



**REDLANDS
COLLEGE**

ENTERPRISE AGREEMENT

2025

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1. OPERATION OF AGREEMENT

1.1 Title

This Agreement shall be known as the Redlands College Enterprise Agreement 2025.

1.2 Coverage

This Agreement applies to Redlands College LTD (the College) and its employees for whom wages and classifications are contained herein. This Agreement shall not apply to any appointed College Executive.

1.3 Partial Exemption

Members of the Educational and Business Leadership Teams, other than the College Executive, may be employed subject to the terms of this Agreement, except that the following provision of this Agreement will have no application to those employees:

(a) Hours of duty.

1.4 Commencement Date and Period of Operation

This Agreement will commence on 1st January 2025. The nominal expiry date of the Agreement shall be 31st December 2028.

1.5 Posting of this Agreement

A true copy of this Agreement shall be posted on the College network, where it can be easily accessed by employees.

1.6 Relationship with other Industrial Instruments

This is a comprehensive Agreement that stands alone and applies to the exclusion of any other industrial instrument that covers, or would otherwise apply to, employees.

1.7 No extra claims

This Agreement constitutes a closed Agreement in settlement of all industrial matters for its duration. There shall be no further claims regarding any industrial matter for the duration of this Agreement.

1.8 Variation of the Agreement

Any variation to this Agreement will be in accordance with the approval process required by the Fair Work Act 2009, as amended from time to time.

1.9 Individual Flexibility Arrangements

1.9.1 An employee may agree with the College Principal to make an individual flexibility arrangement to vary the effect of terms of the agreement if:

(a) the agreement deals with one (1) or more of the following matters:

(i) arrangements about when work is performed;

(ii) overtime rates;

(iii) penalty rates;

(iv) allowances;

(v) leave loading; and

(b) the arrangement meets the genuine needs of the individual and the College in relation to one (1) or more of the matters mentioned in paragraph (a); and

(c) the arrangement is genuinely agreed by the employee and the College.

1.9.2 The employee and the College must ensure that the terms of the individual flexibility arrangement will:

- (a) be about permitted matters under section 172 of the Fair Work Act 2009; and
 - (b) not be unlawful terms under section 194 of the Fair Work Act 2009; and
 - (c) result in the employee being better off overall than they would be if no arrangement was made.
- 1.9.3 The individual flexibility arrangement must:
- (a) be in writing; and
 - (b) include the name of the employee and the employer; and
 - (c) be signed by the employee and the College and if the employee is under 18 years of age, signed by their parent or guardian; and
 - (d) include details of:
 - (i) the terms of this Agreement that will be varied by the arrangement; and
 - (ii) how the arrangement will vary the effect of the terms; and
 - (iii) how the employee will be better off overall in relation to the terms and conditions of employment as a result of the arrangement; and
 - (e) state the day on which the arrangement commences.
- 1.9.4 The College must give the employee a copy of the individual flexibility arrangement within 14 days after it is agreed to.
- 1.9.5 The individual flexibility arrangement may be terminated by either the employee or the College:
- (a) by one party giving at least 28 days written notice to the other party to the arrangement; or
 - (b) by agreement between the parties in writing at any time.

1.10 Workplace Delegates' Rights

- 1.10.1 This Agreement incorporates the workplace delegates' clause as prescribed in Clause 28A in both the *Educational Services (Teachers) Award 2020* and *Educational Services (Schools) General Staff Award 2020*.

2. RELATIONSHIP TO AIMS OF THE COLLEGE

2.1 Preamble and Mission

Redlands College exists to provide a Christ-centred education that will prepare young people to serve God and influence the world. The College's mission is to foster a Christ-centred community which, through the co-operation of staff, students and their families, provides for students from across the community spectrum, a quality education which values respect for the individual, a commitment to excellence in all endeavours and the desire to develop one's God-given abilities.

In order to achieve this mission, the College intentionally fosters a culture where all staff draw from a common affirmation of the Christian faith to inform their view of the world and guide their beliefs, words and actions, as they educate the students entrusted into the care of the College community.

2.2 Faith Basis of the College

- 2.2.1 Without limiting the *Redlands College LTD Constitution, Position Statement on the Integration of Faith, Practice and Vocation* or related documents, which may provide more specific information, the College is an institution established for religious and

educational purposes, conducted in accordance with the doctrines, beliefs, tenets and teachings of the evangelical protestant stream of the Christian religion. Specifically, the College's spiritual, governance and leadership oversight is founded in, and acts in accordance with, the doctrines, beliefs, tenets and teachings of the independent Churches of Christ.

- 2.2.2 Collectively, these documents inform the College's understanding of the lifestyle, conduct and values which all staff members of the College, regardless of their role, are required to respect and maintain at all times and are to be understood as source documents.
- 2.2.3 All staff are required to be genuine adherents in belief and practice to the Christian faith and play a significant part in the ministry of the Christian church and Gospel. This includes teaching and modelling the Christian faith to students, adopting personal conduct and lifestyle consistent with this faith and representing the faith basis of the College to those inside and outside of the College community.

2.3 Integrating Faith, Practice and Vocation

- 2.3.1 The provisions in this section are included in good faith to avoid injury to the religious susceptibilities of adherents of the Protestant stream of the Christian faith and damage to the reputation of the College.
- 2.3.2 It is an inherent genuine occupational requirement (subject to the provisions of the *Anti-Discrimination Act 1991*) and essential condition of employment and continuing employment, that a staff member possesses and maintains a firm personal belief consistent with the *Affirmation of Faith* of Redlands College, together with an active commitment to a Christian church holding a doctrinal position consistent with the *Affirmation of Faith*.
- 2.3.3 At the least, such an active commitment requires regular attendance at their church's worship services and active involvement in devotions and worship services at Redlands College.
- 2.3.4 All staff members of the College must:
 - (i) Conduct themselves in a manner consistent with these beliefs, and in accordance with the Christian ethos and aims of the College, thus providing a specifically Christian role model and example to all students, families and others associated with the College.
 - (ii) Not deliberately act in a way that they know, or ought reasonably to know, is contrary to the beliefs, ethos and aims of the College.
 - (iii) Without limiting subsection (i) and (ii) above, avoid, whether by word, action or lifestyle, any influence upon students (and in particular must not teach, encourage or model anything) contrary to the *Affirmation of Faith*, beliefs, ethos and aims of the College.
- 2.3.5 Acting contrary to the requirements above is likely to cause injury to the religious susceptibilities of members of the College community who adhere to the College's beliefs, and may damage the College's reputation.
- 2.3.6 If a staff member acts contrary to the requirements above, the matter will be dealt with in accordance with the normal College procedures in relation to conduct and performance management and may include restoration, counsel, discipline or dismissal of the employee.
- 2.3.7 If a dispute arises in connection with this section it shall be dealt with in accordance with the College's *Complaint Handling Policy* available on the College network.

2.4 Objectives

2.4.1 The agreed objectives of this Agreement are:

- (a) To maximise the learning outcomes for students through quality teaching.
- (b) To maintain and improve productivity, efficiency, flexibility, and effectiveness of the College through the implementation of agreed measures which will significantly increase the performance of the College and offer secure and worthwhile employment for its employees.
- (c) To adopt a consultative and participative approach to implement increased and sustained improvement in performance across all areas of operation of the College.
- (d) To develop an environment of continuous improvement which is conducive to a flexible work organisation able to respond to changing demands in education.
- (e) To develop management systems and work practices that are capable of assuring all stakeholders of the quality of the College services.
- (f) To maintain the College's accessibility to members of the community through continued awareness of increasing pressures on operating costs and encouragement of optimum resource usage.
- (g) To share equitably the benefits of enhanced service delivery among employees and the College community.

2.5 Annual Review

A standing agenda item for the first combined meeting of the Executive, Educational Leadership Team and Business Leadership Team each year will be an opportunity for members to raise questions about the Enterprise Agreement and its implementation.

3. CONSULTATION REGARDING MAJOR WORKPLACE CHANGE

3.1 This term applies if the employer:

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

Major change

3.2 For a major change referred to in paragraph (3.1)(a):

- (a) the employer must notify the relevant employees of the decision to introduce the major change; and
- (b) subclauses (3.3) to (3.9) apply.

3.3 The relevant employees may appoint a representative for the purposes of the procedures in this term.

3.4 If:

- (a) a relevant employee appoints, or relevant employees appoint, a representative for the purposes of consultation; and
- (b) the employee or employees advise the employer of the identity of the representative; the employer must recognise the representative.

- 3.5 As soon as practicable after making its decision, the employer must:
- (a) discuss with the relevant employees:
 - (i) the introduction of the change; and
 - (ii) the effect the change is likely to have on the employees; and
 - (iii) measures the employer is taking to avert or mitigate the adverse effect of the change on the employees; and
 - (b) for the purposes of the discussion—provide, in writing, to the relevant employees:
 - (i) all relevant information about the change including the nature of the change proposed; and
 - (ii) information about the expected effects of the change on the employees; and
 - (iii) any other matters likely to affect the employees.
- 3.6 However, the employer is not required to disclose confidential or commercially sensitive information to the relevant employees.
- 3.7 The employer must give prompt and genuine consideration to matters raised about the major change by the relevant employees.
- 3.8 If a term in this agreement provides for a major change to production, program, organisation, structure or technology in relation to the enterprise of the employer, the requirements set out in paragraph (3.2)(a) and subclauses (3.3) and (3.5) are taken not to apply.
- 3.9 In this term, a major change is **likely to have a significant effect on employees** if it results in:
- (a) the termination of the employment of employees; or
 - (b) major change to the composition, operation or size of the employer’s workforce or to the skills required of employees; or
 - (c) the elimination or diminution of job opportunities (including opportunities for promotion or tenure); or
 - (d) the alteration of hours of work; or
 - (e) the need to retrain employees; or
 - (f) the need to relocate employees to another workplace; or
 - (g) the restructuring of jobs.
- Change to regular roster or ordinary hours of work*
- 3.10 For a change referred to in paragraph (3.1)(b):
- (a) the employer must notify the relevant employees of the proposed change; and
 - (b) subclauses (3.11) to (3.15) apply.
- 3.11 The relevant employees may appoint a representative for the purposes of the procedures in this term.
- 3.12 If:
- (a) a relevant employee appoints, or relevant employees appoint, a representative for the purposes of consultation; and
 - (b) the employee or employees advise the employer of the identity of the representative; the employer must recognise the representative.
- 3.13 As soon as practicable after proposing to introduce the change, the employer must:

- (a) discuss with the relevant employees the introduction of the change; and
- (b) for the purposes of the discussion—provide to the relevant employees:
 - (i) all relevant information about the change, including the nature of the change; and
 - (ii) information about what the employer reasonably believes will be the effects of the change on the employees; and
 - (iii) information about any other matters that the employer reasonably believes are likely to affect the employees; and
- (c) invite the relevant employees to give their views about the impact of the change (including any impact in relation to their family or caring responsibilities).

3.14 However, the employer is not required to disclose confidential or commercially sensitive information to the relevant employees.

3.15 The employer must give prompt and genuine consideration to matters raised about the change by the relevant employees.

3.16 In this term:

relevant employees means the employees who may be affected by a change referred to in subclause (3.1).

4. PROCEDURE FOR SETTLING DISPUTES

4.1 This procedure shall apply to any grievances or disputes in relation to any industrial matter pertaining to the relations between the College and employees, the terms of this Agreement or the National Employment Standards. The procedure applies to disputes involving a single employee or any number of employees.

4.2 In the first instance the parties must attempt to resolve the matter at the workplace by discussions between the employee or employees concerned and the relevant supervisor. If such discussions do not resolve the dispute, the parties will endeavour to resolve the dispute in a timely manner by discussions between the employee or employees concerned and more senior levels of management as appropriate.

4.3 If the dispute is unable to be resolved at the workplace, and all appropriate steps under Clause 4.2 have been taken, a party to the dispute may refer the dispute to Fair Work Commission (except where the grievance or dispute is in relation to whether the College had reasonable business grounds for refusing a request for flexible working arrangements or extended parental leave, in which case the matter cannot be referred to Fair Work Commission or another person for resolution).

4.4 The parties may agree on the process to be utilised by Fair Work Commission including mediation, conciliation and consent arbitration.

4.5 Where the matter in dispute remains unresolved, Fair Work Commission may exercise any method of dispute resolution permitted by the Fair Work Act that it considers appropriate to ensure the settlement of the dispute.

4.6 The College or an employee may appoint another person, organisation or association to accompany and/or represent them for the purposes of this Clause 4.

4.7 While the dispute resolution procedure is being conducted, work must continue in accordance with this Agreement and the Fair Work Act. Subject to applicable occupational health and safety legislation, an employee must not unreasonably fail to comply with a direction by the College to perform work, whether at the same or another workplace, which is safe and appropriate for the employee to perform.

5. WAGES AND RELATED MATTERS

5.1 Wage increases

- 5.1.1 This Agreement provides for the following wage increases:
- (a) varying increases as set out in Schedule 1 in this Agreement commencing 20 January 2025;
 - (b) a further 3.5% increase, from the pay period commencing 19 January 2026;
 - (c) a further 3.0% increase, from the pay period commencing 18 January 2027;
 - (d) a further 3.0% increase, from the pay period commencing 17 January 2028.
- 5.1.2 The wage rates for all classifications incorporating these increases are shown in Schedule 1.

5.2 Payment of wages

The College will pay wages on a fortnightly basis by electronic funds transfer to each employee's nominated account.

5.3 Superannuation

- 5.3.1 The College shall contribute superannuation contributions on behalf of eligible employees in accordance with the relevant Superannuation Guarantee Legislation as amended from time to time.
- 5.3.2 Superannuation contributions shall be paid into any complying fund nominated by the staff member and agreed by the College.
- 5.3.3 If an employee does not nominate a fund within one (1) month of commencing employment, contributions will be made to the College's default Super fund.
- 5.3.4 College superannuation contributions may be greater than that required by the relevant Superannuation Guarantee Legislation in accordance with Clause 5.3.1, where an employee (other than a casual employee or those employed on a fixed-term basis) agrees in writing to make voluntary superannuation contributions as follows:
- (a) An additional 2.50% of their ordinary time earnings provided that they co-contribute 5.00% of their ordinary time earnings to a fund in accordance with this Clause;

Date of Implementation	Mandatory College Contribution	Voluntary Employee Co-Contribution	Voluntary Employer Co-Contribution	Capped Total Contribution
Up to 30 June 2025	11.5%	5.0%	2.5%	19.0%
From 1 July 2025	12.0%	5.0%	2.5%	19.5%

- 5.3.5 The above co-contribution arrangements will continue except that the additional College contributions will be offset against any increases in the minimum mandatory contribution required under the relevant superannuation guarantee legislation such that the total contribution to the superannuation fund made by the College remains unchanged.
- 5.3.6 An employee's voluntary superannuation contribution component may be paid before tax in accordance with the salary packaging provisions in Clause 5.4.

5.4 Salary packaging

- 5.4.1 The College agrees to the implementation of salary packaging subject to this Clause and relevant guidelines as amended from time to time and made known to

employees.

- 5.4.2 Employees are encouraged to obtain financial advice prior to entering a salary packaging arrangement and must acknowledge that the salary packaging arrangement meets their personal requirements.
- 5.4.3 Agreement on salary packaging arrangements may be reached between the College and the individual employee. Such an agreement will be recorded in writing, signed by the College and the individual employee and held by the College with a copy provided to the employee.
- 5.4.4. Where such an agreement is reached; the employee's total salary shall be reduced by an amount equivalent to that agreed between the College and employee plus any relevant tax liability including fringe benefits tax incurred by the College. There will be no additional increases in superannuation costs or to fringe benefits payments made by the College and increases or variations in taxation are to be passed to employees as part of their salary package.
- 5.4.5 The employee's salary used to calculate superannuation contributions, leave loading, long service leave, severance and termination payment entitlements, will be the gross base salary (as per Schedule 1 of this Agreement) the employee would have received if not taking part in the salary packaging arrangement.
- 5.4.6 The maximum amount allowable for salary packaging purposes shall be the amount determined by the Australian Taxation Office.
- 5.4.7 Salary packaging arrangements which are in-house (not outsourced) may be reduced or cancelled at any time and otherwise altered once per annum.
- 5.4.8 The College reserves the right to outsource the administration of salary packaging arrangements to a provider appointed by the College. The costs of administration will be borne by the employee in regard to their own package.
- 5.4.9 The College will meet the cost associated with the processing of approved pay deduction authorities to the service provider.

5.5 Payroll deduction

- 5.5.1 An individual employee and the College may agree to have an amount deducted from the employee's fortnightly wages for any purpose provided this is:
 - (a) specifically authorised by the employee in writing; and
 - (b) is either for the benefit of the employee or, if it is for the benefit of the College or a party related to the College, is reasonable in the circumstances.
- 5.5.2 Any variation in the amount of the deduction must also be authorised in writing by the employee.
- 5.5.3 The employee's salary used to calculate superannuation contributions, leave loading, long service leave, severance and termination payment entitlements, will be the gross base salary (as per Schedule 1 of this Agreement) the employee would have received if the amount were not deducted.
- 5.5.4 This does not affect any other provision in this Agreement facilitating wage deductions or the College's right to require employees to spend amounts where this is not unreasonable under s.325 of the *Fair Work Act 2009*.

6. EFFICIENCY AND EFFECTIVENESS INITIATIVES

6.1 Learning and Teaching

The College will continue to be active and innovative in exploring and implementing effective learning and teaching.

6.2 Teaching loads

The ongoing monitoring and review of teaching loads within the College will seek as an outcome maximum student learning opportunities within a framework of industry standards. Hours of duty and teaching load allocations for Teachers is provided in Schedule 2.

6.3 Teaching resources

The College recognises the importance of the provision of access to teaching resources and equipment as the Principal considers necessary for curriculum delivery, support or management. All such resources which are provided by the College shall remain the property of the College.

6.4 Staff appraisal

The parties agree to ongoing participation and development of the staff appraisal processes, including formative appraisal, where implemented by the College.

6.5 Higher qualifications encouraged

Personal professional development to achieve higher qualifications is encouraged as a means of improving the quality of education in schools and modelling the principle of life-long learning. Eligible teachers undertaking study for an approved Master or Doctoral degree will be eligible for the RCX allowance prescribed in Schedule 1.

6.6 Achieving cost savings

The parties are to continue to examine all areas of cost saving including energy usage and waste reduction.

7. LEAVE AND OTHER NON-SALARY BENEFITS

7.1 Annual leave and proportionate payment

7.1.1 Employees (other than casual employees) are entitled to annual leave in accordance with the National Employment Standards and this Clause 7.1. Part-time, term-time and fixed-term non-teaching employees (excluding casuals) shall be entitled to annual leave on a pro rata basis. A teacher's absence from school during non-term weeks is deemed to include their entitlement to annual leave.

7.1.2 Where an employee takes a period of unpaid leave authorised by the College this shall not break continuity of employment for the accumulation of annual leave but will not count towards the period of service of the employee.

7.1.3 A full-time, part-time and fixed-term teacher who has not taught (or been granted paid leave by the College) for the full College year shall be entitled to be paid the proportion of the teacher's annual salary in accordance with Clause 7.1.4.

7.1.4 Where a teacher ceases duty during the school year, a proportionate payment shall be made. The general formula for calculating the proportionate payment is based on the total number of days/weeks worked; divided by the number of days/weeks in the school year; multiplied by 52 weeks, less the number of days/weeks paid to date in the current year.

7.2 Annual leave loading

7.2.1 Non-teaching employees (other than casuals) are entitled to be paid an annual leave loading of 17.5% of their ordinary rate of pay for 4 weeks' salary for each full year of service. Part-time, term-time and fixed-term employees (excluding casuals) will be entitled to annual leave loading on a pro-rata basis consistent with their pro-rata

accrual of annual leave.

- 7.2.2 Teachers (other than casuals) who have taught (or have been granted paid leave by the College) for each day of the College year shall be paid an annual leave loading equivalent to 17.5% of 4 weeks' salary.
- 7.2.3 A teacher (other than a casual) that has not taught (or been granted paid leave by the College) for each day of the College year shall be paid annual leave loading in accordance with the following formula:

$$\frac{[\text{Weekly salary} \times 4 \times 17.5\%] \times \text{term weeks worked by the employee in that school year}}{\text{Total term weeks in that school year}}$$

- 7.2.4 Annual leave loading will be paid with the first salary payment in December of that school year at the rate of pay applicable on 1 December of that school year or on termination of employment.

7.3 Personal/carer's leave

- 7.3.1 Employees (other than casual employees) are entitled to ten (10) days paid personal/carer's leave for each year of service in accordance with the National Employment Standards. Part-time, term-time and fixed-term employees (excluding casuals) are entitled to personal/carer's leave on a pro-rata basis.
- 7.3.2 Personal/carer's leave may be taken for the following purposes:
- (a) because the employee is not fit for work because of a personal illness, or personal injury, affecting the employee;
 - (b) to provide care or support to a member of the employee's immediate family, or a member of the employee's household, who requires care or support because of:
 - (i) a personal illness, or personal injury, affecting the member;
 - or
 - (ii) an unexpected emergency affecting the member.
- 7.3.3 Staff may be approved to take up to two (2) days personal/carer's leave per year for purposes broader than those described in 7.3.2 at the absolute discretion of the Principal.
- 7.3.4 Casual employees and employees who have exhausted their paid personal leave entitlement are entitled to up to two (2) days unpaid carer's leave per occasion as per the NES. The staff member may apply in writing to extend the length of unpaid carer's leave which will only be granted at the absolute discretion of the Principal.
- 7.3.5 To be entitled to paid personal leave, an employee must:
- (a) provide a medical certificate or statutory declaration, as soon as reasonably practicable, if the absence exceeds two (2) consecutive days or is specifically requested by the College; and
 - (b) notify the College of the absence and the expected period of absence as soon as reasonably practicable and wherever possible, before the time at which the employee should have commenced work.
- 7.3.6 There is no entitlement to payout of unused personal leave on termination of employment.
- 7.3.7 Periods of unpaid leave authorised by the College shall not break continuity of

employment for the accumulation of personal leave, but will not count towards the period of service of the employee for this purpose.

7.4 Compassionate leave

- 7.4.1 Employees (excluding casuals) are entitled to up to two (2) days paid compassionate leave on each occasion of the death of a member of their immediate family or household (as defined by the National Employment Standards), or to spend time with a member of their immediate family or household who is suffering from a serious injury or illness posing a threat to that person's life.
- 7.4.2 If two (2) days leave is insufficient, the employee may apply to the College for additional unpaid leave, which may be granted subject to operational requirements. Applications for unpaid leave will not be unreasonably refused.
- 7.4.3 A casual employee will be entitled to the same compassionate leave as provided in Clause 7.4.1 except that such leave is unpaid.

7.5 Family & Domestic Violence Leave

- 7.5.1 All employees who are experiencing a specific form of family and domestic violence are entitled to ten (10) days of paid family and domestic violence leave per year.
- 7.5.2 This includes full-time, part-time and casual employees.
- 7.5.3 This leave does not accrue from one year to the next.
- 7.5.4 Family and domestic violence means violent, threatening or other abusive behaviour by certain individuals known to an employee that both:
 - (a) seeks to coerce or control the employee
 - (b) causes them harm or fear.
- 7.5.5 To access paid family and domestic violence leave, the individual known to the employee could be:
 - (a) an employee's close relative
 - (b) a member of an employee's household, or
 - (c) a current or former intimate partner of an employee.
- 7.5.6 A close relative is an employee's:
 - (a) spouse or former spouse
 - (b) de facto partner or former de facto partner
 - (c) child
 - (d) parent
 - (e) grandparent
 - (f) grandchild
 - (g) sibling
 - (h) current or former spouse or de facto partner's child, parent, grandparent, grandchild or sibling, or
 - (j) a person related to the employee according to Aboriginal or Torres Strait Islander kinship rules.

7.6 Parental Leave

- 7.6.1 All female employees who have completed a minimum of twelve (12) months of continuous service with the College shall be entitled to paid maternity leave on full pay in accordance with Clause 7.6.5 and 7.6.6. Part-time and term-time continuing employees will be entitled to paid maternity leave on a pro-rata basis.
- 7.6.2 All employees who have completed a minimum of twelve (12) months of continuous service with the College (if they provide evidence that they are the primary caregiver) shall be entitled to paid adoption leave on full pay in accordance with Clause 7.6.5 and 7.6.6. Part-time and term-time continuing employees will be entitled to paid adoption leave on a pro-rata basis.
- 7.6.3 Superannuation is paid and all entitlements continue to accrue during the employer funded component of an employee's period of paid maternity or adoption leave.
- 7.6.4 A period of paid maternity leave is inclusive of any public holidays which might fall during the period of leave and, for a teacher, is exclusive of any paid vacation period they are entitled to under this Agreement.
- 7.6.5 The quantum of employer funded paid maternity/adoption leave is fourteen (14) weeks.
- 7.6.6 Eligible employees are required to provide the College with a written application at least one (1) term before the first day of leave, stating:
- (a) the expected first and last days of the total period of leave proposed (including any period of unpaid leave or other authorised leave);
 - (b) the expected first and last days of the period of any leave intended to be taken by the employee's spouse because of the expected birth/adoption;
 - (c) that the employee intends to be the child's primary caregiver at all times whilst on leave;
 - (d) that the employee will not engage in any conduct inconsistent with the contract of employment while on paid maternity/adoption leave;
 - (e) that the employee understands that should they intend to undertake any paid work during this time they must seek prior approval from the College; and
 - (f) that the employee will provide notice of their intention to return to work, as requested by the College and in accordance with the National Employment Standards.
- 7.6.7 Employees will be eligible for a second or subsequent period of employer funded paid maternity leave if they have returned to work for a period of twelve (12) months continuous service following any previous period of paid maternity leave.
- 7.6.8 These provisions are in addition to the provisions for unpaid parental leave contained in the National Employment Standards and are in addition to any national paid parental leave scheme.
- 7.6.9 All male employees who have completed a minimum of twelve (12) months of continuous service with the College shall be entitled to ten (10) days paid Paternity Leave, independent of accrued personal leave, to be present at the birth of their child, to adopt a child, to make arrangements for care of other children of the family and/or support their spouse and baby on their return home. This leave must be used within 6 months of the birth or adoption of their child.

7.7 Long service leave

- 7.7.1 Employees will be entitled to long service leave in accordance with the Industrial

Relations Act 2016, or any legislation that replaces it, as varied by this Clause.

- 7.7.2 From 1 January 1998, all employees shall be entitled to ten (10) weeks of long service leave after eight (8) years of continuous service as non-casual employees or as casual employees from 23 June, 1990 who have worked without a break of more than 3 months. Service prior to 1 January 1998 will be recognised in calculating accrued long service leave from 1 January 1998.
- 7.7.3 For every further period of eight (8) years of continuous service completed, employees shall be entitled to a further instalment of ten (10) weeks of long service leave.
- 7.7.4 Part-time staff will be entitled to long service leave as outlined in Clause 7.7.2 to 7.7.3 above on a pro rata basis based on the average hours worked over the eight years the leave was accumulated. The leave shall be paid at the pay rate the employee is being paid at the time of commencing the leave.
- 7.7.5 The parties agree that the purpose of long service leave is to enable employees to be released from their normal duties after eight (8) years of continuous service and be provided with an opportunity for refreshment and rejuvenation.
- 7.7.6 As much notice as possible is required for a request for long service leave, however it must be a minimum of at least one (1) full term's notice.
- 7.7.7 All employees are required to use their accrued long service leave within four (4) years of accrual. This is the four (4) year period between the end of their 8th year of continuous service and the end of their 12th year of continuous service.
- 7.7.8 All teaching employees, and non-teaching employees in a classroom related role, will be obliged to take long service leave in blocks of ten (10) weeks corresponding to the entire ten (10) teaching weeks of a College term. This is to ensure students are provided with the very best opportunity to succeed through consistency of learning and continuity in teaching, assessment and reporting. Other non-teaching employees may take long service leave in minimum blocks of two (2) weeks.
- 7.7.9 The College will consider applications from teaching employees, and non-teaching employees in a classroom related role, to take their long service leave in a 5-week block corresponding to the first or second half of a term. This consideration will only be available to employees in Junior School for Term Three (3); employees in Middle and Senior School for Term Two (2) and Three (3); and non-teaching employees in any Term. Approval for these requests is at the absolute discretion of the Principal and will be conditional upon the availability of suitable staff and the minimization of the impact on student learning.
- 7.7.10. Although accrued at 1.25 weeks per year of service as per Clause 7.7.2; long service leave payments will be made at the rate of 1.3 weeks per year of service and pro rata for part time service. This payment will be made in the form of a 4% loading on an employee's ordinary fortnightly pay, including allowances.
- 7.7.11 Long service leave is exclusive of a public holiday that falls during the period of leave.
- 7.7.12 Where an employee's employment is terminated by the employee, or by the College for reasons other than their conduct, capacity or performance, after they have completed more than seven (7) years of recognised, continuous service they shall be entitled to payment of long service leave on a pro-rata basis.
- 7.7.13 An employee who is entitled to take long service leave may make application to the College Principal for part or all of their accrued long service leave to be paid out, subject to the following conditions:

- (a) The arrangement is at the election of the employee and subject to the absolute discretion of the Principal;
- (b) The arrangement is in writing and signed by both the employee and the Principal;
- (c) The employee shall receive payment for superannuation equivalent to the amount had the long service leave been taken in accordance with the relevant legislation;
- (d) 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;
- (e) A maximum of ten (10) weeks of long service leave may be paid out in any 12-month period; and
- (f) The employee acknowledges the loss of entitlements (including the accrual of further long service leave whilst on long service leave) which the employee would have otherwise received but for the cashing out of long service leave.

7.8 Professional development training and leave

- 7.8.1 Professional development or training (including additional qualifications relevant to the profession and industrial relations training) is available to all employees both during and outside normal hours of work where approved by the Principal. Such approval shall not be unreasonably withheld but shall have regard to the efficient operation of the school, cost/benefit considerations, and prior training undertaken by employees. Employees will also not unreasonably refuse to undertake professional development or training requested of them by the College.
- 7.8.2 Where there is agreement between the College and an individual employee, the employee may access a period of unpaid leave for professional development purposes. The conditions for granting this leave include:
- (a) the employee must make a request for such leave in writing to the Principal providing their reasons for requesting the leave;
 - (b) the request must be provided to the Principal at least three (3) months prior to the intended commencement date for the leave;
 - (c) the period of leave will not exceed twelve (12) months, and, in the case of a teacher, will not be less than one (1) term; and
 - (d) approval for unpaid leave for this purpose will not be unreasonably withheld, but shall have regard to the merit of the reasons provided, the efficient operation of the school and the distribution of such leave opportunities across school departments.
- 7.8.3 Teaching staff need to be familiar with, able to operate and regularly use the learning technologies made available to them. Professional development will be provided when appropriate, but in many cases the necessary skills come only with regular use and practice. Some of these technologies, IT in particular, are undergoing continuous change so that it is important that staff keep up to date.

7.9 Professional indemnity insurance

Professional Indemnity Insurance covering claims of up to at least \$20 Million for breach of professional duty through negligence, error or omission shall be provided for all staff.

7.10 Public holidays

- 7.10.1 The following are public holidays for the purpose of this Agreement:
- (a) 1 January (New Year's Day);
 - (b) 26 January (Australia Day);
 - (c) Good Friday; Easter Saturday; Easter Sunday; Easter Monday
 - (d) 25 April (Anzac Day);
 - (e) Labour Day (on the day on which it is celebrated in Queensland);
 - (f) King's Birthday (on the day on which it is celebrated in Queensland);
 - (g) Exhibition Day (on the day on which it is celebrated in Redlands City);
 - (h) 25 December (Christmas Day);
 - (i) 26 December (Boxing Day); or
 - (j) any day appointed under the Holidays Act 1983, in addition or substitution for any such holiday.
- 7.10.2 The College may substitute a public holiday or part holiday specified in 7.10.1 for another day or part day during term weeks in the school year. The substituted day will be the public holiday for all purposes of this Agreement and not the public holiday it replaces.
- 7.10.3 Where a public holiday falls on a day upon which an employee is normally employed, an employee is entitled to be paid the appropriate rate for their ordinary hours normally worked on that day.
- 7.10.4 In accordance with the National Employment Standards, the College may reasonably request that employees work on public holidays. An employee required to work on a public holiday will be paid at the rate of 250% for ordinary hours performed, unless the College and the employee have agreed to the employee taking a day off instead of payment in which case the employee will be paid at the ordinary time rate for work on the public holiday.

8. TERMINATION AND REDUNDANCY

8.1 Termination by the College

- 8.1.1 A permanent teacher's employment may be terminated by the College by providing as much notice as possible but not less than seven (7) term weeks' notice (inclusive of the notice required under the NES).
- 8.1.2 A permanent non-teaching employee's employment may be terminated by the College by providing as much notice as possible but not less than the following notice based on an employee's period of continuous service with the College (inclusive of the notice required under the NES):
- (a) Not more than 1 year – 1 week
 - (b) More than 1 year but not more than 3 years – 2 weeks
 - (c) More than 3 years but not more than 5 years – 3 weeks
 - (d) More than 5 years – 4 weeks
- 8.1.3 The amount of notice in Clause 8.1.2 is increased by one (1) week if the non-teaching employee is over 45 years of age and has completed at least two (2) years of continuous service with the College.

- 8.1.4 The College may pay in lieu of the notice, or part of the notice, required to be given to an employee under this Clause 8.1.
- 8.1.5 Where the College has given notice of termination to an employee, the employee will be allowed up to one (1) day time off without loss of pay for the purpose of seeking other employment. The time off is to be taken at times that are convenient to the employee after consultation with the College.
- 8.1.6 Upon the request of the employee, the College will provide a statement of service setting out the commencement and cessation dates of employment.
- 8.1.7 Employees who are excluded from coverage of the notice of termination provisions in the National Employment Standards are also excluded from this Clause 8.1.
- 8.1.8 The above notice provisions do not apply to an employee:
 - (a) that is a casual employee;
 - (b) whose employment is terminated because of serious misconduct;
 - (c) who was employed for a specific period of time, for a specific task, or for the duration of a specific season;
 - (d) in circumstances in which the transfer of employment exemption provided in Clause 122 of the Fair Work Act 2009 applies; or
 - (e) is otherwise excluded from notice of termination in accordance with the Fair Work Act 2009 (Cth)

8.2 Termination by an employee (resignation)

- 8.2.1 The notice of termination required to be given by an employee is the same as that required of the College under Clause 8.1 except that there is no requirement on a non-teaching employee to give additional notice based on their age. This clause requires a teacher to provide not less than seven (7) term weeks’ notice of resignation or retirement from their role (inclusive of the notice required under the NES).
- 8.2.2 If an employee fails to give the required notice the College may withhold from any monies due to the employee an amount not exceeding the amount the employee would have been paid for that period.

8.3 Redundancy

- 8.3.1 An employee’s entitlement to redundancy pay will be as and where provided in the National Employment Standards as amended from time to time, except as varied in this Agreement.
- 8.3.2 A non-teaching employee’s entitlement to redundancy pay shall be in addition to their entitlement to notice of termination under Clause 8.1.2.
- 8.3.3 A teacher whose employment is terminated on the grounds of redundancy will only be entitled to the greater of:
 - (a) notice of termination under Clause 8.1.1 or
 - (b) notice of termination and severance payments under the National Employment Standards.
- 8.3.4 The amount of redundancy pay to be paid to eligible employees under the National Employment Standards is, at the time of this Agreement, as follows:

Employee’s period of continuous service with the College on termination	Redundancy pay period
Less than 1 year	Nil

At least 1 year but less than 2 years	4 weeks
At least 2 years but less than 3 years	6 weeks
At least 3 years but less than 4 years	7 weeks
At least 4 years but less than 5 years	8 weeks
At least 5 years but less than 6 years	10 weeks
At least 6 years but less than 7 years	11 weeks
At least 7 years but less than 8 years	13 weeks
At least 8 years but less than 9 years	14 weeks
At least 9 years	16 weeks

- 8.3.5 A week's pay is the total amount payable to the employee at their base rate of pay and allowances for their ordinary hours of work.
- 8.3.6 Where an employee is transferred to lower paid duties by reason of redundancy, the same period of notice must be given as the employee would have been entitled to if the employment had been terminated and the College may, at the College's option, make payment instead of an amount equal to the difference between the former ordinary time rate of pay and the ordinary time rate of pay for the number of weeks of notice still owing.
- 8.3.7 An employee given notice of termination in circumstances of redundancy may terminate their employment during the period of notice. The employee is entitled to receive the benefits and payments they would have received under this Clause had they remained in employment until the expiry of the notice, but is not entitled to payment instead of notice.
- 8.3.8 An employee given notice of termination in circumstances of redundancy must 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 in lieu of the time off available under Clause 8.1.5. Proof of attendance at an interview must be provided for all such leave taken beyond the first day.
- 8.3.9 Where a part-time teacher's hours are reduced, without their consent, by more than 25% they will be entitled to the provisions of Clause 8.3.
- 8.3.10 Employees Exempted
- The above redundancy provisions do not apply to an employee:
- (a) that is a casual employee;
 - (b) whose employment is terminated because of serious misconduct, underperformance or incapacity;
 - (c) who was employed for a specific period of time, for a specific task, or for the duration of a specific season;
 - (d) in circumstances in which the transfer of employment exemption provided in Clause 122 of the Fair Work Act 2009 applies; or
 - (e) is otherwise excluded from the redundancy provisions in the National Employment Standards.

9. SIGNATORIES

The signatories given below indicate acceptance of this Agreement between the parties.

Signed for and on behalf of Redlands College Limited: ABN 66 822 314 686

Signature: *Andrew Leslie Johnson* Date: 02/09/24 Position: *Principal*
Full Name: *Andrew Leslie Johnson* Address: 38 Anson Road, Wellington Point, QLD, 4160

WITNESS to Signature above:

Signature: *Rebecca Jane Bellas* Date: 2/9/24
Full Name: *REBECCA JANE BELLAS*

Signed for and on behalf of the Employees

Signature: *Martin Alexander Zerk* Date: 02/09/24 Position: *DEAN OF MATHEMATICS*
Full Name: *MARTIN ALEXANDER ZERK* Address: 38 Anson Road, Wellington Point, QLD, 4160

WITNESS to Signature above:

Signature: *Michael Shepherd* Date: 2/9/24
Full Name: *MICHAEL SHEPHERD*

Signed for and on behalf of the Independent Education Union of Australia – Queensland and Northern Territory Branch ABN 74 662 601 045

Signature: *Nicholas Charles Samquis* Date: 3/9/24 Position: *ASSISTANT SECRETARY*
Full Name: *NICHOLAS CHARLES SAMQUIS* Address: 346 Turbot Street, Spring Hill, QLD, 4000

WITNESS to Signature above:

Signature: *Paul Noel Giles* Date: 3/9/24
Full Name: *PAUL NOEL GILES*

10. SCHEDULE 1 – WAGE RATES

Teaching Schedule

Classification	2025 3.5%-5.31% Increase From f/e 31/01/2025		2026 3.5% Increase From f/e 30/01/2026		2027 3.0% Increase From f/e 29/01/2027		2028 3.0% Increase From f/e 28/01/2028	
	Per Annum	Fortnightly	Per Annum	Fortnightly	Per Annum	Fortnightly	Per Annum	Fortnightly
RC1	\$ 85,000.00	\$ 3,269.23	\$ 87,975.00	\$ 3,383.65	\$ 90,614.25	\$ 3,485.16	\$ 93,332.68	\$ 3,589.72
RC2	\$ 88,825.00	\$ 3,416.35	\$ 91,933.88	\$ 3,535.92	\$ 94,691.89	\$ 3,642.00	\$ 97,532.65	\$ 3,751.26
RC3	\$ 92,822.13	\$ 3,570.08	\$ 96,070.90	\$ 3,695.03	\$ 98,953.03	\$ 3,805.89	\$ 101,921.62	\$ 3,920.06
RC4	\$ 96,999.12	\$ 3,730.74	\$ 100,394.09	\$ 3,861.31	\$ 103,405.91	\$ 3,977.15	\$ 106,508.09	\$ 4,096.46
RC5	\$ 101,364.08	\$ 3,898.62	\$ 104,911.82	\$ 4,035.07	\$ 108,059.18	\$ 4,156.12	\$ 111,300.95	\$ 4,280.81
RC6	\$ 105,418.64	\$ 4,054.56	\$ 109,108.30	\$ 4,196.47	\$ 112,381.55	\$ 4,322.37	\$ 115,752.99	\$ 4,452.04
RC7	\$ 109,635.39	\$ 4,216.75	\$ 113,472.63	\$ 4,364.33	\$ 116,876.81	\$ 4,495.26	\$ 120,383.11	\$ 4,630.12
RC8	\$ 113,472.63	\$ 4,364.33	\$ 117,444.17	\$ 4,517.08	\$ 120,967.50	\$ 4,652.60	\$ 124,596.52	\$ 4,792.17
RC9	\$ 117,444.17	\$ 4,517.08	\$ 121,554.72	\$ 4,675.18	\$ 125,201.36	\$ 4,815.44	\$ 128,957.40	\$ 4,959.90
Allowances	Paid pro-rata at staff FTE		Paid pro-rata at staff FTE		Paid pro-rata at staff FTE		Paid pro-rata at staff FTE	
RCX	\$ 3,816.94	\$ 146.81	\$ 3,950.53	\$ 151.94	\$ 4,069.04	\$ 156.50	\$ 4,191.12	\$ 161.20
Highly Accomplished	\$ 9,542.34	\$ 367.01	\$ 9,876.32	\$ 379.86	\$ 10,172.61	\$ 391.25	\$ 10,477.79	\$ 402.99
Lead	\$ 19,084.68	\$ 734.03	\$ 19,752.64	\$ 759.72	\$ 20,345.22	\$ 782.51	\$ 20,955.58	\$ 805.98
Salary Point	\$ 3,816.94	\$ 146.81	\$ 3,950.53	\$ 151.94	\$ 4,069.04	\$ 156.50	\$ 4,191.12	\$ 161.20
0.5 SP	\$ 1,908.47	\$ 73.40	\$ 1,975.26	\$ 75.97	\$ 2,034.52	\$ 78.25	\$ 2,095.56	\$ 80.60
1.0 SP	\$ 3,816.94	\$ 146.81	\$ 3,950.53	\$ 151.94	\$ 4,069.04	\$ 156.50	\$ 4,191.12	\$ 161.20
1.5 SP	\$ 5,725.40	\$ 220.21	\$ 5,925.79	\$ 227.92	\$ 6,103.57	\$ 234.75	\$ 6,286.67	\$ 241.80
2.0 SP	\$ 7,633.87	\$ 293.61	\$ 7,901.06	\$ 303.89	\$ 8,138.09	\$ 313.00	\$ 8,382.23	\$ 322.39
2.5 SP	\$ 9,542.34	\$ 367.01	\$ 9,876.32	\$ 379.86	\$ 10,172.61	\$ 391.25	\$ 10,477.79	\$ 402.99
3.0 SP	\$ 11,450.81	\$ 440.42	\$ 11,851.58	\$ 455.83	\$ 12,207.13	\$ 469.51	\$ 12,573.35	\$ 483.59
3.5 SP	\$ 13,359.27	\$ 513.82	\$ 13,826.85	\$ 531.80	\$ 14,241.65	\$ 547.76	\$ 14,668.90	\$ 564.19
4.0 SP	\$ 15,267.74	\$ 587.22	\$ 15,802.11	\$ 607.77	\$ 16,276.18	\$ 626.01	\$ 16,764.46	\$ 644.79
4.5 SP	\$ 17,176.21	\$ 660.62	\$ 17,777.38	\$ 683.75	\$ 18,310.70	\$ 704.26	\$ 18,860.02	\$ 725.39
5.0 SP	\$ 19,084.68	\$ 734.03	\$ 19,752.64	\$ 759.72	\$ 20,345.22	\$ 782.51	\$ 20,955.58	\$ 805.98
5.5 SP	\$ 20,993.15	\$ 807.43	\$ 21,727.91	\$ 835.69	\$ 22,379.74	\$ 860.76	\$ 23,051.14	\$ 886.58
6.0 SP	\$ 22,901.61	\$ 880.83	\$ 23,703.17	\$ 911.66	\$ 24,414.26	\$ 939.01	\$ 25,146.69	\$ 967.18

Non-Teaching Schedule

Classification	2025 4.0% increase From f/e 31/01/2025		2026 3.5% increase From f/e 30/01/2026		2027 3.0% increase From f/e 29/01/2027		2028 3.0% increase From f/e 28/01/2028	
	Per Annum	Fortnightly	Per Annum	Fortnightly	Per Annum	Fortnightly	Per Annum	Fortnightly
1A	\$ 58,994.14	\$ 2,269.01	\$ 61,058.93	\$ 2,348.42	\$ 62,890.70	\$ 2,418.87	\$ 64,777.42	\$ 2,491.44
1B	\$ 60,174.02	\$ 2,314.39	\$ 62,280.11	\$ 2,395.39	\$ 64,148.52	\$ 2,467.25	\$ 66,072.97	\$ 2,541.27
1C	\$ 61,377.50	\$ 2,360.67	\$ 63,525.72	\$ 2,443.30	\$ 65,431.49	\$ 2,516.60	\$ 67,394.43	\$ 2,592.09
2A	\$ 62,758.50	\$ 2,413.79	\$ 64,955.04	\$ 2,498.27	\$ 66,903.70	\$ 2,573.22	\$ 68,910.81	\$ 2,650.42
2B	\$ 64,170.56	\$ 2,468.10	\$ 66,416.53	\$ 2,554.48	\$ 68,409.03	\$ 2,631.12	\$ 70,461.30	\$ 2,710.05
2C	\$ 65,614.40	\$ 2,523.63	\$ 67,910.90	\$ 2,611.96	\$ 69,948.23	\$ 2,690.32	\$ 72,046.68	\$ 2,771.03
3A	\$ 67,090.72	\$ 2,580.41	\$ 69,438.90	\$ 2,670.73	\$ 71,522.07	\$ 2,750.85	\$ 73,667.73	\$ 2,833.37
3B	\$ 68,935.72	\$ 2,651.37	\$ 71,348.47	\$ 2,744.17	\$ 73,488.92	\$ 2,826.50	\$ 75,693.59	\$ 2,911.29
3C	\$ 70,831.45	\$ 2,724.29	\$ 73,310.55	\$ 2,819.64	\$ 75,509.87	\$ 2,904.23	\$ 77,775.17	\$ 2,991.35
4A	\$ 72,779.32	\$ 2,799.20	\$ 75,326.59	\$ 2,897.18	\$ 77,586.39	\$ 2,984.09	\$ 79,913.98	\$ 3,073.61
4B	\$ 74,962.70	\$ 2,883.18	\$ 77,586.39	\$ 2,984.09	\$ 79,913.98	\$ 3,073.61	\$ 82,311.40	\$ 3,165.82
4C	\$ 77,211.58	\$ 2,969.68	\$ 79,913.98	\$ 3,073.61	\$ 82,311.40	\$ 3,165.82	\$ 84,780.74	\$ 3,260.80
5A	\$ 79,527.92	\$ 3,058.77	\$ 82,311.40	\$ 3,165.82	\$ 84,780.74	\$ 3,260.80	\$ 87,324.17	\$ 3,358.62
5B	\$ 82,709.04	\$ 3,181.12	\$ 85,603.86	\$ 3,292.46	\$ 88,171.97	\$ 3,391.23	\$ 90,817.13	\$ 3,492.97
5C	\$ 86,017.40	\$ 3,308.36	\$ 89,028.01	\$ 3,424.15	\$ 91,698.85	\$ 3,526.88	\$ 94,449.82	\$ 3,632.69
6A	\$ 89,458.10	\$ 3,440.70	\$ 92,589.13	\$ 3,561.12	\$ 95,366.81	\$ 3,667.95	\$ 98,227.81	\$ 3,777.99
6B	\$ 93,036.42	\$ 3,578.32	\$ 96,292.70	\$ 3,703.57	\$ 99,181.48	\$ 3,814.67	\$102,156.92	\$ 3,929.11
6C	\$ 96,757.88	\$ 3,721.46	\$ 100,144.41	\$ 3,851.71	\$ 103,148.74	\$ 3,967.26	\$106,243.20	\$ 4,086.28
7A	\$ 100,628.20	\$ 3,870.32	\$ 104,150.18	\$ 4,005.78	\$ 107,274.69	\$ 4,125.95	\$110,492.93	\$ 4,249.73
7B	\$ 104,653.32	\$ 4,025.13	\$ 108,316.19	\$ 4,166.01	\$ 111,565.68	\$ 4,290.99	\$114,912.65	\$ 4,419.72
7C	\$ 108,839.46	\$ 4,186.13	\$ 112,648.84	\$ 4,332.65	\$ 116,028.30	\$ 4,462.63	\$119,509.15	\$ 4,596.51
Allowances	Paid pro-rata at staff FTE		Paid pro-rata at staff FTE		Paid pro-rata at staff FTE		Paid pro-rata at staff FTE	
Facilities On-Call	\$ 34.46	\$ 35.94	\$ 967.17	\$ 37.20	\$ 96.18	\$ 38.31	\$ 1,026.07	\$ 39.46

11. SCHEDULE 2 – TEACHING STAFF EMPLOYMENT ARRANGEMENTS

11.1 Coverage of schedule

- 11.1.1 This Schedule applies to teachers only. For the purposes of this Agreement, a teacher means a person employed as such and who performs duties which include delivering an educational program, assessing student participation in an education program, administering an education program and performing other duties incidental to the delivery of the education program.
- 11.1.2 So as to remove any doubt, teacher includes a teacher in a Middle Leadership role, but not:
- (a) a person engaged solely to instruct students on an individual basis for example, in the areas of music, language, dance and/or to instruct students in choir, band, string ensemble or other similar small group (but not including an employee teaching the school curriculum);
 - (b) a sports coach, assistant, or trainer (other than a member of the teaching staff of the College);
 - (c) a person employed as a teacher/integration aide, helper or Learning Space assistant;
 - (d) a member of a recognised religious teaching order and/or Minister of Religion (other than a teacher who is not engaged in that capacity) or a person engaged for the purpose of religious instruction, supervision of prayers, or to undertake other religious duties of a non-teaching nature; or
 - (e) a member of the College Executive.

11.2 Types of employment

- 11.2.1 Teachers will be employed in one of the following categories:
- (a) full-time employment;
 - (b) part-time employment;
 - (c) supply (casual employment); or
 - (d) fixed-term employment.
- 11.2.2 On appointment, the College will provide the teacher (other than a casual teacher) with a letter of appointment stating the classification and rate of salary applicable on commencement.
- 11.2.3 In the case of a part-time teacher, the letter of appointment will include the employee's teaching load expressed as a percentage of a full-time load in the College.
- 11.2.4 Where the College engages the teacher on a fixed-term basis, the letter of appointment will inform them of the date of commencement and the period of the employment.
- 11.2.5 Part-time employment
- (a) A part-time teacher is one who is engaged to work on a regular basis for up to 90% of the hours of a full-time employee in the College.
 - (b) If a teacher (full-time or part-time) requests to work above 90% of full-time hours, but less than full-time, they will not be considered to be full-time and will be remunerated for the actual hours worked.
 - (c) If the College directs a part-time teacher to work in excess of 0.90 of full-time

hours over a period of at least one (1) month they will be considered to be full-time for the purposes of this Agreement for such a period.

- (c) Part time teachers in Middle and Senior School shall be allowed time for preparation, corrections, assessments or evaluation on a pro rata basis of a full-time teaching load. This time shall be paid at the rate prescribed herein.
- (d) Part time teachers in Junior School shall be allowed time for preparation, corrections, assessments or evaluation on a pro rata basis of 2 hours per week.
- (e) A part-time teacher is entitled to the benefits under this agreement on a pro rata basis. The pro rata basis will be calculated by dividing the number of face-to-face teaching hours prescribed for the part-time teacher from time to time by the usual number of face-to-face teaching hours prescribed for a full-time teacher in the school.
- (f) The College may vary a part-time teacher’s teaching load or days of attendance with employee consent. The College may also vary a part-time teacher’s teaching load or days of attendance without consent with four (4) weeks’ notice in writing. Where a change implemented without consent from the teacher would result in a reduction in salary, their salary will be maintained for a period of four (4) weeks.

11.2.6 Supply teaching

- (a) Supply teaching will occur on an intermittent basis to meet a short-term staffing need or relieve a teacher absent from duty.
- (b) For the purposes of this Clause, a “half day” is defined as three (3) hours and a “full day” as six (6) hours.
- (c) A supply teacher shall be employed or paid for a minimum period of three (3) hours or half a day in any one engagement and shall be paid no higher than the salary at RC6, calculated in accordance with the table in 11.2.6 (d), where the employee is engaged for less than five consecutive days.
- (d) Where a supply teacher is engaged for five (5) or more consecutive days, the salary will be the appropriate salary under the classification structure in this agreement, based on their teaching experience and academic qualifications, calculated in accordance with the table below:

Period of Engagement	
Full Day	Fortnightly rate divided by 10 plus 25%
Half Day	Fortnightly rate divided by 20 plus 25%

- (e) Payment for preparation and correction in accordance with part-time teaching staff shall not apply to supply teachers in relation to the first two (2) days of any one engagement.

11.2.7 Fixed term employment

- (a) An employee may be employed for a fixed period of time for a period of at least two weeks up to 12 months (whether on a full- time, part-time or casual basis) to:
 - (i) undertake a specified project for which funding has been made available;
 - (ii) undertake a specified task which has a limited period of operation; or
 - (iii) replace an employee who is on leave, performing other duties temporarily or whose employment has terminated after the commencement of the

school year (where this replacement arrangement extends beyond 12 months, the fixed term employment may be extended for up to a further 12 months).

- (b) 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.
- (c) Fixed term teachers shall accrue pro rata entitlements to personal/carer's leave, paid vacation period and long service leave. The annual leave loading of 17.5% on four (4) weeks' salary will be paid on the pro rata annual leave accrual.

11.3 Hours of duty

- 11.3.1 The ordinary hours of duty for a teacher during term weeks may be variable, but will average a maximum of 31 hours per week, Monday to Friday, over the term. An employee is not generally required to attend for periods of time when the students are not present except for agreed professional development days, student free days and other required attendance within the total quantum of required attendance consistent with Clause 11.3.5.

The ordinary hours of duty includes all employer directed duty and includes contact hours, preparation and correction time, supervision of students and other directed duties.

In recognition of the professional nature of teaching, the parties acknowledge that issues such as preparation, assessment and reporting may require time above and beyond the hours specified.

- 11.3.2 Maximum Contact hours per week are as follows:

Middle and Senior: 21 hours

Junior: 24 hours

Contact time is defined as programmed teaching time and includes sports lessons.

- 11.3.3 Minimum Preparation and Correction time per week is as follows:

Middle and Senior: a minimum of twenty % (20%) of programmed teaching time; and

Junior: a minimum of Two (2) hours.

Preparation and correction time is defined as that time within the directed hours of duty of a teacher that is set aside for the purpose of preparation and correction for their programmed teaching classes.

- 11.3.4 The following circumstances are not included in the ordinary hours of duty for a teacher:

- (a) honorary and voluntary co-curricular activities that are conducted on a weekend or otherwise outside the span of ordinary hours of duty (for example after school);
- (b) school related overseas and interstate trips, conferences and similar activities undertaken by mutual consent during non-term weeks;
- (c) a teacher receiving a RCX, HALT or Leadership allowance that is performing duties in non-term weeks that are directly associated with the responsibilities of the allowance;
- (d) exceptional circumstances, such as the requirement to provide pastoral care in the event of a tragedy in the school community, in which an employee may be

- recalled to perform duties relating to their position; and
- (e) other activities requiring teacher's attendance as provided for in Clause 11.3.7.
- 11.3.5 The maximum number of days that a teacher may be required to attend during term weeks and non-term weeks will be 205 in each school year. The parties acknowledge the current practice of teachers required to be in attendance for a total of 200 days across term and non-term time in the school year, along with a strong preference for equal 10-week terms to support quality teaching and learning at the College.
- 11.3.6 There will be a minimum of 10 pupil-free days scheduled within the maximum quantum of days a teacher is required to be in attendance for:
- (a) Planning and preparation for the commencement of the school year for students;
 - (b) Curriculum development and planning;
 - (c) Professional learning and development; and
 - (d) Finalisation of reporting and completion of the formalities of the academic year after the students complete the school year.
- 11.3.7 In addition, teachers may be required to attend such activities as Subject Selection Nights, School Camps, Awards Nights, Parent-Teacher interviewing, Independent School Championship (ISC) fixtures, Parent Information sessions and other identified co-curricular activities. These do not form part of a teacher's ordinary hours of duty but will be scheduled within the total quantum of teacher required attendance in any year.
- 11.3.8 In order to support staff the College will provide written notice of the term weeks and days in non-term times on which teachers are required to attend, at least three (3) months in advance of the requirement to attend.
- 11.3.9 The parties recognise that a wide variety of extra-curricular activities contribute to the mission and ethos of the College and the holistic development of the student. Extra-curricular activities are seen as an integral part of the College's curriculum. In support of this, an organised extra-curricular program is provided. Teachers contribute to the ethos and mission of the school through their performance of extra-curricular activities and such activities are performed on an honorary and voluntary basis and are not part of the ordinary hours of duty of a teacher nor the additional quantum of hours provided for in Clause 11.3.7. The RCX Allowance, for eligible teachers, is designed to recognise involvement in the College's extra-curricular program.
- 11.3.10 The annual salary and any applicable allowances payable under this agreement are paid in full satisfaction of a teacher's entitlements for the year or a proportion of the year.

11.4 Application of the teacher salary structure on commencement

- 11.4.1 On appointment, a teacher will be classified and placed on the appropriate level on the salary scale in Schedule 1, according to their qualifications and teaching experience. Teaching experience will not include employment as a teacher in a TAFE program (unless the teacher is employed to teach a Vocational and Educational Training (VET) program) or in an English Language School.
- 11.4.2 Service as a part-time teacher will normally accrue on a pro rata basis according to the percentage of a full-time teaching load undertaken in any year; provided that where the hours are more than 90% of a full-time load, service will count as a full-time year. In the case of a casual employee, the equivalent of a full-time year of teaching service is 200 full casual days in Australian schools.

- 11.4.3 On engagement, the College may require that the teacher provide documentary evidence of qualifications and teaching experience. If the College considers that the employee has not provided satisfactory evidence, and advises the teacher in writing to this effect, then the College may decline to recognise the relevant qualification or experience until such evidence is provided. The College will not unreasonably refuse to recognise the qualifications or teaching experience of an employee.
- 11.4.4 Where a teacher has completed further teaching experience with another employer (for example during unpaid leave) or additional qualifications after commencement of employment they will be entitled to be classified accordingly and back paid from the date of completion of the experience or qualifications, provided the teacher provides satisfactory evidence to the College within three (3) months of completion. In all other cases, a teacher will be classified and paid from the date satisfactory evidence is provided.
- 11.4.5 A teacher's commencement level and progression will also depend on their formal training as follows:

Training	Definition	Commencement	Progression
Four Year Trained	a teacher who has completed a degree in education or early childhood education that requires four years of full-time study at an Australian university	RC1	Annually to a maximum of RC9
Five Year Trained	a teacher who has completed a degree in education or early childhood education that requires four years of full-time study at an Australian university and in addition has completed a postgraduate degree at an Australian university requiring at least one year of full-time study	RC2	Annually to a maximum of RC9

- 11.4.6 A qualification specified in the column under "definition" above shall include the equivalent of the qualification as determined by the National Office of Overseas Skills Recognition of the Queensland teacher registration authority.

12. SCHEDULE 3 – ALLOWANCES

12.1 Pro-rata nature of Allowances

- 12.1.1 All allowances are paid at the pro-rata equivalent rate of an employee's FTE
- 12.1.2 One (1) salary point and the RCX allowance have the same value. This value is 3.25% of RC9.

12.2 RCX Allowance

- 12.2.1 Purpose: A practical expression of thanks and appreciation for staff investment in the College community.
- 12.2.2 Scope: Eligible applicants are permanent teachers employed for a minimum of 0.6 FTE, except for:

- (i) Teachers receiving a HALT Allowance;
 - (ii) Educational Leadership Team (other than for Master or Doctoral Study); and
 - (iii) Executive Team.
- 12.2.3 HALT & ELT Allowances incorporate expected involvement in extra-curricular programs.
- 12.2.4 Process: Complete an annual application form outlining proposed involvement in an extra-curricular program or programs, chosen from an annual list nominated by the College, aligned with the operational needs of the College.
- 12.2.5 Sign an annual agreement to commit to a minimum of 40 hours over an academic year in one or more programs.
- 12.2.6 Be approved by the Principal to participate in the program, based on operational needs of the College.
- 12.2.7 Successfully complete the responsibilities associated with the program.
- 12.2.8 Activities such as school camps, Project Vila, mission trips, service trips, community service events, one off activities, sport carnivals, tournaments, competitions, or other events are not classified as extra-curricular programs and are not eligible for RCX.
- 12.2.9 Faith formation activities are integral to the vocational ministry of all College staff and are not eligible for RCX.
- 12.2.10 Value:
- (i) The RCX allowance is equivalent to one (1) salary point and is 3.25% of RC9
 - (ii) The College recognizes that many staff will be involved in more than one extra-curricular area of the College and contribute far more than 40 hours per year. The RCX allowance is only payable as a single allowance each year, regardless of the number of extra-curricular activities involved in, or hours contributed.

12.3 HALT Allowance

- 12.3.1 Purpose: To recognise teaching staff who have been certified as Highly Accomplished or Lead teachers through the nationally accredited AITSL certification process.
- 12.3.2 Scope: To be eligible for the HALT allowance, applicants must be:
- (i) A permanent teacher employed for a minimum of 0.6 FTE
 - (ii) Certified as a Highly Accomplished or Lead Teacher through the nationally accredited AITSL certification process.
 - (iii) Successfully be re-accredited as a Highly Accomplished or Lead Teacher at the end of each certification period.
- 12.3.3 Process:
- (i) Complete an annual application form outlining the additional responsibilities that will be undertaken as part of the HALT role.
 - (ii) Be approved by the Principal to undertake the responsibilities and receive the allowance.
 - (iii) Successfully complete the responsibilities.
- 12.3.4 Value:
- (i) The annual Highly Accomplished allowance is 2.5 salary points
 - (ii) The annual Lead allowance is 5.0 salary points.
 - (iii) The HALT allowance cannot be paid cumulatively with any other allowance

12.4 Leadership Salary Allowances

- 12.4.1 Overview: The College appoints teachers to a specified leadership role in the College, undertaking additional tasks and responsibilities, for a defined period of time, and they receive an additional allowance for these additional tasks and responsibilities.
- 12.4.2 Tenure:
- (i) The normal tenure of time that a teacher is appointed to a leadership role is for four (4) years, or the remainder of the current four (4) year cycle.
 - (ii) The purpose of the four (4) year cycle is to find an appropriate balance between leadership consistency and opportunities for renewal and promotion. The four (4) year cycle enables:
 - a. A sufficient period of time for leadership staff to make a substantive impact in their role.
 - b. A specific window of time, on a regular basis, for all College staff to express interest in a leadership role, enabling leadership renewal and promotional opportunities.
 - c. A natural period of time at the end of each four-year cycle for adjustments to occur.
 - (iii) Teachers who are appointed to a leadership role for a defined period of time remain in this role unless:
 - a. The teacher's performance has been found deficient through a performance review process; or
 - b. The leadership role is concluded; or
 - c. The leadership role is changed.
 - (iv) If either (b) or (c) is applicable, three (3) months' notice (or the payment of the equivalent value of the allowance in lieu of the notice period) will be provided to the teacher.
 - (v) Teachers who conclude in a leadership role will still continue in their substantive role as a teacher at the College.
- 12.4.3 Preparation and Correction Time:
- (i) Staff who are appointed to leadership roles that combine teaching and leadership responsibilities, receive preparation and correction release time on the portion of their role where they teach curriculum lessons, but not for the portion where they undertake leadership responsibilities.
- 12.4.4 Value
- (i) The College will publish an annual schedule that lists the leadership roles and the salary and time allowance allocated to each role.
 - (ii) The value of a salary point is 3.25% of RC9.

13. SCHEDULE 4 - NON-TEACHING STAFF EMPLOYMENT ARRANGEMENTS

13.1 Coverage of schedule

- 13.1.1 This Schedule applies to non-teaching employees of the College only. For the purposes of this Agreement, a non-teaching employee shall be an employee providing:
- (a) **learning space support services**—being an employee whose principal duties are to provide support to teachers and students in a learning space or to individual students or groups of students;
 - (b) **curriculum/resources services**—being an employee whose principal duties are to support the operation of curriculum-related services, such as those provided by a library, laboratory or a technology centre;
 - (c) **instructional services**—being an employee, other than a qualified teacher, whose principal duties are to develop the framework for and provide instruction to students (within a structured learning environment) under the general supervision of a member of the teaching staff;
 - (d) **nursing services**—being an employee who is a registered nurse in Queensland and is employed as such;
 - (e) **preschool/childcare services**—being an employee whose principal duties are to work with children in a preschool, early learning centre or kindergarten operated by the College for pre-primary aged children, a childcare centre or an outside school hours care program (other than a qualified preschool/early childhood teacher);
 - (f) **school administration services**—being an employee whose principal duties are in the functional areas of the College’s business operations, including but not limited to clerical, administration, finance, marketing, fundraising, public relations, information technology, human resources administration and information management;
 - (g) **school operational services**—being an employee whose principal duties are to support the other services of the College, including but not limited to:
 - (i) construction, plumbing, carpentry, painting and other trades;
 - (ii) cleaning, maintenance, school facility management;
 - (iii) security, caretaking;
 - (iv) gardening, turf management,;
 - (v) retailing - canteen, uniform shop, book shop;
 - (vi) cooking/catering, housekeeping, laundry; and
 - (vii) vehicle maintenance;
 - (h) **wellbeing services** - being an employee whose principal duties are to support the health and wellbeing of students, and employees, where appropriate. This may include home/school liaison, counsellors and therapists.

13.2 Types of employment

- 13.2.1 Non-teaching employees will be employed in one of the following categories:
- (a) full-time employment;
 - (b) part-time employment;
 - (c) casual employment;

- (d) term time; or
 - (e) fixed period.
- 13.2.2 At the time of engagement, each employee will be informed whether they are employed on a full-time, part-time or casual basis and the employee's classification.
- 13.2.3 Full-time employment
- A full-time employee is an employee engaged to work 37.5 hours per week or an average of 37.5 hours per week pursuant to Clause 13.3 - Ordinary hours of work.
- 13.2.4 Part-time employment
- (a) A part-time employee is an employee who is engaged to work less than 37.5 ordinary hours per week or an average of less than 37.5 hours per week and who has reasonably predictable hours of work.
 - (b) A part-time employee will be paid an hourly rate of 1/37.5th of the weekly rate for the employee's classification.
 - (c) A part-time employee's entitlements under this Agreement will be calculated on a pro rata basis.
 - (d) At the time of engagement, the College and the part-time employee will agree in writing on a regular pattern of work, specifying the number of hours worked each day, the days of the week the employee will work, the number of weeks of the school year the employee will work and starting and finishing times each day.
 - (e) The terms of the agreement in Clause (d) above may be varied by agreement between the College and an employee. Any such variation will be recorded in writing.
- 13.2.5 Casual employment
- (a) A casual employee is an employee engaged as such.
 - (b) A casual employee will be paid an hourly rate of 1/37.5th of the weekly rate for the employee's classification, plus 25%.
 - (c) A casual employee will be engaged and paid for a minimum of two (2) hours for each engagement, with the exception of tutors and coaches where a minimum engagement of one (1) hour shall apply.
 - (d) A casual employee must be paid at the termination of each engagement, or fortnightly in accordance with usual payment methods for full-time employees.
- 13.2.6 Term-time and fixed period employees
- (a) Term-time or fixed period employees shall be entitled to be paid an hourly rate for ordinary hours worked equal to the appropriate weekly full-time rate divided by 37.5.
 - (b) Term time and fixed period employees shall be entitled to receive pro rata entitlements.
 - (c) "Term-time employee" is a continuing employee engaged to work:
 - (i) 37.5 ordinary hours per week but less than 48 weeks per annum; or
 - (ii) less than 37.5 ordinary hours per week and less than 48 weeks per annum.
 - (d) "Fixed period employee" is one engaged to work 37.5 ordinary hours or less per week with a specified commencement and cessation date.

- (e) Term-time or fixed period employees shall be entitled to be paid an hourly rate for ordinary hours worked equal to the appropriate weekly full-time rate divided by 37.5.
- (f) Term-time employees shall have their pay averaged over the full year.
- (g) Where a public holiday falls on a day upon which an employee is normally employed, term time and fixed period employees shall be paid the appropriate rate for the number of hours normally worked on that day.
- (h) A term-time employee and the College may agree to the employee performing work during non-term weeks of the year on a full-time, part-time or casual basis without affecting their normal employment arrangement. Remuneration for such work will be at the rate applicable to the work being performed.

13.3 Ordinary hours of work

- 13.3.1 Subject to this Clause 13.3, a full-time employee’s ordinary hours of work will be 37.5 per week. The ordinary hours of work for a part-time or casual employee will be in accordance with Clause 13.2.
- 13.3.2 The ordinary hours of work for term time and fixed period employees may be averaged over a period of a fortnight or four (4) weeks. The exception to this is a curriculum/resources services employee employed in outdoor education whose hours of work may be averaged over a period of up to twelve (12) months.
- 13.3.3 The ordinary hours of work will be worked on no more than five (5) days in any seven (7) days and may be worked as follows:

Non-Teaching Employee Group	Spread of Ordinary Hours
Learning Space support services Curriculum/education resources Wellbeing services School administration services Retail employees	Between 7.00 am and 6.00 pm Monday to Friday
School facilities & operational services Security, caretaking and catering Construction, plumbing, carpentry, painting and other trades Cleaning, maintenance, school facilities management Gardening and turf maintenance	Between 6.00 am and 6.00 pm Monday to Friday
Preschool/childcare/out of school hours care services Nursing services	Between 6.30 am and 6.30 pm Monday to Friday
Curriculum/education resources - outdoor education only Instructional services	Between 6.00 am and 6.00 pm Monday to Saturday

- 13.3.4 The daily starting and finishing times specified may be varied by up to one (1) hour by mutual agreement between the College and the majority of employees in the group so long as the total hours remain unchanged.

13.4 Additional hours for part-time employees

- 13.4.1 A part-time employee may be required to work reasonable additional hours in accordance with the provisions of this Clause 13.4.
- 13.4.2 Where the employee's hours are averaged:
- (a) the employee will be paid for all such additional hours at the casual hourly rate of pay, provided that the additional hours fall within the applicable daily spread of hours, do not result in the employee working more than eight (8) hours on that day, and do not result in the employee working more than the allowed maximum weekly ordinary hours during the averaging period; and
 - (b) in all other cases the employee will be entitled to payment at the appropriate overtime rate of pay for any additional hours worked.
- 13.4.3 Where the employee's hours are not averaged:
- (a) the employee will be paid for all such additional hours at the casual hourly rate of pay, provided that the additional hours worked fall within the applicable daily spread of hours and do not result in the employee working more than eight hours on that day; and
 - (b) in all other cases the employee will be entitled to payment at the appropriate overtime rate of pay for any additional hours worked.
- 13.4.4 Where additional hours are worked on a day the employee is already attending for work, the minimum casual engagement of two hours will not apply.
- 13.4.5 Additional hours worked by a part-time employee in accordance with this Clause do not accrue leave entitlements under this agreement or the National Employment Standards.

13.5 Breaks during periods of duty

- 13.5.1 An employee will be entitled to an unpaid meal break of 30 minutes no later than five hours after commencing work.
- 13.5.2 At a time suitable to the College, an employee is entitled to a rest break of 10 minutes, which will be counted as time worked, for each period of three hours worked, with a maximum of two rest breaks per shift. The College and an individual employee may agree to one rest break of 20 minutes in place of the two 10 minute rest breaks. However, an employee in classroom support services is entitled to one rest break of 20 minutes, which will be counted as time worked.

13.6 Broken Shifts

- 13.6.1 An employee may be rostered to work ordinary hours in two periods of duty per day (a broken shift), exclusive of breaks, with a minimum payment (other than for a casual) of two hours for each period of duty.
- 13.6.2 An employee, other than a casual, required to work a broken shift will be paid at the ordinary time rate plus a penalty of 15% of the ordinary time rate.
- 13.6.3 The maximum spread between the start of the first period of duty and cease of the second period of duty for a broken shift is 12 hours. Any hours in excess of this 12 hour spread will be paid for as overtime.

13.7 Overtime

- 13.7.1 A full-time, part-time or casual non-teaching employee will be paid overtime for all authorised work performed outside of or in excess of their ordinary hours as follows (calculated daily):

Monday - Saturday	150% of the ordinary hourly rate of pay for the first 3 hours and 200% of the ordinary hourly rate of pay after that
Sunday	200% of the ordinary hourly rate of pay
Public holidays	250% of the ordinary hourly rate of pay

13.7.2 An employee and the College may agree that the employee will be provided with time off instead of being paid an overtime payment. Overtime taken as time off during ordinary time hours must be taken at the ordinary time rate, that is, an hour for each hour worked. However, if after such an agreement is made the time has not been taken within four (4) weeks or during the non-term weeks, an employee may request that they be paid the overtime worked at the overtime rate instead.

13.7.3 Make-up time may be worked by agreement between an employee and the College, whereby the employee takes time off during ordinary hours and works those hours at a later time during the spread of ordinary hours.

13.8 Rostered Days Off – IT and Facilities Departments

13.8.1 Staff working in the IT and Facilities Departments have access to a Rostered Day Off (RDO) system providing for accrual of time equivalent to 1 day per month with a maximum accrual of 2 days. Accrual beyond 2 days may be approved by the Department Supervisor prior to accrual and on a case by case basis.

13.8.2 Changes to the operation of this provision may occur from time to time after negotiation within the relevant work area and by agreement of the College, the Department Supervisor and the majority of staff within that work area.

13.9 Junior employees

A junior employee appointed at classification level 1 or 2 is to be paid at the following percentage of the appropriate adult rate for the position performed.

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

13.10 On-Call Allowance

13.11.1 Facilities employees who agree to be placed on an On Call rotational roster and who therefore at times may be recalled to work will be paid an allowance of \$35.94 per fortnight, subject to increases in line with the wage percentage increases of this Agreement.

13.11 Recall Allowance

13.11.1 A separate allowance will be paid to an employee who is required by the College to hold themselves available to be recalled to work. The employee will be paid an allowance equal to a minimum of one (1) ordinary hour's pay for each period of up to 24 hours that the employee is required to be on call.

- (c) An employee recalled to duty at the workplace will be paid a minimum of two (2) hours at the appropriate overtime rate where that duty is not continuous with their ordinary hours of duty.

13.12 Classification Process

13.12.1 The Principal or their delegate shall determine the classification of a position through:

- (a) Reviewing or creating a position description for the position;
- (b) An analysis of the skills and responsibilities required for each position consistent with the position description;
- (c) Reference to the classification criteria set out in Clause 13.12.4 against the position description;
- (d) Assigning the appropriate level within the structure to the position.

Appointment will be made at the appropriate level, with the step determined according to experience based on years of service or recognition of prior service as deemed relevant to the position.

13.12.2 If at any time an employee or the College considers that the skills and responsibilities of the position, as required by the College, have altered or do not reflect the classification assigned to the position, a review of the classification level of the position is to be undertaken. However, except in exceptional circumstances, such as a change in the skill and/or responsibilities required, or a change in the conditions under which the work is performed, an employee may only request a reclassification of their position once in a 12 month period.

13.12.3 Where a disagreement arises as to the outcome of a classification review, it will be dealt with under the Procedure for Settling Disputes contained in Clause 4 of this Agreement. At any meeting specified in Clause 4, the person who made the decision about the classification review shall, wherever possible, participate.

13.12.4 Classification criteria

- (a) Classification criteria are guidelines to determine the appropriate classification level and consist of characteristics and typical activities and skills.
- (b) The characteristics are the principal guide to classification as they are designed to indicate the level of basic knowledge, comprehension of issues, problem and procedures required and the level of autonomy, accountability, supervision and training involved with the position. The characteristics of a level must be read as a whole to gain an understanding of the position and the performance requirements. Isolated characteristics should not be used to justify the classification of a position.
- (c) The typical activities/skills are a non-exhaustive list of activities/skills that may be comprehended within the particular level. They reflect the competencies of a 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 activity/skill or many of them depending on the particular work allocated to them. Typical activities/skills should not be used as the primary determinant in classifying employees, but may be useful if the characteristics of a level cannot be easily applied in an individual instance.

13.12.5 Some of the characteristics have been included in the typical skills/activities at each level. Where there is inconsistency between the characteristics and the typical skills/activities, the characteristics will prevail. The key issue to be looked at in

properly classifying an employee is the level of initiative, responsibility/accountability, competency and skill that an employee is required to exercise in performing the employee's work within the parameters of the characteristics of the position.

13.13 Incremental Advancement

- 13.13.1 Each level of the structure has three (3) pay steps which provide for full time equivalent yearly service increments within that level. Such increments are payable subject to satisfactory performance but will not be unreasonably withheld by the College without due process. For the purposes of annual incremental advancement within a level, a year's service constitutes 1800 hours of duty.
- 13.13.2 Staff commence at Step A in the Level that corresponds with their competency, judgment/independence/problem-solving, level of supervision, training level/qualifications and activities as outlined in this Agreement.
- 13.13.3 Staff appointed to Levels 1 to 5 commence on Step A and automatically progress to Step B after a years' equivalent successful service and then Step C after a further years' equivalent successful service.
- 13.13.4 Staff appointed to Levels 6 and 7 commence on Step A and do not automatically progress to Step B or C after a years' service.
- 13.13.5 Staff at the senior levels of 6 and 7 will undertake a review of their qualifications, skills, responsibilities and competency every two years and will only progress to Step B or C with demonstrated evidence of additional qualifications, or successful demonstrated evidence of additional skills, responsibilities or competency.

13.14 Definitions used for classifications

13.14.1 Supervision

- (a) Close supervision: clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviations from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.
- (b) Routine supervision: direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures, guidance on the approach to non-standard circumstances is provided by a supervisor. Checking is selective rather than constant.
- (c) General direction: direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available. When performance is checked, it is on assignment completion.
- (d) Broad direction: direction is provided in terms of objectives which may require the planning of staff, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

13.14.2 Qualifications

Within the Australian Qualifications Framework:

- (a) Year 12

Completion of a senior secondary certificate of education, usually in Year 12 of secondary school.

- (b) Trade certificate
Completion of an apprenticeship, normally of four years' duration, or equivalent recognition, e.g. Certificate III.
- (c) Post-trade certificate
A course of study over and above a trade certificate and less than a Certificate IV.
- (d) Certificates I and II
Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.
- (e) Certificate III
A course that provides a range of well-developed skills and is comparable to a trade certificate.
- (f) Certificate IV
A course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part-time post-Year 12 or post-trade certificate course.
- (g) Diploma
A course at a higher education or vocational educational and training institution, typically equivalent to two years' full-time post-Year 12 study.
- (h) Advanced diploma
A course at a higher education or vocational educational and training institution, typically equivalent to three years' full-time post-Year 12 study
- (i) Degree
A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one-year diploma.
- (j) Postgraduate degree
A recognised postgraduate degree, over and above a degree as defined above.

Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.

13.15 Classification dimensions and characteristics

13.15.1 Competency

The skill, complexity and responsibility of tasks typically required at each classification level.

13.15.2 Judgment, independence and problem-solving

This dimension looks at how much of each of these three qualities applies at each classification level:

- (a) Judgment: the ability to make sound decisions, recognising the consequences of decisions taken or actions performed.
- (b) Independence: the extent to which an employee is able (or allowed) to work effectively without supervision or direction.
- (c) Problem solving: is the process of defining or selecting the appropriate course

of action where alternative courses of actions are available.

13.15.3 Level of supervision

This dimension covers both the way in which employees are supervised or managed and the role of employees in supervising or managing others.

13.15.4 Training level or qualifications

The type and duration of training which the duties of the classification level typically require for effective performance. Training is the process of acquiring skills and knowledge through formal education, on-the-job instruction or exposure to procedures.

13.15.5 Occupational equivalent:

This part provides examples of occupations typically falling within each classification level.

13.15.6 Typical activities:

This part provides examples of activities typically undertaken by employees in different roles at each of the classification levels. The Typical activities for each non-teaching employee group are to be read as a whole and are subject to 13.12.4 Classification Criteria.

13.16 Level 1

An employee at this level will learn and gain competency in the basic skills required by the College. In the event that the increased skills/competency are required and utilised by the College, classification to a higher level within the structure may be possible.

13.16.1 Competency

Competency involves application of knowledge and skills to a limited range of tasks and roles. There is a specific range of contexts where the choice of actions is clear. The competencies are normally used within established routines, methods and procedures that are predictable. Judgments against established criteria may also be required.

13.16.2 Judgment, independence and problem solving

The employee follows standard procedures in a predefined order. The employee resolves problems where alternatives for the employee are limited and the required action is clear or can be readily referred to a more senior employee.

13.16.3 Level of supervision

Close supervision or, in the case of more experienced employees working alone, routine supervision.

13.16.4 Training level or qualifications

An employee is not required to have formal qualifications or work experience upon engagement. An employee will be provided with on-the- job training which will provide information about, and/or an introduction to, the conditions of employment, the school, the school's policies and procedures in relation to the work environment and the employees with whom the employee will be working.

13.16.5 Typical activities, subject to the Characteristics Clause.

(a) Learning Space support services

- Providing general assistance of a supportive nature to teachers, as directed
- Assisting student learning, either individually or in groups, under the direct

supervision of a higher level general employee or a teacher

- Assisting with the collection, preparation and distribution of Learning Space materials
 - Assisting with clerical duties associated with normal Learning Space activities, e.g. student records, equipment records, etc.
 - Assisting teachers with the care of students on school excursions, sports days and other Learning Space activities
 - Occupational equivalent: teacher aide/assistant, integration aide/assistant
- (b) School administration services
- Performing a range of general clerical duties at a basic level, for example, filing, handling mail, maintaining records, data entry
 - Operating routine office equipment, such as a computer, photocopier, scanner, facsimile, binding machine, guillotine, franking machine, calculator, etc.
 - Performing a reception function, including providing information and making referrals in accordance with school procedures
 - Carrying out minor cash transactions including receipting, balancing and banking
 - Monitoring and maintaining stock levels of stationery/materials within established parameters, including reordering
 - Occupational equivalent: clerical assistant, data entry operator, front desk/reception assistant
- (c) School operational services
- Performing general labouring tasks
 - Performing general gardening tasks, including preparing grounds and undertaking planting
 - Performing horticultural duties in areas such as sports playing fields, garden maintenance and foliage control
 - Performing basic gardening and outdoor maintenance
 - Performing basic maintenance
 - Performing a range of industrial cleaning tasks
 - Moving furniture and equipment
 - Assisting in a school retail facility, such as a canteen, uniform shop or book shop
 - Assisting trades personnel with manual duties
 - Undertaking elementary food preparation and cooking duties, cleaning and tidying the kitchen and its equipment
 - Performing gardening duties such as the planting and trimming of trees, sowing, planting and cutting of grass and the watering of plants, gardens, trees, lawns and displays
 - Removing cuttings, raking leaves, cleaning/emptying litter bins, cleaning gutters/drains/culverts

- Performing routine maintenance of turf, synthetic, artificial and other play surfaces
- Performing non-trade tasks incidental to the employee's work
- Performing general laundry duties
- Performing minor repairs to linen or clothing such as buttons, zips, seams and working with flat materials
- Cleaning, dusting and polishing in Learning Spaces or other public areas of the school
- Making and/or serving morning/afternoon tea, including washing up and other duties in connection with such work.
- Occupational equivalent: cleaner, kitchen/tuckshop assistant, laundry assistant, grounds/maintenance assistant, retail assistant, handy person, trades assistant

13.17 Level 2

An employee at this level performs work above and beyond the skills of an employee at Level 1.

13.17.1 Competency

Competency at this level involves application of knowledge and skills to a range of tasks and roles. There is a defined range of contexts where the choice of actions required is clear. There is limited complexity of choice of actions required. On occasion, more complex tasks may be performed.

13.17.2 Judgment, independence and problem solving

- Applies generally accepted concepts, principles and standards in well defined areas. Solves relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives.
- An employee at this level will be expected to perform a combination of various routine tasks where the daily work routine will allow the latitude to rearrange some work sequences, provided the prearranged work priorities are achieved.

13.17.3 Level of supervision

Routine supervision of straightforward tasks; close supervision of more complex tasks. Where employees are working alone, less direct guidance and some autonomy may be involved.

13.17.4 Training level or qualifications

Level 2 duties typically require:

- a skill level which assumes and requires knowledge, training or experience relevant to the duties to be performed;
- completion of Year 12 without work experience;
- completion of Certificates I or II with work related experience; or
- an equivalent combination of experience and training.

13.17.5 Typical activities

- Learning Space support services
 - Providing assistance with the educational program where limited discretion

and judgment and/or specific skills are involved

- Occupational equivalent: teacher aide/assistant, integration aide/assistant
- (b) Curriculum/resources services
- Performing a range of basic library transactions, including processing, cataloguing and accessioning books, stocktaking, preparing display materials, using circulation systems, general photocopying and related clerical tasks
 - Maintaining, controlling, operating and demonstrating the use of audio visual equipment, where there is limited complexity, including assisting with audio and video recording
 - Maintaining booking and repair/replacement systems for equipment
 - Maintaining catalogues of recorded programs in accordance with established routines, methods and procedures
 - Maintaining equipment and materials
 - Caring for fauna and flora
 - Preparing teaching aids under direction
 - Preparing standard solutions and less complex experiments
 - Assisting students and teachers to use the catalogue and/or locate books and resource materials
 - Explaining the function and use of library and library equipment to students
 - Under direction, assisting teaching staff to take story groups
 - Searching and identifying fairly complex bibliographic material organising inter-library loans
 - Answering ready references inquiries
 - Operating a wide range of audio-visual or computer equipment
 - Demonstrating and explaining the operation of audio-visual, computer and other similar equipment
 - Providing technical support to teachers
 - Recording materials by means of sound and photographic equipment, etc.
 - Evaluating and making recommendations for the purchase of technical or computer equipment
 - Implementing measures for proper storage control and handling or disposal of dangerous or toxic substances
 - Culturing, preparing for use and being responsible to the relevant manager for the security of bacterial, viral or other like substances
 - Ordering supplies and materials
 - Within a defined range of contexts, where the choice of actions is clear, maintaining scientific equipment, materials and specimens
 - Assisting with the design/demonstration of experiments and scientific equipment, as directed
 - Occupational equivalent: library assistant, laboratory assistant, technology centre assistant

- (c) Wellbeing services
 - Providing first aid services, as the designated first aid officer in the school
 - Occupational equivalent: first aid officer
- (d) School administration services
 - Performing duties involving the inward and outward movement of mail, keeping, copying, maintaining and retrieving records, straightforward data entry and retrieval
 - Occupational equivalent: clerical assistant
- (e) School operational services
 - Performing non-cooking duties in the kitchen/tuckshop including the assembly, preparation and measurement of food items
 - Undertaking general gardening tasks including the preparation and planting procedures
 - Operating, maintaining and adjusting turf machinery under general supervision
 - Applying fertilizers, fungicides, herbicides and insecticides under general supervision
 - Performing a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports
 - Occupational equivalent: non-trade qualified cook, gardener, kitchen assistant, security officer.

13.18 Level 3

An employee at this level performs work above and beyond the skills of an employee at Level 2.

13.18.1 Competency

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

13.18.2 Judgment, independence and problem solving

Exercise judgment on work methods and task sequence within specified timelines and standard practices and procedures. Answers are usually found by selecting from specific choices defined in standard work policies or procedures.

13.18.3 Level of supervision

In some positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other employees may be required. When employees are working alone, they may work semi-autonomously.

13.18.4 Training level or qualifications

Level 3 duties typically require a skill level which assumes and requires knowledge or training in clerical/administrative, trades or technical functions equivalent to:

- (a) completion of a trades certificate or Certificate III;
- (b) completion of Year 12 or a Certificate II, with relevant work experience; or
- (c) an equivalent combination of relevant experience and/or education/training.

Persons advancing through this level may typically perform duties which require further on-the-job training or knowledge and training equivalent to progress toward completion of a Certificate IV or Diploma.

13.18.5 Typical activities

(a) Learning Space support services

- Undertaking some responsibility for other employees in the work area
- Providing assistance or guidance to other employees in the work area
- Liaising between the school, the student and the student's family where some discretion and judgment are involved
- Assisting student learning, where some discretion and judgment is involved, including evaluation and assessment, under the supervision of a teacher, of the learning needs of students
- Occupational equivalent: student services coordinator

(b) Curriculum/resources services

- Undertaking some responsibility for other employees in the work area
- Providing assistance or guidance to other employees in the work area
- Providing technical assistance in the operation of a library, laboratory, or technology centre, where some discretion and judgment are involved
- Preparing descriptive cataloguing for library materials
- Supervising the operation of circulation systems
- Answering reference and information inquiries, other than ready reference
- Assisting in evaluating and selecting equipment and supplies
- Providing guidance in the use of information systems
- Producing resource materials, e.g. multi-media kits, video and film clips
- Teaching audio-visual, computer and other technical skills to students and teachers
- Searching and verifying bibliographical data where some judgment and discretion are involved
- Producing, displaying and/or publicising materials
- Assisting students and employees to access information and to use equipment in a library, laboratory or a technology centre where some discretion and judgment are involved
- Assisting with supervision of students in the library where some discretion and judgment are involved
- Providing technical assistance and advice, as requested
- Assisting with the planning and organisation of a laboratory or technology centre and field work
- Testing of experiments and demonstrating experiments (with teachers)

- Occupational equivalent: library technician, laboratory technician, technology centre technician
- (c) School administration services
- Undertaking a wide range of secretarial and clerical duties at an advanced level, including typing, word processing, maintaining email and computerised records and shorthand
 - Managing enquiries from students, parents, employees and the general public
 - Entering financial data into computers and preparing financial and management reports for review and authorisation
 - Preparing and processing payroll within routines, methods and procedures
 - Undertaking bank and ledger reconciliations
 - Assisting with preparation of internal and external publications
 - Providing administrative support to senior management, including arranging appointments, diaries and preparing both confidential and general correspondence
 - Preparing government and statutory authority returns for authorisation
 - Occupational equivalent: administration assistant, office supervisor, accounts clerk
- (d) School operational services
- Responsibility for operating the school canteen, uniform shop or bookshop, including supervision of employees and volunteers
 - Cooking duties including a la carte cooking, baking, pastry cooking or butchery
 - Responsibility for operating, maintaining and adjusting turf machinery, as appropriate
 - Cleaning and inspecting machinery after each use, reporting any problems to the appropriate manager
 - In trades positions, applying the skills taught in a trades certificate or Certificate III, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.
 - Performing a range of security duties, including patrols, alarm responses, emergency procedures and preparing incident reports
 - Responsibility for the security and basic maintenance of school property
 - Occupational equivalent: tradesperson, retail function coordinator, security officer, caretaker

13.19 Level 4

An employee at this level performs work above and beyond the skills of an employee at Level 3.

13.19.1 Competency

Competency at this level involves the application of knowledge with depth in some

areas and a broad range of skills. There is a wide variety of tasks and roles in a variety of contexts. There is complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions. Competencies are normally used within a variety of routines, methods and procedures. Discretion and judgment are required for self and/or others in planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

13.19.2 Judgment, independence and problem solving

Independent judgment is required to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to meet variations in facts and/or conditions. The employee may apply extensive diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks, proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

13.19.3 Level of supervision

Supervision is generally present to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance. Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks. Some positions will require general direction. May supervise or coordinate others to achieve objectives, including liaison with employees at higher levels. May undertake stand-alone work.

13.19.4 Training level or qualifications

Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- (a) completion of a diploma level qualification with relevant work related experience;
- (b) completion of a Certificate IV with relevant work experience;
- (c) completion of a post-trades certificate and extensive relevant experience and on-the-job training;
- (d) completion of a Certificate III with extensive relevant work experience; or
- (e) an equivalent combination of relevant experience and/or education/training.

13.19.5 Typical activities

(a) Curriculum/resources services

- Demonstrating and instructing students and employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas
- Designing and demonstrating experiments within a variety of routines, methods and experiences under supervision of teachers where discretion and judgment are required
- In charge of an identifiable functional unit, which ordinarily will involve the supervision of staff
- Liaising with teachers on curriculum matters
- Assisting careers advisor/counsellor
- Occupational equivalent: senior technician in a library, laboratory or

technology centre, careers placement officer

(b) Wellbeing services

- Providing support and guidance to students
- Providing welfare services to students
- Occupational equivalent: youth welfare officer

(c) School administration services

- Using computer software packages, including desktop publishing, database and/or web software, at an advanced level
- Planning and setting up spreadsheets and database applications
- Initiating and handling correspondence, which may include confidential correspondence
- Calculating and maintaining wage and salary records for a large payroll utilising a variety of routines, methods and procedures
- Applying inventory and purchasing control procedures
- Preparing monthly summaries of debtors and creditors ledger transactions with reconciliations
- Controlling the purchasing and storage for a discrete function
- Supervising and maintaining hardware and software components of a computer network, with appropriate support for users
- Preparing complex financial and administrative systems
- Undertaking responsibility for the co-ordination and ongoing management of fundraising activities or special projects where an advanced level of clerical and administrative skill is required
- Occupational equivalent: senior administration assistant, office supervisor, finance officer, school registrar, school secretary, Principal's secretary, school development officer

(d) School operational services

- Performing specialised cooking, butchery, baking pastry and the supervision of the operation
- Performing general maintenance work which includes the use of trade accredited skills in areas such as carpentry, plumbing or electrical services
- Control and responsibility for the maintenance of gardens, sports grounds and/or facilities which includes the use of accredited trade skills in areas such as horticulture, gardening or in the maintenance of sports grounds
- Occupational equivalent: tradesperson, head grounds person

(e) Instructional services

- Instructing individual students as part of an extra-curricular instrumental music program
- Providing assistance in the training and coaching of individuals and teams in various sporting disciplines
- Occupational equivalent: instrumental music tutor, sports coach

13.20 Level 5

An employee at this level performs work above and beyond the skills of an employee at Level 4.

13.20.1 Competency

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

13.20.2 Judgment, independence and problem solving

Problem solving involves the identification and analysis of diverse problems. Solve problems through the standard application of theoretical principles and techniques at degree level. Apply standard technical training and experience to solve problems. Apply expertise to the making of decisions. Being responsible for coordinating a team to provide an administrative service.

13.20.3 Level of supervision

Routine supervision to general direction, depending on tasks involved and experience. May supervise other staff at levels below Level 5.

13.20.4 Training level or qualifications

Level 5 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- (a) completion of a degree without subsequent relevant work experience;
- (b) completion of an advanced diploma qualification and at least one year's subsequent relevant work experience;
- (c) completion of a diploma qualification and at least two years' subsequent relevant work experience;
- (d) completion of a Certificate IV and extensive relevant work experience;
- (e) completion of a post-trades certificate and extensive (typically more than two years') relevant experience as a technician; or
- (f) an equivalent combination of relevant experience and/or education/training.

13.20.5 Typical activities

- (a) Curriculum/resources services
 - Providing specialist technical advice, direction and assistance in the employee's area of expertise using the application of knowledge gained through formal study/qualifications applicable to this level
 - Occupational equivalent: professional assistant
- (b) School administration services
 - Applying theoretical knowledge, in a straightforward way, in professional positions
 - Providing designated support to senior management and associated committees concerning designated aspects of school management
 - Overseeing the operations of the school's office and other administrative

activities

- Ensuring deadlines and targets are met
 - Preparing the accounts of the school to operating statement stage and assisting in the formulating of period and year end entries
 - Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods
 - Occupational equivalent: senior administration assistant, finance officer, school registrar, school secretary, Principal's secretary human resources officer, office supervisor, school development officer
- (c) School operational services
- Responsibility for planning, scheduling and supervising of all aspects of gardening maintenance
 - In trades positions, working on complex engineering or interconnected electrical circuits and/or exercising high precision trades skills using various materials and/or specialised techniques
 - Accountability for the safe operation and maintenance of machinery and safety of those using the machinery
 - Responsibility for the security of school property including full oversight and coordination of security duties such as patrols, alarm responses, emergency procedures and preparing incident reports
 - Managing a range of functions Occupational equivalent: advanced tradesperson
- (d) Instructional services
- Preparing instrumental music students for external examination in their discipline as part of an extra-curricular program
 - Coaching and transporting teams for external competition
 - Occupational equivalent: music tutor, sports coach, trainer

13.21 Level 6

An employee at this level performs work above and beyond the skills of an employee at Level 5.

13.21.1 Competency

- (a) Competency at this level involves the development and application of professional knowledge in a specialised area/s and utilising a broad range of skills. Competencies are normally applied independently and are substantially non-routine.
- (b) Competency at this level involves the delivery of professional services within defined accountability levels. Employees may operate individually or as a member of a team.
- (c) Significant discretion and judgment is required in planning, designing professional, technical or supervisory functions related to services, operations or processes.
- (d) Employees are expected to plan their own professional development and such increased knowledge, relevant to the position held, will be applied to the work

situation.

- (e) Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.

13.21.2 Judgment, independence and problem solving

Discretion to: innovate within own function and take responsibility for outcomes; design, develop and test complex equipment, systems and procedures; undertake planning involving resources use and develop proposals for resource allocation; exercise high level diagnostic skills on sophisticated equipment or systems; and/or analyse and report on data and experiments.

13.21.3 Level of supervision

In some positions, general direction is appropriate. In other positions, broad direction would apply. May have extensive supervisory and line management responsibility for general employees. Supervision is present to review established objectives.

13.21.4 Training level or qualifications

Level 6 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- (a) a degree with subsequent relevant experience;
- (b) extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or
- (c) an equivalent combination of relevant experience and education/training.

13.21.5 Typical activities

- (a) Wellbeing services
 - Performing guidance and counselling, within defined accountabilities
 - Providing specialist health services and/or therapy services to students
 - Occupational equivalent: psychologist, speech therapist, occupational therapist
- (b) Nursing services
 - Providing primary nursing care with its associated administrative responsibilities
 - Occupational equivalent: school nurse
- (c) School administration services
 - Operating and being responsible for a structurally and/or operationally defined section
 - Providing professional advice to students and employees on the employee's area of expertise
 - Responsibility for professional development of other employees
 - Contributing to operational and strategic planning in the area of responsibility
 - Occupational equivalent: senior office supervisor, public relations manager/director, school development manager

- (d) School operational services
 - Managing a range of functions as operational Leading Hand with overall reporting to a Senior Manager
 - Deputising for the Facilities Manager if absent, including undertaking all duties
 - Occupational equivalent: Leading hand, Assistant property manager
- (e) Instructional services
 - Conducting and coordinating a school choir, band or musical ensemble or more than one of these
 - Supervising other coaching staff and managing sporting facilities
 - Occupational equivalent: choir master, conductor, head coach

13.22 Level 7

An employee at this level performs work above and beyond the skills of an employee at Level 6.

13.22.1 Competency

- (a) Within constraints set by management, employees exercise initiative in the application of professional practices demonstrating independent discretion and judgment, which may have effect beyond a work area. An employee at this level is expected to carry a high proportion of tasks involving complex, specialised or professional functions.
- (b) Competency at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.

13.22.2 Judgment, independence and problem solving

Independently relate existing policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques. This may involve stand-alone work or the supervision of employees in order to achieve objectives. It may also involve the interpretation of policy which has an impact beyond the immediate work area.

13.22.3 Level of supervision

Broad direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other employees including administrative, technical and/or professional employees.

13.22.4 Training level or qualifications

Level 7 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- (a) a degree with at least four years of subsequent relevant experience;
- (b) postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience;
- (c) extensive experience and management expertise in technical or administrative fields; or
- (d) an equivalent combination of relevant experience and/or education/training.

13.22.5 Typical activities

(a) Wellbeing services

- Managing counselling services with more than one psychologist under supervision
- Occupational equivalent: senior therapist or manager of counselling services

(b) Nursing services

- Providing health counselling, health education and acting in a resource capacity to the school community, in addition to providing primary care with its associated administrative duties
- Occupational equivalent: school nurse or nurse in charge

(c) School administration services

- Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies
- Providing professional advice to students and employees on the employee's area of expertise
- Providing financial advice to the Principal or the business manager
- Managing the school's financial system
- Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods at an advanced level
- Occupational equivalent: information technology manager, assistant bursar/business manager