

Premier Chris Minns at the IEU AGM last October

Time for Labor to deliver on its promises

The IEU welcomes the change in government following the March state election. NSW Labor centred much of their campaign on the importance of essential workers in providing critical services to this state.

New Premier Chris Minns acknowledged this in his election night speech, saying, "I am proud to say today, the people of NSW voted for the removal of the unfair wages cap in NSW . . . they voted for our nurses, our teachers."

Premier Minns went on to say that "there was a basic acknowledgement at the end of the day, that during the COVID emergency, the people of NSW that work in our hospitals, in our schools, in our emergency departments, put themselves second and the public first and put their own safety and health to one side to look after the people of NSW".

The new government is committed to scrapping the public sector salary cap. State government employees and their unions will again have the capacity to put

forward a case for fair, just and proper wage rises to a revitalised and independent industrial umpire.

Employees in non-government schools are acutely aware that their wages have also been suppressed

over the last decade by the former government's 2.5% salary cap. The capacity of the IEU to campaign and advocate for higher wages is strengthened by this election result.

The issues facing education in general, and our sector are, of course, not limited to the payment of fair and just wage increases. The IEU met with Chris Minns and Education Minister Prue Car prior to the election to put forward the concerns of our members. We are in the process of setting up further meetings.

Workload and the teacher shortage are key issues that the new Government must address.

More than 36.2% of NSW students are educated in non-government schools (ABS:2022) and as the union that represents workers in these schools, the IEU looks forward to regular and genuine consultation on these issues with the Minister.

“Workload and the teacher shortage are key issues that the new Government must address.”

Support staff pay rises on the way in Catholic systemic schools

After a year of negotiations concerning pay rises for support staff, the IEU is close to matching increases received by support staff in government schools in 2019 for support staff in Catholic systemic schools.

The pay rises are targeted at classroom and learning support and administrative staff, as they were the groups that benefitted from the 2019 court case conducted by the public sector union representing government school support staff, the Public Service Association (PSA).

Pay increases will generally range between 5% and 10%, but a few classifications will receive significantly more than this.

Speaking about the term just gone, IEU Vice President Support Staff Kylie Booth-Martinez said she "watched our kindy aides be stretched further than they knew they ever could, and our office staff, I have no idea how they ever get

anything done with the craziness of some days".

"Never sure if they are nurses, accountants or counsellors just to name a few of their roles and that's all before they can start their actual work. Hats off to them. Let's get that classifications and pay right for these special, amazing people," Booth-Martinez said.

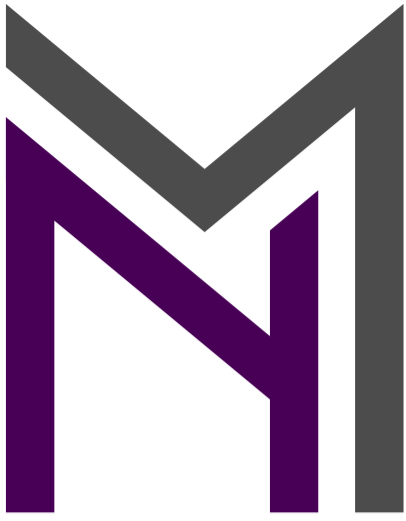
IEU President Tina Ruello said "Teachers and support staff have worked in synchronicity to ensure schools, as workplaces, function efficiently and professionally. The work performed front-of-school and behind-the-scenes is integral to the work performed in staffrooms and classrooms".

"The interrelationships between support staff and teachers makes schools operable; without them, we could not carry out core work. In fact, as essential workers, we are the human machinery that makes society run," Ruello said.

"To undervalue the work of support staff is to diminish their crucial role in the fluid running of schools. It is for this reason that support staff members in Catholic systemic schools warrant an increase in pay, if only to have parity with their colleagues in the state system.

"The IEU is close to finalising a mechanism to secure well-deserved increases in the rates of pay for support staff. With dogged tenacity our union has not compromised on its commitment to make things better for support staff for this sector."

Full details will be sent to members in the coming weeks.



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



Responses to violent incidents in schools must be improved

Mark Northam
Secretary



The OECD's recent findings that "the disciplinary climate in schools in Australia was among the least favourable in the OECD" should ring alarm bells and resonates with the anecdotal experiences of IEU members reported to the union.

Sadly, the report notes "around 37 per cent of Australian lower secondary school principals reported that intimidation or bullying among students occurs at least weekly".

Overwhelmingly, teachers manage challenging behaviours. However, sustained poor student behaviour is an area that deserves closer scrutiny. The impact on a teacher of unpredictable student outbursts and threatening and violent behaviour cannot be underestimated. These scenarios require greater support, a clear set of responses and good record keeping.

The former NSW Government appointed Professor Donna Cross to be the first Chief Behaviour Advisor. The position covers government, Catholic and independent schools. While it is useful to shed further light on cyber bullying, student re-engagement and school refusal, the impact of sustained challenging behaviours towards teachers must also be addressed.

The recent UK teachers' union NASUWT annual conference in Glasgow dealt with teacher and in turn union responses to sustained anti-social student conduct which was violent, threatening and clearly detrimental to the learning process. Industrial stoppages (read strike action)

took place when extreme situations were not responded to appropriately. It was felt COVID impacted negatively on student behaviour. Missed school, shared classes, classes in the hall, yard and the like contributed to the problem.

The union focus is to achieve responses by systems of schools and independent schools which are evidence based but support teachers. Professor Cross is to work across the three sectors but unless data is compiled across all NSW schools, the appropriate responses to the various critical incidents will vary enormously.

When a school goes into 'lockdown' and the police are called and a critical incident declared, the union expects a series of predictable steps to be taken to ensure a 'safe workplace'. The IEU intends to seek a meeting with Professor Cross to ensure that teacher welfare is to the fore of her deliberations and to advance the unions' view that a common reporting framework for critical incidents is the way forward. Incident reporting is currently not straightforward in our sector. A critical incident should not have to be solely managed at school level. Teachers should be confident their workplace is safe.

The union has Challenging Student Behaviour clauses in most Catholic Dioceses Work Practices Agreements. These clauses are useful but should not be the last resort. Teachers must feel supported, safe and confident that serious matters are managed appropriately.

The union also intends to seek a meeting with Catholic Church Insurance to consider a protocol to be followed when a critical situation emerges.

It is worthy to note that of all the PD provided by the union, the most popular in recent times has been about

managing challenging behaviours (see page 9). The IEU frequently has more than 250 members online, fine tuning their responses to challenging behaviours.

Low level disruptive behaviours (talking out of turn, moving around the room) can be managed. Disengaged behaviours (late to class, truancy, and non-completion of set work) can be managed with a supportive whole school approach.

The challenge is aggressive and anti-social behaviours (verbal abuse, sexual harassment, physical abuse or acts of violence). The third category is challenging for all, but particularly for early career teachers. Teacher attrition rates reflect unmanaged situations where school or system policies do not fully capture the experience of the classroom practitioner but rather focus on the student. Students must be provided viable alternatives, but teachers must be supported professionally. Return to work support post a critical incident must be negotiated, not imposed.

The IEU believes that a uniform reporting system of critical incidents (and responses) is required. Publicly available information of such processes should be constrained to avoid 'league tables' being developed.

The purpose should be to support the teaching profession. Such protocols should not divide the profession but rather enhance it. The involvement of teacher unions is critical.

It's imperative that teachers and school leaders are supported and protected in terms of their psychosocial and physical safety.

Extra pay in AIS schools

Carol Matthews
Deputy Secretary



The Board of the Anglican Schools Corporation has agreed to pay staff a special one-off payment of 1% of annual salary in April "in recognition of loyalty and to also contribute to cost of living pressures" in addition to the Multi-Enterprise Agreement (MEA) pay rise in 2023. The decision to make the payment was supported by the principals and the Chairs of the School Councils across all 17 schools.

Other independent schools have also made additional payments or are already paying above MEA rates.

Delegates at the IEU's March Council recognised the problem and called for extra pay to staff in independent schools above the pay rise in the Independent Schools MEAs. IEU Council called for an immediate additional cash payment of at least 1% of salary to staff in schools covered by Association of Independent Schools (AIS) MEAs, with a higher increase where schools can afford to pay more.

The current round of MEAs was negotiated in mid 2021.

At the time the MEAs were negotiated, the NSW public sector salary cap was 2%. The NSW salary cap was increased by the Liberal/National Party government in mid 2022 following widespread industrial action (including by IEU members) from 2% to 2.5% and the new Labor government has pledged to completely abolish the public sector pay cap.

The public sector pay cap has held down wages in NSW non-government schools. Although it only applies legally to public sector workers, non-government employers have followed it for political and other reasons. In 2021, AIS schools refused to offer increases above anticipated government sector pay increases.

Inflation has increased markedly since the MEAs were negotiated. Over the 12 months to December 2022, CPI increased by 7.8%, well above the 1.1% increase in March 2021 and the 3.8% increase in June 2021.

The IEU will be requesting that in Term 2 all independent schools follow the lead of Anglican Schools Corporation schools and make additional payments to staff in recognition of the difficult economic circumstances facing teachers and support staff in the current high inflation environment.



Independent Education Union of Australia NSW/ACT Branch

HEAR OUR VOICE

Catholic systemic schools PROGRESS AT LAST

The IEU is inching towards a settlement with all NSW and ACT Catholic dioceses (except Broken Bay) which would achieve two of our key demands while discussions continue on the core issues of teacher workload and release. Separate discussions are occurring with Broken Bay.

Following a conference in the Fair Work Commission, the parties are discussing a mechanism that would provide for:

- increases in support staff pay including back pay, and
- improved parental leave that will benefit both mothers and their partners who are primary carers of children within the first year after the birth or adoption.

The IEU has proposed that the agreed terms be included in an Order of the Fair Work Commission that would operate in conjunction with the current Catholic Systemic Schools Enterprise Agreement (the EA) and would be in effect a variation to the EA, without requiring a formal vote of employees.

This would allow members to enjoy the benefits of the improved conditions while also being able to quickly flow on any improvements in rates of pay in the public sector that occur this year. This approach is necessary because employers have not agreed to make a new EA that is only in place until the end of the year (the IEU's preferred position) and the IEU is not prepared to agree to a longer-term EA.

If major changes to teacher classifications, pay and release time are finalised in the public sector either this year or later, these improvements would then be incorporated in a new enterprise agreement of longer duration.

Teacher release time

A general reduction in teaching time, in line with our original claim from late 2021, has not been agreed. Our claim reflected the claim of the NSW Teachers Federation on behalf of teachers in NSW government schools.

The Federation has also been unable to achieve any reduction in teaching time and required teaching hours in government secondary schools were not reduced in the new Award made in November 2022.

As the Federation has noted, reductions in face-to-face teaching are extremely difficult to achieve, and the gains that have been made in the past have been hard fought by union members.

The IEU is continuing to discuss with dioceses reductions in teaching time in two areas. The first is regular time-tabled release for early career teachers and their mentors (two hours per week for the new teacher and one hour per week for the mentor).

The second is release for all teachers to assist with implementing the new curricula. In early April, the dioceses confirmed to the IEU in writing their current

arrangements and IEU Organisers are reviewing whether they meet our claim to match the release available in government schools.

Teacher workload

The IEU has negotiated with dioceses on key areas of teacher workload including programming, data collection and assessment, NCCD evidence collection, reporting, mentoring and processes such as professional growth in action. Although progress is slow, dioceses have adopted strategies such as development of resources and sample programs, reduction in reporting requirements, re-commitment to compliance with the NCCD Fact Sheet, etc. The IEU will continue to pursue reductions in teacher workload with all dioceses.

We will also be raising teacher workload with the new NSW Labor government to identify how existing pressures can be reduced by government action.

The public sector union Essential Workers Deserve Better campaign, in which the IEU participated, was pivotal in the Labor win and we expect our issues to be addressed.

Do not hesitate to contact your IEU Organiser if you would like help with a workload issue in your workplace.

Carol Matthews Acting Secretary

Principals navigating the challenges of student health and wellbeing

The COVID-19 pandemic has brought about unprecedented changes in the way we live and work, including a major shift in the way we educate our students. As schools across the globe were forced to close their doors and switch to online learning, students found themselves isolated from their peers, teachers, and school community. This sudden isolation has had a significant impact on the psychological wellbeing of students, causing a range of emotional, social, and academic challenges.

One of the biggest challenges that students have faced during isolation is loneliness. Being cut off from their usual social networks has left many students feeling disconnected and isolated.

This can lead to feelings of sadness, depression, and anxiety. In fact, a recent study conducted by the American Psychological Association found that social isolation and loneliness are associated with a range of negative health outcomes, including depression, anxiety, and even premature death.

Another challenge that students have faced during isolation is a lack of motivation and engagement in their studies. When students are not able to interact with their teachers and peers in person, they may lose their sense of purpose and direction. This can lead to a lack of interest in learning and a decline in academic performance. Additionally, students who are not able to access the same resources and support systems as

they would in a traditional classroom may struggle to keep up with their coursework.

The impact of isolation on students is also evident in their mental health. The stress of the pandemic, combined with the stress of isolation, has led to an increase in mental health issues such as anxiety, depression, and even suicidal ideation. According to a recent report by the Centres for Disease Control and Prevention, the pandemic has contributed to a significant increase in mental health challenges among young people.

In addition to the impact on mental health, isolation has also affected students' physical health. With limited opportunities for physical activity and exercise, students may be at risk for weight gain, obesity, and related health

issues. Moreover, the lack of structure and routine in their daily lives can disrupt their sleep patterns and lead to fatigue and exhaustion.

In conclusion, the COVID-19 pandemic has had a significant impact on students' psychological wellbeing, particularly in terms of isolation. The effects of isolation on students are wide-ranging, affecting their emotional, social, and academic well-being. As principals continue to navigate this challenging time, it is important for our wider school communities to continue to support and address the challenges that students are facing and provide them with the support and resources they need to thrive.

Lyn Caton Principals' Organiser

IEU Rep elected to parliament

Music teacher Sally Quinnell was elected in the seat of Camden at the 25 March state election. Sally was the IEU Rep at St Anthony's Catholic College Padua, where she has worked for two years.

Sally told *Newsmonth*: "I'm thrilled and humbled that the people of Camden have elected me their representative in NSW Government. It is an honour and responsibility I feel deeply and I am looking forward to getting into my new office and getting started.

"My priority is to finalise a timeline for the construction of a new high school in Gregory/Gledswood Hills. I know Prue [NSW Education Minister Prue Car] has already started on this, and I cannot wait to get back to the community with a workable time frame for residents to plan around. We know children don't stop growing while we move into our new offices, so I think it's important for the community to have some idea of the time frame as soon as possible.

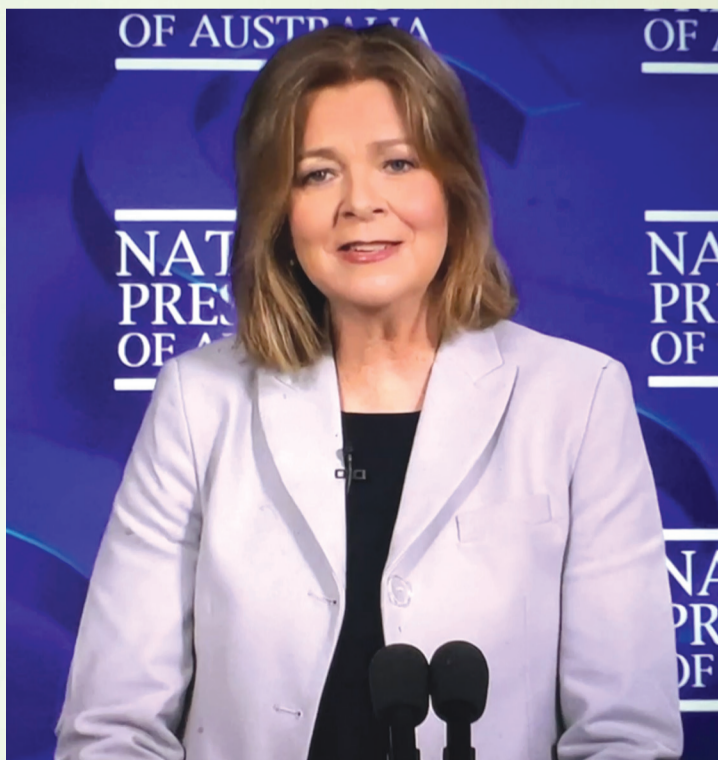
"My second priority is to seek a guarantee from the Minister of Emergency Services, Jihad Dib, that we will not place Camden Fire Station on the 'Taken off-line' list. I have discussed this with Jihad during the campaign, and I would also like to remind him of the importance of upgrades to Narellan Fire Station's facilities to include a women's change area. These are important, and seemingly easy, governance issues that make a big difference to the people of Camden.

"Finally, I want to roll out the funding commitments to local sporting and creative groups during the campaign. Groups such as Nepean Venturer Group, Camden Musical Society and Everyone Can Dance (a local dance group for children and adults with special needs) need access to this money for their ongoing expenses.

"These are local commitments and issues that I am itching to get started on, and I haven't even mentioned the wages cap, teacher planning hours and shortage issues, nursing ratios and other state-wide projects we have ahead of us, which I will be proud to represent Camden in."



Education crucial to just transition to green economy



Making sure education authorities can provide workers with the right skills to participate in the transition to a net zero economy is crucial.

ACTU President Michele O'Neil addressed the National Press Club on 28 March, to urge the government to adopt a National Energy Transition Authority (NETA), which she said is the missing piece in Australia's climate and energy policy and must be delivered in the May budget.

A NETA would coordinate across governments, departments, industry and communities to make sure no worker or community is left behind in the nation's energy transition to net zero.

An independent tripartite authority, it would support workers through comprehensive packages that include pooled redundancy and employment schemes, education, training, income replacement and retirement plans.

The authority would collaborate with Jobs and Skills Australia and the relevant Jobs and Skills Councils to develop new education and training packages, and support new educational institutions as needed, to meet the workforce demands of new industries established in energy regions.

"Decarbonising our economy could generate hundreds of thousands of good jobs, healthier

and more equitable communities, and a renewed national prosperity. We need to capture these opportunities, especially in communities where there are planned closures of facilities and businesses," O'Neil said.

"An independent, statutory National Energy Transition Authority will ensure the shift to renewable energy happens with workers, not to workers, and delivers good jobs and economic opportunity.

"The Authority must be informed by the voices of workers and communities. We do not have to choose between climate action and jobs – it's our responsibility to act on both," O'Neil said.

IEU Secretary Mark Northam, who attended the Press Club, said the IEU supports a just and fair transition to net zero for all workers.

"Communities deserve a fair transition," he said.

"The government should consult with the IEU and other teacher unions about how the required skills training could be emphasised into the school curriculum and how teachers could be supported.

"Schools, TAFE and universities will have to work in tandem to ensure the transition is supported in educational terms," Northam said.

Wear it yellow

What a way to end Term 1! The IEU chapter at Penola Catholic College (left) wore yellow on Thursday 6 April in support of the Hear Our Voice campaign.

The IEU was at the Fair Work Commission continuing negotiations with Catholic systemic employers. Read our update from the Fair Work Commission on page 3. Meanwhile IEU Rep Mark Adams (right), IEU rep and president of the Mid North Coast Sub Branch Markus Muschal and members at St John Paul College in Coffs Harbour were flying the campaign colours at their recent parent teacher evening in ongoing support of the Hear Our Voice campaign.

Do you have a pic of your IEU Chapter 'wearing it yellow'? Send it through to publicationscomms@ieu.asn.au and we will share it on social media.



Standing strong with university colleagues



Solidarity! On Wednesday 5 April, the IEU stood with members of NTEU NSW and fellow colleagues in the education sector on the picket line at Sydney University. NTEU members were on strike for the ninth time. The NTEU strike at Sydney University is the longest-running industrial action at an Australian university.

IEU Organiser Charles Wheeler addressed the rally and said "The problems you are

facing are not just in your sector; they are throughout all education. We need to fix conditions across the board. Union power!"

Also in attendance was IEUA NSW/ACT Branch Assistant Secretary David Towson who said "The IEU is proud to stand with our NTEU colleagues in this picket line today. The casualisation of university educators and the quasi-privatisation of our universities through the outsourcing of services traditionally provided by university

staff undermines these critical pillars of our society. The working conditions of university staff are the learning conditions of our university students. We salute those staff taking part in this campaign and those students who are supporting their tutors and lecturers."

Nick Riemer, President of University of Sydney NTEU Chapter, thanked unions and activists for standing in solidarity with their industrial action.

"We thank the Independent Education Union, the Maritime Union of Australia and the NSW Teachers Federation who are here today. The union movement and the community care about what happens here. This isn't just a fight about higher education. This is a fight about the empowerment of working people against one of the most hostile managements we can conceive of. The NTEU is not going to let them get away with it."



Welcome to new Council members

I would like to welcome newly appointed ECEC members who are filling casual vacancies on ECEC Council until elections are held next year. Our existing ECEC Council selected the successful applicants for these positions after reviewing their biographies. Councillor Jody Fowler from Birralee Preschool will fill a casual vacancy in the Sydney Metropolitan Area and Elizabeth Price from Gloucester Preschool is filing the casual vacancy in the Hunter Area.

New deal coming in LDC

The unions will make a joint application on 6 June for a Supported Bargaining/Multi-Employer Agreement for teachers, educators and administration staff employed in long day care services. The agreement will include pay rates that are 15-25% above the award rates, access to one day of professional development for teachers and educators per year and union delegates' rights (paid release to attend union activities such as induction of new employees, resolving issues within

the workplace, advocacy and training). Large employers including G8, Goodstart and KU have attended meetings with the unions to discuss the proposed Standard Agreement.

If you have an enterprise agreement that has reached its nominal expiry date, contact the IEU to negotiate a new one so your centre is not swept up in an agreement with pay or conditions such as personal leave or non-contact time.

If you do not have an enterprise agreement but are paid award and/or have above-award conditions, request a contract that states you are paid (and will continue to be paid) a particular percentage or dollar amount above the award rate. Your contract should also list any above-award conditions that apply, such as non-contact time. If more than half of the teachers in your service are IEU members, we encourage you to approach your employer and request that they negotiate an enterprise agreement with the union which would cover teachers at your service.

Tax information session

As we start a new financial year, join the team from HESTA help to get your super in shape.

Their webinar will cover some simple ways to set yourself up for success. The webinar will run for 45 minutes with interactive Q&A. All welcome. The webinar is on Wednesday, 21 June at 5-5.30pm Check www.ieu.asn.au for further details.

Lisa James ECEC Organiser

Independent Education Union of Australia New South Wales/Australian Capital Territory Branch ELECTION NOTICE - E2023/24

Casual Vacancy Election

Fair Work (Registered Organisations) Act 2009

Nominations are called for:

NSW/ACT Branch

- General Executive Member (1)

Nominations, which must be in writing and comply with the registered rules of the Organisation, may be made at any time from 02/05/2023.

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

Additional forms are available from the Returning Officer.

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

Nominations must reach the Returning Officer via the lodgement method(s) stipulated below **not later than 12:00pm Australian Eastern Standard Time (AEST) on 23/05/2023.**

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

By Portal: Australian Electoral Commission Portal, www.aec.gov.au/ieb/

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

PLEASE NOTE:

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

Withdrawing Nominations

Nominations cannot be withdrawn after 12:00pm Australian Eastern Standard Time (AEST) on 30/05/2023.

Voting Period

The ballot, if required, will open on 20/06/2023 and close at 10:00am Australian Eastern Standard Time (AEST) on 18/07/2023.

Scrutineers

The appointment of scrutineers closes 10:00am Australian Eastern Standard Time (AEST) on 18/07/2023. A form is available from the Returning Officer for the purposes of appointing Scrutineers.

Other Information

Changed Address? Advise the Organisation now.

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

Ben Murray
Returning Officer
Telephone: 03 9285 7111
Email: IEBevents@aec.gov.au
27/03/2023



MEMBERSHIP news

A big thank you to those chapter representatives who returned their membership update. You should have received your power bank and multi device cord by now as a small gesture of our gratitude for your efforts in completing the update. If you have returned the update and are yet to receive the power bank, please contact your IEU organiser.

We only have a limited number of available so if you haven't completed and returned the update please do so quickly.

The update process ensures we retain the correct data for members in your chapter. This is useful to members for voting and election eligibility purposes, it helps to ensure they are not overcharged and allows us to keep them informed on issues that relate to their chapter or sector.

We keep members up to date via email, text, and our website. If you have not been receiving correspondence from us, please make sure your contact details are up to date. If your circumstances have changed, or if you are unsure of your membership status or the contact details we hold for you, please contact us by phone (8202 8900 - press 1) or via email - membership@ieu.asn.au

Membership team



Palm Sunday Rally for Refugees

Members of the IEU braved heavy downpours to join Palm Sunday marchers at the Rally for Refugees on 14 April. The marchers put pressure on the Federal Government to dismantle offshore detention on Manus and Nauru for people seeking asylum.

Speakers included: Bishop Vincent Long van Nguyen, of the Catholic Diocese of Parramatta, who arrived in Australia as a refugee from Vietnam in 1980;

Nithurshi and Murugan, the children of Tamil refugees on temporary protection visas; Zaki Haidari, a Hazara refugee on a temporary Safehaven Enterprise Visa and a campaigner and advocate with Amnesty; Dorothy Hoddinot, former principal of Holroyd High School, and an advocate for refugee students barred from university study due to temporary visas status and David Brophy, Senior Lecturer in Modern Chinese History, Sydney University.



Present tense **Minimum wage review**

Over the next few months, the Fair Work Commission will deliberate on its annual minimum wage review, and the final decision usually flows through to all federal awards, including the main award used in the private college sector, the *Educational Services (Post-Secondary Education) Award*.

One key consideration, of course, is the current spike in the cost of living. The most recent (December) quarterly inflation figures from the Australian Bureau of Statistics (ABS) had CPI at 7.8%, and while more recent interim figures suggest that this might be moderating, it still remains high.

Consequently, the ACTU (of which the IEU is an affiliate) is pushing for a minimum wage increase of 7%. For its part, the federal government has made some supportive noises along the same lines, though their final position is yet to be publicised. It is vital that award wages, upon which millions of lower-paid Australians rely, keep pace with inflation.

The Commission should release its final decision in early June, with any increases to take effect from 1 July.

Superannuation reform

Non-payment of superannuation is a perennial problem in the private college sector, as it is in many industries racked with lower wages and lower regulation, but change may be on the way.

The current rules require that employer-paid superannuation must be paid quarterly, and within 28 days. This means that super on income earned in the period January through to March must be paid no later than 28 April. Given the disconnect between salary and pay (which is normally paid fortnightly), there have been growing calls to require super to be paid more frequently.

In late March, the federal government introduced legislation enabling workers to directly sue for unpaid super, in similar ways to how workers can currently chase up unpaid wages (previously only the ATO could pursue unpaid super). The government is also reported to seriously considering introducing payment of super in line with pay cycles (ie on pay day).

Non-payment of super impacts more deeply on lower paid workers, and on women (who are more often in

those same lower paid jobs), leaving many workers up to \$40,000 worse off in retirement, and so the coming changes are welcome.

Agreement round-up

Your union continues to push for improvements on behalf of members, most saliently in enterprise bargaining. The IEU has recently finalised agreements at UoW College and WSU The College (both securing pay rises of over 10% over three years), and your union is currently negotiating with Taylors College, UNSW Global, and Navitas English.

The *Fair Work Act* includes provisions for "good faith bargaining", this and allows workers to insist on the commencement of bargaining where it can be demonstrated that a majority of employees (or group of employees, such as teachers) want that to happen. To find out how this might work at your college, contact your union.

Kendall Warren Organiser



Independent Education Union of Australia
New South Wales/Australian Capital Territory Branch
ELECTION NOTICE - E2023/25

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Nominations cannot be withdrawn after 12:00pm Australian Eastern Standard Time (AEST) on 30/05/2023.

Voting Period

The ballot, if required, will open on 20/06/2023 and close at 10:00am Australian Eastern Standard Time (AEST) on 18/07/2023.

Scrutineers

The appointment of scrutineers closes 10:00am Australian Eastern Standard Time (AEST) on 18/07/2023. A form is available from the Returning Officer for the purposes of appointing Scrutineers.

Other Information

Changed Address? Advise the Organisation now.

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

Ben Murray
Returning Officer
Telephone: 03 9285 7111
Email: IEBevents@aec.gov.au
27/03/2023



APHEDA Solidarity raffle

Tickets in the Union Aid
Abroad-APHEDA raffle are
now available. APHEDA's
annual global solidarity
raffle offers not only a
great opportunity to win
some incredible prizes,
but it enables supporters
to get involved and show
solidarity with workers
around the world.

Union Aid Abroad-APHEDA
now supports over 40
projects in 14 countries in the
areas of women's rights, trade
union development, climate
justice and refugee and
migrant rights.

Every ticket you buy is vital
to keeping Union Aid Abroad-
APHEDA independent,
effective, and strong.

With prizes from Omafiets,
Good Food, Gleebooks
and WeAreUnion.org.au,
you could win a brand-new
electric bike, an impressive
restaurant gift card, a
generous book voucher,
and Australian union
merchandise.

Prizes

- 1st prize: \$4800 electric bike from Omafiets
- 2nd prize: \$1500 Good Food restaurant voucher
- 3rd prize: \$500 book voucher from Gleebooks
- 4th prize: \$100 worth of union 'merch' from WeAreUnion.org.au

Purchase tickets

Go to <https://apheda.auraffles.com.au/> OR call 1800 888 674. Tickets are \$5 each and the raffle will be drawn on 9 May 2023.



Union Aid Abroad –
APHEDA is the global justice
organisation of the Australian
union movement. To help
build the power of social
movements and workers
globally, join APHEDA today.
www.apheda.org.au/join

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

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

Advice for Graduate teachers



Below is a quick checklist as to what Graduate teachers should be looking out for in their first two years of teaching.

It's your accreditation, you need to take control

Achieving your proficiency is ultimately your responsibility. You cannot sit back and think that the school will sort this for you.

Why is it important to achieve proficient status?

You must attain proficient status to teach in a NSW school in an ongoing capacity.

Graduate teachers have three years (full time) or five years (part time) to attain proficient status.

Your salary will increase anywhere from \$16,000 - \$20,000 (depending on your enterprise agreement) once you attain proficient status – it's worth the effort!

How long should it take?

While it is possible to finalise the process in one year, many of our agreements require a minimum of two years on the Graduate pay scale, so most people take two years. Check with your IEU organiser to see what is best for your situation.

You are entitled to commence working on your proficiency in your first year, and the IEU strongly advises you to do so. The following advice assumes you will be taking two years to finalise your submission.

What you need to do in your first year (full time)

Ideally, your school induction should explain how the process works at your school. You should also contact your organiser and obtain copies of the *IEU Proficient Teacher Handbook* and *IEU Proficient Teacher Workbook*.

At the commencement of your employment your principal should advise what supports the school will provide through the process. Many IEU negotiated agreements include release time for you and your mentor. Work with your mentor and your supervisor to ensure this time is taken at the most effective time in the rhythm of the school year.

You are advised to undertake the NESA online Proficient Teacher Orientation course in the first three months of your employment. It should take around 30 minutes. You can retake this course as often as required.

You should discuss with your principal who will be your Accreditation Supervisor.

You should make yourself familiar with the Australian Professional Standards for Teachers.

By the second semester of your first year you should begin collecting your evidence. This should be generated from your day-to-day work. You should not be required to generate material specifically for the accreditation process.

While you are required to meet all the Standard Descriptors, you are not required to submit evidence that addresses every SD. If you believe your employer is requesting you to collect evidence more than NESA's

requirements, you should contact your union organiser.

Attend as much professional learning as you can and negotiate with your mentor to observe their lessons or the lessons of an experienced colleague to assist you in your professional journey.

What should I do if I am working as a casual or part time?

NESA suggests a block of 6-10 weeks should allow a professional relationship such that the principal is able to support your application.

As schools are no longer required to produce a final report unless they intend to recommend that the teacher has not met the requirements to attain proficient, it should not be as difficult for schools to support casual and part time teachers through this process.

What should I do if there is a problem?

Your supervisor must advise you within 28 days of becoming aware of an issue. This is a good reason to commence the process early.

Schools must have processes and policies in place which provide for capacity building for teachers and their supervisors. The accreditation process should not be used as a performance management process.

If your supervisor indicates that you are not meeting one or more of the Standards they must also offer appropriate strategies and support to ensure you can finalise your submission by your due date.

Contact your union organiser immediately if you do not receive an appropriate response from your employer.

For more information go to:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/apply/proficient-teacher>

Professional Development

The IEU is running a full suite of the Behaviour Management courses run by Dave Vinegrad in Semester 1 plus several other general courses which seek to upskill teachers in dealing with difficult situations – not always with students! The first two dates are:

Remaining Semester 1 dates:

- Thur 4 May – Behaviour Matters 4: Upholding the Right
- Mon 22 May – Managing Difficult Conversations
- Wed 31 May – Supporting Students with Challenging Behaviours
- Wed 14 June – Thriving and Surviving as a Casual Teacher (elective PD in NSW)

Semester 2 dates

- Mon 31 July – Behaviour Matters 1: Getting it Right
- Tue 8 Aug – Behaviour Matters 2: Keeping it Right
- Wed 23 Aug – Behaviour Matters 3: Making it Right
- Wed 6 Sept – Behaviour Matters 4: Upholding the Right
- Mon 23 Oct – Managing Difficult Conversations
- Tue 31 Oct – Supporting Students with Challenging Behaviours
- Mon 13 Nov – Supporting Students with Challenging Behaviours

Pat Devery Professional Engagement Coordinator



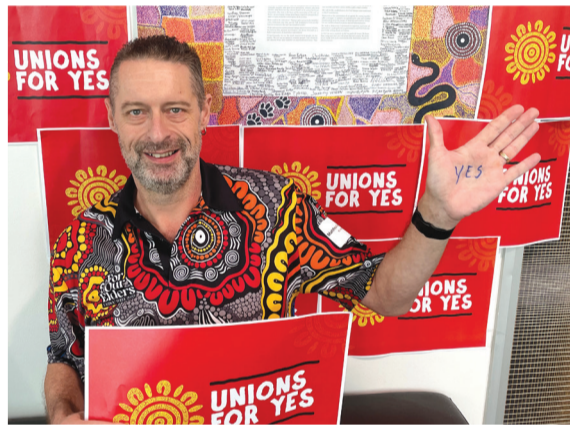
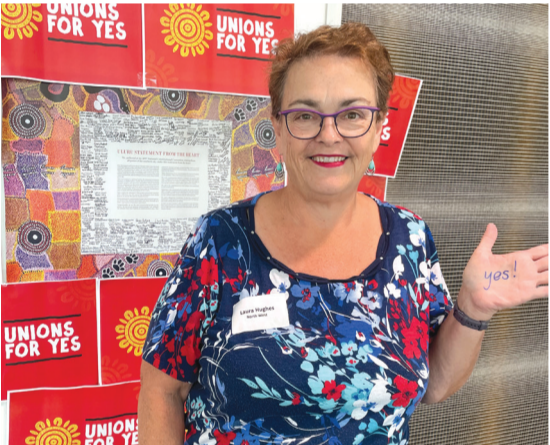
IEU Rep training back in full swing

The IEU has resumed a full program of training for potential and serving union Representatives (Reps), after a hiatus during Covid.

A group of enthusiastic IEU members in Newcastle participated in a full-day Reps training program recently.

These IEU Reps learned more about unionism, gained some valuable industrial insight into their workplaces, and came away with some practical tips for advocating for the rights and conditions of their colleagues and growing the union movement.

IEU Reps provide a crucial interface between the union and its members in workplaces.





Unions for 'yes'

IEU delegates, members of the IEU Executive and Council, organisers and observers pledged their support to the Unions for Yes campaign at IEU Council on 18 March.

The union is encouraging members to vote 'yes' at the forthcoming referendum on recognising Aboriginal and Torres Strait Islander peoples and embedding in parliament their right to have a voice on policies and laws made for them.

"The union movement has listened to the call of First Nations workers who want our movement's support for a Voice to Parliament. Unions had already committed to support the Uluru Statement from the Heart and this is

the next step in that process," ACTU Secretary Sally McManus said.

"For too long our parliaments have made laws about Aboriginal and Torres Strait Islander peoples without proper consultation with First Nations peoples. These policies have often entrenched discrimination and disadvantage, forcing First Nations peoples to work for free or below legal minimum wages over two centuries," McManus said.

"The minimum First Nations peoples deserve is that their voice be respected and listened to before laws are made. For these reasons the ACTU commits to supporting the 'Yes' campaign in any referendum."



IEU Independent Education Union of Australia NSW/ACT Branch

Congrats to **Veronica Yewdall**

The IEUA NSW/ACT would like to congratulate Veronica Yewdall on her recent election as Assistant Federal Secretary of the IEUA and pay tribute to her considerable contribution to the NSW/ACT Branch since 2018.

Veronica has held the positions of Organiser, Professional Engagement Coordinator and, most recently, Assistant Secretary in the NSW/ACT Branch and has been the driving force behind many programs and initiatives, most notably the recent NCCD reforms. Veronica is also the IEU's representative on the NESA Board.

While Veronica will now have a national role, she will continue to be involved in the work of the NSW/ACT branch and will retain her Sydney office. We look forward to working with Veronica in her new capacity at the federal level.



IEU Secretary Mark Northam congratulates Veronica



A farmer, fire captain and environmentalist explains how the Santos gas mines will threaten farmland, the water table, worker safety and the clear dark skies which attract astronomers and tourists to the region.

A David and Goliath battle with no slingshot

Saving the sacred Aboriginal lands of the Pilliga was the subject of impassioned speeches delivered at IEU Council on 18 March.

The speakers were Paddy Gibson, Senior Researcher with the Jumbunna Institute for Indigenous Education and Research at the University of Technology and Suellyn Tighe, a member of the Gomeroi Nation who has voted against accepting an agreement with Santos to develop a coal-seam gas project on her ancestral lands.

The pair thanked the IEU and the union movement in general for its support in the campaign to prevent the gas development, which Suellyn said would destroy a place that is crucial to her culture, but also to the environment.

Paddy said, "How do we deal with this horrible situation we find ourselves in where we're facing a climate emergency, and yet our political and economic system seems committed to expand the fossil fuel industry indefinitely?"

"How are we going to grapple with the incredible power that these companies have and the extent to which they seem to have captured all levels of government in Australia?"

"I think we need to be thinking about the scale of social movement that stopped the Vietnam War.

"Go out onto the streets and say this is an unacceptable situation. One of the biggest projects that's going to have the worst impact on the climate is the Santos project in the Pilliga."

Paddy said it's not just the astronomical emissions from burning the gas, but the mining of the gas that will cause "fugitive emissions" worse than an aluminum smelter.

He said stopping the project was a "big fight", as it had the backing of all levels of government.

"We need to recognise the significance of the fight for First Nations rights as being central to any idea of climate justice or any transformation that we're going to carry through.

"In Australia, the *Native Title Act* is grossly unfair, grossly unjust. It says if a resource company wants to operate on their land, without the agreement of the Aboriginal people, they can do so if the tribunal rules it to be in the national interest.

"There was a disgraceful judgment in the Native Title Tribunal, which said the economic benefit from the Santos project outweighs the cultural concerns and the loss the Gomeroi people will suffer."

"There's only been three times in history the court ever knocked back one of these applications from a resource company in favour of Aboriginal people.

"In December there was a disgraceful judgment in the Native Title Tribunal, which said the economic benefit from

the Santos project outweighs the cultural concerns and the loss the Gomeroi people will suffer.

Suellyn Tighe said the Gomeroi faced a David and Goliath battle but they wanted their voice to be heard.

"We have no slingshot. We are stripped by legislation that is designed to defraud First Nations Peoples of their land. The current battle faced by the Gomeroi people is an excellent example of that," Suellyn said.

"We stand to lose an integral component of communal custodial lands. The Pilliga forest is our umbilical tether to our identity and culture.

"Our cultural responsibilities is to look after all the animals that live on our land and the water.

"My understanding is this is the first time a global warming argument about impacts on cultures across the world was made and it was denied by the Native Title Tribunal.

"We need to call out the government. You cannot be saying that you are a green government on one hand and giving permission for 850 gas wells with a the other.

"Gomeroi has used their voice for over 10 years with consecutive governments and no one is listening."

Paddy said, "We have the union movement on paper committed to this campaign. Please investigate these issues. Understand more deeply how dispossessed Aboriginal people are in a state like NSW, where the resource industry can run over the top of them".

On World Environment Day, Monday 5 June, the Sydney Climate Coalition are organising a protest at Hyde Park North, with a march to NSW Parliament with two demands on the new Parliament: no new coal and gas and repeal the anti-protest laws. The IEU supports this action.

Rules of temporary employment



Temporary employment effects the bargaining power of all teachers and support staff. IEU enterprise agreements have rules around temporary appointments.

Permanent employment is a core value of the union movement and is a corner stone of workplace conditions and bargaining.

The IEU is pursuing improvements to permanence for support staff in current enterprise agreement negotiations.

Temporary work has increased in the education sector. This may partly be attributed to improved parental leave entitlements resulting in the requirement for replacement staff.

However, there are rules in IEU negotiated enterprise agreements around the circumstances in which staff can be appointed temporarily.

Most enterprise agreements are clear in defining a 'temporary teacher'. In summary, the most common legitimate reasons for use of temporary appointments are:

- to replace permanent staff who are on leave (commonly parental leave or long service leave)

- to replace a teacher whose employment was terminated (eg resigned) during the school year, and
- due to planned staffing reductions for the following year (in Catholic systemic and Catholic independent schools) eg falling student enrolments.

Members offered a contract of employment should be advised in writing that the position is temporary and the reason why. There should also be mention of the actual staff member being replaced. Temporary appointments may not be used for the purposes of probation or because a teacher is not yet accredited at Proficient.

If an employer is suspected of straying from the rules of temporary appointments, members are urged to contact the union as early in the school year as possible to discuss.

Illegitimate temporary contracts affect the conditions and bargaining power of all teachers and support staff. This is a core issue for unionists and must be monitored vigilantly.

James Jenkins-Flint Organiser



Celebrate World Support Staff Day

The IEU urges you to celebrate World Support Staff Day on 16 May. As an initiative of Education International, the global organisation of education unions, it offers us all an opportunity to pay tribute to those who play a most vital role in education.

Support staff – you can certainly be proud of what you do and celebrate.

Teachers and principals – it's a time you can pay tribute to support staff in your school, college or centre.

In the run up to Support Staff Day, take time to appreciate the work support staff do every day.

Joining the IEU is the best way to improve pay and conditions for support staff; show you care, encourage your colleagues to join their union online.

Exchange anniversary

It was great to see many IEU members/past exchange teachers, at the Anniversary Dinner on Saturday 18 March; it was a great reunion for many; some of whom reminisced about their first, second and even third exchanges.

The dinner was celebrating 90 years of the NSW Exchange Teachers League; 100 years of DET exchanges; and 35 years of IEU exchanges. The ETL was finally able to celebrate over 90 years of volunteer service by past and present members of the ETL.

The event was five years in the planning with the postponement in 2020 due to Covid creating many difficulties for the organising committee.

A visual display throughout the night showed many images of exchange teachers from the 1920s to 2023 enjoying ETL activities or some of their many experiences while they were on exchange overseas. A display of historical items on the night also proved to be interesting to many of the guests; including *Newsmonth* articles from 1985 when the IEU Teacher Exchange Program commenced.

And the 40-year presentation to Jennifer Turnbull too.

The IEU receives many enquiries in regard to the resumption of the teacher exchange program and thanks members for their interest. The program is still currently on hold post-Covid, but it is hopeful that the program could resume in a safe-Covid world in the next year or so.



Exchange Coordinator Helen Gregory and Dianne Lefebure (Monaro Sub Branch delegate), husband David Clements; and Barb and Bill Spottiswood



Vice President Systemic Bernadette Baker (far right), who has done two exchanges, with IEU member Natalie Van Dyck and DET teacher Tracey Smart-McDonald, enjoying their 2019 exchange reunion



Jennifer Turnbull of Arndell Anglican School, Oakville is honoured



Lismore renovations to begin at last

The IEU has signed a contract with insurers to enable work to begin renovating its Lismore office that was destroyed by flooding last year. Lismore organisers have been working from home ever since the devastating flood in February. Many schools and early learning services in the area are still recovering from the flooding (see *Newsmonth*#2 p10-11).



Help cricket transform young people's lives



Grassroots Cricket is a not-for-profit organisation harnessing the power of cricket to help transform young lives in Zimbabwe by providing life coaches, life skills and essential support. With your support, grassroots cricket will grow into a force of meaningful change in Zimbabwe and beyond.

The aim is to raise money to:

- provide education to young girls in Zimbabwe
- transport cricket equipment to Zimbabwe, and
- train community life cricket coaches.

The cricket program will have three stumps to guard.

Off stump: Development of community coaches with both an understanding of the game of cricket but also awareness to ensure that the game produces appropriate social benefits as well as cricket skills.

Middle stump: Introduction of life skills training to complement the development of sporting skills. This training should include issues such as social values, respect for human dignity, gender equality, dangers of substance abuse and sexual reproductive health for adolescents. This

focus allows for the development of leadership skills in the targeted communities.

Leg stump: Development of out-of-school teenage mothers' sport and education program.

The aim is to assist young teenage mothers who would otherwise have dropped out of school due to pregnancy.

Details: Tawanda Karasa, 0459544470, tkarasa@grassrootscricket.com.au



Please credit: Ali Sampreety, Awaj Foundation

Around the Globe **Rana Plaza 10 years on**

Ten years ago, one of the deadliest industrial accidents in history took place in Dhaka, Bangladesh. On 24 April 2013, the Rana Plaza garment factories collapsed killing 1138 people and injuring more than 2500 others. Most of those killed and injured were women. Just five months earlier, 112 workers were killed when they were trapped inside the burning Tazreen Fashions factory on the outskirts of Dhaka.

These two disasters served as a wakeup call for the world. Despite unions in Bangladesh calling for improved safety measures for many years, the dangerous working conditions in the garment sector in Bangladesh were exposed. Rana Plaza produced garments for major fashion brands and people around the world were forced to think about how our clothes are made and who makes them.

Profits over people

Rana Plaza is a clear example of the widespread issue of the influence

corporations wield over governments. The factories were built on unsuitable land with substandard construction material. Inspectors were paid bribes to look the other way. Ten years on and the debate surrounding corporate power and the relationship between private business and government continues.

On the eighth anniversary of the disaster, Michele O'Neil, president of the Australian Council of Trade Unions, said "Rana Plaza was not an accident but the result of some of the most powerful corporations in the world always looking for the cheapest place on earth to make clothes and putting profit above workers lives and safety."

Workers pay the ultimate price for fashion

Before the five garment factories that made up Rana Plaza collapsed, workers held significant concerns. They did not want to enter the building as they had noticed cracks in the walls the day before the collapse and workers had been sent home.

Regardless, managers ordered the garment workers back the next day to fulfill a large volume of orders. They were told delays would be costly. They paid the ultimate cost for returning to work. They paid with their lives.

Safety flaws continue

In 2013, the International Accord on Health and Safety in the Textile and Garment Industry was first signed. As of April 2023, 195 brands have signed on in Bangladesh and the new agreement has now expanded to Pakistan. Yet there are many brands, mostly from the United States, who have not joined. Complicating matters is the existence of private initiatives which are being used by clothing brands. These initiatives confuse and mislead consumers, investors and regulators who may assume safeguards within the initiative to be similar or equivalent to the Accord.

On private providers, Aruna Kashyap, associate corporate accountability director at Human Rights Watch says "they should

be clear that they don't provide access to legally enforceable remedies for workers like the Accord does."

Ten years on, the lessons from the Rana Plaza collapse are clear. So long as corporations continue to wield disproportionate influence and power over governments, another Rana Plaza could happen again.

Check out the Ethical Fashion Guide to see which brands are working to protect workers and the environment: <https://baptistworldaid.org.au/resources/ethical-fashion-guide/>

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

Katie Camarena Journalist

Bee ambassadors of hope

Australian school students can become ambassadors for bees in readiness for World Bee Day on 20 May.

Gretchen When was a bee superstar in Australia, pioneering the artificial insemination of queen bees. By the mid 1970s she had become a leading commercial supplier of queen bees for local and overseas markets and she established the When Foundation.

Encouraged by the When Foundation, in 2018, NSW was the first Australian state to offer secondary students a school-based traineeship in beekeeping which has since educated more than 50 young beekeepers.

There are plenty of ways for bee ambassadors to get bees into schools with projects like 100 Hives in 100 Schools, which aims to raise the profile of native bees which are not affected by the deadly Varroa mite.

Schools can host hives for shorter periods through a company like Ben's Bees or the BeeWild project, which offers native stingless bees to schools. Most companies use flow hives which have clear sides for observation and reduce the need for smoking the bees and therefore result in fewer stings.

It is currently illegal to move bees around Australia because of the Varroa destructor mite that has seen 10,000 hives euthanised this year in NSW.

Yet When bee ambassadors are not giving up hope. At schools like Lycee Condorcet the International French School of Sydney at Maroubra, they have a native beehive, bee hotels and loads of flowering plants to attract all sorts of pollinators.

Details: 100hivesin100schools.net.au



A teacher at International French School of Sydney in Maroubra tends the beehive.



Inner city haven

Our Lady of Mount Carmel (OLMC) Catholic Primary School, Waterloo is an oasis amid a booming inner city suburb.

With only 92 students, seven classes and 12 teachers, the school aims to be a green haven with a strong focus on personalising learning.

Principal Margaret Holles is in her fourth year at the school, after nine years as assistant principal at St Vincent's Catholic Primary School, Ashfield.

She found OLMC culturally rich, warm, and welcoming when she first arrived.

The school has a low socioeconomic demographic, but Margaret said we "don't define ourselves by labels".

"We have high expectations, we're aspirational. We are creating an environment where there is greater diversity both culturally and socio-economically, and where people, regardless of their background, can

learn from each other and grow with each other. We believe children build character and resilience by growing and learning together."

The school has just under 50 per cent First Nations population, and Margaret said that has slowly changed over the years, with a more diverse population joining the school. The First Nations students are very proud of their cultural identity, and this is nurtured along with a welcoming of new cultures.

The school is situated next to Waterloo Park, and Margaret said one of her first tasks was improving the physical environment.

"We have beautiful old trees around us and by removing all the bars from the windows, we've brought that greenery into the classrooms. We've worked to create an aesthetically pleasing environment for our children. It's like an inner-city

haven – that's what one of our parents called it.

"We have large playgrounds for the area and a large garden for growing vegetables."

Margaret said the small team at the school is an outstanding group of teachers and support staff who are close-knit and supportive of each other. They are committed to providing support and challenge for each student.

A long-time IEU member, Margaret said the perspective of the union is important to her.

"I respect it as a principal. And the staff know that. I try to be transparent in my decision making and involve the staff in conversations that impact on them or their students. So, I guess it just comes from a place of mutual respect."



IEU Secretary Mark Northam makes a 40-year IEU membership presentation to (from left) IEU Organisers Jackie Groom, Liam Griffiths and Assistant Secretary Veronica Yewdall and IEU Rep Katherine D'Souza of Nazareth Catholic Primary School, Shellharbour City



Kylie Williamson receives her 30-year IEU membership badge from IEU Organiser Josef Dabbs at St John Bosco College, Engadine



Kay Hutchens, librarian, receives her 30-year membership badge with Rowena Devine, IEU Rep at St John Bosco College, Engadine



Mark Feneley, St Monica's Primary, North Richmond receives his 30-year badge



Lisa Thornburrow at West Epping Preschool receives her 30-year badge from IEU Organiser Kate Damo



St Patrick's Primary School Cooma Kindergarten teacher Kirsten Quechua is prepared for every eventuality with her toolbelt



Megan Southall receiving her badge from IEU Rep Shannon Parawa at St Therese Catholic Primary School, Padstow



Millie Miljenka, 30-year IEU member, receives her badge at Camden Preschool with a committee member



Christine Hutchison of Catholic Education Diocese of Parramatta receives her 30-year membership badge from IEU Organiser Donna Widdison



IEU Rep Sallyann Croker with 40-year member May Hewitt (known as Dottie) at St Mary's Primary Crookwell



Well-deserved increases for support staff

Tina Ruello
President



Another term under the belt and by no means a cruisy start to the year. Term 1 brought renewed vigour, positive mindsets and achievable new year's resolutions; to do things better.

Teachers and support staff have worked in synchronicity to ensure schools, as workplaces, function efficiently and professionally. The work performed front-of-school and behind-the-scenes is integral to the work performed in staffrooms and classrooms.

The interrelationships between support staff and teachers makes schools operable; without them, we could not carry out core work. In fact, as essential workers, we are the human machinery that makes society run.

To undervalue the work of support staff is to diminish their crucial role in the fluid running of schools. It is for this reason that support staff members in Catholic systemic schools warrant an increase in pay, if only to have parity with their colleagues in the state system.

The IEU is close to finalising a mechanism to secure well-deserved increases in the rates of pay for support staff. With dogged tenacity our union has not compromised on its commitment to make things better for support staff for this sector.

The Hear Our Voice campaign is making a real impact on fighting for improvements. Has it been protracted? Yes. Who

hasn't been listening? Well, that's obvious! Could they be tardier? Recalcitrance comes to mind if I was writing a report card.

I can only be confident in the IEU that more improvements will come to fruition. In this same vein, the union is also in current negotiations with the employer to seek increases for support staff in Catholic independent schools. Watch this space.

As we begin Term 2, I remind early career teachers and the not-so-new to keep an eye on workload creep. With the strength of their union chapters, members should be reconsidering all those 'asks' or 'initiatives' that add to their teaching and learning loads. Are these extra 'tasks' pedagogically valid?

Are they practical and sound? Will they benefit me directly in the classroom? Will I be given time allowance? Time in lieu? Recompense?

If members feel that their workloads are becoming onerous and unmanageable, union chapters are good avenues of support. As chapters in schools, we can claim solidarity: "The simple idea that we are stronger when we stand united. The simple idea that workers can achieve amazing things" (Sally McManus). Ultimately, contact your union organiser for assistance and strategies to deal with workload issues in your school, to make things better.

Have a productive but manageable Term 2.

Term 1 done! Wow a crazy one right?

Kylie Booth-Martinez
Vice-President Support Staff



I watched our kindy aides be stretched further than they knew they ever could, and our office staff, I have no idea how they ever get anything done with the craziness of some days. Never sure if they are nurses, accountants, counsellors just to name a few roles and that's all before they can start their required actual work. Hats off to them. Let's get that classifications and pay right for these special, amazing people.

At my primary school we are just under the '400 students' level and we sadly lost one of our office staff this term to another school. She has been a strong IEU member and has been fighting for administration staff for many years. She has left to go to a 'over 400 students' school and finally be classified correctly and be paid what she is worth. Ten-plus years she has been with us and is the heart of our school, but she is exhausted. She has asked and asked to be seen for what she is worth and was denied by our diocese. I know this hopefully looks like it will change with the IEU's great fight but with CER dragging it out this means we have lost support staff.

Let's keep the good fight going for our support staff. Some good things are coming but some still needs to be done. Please encourage support staff in your schools to join the IEU. Help them have a voice. We are stronger together. Bring on Term 2!



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WIN \$3K A MONTH FOR 12 MONTHS
paid towards your home loan

For your chance to win \$3,000 a month to help you pay your loan repayment for 12 months, simply refinance your existing home loan from another bank to an eligible* Teachers Mutual Bank Home Loan before **30 June 2023**.



Find out more
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Important information

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Superannuation guarantee to increase to 11 per cent



From 1 July this year, the Superannuation Guarantee (SG) contribution will increase to 11 per cent from the current 10.5 per cent of ordinary time earnings. This represents a significant improvement on the rocky road to lift the SG to 12 per cent as envisioned by Paul Keating when compulsory superannuation was introduced in 1992.

NGS members were fortunate as the Fund was established in NSW four years prior to the beginning of universal compulsory super and it started on 1 July, 1988, thanks to the work of the IEU, the Association of Independent Schools and the Catholic employers.

At this commencement date (1988), the employers in the NSW non-government school sector were obliged to pay three per cent into the newly established education industry fund, NGS Super (originally named Non-Government Schools Superannuation Fund). Once super became compulsory, staged increases occurred gradually, but the boomer generation had only a partial superannuation benefit up to the roadblock on any increases set up by the Abbott government.

The bogus argument presented at this time was that employers could not afford to pay any SG increases so the rate was frozen and the timing of any future increases was in doubt. So much for a fair go! Thank you to those government officials who opposed further increases from those of us who missed out on the “legislated” SG increases!

So 1 July, 2023 will be an important date and there will be two more steps to increase the employer contribution until the magic 12 per cent is reached. In the overall scheme of super, the 12 per cent for an entire working life is thought to be enough to provide workers with a dignified retirement which, after all, is the aim of superannuation.

Other changes which members should be aware of include the removal of the ‘work test’ which means that persons who are no longer employed can now make personal contributions to super up to age 75 provided those contributions are within the contribution caps. After age 75 (in reality, after the 28th day of the month following a person’s 75th birthday), no

personal superannuation contributions can be accepted.

Another change as advised by the ATO is an increase to the transfer balance cap from the current \$1.7M to \$1.9M for transfers from the accumulation phase to the retirement phase (income streams/ allocated pensions).

During my 20 plus years of working in superannuation, I have seen many legislative changes – some good, some not so good. And now with the government moving to define the objective of super it is certainly a welcome reform. The original intent was to provide workers and their dependants with an adequate (dignified) retirement, not to build obscene levels of wealth for the purpose of inheritance as some superannuation arrangements – particularly SMSFs – do. So the proposed changes to the taxation of earnings on high balance super accounts will be a welcome improvement and a good first step.

And while visiting schools and workplaces and speaking to teachers, support staff and all members, the most common question I was asked was “Should I put extra into super, or pay off my mortgage?”. Of course, there is no simple answer to this question as everyone’s financial situation is different and both goals are excellent. My advice was always to speak to a licensed financial planner to advise on the balance between super and mortgage payments. I do remember some unsolicited advice I received from a work colleague as a young teacher – “Just get it in there and let the super work for you”. Sound advice, just as paying down a mortgage is sound advice.

Let’s see how the current round of reforms progress leading up to the 12 per cent SG. And let’s hope the overriding principle is: Fair go for both sides! No more roadblocks!

Bernard O’Connor (former Company Secretary NGS Super)

**ngs
Super**

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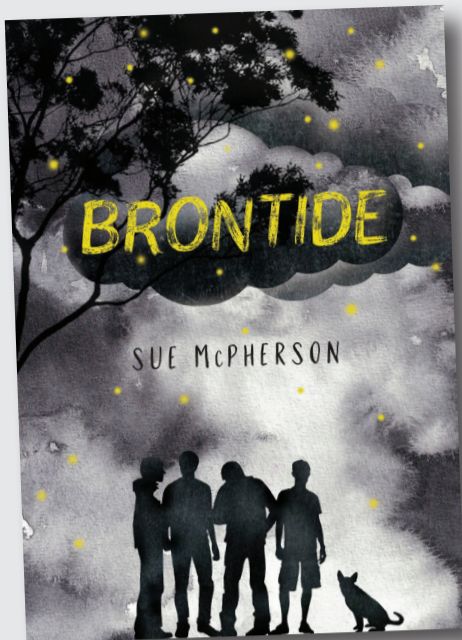
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Giveaways

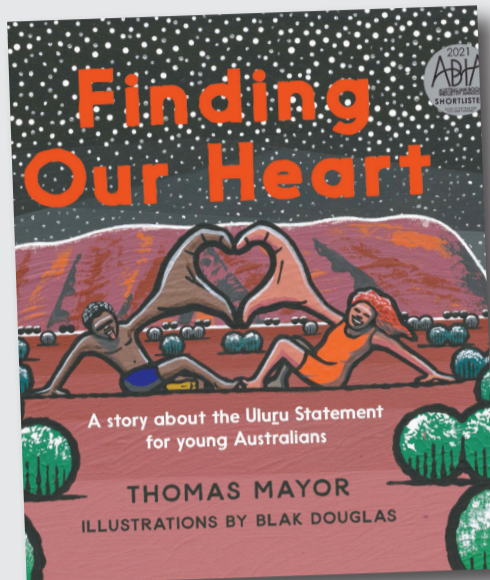


Brontide

Author: Sue McPherson

Publisher: Magabala Books

Rob is completing Year 12, going to schoolies, working as an apprentice in his dad's company and loves his dog, Nig. Rob believes real men take risks. Pen; 15 years old, storyteller, graffiti artiste extraordinaire with a penchant for male anatomy. Pen is liked by everyone. Pen and Benny Boy are mates. Benny Boy; 15, Aboriginal, loves drawing, fishing and living with his awesome (white) foster Nan. Benny Boy doesn't trust Rob. Jack; white, male, finishing Year 12, new to the area, from the bush and adopted into an Aboriginal family.



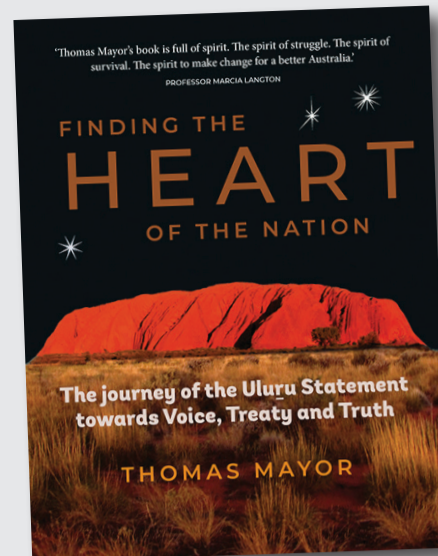
Finding Our Heart

Author Thomas Mayor

Illustrator: Blak Douglas

Publisher: Hardie Grant Books

"When we all came together at Uluru, we invited all Australian people to accept our voice and culture as a gift." Can you help us find the heart of the nation? A book for young people about understanding Australia's past, so we can have a shared future.



Finding the Heart of the nation

Author Thomas Mayor

Publisher: Hardie Grant Books

This is a book for all Australians.

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

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

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



Email entries to giveaways@ieu.asn.au with the title of the book you would like to receive in the subject line. Write your name, membership number and postal address in the body of your email. All entries must be received by 8 June 2023.

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