

2026 IEU Environment Conference

Wild Learning

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Friday 7 August 2026, 9am–3pm

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news

month

The newspaper of the
Independent Education Union
of Australia NSW/ACT Branch
(vol 46 #5) July 2026

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Start Strong Pay Fair campaign: Union welcomes funding breakthrough for community preschools, p5

Parental leave: Setting a whole new standard

Carol Matthews

Secretary



One Catholic diocese has increased parental leave entitlements, benefiting thousands of teachers and support staff. Find out what's changing – and how the union aims to build on it next year.

The IEU congratulates Catholic Education Canberra-Goulburn (CECG) on its announcement of a new, improved policy for parental leave for all its employees.

The IEU expects more than 3000 teachers and support staff will benefit from new provisions that will apply to births and adoptions after 1 January 2027.

CECG parental leave entitlements are already greater than those applying to teachers and support staff in the 10 other Catholic dioceses in NSW and the ACT – and will further improve from 2027.

What will change?

From 1 January 2027, all eligible employees who give birth to or adopt a child will be entitled to:

- 24 weeks of paid parental leave, regardless of whether they are the initial primary caregiver or non-initial primary caregiver
- removal of the distinction between primary and secondary caregivers (that is, both parents are eligible for 24 weeks of paid parental leave, even if they are not a primary caregiver).
- greater flexibility, allowing both parents to take leave at the same time or at different times within 24 months of birth or adoption.

This new policy supports and enhances the role both parents play in caring for newborn or adopted children. It is a key step

towards helping new parents meet their responsibilities as both parents and employees.

Bargaining in 2027

The current enterprise agreements (EAs) applying to teachers and general employees in 10 Catholic dioceses will expire in October 2027. This does not include the Broken Bay Diocese, where the EA expires at the start of 2029.

The union will be bargaining for new EAs to cover the 10 dioceses next year.

The IEU will call for the improved parental leave policy in the Canberra-Goulburn Diocese to be applied across the board, not just in one diocese.

We will seek to have this policy incorporated into new EAs that will be negotiated in 2027.

We also urge the Broken Bay Diocese to match the new standard, despite the longer period until that EA expires.

Improved parental leave will also form part of our claim while bargaining next year for new EAs to apply in NSW and ACT independent schools from 2028.

What members can do

The IEU aims to make this new parental leave entitlement the minimum across the non-government school sector.

To do this, we need strong member support. There is strength in numbers, and this strength is essential for expanding this new entitlement.

Talk to your colleagues who may not yet have joined the union, and invite them to join. This is how we build power at the bargaining table. We are always stronger together.

The table below sets out the new policy for employees in primary and secondary schools in Catholic Education Canberra-Goulburn (CECG).

Current until 31 December 2026	From 1 January 2027
Initial primary carers* 24 weeks of paid parental leave <i>*usually the mother</i>	Both parents 24 weeks of paid parental leave, which can be taken within 24 months of birth or adoption. The leave can be taken in a maximum of 2 blocks (the first block must be a minimum of 2 weeks). The leave may be taken concurrently with their partner.
Non-initial primary carers** 2 weeks of paid parental leave at the time of birth or adoption AND Up to 12 weeks of paid non-initial caregivers leave if the employee is the primary caregiver, to be taken within 24 months of the birth or adoption <i>**usually the father</i>	

Note: For some employees (including principals and those employed in early learning centres and school-aged care), non-initial primary caregiver leave must be taken within 12 months of birth or adoption (not 24 months) in 2026.



Workload panel:
What’s driving it and how do we fix it?

IEUA NSW/ACT Branch Secretary Carol Matthews joined NSW Education Minister Prue Car, other unions and academics at the NSW Labor Conference in Sydney on 4 July for a panel on teacher workload.

Chaired by IEU Deputy President Denise McHugh, the panel also featured NSW Teachers Federation President Henry Rajendra, Professor Nicole Mockler from the University of Sydney and Associate Professor Meghan Stacey from the University of NSW.

“It was a great opportunity to join with academics, the NSW Teachers Federation and the Education Minister for a lively discussion about this complex challenge,” Matthews said.

What’s driving it

“Teacher workload has become one of the most defining challenges the profession faces,” said McHugh, who moderated the panel.

“It is consistently identified by teachers

as one of the biggest factors affecting wellbeing, retention and ultimately student learning.”

Matthews and McHugh listed workload intensification factors familiar to members: programming, syllabus and policy churn, administration tasks, documentation, compliance, increasing student complexity and behavioural issues, reporting obligations, excessive data collection, extracurricular tasks such as marketing evenings, and technological change.

The list goes on.

What members say

IEU members consistently cite workload as a key reason for burnout. Here are just three responses to a recent IEU survey:

Teacher: “I’m being asked to do the impossible as though it’s totally reasonable. Rather than being valued as an experienced and effective professional, I’m constantly being told that I’m not doing enough and have to somehow prove that the school should continue to employ me.”

Subject coordinator:

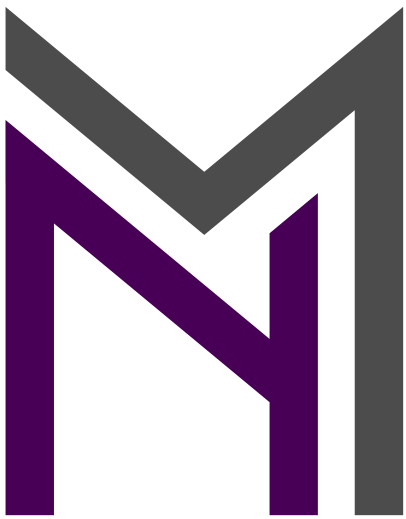
“Coordinators are suffering. [We have to] support staff to adapt and complete changes, with little time to effectively perform this support on top of other responsibilities. I was a successful key learning area coordinator for 20 years

and stepped down this year. I will never be a coordinator again.”

Principal: “I try very hard not to overload my staff and am cognisant of their workloads and wellbeing. However, the job requires long hours at times and great skill to program and teach in ways that cater for every child’s needs and manage ever-increasing challenging behaviours. We’re all struggling more than ever due to higher expectations from every stakeholder. It’s untenable and leading to high attrition rates and psychosocial harm.”

Continued on page 7

Pictured above, from left: IEUA NSW/ACT Branch Secretary Carol Matthews; NSW Teachers Federation President Henry Rajendra; NSW Education Minister Prue Car; Associate Professor Meghan Stacey; Professor Nicole Mockler



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The rep's role: **Making a difference when it matters most**

Suzanne Penson
President



Thinking back over my time as an IEU rep I am struck by the impact this role has on the working lives of our members.

Reflecting on why and how I have continued as the union rep in my school for many years, I see the impact on individuals and the workplace as a whole.

The role is challenging but also enormously rewarding. My motivation is human rights and dignity at work – this underpins safe, inclusive and equitable workplaces.

Every person deserves to be treated with respect, fairness and compassion at work, regardless of their role. As union rep, I've been there for every IEU member in my school. I've walked alongside them and advocated for them.

Most of this work is never seen and is confidential.

Stopping problems at the start

A teacher might have a question about meeting times or rosters – these may be small issues but if ignored they can become problematic.

Studying the enterprise agreement to interpret the correct salary for a particular qualification or recognition of service provides me with the knowledge to suggest to members that they may be able to pursue back pay. This is extremely rewarding when the claim is successful.

I have been a support person on many occasions. Workplace investigations, disciplinary matters, restructures, bullying concerns and child protection matters require practical guidance and emotional support.

Colleagues can get through a highly stressful and emotional situation if they have a trustworthy IEU rep to support them in a meeting or an understanding ear when they need to talk or debrief.

Support in stressful situations

School staff need to maintain constant vigilance when working with children. Child protection investigations can affect a teacher or support staff member to the very core of their being. The process is confronting and can be devastating.

The union rep can help enormously in these situations – as a calming influence with knowledge of the process and a support person when needed. These situations are more tolerable with a union rep by your side.

The rep's role is not just about supporting individual members, this role also influences the wider workplace. Reps help create a culture in which people feel safe to raise an issue and genuine consultation can occur.

I acknowledge and celebrate all our IEU reps. Thank you for your time, courage and commitment. I especially recognise that you have made a colleague's life better because you stood beside them.

Support for reps

As a rep, you are never on your own. You can always call your IEU organiser for advice and support if there's anything you're unsure about. The IEU also offers regular training sessions for both new reps and old hands (see page 11).

More information

- Get organised, get involved, page 3
- Spotlight on reps, page 11
- Reps training, page 11

Workload When the lesson ends but the work doesn't

Denise McHugh
Deputy President



There is often an assumption that the workload problem is simply the number of tasks teachers are expected to complete. But this does not fully capture the reality of life in schools.

A single event can trigger a chain of responsibilities that extends far beyond the classroom and the time originally allocated to a lesson.

Lesson interrupted

Consider a teacher taking a Year 9 history class. The lesson is planned and resources prepared to engage students in learning.

Then two students become involved in a physical altercation.

The teacher's immediate response is straightforward: intervene, ensure the safety of all students, de-escalate the situation and restore order to the classroom. The lesson eventually resumes, although valuable teaching time has already been lost.

For the teacher, however, the incident is far from over.

Time-consuming follow-up

Following the lesson comes the incident report. Details must be entered into the school's behaviour management system.

There are conversations with the head teacher and deputy principal. Parents contacted. Follow-up emails exchanged. Perhaps meetings with students and families. Behaviour management plans, welfare referrals or additional documentation may also be necessary.

What began as a one-hour history lesson has now generated hours of additional work. But none of this extra work has been timetabled, allocated or otherwise accounted for within the teacher's workload. It must be completed in the margins of the day – before school, after school, during breaks, or at home.

While dealing with the aftermath of one incident, the teacher's other responsibilities do not pause. Lessons still need to be prepared. Assessments still need to be marked. Reports still need to be written. Parent emails continue to arrive. Meetings remain on the calendar.

This is the reality that is often invisible to those outside the profession.

Part of a wider pattern

The same pattern can be seen across many aspects of teaching.

A curriculum change generates planning, professional learning, resource development and assessment. A student wellbeing concern triggers meetings, documentation, referrals and monitoring. A new administrative process creates reporting obligations and data entry.

Each task may appear manageable in isolation. But teachers do not experience them in isolation, they experience them as a continuous cascade of interconnected demands.

Collective voice counts

The reality is that teachers do not have a workload problem because they teach. They have a workload problem because many responsibilities that flow from teaching continue long after a lesson has ended.

Understanding this distinction is a good step towards real reform.

This is where our collective voice matters. The IEU consistently raises workloads as a central issue. It is not about complaining – it's a professional concern about sustainability, quality and the future of the profession. The IEU continues to call on school employers to engage with staff, listen to their experience and commit to genuine solutions.

Everyone stands to gain when excessive workloads are addressed.

Gender-based violence in schools: **What we can do**

Liz Heggart

Vice President Catholic Systemic Dioceses



The 'manosphere', toxic masculinity, alphas and sigmas. We've been hearing these terms for a while now.

Misogyny, abuse and harassment are not new. What is new is how social media platforms enable far greater reach and monetisation of these ideas.

It is not an easy issue to solve.

New resource

Australia's National Research Organisation for Women's Safety (ANROWS) has recently published *An Introductory guide to the manosphere and the impacts for young people, teachers and schools*.

Authors include Monash University academics Dr Naomi Pfitzner and Dr Stephanie Wescott, who recently addressed the IEU's Council meeting (see page 4 and for upcoming PD, see page 9).

The guide notes that clear responses to gender-based abuse are vital, as are whole-school policies and leadership that will assist school staff in tackling this epidemic.

What you can do

Report: Most Catholic dioceses have a mechanism for staff to report abusive behaviour. For example, the Parramatta diocese has an assault register. If you aren't sure, check with your school or ask your IEU organiser how to report abusive behaviour. The more we report, the more data our employers and the union have to act on.

Learn: Understanding what drives this toxic behaviour can help us address it with students, support colleagues and work with parents. The IEU is offering professional learning for members run by Dr Pfitzner and Dr Wescott (see page 9). It will cover evidence-based ways to identify and interrupt the influence of the manosphere.

Inform: School leaders may wish to explore options for engaging students directly on this issue. Many factors make it difficult for teenagers to express their thoughts, feelings and experiences so it is crucial for them to be able to talk safely without shame.

Everyone deserves a safe workplace

Gender-based violence and harassment are deep social problems for which there is no easy fix, but research is providing us with more tools for dealing with it.

The union urges members who have experienced gender-based violence or harassment from students, parents or colleagues to reach out for support – through your school's reporting mechanism, the IEU rep in your workplace, and your IEU organiser.

Your employer has a duty to prevent gender-based harassment. You are important and deserve a safe workplace.

More information

- Join us for a professional learning session led by Dr Naomi Pfitzner and Dr Stephanie Wescott: for details, see page 9.
- Hear from Dr Naomi Pfitzner and Dr Stephanie Wescott: see page 4.
- Download *An Introductory guide to the manosphere and the impacts for young people, teachers and schools*: www.anrows.org.au/resources/guide-to-the-manosphere/

New financial year, new wins for working people



David Towson
Deputy Secretary



The new financial year brings several important wins for working people. Here are some of the changes taking effect from 1 July 2026 that the union movement helped achieve.

Payday super

The superannuation guarantee increased to 12% last financial year. This year, payday super comes into effect – employers are required to pay super into employees' accounts within seven business days of payday, instead of making quarterly payments.

Payday super will boost retirement savings because contributions are invested sooner, allowing returns to compound earlier. It also makes unpaid super easier to detect and reduces the risk of working people losing insurance linked to inactive super accounts.

Superannuation has always been union business. The IEU was a partner in setting up industry fund NGS Super in 1986, with the aim of members enjoying a dignified and comfortable retirement.

Australia now has the world's fourth-largest pool of retirement savings at \$4.5 trillion.

It is projected that Australian retirement assets will surpass the UK in 2030 and Canada by 2031. This will then make Australia second only to the US.

Thanks to compulsory super, Australia spends just 2.4% of GDP on public pensions, well below the OECD average of 9.3%.

This is a win-win for both working people and for the country. Read more about payday super on page 14.

Pay rises for Catholic systemic support staff

On the first full pay period after 1 July, support staff in Catholic systemic schools (excluding Broken Bay Diocese) will receive a well-deserved 3% pay increase.

Support staff in the Broken Bay Diocese will receive their pay rise in October. They can also expect to receive a one-off cost-of-living adjustment payment after 1 July in line with the Broken Bay enterprise agreement.

Members will recall the IEU's long fight for pay parity with support staff in government schools. These pay rises are a reminder that better pay doesn't happen by accident. It is won through collective bargaining and union membership. Encourage your colleagues to join the IEU.

Annual wage review

The Fair Work Commission (FWC) reviews the minimum wage and modern award wages every year. On 2 June, the FWC announced an increase of 4.75% to modern award wages and 5.97% to the minimum wage.

This outcome closely reflected the ACTU's submission on behalf of the union movement.

Most IEU members are covered by enterprise agreements that deliver higher pay and better conditions than modern awards.

There are about 100,000 workers in Australia on the minimum wage. From 1 July, full-time workers on the minimum wage will now be paid \$1004 per week.

Improved paid parental leave scheme

The increase to the minimum wage will also have a much-welcomed impact for IEU members accessing the federal government's paid parental leave scheme which will increase from 24 to 26 weeks.

Eligibility depends on work and income tests. If you're unsure, contact your IEU organiser.

Superannuation is also paid on the government's paid parental leave scheme (this was introduced in 2025). Measures such as this help to reduce the gender retirement income gap.

Tax time

Union fees are fully tax deductible – they are a legitimate work-related expense.

Need a record of your fees? Contact the IEU's membership team on 8202 8900 (press 1) or membership@ieu.asn.au

NCCD

Evidence, audits and accurate advice

Patrick Devery
Assistant Secretary



The Nationally Consistent Collection of Data on students with disability (NCCD) is once again a hot topic.

The *Daily Telegraph* reported on 19 June that more than 300 schools nationally, including 63 non-government schools in NSW, have had to repay funding where they could not adequately demonstrate that students met the requirements for NCCD funding.

From discussions with members, it appears some funds are being recovered because evidence did not exist to correctly assess some students' disability and needs; nor did evidence exist of the corresponding adjustments to support a claim for higher funding.

Audit issues

The NCCD Evidence Requirements Fact Sheet, developed through a collaboration between the IEU and the Australian Government Department of Education, and published in 2021, clearly identifies evidence that is duplicative or excessive and therefore not required.

This advice is still correct and current.

If auditors ask schools to provide evidence that exceeds the advice in the NCCD Evidence Requirements Fact Sheet, the IEU urges members to discuss this with their principal and contact their organiser.

We are aware of instances in which schools have had funding withdrawn after auditor decisions that members believe need closer scrutiny.

Disputes with auditors arising from challenges to specific evidence or adjustments can create unnecessary stress and add to confusion surrounding the NCCD process.

If you know of unreasonable funding decisions by auditors with no educational background, please contact the IEU – this will be confidential.

Remember that funding can be allocated to cover a whole range of adjustments, and can be supplemented by funding from other sources.

Finding the right level

NCCD funding is for students with disability only. Other government funding loadings exist to support students with difficulties resulting from issues such

as trauma, socio-educational disadvantage or cultural or linguistic diversity.

To qualify for funding students should be assessed, consultation and collaboration should occur where possible, appropriate adjustments should be determined and delivered, and reviews should take place.

Students identified for NCCD funding are recorded at one of four levels.

The current levels are:

- Extensive: \$45,268 (primary), \$45,218 (secondary)
- Substantial: \$21,184 (primary), \$21,150 (secondary)
- Supplementary: \$6094 (primary); \$6017 (secondary)
- Quality Differentiated Teaching Practice: this level is to ensure students with disability are counted, but it attracts no funding.

Impact of extra scrutiny

Given the apparent additional scrutiny during this year's post-enumeration verification process, many non-government schools are becoming overly focused on evidentiary requirements and internal audits.

The IEU met with the Department of Education in May to discuss excessive documentation requirements and the proportionality of evidence requirements.

The department shares the union's workload concerns and has committed to monthly meetings to review current practices.

Addressing workload

In the meantime, if NCCD administration is creating an unreasonable workload, members should be alert to the following:

- Is the advice in the NCCD Evidence Requirements Fact Sheet being observed?
- Are teachers receiving adequate time to undertake documentation?
- Are support staff properly trained?
- Are adjustments actually being implemented?
- Are members being directed to complete NCCD work outside ordinary duties?

Resources

The IEU, together with the Department of Education, has developed clear resources on the NCCD: www.ieu.asn.au/resources/

Get organised, get involved, make gains

Therese Fitzgibbon
Assistant Secretary



Members and chapter reps can sometimes feel frustrated by a lack of capacity to challenge employer decisions or actions that seem unfair or unreasonable simply because they're not defined by an enterprise agreement or covered by the Fair Work Act or other legislation.

It may also seem like employers make decisions that have a significant impact on teachers and support staff, who can feel impotent to push back against unsustainable expectations. Examples include excessive meeting times in an independent school, out-of-school-hours expectations in a Catholic systemic school, or the collapsing of classes in any school.

Much of the work IEU members do is not clearly defined and it is impossible to regulate every aspect of your work.

Everyday examples

However, in the absence of a clear industrial remedy for an issue, your chapter can still make progress and your concerns can be addressed.

Picture a school where members routinely feel overworked. It's not just face-to-face teaching or marking and assessments, it's the additional expectations – the school open day, the subject information evening, the overnight camp, or the change to curriculum or reporting requirements. Add to this behaviour issues, students who need additional support, and parental demands and you may find staff are exhausted before mid-term (or even week 1, I hear you say).

Now picture a staff room where there is a lot of chatter about workload but no

mechanism to address it. This is where your chapter can make a difference. A well organised and engaged chapter can effect substantial change. The key is to make sure members and non-members alike are informed, involved, and acting collectively.

We all know that there is strength in numbers. As officers of the IEU, we see examples every day of organised chapters working together to achieve positive changes to working conditions, health and safety, or policies and procedures.

Standing together

The role of the chapter is to ensure that members have a united, strong and representative voice. There is a direct correlation between membership numbers and positive workplace culture.

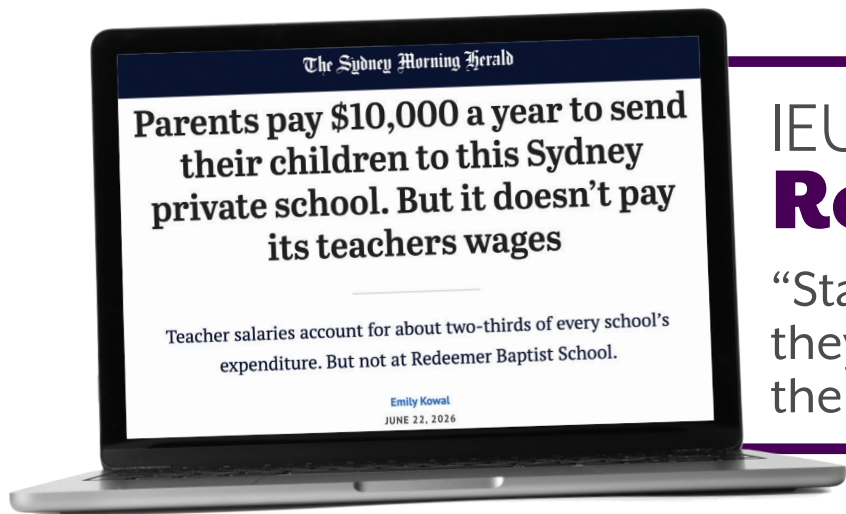
An individual alone is unlikely to persuade an employer to review practices. Even small groups of employees may struggle.

But the power of the chapter cannot be underestimated. An employer will find it difficult to ignore the voice of the collective. When we stand together, we are strong. The IEU chapter at Armidale Waldorf School is a great example (see page 5).

Does your chapter meet regularly? If not have a chat with your rep. If you don't have a rep, why not put your hand up for the role? The union offers regular training sessions for reps.

The way we protect ourselves, and the future of the profession, is by ensuring the voice of the union is loud, clear and collective.

So what are you waiting for? Schedule a chapter meeting at your school or centre today.



IEU statement **Redeemer Baptist School**

“Staff at Redeemer Baptist School who believe they are being treated unjustly should contact the IEU.”

The IEU is deeply concerned by reports in the *Sydney Morning Herald* and 60 Minutes in June about Redeemer Baptist School in North Parramatta.

Allegations include that the school is not paying staff and that teachers are “volunteers” not employees.

Further allegations include practices that in the union’s view are inappropriate and unsafe and raise serious child protection concerns, such as students and teachers sharing bedrooms.

Call for investigations

The vast majority of IEU members – teachers and professional and operational staff in non-government schools – are covered by enterprise agreements that provide for salaries broadly comparable with salaries paid to teachers and support staff in NSW government schools.

If there is no enterprise agreement, a minimum federal award and legislated conditions (including superannuation) apply. But it appears that the school’s teacher “volunteers” are not receiving even these minimum conditions.

The IEU calls on the NSW Education Standards Authority and the Office of the Children’s Guardian to investigate Redeemer Baptist School immediately. The Fair Work Ombudsman should also closely examine the school’s work arrangements to ensure federal laws have not been breached.

Teachers not being paid wages

“The allegation that teachers are not being paid a wage or super and are supplementing a meagre stipend by drawing on Centrelink payments should alarm every taxpayer in Australia,” said IEUA NSW/ACT Branch Secretary Carol Matthews.

“Assertions that the school’s students achieve good academic results in no way mitigates or excuses alleged misuse of public funding or the exploitation of workers.”

Are you impacted? Contact the IEU

Following the media reports, several former staff have contacted the IEU seeking information and support.

Staff at Redeemer Baptist School who believe they are being treated unjustly should contact the IEU.

The IEU will do everything possible to assert employees’ lawful workplace rights and ensure members in non-government schools receive their rightful entitlements.

Meet the researchers challenging the **‘manosphere’**

Join Dr Stephanie Wescott and Dr Naomi Pfitzner for a special IEU online professional learning session on 19 August

Navigating the ‘manosphere’ Professional learning to support teachers in responding to manosphere harms

For full details and how to register, see page 9. www.ieu.asn.au/pd-and-events



Feminist academic, writer and former teacher Dr Stephanie Wescott, left, and Director of the Monash Gender and Family Violence Prevention Hub Dr Naomi Pfitzner.

Monash University academics Dr Naomi Pfitzner and Dr Stephanie Wescott presented research findings on disrupting the manosphere’s influence on students to more than 100 delegates at the IEU’s quarterly Council meeting on 20 June.

In 2021, Wescott led a world-first study examining how manosphere ideologies were manifesting in school classrooms.

In the years since, reports have continued to emerge from schools across Australia and around the world that paint a troubling picture of escalating sexist and misogynist behaviours among students.

Alongside this, a growing body of research has documented a troubling pattern. “Rigid ideas about masculinity, gender roles, and men’s inherent superiority over women are becoming increasingly visible in the attitudes of young Australian men,” Wescott said.

These attitudes are impacting school staff and students.

But there is hope. “Research shows schools can be powerful drivers of social change,” Pfitzner said.

“At a time when these attitudes are gaining ground among some young men, our work aims to provide an evidence base to support teachers to act.”

Research-based professional learning program

Pfitzner and Wescott started by talking with secondary school students about how they engage with the manosphere and how it impacts their lives in and outside of schools.

The academics also asked students how they think schools should respond to manosphere-related behaviour.

“There are a lot of adult-imposed strategies around social media and we wanted to centre the views and experiences of young people themselves,” Pfitzner said.

“Drawing on this information, we then worked with secondary school teachers to develop a pilot professional learning program.”

The team also conducted a review of international research literature to capture what is known about how the manosphere is shaping young people’s identities, relationships and engagement with school.

What teachers are saying

“Remarkably, the stories teachers tell us are similar across sectors, contexts and levels of experience,” Wescott said.

“Teachers talk about a swift and sudden shift in boys’ attitudes and behaviours towards women and girls, culminating in expressions of sexism, misogyny, violence and sexual harassment.”

This shift coincides with manosphere content multiplying in boys’ social media algorithms.

“Research shows schools can be powerful drivers of social change.”

On social media, manosphere influencers often initially attract young men with content about fitness, status symbols such as watches and cars, or success at study and career. As young men engage with this content, it steadily shifts towards harmful attitudes about girls and women.

“Manosphere talking points are now being parroted in classrooms and schools across the country,” Pfitzner said.

This has led to challenging conditions for teachers who are navigating hostility, harassment and abuse in their workplaces.

“These are serious harms,” Pfitzner said. “Effects range from psychological distress to teachers leaving their workplace or even their careers.”

“Based on our work and that of colleagues internationally, the manosphere has profoundly changed the working lives of many teachers.”

Teacher experience and expertise essential

Despite differences in context and settings, the harms of the manosphere manifest in strikingly similar ways.

“It really speaks to the power of manosphere ideas and how successful they are in recruiting boys and young men into adopting these beliefs and ideas,” Wescott said.

The researchers welcome the willingness of teachers to engage with the research and contribute their experience and expertise.

“It is because of this willingness that we have been able to do this work, and we are very grateful to them,” the researchers said.

New guide grounded in research

Pfitzner and Wescott have developed a guide as part of a professional learning program they deliver in schools across Australia. Their team has devised interventions that have been delivered to 242 participants across 33 non-government schools.

“Our goal is to help teachers recognise and interpret manosphere-influenced language and behaviours and provide them with the knowledge to respond effectively,” Pfitzner said.

More information

If you would like Dr Naomi Pfitzner and Dr Stephanie Wescott to run their PD in your school, email: naomi.pfitzner@monash.edu

Key takeaways for tackling the manosphere

- Research in Australia and around the world has recorded manosphere harms in schools.
- Manosphere influence and harm is consistent across schools – it is not specific to the conditions or culture of your school – but it is important to respond firmly and consistently.
- Professional development for teachers is crucial to ensure they feel confident to embed violence prevention practices into their schools and classrooms.
- School employers and have a positive duty to address sexual harassment and provide a safe work environment for teachers and school staff.
- Respectful Relationships Education: bit.ly/3Qzzyki
- Download *An Introductory Guide to the Manosphere and the Impacts for Young People, Teachers and Schools*: anrows.org.au/resources/guide-to-the-manosphere/

START STRONG PAY FAIR CAMPAIGN

Union welcomes funding breakthrough for community preschools



The IEU team gets down to business at the Fair Work Commission on 29 June: front row, from left, Start Strong Pay Fair campaign ambassadors Margaret Gleeson, Raelee Smith and Janene Rox, and IEUA NSW/ACT Branch Secretary Carol Matthews; back row, from left, IEU industrial officers Alice Whittlesea and Michael Aird, organiser Emily Cokely, campaign ambassadors Melinda Gambley and Bridget Isichei, and Assistant Federal Secretary Amanda Hioe.

The IEU welcomed the NSW government's announcement on 26 June of a new funding model for not-for-profit community preschools that will come into effect in 2027. It is a major breakthrough in the union's Start Strong Pay Fair campaign.

The new scheme includes:

- pay increases for early childhood staff
- full funding of the operating costs of not-for-profit preschools (conditional on meeting strict quality standards)
- new funding to expand access for three-year-old children
- increased funding to support children in priority cohorts, including a major reform to the Disability Inclusion Program.

"The union is optimistic that this substantial commitment from the NSW government will

enable us to reach a new enterprise agreement for teachers and educators in community preschools that includes long overdue pay rises and better conditions," said IEUA NSW/ACT Branch Secretary Carol Matthews.

Progress at Fair Work Commission

At the Fair Work Commission (FWC) on 29 June, the IEU, CELA (employer representative) and the Department of Education discussed the specifics of a new funding model for community preschools.

The union still needs the Department to provide more details so preschools can review exactly what is being offered.

The IEU, CELA and the Department have agreed on an exchange of information and an intensive period of consultation during July.

"Previously, the NSW government refused

to engage with community preschools," Matthews said.

"Now, thanks to a relentless campaign by IEU members and supporters, the union is working to shape the sector's future."

Determined campaign

The recent funding announcement and meeting at the FWC comes after a two-year campaign by IEU members for greater NSW government funding to facilitate pay rises and better conditions for teachers and educators in community preschools.

There is no federal funding for this sector.

"Our members have relentlessly called for pay rises for over two years through their Start Strong Pay Fair campaign," Matthews said.

"Community preschool teachers, educators, families and communities feel this issue deeply

– they are rightly calling for an early outcome on pay rises, so we are seeking details as to how the new funding model will help deliver them."

In February, the FWC recommended that the NSW government review and boost funding for community preschools so they can provide pay rises to teachers and educators.

There are over 700 community preschools across NSW that provide a vital service to families and communities by educating and caring for children aged 3-to-5.

More than 90 per cent of preschool staff are women. "We need to fix this gender-based pay undervaluation," Matthews said.

Union win

IEU rep's persistence delivers historic enterprise agreement

IEU members at The Armidale Waldorf School with their new enterprise agreement. From left: Anthony, Rosie, Michelle, Joanne and Cathlin with IEU organiser Sue McKay.

For more than a decade, IEU rep Joanne Lowe, along with the school's IEU chapter, has worked towards securing an enterprise agreement (EA) for staff at The Armidale Waldorf School.

Armidale Waldorf is an independent Steiner Education school for students from preschool to Year 12.

On 10 June, the school's new EA came into operation, marking the end of a 12-year campaign led by committed union members determined to achieve better pay and conditions for current and future staff.

For teachers and support staff who had previously relied on the basic modern award, the new agreement represents a significant milestone and a reminder that when union members stand together, they win together.

Building a strong chapter

In late 2025, The Armidale Waldorf School, located on the Great Dividing Range on the outskirts of Armidale, held a fair to celebrate 40 years of Steiner Education in Armidale.

Less than a year later, staff celebrated another landmark by finalising an EA.

Back in May 2014, IEU rep Joanne, a primary school teacher and member since 2013, approached the school to request they consider bargaining for an EA. The school repeatedly rejected this proposal and progress stalled.

But rather than giving up, Joanne continued building support among colleagues.

Alongside long-time IEU member Tim Kemp and other committed union members, she steadily strengthened the

chapter, recruiting new members and reinforcing the simple principle that collective action delivers results.

Joanne's grassroots organising paid off. The primary school has achieved 100 per cent union membership, a powerful demonstration of workplace unity that put members in a strong position during bargaining.

"What a long journey," Joanne said. "But like all journeys, it began with a single step – I joined the union."

From persistence to progress

The formal process got underway in 2024 when the IEU advised the employer it would seek a Majority Support Determination through the Fair Work Commission, and the employer finally agreed to commence bargaining.

Joanne played a key role in gathering the signatures needed to support that application and remained actively involved throughout what became a lengthy and often challenging bargaining process.

In April this year, members gathered ahead of the EA vote, including several new members attending their first union meeting. They discussed what the proposed agreement would deliver and what the outcome of the vote would mean for staff.

The vote was successful and the agreement was approved on 3 June. The historic first EA came into operation on 10 June 2026.

A win for members – and all staff

The new EA delivers important improvements, including enhanced personal/carer's leave, paid parental leave and better pay and conditions.

Joanne was determined to create lasting benefits for current colleagues and future employees at the school.

And that next generation of workplace leaders is already emerging. New IEU member Nicola, who previously belonged to her union while working in the public education system, will take on the role of rep for secondary staff, while Joanne continues as the rep in the primary school.

Together, they will continue building on the strong union culture that made this historic achievement possible.

IEU Council acknowledges win

On 20 June, the IEUA NSW/ACT Branch Council formally congratulated the IEU chapter and paid tribute to Joanne Lowe's outstanding leadership and perseverance.

The Council is the IEU's ultimate governing body, comprising more than 100 elected delegates from throughout NSW and the ACT.

IEUA NSW/ACT Branch Council Motion: The Armidale Waldorf School

The IEUA NSW/ACT Branch Council congratulates The Armidale Waldorf School IEU chapter, particularly noting longstanding IEU rep Joanne Lowe for her dedication and tenacious commitment over many years on behalf of the chapter in pursuing a union-negotiated agreement that ensures staff have improved pay and conditions.

IEU speaks:

The IEU has a federal union that represents, advocates for and acts on behalf of all 75,000 IEU members throughout Australia in matters of education policy, industrial relations and workplace laws.



Teachers and school staff caring for ageing parents need stronger workplace flexibility, and employers and governments must take decisive action to deliver it.

Caring is a widespread reality across the community. Around 3 million Australians provide unpaid care, with women making up the majority of primary carers.

This has particular significance in education, where around 73 per cent of IEU members are women.

Sandwich generation

Like the broader population, the teaching workforce is ageing.

In 1981, more than half of teachers were under 35. In 2021, this had fallen to just 29 per cent, while the proportion aged over 55 has doubled.

More IEU members are balancing demanding roles with caring for elderly family members – a pressure likely to grow with the number of Australians over the age of 70 set to increase by 2.3 million in the next two decades.

Many members now find themselves part of the 'sandwich generation', juggling work alongside caring for both children and their parents.

These responsibilities are incredibly demanding, yet workplace arrangements in many schools have not kept pace.

Growing pressure

IEU members have won important gains through collective bargaining and political advocacy, including better access to flexible work and paid leave.

However, these rights remain inconsistent and can be hard to access in the workplace. They must be strengthened to meet the needs of a changing workforce.

Faster progress on flexibility is critical to addressing staff shortages. Workload pressures in schools are immense and without adequate flexibility, teachers are being forced from the profession or into early retirement as they struggle to manage caring responsibilities.

Greater flexibility needed

Workplaces have rightly improved supports for new parents through paid parental leave and return to work arrangements.

The same recognition must now extend to those caring for ageing parents.

Concerted action from employers and governments is needed:

- enforceable rights to flexible work should be strengthened further following the positive 2022 reforms to improve equity of access
- ensure access to carer's leave and flexible work without career penalty, including options such as employer-funded superannuation care credits for workers on extended carer's leave
- better support for the practical implementation of flexibility at the school level
- foster workplace cultures that recognise caring as a normal part of working life.

Without real support for carers, well-meaning retention efforts will likely fall short, and the profession will continue to lose the experience that our schools and students depend on.

Brad Hayes IEUA Federal Secretary

Student digital proficiency Support for teachers key to better results

The latest national technology literacy results from the Australian Curriculum, Assessment and Reporting Authority (ACARA) show the lowest levels of student digital proficiency since testing began in 2005, alongside persistent digital inequity.

At a time when digital proficiency and equitable access are indispensable for modern education and employment, digital education must be effective, inclusive and accessible for all students.

Unequal access

Governments and employers must ensure that schools have the resources and time to deliver high-quality information and communication technology (ICT) education to all students.

This is especially important for schools in remote and regional communities, as well as those serving First Nations and disadvantaged students.

ACARA's testing of 10,000 students in 2025-2026 found two-thirds of Year 10 students and half of

Year 6 students do not meet digital proficiency standards.

Entrenched structural inequities of race, region and socio-economic disadvantage continue to impact ICT education with markedly lower test scores for students from First Nations, remote and poorer socio-economic backgrounds.

A NSW case study also found high levels of digital exclusion, with only 28 per cent of students from lower socio-economic backgrounds and only 19 per cent of asylum seeker and refugee students having a level of digital inclusion adequate for their education.

Ensuring safety

Federal Education Minister Jason Clare's commitment to supporting teachers in reversing the decline in digital learning, while promoting the ethical and safe use of technology, is essential – particularly in ensuring the safety of female teachers and students.

Achieving these outcomes depends on governments and employers meeting their shared

duty of care by working closely with teachers – both in schools and through education unions – to inform decision-making.

Teachers deal with competing pressures related to delivering mandatory curriculum and supporting the diverse needs of students.

They need access to appropriate and timely professional training during paid hours and structured and regular release time to support student learning in a rapidly changing digital landscape.

All initiatives, including those related to digital literacy, must be subject to a Teacher Workload Impact Assessment consistent with the National Teacher Workforce Action Plan.

They should also be designed to address the structural issues that perpetuate inequities across the education sector.

Brad Hayes IEUA Federal Secretary

2026 Environment Grants

BRING YOUR SUSTAINABILITY IDEAS TO LIFE!

Apply for one of our annual environment grants, sponsored by the IEU and Teachers Mutual Bank.

Applications open: **20 July 2026** Applications close: **11 October 2026**

IEU members are invited to apply for one of six grants of up to **\$3000 each**. This is a great way to get an environment project at your school, college or early childhood centre up and running.

More information Visit: bit.ly/ieutmb2026grants **Email:** environment@ieu.asn.au

Authorised by Carol Matthews, Secretary, IEUA NSW/ACT Branch



Independent
Education
Union of Australia
NSW/ACT Branch

**Apply
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Workload panel: **What's driving it and how do we fix it?**

What participants said: Excerpts from the panel discussion



IEU Secretary Carol Matthews

"We need to see face-to-face teaching time reduced. We need admin processes streamlined. Programming requirements need to be less onerous – trust teachers' professional judgement. And we need more support for children with special needs and those experiencing behavioural issues."

"Our focus has been to ask government not to say what is required – rather, we are asking both state and federal government agencies to look out what is not required."

"We have been instrumental in encouraging governments to spell this out in government-published fact sheets which our members can then quote in pushing back on employer demands."



NSW Education and Early Learning Minister Prue Car

"We've probably spent the last three years trying to attack the low-hanging fruit, if you like, in terms of workload. It felt like it was an emergency."

"We asked what we could streamline straight away, particularly when it came to say the curriculum rollout, which we slowed down."

"We're talking about decades and decades of workload intensity that has been put on top of our teaching profession, and I acknowledge that as a minister."

"But there is a long way to go – I know there's a long way to go."

"We're willing to sit down with unions, willing to look at the evidence, and willing to do things that will drive down workload. We're open to all ideas."



NSW Teachers Federation President Henry Rajendra

"The time we give teachers to prepare our kids today has simply not kept pace with the reality of the job."

"Our work is more complex and demanding in every possible way, yet the conditions to adapt remain static."

"Preparation time is unfinished business."

"Teachers feel overworked and stretched beyond capacity – they need more time and cognitive space to do the work that really matters for teaching and learning."

"Let's seize the day. Let's rebuild public education together, give teachers the preparation time they need, and our students deserve."



Professor Nicole Mockler, University of Sydney

"While this presents on the surface as an issue of workload, or intensity, or time poverty, or burnout, the problem that lies at the heart is actually one of trust."

"We've built systems that assume teachers need to account for themselves at every turn, then we wonder why their days are so heavy."

"So the question I want to leave you with isn't 'How do we streamline the work?' It's whether we trust teachers enough to need less from them, and what intelligent, rather than performative, forms of accountability would look like in our schools."



Associate Professor Meghan Stacey, University of NSW

"We looked at the intersection of quantity and intensity."

"So, let's start with a high school teacher we've called Jane, who said: 'If a kid does something stupid, you need to address it straight away, so then it takes up your time, because you might do a lunchtime detention, or if it's something more serious, you have to email home. Every single time you have a conversation with a student or a parent, it has to be logged, so it's just a lot of little things you have to follow up on.'"

"Teachers are overwhelmed by the quantity of tasks, yes, but also by the way these tasks coalesce, making some hours in the day much heavier than others."



IEU Deputy President Denise McHugh

"Workload intensification is the combined effect of curriculum demands, compliance, accountability requirements, increasing student complexity, admin tasks, technological change, reporting obligations, and other additional responsibilities."

"Too often, worthwhile initiatives come with another form to complete, another meeting to attend, another piece of compliance to satisfy, or another expectation placed on teachers' shoulders."

"If we want outstanding schools, we need to ensure teachers are able to spend more of their time doing what they entered the profession to do: teaching, inspiring and supporting young people."

Note: The IEU is not affiliated to the Australian Labor Party, or any political party. The union engages with politicians of all stripes to advocate for and advance the interests of our members.



Social media ban **Teachers, children divided on impact of new law**

Teachers, students and experts are divided about the impact of Australia's world-first social media ban six months after it came into effect.

The federal Labor government in 2024 passed legislation restricting children under 16 from using social media sites such as Facebook, Instagram, TikTok and Snapchat.

Protecting children from harm

Prime Minister Anthony Albanese said the ban – supported by the Coalition but opposed by the Greens and some independents – was needed to protect young people from the "harm" of social media.

Countries such as Britain, France and Canada are considering similar restrictions on children using social media.

The federal government in January said 4.7 million social media accounts had been shut down, yet children are reportedly finding ways around the ban.

Australia's eSafety Commissioner Julie Inman Grant in June questioned the social media ban, telling the *Sydney Morning Herald* she was "not really keen on" it. She also said it was based on legislation that had been drafted "very quickly".

The eSafety Commissioner is investigating Facebook, Instagram, Snapchat, TikTok and YouTube for noncompliance with the new laws.

Tech companies face penalties of up to \$50 million if they fail to comply with the ban designed to keep under-16s off social media.

Losing access to news

Research led by Western Sydney University digital media professor Tanya Notley found the majority of under-16's reported little or no change in their social media use since the ban came into effect in December 2025.

However, one in four young people said their social media use had been affected, with 51 per cent of this group reporting they were getting less news because of the ban.

"Our findings show that when young people are impacted by the social media ban they lose access to news about issues they care about," the researchers said in *The Conversation*.

"They are also talking less about news and finding fewer opportunities to share their views or take other forms of action."

But a YouGov survey found many parents reporting positive behavioural changes in their children in the month following the social media ban coming into effect.

Impact uncertain

Influential New York University professor Jonathan Haidt argued in his 2024 book *The anxious generation* that social media is harming young people who are especially vulnerable to becoming addicted to their phones.

US social psychologist Jean Twenge has also raised the alarm about teenage mental health issues stemming from excessive use of social media and smartphones. Yet in *We don't know how social media bans will affect youth but we're doing it anyway!*,

researchers from the University of California argue there is little scientific evidence that the social media ban will improve the mental health of teenagers.

"Age restriction may be unevenly or ineffectively enforced, top-down bans may clash with adolescent tendencies, and unintended consequences may increase risk and inequity," they said.

Researchers from the Murdoch Children's Research Institute (MCRI) and Deakin University are investigating the impact of the ban on children's phone use, screentime and mental health and wellbeing as part of the Connected Minds study.

MCRI professor Susan Sawyer said the impact of the under-16's social media ban will be measured in years, not months.

"Rather than anticipating immediate benefits in young people who have already enjoyed access to social media, we may see stronger effects in the next generation of children, whose parents are yet to provide permission for them to access social media accounts," she wrote in *The Conversation*.

More information

- Supporting you during the social media ban: ieu.asn.au/social-media-ban-supporting-teachers
- Social media ban: Help or harm?: publications.ieu.asn.au/ie-220/article/help-or-harm

Federal funding boost locks in long day care pay rises

The IEU welcomes the federal Labor government's doubling of its investment in the long day care sector with a further \$3.6 billion that guarantees pay rises gained over 2024-2025 will stay in place until 2028.

"This is great news for the long day care workforce who deliver high-quality early learning," said IEUA NSW/ACT Branch Secretary Carol Matthews.

"They are no longer facing a pay cut later this year that would have seen many leave the sector."

The Early Childhood Education Worker Retention Payment is delivered through a multi-employer agreement negotiated by the federal government, the IEU, United Workers Union and the Australian Education Union.

The payment has expanded to cover about 200,000 staff across more than 10,000 providers throughout Australia.

The initial funding provided for a 15% pay rise – with 10% in December 2024 and another 5% a year later.

The funding extension not only guarantees this pay rise remains in place but also caps fee increases – a relief to parents in a cost-of-living crisis.

"Highly skilled early childhood teachers and educators had been leaving in droves to take up roles in schools and other sectors where the salaries and conditions were better," Matthews said.

The extension of federal government funding will help ease critical workforce shortages in long day care centres across the country.

"For a highly feminised sector, this is also a vital step towards closing the gender pay gap," Matthews said.

"The education and care of our youngest children is important and indispensable work. These long overdue increases better reflect the valuable work of early childhood teachers in laying the vital foundations for our children's development and lifelong learning."

Importantly, the funding also requires providers to meet the National Quality Standard from mid-2027.

"Children's safety must be prioritised and not sacrificed for the sake of profit," Matthews said.

The long day care sector provides quality early childhood education and care to hundreds of thousands of children all year round.

Under the modern award, a beginning teacher in a long day care centre is paid \$78,979 a year. The rate with continued funding will be \$90,824.70.

"Today's announcement is a vote of confidence in the work that teachers and educators in long day care centres do every day," Matthews said.

"Staff, children, parents and the community are all better off because of this funding."

Catholic independent schools Models B and C: Formulating your claim

Bargaining for enterprise agreements in Catholic Independent Model B and Model C schools is fast approaching, and the IEU is preparing with our members.

Current agreements for both teachers and support staff are due to expire at the end of 2026. For members, the important work starts now.

What are the issues?

During Term 3, IEU organisers will visit Model B and Model C schools to meet with members, discuss workplace issues and begin shaping the priorities for bargaining.

These visits are an opportunity for members to raise the matters they would like addressed in the next agreements, such as pay rises, workload, classifications, leave entitlements, consultation, job security or other conditions.

The IEU's bargaining position will be built on the experience of members in schools. This means we need strong chapters with active members discussing clear workplace priorities with organisers.

What members can do

Bargaining is not just a process between your union and employers. It is a collective effort

by members to improve pay and conditions across the sector.

Membership growth in your school is the strongest negotiating tool we have. The more members, the stronger our voice at the bargaining table.

Speak with colleagues who have not yet joined the IEU and invite them to join. Invite them to attend a union meeting with you. Encourage them to be part of discussions about what needs to improve in your school.

IEU organiser visits to your school in Term 3 are a key opportunity to build collective strength before formal negotiations commence.

Check in with your rep, look out for details of school meetings and speak with your organiser about strengthening your chapter.

The message is simple: the stronger our membership, the stronger our claim.

Next steps

After the IEU formulates a claim based on this consultation with members, we will present this to Model B and Model C employers. Then bargaining begins officially.

We will keep members updated throughout this process.

NSW Early Learning Commission Substandard operators weeded out

The NSW government says the growing number of early childhood education and care providers pushed out by tougher regulations reflects improved safety conditions.

The newly established Early Learning Commission in June released data showing an increase in monitoring visits, compliance actions and suspensions.

NSW Education and Early Learning Minister Prue Car said the government would continue to drive poor-quality operators out of the sector "while supporting high-quality providers to expand".

"We are taking action to lift standards, strengthen oversight and restore confidence for families," she said.

Monitoring expands

The NSW government established the independent Early Learning Commission in December 2025 following ongoing media reports of child abuse and serious safety breaches in early childhood centres and outside-school-hours care services around Australia.

This followed an independent review into the sector, which recommended tougher penalties, greater transparency for parents, a ban on mobile phones in services and stronger powers to

suspend or prohibit providers and individuals.

Data shows monitoring visits by Early Learning Commission officers increased by 10 per cent to 4837 services compared to the same time last year. There were strong increases in the number of emergency action notices issued and the cancellation of providers.

Staff shortages risk quality

In May, a NSW parliamentary inquiry found the state's early childhood system had allowed predators to work in the industry and abuse children.

The NSW Upper House inquiry into the Early Childhood Education and Care sector found "the proliferation of for-profit services and a lax regulatory approach" had led to serious child safety breaches.

IEU preschool teacher members and officials in 2025 gave evidence at the inquiry about how serious staffing shortages were putting children at risk.

The inquiry report found the previous NSW regulator for early childhood education had "failed to respond appropriately" to services with "extensive histories of non-compliance, breaches, safety incidents and persistently poor ratings".

Sydney Adventist teachers Union presses for progress

The IEU is bargaining with the Greater Sydney Seventh-day Adventist Conference after members voted 'no' to a substandard enterprise agreement (EA) in late 2025.

Since then, the union has maintained pressure on the employer to deliver an improved EA that addresses key concerns.

Salary structure

The union met with the employer on 2 July.

A key focus was the employer's proposed seven-step salary structure.

This structure aligns with EAs in independent schools and Catholic systemic schools. It includes salary increases of 4% in 2027 and 3% in 2028.

The employer claimed the proposed seven-step model would result in some staff being financially worse off compared with the current 10-level structure. The union challenged this.

To ensure no current employee would be disadvantaged by any move to a new salary structure, the union will provide the employer with detailed transitional arrangements.

As an alternative to the seven-step proposal, the employer indicated it is prepared to retain the current 10-level salary structure depending on what teachers want.

Workplace Framework

Another major issue is the Workplace Framework.

This document, which caps and defines workloads, was agreed in 2023 after strong pressure from IEU members when the 2023 EA was finalised.

It was intended to be enforceable, and it was understood in 2023 that the Framework would be incorporated into a new EA.

However, the employer has not agreed to include the Framework as part of the EA that is currently being negotiated.

Next steps

The union will provide the employer with its proposed transitional arrangements table and deeming provisions to ensure no employee goes backwards under a revised salary structure.

The union will consult with members on:

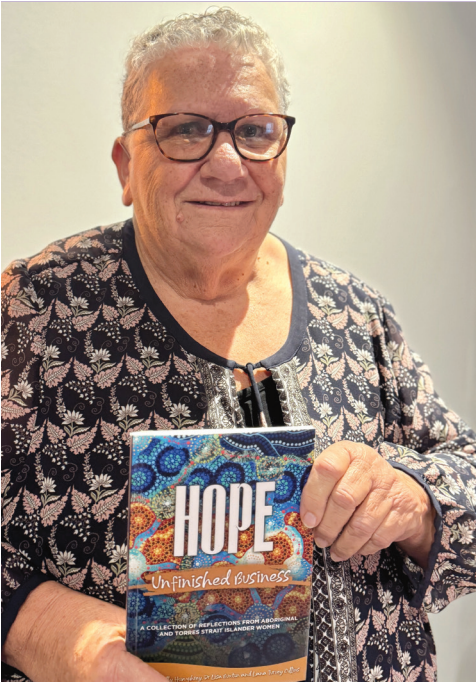
- whether they support the proposed seven-step salary model, including the IEU's proposed transitional arrangements
- preserving the Workplace Framework within the enterprise agreement and maintaining its enforceability.

The union claim also includes access to pro-rata long service leave after five years of service. The employer proposes access after seven years.

The union would welcome a more flexible approach from the employer to address the outstanding claims and progress this EA.

The IEU will continue to pursue an agreement that delivers meaningful salary improvements while protecting the conditions and rights that members have worked hard to secure.

Neal Bent Industrial Coordinator



Hope lands in the Pope's hands

The union celebrates IEU Aboriginal and Torres Strait Islander Advisory Committee member Auntie Karen Andriske and her daughter, Karina, who are among the co-authors of a new book, *Hope: Unfinished business*.

The book is a powerful collection of reflections and stories by Aboriginal and Torres Strait Islander Catholic women exploring faith, reconciliation and intergenerational healing.

In a remarkable honour, a copy of the book was recently presented to Pope Leo XIV, who reportedly looks forward to reading the stories it contains. The IEU congratulates Auntie Karen on this significant achievement.

The presentation of *Hope: Unfinished business* builds on the legacy of Pope John Paul II's historic affirmation of the dignity, culture and spiritual gifts of Aboriginal and Torres Strait Islander peoples.

Win a copy

We have two copies of *Hope: Unfinished business* to give away. Email giveaways@ieu.asn.au with "Hope" in the subject line by 24 August 2026; include your name, membership number and address in the body of the email.



Left: IEU Aboriginal and Torres Strait Islander Advisory Committee member Auntie Karen Andriske with *Hope: Unfinished business*. Above: National Director of Catholic Mission Peter Gates presents Pope Leo XIV with a copy of *Hope: Unfinished business* in June 2026.

Professional development

Join us for PD in 2026

The IEU offers members various professional learning opportunities so you can stay informed about current developments in education and the latest workplace negotiations.

We've got more great professional development coming up in Terms 3 and 4. Check out these courses and register your interest via our website: ieu.asn.au/pd-and-events

Christina Ellul
Professional Engagement Lead

AUG
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CEMA Course 2

Foundations of assessment literacy for teachers

Understanding the intricacies of performance assessment tasks is crucial for educators aiming to evaluate student learning comprehensively.

This course empowers teachers to:

- define performance assessment tasks and understand the key components that make them effective
- construct appropriate rubrics to monitor student growth and ensure consistency in judgment with minimal additional effort
- explore practical examples and work through the process of creating personalised rubrics
- evaluate and enhance skills in developing projects, investigations, and performance tasks for continuous improvement in assessment practices.

By focusing on practical, hands-on learning, this course equips educators to develop effective rubrics that improve both teaching strategies and student outcomes.

Details

When: Wednesday 5 August 3.30pm – 5.30pm

Where: Online via Zoom

Duration: 2 hours

Standards: This course provides two hours of professional development, contributing to the 100-hour requirement for maintaining your accreditation. It addresses Standards 1, 5, 6, and 7 of the Australian Professional Standards for Teachers. This course is also TQI accredited.

SEP
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CEMA Course 3

Achieving fairness and validity in assessments

Ensuring fairness in assessments is a cornerstone of effective education, closely tied to the principle of validity. Led by Professor Jim Tognolini, Director of the Centre for Educational Measurement and Assessment (CEMA) at the University of Sydney, these courses are designed to enhance your assessment literacy and practices.

This course empowers teachers to:

- understand the concept of validity and its importance in accurately measuring what is intended in assessments
- identify and mitigate threats to validity to create fair assessments for all students
- evaluate the validity of their own assessments, using evidence to support their judgments
- apply the concept of validity to assess students' knowledge, skills, and values more effectively.

By focusing on fairness and validity, this course helps educators create more equitable learning environments and improve the quality of their assessment practices.

Details

When: Wednesday 16 September 3.30pm – 5.30pm

Where: Online via Zoom

Duration: 2 hours

Standards: This course provides two hours of professional development, contributing to the 100-hour requirement for maintaining your accreditation. It addresses Standards 1, 5, 6, and 7 of the Australian Professional Standards for Teachers. This course is also TQI accredited.

AUG
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Navigating the 'manosphere':

Professional learning to support teachers in responding to manosphere harms

Presented by the Director of the Monash Gender and Family Violence Prevention Hub Dr Naomi Pfitzner and feminist academic, writer and former teacher Stephanie Wescott (see page 4), this session is for teachers, support staff and school leaders to develop knowledge, skills and confidence to address manosphere behaviours and narratives in classrooms.

Drawing on extensive research on the manosphere and its impacts in school environments, this session will equip teachers and school staff with insights into the key narratives that shape young people's engagement with manosphere ideas, provide scripts and prompts for responding to manosphere-related discourse in classrooms, and outline a diverse set of evidence-informed strategies for tackling the new challenges of classroom relations with confidence.

The session empowers participants to:

- understand and adopt intervention strategies
- demonstrate a depth of knowledge on the ideologies and narratives promoted within the manosphere, including their impact on gender relations and societal norms
- formulate plans for engaging students in conversations related to manosphere narratives and behaviours
- devise strategies for responding to incidents of sexism and misogyny by secondary students and by school staff.

Details

When: Wednesday 19 August 5pm – 6.30pm

Where: Online via Zoom

Duration: 1.5 hours

Standards: This course provides 1.5 hours of professional development, contributing to the 100-hour requirement for maintaining your accreditation. It addresses Standards 1, 4 and 6 of the Australian Professional Standards for Teachers.

OCT
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CEMA Course 4

Achieving consistent and comparable judgments across the school

Measurement error is an inherent aspect of all assessments, affecting their consistency and reliability.

This course empowers teachers to:

- understand the concept of reliability and its role in achieving consistent and comparable judgments across a school
- identify sources of error in assessments and apply strategies to minimise them
- examine summative assessments (eg NAPLAN) and formative assessments (eg observation and questioning) to enhance reliability
- use assessment results as evidence to confirm or question students' performance for a more accurate understanding of achievement.

By focusing on reducing measurement errors, this course equips educators with the tools to improve the reliability of their assessments, leading to better-informed decisions about student learning.

Details

When: Wednesday 28 October 3.30pm – 5.30pm

Where: Online via Zoom

Duration: 2 hours

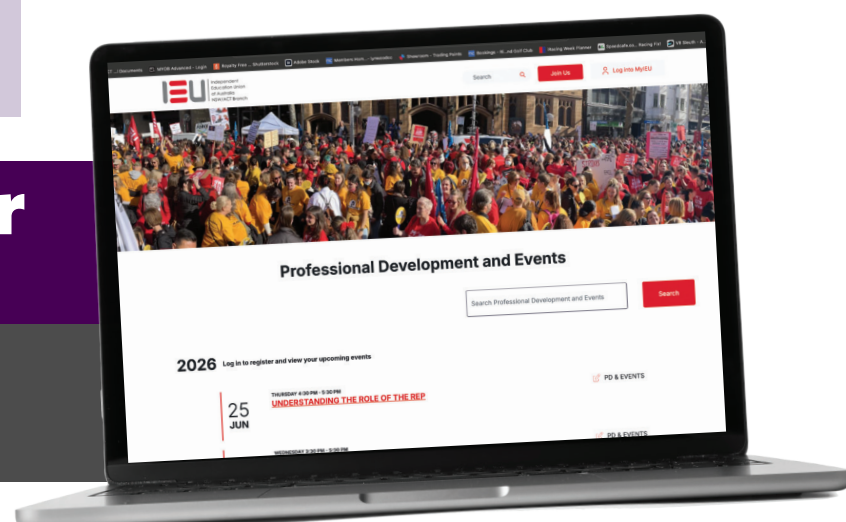
Standards: This course provides two hours of professional development, contributing to the 100-hour requirement for maintaining your accreditation. It addresses Standards 1, 5, 6, and 7 of the Australian Professional Standards for Teachers. This course is also TQI accredited.



Professional learning presenters Dr Naomi Pfitzner and Dr Stephanie Wescott addressed the IEU's Council meeting in June on interrupting the influence of the 'manosphere': see page 4.

More details and register for Zoom links

ieu.asn.au/pd-and-events or
contact us at pd@ieu.asn.au





Eliza Treble with her 10 year membership certificate at Stella Maris Catholic Primary School in Shellharbour.



Members celebrate membership milestones at St Brigid's Catholic Primary School in Gwynneville. From left, Louise Richardson (20 years), Yvonne Tasker (10 years) and Lisa Paton (10 years).



Andrina Manning, right, celebrates 30 years of IEU membership with rep Megan Patterson at St Peter's Primary School in Stockton.



Sjaan Wilson, right, marks 10 years of IEU membership with rep and IEU Vice President Support Staff Nicole Downey at St Mary's Catholic Primary School in Orange.



Anamarija O'Reilly celebrates 10 years of IEU membership with rep James McFarlane at All Saints College in Casula.



Members celebrate milestones at St Stanislaus' College in Bathurst. From left, Anthony Fisher (10 years), Bradley McCormick (30 years), and Barbara Daniels.



Members celebrate milestones at St Columba's College in Springwood. From left, Carmen Noonan (30 years), Paul Holmes (30 years) and Penny Marshall (10 years).



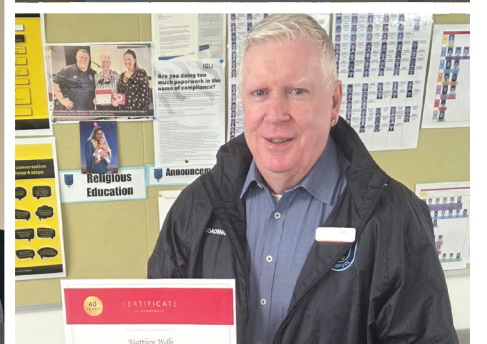
Anne Turner marks 10 years of IEU membership at Integricare Preschool Strathfield.



Dragana Zivkovic celebrates 20 years of IEU membership at Good Samaritan Catholic College in Hinchinbrook.



Marking membership milestones at St John the Apostle Primary School in Narraweena. From left, Margaret Nelson-Smith (10 years), rep Brigitte O'Connell and Michelle Leydon (30 years).



Matthew Wells marks 40 years of IEU membership at All Saints College in Liverpool.

SPOTLIGHT ON REPS

Reps from Autism Spectrum Australia (Aspect) schools joined us for training in Sydney. They talk about their love for their work and building union power.

Brittany Traish Aspect Macarthur School, Cobbitty

Brittany Traish is a co-rep at Aspect Macarthur School in Cobbitty, where she supports students from Years 3 to 6.

"I've always loved working with children, and I've always also had a special interest in working with kids with special needs and disabilities," said Brittany, who's been a teacher aide for about nine years.

"A lot of the students we work with could get left behind, so it's important to work with them and help them learn."

Brittany said she enjoys working in the classroom and watching her students grow brings her joy. "I just love being able to help people and make a difference," she said.

While Brittany loves her work, she says it can also be stressful at times. "It can be mentally and physically draining, including dealing with difficult behaviours," she said.

Yet teacher aides at Aspect schools are paid less than their counterparts in NSW government schools and Catholic systemic schools.

"Our job can be really difficult, so it seems only fair that we're paid at the same level they are," Brittany said. The IEU is currently campaigning to improve pay and conditions for teacher aides in Aspect schools.

A union member for several years, Brittany became the rep after

attending a union meeting at her school when the current rep, a teacher, asked for a teacher aide to become a union rep.

"I thought, you know, these issues are something I believe in, and I want to help," Brittany said.

Since then she's supported her colleagues in various matters. "People sometimes don't feel confident enough to speak up for themselves, so it's good to be a voice for those people as well."

Outside of work, Brittany is a keen skateboarder and a martial artist.

"I skate with my mum, who's almost 60," Brittany said. "We started skating together roughly three years ago." The pair share videos on Instagram (@2girlssk8) where they have more than 11,000 followers.

And just last year, Brittany took out a world championship in the World Koshiki Karate Tournament. "My dad's an instructor, so I've grown up in it," she said.



Kristine Bygott Aspect Central Coast School, Terrigal

Kristine Bygott is a teacher aide at Aspect Central Coast School's Senior College, which caters for 36 students on the autism spectrum.

The Senior College offers the HSC as well as community access and work experience programs for students who, for example, can take a barista course then apply their skills in the school's coffee van.

Students also have the opportunity to gain experience working in a florist and cat hotel.

"I take a group on a Tuesday to a cafe, and students either work in the kitchen, clean the tables or make milkshakes," Kristine said.

Kristine said it was wonderful to see students using their skills to gain employment after school.

"We have a really high morale among staff," she said. "But the unfair pay situation for teacher aides is contentious."

Aspect teacher aides are paid substantially less than their counterparts in NSW government and Catholic systemic schools.

The union has raised concerns with the employer about low pay for teacher aides and the failure to pay them for working additional hours or performing higher duties.

Kristine said rep training for Aspect staff had given her "a big sense of camaraderie".

Kristine is the only Aspect teacher aide rep on the Central Coast, so "to be around like-minded people is really beneficial".

An IEU member since 2013, Kristine joined the union because of the protection it offers. She put up her hand to be a rep after witnessing the union successfully resolve a colleague's workplace issue.

"The most challenging part of being a rep is just trying to get more members on board," she said.

Outside of work, Kristine has recently become an empty nester. She has also welcomed a new addition to her family – a border collie puppy called Ellie.

"I love her more than my children and my husband," Kristine joked. "We love taking the puppy away on holidays to go fishing."



Natalie Cosh Aspect Port Macquarie Campus

Natalie Cosh is the rep at Aspect Port Macquarie Campus, which provides autism-specific education programs. There are about 70 students and 35 staff at the school.

Natalie was a teacher's aide in Aspect primary school for 16 years and is now supporting secondary school students at the Aspect high school site.

Natalie's career in autism education began almost by chance when she was doing some casual work in schools. Encouraged by a colleague, she joined Aspect and quickly discovered she'd found her calling.

"I've just had a passion for it, I have a lot of interest in kids with autism," Natalie said.

"It starts with recognising that every person experiences the world differently. I just love it, I love being there, I love seeing results."

While Natalie has worked with many students, one in particular stands out. She first worked with this student when he was in kindergarten; now he's in Year 12.

While the student was once non-verbal, he has gradually developed language and communication skills. This year, Natalie is working with him in the school's agriculture program and supporting him for work experience at the Port Macquarie Willing & Able Charity Shop.

"I was with him in his first class, and I'm with him in his last class, and that's been amazing," she said.

Natalie stepped up into the rep's role last year. "I hope that I can make a difference," she said.

Her commitment to her school and its students is strong. "The school has been like a second home to me," she said.

But staff have been disappointed by pay outcomes and a lack of recognition for the work they do, particularly for teacher aides.

"We want to be on par with other schools," she said. "We just want to feel valued. We are on the ground every day making a difference to our students' lives. We are the ones making them successful. We just want fair pay."

Outside work, Natalie, who comes from Cardiff in Wales, is close to finishing a Diploma in Counselling, an interest that grew from working with students who have experienced trauma and complex needs. She has completed trauma-informed courses and a Certificate IV in Mental Health along with lived experiences.

"I'd love the opportunity to do some counselling with teenagers," she said.

Natalie is also considering volunteering with Lifeline, which also requires extensive training. "Just helping to save someone," she said. "You've got to hope you've made a difference."



Reps training

Are you a newly elected rep or has it been some time since you last had any union training?

If so, register for reps training now to gain:

- an understanding of your rights and responsibilities as a rep
- strategies for running a successful chapter and for growing membership
- useful skills for supporting members
- an understanding of the current industrial landscape
- an overview of where your entitlements come from.

To attend this training, you need to be officially recorded as a rep on the IEU database

(check with your IEU organiser or call us on 8202 8900). We urge newly elected reps or reps who have not attended training in the previous 12 months to register.

We also offer advanced training for experienced reps looking to strengthen their skills in building strong chapters.

IEU reps are entitled to reasonable access to paid time during normal working hours for training relating to their role as a union delegate. Please contact the IEU if you experience any issues with accessing your leave entitlements.

Email repstraining@ieu.asn.au for more information or contact your school's IEU organiser.

Foundation reps training

Fri 24 Jul Canberra

Tue 8 Sep Wollongong

Fri 30 Oct Sydney

Advanced reps training

Fri 14 Aug Orange

Wed 9 Sep Sydney

Fri 11 Sep Newcastle

Thu 17 Sep Wollongong

Fri 18 Sep Sydney

Present tense Taylors staff vote yes

The IEU advocates for better pay and conditions for members in the post-secondary and English-language college (ELICOS) sectors, with a strong focus on negotiating enterprise agreements.

These agreements must deliver pay and conditions that exceed those set out in the underlying award.

Taylors College

Teachers at Taylors College, which runs the University of Sydney's Foundation courses, in June voted in favour of a union-negotiated agreement. This includes pay rises of 3% backdated to 1 July 2025 and 3% from 1 July 2026.

Negotiations for this agreement were long, as the employer sought to cut current conditions. However, IEU members stood firm, and in the end those existing conditions were maintained.

WSU The College

The union is close to finalising negotiations with WSU The College.

Pay rises are largely agreed, including annual 3.5% pay rises from July 2026 to July 2029. The new agreement is also likely to include a pay rise of 3.25% backdated to July 2025.

Voting on the new agreement is expected to take place in July.

Other negotiations

The union has begun negotiations at WSU The College's subsidiary, International College (largely run by Navitas).

Members are seeking similar pay rises to those in the main college, along with some improvements to casual conversion and dispute resolution. The union plans to finalise this agreement in the coming months.

Negotiations will also soon commence at UNSW College.

Union deals better than awards

Enterprise agreements must include provisions that are superior to the award.

The *Fair Work Act* includes provisions relating to "good faith bargaining", under which an employer can be compelled to bargain when it can be shown that a majority of employees (or section of employees, such as teachers) want this to occur.

To find out more about how this might work at your college, contact the IEU.

Award increases

From 1 July, all award rates will increase by 4.75%, following the Fair Work Commission's annual wage review decision.

This includes pay rates in the *Educational Services (Post-Secondary Award)*, which covers the majority of employees in the post-secondary education sector.

For teachers classified at Level 4 of the award, the annual full-time salary will increase from \$66,030.89 to \$69,167.36.

The Level 4 casual rate will rise from the current \$63.25 per hour to \$66.25.

A Level 7 teacher's annual salary will increase to \$75,528.08, with the casual hourly rate going up to \$72.34.

On Level 12, those rates will now be \$85,926.92 (annual) and \$82.57 (casual hourly).

General staff wages will rise similarly. The annual pay of a long-term Level 3 employee will increase from \$61,822.72 to \$64,759.30; a Level 5 employee's annual pay will rise to \$77,338.48 and a Level 7 employee to \$90,972.31.

Award rates have increased by about 19% in the past four years.

With inflation an ever-present concern, these regular salary increases have helped lower-paid workers keep pace with rising costs.

They are also the result of ongoing advocacy by the IEU and the broader union movement, as well as the federal Labor government.

Kendall Warren Organiser

MEET OUR MEMBERS

April Lord A love of languages

A passion for learning about other cultures inspired April Lord to become a language teacher, writes Andrew Taylor.

From the far west of NSW to Japan and France, April Lord's students can be found across the world – as well as the NSW mid north coast – thanks to her school's unique global reach.

April teaches Japanese and French at Bishop Druitt College, a K-12 independent Anglican school in Coffs Harbour.

The school also offers distance education to Year 11 and 12 students living in remote and rural areas or travelling overseas for sporting competitions and student exchanges in countries such as India, Thailand, Cambodia, Japan and France.

"We broaden our students' horizons and give them an opportunity to experience other cultures," April said. "I really am excited to be working at this school."

True calling

April said she "fell in love" with teaching while on a student exchange program in Japan. She also taught English to preschoolers and high school students attending after-hours tutoring schools.

"It's when I realised my true calling, and was like, 'yep, I think I'll go back to Australia and become a teacher'," she said.

April studied several languages at school before settling on French and Japanese for the HSC.

"The idea of exploring different cultures and linguistic structures really struck a chord," she said. "It helped that languages seem to come naturally for me."

April was also inspired to pursue teaching by one of her Japanese teachers who "cemented my love of languages".

"She instilled that love and built that connection between my love of Japan and the language," she said.

Passport to another world

Unfortunately, these days fewer students experience the joy of learning another language and culture, with the number of language students in steep decline.

Arresting this decline requires innovative teaching methods, April said.

"I treat languages more like a living, breathing passport to another world, not just a subject on a report card.

"Kids don't fall in love with grammar at first sight. They fall in love with a culture, whether that's music or anime or manga."

This is why April introduces her Japanese language students to the country's rich culture, such as convenience store trends and the etiquette of bowing. Her French students learn from graphic novels and music as well as grammar textbooks.

"When students see the language as a key to unlocking content they find cool and interesting, I think that's what motivates them to learn," she said.

Strong collective support

An IEU member since 2006, April said the union plays a vital role in providing professional support, advocacy and representation for teachers.

"Teaching is a demanding and constantly evolving career, so being part of a union is insurance that there is strong collective support for our rights, working conditions and professional wellbeing," she said.

April said there are growing expectations about student wellbeing and tailoring learning to meet individual needs.

There is also more pressure to respond to emails from students and parents, which is why the right to disconnect is crucial for school staff.

Outside of school, April is passionate about horses. She shares this passion with her daughters who compete in elite horse-riding competitions.

"That's where we spend most of our time," she said. "But I really value spending quality time with my family and friends, and obviously living on the mid north coast, we have the most gorgeous beaches."

"I treat languages more like a living, breathing passport to another world, not just a subject on a report card."



Language teacher April Lord, above, and below, with her daughters on a Bishop Druitt College trip to Japan.



Andrew Geoffrey Kwabena Moss The poetry of life

"Collective bargaining is really what has brought better conditions for people throughout history."

Writing and performing helps this teacher make sense of the world, writes Andrew Taylor.

Students at St John Paul II Catholic College in the Canberra suburb of Nicholls might have been surprised to find their English and humanities teacher Andrew Geoffrey Kwabena Moss on a stage on a brisk autumn night.

Andrew was reading from his latest work, *Hybrid Heaven & other(ed) poems*, at performance venue Smith's Alternative. He performed *Morning Ode*, a tribute to his Anglo-Ghanaian heritage.

"I thoroughly enjoy performing poetry," he said. "It gives you these additional tools to engage your audience."

Making sense of the world

Hybrid Heaven is described as a genre-defying collection that moves between Canberra, the Caribbean and Ghana as it ranges across topics such as migration, music and what it means to belong.

The cover of *Hybrid Heaven* features an adinkra symbol – used by the Akan people of Ghana – representing two crocodiles that struggle over food yet share a stomach.

"I think it's a beautiful symbol of the commonality we share despite what appears on the surface to be differences," he said.

Other works by Andrew include the 2022 novella *Nicked Names* and poetry collections *Japanabandon*, *Manifest.oh!*, *Diaspora?*, *Objections*, *Scars & Artefacts* and *Outside of Here. Outsider Hear!*

Andrew's poetry draws on his cultural identity as well as experience of living in England, Japan and Australia.

"I first started writing poetry in my 20s, I suppose, as a way of making sense of the world around me," he said.

Love of learning

Andrew dispels the notion that teaching English and humanities in suburban Canberra is mundane compared to living and working overseas: "It has a multicultural population that is mirrored at the school, and that's something that absolutely attracted me."

Andrew's teaching career began in Japan where he taught English as a second language to preschoolers, their parents and school students.

He returned to England to study teaching at university and worked in a London school for 12 years before moving to Australia in 2012.

Andrew, who is also a creative writing teacher and PhD student at the University of Canberra, said his ambition is to retain the joy and enthusiasm he felt as a new teacher.

"I've never had any managerial aspirations beyond managing the classes in front of me," he said. "I love learning and I love language."

Collective power

The impact of technology on teaching is one of the changes Andrew has experienced during his career. He has also observed shifts in pedagogy – from inquiry-based learning to more explicit teaching styles.

"What remains the same is the interaction between student and teacher, the love of learning and the exchange of information that happens at a human level," he said.

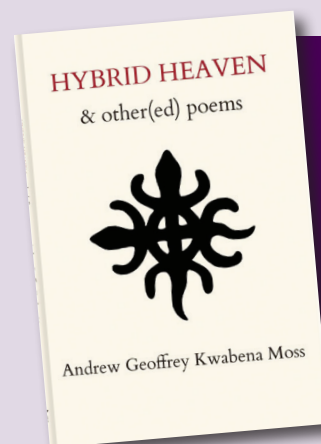
"That is still a constant source of enjoyment and challenge as well." An IEU member since 2019, Andrew said unions have long been vital for safeguarding rights and improving working lives.

"I'm a great believer in the power of people uniting," he said. "Collective bargaining is really what has brought better conditions for people throughout history."

Beyond the school gate, Andrew is an avid music fan; his most recent concert was Genesis Owusu.

He is also a keen runner and enjoys being "engulfed" in the environment.

"There's something about the pace of running, excuse the pun, but often ideas do come from that change of pace and observing the world around you," he said.



Win a copy

We have a copy of *Hybrid Heaven & other(ed) poems* by Andrew Geoffrey Kwabena Moss to give away. To enter, email giveaways@ieu.asn.au with the book's title in the subject line by 24 August. Include your name, postal address and membership number in the body of the email.

Going the extra mile: Teaching in remote schools



Left: St Therese's principal Jeremy Auld, second from right, with staff, students and the school bus. Above: St Therese's staff and students at the Wilcannia street named after the school.

A teacher in a remote school is a valued member of the community, writes Andrew Taylor.

Jeremy Auld begins most school days behind the wheel of a mini-bus, driving along dusty roads to pick up students enrolled at St Therese's Community Parish School in Wilcannia.

There are no bus stops in the outback NSW town, almost 1000 kilometres north-west of Sydney.

Instead, Jeremy drives to each student's home to pick them up before school, and drop them home after. He is accompanied by the school's Aunties who provide insight into events affecting the community such as Sorry Business.

"The children don't bring anything with them apart from the clothes on their back," Jeremy said.

"We give them four meals a day. We provide breakfast, crunch and sip, lunch and then a fruit break."

Rewarding job

Driving the school's bus is one of the unique aspects of Jeremy's job as principal of St Therese's, which has 34 students, 32 of whom are Indigenous.

Providing free meals is another initiative to encourage students to attend school.

The ABC in May reported that St Therese's and Wilcannia Central School had attendance rates below the NSW average of 88 per cent.

However, Jeremy said St Therese's had recorded a steady improvement in student attendance in the past 12 months.

"Lots of our students have a big challenge of poverty [and] the community is quite isolated," he told the ABC.

Jeremy said many students are eligible for support under the National Disability Insurance Scheme, with school staff assisting families to navigate the complex paperwork required to access funding.

"Sometimes I walk down the street and feel a bit like a rock star."

Jeremy moved to Wilcannia with his family in 2022 to take on the role of an additional needs teacher. He was appointed acting principal in 2023, and principal in 2024.

He said the family decided to sell their house in Hillston, in the NSW Riverina, before they moved to the outback town.

"We thought if we have something to go back to, you know, we might say 'This is too much'," Jeremy said.

But he said the community is one of the most welcoming he has ever lived in.

"My family has been allowed to join performances by the local Barkindji Baaka dance group," he said.

An IEU member since 2014, Jeremy said the union provided important protections in the workplace for teachers and school staff.

"It's good to know the union is working to improve our pay and conditions," he said.

Close-knit community

A remote community such as Wilcannia offers both challenges and rewards for teachers, many of whom are at the beginning of their career.

"We have a really close-knit community of teachers and staff at the moment," Jeremy said. "We enjoy spending a bit of time together and we feel well supported by Catholic Education Wilcannia-Forbes staff."

Services that city-dwellers take for granted – such as shopping for fresh fruit and vegetables – often require driving almost 200 kilometres to Broken Hill.

However, Jeremy said living in Wilcannia offered the opportunity to become part of the community and students' lives as they grow up.

"Sometimes I walk down the street and feel a bit like a rock star, with everyone calling to me from across the street," Jeremy said.

Outside of school, Jeremy plays rugby league for local team the Wilcannia Boomerangs.

He said school staff are known by students, the community and on the football field.

"It is not unusual to hear 'pass it here, Mr Jeremy', from adult men when I'm playing footy.' Or 'Good run, Mr Jeremy' from the crowd," he said.

Teachers Health Member Rewards – just for you

As the not-for-profit health fund for the education community, Teachers Health exists to support the wellbeing of teachers, support staff and their families through a value-driven purpose and a shared commitment to care, community and putting members first.

Member Rewards* is one of the ways that purpose comes to life, helping eligible members get more from their everyday spending.

Through Member Rewards, members can unlock exclusive offers and discounts across shopping, travel, dining, entertainment, wellbeing and family experiences. It's a simple way to access additional value through everyday purchases and experiences.

Members who join can also earn cashback from leading brands across fashion, beauty, technology, home and more. By linking a debit or credit card and shopping as usual, cashback is automatically added to their Member Rewards account, with no codes, coupons or extra steps required. It works seamlessly in the background, helping members unlock additional value from their everyday spending.

Included as part of eligible Teachers Health membership, Member Rewards is designed to help members make the most of their membership beyond health cover. From everyday essentials to special occasions, the savings and cashback can build over time, helping members get more from every dollar spent.

To explore the offers, discounts and cashback available through Member Rewards, visit: www.teachershealth.com.au/member-rewards

Together, these benefits reflect Teachers Health's commitment to delivering value in ways that matter to the education community, delivering practical value alongside their cover and helping membership go further.

Helping members get more from their membership has long been central to Teachers Health, and that focus continues under our new CEO, Simone Tregage. Following Brad Joyce's retirement after 20 years of leadership, Simone steps into the role with a shared commitment to delivering value for members and the education community.

Learn more about Simone's appointment and the next chapter for Teachers Health Group: www.teachershealth.com.au/new-ceo

At its core, Teachers Health remains guided by a value-driven purpose, grounded in the shared values it holds with the education community, and committed to helping members get more from their membership every day.

*Eligibility and conditions apply. *Member Rewards is powered by Covalent API. By participating in Member Rewards, you agree to be bound by the Member Rewards Terms & Conditions and the Covalent API Privacy Policy.*

Made to go further for you

The health insurer created for the education community

Teachers Health



Payday super

More progress towards secure retirement

Unions have always campaigned for a dignified retirement for all working people.

When union members won superannuation more than 30 years ago, it was a vital step towards achieving this aim.

The Albanese Labor government has taken another step with a new law to ensure employers pay super when they pay wages – not months later. The law came into effect on 1 July 2026.

Payday super means an employee's superannuation must be paid into their super fund at the same time their wages are paid.

School employers must update payroll systems, so members see their super land every pay cycle – on time, every time. Contributions generally have to reach funds within seven business days of payday, ending what for some was a quarterly lag.

Why this change matters

More frequent payment of superannuation empowers employees to track their entitlements,

and makes it harder for disreputable employers to exploit the system.

Employees will be able to see these payments by reviewing both their payslip and superannuation account transactions.

They can hold employers to account by raising non-compliance directly with their employer, their union, the Fair Work Ombudsman or the Australian Taxation Office.

The Treasurer has called unpaid super “a form of wage theft” and flagged stronger, faster enforcement.

Each year more than \$5 billion that should be in workers' accounts is not paid, hitting young workers, women, migrants and insecure workers hardest. Now, employers will have to fix late or missing payments quickly and repeat offenders will face tougher penalties. Workers will be compensated for any lost earnings.

Requiring employers to pay super on pay day means millions of workers will retire with more in their super fund.

Features of the new super laws:

- pay super on payday (at the same time as wages)
- funds must receive the Superannuation Guarantee (SG), currently 12 per cent, within seven calendar days of payday
- a redesigned Superannuation Guarantee Charge (SGC): auto-calculates, simplifies, issues tougher penalties, ensures workers are compensated.

A dignified retirement

Union members have long insisted on the right to a retirement that is supported and dignified. This is what the superannuation system is intended to do.

Superannuation emerged as a major industrial issue from the 1960s, with the Waterside Workers' Federation starting a fund for stevedores in 1967.

Union members campaigned throughout the 1970s and 1980s for the right to superannuation,

often facing fierce resistance from employers.

A system of compulsory superannuation was introduced in 1992 by the Keating Labor government. Unions agreed to forego a 3% pay increase which was instead put into the new superannuation system.

From 1992 to 2002, the level of compulsory super (the SG) rose to 9%. Campaigning by unions and their members has seen the SG increase to 12% from 1 July 2025.

More money at retirement

Paying super on payday means compounding starts sooner.

The federal government says a typical 25-year-old could retire \$6000 better off, while industry analysis points to an average boost of \$7700.

If your employer doesn't pay super when they should – contact the IEU.

Super that works harder for your future.

- ✓ Support and advice for every life stage.
- ✓ Focused on delivering strong performance.
- ✓ Competitive fees - so more of your money stays invested.
- ✓ Award-winning service.

Built for what matters

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Union resources

The IEU provides various resources for reps and members, including recruitment posters, information series and fact sheets on rights and responsibilities, women and equity information, and calendars. Ask your organiser for any resource you need, or download from our website:

ieu.asn.au/resources



A bank built by teachers, for teachers

Teachers Mutual Bank was created for one simple reason: to give teachers a better deal in banking.

More than 60 years ago, a group of teachers came together with a simple belief: by pooling their money and supporting one another, they could build something fairer than the big banks of the day. A bank that understood their lives. A bank that put people before profit.

From that belief, a small credit union was born – one that has grown into today's Teachers Mutual Bank. And that founding purpose still guides everything we do.

We're proudly member-owned. That means we don't answer to external shareholders. We answer to teachers, education workers and their families – the people who own the bank and rely on it every day.

That's why we design our products, policies and support around teachers' real needs. From making home loans more accessible for casual and relief teachers, offering everyday accounts and savings accounts with \$0 monthly fees, providing mobile bankers who can meet you at your school, at home or over the phone, and an Australian-based call centre where real people take the time to listen and help.

From humble beginnings, we've grown to become one of Australia's largest and most respected mutual banks. Today, we're part of Teachers Mutual Bank Limited. Alongside Australian Mutual Bank, Health Professionals Bank, Firefighters Mutual Bank and UniBank, we serve over 280,000 members across education, healthcare and emergency services.

Find out more: www.tmbank.com.au/about/why-join-us

Membership eligibility applies to join the Bank. Teachers Mutual Bank is a division of Teachers Mutual Bank Limited ABN 30 087 650 459 AFSL/Australian Credit Licence 238981.



2026 IEU Environment Conference

Wild Learning

at Taronga Zoo



When

Friday 7 August 2026, 9am to 3pm

Where

Taronga Zoo, Sydney

Cost

Members \$100 / Non-members \$150 (includes morning tea and lunch from Kalico Indigenous Catering)

Join fellow IEU members at Taronga Zoo for a day of Wild Learning.

This event is a unique and engaging professional learning experience that will help you get your students outdoors and reconnecting purposefully with nature.

Discover ways to nurture curiosity, critical thinking, creativity and care for the natural world through meaningful, student-centred learning.

Whether you are an early childhood, primary or secondary teacher, Wild Learning offers meaningful ideas you can take back to your classroom.

Book today! Strictly limited to 50 participants. Scan the QR code below.

Highlights

- Explore nature journaling, enrichment design, real-world problem solving, practical methods for guiding students to collect, sort, record and analyse real data, and fostering a deeper understanding of innovation in the natural world.
- Learn practical strategies to inspire students to think like designers, scientists, and conservation problem-solvers.
- Build your confidence in outdoor learning to empower students to appreciate, understand and protect the natural world.
- Gain knowledge, strategies and classroom resources to guide students in designing solutions that support animal behaviour, welfare and wellbeing.
- Leave equipped with fieldwork methods, classroom activities, and the knowledge to help students collect and interpret data that connects them deeply to the natural world.

Authorised by Carol Matthews, Secretary, IEUA NSW/ACT Branch

Scan here to book



Independent Education Union of Australia NSW/ACT Branch

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Time capsule 2006

The rights of working people were at stake in 2006 as the federal government sought to take them away through WorkChoices – and the union movement fought back.

Your rights at work – worth fighting for

The union movement's opposition to WorkChoices through the Your Rights at Work campaign dominates the pages of *Newsmonth* in 2006.

The *Workplace Relations Amendment (Work Choices) Act* 2005 came into effect on 27 March 2006.

This legislation removed unfair dismissal protections for tens of thousands of Australian workers. It removed the “no disadvantage” test from industrial law which required that workers be no worse off under any new enterprise agreement. Penalty rates, long service leave and annual leave loading all came under attack.

WorkChoices attacked union power and restricted the rights of workers to take industrial action. WorkChoices promoted the primacy of individual employment contracts over collective agreements.

IEU members in many NSW independent schools were impacted as employers transitioned from the State Award into the federal industrial relations system. Members in numerous schools banded together to ensure their employers did not impose non-union agreements with inferior salaries and conditions.

Not all employers saw the attack on workers' rights as a proper or moral position and numerous churches, including the Catholic church and the Uniting church opposed the legislation.

The then Bishop of Armidale, Kevin Manning, said the legislation was “spectacularly inadequate when tested against the principles of Catholic social teaching”.

The ACTU had launched its Your Rights at Work campaign in 2005 when the intent and detail of the proposed legislation had become known, led by then ACTU Secretary Greg Combet. Unions NSW was led by John Robertson.

The Your Rights at Work campaign has been acknowledged as playing an important role in defeating the Howard government in the 2007 election.

Newington College rallies against WorkChoices

Newington College threatened to require teachers in senior promotion positions to reapply for their jobs with a significant diminution of salaries and conditions.

Strong action from the school's IEU chapter, led by rep Michael Davis with support from the broader IEU, saw members from NSW, the ACT, Queensland and Western Australia send messages of solidarity to their colleagues at Newington.

Substantial media attention, including a visit from the Chaser comedic-satire team, brought a national focus to the potential impact of WorkChoices on teachers and school staff everywhere.

Union solidarity won the day, and teachers were not required to reapply for their jobs.

Three-band agreement

The IEU and the Association of Independent Schools (now called Independent Schools NSW) negotiated two model agreements for teachers in those schools determined to be in the federal system.

One agreement was based on the NSW Award and the other included a new progression system with only three bands and a newly created process to access Band 3.

Community preschools

Community preschools held a “Protest Play Day” on 8 April, wearing red to draw attention to underfunding of the sector. Sound familiar? See page 5.

International solidarity

Union Aid Abroad – APHEDA reported on the work it was doing in Aceh, Indonesia, following the 2004 tsunami that devastated the region.

The IEU's partnership with APHEDA goes back to the year it was founded in 1984. If you're an APHEDA member, don't forget to claim your donations on your tax return. If you're not a member and would like to contribute to APHEDA's work, visit: apheda.org.au

A-to-E reporting

The federal government mandated A-to-E reporting, which was tied to government funding.

The union raised concerns with then Education Minister Julie Bishop about the inadequate timeline for implementation, the increase in workloads and the poor level of information provided to teachers.

Other concerns included that outcome-based reporting was inconsistent with A-to-E reporting and how it would work for students with special needs.

The union met with some employers who misunderstood the legislation as requiring increased numbers of parent-teacher evenings.

The year at a glance

IEU membership: 27,461
2982 members joined the IEU in 2006; 20 years later, 467 are still members
NSW Premier: Morris Iemma
NSW Education Minister: Carmel Tebbutt
NRL Premiers: Brisbane Broncos
AFL Premiers: West Coast Eagles
Academy Award Best Picture: *Crash*
Booker Prize: *The inheritance of loss*, Kiran Desai
ARIA Music Awards: *Tea and sympathy*, Bernard Fanning; *Black finger*, red wine, Eskimo Joe
Australian of the Year: Professor Ian Frazer for his groundbreaking work in co-inventing the world's first cervical cancer vaccine (Gardasil)
Nobel Peace Prize: Muhammad Yunus and Grameen Bank – “for their efforts to create social and economic development from below” through providing small, collateral-free loans to impoverished people.

David Towson Deputy Secretary



From the archives: Teachers learning from travel

The Howard government's radical overhaul of industrial relations laws, known as WorkChoices, featured strongly in the pages of Newsmonth throughout 2006 (see Time capsule above).

A cartoon published in one edition depicted a steel-framed house protecting the collective, while a boot hovered menacingly over the individual.

NSW government funding for community preschools was an issue, as it is now.

IEU Vice President Early Childhood Services Helen Inglis was critical of the 2006 NSW state budget: “The amount of money allocated is far short of what is required.”

“Sadly, a considerable sum has been allocated to encourage and support preschools to move to long day care,” she wrote.

Technological advances

Several members were invigorated by experiences overseas, including a teacher

who went on a “fact-finding mission” to see social programs in Venezuela under the Hugo Chavez government.

He returned inspired by the ‘participatory’ model of government and keen to apply the principles in the classroom.

“In Venezuela... people get together to decide and discuss things,” he said.

The wonders of technology proved invaluable for teachers on exchange programs.

IT teachers from Canada and Australia used cutting-edge technology such as “Skype (an internet-based phone service)”, and “Google Earth (online maps and satellite images)”.

Both teachers “set up online public diaries (blogs) to document their travels.”

Our member found it wasn't only family and friends reading his blog.

“We get people from all over the world reading it and writing to us about it,” he said. “It's quite surprising to us!”

Cycling culture

A later issue of *Newsmonth* featured a physical education teacher on exchange in Hamburg whose fascination with the city's strong cycling culture prompted her to successfully apply for a NSW Premier's Teacher Scholarship.

“Bikes were everywhere and it was a well-respected mode of transport,” she said. “Families cycle together from a young age,” she said.

She returned to Australia passionate about incorporating cycling into our culture and keen to ride the bike she'd owned for 30 years.

Teacher Pat Devery was also awarded a NSW Premier's Teacher Scholarship to travel to Greece, Italy and the UK to develop his teaching of Ancient History. He encouraged colleagues to apply for such opportunities.

Of course, Pat is now an IEU Assistant Secretary after heading the union's professional development program for many years.



Australian Government
Australian Taxation Office

If you're a teacher it pays to learn what you can claim



To claim a deduction for work-related expenses:

- you must have spent the money yourself and weren't reimbursed
- it must directly relate to earning your income
- you must have a record to prove it.*

You can only claim the work-related portion of an expense. You can't claim a deduction for any part of an expense that does not directly relate to earning your income.

* You can use the myDeductions tool in the ATO app to keep track of your expenses and receipts throughout the year.

Car expenses

✗ **You can't claim** the cost of normal trips between home and work, even if you live a long way from your usual workplace or have to work outside normal business hours – for example, attending parent-teacher interviews.

✓ **You can claim** the cost of using a car you own when you drive:

- directly between separate jobs on the same day (but not if one of the places is your home) – for example, travelling from your first job as a teacher to your second job as a tutor
- to and from an alternative workplace for the same employer on the same day – for example, driving from your regular school to another school to moderate exam results
- from home directly to an alternative workplace – for example, travelling from home to a training venue to attend a work-related training course.

✓ In limited circumstances, **you can claim** the cost of trips between home and work, where you carry bulky tools or equipment for work.

All of the following must apply:

- the tools or equipment are essential to perform your employment duties and you don't carry them merely as a matter of choice
- the tools or equipment are bulky – meaning that because of the size and weight they are awkward to transport and can only be transported conveniently using a motor vehicle
- there is no secure storage for the items at the workplace.

If you claim car expenses, you can use the logbook method or the cents per kilometre method to calculate your deduction.

If you claim your work-related car expenses using one of the above methods, you can't claim any further deductions in the same tax return for the same car. For example, petrol, servicing or insurance costs.

Clothing and laundry expenses (including footwear)

With a few exceptions, clothing can't be deducted as a work-related expense.

✗ **You can't claim** the cost to buy, hire, repair or clean conventional clothing you wear for work, even if your employer requires you to wear it and you only wear these items of clothing at work. 'Conventional clothing' is everyday clothing worn by people – for example, sports clothing or business attire.

✓ **You can claim** the cost to buy, hire, repair or clean a compulsory uniform. The uniform must be explicitly required by a workplace agreement or policy.

✗ **You can't claim** a deduction if your employer pays for or reimburses you for these expenses.

Self-education and study expenses

✓ **You can claim** self-education and study expenses, including the cost of conferences, seminars and training courses, if your course relates directly to your employment as a teacher and it:

- maintains or improves the skills and knowledge you need for your current duties
 - results in or is likely to result in an increase in income from your current employment.
- For example, a course in working with children with special learning needs.
- ✗ **You can't claim** a deduction if your study is only related in a general way or is designed to help you get a new job.

Working from home expenses

✓ **You can claim** a deduction for running expenses you incur directly as a result of working from home. You must:

- use one of the methods set out by us to calculate your deduction
- keep the correct records for the method you use.

✗ **You can't claim:**

- coffee, tea, milk and other general household items, even if your employer provides these at work
- costs that relate to your children's education, for example, iPads, desks, subscriptions for online learning
- the decline in value of items provided to you by your employer – for example, a laptop or a phone
- any items or expenses your employer pays for or reimburses you for, including setting up your home office.

Other expenses

✓ **You can claim** the work-related portion of other expenses that relate to your employment, including:

- **union and professional association fees**
- phone and internet costs, with records showing your work-related use
- excursions, school trips and camps
- first aid courses if you are the designated first aid officer
- teaching aids
- technical or professional publications.

✗ **You can't claim** private expenses such as:

- gifts you purchased for students
- meeting students' personal expenses – for example, paying for lunch, excursions or school books
- flu shots and other vaccinations, even if you're required to have them for work.

✗ **You can't claim** a deduction if the cost was met or reimbursed by your employer.

TOP TIPS THIS TAX TIME

With tax time here, tax tips are everywhere. While some advice is helpful, other claims don't quite add up. With information spreading quickly through AI tools, social media and group chats, it can be difficult to tell what's accurate and what's not.

This year's message from the Australian Taxation Office (ATO): pause and check the facts. Taking a moment to consider where the information comes from can save you time, reduce mistakes and avoid the need for amendments later.

Here are some practical ways to stay on track this tax time:

- Use trusted sources like ato.gov.au, the ATO app or a registered tax professional.
- Make sure claims are supported by records. No records means no claim.
- Check ATO Community to see answers to common questions and check what others are asking.
- Be cautious of advice promising big deductions or 'secret' tax tricks.
- Look out for common mistakes like over claiming, missing income or lodging before your pre-fill is ready.

For reliable information, tailored for your occupation, the ATO's occupation guides are a great place to start. They explain:

- what income you must declare
- which deductions you may be able to claim
- what records you need to keep.

Before you lodge, check the facts at ato.gov.au/teacher

After you've lodged your return, the quickest and easiest way to check the progress of your tax return is with the ATO app or by logging into ATO online services through myGov. Remember, most tax returns lodged online take about 12 business days to be processed.

This is a general summary only

For more information, go to ato.gov.au/teacher or speak to a registered tax professional.

AROUND THE GLOBE

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

Solidarity not charity: More than 40 years of global justice

Members of the IEU Council recently heard from the Executive Officer of Union Aid Abroad – APHEDA, Clare Middlemas. Clare shared stories of international solidarity and highlighted the important role Australian unions play in supporting workers, communities and social justice movements around the world.

APHEDA was founded in 1984 after Australian nurse Helen McCue returned from Lebanon, where she had witnessed the impact of the Norwegian trade union movement's overseas aid work.

Inspired by the idea that Australian workers could make a similar contribution to vulnerable communities facing hardship and injustice, Helen took her proposal to then ACTU President Cliff Dolan. Soon after, APHEDA was established as the global justice organisation of the Australian union movement.

Over the past four decades, APHEDA has supported movements for democracy, human rights and workers' rights across the globe.

From Palestinian refugee camps in Lebanon, to Cambodia, Vietnam, Timor-Leste, the Thai-Myanmar border and playing a leading role in the solidarity effort of the anti-apartheid movement in South Africa, APHEDA's on-the-ground assistance aims to address the causes of injustice and inequality, not the symptoms.

Today, APHEDA works with 64 partner organisations across 18 countries in the Asia-Pacific and Middle East. Its ethos is grounded in the union values of dignity at work, social justice, economic equality and human rights.

As Clare emphasised, APHEDA's approach is not charity but empowerment. APHEDA supports workers and communities to build their own collective strength and advocate for change.

IEU's longstanding support

The IEU has a proud history of supporting APHEDA and its international solidarity projects.

During her presentation, Clare thanked the IEU for its commitment, particularly at a time when global conflict, inequality and attacks on workers' rights continue to intensify.



APHEDA Executive Officer Clare Middlemas, left, with IEUA NSW/ACT Branch Secretary Carol Matthews, a long-time APHEDA member, at the IEU's June Council meeting.

One of the strongest examples of this partnership is Timor-Leste. During the struggle for independence and the rebuilding period that followed, Australian unions stood alongside the Timorese people.

The IEU played a role in supporting education initiatives, helping provide resources to schools, assisting with teacher training and contributing to the development of Timor-Leste's teachers' union movement.

That solidarity continues today. Since 2016, the IEU has jointly supported Timor-Leste farmers to organise and advocate for their rights by establishing and strengthening unions. This project helps farmers gain access to land, develop sustainable farming techniques and build collective power.

The IEU also supports APHEDA's work with the Karen Women's Organisation on the Thai-Myanmar border. Despite the challenges created by conflict, displacement and USAID funding cuts, the organisation continues to provide education, health services and leadership development for women and children in refugee communities.

More broadly, APHEDA is working alongside Education International and unions across the Pacific to strengthen teachers' unions and campaign for quality public education, better pay and conditions, and safer workplaces.

Why become an APHEDA member?

A key message from Clare was that APHEDA's work depends on solidarity. Individual members make regular contributions that help fund projects supporting workers, women's organisations, teachers' unions and community groups across the world.

Joining APHEDA is a practical way for union members to extend the values they uphold in their workplaces to the international stage. Many IEU members are also APHEDA members. They are proudly part of a global movement that stands for justice, equality and human rights.

As Clare reminded more than 100 delegates at IEU Council, the challenges workers face today – inequality, exploitation, racism, conflict and climate change – do not stop at Australia's borders.

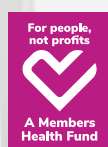
Join APHEDA today: apheda.org.au/join

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Eligibility criteria and conditions apply.

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Jacqui,
IEU and Teachers Health member





Just starting your career as a teacher? THIS IS FOR YOU

When you're working, chances are super isn't something you think about. That was the case for PE teacher Sarah. Retirement felt a long way off, and superannuation seemed confusing and easy to ignore.

That changed in late 2025, when she met with an NGS Super Specialist Steven Brown. What started as a simple conversation quickly became an eye-opening experience.

Yes, super matters

"During my first meeting with Steven, I realised there were ways I could make the most of my super, simply because I have time on my side. I hadn't really thought about that before," Sarah said.

Steven walked her through the basics and explained that with two very simple steps, Sarah could instantly improve her super savings.

For the first time, super didn't feel distant or complicated, it felt manageable and something Sarah could take control of.

"Knowing there's someone I can speak to when I have questions has made everything feel much easier," she said.

The first step: Consolidate your super

"Consolidating super is just bringing super into one fund. Often, people can have more than one super account from having worked at different jobs. That was the case for me," Sarah said.

"It meant everything was in one place."

Aside from being easier to manage, consolidating super often means fewer fees. This was a quick and easy win for Sarah.

Learn how to consolidate your super: ngssuper.com.au/super/manage-my-super/consolidate-super

Making extra contributions

Before meeting Steven, super barely crossed Sarah's mind. But she soon discovered the advantage of starting early. Even small additional contributions can grow significantly over time thanks to compounding interest.

"I now understand that starting early means my money can grow in the background while I focus on everything else in life," Sarah said.

Sarah's now planning to make small extra contributions from each pay. "It's a simple step, but one I wouldn't have thought to do."

Find out how to start making extra contributions: ngssuper.com.au/insights/super-tips/how-to-make-voluntary-super-contributions

Getting started

Sarah knows there is still more to learn, especially when it comes to investment options and choosing what might suit her best. She now knows super is worth understanding early because the sooner you start engaging with it, the more it can work for you.

"Having guidance from Steven has made the process much less daunting," Sarah said.

"What once felt confusing now feels manageable and even exciting."

Confidence starts with knowledge

NGS Super has a new Virtual Advice tool (ngssuper.com.au/ngs-financial-advice) which can help guide you through some general information about super. If you would prefer to speak to a someone in person, book a complimentary chat with an NGS Super Specialist today: ngssuper.com.au/ngs-financial-advice/ngs-advice-foundations.

This information is general information only and does not take into account your objectives, financial situation or needs. Before acting on this information, or making an investment decision, consider whether it is appropriate to you and read our FSG, PDS and TMDs available at ngssuper.com.au. Issued by NGS Super Pty Ltd AFSL 233 154.



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Our locations

Sydney: 485-501 Wattle Street, Ultimo NSW 2007 P 8202 8900

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Newcastle: 8-14 Telford Street, Newcastle East NSW 2302 P 4926 9400

Wollongong: 1 Lowden Square, Wollongong NSW 2500 P 8202 8900

Lismore: Unit 4, Lismore Professional Centre, 103-105 Molesworth Street,
Lismore NSW 2480 P 6623 4700

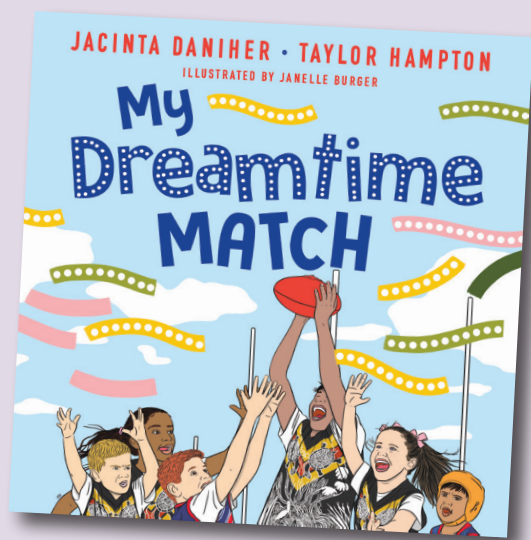
Canberra: Units 11 & 12, 3-5 Phipps Close, Deakin ACT 2600 P 6120 1500



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ieu.asn.au

Giveaways



My Dreamtime Match

Authors: Jacinta Daniher and Taylor Hampton

Illustrator: Janelle Burger

Publisher: Hachette Australia

Join one boy and his team as they play the Sir Doug Nicholls Round, which celebrates the contribution of First Nations culture to AFL.

Gulpa gaka! Welcome! Let's play and run!

My name is Jahleel. Come join the fun!

I'm a proud Yorta Yorta kid, excited to be here.

Kicking big goals on the best day of the year!

With every goal, I cheer with glee,

an AFL star I hope to be.

Footy and culture come together as one,

in this land underneath the southern sun.



The Immigrants

Author: Moreno Giovannoni

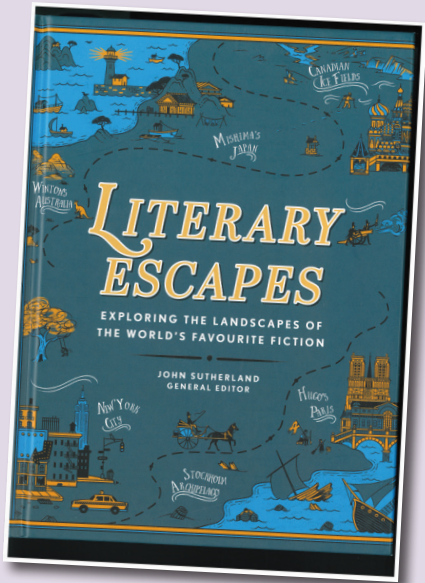
Publisher: Black Inc.

The winner of The Age Book of the Year 2026, *The Immigrants* takes readers to the Victorian town of Mitrefò, where tobacco is grown, an Italian cinema and café open, and people travel back and forth from Italy.

A boy fishes, wanders the countryside and watches a community form, with its joys, scandals and shared understandings.

Interspersed are the 'grotesques' – indelible and terrible events that sit alongside the better future they all seek.

In *The Immigrants*, Moreno Giovannoni depicts a family as they build a new life in a strange land. Through love and exile, industry and tragedy, their unspoken dreams and fears unfold in this astonishing and moving book.



Literary escapes: Exploring the landscapes of the world's favourite fiction

Editor: John Sutherland

Publisher: Hardie Grant

Some stories couldn't happen just anywhere or any time.

Often the scenery, setting or era is as central to the tale as any character – and just as easily recognised.

Literary escapes brings together an eclectic collage of more than 70 literary worlds paired with original maps and archive material, as well as illustrations and photography.

In this collection of essays, readers will become immersed in *Les Misérables'* revolutionary Paris, feel the chill wind of Emily Brontë's *Wuthering Heights* and hear the churning paddles of Mississippi steamboats in Mark Twain's *Huckleberry Finn*.



To go in the draw, 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 24 August 2026.

WHERE GOOD MEETS MONEY



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