for PARs in Schools. Detailed application of the PAR unit points shall be School specific as set out in the School profile prepared by the School. The School profile shall include details in respect to the distribution of PAR points of the School on a departmental, primary and pastoral basis and phasing-in arrangements where negotiated.

9. Professional Contribution Allowance

- 9.1** Teachers may submit an application to receive an additional professional contribution allowance for undertaking duties in addition to the normal expectations of their role. Such duties may take the form of a special project which advances the school's strategic objectives (e.g. curriculum development projects; mentoring projects; or some other special project). The application will address the requirements of the School and the duties involved.
- 9.2** Teachers who are Lead Teachers or who receive a PAR allowance will not be eligible
- 9.3** The allowance shall be agreed between the Teacher and the School provide that no teacher will receive less than the minimum rate prescribed in Schedule 3 - Teacher Pay per annum for a full year project or at the relevant pro-rata rate for shorter or longer project terms. Existing school based allowances may be absorbed into this allowance.
- 9.4** The agreed rate for the professional contribution shall take into consideration the duration of the contribution, the experience required and whether the activity requires a significant time commitment outside of the Teacher's ordinary hours (eg, school play, school magazine).
- 9.5** The appointment to such duties is at the discretion of the Principal. It will not be unreasonably refused where the project clearly advances the school's strategic objectives and can be appropriately resourced by the school. The Employee will be advised of the decision of the Principal within 14 days of receipt of the written application, unless otherwise agreed.
- 9.6** A teacher whose application is not approved may appeal this decision. The appeal will be considered by a school based appeal panel constituted by one person nominated by the School, one person nominated by the Employee and one person agreed between the School and the Employee.

10. Teaching and Learning Initiative Allowance (TLIA)

- 10.1** A TLIA is provided for in Schedule 9 – Teaching and Learning Initiative Allowance (TLIA) of this Agreement.

11. Lead Teacher

- 11.1** Subject to clause 31.3.3, a Lead Teacher classification and allowance is provided for in Schedule 4 – Professional Standards for Teachers of this Agreement.

12. Status of Employment

- 12.1** Schedule 1 - Dictionary defines the different bases on which Employees are engaged by Schools.
- 12.2** Continuous Employment
- 12.2.1** The interruption of continuous employment due to the School term vacation shall not terminate the employment of any full or non-Full Time Employee (unless engaged for a fixed term, fixed task, Special Hiring, casual or supply basis).
- 12.2.2** Employees will recommence work no later than the first day of each term or upon the return of the teaching Employee(s) for the preparation of the following term or as otherwise mutually agreed between School and Employee.
- 12.3** Confirmation of employment

- (a) Employees covered by this Agreement shall be advised, in writing, of the basis of their employment upon appointment including whether employment is on a:
 - i. Full time;
 - ii. Part time (including Term Time);
 - iii. Casual;
 - iv. Fixed term, task or tasks based employment;
 - v. Supply;
 - vi. Basis.
- (b) If not full time, the number of weeks or School terms the Employee is to be employed;
- (c) The classification appropriate to the Employee's position and experience;
- (d) The days of the week the Employee is to be employed;
- (e) The normal starting and finishing time for each day's employment;
- (f) The duration of the engagement in respect of employment for a fixed period or task/s, supply or casual engagement;
- (g) Any probation period either in accordance with the Commonwealth legislation or a different probation period if negotiated between the School and the Employee; and
- (h) The Employee's usual duties, including any additional duties reasonably within the limits of the Employee's skill, competence and training.

12.3.1 In addition to the matters recorded in writing in accordance with clause (a) above an Employee may be directed by the School to perform reasonable additional duties, from time to time, not defined in writing.

12.3.2 Where an Employee is required to perform work on any day for which a higher rate of pay is prescribed in clause 9 of Schedule 12 - **Non-Teaching Hours of Duty**

12.3.3 the Employee shall be paid the higher rate as follows:

- (a) If more than four hours on any day are worked, the higher rate for the whole of the working day;
- (b) If four hours or less, then payment of the higher rate for four hours.

12.3.4 This provision does not apply where the Employee is performing duties at a higher level as part of an accredited course which has an on-the-job training component, or to Assistant Directors in Child Care who are acting as the Director of a Child Care Centre:

- (a) Whilst the Director is temporarily absent; or
- (b) In cases where there is no Director employed, for a maximum period of six weeks.

13. Non Full Time Teaching Provisions

13.1 Conditions and Rate of Payment – Part Time Teachers

13.1.1 A Part Time Teacher is required to undertake preparation and correction and Co-curricular Duties proportional to that of a Full Time Teacher, including one hour of Preparation and Correction Time per five hours of teaching time.

13.1.2 The duties of Part Time Teachers will be arranged in a manner which meets the Schools' operational requirements but takes into account an Employee's personal circumstances. A Part Time Teacher may, subject to the provisions of this clause, agree to undertake additional duties from time to time.

- 13.1.3 A Part Time Teacher may be requested to undertake, but not exceed, a Full Time maximum Contact Time in the case of occasional absence of another teaching Employee member. This practice will not exceed 20 consecutive working days.
- 13.1.4 Where a Part Time Teacher is engaged to undertake duties in excess of their agreed proportion, they will receive payment on the basis of the appropriate Part Time or supply hourly rate for the work undertaken. In the case of time paid at the Part Time rate, the additional hours also count towards all accrued pro rata entitlements, including, but not limited to paid vacation leave and leave loading.
- 13.1.5 Part Time Teachers will be entitled to progress through classification steps on the basis that they are deemed, for progression, to have completed a Year of Service only when the aggregate amount of time paid, in respect of work performed, is 1000 hours or twelve calendar months, whichever occurs later.
- 13.1.6 A Part Time Teacher shall be paid at the appropriate rate as prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualifications. The rate of payment for Part Time Teachers shall be calculated by multiplying the proportion that their agreed hours bear to the maximum Full Time quantum of hours by the salary prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualification.
- 13.1.7 Part Time Teachers shall accrue a pro-rata entitlement to sick leave, paid vacation period and leave loading on the basis of multiplying the proportion that their agreed hours bear to the maximum full time quantum of hours by the salary prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualification.
- 13.1.8 When a public holiday falls on a day upon which an Employee is normally engaged, that Employee shall be paid the appropriate rate to the number of hours normally worked on that day.
- 13.1.9 A Part Time Teacher will receive payment at the prescribed rate where their class or classes are not available, unless notice has been given to the Part Time Teacher of the unavailability of such class or classes on the preceding school day.

13.2 Conditions and Rate of Payment – Casual Teachers

- 13.2.1 A Casual Teacher shall be paid at the appropriate rate as prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualifications. Hourly rate equals the fortnightly salary prescribed divided by 53, plus a casual loading of 25%. This rate of pay applies to classroom teaching duties and duties over and above classroom teaching duties.
- 13.2.2 A Casual Teacher shall be employed for a minimum period of three hours and a maximum period of five days of actual teaching in respect to any one engagement. There shall be a minimum payment of three hours for each day so employed.
- 13.2.3 Casual Teachers in Secondary Schools and in secondary departments of primary schools will be paid for Preparation and Correction Time at the rate of one hour per five hours of teaching time. Casual Teachers will not receive such payment in respect of the first two days of any one engagement.
- 13.2.4 Casual Teachers will be entitled to progress through classification steps on the basis that they are deemed, for progression, 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 to work performed, is 1000 hours or twelve calendar months, whichever occurs later.
- 13.2.5 The onus rests with the Casual Teacher to provide accurate and sufficient documentation for the School to determine the appropriate classification for the purposes of calculating rates of payment.
- 13.2.6 A Casual Teacher shall not be entitled to payment for public holidays or other pro rata entitlements.
- 13.2.7 Casual Teachers are not entitled to payment for preparation or correction time for the first two days of any one engagement. After two days, Casual Teachers are entitled to Preparation and Correction Time in accordance with Schedule 11 - Hours of Duty – Teaching Employees, clauses 3.5 to 3.7.

13.3 Conditions and Rate of Payment - Fixed Term Teachers

- 13.3.1 A Fixed Term Teacher shall be paid at the appropriate rate as prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualifications and shall be paid the proportion of the annual salary which relates to the period worked.
- 13.3.2 Fixed Term Teachers shall accrue pro rata entitlements of sick leave, paid vacation period and long service leave based on the number of hours worked divided by the annualised quantum of hours worked by a Full Time Teacher multiplied by the hours of entitlement.
- 13.3.3 The leave loading of 17.5% will be paid on pro rata annual leave accrued. Where a public holiday falls on a day upon which an Employee is normally engaged, that Employee shall be paid the appropriate rate of the number of hours normally worked on that day.

14. Non-Teaching Staff Provisions

14.1 Conditions and Rate of Payment (Non Teachers) – Part Time, Term Time, Fixed Term

- 14.1.1 A person employed under these categories shall be paid on an hourly basis as prescribed for the category or level applicable under this Agreement, based upon the rate of pay prescribed for a Full Time Employee divided by 38, to work out an hourly rate.
- 14.1.2 A person employed under these categories shall accrue pro rata entitlements of personal leave, annual leave of four weeks and long service leave based on the number of total ordinary hours worked divided by the number of ordinary hours worked by a Full Time Employee in twelve months multiplied by the hours of entitlement.
- 14.1.3 The annual leave loading of 17.5% on four weeks will be paid on a pro rata accrual basis.
- 14.1.4 Where a public holiday falls on a day upon which an Employee is normally engaged, that Employee shall be paid the ordinary rate for the number of hours normally worked on that day. If an Employee is required to work on a Public Holiday, they will be paid overtime in accordance with this Agreement.
- 14.1.5 All Part Time, Term Time and Fixed Term Employees will have the opportunity for membership of one of the School's contributory Superannuation funds.

14.2 Conditions and Rate of Payment - Casual Employees

- 14.2.1 Except where otherwise expressly provided, a Casual Employee must be engaged for a minimum period of two hours' work or receive a minimum payment of two hours per engagement.
- 14.2.2 A Casual Employee may be terminated, or resign, on one hour's notice, or forfeiture of one hour's pay.
- 14.2.3 A Casual Employee shall be paid at the prescribed weekly rate of payment as appropriate for a Full Time Employee performing the same or similar task divided by 38 plus 25% loading.
- 14.2.4 If an Employee works more than two hours, such Employee shall be entitled to payment for actual time worked.
- 14.2.5 A Casual Employee shall not be entitled to payment for public holidays or pro rata entitlements, with the exception of long service leave.

15. Non Salary Benefits

15.1 Payment

- 15.1.1 Payment of wages will be by electronic funds transfer.

15.2 Monthly wages

15.2.1 Where agreed by the majority of Employees, on a School by School basis, the School will pay a full calendar month salary on the 15th day of the month or on the nearest day thereto should the 15th day be a Saturday, Sunday or public holiday. Monthly wages will be paid two weeks in advance and two weeks in arrears.

15.2.2 The monthly payment will be calculated, at the School's discretion, as follows:

15.2.3 The weekly or fortnightly agreed salary, annualised plus:

- i. 17.5% annual leave loading on four weeks' pay payable in December each year or alternatively when leave is taken; or
- ii. 17.5% annual leave loading on four weeks' pay, to be divided by twelve, to be included in each pay in lieu of annual leave loading.

15.3 Fortnightly wages

15.3.1 Unless the School had other arrangements in place prior to 1 December 2011, fortnightly wages will be paid one week in advance and one week in arrears.

15.4 Overtime

15.4.1 Overtime payments will be made on the first pay period following the day on which the overtime was worked.

15.4.2 Schools may agree, upon request, for overtime to be paid before the set payment date. Such decisions are at the School's absolute discretion.

15.5 Time off in lieu of payment for overtime

15.5.1 An Employee may elect, with the consent of the School, to take time off in lieu of payment for overtime at a time or times agreed with the School.

15.5.2 Overtime taken as time off during ordinary time hours shall be taken at the ordinary time rate that is an hour for each hour worked. However, if such time is not taken, the Employee may request that it be paid at overtime rates.

15.6 Make-up time

15.6.1 An Employee may elect, with the consent of their School, to work 'make-up time', under which the Employee takes time off ordinary hours, and works those hours at a later time, at ordinary rates.

15.6.2 An Employee on shift work may elect, with the consent of their School, to work make-up time under which the Employee takes time off ordinary hours and works those hours at a later time, at the shift rate which would have been applicable to the hours taken off.

15.6.3 Such work will be deemed 'ordinary hours'. An Employee will not be entitled to any penalty or overtime rates for such work.

15.7 Payments on termination

15.7.1 On termination, Employees' accrued entitlements and wages will be paid by electronic funds transfer or cheque, at the School's discretion, within five working days of termination.

15.8 Pay and Entitlement Advice

15.9 The School must enable Employees to access the following information:

- (a) date of wages payments;
- (b) period covered by the payment;

- (c) ordinary and overtime hours worked;
- (d) classification and salary band;
- (e) gross wages paid;
- (f) tax deducted;
- (g) net wages paid;
- (h) the amount of contribution paid to a superannuation fund;
- (i) number of personal leave days accrued and annual leave;
- (j) long service leave accrued; and
- (k) details of any other deductions made from the wages

15.10 Annualisation of Wages

15.10.1 The School and affected Employees who work less than a full year may agree to have their pay averaged out over the full year. Such agreement will be:

- (a) Recorded in writing;
- (b) Kept as part of the time and wages record.

15.10.2 Hours in excess of the Employee's agreed normal working hours will be paid within the next pay period.

15.10.3 Where there are more than short term changes to the standard roster of hours a new calculation of annualisation of wages will occur.

15.11 Superannuation

15.11.1 In addition to the rates of pay and allowances prescribed in this Agreement, all Employees are entitled to superannuation contributions to be made on their behalf by the School in accordance with the Commonwealth Superannuation Guarantee legislation.

15.11.2 The minimum contribution from the commencement of this Agreement payable on Ordinary Time Earnings (OTE), as defined by the Australian Tax Office (ATO) is as follows:

Employee Voluntary Contribution	School Compulsory Contribution
	From 1 July 2014
0%	9.5%
5%	12.75%

15.11.3 It is acknowledged that a number of Schools currently provide superannuation enhancements to their existing Employees. Where such enhancements exceed those contained in this Agreement, those enhancements will continue until such time as the enhancements contained in this Agreement equal or exceed those existing arrangements.

15.12 Superannuation Funds

15.12.1 The Parties agree that Superannuation contributions must be made into one of the following default Superannuation Funds:

- (a) Anglican Church Southern Queensland Superannuation Plan (formerly known as The Anglican Diocese of Brisbane Superannuation Plan);
- (b) All Saints Anglican School Superannuation Fund;

- (c) Cannon Hill Anglican College Superannuation Plan;
- (d) Queensland Independent Education and Care Superannuation Trust (QIEC);
- (e) Sunsuper;
- (f) Health Employees Superannuation Trust of Australia (HESTA);
- (g) The Anglican Church Grammar School Superannuation Plan; and
- (h) Colonial First State First Choice Employer Super ("FCES").

15.12.2 Where an employee has not exercised a choice in relation to the funds identified in clause 15.12.1 above, within 28 days of commencing employment, the School will make superannuation payments to the QIEC.

15.13 Salary Sacrifice – Superannuation

15.13.1 Where the School and individual Employee agree, the School may contribute up to an amount determined by Australian Tax Office Guidelines into one of the approved superannuation funds. Where such agreement is reached, the Employee's salary shall be reduced by an amount equivalent to the additional superannuation contributions:

- (a) Any arrangement as set out in this clause must be at the Employee's request;
- (b) The terms of the arrangement shall be committed to writing and signed by the School and Employee;
- (c) A copy of the signed arrangement must be held by the School and a copy provided to the Employee;
- (d) Such arrangement may only be altered once per annum at no additional cost to the School; and
- (e) Such arrangement shall only be available to continuing Employees.

15.13.2 Within the limits prescribed in this clause, the implementation of any salary sacrificing arrangement shall be at the discretion of the School.

15.14 Reference/Text Books and Technology

15.14.1 Reference and text books as the School considers necessary shall be provided by the School to Employees from time to time, but shall remain the property of the School. Schools will also provide resources that the School considers necessary for the Employee to effectively perform their duties. The School will determine what resources should be provided and the basis on which the resources will be provided.

16. Leave

Personal/Carer's Leave

16.1 An Employee will accrue an entitlement to ten days' paid personal/carers' leave for each completed Year of Service. Such leave is not payable on termination.

16.2 Graduate Teachers will be credited with this entitlement on commencement. For other Teachers this entitlement will accrue progressively from commencement.

16.3 An Employee's entitlement to personal/carers' leave is preserved if:

- (a) The School or Employee terminates the Employee's employment and the Employee is re-employed within three months;

- (b) The Employee's employment is terminated because of illness or injury and the Employee is re-employed by the same School without having been employed in the interim; or
- (c) The Employee is absent from work on paid leave granted by the School.

16.4 Where an Employee is in receipt of workers' compensation, the Employee is not entitled to payment of personal/carer's leave.

Annual leave

16.5 All Employees, other than Casual Employees, are entitled to annual leave, for each completed year of employment, in accordance with the following:

- (a) Employees working shift work may be entitled to five weeks' annual leave each year. The School will confirm with the Employee whether they are entitled to five weeks annual leave;
- (b) Other Employees will be entitled to four weeks' annual leave per year.

16.6 In calculating a year of employment for the purposes of accruing annual leave:

- (a) A period exceeding three months during which an Employee has been absent on leave without pay granted by the School is not to be taken into account;
- (b) A period during which an Employee has been absent without pay and without the School's authority, other than a period of absence not exceeding three months on account of illness or injury certified to by a legally qualified practitioner, is not to be taken into account.

Part time and other employment

16.7 Part Time, Fixed Term, Term Time and Employees engaged on other than a full time basis (other than casual employees) are entitled to annual leave on a pro rata basis.

Such entitlement will be calculated as follows:

$$\frac{\text{Number of Weeks Worked During the Year} \times 4 \text{ Weeks} \times \text{Average Hours per Week}}{52}$$

52

Taking leave

16.8 Annual leave will be taken at a time convenient to the School. Generally this will mean annual leave is to be taken during School Holidays, unless otherwise agreed with the School.

16.9 Employees will provide four weeks' notice to the School of their intention to take annual leave. A shorter period may be agreed between Employees and the School.

16.10 If the School requires an Employee to take annual leave, they will provide the Employee with 14 days' notice, unless otherwise agreed with the Employee.

16.11 Employees may take leave once it is accrued, unless otherwise agreed.

16.12 Where an Employee takes annual leave in advance of accruing such leave, the whole of the annual leave that would be due at the end of a year of employment is not available to them. Only the balance of any additional leave accrued is available to be taken by them.

Annual leave payments

16.13 Annual leave payments will be inclusive of any allowances an Employee was entitled to immediately prior to taking annual leave.

16.14 Annual leave will be exclusive of any public holidays or rostered days off.

16.15 If an Employee's employment is terminated (by the School or Employee) they will be entitled to be paid any accrued but untaken annual leave in addition to any other entitlements.

Special Leave

16.16 An Employee may elect, with the consent of the School, to take annual leave not exceeding five days in any calendar year at a time or times agreed between the Parties which may be taken in single day periods or parts thereof in any calendar year at a time or times agreed between the Parties.

16.17 An Employee and School may agree to defer payment of the annual leave loading in respect of single day absences until at least five consecutive annual leave days are taken.

Annual leave loading

16.18 Employees are entitled to 17.5% annual leave loading when taking annual leave.

Specific annual leave provisions for Teachers – Proportion of Time Worked

16.19 A Teacher is deemed to take annual leave from the first work day after the cessation of term 4 for a period of four weeks.

16.20 A Teacher, upon appointment, shall be paid as from the date upon which the Teacher commenced Duty, provided that a Teacher who has taught (or has been granted 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.

16.21 A Teacher who teaches for less than one full year shall be paid the proportion of the Teacher's annual salary of that year that the Teacher's service (excluding school vacations) bears to the academic weeks in a school year provided that such proportion of salary shall be calculated on the salary which the Employee was receiving immediately before cessation of employment.

For the purposes of Clause 16.21, the proportion of a Teacher's annual salary will be calculated as follows:

$$\frac{\text{Total Weeks Worked (including the paid period of leave)} \times \text{Annual Salary}^1}{\text{Academic Weeks in the School Year}}$$

Less Salary paid to Employee to date in the current year

16.22 A Teacher who teaches for less than one full year shall be paid the proportion of the annual leave loading prescribed in clause 16.18 that the Teacher's service (excluding school vacations) bears to the academic weeks in a school year, unless such loading has been already paid as part of an annualised amount.

¹Based on the Employee's average weekly earnings for the twelve weeks immediately preceding the date upon which the Employee proceeds on leave.

16.23 The full amount of annual leave loading shall be paid to the Teacher at the commencement of the midsummer vacation or prior date of cessation of employment unless such loading has already been paid as part of an annualised amount.

Unpaid leave for caring purposes

16.24 An Employee may elect, with the consent of the School, to take unpaid leave for the purpose of caring for an immediate family member or member of the Employee's household, in addition to the entitlement under the Fair Work Act 2009 (Cth).

Parental Leave Policy

16.25 The Parties have developed a parental leave policy outlined in Schedule 13 - Positions of Added Responsibility.

16.26 The Government paid Parental Leave scheme will exist in addition to the Anglican Schools' 12 weeks paid Maternity Leave in Schedule 14 – Parental Leave.

Long Service Leave

16.27 Teachers shall be entitled to long service leave at the rate of 1.3 weeks for each year of service.

16.28 Non-teaching staff shall be entitled to long service leave at the rate of 1.3 weeks for each year of service post 1 January 1998 and 0.86 weeks for each full year of service pre 1 January 1998.

16.29 Employees are entitled to access long service leave after completing seven years of continuous service.

16.30 In accordance with clause 16.29, an Employee's entitlement to long service leave shall be calculated on the rate of accrual applicable at the appropriate time.

16.31 Employees seeking to take long service leave will usually do so in full term blocks. However, an Employee and their School can agree to shorter periods of long service leave by mutual agreement.

16.32 Employees can apply to access their accrued long service leave at half pay for double the period of leave which would otherwise be applicable. Approval of applications is at the discretion of the School and is subject to operational requirements. Where an Employee accesses long service leave at half pay the Employee will accrue all leave entitlements on a pro rata basis.

Entitlement to Long Service Leave Payment

16.33 The Parties agree that upon resignation, death, retrenchment, or total and permanent incapacity, a payment of long service leave shall be made to the Employee where the Employee has served seven years of recognised service, at the appropriate accrual rate for the Employee concerned.

Portability of Leave Entitlements

16.34 Portability of long service leave and sick leave entitlements across Queensland Anglican Schools has been implemented.

Cashing Out of Long Service Leave

16.35 The Parties agree that long service leave is designed to ensure that long term Employees receive a break from service and as such the preference in Anglican Schools is for Employees to access accrued long service as appropriate.

16.36 The Parties accept that under certain circumstances it may be preferable for an Employee to request payment of all or part of the long service leave accrual when it falls due without accessing 'absence on leave' from the School. Any application by an Employee to have part or all of their accrued long service leave paid out would be subject to the following conditions:

- (a) The School agrees to make the payment and the arrangement is committed to writing and signed by both the applicant and the School;
- (b) Superannuation at the rate the Employee would have received if they had taken the leave would be payable on the cashed out amount;
- (c) Subject to any requirements at law, the Employee will have the right to determine to receive the payment in cash or to salary sacrifice all or part of the amount of the cashing out to superannuation; and
- (d) The Employee completing the relevant form acknowledging the loss of entitlements which the Employee would have otherwise received but for the cashing out of long service leave.

16.37 For the purposes of clarity, an agreement to cash out long service leave can only be initiated by the Employee and is subject to School approval.

Re-crediting Long Service Leave

16.38 Upon application, an Employee who becomes sick whilst on approved long service leave will have the long service leave re-credited and sick leave used for the period of illness whilst on long service leave subject to:

- (a) The period of illness being one calendar week (seven days) or longer; and
- (b) The request for sick leave being accompanied by a medical certificate.

16.39 Where an Employee has a period of long service leave re-credited as provided for in clause 16.38 the actual period of absence from work will not automatically be extended and the Employee will only receive pay for the re-credited period if the Employee has a sufficient sick leave entitlement to cover the absence.

Leave without pay

16.40 Any Employee who is granted a leave of absence without pay to obtain further experience, training, or qualifications, or who is granted special leave shall not lose continuity of service for salary, sick and long service leave purposes.

16.41 However, the period of leave shall not be taken into account in calculating the period of service of the Employee or progression through classification bands.

Jury Leave

16.42 An employee, excluding casual employees, absent from work for a period because of jury service will be paid their base rate of pay for their usual ordinary hours of work.

16.43 In order to receive payment for attendance at Jury Service, the employee must produce evidence confirming their attendance at Jury Service, and that they have taken all necessary steps to obtain any amount of Jury Service Pay to which the employee is entitled, and evidence of the total amount of Jury Service pay that has been paid to them for that period.

16.44 The amount of leave for Jury Service paid by the School will be reduced by any amount that the employee has been paid.

Defence Force Reserve Leave

16.45 Arrangements in support of defence force reserve leave will be dealt with on a School by School basis.

Natural Disaster Leave

16.46 Subject to the Principal being satisfied that the absence is unavoidable or justified, Employees are entitled to a maximum of three days paid natural disaster leave per calendar year in the following circumstances:

- (a) Where flood, cyclonic disturbances, severe storms, bush fires (or any other comparable natural disaster) prevents the Employee from staying at or attending the Employee's normal place of employment; and
- (b) One or more of the following circumstances applies:
 - i. 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 or property, or the availability of transport facilities which may be disrupted or discontinued because of weather or environmental conditions;
 - ii. Where the Employee must, of necessity, remain at home to safeguard the Employee's family or property;
 - iii. Where the Employee must remain at home to clean up, have temporary repairs effected or replace essential belongings where it is necessary to do so for safety reasons or to enable occupation of the Employee's residence; or
 - iv. Where the Employee is away from their usual place of residence and is unavoidably delayed in returning to their place of employment due to disruptions to transport services.

16.47 Natural disaster leave does not accrue and is not payable upon termination.

Paid Emergency Leave

16.48 An Employee who is a member of the state emergency service, voluntary member of a local firefighting unit, member of a Rural Fire Brigade, auxiliary of a fire brigade, honorary ambulance officer or St John Ambulance Volunteer, or any other voluntary emergency management activity is entitled to paid emergency leave as follows:

Up to three days emergency leave per calendar year where the Employee is called out for emergencies or to fight local fires and the Principal has approved the leave after considering the operational requirements of the School; or

Emergency leave as required where an emergency situation or state of disaster has been declared pursuant to the Public Safety Preservation Act 1986 or the Disaster Management Act 2003.

16.49 Paid emergency leave is not available for training purposes.

16.50 Paid emergency leave does not accrue and is not payable upon termination.

Unpaid Emergency Leave

16.51 An employee who is a member of the state emergency service, voluntary member of a local firefighting unit, member of a Rural Fire Brigade, auxiliary of a fire brigade, honorary ambulance officer or St John Ambulance Volunteer or any other voluntary emergency management activity is entitled to be absent from his or her employment for a period if:

- (a) The period consists of one or more of the following:
 - i. Time when the employee engages in the activity;
 - ii. Reasonable travelling time associated with the activity;
 - iii. Reasonable rest time immediately following the activity; and
 - iv. The employee's absence is reasonable in all the circumstances.

16.52 An employee who wants an absence from their employment for unpaid Emergency Leave must notify the School of their intended absence as soon as practicable.

16.53 An employee must give the School evidence that would satisfy a reasonable person that the absence is because the employee has been or will be engaging in a voluntary emergency management activity.

Compassionate Leave

16.54 All Employees (other than Casual Employees)

16.54.1 All employees (other than Casual Employees) shall be entitled to two days' paid compassionate leave per occasion, for each occasion when a member of their immediate family or household:

- (a) Contracts or develops a personal illness that poses a serious threat to his or her life; or
- (b) Sustains a personal injury that poses a serious threat to his or her life; or
- (c) Dies.

16.54.2 Proof of such circumstances may be required by the School.

16.54.3 This leave is not cumulative.

16.55 Casual Employees

16.55.1 Long term Casual Employees shall be entitled to two days' unpaid compassionate leave.

16.55.2 Proof of such circumstances may be required by the School.

16.55.3 This leave is not cumulative.

16.56 All Employees

16.56.1 Any Casual, Full Time or Part Time Employee, with the consent of the School, may apply for unpaid leave when a member of the Employee's immediate family or household in Australia dies and the period of compassionate leave entitlement provided above are insufficient.

17. Public Holidays

17.1 Public Holidays

17.1.1 An Employee who would ordinarily be required to work on a 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.

17.1.2 Schools shall, except under unforeseen circumstances, give their Employees not less than two clear days' notice as to whether a Public Holiday is to be observed or worked.

17.1.3 All work done by any Employee on Public Holidays, including:

- (a) The 1st January;
- (b) The 26th January;
- (c) Good Friday;
- (d) Easter Saturday (the day after Good Friday);
- (e) Easter Monday;
- (f) The 25th April (Anzac Day);
- (g) Labor Day;
- (h) The Birthday of the Sovereign;
- (i) Christmas Day;
- (j) Boxing Day; or
- (k) Any day appointed under the Holidays Act 1983 (QLD), including Annual Show Days, to be kept in place of any such holiday. (Where no Annual Show Day is gazette, the Employee and School must agree on an ordinary working day that is to be treated as a show holiday for all purposes);

will be paid for at the rate of double time and a-half with a minimum of four hours. Where the rate of wages is a weekly rate, 'double time and a-half' means one and one half day's wages in addition to the prescribed weekly rate, or pro rata if there is more or less than a day.

17.1.4 Alternatively, an Employee who works on a Public Holiday may be given a day off in lieu thereof within 28 days of being required to work a Public Holiday, to be paid at ordinary rates of pay. Nothing in this Agreement confers a right on any Employee to payment under clause 17.1.3 as well as a substituted day in lieu.

17.1.5 Outstanding time accrued in respect of Public Holidays shall be paid in full at the time of termination, if it has not been taken.

17.2 Public holiday on non-working days

17.2.1 A Full Time Employee whose non-working day falls on a public holiday shall receive, by mutual agreement either:

- (a) An additional day's wages;
- (b) An additional day's annual leave;

- (c) Another day off with pay within 28 days after the holiday falls or during the week prior to the holiday; or
- (d) An additional day's wages if the School and the Employee are unable to reach agreement on one of the above three options.

17.3 Substitution

17.3.1 Where there is agreement between the School and the majority of Employees concerned, a public holiday may be substituted for another day. If such other day is worked, then payment for that day will be at the rate of double time and a-half of the Employees' ordinary time rate of pay.

17.3.2 If there is a substituted day gazetted or proclaimed for a particular public holiday, the following will apply:

- (a) If an Employee is ordinarily rostered to work on the actual public holiday and the substituted day, then that Employee shall elect which day is to be their public holiday and receive the standard public holiday benefits for that day. The other day shall then be worked as a normal rostered day, without payment of any additional loadings unless the actual public holiday is 25 December. In this case an Employee will be entitled to receive a loading of one-half of an ordinary day's wages for working on that day;
- (b) An Employee who is rostered to work the substituted day and not the actual public holiday will receive public holiday loadings for work done on the substituted day. In this case, the Employee will not receive any additional pay in relation to the actual public holiday;
- (c) An Employee who is required to work on either the actual public holiday or substituted day shall observe the day on which the Employee is rostered to work as the public holiday.

17.3.3 Work done on any other holiday shall not be deemed overtime or be paid for at an increased rate.

17.4 Employees who do not work Monday to Friday of each week

17.4.1 Employees who do not ordinarily work Monday to Friday of each week are entitled to public holidays as follows:

- (a) A Full Time Employee is entitled to either payment for each public holiday or a substituted day's leave;
- (b) A Part Time Employee is entitled to either payment for each public holiday or a substituted day's leave provided that the Part Time Employee would have been ordinarily rostered to work on that day had it not been a public holiday;
- (c) Where a public holiday would have fallen on a Saturday or a Sunday but is substituted for another day all Employees who would ordinarily have worked on such Saturday or Sunday but who are not rostered to work on such day are entitled to payment for the public holiday or a substituted day's leave;
- (d) Where Christmas Day falls on a Saturday or a Sunday and the public holiday is observed on another day an Employee required to work on Christmas Day (i.e. 25th December) is to be paid at the rate of double time

17.5 Holiday in lieu

17.5.1 Where a Public Holidays fall on an Employee's day or days off, such Employee shall receive another one or two days off as the case be in lieu thereof, or one or two days shall be added to the Employee's annual leave, or alternatively, one or two day's wages, at ordinary rates shall be paid in addition to the weekly wage. Provided that, a Part Time Employee will also be entitled to the benefits of this clause if the public holiday falls on a day on which the Employee works on any week of their roster cycle. No Employee who is regularly rostered to work Monday to Friday shall receive the benefit of a public holiday which falls on a Saturday or a Sunday unless substitution occurs, in which case the Employee shall receive the benefit of the substituted day.

17.6 Stand down

17.6.1 Any Employee, with two weeks or more of continuous service, whose employment has been terminated by the School or who has been stood down by the School during the month of December, and who is re-employed in January of the following year, shall be entitled to payment at the ordinary rate payable to that Employee when they were dismissed or stood down, for any one or more of the following holidays, namely, Christmas Day, Boxing Day and New Year's Day.

18. School Productivity

18.1 Position Descriptions

18.1.1 The School is committed to continuing the development of position descriptions where they do not currently exist for all Employees, as appropriate to each School. Where position descriptions have not been prepared for existing Employees, they will be developed by a process of consultation with each respective group or individual Employee where necessary or appropriate.

18.1.2 Position descriptions are to take into account the following issues where appropriate:

- (a) Clarification of current positions;
- (b) Consultation regarding future position changes;
- (c) Acknowledgment of current flexibility in roles of all Employees; and
- (d) Clarification of typical duties of all Employees.

18.2 Appraisal Process

18.2.1 The Parties acknowledge that an appraisal system provides opportunities for Employees to identify strengths, to set goals and identify training needs. An appraisal process shall be maintained for all Employees on an individual School basis.

18.2.2 In maintaining and reviewing the School's appraisal structures and processes, consideration should be given to such elements as the following:

- (a) For Teachers, the AITSL Australian Professional Standards for Teachers;
- (b) It should be linked with the School's goals and objectives;
- (c) It should be goals-focused with agreed outcomes derived from the appraisal process;
- (d) It should be built into the operational practice of the School via training of all Employees, which aims to build common values and understandings of the structures and processes;
- (e) It is developmental and focuses on improvement and development;

- (f) It should be directly linked to a clearly articulated statement of agreed expectations of the Employee(s) in each School. The emphasis is on objective data;
- (g) It provides for a variety of information collection processes and sources;
- (h) It needs to be flexible to allow for changes and modifications within the stated framework;
- (i) It makes provision for the allocation of adequate resources to operate the process.

18.3 Induction

18.3.1 The School will maintain an induction program for all new Employees. Such induction program shall include:

- (a) Provision of a position description, where one is available;
- (b) Identification of lines of support, responsibility and accountability;
- (c) Provision of material relevant to the ethos and mission of the School/system;
- (d) Provision of documents relevant to the School/system, policy and procedures;
- (e) Provision of documentation and training consistent with Workplace Health and Safety requirements specific to the duties undertaken by the Employee;
- (f) Provision of information relevant to superannuation entitlements and options;
- (g) Provision of clear guidance in terms of curriculum expectation and implementation for Employees for whom this is relevant.

18.3.2 Relevant Unions may provide the School with information about Union coverage and benefits. This information may be included in any induction pack to be provided to new Employees. The School will also make this information available to relevant Employees.

18.3.3 The Parties recognise that induction is a significant phase in the continuum of teacher development and that effective induction takes place in a process of dialogue and professional collaboration. Graduate Teachers will receive support throughout their first School year (with the option to extend for a further year). The level of support will include:

- (a) One on one support, to be determined by the principal, in consultation with the Teacher including at least one performance review. As part of such review/s, the principal will provide a written statement outlining the Teacher's progress and development. The statement may be provided by the Teacher to the Queensland College of Teachers;
- (b) Providing the Teacher's yearly entitlement to personal leave at the commencement of employment, to be used by the Teacher as required; and
- (c) Guidance and feedback on the requirements of the Queensland College of Teachers for full registration.

18.3.4 Schools are encouraged to implement strategies for effective induction such as the use of mentoring, provision of time release and participation in programs tailored for graduate teachers.

18.4 Recognition of Professional Commitment – Teachers

18.4.1 The Parties to this Agreement agree that participation in planning, pastoral and curriculum matters are an important element in maintaining the efficient and effective operation of Anglican Schools.

- 18.4.2 Schools recognise the professional commitment of Teachers who often provide their services, on a voluntary basis, in excess of the hours specified in Schedule 11 - Hours of Duty – Teaching Employees.
- 18.4.3 The Parties agree that where necessary, by mutual agreement with the affected teaching staff, meetings and tasks outside ordinary Duty may occur for professional development of staff, planning, curriculum and pastoral matters. Implementation of these provisions will be determined by a consultative process at the School level.
- 18.4.4 The Parties agree that this provision is not to be read as a variation of the Hours of Duty in Schedule 11 - Hours of Duty – Teaching Employees.

18.5 Designated Length of School Year - Teachers

- 18.5.1 It is not the intention to reduce the present quantum of vacation periods of teaching staff.
- 18.5.2 Any proposed variation to this arrangement which may arise as a result of changing educational needs shall be subject to consultation and negotiation between the Parties.

19. Additional Employment Opportunities for Teaching Employees

- 19.1 A Teacher may apply to the School to undertake additional duties outside of the annual quantum and ordinary hours contained in this Agreement. A Teacher undertaking such additional duties will do so on a voluntary basis and will receive payment on the basis of the appropriate hourly rate as prescribed by this Agreement for a Teacher of equivalent teaching experience and academic qualifications.

20. Additional Employment Opportunities for Non-Teaching Employees

- 20.1 A non-teaching employee may apply to the School to undertake additional duties outside of the ordinary hours contained in this Agreement. An employee undertaking such additional duties will do so on a voluntary basis and will receive payment on the basis of the appropriate base hourly rates as prescribed by this Agreement for the duties performed.

21. Professional Development and Training

21.1 Teachers

- 21.1.1 The Parties are committed to enhancing the skills of Employees through the provision of both internal and external professional development and training, within the School's resource capacity, linked to:
- (a) The individual Employee's professional development plan arising from the appraisal process outlined in clause 18.2;
 - (b) The professional development requirements for continuing Teacher registration by the Queensland College of Teachers (as applicable from time to time);
 - (c) The goals of the School and School wide needs;
 - (d) The personal goals of Employees as related to their work;
 - (e) The appropriateness to the Employee's position;
 - (f) Such training that the School considers necessary for the Employee to effectively perform their duties;
 - (g) Where it is an agreed training program, the reasonable cost will be borne by the School, (in whole or part) on productions of evidence of the cost, including payment for time spent on training courses on a weekend. Employees will not suffer any reduction in pay for attending a training course during ordinary hours. The School may agree

with an Employee, where they have requested to attend training, that costs for some such courses will be reimbursed to the Employee, rather than paid up front, on satisfactory completion of the training;

- (h) In addition to professional development training, Schools recognise the importance of Employees gaining a better understanding of workplace relations. As such an Employee shall be entitled to apply for leave to attend courses or seminars on workplace relations matters in accordance with clause 21.1.2.

21.1.2 As part of the Schools' Professional Development program, consistent with its professional development guidelines and where the School determines there would be an advantage for an employee to participate, an Employee shall be entitled to apply for leave to attend courses or seminars on workplace relations matters such as those identified below:

- (a) Single Bargaining Unit and preliminary Enterprise Bargaining training;
- (b) Negotiating at the School level;
- (c) School Chapter Representative training;
- (d) School Consultative Committee training;
- (e) Seminars conducted by the ACTU, QCU or a specific Union bound by this Agreement.
- (f) Other relevant employee relations courses.

Requests for such leave will not be unreasonably withheld.

21.1.3 To assist Teachers in meeting their professional development requirements of the Queensland College of Teachers, Schools may offer a minimum of twelve hours professional development outside the prescribed Hours of Duty referred to in Schedule 11 - Hours of Duty – Teaching Employees. Attendance at six hours of this professional development will be compulsory subject to the following:

- (a) The School must consult with all staff affected regarding the content, timing and length of the professional development;
- (b) After consultation with staff, the School may determine the content of the professional development; and
- (c) Where agreement cannot be reached with the majority of staff affected as to the timing and length of the sessions, the School may determine the timing and length, provided that the sessions will be held in periods of no less than two hours and will not be held outside of the existing length of the School year.

21.1.4 Where a School requires and directs a VET Employee to gain accreditation through industry placement to teach specific VET units, such directed professional development will be at the cost of the School and take place in School time or, if undertaken outside the School's time, will be credited as part of ordinary hours or will be compensated by appropriate time off in lieu. These arrangements shall be negotiated prior to undertaking the relevant industry placement.

21.1.5 The School will provide teachers with a statement of participation for professional development and training delivered by the School.

21.2 School Officers and Services Staff

21.2.1 The School will encourage and promote reasonable training and professional development activities.

21.2.2 In determining appropriate professional development and training opportunities the School will consider:

- (a) The goals and future needs of the School;

- (b) The appropriateness of the professional development and training activity to the Employee's position;
- (c) The professional goals of the Employee within their role at the School;
- (d) Whether the Employee's absence can be reasonably accommodated for the period of the training or professional development;
- (e) The affordability to the School; and
- (f) The School calendar.

21.2.3 The cost and time release of approved and directly relevant training and professional development will be met by the School. Directly relevant training and professional development means training which is relevant to the Employee's current role.

21.2.4 The School may approve leave to enable an Employee to attend other training and professional development. The costs of such training will be borne by the Employee.

21.3 Vocational Education and Training

21.3.1 Clause 21.3.2 will not apply where a Vocational Education and Training (VET) Employee is a Teacher who:

- (a) Is allocated PAR points for the position; and/or
- (b) Is allocated release time from their quantum hours.

21.3.2 Where a VET Employee is directed by a School to visit and monitor student learning in the workplace and this is required to take place outside of normal teaching hours, the VET Employee shall keep a log of such visits and will be credited for such time as part of ordinary hours or will be compensated by equivalent time off in lieu.

21.3.3 Where a VET Employee incurs expenses authorised by a School whilst undertaking their professional duties, such expenses will be reimbursed to the Employee upon presentation of a receipt, invoice or telephone log. Such expenses may include such items as home telephone use, vehicle expenses and resource provision.

22. Record Keeping

22.1 The School will maintain appropriate personnel employment records, including records of training and professional development undertaken by Employees in accordance with the School's archive policy. Employees may request copies of their own training and professional development records from time to time.

23. Communications

23.1 The Parties acknowledge that the management of communication is fundamental to the effective operation of Schools and recognise the need to monitor and continually enhance the communication within Schools and between Schools and parents.

23.2 The objectives of the communication strategy will be to:

- (a) Ensure a systematic approach to communication;
- (b) Provide the School with better communication;
- (c) Produce cost savings through improved efficiency in internal and external communication.

24. Policies

24.1 Indigenous Education Policy

24.1.1 In support of the Anglican Schools Indigenous Education Policy, Indigenous Employees may access up to five days paid leave from their accrued sick leave entitlement for the purposes of cultural leave without supporting medical documentation. Documentary evidence to support the cultural activity to be attended must be provided. In emergent situations the Principal may waive this requirement.

24.2 Job Share

24.2.1 Each School's Job Share Policy is to be available to all Employees and should be displayed and/or made available upon request by any Employee. The final decision as to implementing Job Share arrangements rests with the School.

24.3 Salary Packaging

24.3.1 Salary Packaging policies may be developed and implemented on a School by School basis at the discretion of the School.

24.3.2 In the absence of a new policy being developed, the School will follow the Salary Packaging practices that applied by virtue of the former agreement that operated prior to the commencement of this Agreement, that is:

- (a) Salary Packaging may be implemented on a School by School basis at the discretion of the School;
- (b) Where agreement is reached between the School and the Employees, Salary Packaging arrangements may be made between the individual Employee and the School. Where such an agreement is reached, the Employee's total salary benefit shall be reduced by an amount equivalent to that agreed between the School and the Employee, plus any relevant tax liability incurred by the School;
- (c) In calculating the total salary benefit, the School shall include the appropriate salary as per the relevant Schedule 3 - Teacher Pay, Schedule 5 - School Officer Pay and Classifications or Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications, Leave Loading and Superannuation Guarantee Charge;
- (d) The School reserves the right to outsource the administration of such agreed salary packaging arrangements. Where this occurs, the costs will be borne by the Employee in regard to their own package. The costs of administration of Salary Sacrifice for the purpose of superannuation only, shall be met by the School as outlined in clause 15.13 above;
- (e) For the purpose of calculating Employee benefits, the following shall apply:
 - i. The payment of vacation periods and long service leave and other benefits not identified in sub clause ii will be based on the cash component of the salary package and the salary packaging arrangement as in place at the time of such leave shall continue whilst the employee is on such leave;
 - ii. The payment of superannuation and annual leave loading shall be based on the Employee's wage as prescribed in the relevant Schedule 3 - Teacher Pay, Schedule 5 - School Officer Pay and Classifications or Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications, prior to any salary packaging arrangements;
 - iii. The payment of entitlements such as long service leave and annual leave, upon the resignation of an employee shall be calculated based on the

Employee's wage as prescribed in the relevant Schedule 3 - Teacher Pay, Schedule 5 - School Officer Pay and Classifications or Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications, prior to any salary packaging arrangements.

24.4 Salary Income Protection

24.4.1 Some Schools currently provide income protection for their Employees. This matter will continue to be dealt with on a School by School basis.

24.5 Employee Counselling and Discipline Procedures

24.5.1 Each School will ensure they have a policy/procedure that is consistent with The Anglican Schools Office Administrative Guidelines on Counselling and Discipline Procedures. Such Guidelines will be reviewed in Semester One 2015 to make sure they are consistent with the principles of natural justice and procedural fairness.

25. Workplace Health and Safety

25.1 The obligations of the Work Health and Safety Act 2011 or any replacement legislation apply to each individual School. In addition to obligations under that legislation, Schools are encouraged to promote a safer workplace by giving consideration to: Committees and Representatives; Risk Assessment Audits and Stress in the Workplace.

25.2 In addition to any initial documentation and training provided to Employees during the induction program outlined in clause 18.3.1 Schools will provide ongoing information, instruction, training and supervision consistent with the workplace health and safety requirements specific to the duties undertaken by the Employee.

25.3 The Parties agree that the aims of efficiency and effectiveness can be advanced by implementing strategies to achieve healthier and safer jobs.

25.4 Specific provisions in respect of provision of clothing, equipment or allowances relevant to Workplace Health and Safety are contained in Schedule 10 - Allowances.

25.5 The Parties acknowledge that occasionally a parent or other member of the community may raise complaints or concerns directly with Employees. The Parties also acknowledge that a clear policy on appropriate complaints procedures and protocols is appropriate to protect the health and safety of Employees and promote good order and/or management of the Schools. Accordingly, it is agreed that each school will develop and implement a policy that deals with appropriate ways in which complaints may be raised and how they will be dealt with in that school.

25.6 Bullying and Harassment

25.6.1 Harassment of any kind is an unacceptable form of behaviour that causes distress and is detrimental to the School environment. Harassment erodes the rights of the individual, debilitates morale, and interferes with the effectiveness of the work and learning environment.

25.6.2 Being an individual School responsibility, each School is committed to maintaining an environment that values the inherent worth and dignity of every individual, that fosters tolerance, sensitivity, understanding and mutual respect, and one which encourages its members to strive to reach their full potential. Schools will develop guidelines and a grievance procedure to deal with bullying and harassment issues.

25.6.3 This commitment has as its foundation the fact that as an Anglican School its operations give due regard to the Ethos Statement for Anglican Schools in Queensland.

26. Continuous Improvement

26.1 Efficient and Economical Use of Resources

The Parties support improved management and environmental practices, including cost-centre budgeting, aimed at reducing Schools' operating costs and carbon footprint. Specific attention will include, but not be limited to, the following areas:

telephone costs	energy costs
photocopying costs	payroll costs
maintenance costs	rework
cleaning costs	greener Schools

26.2 Maximising Student Learning Time

26.2.1 The Parties agree to investigate and, where appropriate, implement practices to maximise the learning time of students. The Parties acknowledge that Teachers would be required to develop teaching strategies appropriate to mechanisms put into place in individual Schools.

27. Termination, Change and Redundancy

27.1 Termination by the Employee:

27.1.1 Non-teaching employees are required to give the same amount of notice of intention to terminate as that required by the School under clause 27.2.2. Non-teaching employees will not be required to give an additional week of notice if they are over 45 years of age. However, where an Employee holds a key position in the School, e.g. Accountant, and the School and Employee agree in the Employee's letter of appointment, the notice period to be provided by the School and the Employee may be extended to the maximum amount of notice to be provided under clause 27.2.2.

27.1.2 Teachers must give at least four weeks' notice of their intention to terminate employment and are required to give as much of their notice as possible during School Term time.

27.1.3 The Parties acknowledge that Employees may seek out alternative employment from time to time. Employees who are actively seeking alternative employment are encouraged to inform the School that they are doing so as early as possible. Employees will not be disadvantaged on the basis they are seeking alternative employment.

27.1.4 Annual leave shall not be used to provide the notice period by Employees.

27.1.5 If an Employee fails to give four weeks' notice, the School shall have the right to withhold monies due to the Employee with a maximum amount equal to the ordinary time rate for the period of notice. Provided that employment may be terminated by part of the period of notice specified and part withholding of wages in lieu thereof.

27.2 Termination by the School of:

27.2.1 Teachers

The School will give a Full Time Teacher four weeks' notice on termination (for reasons other than misconduct) plus an additional week's notice if the Employee is over 45 years old.

27.2.2 Non Teachers

- (a) The School will give non-teaching Employees notice on termination (for reasons other than misconduct or other reasons that justify instant dismissal) in accordance with the following:

Years of Service	Pay by way of notice
If not more than 1 years' service (and outside the probation period)	1 week's pay by way of notice
If 1- 3 years' service	2 weeks' pay by way of notice
If 3 – 5 years' service	3 weeks' pay by way of notice
If 5 years' service:	4 weeks' pay by way of notice
If over 45 years of age	An additional 1 week's pay by way of notice

- (b) For the purpose of this clause Weeks' Pay means the ordinary time rate of pay for the Employee. 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;
- (c) A period of notice shall not apply in the case of dismissal for misconduct or other grounds that justify instant dismissal or in the case of a Casual Employee (other than a long term casual) or Fixed Term Employee;
- (d) The School may elect to pay amounts of notice in lieu, rather than requiring the Employee to work periods of notice. In calculating any payment in lieu of notice the ordinary time rate of pay for the Employee concerned shall be used.

27.2.3 Non Full Time

- (a) Employees engaged on other than a full time basis who are entitled to notice on termination will be provided notice on a pro rata basis;
- (b) Employees engaged on other than a full time basis who are required to give notice on resignation will be required to give notice on a pro rata basis.

27.3 Entitlements on termination

27.3.1 On termination of employment by the School or Employee, the School will:

- (a) Pay the Employee any accrued entitlement to annual leave and long service leave in accordance with this Agreement;
- (b) 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; and
- (c) Provide the Employee with up to one day's time off without loss of ordinary pay for the purpose of seeking other employment.

27.4 Entitlements on redundancy

27.4.1 The exemption entitlements on redundancy shall not apply to Employees:

- (a) Where employment is terminated as a consequence of misconduct on the part of the Employee;
- (b) Engaged for a fixed term or fixed task(s); or
- (c) Engaged on a casual basis.

27.4.2 Full Time, Term Time and Part Time Employees affected by redundancy shall be entitled to:

- (a) Notice in accordance with clause 27.2.1 for Teachers and clause 27.2.2 for non-Teachers;

- (b) Accrued annual leave;
- (c) For Employees who have completed at least five years' continuous service, accrued long service leave, on the basis of 1.3 weeks for each Year of Service provided such amounts have not already been paid or taken;
- (d) A severance benefit of two weeks for each Year of Service for Employees with at least one Year of Service and a proportionate amount for an incomplete year of eligible service, paid at the Employee's substantive level to a maximum of 30 weeks on condition that:
 - i. A severance benefit will not be payable to the Employee where the School obtains reasonable, suitable alternative employment for an Employee;
 - ii. A Part Time or Term Time Employee whose position is declared redundant shall be entitled to a pro rata entitlement to severance benefits based on the number of total ordinary hours worked divided by the number of ordinary hours worked by a Full Time Employee in twelve months multiplied by the hours of entitlement, calculated as follows:

Non-Teaching Employees:

$$\frac{\text{Total Hours worked}}{1976} \times 2 \text{ Weeks Full Time for each Year} \times \text{Number of Years worked}$$

Teaching Employees:

$$\frac{\text{Total Hours worked}}{1230} \times 2 \text{ Weeks Full Time for each Year} \times \text{Number of Years worked}$$

- iii. Where an Employee has more than 15 years' service the Employee and their chosen representative will enter into discussions with the School to negotiate a package which would recognise that longevity of service
- iv. No eligible Employee will receive less than the relevant minimum redundancy pay period prescribed under the National Employment Standards.
- (e) A certificate of service stating:
 - i. The full name and address of the Employee;
 - ii. A description of position in which the Employee was engaged;
 - iii. The dates on which the Employee commenced and ceased employment in each of the positions;
 - iv. The address of the workplace at which the Employee was so engaged;
 - v. The classification levels in which the Employee has been employed and the duration at each level; and
 - vi. Periods of leave without pay taken during the period of employment with the School.

27.4.3 Where an Employee believes they may gain employment within an Anglican School in Queensland within three months of the redundancy, they may request that their accrued benefits for long service leave and sick leave be frozen and then be transferred to their new School provided that further employment is entered into within three months from the date of termination. In the event that they do not gain employment during the three months, long service leave will be released and paid subject to the provisions of this Agreement.

27.5 School's duty to notify

- 27.5.1 When a School decides to introduce change, (e.g. decisions that are likely to have significant effects on Employees), the School shall notify the Employees who may be affected by the proposed changes and, if the Employees' request, their Union(s).
- 27.5.2 Significant effects include termination of employment, major changes in the composition, operation or size of the School's workforce or in the skills required; the elimination or diminution of job opportunities or job tenure; the alteration of hours of work; the need for retraining or transfer of Employees to other work or locations and the restructuring of jobs.

27.6 School's duty to consult over Change

- 27.6.1 As soon as practicable after the decision to implement change has been made, and after affected Employees have been notified, the School shall consult with, and provide information to, the affected Employees and, if requested by an Employee, their representative about the introduction of the changes, the effects the changes are likely to have on Employees and the ways to avoid or minimise the effects of the changes (e.g. by finding alternate employment).
- 27.6.2 The School is not required to provide any information that is confidential or information that would be adverse to the School's interests.
- 27.6.3 On providing such information, the Employee and the Employee's representative undertake to keep such information confidential.

27.7 School's duty to notify about changes to regular roster or ordinary hours of work

- 27.7.1 This clause applies if a School proposes to introduce a change to the regular roster or ordinary hours of work of Employees.
- 27.7.2 The School must notify the relevant Employees of the proposed change. Relevant Employees means the Employees who may be affected by a change referred to in clause 27.7.1.
- 27.7.3 The relevant Employees may appoint a Representative for the purposes of the procedures in this clause.
- 27.7.4 The School must:
- (a) Discuss with the relevant Employees the introduction of the change; and
 - (b) For the purposes of the discussion—provide to the relevant Employees:
 - i. Information about the proposed change (for example, information about the nature of the change to the Employee's regular roster or ordinary hours of work and when that change is proposed to commence); and
 - ii. Information about what the School reasonably believes will be the effects of the change on the Employees; and
 - iii. Information about any other matters that the School 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).
- 27.7.5 However, the School is not required to disclose confidential or commercially sensitive information to the relevant Employees.
- 27.7.6 The School must give genuine consideration to matters raised about the change by the relevant Employees.
- 27.7.7 For the purposes of this clause, the School's educational timetable in respect of academic classes and student activities, which:
- (a) May operate on a term, semester or a School Year basis; and

- (b) Ordinarily changes between one period of operation and the next; and
 - (c) May change during the period of operation;
- is not a regular roster.

27.7.8 However, where a change to the School's educational timetable directly results in a change:

- (a) To the number of ordinary hours of work of an Employee; or
- (b) To the spread of hours over which the Employee's ordinary hours are required to be worked; or
- (c) To the days over which the Employee is required to work;

This clause 27.7 will apply.

27.8 Transfer to lower paid duties

27.8.1 To avoid termination resulting from change a School may, with the Employee's consent, transfer an Employee to lower paid duties.

27.8.2 The Employee shall 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 as a result of the change. However, the Employee will not be entitled to severance or payment of accrued entitlements as the employment relationship will not end.

27.8.3 The School may, at the School's option, make payment in lieu of notice an amount equal to the difference between the former amounts the School would have been liable to pay and the new lower amount the School is liable to pay the Employee for the number of weeks of notice still owing.

27.8.4 The amounts must be worked out on the basis of:

- (a) The ordinary working hours to be worked by the Employee;
- (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.

27.9 Transmission of business

27.9.1 Where a business is transmitted from a School (transmitter) to another School (transmittee), and an Employee who at the time of such transmission was an Employee of the transmitter of the business, becomes an Employee of the transmittee:

- (a) The continuity of the employment of the Employee shall be deemed not to have been broken by reason of such transmission; and
- (b) The period of employment which the Employee has had with the transmitter or any prior transmitter shall be deemed to be service of the Employee with the transmittee.

27.9.2 In cases where an Employee's employment is transferred between Schools a transfer of employment occurs. In such cases continuity of service will be determined in accordance with section 22 of the Act, as amended from time to time.

27.10 Time off during notice period

27.10.1 Where a decision has been made to terminate an Employee as a result of change, the Employee shall be allowed up to one day's time off without loss of pay during each week of notice for the purpose of seeking other employment.

27.10.2 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 shall, at the request of the

School, be required to produce proof of attendance at an interview or the Employee shall not receive payment for the time absent. For this purpose a statutory declaration will be sufficient.

27.11 Employee leaving during notice

27.11.1 An Employee whose employment is terminated as a result of Change may terminate such employment during the period of notice, and, if so, shall be entitled to the same benefits and payments under this clause had such Employee remained with the School until the expiry of such notice, except for payment in lieu of notice.

28. Flexible Working Arrangements

28.1 Employees may request flexible working arrangements in accordance with the National Employment Standards as contained in the Act.

28.2 An employee may request a change in working arrangements if:

- (a) Any of the circumstances referred to in clause 28.4 apply to an employee; and
- (b) The employee would like to change his or her working arrangements because of those circumstances.

28.3 An employee is required to make an application for a change in working arrangements. Examples of changes in working arrangements include changes in hours of work (such as full-time to part-time or changes to start/finish times), changes in patterns of work (such as job-share) and changes in location of work.

28.4 The following are the circumstances:

- (a) The employee is the parent, or has responsibility for the care, of a child who is of a school age or younger;
- (b) The employee is a carer (within the meaning of the Carer Recognition Act 2010);
- (c) The employee has a disability;
- (d) The employee is 55 or older;
- (e) The employee is experiencing violence from a member of their family;
- (f) The employee is providing care or support for their immediate family or household, who requires care or support because they are experiencing violence from their family;
or
- (g) The employee is the parent of a child or has responsibility for the care of a child and is returning to work after taking parental or adoption leave.

28.5 The employee is not entitled to make the request unless they have completed at least 12 months continuous service immediately before making the request.

28.6 The request must be in writing and set out details of the change sought and of the reasons for the change.

28.7 The School must give the employee a written response to the request within 21 days stating whether the School grants or refuses the request.

28.8 The School may refuse the request on reasonable business grounds. If the School refuses the request, the written response must include reasons for the refusal.

29. Flexibility

29.1 Flexibility Arrangement

29.1.1 Flexible arrangements are included in this Agreement to enable an Employee and a School to agree to an arrangement (flexible arrangement) varying the effect of this Agreement in relation to the Employee and the School, in order to meet the genuine needs of the Employee and the School.

29.2 Content of Flexible Arrangement

29.2.1 Any term or terms of this Agreement may be varied by a flexible arrangement.

29.2.2 The School will ensure that any flexible arrangement agreed to:

- (a) Must be about matters that would be permitted matters if the flexible arrangement were an enterprise agreement; and
- (b) Must not include a term that would be an unlawful term if the flexible arrangement were an enterprise agreement.

29.3 Genuine Agreement on Flexible Arrangement

29.3.1 There is an absolute requirement that any flexible arrangement is genuinely agreed to by the School and the Employee.

29.4 Employee to be "Better off Overall" by Flexible Arrangement

29.4.1 The School will ensure that any flexible arrangement agreed to must result in the Employee being better off overall than the Employee would have been if no flexible arrangement were agreed to.

29.5 Termination of Flexible Arrangement

29.5.1 Any flexible arrangement agreed to may be terminated:

- (a) By either the Employee or the School, giving written notice of not more than 28 days; or
- (b) By the Employee and the School at any time if they agree, in writing, to the termination.

29.6 Other Matters

29.6.1 If an Employee and the School agree to a flexible arrangement in this Agreement:

- (a) This Agreement has effect in relation to the Employee and the School as if it were varied by the arrangement; and
- (b) The arrangement is taken to be a term of this Agreement.

29.6.2 To avoid any doubt, the flexible arrangement:

- (a) Does not change the effect this Agreement has in relation to the School and any other Employee; and
- (b) Does not have any effect other than as a term of this Agreement.

29.6.3 The School will ensure that:

- (a) There is no requirement (except for clause (b) ii below) for any flexible arrangement agreed to by the School and the Employee to be approved, or consented to, by another person;
- (b) Any flexible arrangement agreed to is in writing and signed:
 - i. In all cases - by the Employee and the School; and
 - ii. If the Employee is under 18 - by a parent or guardian of the Employee; and
- (c) A copy of any flexible arrangement agreed to is given to the Employee within 14 days after it is agreed to.

29.7 Effect of Arrangement

29.7.1 If the flexibility arrangement does not meet the requirements set out in clauses 29.1 to 29.6 above, the arrangement will be deemed to be null and void and thereby have no effect upon either party.

30. Disputes

30.1 Disputes arising out of or in relation to this Agreement or the National Employment Standards shall be dealt with in accordance with the procedure contained in Schedule 15 - Dispute Resolution Procedure.

31. Savings Clause

31.1.1 The existing conditions and accrued entitlements of Employees employed at the date of signing shall not be reduced as a result of this Agreement coming into effect except where this Agreement specifically alters such conditions or entitlements.

31.2 No Further Increases

31.2.1 There shall be no further wage increases, or change to other entitlements, other than as a result of required change to legislation, during the life of this Agreement.

31.3 Working Parties

Nominated Supervisor

31.3.1 Notwithstanding clause 31.2 of this Agreement, a joint technical committee will be formed during the life of this Agreement to consider and address the recognition of and impact from the legislated role of Nominated Supervisor with respect to all the Child Care provisions contained within this Agreement and is to complete its work by the beginning of the 2016 school year.

31.3.2 The outcomes of the work of the technical committee will be implemented by letter of Agreement between the IEUA-QNT and the Anglican Schools Commission.

Lead Teacher

31.3.3 Notwithstanding clause 31.2 of this Agreement, a joint working party will be formed during the life of this Agreement to develop the application requirements and processes in respect of Lead Teacher in accordance with clause 7.2 of Schedule 4 – Professional Standards for Teachers.

GIVEN under the Common Seal of The Corporation of the Synod of the Diocese of Brisbane.

Witness

Right Rev Geoffrey M Smith (General Manager, Registrar)

(witness name printed)

David Burton (Manager Treasury & Investments)

373 Ann Street, BRISBANE QLD

AND

Signed for and on behalf of Cannon Hill Anglican College Pty Ltd

(Signature)

(Full Name)

189 Junction Road,
Cannon Hill QLD 4170

(Position)

In the presence of:

Witness

(Signature)

(Full Name)

(Position)

AND

Signed for and on behalf of All Saints Anglican School Limited

.....
(Signature)

.....
(Full Name)

Highfield Drive, Merrimac QLD 4226

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of Hillbrook Anglican School Limited

.....
(Signature)

.....
(Full Name)

45 Hurdcotte Street, Enoggera QLD 4053

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of Matthew Flinders
Anglican College Limited

.....
(Signature)

.....
(Full Name)

Stringybark Road, Buderim QLD 4556

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of The Cathedral School
of St Anne and St James Limited

.....
(Signature)

.....
(Full Name)

154 Ross River Road, Aitkenvale QLD 4814

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of Trinity Anglican School Limited

.....
(Signature)

.....
(Full Name)

PO Box 110E, Earlville QLD 4870

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of The Society of the Sacred Advent School Pty Ltd as Trustee for the Society of the Sacred Advent – St Margaret's Trust

.....
(Signature)

.....
(Full Name)

11 Petrie Terrace, Ascot QLD 4007

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of Independent Education Union of Australia Queensland and Northern Territory Branch

.....
(Signature)

.....
(Full Name)

346 Turbot Street, Spring Hill QLD

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

AND

Signed for and on behalf of Australian Nursing Federation

.....
(Signature)

.....
(Full Name)

106 Victoria Street, West End QLD

.....
(Position)

In the presence of:

Witness

.....
(Signature)

.....
(Full Name)

.....
(Position)

Schedule 1 - Dictionary

Act means the *Fair Work Act 2009* (Cth) as amended or replaced from time to time.

AITSL means the Australian Institute for Teaching and School Leadership.

Arbitrator means a member of Fair Work Commission.

Agreement means this Agreement.

AHPRA means the Australian Health Practitioner Regulation Agency

Approved used in relation to course, diploma, degree, or university, means a course, diploma, degree or university acceptable to or recognised by the Director-General of Education (Queensland) for similar qualifying purposes in respect of Teachers employed by the Department of Education (Queensland).

Assembler A means an Employee who in manufacturing any building sections or components is:

- (a) Wholly engaged in assembling prepared pieces of timber or other material (which is dressed, morticed, tenoned or otherwise prepared by machining), by cramping, nailing, screwing, gluing or fastening in any way;
- (b) Not responsible for the dimensions of the article other than by checking with gauges or other measuring instruments, but may be required to trim, dress and/or sand such prepared articles (excluding the fitting of joints) in accordance with the instructions given by a tradesperson.

Assembler B means an Employee engaged exclusively on repetitive assembly of building components on any automatic, semi-automatic or present single purpose machine and whose work may include:

- (a) The repetitive assembling of component parts of any article in predetermined positions in which no fitting or adjustment is required;
- (b) The attachment of accessories, such as window fasteners, casement stays or balances, to articles in predetermined prepared positions provided that no such Employee will be responsible for the setting up of machinery or the dimension of the products.

Assembler C means Labourer.

Assistant Children's Services Worker - Unqualified means an Employee who

- (a) Has successfully completed Year 12 at secondary school; or
- (b) On the day the person is first employed as an assistant, is at least 17 years of age and is undertaking, or has completed a Child Care Practice Certificate at a College of Technical and Further Education.

Assistant OSHC Children's Services Worker - Unqualified means an Employee who is unqualified and is employed to assist at an Outside School Hours Care and Vacation Care Service.

Assistant Co-ordinator - Qualified - Large Service means an Employee who is required to assist a Co-ordinator of After School Hours Care as prescribed by the Child Care Legislation to manage a licensed Outside School Hours Care service licensed to accommodate 60 or more children at any time of the day.

Assistant Director means an Employee appointed as such who is approved in terms of the relevant legislation to have charge of the Child Care Centre in the absence of the Director.

Assistant Director - 2 Year Qualified means an Employee who has completed an AQF Diploma in Children's Services.

Assistant Director - 3 Year Qualified means an Employee who has completed an AQF Advanced Diploma or higher qualification in the field of Children's Services or Education.

Assistant-In-Nursing means an Employee who is assisting in nursing duties but who is not a Registered Nurse or an Enrolled Nurse.

Boarding House Supervisor means an Employee appointed as such who is responsible for the care and supervision of boarding students.

Boarding School means and includes any educational institution providing primary level, secondary level or vocational education that makes provision, as part of the provision of education or as an adjunct to the provision of education, for students to be accommodated.

Bill Poster means an Employee engaged to install and/or post advertising material.

Bricklayer for the purpose of Schedule 6H – Building Products, Manufacture & Minor Maintenance means an Employee over the Vocational Education age of 21 or who has completed an apprenticeship or a recognised period of training under the *Training and Employment Act 2000*, who is engaged in bricklaying, brick cutting, tiling, and settling pointed brickwork, firework - including kilns, furnaces, or furnace work of any description as far as it relates to brickwork, setting coke slabs, coke bricks, glass bricks, cutting openings in the brickwork for doorways, windows, arches, etc., building in and fixing of steel frames in brick buildings for doorways, windows, arches, etc. and/or engaged in roof tiling, fibrolite slating or shingling.

Building Service Employee - Grade 1 means an Employee performing the duties of a Cleaner, who in addition is engaged for the greater part of each day or shift on any of the following tasks, or a combination of such tasks:

- (a) Ordering supplies and receiving deliveries and/or being given the responsibility for the distribution and maintenance of toilet and other requisites and cleaning materials in buildings or establishments and/or an Employee performing customer or public relations or other duties as required;
- (b) Carpet cleaning - operating equipment used in any or all of the following methods - powder systems or liquid shampoo systems or hot water injection and extraction systems (commonly called "steam cleaning");
- (c) Cleaning windows on the exterior of multi-storied buildings from swinging scaffolds, bosun's chairs, hydraulic bucket trucks or similar devices;
- (d) Operating "Ride-On" powered sweeping machines;
- (e) Operating steam cleaning and pressure washing equipment on the exterior of buildings.

Building Service Employee - Grade 2 means an Employee who is entrusted with the supervision of cleaning as a principal responsibility and/or who may be required to generally superintend and maintain a building or buildings and/or building equipment and who may also perform the duties of a Cleaner or Building Service Employee - Grade 1 as required.

Carpenter, Joiner, Shopfitter or Machinist for the purpose of means an Employee over the age of 21 or who has completed an apprenticeship or a recognised period of training under the Vocational Education, *Training and Employment Act 2000*, using tools or any machine or saw driven by power in the carpentry, joinery, or shopfitting trade.

Casual Employee means a person engaged and paid as such and who is employed by the hour.

Casual Teacher means a Teacher engaged and paid as such and who is employed by the hour, being a total of less than 32 hours in any one week.

Child Care Legislation means the *Child Care Act 2002* and the *Child Care Regulation 2003* as amended from time to time and any predecessor legislation where relevant or consequential amendments.

Child Care Teacher means an Employee who meets the following criteria:

- (a) That the Employee holds a three or four year qualification in early childhood studies as approved under the Child Care Legislation; and
- (b) That the Employee be registered with the board of teacher registration; and
- (c) That the Employee be required to deliver an educational program.

Children's Services Worker means an Employee who is engaged in the provision of child care within a centre and/or who is engaged in functions in or in connection with the general operation of the centre including but not limited to all aspects of food preparation and service, cleaning and maintenance of all areas of the centre (internal and external) to the standards required by the School.

Children's Services Worker - 1 Year Qualified means an Employee who has completed an AQF Certificate 3 or 4 in Children's Services and includes a cook who prepares at least one full meal per day for each of a substantial proportion of children present at the centre.

Cleaner means a person employed for the greater part of their working time in cleaning work of any description at a School or in bringing into or maintaining a School in a clean condition, whatever may be the nature of their other duties.

Clinical Nurse means a Registered Nurse who is also a clinical nurse.

Conciliator means a member of Fair Work Commission.

Co-ordinator - Unqualified means an Employee who co-ordinates and manages an After School Hours Care and/or Vacation Care Service for children and has no relevant post-secondary qualification.

Co-ordinator - Qualified means an Employee who has completed a AQF Diploma in Children's Services. The duties would include those listed under Co-ordinator - Unqualified.

Corporation means the Corporation of the Synod of the Diocese of Brisbane, First Floor, St Martin's House, 373 Ann Street, Brisbane in the State of Queensland.

Director means an Employee appointed as such who is approved in terms of the relevant legislation to have charge of the Child Care Centre.

Director - 2 Year Qualified means an Employee who has completed an AQF Diploma in Children's Services.

Director - 3 Year Qualified means an Employee who has completed a AQF Advanced Diploma or higher qualification in the field of Children's Services or Education.

Dispute means a disagreement regarding the interpretation or application of the terms of this Agreement, any matter pertaining to the employment of an Employee covered by this Agreement or any matter in relation to the National Employment Standards. For the purpose of Schedule 1 - Dictionary, Dispute does not include any matter relating to performance management of an Employee.

Duty includes all tasks related to the educational development of students and tasks concerned with the maintenance of good order and behavior.

Such tasks include class and group teaching and instruction; conducting excursions for instruction in school curriculum during school hours; setting and correcting assignments, tests, laboratory work, and examination papers; supervision of tests and examinations conducted in connection with the school curriculum; evaluating and assessing students' work; care of laboratories and their equipment;

compiling mark registers; compiling syllabuses and work books; giving written reports on students' work and progress; and supervising students detained for punishment.

Specifically, for Residential Teachers Duty includes any supervision or other tasks in connection with the boarding establishment of the particular School required of the Residential Teacher by the School.

Employee means an Employee whose terms and conditions of employment are regulated or partly regulated by this Agreement.

Enrolled Nurse means an Employee who:

- (a) Appears on the Register of Practitioners of the AHPRA as an Enrolled Nurse (Division 2);
- (b) Is subject to the registration standards, codes and guidelines of the NMBA; and
- (c) Provides nursing care only under the direction and supervision of the Registered Nurse.

Exemplary Teacher means a teacher appointed as an Exemplary Teacher in accordance with Schedule 8 - Exemplary Teacher.

Extra-Curricular Duties includes the supervision of school sports, clubs within the school, cadet training, and other like duties.

Such duties shall be voluntary and honorary and shall be arranged by agreement between the Teachers and the School.

First Level Retail Supervisor means an Employee who is appointed by the School to be, or is, responsible for a defined or designated area of a shop. Such Employee may work alone, or directly supervise other Employees, in the defined or designated area.

Fixed Task Employee means an Employee engaged for a particular project, task or tasks, at the end of which (or at some other specified date if not earlier terminated) the engagement automatically ceases.

Fixed Term Employee means an Employee other than a Teacher engaged to work 38 hours (or fewer) per week with a specified commencement and cessation date.

Fixed Term Teacher means a Teacher appointed by the School 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 a School;
- (c) Special Government grants;
- (d) Filling the position of a specified Teacher who is on nominated leave from the School;
- (e) Filling the position of a Teacher arising from a resignation, where such position is declared vacant and no suitable permanent Teacher is available.

If a previous Fixed Term Teacher is engaged on a further fixed term within three months of expiry of the preceding fixed term the second fixed term will be treated as commencing the day following the cessation of the preceding fixed term.

Fixed Term Teachers will not be regarded as probationary Teachers.

Any agreement reached between a School and an individual Teacher in relation to fixed term employment shall be in writing, signed by both Parties, and shall clearly identify the short term need specific to the appointment as well as the terms, conditions and duration of the appointment.

Where a fixed term Teacher believes that their employment is not consistent with the criteria in this clause, or if they believe the criteria for their fixed term employment has changed, they may apply for continuing status. The School shall consider such written request for conversion to continuing status and notify the Teacher in writing of the decision within one month. The Teacher may access the Dispute Resolution Procedure in this Agreement if the Teacher subsequently believes that their position remains incorrectly designated.

Full Time Employee means an Employee (other than a Full Time Teacher) who is required to attend the place of employment for the maximum hours and maximum number of weeks per year as set out by this Agreement shall be deemed to be Full Time Employee.

Full Time Teacher means a Teacher who is employed to work the maximum hours and the maximum number of weeks per year as set out by this Agreement.

Garage Yard person means any Employee engaged in attending to petrol pumps, or otherwise supplying petrol for motor vehicles, or performing any laboring work in or about or in connection with any garage.

Graduate Teacher means a person who has obtained registration or permission to teach within Queensland under the *Education Queensland (College of Teachers) Act 2005* or under any equivalent subsequent legislation and who has not completed one full year of teaching at a school.

Green keeping Employee means Employees associated with the preparation and/or maintenance of playing greens and their environs. For the purposes of this definition 'playing greens' includes bowling greens, golf courses, cricket and/or football grounds, croquet greens, all tennis courts whether lawn or otherwise and any other sports grounds.

Group Leader - 1 Year Qualified means an Employee who has completed a Certificate 3 or 4 in Children's Services.

Group Leader - 2 Year Qualified means an Employee who has completed an AQF Diploma in Children's Services.

- (a) A Registered Nurse who has enrolled in or has successfully completed an appropriate bridging course in early childhood studies will also meet the criteria for a 2 Year Qualified Group Leader.

Group Leader - 3 Year Qualified means an Employee who has completed an AQF advanced diploma or higher qualification in the field of children's services or education.

Immediate household or family means a spouse, de facto partner, child, parent, grandparent, grandchild, or sibling of the employee, or a child, parent, grandparent, grandchild, or sibling of the spouse or de facto partner of the employee.

Spouse includes a former spouse, a de facto spouse, and a former de facto spouse.

Junior Garage Yardperson means an Employee under 19 years of age performing any work prescribed for a Garage Yard person.

Job Share means a situation where two or more Employees share responsibility for one job/set tasks in accordance with a School's Job Share policy.

Labourer means an Employee who is responsible for cleaning the work area as necessary, loading of trucks, and general laboring duties and assisting other Employees as necessary.

NMBA means the Nursing and Midwifery Board of Australia.

Normal Duties means an Employee's usual position including any part-time duties or any arrangements under an agreed flexible working arrangement request.

Outside School Hours Care or OSHC means care of children provided in Schools, supervised playgrounds and other establishments, but not including child care centers as defined in the Child Care Legislation, outside normal school hours.

QCOT means Queensland College of Teachers.

Parties mean the Corporation, Schools and Unions.

Part Time Employee means an Employee (other than a Teacher) who is engaged on an agreed proportion of a Full Time equivalent work load.

Part Time Teacher means a Teacher engaged on an agreed proportion of a full time equivalent work load with a maximum Contact Time of:

- (a) 18 hours per week for secondary classroom Teachers; and
- (b) 22 hours per week for primary classroom Teachers.

Positions of Added Responsibility or PAR means a teaching position within the promotional structure of each School, up to but not including Deputy Principal/s where the incumbent may be responsible for curricular or pastoral activities in the secondary, middle or primary sections of a School as defined in Schedule 13 - Positions of Added Responsibility.

Registered Nurse means an Employee who:

- (a) Appears on the Register of Practitioners of the AHPRA as a Registered Nurse (Division 1); and
- (b) Is subject to the registration standards, codes and guidelines of the NMBA.

Residential Teacher means any Teacher other than the headmaster/headmistress or principal who is provided with board and residence by the School which employs that person as a Teacher.

School means any of the individual Schools listed in Schedule 2 – Schools party to this agreement.

School Consultative Committee means a committee established at a School to implement and monitor the application of this agreement.

School Officer means an Employee who is not employed as a Teacher but whose duties are ancillary to and/or involved in the educational process and who may have been described as teacher aides and assistants, librarians, library aides, laboratory assistants, audio-visual aides, scientific personnel, technology and communications (IT and ICT) personnel, school secretaries, school assistants, including professional school officers but excluding persons employed as bursars or business managers, school accountants or managers, grounds-persons, nurses, builders, carpenters, manual labourers, estate hands, bus drivers, cleaners, cooks, domestics, kitchen hands, laundry workers/sewers, housemaids, housekeepers, school maintenance assistants, waiters and boarding supervisors who are not Teachers.

School Term means any of the four terms in the school calendar year as set by the School council or governing body pursuant to the School's constitution.

Second Level Supervisor/Shop Manager means an Employee who is appointed by the School to be, or is, in charge of a number of defined or designated areas of a shop, or to be, or is, in charge of a shop.

Security Officer - Grade 1 means an Employee who performs work to the level of their training. Indicative of the tasks which an Employee at this level may perform are the following:

- (a) Watch, guard or protect persons and/or Premises and/or property;
- (b) Be stationed at an entrance and/or exit and whose principal duties include the control of movement of persons, vehicles, goods and/or property coming out of or going into Premises or property, including vehicles carrying goods of any description, to ensure

that the quantity and description of such goods is in accordance with the requirements of the relevant document and includes an area or door attendant or commissionaire in a commercial building;

- (c) Respond to basic fire/security alarms at the designated post;
- (d) In performing the duties referred to above, the security officer may be required to use electronic equipment such as hand-held scanners, walk-through detectors and simple closed circuit television systems utilising basic keyboard skills.

Security Officer - Grade 2 means an Employee who performs work above and beyond the skills of a Security Officer - Grade 1 to the level of their training.

Indicative of the tasks which an Employee at this level may perform are the following:

- (a) Securing, watching, guarding and/or protecting as directed, including responding to and attending to alarm signals, and required to patrol in a vehicle two or more separate establishments or sites;
- (b) Monitoring and responding to electronic intrusion, detection or access control equipment terminating at a visual display unit and/or computerised printout (except for simple closed circuit television systems);
- (c) Operating a public weighbridge by a security officer appropriately licensed to do so;
- (d) Monitoring and operating integrated intelligent building management and security systems, terminating at a visual display unit or computerised print out, which requires data input from the security officer.

Security Officer - Grade 3 means an Employee who performs work above and beyond the skills of a Security Officer - Grade 2, to the level of their training, and co-ordinates the work of security officers working in a team environment.

Indicative of the tasks which an Employee at this level may be required to perform are the following:

- (a) Monitoring, recording, inputting information or reacting to signals and instruments related to electronic surveillance of any kind within a central station;
- (b) Keyboard operation to alter the parameters within an integrated intelligent building management and/or security system;
- (c) Coordinating, monitoring or recording of the activities of security officers utilising a verbal communications system within a central station;
- (d) May be required to perform the duties of security officers.

Senior Maintenance Employee for the purpose of means any Employee over the age of 21 or who has completed an apprenticeship or a recognised period of training under the Vocational Education, *Training and Employment Act 2000*, who is engaged in plastering, flooring, tiling, painting, drainage or sandblasting.

Special Hiring means where an Employee is engaged in duties not forming part of the normal operations of the School and not performed within normal Hours of Duty (eg a bus to convey Parties to special sporting fixtures, picnics, outings or similar functions. Not including regular sporting fixtures). Employees shall be supplied with a time sheet for all Special Hiring for the purpose of recording the starting and finishing times of such hiring and be paid for such hours. Time worked by an Employee on such hiring shall be classed as overtime. Payment for any Special Hiring shall not be less than four ordinary hours pay.

Store person and packer means any Employee principally engaged in the reception, storing or packing of any goods, for sale by retail.

Teacher means a person recognised as such by the Queensland College of Teachers and includes any Employee who is ordinarily engaged in teaching on the staff of a School.

The term also includes Teachers who are on approved secondments to, but not limited to, the following organisations:

- (a) The Anglican Schools Commission;
- (b) Independent Schools Queensland Limited; or
- (c) The Queensland Studies Authority.

Term Time Employee means a continuing Employee engaged to work:

- (a) 38 ordinary hours per week but less than 52 weeks per year; or
- (b) Fewer than 38 ordinary hours per week and fewer than 52 weeks per year.

Union means any of the Unions that are signatories to this Agreement.

Vacation Care means care of children provided in Schools, supervised playgrounds and other establishments, but not including child care centres, as defined in the Child Care Legislation, during school vacations.

Year used in relation to an Approved university course or an Approved course at a Queensland Institute of Technology or 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.

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 in any other Anglican school in Queensland or in a School or Schools controlled by the Department of Education (Queensland), and such other teaching service as the School might recognise.

Schedule 2 – Schools party to this agreement

- All Saints Anglican School
- Anglican Church Grammar School
- Cannon Hill Anglican College
- Coomera Anglican College
- Fraser Coast Anglican College
- Hillbrook Anglican School
- Matthew Flinders Anglican College
- St Andrew's Anglican College
- St Hilda's School
- St Luke's Anglican School
- St Margaret's Anglican Girls School
- St Paul's School
- The Cathedral School of St Anne and St James
- The Glennie School
- The Southport School
- The Toowoomba Preparatory School
- Trinity Anglican School
- West Moreton Anglican College

Schedule 3 - Teacher Pay

1. Wages

TABLE A	1-Jan-14	+2.3% 1-Jan-15	1-Jan-16	% increase over 2015	+2.2% 1-Jan-17
Step 1	\$63,176	\$64,629	\$66,100	+2.3%	\$67,554
Step 2	\$64,890	\$66,383	\$69,100	+4.1%	\$70,620
Step 3	\$68,057	\$69,623	\$72,100	+3.6%	\$73,686
Step 4	\$71,456	\$73,099	\$77,100	+5.5%	\$78,796
Step 5	\$74,857	\$76,579	\$80,100	+5.0%	\$81,862
Step 6	\$77,700	\$79,487	\$83,100	+4.5%	\$84,928
Step 7	\$80,539	\$82,392	\$86,600	+5.1%	\$88,505
Step 8	\$83,376	\$85,294	\$90,100	+5.6%	\$92,082
Step 9	\$89,530	\$91,589	\$94,500	+3.2%	\$96,579

TABLE B	1-Jan-14	+2.3% 1-Jan-15	1-Jan-16	+2.2% 1-Jan-17
Accomplished ²	\$91,323	\$93,423	\$96,376	\$98,497
TLIA		\$1,834	\$1,876	\$1,918
Exemplary Teacher ³	\$94,122	\$96,287	\$99,306	\$101,490
ET Allowance ⁴	\$4,592	\$4,698	\$4,806	\$4,911
LEAD Teacher ⁵	N/A	N/A	\$99,943	\$102,100
LEAD Teacher Allowance ⁶	N/A	N/A	\$9,843	\$10,059
PAR Point	\$3,135	\$3,206	\$3,281	\$3,353
Professional Contribution Allowance	\$1,793	\$1,834	\$1,876	\$1,918

² The Accomplished Teacher allowance will transition to the new TLIA from 2015

³ Salary amount reflects move from Step 9

⁴ ET allowance would be paid to successful ET applicant while on Steps 6 to 8

⁵ Salary amount reflects move from Step 9 ET as Lead May be obtained as an allowance on steps below Step 9

⁶ Paid for accelerated progression to LEAD Teacher when successful applicant is not at Step 9 or ET

2. Progression

2.1 A graduate teacher shall be appointed at Step 1.

2.2 A graduate teacher who has:

- (a) An Approved bachelor's degree with first or second class honours from a recognised University plus one Year of Teacher education; or
- (b) Two Approved degrees from a recognised university plus one Year of Teacher Education;
- (c) Shall commence on the salary prescribed for Step 2.

2.3 Except as otherwise provided by this Agreement progression from Step 1 to Step 9 shall be by annual increment;

2.4 Subject to satisfactory conduct, diligence, and efficiency, a Teacher shall receive annual increments in salary in accordance with clause 2.3 of this Schedule.

2.5 For a Non Full Time Teacher to be considered to progress through annual increments they will be required to complete a minimum of 1000 hours of service from the time of their first appointment or their previous increment date before being eligible for their next increment. Such increment will become payable at the expiration of 1000 hours service or twelve calendar months, whichever will occur later, subject to the Employee's satisfactory performance, and the increment date will be adjusted if necessary.

Schedule 4 – Professional Standards for Teachers

1. AITSL Australian Professional Standards for Teachers

- 1.1 The AITSL Professional Standards for Teachers (APS) recognise a professional development continuum for teaching staff through classifications of Graduate, Proficient, Highly Accomplished and Lead Teacher.
- 1.2 Anglican Schools support the development of teachers at different stages of their lives and teaching careers through the resourcing of appropriate and professional development processes and procedures for teaching staff.
- 1.3 These processes and procedures will support teachers to evidence their continuing growth and development against the AITSL Professional Standards for Teachers through engagement with the APS domains of professional practice, professional knowledge and professional engagement.
- 1.4 Schools and their staff share the goal of developing and fostering a culture of professional and continuing teaching and educational improvement that seeks to enhance student learning.
- 1.5 This Schedule 4 – Professional Standards for Teachers provides support to schools and teachers for professional learning and is not intended to act as a mechanism or basis for unsatisfactory work performance reviews.

2. Graduate Teacher under Australian Professional Standards for Teachers

- 2.1 All Graduate Teachers will be part of the School's appraisal process.
- 2.2 Graduate Teachers are expected to have a full understanding of and the ability to demonstrate and practice what is embedded in the AITSL Graduate Teacher standards.
- 2.3 Schools will provide guidance and support to assist Graduate Teachers to progress to Proficient Teacher status through assisted and formative processes of reflection and learning through engagement with the domains of professional practice, knowledge and engagement. For example: A personal professional reflection and growth tool (or equivalent) based on the AITSL Professional Standards for Teachers may be used in schools.
 - 2.3.1 A personal professional reflection and growth tool (or equivalent) based on the AITSL Professional Standards for Teachers may be used in schools to identify areas of professional development.
 - 2.3.2 Visits to, and visits by, other teachers for at least 180 minutes per semester each year or the School's equivalent process with appropriate time release.
- 2.4 Teachers will progress from Graduate Teacher to Proficient Teacher over a period of up to three (3) years. To progress to Proficient Teacher, a Graduate Teacher must have QCT full teacher registration. Full registration requires the demonstration of all AITSL Proficient Teacher standards.

3. Proficient Teacher under Australian Professional Standards for Teachers

- 3.1 All Proficient Teachers will be part of the School's appraisal process.

3.2 Proficient Teachers are expected to have a full understanding of and the ability to demonstrate and practice what is embedded in the AITSL Australian Professional Standards for Proficient Teacher.

3.3 Schools will provide resourcing, guidance and support to Proficient Teachers through assisted and formative processes of reflection and learning on their professional practice, knowledge and engagement as a teacher. For example:

3.3.1 A personal professional reflection and growth tool (or equivalent) based on the AITSL Professional Standards for Teachers may be used in schools.

3.3.2 Visits to, and visits by, other teachers for at least 90 minutes per semester each year or the School's equivalent process with appropriate time release.

4. Developing a Highly Accomplished Teacher in Anglican Schools

4.1 Teachers are encouraged to engage with and seek to complete their progression to Highly Accomplished Teacher through a formative and school supported process.

4.2 There is an expectation that the developing Highly Accomplished Teacher in an Anglican school will evidence Classroom Practice Level Four of the Classroom Practice Continuum of the Professional Practice Domain in the APS by their 9th year of teaching. This expectation may be referenced in the AITSL document to be found at the following link: http://www.aitsl.edu.au/docs/default-source/default-document-library/classroom_practice_continuum.pdf?sfvrsn=20

4.3 Schools will provide resourcing, guidance and support to Proficient Teachers as they develop Highly Accomplished teacher capabilities through assisted and formative processes of reflection and learning through engagement with the domains of professional practice and knowledge. For example:

4.3.1 A personal professional reflection and growth tool (or equivalent) based on the AITSL Professional Standards for Teachers may be used in schools to identify areas of professional development.

4.3.2 Visits to, and visits by, other teachers for at least 90 minutes per semester each year or the School's equivalent process with appropriate time release.

4.3.3 Undertaking professional development or activity focused on classroom practice for improving student learning and to support growth towards the AITSL Australian Professional Standards for Highly Accomplished Teacher. Eligibility for the Teaching and Learning Initiative Allowance (TLIA) should be considered in these circumstances.

5. Highly Accomplished Teacher under Australian Professional Standards for Teachers

5.1 If a teacher chooses to progress to Highly Accomplished Teacher under the APS, a Proficient Teacher must have been a Proficient Teacher for at least two (2) years and have a recommended minimum of five (5) years of teaching.

5.2 All Highly Accomplished Teachers will be part of the School's appraisal process.

5.3 Highly Accomplished Teachers are expected to have a full understanding of and the ability to demonstrate and practice what is embedded in the AITSL Highly Accomplished Teacher standards.

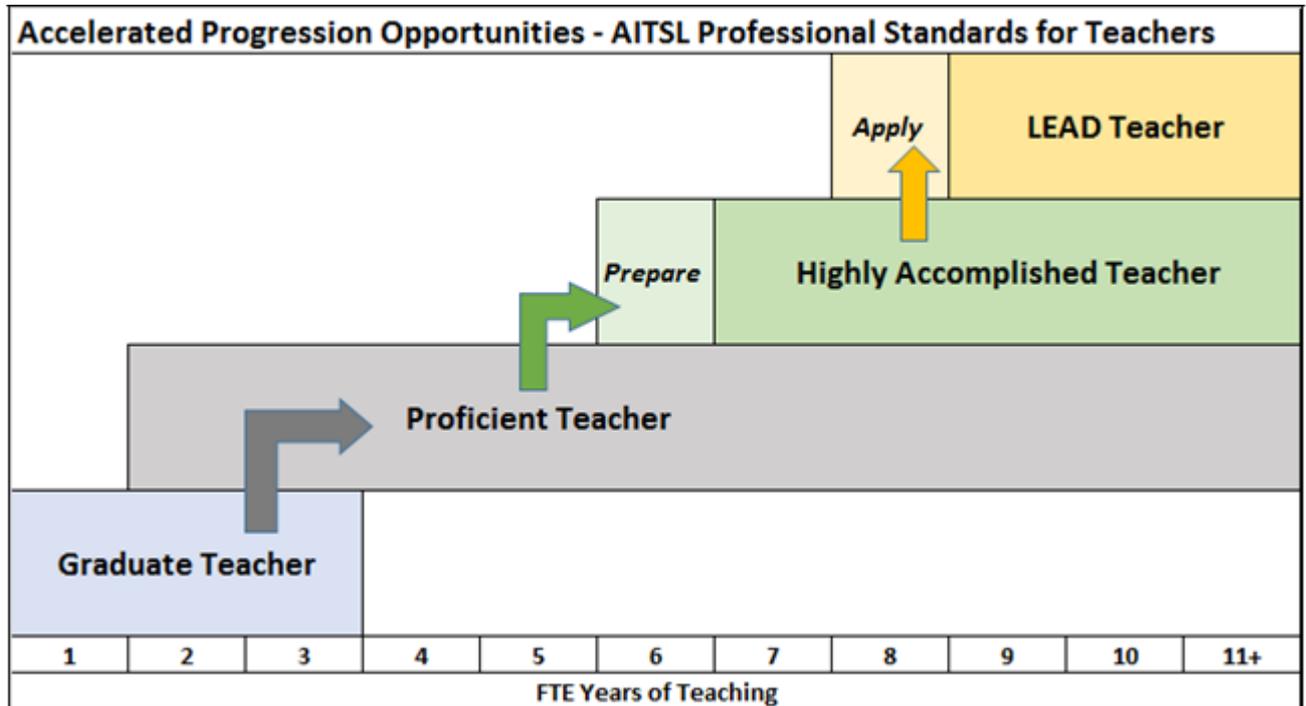
- 5.4** Schools will provide guidance and support to assist Highly Accomplished Teachers with their role and as they progress to Lead Teacher status. This will involve assisted and formative processes of reflection and learning through engagement with the domains of professional practice, knowledge and engagement as a teacher. For example:
- 5.4.1 A personal professional reflection and growth tool (or equivalent) based on the AITSL Professional Standards for Teachers may be used in schools to identify areas of professional development.
 - 5.4.2 Visits to, and visits by, other teachers for at least 90 minutes per semester each year or the School's equivalent process to develop professional practice and knowledge with appropriate time release.
 - 5.4.3 Undertaking professional development or inquiry to improve student learning and to support continuing development in of the AITSL Australian Professional Standards for Highly Accomplished Teacher or growth towards the AITSL Australian Professional Standards for Lead Teacher. Eligibility for the Teaching and Learning Initiative Allowance (TLIA) should be considered in these circumstances.
- 5.5** When a teacher meets the Australian Professional Standards for Highly Accomplished Teacher they will be remunerated at one (+1) pay-point in advance of their current anniversary based pay-point on the nine (9) step teaching pay spine included in Schedule 3 - Teacher Pay, until such time as the teacher reaches Step 9.

6. Lead Teacher under Australian Professional Standards for Teachers

- 6.1** To progress to Lead Teacher, a teacher must be a Highly Accomplished Teacher for at least two (2) years and would undertake a summative and comprehensive process to evidence the Lead Teacher standard.
- 6.2** All Lead Teachers will be part of the School's appraisal process.
- 6.3** A teacher must formally evidence and meet the AITSL Lead Teacher standards for appointment to Lead Teacher.
- 6.4** When successful in formal progression to Lead Teacher, a teacher will be remunerated at the Lead Teacher pay-point included in Schedule 3 - Teacher Pay, or with the Lead Teacher Allowance if the teacher is not at the Step 9 pay-point.

7. Accelerated Progression

- 7.1 Provided that teachers meet the requirements for service and the relevant classification as defined in the AITSL Professional Standards for Teachers, they may access accelerated progression from Proficient Teacher to Highly Accomplished Teacher and be remunerated accordingly. Progression from Graduate to Proficient does not include any accelerated pay scale.



8. Transition Arrangements

- 8.1 Professional Standards for Teachers will be in transition in 2015 and 2016.
- 8.2 The classification Lead Teacher (Clause 5) will be jointly developed by employer, employee and IEUA-QNT representatives during the first 12 months of this agreement. The implementation date for trials (including the application, eligibility, tenure, transitional arrangements and assessment processes) will be during 2016 with full implementation from the start of the 2017 school year.
- 8.3 The application process and tenure of the Exemplary Teacher classification contained in Schedule 8 - Exemplary Teacher of this Agreement shall continue to apply until Lead Teacher has been fully implemented. The remaining period of tenure of any Exemplary Teachers will continue to apply until its normal expiry date. No new Exemplary Teacher applications will be accepted after the date of the full implementation of Lead Teacher.
- 8.4 Clause 6 of this Schedule (Accelerated Progression) will be jointly reviewed during 2017 by a working party comprising employer, employee and IEUA-QNT representatives to assess its suitability and effectiveness and to develop any necessary recommendations for future consideration by the SBU.

Schedule 5 - School Officer Pay and Classifications

1. Classification Process

1.1 Schools shall determine the classification of a position through the following process:

- (a) An analysis is to be undertaken to establish the requisite skills and responsibilities for each identified position and a position description written for each position.
- (b) Each position shall be placed in the appropriate level according to the Classification Criteria set out in clause 2 below using the position description developed in accordance with clause 1.1(a).
- (c) Employees are appointed to an identified pay point within the appropriate level according to their skills. These skills may be certified or a recognition of prior learning based on previous experience.
- (d) Previous experience in Schools will be considered in determining an Employee's skills or classification.
- (e) Previous experience with employers other than Schools may be taken into account if the prior learning is relevant to the Employee's current role.

2. Classification definitions

2.1 Classification Criteria are guidelines to determine the appropriate classification level under this Schedule and consist of characteristics (knowledge, competency and performance) and typical skills and duties.

2.2 The characteristics are the principal or primary guide to classification as they are designed to indicate the level of basic knowledge, a comprehension of issues, problems and procedures required and the level of responsibility/accountability of the position. The totality of the characteristics must be read as a whole to obtain a clear understanding of the essential features of any particular level and the competency required.

2.3 The typical skills and duties are specific to each stream set out in clause 4.1 of this Schedule and are a non-exhaustive list of skills and duties that may be comprehended within the particular 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 skill or duty, or many of them, depending on the particular work allocated.

2.4 In properly classifying an Employee, the School must refer to the key issues of the level of initiative, responsibility, accountability, competency and skill that the Employee is required to exercise in the work the Employee performs within the parameters of the characteristics and not the duties the Employee performs per se.

3. Movement through Classification Pay Points

3.1 Full Time School Officers will be eligible to movement to the next highest pay point within the applicable classification level after each 12 month period.

3.2 Non Full Time School Officers will be required to complete a minimum of 1,976 hours of service from the time of their first appointment or their previous increment date before being eligible for their next increment. Such increment will become payable at the expiration of 1,976 hours of

service or 12 calendar months, whichever will occur later, and the increment date will be adjusted if necessary. Any period of annual leave will be counted as service when calculating the quantum of 1,976 hours.

4. Streams

4.1 Within each Classification Level, seven Streams are identified. School Officer Positions will fall into one of the following streams:

- (a) Administration;
- (b) Financial;
- (c) Library – Information and Resources;
- (d) Laboratory and Technical;
- (e) Technology and Communications;
- (f) Learning Assistance; and
- (g) Professional Services;

Based on the duties required to be performed in that position.

4.2 Classification Levels – all Employees shall be classified in one of the following levels:

- (a) Level 1;
- (b) Level 2;
- (c) Level 3;
- (d) Level 4;
- (e) Level 5; or
- (f) Level 6.

5. Wage Rates

5.1 The minimum rates of wages to be paid to the defined levels of Employees shall be calculated in accordance with the table set out below:

Classification	1 Jan 2015 2.30%	1 Jan 2016 2.20%	1 Jan 2017 2.20%
Level 1			
Step 1	40,802	41,700	42,617
Step 2	43,279	44,231	45,205
Level 2			
Step 1	48,565	49,634	50,726
Step 2	49,973	51,073	52,196
Step 3	51,380	52,511	53,666
Step 4	52,783	53,944	55,131
Step 5	54,190	55,382	56,601
Step 6	55,598	56,821	58,071
Level 3			
Step 1	57,208	58,467	59,753
Step 2	58,604	59,893	61,211
Step 3	60,006	61,326	62,675
Step 4	61,419	62,770	64,151
Step 5	62,815	64,197	65,610
Step 6	64,218	65,631	67,075
Level 4			
Step 1	66,684	68,151	69,650
Step 2	68,552	70,061	71,602
Step 3	70,428	71,977	73,561
Step 4	72,303	73,894	75,519
Step 5	74,172	75,804	77,471
Step 6	76,035	77,708	79,418
Level 5			
Step 1	78,721	80,453	82,223
Step 2	80,325	82,092	83,898
Step 3	81,936	83,739	85,581
Step 4	83,534	85,372	87,250
Step 5	85,133	87,006	88,920
Step 6	86,739	88,647	90,597
Level 6			
Step 1	89,537	91,506	93,520
Step 2	91,670	93,686	95,748
Step 3	93,816	95,880	97,989
Step 4	95,949	98,060	100,217
Step 5	98,089	100,247	102,452
Step 6	100,228	102,433	104,687

Level Number	One
Overview	This Level is to be viewed as the level at which a person with few or no skills in the work area required by the School, enters this career path as the equivalent of a trainee type Employee. Work is carried out under a high degree of supervision. At this level they learn and gain competency through focused and planned School provided training in the basic skills required. Progress through the level and to a higher level would result where the Employee's competency and skills are increased and utilised.
Characteristics of Level	
Knowledge	Few or no skills/knowledge is required as they are gained in a specific area as a result of experience and/or training and/or qualifications gained on the job. Queensland Year 10 or its equivalent (e.g. Junior Certificate or Level 2 TAFE course in a relevant area) is the minimum formal qualification required.
Competency	Work is very much focused on assistance to others with a strict and controlled reference to established practices and procedures. There is little requirement for the application of initiative or judgment in applying the established practices and procedures without reference to a higher level officer or member of the academic staff.
Performance	Work is carried out under a high degree of supervision using established procedures, practices and instruction from a higher level officer or member of the academic staff. The position is directly responsible to a higher level officer or member of the academic staff for the day to day performance of all duties. Employees at this level work with very regular checking of progress against the tasks associated with their role. Performance is quantitatively focused on work outputs.
Specific Skills and Duties by Stream	
Refer to Level 1 criteria (sorted by stream) attached The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level one as detailed above.	

Level 1

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Use an 'office suite' computer based application and any proprietary applications at an introductory level.</p> <p>Basic understanding of procedures such as-</p> <ul style="list-style-type: none"> • operate telephone system at a basic level; • attend to basic front counter duties and refer all inquiries to staff in accordance with set procedures; • handling mail and simple filing; • requisition supplies, stationery and office materials; <p>Operate office equipment at an introductory level (e.g. photocopier, printer, facsimile, binding, guillotine, franking machine, calculator, desktop or laptop computer).</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>Use an 'office suite' computer based application and any proprietary applications at an introductory level.</p> <p>Basic understanding of procedures such as-</p> <ul style="list-style-type: none"> • requisition supplies, stationery and office materials; • refer all relevant inquiries to appropriate staff in accordance with set procedures ; • filing and maintaining records; • perform stocktake, counting and recording; <p>Able to follow School procedures covering financial procedures and practices at a basic or introductory level.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>Use an 'office suite' computer based application and any proprietary applications at an introductory level.</p> <p>Assist student learning under high level supervision.</p> <p>Basic understanding of procedures such as-</p> <ul style="list-style-type: none"> • attend to basic service counter duties and refer all inquiries to staff in accordance with set procedures; • filing and maintaining library records; • under supervision process issues and returns, overdue listings, book covering & repairs; • requisition supplies, stationery and office material; <p>Operate office equipment at an introductory level (e.g. photocopier, printer, facsimile, binding, guillotine, franking machine, calculator, desktop or laptop computer).</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>Use an 'office suite' computer based application and any proprietary applications at an introductory level.</p> <p>Assist student learning under high level supervision.</p> <p>Basic understanding of procedures such as-</p> <ul style="list-style-type: none"> • filing and maintaining records; • perform stocktake, counting and recording; • requisition supplies, stationery and other material; <p>Operate office equipment at an introductory level (e.g. photocopier, facsimile, binding, guillotine, franking machine, calculator, and desktop or laptop computer).</p> <p>Under close supervision, prepare and clean materials, set up basic equipment and set up basic laboratory experiments.</p> <p>Able to follow School procedures covering classroom and department activities at a basic or introductory level.</p> <p>May undertake some duties associated with other streams in this level.</p>

Level 1 (continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
Not applicable at this level	<p>Use an 'office suite' computer based application and any proprietary applications at an introductory level.</p> <p>Basic understanding of procedures such as-</p> <ul style="list-style-type: none"> • assist student learning under supervision; • refer all inquiries to staff in accordance with set procedures; • filing and maintaining records; • perform stocktake, counting and recording; • requisition supplies, stationery and other material; <p>Operate office equipment at an introductory level (e.g. photocopier, printer, facsimile, binding, guillotine, franking machine, calculator, desktop or laptop computer).</p> <p>Able to follow School procedures covering classroom and department activities at a basic or introductory level.</p> <p>May undertake some duties associated with other streams in this level.</p>	Not applicable at this level	Not applicable at this level

Level Number	Two
Overview	<p>Level two requires Employees who have had sufficient experience and/or training to enable them to carry out their assigned duties under direct and/or routine supervision using established procedures, practices and instruction from a higher level officer or member of the academic staff. Working in teams and some basic team co-ordination may be involved at this level.</p> <p>Roles may require liaison between the School, the student, the student's family and the general public which is undertaken within established practices and procedures. Experienced Employees at this level may exercise some initiative and judgement when assisting or supporting students in relation to their needs.</p> <p>Experienced Employees may be required to provide peer guidance and assistance, and exercise limited responsibility for the work of other less experienced Employees on the same level or to officers at a lower level.</p>
Characteristics of Level	
Knowledge	A defined range of skills/knowledge gained in a specific area due to experience and or qualifications is a minimum requirement. Junior Certificate or its equivalent is the minimum formal qualification. There are opportunities for significant experience and/or training to be gained on the job.
Competency	<p>Employees use established procedures, practices and instructions provided by a higher level Staff member. Some initiative and judgement may be used to apply such procedures, or they may be applied within reference to higher level staff. (e.g. Routine problem solving)</p> <p>There is a range of roles and tasks in a variety of contexts. Some discretion and judgement are involved in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints. There is some complexity in the extent and choice of actions required. Competencies are normally evidenced within routines, methods and procedures. (e.g. Accepting responsibility in meeting time deadlines.)</p> <p>There is a need for functional communication skills. Employees will be able to maintain confidentiality as required.</p>
Performance	The position is responsible to a higher level officer or member of the academic staff for the day to day performance of duties. Within the supervision provided Employees have some responsibility and accountability for their own work. The work at this level is subject to regular checking related to its overall progress. Employees generally work under direct and/or routine supervision.

Specific Skills and Duties by Stream

Refer to Level 2 criteria (sorted by stream) attached

The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level two as detailed above.

Level 2

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Carry out a wide range of secretarial and clerical duties at an intermediate level (e.g. filing, mail, maintaining records and record systems, the arrangement of group meetings, morning teas, meetings of parents and external parties, parent teacher nights etc.).</p> <p>Provide administrative support to School management (e.g. manage diary systems, itineraries and appointments, routine correspondence, make travel and accommodation bookings etc.).</p> <p>Provide meeting support (e.g. draft agendas from material provided, assemble documentation, take and produce minutes).</p> <p>Mass production of printed material and</p>	<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Enter financial data into software application(s).</p> <p>Basic book keeping (e.g. Manage petty cash, cash receipting, account balancing, and banking).</p> <p>Reconcile bank and ledger accounts.</p> <p>Prepare financial and management reports for review and authorisation by others.</p> <p>Prepare and process payroll transactions for authorisation by others within set routines.</p> <p>Prepare and dispatch statements to debtors and payments to creditors; follow up on unpaid accounts; prepare bank reconciliations and reconcile</p>	<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Maintain records, catalogues and inventories including stocktakes, counting and recording and re-ordering.</p> <p>Basic understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Assist students, Teachers and staff with class and non-class activities.</p> <p>Assist in the maintenance of the service / work area.</p> <p>Assist in the demonstration of audio visual or computer equipment.</p> <p>Operate audio visual equipment and</p>	<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Maintain records, catalogues and inventories including stocktakes, counting and recording and re-ordering.</p> <p>Basic understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Take messages and refer inquiries to staff.</p> <p>General copying and word / data processing.</p> <p>Assist students, Teachers and staff with class and non-class activities.</p> <p>Provide science program assistance to</p>

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>documents (e.g. collating, stapling, binding, folding, cutting, etc.).</p> <p>Procurement duties (e.g. ordering and issue of expendable stores, maintain records of equipment distribution, delivery dockets, invoices and payment vouchers).</p> <p>Assist other staff (e.g. the enrolment function including handling initial enquiries and interviews, prepare Government and Statutory Authority returns).</p> <p>School reception duties and referring inquiries to staff (both public and student reception).</p> <p>Operate relevant office equipment at an intermediate level (e.g. switch or phone system, photocopier, printer, facsimile, binding, guillotine, franking machine, scanner, etc.).</p> <p>Maintain basic safety skills.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>accounts to balance; maintain wage and salary records.</p> <p>Sort, prepare and record documents (e.g. invoices, cheques, correspondence) on a daily basis; file such documents in the appropriate system.</p> <p>Assist other staff to prepare Government and Statutory Authority returns for authorisation by others.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>relevant office equipment at an intermediate level (e.g. phone system, photocopier, facsimile, binding, guillotine, franking machine, scanner, printer, laminating machine etc.).</p> <p>Carry out a wide range of library duties (e.g. issues & returns, overdue lists, update accession information, shelve material, book covering, collect resources from prepared bibliography, processing new library resources, recording of programs and maintenance of catalogue for such recording etc.).</p> <p>Maintain booking system for equipment use and organisation of repairs and replacement for equipment.</p> <p>Maintain circulation systems.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>assist student learning (under supervision).</p> <p>Prepare, maintain, organize, set-up and dismantle equipment and materials for routine experiments or student projects.</p> <p>Carry out a wide range of routine laboratory duties (e.g. proper disposal of waste materials, prepare and clean materials, set up basic equipment and experiments, routine maintenance of equipment, collect and care for live specimens etc.).</p> <p>Maintain basic safety skills.</p> <p>Assist with preparation and demonstration of scientific displays (e.g. competitions, open days and classes etc.).</p> <p>Prepare, maintain and dispense stock solutions, simple chemical mixtures and compounds, cultures or similar materials under supervision.</p> <p>May undertake some duties associated with other streams in this level.</p>

Level 2 (continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Carry out a variety of routine tasks associated with ICT resources and curriculum (e.g. assist with maintenance of system operation manuals, backup systems, software licence register, assist with hardware and network maintenance & history register, maintain ICT asset register).</p> <p>Execute purchase orders for hardware and software requirements.</p> <p>Basic evaluation of software & hardware proposals (i.e. discuss with staff what the ICT can do as compared to the identified outcomes).</p> <p>Intermediate knowledge of how ICT systems are connected and operate for administration and curriculum requirements.</p> <p>Intermediate knowledge of operating systems and application(s) software.</p> <p>Intermediate operator skills relating to all PC and network components.</p> <p>Assist in ensuring that all hardware and</p>	<p>Use an 'office suite' computer based application and any proprietary application at an intermediate level.</p> <p>Assist with student learning activities, either individually or in groups.</p> <p>Basic understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Prepare and clear away materials for display / use in classrooms, libraries & ancillary areas.</p> <p>Mass production of printed material and documentation including collating, stapling, binding, folding cutting, etc.</p> <p>Carry out a variety of routine tasks associated with classroom learning experiences (e.g. assisting Teachers with learning programs).</p> <p>Operate relevant office equipment at an intermediate level (e.g. phone system, intercom, photocopier, facsimile, binding, guillotine, scanner, printer etc.).</p> <p>Assist in the maintenance of all learning</p>	<p>Not applicable at this level</p>	<p>Not applicable at this level</p>

software is operational. May undertake some duties associated with other streams in this level.	and work areas. Take messages and refer inquiries to staff. General copying and word / data processing. Maintain basic safety and skills. May undertake some duties associated with other streams in this level.		
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Level Number	Three
Overview	<p>The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level three requires Employees with sufficient experience and/or training to enable the Employee to carry out their assigned duties.</p> <p>Work is carried out with general supervision on progress and outcomes and involves the application of knowledge with depth in some areas and a broad range of skills. Employees will be able to accept responsibility in meeting time deadlines and will display an ability to maintain confidentiality.</p> <p>Work will require effective communication skills with parents, staff (including management) students and the general public to respond to queries and to address issues in accordance with established routines, methods and procedures. Areas of work may include liaison between the School, the student and the student's family where personal knowledge and initiative may be applied to planning, actions and achieving outcomes.</p> <p>Employees may be required to supervise, train (by means of personal instruction and demonstration) or guide staff and students in their area of knowledge and may be responsible for the work and organisation of lower level Employees in some areas. The work of teams may be guided or facilitated.</p>
Characteristics of Level	
Knowledge	A broad range of skills/knowledge is necessary and will be gained either through on the job experience and training or through the attainment of a certificate and/or diploma level qualification. Tertiary qualifications at Certificate level (or its equivalent) or such knowledge, qualifications and experience that are deemed by the School as necessary to successfully carry out the duties of the position will be required.

Competency	<p>Initial instruction or reference to established procedure is all that is required for the officer to be able to competently complete tasks. Variation to methods of performance of assigned duties (e.g. planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints) may occur by using initiative, discretion and judgement.</p> <p>While competencies are normally used within routines, methods and procedures, there may be a wide range of roles and tasks in a variety of contexts where there is complexity in the extent and choice of actions required to undertake roles and complete tasks.</p> <p>Effective communication and interpersonal skills with an ability to maintain confidentiality are required.</p>
Performance	The position is responsible to a higher officer or senior academic staff member for the day to day performance of duties. This performance is measured by reference to achievement of outcomes and application of personal knowledge and initiative to assigned duties.

Specific Skills and Duties by Stream

Refer to Level 3 criteria (sorted by stream) attached

The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level three as detailed above.

Level 3

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2. Examples may include:</p> <ul style="list-style-type: none"> • modify database fields of information; • develop new databases or spreadsheet models; • graph previously prepared 	<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2.</p> <p>Book keeping duties including:</p> <ul style="list-style-type: none"> • preparation of ledger reconciliations; • monthly accounts; 	<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2.</p> <p>Carry out a wide range of library activities that may include any of the following:</p> <ul style="list-style-type: none"> • acquire information for the Library's collection; 	<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2.</p> <p>Prepare, maintain, organise, set-up and dismantle equipment and material for experiments.</p> <p>Assist Teachers with practical experiments and demonstrate practical</p>

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>spreadsheets;</p> <p>Provide a high level administrative support to School management that may include:</p> <ul style="list-style-type: none"> • minute taking; • organising appointments and diaries; • handling correspondence; • monitoring phone calls; • establishing and maintaining working filing system; • answer non-standard executive correspondence; • prepare papers, briefing notes, or other written material from verbal or rough handwritten instructions; <p>Ability to operate and routine operator maintenance of office equipment such as:</p> <ul style="list-style-type: none"> • photocopier; • printers; • laminating or binding equipment; <p>Organise/co-ordinate the purchasing and storage function for a discrete work</p>	<ul style="list-style-type: none"> • financial statements; • budgets; <p>Calculation and maintenance of wage and salary records for the school payroll.</p> <p>Apply inventory and purchasing control procedures.</p> <p>Prepare and reconcile monthly summary of debtor's ledger transactions.</p> <p>Prepare financial and management reports for School management review.</p> <p>Prepare Government, statistical and statutory authority returns for authorisation by approved authorities.</p> <p>Ability to operate and routine operator maintenance of office equipment such as:</p> <ul style="list-style-type: none"> • photocopier; • printers; <p>Provide significant assistance in the preparation of the following: (NB an Employee is not required to perform all of the following duties to satisfy this skill descriptor)</p> <ul style="list-style-type: none"> • financial information to trial balance; 	<ul style="list-style-type: none"> • provide research assistance; • copy cataloguing; • adding local information; • handle correspondence; • monitor phone calls; • establish and maintain working filing systems; <p>Monitor performance of and co-ordinate repairs to specialised library equipment.</p> <p>Demonstrate to staff and students the use of complex audio visual and computer equipment.</p> <p>Organise/co-ordinate the purchase and storage function of the school library.</p> <p>Ability to operate and routine operator maintenance of office equipment such as:</p> <ul style="list-style-type: none"> • photocopier; • printers; • scanners; • binding machine; • laminating equipment; • audio/visual equipment; <p>May undertake some duties associated</p>	<p>experiments to classes.</p> <p>Prepare live specimens for complex experiments.</p> <p>Assemble apparatus for practical experiments.</p> <p>Prepare acids and chemicals of specific molarity under supervision.</p> <p>Monitor performance of scientific equipment and arrange repairs as necessary.</p> <p>Safe storage and handling of chemicals and scientific equipment.</p> <p>Organise/co-ordinate the purchase and storage function of the department.</p> <p>Test and trial class experiments.</p> <p>Preparation and maintenance of scientific displays.</p> <p>Dispose of chemicals in a safe manner.</p> <p>May undertake some duties associated with other streams in this level.</p>

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>section.</p> <p>Within a variety of work routines, methods and procedures provide significant assistance in functions such as:</p> <ul style="list-style-type: none"> • student enrolment; • family liaison; • placement of overseas students; <p>Assist with conduct of activities and celebrations of the School.</p> <p>May undertake some duties associated with other streams in this level.</p>	<ul style="list-style-type: none"> • budgets; • cash flow records; • balance sheets; • trading accounts; • cash management analysis; • GST, FBT and entity disclosure requirements. <p>Assist with functions relating to routine classification determinations.</p> <p>Process resignations, retirements and redundancies in accordance with relevant awards, provisions and entitlements.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>with other streams in this level.</p>	

Level 3 (continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2.</p> <p>Organise/co-ordinate the purchase and storage function of the department.</p> <p>Develop new equipment specification in liaison with School management.</p> <p>An intermediate level of programming skills (e.g. macros or scripts).</p> <p>Development procedures to optimise the effective use of hardware and software applications.</p> <p>Consultation with School management, on appropriate usage policy in regard to computers for staff and students.</p> <p>Demonstrate to staff the use of computer hardware and software.</p> <p>Monitor the performance of the components of a computer network.</p> <p>Provision of user assistance and installation of and assistance with applications, programs and hardware.</p> <p>Handle written and verbal</p>	<p>Use an 'office suite' computer based application at an advanced level.</p> <p>Data entry and use of proprietary applications at a higher level of skill than level 2.</p> <p>Ability to operate and routine operator maintenance of office equipment such as:</p> <ul style="list-style-type: none"> • photocopier; • printers; • laminating or binding equipment; • audio/visual equipment; <p>Assist student learning, either individually or in groups, under the general guidance of an academic staff member(s).</p> <p>Intermediate understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Carry out a wide variety of tasks associated with classroom learning experiences (e.g. assisting Teachers in</p>	<p>Not applicable at this level</p>	<p>Not applicable at this level</p>

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>communications in a 'help desk' type environment.</p> <p>Establish and maintain working filing systems.</p> <p>May undertake some duties associated with other streams in this level.</p>	<p>preparing, implementing and supervising learning programs) at a higher level of skill than level 2.</p> <p>Employees at this level may apply personal knowledge and initiative to suggest modifications to educational programs to meet the learning needs of specific students, subject to the approval of the applicable academic staff member.</p> <p>Assist with conduct of activities and celebrations of the School.</p> <p>May undertake some duties associated with other streams in this level.</p>		

Level Number	Four
Overview	<p>The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level four requires Employees with appropriate and highly developed skills and knowledge gained in a specific area due to their work experience and/or formal qualifications. Employees will have well developed interpersonal skills and display appropriate levels of confidentiality, discretion and judgement in their specific work areas.</p> <p>Work may involve the provision of advice; service or support to a range of internal and external stakeholders requiring knowledge of policies and/or the interpretation of rules or regulations within the Employee's area of operation. Employees may assist in developing policy and procedures relating to their work area and identifying future trends. High level communication skills will be required.</p> <p>Work is carried out with general or broad guidance on progress. At this level officers may be responsible for the supervision of staff in all lower levels and may be responsible for the planning and management of the work of others including work teams. Employees may also be responsible for training staff through instruction and practical demonstration.</p>
Characteristics of Level	
Knowledge	<p>All necessary experience is gained either on the job, through previous employment or the attainment of a diploma and/or degree level qualification.</p> <p>Tertiary qualifications at a minimum level of Associate Diploma/Diploma level or its equivalent or such knowledge, qualifications and experience that are deemed by the School as necessary to successfully carry out the duties of the position.</p>
Competency	<p>Employees will have a highly developed knowledge of the organisation and industry and highly developed skills (e.g. at the technician level) in their area of expertise. They will use judgement and initiative regularly in order to complete the tasks assigned to them. They will competently handle the supervision requirements of the role.</p> <p>A range of technical knowledge and/or skills are applied to roles and functions in both varied and highly specific work contexts. Competencies at this level are normally used independently within both routine and non-routine work situations.</p>

Performance	Supervision and guidance will normally be exercised through a reporting structure. The position is responsible to the Principal, Head of a Department/Faculty or a higher level School Officer or Senior academic staff for the day to day performance of duties. The measurement of performance at this level is made against defined targets.
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Specific Skills and Duties by Stream

Refer to Level 4 criteria (sorted by stream) attached

The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level four as detailed above.

Level 4

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Administration (including secretarial, personal assistant etc) skills higher than Level 3.</p> <p>Check and supervise work of general office staff to ensure accuracy and timely completion of tasks.</p> <p>Subject to the ultimate authority of the Principal or delegate, operate and maintain student reporting systems for external agencies – this will require detailed knowledge of the requirements and procedures of those agencies (e.g.</p>	<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Accounts prepared to operating statement stage including formulation of period and year end entries.</p> <p>Prepare for senior management financial reports relating to the relevant area of responsibility.</p> <p>Check and supervise work of accounts staff to ensure accuracy and timely completion of tasks.</p> <p>Apply knowledge of relevant industrial awards and agreements, accounting standards and policies to provide</p>	<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Contribute to the planning and acquisition of systems, establish and maintain (including basic and routine modifications) Library applications on computer based systems/equipment.</p> <p>Initiate and carry out specific projects and may work with and assist School management in this project work.</p> <p>Organise and co-ordinate work activities of lower level officers.</p> <p>Manage maintenance of the School Library environment which may include</p>	<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Ability to interface computer technology and scientific experiments.</p> <p>Initiate and carry out specific projects and may work with and assist School management in this project work.</p> <p>Responsible for operation of scientific laboratories; this may include-</p> <ul style="list-style-type: none"> • the application of workplace health and safety requirements in the laboratory; • control purchase and storage

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>QSA).</p> <p>Assist with management and organisation of activities of the School, e.g. speech night, yearly calendar etc.</p> <p>Prepare internal and external School communications (may include promotional and advertising materials) using advanced skills, (in hardware and/or software applications) as required by the job description.</p> <p>Provide advice to others requiring knowledge of policies and/or the interpretation of rules or regulations within their area of operation.</p> <p>Assist School management in developing policy and procedures relating to their work area and identifying future trends.</p> <p>Control the purchase and storage function of the department.</p> <p>Coordination of and participation in project plans relating to their work area which may include some initial drafting of such projects (e.g. marketing, media liaison, governance support).</p> <p>Subject to the ultimate authority of the Principal or delegate, supervise the operations of the School's processes</p>	<p>general advice to other staff in these areas.</p> <p>Subject to the ultimate authority of the Principal or delegate, supervise the administration of specialized salary and payroll requirements, which may include: eligible termination payments, superannuation trust deed requirements, redundancy calculations or workers' compensation claims.</p> <p>Provide advice to others requiring knowledge of policies and/or the interpretation of rules or regulations within their area of operation.</p> <p>Work with and assist School Management in relation to issues associated with work area and work responsibilities and accountabilities.</p>	<p>activities such as: (NB an Employee is not required to perform all of the following duties to satisfy this skill descriptor)</p> <ul style="list-style-type: none"> • co-ordinate selection of information for Library collection; • collect, analyse and/or interpret information for research; • contribute to collection development; • organise information for client access; • original cataloguing and classifying information; • index information; • abstract information; • independent and original cataloguing and classification following precedents and standards; <p>Monitoring the performance of, and facilitating repairs to, specialised equipment.</p> <p>Work with and assist School Management in relation to issues associated with work area and work</p>	<p>function of supplies and consumables for the department;</p> <ul style="list-style-type: none"> • maintain laboratory records such as the chemical and poisons register, material safety data sheets; • safe storage and handling of chemicals and scientific equipment; <p>Assist teaching staff with practical experiments and prepare test and demonstrate practical experiments to classes which may include: (NB an Employee is not required to perform all of the following duties to satisfy this skill descriptor)</p> <ul style="list-style-type: none"> • designing laboratory experiments; • prepare acids and chemicals of specific molarity without supervision; • monitor performance of scientific equipment and arrange repairs as necessary; • prepare live specimens for complex experiments; • assemble apparatus for complex

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>and activities in relation to overseas students, including enrolment, family liaison and placement.</p> <p>Work with and assist School Management in relation to issues associated with work area and work responsibilities and accountabilities.</p>		responsibilities and accountabilities.	<p>practical experiments;</p> <p>Work with and assist School Management in relation to issues associated with work area and work responsibilities and accountabilities.</p>

Level 4 (continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Assisting with data and systems analysis and design in relation to the development and maintenance of IT systems.</p> <p>Assisting with application programming (e.g. modification of proprietary systems; and investigation of malfunctions in operational programs).</p> <p>Provide advice to others requiring knowledge of policies and/or the interpretation of rules or regulations within their area of operation.</p> <p>Monitor and maintain IT systems and related computer, network and server</p>	<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Under the broad guidance of the appropriate academic staff member develop the framework for and provide the instruction to students (within a structured learning environment).</p> <p>Providing basic pastoral ministry and support for students.</p> <p>Significant understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Carry out a wide variety of tasks</p>	<p>Data entry and use of proprietary applications at a higher level of skill than level 3.</p> <p>Within a variety of work routines, methods and procedures provide significant assistance in functions related to the officer's area of expertise or qualifications.</p> <p>Officer would undertake duties associated with other streams in this level that relate to the officer's area of expertise or qualifications and/or career path (e.g. Accounting / Finance, Information Technology, Science, Education, Human Resources etc).</p> <p>Officer may be responsible for leadership of work team or department related to the officer's area of expertise</p>	Not applicable at this level

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>applications.</p> <p>Contribute to the planning and acquisition of IT systems.</p> <p>Provide detailed IT support to users.</p> <p>Monitoring the performance of, and carrying out (or co-coordinating) repairs to specialised equipment.</p> <p>Work with and assist School Management in relation to issues associated with work area and work responsibilities and accountabilities.</p>	<p>associated with classroom learning experiences (e.g. assisting Teachers in preparing, implementing and supervising learning programs) at a higher level of skill than level 3 and this may require assisting student learning, either individually or in groups, with minimal guidance of an academic staff member(s).</p> <p>Employees at this level may apply personal knowledge and initiative to modify education programs to meet the learning needs of specific students.</p> <p>Plan and assist with conduct of activities and celebrations of the School.</p> <p>Under the broad guidance of the appropriate academic staff member supervise the operations of the School's processes and activities in relation to overseas students, including learning support, supervision, family liaison and basic pastoral support.</p>	<p>or qualifications and/or career path interests.</p>	

Level Number	Five
Overview	<p>The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level five requires appropriate experience and formal qualifications at the degree level. Employees may interact with School committees and bodies in the co-ordination of facilities and programs. This may involve a range of work activities including the gathering, analysis and interpretation of data, preparation of reports and the consequent giving of professional advice to other staff.</p> <p>Work may involve directing and supporting Employees reporting to the position in policies to be followed, methods to be used and standards to be observed. Employees may undertake the original design and/or writing of work material and the management of, and participation in, various School and work activities and programs. Employees will require very high communication skills and their work may require initiative in the application of professional practices, professional advice to staff and students and a wide range of internal and external stakeholders in the Employee's area of expertise.</p> <p>Work is carried out with little or no supervision. Supervision is normally exercised through a reporting structure based on professional outcomes. Supervision may involve a degree of independence consistent with a broad plan or strategy. Employees may be responsible for the supervision of staff in lower levels and may be responsible for the monitoring of the work and workflow of others in their area of responsibility. Leadership and development of teams (e.g. training, monitoring and counselling) and responsibility for outcomes may be required.</p>
Characteristics of Level	
Knowledge	<p>Appropriate experience and tertiary qualifications at a degree level sufficient to enable the officer to independently manage an autonomous section and provide independent advice to all relevant stakeholders on the operation of the section. Employees will be able to use acquired knowledge and experience to provide professional advice to School management on operations and future directions relating to their formal qualifications, their role and area of expertise.</p>

Competency	<p>Employees will use professional judgement and initiative regularly in order to complete the tasks assigned to them. These may include the development of policies and procedures, scheduling work flow, solving operational problems, monitoring and evaluation work performance and prepare reports, proposals and submissions for the School management. (i.e. officers may operate and be responsible for an autonomous work section and all its operations)</p> <p>Significant discretion and judgement are required in planning and managing the professional, technical or supervisory functions related to services, operations or processes for self and/or others. A broad range of professional skills are applied to roles and functions in both varied and highly specific contexts. A proportion of competencies involve complex, specialised or professional functions. Competencies are normally used independently and are substantially non routine with initiative being exercised in the application of professional practices.</p>
Performance	<p>They are responsible and accountable for their own work and may have designated responsibility for the work under their control/supervision. The position is responsible to the Principal, Head of Department or Senior Management for the day to day performance of duties. This performance is measured by; achievement of targets; introduction of new initiatives; increases in productivity; competent handling of the supervision function; or the overall performance of the section controlled.</p>
Specific Skills and Duties by Stream	
<p>Refer to Level 5 criteria (sorted by stream) attached</p> <p>The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level five as detailed above.</p>	

Level 5

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Administer programs with a range of tasks such as interpretation of information, assistance and advice concerning complex issues.</p> <p>Prepare correspondence which is complex, original and which initiates or responds to new cases or situations.</p> <p>Provide executive support to Principals and members of the senior management team and this may include providing advice on operations/future directions.</p> <p>Formulate procedural policy and guidelines in the Employee's area of responsibility and submit these as recommendations for decision and prepare supporting statements as necessary.</p> <p>Develop systems and procedures for implementation in accordance with School policy and ensure that such systems are maintained and that regular</p>	<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Provide financial, policy, or planning advice which may include providing reports, statistical surveys and advice on regulations and procedures.</p> <p>Monitor expenditure against a budget at a School level, draft financial forecasts / budgets at organizational level and / or prepare complex financial reports.</p> <p>Advise and assist in the preparation of the School budget.</p> <p>Provide financial, policy and planning advice and investigate, interpret or evaluate information for the guidance of staff or clients.</p> <p>Administer programs with a range of tasks such as advice on financial implications, interpretation of information, assistance and advice concerning complex issues.</p> <p>Use acquired knowledge and experience to monitor and analyse regular management information, such</p>	<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Administer the allocation and monitoring of resources in the library/resource centre.</p> <p>Work with and assist School management through activities such as-</p> <ul style="list-style-type: none"> • respond to reference queries and reader guidance; • knowledge of library procedures and organization; • knowledge of book trade, suppliers and resources for purchasing and maintenance of library materials and equipment; • provide professional advice to staff and students of Officers' area of expertise; • manage care and maintenance of the collection; • cataloguing; 	<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Work with and assist School management through activities such as-</p> <ul style="list-style-type: none"> • being responsible for operation of scientific laboratories; • purchasing and maintenance of laboratory materials and equipment; • cataloguing of relevant inventory • manage care and maintenance of the laboratory materials and equipment; • design and develop data bases; • administer the allocation and monitoring of resources in the laboratory; • maintain laboratory records – poisons register, material safety data sheets; • analyse and describe specialist

Administration	Financial	Library; Information & Resources	Laboratory & Technical
reports (and other system outputs) are provided to management and School decision making processes.	as staffing and financial resource usage.	<ul style="list-style-type: none"> design and develop data bases; analyse and describe specialist information; <p>Prepare reports, proposals and submissions for the School management team and external bodies.</p> <p>Formulate procedural policy and guidelines in the Employee's area of responsibility and submit these as recommendations for decision and prepare supporting statements as necessary.</p>	<p>information;</p> <p>Provide professional advice to staff and students of Officers' area of expertise.</p> <p>Prepare reports, proposals and submissions for the School management team and external bodies.</p> <p>Formulate procedural policy and guidelines in the Employee's area of responsibility and submit these as recommendations for decision and prepare supporting statements as necessary.</p>

Level 5 (Continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Involvement in the development of software, hardware or applications systems and solutions based on the use of current computer techniques.</p> <p>Involvement in the development of IT and computer systems, and recommend changes and improvements in such</p>	<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Develop, implement and manage a framework for and providing the instruction to students (within a structured learning environment).</p> <p>Providing a higher level of pastoral ministry and support for students than</p>	<p>Generation of management reports and Government reports including accountability and compliance processes.</p> <p>Formulate procedural policy and guidelines in the Employee's area of responsibility and submit these as recommendations for decision and prepare supporting statements as necessary.</p> <p>Develop systems and procedures for</p>	Not applicable at this level

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>systems where appropriate.</p> <p>Investigate, interpret or evaluate information for the guidance of staff or management in the IT and computing area.</p> <p>Provide professional and expert advice to staff and students in the IT, ICT and computing area.</p> <p>Undertake maintenance programming tasks, including investigation and design requirements necessary to implement changes to existing systems.</p> <p>Prepare reports, proposals and submissions for the School management team and external bodies.</p> <p>Formulate procedural policy and guidelines in the Employee's area of responsibility and submit these as recommendations for decision and prepare supporting statements as necessary.</p> <p>Develop systems and procedures for implementation in accordance with School policy and ensure that such systems are maintained and that regular reports (and other system outputs) are provided to management and School decision making processes.</p>	<p>required of a level 4 officer.</p> <p>Expert understanding of School procedures such as-</p> <ul style="list-style-type: none"> • classroom procedures; • lesson plans; • curriculum material; <p>Carry out a wide variety of tasks associated with classroom learning experiences (e.g. assisting Teachers in preparing, implementing and supervising learning programs) at a higher level of skill than level 4 and this may require assisting student learning, either individually or in groups.</p> <p>Employees at this level would apply personal knowledge and initiative to modify education programs to meet the learning needs of specific students.</p> <p>Manage the conduct of activities and celebrations of the School.</p> <p>Under the ultimate supervision of the appropriate academic staff member manage the operations of the School's processes and activities in relation to overseas students, including curriculum support, supervision, family liaison and pastoral support.</p>	<p>implementation in accordance with School policy and ensure that such systems are maintained and that regular reports (and other system outputs) are provided to management and School decision making processes.</p> <p>Provide policy and planning advice and investigate, interpret or evaluate information for the guidance of staff or clients.</p> <p>Officer may undertake duties associated with other streams in this level that relate to their professional qualifications and/or professional career path (e.g. Accounting / Finance, Information Technology, Science, Education, Human Resources etc.).</p>	

Level Number	Six
Overview	<p>The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level six requires extensive and relevant experience with formal qualifications at the degree level. Post graduate qualifications may be required. Employees will generally be accountable for the quality of output of a section or function within the School.</p> <p>Work will usually involve supervisory responsibilities (e.g. job training, staff assessment and performance counselling) and the management of the work of administrative officers and other staff, assigning and outlining the work, advising on administrative problems, and revising work for accuracy and adequacy. Employees will require very high communication skills and their work may require initiative in the application of professional practices, professional advice to staff and students and a wide range of internal and external stakeholders of the School.</p> <p>Little or no supervision is required, and is normally exercised through a reporting structure involving both a review of operations and recommendations. Employee may have designated responsibility for work under their control and may be responsible for the setting and achieving of objectives by a work section and its staff.</p>
Characteristics of Level	
Knowledge	<p>Sufficient experience at a professional level or training to enable the Employee to carry out their assigned duties</p> <p>Formal qualifications at degree level are required, along with relevant post graduate qualifications or extensive and relevant experience as required by the School to reflect the higher levels of professional outcomes.</p>
Competency	<p>Employees possess professional knowledge and skill to provide independent advice on the operation of the section. Employees will use initiative in self-directed development and application of expert knowledge with extensive recognised expertise in some areas. Significant discretion and independent judgement are required within constraints set by School management. A breadth and depth of professional skills are applied to roles and functions in both varied and highly specific contexts. A high proportion of competencies involve significant scope and/or complex, specialised or professional functions. Duties of an innovative and/or critical nature are undertaken within a professional management framework and initiative is exercised in the application of professional practices.</p>

Performance	Employees are responsible for their own work and are subject to stated objectives and professional standards. Performance is measured against achievement of targets, introduction of new initiatives, competent handling of the supervision function and overall performance of section controlled. The position is accountable to the Principal, Head of Department or School Management.
Specific Skills and Duties by Stream	
Refer to Level 6 criteria (sorted by stream) attached	
The skills and duties attached are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level six as detailed above.	

Level 6

Administration	Financial	Library; Information & Resources	Laboratory & Technical
<p>Provide subject matter expertise and/or policy and planning advice and investigate, interpret or evaluate information for the guidance of staff or clients.</p> <p>Manage the operations of a discrete School area, program or function.</p> <p>Formulate policies and provide specialist advice on policy formulation to the School senior management.</p>	<p>Provide subject matter expertise and/or financial, policy and planning advice and investigate, interpret or evaluate information for the guidance of staff or clients.</p> <p>Substantively involved in the construction of annual and forward planning of School budgets.</p> <p>Formulate policies and provide specialist advice on policy formulation to the School senior management.</p>	<p>Responsible for the operation of a library/resource centre which provides complex and varied services.</p> <p>Manage the allocation and monitoring of resources in the library/resource centre.</p> <p>Provide subject matter expertise and/or policy advice across a range of programs or activities undertaken by this School area.</p> <p>Formulate policies and provide specialist advice on policy formulation to the School senior management.</p>	<p>Responsible for the operation of a laboratory/technical centre which provides complex and varied services.</p> <p>Manage the allocation and monitoring of resources in the laboratory/technical centre.</p> <p>Provide subject matter expertise and/or policy advice across a range of programs or activities undertaken by this School area.</p> <p>Formulate policies and provide specialist advice on policy formulation to the School senior management.</p>

Level 6 (continued)

Technology & Communications	Learning Assistance	Professional Services	Laboratory & Technical
<p>Responsible for the operation of a IT/computing centre which provides complex and varied services.</p> <p>Manage the allocation and monitoring of resources in the IT/computing centre.</p> <p>Provide subject matter expertise and/or policy advice across a range of programs or activities undertaken by this School area.</p> <p>Formulate policies and provide specialist advice on policy formulation to the School senior management.</p> <p>Research and examine likely long-term requirements for IT and computer systems, suggest alternative plans and strategies and report on their feasibility.</p> <p>Investigate and design the implementation of computer systems to meet specific needs of work areas.</p> <p>Develop, coordinate and present appropriate computer training courses.</p>	<p>Not applicable at this level</p>	<p>Undertake complex professional activities including research, involving the selection and application, based on professional judgement, of new and existing techniques and methodologies requiring the exercise of professional independence combined with high levels of competence.</p> <p>Identify policies and procedures requiring review or re-development, and define all relevant issues.</p> <p>Provide subject matter expertise and/or policy advice across a range of programs or activities undertaken by the School area, formulate policies and provide specialist advice on policy formulation to the School's senior management.</p> <p>Prepare papers, investigate and present information with recommendations for decision by the School's senior management.</p> <p>Manage the operations of a discrete School area, program or function.</p>	<p>Not applicable at this level</p>

Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications

Index to Schedule 6	
Schedule 6A	Miscellaneous Workers
Schedule 6B	Boarding Schools
Schedule 6C	Boarding House Supervisors
Schedule 6D	Nurses
Schedule 6E	Retail
Schedule 6F	Child Care
Schedule 6G	Green keeping
Schedule 6H	Building Products, Manufacture and Minor Maintenance
Schedule 6I	Passenger Vehicle Drivers
Schedule 6J	Traineeships

1. Movement through classification levels/bands for non-teaching staff (other than School Officers)

- 1.1 For a Non Full Time Employee to be considered to progress through the bands within the limitations of the income range for the Employee's classification level, they will be required to complete a minimum of 1200 hours of service from the time of their first appointment or their previous increment date before being eligible for their next increment. Such increment will become payable at the expiration of 1200 hours service or twelve calendar months, whichever will occur later, subject to the Employee's satisfactory performance and the increment date will be adjusted if necessary.

Schedule 6A – Miscellaneous Workers

1. Classifications

1.1 Level 1

1.1.1 A “Level 1 Employee” is an Employee who is undertaking induction training to a maximum of three months which may include information on the enterprise, conditions of employment, introduction to supervisors and fellow workers, training and career path opportunities, plant layout, work and documentation procedures, occupational health and safety, equal employment opportunity and quality assurance and who is being assessed on their ability to undertake duties to a higher level.

1.1.2 An Employee at this level performs routine duties to the level of their training and:

- (a) Exercises minimal judgement;
- (b) Works under direct supervision; or
- (c) Is undertaking training so as to enable the Employee to perform work at Level 2.

1.2 Level 2

1.2.1 Level 2 Employees includes:

- (a) Security Officer – Grade 1;
- (b) Bill Posters;
- (c) Caretakers; and
- (d) Cleaners.

1.2.2 Any Employee required by the School to sleep on the School’s premises for the purpose of providing protection to the premises or for the carrying out of other caretaker’s duties will be deemed to be a Caretaker.

1.3 Level 3

1.3.1 Level 3 Employees includes:

- (a) Building Service Employees – Grade 1; and
- (b) Security Officer – Grade 2.

1.4 Level 4

1.4.1 Level 4 Employees includes:

- (a) Building Service Employees – Grade 2; and
- (b) Security Officer – Grade 3.

2. Wages

2.1 The minimum rates payable are as follows:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Level	\$ per week	\$ per week	\$ per week
1	826.10	844.25	862.80
2	853.50	872.26	891.40
3	895.50	915.15	935.30
4	960.70	981.87	1,003.15

2.2 A leading hand who has been appointed as such is to be paid the following amounts in addition to the wage rates prescribed.

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
In charge of:	\$ per week	\$ per week	\$ per week
up to 15 Employees	19.20	19.63	20.10
more than 15 Employees	28.30	28.89	29.50

Schedule 6B – Boarding Schools Catering

1. Classifications

1.1 Boarding School Employee Level 1

1.1.1 Boarding School Employee Level 1 may mean an Employee who is:

- (a) Undertaking up to three months on the job training so as to enable the Employee to be employed at a higher level; or
- (b) Providing general assistance to Employees of a higher grade, not including cooking or direct service to students or residents and where such work requires minimal initiative, discretion or interaction with guests or clients.

1.1.2 Indicative duties of an Employee at this level include:

Cleaning, tidying and setting up of kitchen, food preparation and service areas, including the cleaning of equipment, crockery and general utensils;

- (a) Assembly and preparation of ingredients for cooking;
- (b) Handling pantry items and linen;
- (c) Setting and/or wiping down tables, removing food plates, emptying ashtrays and picking up glasses;
- (d) General cleaning, gardening and labouring tasks.

1.2 Boarding School Employee Level 2

1.2.1 Boarding School Employee Level 2 may mean an Employee possessing skills and performing duties beyond that of a Level 1 Employee. An Employee at this level works under routine supervision and is responsible for the quality of their own work.

1.2.2 Indicative duties of an Employee at this level include:

Heating pre-prepared meals and/or preparing simple food items, such as sandwiches, salads and toasted foodstuffs;

- (a) Undertaking general waiting duties of both food and/or beverages, including cleaning of catering equipment, preparing tables and sideboards, clearing tables, taking orders at a table;
- (b) Serving food and/or beverages to tables;
- (c) Service from a meal counter;
- (d) Receipt of moneys, giving change, operation of cash registers;
- (e) Greeting and seating of residents and guests under general supervision;
- (f) Receiving, storing and distributing goods not involving the extensive use of documents and records;
- (g) Laundry and specialised cleaning duties involving the use of specialised cleaning equipment and/or chemicals;
- (h) Allocated building, maintenance and/or gardening duties.

1.3 Boarding School Employee Level 3

1.3.1 Boarding School Employee Level 3 may mean an Employee possessing skills and performing duties beyond that of a Level 2 Employee. An Employee at this level works under routine supervision and is responsible for the quality of their own work.

1.3.2 Indicative duties of an Employee at this level include:

- (a) Preparing and cooking a limited range of basic food items such as breakfasts, grills and snacks;
- (b) Supervising of the clearing of tables after and during meals, receipt of moneys and greeting of residents and guests;
- (c) Receiving, storing and distributing goods not involving the control of the store;
- (d) Security work, requiring the holding of an appropriate licence;
- (e) Supervision and instruction of Employees of a lower level.

1.4 Boarding School Employee Level 4

1.4.1 Boarding School Employee Level 4 may mean an Employee without relevant trade qualifications possessing skills and performing duties beyond that of a Level 3 Employee.

1.4.2 An Employee at this level works under general supervision and is responsible for assuring the quality of their own work.

1.4.3 Indicative duties of an Employee at this level include:

- (a) Undertaking general cooking duties, including a la carte cookery, baking, pastry cooking or butchery of a non-trade nature.
- (b) Full control of stock and ordering.
- (c) Providing supervision and instruction to Employees of a lower grade in addition to performing duties from Level 3.

1.5 Boarding School Employee Level 5

1.5.1 Boarding School Employee Level 5 may mean an Employee possessing either a relevant trade qualification and/or the equivalent skill and/or experience.

1.5.2 Indicative duties of an Employee at this level include:

- (a) Trade cooking duties including baking, pastrycooking or butchering duties.
- (b) Other trade work appropriate to an Employee's trade.
- (c) Providing supervision and instruction to Employees of a lower grade in addition to performing duties from Level 4.

Note: The School may require the Employee to provide proof of any previous service or a trade certificate at the time of commencing employment. Where it is established that the Employee failed to disclose that information when required to do so such service or qualification will not be taken into account when assessing any later claim on the School.

1.6 Boarding School Employee Level 6

1.6.1 Boarding School Employee Level 6 may mean an Employee possessing either relevant post-trade qualifications and/or the equivalent skill and/or experience.

1.6.2 Indicative duties of an Employee at this level include:

- (a) Co-ordination, training and supervision of Employees at lower levels;
- (b) Responsibility for the maintenance of service and operational standards;
- (c) Preparation of operational reports;
- (d) Development of stock control and security procedures;
- (e) Menu planning;
- (f) Staff recruitment and induction (not including the right to engage or terminate the services of Employees).

2. Wages

Level	Classification	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
		\$ per week	\$ per week	\$ per week
1	Kitchenhand / waiter	808.20	825.90	844.10
2	Cook	824.90	843.00	861.60
3	Cook alone	846.40	865.00	884.00
4	Second cook	883.20	902.60	922.40
5	Chief cook	914.10	934.20	954.80
6		959.80	980.90	1,002.50
Persons not elsewhere catered for		803.10	820.80	838.80

3. Juniors

Age/ Classification	% of Level 1	From 1 January 2015	From 1 January 2016	From 1 January 2017
		\$ per week	\$ per week	\$ per week
Under 17	60	524.60	536.10	547.90
17 and under 18	70	595.20	608.30	621.60
18 and under 19	80	665.80	680.50	695.50
19 and under 20	90	736.50	752.70	769.30
Housekeeper		858.40	877.30	896.60

Schedule 6C – Boarding House Supervisors

1. Application and Operation

- 1.1 This Schedule covers employees who are employed as Boarding Supervisors, Assistant Supervisors and any other non-teaching staff employed in an administrative role to assist with the operation of a Boarding House in an Anglican Boarding School.
- 1.2 Schedule 12 - **Non-Teaching Hours of Duty** applies to employees who are covered by this Schedule 6C – Boarding House Supervisors, except where varied by this Schedule.
- 1.3 This Schedule does not apply to:
- 1.3.1 Employees who are teachers who, in addition to their teaching at the school, have a role in boarding unless the boarding role is a distinct and separate engagement.
 - 1.3.2 All services staff whose terms and conditions are set out in Schedule 6B – Boarding Schools Catering
 - 1.3.3 Those persons who are in Holy Orders, who are members of a recognised religious order or are bona fide Church Workers.

2. Classifications

- 2.1 Employees engaged in boarding operations to undertake primarily administrative duties will be classified and paid a rate applicable to the characteristics, skills and responsibilities of the position description in accordance with Schedule 5 - School Officer Pay and Classifications and all other conditions of employment will be in accordance with this Schedule.
- 2.2 Level 1 (Boarding House Assistant)
- 2.2.1 Boarding Assistants who receive board and lodging in return for assisting Boarding House Supervisors Level 2 and above, will be classified as Level 1 for the purposes of any payment of monies in accordance with this Agreement.
- 2.3 Level 2 (Boarding House Supervisor)
- 2.3.1 This classification will be applied as an entry level at which Employees learn and gain competency at a basic level in the skill required by the School. The Employee will progress to the next level when the necessary skills/competency is utilised in the performance of the job and the School has a need for that position to be filled or upon the completion of the equivalent of twelve months service with the School.

Characteristics

- 2.3.2 An Employee at this level works under close supervision either as an individual or a member of a team. A Boarding House Supervisor Level 2 will apply domestic and interpersonal skills to assist more senior staff on Duty in the daily routines of the Boarding House involving the supervision of students and the general functioning of the Boarding House. They are accountable to higher level staff members and their work is regularly checked.
- 2.3.3 Competency at this level involves application of knowledge and skills to a limited range of tasks and roles. Competencies are normally used within established routines, methods and procedures that are predictable and within which judgement against established criteria is also involved.

Typical Duties

- 2.3.4 Duties of the Level 2 Boarding House Supervisor shall include, but are not limited to:
- (a) Ensuring students rise, attend to personal hygiene, personal housekeeping and community duties;
 - (b) Supervise meals;
 - (c) Assist in the provision of a secure environment for students;
 - (d) Supervise and assist students with study and homework;
 - (e) Participate in student activities and outings as required;
 - (f) Oversee departure of students on weekend leave;
 - (g) Other duties as requested from time to time;
 - (h) Report to higher level staff incidents, accidents, maintenance concerns etc.

2.4 Level 3 (Boarding House Supervisor)

- 2.4.1 Employees shall be graded at this level where the principal characteristics of their position, as determined by the School are identified as follows:

Characteristics

- 2.4.2 Work is carried out under general supervision. Progress and outcomes sought are under general guidance. A Level 3 Boarding House Supervisor may have responsibility for and limited organisation of the work of Level 2 Supervisors and Level 1 Boarding House Assistants.
- 2.4.3 Competency at this level involves the application of knowledge with depth in some areas. Competencies are normally used within existing routines, methods and procedures where direction and judgement are required for self and/or others in use of equipment, work organisation, services, actions and achieving outcomes within time constraints. Assistance with the training of lower level staff may be required.

Qualifications

- 2.4.4 Knowledge, qualifications and experience relevant to the position or Tertiary qualifications at Certificate/Diploma level may be required by the School as necessary to successfully carry out the duties of the position.

Typical Duties

- 2.4.5 Duties of the Level 3 Boarding House Supervisor shall include, but are not limited to:
- (a) All duties identified in Level 1 and 2;
 - (b) Liaise with parents as the need arises and as provided for in School policy (generally identified in Position Description);
 - (c) Ensure that students understand and adhere to School policies;
 - (d) Reception duties - e.g. basic administration tasks, distribution and posting of mail, provision of phone cards, stamps etc.

2.5 Level 4 (Boarding House Supervisor)

- 2.5.1 Employees shall be graded at this level where the principal characteristics of their position, as determined by the School are identified as follows:

Characteristics

- 2.5.2 A Boarding House Supervisor Level 4 will be responsible for the smooth and efficient management of student activities in the boarding house and will be required to supervise lower level staff. They will have a highly developed knowledge, skills and capacity for self-directed application of appropriate techniques and equipment required to perform highly complex tasks involving substantial applied theoretical knowledge and interpersonal skills. An Employee at this level may perform complex tasks without supervision. A significant role will concern the total welfare of the students and the maintenance of effective communication with parents.

Qualifications

- 2.5.3 Knowledge, qualifications and experience or Tertiary qualifications at Diploma/Degree level relevant to the position may be required by the School as necessary to successfully carry out the duties of the position.

Typical Duties

- 2.5.4 Duties of the Level 4 Boarding House Supervisor shall include, but are not limited to:
- (a) All duties identified for lower level staff;
 - (b) May be required to deputise for Boarding House Supervisor Level 5 from time to time, as directed;
 - (c) Implement School policy and procedures as directed;
 - (d) Liaison with parents as directed.

2.6 Level 5 (Boarding House Supervisor)

- 2.6.1 Employees shall be graded at this level where the principal characteristics of their position, as determined by the School are identified as follows:

Characteristics

- 2.6.2 An Employee at this level works under general supervision and/or broad guidance depending on functions and experience. They are accountable to the Director of Boarding.
- 2.6.3 A Boarding House Supervisor Level 5 may be required to carry out the duties described for lower level Employees and will be required to make autonomous use of a high degree of theoretical knowledge or relevant previously acquired experience to initiate, plan and implement programs for students.
- 2.6.4 Responsibility for the planning and management of the work of others will be required and for their general supervision. Competency at this level involves self-directed application of knowledge with substantial depth in specialised areas. Judgement is required in planning and selecting appropriate equipment, service techniques and work organisation of self and lower level staff. Supervision and training of lower level staff may be required. Responsibility for decision making in areas identified by the Director of Boarding.

Qualifications

- 2.6.5 Knowledge, qualifications and experience that are determined by the School as necessary to successfully carry out the duties of the position or Tertiary qualifications at Diploma level relevant to the position may be required by the School.

Typical Duties

- 2.6.6 Duties of the Level 5 Boarding House Supervisor shall include, but are not limited to:
- (a) Any duties performed by lower level Employees;
 - (b) Assisting with the co-ordination and implementation of training of lower level Employees in liaison with Director of Boarding;
 - (c) Coordinating and directing the activities of lower level staff as directed;
 - (d) Handling pocket money distribution and safekeeping;
 - (e) Being responsible for the implementation of School policy and procedures as directed;
 - (f) Intermediate administrative activities e.g. banking of monies;
 - (g) Participation in the planning and co-ordination of activities;
 - (h) Liaison with parents as directed;
 - (i) Supervision and monitoring of the daily program;
 - (j) Report writing for inclusion in student files/School records;
 - (k) Reporting maintenance requirements to higher level supervisor; and
 - (l) Acting in loco parentis as required.

3. Types of Employment

3.1 Full Time Employment

- 3.1.1 A full time employee is an employee who is engaged to work 38 hours per week, pursuant to clause 12 of this Schedule.

3.2 Part Time, Term Time and Fixed Term Employment

- 3.2.1 A part time, term time and fixed term employees are defined in accordance with Schedule 1 - Dictionary of this Agreement.
- 3.2.2 At the point of engagement, the School and part-time employee will agree on the number of hours to be worked by the employee.
- 3.2.3 The hours of work of a part time employee may be aggregated and averaged in a cyclic roster in accordance with clause 12 of this schedule.
- 3.2.4 The actual number of hours worked each day, days of the week the employee will work, the number of weeks in the school year the employee will work and the starting and finishing times each day will be as provided in the roster/s made available and administered in accordance with clause 13 of this schedule.
- 3.2.5 From time to time the School may offer existing part time employees additional hours of work. Where agreed between the School and the employee such hours may be paid for on a casual basis.
- 3.2.6 Where clause 3.2.3 applies, and the employee works additional hours which are continuous with existing hours, then the minimum payment will not apply.

3.3 Casual Employment

- 3.3.1 A casual employee is an employee engaged as such.
- 3.3.2 A casual employee will be paid an hourly rate of 1/38th of the weekly rate for the employee's classification plus 25%
- 3.3.3 A casual employee will be engaged and paid for a minimum of two hours for such engagement.
- 3.3.4 A casual employee must be paid at the termination of each engagement, or fortnightly in accordance with the School's usual payment cycle.

3.4 Arrangements for Boarding Assistants

- 3.4.1 In return for board and lodging, Boarding Assistants will be required to work average weekly hours of
- 10 – in cases where access to board and lodging is provided for less than 48 weeks per year
 - 12 – in cases where access to board and lodging is provided for at least 48 weeks per year
- 3.4.2 Where Boarding Assistants are required to perform duties that are additional to those duties for which they receive board and lodging, the applicable rate of pay will be the Level 1 rate.

4. Wages and Wage Related Matters

- 4.1 Wage rates applicable to full time employees to which this Schedule applies are set out in Clause 19 of this Schedule 6C – Boarding House Supervisors.
- 4.2 Employees may only move between categories of employment by being appointed to the position.
- 4.3 Where an employee's principal place of residence is away from the School and the employee is required to sleep overnight at the boarding school that employee will be paid an allowance of \$50.00 per occasion. In addition, such an employee will be provided with suitable accommodation, including reasonably convenient bathroom facilities, at no cost to the employee.
- 4.4 An employee who is usually a resident (including an Assistant) and is required to be on-call overnight in the boarding school will be paid an allowance of \$25 per occasion. This allowance will compensate the employee for an emergency call to duty occurring during the night.
- 4.5 All accommodation provided for employees must include adequate facilities to ensure the safety and welfare of employees.
- 4.6 Boarding Supervisors who are usually a resident will receive board and lodging for 52 weeks of the year in addition to the prescribed rate where they are required to sleepover as part of their duties. In School vacation time, board consists of provision of facilities for self-catering.

5. Annualised Salary Arrangement

- 5.1 A full-time, part-time or term-time Boarding School Employee and the School may enter into an agreement whereby the employee is paid an annualised salary. Any such agreement must be genuinely agreed to by the school and employee. The employee must be paid an agreed amount of at least the appropriate minimum weekly rate for their classification as set out in Clause 19 of this Schedule 6C – Boarding House Supervisors. For the purposes of Annual Leave under the

NES, such leave is included in this salary and is deemed to be taken during semester breaks. Employees who enter into an annualised salary arrangement may agree to be excluded from the following provisions of this Agreement:

- (a) Recall;
- (b) On-call allowance;
- (c) Meal breaks - extra payment for working during meal break;
- (d) Weekend work;
- (e) Afternoon and night duty;
- (f) Overtime; and
- (g) Penalty rates for public holidays.

5.2 Negotiating the annualised salary

5.2.1 When negotiating the annualised salary the School and the employee shall take into consideration the expected work requirements and the excluded provisions that would otherwise apply. The terms and conditions of employment for an annualised salaried employee agreed under this clause shall not be less favourable overall than those which would otherwise apply if the employee had not entered into the annualised salaried arrangement.

5.3 Recording the annualised salary arrangement

5.3.1 Where such annualised salary agreement exists, it must be recorded in writing between the School and the employee affected prior to its commencement and a copy must be kept as part of the employee's time and wages record. The written agreement must include the following:

- The salary rate;
- The number of weeks to be worked under the arrangement;
- The hours of work required;
- The negotiated exclusions under clause 5.2.1 above.

5.3.2 An employee covered by an annualised salary arrangement must have all hours worked recorded by the School and kept for 7 years. These records are to include, as a minimum:

- The start and finish times of each shift;
- Start and finish times of meal breaks taken;
- Sleepover/on-call taken and the start and finish times of this sleepover/on-call; and
- The number of times the employee was required to perform work during a sleepover/on-call and period of time of each such occasion.

5.3.3 For the purposes of this clause "sleepover" is defined as sleeping in at night to undertake duty of care requirements and to be on-call for emergencies.

5.4 Review of annualised salary arrangement

5.4.1 On the anniversary date of entering into the annualised salary arrangement, the employee and the School may review, or at the request of the employee must review, the annualised salary arrangement. During any such review either party may elect to discontinue the annualised salary arrangement by giving 4 weeks' notice in writing. If this occurs then the

employee will thereafter revert to term-time employment unless another arrangement is negotiated.

- 5.4.2 If the annualised salary arrangement is renegotiated the new or amended, agreement is to be recorded in accordance with clause 6.3 of this Schedule 6C – Boarding House Supervisors.
- 5.4.3 If the school does not inform the employee of this clause every time a review is available then the employee retains the right to discontinue the annualised salary arrangement at any time.
- 5.4.4 During the review the employee must be provided with a detailed comparison by the School showing how their annualised salary arrangement would compare to an employee working the same hours but not working on such arrangement for the preceding year.

5.5 Treatment of salary upon termination or discontinuance of the arrangement

- 5.5.1 An employee who is employed under an annualised salary arrangement and whose employment terminates or who decides to discontinue the annualised salary arrangement as allowed in Clause 6.3 above shall be paid the proportion of their annual salary of that year that their service (excluding school vacations) bears to the number of weeks in a year that they would ordinarily be required to work. Such proportion of salary shall be calculated on the salary which the employee was receiving immediately before cessation of employment.

6. Service Increments and Progression

- 6.1 A Boarding House Supervisor will progress with an annual incremental increase within the limitations of the income range for the Employee's classification level, until the top paypoint is reached, subject to the Employee making reasonable effort to achieve mutually agreed goals. The mutually agreed goals shall be determined using the formative appraisal process outlined in clause 8 of this Schedule 6C – Boarding House Supervisors.
- 6.2 Annual incremental increases must not be withheld when significant progress towards achieving mutual outcomes has been attained or when non-availability of resources or training prevents an Employee from achieving significant progress towards agreed outcomes.
- 6.3 If an annual incremental increase is withheld the Employee will be given an opportunity to have the matter resolved through the Dispute Resolution Procedure at Schedule 5 - School Officer Pay and Classifications of this Agreement.
- 6.4 A Boarding House Assistant will progress to the second step of Level 1, subject to satisfactory service, following completion of three (3) years of service as a Boarding House Assistant with the School.

7. Formative Appraisal

- 7.1 At least once a year each Boarding House Supervisor, upon request from and together with the Director of Boarding or identified supervisor shall set mutually agreed goals. The goal setting may consider any of the following:
 - (a) Improvements in productivity and efficiency;
 - (b) Training relevant to the needs of the Boarding School;
 - (c) On the job skills development.
- 7.2 The Boarding House Supervisor and the Director of Boarding or identified supervisor may review and refine the agreed goals during the implementation stage. At the conclusion of each year the progress towards the achievement of the agreed goals is to be determined by the Boarding House Supervisor and the person with whom they have undertaken taken the appraisal process.

7.3 Where there is Dispute in regards to the reasonable effort to achieve mutually agreed goals, the matter should be dealt with in accordance with Schedule 15 - Dispute Resolution Procedure of this Agreement.

8. Determination of Classification/Reclassification

8.1 The School shall determine the Boarding House Supervisor's classification through the following process:

- (a) An analysis is to be undertaken to establish the requisite skills and responsibilities for each identified position and an agreed Position Description written for each position;
- (b) Each position is classified by reference to the Classification Criteria set out in clause 2 of this Schedule 6C – Boarding House Supervisors using the Position Description developed in accordance with (a) above;
- (c) Employees are appointed to a position at the appropriate level within the structure according to their competencies as identified in this Schedule;
- (d) The School and the Employee may seek assistance in the process of classification from the Anglican Schools Office and/or their Union;
- (e) It is recognised that a Dispute may arise as to the classification/reclassification of a position. In such a case the matter should be dealt with in accordance with the Dispute Resolution Procedure in Schedule 15 - Dispute Resolution Procedure of this Agreement.

9. Recognition of Experience

9.1 All previous experience as a Boarding House Supervisor with the current School or in a similar role in another boarding school shall be recognised for the purpose of determining the appropriate pay point within a level for each staff member.

10. Employee Undertaking Higher Level Duties in an Acting Capacity

10.1 An School may direct an employee to temporarily perform duties applicable to a classification higher than their current classification.

10.2 Where the employee performs such duties the employee will be paid the rate of pay applicable to the higher classification.

11. Hours of Work

11.1 The maximum ordinary hours of work will be 76 hours per week fortnight. An employee will not be rostered to work more than 43 ordinary hours in any one week.

11.2 The ordinary hours of work shall be worked on no more than five days in any seven days (Monday to Sunday). Wherever practicable, an employee will receive two consecutive days off.

11.3 The maximum number of ordinary hours which can be worked on any one day is ten (10).

11.4 The ordinary hours of work on a day will be worked within a span of fourteen (14) hours from initial commencing time to final ceasing time.

11.5 The ordinary hours of work on a day will be worked in no more than two periods.

12. Rostering

12.1 The School will produce a roster showing the normal starting and finishing times and the name of each employee. This roster will be displayed in a place conveniently accessible to the employees. The roster will be prepared and displayed at least 7 days before the commencement of the roster period.

12.2 A roster may be altered by the School by giving seven (7) days' notice, or where mutually agreed or in the event of an emergency, the roster may be altered at any time.

13. Overtime

13.1 The School may require an employee to work reasonable additional hours.

13.2 Where an employee is required to work in excess of the ordinary hours permitted by this Schedule overtime shall be paid for at the rate of time and one-half for the first three (3) hours and double time thereafter on any one day.

14. Time off in Lieu

14.1 An Employee may elect, with the consent of the School, to take time off in lieu of payment for overtime at a time or times agreed with the School.

14.2 Overtime taken as time off during ordinary time hours shall be taken at the ordinary time rate that is an hour for each hour worked. However, if such time is not taken within the calendar year in which it is accrued, it will be paid at overtime rates in the final pay period of that year

14.3 Where an employee resigns or is terminated, any accrued overtime will be paid to the employee at the applicable overtime rate.

15. Public Holidays

15.1 Where an employee is required to work on a public holiday the employee is entitled to be paid at the rate of 250% for ordinary hours performed.

15.2 Despite the provisions of clause 16.1, an employee may agree to receive another paid day off in lieu of the penalty payment for working on a public holiday.

15.3 For the purpose of calculating an annualised salary in accordance with clause 6 of this schedule 6C, public holidays worked will be calculated on the basis of the penalty payment.

16. Provision of Meals

16.1 An employee who is required to be on duty during meal times will be entitled, at no cost to the employee, to the meal provided to the school boarding students.

17. No Disadvantage

17.1 The content of this Schedule 6C – Boarding House Supervisors provides the minimum entitlements for boarding employees in Anglican Boarding Schools. However where an employee at the time of making this agreement, currently receives a benefit or conditions in excess of those contained in this Schedule 6C – Boarding House Supervisors that position will continue to attract at least the existing benefits and/or conditions.

18. Wages- Boarding Supervisors

Classification		From 1 January 2015 2.30%		From 1 January 2016 2.20%		From 1 January 2017 2.20%	
		\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum
Level One: Assistant Supervisor	Paypoint 1	1,632.90	42,603.40	1,668.90	43,540.70	1,705.60	44,498.58
Level Two: Boarding Supervisor	Paypoint 2	1,662.70	43,380.40	1,699.30	44,334.70	1,736.70	45,310.10
Level Three: Boarding Supervisor	Paypoint 1	1,693.80	44,191.10	1,731.10	45,163.30	1,769.10	46,156.91
	Paypoint 2	1,741.70	45,441.00	1,780.00	46,440.70	1,819.20	47,462.40
	Paypoint 3	1,790.70	46,719.10	1,830.10	47,746.90	1,870.30	48,797.30
	Paypoint 4	1,839.00	47,980.20	1,879.50	49,035.80	1,920.80	50,114.56
	Paypoint 5	1,896.20	49,472.20	1,937.90	50,560.60	1,980.60	51,672.92
Level Four: Boarding Supervisor	Paypoint 1	1,839.00	47,980.20	1,879.50	49,035.80	1,920.80	50,114.56
	Paypoint 2	1,896.20	49,472.20	1,937.90	50,560.60	1,980.60	51,672.92
	Paypoint 3	1,936.40	50,519.40	1,979.00	51,630.80	2,022.50	52,766.71
	Paypoint 4	1,984.90	51,786.20	2,028.60	52,925.50	2,073.20	54,089.85
	Paypoint 5	2,034.50	53,081.10	2,079.30	54,248.90	2,125.00	55,442.39
Level Five: Boarding Supervisor	Paypoint 1	1,956.20	51,037.40	1,999.20	52,160.20	2,043.20	53,307.73
	Paypoint 2	2,034.50	53,081.10	2,079.30	54,248.90	2,125.00	55,442.39
	Paypoint 3	2,085.50	54,409.80	2,131.30	55,606.90	2,178.20	56,830.22
	Paypoint 4	2,120.60	55,327.60	2,167.30	56,544.80	2,215.00	57,788.76
	Paypoint 5	2,173.10	56,695.70	2,220.90	57,943.00	2,269.70	59,217.74

Schedule 6D – Nurses

1. Wages

1.1 The minimum rates payable are as follows:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Independent Schools (including Boarding Schools)	\$ per week	\$ per week	\$ per week
Registered Nurse Level 1			
1st year	1,078.10	1,101.80	1,126.10
2nd year	1,131.20	1,156.10	1,181.50
3rd year	1,184.50	1,210.60	1,237.20
4th year and thereafter	1,237.10	1,264.30	1,292.10
Registered Nurse Level 2			
1st year	1,502.00	1,535.00	1,568.80
2nd year	1,537.80	1,571.60	1,606.20
3rd year	1,572.90	1,607.60	1,642.90
4th year	1,608.10	1,643.50	1,679.70
Registered Nurse Level 3			
1st year	1,674.60	1,711.40	1,749.10
2nd year	1,714.40	1,752.10	1,790.70
3rd year	1,753.70	1,792.30	1,831.70
4th year	1,793.80	1,833.30	1,873.60
Enrolled Nurse			
Pay point 1	985.40	1,007.10	1,029.30
Pay point 2	1,005.30	1,027.40	1,050.00
Pay point 3	1,024.60	1,047.10	1,070.20
Pay point 4	1,046.20	1,069.20	1,092.70
Pay point 5	1,067.70	1,091.10	1,115.20
Assistant in Nursing			
1st year	693.00	708.30	723.90
2nd year	732.20	748.30	764.80
3rd year	768.70	785.60	802.90
4th year	858.00	876.90	896.20
5th year	900.80	920.70	940.90
Min wage at 21 years	754.90	771.50	788.40

- 1.2 The above wage rates for first, second and third year Assistants in Nursing were traditionally increased according to the formula attaching to a minimum rate at age 21 years.

2. Accelerated advancement

- 2.1 A Registered Nurse Level 1 shall be entitled to advance one paypoint on that person's first employment following registration with the AHPRA, or at any time during that person's employment as a Registered Nurse Level 1, upon successful completion of a post-registration course of at least twelve months duration where the Employee is required to perform the duties of a position to which the course is directly relevant.
- 2.2 It is recommended that nurses contemplating undertaking a course as described in clause 2.1 of this Schedule 6D – Nurses should consult with their School prior to commencement of study to clarify whether the School accepts that it is a course as described in clause 2.1 of this Schedule 6D – Nurses.
- 2.3 A Registered Nurse Level 1 whose current rate of pay includes the advancement provided for in clause 2.1 of this Schedule 6D – Nurses shall not be entitled to further advancement under clause 2 of this Schedule 6D – Nurses.
- 2.4 A Registered Nurse Level 1 shall not retain an entitlement to advancement in paypoint pursuant to this clause if that nurse is no longer working in a position for which such post-registration course is directly relevant.
- 2.5 "Paypoint" in clause 2 of this Schedule 6D – Nurses only, means a year in pay.

3. Total experience to count

- 3.1 For the purpose of determining the rate of wages payable by reference to the year of service or paypoint of any Employee, an Employee shall be given credit for all previous continuous nursing service.
- 3.2 Previous nursing service shall include time spent in obtaining additional nursing qualifications other than the basic qualification required for registration as a nurse.
- 3.3 Nurses shall move through increments of their level in accordance with clause 1 of Schedule 6 - Non Teaching Staff (other than School Officers) Pay and Classifications Movement through classification levels/bands for non-teaching staff (other than School Officers)'.
- 3.4 In calculating continuous nursing service for the purpose of this clause, any period of service (other than time spent as a nursing Employee on full pay in obtaining additional nursing certificates) prior to an absence of over three years from nursing duties covered by a relevant nursing award or relevant nursing agreement shall not be taken into account.
- 3.5 On termination of employment each Employee shall be given a certificate signed and dated by the School setting out the duration of employment at that facility, capacity of employment, details of any advancement (or reversal of advancement) in paypoint pursuant to clause 2 of this Schedule 6D – Nurses, and in the instance of part-time and casual nursing Employees, the total hours worked.
- 3.6 The onus of proof of previous experience shall be on the Employee.
- 3.7 An Employee unable to provide proof of previous experience within four weeks of engagement, will be paid at the appropriate rate of pay for the first year of service or the year to which proof of

experience is provided for the class of Employee so appointed. Wages shall continue at this rate of pay until proof of previous experience is provided to the School or until such time as service has been accumulated to warrant payment at a higher rate. Where proof of previous experience is not provided within four weeks of engagement, wages will continue to be paid at that rate of pay until such time as further proof of previous experience is provided to the School and only then will the higher rate become payable from the date supplied.

- 3.8** Subject to proof of previous experience being provided within four weeks, the School will adjust previous payments back to the date of commencement. The Employee may seek the assistance of the Union to obtain or establish such proof of previous experience still outstanding.

4. Professional Development

- 4.1** Nurses will be encouraged to attend seminars and conferences on a regular basis provided that they are relevant to their employment at the School. Where possible, such professional development should be undertaken within School vacation periods.
- 4.2** Full-time employees will be entitled to three days paid professional development/conference leave per year. Part-time employees will be entitled to professional development/conference leave on a pro-rata basis with a minimum of one day paid professional development/conference leave per year. This leave is in addition to other leave entitlements in the Agreement.
- 4.3** This leave is to be taken within each calendar year and is cumulative to a maximum of two calendar years.
- 4.4** To access the benefits of this provision, it is the responsibility of the nurse to make an application for this leave. An application for this leave, nominating the preferred date(s) will be made in writing providing a brief description of the nature of the professional development activity to be undertaken. The application may be for attendance at seminars and/or conferences.
- 4.5** This application will be made within reasonable time with a minimum of two weeks' prior to the requested date(s) and be approved by the Principal or the Principal's Delegate. Such application will be made, considered and processed in accordance with the School's policies, and will be subject to operational requirements.

5. Generic level statements – Registered Nurses

- 5.1** These generic level statements are intended as broad descriptions of the role at each level of the career structure and should be applicable in all health settings where nurses practise. Specific job descriptions will, however, need to be developed for the specific positions at each of the career structure levels, e.g. Clinical Nurse Consultant Accident & Emergency.
- 5.2** Compliance with NMBA Competencies is required at each level

Level 1 – Registered Nurse

Generic level statement	Responsibilities
<p>The Registered Nurse is the first level nurse who is licensed to practice nursing without supervision and who assumes accountability and responsibility for own actions and acts to rectify unsafe nursing practice and/or unprofessional conduct. It is essential that the nurse appears on the AHPRA Register of Practitioners as a Registered Nurse (Division 1).</p> <p>The degree of expertise will experience as the Registered Nurse advances through this level.</p> <p>The nurse may be a beginning practitioner or a Registered Nurse returning to the field after a period of absence.</p>	<p>The Registered Nurse gives direct nursing care based on the NMBA competencies, to a group of patients/clients in collaboration with the CN/CNC. These NMBA competencies are grouped as follows:</p> <p>Professional Practice</p> <ol style="list-style-type: none"> 1. Practises in accordance with legislation affecting nursing practice and health care 2. Practises within a professional and ethical nursing framework <p>Critical Thinking and Analysis</p> <ol style="list-style-type: none"> 1. Practises within an evidence-based framework 2. Participates in ongoing professional development of self and others <p>Provision and Coordination of Care</p> <ol style="list-style-type: none"> 1. Conducts a comprehensive and systematic nursing assessment 2. Plans nursing care in consultation with 3. individuals/groups, significant others and the interdisciplinary health care team 4. Provides comprehensive, safe and effective evidence-based nursing care to achieve identified individual/group health outcomes 5. Evaluates progress towards expected individual/group health outcomes in consultation with individuals/groups, significant others and interdisciplinary health care team <p>Collaborative and Therapeutic Practice</p> <ol style="list-style-type: none"> 1. Establishes, maintains and appropriately concludes therapeutic relationships 2. Collaborates with the interdisciplinary health care team to provide comprehensive nursing

Level 2 – Clinical Nurse

Generic level statement	Responsibilities
<p>A Clinical Nurse means a Registered Nurse who is appointed as such.</p> <p>The Clinical Nurse role requires a broad developing knowledge in professional nursing issues and a sound specific knowledge-base in relation to a field of practice.</p> <p>The Clinical Nurse assumes accountability and responsibility for own actions and acts to rectify unsafe nursing practice and/or unprofessional conduct.</p> <p>A Clinical Nurse is responsible for a specific client population, and is able to function in more complex situations while providing support and direction to Registered Nurses and other non-registered nursing personnel.</p> <p>The Clinical Nurse identifies, selects, implements and evaluates nursing interventions that have less predictable outcomes.</p> <p>The Clinical Nurse is able to demonstrate:</p> <ul style="list-style-type: none"> • advanced level clinical skills and problem-solving skills; • planning and co-ordination skills in the clinical management of patient care; • ability to work within a collegiate/team structure; • awareness of and involvement with the quality assurance process; • contribution to professional practice of the unit. 	<ol style="list-style-type: none"> 1. Gives direct care to a group of patients/clients. 2. May relieve Level 3 positions. 3. Acts as a role model for Registered Nurses and other non-registered personnel in the provision of holistic patient/client care. 4. Takes additional responsibility delegated from the CNC which clearly differentiates the role from that of the Registered Nurse e.g.: <ul style="list-style-type: none"> • planning and co-ordination of ward/unit education programs and other staff development activities • orientation of new staff • preceptorship for new staff • participates in action research 5. Participates in nursing policy review and initiatives. 6. Co-operates with other Clinical Nurses in relation to development of programs and initiatives. 7. Ensures a safe working environment.

Level 3 – Nurse Manager

Generic level statement	Responsibilities
<p>Nurse Manager means an Employee appointed as such, who is a Registered Nurse, accountable for the management of human and material resources for a specified group of clinical units.</p> <p>The Nurse Manager collaborates with the Clinical Nurse Consultant, Nurse Educator and Nurse Researcher to facilitate the provision of quality, cost-effective nursing care.</p> <p>Nurse Managers must demonstrate management skills including:</p> <ul style="list-style-type: none"> • organisation and planning skills in relation to personnel and material resource management • awareness and understanding of staffing methodologies • leadership qualities • analytical and report writing skills <p>The Nurse Manager must assume accountability and responsibility for own actions and acts to rectify unsafe Nursing practice and/or unprofessional conduct.</p>	<ol style="list-style-type: none"> 1. Provides nursing management of human and material resources for a specified group of clinical units. 2. Provides financial management, budget preparation and cost control within the specified units. 3. Allocates and rosters staff for the designated units to provide an optimal level of patient/client care. 4. Co-ordinates staff leave. 5. Engages in research related to management issues and problems. 6. Develops management information data base for area. 7. Engages in review of staffing methodology. 8. Identifies issues requiring policy review. 9. Participates in relevant policy development. 10. Develops and implements relevant quality assurance programs. 11. Participates in staff selection processes. 12. Participates in orientation and other staff development activities. 13. Participates in performance review mechanisms. 14. Ensures a safe working environment. 15. Participates in relevant research projects.

Schedule 6E – Retail

1. Wages and Classifications

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Age	\$ per week	\$ per week	\$ per week
15 years	517.70	529.10	540.70
16 years	548.90	561.00	573.30
17 years	580.20	592.90	606.00
18 years	642.80	656.90	671.30
19 years	705.40	721.00	736.80
20 years	768.10	785.00	802.30
21 years	877.20	896.50	916.20
1st Level Retail Supervisor	901.80	921.70	941.90
2nd Level Retail Supervisor	944.20	965.00	986.20

Schedule 6F – Child Care

1. Wages and Classifications

1.1 The minimum weekly rates of pay for Employees working in Other Than Outside School Hours Care and Vacation Care will be as set out hereunder:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Assistant Children's Services Worker - Unqualified			
Year 1	784.50	801.80	819.40
Year 2	818.60	836.60	855.00
Year 3	850.20	868.90	888.10
Children's Services Worker - 1 Year Qualified			
Year 1	878.80	898.20	917.90
Year 2	906.50	926.40	946.80
Year 3	916.70	936.90	957.50
Group Leader – Unqualified			
Year 1	923.20	943.50	964.20
Year 2	941.10	961.80	983.00
Group Leader - 1 Year Qualified			
Year 1	956.50	977.60	999.10
Year 2	978.40	1,000.00	1,022.00
Year 3	1,000.70	1,022.70	1,045.20
Group Leader - 2 Year Qualified			
Year 1	1,077.60	1,101.30	1,125.50
Year 2	1,102.40	1,126.70	1,151.40
Year 3	1,118.20	1,142.80	1,167.90
Assistant Director - 2 Year Qualified			
Year 1	1,128.40	1,153.20	1,178.60
Year 2	1,146.10	1,171.30	1,197.10
Assistant Director - 3 Year Qualified			
Year 1	1,146.10	1,171.30	1,197.10
Year 2	1,168.70	1,194.40	1,220.60
Director - Unqualified			
Year 1	1,143.00	1,168.10	1,193.80
Year 2	1,165.70	1,191.40	1,217.60

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Director - 1 Year Qualified			
Year 1	1,165.70	1,191.40	1,217.60
Year 2	1,193.30	1,219.50	1,246.30
Director - 2 Year Qualified			
Year 1	1,209.40	1,236.00	1,263.20
Year 2	1,222.00	1,248.80	1,276.30
Year 3	1,247.40	1,274.90	1,302.90
Year 4	1,271.70	1,299.70	1,328.30
Director - 3 Year Qualified			
Year 1	1,222.00	1,248.80	1,276.30
Year 2	1,247.40	1,274.90	1,302.90
Year 3	1,271.70	1,299.70	1,328.30
Year 4	1,296.10	1,324.60	1,353.70
Year 5	1,345.00	1,374.50	1,404.80
Year 6	1,393.90	1,424.60	1,456.00
Year 7	1,453.50	1,485.50	1,518.20
Year 8	1,503.60	1,536.60	1,570.50
Year 9	1,517.60	1,551.00	1,585.10
Child Care Teachers - Band 1			
Step 1	975.30	996.80	1,018.70
Step 2	997.80	1,019.80	1,042.20
Step 3	1,025.60	1,048.10	1,071.20
Step 4	1,054.70	1,077.90	1,101.60
Child Care Teachers - Band 2			
Step 1	1,079.00	1,102.70	1,127.00
Step 2	1,127.80	1,152.60	1,177.90
Step 3	1,176.10	1,202.00	1,228.40
Step 4	1,224.90	1,251.80	1,279.40
Step 5	1,270.50	1,298.50	1,327.00
Child Care Teachers - Band 3			
Step 1	1,307.70	1,336.50	1,365.90
Step 2	1,348.20	1,377.90	1,408.20

1.2 The minimum rates of pay for Employees working in Outside School Hours Care and Vacation Care will be as set out hereunder:

South East Queensland

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Assistant OSHC Children's Services Worker - Unqualified			
Year 1	774.60	791.60	809.10
Year 2	837.50	855.90	874.80
Year 3	871.60	890.80	910.40
Year 4	891.50	911.10	931.10
Children's Services Worker - 1 Year Qualified			
Year 1	923.60	943.90	964.70
Year 2	960.70	981.90	1,003.50
Year 3	985.30	1,007.00	1,029.20
Assistant Co-ordinator - Qualified - Large Service (licensed to accommodate 60 or more children daily average, 60 or more children in care on one or more shifts)			
Year 1	1,073.50	1,097.10	1,121.20
Year 2	1,090.70	1,114.70	1,139.30
Co-ordinator – Unqualified			
Year 1	1,153.20	1,178.60	1,204.50
Year 2	1,174.70	1,200.50	1,226.90
Year 3	1,202.90	1,229.30	1,256.40
Co-ordinator - Qualified - Small Service (license to accommodate up to 59 children daily average, up to 59 children inc are on one or more shifts)			
Year 1	1,239.80	1,267.00	1,294.90
Year 2	1,257.20	1,284.90	1,313.20
Qualified - Large Service			
Year 1	1,239.80	1,267.00	1,294.90
Year 2	1,257.20	1,284.90	1,313.20
Year 3	1,277.00	1,305.10	1,333.80
Year 4	1,292.10	1,320.50	1,349.60

North Queensland

Classification	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
	\$ per week	\$ per week	\$ per week
Assistant OSHC Children's Services Worker - Unqualified			
Year 1	779.60	796.70	814.20
Year 2	843.40	862.00	881.00
Year 3	877.80	897.10	916.80
Year 4	897.50	917.20	937.40
Children's Services Worker - 1 Year Qualified			
Year 1	929.20	949.70	970.60
Year 2	967.00	988.30	1,010.00
Year 3	991.60	1,013.40	1,035.70
Assistant Co-ordinator - Qualified - Large Service (licensed to accommodate 60 or more children daily average, 60 or more children in care on one or more shifts)			
Year 1	1,078.00	1,101.70	1,126.00
Year 2	1,094.80	1,118.90	1,143.60
Co-ordinator - Unqualified	Co-ordinator - Unqualified		
Year 1	1,157.80	1,183.20	1,209.30
Year 2	1,178.90	1,204.80	1,231.30
Year 3	1,206.60	1,233.20	1,260.30
Co-ordinator - Qualified - Small Service (license to accommodate up to 59 children daily average, up to 59 children inc are on one or more shifts)			
Year 1	1,243.30	1,270.70	1,298.60
Year 2	1,261.20	1,289.00	1,317.30
Qualified - Large Service			
Year 1	1,243.30	1,270.70	1,298.60
Year 2	1,261.20	1,289.00	1,317.30
Year 3	1,278.80	1,307.00	1,335.70
Year 4	1,294.00	1,322.50	1,351.60

- 1.3** The junior rates prescribed in this clause will apply to the positions of Assistant OSHC Children's Services Worker – Unqualified and Children's Services Worker – 1 year qualified.

Age	% of appropriate adult rate
17 and under 18 years of age	55
18 and under 19 years of age	65
19 and under 20 years of age	75
20 years of age	85

Schedule 6G – Green keeping

1. Classifications

1.1 Green keeping Employee – Level 1

1.1.1 Green keeping Employee – Level 1 is an Employee who is engaged to assist in a range of general duties applicable to the maintenance and development of turf areas and surrounds. An Employee will remain at this level for a maximum of six months.

1.1.2 An Employee at this level:

- (a) Performs routine duties essentially of a manual nature and to the level of their training;
- (b) Works under direct supervision; and
- (c) Exercises minimal judgement.

1.1.3 Indicative tasks and/or qualifications:

- (a) Assists in the general maintenance and development of turf areas and surrounds.
- (b) Labouring and operation of some machinery.

1.2 Green keeping Employee – Level 2

1.2.1 Green keeping Employee – Level 2 is an Employee who is engaged to assist and carry out, with or without direction, duties pertaining to the maintenance and development of turf areas and surrounds, and performs work above and beyond the skills of a Green keeping Employee – Level 1 and to the level of their training.

1.2.2 An Employee at this level:

- (a) Is responsible for the quality of their own work subject to routine supervision;
- (b) Works under routine supervision either individually or in a team environment; and
- (c) Exercises discretion within their level of skills and training.

1.2.3 Indicative tasks and/or qualifications

- (a) Assists in the training and/or supervision of Employees at Level 1;
- (b) Major non-trade maintenance of equipment;
- (c) Assists in chemical and other spraying, where required to hold an appropriate license;
- (d) Completes basic records;
- (e) Assists in the construction and installation of facilities and systems;
- (f) Operates a specialised range of machinery e.g. greens, mowers, fairway units.

1.3 Green keeping Employee – Level 3

1.3.1 Green keeping Employee – Level 3 is an Employee who has satisfactorily attained the appropriate level of training at the trade or equivalent level and who carries out and/or manages green keeping aspects pertaining to the general maintenance and development of turf areas and surrounds.

1.3.2 An Employee at this level:

- (a) Understands and applies quality control techniques;
- (b) Exercises good interpersonal and communications skills; and

- (c) Is capable of performing work without supervision, either individually or in a team environment.

1.3.3 Indicative tasks and/or qualifications

- (a) Supervision and training of subordinate staff, including tradespersons.
 (b) Presentation of written and/or verbal reports, general liaison with management.
 (c) Activities requiring application of specialist skills.

2. Wages

2.1 The minimum rates payable are as follows:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Level 1			
Up to 3 months	782.70	799.92	817.52
More than 3 months and less than 6 months	811.51	829.36	847.61
Level 2			
Assistant Greenkeeper, Curator, Grounds person, All other Employees	846.57	865.20	884.23
Level 3			
Greenkeeper or Curator or Assistant Greenkeeper or Curator or Grounds person	892.00	911.62	931.68

Schedule 6H – Building Products, Manufacture & Minor Maintenance

1. Wages

1.1 The minimum rates of wages payable to the following classes of Employees will be as follows:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Joiners, Shopfitter, Machinists, Carpenters, Bricklayers	960.90	982.10	1,003.70
Assembler A	853.90	872.70	891.90
Assembler B	819.30	837.30	855.70
Assembler C (Labourer)	799.50	817.10	835.10

2. Juniors

2.1 The proportion of juniors to adults in the non-trade callings covered by this in Schedule 6H – Building Products, Manufacture & Minor Maintenance will not exceed one junior to every two adults.

2.2 The minimum rates of wages for junior Employees will be the following percentage of the respective rate for the labourer classification prescribed in clause 1 of this Schedule 6H – Building Products, Manufacture & Minor Maintenance.

Age	% of Assembler C (Labourer)
Under 17 years of age	55
17 years and under 18 years	65
18 years and under 19 years	75
19 years and under 20 years	85

2.3 Junior rates will be calculated in multiples of ten cents with any result of five cents or more taken to the next highest ten cent multiple.

Schedule 6I – Passenger Vehicle Drivers

1. Wage rates

1.1 The minimum rates of wages to be paid to the following classes of Employees shall be:

	From 1 January 2015 2.3%	From 1 January 2016 2.2%	From 1 January 2017 2.2%
Classification	\$ per week	\$ per week	\$ per week
Grade 1			
Yard person	796.30	813.80	831.70
Cleaner/Greaser	796.30	813.80	831.70
Grade 2			
Driver of Motor Vehicle other than Bus	818.40	836.40	854.80
Motor Bus Conductor	818.40	836.40	854.80
Grade 3			
Driver of Bus with capacity of less than 25 people	830.10	848.30	867.00
Grade 4			
Driver of bus of more than 25 people for day return	847.80	866.40	885.50
Grade 5			
Driver of bus of more than 25 people for extended tour; 650km or more journey	860.20	879.10	898.40
Grade 6			
Driver Articulated Vehicle	872.70	891.90	911.50
Supervisor	872.70	891.90	911.50

2. Juniors

2.1 Junior Conductors

Age	Adult Rate %
Under 18 years of age	55
18 years and under 19 years of age	65
19 years and under 20 years of age	80
And thereafter the adult wage	

The proportionate number of junior conductors who may be employed by any School covered by this Schedule 6I – Passenger Vehicle Drivers shall not exceed one to one, two, three or four, and two to five, six, seven or eight senior conductors and one to every additional four over the first eight.

2.2 Provided that one senior conductor must be employed before one junior under the age of 20 years is employed.

2.3 Junior garage yard person

Age	Minimum adult rate %
Under 16 years of age	45
16 years and under 17 years of age	50
17 years and under 18 years of age	60
18 years and under 19 years of age	75

2.4 Junior rates shall be calculated in multiples of ten cents with any result of five cents or more being taken to the next highest ten cent multiple.

Schedule 6J – Traineeships

1. Retail Industry Trainees

1.1 Wages

Traineeships Level 1 and Level 2

1.1.1 The wages payable to Trainees shall be based on the full-time rates provided below. These rates shall apply to Trainees who are undertaking a course of instruction that will lead to an AQF(2) outcome.

Highest Level of Schooling Completed Year 10			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	278.20	284.30	290.50
plus 1 year out of school	335.80	343.20	350.70
plus 2 years	388.40	397.00	405.70
plus 3 years	447.30	457.20	467.20
plus 4 years	525.70	537.20	549.10
plus 5 years or more	600.50	613.70	627.20
Highest Level of Schooling Completed Year 11			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	335.80	343.20	350.70
plus 1 year out of school	388.40	397.00	405.70
plus 2 years	447.30	457.20	467.20
plus 3 years	525.70	537.20	549.10
plus 4 years or more	600.50	613.70	627.20
Highest Level of Schooling Completed Year 12			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	388.40	397.00	405.70
plus 1 year out of school	447.30	457.20	467.20
plus 2 years	525.70	537.20	549.10
plus 3 years or more	600.50	613.70	627.20

Traineeships Level 3

- 1.1.2 The wage payable to trainees shall be based on the full-time rates below. These rates shall apply to Trainees who are undertaking a course of instruction that will lead to an AQF(3) outcome.

Highest Level of Schooling Completed Year 10			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	278.20	284.30	290.50
plus 1 year out of school	335.80	343.20	350.70
plus 2 years	400.70	409.60	418.60
plus 3 years	465.70	475.90	486.40
plus 4 years	542.90	554.90	567.10
plus 5 years or more	622.60	636.30	650.30
Highest Level of Schooling Completed Year 11			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	335.80	343.20	350.70
plus 1 year out of school	400.70	409.60	418.60
plus 2 years	465.70	475.90	486.40
plus 3 years	542.90	554.90	567.10
plus 4 years or more	622.60	636.30	650.30

Highest Level of Schooling Completed Year 12			
Years out of School	From 1 January 2015	From 1 January 2016	From 1 January 2017
	2.3%	2.2%	2.2%
	\$ per week	\$ per week	\$ per week
School Leaver	400.70	409.60	418.60
plus 1 year out of school	465.70	475.90	486.40
plus 2 years	542.90	554.90	567.10
plus 3 years or more	622.60	636.30	650.30

Advanced Traineeships Levels 4 and 5

- 1.1.3 The expected outcome of successfully completing either the Advanced Traineeship Levels 4 or 5 is that the trainees will progress to the levels of First Level Supervisor or Second Level Supervisor respectively.

- 1.1.4 The progression points and pay rates for Trainees undertaking Traineeships at Level 4 and Level 5 levels shall be based on the full-time senior rates and will progress as indicated in the table as follows:

Progression Points and Pay Rates			
	From 1 January 2015	From 1 January 2016	From 1 January 2017
Traineeship Level 4	659.20	673.70	688.50
Traineeship Level 5	670.30	685.00	700.10

- 1.1.5 Those Trainees who successfully complete the Approved Training Scheme shall receive the appropriate junior or adult rate of pay under the award or remain on the pay level prescribed within this clause whichever is the higher until a subsequent increment becomes due.

1.2 School Based Trainees

- 1.2.1 For the purposes of the implementation of School Based Traineeships the following definitions shall apply:

- (a) "Integrated Training Program" means the combination of industry training and school curriculum where the training program involves the obtaining of a nationally recognised qualification meeting a specified package of endorsed standards, within an Approved Training Scheme.
- (b) "School based trainee" means a full-time student undertaking a Traineeship in association with their school studies, i.e. a combination of secondary schooling, an integrated training program and employment with a School as part of a stable employment relationship. Such an arrangement requires:
 - i. a Training Agreement signed by the School and the trainee or their guardian;
 - ii. an employment contract involving on-the-job training and productive work;
 - iii. off-the-job training undertaken by a Registered Training Organisation which may be a school, TAFE or a private provider;
 - iv. that the student/Employee attends school, training and work as required under the course of instruction; and
 - v. as an outcome, the attainment of a senior secondary certificate and completion of or progress towards achieving a nationally recognised vocational education and training qualification.

- 1.2.2 School based trainees shall be entitled to a base hourly rate and an additional loading of 25% on the base hourly rate in lieu of the following entitlements as provided in the Agreement:

- (a) Annual leave;
- (b) Sick leave; and
- (c) Occupational superannuation.

- 1.2.3 The base hourly rate reflects the hourly rate within the Training Wage Award – State 2003 for skill levels A and B as amended from time to time. For the purposes of wage arrangements under this agreement, a student is deemed to be in Year 10, Year 11 or Year 12 from the first of January of each year.

Traineeships with AQF Levels 1, 2 and 3 outcomes

From 1 January 2015

	Year 10	Year 11	Year 12
Base Hourly Rate	7.20	7.20	8.60
Loaded Hourly Rate	8.80	8.80	10.70

From 1 January 2016

	Year 10	Year 11	Year 12
Base Hourly Rate	7.40	7.40	8.80
Loaded Hourly Rate	9.00	9.00	10.90

From 1 January 2017

	Year 10	Year 11	Year 12
Base Hourly Rate	7.60	7.60	9.00
Loaded Hourly Rate	9.20	9.20	11.20

- 1.3 Those trainees who successfully complete the Approved Training Scheme shall receive the appropriate junior or adult rate of pay under this Schedule 6J – Traineeships or remain on the pay level prescribed within Schedule 6J – Traineeships whichever is the higher until a subsequent increment becomes due.
- 1.4 School based trainees shall be remunerated in accordance with the loaded hourly wage rates prescribed in clause 2.3 Schedule 6J – Traineeships for all time worked, including time spent undertaking on-the-job training:
- 1.5 Provided, that while a trainee is predominantly attending a secondary school as a full-time student, the trainee shall not be entitled to wages or any other entitlements prescribed in this Agreement, for the time spent undertaking the off the job component of the traineeship while attending a secondary school and/or College of TAFE or other Registered Training Organisations.
- 1.6 Other than that prescribed in clause 1.2.2 of this Schedule 6J – Traineeships a school based trainee shall receive on a pro rata basis all employment conditions applicable to a full-time or part-time trainee except where varied by the terms of this clause.
- 1.7 Nothing within clause 1.1 of this Schedule 6J – Traineeships will prevent the School and school based trainee from progressing the traineeship to a full-time or part-time basis.

- 1.8 Upon completion of secondary schooling, where the trainee has not completed the Approved Training Scheme, the trainee shall be regarded as a full-time or part-time trainee and entitled to all entitlements otherwise provided for a full-time or part-time trainee in the retail industry.

2. Retail Take-Away Food Trainees

2.1 Wages

- 2.1.1 For the purpose of achieving stability of income for the trainee over the traineeship period, the wage rate for the trainee shall be calculated on the following basis:

Age	Calculation
Under 18 Years of Age	$65\% \times R \times 39/52$
18 and Under 19 Years	$75\% \times R \times 39/52$
19 and Under 20 Years	$85\% \times R \times 39/52$
20 Years and Over	$100\% \times R \times 39/52$

- 2.1.2 Where "R" equals the average wage rate (rounded off to the nearest ten cents) prescribed by this Agreement for the following classes of work:
- (a) Food and Beverage Attendant Grade 1; and
 - (b) Kitchen Attendant Grade 1;
 - (c) And 39 represents the actual weeks spent on the job during a twelve month period of the traineeship.

3. Children Services Trainees

3.1 Entry Wage Level and Transition Wage Arrangements

- 3.1.1 Apprentices or trainees who enter an apprenticeship or traineeship by way of conversion from a previous Training Contract, whether fully or partly completed, will receive the appropriate year/wage level previously attained and paid, whichever is the greater. In determining the appropriate year/wage level, aggregated periods of credit and time served under previous Training Contract/s will be taken into account.
- 3.1.2 Where an apprentice or trainee transitions from one qualification to another within an existing Training Contract (e.g. Certificate III in Children's Services Traineeship transitioned to Certificate III in Community Services (Children's Services)), they will retain the wage level for the initial qualification undertaken as a minimum and progress thereafter in accordance with the minimum requirements for the new qualification.

3.2 Wage Progressions

- 3.2.1 Progression through the Wage Levels will be based upon the completion of aggregated periods of time as specified in the relevant Table in clause 3.4.3 of this Junior rates shall be calculated in multiples of ten cents with any result of five cents or more being taken to the next highest ten cent multiple.

- 3.2.2 Schedule 6J and/or recorded in the Training Plan and/or the Training Record.
- 3.2.3 Where the School considers that the apprentice is failing to make reasonable progress, the School will notify the Training Recognition Council in accordance with the provisions of section 82 of the Child Care Act 1991 before the completion of the aggregated period specified.
- 3.2.4 In this situation the apprentice will not progress automatically to the next Wage Level through the elapsing of the specified aggregated time. Progression thereafter will be on the achievement of competencies as managed by the Supervising Registered Training Organisation.
- 3.2.5 If the School fails to notify the Training Recognition Council as specified above, the apprentice or trainee will progress to the next Wage Level at the completion of the aggregated period referred to in the relevant Table.

3.3 Wages and Other Conditions

Trainees and apprentices in the first year of their nominal three year apprenticeship will be entitled to Wage Level 1 rates as follows:

Age	Percentage of relevant adult rate %
Under 18 Years	55
18 and under 19 Years	65
19 and under 20 Years	75
20 and under 21 Years	85
Adults	80 (see below)

3.4 Adult rate

- 3.4.1 The relevant adult rate for persons employed in the Other Than Outside School Hours sector will be as follows:

Adults	Children's Services Worker – 1 Year Qualified – Year 1
All other ages	Assistant Children's Services Worker – Unqualified – Year 1

- 3.4.2 The relevant adult rate for persons employed in the Outside School Hours Care and Vacation Care sector will be as follows:

Adults	Assistant – Year 2
All other ages	Assistant – Year 1

- 3.4.3 Apprentices in the second and third year of their nominal 3 year apprenticeship will be entitled to Wage Level 2 and 3 wages and progression as follows:

Wage Level	Minimum Training Requirements on Entry	% of Relevant Adult Rate
2	On completion of an AQF Level III Certificate in child care traineeship or an aggregated period of 12 months after commencing the apprenticeship.	80

3	On completion of an aggregated period of 2 years after commencing the apprenticeship or 12 months at Wage Level 2, whichever is the earlier.	90
Exit (AQF Level V Diploma)	On completion of an aggregated period of 3 years after commencing the apprenticeship or 12 months at Wage Level 3, whichever is the earlier.	100

3.4.4 The relevant adult rate for persons employed in the Other Than Outside School Hours Sector is Group Leader – 2 Year Qualified – Year 1.

3.4.5 The relevant adult rate for persons employed in the Outside School Hours Care and Vacation Care sector is Co-ordinator – Qualified – Year 1.

3.5 Part-time and school-based apprentices/trainees

3.5.1 Wages for part-time and school-based apprentices and trainees will be based on the wage progression arrangements for apprentices and trainees calculated on a pro rata basis.

3.5.2 Provided that a school-based apprentice or trainee will receive a loading of 25% of the ordinary time rate in consideration of non-payment for:

- (a) Time spent at school and/or institution or undertaking off-the-job training;
- (b) Annual leave;
- (c) Sick leave; and
- (d) Public holidays, where the school-based apprentice or trainee is not required to work on such days.

3.5.3 Where the Table in clause 3.4.3 of this Junior rates shall be calculated in multiples of ten cents with any result of five cents or more being taken to the next highest ten cent multiple.

- 3.5.4 Schedule 6J specifies that the minimum training requirements of an apprenticeship will be based on the achievement of competencies or a period of aggregated time after commencing a wage level, the aggregated period of time specified refers to full-time apprentices and trainees.
- 3.5.5 For part-time apprentices and trainees, the minimum period of time specified for wage progression arrangements will be double that specified for full-time apprentices.

Qualifications obtained through institutional training

- 3.5.6 Graduates of pre-trade or other institutionally delivered programs relevant to the child care industry up to the equivalent of an AQF Level III qualification will commence apprenticeships at Wage Level 1 and 6 months after commencing their apprenticeship; will progress to Wage Level 2.

4. Trainees or Apprentices from other Industries

- 4.1 Trainees or apprentices from an industry not specified in this Schedule 6J – Traineeships will be remunerated in accordance with the relevant Modern Award.

Schedule 7 - Child Care Provisions

1. Professional development leave – CHILD Care Teachers

- 1.1 A full time Child Care Teacher will be provided with up to five paid days per annum professional development leave in addition to annual leave. Teachers working less than full time hours will be entitled to professional development leave on a pro rata basis.
- 1.2 These days will be structured professional development days designated by the School. A Teacher will be required to attend the equivalent of the other two days at a time mutually agreed between the Teacher and the School.

2. Financial assistance to obtain qualifications

- 2.1 This clause 2 does not apply to qualifications undertaken as part of a traineeship or apprenticeship under the Vocational Education, Training and Employment Act 2000.
- 2.2 Where there is a mandatory requirement for the Employee to possess or enrol in a Certificate III in Children's Services or where the School requires and/or approves an Employee to undertake other studies such as a Diploma or higher qualification in Children's Services or Education, the following will apply:
- (a) Financial assistance to undertake a Diploma or higher qualification is dependent on the School requiring or approving the child care worker to undertake the applicable course.
 - (b) Where the Employee undertakes a Certificate III, Diploma or higher qualification then the School shall contribute 50% of the approved course in two equal instalments; 25% on commencement and 25% on completion, subject to satisfactory proof of successful completion of the course being provided to the School.
 - (c) The Employee will refund the School the initial 25% paid if the course is not completed unless it is not completed for unforeseen circumstances e.g. serious illness, family bereavement or other reasons which are no less compelling. Such reimbursements shall be paid under mutually agreed arrangements between the Employee and the School.
 - (d) Unless an agreement is reached between the School and the Employee that the School will pay the training costs directly to the training provider, the Employee will pay for the course and be reimbursed by the School. Such reimbursement will be made to the Employee within 14 days of proof to the School of the initial payment being made by the Employee and proof of successful completion of the course, respectively.
 - (e) The School shall reimburse the Employee 50% of the cost of the prescribed textbooks and other prescribed course materials. Such reimbursement will be made to the Employee within 14 days of the production of the receipts.
 - (f) Where any disputes arise over financial assistance they will be dealt with in accordance with the Dispute Resolution Procedure in Schedule 15 - Dispute Resolution Procedure.

3. Outside School Hours Care

- 3.1** An Employee other than a Full Time Employee will be engaged for a minimum period of two hours per day:
Provided that the two hours may be broken into two periods of not less than one hour.

4. Term Time employment – Outside School Hours Care

- 4.1** This clause 4 applies only to Schools who operate facilities to specifically provide Outside School Hours Care, and to Employees who are specifically engaged under their contract of employment to provide Outside School Hours Care, and this is the primary purpose of their engagement.
- 4.2** An Employee who consents to such an engagement, may be classified as a Term Time Employee. The Employee's consent to be classified as a term-time Employee is to be genuine and in writing and a copy of the written agreement is to be maintained with relevant time and wages records.
- 4.3** A Term Time Employee is an Employee engaged to work only those weeks of the year deemed to coincide with the provision of primary education to school children in a school setting.
- 4.4** All entitlements for Term Time Employees are no less than those for their non-Term Time counterparts, except that no ordinary wages are payable for the weeks the Employee is not engaged to work.
- 4.5** Non-engaged periods count as service and employment for the purposes of the accrual of paid leave for annual leave, sick leave and wage increments, except that no ordinary wages are payable for the weeks the Employee is not engaged to work.
- 4.6** Where a public holiday falls on a day upon which an Employee normally works during Term Time or any public holiday falling on their annual leave, the Employee shall be paid at the ordinary hourly rate for the number of hours that would ordinarily be worked by the Employee on that day.

5. More than one engagement – OSHC and Vacation Care

- 5.1** This clause 5 applies only to Schools who operate facilities to specifically provide Outside School Hours Care and/or Vacation Care, and to Employees who are specifically engaged under their contract of employment to provide Outside School Hours Care and/or Vacation Care, and this is the primary purpose of their engagement.
- 5.2** A Part Time Employee may be engaged on a casual basis for duties in a separate engagement under this Agreement provided that such engagement satisfies the following criteria:
- (a) This arrangement is subject to mutual agreement between the Employee and School. Such agreement is to be recorded in writing and maintained with relevant time and wages records;
 - (b) An Employee who elects to take a casual engagement is to be required to work no more than 38 hours in any one week;
 - (c) The work required to be performed in the separate engagement may be consistent with the usual job description of the Employee concerned;
 - (d) The work required to be performed in the separate engagement does not interfere with the Employee's original contract of employment;

- (e) The work required to be performed in the separate engagement is not designed to avoid overtime obligations;
- (f) The separate engagement enables the Employee to obtain additional hours and/or remuneration; and
- (g) Employment on a casual basis performed during the separate engagement does not break the continuity of service of an Employee.

5.3 Where the casual engagement requires an Employee to travel a distance in excess of that travelled to the usual workplace the Employee must be:

- (a) Paid for such excess time as for other work; and
- (b) Either paid the amount prescribed in clause of Schedule 8 – Attachment 1 or be provided with transport by the School to the workplace.

6. Hours of Work – Other than Outside School Hours and Vacation Care

6.1 Non-Contact Time – Teachers

6.1.1 Full Time Teachers will not be required to teach an Educational Program for children for more than 27 1/2 hours per week. Subject to clause 6.1.2, Teachers may be engaged in supervising children during their remaining ordinary Hours of Duty.

6.1.2 Teachers will be provided with two hours of paid time per week to plan and prepare the educational programs which they are required to deliver and to give guidance, advice and assistance to other staff within Child Care Centres in the preparation and conduct of their developmental programs. The two hours per week is not to be part of the 27.5 hours per week that a Teacher may be required to teach. The Teacher is to be free of all other duties during this planning and preparation time.

6.2 Outside School Hours Care

6.2.1 Where co-ordinators are required wholly or mainly to supervise children during the operative hours of the program and are required to perform administrative duties in relation to the Outside School Hours Care program, they will be employed for additional time to perform these duties. This additional time will be the equivalent of not less than 15 minutes per hour, for each hour of Contact Time with the children.

6.2.2 Where Employees are required to prepare equipment and facilities for the Outside School Hours Care program, they will be allowed adequate paid time to perform these duties.

6.2.3 Schools and Employees will strictly adhere to start and finish times.

Schedule 8 - Exemplary Teacher

1. Application

- 1.1 This Schedule applies to Exemplary Teachers from the operative date of this Agreement until the expiration of their current appointment or the implementation of Highly Accomplished Teacher.
- 1.2 New appointments to Exemplary Teacher can be made during the life of this Agreement, provided that such appointments are subject to a maximum tenure ending on 31 December 2017.

2. Introduction

- 2.1 The aim of the Exemplary Teacher provision is to be at the forefront of initiatives across the national and international education community to identify exemplary teachers in Queensland Anglican Schools and also to reward and retain exemplary teachers who consistently demonstrate high levels of professionalism and performance in the classroom. It is recognised by Schools that such exemplary teachers have a very significant influence on the positive learning outcomes of students and have the capacity to provide high quality mentorship to colleagues with whom they work.
- 2.2 Using research and publications from around Australia, the following key underlying principles have been used to assist in articulating the Exemplary Teacher position:
 - (a) Standards should reflect the full scope of what exemplary teachers are expected to know and be able to do, and factors that are under their control
 - (b) Standards and methods for gathering evidence need to reflect the complexity of exemplary teaching
 - (c) Methods for evaluating teacher performance need to focus directly on evidence about what students are doing, learning and experiencing as a result of conditions for learning established by the exemplary teacher

3. Eligibility

- 3.1 A teacher is eligible to apply for Exemplary Teacher status if all of these requirements are satisfied:
 - (a) The teacher must be classified at Step 6 or higher and a minimum of 12 months service at their current school.
 - (b) The teacher must be a permanent, full-time employee of the school or permanent part-time employees (with Full Time Equivalent (FTE) pro rata salary adjustment). Teachers employed on a fixed term basis are not eligible.
 - (c) The teacher must not hold a PAR Level 2 or higher unless otherwise agreed with the School in relation to a PAR teacher with a weekly 90% classroom commitment. Teachers who hold a PAR Level 1 and attain Exemplary Teacher status will receive payment for both the PAR and Exemplary Teacher.
 - (d) The teacher must have completed the suitability assessment process with the Head/Principal or delegate.

4. Suitability Assessment Process for Application

- 4.1 A readiness instrument is prepared, by which teachers reflect on their suitability for Exemplary Teacher. This instrument forms the basis of a professional conversation between the teacher and the Head/Principal or delegate of the School prior to an application being prepared.
- 4.2 The Head/Principal or delegate must meet with the teacher within five (5) school days (or as mutually agreed) after receiving a request for a professional conversation together with a completed readiness instrument from the teacher.
- 4.3 The Head/Principal or delegate will respond to the professional conversation with a recommendation about whether the candidate should proceed to prepare the application. However, the teacher need not rely on a positive recommendation to proceed in preparing their application.

5. Application Process

- 5.1 A draft application is then assembled and provided to the Head/Principal or delegate for further necessary consultation.
- 5.2 The teacher's application is then completed and is lodged with the school. The Head/Principal or delegate will provide a written record of the readiness conversation with the completed application at this time.

6. Duration of Position

- 6.1 Exemplary Teachers will be appointed on a 3 year + 3 year basis with a formative review process as determined by the School, after the initial 3 year period. While these review processes for Exemplary Teacher may be included as part of the school's existing performance review protocols, they are not a replacement for any such existing protocols.
- 6.2 The continuance of Exemplary Teacher status will be dependent on this formative review of the teacher's achievement against the Exemplary Teaching Characteristics.
- 6.3 If the School is satisfied with the teacher's achievement against the Exemplary Teaching Characteristics, the Exemplary Teacher status will continue.
- 6.4 The teacher must formally reapply for Exemplary Teacher status after the expiry of the 3 year + 3 year term of appointment.
- 6.5 In the event that any one (1) or more of the Exemplary Teacher eligibility requirements in Clause 3 of this Schedule cease to be satisfied, (as determined during the exercise of the school's formal performance review protocols) the Exemplary Teacher status will cease from the date of that determination. Notwithstanding this, Exemplary Teachers who are offered short term appointments to PAR Levels 2 or above will have their term of appointment as an Exemplary Teacher extended by the period of the PAR appointment, provided that no payment for Exemplary Teacher will be required during the PAR term of appointment. A short term appointment to PAR is an appointment of 12 months or less.
- 6.6 Where an Exemplary Teacher changes employment to another Queensland Anglican School any recognition of the Exemplary Teacher status is at the discretion of the new employing School. Where the School elects to recognise the Exemplary Teacher status, the teacher must reapply for Exemplary Teacher status after 12 months at the new employing School.

7. Application Process

- 7.1** Application processing and outcome should be concluded within a 6 months (2 terms) timeframe and the teacher and School notified accordingly.
- 7.2** Eligible teachers who have submitted their completed application by end-Term 1 will receive the new salary, if applicable, from 1 July in the same year. Eligible teachers who have submitted their completed application by end-Term 3 will receive the new salary, if applicable, from 1 January in the following year.

8. Panel Process

- 8.1** A school based panel will be established to process each Exemplary Teacher completed application.
- 8.2** The Panel will consist of three (3) people, as follows:
- (a) One person nominated by the School;
 - (b) One person nominated by the teacher;
 - (c) One experienced specialist from an appropriate teaching area who will be external to the School unless otherwise agreed. The selection of this person must be agreed by the School and the teacher. It is not a requirement that such person be associated with an Anglican School.
- 8.3** An interview with the Panel will usually be a part of the application process.
- 8.4** The Panel may consult with an advocate for the teacher and the teacher's school leadership as part of processing the application.
- 8.5** After assessing the written application the Panel will in writing, advise the teacher:
- (a) The application is approved; or
 - (b) The application is not approved; else
 - (c) Further evidence is required and the teacher will have 30 days to provide such further evidence to the Panel
- 8.6** Formal joint (employer/employee) training will be provided to Panel members.

9. Appeals Process

- 9.1** Where a teacher is aggrieved by a decision of the Panel, the teacher will provide to the Panel in writing the reasons for the grievance within 30 days of receipt of the Panel's written advice. Within a further 30 days the Panel will in writing, respond with reasons for its decision or a variation (again with reasons) to its decision.
- 9.2** If the teacher still considers that the Panel has erred in its decision, the teacher may apply, within 14 days of receipt of the Panel's written response to the initial grievance, to the School in writing for an Appeal Panel to be established. This application must set out the grounds on which the teacher believes the original Panel erred in its decision.
- 9.3** The establishment of the Appeal Panel will be agreed between the Anglican Schools Commission (in consultation with the relevant School) and IEUA-QNT.

10. Application Requirements

10.1 The Queensland Anglican Schools Exemplary Teacher position consists of three (3) KEY ELEMENTS that candidates must address.

Key Element 1	Professional Knowledge
Key Element 2	Professional Practice
Key Element 3	Professional Engagement

10.2 Key Elements 1, 2 and 3 are recognised in the Charter for the Australian Teaching Profession and the many professional statements of quality teaching across Australia, published by various States and professional bodies. Successful candidates will be expected to demonstrate with evidence the required standard on each Indicator, in all of the Categories of each of the Key Elements 1, 2 and 3, as determined by the Panel.

10.3 The indicators for each category of the three (3) elements (the Standards) are attached.

11. Evidence Required

11.1 Candidates will need to show explicit evidence of improvement in student learning outcomes under each of the three Key Elements.

11.2 A sample evidence guide is provided as a guide to the detail required.

12. Pay Rates for Exemplary Teacher

12.1 Remuneration for Exemplary Teachers classified at Step 9 will be in accordance with Schedule 3 - Teacher Pay.

12.2 Remuneration for Exemplary Teachers classified below Step 9 will be in accordance with Schedule 3 - Teacher Pay.

13. Attachments

The Exemplary Teacher Standards

Sample Evidence Guide

Exemplary Teaching Characteristics

Readiness Assessment Instrument

Sample scope of evidence for ET application

Evaluation Guide for Panel Assessment Process

Schedule 8 – Attachment 1

Exemplary Teacher STANDARDS

The Queensland Anglican Schools Exemplary Teacher position is described by three (3) KEY ELEMENTS that contain a number of categories and indicators. Successful candidates will be expected to meet the required standard on each Indicator, in all of the Categories of each Key Element, as determined by the panel.

Candidates should refer to the suggested sources of evidence in Attachment 2 when seeking to demonstrate their engagement with each Key Element.

Key Element 1	Professional Knowledge
Key Element 2	Professional Practice
Key Element 3	Professional Engagement

Exemplary Teacher Standards

Key Element 1 - Professional Knowledge

Categories	Indicators	For example, the applicant shows a knowledge of:
A. Knowledge of subject content within a broader context	<ol style="list-style-type: none"> 1. In depth knowledge of the subject 2. Up to date knowledge of developments and trends within the subject area 3. Up to date on current knowledge of the wider world 4. Knowledge of the learning continuum in the subject area, both now and for the future 	<ul style="list-style-type: none"> • The difference between short term “fads” and long term trends • Impact of their subjects on topical issues • Incorporation of real life application of subject into teaching • Developing trends in subject area
B. Knowledge of teaching, learning and assessment	<ol style="list-style-type: none"> 1. Up to date knowledge of teaching strategies appropriate to students 2. Up to date knowledge of appropriate teaching strategies and common student difficulties in the subject 3. In depth knowledge of the curriculum and teaching/learning continuum for the subject taught 	<ul style="list-style-type: none"> • QSA Syllabus, National Curriculum for example: • Learning styles, multiple intelligences, categories of “at risk” students and others as appropriate • Effective strategies to address student difficulties • Wide repertoire of assessment tools • Quality of remediation feedback • Use of varied evidence to locate students at key learning stages
C. Knowledge of the School and its students	<ol style="list-style-type: none"> 1. In depth knowledge of the School’s strategic direction and teaching/learning philosophy 2. Thorough knowledge of students taught and their range of abilities, identifying individual differences 	<ul style="list-style-type: none"> • The effect of school policies on classroom practice both in teacher’s own class and across the school • A range of quality strategies to cater for wide range of student abilities

Exemplary Teacher Standards

Key Element 2 – Professional Practice

Categories	Indicators	For example, the applicant's practice shows evidence of:
A. Work Programmes, teaching and learning plans	<ol style="list-style-type: none"> 1. High quality delivery of the intended curriculum 2. High quality experiences and strategies that engage students in learning 3. High quality differentiation of learning experiences to cater for individual needs 4. Preparedness to innovate and initiate 5. Preparedness to demonstrate flexibility and adaptability to meet student needs and/or create new learning opportunities 	<ul style="list-style-type: none"> • The use of contemporary resources • Instructional quality to a high standard • Consistently meeting curriculum and assessment timelines • Quality remediation help and feedback, follow up skills • Valuing diversity with strategies for special needs
B. Learning environment	<ol style="list-style-type: none"> 1. Providing a quality safe and supportive environment that promotes and celebrates learning 2. Providing a quality environment that fosters positive and productive relationships with peers, families and the community 	<ul style="list-style-type: none"> • Outstanding communication skills with students • Quality pedagogical skills, teaching and learning repertoire • Engagement and motivation of students • A challenging environment using higher order thinking • Goal setting as a regular feature of learning
C. Assessment and reporting practices	<ol style="list-style-type: none"> 1. Designing and using efficient and informative assessment practices and instruments 2. Implementing a variety of quality learning and assessment experiences 3. High quality effective and insightful record keeping and reporting that further inform practice 	<ul style="list-style-type: none"> • The use of both formal and informal assessment tools and practices that benefit students • Insightful and informative discussions with parents and students at P-T interview/P-T conferences • Positive peer reviews of submissions at monitoring meetings

Exemplary Teacher Standards

Key Element 3 – Professional Engagement

Categories	Indicators	For example, the applicant demonstrates engagement by:
A. Commitment to teaching and learning with students	<ol style="list-style-type: none"> 1. Encouragement and advocacy of quality performance and effort, supported by quality feedback to students 2. Passion and enthusiasm for teaching and learning 3. Respect and genuine care for students 4. Quality time spent in engaging informally with students 	<ul style="list-style-type: none"> • Showing consistency and fairness • Pro active and meaningful connection with students, positivity • Motivation of students to give their “personal best” in all that they undertake
B. Commitment to analysis and reflection on practice and implementation of improvement	<ol style="list-style-type: none"> 1. Reflective and critical evaluation of own teaching performance 2. Reflective and critical evaluation of student performance in the light of teaching strategies 3. Ongoing implementation of improvements that enhance student learning 4. In depth awareness of the many sources of professional learning 5. Development of a proactive professional learning plan (e.g. QCT Continuing Professional Development Framework) 	<ul style="list-style-type: none"> • Seeking advice, engaging with school performance review processes, acting upon feedback • Interpreting and evaluating data • Engaging with both theory and practice and others as appropriate - reflection-in-action • Critical evaluation of own learning plan with future action undertaken where appropriate • Professional reading, professional trainers • Identifying best practice, quality research, exemplars • Justifying implementation or non implementation of content, to cater for student needs

Exemplary Teacher Standards

Key Element 3 – Professional Engagement continued...

Categories	Indicators	For example, the applicant demonstrates engagement by:
<p>A. Quality engagement with the School's learning community</p>	<ol style="list-style-type: none"> 1. Positive, effective and purposeful work within the teaching and learning team 2. Constructive leadership within the teaching and learning team 3. Quality mentoring within the school's learning community 4. Modelling of professional behaviour 5. Highly effective sharing of information of knowledge and skills within the School's learning community 6. High quality contribution towards and advocacy of the School's ethos and values 	<ul style="list-style-type: none"> • Active support of the team • Effective work in meetings • Contribution to team problem-solving • Demonstrated skills in conflict resolution within the team • Empowerment of colleagues • Fulfilling commitments • Modelling integrity, exemplary relationships, celebration of successes • Engagement in and leading of professional development opportunities • Active demonstration and support of the ethos and values of the School • Exemplary commitment and involvement in the co-curricular life of the School, beyond the directed duties
<p>B. Quality engagement with the external education community</p>	<ol style="list-style-type: none"> 1. Commitment to the teaching profession via a significant contribution to the wider educational community 2. Demonstration of how wider learning has led to improvement in teaching practice 3. Demonstration of an ongoing commitment to further professional learning 	<ul style="list-style-type: none"> • Preparedness to support pre-service teacher education • Active participation in professional associations eg. QSA, ACE, ACEL, subject associations • Active participation in positive educational networks • Participation in learning exchanges eg. across Queensland Anglican Schools, overseas exchanges • Further formal study or qualifications • Maintenance of meaningful and active PD profile (using QCT CPDF, for example) via workshops, seminars, conferences, publication of papers

Schedule 8 – Attachment 2

SAMPLE EVIDENCE GUIDE

When putting together evidence to support an application it may be beneficial to provide a portfolio maintained over a significant period of time i.e. this should be not less than 6 months.

Each application should contain explicit multi-sourced evidence of improvement in student learning outcomes. It needs to demonstrate exemplary performance across KEY ELEMENTS 1, 2 and 3 in Attachment 1. Evidence of high quality collegial sharing and mentoring and additionally, evidence of the “value-added” effect of the applicant’s teaching will be required.

When addressing each Key Element each applicant should look first at the category then use the indicators to guide their response.

Candidates can choose any medium to demonstrate their skills in each category. A suggested list of types of evidence is outlined below.

- teaching and learning programs
- units of work
- teaching and learning activities
- co-curricular programs
- assessment tasks and tools
- student work samples
- video footage, audio recordings
- student records of achievement
- student reports
- classroom management plans
- samples of assessment work, data, and validity of interpretation
- digital evidence, such as emails , and written correspondence
- recent performance evaluation where relevant
- certificates or records of attendance at professional development
- student evaluation of teaching performance
- teachers’ notes, agendas and minutes of professional meetings
- peer observation/evaluation
- school newsletter, magazine or intranet articles
- references and / or testimonials
- 360 degree review
- visit to classroom / school by Panel

For a number of types of evidence listed in this Guide, teachers may select a program, unit of work or teaching and learning activities to demonstrate they have met a category standard. Additionally, a number of types of evidence require some explanation.

Teaching programs

Teaching programs usually include information about teaching and learning over a period of time such as a year or stage.

Unit of work

A unit of work is a significant portion of a teaching program that is usually based around one theme or some specific part of the syllabus.

Teaching and learning activities

Teaching and learning activities are actions in which students participate in order to meet the syllabus or program outcomes.

Testimonial

For categories that must be demonstrated to an observer in a classroom, video evidence accompanied by a testimonial would be appropriate.

The indicators are a range of actions that can assist teachers to demonstrate they are meeting the category. Teachers are to select those indicators that are most appropriate to their teaching context and together fully demonstrate that they have met the category standard.

References

Teachers may select to demonstrate a maximum of four categories using one or more references.

Potential referees will need to consider the indicators for these categories prior to deciding if they are able to write a reference.

How much evidence?

For each category, teachers must submit at least one piece of evidence. Any item can be used for other categories as well. The items of evidence may be collected at any time in the year before or year of the application.

It is crucial that the variety of types of evidence submitted to support teachers' applications demonstrates the diversity and consistency of candidates' professional role as teachers.

Selected parts of a program or unit of work such as lesson plans, lesson sequences, teaching and learning activities, assessment items or reflections and evaluations, can be used as separate items of evidence.

When one item of evidence is used to demonstrate a number of categories, the teacher must make sure that:

- The item contains sufficient comprehensive evidence for each category/indicator being demonstrated;
- The location of each category/indicator is precisely identified in the item;
- Each category is individually annotated.

Schedule 8 – Attachment 3

Exemplary Teaching Characteristics

A guide for the ET review process after 3 years

The characteristics of teachers who are working at Exemplary Teacher level serves as a general guide for teachers to gain a holistic and integrated view of their work whilst in this position. The Exemplary Teacher position is intended as recognition of consistent and continuing outstanding professional practice over time, as generally described below:

Teachers working at Exemplary Teacher level should continually demonstrate to colleagues and their students that they are outstanding practitioners in the classroom who are:

- Able to maximise the learning outcomes of their students;
- Able to support colleagues to consistently use effective and varied teaching activities with the aim of eliciting high levels of student engagement and learning outcomes; and
- Active in supporting the ethos and values of the School through their engagement with both the School and the wider educational community.

Schedule 8 – Attachment 4

READINESS ASSESSMENT INSTRUMENT

The Queensland Anglican Schools Exemplary Teacher position is described by three (3) KEY ELEMENTS that contain a number of categories and indicators. Successful applicants will be expected to meet the required standard on each Indicator, in all of the Categories of each Key Element, as determined by the panel.

Applicants should refer to the suggested sources of evidence when seeking to demonstrate their engagement with each Key Element.

Key Element 1	Professional Knowledge
Key Element 2	Professional Practice
Key Element 3	Professional Engagement

READINESS ASSESSMENT INSTRUMENT

Key Element 1 - Professional Knowledge

Categories	Indicators	Not Evident	Inconsistent	Consistent	Evident
A. Knowledge of subject content within a broader context	<ol style="list-style-type: none"> 1. In depth knowledge of the subject 2. Up to date knowledge of developments and trends within the subject area 3. Up to date knowledge of the wider world 4. Knowledge of the learning continuum in the subject area, both now and for the future 				
B. Knowledge of teaching, learning and assessment	<ol style="list-style-type: none"> 1. Up to date knowledge of teaching strategies appropriate to students 2. Up to date knowledge of appropriate teaching strategies and common student difficulties in the subject 3. In depth knowledge of the curriculum and teaching/learning continuum for the subject taught 				
C. Knowledge of the School and its students	<ol style="list-style-type: none"> 1. In depth knowledge of the School's strategic direction and teaching/learning philosophy 2. Thorough knowledge of students taught, their range of abilities and identifying individual differences 				

READINESS ASSESSMENT INSTRUMENT

Key Element 2 – Professional Practice

Standards	Indicators	Not Evident	Inconsistent	Consistent	Evident
A. Work Programs, teaching and learning plans	<ol style="list-style-type: none"> 1. High quality delivery of the intended curriculum 2. High quality experiences and strategies that engage students in learning 3. High quality differentiation of learning experiences to cater for individual needs 4. Preparedness to innovate and initiate 5. Preparedness to demonstrate flexibility and adaptability to meet student needs and/or create new learning opportunities 				
B. Learning environment	<ol style="list-style-type: none"> 1. Providing a quality safe and supportive environment that promotes and celebrates learning 2. Providing a quality environment that fosters positive and productive relationships with peers, families and the community 				
C. Assessment and reporting practices	<ol style="list-style-type: none"> 1. Designing and using efficient and informative assessment practices and instruments 2. Implementing a variety of quality learning and assessment experiences 3. High quality effective and insightful record keeping and reporting that further inform practice 				

READINESS ASSESSMENT INSTRUMENT

Key Element 3 – Professional Engagement

Standards	Indicators	Not Evident	Inconsistent	Consistent	Evident
A. Commitment to teaching and learning with students	<ol style="list-style-type: none"> 1. Encouragement and advocacy of quality performance and effort, supported by quality feedback to students 2. Passion and enthusiasm for teaching and learning 3. Respect and genuine care for students 4. Quality time spent in engaging informally with students 				
B. Commitment to analysis and reflection on practice and implementation of improvement	<ol style="list-style-type: none"> 1. Reflective and critical evaluation of own teaching performance 2. Reflective and critical evaluation of student performance in the light of teaching strategies 3. Ongoing implementation of improvements that enhance student learning 4. In depth awareness of the many sources of professional learning 5. Development of a proactive professional learning plan (e.g. QCT Continuing Professional Development Framework) 				

READINESS ASSESSMENT INSTRUMENT

Key Element 3 – Professional Engagement continued...

Standards	Indicators	Not Evident	Inconsistent	Consistent	Evident
A. Quality engagement with the School's learning community	<ol style="list-style-type: none"> 1. Positive, effective and purposeful work within the teaching and learning team 2. Constructive leadership within the teaching and learning team 3. Quality mentoring within the school's learning community 4. Modelling of professional behaviour 5. Highly effective sharing of information of knowledge and skills within the School's learning community 6. High quality contribution towards and advocacy of the School's ethos and values 				
B. Quality engagement with the external education community	<ol style="list-style-type: none"> 1. Commitment to the teaching profession via a significant contribution to the wider educational community 2. Demonstration of how wider learning has led to improvement in teaching practice 3. Demonstration of an ongoing commitment to further professional learning 				

Schedule 8 – Attachment 5

SAMPLE SCOPE OF EVIDENCE

	Evidence Included in this Submission		
1a Knowledge of Subject content within a broader context	Mini 360	Learning Survey	Professional Testimonials
1b Knowledge of teaching, learning and assessment	Mini 360	Learning Survey	Professional Testimonials
1c Knowledge of the School and its students	Mini 360	Learning Survey	
2a Work Programs, teaching and learning plans	Mini 360		
	Professional Folio		
2b Learning Environment	Mini 360	Learning Survey	
		Video	
2c Assessment and reporting practices			Professional Testimonials
	Professional Folio		
3a Commitment to teaching and learning with students	Mini 360	Learning Survey	
		Video	CV Extract
3b Commitment to analysis and reflection on practice +	Mini 360		Reflective Blog
3c Quality Engagement with school's learning community	Mini 360		CV Extract
3d Quality engagement with external education community	Mini 360		Professional Testimonials
			CV Extract

Schedule 8 – Attachment 6

EVALUATION GUIDE FOR PANEL ASSESSMENT PROCESS

Key Element 1 – Professional Knowledge		
CATEGORY	INDICATOR	RESULT
Knowledge of subject content within a broader context	In depth knowledge of the subject	
	Up to date knowledge of developments and trends within the subject area	
	Up to date on current knowledge of the wider world	
	Knowledge of the learning continuum in the subject area, both now and for the future	
Knowledge of teaching, learning and assessment	Up to date knowledge of teaching strategies appropriate to students	
	Up to date knowledge of appropriate teaching strategies and common student difficulties in the subject	
	In depth knowledge of the curriculum and teaching/learning continuum for the subject taught	
Knowledge of the School and its students	In depth knowledge of the School's strategic direction and teaching/learning philosophy	
	Thorough knowledge of students taught and their range of abilities, identifying individual differences	
Notes: Each Indicator is ranked as DEMONSTRATED NOT DEMONSTRATED MORE EVIDENCE REQUIRED by the Panel. Indicators shaded in BLUE may be addressed through a school approved 360 degree survey instrument		

EVALUATION GUIDE FOR PANEL ASSESSMENT PROCESS

Key Element 2 Professional Practice		
CATEGORY	INDICATOR	RESULT
Work Programmes, teaching and learning plans	High quality delivery of the intended curriculum	
	High quality experiences and strategies that engage students in learning	
	High quality differentiation of learning experiences to cater for individual needs	
	Preparedness to innovate and initiate	
	Preparedness to demonstrate flexibility and adaptability to meet student needs and/or create new learning opportunities	
Learning environment	Providing a quality safe and supportive environment that promotes and celebrates learning	
	Providing a quality environment that fosters positive and productive relationships with peers, families and the community	
Assessment and reporting practices	Designing and using efficient and informative assessment practices and instruments	
	Implementing a variety of quality learning and assessment experiences	
	High quality effective and insightful record keeping and reporting that further inform practice	
<p>Notes: Each Indicator is ranked as DEMONSTRATED NOT DEMONSTRATED MORE EVIDENCE REQUIRED by the Panel. Indicators shaded in BLUE may be addressed through a school approved 360 degree survey instrument</p>		

EVALUATION GUIDE FOR PANEL ASSESSMENT PROCESS

Key Element 3 – Professional Engagement		
CATEGORY	INDICATOR	RESULT
Commitment to teaching and learning with students	Encouragement and advocacy of quality performance and effort, supported by quality feedback to students	
	Passion and enthusiasm for teaching and learning	
	Respect and genuine care for students	
	Quality time spent in engaging informally with students	
Commitment to analysis and reflection on practice and implementation of improvement	Reflective and critical evaluation of own teaching performance	
	Reflective and critical evaluation of student performance in the light of teaching strategies	
	Ongoing implementation of improvements that enhance student learning	
	In depth awareness of the many sources of professional learning	
Quality engagement with the School's learning community	Development of a proactive professional learning plan (e.g. QCT Continuing Professional Development Framework)	
	Positive, effective and purposeful work within the teaching and learning team	
	Constructive leadership within the teaching and learning team	
	Quality mentoring within the school's learning community	
	Modelling of professional behaviour	
Quality engagement with the external education community	Highly effective sharing of information of knowledge and skills within the School's learning community	
	High quality contribution towards and advocacy of the School's ethos and values	
	Commitment to the teaching profession via a significant contribution to the wider educational community	
	Demonstration of how wider learning has led to improvement in teaching practice	
	Demonstration of an ongoing commitment to further professional learning	
Notes: Each Indicator is ranked as DEMONSTRATED NOT DEMONSTRATED MORE EVIDENCE REQUIRED by the Panel. Indicators shaded in BLUE may be addressed through a school approved 360 degree survey instrument		

Schedule 9 – Teaching and Learning Initiative Allowance (TLIA)

1. Application

- 1.1 This Schedule applies to Accomplished Teachers from the operative date of this Agreement until the expiration of their current appointment.
- 1.2 There will be no new appointments to Accomplished Teacher from the operative date of this Agreement.

2. Aims

- 2.1 TLIA is focused on the teacher in the classroom maximising learning outcomes for students, and seeks to recognise teachers who work productively in their schools, with colleagues and students and who are role models for other teachers.

3. Definition

- 3.1 A TLIA shall mean a classroom teacher who through their classroom practices and professional learning demonstrates quality outcomes in the teaching profession.
- 3.2 Typically the behaviours displayed by a TLIA will be:
 - (a) Utilising strategies and processes in curriculum areas that provide the optimum program delivery for students within a framework of the values and ethos of Anglican schools.
 - (b) Assisting in interpreting, adapting and applying curriculum programs to the classroom setting and to teach, model and demonstrate program components.
 - (c) Contributing to the enhancement of the teaching profession within the school context.
 - (d) Further developing their skills through an agreed teaching and learning initiative.

4. Criteria

- 4.1 A TLIA offers an enhanced path based on merit based criteria. These cover the following three key elements (outlined in more detail in Table 1):
 - Alignment with the School Strategic Plan;
 - Student and peer recognition as a TLIA;
 - Involvement in a teaching and learning initiative that benefits student learning.

5. Eligibility

- 5.1 TLIA is intended to encourage skilled and professional teachers (whether full-time, part-time or fixed-term) to remain in the classroom and is an alternative to administrative positions within the School. The teacher must not hold a PAR level 2 or higher unless otherwise agreed with the School in relation to a PAR teacher with a weekly 90% classroom teaching commitment. Teachers who hold a PAR Level 1 and attain TLIA status will receive payment for both the PAR and TLIA.

5.2 Eligibility for TLIA will not be limited by quota. .

5.3 A teacher who is on probation or under a formal performance management process is not eligible to apply for and/or continue their tenure of TLIA until the performance management process or probation is satisfactorily completed.

6. Teaching and Learning Initiative

6.1 A teacher will provide a commitment to a teaching and learning initiative in accordance with an agreed process that meets the criteria set out in Table 1.

7. Appointment and Tenure

7.1 Applications

7.1.1 The Principal or delegate will consider the application and, subject to the applicant meeting the criteria, will approve the application.

7.1.2 Applications will be processed by the Principal or delegate no later than three weeks from the receipt of a formal application.

7.1.3 In the event the Principal or delegate determines that the application is unsuccessful, the applicant will be advised in writing where they have not met the criteria and the applicant may resubmit their application after addressing the criteria not met in the application.

7.1.4 Duty of Applicant – The applicant must apply for the TLIA specifying their achievement against the criteria in the prescribed form with a teaching and learning initiative which will include:

- (a) A maximum three page submission, containing the following, responding to the criteria listed herein plus any additional evidence they wish to submit.
- (b) The names and signatures of two professional referees endorsing the content of the applicant's response, one of whom has recently attended the classroom to observe the applicant's teaching.
- (c) An outline of the applicant's professional development experiences and contributions for the previous year.
- (d) For the period of tenure sought, a complete outline of responsibilities, outcomes and timeline of proposed teaching and learning initiative(s) including a proposed review timeline.⁷

7.2 Applicants may apply for a TLIA at any time but cannot be required to commit to duties until the TLIA is payable.

7.3 Appointments to TLIA shall commence from 1 January or 1 July following successful application and shall be for a minimum tenure of 3 years subject to successful review of their TLIA commitment in accordance with clause 7.1.4 of this schedule. Reapplication will be in accordance with the process as identified in this clause 7.

⁷ A suitable application might include a single initiative for the tenure period (minimum of 3 years) or a number of initiatives over the tenure period with adequate detail of the review process provided in all cases. An application might detail one initiative with further initiative(s), being dependent on the outcomes of prior initiative(s), to be proposed and agreed as per clause 7 and identified as milestones on the application timeline.

7.4 Teachers appointed as Accomplished Teacher as at the start of this Agreement shall continue to receive the TLIA for the balance of the tenure associated with the current appointment without the requirement to reapply.

8. Allowance

- (a) The TLIA payable on appointment is at the rate prescribed in Schedule 3 - Teacher Pay with such allowance payable for all purposes of the Agreement.
- (b) This allowance is not required to be paid in addition to a PAR Allowance except as provided for in clause 5.1 of this schedule.

9. Portability

9.1 A teacher in receipt of TLIA will be appointed as such in their current School. This position is not portable within Queensland Anglican Schools unless agreed to by the new School.

10. Selection Criteria

10.1 A teacher applying for TLIA will demonstrate competence in all the identified criteria.

10.2 The successful review of the required involvement in an appropriate professional teaching and learning initiative must be achieved in order to retain TLIA. This would be demonstrated by evidence supporting the agreed teaching and learning initiative and actions. The nature of the teaching and learning initiative may vary throughout the tenure.

TABLE 1 - TLIA – CRITERIA

The award of the TLIA requires a meeting of all the following criteria.

Key elements	Success Criteria	Some examples of how an applicant may show evidence of professional practice
A. Alignment with the School Strategic Plan and commitment to the ethos of an Anglican School	<ol style="list-style-type: none"> 1. That the actions and presentation of the Staff member show alignment with the Strategic direction of the School as defined in official documentation. 2. Conduct consistent with Anglican ethos of the School. 	<ul style="list-style-type: none"> • Evidence required to illustrate their alignment with the School Strategic Plan will vary from school to school but may include: <ul style="list-style-type: none"> ○ Research work ○ Subcommittee involvement ○ Engagement with subject / department initiatives
B. Student and peer recognition	<ol style="list-style-type: none"> 1. Students indicate confidence in the staff member as an effective teacher 2. A confident grasp of all areas of teaching and learning particularly: <ul style="list-style-type: none"> • Clarity of presentation • Assistance with student focus on learning • Feedback about student achievement • Effective management of different learning styles and needs of students. 	<ul style="list-style-type: none"> • The applicant and mentor/manager may jointly select a minimum of one class to survey where appropriate to the student age level.⁸ • Other information or evidence that demonstrates the nature of the relationships the teacher has developed with their classes and their colleagues. • Reference statements • QSA materials • Classroom observations
C. Involvement in a strategically aligned professional teaching and learning initiative that benefits student learning	<ol style="list-style-type: none"> 1. Student learning within the responsibility of the teacher will be enhanced by the nature of the initiative proposed 2. Teaching and learning initiatives will be agreed between the applicant and their line manager and, through their application, have benefits for the teacher, however, the primary purpose of the initiative will be to promote clear and identifiable links to student learning/outcomes. 3. The School will determine the relevancy and therefore success of any teaching and learning initiative suitable for this award. 	<ul style="list-style-type: none"> • Staff may select and define a project, concept or learning area for consideration of the School. • Responsibilities, actions and outcomes sought under the teaching and learning initiative must be clearly outlined and achievement against these commitments will be required to retain the TLIA (unless otherwise agreed).

⁸ Where a survey is identified as a means of demonstrating Criteria B, the survey will focus on teaching and learning behaviours which could include student learning, attitudes to homework, student response to the benefits of teacher feedback and whether the student feels their learning needs are being met. Where appropriate an established / existing school survey may be used

Schedule 10 - Allowances

1. Clothing

- 1.1 Where protective clothing deemed necessary by the School, is not provided by the School and the School specifically requires an Employee to provide such clothing, the Employee will be paid inclusive of any laundry allowance as follows:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
2.2443	2.2937	2.3441

2. Equipment

- 2.1 Equipment deemed necessary to perform an Employee's duties will be provided by the School. Specifically Schools will provide:

- (a) Kool cushions to passenger vehicle drivers north of Mackay;
- (b) Toughened prescription protective eye wear, or pay to have existing eye wear toughened;
- (c) A first aid cabinet;
- (d) Changing facilities; and
- (e) Fresh drinking water.

3. Teachers

3.1 Moderation allowance

- 3.1.1 A Teacher who performs moderation duties and is responsible for a district moderation meeting for the assessment of a subject (or subject area) for years 10, 11 or 12 shall be paid an allowance as follows:

- (a) Where the Teacher is responsible for three or more Teachers (including the Teacher receiving the allowance) in the subject area:

From 1 January 2015		From 1 January 2016		From 1 January 2016	
\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum
24.4628	638.5018	25.0010	652.5488	25.5510	666.9049

- (b) Where the Teacher is responsible for two or more Teachers (including the Teacher receiving the allowance) in the subject area:

From 1 January 2015		From 1 January 2016		From 1 January 2017	
\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum
16.4956	430.9046	16.8585	440.3845	17.2294	450.0729

3.1.2 The allowances prescribed by clause 3.1 of this Schedule will only apply to Teachers in circumstances that are not specifically dealt with in Schedule 13 - Positions of Added Responsibility

3.2 Northern Allowance

3.2.1 Teachers employed in the Northern Division of the State who are not provided by their School with free board and lodgings shall be paid:

From 1 January 2015		From 1 January 2016		From 1 January 2017	
\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum	\$ per fortnight	\$ per annum
5.6668	148.1234	5.7915	151.3822	5.9189	154.7126

3.2.2 The Northern Division shall comprise all that portion of the State north of the 21st parallel of South Latitude.

4. School Officers

4.1 Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Northern Allowance	\$ per week	\$ per week	\$ per week
Northern Division, Eastern District	1.1783	1.2042	1.2307
Northern Division, Western District	3.6470	3.7272	3.8092
Mackay Division	1.0099	1.0322	1.0549
Southern Division	1.1783	1.2042	1.2307

4.2 First aid allowance

4.2.1 A first aid allowance is payable to School Officers subject to the following conditions:

- (a) School Officers who are appointed to positions classified at levels 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 of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
12.9047	13.1886	13.4787

- (b) 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 of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
12.9047	13.1886	13.4787

4.2.2 A School Officer will only be entitled to receive one of the allowances prescribed in either (a) or (b) but not both.

5. Children's Services Employees

5.1 Broken shift allowance

5.1.1 Employees, other than Casual Employees, required to report to work twice per day will be paid the following extra rate:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per day	\$ per day	\$ per day
Broken Shift	13.9146	14.2207	14.5336

5.2 Telephone allowance

5.2.1 Employees required to make business calls on their private telephone or on a public telephone will be reimbursed the cost of such call.

5.3 Divisional and district parities

Adults

5.3.1 Adult Employees employed outside the Eastern District of the Southern Division will be paid the following amounts in addition to the rates of wages prescribed by clause (e) of Schedule 6F – Child Care (Wage Rates) for Employees employed within that District:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Division, Eastern District	1.1783	1.2042	1.2307
Northern Division, Western District	3.6470	3.7272	3.8092
Mackay Division	1.0099	1.0322	1.0549
Southern Division, Western District	1.1783	1.2042	1.2307

Juniors

5.3.2 Junior Employees likewise situated will be paid, in addition to the rates of wages prescribed by clause 1.3 of Schedule 6F – Child Care, amounts calculated by applying the scale of

percentages sent out in clause 1.3 of Schedule 6F – Child Care to the prescriptions contained in clause 5.3.1 of this Schedule.

6. Miscellaneous Workers including Caretakers and General Cleaners not engaged in a Boarding House

6.1 Broken Shift and Northern Allowance

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
Broken Shift Allowance	12.4558 per shift	12.7299 per shift	13.0099 per shift
Northern Allowance	1.2344 per week	1.2615 per week	1.2893 per week

6.2 Caretaker's accommodation

6.2.1 A Caretaker who is required by the School to reside on or in the vicinity of the School will be provided with living quarters and utilities at the School's expense.

6.2.2 Where a Caretaker is not provided with quarters they are to be paid X allowance and where they are not provided with utilities they will be paid Y allowance in lieu thereof as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
X Allowance	6.8114	6.9613	7.1144
Y Allowance	2.9176	2.9818	3.0474

6.3 Non-rotation of shifts

6.3.1 Where a School refuses to allow rotation of shifts, Employees on night shifts will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.1650	0.1686	0.1723

6.4 Outside work

6.4.1 A Cleaner or Caretaker working outside a building will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
4.9936	5.1034	5.2157

6.5 Toilet cleaning

6.5.1 Employees required to clean toilets connected with septic tanks or sewerage are to be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
7.8550	8.0278	8.2045

6.5.2 Employees required to clean earth closets or urinals, other than merely by hosing them, are to be paid X allowance per closet or Y allowance for each three (or fraction of three) urinals as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per service	\$ per service	\$ per service
X Allowance	0.4264	0.4358	0.4454
Y Allowance	0.4264	0.4358	0.4454

6.5.3 This payment will not apply where the allowance in clause 6.5.1 of this Schedule applies.

6.6 Washing dusters and towels

6.6.1 Employees who are called upon outside their ordinary working hours to wash dusters will be paid X allowance and for washing towels or larger articles will be paid Y allowance as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per service	\$ per service	\$ per service
X Allowance	0.2469	0.25223	0.2579
Y Allowance	0.3591	0.3670	0.3751

6.7 Window cleaning

6.7.1 Any Employee who is required to clean windows when it is necessary to go wholly outside the window or climb around an outside column to do such cleaning will, if such cleaning or climbing is at a height of more than three metres from the ground or verandah, be paid in accordance with the table below for each such window unless the outside window or column ledge is more than 50 centimetres wide:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per service	\$ per service	\$ per service
0.4264	0.4358	0.4454

6.7.2 This clause does not apply to cleaning from a ladder resting on the ground.

- 6.7.3 Where cleaning is done from a ladder, and any portion of the window to be cleaned exceeds in height 7.5 metres from the ground, the Employee is to be paid in accordance with the table below for each window so cleaned.

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per service	\$ per service	\$ per service
0.4264	0.4358	0.4454

Provided that this clause does not apply when an efficient safety device is provided.

7. Nursing Staff

7.1 Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Allowance	1.2344	1.2615	1.2893
Mackay Allowance	1.0099	1.0322	1.0549

7.2 On-call allowances

- 7.2.1 The provisions hereunder apply to Employees who are rostered to be on-call at their private residence, or at any other mutually agreed place, other than the School.

- (a) An Employee rostered to be on-call shall receive an additional amount as follows:

- i. For each 24 hour period or part thereof when the on-call period is between rostered shifts of ordinary hours Monday to Friday inclusive:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
20.8607	21.3197	21.7887

- ii. For each 24 hour period or part thereof when the on-call period is on a Saturday:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
31.3079	31.9967	32.7006

- iii. For each 24 hour period or part thereof when the on-call period is on a Sunday, public holiday or a day when the Employee is rostered off duty:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
36.5147	37.3180	38.1390

- (b) Payment shall be calculated by reference to the allowance applicable to the calendar day on which the major portion of the on-call period falls.
- (c) If an Employee rostered to be on-call is required to work, such work shall be remunerated at the appropriate overtime rate, in addition to the rates prescribed in clause 7.2.1. A minimum payment of three hours at the appropriate overtime rate shall be paid, except in the case of unforeseen circumstances arising, the Employee shall not be required to work for three hours if the work for which the Employee was required, and any associated duty is completed within a shorter period. Entitlement to such remuneration shall commence from the time the Employee starts work.
- (d) An Employee who is required to work shall be provided with transport to and from the Employee's home or shall be refunded the cost of such transport.
- (e) Where an Employee is required to work within three hours of commencing normal duty and remains at work, the Employee shall be provided with transport from the Employee's home to the workplace, or shall be refunded the cost of such transport.
- (f) An Employee placed on-call is required to remain at the Employee's private residence or any other mutually agreed place as will enable the School to readily contact the Employee during the hours for which the Employee has been placed on-call. This should not prevent the provision by Schools of electronic or other devices by which the Employee could be contacted as an alternative to being stationed at an agreed place.
- (g) An Employee on-call who usually lives out and who is required to remain on close call within the workplace precincts shall be provided free of charge with board and lodging in addition to any allowance payable pursuant to clause 7 of this Schedule.

7.2.2 An Employee who is required to remain at the School and is provided with board and lodging shall be paid the following amounts in addition to the amounts specified in clause 7.2.1(a) of this Schedule.

- (a) For each 24 hour period or part thereof when the on-call period is between rostered shifts of ordinary hours Monday to Friday inclusive:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
13.4658	13.7620	14.0648

- (b) For each 24 hour period or part thereof when the on-call period is on a Saturday:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
16.8322	17.2025	17.5810

- (c) For each 24 hour period or part thereof when the on-call period is on a Sunday, public holiday or a day when the Employee is rostered off duty:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
22.4429	22.9367	23.4413

- 7.2.3 Payment shall be calculated by reference to the allowance applicable to the calendar day on which the major portion of the on-call period falls.
- 7.2.4 Clause 7 of this Schedule shall not apply to Employees who have negotiated an annualised salary arrangement with the School.

7.3 Recall

- 7.3.1 The following provisions shall apply to Employees who are not rostered to be on-call, but who are recalled to work.
- An Employee who is recalled to work shall be paid at the appropriate overtime rate, with a minimum of three hours. The time spent travelling to and from the place of duty shall be deemed to be time worked.
 - Where an Employee is recalled within three hours of rostered commencement time, and the Employee remains at work, only time spent in travelling to work shall be included with actual time worked for the purpose of overtime payment.
 - Except in the case of unforeseen circumstances arising, an Employee who is recalled to work shall not be obliged to work for three hours if the work for which the Employee was recalled, or any associated duty, is completed within a shorter period.
 - If an Employee is recalled to work, the Employee shall be provided with transport to and from the Employee's home or shall be refunded the cost of such transport:
 - Where an Employee is recalled to work within three hours of commencing normal duty and the Employee remains at work, the Employee shall be provided with transport from the Employee's home to the workplace or shall be refunded the cost of such transport.
 - This clause shall not apply to Employees who have negotiated an annualised salary arrangement with the School.

7.4 X-Ray and radium allowance

- 7.4.1 Any Employee whose duty requires the Employee to use or assist in using X-ray apparatus, radium, or radioactive isotopes shall be entitled to an allowance of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
9.6505	9.8628	10.0798

7.5 Uniform and laundry allowance

7.5.1 The School shall supply free of charge, a uniform of a type or design considered most suitable, or in lieu thereof, an allowance in accordance with the table below shall be paid on a pro rata basis each pay day:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per annum	\$ per annum	\$ per annum
178.4214	182.3467	186.3583

7.5.2 Where uniforms are not laundered at the School's expense the following allowance is payable:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
2.0760	2.1216	2.1683

7.5.3 The uniform and laundry allowance shall only be payable where the School requires a uniform of a specific type to be worn but does not provide such uniform.

7.6 In charge allowance - Independent Schools

7.6.1 If there is no Registered Nurse Level 2 or Registered Nurse Level 3 employed and there are 2 or more nurses employed on nursing duties in any one Boarding School, one of those nurses shall be named and shall be deemed to be senior. The deemed senior shall be paid the amount of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
3.7031	3.8746	3.8678

7.7 Afternoon and night duty – extra payment

7.7.1 Afternoon shift – extra payment

- (a) For the purposes of clauses 7.7 of this schedule, "Afternoon shift" means a shift where a majority of hours are worked after 12 midday and finished at or after 6.00 pm.
- (b) Afternoon shift workers shall be paid an allowance of 12.5% for each shift of ordinary hours.

7.7.2 Night shift – extra payment

- (a) For the purposes of clauses 7.7 of this schedule, "Night shift" is a shift commencing at or after 6.00 pm and 7.40 pm or before 7.30 am the following day, the major portion of which is worked between 6.00 pm and 7.30 am.
- (b) Night shift workers shall be paid an allowance of 15% for each shift of ordinary hours.

7.7.3 In the case of a Casual Employee the shift allowance shall be calculated upon the relevant wage rate exclusive of the casual loading.

7.7.4 Afternoon and night shift allowances shall not apply to Registered Nurses working on Saturday and Sunday when extra payment for week-end work applies.

7.7.5 Clauses 7.7 shall not apply to employees who have negotiated an annualised salary arrangement with the School.

8. Retail Staff

8.1 Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Allowance	1.2344	1.2615	1.2893

8.2 Freezer disability allowance

8.2.1 Employees, whose primary function is the handling or loading of goods into or out of freezer rooms (i.e. rooms with an inside temperature falling below 0 Degrees Celsius) shall be paid X allowance in the case of weekly Employees and Y allowance in the case of casual and part-time Employees as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
X Allowance	0.3193	0.3263	0.3335
Y Allowance	12.0070	12.2711	12.5411

8.2.2 Provided that Employees who are not normally employed in the handling or loading of goods into or out of freezer rooms but are instructed by their School to carry out such functions shall be paid a disability allowance at the hourly rate applicable to casual and part-time Employees whilst so employed.

8.3 First aid

8.3.1 A weekly Employee appointed and whilst engaged to act as the first aid attendant shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
14.5879	14.9088	15.2368

Provided that where weekly, part-time or casual Employees are engaged as such for a period which is less than 38 hours in any one week, the following amount is payable:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
2.9176	2.9818	3.0474

8.4 Meals or meal allowance during overtime

8.4.1 A weekly Employee who is required to work overtime for a period in excess of one hour after the ceasing time of such Employee's ordinary hours on any day shall be entitled to an unpaid meal break of not less than 30 minutes and a sum of not less than:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per occasion	\$ per occasion	\$ per occasion
10.7726	11.0096	11.2518

8.4.2 A part-time or casual Employee who works more than four ordinary hours on any day and who works in excess of two hours overtime on such day shall also be entitled to an unpaid meal break of not less than 30 minutes and a sum of not less than:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per occasion	\$ per occasion	\$ per occasion
10.7726	11.0096	11.2518

Provided that Employees may elect to forego the said 30 minute meal break in circumstances where overtime does not exceed two hours. If an Employee so elects the Employee shall also forego the sum of not less than:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per occasion	\$ per occasion	\$ per occasion

8.5 Locomotion

8.6 All means of locomotion required by the School for business purposes, shall be provided and maintained by the School, or, in the alternative, where the Employee is requested to supply their own locomotion, the Employee shall be paid the following minimum allowance:

(a) For the use of a bicycle:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
19.5254	19.9549	20.3939

- i. For the use of a motorcycle/motor scooter:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
54.4129	55.6100	56.8334

- ii. For the use of a motor car:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
150.8054	154.1231	157.5138

- 8.6.1 Where the actual distance travelled by the vehicle is in excess of 4,026km over a period of three calendar months, an allowance at the rate prescribed in the table below shall be paid for the distance travelled in excess thereof in addition to the weekly rates prescribed herein:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per kilometer	\$ per kilometer	\$ per kilometer
0.2020	0.2064	0.2110

- 8.6.2 Provided that:

- (a) Where an Employee is required to perform the major portion of each week in an area the minimum outline extremities of which shall be more than eight km apart, the Employee shall be paid in addition to the above rates the amount of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
11.6367	11.8927	12.1543

Such area shall not necessarily include the point of employment or headquarters from which the Employee leaves to proceed to the area; and

- (b) The minimum weekly allowances prescribed in this clause shall be paid weekly or fortnightly in addition to the weekly wage prescribed and notwithstanding that the Employee may be absent during annual leave or paid sick leave or on public holidays.

- 8.6.3 Notwithstanding the weekly rate prescribed for a car, the Employee may make any other arrangement as to car or car allowances, not less favourable to the Employee. Provided that where an Employee is required to use the Employee's own car for a part of a week only, the Employee shall be paid on a distance basis at the rate of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per kilometer	\$ per kilometer	\$ per kilometer
0.4264	0.4358	0.4454

8.7 Fares, travelling allowances and accommodation

- 8.7.1 When an Employee is transferred from one branch shop to another branch shop the School shall pay first-class travelling fares. When an Employee is sent by the School outside the city area to do any work, the School shall pay first-class travelling fares and accommodation. In addition the School shall pay the Employee at the rate of 50% of the Employee's ordinary wage for all time spent by the Employee in travelling outside the normal working hours. Extra rate for heavy weights
- 8.7.2 Employees engaged in carrying packages over 68kg in weight without the aid of mechanical contrivances or carrying goods over 51kg in weight on a plank or handling cement, lime and/or fertiliser in bulk shall be paid X allowance per hour while so doing with a minimum payment of Y allowance as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
X Allowance	0.7098	0.7254	0.7413
Y Allowance	1.4195	1.4507	1.4827

Provided that where an Employee is engaged in weighing up lime, cement, fertiliser, plumbago or handling creosote in broken quantities, such Employee shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
3.5684	3.6469	3.7272

8.8 Employees preparing ham and/or bacon

- 8.8.1 Employees engaged on the tasks of boning ham and/or bacon and preparing such ham and/or bacon for sale shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
7.7428	7.9132	8.0872

8.9 Wet work

Any Employee who is required to work in an inspection pit where there is water underfoot to a depth exceeding 50mm so that the feet of the Employee there will become wet shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.5128	0.5241	0.5356

Provided that where the School provides the Employee with gum boots the allowance shall not be paid. Cleaning lavatories

- 8.9.1 All Employees called upon to clean earthen closets or urinals other than by merely hosing them shall be paid in accordance with the table below per closet:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per service	\$ per service	\$ per service
0.4937	0.5046	0.5157

Provided that for the purposes of this clause every three or fraction of three urinals shall be considered the equivalent of one closet.

Provided further that Employees called upon to clean closets connected with septic tanks or sewerage shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
8.4161	8.6013	8.7905

8.10 Tow truck operators

- 8.10.1 Employees engaged in driving and/or operating tow-trucks which are equipped with a crane shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
26.1460	26.7212	27.3091

8.11 Window cleaning

- 8.11.1 Any Employee who is required to clean windows when it is necessary to go wholly outside the window or climb around an outside column to do such cleaning shall, if such cleaning or climbing is at a height of more than three metres from the ground or verandah be paid in accordance with the table below for each such window unless the outside window or column ledge is more than 50 centimetres wide:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per service	\$ per service	\$ per service
0.4264	0.4358	0.4454

Provided that nothing in this clause 8.11.1 shall apply to cleaning from a ladder resting on the ground.

8.11.2 Where cleaning is done from a ladder, and any portion of the window to be cleaned exceeds in height 7.5 metres from the ground, the Employee shall be paid in accordance with the table below for each window so cleaned:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per service	\$ per service	\$ per service
0.4264	0.4358	0.4454

Provided that when an efficient safety device is provided clauses 8.11.1 and 8.11.2 of this Schedule shall not apply. Supervisory allowances - clerks

8.11.3 In addition to the wages prescribed any Employee appointed by the School to supervise and control other Employees shall be paid in addition to their ordinary rate the following allowances:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Employees in charge of:	\$ per week	\$ per week	\$ per week
more than one and not more than 8 Employees	8.0795	8.2572	8.4389
more than 8 and not more than 16 Employees	12.0070	12.2711	12.5411
more than 16 Employees	15.9345	16.2851	16.6433

8.12 Laundry allowance

8.12.1 Where a School does not launder a uniform or clothing, which is provided, then the School in lieu thereof shall pay X allowance in the case of Full Time Employees, and Y allowance in the case of Casual or Part Time Employees as follows:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
X Allowance	3.3103 per week	3.3832 per week	3.4576 per week
X Allowance	0.6733 per day	0.6881 per day	0.7032 per day

8.13 Travelling expenses

8.13.1 Weekly Employees engaged in catering work away from the School shall be paid reasonable travelling expenses, where the School does not provide means of conveyance, and for all time occupied in travelling to and from such employment

9. Boarding House Employees (South East Queensland)

9.1 Broken Shift and Northern Allowance

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
Northern Allowance	1.2344 per week	1.2615 per week	1.2893 per week
Broken Shift	12.4558 per shift	12.7299 per shift	13.0099 per shift

9.2 Locomotion

9.2.1 Where an Employee is required by the School to use a motor vehicle on the School's business, it will be provided and will be maintained by the School, or, if supplied by the Employee, the Employee will be reimbursed each week:

- (a) In a case where the school requires the vehicle to be used to carry heavy or bulky equipment the property of the School:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per kilometer	\$ per kilometer	\$ per kilometer
0.6396	0.6537	0.6681

- iii. For the purpose of this clause, "heavy or bulky equipment" could include commercial polishing, scrubbing or like machines, but will not include small or light items.
- iv. In a case where the vehicle is not used to carry equipment the property of the School:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per kilometer	\$ per kilometer	\$ per kilometer
0.3142	0.3211	0.3282

10. Boarding House Supervisors

10.1 Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Allowance	1.2344	1.2615	1.2893

11. Green keeping Grounds people

11.1 Broken Shift and Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
Broken Shift Allowance	12.4558 per shift	12.7299 per shift	13.0099 per shift
Northern Allowance	1.2344 per week	1.2615 per week	1.2893 per week

From 1 January 2015				
Division	Adults \$ per hour	Adults \$ per week	Juniors \$ per hour	Juniors \$ per week
Northern Division, Eastern District	0.0309	1.1783	0.0157	0.5947
Northern Division, Western District	0.0959	3.6470	0.0483	1.8291
Mackay Division	0.0264	1.0099	0.0135	0.5050
Southern Division, Western District	0.0309	1.1783	0.0157	0.5947

From 1 January 2016				
Division	Adults \$ per hour	Adults \$ per week	Juniors \$ per hour	Juniors \$ per week
Northern Division, Eastern District	0.0315	1.2042	0.0161	0.6078
Northern Division, Western District	0.0981	3.7272	0.0493	1.8693
Mackay Division	0.0270	1.0322	0.0138	0.5161
Southern Division, Western District	0.0315	1.2042	0.0161	0.6078

From 1 January 2017				
Division	Adults \$ per hour	Adults \$ per week	Juniors \$ per hour	Juniors \$ per week
Northern Division, Eastern District	0.0322	1.2307	0.0164	0.6212
Northern Division, Western District	0.1002	3.8092	0.0504	1.9105
Mackay Division	0.0275	1.0549	0.0141	0.5274
Southern Division, Western District	0.0322	1.2307	0.0164	0.6212

11.2 Work in the rain

- 11.2.1 When an Employee is required to work in the rain and by so doing gets their clothes wet, such Employee shall be paid double rates for all work so performed. Such payment shall continue until such time as the Employee finishes work or is able to change into dry clothing. This clause does not apply where the Employee has been supplied with adequate rainproof clothing.

11.3 Distributing fertilizer or spraying

11.3.1 Employees who are required to distribute fertiliser or who are engaged upon spraying shall, upon request, be supplied with gloves, overalls, goggles and a double respirator at the School's expense or, by mutual agreement, will be paid in lieu thereof the following allowance:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
1.7281	1.7661	1.8050

12. Anglican Boarding Schools

12.1 Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Division, Eastern District	1.1783	1.2042	1.2307
Northern Division, Western District	3.6470	3.7272	3.8092
Mackay Division	1.0099	1.0322	1.0549
Southern Division, Western District	1.1783	1.2042	1.2307

12.2 Uniforms

12.2.1 Where a School requires any Employee to wear any special uniform, dress or clothing such shall be supplied by the School and such Employee shall be paid an allowance as per the table below unless such uniform, dress or clothing is laundered by the School:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
3.1420	3.2111	3.2818

12.2.2 Where Employees are working in wet areas and it is therefore necessary that waterproof or other protective clothing such as waterproof boots, aprons or gloves be worn by an Employee, the Employee shall be supplied with same without cost to the Employee. Such protective clothing shall remain the property of the School Supervisory allowances

12.2.3 Employees appointed as supervisors shall be paid, in addition to the prescribed rates, the amount of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.5330	0.5447	0.5567

12.3 On-call duty allowance

12.3.1 Where an Employee not usually resident, is required to sleep overnight on the School's premises for a period not exceeding eight hours, an allowance as per the table below shall be paid in respect of each such instance in addition to any other payments:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per night	\$ per night	\$ per night
9.1006	9.3008	9.5054

All board and lodgings shall be provided free of charge to an Employee in respect of each such instance.

12.3.2 Employees other than those engaged in boarding supervision, on-call, shall be provided with at least 4 hours work or payment therefore, for each instance where the Employee is required to remain on-call. Such work shall be performed immediately before or immediately after the on-call period.

12.3.3 Provided that by agreement between the School and Employee a flat allowance in accordance with the table below can be paid in lieu of any payments prescribed in clauses 12.3.1 and 12.3.2 of this schedule.

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per night	\$ per night	\$ per night
32.4749	33.1894	33.9196

Provided further that by agreement between the School and Employee, the provisions of meals and accommodation free of charge may be substituted in lieu of any payments prescribed in clauses 12.3.1, 12.3.2 and 12.3.3 of this schedule.

12.4 Transport

12.4.1 Where an Employee (other than a casual) is called out during the Employee's off duty period and is required to use their own transport, the Employee shall be paid a vehicle allowance of:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per kilometer	\$ per kilometer	\$ per kilometer
0.3366	0.3441	0.3516

12.4.2 Where an Employee, after having worked overtime or a shift for which the Employee has not been regularly rostered, finishes work at a time when the customary means of transport is not available, and the Employee is unable to arrange reasonable alternative means of transport, the School shall provide the Employee with suitable means of transport to the Employee's home.

13. Passenger/Motor Vehicle Drivers

13.1 Northern/Western Allowance

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Allowance, Eastern District	0.1683	0.1720	0.1758
Northern Allowance, Western District	2.4687	2.5230	2.5785
Northern Allowance	1.2344	1.2615	1.2893

	From 1 January 2015		From 1 January 2016		From 1 January 2017	
Allowance	Junior \$ per week	Casual \$ per hour	Junior \$ per week	Casual \$ per hour	Junior \$ per week	Casual \$ per hour
Western Allowance, Southern Division	0.5947	3.7368	0.6078	3.8190	0.6212	3.9030
Western Allowance, Central Division	0.5947	3.7368	0.6078	3.8190	0.6212	3.9030

13.2 Shift Work Allowance

13.2.1 Employees whilst engaged on afternoon shift and night shift shall be paid an additional penalty rate for each shift. The penalty payable shall be the greater of either:

(a)

Shift	Penalty rate
Afternoon shift	12.5%
Night shift	15%

Or

(b)

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Shift	\$ per shift	\$ per shift	\$ per shift
Afternoon shift	10.8848	11.1243	11.3690
Night shift	10.8848	11.1243	11.3690

13.2.2 For the purposes of the shift work allowance:

- (a) Afternoon shift shall mean any shift finishing after 6.00 p.m. and at or before midnight;
- (b) Night shift shall mean any shift finishing after midnight and at or before 8.00 a.m., or where the majority of hours worked in the shift falls between midnight and 8.00 a.m.;
- (c) The percentage which is quoted shall be the amount which is payable for each shift in addition to the Employee's ordinary time wage rate.

13.3 Night allowance

13.3.1 Special night allowance - All Employees shall be entitled to an allowance payable at ordinary rates for all ordinary time worked between 8.00 p.m. and the end of the shift as follows:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per night	\$ per night	\$ per night
1.7719	1.8109	1.8507

13.3.2 Broken parts of an hour of less than 30 minutes on any shift shall be disregarded and 30 minutes to 59 minutes shall be paid for as an hour:

13.3.3 Provided that where overtime or penalty rates are payable the above special allowance shall not be payable.

13.4 Driver and or conductor learning bus routes

13.4.1 No deduction shall be made by the School from the wages of an Employee when learning the duties of a bus driver and/or conductor, which shall be performed in the School's time and shall be paid for in accordance with the rates set out in this Agreement.

13.4.2 Any bus driver or conductor called upon to instruct a learner or student in work shall be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
1.9862	2.0299	2.0746

Drivers who are required to operate a bus in the dual capacity of driver and conductor allowances

13.5 Motor Drivers Award

13.5.1 Drivers who are required to operate a bus in the dual capacity of driver and conductor will be paid in accordance with the table below for each day or part thereof:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
2.5922	2.6492	2.7075

13.5.2 A driver acting in the dual capacity of driver and conductor who is called upon to issue tickets or collect fares conductor will be paid in accordance with the table below for each day or part thereof:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
2.3565	2.4084	2.4613

13.6 Passenger Award

13.6.1 Drivers who are required to operate a bus in the dual capacity of driver and conductor will be paid in accordance with the table below for each day or part thereof on which they so act:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
3.5460	3.6240	3.7037

13.6.2 A driver acting in the dual capacity of driver and conductor who is called upon to issue tickets or collect fares will be paid in accordance with the table for each day or part thereof on which they so act:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per day	\$ per day	\$ per day
2.1770	2.2249	2.2738

14. Building Products, Manufacture and Maintenance

14.1 In Charge Allowance and Divisional and District Parties

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Allowance	1.2344	1.2615	1.2893
Allowance in charge of:			
No more than 1 Employee	4.6008	4.7020	4.8055
More than 2, less than 5	9.4260	9.6334	9.8453
More than 6, less than 10	11.7825	12.0418	12.3067
More than 10	116.0467	16.3997	16.7605

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per week	\$ per week	\$ per week
Northern Division, Eastern District	1.2344	1.2615	1.2893
Northern Division, Western District	2.4687	2.5230	2.5785
Southern Division, Western District	1.1783	1.2042	1.2307
Mackay Division	1.0099	1.0322	1.0549

14.2 Bricklayers on repair work

14.2.1 Employees engaged in repairing the brickwork of furnaces and settings in connection with boilers, bakers' ovens, annealing, smelting or coke ovens, kilns, gas retorts, or furnace work of any description, and Employees engaged on the construction of brick settings and furnaces in connection with boilers or building ovens or furnaces of any description, where such work is carried out with second-hand bricks (i.e., with bricks which have been previously set in mortar or fire-clay in any construction work) will be paid for at not less than 1 1/6th times the ordinary rates.

14.3 Hot work

14.3.1 Hot work (work at a temperature of 43 degrees Celsius or over) will be paid for at 1 1/3rd times the ordinary rates.

14.3.2 The above will not apply to any kiln or furnace work in connection with the burning of bricks, pipes or tiles or any earthenware goods.

14.4 Work in excessive heat

14.4.1 An Employee when working for more than one hour in the shade in places where the temperature is raised by artificial means to between 46 and 54 degrees Celsius will receive:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.6267	0.6405	0.6546

An Employee when working in places where the temperature exceeds 54 degrees Celsius will receive:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.7636	0.7804	0.7976

14.4.2 Where the work continues for more than two hours in temperatures exceeding 54 degrees Celsius, an Employee will also be entitled to 20 minutes rest after every two hours work without deduction of pay. The temperature will be decided by the representative of the School after consultation with the Employee who claims the extra rate.

14.5 Work under unpleasant conditions

14.5.1 Employees engaged in handling charcoal used in refrigerating chambers, cleaning covered drains and cleaning septic tanks will be paid at the rate of time and a quarter.

14.5.2 Employees required to work amongst ammonia or noxious gas fumes, or fumes of sulphur or acid, or other offensive fumes will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	per hour
0.6267	0.6405	0.6546

14.6 Asbestos

14.6.1 Employees required to use material containing asbestos or to work in close proximity to Employees using such materials will be provided and will use all necessary safeguards as required by the Workplace Health and Safety Act 2011 (Qld) and where such safeguards include the mandatory wearing of protective equipment (i.e. combination overalls and breathing equipment or similar apparatus) such Employees will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.7574	0.7741	0.7911

14.6.2 The following will apply to Employees engaged in the process of asbestos eradication on the performance of work within the scope of this Agreement.

- (a) Asbestos eradication is defined as work on or about buildings, involving the removal or any other method of neutralisation of any materials which consist of, or contain asbestos.
- (b) All aspects of asbestos work will meet, as a minimum standard, the National Health and Medical Research Council codes, as varied from time to time, for the safe demolition/removal of asbestos based materials.
- (c) Without limiting the effect of the above provision, any person who carried out asbestos eradication work will do so in accordance with the legislation/regulations prescribed by the appropriate authorities.
- (d) In addition to the rates prescribed in this Agreement, an Employee engaged in asbestos eradication (as defined) will receive an allowance for every hour worked in lieu of all special rates, except those for hot work, cold work, swing scaffold, and second hand timber as follows:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
2.0760	2.1216	2.1683

- (e) Respiratory protective equipment, conforming to the relevant parts of the Australian Standard 1716 "Specification for Respiratory Protective Devices" will be worn by all personnel during work involving eradication of asbestos.

14.7 Dirty work

14.7.1 An Employee engaged on unusually dirty work to which no other allowance applies will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.6267	0.6405	0.6546

14.8 Tool allowances

14.8.1 The following tool allowances will be paid in addition to the ordinary rates to the tradespersons set out hereunder when using their own tools:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Tradesperson	\$ per week	\$ per week	\$ per week
Carpenter and/or Joiner	27.7170	28.3268	28.9500
Bricklayer	19.6376	20.0696	20.5111

14.8.2 These allowances will not be paid while the Employees are absent on annual leave.

14.9 Roof repairs

14.9.1 Employees engaged on repairs to roofs will be paid:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
	\$ per hour	\$ per hour	\$ per hour
	0.7574	0.7741	0.7911

14.10 Certificate allowance

14.10.1 A tradesperson who is the holder of a scaffolding certificate or rigging certificate issued by the Division of Workplace Health and Safety Queensland and is required to act on that certificate whilst engaged on work requiring a certificated person will be paid:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
	\$ per hour	\$ per hour	\$ per hour
	0.6267	0.6405	0.6546

14.10.2 This allowance will not be payable cumulative on the allowance for swing scaffolds.

14.11 Obnoxious or toxic substances

14.11.1 An Employee engaged in the preparation and/or the application of epoxy based materials or an Employee using toxic substances, or materials of a like nature, will be paid:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
	\$ per hour	\$ per hour	\$ per hour
	0.7574	0.7741	0.7911

14.11.2 Employees working in close proximity to Employees using toxic substances will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.6267	0.6405	0.6546

14.11.3 For the purpose of this allowance obnoxious or toxic substance will include epoxy based materials, and all materials which include or require the addition of a catalyst hardener and reactive additives, or two pack catalyst system, will be deemed to be materials of a like nature.

14.11.4 Employees required to use toxic substances will be informed by the School of the health hazards involved and instructed in the correct and necessary safeguards which must be observed in the use of such materials.

14.11.5 Employees using such materials will be provided with and will use all safeguards as are required by the Workplace Health and Safety Act 2011 (Qld), or in the absence of such requirement, such safeguards as are determined by a competent authority.

14.12 Employee required to clean down bricks

14.12.1 An Employee required to clean down bricks using acids or other corrosive substances will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.5768	0.5895	0.6024

14.13 First-aid attendant

14.13.1 Where a School appoints a maintenance Employee, who holds an appropriate first-aid certificate, as a first-aid attendant, in which the Employee works three days or more will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per week	\$ per week	\$ per week
13.1291	13.4180	13.7132

14.14 Confined space

14.14.1 An Employee required to work in a place that the dimension or nature of which necessitates working in a cramped position and without sufficient ventilation, will be paid:

From 1 January 2015	From 1 January 2016	From 1 January 2017
\$ per hour	\$ per hour	\$ per hour
0.7574	0.7741	0.7911

14.15 Swing scaffold

14.15.1 A payment in accordance with the table below will be made to any person employed:

- (a) On any type of swing scaffold or any scaffold suspended by rope or cable, bosun's chair, etc.
- (b) On a suspended scaffold requiring the use of steel or iron hooks or angle irons at a height of six meters or more above the nearest horizontal plane.

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$	\$	\$
The first four hours or part thereof	4.4774	4.5459	4.6765
For each hour thereafter	0.9235	0.9438	0.9646

14.16 Travel allowance

14.16.1 Except as otherwise provided, the following allowance shall be made by Schools to Employees (other than regular shop or workshop Employees while employed in such shop or workshop) to compensate for excess fares and travelling time incurred in travelling to and from places of work within the radii respectively herein below stated measured from the General Post Office, Brisbane or the principal Post Office in the town or city outside Brisbane in which the work is being carried out:

	From 1 January 2015	From 1 January 2016	From 1 January 2017
Allowance	\$ per day	\$ per day	\$ per day
Up to 50 kilometres	17.2811	17.6613	18.0498

Schedule 11 - Hours of Duty – Teaching Employees

1. Introduction

- 1.1 This Schedule prescribes the hours of work that the School may direct and require a Teacher to perform.
- 1.2 The School recognises the professional commitment of Teachers who often provide their services, on a voluntary basis, in excess of the hours specified in this Schedule.
- 1.3 This Schedule shall be read in conjunction with Section Two jointly developed by the parties to support the successful operation of the Teacher Hours of Duty arrangements.

2. Hours of Duty

Ordinary Hours

- 2.1 The ordinary Hours of Duty for Teachers covered by this Agreement shall be based on the annual quantum of 1230 hours.
- 2.2 Ordinary Hours of Duty shall be worked on a continuous basis and not more than one third of the agreed daily hours shall be worked before 8.00 am, or after 6.00 pm. These ordinary Hours of Duty shall be worked over a five day week Monday to Friday, over the length of the School Year.

Special Events

- 2.3 Teachers may be required to be on Duty beyond the ordinary hours for up to 18 hours for a maximum of five identified special events per year. Each event will have a minimum engagement of three hours on weekends and two hours on weekdays. A Special Event is defined as one which goes beyond the ordinary hours in clause 2.1 in this Schedule e.g. an evening or weekend event.
- 2.4 The special events will be identified on an individual School basis at the commencement of each semester. Employees will be given 30 days' notice prior to working on special events. The hours worked are to be included within the quantum of ordinary hours.

Overtime

- 2.5 Any duties of Teachers required by the School greater than the annual quantum of hours prescribed in clause 2.1 of this Schedule shall be requested with adequate notice for foreseeable events and preferably no less than 24 hours' notice and be regarded as overtime and paid at the rate of time and a half for the first three hours and double time thereafter. For the purpose of calculating overtime each Teacher's Duty shall be calculated using agreed notional times. Should a Teacher be directed to work overtime appropriate documentation will be kept.

Public Holidays

- 2.6 When a public holiday falls on a day during Term Time where a Teacher normally would be expected to work, then the hours of that day would be included in the calculations of the hours of work.

3. Types of Duty

- 3.1** Duty shall be of three categories: Contact Time, Preparation and Correction Time and Co-curricular Duties.

Contact Time

- 3.2** Contact Time shall be defined as programmed teaching, programmed pastoral care (including form time and/or tutor group time where there is demonstrable preparation and identifiable follow-up relating to the pastoral care of those students) and programmed sport where it occurs in the normal week – e.g. Wednesday afternoon.

- 3.3** The maximum Contact Time for Teachers shall be as follows:

- (a) Secondary classroom Teachers: 20 hours 40 minutes per week
- (b) Middle School classroom Teachers:

Where Schools identify in their organisation and communication the presence of a Middle School structure, Teachers can be identified as Middle School Teachers for the purpose of Hours of Duty calculation as distinct from Primary or Secondary Teachers.

Middle School Teachers who predominantly teach Year 7 and above in the Middle School structure will have their Contact Time calculated as for Secondary Teachers.

Secondary Teachers who are temporarily or occasionally required to teach in the Middle School (e.g. specialist or relief Teachers) will maintain their Secondary Contact Time and Preparation and Correction Time.

Middle School Teachers who predominantly teach Year 6 and below in the Middle School structure will have their Contact Time calculated as for Primary Teachers unless otherwise agreed by the School.

Primary Teachers who are directed to teach in Year 7 or above will receive Secondary Teacher Preparation and Correction Time for that component of their Contact Time.

- (c) Primary classroom Teachers: 24 hours 40 minutes per week

- 3.4** The School shall consider issues such as Contact Time and resourcing levels where the Teacher undertakes additional curriculum responsibilities not provided for under Schedule 13 - Positions of Added Responsibility of this Agreement.

Preparation and Correction Time

- 3.5** Secondary Teachers – the weekly Preparation and Correction Time shall be a minimum of twenty percent (20%) of the individual Teacher's weekly timetabled Contact Time as part of programmed ordinary hours of work.

- 3.6** Middle School Teachers – the weekly Preparation and Correction Time shall be a minimum of twenty percent (20%) of the individual Teacher's weekly timetabled Contact Time as part of programmed ordinary hours of work, unless a Teacher is regarded as a Primary Teacher under clause 3.3(c).

- 3.7** Primary Teachers – the weekly Preparation and Correction Time shall be a minimum of two (2) hours.

Purpose and allocation

3.8 The School shall ensure that a Teacher shall not be required to attend meetings or undertake any other duties during Preparation and Correction Time. This shall not preclude individual Teachers from working collegially on preparation and assessment where necessary in line with clause 3.9 of this Schedule.

3.9 Preparation and Correction Time may be used for the preparation, planning and assessment of class activities. These activities may include:

- (a) Planning for class and group teaching instruction;
- (b) Planning for excursions;
- (c) Setting and correction of assessment items;
- (d) Evaluating and assessing student work;
- (e) Curriculum planning; and
- (f) Compilation of assessment records.

Allocation of Preparation and Correction

3.10 Preparation and Correction Time will be allocated in blocks of useable time, with the minimum block of non-Contact Time being 30 minutes.

Primary Aggregation

3.11 Where an Employee is required to undertake other duties as a result of unplanned timetable changes or events during Preparation and Correction Time, such time will be made available to the Teacher at a time during the term in which the unplanned change or event occurred unless otherwise agreed.

Co-curricular Duties

3.12 Where Co-curricular Duties are programmed during a Teacher's Contact Time, such Co-curricular Duties shall not be included in the calculation of 'Co-curricular Duties' time.

3.13 Directed duties that fall outside the programmed time as determined in clauses 3.2 and 3.3 above and within the 1230 hours annual quantum are defined as 'Co-curricular Duties.'

3.14 The remainder of the total quantum of hours shall be defined as 'Co-curricular Duties' and shall include, but are not restricted to, the following directed duties, if directed:

- (a) Time allocated to Co-curricular Duties
 - i. Each Co-curricular Duty shall have a time allocated to it. Some of these shall have notional times agreed by the School Consultative Committee and some programmed times.
- (b) Programmed time will be allocated to the following duties and other specific programmed school based duties:-
 - i. Class/playground/transport/detention supervision;
 - ii. Employee meetings, whole or subsets;
 - iii. Class supervisions outside of Contact Time;

- iv. Administrative time with students, when there is no demonstrable preparation and identifiable follow-up relating to the pastoral care of those students;
 - v. School worship, chapel and services;
 - vi. Assemblies of students with Employees;
 - vii. Scheduled movement between classes as required to maintain continuous hours;
 - viii. Attendance at School for the required time before and after the commencement and finishing of classes;
 - ix. Supervision of tests and examinations conducted in connection with the School curriculum where in addition to that which occurs in normal program allocation;
 - x. Professional development days or programmed sessions were not part of Contact Time; and
 - xi. School special events (see clause 2.3) e.g. speech night.
- (c) Notional times will be allocated to the following duties and any other school specific duties:-
- i. Preparation and correction outside the time identified in clauses 3.5 to 3.7 above;
 - ii. Setting and correcting assignments outside the time identified in clauses 3.5 to 3.7;
 - iii. Evaluating and assessing students' work and interdepartmental moderation;
 - iv. Reporting writing;
 - v. Parent/Teacher interviews;
 - vi. Parent communications (eg email, phone);
 - vii. Administrative duties – eg record keeping, cataloguing, classifying, care and maintenance of laboratories and their equipment;
 - viii. Compiling syllabuses, work books and programs;
 - ix. Preparation of folios for submission (QSA);
 - x. Programmed tutorial and individual support where not part of Contact Time;
 - xi. Educational activities associated with the programmed curriculum where in addition to that which occurs in normal program allocation;
 - xii. Preparation for Days of Excellence programs;
 - xiii. Training and coaching activities;
 - xiv. Camps and retreats;
 - xv. Managing clubs within the School (eg debating, chess); and
 - xvi. School promotions and marketing;

3.15 Each School shall, in consultation with the academic Employee on the School Consultative Committee:

- (a) During Semester Two develop a draft schedule of co-curricular activities with notional times for the next academic year; and

- (b) Provide the agreed schedule of co-curricular activities with agreed notional times to Teachers within four weeks of the commencement of Term One.

3.16 The agreed notional times allocated to co-curricular activities will be applied to a Teacher's Hours of Duty calculation.

3.17 The School Consultative Committee has the right to consult with Heads of Departments or faculties, academic Employees, and any other source they determine to be appropriate in giving consideration to the development of notional times.

3.18 Activities outside the schedule, outside the notional time and outside a Teacher's annual quantum of hours, will be considered 'extra-curricular' and will continue to be honorary and voluntary.

4. Tutoring

4.1 Teachers can be directed to undertake tutoring in accordance with clauses 3.12 to 3.18 of this Schedule.

4.2 Tutoring that is undertaken outside the annual quantum will continue to be honorary and voluntary in accordance with clause 3.18 and clause 7 of this Schedule.

5. Calculation of the Hours of Duty

5.1 Each Teacher's Hours of Duty shall be calculated based on the Contact Time, Preparation and Correction Time and agreed notional times for Co-curricular Duties as outlined in this schedule. Teachers will be advised of the calculation of their annual quantum of hours early in Term One.

5.2 Nothing contained in clause 5 of this Schedule prevents the School from altering a Teacher's Hours of Duty in accordance with academic change, administrative change and/or emergent needs provided that the annual quantum of ordinary hours does not exceed 1230.

6. Example Pro-Forma for the Calculation of Teachers' Hours of Duty

6.1 The Parties agree that each School Consultative Committee of each School Authority will be provided with a copy of the 'Example pro-forma for the calculation of Teachers' hours of duty' developed by the Joint Hours of Duty Working Party.

6.2 The School Consultative Committee may use this example pro-forma to assist them in the calculation of Teachers' Hours of Duty following the development of a schedule of co-curricular activities with notional times by the School Consultative Committee, in accordance with clause 3.15 of this Schedule.

7. Extra-Curricular Duties

7.1 Extra-curricular duties are those that fall outside the programmed ordinary hours of work and will be honorary and voluntary. This clause should be read in conjunction with clause 2.5 of this Schedule.

7.2 Employees recognise that they have assisted in the Schools' extra-curricular activities and reaffirm this commitment to assistance on the basis that it is recognised by the School as both honorary and voluntary.

7.3 The Parties also acknowledge that a variety of other methods is utilised by some of the Schools to provide practical recognition for the voluntary participation in extra-curricular activities. These methods will continue under this Agreement. The Parties encourage the enhancement and continued implementation of such arrangements.

8. Residential Teacher

8.1 Notwithstanding the provisions of clause 2 of this Schedule, a Residential Teacher who is engaged as a Full Time Teacher in the same School to which a boarding establishment is attached may be required to spend no more than ten hours per week in residential duties. These Hours of Duty shall be in exchange for the Residential Teacher's board and residence. For the purposes of clarity these resident duties are in addition to the Teacher's ordinary duties.

9. Boarding House Employees

9.1 A Teacher engaged by a School to work as a Full Time Boarding Supervisor may agree to work as a Supply Teacher to relieve a Teacher absent from Duty or to meet a short-term Employee need. Such an Employee shall receive payment on the basis of the Supply Teacher rate of payment contained in this Agreement.

10. Meal Break

10.1 The School will endeavor to ensure that all Teachers receive adequate unpaid and uninterrupted meal breaks of at least 30 minutes per day between the hours of 11.30 am and 2.00 pm provided that such a Teacher shall receive aggregated unpaid meal breaks of at least two hours 30 minutes per week.

11. Training and Induction

11.1 Joint training, on this Schedule 11 - Hours of Duty – Teaching Employees, will be provided within the annual quantum up to the maximum of one hour.

12. Consultation over Assessment and Reporting

12.1 Where a School introduces change to the assessment and reporting timetable, consultation may occur through the school consultative committee or other relevant committee.

Schedule 11A – Hours of Duty Teaching Employees

Section One

The following section contains text from Schedule 11 - Hours of Duty – Teaching Employees and provides commentary (in *italic*) on the meaning of the text.

1. Introduction

- 1.1 This Schedule prescribes the hours of work that the employer may direct and require a Teacher to perform.
- 1.2 The School recognises the professional commitment of teachers who often provide their services, on a voluntary basis, in excess of the hours specified in this schedule.

The introduction to the schedule has been changed to refer to “The School” in the first line of the second paragraph.

2. Hours of Duty

Ordinary Hours

- 2.1 The ordinary Hours of Duty for Teachers covered by this Agreement shall be based on the annual quantum of 1230 hours.

The annual quantum of hours (1230 hours) is the total hours for the working year that a teacher may be directed to perform.

- 2.2 Ordinary Hours of Duty shall be worked on a continuous basis and not more than one third of the agreed daily hours shall be worked before 8.00 am, or after 6.00 pm. These ordinary Hours of Duty shall be worked over a five (5) day week Monday to Friday, over the length of the School year.

All work must be performed on a continuous basis. “Split Shifts” are not permitted. Activities undertaken on weekends are honorary and voluntary unless defined as a Special Event in accordance with clause 2.3.

Special Events

- 2.3 Teachers may be required to be on Duty beyond the ordinary hours for up to 18 hours for a maximum of five (5) identified special events per year. Each event will have a minimum engagement of 3 hours on weekends and 2 hours on weekdays. A Special Event is defined as one which goes beyond the ordinary hours in clause 2.1 e.g. an evening or weekend event.
- 2.4 The special events will be identified on an individual School basis at the commencement of each semester; employees will be given thirty (30) days’ notice prior to working on special events. The hours worked are to be included within the quantum of ordinary hours.

A Special Event is clearly defined as “one which goes beyond the span of hours in clause 2.1 e.g. an evening or a weekend event.”

These events may occur on a Saturday, Sunday or beyond the span of hours on a week day.

If attendance at special events is required by the employer, then the time is included in the total 1230 hours quantum.

The clause provides for a maximum of five (5) identified special events per year to a maximum total of 18 hours. A minimum engagement of 3 hours on weekends and 2 hours on weekdays applies for each event.

At the beginning of each semester, these special events are identified. A minimum of 30 days' notice shall be given to staff who are required to be on duty for that event.

Overtime

2.5 Any duties of Teachers required by the School greater than the annual quantum of hours prescribed in clause 2.1 of Schedule 11 - Hours of Duty – Teaching Employees shall be requested with adequate notice for foreseeable events and preferably no less than twenty-four (24) hours' notice and be regarded as overtime and paid at the rate of time and a half for the first three hours and double time thereafter. For the purpose of calculating overtime each Teacher's Duty shall be calculated using agreed notional times. Should a Teacher be directed to work overtime appropriate documentation will be kept.

Where a teacher is required to work in excess of 1230 hours, they will receive 1.5 x the hourly rate for the first three hours and 2 x the hourly rate for the rest of the time

Public Holidays

2.6 When a public holiday falls on a day during Term Time where a Teacher normally would be expected to work, then the hours of that day would be included in the calculations of the hours of work.

This new clause provides that public holidays which fall during term time shall be counted in the calculation of the annual quantum of hours.

3. Types of Duty

3.1 Duty shall be of three categories: Contact Time, Preparation and Correction Time and Co-curricular duties.

Contact Time

3.2 Contact Time shall be defined as programmed teaching, programmed pastoral care (including form time and/or tutor group time where there is demonstrable preparation and identifiable follow-up relating to the pastoral care of those students) and programmed sport where it occurs in the normal week – e.g. Wednesday afternoon.

The definition of Contact Time has been amended to include form time and/or tutor group time where there is demonstrable preparation and identifiable follow-up relating to the pastoral care of those students.

3.3 The maximum Contact Time for Teachers shall be as follows:

- (a) Secondary classroom Teachers

20 hours 40 minutes per week

- (b) Middle School classroom Teachers

Where Schools identify in their organisation and communication the presence of a Middle School structure, teachers can be identified as Middle School Teachers for the purpose of Hours of Duty calculation as distinct from Primary or Secondary Teachers.

Middle School Teachers who predominantly teach Year 7 and above in the Middle School structure will have their contact time calculated as for Secondary Teachers.

Secondary teachers who are temporarily or occasionally required to teach in the Middle School (e.g. specialist or relief teachers) will maintain their secondary contact time and preparation and correction time.

Middle School Teachers who predominantly teach Year 6 and below in the Middle School structure will have their contact time calculated as for Primary Teachers unless otherwise agreed by the School.

Primary Teachers who are directed to teach in Year 7 or above will receive secondary teacher preparation and correction time for that component of their contact time.

Middle School classroom teachers' arrangements are clarified.

- (c) Primary classroom Teachers

24 hours 40 minutes per week

Although there is no change in the wording, it is acknowledged that "Preparatory" teachers are considered as primary and will be treated as Primary teachers.

3.4 The School shall consider issues such as Contact Time and resourcing levels where the Teacher undertakes additional curriculum responsibilities not provided for under Schedule 13 - Positions of Added Responsibility of this Agreement.

This is a new clause that requires consideration of issues such as contact time and resourcing level for teachers with additional curriculum responsibilities.

Preparation and Correction Time

3.5 Secondary Teachers - the weekly Preparation and Correction Time shall be a minimum of twenty percent (20%) of the individual Teacher's weekly timetabled Contact time as part of programmed ordinary hours of work.

The word "approximately" has been deleted to provide for a minimum time for preparation and correction.

- 3.6** Middle School Teachers - The weekly Preparation and Correction Time shall be a minimum of twenty percent (20%) of the individual Teacher's weekly timetabled Contact Time as part of programmed ordinary hours of work, unless a Teacher is regarded as a Primary teacher under clause 3.3(c).

Middle School teachers will receive the same preparation and correction time as Secondary teachers unless they are regarded as a Primary teacher under clause 3.1 of this schedule.

- 3.7** Primary Teachers - the weekly Preparation and Correction Time shall be a minimum of two (2) hours.

Purpose and allocation

- 3.8** The School shall ensure that a Teacher shall not be required to attend meetings or undertake any other duties during Preparation and Correction Time. This shall not preclude individual Teachers from working collegially on preparation and assessment where necessary in line with clause 3.9 of this Schedule.

- 3.9** Preparation and Correction Time may be used for the preparation, planning and assessment of class activities. These activities may include:

- (a) Planning for class and group teaching instruction;
- (b) Planning for excursions;
- (c) Setting and correction of assessment items;
- (d) Evaluating and assessing student work;
- (e) Curriculum planning; and
- (f) Compilation of assessment records.

The purpose and allocation of preparation and correction time clause makes it clear that a teacher shall not be directed to attend meetings or attend to other duties during this time, apart from preparation and correction duties, unless they agree to, and are consistent with, clause 18.4 (Recognition of Professional Commitment – Teachers) of this Agreement.

Under Clause 18.4, where necessary, and by consultation with and mutual agreement from the teaching staff affected, meetings and tasks may occur for professional development, planning, curriculum and pastoral matters.

Allocation of Preparation and Correction

- 3.10** Preparation and Correction Time will be allocated in blocks of useable time, with the minimum block of non-contact time being 30 minutes.

Release time for preparation and correction shall be in blocks of time of not less than 30 minutes.

Primary Aggregation

- 3.11** Where an Employee is required to undertake other duties as a result of unplanned timetable changes or events during Preparation and Correction Time, such time will be made available to

the teacher at a time during the term in which the unplanned change or event occurred unless otherwise agreed.

This is a new provision that provides for the make up of lost Preparation and Correction Time as a result of unplanned timetable changes or events. (E.g. A specialist Teacher who provides time release is absent and the classroom Teacher needs to supervise the class.)

Co-curricular Duties

3.12 Where Co-curricular Duties are programmed during a Teacher's Contact Time, such Co-curricular Duties shall not be included in the calculation of "Co-curricular Duties" time.

3.13 Directed duties that fall outside the programmed time as determined in 3.2 and 3.3 above and within the 1230 hours annual quantum are defined as "Co-curricular duties."

For example: Wednesday afternoon sport is not included in Co-curricular if this activity is programmed into the timetable. Timetabled sport is Contact time.

3.14 The remainder of the total quantum of hours shall be defined as "Co-curricular Duties" and shall include, but are not restricted to, the following directed duties, if directed:-

(a) Time allocated to Co-curricular Duties

Each Co-curricular Duty shall have a time allocated to it. Some of these shall have notional times agreed by the School Consultative Committee and some programmed times.

(b) Programmed time will be allocated to the following duties and other specific programmed school based duties:-

- i. Class/playground/transport/detention supervision;
- ii. Employee meetings, whole or subsets;
- iii. Class supervisions outside of Contact Time;
- iv. Administrative time with students, when there is no demonstrable preparation and identifiable follow-up relating to the pastoral care of those students;
- v. School worship, chapel and services;
- vi. Assemblies of students with Employees;
- vii. Scheduled movement between classes as required to maintain continuous hours;
- viii. Attendance at School for the required time before and after the commencement and finishing of classes;
- ix. Supervision of tests and examinations conducted in connection with the School curriculum where in addition to that which occurs in normal program allocation;
- x. Professional development days or programmed sessions were not part of Contact time; and
- xi. School special events (see clause 2.3) e.g. speech night.

- (c) Notional times will be allocated to the following duties and any other school specific duties:-
- i. Preparation and correction outside the time identified in clauses 3.5 to 3.7 above;
 - ii. Setting and correcting assignments outside the time identified in clauses 3.5 to 3.7;
 - iii. Evaluating and assessing students' work and interdepartmental moderation;
 - iv. Reporting writing;
 - v. Parent/Teacher interviews;
 - vi. Parent communications (eg email, phone);
 - vii. Administrative duties – eg record keeping, cataloguing, classifying, care and maintenance of laboratories and their equipment;
 - viii. Compiling syllabuses, work books and programs;
 - ix. Preparation of folios for submission (QSA);
 - x. Programmed tutorial and individual support where not part of Contact Time;
 - xi. Educational activities associated with the programmed curriculum where in addition to that which occurs in normal program allocation;
 - xii. Preparation for Days of Excellence programs;
 - xiii. Training and coaching activities;
 - xiv. Camps and retreats;
 - xv. Managing clubs within the School (e.g. debating, chess); and
 - xvi. School promotions and marketing.

This is not a mandatory or exhaustive list. The school may insert their own site specific duties to cover the co-curricular duties.

3.15 Each School shall, in consultation with the academic staff on the School Consultative Committee:

- (a) During Semester Two develop a draft schedule of co-curricular activities with notional times for the next academic year,
- (b) Provide the agreed schedule of co-curricular activities with agreed notional times to Teachers within four weeks of the commencement of Term One.

3.16 The agreed notional times allocated to co-curricular activities will be applied to a Teacher's hours of duty calculation.

3.17 The School Consultative Committee has the right to consult with Heads of Departments or Faculties, academic Employees, and any other source they determine to be appropriate in giving consideration to the development of notional times.

3.18 Activities outside the schedule, outside the notional time and outside a Teacher's annual quantum of hours, will be considered "extra-curricular" and will continue to be honorary and voluntary.

It is a requirement of the Agreement that schools, in consultation with academic staff on the School Consultative Committee (SCC), develop a schedule of co-curricular activities with notional times.

A draft of this schedule must be developed during Semester Two, with the final agreed Schedule provided to teachers within four (4) weeks of the commencement of Term One.

This schedule is to clearly outline those activities which the school requires teachers to undertake.

The schedule provides for co-curricular duties in two parts:

- 1. Those that will have programmed times [3.14(b)] applied to the calculation of the hours. The programmed time is the amount of time that is timetabled for each duty.*
- 2. Those that will have notional times agreed by the School, in consultation with academic staff on the SCC [3.14(c)] applied to the calculations. Notional times may not be the amount of time an individual teacher spends on an activity. However, the notional time should reflect an agreed amount of time that the school requires from the teacher or the amount of time that the school, in consultation with academic staff on the SCC, believes a teacher would typically spend on an activity.*

4. Tutoring

4.1 Teachers can be directed to undertake tutoring in accordance with clauses 3.12 to 3.18 of Schedule 11 - Hours of Duty – Teaching Employees.

4.2 Tutoring that is undertaken outside the annual quantum will continue to honorary and voluntary in accordance with clause 3.18 and clause 7 of Schedule 11 - Hours of Duty – Teaching Employees.

5. Calculation of the Hours of Duty

5.1 Each Teacher's hours of duty shall be calculated based on the Contact Time, Preparation and Correction Time and agreed notional times for Co-curricular Duties as outlined in this schedule. Teachers will be advised of the calculation of their annual quantum of hours early in Term One.

Nothing contained in clause 5 of this schedule prevents the School from altering a Teacher's hours of duty in accordance with academic change, administrative change and/or emergent needs provided that the annual quantum of ordinary hours does not exceed 1230.

Hours of Duty should be calculated in advance, though may be subject to change in accordance with academic or administrative change and/or emergent needs. It is a requirement of the schedule that all teachers are made aware of their hours early in term 1.

Alterations to the notified Hours of Duty may occur during the year; however, the annual quantum of 1230 hours shall not be exceeded.

6. Example Pro-Forma for the Calculation of Teachers' Hours of Duty

6.1 The Parties agree that each School Consultative Committee (SCC) of each School Authority will be provided with a copy of the "Example pro-forma for the calculation of Teachers' hours of duty" developed by the Joint Hours of Duty Working Party.

- 6.2 The SCC may use this example pro-forma to assist them in the calculation of Teachers' Hours of Duty following the development of a schedule of co-curricular activities with notional times by the SCC, in accordance with clause 3.15 of Schedule 11 - Hours of Duty – Teaching Employees.

The "Example pro-forma for the calculation of Teachers' hours of duty" is attached to this document. Section four of these guidelines explains how to use the pro-forma.

7. Extra-Curricular Duties

- 7.1 Extra-curricular duties are those that fall outside the programmed ordinary hours of work and will be honorary and voluntary. This clause should be read in conjunction with clause 2.5 of this schedule.
- 7.2 Employees recognise that they have assisted in the Schools' extra-curricular activities and reaffirm this commitment to assistance on the basis that it is recognised by the School as both honorary and voluntary.

Extra-Curricular duties are honorary and voluntary and are not included in the annual quantum of 1230 hours. In other educational sectors the language can be different. For example, in Catholic schools, honorary and voluntary duties are called "co-curricular duties".

- 7.3 The Parties also acknowledge that a variety of other methods is utilised by some of the Schools to provide practical recognition for the voluntary participation in extra-curricular activities. These methods will continue under this Agreement. The Parties encourage the enhancement and continue implementation of such arrangements.

8. Residential Teacher

- 8.1 Notwithstanding the provisions of Clause 2 of Schedule 11 - Hours of Duty – Teaching Employees, a Residential Teacher who is engaged as a Full-Time Teacher in the same School to which a boarding establishment is attached may be required to spend not more than ten hours per week in residential duties. These Hours of Duty shall be in exchange for the Residential Teachers' board and residence. For the purposes of clarity these resident duties are in addition to the Teacher's ordinary duties.

9. Boarding House Employees

- 9.1 A Teacher engaged by a School to work as a Full-Time Boarding Supervisor may agree to work as a Supply Teacher to relieve a Teacher absent from Duty or to meet a short-term Employee need. Such an Employee shall receive payment on the basis of the supply teacher rate of payment contained in this Agreement.

10. Meal Break

- 10.1 The School will endeavour to ensure that all Teachers receive adequate unpaid and uninterrupted meal breaks of at least 30 minutes per day between the hours of 11.30am and 2.00pm provided that such a Teacher shall receive aggregated unpaid meal breaks of at least 2 hours 30 minutes per week.

This clause has been changed by inserting the word "uninterrupted", thus providing for the employer to endeavour to ensure an uninterrupted meal break.

11. Training and Induction

11.1 Joint training, on Schedule 11 - Hours of Duty – Teaching Employees, will be provided within the annual quantum up to the maximum of one hour.

This is a new clause that provides for joint training on the Hours of Duty Schedule.

12. Consultation and assessment and reporting

12.1 Where a School introduces change to the assessment and reporting timetable, consultation may occur through the school consultative committee or other relevant committee.

Section Two

The School Consultative Committees are established to implement, monitor and evaluate the Enterprise Bargaining Agreement at School level.

The School Consultative Committee is not a decision making body. It is a consultative group composed of the Principal or the Principal's Representative and Employees. It is an important element in the consultative structure within the School, to ensure all people affected have an opportunity to participate in the implementation and monitoring of the Enterprise Bargaining Agreement at the School level. Schedule 16 - Additional Provisions of *The Queensland Anglican Schools Enterprise Agreement 2015* provides operational guidelines for the School Consultative Committee including objectives and tasks.

It is the responsibility of each School, in consultation with the academic Employees on the School Consultative Committee, to provide an agreed schedule of co-curricular activities. These agreed notional times for co-curricular duties are used in the calculation of the Teacher's quantum of hours.

During Semester Two, each School, in consultation with the academic Employees on the School Consultative Committee, will develop a draft schedule of co-curricular activities with notional times for the next academic year. The agreed schedule will be provided to Teachers within four weeks of the commencement of Term One.

The School Consultative Committee has the right to consult with Heads of Departments or Faculties, academic Employees, and any other source they determine to be appropriate in giving consideration to the development of notional times.

Special events will be identified on an individual School basis at the commencement of each semester. Employees will be given 30 days' notice prior to working on special events. The hours worked are to be included within the quantum of ordinary hours.

Section Three

In giving consideration to the development of notional times for co-curricular activities in accordance with clause 3.14 of the Schedule 11 - Hours of Duty – Teaching Employees, academic Employees on the School Consultative Committee may wish to follow the following steps:

STEP 1.

Meet with staff to outline the task of the School Consultative Committee. The allocation of time to the School Consultative Committee for a report at an Employee meeting is common practice among Schools.

STEP 2.

Through consultation with Employees, develop a schedule of co-curricular activities which is considered essential to the operational needs of the School.

The list contained within clause 3.14 of Schedule 11 - Hours of Duty – Teaching Employees shall be considered. However, it is not a mandatory or exhaustive list. Schools may need to add their own specific duties to the list.

This schedule should also identify activities which fall outside the spread of hours. Such activities are either extracurricular or Special Events.

STEP 3.

If appropriate, survey Employee groups, Heads of Departments, faculties or any other appropriate source to identify the estimated time spent on Co-curricular Duties. This will assist in producing a basis for notional time allocations.

STEP 4.

Allocate notional time.

STEP 5.

Meet with Employees to explain progress undertaken by the School Consultative Committee. Consult with Employees in regard to the proposed allocation of notional times. Explain that the Agreed notional times will be used in the calculation of the quantum of hours.

Seek feedback from Employees.

STEP 6.

Review notional time allocation in the light of Employee feedback.

STEP 7.

School Consultative Committee makes recommendation to Principal regarding notional time allocation. Publish agreed schedule of co-curricular activities with notional times to Teaching Employees within four weeks of the commencement of Term One. Review the published list annually.

Section Four

The blank pro-forma (attached) may assist Teachers in calculating their Hours of Duty. The pro-forma may be used as a hard copy or as an Excel spreadsheet. Each School may wish to vary the format of the spreadsheet to suit their needs.

The total annual quantum is the total of all sections (A, B, C & D). The total annual quantum is 1230 hours of directed time.

The pro-forma has three major parts, Contact Time (A), Preparation and Correction Time (B) and Co-curricular duties (C & D). The Co-curricular Duties are in two sections, (C) those that will have programmed times [3.14(b)] applied and (D) those that will have notional times agreed by the School in consultation with academic staff on the School Consultative Committee [3.14(c)]. *The list of co-curricular activities contained in the pro forma may vary, depending upon the specific co-curricular activities undertaken at your School.*

The Contact Time is set up to handle timetable cycles, for example your School may use a weekly cycle or a fortnightly cycle or a six day cycle. It also includes public holidays (in term time) for those Schools that use a daily calculation.

The subtotal (A) is the number of timetable cycles per year times the Contact Time per timetable cycle plus any public holidays if they are not already included in the Contact Time.

Preparation and Correction Time (B) for secondary and middle school is 20% of total Contact Time per annum. The minimum primary Preparation and Correction Time is 2 hours per week. PAR time release can be added to this section so that it is included within the calculation of the annual quantum.

Part (C) of the Co-curricular part is divided into “programmed time per time table cycle” and “programmed time per annum”, which includes special events. The maths behind the pro-forma in the Excel spreadsheet multiplies the per timetable cycle and the number of timetable cycles per year entered under section (A) and then adds the programmed time per annum to give the result (C).

The activities in section (D) are the agreed notional times for directed duties that have been developed by the School in consultation with academic Employees on the School Consultative Committee as outlined in the latter part of 3.14 of the schedule and in section 2 of these guidelines.

The attached pro-forma may be used by the School to inform Teachers of their annual quantum.

Queensland Anglican Schools - Hours of Duty: Teaching Staff

Annual Quantum: 1230 hours of Directed Time

Teacher	School	Date	
CONTACT TIME		PREPARATION AND CORRECTION TIME	
Definition at clause 3.2 of Schedule 11 - Hours of Duty – Teaching Employees:			
Number of timetable cycles per year	0		
Contact Time per timetable cycle	0:00	Secondary / Middle: 20% of contact time (A)	0:00
Public Holidays (If not included in contact time)	0:00	Primary: minimum of 2 hours p.w.	0:00
Total Contact time per Annum (Hr.: Min) A	0:00	Annual B	0:00
CO-CURRICULAR (School specific as per schedule)			
Programmed Time: Regular time-tabled duties	Actual time Hr.:Min.	Agreed Notional Times for directed duties	Agreed Hr.:Min. p.a.
Per timetable cycle:			
Class / playground / transport / detention supervision	0:00	P&C outside time identified in clause 3.2 above	
Staff meetings, whole or subset	0:00	Setting and correcting assignments outside the time identifies in clause 3.2	
Class supervisions outside of contact time		Evaluate/assess students' work and interdepartmental moderation	
Administrative time with students eg roll marking	0:00	Report Writing	0:00
School worship, chapel and services	0:00	Parent/teacher interviews	
Assemblies of students with staff	0:00	Parental communications (e.g. email, phone)	0:00
Scheduled movement between classes as required to maintain continuous hours	0:00	Admin duties - record keeping, cataloguing, classifying, care and maintenance of laboratories and their equipment	
Attendance at School for the required time before and after the commencement and finishing of classes	0:00	Compiling syllabuses, work books & programs	
Programmed Time Per Annum:			
Supervision tests/exams conducted in connection with school curriculum		Preparation of folios for submission (QSA)	
PD days or programmed sessions where not part of contact time	0:00	Programmed tutorial and individual support where not part of Contact time	
Special Events: up to 18 hrs, Max 5 events per year with minimum engagement (see clause 2.2)		Educational activities associated with the programmed curriculum where in addition to that which occurs in normal program allocation	
	0:00	Prep for Days of Excellence programs	
	0:00	Training and coaching activities	
	0:00	Camps and retreats	0:00
		Managing clubs within the school (eg debating)	
School Specific Duties:		School promotions and marketing	
Total hours per Annum C	0:00	Total hours per Annum D	0:00
Total A+B+C+D	0:00	NB: Total should be based on 1230 hours annual quantum	

NOTE: C = Total of programmed time per timetable cycle x number of timetable cycles + total of programmed time per annum

Schedule 12 - Non-Teaching Hours of Duty

1. Variable Working Hours for Non-Teaching Staff (including School Officers)

- 1.1** The ordinary hours of work shall not exceed an average of 38 hours per week over any work cycle, provided ordinary hours may be worked on not more than five consecutive days in any week (provided that the days off need not be consecutive where the School and Employee agree otherwise).
- 1.2** Ordinary hours shall not exceed ten on any day. Provided that where the ordinary working hours are to exceed 7.6 on any day, the arrangement of hours shall be subject by agreement between the Schools and the Employee/s concerned, including agreement in respect of:
- (c) Deemed finishing and starting times where an Employee starts or finishes work away from the usual place of work;
 - (d) Deemed starting and finishing times where an Employee is required to prepare or clean up prior to starting or finishing work;
 - (e) Staggering or altering starting and finishing times (including implementation of shifts or rosters) to suit local conditions;
 - (f) Providing where a Full Time Employee is rostered to work 18 or more ordinary hours in two days in a week, or ten or more hours per day over two days, they are not rostered on more than four days without a break of at least 48 hours (or three consecutive days where the Employee has worked 18 or more ordinary hours in two days). Any work performed outside of such rostered hours shall be paid for at overtime rates;
 - (g) How to provide at least nine full days off per period to Employees rostered to work shifts of nine or more ordinary hours in a four week period;
 - (h) Where an Employee works a shift that finishes after midnight, not rostering them on again for ten hours;
 - (i) How to roster Employees under the age of 18 after 8pm, including obtaining consent from parents and ensuring such Employees have transport home after 9pm;
 - (j) Employees reliant on public transport who finish work after such transport services cease and how such Employee will be transported home or compensated for such transportation (e.g. taxi-cab or such other form of transport acceptable to the Employee at the School's expense);
 - (k) Any arrangement of hours, which includes Saturday and/or Sunday as ordinary hours.
- 1.3** An Employee will not commence work on any day until at least ten hours have elapsed since that Employee completed the preceding period of Duty. If, on the instructions of the School, an Employee resumes or continues work without having had ten consecutive hours off Duty, the Employee shall be paid double rates until released from Duty for such period. The Employee shall then be entitled to be absent until the Employee has had ten consecutive hours off Duty without loss of pay for ordinary working time occurring during such absence.
- 1.4** When an Employee has worked continuously (except for meal breaks) for 20 hours, the Employee will have a break of at least twelve hours before again starting work.

2. Time sheets and record keeping

- 2.1 Time sheets, time books or other methods of time keeping may be implemented by a School.
- 2.2 Any system used by Schools for the purpose of checking or recording their Employees' time shall be operated in the School's time.

3. Rosters and Shift Workers

3.1 Rosters

- 3.1.1 Where Employees are required to work on a rostered basis, a copy of the roster shall be exhibited in a conspicuous place easily accessible to all Employees. The roster will define:
 - (a) The Employee's first name and surname;
 - (b) Starting and finishing times;
 - (c) The period is allotted for each meal.
- 3.1.2 Where practicable, rosters shall be posted two weeks' ahead. Starting times shall not be altered, except in agreed emergencies or by consent, without seven days' prior notice. Except in the case of emergencies or where notice has been given, all hours worked outside of the roster, shall be deemed overtime and paid accordingly.
- 3.1.3 Rosters will provide a minimum of ten hours' break between the finish of ordinary hours on one day and the commencement of ordinary hours on the following day.
- 3.1.4 Where a roster provides for rostered days off, the School will provide two weeks' notice of rostered days off provided that rostered days off, may be changed by mutual consent or, if rendered necessary by the absence of other Employees from Duty, shortage of staff, or other cause over which the School has no control and in which cases, twelve hours' notice shall be sufficient.
- 3.1.5 Where a Dispute arises in respect of hours or rosters the Parties are to refer to the Dispute Resolution Process provided by this Agreement.

3.2 Rostered days off

- 3.2.1 Where a portion of an Employee's hours are banked for the purpose of accruing rostered days off, such days shall be taken within twelve calendar months from the date of which the first rostered day off was accrued.

4. Shift worker

- 4.1 Shift work may be implemented on a Roster basis.
- 4.2 The ordinary working hours of Shift Workers will be agreed between a School and the majority of the Employees concerned and must not exceed an average of 38 per week.
- 4.3 Except by agreement between the School and the Employee, the School must give at least seven days' notice of change of roster.
- 4.4 Shift workers shall be allowed 30 minutes for crib no more than six hours after the commencement of a shift, without loss of pay to be taken in such a manner as not to interfere with the continuity of the work.
- 4.5 A shift Employee who is working overtime:
 - (a) For the purpose of changing shift rosters;

- (b) Where a shift worker does not report for Duty; or
- (c) Where a shift is worked by arrangement between the Employees themselves.

4.6 If, on the instructions of the School, an Employee resumes or continues work without having had eight consecutive hours off Duty, the Employee shall be paid double rates until released from duty for such period. The Employee shall then be entitled to be absent until the Employee has had eight consecutive hours off Duty without loss of pay for ordinary working time occurring during such absence.

4.7 In the case of a Casual Employee, any shift allowance shall be calculated upon the relevant wage rate exclusive of the casual loading.

5. Span of Hours

5.1 The span of hours in which ordinary hours may be worked is as follows:

- (a) Boarding House Staff (including Boarding Supervisors), Nurses, Cleaners, Caretakers, Security Guards and Ground Staff shall commence no earlier than 6.00am Monday to Sunday inclusive, provided that Ground staff shall work ordinary hours between 5.30am to 6.00pm, Monday to Sunday.
- (b) Building and Maintenance staff shall work ordinary hours between 6.00am and 6.00pm, Monday to Friday inclusive.
- (c) School Officers, Childcare, Retail and Bus Driving staff shall work ordinary hours between 7.00am and 6.00pm, Monday to Friday.

5.2 The School and Employees commit to agree to appropriate span of hours for any category of Employees not identified in clause 5 of this Schedule.

6. Special Events

6.1 Employees may be required to work up to ten ordinary hours on identified special events without the payment of penalties; provided that no Employee shall be required to work on more than four such special events per annum. The special events will be identified on a School by School basis at the commencement of each semester. Employees will be given 30 days' notice prior to working on special events. Special events may include, but are not limited to, the following:

- (a) Open Day/s;
- (b) Speech Day/Night;
- (c) Overseas Student Testing;
- (d) Building Openings;
- (e) Orientation Day/s;
- (f) Fêtes;
- (g) Annual Book/Clothing Sales.

7. Meal Breaks

7.1 Where an Employee is employed for at least six hours per day, such an Employee shall be entitled to a continuous unpaid meal break of not less than 30 minutes and not more than one hour duration, provided that no such Employee shall work for more than five hours without a

break for a meal except where the School and the Employee mutually agree to work through the meal break as paid crib.

- 7.2** Where an Employee agrees to work through a meal break as prescribed, such an Employee shall be paid at the rate of double time for the duration of the meal break worked, except Employees who agree to a paid crib break as detailed above.
- 7.3** Any Employee who is required to continue working for more than two hours beyond their ordinary ceasing time shall be provided with an adequate meal by the School or paid an amount of \$7.80 in lieu thereof, provided that where Employees have provided themselves with a meal because of receipt of notice to work overtime and such overtime is not worked, such Employee shall be paid \$7.80 for any meal so provided.
- 7.4** In the event of an emergency circumstance occurring during the meal break, the meal break may be delayed without penalty. The meal break should be taken as soon as the emergency circumstance ends. Payment in accordance with clause 7.2 of this Schedule shall be made if the meal break is unable to be taken after the emergency circumstance ends on condition that the emergency is formally recognised by the School.

8. Rest Pauses

- 8.1** All Employees working at least a 7.6 hour day shall be entitled to a rest pause of ten minutes duration in the School's time, in the first and second half of their working day. Where an Employee works fewer than 7.6 hours but more than four hours on any day, the Employee shall be entitled to one ten-minute rest pause on that day. Such rest pauses shall be taken at times so as not to interfere with the continuity of work where continuity is necessary; provided that where an Employee is rostered to work less than a ten hour day and there is agreement between School and the majority of Employees concerned, the rest pauses prescribed by this sub clause 8.1 may be combined into one 20-minute rest pause.
- 8.2** Employees who are required to continue work after their usual ceasing time will be entitled to a 30 minute crib break after two hours or after one hour if overtime continues beyond 6.00 p.m. After each further period of four hours the Employee will be allowed 45 minutes for crib. No deduction of pay will be made in respect of any such crib breaks.

9. Overtime and Penalty Rates

- 9.1** A School may require any Employee to work reasonable overtime outside ordinary hours at overtime rates and the Employee shall work such reasonable overtime as required.
- 9.2** Hours worked outside an Employees usual starting and ceasing times shall be deemed to be overtime and shall be paid at the rate of time and a half for the first three hours and double time thereafter (excluding work performed on public holidays or for the purpose of clauses 1.3 or 4.6 of this Schedule).
- 9.3** The assignment of overtime by School shall be based on specific work requirements and practices.
- 9.4** Where possible, the School will provide notice to an Employee if required to work overtime.
- 9.5** Except in the case of an urgent matter or emergency no Employee will be required to work more than 16 hours' overtime in any one week.

9.6 Except as provided by clause 6 of this Schedule (Special Events) or where Saturday and Sunday are agreed ordinary hours, the minimum payment for Saturday and Sunday is three hours overtime at the rate of double time.

9.7 An Employee may work on the Employee's rostered day off if they elects to. All such time worked shall be provided on the basis that:

- (a) Where an Employee works on the Employee's rostered day off, the Employee shall be paid a minimum of four hours' pay at the overtime rates referred to in 9.2 above; and
- (b) On termination of employment, an Employee shall be entitled to be paid, as overtime, any time in excess of 38 hours per week where the appropriate roster cycle has not been completed.

9.8 For the purposes of computing overtime payments, each day will be exclusive of the preceding and succeeding days except where an Employee continues working overtime past midnight whereupon all such time worked subsequent to midnight will be deemed to be work performed on the previous day. When any portion of an hour's overtime is worked, the Employee will receive payment in respect of any broken part of an hour for not less than 1/4 of an hour at overtime rates. Any part of a quarter of an hour worked on any one day will count as a full quarter-hour worked.

10. Call back

10.1 An Employee recalled to work overtime, except in the case of an emergency, after leaving the School's business premises on Monday, Tuesday, Wednesday, Thursday or Friday (whether notified before or after leaving the premises) shall be paid for a minimum of four hours' work at the appropriate rate for each time so recalled.

10.2 Except in the case of unforeseen circumstances arising, the Employee shall not be required to work the full four hours if the job recalled to perform is completed within a shorter period.

10.3 Clause 10.1 of this Schedule shall not apply in cases where it is customary for an Employee to return to the School's premises to perform a specific job outside the Employee's ordinary working hours, or where the overtime is continuous (subject to a reasonable meal break) with the completion or commencement of ordinary working time.

10.4 Overtime worked in the circumstances specified in clause 10.1 of this Schedule shall not be regarded as overtime for the purpose of clause 9 of this Schedule when the actual time worked is less than three hours on such recall or on each of such recalls.

11. Emergency work

11.1 Employees required to report for emergency work shall be entitled to payment for such work from the time of leaving home to commence that work and until they return home from that work. However, they must return home within a reasonable time, and payment shall be calculated accordingly, but such payment shall not be less than two hours at overtime rates.

12. Weekend and Late Night Work- Boarding House staff (including Supervisors), Nurses, Cleaners, Caretakers, Security Guards and Ground Staff

12.1 All ordinary hours worked between midnight Friday and midnight Saturday shall attract a penalty of 25% in addition to the ordinary rate – i.e. 125%, provided that new Employees employed as Ground Staff may work ordinary hours on Saturday without payment of such 25% penalty.

12.2 All ordinary hours worked between midnight Saturday and midnight Sunday shall attract a penalty of 100% in addition to the ordinary rate – i.e. 200%, provided that Boarding House Supervisors may work ordinary hours on a Sunday with a penalty of 50% in addition to the ordinary rate – ie 150%.

12.3 Except in the case of Ground Staff, all ordinary hours worked between 10.00pm and 6.00am Monday to Friday shall attract a penalty of 15% in addition to the ordinary rate, provided that where the School and the Employee/s concerned at a workplace agree, an Employee/s may commence ordinary hours on or after 5.00am without penalty.

13. Broken Shift Allowance

13.1 Employees may work a broken shift on condition that where broken shifts are worked the spread of hours shall not exceed the ordinary hours by more than three hours, not including meal breaks. Provided that in no case shall the spread of hours exceed twelve hours per day.

13.2 Where an Employee works a broken shift as defined such Employee shall be paid an allowance for every shift so worked, except in the case of Nurses, Caretakers and Boarding Supervisors who are provided with accommodation by the School.

Schedule 13 - Positions of Added Responsibility

1. Preliminary

1.1 Coverage

- 1.1.1 This Schedule shall apply to all Teachers, secondary, primary, academic and pastoral appointed to Positions of Added Responsibility (PARs) with the exception of Deputy Principal(s).

1.2 Introduction

- 1.2.1 This Schedule prescribes conditions of employment for PAR in each School covered by this Agreement. Detailed application of the PAR unit points shall be School specific as set out in the School profile prepared by the School.
- 1.2.2 The School profile shall include details in respect to the distribution of PAR points of the School on a departmental, primary and pastoral basis and phasing-in arrangements where negotiated.

1.3 Consultation

- 1.3.1 The School Consultative Committee shall be consulted and may make recommendations in the development of the PAR structure. Consultation may take place between the School Consultative Committee and all members of the teaching Employee.
- 1.3.2 The level of PAR and the subjects occupying the various levels shall be determined by the Principal following consultation with the School Consultative Committee.
- 1.3.3 The final decision concerning the most appropriate PAR structure for the School rests with the Principal.

1.4 School Profile

- 1.4.1 The School Profile shall include details in respect to the distribution of minimum PAR points of the School on a departmental, faculty or KLA basis. It shall be developed by School Management in consultation with the School Consultative Committee and ratified by the School Council where applicable. The Principal has the final decision concerning the distribution of PAR points.

2. Definitions

- 2.1 Positions of Added Responsibility or PAR means a teaching position within the promotional structure of each School, up to but not including Deputy Principal(s) where the incumbent may be responsible for curricular or pastoral activities in the secondary, middle or primary sections of a School as defined below:

- (a) Curricular: The co-ordination of all secondary, secondary and/or primary and primary curricular and Co-curricular Duties, programs and activities associated with a subject.
- (b) Pastoral: The co-ordination of Employee with pastoral duties, programs and activities and may include chaplain or counsellor.
- (c) Secondary: Secondary is defined as Years 8–12, except in Schools operating a Middle School.
- (d) Middle School: The co-ordination of a sector in the middle area of a School. In Schools with middle School sections as well as primary and secondary sections, the organisation of PARs shall be tailored to fit the philosophy and organisation of those

individual Schools. PAR points shall be distributed on a pro-rata basis within the individual School totals.

- (e) Primary: Primary is defined as Years P–7. The co-ordination of an area of responsibility in the primary section of a School, except in Schools operating a Middle School.

2.2 Senior Coordinator

- 2.2.1 An appointment to a Senior Co-ordinator position will be made by the Principal reflecting the School's Strategic and Operational Planning requirements.
- 2.2.2 A person appointed to a promotional position above Level 6 but below Deputy Principal, shall be accredited with either twelve or 14 PAR points.
- 2.2.3 Senior Co-ordinator within this level of classification is defined as a senior educational leadership position. The incumbents may be responsible for the co-ordination and supervision of Employees in all secondary, secondary and primary, primary, curricular, co-curricular, and/or pastoral duties, programs and activities, in addition to teaching and other classroom duties.

2.3 Level 1 PAR

- 2.3.1 When a Teacher has sole responsibility of an area as defined in clauses 2.1(a) to (b), and is accountable to a member of Senior Management, a Level 1 shall be appointed. Level 1 may also be used to accommodate emergent short term needs of the School.

2.4 Level 2-6 PAR

- 2.4.1 PAR within these levels of classification are defined as educational leadership positions. Incumbents may be responsible for the co-ordination and supervision of Employee in all secondary, secondary and primary, primary, curricular, co-curricular and/or pastoral duties, programs and activities, in addition to teaching and other classroom duties.

3. Remuneration and Time Release

A Teacher who is appointed as a PAR in a School shall be entitled to additional remuneration and release time to reflect the responsibilities incurred and based on the provisions as set out in the following table:

Level	Total points	Maximum units of salary	Minimum units of time
Senior Co-ordinator	12-14	8-9	4-5
Level 6 (Academic)	10	7	3
Level 5	8	6	2
Level 4	6	4	2
Level 3	5	3	2
Level 2	4	3	1
Level 1	2.5	1.5	1

- 3.1 For the purpose of determining the appropriate salary allowance and release time for Senior Co-ordinator and Levels 1 to 6, one unit of allowance and one unit of release time shall be calculated as follows:

- (a) One unit of allowance is equivalent to 3.5% of Step 9 scale as detailed within Schedule 3 - Teacher Pay of this Agreement;
- (b) One unit of release time is equivalent to 45 minutes per week.

3.2 Allocation within a Level

- 3.2.1 The allocation of salary allowance and time release will be by mutual agreement between the Principal and the appointee to the position within the range determined in clause 3 of this schedule.
- 3.2.2 The allocation may be reviewed each year and varied by mutual agreement. If agreement cannot be reached, then the allocation will be 50% time and 50% salary.

3.3 Remuneration

- 3.3.1 Teachers appointed to PAR, at any level, will be paid a salary, payable for all purposes of this Agreement and therefore will continue to receive this benefit whilst on leave (sick, annual and long service). Teachers appointed at Level 1 to accommodate emergent short term needs of the School, will be paid an allowance and will not attract this allowance whilst on leave (sick, annual and long service).

4. Guidelines for Allocation

4.1 Allocation of PAR points within Schools

- 4.1.1 The Parties accept the School (through the Principal) is responsible for determining their School's PAR structure, reflecting their strategic and operational planning requirements. However, enrolment levels will determine minimum PAR points allocated to each School covered by this Schedule. Such enrolment levels shall be taken from the Commonwealth Schools Census for the year prior to the operating year.
- 4.1.2 When calculating the allocation of total points across the School, the points should include all positions below Deputy Principal.

School Size	Total PAR Points
Secondary School curricular	
1000+	161
851-1000	133
751-850	117
651-750	103
551-650	90
451-550	70
351-450	50
301-350	30
<300	16
Secondary School Pastoral	One PAR point per 25 students
Middle School Curricular/ Pastoral	In Schools with Middle School sections as well as Primary and Secondary sections, the organization of PARs should be tailored to fit the philosophy and organisation of those individual Schools, PAR points should be distributed on a pro-rata basis within the individual School totals for curricular and pastoral activities.
Primary School Curricular/ Other Pastoral	One PAR point per 15 students

4.1.3 In the event that the School deems it necessary to restructure the organisation of the School, the provisions of the Act shall be followed. It is accepted that appropriate consultative processes in accordance with clause 1.3.2 of this Schedule shall be implemented in Schools in which significant restructuring is to occur.

4.2 Criteria for allocation of a level - Secondary Academic

4.2.1 The allocation to a level shall be determined by the following:

- (a) Senior Co-ordinator shall be appointed by the Principal in accordance with clause 2 of this Schedule.
- (b) Level 6: Where the subject(s) or area(s) concerned in the secondary school occupies at least 100 hours in the weekly teaching program, a level 6 PAR shall be appointed.
- (c) Level 5: Where the subject(s) or subject area(s) concerned in the secondary school occupies at least 75 hours in the weekly teaching program, a Level 5 PAR shall be appointed.
- (d) Level 4: Where the subject(s) or subject area(s) concerned in the secondary school occupies at least 60 hours in the weekly teaching program, a Level 4 PAR shall be appointed.
- (e) Level 3: Where the subject(s) or subject area(s) concerned in the secondary school occupies at least 40 hours in the weekly teaching program, a Level 3 PAR shall be appointed.
- (f) Level 2: Where the subject(s) or subject area(s) concerned in the secondary school occupies at least 20 hours in the weekly teaching program, a Level 2 PAR shall be appointed.
- (g) Level 1: When a Teacher has sole responsibility for the areas defined in clause 2, of a subject and is accountable to a member of Senior Management, a Level 1 shall be appointed. This level may also be used to accommodate emergent short term needs of the School.

4.3 P-12 Appointments

4.3.1 Where the PAR has sole responsibility for a subject(s) or subject Area(s) in both the primary and secondary area of the School, then the total hours for both these areas shall be used for the determination of a level.

4.4 Primary and Pastoral Levels

4.4.1 Primary and Pastoral will be determined by the Principal taking into consideration the following:

- (a) Strategic and Operational Plans of the School;
- (b) Number of students;
- (c) Number of year levels;
- (d) Number of Teachers/homeroom groups; and
- (e) Approximate hours per week involved.

4.5 Variations

4.5.1 Where either party requests, or the request is agreed to by the other party, a PAR position may attract a salary equivalent to the total points for a level in lieu of any time release, or time

release equivalent to the total points for a level in lieu of salary. A copy of this clause 4.5 shall be provided to the nominee PAR prior to a decision being made. Such request will be made in writing and reviewed annually. Where agreed between the Parties the existing arrangements may continue.

4.5.2 Such an arrangement shall be reflected in the School profile.

5. Selection and Appointment Procedures

5.1 Selection Procedure

5.1.1 The School shall have the responsibility for the assignment of Teachers to the position of PAR.

5.1.2 The suitability of an applicant for a position will be based on the requirements of the job description and the general School needs. For each job description an appropriate set of criteria will be developed for each position.

5.2 Contract of Appointment

5.2.1 A Teacher appointed to a PAR under this Schedule shall be provided with a letter of appointment, which sets out the following:

- (a) The level allocated to the position.
- (b) The distribution of the total allocation of salary (allowance for Level 1) and time release. This distribution may be varied on an annual basis by mutual agreement. However, where such variation occurs, this variation will be detailed in writing.
- (c) The commencement and end dates of the appointment.

5.3 Appointment to an Acting PAR Position

5.3.1 The need for an acting PAR may arise from time to time where the incumbent is on approved leave or an interim vacancy occurs.

5.3.2 An Acting PAR will be applicable for a person acting in the role for a minimum of four (4) weeks.

5.3.3 The School will confirm in writing with the person appointed to an Acting PAR:

- (a) The duration of their appointment;
- (b) The date they will be released from the appointment and resume normal responsibilities; and
- (c) The remuneration they will be entitled to during their appointment.

5.3.4 A higher duties allowance consistent with the points of pay and release time associated with the position in this Schedule will be provided to the acting appointee(s).

5.4 Review

5.4.1 PARs may be required to reflect the performance outcomes contained within the School's Strategic and Operational Planning, as part of the appraisal process outlined in clauses 18.2 of this Agreement.

5.5 Existing Contractual Arrangements

5.5.1 The terms of this Schedule 12 - **Non-Teaching Hours of Duty** shall apply to Employees who, as at 1 January 2009, are employed in PAR which continue to exist. Where an Employee has been appointed to a PAR prior to 1 January 2009 and for a period longer than identified in

clause 5.6.1 of this schedule, the Employee will continue to be appointed for that longer period.

5.5.2 An Employee who has been assured permanency in a PAR that continues to exist shall continue in that position on the same basis on which they were engaged in the PAR (for example, if an Employee was assured permanency prior to 1 January 2009 the terms of this Schedule 12 - **Non-Teaching Hours of Duty**

5.5.3 will not affect the terms of that Agreement).

5.6 Tenure

5.6.1 A Teacher who is appointed to a promotional position from 1 January 2009 shall retain that position for five years except where:

- (a) The position is abolished;
- (b) The Teacher's performance has been found wanting or deficient by a formal appraisal process; and/or
- (c) Where, after five years in the position, it has been declared vacant and the Teacher fails to be reappointed to the position or does not reapply for the position.

5.6.2 After five years of tenure, a PAR may re-apply and subject to satisfactory appraisal the position may be renewed for a further five years.

5.6.3 Where the incumbent Teacher does not continue in the position, that Teacher shall continue to be employed in accordance with clause 5.7.2 of this Schedule.

5.7 Termination of Employment

5.7.1 Both the Employee and the School shall have the right to terminate employment in positions occupied in accordance with this Schedule. Notice of termination will be accordance with the provisions of clause 27 of this Agreement.

5.7.2 A person whose PAR position is terminated in accordance with the terms of this Schedule shall continue to be employed as a Teacher in accordance with this Agreement. This clause 5.7.2 shall not apply to any Employee dismissed for incompetence, misconduct or neglect of Duty.

Schedule 14 – Parental Leave

1. Dictionary

1.1 For the purposes of this Schedule, the following definitions shall apply:

Child, for adoption leave, means a child who is under the age of sixteen years, but does not include a child who:

- (a) Has previously lived continuously with the Employee for a period of at least six months; or
- (b) Is the child or stepchild of the Employee or Employee's spouse or de facto partner.

Confinement means:

- (a) The birth of a child; or
- (b) Other termination of the pregnancy that occurs not earlier than 20 weeks before the expected date of birth.

Long Parental Leave means:

- (a) For a pregnant Employee –Maternity Leave; or
- (b) For an Employee whose spouse gives birth – leave taken by the Employee to enable the Employee to be the child's primary caregiver.

Long Term Casual Employee is a Casual Employee engaged by the School, on a regular and systematic basis, for several periods of employment during a period of at least one year immediately before the Employee seeks to access an entitlement to Parental Leave.

Maternity Leave includes leave that a pregnant Employee takes:

- (a) Prior to birth of the Employee's child;
- (b) For the birth of the Employee's child; or
- (c) To enable the Employee to be the child's Primary care-giver.

Paid Adoption Leave is the period of adoption leave during which there is paid leave accessed in accordance with clause 2.2.2 of this Schedule.

Paid Maternity Leave is the period of maternity leave during which there is paid leave accessed in accordance with clause 2.1.2 of this Schedule.

Paid Paternity Leave is the period of paternity leave during which there is paid leave accessed in accordance with clause 2.3.2 of this Schedule.

Parental Leave encompasses all leave (paid and/or unpaid) taken by either parent in connection with the birth or adoption of a child.

Primary Caregiver means a person who assumes the principal role of providing care and attention to a child.

Short Adoption Leave means the leave taken by an Employee at the time of placement of the adopted child.

Short Parental Leave means leave taken by an Employee, in connection with the birth of a child of the Employee's spouse, at the time of:

- (a) The birth of the child; or
- (b) The other termination of the pregnancy.

Unauthorised Absence is an absence for which leave has not been authorised. Employees on unauthorised absence at the time of commencing the minimum period of maternity leave are not entitled to paid leave.

Unpaid Adoption Leave is the period of leave taken by an Employee to enable the Employee to be the Primary Caregiver of an adopted child in accordance with clause 5 of this Schedule.

Unpaid Maternity Leave is the unpaid period of leave that an Employee takes which allows the Employee to be the child's Primary Caregiver in accordance with clause 5 of this Schedule.

Unpaid Paternity Leave is the unpaid leave which allows the father to be the child's primary caregiver in accordance with clause 5 of this Schedule.

2. Paid Leave

2.1 Maternity leave

- 2.1.1 'Eligible Employees' for the purposes of this clause 2.1.1 are Full Time, Part Time, Term Time and Long Term Casual Employees who have completed twelve months continuous service at the time of taking maternity leave, and:
 - (a) Whose expected date of Confinement has been confirmed by a doctor; and
 - (b) Who will be the Primary care-giver to the new born child.
- 2.1.2 Subject to compliance with the requirements of these guidelines, including (but not limited to) the notice requirements in clause 6 of this Schedule, an Eligible Employee shall be entitled to twelve weeks Paid Maternity Leave, to be taken immediately upon commencement of maternity leave.
- 2.1.3 The period of Paid Maternity Leave will be discounted by any paid Parental Leave granted to the other parent.
- 2.1.4 A subsequent pregnancy whilst on maternity leave or extended unpaid leave under clause 5.2.2 of this Schedule would not attract an entitlement to a subsequent period of Paid Maternity Leave.

2.2 Paid Adoption Leave

- 2.2.1 'Eligible Employees' for the purposes of this clause 2.2 are Full Time, Part Time, Term Time and Long Term Casual Employees, who have completed twelve months continuous service, and:
 - (a) Who are adopting a child under the age of sixteen years; and
 - (b) Whose adoption order has been confirmed by an adoption agency or other appropriate body, including the expected placement date; and
 - (c) Who will be the Primary care-giver to the adopted Child.
- 2.2.2 Subject to the requirements of these guidelines, including (but not limited to) the notice requirements in clause 6 of this Schedule, an Eligible Employee shall be entitled to twelve weeks Paid Adoption Leave, to be taken immediately upon commencement of adoption leave.
- 2.2.3 The period of Paid Adoption Leave will be discounted by any Paid Adoption Leave granted to the other parent or Employee's spouse.

2.2.4 A subsequent adoption whilst on adoption leave or extended unpaid leave under clause 5.2.2 of this Schedule would not attract an entitlement to a subsequent period of Paid Adoption Leave.

2.3 Paid Paternity Leave (NQ only)

2.3.1 'Eligible Employees' for the purposes of this clause 2.3 are Full Time, Part Time, Term Time and Long Term Casual Employees who have completed twelve months of continuous service and:

- (a) Whose spouse's expected date of confinement has been confirmed by a doctor; and
- (b) Who will be the Primary care-giver to the new born child.

2.3.2 Subject to the requirements of these guidelines, including (but not limited to) the notice requirements in clause 6 of this Schedule, an Eligible Employee shall be entitled to six weeks Paid Paternity Leave to be taken immediately upon commencement of paternity leave.

2.3.3 The period of Paid Paternity Leave will be discounted by any Paid Maternity Leave granted to the other parent.

3. Return to Work Requirement

3.1 Subject to clause 3.2 below, Eligible Employees who have returned to normal duties for at least one semester and have complied with clause 6 of this Schedule as to notice, shall be entitled to a second or subsequent period of Paid Maternity/Adoption Leave. For the purposes of this Clause, normal duties include part-time duties or any arrangements agreed under a Flexible Working Arrangement request.

3.2 Where an Employee:

- (a) Is eligible for, and has accessed, two periods of paid leave; or
- (b) Has been absent from work continuously on paid and/or unpaid leave for a period of four years or more;

the Employee will be required to return to the Employee's position for a minimum of twelve months to receive a further period of Paid maternity/Adoption Leave.

4. Teaching Staff – Payment of paid leave

4.1 The Employee shall receive:

- (a) Payment based on her normal weekly earnings at the time of commencement of the leave;

Or

- (b) Payment based on the Employee's normal average weekly earnings for the twelve weeks (or, in the case of Paid Paternity Leave, for the six weeks) immediately preceding the date upon which the Employee proceeds on leave,

Whichever is greater.

4.2 The period of Paid Maternity/Adoption Leave will be exclusive of any paid school vacation period and inclusive of public holidays which may fall during the leave.

4.3 The Employee may request, and the School may agree, that the payment for the period of paid maternity leave (calculated in accordance with clauses 4.4 and 4.5 below), will be made at the

time of commencing such leave. Where agreement is not reached, the Employee shall receive the payment in accordance with the normal fortnightly/ monthly (as applicable) pay cycle.

4.4 Employees shall be paid the following amounts

- (a) Twelve weeks paid Maternity or Adoption Leave (or six weeks Paternity Leave); and
- (b) Pro rata payment in lieu of vacation periods in accordance with the proportion of salary calculation in this Agreement.

4.5 When calculating a Teacher’s proportional payment the following formula shall apply:

$$\frac{\text{Total weeks worked (including the paid period of leave)}}{\text{Academic weeks in the school year}} \times \text{Annual Salary}^9$$

Less Salary paid to Employee to date in the current year

Example: The calculation for a Teacher earning \$60,000 per annum intending to take maternity leave who has worked full time for two terms of ten weeks each would be as follows:

$$\frac{32 \text{ (i.e. 20 weeks worked plus twelve weeks of paid leave)}}{38 \text{ (i.e. total number of academic weeks for the year)}} \times \$60,000$$

= \$50,526.36 ¹⁰ Less salary already paid to Employee to date in the current year

4.6 General

- 4.6.1 Where the period of Paid Maternity Leave actually taken is less than twelve weeks (or, in the case of Paid Paternity Leave, less than six weeks), the Employee shall only be entitled to be paid for the leave taken. Any unused portion of the period of paid leave cannot be banked, extended or preserved in any way.
- 4.6.2 As far as possible, leave must be taken in full term blocks or by returning at the beginning of a new term.

5. Unpaid Leave

5.1 On becoming aware that an Employee or an Employee’s spouse is pregnant, or that an Employee is adopting a child, the School must inform the Employee of:-

- (a) The Employee’s entitlement to Parental Leave consistent with this document; and
- (b) The Employee’s obligations to notify the School of any matter and provide documents in accordance with these guidelines.

5.2 Maternity/Adoption Leave

⁹ Based on the Employee’s average weekly earnings for the twelve weeks (or six weeks in the case of Paternity Leave) immediately preceding the date upon which the Employee proceeds on leave (see clause 4.1 above).

¹⁰Including all wages received by Employee from 1 January including in the vacation periods

- 5.2.1 Subject to clause 6 and 9.2 of this Schedule, all Eligible Employees, as defined in clauses 2.1.1 and 2.2.1, of this Schedule may access up to 104 weeks maternity/adoption leave (including the first twelve weeks as paid leave if accessed by the Employee).
- 5.2.2 In addition to the entitlement to paid and unpaid leave, Employees can apply in writing for a further period of twelve months unpaid leave that enables the Employee to extend the period of unpaid leave to a maximum of three years. The School shall not unreasonably refuse such a request for leave. This leave shall be deemed to be approved special carer's leave for the purposes of protecting an Employee's continuity of service but will not be counted as continuous service. Entitlements will cease to accrue during this period of leave.
- 5.2.3 In deciding whether to grant a request for extended leave under clause 5.2.2 of this Schedule, the School must consider the following:
- (a) The Employee's particular circumstances that gave rise to the application, particularly the Employee's role as the Child's care-giver;
 - (b) The impact refusal of the application might have on the Employee and the Employee's dependents; and
 - (c) The effect that agreeing to the application would have on the conduct of the School's school.
- 5.2.4 The School must advise the Employee, in writing, of the School's decision with 14 days after receiving an application under clause 5.2.2 of this Schedule.
- 5.2.5 If the School refuses the application, the School must provide the Employee with written reasons for refusing the application.

5.3 Unpaid Paternity Leave

- 5.3.1 Subject to clause 6 of this Schedule, Eligible Employees, as defined in clause 2.3.1 of this Schedule may access:
- (a) An unbroken period of up to two weeks at the time of confinement of the Employee's spouse; and/or
 - (b) A further unbroken period of up to 50 weeks in order to be the Primary care-giver of the child.
- 5.3.2 Subject to clause 6 of this Schedule, Eligible Employees, as defined in clause 2.3.1 of this Schedule may also apply to the School for either or both of the following:
- (a) An extension of the Short Parental Leave in 5.3.1 above for an unbroken period of up to eight weeks in total; and/or
 - (b) An extension of the Long Parental Leave in 5.3.1 above for an unbroken period of up to 96 weeks in total.
- 5.3.3 An application mentioned in clause 5.3.2 above must:
- (a) Be in writing;
 - (b) State the dates the extension being applied for is to start and end; and
 - (c) Be accompanied by a statutory declaration by the Employee stating the Employee is seeking the extension so the Employee can continue to be the child's primary caregiver.
- 5.3.4 In deciding whether to agree to an application for an extension of the period of parental leave under clause 5.3.2 of this Schedule, the School must consider the matters referred to in clause 5.2.3 of this Schedule.
- 5.3.5 The School must advise the Employee, in writing, of the School's decision:-

- (a) If the application is for extension of the short parental leave in 5.3.2(a) of this Schedule – as soon as possible after receiving the application but before the short parental leave ends; or
 - (b) For any other application – within 14 days after receiving the application.
- 5.3.6 If the School refuses the application, the School must provide the Employee with written reasons for refusing the application.

5.4 General

- 5.4.1 As far as possible, leave must be taken in full term blocks or by returning at the beginning of a new term.
- 5.4.2 The entitlement to unpaid leave is reduced by any period of Parental Leave taken by the Employee's spouse/other parent in relation to the same child.
- 5.4.3 Parental leave cannot be taken by both parents concurrently, apart from Short Parental Leave or Short Adoption Leave.
- 5.4.4 The Employee may lengthen the period of leave once only by:
- (a) Provided the maximum period of Parental Leave does not exceed the period which the Employee is entitled to access under clauses 5.2.1 or 5.3.1 of this Schedule, giving notice in writing to the School stating the period by which the leave is to be lengthened. The notice must be given at least ten weeks before the initial period of Parental Leave expires, and must state when the extended period of Parental Leave ends; or
 - (b) For Eligible Employees as defined in clauses 2.1.1 and 2.2.1 of this Schedule, making an application to extend the period of leave to include a period of special carer's leave under clause 5.2.2 of this Schedule above at least ten weeks before the initial period of Maternity/Adoption Leave expires. Such application is subject to approval by the School taking into account the matters referred to in clause 5.2.3 of this Schedule; or
 - (c) For Eligible Employees as defined in clause 2.3.1, making an application to extend the period of leave under clause 5.2.3 of this Schedule. Such application is subject to approval by the School taking into account the matters referred to in clause 5.2.3 of this Schedule.
- 5.4.5 If an application made by an Employee to extend the period of leave under clauses 5.4.4(a) or (c) of this Schedule is unsuccessful, this shall not prevent the Employee from lengthening the period of leave once only, provided the requirements of clause 5.4.4(a) of this Schedule are complied with.
- 5.4.6 The Employee is required to notify the School of any change in Employee's contact details whilst absent on Parental Leave.

6. Notice Requirements

- 6.1 Eligible Employees must provide a minimum of ten weeks' notice in writing of any application for Parental Leave, including the dates on which the Employee wants to start and end the leave, unless otherwise agreed by the School. Generally, Employees are encouraged to provide as much notice as possible.
- 6.2 Where an Employee will be commencing leave in the first term of a year, the Employee is encouraged to provide notice during the fourth term of the previous year.
- 6.3 Eligible Employees must also provide a minimum of ten weeks' notice of:

- (a) Any intention to return from Parental Leave; or
- (b) Any intention of not returning from Parental Leave; or
- (c) Any application for an extension to the leave previously granted,
Unless otherwise agreed by the School.

6.4 The above notice requirements may be waived or shortened at the discretion of the School in exceptional or unusual circumstances.

7. Documents to Accompany Notice

7.1 Maternity Leave

7.1.1 Eligible Employees must, at the time of providing notice in accordance with clause 6, of this Schedule also give to the School:-

- (a) A doctor's certificate confirming that the Employee is pregnant and the expected date of birth; and
- (b) A statutory declaration by the Employee stating the period of any Parental Leave sought by the Employee's spouse and that for the period of maternity leave the Employee will not engage in any conduct inconsistent with the Employee's contract of employment.

7.2 Adoption Leave

7.2.1 Eligible Employees must, at the time of providing notice in accordance with clause 6, of this Schedule also give to the School:-

- (a) A written statement from the adoption agency or other appropriate body of the expected placement date and confirmation from the relevant government agency that the Employee is to have custody of the child; and
- (b) A statutory declaration by the Employee stating:-
 - i. The period of any adoption leave sought by the Employee's spouse;
 - ii. The Employee is seeking the leave to be the child's Primary care-giver; andFor the period of adoption leave, the Employee will not engage in any conduct inconsistent with the Employee's contract of employment.

7.3 Parental Leave other than Maternity or Adoption Leave

7.3.1 Eligible Employees must, at the time of providing notice in accordance with clause 6 of this Schedule, also give to the School:

- (a) A doctor's certificate confirming that the Employee's spouse is pregnant and the expected date of birth; and
- (b) For Long Parental Leave, a statutory declaration by the Employee stating:-
 - i. The period of any maternity leave sought by the Employee's spouse;
 - ii. The Employee is seeking the leave to be the child's Primary care-giver; and
 - iii. For the period of the parental leave, the Employee will not engage in any conduct inconsistent with the Employee's contract of employment.

8. Reasons not to Give Notice or Documents

8.1 An Employee does not fail to comply with clauses 6 and 7 of this Schedule if the failure was caused by:

- (a) The child being born, or the pregnancy otherwise terminating, before the expected date of birth; or
- (b) The child being placed for adoption before the expected placement date; or
- (c) Another reason that was reasonable in the circumstances.

8.2 However, the Employee must give the School:-

- (a) Notice of the period of the leave within two weeks after such birth or placement; and
- (b) In the case of the birth of a living child – a doctor's certificate stating the date on which the child was born.

9. Commencement of Leave

9.1 Subject to clause 9.2 of this Schedule, the period of Parental Leave is taken to commence upon the date the Employee proceeds on such leave, provided that such date must be approved by the School in writing, and shall in all cases not be a date which is earlier than:-

- (a) Six weeks prior to the expected date of Confinement (subject to medical grounds); or
- (b) In the case of adoption leave, 14 days prior to the expected placement of the Child (subject to earlier placement of the Child).

9.2 If an Employee, whilst on maternity/adoption leave or extended unpaid leave under clause 5.2.2 of this Schedule, becomes entitled to and seeks to take a further period of maternity/adoption leave commencing at least one year after commencement of the initial period of maternity/adoption leave, without a return to work:

- (a) The initial period of leave (of whatever kind) will end; and
- (b) The subsequent period of maternity/adoption leave will commence, On the date of Confinement (or, in the case of adoption, on the date of placement of the Child) in respect of the subsequent pregnancy/adoption.

10. School may request Medical Certificate

10.1 Subject to clauses 11 and 12 of this Schedule, where an Employee continues to work within the six week period immediately prior to the expected date of birth an School may require the Employee to provide a medical certificate stating that she is fit to work on her normal duties, or transfer to a safe job in accordance with clause 11 of this Schedule.

11. Transfer to a Safe Job

11.1 Where a risk assessment based on:

- (a) A doctor's certificate given by the Employee to the School; and
- (b) The School's obligations under the Work Health and Safety Act 2011, or any replacement legislation,

Determines that the present work of a female Employee, because of her pregnancy or breast feeding, provides a risk to the health or safety of the Employee or of her unborn

or newborn child, the School must temporarily adjust the Employee's working conditions or hours of work to avoid exposure to the risk.

11.2 Where an adjustment is not practicable, the School must transfer the Employee to a safe job which will not expose her to the risk for the risk period, with no other change to the Employee's terms and conditions of employment.

11.3 If the transfer to a safe job is not practicable, the provisions of the National Employment Standards will apply.

12. Special Maternity Leave

12.1 Where the pregnancy of an Employee not then on maternity leave terminates after 28 weeks other than by the birth of a living child then:

- (a) She shall be entitled to such period of unpaid leave (to be known as special maternity leave) as a registered medical practitioner certifies as necessary before her return to work; or
- (b) For illness other than the normal consequences of confinement she shall be entitled, either in lieu of or in addition to special maternity leave, to such paid sick leave as to which she is then entitled and which a registered medical practitioner certifies as necessary before her return to work.

12.2 Where an Employee not then on Maternity Leave suffers illness related to her pregnancy, she may take such paid sick leave as to which she is then entitled and such further unpaid leave (to be known as special maternity leave) as a registered practitioner certifies as necessary before her return to work, provided that the aggregate of paid sick leave, special maternity leave and Maternity Leave shall not exceed the period to which the Employee is entitled under clause 5 of this Schedule.

13. Parental Leave and Other Entitlements

13.1 Access to Other Leave

13.1.1 Employees who are entitled to such leave may access accrued annual leave and/or accrued long service leave during the period that would otherwise be unpaid Maternity or other unpaid Parental Leave, provided that the aggregate of paid and unpaid Parental Leave and other forms of leave shall not exceed the period to which the Employee is entitled under clause 5 of this Schedule.

13.1.2 Paid sick leave is not available to an Employee on Parental Leave.

13.1.3 If the Employee returns to normal duties and then wishes to take long service leave and/or annual leave, three months' notice must be given.

13.2 Recognition of Service

13.2.1 Periods of paid leave during parental leave count as service and therefore annual leave (if applicable), long service leave and sick leave continue to accrue;

13.2.2 Continuity of Service is not broken by authorised leave, paid or unpaid, however absences on unpaid leave do not count as service.

13.3 Salary Increments

13.3.1 Periods of paid Parental Leave count as service for the purpose of calculating an Employee's annual salary increment.

13.4 Purpose of Parental Leave

13.4.1 The intention of the Parental Leave provisions is to enable an Employee to be absent to care for his or her child. Accordingly, an Employee on unpaid Parental Leave wishing to engage in employment would be expected to resume normal duties, unless otherwise agreed by the School.

14. Period of Parental Leave may be Broken

14.1 A School and the Employee may agree that the Employee break the period of Parental Leave by returning to work on a full time, Part Time or casual basis.

14.2 The period of Parental Leave cannot be extended by the return to work beyond the total period allowed under clause 5 of this Schedule.

15. Part Time or Casual Employment

15.1 An Employee and the School may agree that the Employee work Part Time or casual either during the pregnancy, because it is necessary or desirable, or at any time after the date of birth of the child, in accordance with the National Employment Standards.

16. Professional Development and Workplace Information

16.1 The School may offer an Employee on paid or unpaid Parental Leave opportunities for Professional Development, so that the Employee can keep their skills current.

16.2 The School must take reasonable action to advise each Employee who is absent from the workplace on Parental Leave about proposed significant change at the workplace before it is implemented.

16.3 In addition, keeping the Employee informed of changes/updates occurring at work can make the return to work and transition easier. This is usually done through mailing information to the Employee, or inviting Employees to planning activities or significant briefings.

16.4 The Employee participation in such opportunities is voluntary. Similarly, the provision of such opportunities is at the School's discretion.

16.5 While the provision of such opportunities is at the School's discretion, such initiatives conform to the principles of employment under the Workplace Gender Equality Act 2012.

16.6 Participation in the Professional Development opportunities will not extend the period of Parental Leave, nor impact on the period that counts for service.

16.7 No payment for Employee's time will be made for involvement in the Professional Development Opportunities.

Schedule 15 - Dispute Resolution Procedure

1. Preamble

- 1.1 It is a term of this Agreement that in the event of a Dispute, the following Dispute Resolution Process will be followed.
- 1.2 The Parties agree to participate in the Dispute Resolution Process in good faith and in recognition that the satisfactory resolution of any Dispute is in the interests of all Parties to this Agreement.

2. Principles of the Dispute Resolution Process

- 2.1 A party to this Agreement, or person subject to this Agreement, may initiate a Dispute concerning the interpretation or application of this Agreement, the benefits prescribed by this Agreement, or in relation to the National Employment Standards, at any time. For the purposes of clause 2 this schedule, and for ease of reference, the term party includes a person who is subject to this Agreement.
- 2.2 A party may choose to have a support person at the first level of a Dispute.
- 2.3 A party may choose to be represented at the second or third level of a Dispute by a representative, including a Union representative or School's organisation or legal representative. The representative of a party will be recognised by any other party to the Dispute.
- 2.4 The Parties will not unreasonably obstruct a representative of a party from meeting with the party they represent.
- 2.5 In the first instance a Dispute will be dealt with at the workplace level. If the Dispute remains unresolved, conciliation may occur. In the event that the Dispute remains unresolved after conciliation, arbitration may be sought as a means of resolving the Dispute.
- 2.6 Whilst this Dispute Resolution Procedure is being followed normal work will continue and the status quo existing before the emergence of the Dispute will continue except in a case of a genuine safety issue.

3. First Level of Dispute – Workplace level

- 3.1 In the first instance any Dispute will be dealt with at the local workplace.
- 3.2 Any Dispute should initially be raised verbally to enable an informal discussion in an attempt to resolve the Dispute. Where a Dispute is raised by an Employee the Dispute should be raised with the Employee's immediate supervisor unless it is not practicable to do so.
- 3.3 Where the Dispute cannot be resolved by discussion, the initiating party should put the Dispute in writing and provide the written Dispute to their immediate supervisor, unless it is not practicable to do so.
- 3.4 Where the Dispute is raised by one of the Parties to this Agreement, the initiating party will advise the other party of the Dispute.

4. Dispute Resolution meetings

- 4.1** Once a Dispute has been raised in writing, the Parties shall meet and confer at a local workplace level in an attempt to resolve the Dispute. The Parties will make all attempts to hold this meeting within seven days of the Dispute being raised, subject to acceptance that some matters may be of such complexity or importance that it may take a reasonable period of time for the appropriate discussions to be arranged and held.
- 4.2** Following a meeting of the Parties to discuss the Dispute, the Parties can agree:
- (a) That the Dispute is satisfactory resolved;
 - (b) To further workplace level meetings in an attempt to resolve the Dispute;
 - (c) Take other agreed steps which will assist in the resolution of the Dispute; or
 - (d) To proceed to conciliation.
- 4.3** Where the meeting(s) identified in clause 4.1 above results in an agreement of any kind, that agreement will be recorded in writing and provided to all of the Parties who participated in the meeting.
- 4.4** At least 14 days after the Dispute has been raised, if discussions have been unreasonably delayed, or if the meeting at the local workplace level is not successful in resolving the Dispute, a party may initiate conciliation of the Dispute.

5. Second Level of Dispute – Conciliation

5.1 Initiation of Conciliation

- 5.1.1** To initiate conciliation one or more Parties may request conciliation.
- 5.1.2** The Conciliator must be provided with information on the nature of the Dispute and the remedy sought by the party who requests conciliation.
- 5.1.3** Where a party initiates the conciliation process, that party must inform the other Parties to the Dispute and provide the other Parties with copies of the request for conciliation and any documents provided to the Conciliator.
- 5.1.4** The Parties agree to supply any relevant information to the Conciliator that may assist the Conciliator in making a recommendation to resolve the Dispute.

5.2 Conciliation Process

- 5.2.1** The Parties will agree on the location for the Conciliation to occur. Where the Parties are unable to agree on a location, the Conciliator will determine the location.
- 5.2.2** The Conciliator will carefully and quickly inquire into the Dispute and all matters affecting the merits and fair settlement of the Dispute.
- 5.2.3** The Parties agree that the Conciliator will have the power to do all such things as are necessary for the just resolution of the Dispute, including (but not limited to):
- (a) Helping the Parties identify and define the matters in Dispute;
 - (b) Helping the Parties to develop a procedure which is aimed at achieving resolution of the Dispute quickly, fairly and cost-effectively;
 - (c) Where appropriate, suggesting particular Dispute Resolution techniques for individual issues aimed at narrowing the matters in Dispute quickly, fairly and cost-effectively; and

- (d) Acting as the facilitator of direct negotiations between the Parties.
- 5.2.4 The Conciliator does not have the power to issue a legally binding decision.
- 5.2.5 The Conciliator will, if necessary, be provided with access to the workplace to inspect or view any work, material, appliance, article, document or other thing or to interview any person who is usually engaged in work at the workplace.
- 5.2.6 The rules of natural justice will apply to the activities undertaken by the Agreed Conciliator.
- 5.2.7 The Conciliator may meet the Parties or their representatives separately with the knowledge of each party to discuss the matter(s) the subject of the Dispute. The Conciliator will keep confidential the content of any such discussion, and shall not expressly or impliedly convey the content of such discussion (or part thereof) unless specifically authorised to do so.
- 5.2.8 If the Conciliator is of the view that having completed the above process the matter(s) in Dispute remains unresolved, the Conciliator may, at the request of either party, provide a written recommendation as to what would constitute a reasonable resolution of the Dispute, or any part thereof.
- 5.2.9 Within seven days of the receipt of any written recommendation the Parties must indicate to the Agreed Conciliator, and to the other Parties, if they intend to accept all or any of the recommendations made by the Conciliator.
- 5.2.10 In the event that one or more of the Parties do not accept the Conciliator's recommendations, or if the matter in Dispute is not otherwise resolved, the Agreed Conciliator must within seven days provide a written report to the Parties expressing the Conciliator's opinion of what would constitute a reasonable resolution of the Dispute, or any part thereof.
- 5.2.11 Within seven days of the date of the Conciliator's written report, either party may request that the matter proceed to arbitration.
- 5.2.12 Except for the written report, which may be provided to the Arbitrator, it is agreed that the Conciliator will observe confidentiality about all aspects of the Dispute.

6. Third Level of Dispute – Arbitration

6.1 Initiation of Arbitration

- 6.1.1 A party may apply to have a Dispute heard by the Arbitrator following completion of the steps outlined in clause 5 of this Schedule. Where agreement exists between all of the Parties to the Dispute the matter may proceed to arbitration without all of the steps identified in clause 5 of this Schedule.
- 6.1.2 A representative of a party to the agreement, including a Union representative or School representative or legal representative may make an application to have a Dispute arbitrated.
- 6.1.3 An application to have a Dispute heard by the Arbitrator must be in writing, signed by the applicant and specify the matters in Dispute, the steps taken to date to resolve the Dispute and the resolution sought. A copy of the application must be provided to the other Parties.
- 6.1.4 If the Arbitrator requests further information from the Parties or their representatives in relation to the application, this information will be provided in a timely manner.

6.2 Arbitration Process

- 6.2.1 Where all of the Parties to the Dispute agree, the Arbitrator may undertake further conciliation or mediation prior to the commencement of Arbitration.
- 6.2.2 The Parties shall agree on the location that the Arbitration will occur. Where the Parties are unable to agree on a location, the Arbitrator will determine the location.
- 6.2.3 The Arbitrator will, as far as practicable, act in a way that avoids unnecessary technicalities and legal forms. The rules of natural justice will apply to the activities undertaken by the Arbitrator.

6.2.4 The Arbitrator will record any decision in writing. The decision will be provided to all of the Parties to the Dispute. Any decision will include reasons for the decision unless the Parties had agreed prior to the decision that reasons were not to be provided. Where the Arbitrator is of the opinion that there is a need to issue the decision expeditiously, written reasons for decision may be issued shortly after the release of the decision.

6.2.5 The Arbitration process may be recorded and transcribed.

6.3 Powers of the Arbitrator

6.3.1 The Arbitrator will, if necessary, be provided with access to the workplace to inspect or view any work, material appliance, article, document or other thing, or to interview any person who is usually engaged in work at the workplace.

6.3.2 The Parties agree that the Arbitrator may give all such directions, and do all such things, as are necessary for the just resolution and determination of the Dispute.

6.3.3 This may include, but is not limited to, the following:

- (a) Informing themselves in any manner that they feel appropriate;
- (b) Taking evidence on oath and affirmation;
- (c) Giving directions, either orally or in writing, in the course of, or for the purposes of, procedural matters relating to the proceeding;
- (d) Compelling the production of documents that relate to the Dispute or the matters in Dispute;
- (e) Summoning any party to the Dispute, witness or other persons whose presence the Arbitrator believes would help in the resolution or determination of the Dispute;
- (f) Determining the Dispute in the absence of any party or person who has been notified of the Dispute, or who has been summoned to appear, and who has not participated in the arbitration;
- (g) Conducting the arbitration at any place;
- (h) Conducting the proceeding, or any part of the proceeding, in private;
- (i) Adjourning the proceedings to another time and/or place;
- (j) Referring any matter to an expert and accepting the expert's report as evidence;
- (k) Allowing the amendment, on any terms that it thinks appropriate, of any application or other document relating to the proceeding;
- (l) Correcting, amend or waive any error, defect or irregularity whether in substance or form;
- (m) Making interim decisions;
- (n) Making a final decision in respect of the matter to which the proceeding relates; and
- (o) Making a decision which is different from that sought by the Parties to the Dispute.

6.3.4 So as to remove doubt, it is recorded that the Parties agree that the Arbitrator will have the power to decide on an appropriate remedy (ies) to resolve the Dispute. This power will include, but not be limited to, a binding direction that a party act, or cease to act, in certain manner, or to do all such things as are necessary to implement the decision of the Arbitrator.

6.3.5 Subject to any review of the Arbitrator's decision or direction or relating to the Dispute (as provided in clause 7 of this Schedule), the decision or direction of the Arbitrator will be accepted by all affected Parties as the settlement of the Dispute.

6.3.6 The Parties agree to confer immunity on the Arbitrator for all matters relating to the Dispute Resolution between the Parties.

7. Review of Arbitrator's Decision

- 7.1** A party may seek a review of the Arbitrator's decision within 21 days of receipt of decision, or of the provision of reasons for the decision, whichever is the later.
- 7.2** An application for a review of the Arbitrator's decision will be provided to the Parties and the Arbitrator in writing. An application for a review will detail the grounds on which the review is sought.
- 7.3** Where an application for a review of the Arbitrator's decision is made, the decision of the Arbitrator will be stayed until the review process is completed. However, the Parties may agree that there be a partial stay or no stay of the Arbitrator's decision.
- 7.4** The review will be heard by a review Arbitrator who will have all the powers provided by the Parties to an Arbitrator.
- 7.5** The review Arbitrator may admit further evidence and may request a report from the Arbitrator.
- 7.6** The Parties and the review Arbitrator will use their best endeavors to ensure that the Review process is carried out expeditiously.
- 7.7** On hearing the review, the review Arbitrator may;
- (a) Confirm, quash or vary the decision, direction or action under review;
 - (b) Make an order or decision dealing with the subject-matter of the decision under review; or
 - (c) Make any direction to give effect to their decision.
- 7.8** The decision of the review Arbitrator is final, subject to any other legal right of appeal which might exist.

8. Alteration of Rights

- 8.1** The Parties agree that, to the extent that any decision of the Arbitrator or review Arbitrator alters the rights and responsibilities of the Parties to this Agreement, those rights are so altered and are enforceable in a court of competent jurisdiction.

9. Costs

- 9.1** Unless otherwise agreed, each party shall bear their own costs of this Dispute Resolution Process.

Schedule 16 - Additional Provisions

1. Union Recognition

- 1.1 The School recognises the role of unions in representing the interests of their members, the right of employees to join a relevant union and the rights of union officials.
- 1.2 The School shall, upon receiving advice that a Member has been appointed to act as a Union representative, recognise such person as accredited by the Union for as long as that person remains so appointed.
- 1.3 Union representatives will be allowed reasonable access to facilities such as telephones, facsimile machines, photocopying machines, email, computers, etc. needed to perform their functions as may be agreed between an individual School and the Union representative concerned.
- 1.4 A Union representative shall be allowed such reasonable time as may be agreed between an individual School and the Union representative concerned, to:
- (a) Consult with employees on workplace matters and Agreement issues; and
 - (b) Discuss Union membership and provide information to new employees.
- 1.5 This time will not be included in the Union representative's ordinary hours.

2. Trade Union training leave

- 2.1 Upon written application by an employee to an individual School, such application being endorsed by the Union and giving to the School at least two (2) months' notice, the employee shall be granted up to three (3) working days leave (non-cumulative and not payable on termination) on ordinary pay to attend courses and seminars conducted by the Union.
- 2.2 For the purposes of clause 2.1 of this schedule "ordinary pay" means at the ordinary rate paid to the employee exclusive of any allowance for travelling time and fares.
- 2.3 The granting of such leave shall be subject to the following conditions:
- (a) Unless the employee is an appointed / elected School based representative, they must have at least two (2) years' service with the individual School prior to such leave being granted;
 - (b) This provision shall not apply to the individual School if it has less than ten (10) full-time employees eligible for membership in the Union hosting the training;
 - (c) The School will release the following maximum number of staff to attend a course or seminar at the same time:

Where the School employs between 10 and 30 employees	1
Where the School employs more than 30 employees	2
- 2.3.1 Provided that where the School has more than one place of employment in Queensland, then the formula shall apply to the number of employees employed in or from each place of employment;
- (a) The granting of such leave shall be subject to the reasonable convenience of the individual School so that the operations of the School will not be unduly affected but will not be unreasonably refused;

- (b) No employee shall be granted leave exceeding the duration of the course or seminar to be attended;
- (c) The scope, content and level of the course or seminar shall be such as to contribute to a better understanding of industrial relations within the individual School's operations, and in particular, a better understanding of the industrial framework issues impinging upon the employees in the non-government education sector;
- (d) In granting such paid leave, the School is not responsible for any additional costs except the payment of extra remuneration where relieving arrangements are instituted to cover the absence of the Teacher; and
- (e) Such paid leave will not affect other leave granted to employees.

3. Payment of Union membership fees

- 3.1 If an employee makes a written request to the School for the union fees to be deducted from their pay, the School will make arrangements to deduct the union fees from that employee's pay.

4. Union delegates

- 4.1 Union delegates and job representatives have a role to play within a workplace. The existence of accredited Union delegates and/or job representatives is encouraged.
- 4.2 The Schools shall not unnecessarily hinder accredited Union delegates and/or job representatives in the reasonable and responsible performance of their duties.

5. Membership of School Consultative Committees

- 5.1 The Schools will establish its own Consultative Committee, determining size and charter. The School Consultative Committee will reflect the Employing structure of the School and will give appropriate representation to management.
- 5.2 In order to ensure that membership is fair and representative, the following is suggested. At least:
- (a) Two (2) persons appointed by the School;
 - (b) One (1) Union member elected by the Union School Chapter; and
 - (c) One (1) member elected from each area of teaching; School officer and non-teaching.
- 5.3 When appropriate, other members of School's Employees may be co-opted for input on specific issues.

6. Objectives of the School Consultative Committee

- 6.1 The School Consultative Committee is not a decision making body. It is a consultative group composed of the Principal or the Principal's Representative and staff of each Individual School. It is an important element in the consultative structure with the Schools. It is established to ensure all people affected have an opportunity to participate in the implementation, monitoring and evaluation of this Agreement at Individual School level. The objectives of the Committee are:
- (a) To promote a co-operative approach to the implementation of the terms of this Agreement;

- (b) To provide a mechanism for employees to have input into decisions that affect their working lives, thus providing a more satisfying work environment; and
- (c) To provide a mechanism for employees to be involved in problem solving.

7. Tasks of School Consultative Committee

7.1 To achieve the above objectives, the School Consultative Committee will:

- (a) Assist in the planning and necessary implementation of changes in work practices, including making recommendations in respect of risk assessment and management in regards of students;
- (b) Monitor the implementation of the Agreement;
- (c) Identify priorities for the implementation of the Agreement;
- (d) Oversee the implementation of the Agreement at the School level;
- (e) Recommend to the Single Bargaining Unit items to be included in any future Agreement;
- (f) Address issues and provide advice at the School level regarding matters arising from this Agreement; and
- (g) Consult with all Parties affected by ongoing implementation.

7.2 In order to achieve the objectives and complete the tasks identified above, the Parties recognise that these Operational Guidelines will be referred to by the School Consultative Committee.

7.3 Proposed changes to conditions not already identified will be included in future stages of the Agreement where they have the agreement of the majority of the employees affected by the proposal. Where this is required, all employees directly affected will be consulted as a group and addressed by representatives of the School Consultative Committee. In these circumstances agreement is defined as a majority of employees affected. However, Parties acknowledge that consensus should, wherever possible, be the basis of agreement. In determining the outcome neither Party will unreasonably withhold agreement.

8. Guidelines for meetings of the school consultative committee

8.1 Meetings will be held regularly (at least three (3) per year) with half of the nominated time during working hours and half the nominated time during non-working hours.

8.2 A Chairperson is to be elected by the Committee from within the Committee. The School Consultative Committee can decide upon a formula for appointment/rotation of Chairperson to ensure the position is equally shared.

8.3 A Secretary will be appointed, with responsibility for preparing the agenda and minutes of each meeting. The Secretary may not necessarily be a member of the School Consultative Committee. Minutes of meetings will be circulated amongst School Consultative Committee members for approval, and then distributed to all Employees.

8.4 Agenda items can be submitted to the Secretary from members of the Committee and Employee members.

8.5 The Agenda should be prepared five (5) days in advance of a meeting and posted on noticeboards in Employee rooms and work areas.