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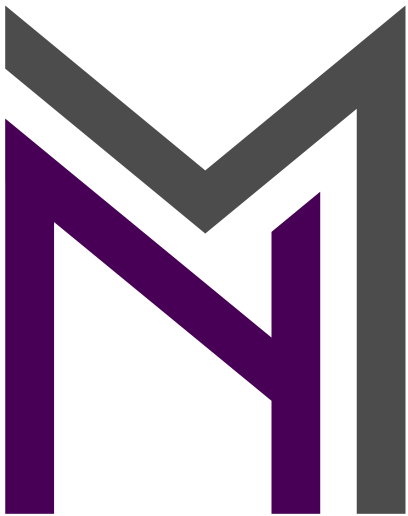
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news month

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Special NCCD liftout: What you need to know pp 10-11

Catholic Independent Schools

Model B and Model C

Bargaining set to begin



Carol Matthews
Secretary

Bargaining is about to start for new multi-enterprise agreements (MEAs) in 30 Model B and Model C Catholic independent schools.

Current agreements for both teachers and support staff are due to expire at the end of 2026.

By now, schools should have advised members of the commencement of bargaining. If your school hasn't yet notified you, contact your IEU organiser.

In coming weeks, IEU organisers will be visiting schools to consult members before the union claim is finalised.

We urge each chapter to meet and discuss issues that are important to you, such as pay rises, workload, classifications, leave entitlements, consultation, job security or other matters.

Key claims

The union's proposed key claims are:

Pay rises

The IEU is proposing annual pay increases of 4.5%, 4% and 4% to address cost-of-living pressures, including any applicable backpay and increases to allowances.

Paid parental leave

The IEU is proposing improved paid parental leave, including paid parental leave for the non-initial primary carer in line with industry standards.

Under the current MEAs, paid parental leave for the initial primary carer is 14 weeks, but the other parent (or non-initial

primary carer) is only entitled to two weeks at the time of birth or adoption.

Under agreements applying to other NSW independent schools, the non-initial primary carer is entitled to take two weeks at the time of birth or adoption. They are also entitled to take 12 weeks paid parental leave if they become the primary carer within 24 months of the date of birth or adoption.

In NSW government schools, both parents can take paid parental leave concurrently of up to 14 weeks each. The non-initial primary carer can take this leave up to 24 months from the date of birth or adoption.

Model B and Model C schools need to improve parental leave.

The union is also seeking payment of superannuation on paid parental leave.

Workloads

The IEU is proposing improved workload transparency for teachers, with clear guidelines at each school for face-to-face teaching hours, extras, release from face-to-face in primary schools, meetings and support for early career teachers.

In NSW government schools and Catholic systemic schools there is a limit of 10 hours of staff meetings per week.

The union is not suggesting all schools should have the same guidelines. However, guidelines should be developed for each school and communicated to all teachers.

Other priorities

Other elements in our claim include:

- one day of paid special leave for family and other commitments
- easier evidence requirements for personal/carer's leave
- improved personal/carer's leave and long service leave for support staff

- more flexible access to short blocks of long service leave
- emergency natural disaster leave, as a separate entitlement – rather than deducted from personal/carer's leave
- enterprise agreement coverage of psychologists, counsellors and youth workers
- appropriate staffing ratios in special assistance schools.

Collective strength

The strength of the union's bargaining position depends on the strength of each chapter.

The more staff who are IEU members, the stronger the collective voice both at your school and across all Model B and Model C schools.

Please talk to your non-member colleagues and encourage them to join the IEU.

Next steps

Union organisers are visiting schools to discuss the proposed claim with members.

Once the IEU formulates a claim based on this consultation with members, we will present this to Model B and Model C employers. We will keep members updated throughout this process.

More information

List of Model B and Model C schools:
ieu.asn.au/campaigns/catholic-independent

NSW Independent Commission against Corruption inquiry

Members demand full transparency on school funding

IEU members are deeply concerned by revelations that public funding for Catholic schools may have been wrongfully spent on Liberal party matters including branch stacking.

Illegal political donations

The NSW Independent Commission against Corruption (ICAC) is investigating allegations that Catholic Schools NSW made illegal political donations to the NSW Liberal party.

The ICAC public inquiry was in its third week of hearings as part of its investigation into allegations involving possible offences under NSW electoral funding laws as *Newsmonth* went to press.

The allegations include claims Catholic Schools NSW made political donations to the Liberal Party that were not declared and exceeded caps. The payments were allegedly made at the behest of chief executive Dallas McNerney, who has stood aside from his role.

The ICAC has heard evidence that up to \$265,000 in Catholic Schools NSW funding may

have been diverted to a conservative Liberal factional group known as the Reformers.

The Reformers sought to sign up conservative members to the party's Sydney branches.

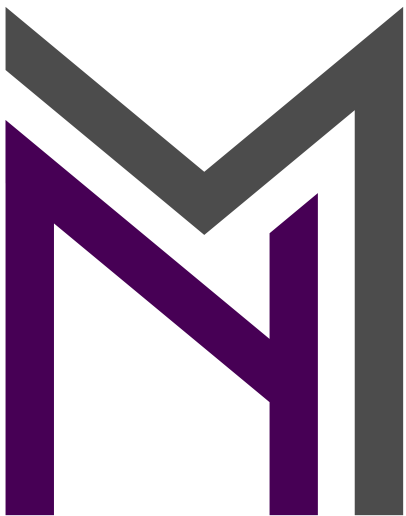
The ICAC also heard evidence that members of the Reformers employed by Catholic Schools NSW recruited and renewed members to the Liberal party during work time.

Funding sources

NSW Catholic schools received nearly \$4 billion in federal and NSW government funding in 2024, accounting for almost 80 per cent of the sector's income. Catholic Schools NSW, the governing body for almost 600 schools, distributes funding to the diocesan school system.

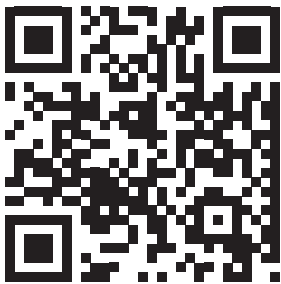
In 2024, NSW Catholic diocesan schools received \$2.9 billion from the federal government, \$749 million from the NSW government, \$550 million in school fees and \$100 million in private income, donations and investments.





(vol 46 #6) August 2026

Join us



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Stronger together starts with you

Suzanne Penson
President



Member engagement is what makes the IEU strong. When members participate actively, they shape priorities and strengthen collective bargaining power.

Enterprise agreements covering teachers and support staff in Catholic systemic schools in NSW and the ACT expire next year and negotiations will commence for new agreements and associated Work Practices Agreements.

Member engagement is essential to this process. Better wages, conditions and job security are the result of members who are visible, informed and willing to support each other collectively.

Engaged members provide feedback on workplace issues and priorities based on direct experience in the workplace. Your experience shapes negotiations.

When you raise workplace issues and priorities in chapter and sub branch meetings, it helps the union to develop strategies that reflect what members want.

Activating your workplace

Actively involved and aware members know their rights and seek assistance before issues escalate.

Better wages, conditions and job security are the result of members who are visible, informed and willing to support each other collectively.

This kind of member engagement creates connections and all school staff can see the value in union membership.

Active members are the best advocates for recruiting new union members in their workplaces. Their advocacy is visible and powerful.

Voting in union elections increases when members are active and engaged.

Greater engagement leads to higher attendance at chapter and sub branch

meetings where members can see and contribute to the democratic processes that strengthen the union's effectiveness.

Tell us your story

What inspired you to become actively engaged with your union?

Early in my own career, I was a member of the consultative committee in the Canberra Goulburn Diocese. We met each term to bring issues to the employer's attention.

It was a highly effective committee, and it allowed me to effect change by representing my colleagues and advocating for improvements in their working lives.

I also firmly believe that working closely with individual colleagues who need union support is another way to demonstrate the union's value and attract more members.

If you'd like to share your story of becoming an active IEU member, please email: ieu@ieu.asn.au

Remember, we are always stronger together. Have a chat with a non-member colleague and invite them to join the IEU.

Why we're running low on middle leaders

Denise McHugh
Deputy President



Every principal knows the feeling. A leadership position becomes vacant, the advertisement goes out, and the applications simply don't come.

It's not that schools have run out of talented teachers. The problem is that fewer teachers are looking at middle leadership and thinking, "That's the next step in my career." Increasingly, they're asking, "Why would I do that?"

Changing nature of roles

Middle leaders, including curriculum coordinators, assistant principals, year coordinators, learning support leaders and faculty heads are central to every successful school. They mentor colleagues, drive curriculum improvement and provide the vital link between classroom teachers and senior leadership.

Yet these critical roles are becoming increasingly difficult to fill. Across many schools, vacancies are being advertised and acting appointments are becoming more common. Principals are relying on the same small group of experienced staff to shoulder additional leadership responsibilities.

The roles haven't simply become busier, they have fundamentally changed.

Overrun by admin

Many middle leaders genuinely love what they do. They value the opportunity to support colleagues, improve teaching practice and make a broader contribution to their school.

But increasingly, educational leadership is crowded out by

administration. Great teachers aspire to lead people and improve learning, not spend their evenings completing compliance checklists, updating spreadsheets and responding to an endless stream of administrative demands.

This matters because today's middle leaders are tomorrow's principals. If fewer teachers are willing to take that first step into leadership, the pipeline of future school leaders dries up.

Leadership must be sustainable. This means providing genuine release time, reducing unnecessary administrative demands, clarifying priorities and trusting professional judgement.

Union takes up challenge

The IEU recognises these career sustainability challenges and supports current and aspiring middle leaders through professional learning, leadership development opportunities and advocacy to reduce unnecessary workload.

These initiatives recognise that great school leaders are not simply appointed, they need to be developed, supported and given time to succeed.

When schools invest in middle leaders, everyone benefits. Teachers receive stronger professional support, principals build leadership capacity and students experience better teaching and learning.

If we continue to add responsibilities without providing the time, trust and support to succeed, we shouldn't be surprised when fewer teachers put up their hand.

If we want talented teachers to become tomorrow's school leaders, we must ensure leadership is seen not as an exercise in endurance, but as an opportunity to make a lasting difference – for colleagues, students and the future of our schools.

Teacher's chronicle stands the test of time

Liz Heggart
Vice President Catholic Systemic Dioceses



On a recent weekend as I sat down to tackle some work for the week ahead, I said to my husband, "I can't imagine not having a chronicle, it really helps you to feel organised."

What ensued was a conversation about how grounded and calm something like a chronicle can make you feel. I'd never really thought about the origins of the teacher chronicle so I did a little research.

In the beginning

A blog post on a UK educational planner website mentions a teacher in the 1970s who saw a need for a tool that would help teachers deal with increasing demands.

An Australian company, ATC, also mentions the chronicle evolving in the 70s into a central place for teachers to plan and keep records.

Earlier versions had space for class rolls, attendance and marks, closely followed by sections for lesson plans.

In the digital age

Of course there are now digital chronicles. For a few years I used digital documents and tools but it never felt quite the same.

There is something satisfying about a chronicle lying flat on your desk and the feel of leafing through the pages as the weeks and terms progress.

Highlighting and colour coding for classes and activities helps you feel more organised – perhaps with the illusion you are on top of things.

The market for chronicles and planners has expanded with numerous styles, colours and formats. If you gave up on old school chronicles, I urge you to reconsider!

Useful moments

I've previously written about the importance of keeping records of incidents, and a chronicle makes this easy. A few words jotted down on the day can help jog your memory when you record it formally.

A lesson topic entered either before or after the fact can be helpful when it comes to completing registers and compliance. It's also great to put in any extras or when you have sick leave.

Information can sometimes get lost in our email inboxes but a note in your chronicle is much easier to track.

Recording history

I recently found my chronicle from the COVID lockdown days.

It was fascinating to flick through and see the 11am reports of case numbers, which borders were closed, which students I needed to follow up on as they'd missed a few Zoom lessons and the theme of our faculty Zoom catch-up each week.

So, yes, our chronicles are an essential tool for us to stay organised but they can also be part of the bigger picture of our career.

They preserve the stories and experiences that might otherwise be forgotten, creating a meaningful record of our own history.

Continued from page 1

Members demand full transparency on school funding

IEUA NSW/ACT Branch Secretary Carol Matthews said IEU members expect full transparency and accountability in the use of public funding by non-government schools.

“This funding should be used to improve student academic outcomes and enhance the learning experience for students,” she said.

“Responsible school expenditure includes professional learning for school staff, development of curriculum materials, support for students with disabilities, and adequate pay and working conditions for staff who deliver quality education.”

Matthews said IEU members would be deeply concerned if any public funding for non-government schools was diverted from its intended purpose.

“This is because teachers and school staff face ongoing workload pressures and resourcing constraints,” she said.

Matthews said the IEU backed reforms to ensure public funding of non-government schools was transparent.

“The NSW government closely scrutinises expenditure at the individual school level and at the school proprietor level to ensure funding is used solely for the operation of each school,” she said.

“However, similar scrutiny is not applied to organisations such as Catholic Schools NSW that receive funding on behalf of Catholic diocesan schools.

“The union believes legislative provisions should be broadened to provide greater

transparency at all stages of the funding process.”

Allegations cast a shadow

The ICAC investigation into corruption allegations casts a shadow beyond those appearing as witnesses, said Australian Catholic University honorary professor Anne Benjamin.

“Parents, teachers and school leaders read that Catholic Schools NSW is implicated,” she wrote in *The Sydney Morning Herald*.

Benjamin, a former executive director of schools in the Diocese of Parramatta, said she was angry about the impact these allegations “might have upon faithful, hardworking educators and on the trust of parents in the governance of Catholic schools”.

A letter to the editor published in *The Sydney Morning Herald* in August expressed sentiments shared by many IEU members and the community about the corruption allegations.

“While teachers are forced to account for every cent and stretch meagre resources, leadership seemingly operates with impunity,” former Catholic primary school teacher Anthony Frazer wrote.

“The Catholic Church must face the same financial accountability and transparency with government funds that it demands from its hard-working educators.”

More information

School funding: Why greater transparency is needed, page 7

IEU members would be deeply concerned if any public funding for non-government schools was diverted from its intended purpose.

Industrial relations AI no substitute for expert advice

David Towson
Deputy Secretary



The potential of artificial intelligence (AI) to transform the world of work, as well as its risks and dangers, has been widely reported.

But AI is now clogging up industrial relations courts.

AI can give workers a misplaced sense of confidence that there is a remedy for their workplace concerns, including for alleged bullying, adverse action or unfair dismissal.

Commissioners and magistrates have repeatedly expressed concern about AI-prepared submissions from workers who do not have union or legal representation.

Irrelevant references

The Fair Work Commission (FWC) recently threw out an AI-generated unfair dismissal case.

Deputy President Peter O’Keeffe said the applicant had cited three decisions, two of which were irrelevant and one that “simply did not exist”.

O’Keeffe had earlier advised the worker involved to be cautious when using AI.

The worker admitted to using AI in the submission, declaring it was accurate “to the best of my knowledge”.

However, O’Keeffe said: “Regrettably, the declaration that [the worker] had checked the material proved to be misleading”. He added that the worker had not read the cases, at least to “any meaningful extent”.

Dangerous and unpredictable

Federal Court judge Catherine Symons in July found that a delivery driver alleging adverse action had relied on “sycophantic” AI to submit their claim.

The judge said the case served as “a cautionary tale about the dangers of befriending AI-powered chatbots who masquerade as legal advisers”.

The worker had referred to their chatbot as an “industry expert”.

The worker was unable to produce the documents they had argued their case depended upon, and the matter was thrown out. Symons said the worker had come close to contempt of court for this.

Symons noted: “AI is not a lawyer, does not hold a practising certificate and is not authorised in any

jurisdiction in Australia to engage in legal practice and to provide legal advice.”

She observed that AI does not care about the truth of the material it generates, and it can be dangerous and unpredictable without careful oversight and verification.

Obvious danger of relying on AI

The FWC in March heard a matter in which a worker was dismissed after sending numerous AI-generated emails to his employer about a bullying complaint the employer believed had been resolved.

Deputy President Tony Slevin referred to the “barrage” of emails as “dense, repetitive and often rambling” and said AI had ultimately led to the case’s failure.

Slevin said the employer had a valid reason to dismiss the worker, stating the employment relationship was “untenable owing to the way he dealt with the company in the communications and representations he made”.

Slevin had already thrown out another unfair dismissal application in 2025 noting “the obvious danger of relying on artificial intelligence for legal advice”.

He noted that ChatGPT had advised the worker to consult a legal professional or union representative. The worker did not take this advice.

No substitute for union support

In the examples here, workers were not represented by a legal professional.

The union believes AI is not an effective substitute for union advice or legal representation. Support a colleague today and invite them to join the IEU.

David Towson Deputy Secretary

IEU working party on AI

The IEUA Federal Executive is setting up an AI working party with staff from the union’s five state branches to:

- develop and review the union’s AI policies and guidelines
- determine core principles underpinning the union’s use of AI
- identify best practice in incorporating AI into the union’s work
- identify and mitigate risks.

Anti-Discrimination Act Union calls for protections, not exemptions

Patrick Devery
Assistant Secretary



The IEU has renewed its call for the removal of exemptions that permit discrimination in non-government schools, following the release of the NSW Law Reform Commission’s second consultation paper as part of its review of the state’s *Anti-Discrimination Act*.

The review is examining whether the almost 50-year-old law reflects modern community standards and provides effective protection against discrimination.

For the IEU, this debate is about people, not religion.

No need to discriminate

Every day, thousands of teachers and support staff walk through the gates of faith-based schools committed to educating young people and contributing to their school communities.

Yet under current NSW law, some of these employees can be treated differently because of aspects of their private lives that have nothing to do with their professionalism or ability to do their job.

The exemptions extend to matters such as a person’s gender (whether they are male or female), disability, a person’s marital or relationship status, sexual orientation or gender identity.

These are deeply personal matters. They should not determine whether someone can teach, support students or continue in their chosen career.

As IEUA NSW/ACT Branch Secretary Carol

Matthews puts it, “Our members should not be at risk of losing their jobs because they divorce, remarry or use contraception or IVF services.”

The IEU recognises and respects the important role faith-based schools play in educating students and building communities centred on shared beliefs and values.

However, evidence from other states clearly shows that removing these exemptions does not prevent schools from teaching their faith or maintaining their religious identity.

“School employers in NSW have nothing to fear from modern community standards,” Matthews said. “They can still build communities of faith without any need to discriminate.”

IEU calls for equal protection

The consequences of discrimination are real. It can affect careers, financial security, family life and mental health.

It also sends a message to students about who belongs and who does not.

Schools are strongest when every member of the community knows they will be treated with dignity and judged on their contribution, not their private life.

The IEU’s submission to the Law Reform Commission supports reform. We advocate for laws that reflect contemporary community expectations and provide equal protections for everyone.

Teachers, support staff and students in faith-based schools deserve the same rights and protections as every other member of the NSW community.

Equal treatment under the law should not depend on where you work.

Respect@Aspect Teacher aides deserve pay parity

Therese Fitzgibbon
Assistant Secretary



The IEU is calling on Aspect to respect the work of teacher aides by addressing the 17.5% pay gap between them and their counterparts in NSW government schools and Catholic systemic schools.

A full-time teacher aide working at Aspect earns about \$360 per fortnight less than employees doing comparable work in NSW government schools and Catholic systemic schools.

In response, the union is set to launch a petition, widely endorsed by IEU reps from across the state.

It reflects widespread concern among Aspect employees about the big gap in pay for teacher aides.

The petition will call on Aspect employers to commit to pay equity through an additional 5% increase in February 2027 (on top of pay rises already negotiated), and a clear binding timetable to close the pay gap by 2028.

Vital work

Aspect teacher aides perform vitally important work. They support students with high and diverse needs, often in demanding and challenging circumstances. They bring skills, experience and specialist knowledge to their roles every day.

Yet a full-time Aspect teacher aide is paid hundreds of dollars less a fortnight than their colleagues in NSW government schools and Catholic schools.

This is clearly not fair and is contributing to staff shortages. The union believes Aspect has the capacity to pay its teacher aides fairly.

In Term 4 2025, the union began talks with the employer seeking additional pay increases for teacher aides.

Despite discussions with the union, the employer has not committed to pay its teacher aides fairly. This is having a big impact on staff morale.

What you can do

The IEU will email our petition to Aspect staff. Reps will be asking every Aspect employee to sign – teachers and support staff, members and non-members.

Support your rep by making sure your chapter gets involved. Sign the petition and ask your colleagues to sign.

Explain the campaign to non-members and encourage them to join the union – there is real strength in numbers.

Pay parity will not be achieved through employer goodwill. It will be achieved through employees standing together and building a strong collective voice.

More information

ieu.asn.au/respect-at-aspect

Christian schools Bargaining for new agreements

Bargaining has commenced for new enterprise agreements (EAs) for teachers and support staff employed in Christian schools in NSW and the ACT.

NSW Christian schools

In 2023, staff in 23 independent Christian schools were covered by the agreement the IEU negotiated with the Association of Independent Schools (now Independent Schools NSW).

As that agreement nears expiry, the union is preparing to commence bargaining for a new EA. However, several NSW Christian schools have moved away from Independent Schools NSW and have appointed Prolegis Lawyers as their bargaining representative.

The first bargaining meeting for this group of schools was held on 12 August 2026 (after *Newsmonth* went to press) and organisers will be visiting schools to talk about the claims in the coming weeks.

Two groups of NSW Christian school employers are negotiating separately with the IEU through their bargaining representatives: Independent Schools NSW which represents the vast majority; and Prolegis Lawyers, which represents eight schools.

Several individual schools have also issued a notice of employee representational rights (NERR) to staff for single-employer agreements, including Nepean Christian School, Mountains Christian College, Tyndale Christian School and Wagga Wagga Christian College.

The union will advocate for a seven-step pay model for teachers employed in all NSW Christian schools while advancing claims for improved parental leave, non-initial primary carer leave, and workload transparency.

Schools operated by Christian Community Ministries

Christian Community Ministries (CCM) is a Queensland-based organisation that owns and operates 16 schools across Australia.

In NSW, CCM operates The Lakes Christian College in Castlereagh, Rivers Christian College in Inverell and Brindabella Christian College in the ACT.

The current agreement expires on 31 December 2026. Each school has a representative on the bargaining committee, along with union officers from Queensland, SA, WA, NSW and the ACT.

So far, three bargaining meetings between the employer and the union and staff reps have been held.

The employer has accepted several claims from employees, including improvements to parental leave, averaging of wages for term time-only employees and two days' discretionary leave for non-teaching staff.

The employer also agreed to review the classification structures for support staff and early childhood education and care staff.

The union is pressing the employer for a better deal on workloads, consultative mechanisms and the excessive four-year length proposed for the new agreement.

The employer provided a preliminary pay offer, revised classification structure and draft EA at the last meeting on 29 July, which the bargaining representatives are reviewing.

This agreement is based primarily on Queensland terms and conditions, which are less favourable than those that apply to schools in NSW and the ACT.

However, as a single-employer enterprise agreement, CCM is not required to obtain the consent of bargaining representatives before putting a proposed agreement to a vote.

ACT Christian schools

Bargaining for new EAs for teachers and support staff in ACT Christian schools is in its final stages.

The current EAs expired on 30 June 2023 (teachers) and 30 June 2024 (support staff).

The wages and conditions in the new EAs will provide employees with strong improvements that are comparable to those offered in similar schools in NSW.

The current pay offer for teachers, early childhood education and care staff and support staff includes an initial adjustment paid in 2026 and annual wage increases of 3.6% in February 2027, 3.5% in February 2028 and 3.4% in February 2029.

Carolyn Moore Industrial Officer
Emma Ford Industrial Officer

Parliamentary inquiry Union raises serious concerns about Redeemer Baptist School



IEUA NSW/ACT Branch Secretary Carol Matthews addresses the NSW parliamentary inquiry into Redeemer Baptist School.

Heavy-handed control of students through excessive restrictions on dress, study choices and contact with the outside world are just some of the concerns raised at a NSW parliamentary inquiry into Redeemer Baptist School.

The inquiry was launched after media reports alleged the school in North Parramatta had not paid teachers, which it classified as “volunteers” rather than employees.

IEUA NSW/ACT Branch Secretary Carol Matthews on 10 August told the inquiry the school’s reliance on unpaid work by students and “volunteers” was highly unusual.

“I’m not aware of any other school where all core teaching duties are performed by volunteers,” she said.

Chilling effect

Matthews told the inquiry other conservative religious schools employ teachers who are covered by union-negotiated agreements that ensure proper pay and conditions.

Questions were also raised as to whether the school had complied with work health and safety and workers’ compensation laws.

Matthews said the school appeared to exert extreme control over staff and students, limiting their contact with the outside world.

“This has had a chilling effect on staff seeking union support,” she said. “Redeemer claims an entitlement to take control of staff property, exerting a high degree of financial control.”

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.

It appears that the school’s teacher “volunteers” are not receiving even these minimum conditions.

“The IEU has talked to several former staff and is working to ensure the school meets its legal obligations to them,” Matthews said.

Staff not paid properly

The union’s submission to the inquiry examined Redeemer’s unorthodox work arrangements.

The school appears to regard staff as volunteers or members of a religious order – not employees.

They are either not paid at all or given a monthly stipend of about \$2000.

However, there are questions about whether the work undertaken by volunteers amounts to employment.

The submission raised concerns about whether Redeemer has complied with employment obligations, including minimum wage requirements, superannuation contributions, leave entitlements and workers compensation.

The union notes that wages paid to a teacher in a non-government school under the modern award range from \$78,979 for a conditionally accredited teacher to \$101,629 for an experienced proficient teacher.

Most staff in non-government schools are covered by enterprise agreements that pay higher than the award rates.

“For teachers, enterprise agreement salaries typically range from about \$90,000 for a new graduate to around \$130,000 for an experienced teacher not holding a promotions position,” the submission said.



The IEU told the inquiry that Redeemer’s reliance on unpaid work by students and ‘volunteer’ staff was highly unusual.

“I’m not aware of any other school where all core teaching duties are performed by volunteers.”

Manual labour performed by students

The IEU’s submission also expressed concerns that students from the Redeemer community in Year 7 and older were required to perform manual work on a weekly basis that went “far beyond usual teenage chores such as tidying their room or washing up”.

“Students may be required to mow the lawns (using ride-on mowers), dig trenches and carry out maintenance on buildings, wash buses, etc,” the submission said.

These activities raise serious work health and safety issues as they involve potentially hazardous equipment, physical labour and maintenance work ordinarily undertaken by experienced workers.

Child safety issues

The IEU’s submission also expressed concerns about students sharing bedrooms with teachers.

The union’s submission highlighted instances of overseas students accommodated in a room with other students and staff members in contravention of best practice guidelines applying to “homestay” arrangements that stipulate all students should have their own room.

“These arrangements would seem to raise possible child protection and duty of care issues and raise questions about how Redeemer managed their legal responsibilities in this area,” the submission said.

Social cohesion Education hub set up to counter antisemitism

Teachers and school staff will have access to free online resources aligned with the Australian Curriculum to combat antisemitism and support social cohesion, anti-racism and multicultural education.

The \$6 million Social Cohesion Education Hub brings together more than 50 existing antisemitism and social cohesion resources from across the country.

The hub is designed to help schools and early childhood education and care services prevent and respond to antisemitism and racism, with lessons on the Holocaust, avoiding hate speech and unconscious bias.

It will also have learning resources to equip students with skills to treat people of all faiths and cultures with respect and understanding.

Tools for teaching

The hub is part of the federal government’s response to Australia’s Special Envoy to Combat Antisemitism’s Plan, which was agreed to by Education Ministers earlier this year, and builds on the work of the Antisemitism Education Taskforce.

The taskforce was set up after the horrific Bondi terror attack in December 2025 to prevent, address and respond to antisemitism within the education system.

Federal Education Minister Jason Clare said there was no place “for the poison of antisemitism” in society.

“There is a lot that we as a country need to do to tackle antisemitism and improve social cohesion and what we do in education is an important part of that,” he told the ABC.

Clare said classroom materials and professional learning tools would be added to the hub over time “to make sure we’re giving schools and educators the tools they need”.

The unveiling of the hub comes as the antisemitism royal commission heard evidence about the role of education in combating antisemitism and enhancing social cohesion.

Curriculum review

State and federal education ministers also agreed to a review of the curriculum by the Australian Curriculum Assessment and Reporting Authority to strengthen the teaching of Australian values and to help combat antisemitism.

The taskforce said the review would “help identify, reject and prevent antisemitism and strengthen an understanding of Australian values”.

“What we teach in schools is important here too,” Clare said.

“It will look at opportunities to combat antisemitism and strengthen understanding of Australian values. That work is underway right now.”

More information

socialcohesionhub.edu.au

Combating the harmful impact of the manosphere

Gender-based harassment of female teachers and students is a work health and safety issue that must be taken seriously.

That was the key message of IEUA NSW/ACT Branch Secretary Carol Matthews in her interview with ABC Illawarra Mornings host Nick Rheinberger on 30 July.

"It is really important to the culture of a school, and also health and safety, that teachers and female students do not feel under attack from attitudes from boys, which are hostile and aggressive towards females," she told Rheinberger.

Take misogyny seriously

Matthews said it was vital that schools recognise gender-based harassment of female teachers and students and take it seriously.

"If teachers are under attack because of this sort of behaviour by students, it's not just a discipline issue, it's a misogyny issue," she said.

Matthews said male students were often more hostile and aggressive towards female teachers.

"That doesn't reflect on the competence or abilities of the female teacher," she said.

"It's just that the boys who are aggressive are more likely to have a go at female teachers, and that reflects an attitude towards women – that they are of lesser value and can be bossed around."

Harmful ideas from the manosphere – online spaces that promote misogyny and male supremacy – are infiltrating classrooms and leading to increasing incidents of harassment and violence against female teachers and students.

The IEU is at the forefront of combating the manosphere by calling on school employers to fulfil their legal obligations to provide safe workplaces.

The union has also supported research to understand and disrupt the manosphere's influence on students and provides professional development for teachers and school staff to respond to gender-based harassment and violence.

Devastating impact

Matthews told Rheinberger that the impact of gender-based harassment and violence can be "devastating".

It also makes classroom management challenging, let alone trying to create a nurturing classroom environment, Matthews said.

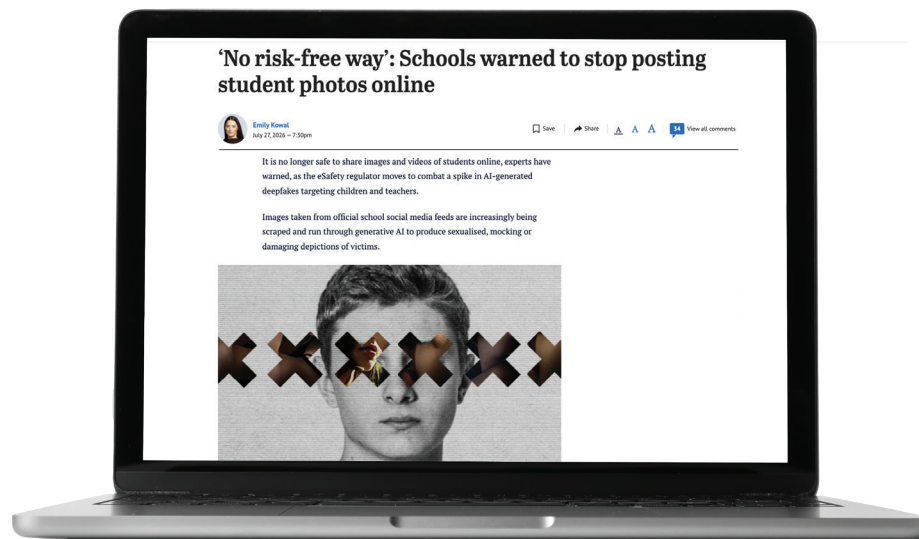
Gender-based harassment such as body shaming and sexist comments also impacts female students, making them feel unsafe and less likely to participate in the classroom.

Research by Monash University academics Dr Naomi Pfitzner and Dr Stephanie Wescott, who spoke at the IEU's June Council, shows the importance of a "whole school approach" to combating the manosphere.

Matthews said schools need a clear plan to tackle gender-based harassment and violence and take it seriously.

"You can't have a situation where some teachers might just say, 'Oh, boys will be boys' and downplay a remark," she said.

"It's really important that all teachers are part of the project and are working towards making schools safer for both boys and girls."



Schools urged to stop sharing images of students and teachers

Schools have been warned to stop posting photos and videos of students online, as the eSafety regulator seeks to combat an increase in AI-generated deepfakes of children and teachers.

The eSafety Commissioner in July released an advisory warning schools about the risk of publicly sharing photos of students and teachers and offering advice about how to respond to harmful content.

School photos used for deepfakes

Between January and March 2026, the eSafety Commissioner received more than 100 reports about anonymous accounts targeting schools and school staff.

eSafety Commissioner Julie Inman Grant said many cases involving AI-generated deepfake child sexual exploitation material originated from school settings.

"Behind each of these reports are real people – teachers, school staff and students – who are facing humiliation, reputation damage and distress," she told *The Sydney Morning Herald*.

The eSafety Commissioner's warning comes as schools increasingly share images of students and teachers online to boost enrolments, promote the school and build community.

University of NSW professor Michael Salter said there is no risk-free way to share images and videos of children online, "and particularly kids in school uniform".

"Unfortunately, children in uniforms intersects with some of the worst online appetites," he told *The Sydney Morning Herald*.

Earlier this year, independent Brisbane secondary school Brigidine College decided to restrict the amount and type of images of students it shares publicly due to concerns about image manipulation.

Griffith University criminologist Danielle Harris said best practice would be for schools not to post any images of students.

"Quite frankly, there is no good reason for a school to be posting identifiable photographs of children on their website," she told the ABC.

"If AI is able to do what it can do, why not put AI children on their websites and protect ... the community's most vulnerable?"

Stressful and upsetting

IEUA NSW/ACT Branch Secretary Carol Matthews said the union was aware of an increasing number of deepfake incidents over the past 18 months.

"Where staff have experienced AI-generated anonymous videos and images it is extremely stressful and upsetting," she said.

"A number of staff within one school may be impacted at the same time. Everyone deserves a safe workplace."

"We understand some schools are limiting the use of images of staff and students on their websites for privacy reasons."

"This step may help inhibit AI-generated images, but it is not enough to solve the problem."

"Where staff have experienced AI-generated anonymous videos and images, it is extremely stressful and upsetting."



Respecting the profession vital to attracting and retaining staff

Better pay and working conditions are vital to attracting and retaining staff.

But IEUA NSW/ACT Branch Secretary Carol Matthews told *HR Leader* that "tackling staff shortages also requires listening to teachers and respecting the profession."

Matthews told the online publication for human resources professionals that improving job satisfaction for teachers and school staff was essential to attract and retain staff.

"Schools and employers must invest in their staff by improving job satisfaction for teachers and school leaders, ensuring sustainable workloads, providing financial stability through fair pay, supporting mental and physical health, and preserving professional autonomy and teacher discretion," she said.

Matthews's comments were in response to a survey showing non-government schools continue to face challenges in attracting and retaining staff.

Rising expectations

The *Independent schools risk report 2026* from professional services firm Aon found non-government schools are competing for a shrinking pool of qualified teachers as student numbers continue to grow.

Aon education practice leader Lachlan Bowden said non-government schools were operating in an increasingly

complex environment due to regulatory change, technology and heightened community expectations.

"Schools are responding to growing expectations around academic performance, student wellbeing and community engagement while managing workforce shortages that continued to place additional pressure on existing staff," he said.

Reduce stress and burnout

Matthews said heavy workloads were leading to teacher burnout and explained why so many leave the profession.

"Our community must strive to fully value and respect the teaching profession."

Lack of male teachers impacts boys' education

Education experts have called for urgent action to halt the decline in male teachers, warning it threatens workforce sustainability and boys' engagement in school.

Researchers from the Australian Catholic University's Institute for Learning Sciences and Teacher Education told a federal parliamentary inquiry into educational attainment that the number of male primary school teachers had fallen for more than five decades.

"Across Australia, education systems increasingly emphasise belonging, inclusion, diversity, and workforces that reflect the communities they serve," their submission said.

"Yet the declining representation of male teachers is rarely addressed within these workforce strategies."

Why men shun teaching

The inquiry was initiated in April by federal Education Minister Jason Clare to examine differences in learning outcomes between boys and girls.

The role of cultural and linguistic diversity, and socio-economic status in educational attainment will also be examined by the inquiry.

"This inquiry will examine the factors that support positive educational progression, as well as the challenges faced by students, particularly

those from disadvantaged or under-represented backgrounds," the inquiry's chairman, Labor MP Tim Watts, said.

However, many submissions focused on the lack of male teachers and its link to boys struggling in schools.

Primary school principals blamed low pay, a lack of professional respect and social stigma on men working with young children for the long-term decline of male teachers.

The Australian Government Primary Principals Association called for male-only teaching scholarships and targeted recruitment of men into primary teaching.

"In many primary schools, boys may go through their entire primary education without a single sustained male role model in a teaching or leadership role," the submission said.

"This matters not as a question of ideology, but as an evidence-based concern about boys' engagement, sense of aspiration and belonging."

Attracting and retaining teachers

Catholic Secondary Principals Australia in its submission said attracting and retaining teachers was the most important factor affecting educational outcomes.

"There is an urgent need to lift teacher

qualifications, especially in pure mathematics and secondary sciences, where out-of-field teaching has become a necessity rather than an exception," the submission said.

"Equally critical is the challenge of attracting and retaining quality, experienced school leaders who are capable of navigating increasingly complex regulatory environments."

The administrative burden associated with managing multiple Individual Education Plans (IEPs), Nationally Consistent Collection of Data (NCCD) compliance and targeted adjustments has also added to teacher workload, the submission said.

Social media, mental health issues leading to school refusal and parents were also major

influences on educational attainment. Catholic secondary principals called for more NCCD funding, targeted initiatives to recruit teachers and a reduction in the administrative workload associated with IEPs.

Union view

The IEU has consistently called for better pay and conditions to attract and retain a high-quality workforce.

"To rebuild a sustainable education workforce, wages must not only recognise the complexity and value of the work – they must also ensure that education professionals don't fall behind as living costs accelerate," said IEUA Federal Secretary Brad Hayes.

The safety and wellbeing of school staff is also central to a high-quality education system – this is why urgent action is needed on the key drivers of teacher wellbeing, including job satisfaction, sustainable workloads, fair pay and professional autonomy.

"The path back to a respected and valued profession isn't another wellness seminar or motivational speaker – it's about respecting teachers, reducing workloads, and paying them fairly," Hayes said.

"Across Australia, education systems increasingly emphasise belonging, inclusion, diversity, and workforces that reflect the communities they serve."

Vale Kevin Phillips, 50-year union stalwart



Former teacher and organiser Kevin Phillips, left, celebrates 50 years of IEU membership in 2023 with former IEUA NSW/ACT Branch Secretary Mark Northam.

The IEU honours long-term member Kevin Phillips, who passed away on 24 July.

Solidarity and comradeship were central union values to Kevin, who joined the IEU in 1973.

Kevin's concern for both individual members and big-picture issues reflected his belief that union members acting in unison could improve and change their working lives.

Entering the teaching profession in 1968, Kevin worked in government schools before moving to Marist Brothers Hamilton (now St Francis Xavier's College) in the early 1970s.

When Kevin joined the union, it was known as the Assistant Masters and Mistresses Association, with a membership of 800. Today the IEU has more than 32,000 members.

Upon receiving his 50-year membership certificate in 2023, Kevin said: "My dad had been a union rep, my brother was a union rep, and I was brought up with the understanding that it's the right thing to be in the union."

Expansive career

Catholic education underwent substantial change during the 1970s. The number of staff from religious orders was in decline and more and more lay teachers began to fill the gaps.

This provided Kevin with a unique opportunity. He became the school's union rep, then the Hunter Valley Sub Branch President and delegate to union Council meetings that bring together elected members from throughout NSW and the ACT. Council is the union's ultimate governing and decision-making body.

Kevin went on to join the 22-member IEU Executive, which oversees union strategy and direction between quarterly Council meetings.

Kevin was part of a long-running campaign for pay parity for staff in non-government schools with their counterparts in government schools.

After a long teaching career, Kevin was employed as an organiser at the IEU. He brought detailed knowledge of the union, great skill

in assisting members in difficult circumstances and a readiness to challenge employers when needed.

Kevin also brought a keen eye for detail to IEU Council meetings, ensuring minutes were accurate.

Super hero

A dignified retirement for teachers and support staff was one of Kevin's particular goals.

He was appointed a trustee of NGS, the superannuation fund for staff in non-government schools.

The Catholic diocesan superannuation schemes were small, inefficient and had no union representation. When NGS was established in 1988, it provided a model through which unions and employers came together to manage workers' retirement funds.

Being part of this progression towards a sustainable retirement for all non-government school staff was important to Kevin – and led to considerable benefits for members.

Boundless energy

The broader union movement also benefited from Kevin's dedication.

Kevin was a delegate to Trades Hall Newcastle when the waterfront dispute hit Newcastle in 1998.

Kevin joined the picket line in the evenings and was soon on barbecue duties, feeding Maritime Union of Australia members who were on strike.

The IEU thanks Kevin for his rich legacy of educational, industrial, financial and cultural progress at school, regional and state level.

The union offers its heartfelt condolences to Kevin's family. The IEU salutes you, Kevin. Rest in peace.

Mark Northam former IEUA NSW/ACT Branch Secretary

Spring into solidarity

Win a morning tea for your chapter!

2026 IEU Noticeboard Competition

Apply from
1 – 18 September

How to enter

Email a picture of your union noticeboard, along with 100 words on how your board engages members and non-members at your school or service, to comms@ieu.asn.au.

The top three boards will WIN a morning tea, hosted by the IEU.



The Briscoe Building 485–501 Wattle St Ultimo NSW 2007
P 02 8202 8900 | ieu@ieu.asn.au | www.ieu.asn.au

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



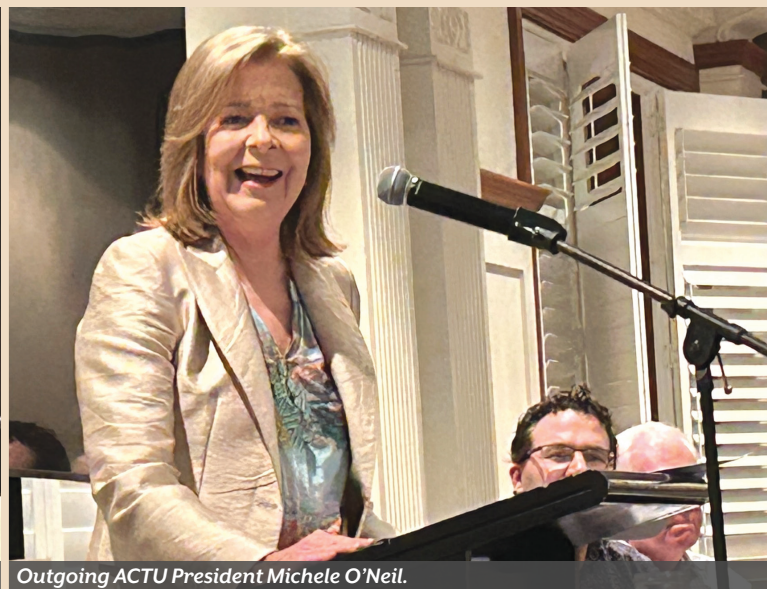
Scan here for more info, resources and past winners.

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.



Outgoing ACTU Secretary Sally McManus.



Outgoing ACTU President Michele O'Neil.

IEU salutes two remarkable union leaders

IEU members across the country extend heartfelt thanks to ACTU Secretary Sally McManus and ACTU President Michele O'Neil following the announcement they will step down from their national union leadership roles.

Sally and Michele have made an incredible contribution to our nation and will leave a legacy of a stronger union movement and fairer Australia.

Their leadership will be felt for generations in the workplaces they improved and the rights they helped secure.

At a time when union membership is growing, and workers have won the most significant improvements to workplace rights in a generation, we celebrate the remarkable contributions of Sally and Michele.

Their ability to unite unions around a common purpose and to lead with conviction through challenging times has been truly extraordinary.

Beyond these achievements, what IEU members will remember most is their generosity and genuine care for union members across thousands of workplaces.

Whether standing alongside Catholic school staff on strike, supporting preschool teachers fighting for better pay and conditions, or inspiring delegates

What IEU members will remember most is their generosity and genuine care for union members across thousands of workplaces.

and activists at countless IEU events and training days, Sally and Michele always ensured IEU members were heard and valued.

IEU members particularly identified with Sally and Michele: professional, passionate and articulate women who represented a movement now strongest in female-dominated industries.

Sally and Michele welcomed new leaders with generosity and openness, helping to strengthen our movement for the future.

Our union looks forward to working with the ACTU and other affiliated unions in transitioning to a new ACTU leadership team and continuing the vital work of advancing workers' rights.

Today, however, is a moment to celebrate two remarkable union careers.

Thank you, Sally. Thank you, Michele. To the IEU, you are cherished friends, valued allies and an enduring part of our proud union story.

Brad Hayes IEUA Federal Secretary

ACTU future is in strong hands



Incoming ACTU Secretary Melissa Donnelly at the IEU Hear Our Voice rally in June 2022.

The IEU is delighted to welcome incoming ACTU Secretary Melissa Donnelly.

The leadership of the Australian union movement is a pivotal role, and over the past nine years we have been fortunate to benefit from the remarkable leadership of ACTU Secretary Sally McManus, who will step down at the end of the month.

While Sally will be a hard act to follow, Melissa Donnelly is more than up to the task.

A fiercely determined and highly experienced union leader, Mel will take up the ACTU Secretary position unopposed after seven years leading the Community and Public Sector Union (CPSU).

A qualified lawyer, political campaigner and member-driven union leader, Mel has overseen a sustained period of growth in CPSU

membership and collective bargaining success. Under her leadership, the CPSU has become one of the nation's largest and most active unions.

IEU members will strongly identify with Mel, an articulate and values-driven leader from a female-dominated sector. The growth of unions such as the IEU and CPSU underscores the changing face of the Australian union movement, empowering professional workers who deliver essential education, care and public services across our community.

Our national union looks forward to continuing its strong contribution to the ACTU and working closely with Mel as she begins her term as Secretary in the coming weeks.

Brad Hayes IEUA Federal Secretary

School funding: Why greater transparency is needed

Non-government schools, including faith-based schools, make up an important part of our nation's educational landscape.

These schools contribute to the rich tapestry of cultural and religious diversity that underpins Australian multiculturalism.

Based on measures of need, these schools receive public funding to educate more than 1.5 million students across the nation.

Such funding should be accompanied by strong transparency and accountability measures to ensure that governments, families and the public can have confidence in how taxpayer funding is distributed and used.

Recent media reports, including the exposé on practices at Redeemer Baptist School and corruption investigations into spending by Catholic Schools NSW, have reinforced the need for greater transparency and accountability in the use of funding by non-government schools.

Improve accountability

The IEU has long advocated for improvements to funding accountability and transparency, including in the spending of funds targeted for students with identified learning needs. Recent developments demonstrate that reform can no longer be delayed.

“Every public dollar invested in education should be accountable and focused on delivering the best possible outcomes for students.”

There is a legitimate expectation that public funding is spent responsibly and directed solely towards its intended purpose: improving student academic outcomes and enhancing the student learning experience.

Responsible school expenditure includes professional development for school staff, the development of curriculum materials, support for students with disabilities, and adequate pay and working conditions for staff who deliver quality education.

Greater funding transparency will help ensure that funding is directed towards permissible educational purposes and student needs, rather than excessive compliance and administration, superfluous activities or expenditures that do not directly support student learning.

The IEU calls for reforms that strengthen funding transparency and accountability across the non-government school sector.

Every public dollar invested in education should be accountable and focused on delivering the best possible outcomes for students.

Brad Hayes IEUA Federal Secretary

Start Strong Pay Fair: Members demand action on funding promise

The NSW government must stop stalling and reveal how it will boost funding for fair pay in community preschools.

More than 170 IEU members passed a motion on 6 August calling on the NSW government to implement the Fair Work Commission's recommendation that it increase funding for community preschools.

This would support pay rises for teachers and educators who are paid substantially less than their counterparts in primary schools.

The NSW government in June announced that a new funding model for not-for-profit community preschools will commence in 2027.

However, members are still waiting for details of the new funding model and how

it proposes to address the systemic wage injustice for teachers and educators in the sector.

IEUA NSW/ACT Branch Secretary Carol Matthews said NSW preschools receive substantially less funding than Victorian preschools.

A 50% increase in funding would be required

to bring funding closer to levels in Victoria.

"The sole purpose of community preschools is the safety and educational development of young children," she said.

"It's time the NSW government provide more funding for fair pay so our members can continue offering safe, high-quality education."

New safety measures should help reduce risk of offences

The IEU is shocked and saddened by the extent of the alleged offending by Sydney childcare worker Hamish Alexander Edward Tait.

The Australian Federal Police has named the 62 childcare and early education centres, mainly in north-western Sydney, where Tait worked or attended between 2009 and 2025. He has been in custody since July 2025.

The police have laid 329 charges against Tait, alleging he abused 158 children. *The Sydney Morning Herald* in July reported that if found guilty, Tait will have abused more children than any other childcare worker in the country's history.

"It's hard to comprehend the children's suffering and the distress parents would be feeling," said IEUA NSW/ACT Branch Secretary Carol Matthews.

"The IEU supports measures introduced by state and federal governments over the past year aimed at improving safety to ensure children are safe at all times and parents can have confidence in the sector."

The new child safety measures include:

- a ban on personal devices in centres such as mobile phones and iPads

- the establishment of a National Early Childhood Worker Register
- regular reviews of employees' Working With Children Checks
- mandatory child safety training
- increased focus on staffing ratios.

"It's hard to comprehend the children's suffering and the distress parents would be feeling."

More staff means greater safety

The IEU has repeatedly called for clear guidelines to ensure that a member of staff is never left alone unsupervised with a child.

"Taken together, these measures should help decrease the risk of offences such as those alleged in this case from occurring again," Matthews said.

"We must all work together to ensure this never happens again."

Matthews spoke to Nine News reporter Damian Ryan about the horrific alleged offences and new child safety measures implemented over the past 12 months.

"Services should have measures in place so that all staff are absolutely aware about the [child safety] risks," she said.

Matthews also spoke to ABC Illawarra Drive Host Stefan Posthuma about lifting quality in the sector by improving pay and conditions.

Matthews said university-educated early childhood teachers were "still earning significantly less" than their colleagues in primary schools even though they have the same qualifications.

"Stable employment really assists with ensuring that child safety is maintained," she said.

"Employing highly skilled, experienced staff and less use of casuals – these are features of high-functioning, safe services that provide consistency of care."

INAPPROPRIATE CONDUCT

What members need to know

Confusion about what constitutes inappropriate conduct has led to an increase in complaints and allegations against teachers and educators – and investigations by the NSW Early Learning Commission.

The commission is the regulator for early childhood education and care services across NSW. Its role is to ensure services meet strict standards of safety, quality and compliance.

What is inappropriate conduct?

Inappropriate conduct refers to behaviour that does not meet the threshold for discipline but may include interactions with children when they form a pattern of conduct that crosses professional boundaries.

Examples include grooming behaviour such as being overly familiar with children, initiating unwanted affection, encouraging children to maintain secrecy, one-to-one unsupervised time, gifts or favouritism, telling sexualised jokes, and engaging in retaliation or intimidation.

A failure to take action may amount to inappropriate conduct if it is considered to be neglect.

This is important because some members say they are hesitant to intervene if a child is exhibiting aggressive or potentially hazardous behaviour in case a complaint is made against them.

What evidence will be considered?

The type of evidence considered during an investigation may include:

- speaking with other employees at the centre
- reviewing CCTV footage
- reviewing supervision plans
- reviewing staffing arrangements
- interviewing families
- interviewing the employee who is the subject of the allegations.

What is an enforceable undertaking?

An enforceable undertaking is a legally binding written agreement that includes specific measures to address the issue.

A teacher or educator may be asked to sign an enforceable undertaking following an investigation by the NSW Early Learning Commission.

At this stage, an enforceable undertaking is not subject to legal appeal.

The union urges members not to sign an enforceable undertaking if they disagree with its contents.

If the undertaking does not accurately characterise what occurred or includes assertions that the teacher or educator refute, the union recommends that a member provides feedback to the investigator requesting changes.

As always, contact the union as early as possible.

If a teacher or educator signs an enforceable undertaking, it may be published on the NSW Early Learning Commission's website.

You must advise current and prospective employers about the contents of a signed enforceable undertaking.

What if I refuse to sign?

If a teacher or educator declines to sign an enforceable undertaking, the NSW Early Learning Commission could take alternative action such as issuing a prohibition order or even prosecution.

However, the standard of evidence required to issue a prohibition notice or secure a prosecution is likely to be a higher than a reasonable belief that the conduct occurred.

Do not sign an enforceable undertaking without guidance from the IEU.

Inappropriate conduct complaint: What you should do

1. Contact the union for advice as soon as you receive an allegation of inappropriate conduct. Do this before you attend any interviews or meetings. The union can provide you with appropriate advice.
2. If an employer asks if you would like a support person present, this means the allegations may be serious. Contact the union immediately – the IEU can provide support and be a witness at the meeting.
3. Make a written request to your employer to receive the allegations in writing.
4. Do not respond to any complaints or allegations until your employer has provided them in writing. A procedurally fair process means you should know the nature and specifics of complaints and allegations.
5. Once you receive the allegations in writing, contact the IEU to see if it is OK to send a copy to your organiser. If you require additional time to prepare your response, you may request an extension – the union can assist with this.
6. Start preparing a written response to the allegations, including identifying evidence that may assist you.
7. Do not agree to attend an interview, meeting or investigation with your employer or the NSW Early Learning Commission until you have sought advice from the union.

This article is general in nature and written for information purposes only. It is not intended as a substitute for advice. Contact your IEU organiser in relation to any specific matter.

Lisa James Organiser

SDN Children's Services Formulating your claim

Bargaining for a new enterprise agreement (EA) covering employees at SDN Children's Services began on 11 August. It covers teachers and educators.

The current EA expires on 31 December 2026, but bargaining for a new agreement was brought forward due to the extension of federal funding for the early childhood education and care Worker Retention Payment for a further 18 months.

The IEU has been meeting with our members to consult on a log of claims for better pay and conditions.

The union will seek increases in salaries and allowances to ensure pay rates are a minimum of 15% above award rates by 1 July 2027 and a minimum of 20% above award rates by 1 July 2028.

The union will also seek changes in the salary bands to ensure these clearly align with teacher accreditation status.

The union will seek improvements to the accrual of rostered days off and leave entitlements – including personal leave, long service leave and paid parental leave – as well as increasing non-contact time for the preparation of Transition to School Statements.

Another key claim will be inclusion of the right to disconnect in the new EA to protect staff from unreasonable out-of-hours contact.

Negotiations with the employer began on 11 August. IEU organiser Lisa James and rep Katharina Japri attended.

If you're a member at SDN, you can support the union to achieve the best possible outcome for teachers and educators by encouraging your colleagues to join the IEU.

Lisa James Organiser



Celebrating a member milestone at Trinity Catholic College in Lismore. From left, rep Anthony Moulay, Lisa Yopp (30 years) and IEU organiser Richard Ryan.



Celebrating IEU membership together, from left, rep Rina Vecchiet (30 years) and Jo Berton (40 years) at St Therese Catholic Primary School in Mascot.



Raelene Blanch-Coppola celebrates 30 years of IEU membership with rep James McFarlane at All Saints Catholic College in Casula.



Rosemary Wehbe celebrates 30 years of IEU membership with rep James Broe at Marcellin College in Randwick.



Caitlin Morgan, right, marks 10 years of IEU membership with rep Jenny Black at Good Samaritan Catholic Primary School in Fairy Meadow.



Member Alent Vargas, left, marks 20 years of IEU membership with rep Katherine Smith at St Benedict's Catholic College in Oran Park.



Sergio Ambrosi marks his 30-year milestone with rep Jenny Black at Good Samaritan Catholic Primary School in Fairy Meadow.



Cara Fletcher-Murphy, left, marks 20 years of IEU membership with rep Angela Lewis at St Columba's Catholic Primary School in Leichhardt.



Celebrating milestones at St Joseph's Catholic College in Aberdeen. From left, James Douglass (10 years), Claire Dent (10 years) and Kylie Watkins (10 years).

THANK YOU,
IEU MEMBERS

NCCD Evidence Fact Sheet

In 2021, the IEU worked with the Australian Government Department of Education, Skills and Employment to develop the Evidence Requirements Fact Sheet for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The NCCD Evidence Fact Sheet provides guidance on what is and what is not required. You can download the Fact Sheet here: bit.ly/nccd2021



Evidence Requirements for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Australian Government guidance for schools in the non-government sector

This Fact Sheet seeks to provide guidance to schools and school systems to make the school-wide NCCD administration as streamlined as possible, while ensuring that essential evidence is made available.

Student with Disability loading

This loading provides extra funding on top of the base funding amount for primary and secondary schools for each student with disability that is counted in the top 3 levels of the NCCD (extensive, substantial, and supplementary).

The loading is based on the NCCD, which collects information on students with disability by the level of additional support they are provided to access and participate in learning with higher funding for those who need higher levels of support. This level of support will vary from year to year depending on individual student needs. Under the NCCD, the school team uses their professional, evidence-based judgement to capture information on the level of additional support a student is provided in the classroom.

The NCCD captures a fourth level of support defined as 'support provided within quality differentiated teaching practice' (QDTP). This comprises support provided within the classroom as part of standard teaching practice which is responsive to the needs of all students and delivered without the need for additional funding.

The NCCD Model

The collection of nationally consistent data is intended to:

- inform educational planning and policy development at national and jurisdictional levels
- assist education authorities and schools to make more effective provision for students with disability and improve their educational outcomes

- capture all students receiving adjustments to support their access and participation in learning due to a disability – not just those with a medical diagnosis.

The annual collection is more than a count of the number of students with disability; it aims to ensure better support for these students becomes routine in the day-to-day practice of schools.

Continuous improvement in the collection, with a particular focus on achieving data that are robust, valid, and reliable, is supported through regular and formal review of the data collection process.

Evidence to Support the NCCD

Evidence to support the NCCD should be drawn from classroom practice already in place to meet the existing obligations set out in the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

✓ Schools are encouraged to build the gathering of evidence to support decisions made on levels of adjustment for students with disability into their ongoing processes and structures throughout the year.

Teachers and school staff can achieve this by drawing on their existing records of assessments, teaching/learning outcomes, consultations with parents, carers or students and records of adjustments.

✗ Schools are not required to create new or additional evidence for the purposes of the NCCD.

NCCD evidence must cover four areas of identified need, adjustments, consultation/collaboration, and monitoring/review.

The administration of the NCCD is a shared responsibility across each school, not the sole responsibility of any one teacher.

Funding fluctuations are to be expected. Any suggestion that these fluctuations will adversely impact the employment of colleagues or principals is a damaging misrepresentation.

Teacher judgement on the applicable level of the adjustment is to be respected.

In May 2023, the Department changed its name. View and download the fact sheet here: bit.ly/nccd-factsheet

Collating evidence from a single document is unnecessary.

Templates on the portal may be used but are not mandatory. Duplication of collating evidence from a document is avoided.

Documents are not mandatory. Every state decides to use them. They should be only recorded in the four areas.

Evidence does not need to be uploaded. Assistance can be provided remotely or working with the school onsite.

Paper documents need to be converted to electronic files. Files do not need to be printed.

Ordinary paper documents are not required. Verification of existing evidence is not required.

Sheet with IEU commentary

Department of Education (formerly the Department of Education, Skills and Employment) to develop the National Curriculum Document (NCCD). This fact sheet appears below. It remains current in 2026.

Evidence into one document is necessary.

- ✓ DESE requires evidentiary materials that cover four areas of identified need, adjustments, consultation/collaboration, and monitoring/review to be sighted.

It is possible that evidence for all four areas can be recorded in one concise document, such as an Individual Learning Plan or similar.

- ✗ Schools are not required to collate the evidence into one document. If a school chooses to develop such a document for the purposes of overview or planning, it should be concise and usable.

Guides and Templates

The NCCD Portal has guides and templates which can be used as suggestions for appropriate evidence at

- nccd.edu.au/tools/nccd-evidence-templates
- nccd.edu.au/tools/examples-evidence-support-students-inclusion-nccd

- ✓ The templates are optional and can be used as a guide to ensure that there is evidence available in each of the four general areas, as required. They are not to be used as exhaustive checklists, nor are all the example documents required. Sufficient evidence may exist within one document (such as a concise and usable Individual Learning Plan or similar) or be held separately.

Verifying NCCD Evidence

NCCD evidence is verified through the Australian Government Census post-enumeration exercise.

- ✓ For the purpose of the non-government school Census post-enumeration exercise, the evidence will be reviewed in whatever existing form(s) is held by the school.

- ✗ Duplication of evidence into other forms (for example, from paper to electronic), different formats (for example, an alternative template) or to other locations (such as a school portal or similar), is not required by DESE at class, school or system level.

Gathering NCCD Evidence

DESE strongly encourages school staff responsible for gathering evidence not to create unnecessary documentation.

Additional documentation to verify existing evidence is contrary to the expressed aims of the NCCD assurance process. Example comparisons of sufficient vs excessive evidence for the purposes of the NCCD may include, but are not limited to:

- Recording adjustments in the program or elsewhere is sufficient. Teacher notes or annotations at the end of lessons to describe the adjustments made or recording student goals as evidence **are in excess of what is required.**
- Recording the adjustments to be provided to a student is sufficient. Narrative or supplementary texts explaining school decisions with respect to a student's adjustments, **are in excess of what is required.**
- A timetable that specifies what activity is to occur in a particular session is sufficient. Annotations by learning support officers/teacher aides to the timetable post-lesson **are in excess of what is required.**
- Class timetables, programs or student assessments that indicate the support that is to take place are sufficient. Photographs (with the appropriate approvals in place) of teachers or aides supporting students **are in excess of what is required.** There are also cultural sensitivities to consider if photographs are of Aboriginal and/or Torres Strait Islander peoples.
- A statement on seating in the list of adjustments recorded is sufficient. Photographs or maps of the location of a student's seat in the classroom **are in excess of what is required.**
- Notes from meetings with parents/carers are sufficient. Voice recordings (with the appropriate approvals in place) of meetings **are in excess of what is required,** if written notes are already available.

Personnel engaged by DESE undertaking the Census post-enumeration verification will operate within this guidance when engaging with schools.

The Department of Education, Skills and Employment (DESE) has reviewed the IEU's commentary on these pages and agreed it is consistent with the NCCD Evidence Fact Sheet.



Independent Education Union of Australia

Line of sight between needs, adjustment, consultation/collaboration and monitoring/review is required. Explanation of the line of sight is not required. Nor is narrative text detailing the plans made for the student.

Recording and enacting the adjustment is sufficient. Additional proof, such as photos or annotations, is not required.

Excessive documentation is not required for the post-enumeration verification. This updated Fact Sheet will be provided by post-enumeration contractors (auditors) to schools that are selected for audit.

such as ILPs mandatory in. If a school use ILPs they concise and evidence in r areas.

es not need ed anywhere. n be provided r in person, the evidence r online.

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MEET OUR MEMBERS



Sarah-Jane Barr Championing the arts

This IEU member turned her passion for dance into a rewarding teaching career, writes Andrew Taylor.

Sarah-Jane Barr initially embarked on a career in office administration when she finished school. But a lifelong passion for dance steered her away from a desk job.

“When you’re young and just out of school, you don’t always know what you want to do, but teaching quickly felt like the right fit for me,” she said.

Three decades later, Sarah-Jane is a performing arts teacher specialising in music, dance and drama. She is also the religious education coordinator at Mater Dei Catholic Primary School in Blakehurst.

“One of my colleagues once pointed out to me that I get to create many of the lifelong memories and opportunities that our students remember forever,” she said.

Incredibly humbling

Sarah-Jane won a performing arts teacher exemplary service award at Sydney Catholic Schools’ 2026 Eisteddfod Showcase held at the Seymour Centre in June.

The judges said Sarah-Jane used the performing arts “to nurture student learning, wellbeing, faith, and belonging”.

“She has consistently championed the transformative power of arts education to support the holistic development of students, empowering self-expression and fostering meaningful relationships through creativity,” the judges said.

Sarah-Jane said it was “incredibly humbling” to be nominated, let alone receive the award.

“I’ve always been passionate about the creative arts, so I suppose I don’t really see what I do as service, which made the recognition even more meaningful,” she said.

Sarah-Jane said she was fortunate to teach with colleagues, a principal and school community that valued the arts.

Genuine joy

Sarah-Jane said one of the rewards of teaching creative arts is watching students grow in confidence as they take creative risks, perform and discover their own artistic voice.

“The performing arts brings genuine joy into the classroom; students, believe me, are always energised, enthusiastic and fully engaged,” she said.

The challenges of teaching creative arts include limited class time and the organisational demands of staging performances for Eisteddfods, assemblies, special masses and event days.

Sarah-Jane said the demands on the teaching profession had increased dramatically since she first stepped into a classroom.

“The biggest shift has been the sheer amount of paperwork and documentation now required,” she said.

“It can be overwhelming, and you often need to remember to focus on the actual teaching moments.

“I always laugh when people say teaching is a nine-to-three job. It certainly is far from that, and I am sure many teachers’ families would support them on that point.”

Strong collective

An IEU member since 2008, Sarah-Jane joined the union to be part of a strong collective that supports and represents teachers.

“Joining gave me reassurance that I had advice and protection if I ever needed it,” she said. “The sense of solidarity and support from the wider IEU network has been grounding.”

Sarah-Jane said the union provided great advocacy for the teaching profession.

“Knowing the IEU fights for fair conditions and workload expectations has been invaluable,” she said.

“Having the union in my corner has given me peace of mind throughout my career.”

Beyond the classroom

Outside of work, Sarah-Jane and her husband spend much of their time supporting their three adult children.

“With my son currently playing rugby union, weekends often revolve around matches,” she said.

“My two daughters and I are heavily involved in the artistic dance sport of calisthenics.

“Calisthenics is not very big in NSW, so we often travel interstate for competitions and growth opportunities.

“Dance has always been a big part of my life, and calisthenics keeps that passion alive.”

Felicity Barclay A love of variety

This early childhood education and care leader relishes the opportunity to shape future generations, writes Tania Yardley.

Felicity Barclay became the director of an early childhood centre at a young age, initially combining teaching responsibilities with her leadership role.

“One minute you’re jumping around like kangaroos to music,” she said.

“And the next you’re dealing with a parent who’s crying in your office because they’ve just found out their child’s been diagnosed with a developmental delay.”

For the past 27 years, Felicity has been the non-teaching director of Gordon Community Preschool.

Felicity said she loves the variety of a role that can be hard to define.

“There is an intellectual rigour,” she said.

“You use your brain, you’re thinking about psychology, there’s human relations, there’s pedagogy, there’s policy.”

At the heart of Felicity’s work is communication – with teachers and educators, parents, the board and the community.

“It’s a very people-driven job,” she said.

After a brief period working in a for-profit preschool, she said, “I decided the community-based sector was really where I wanted to be.”

“I don’t think that preschools and childcare should be corporatised,” she said.

“All children have a right to a high-quality early childhood education.”

Important job

Gordon Community Preschool is currently rated as exceeding the national quality standard by the Australian Children’s Education and Care Quality Authority.

Felicity said she and her team strive to improve

systems to ensure they align with best practice.

This includes a regular weekly meeting with the educational leader and assistant director, along with scheduled time working on a self-assessment tool to make sure the national quality standards are “embedded in our practice”.

Continuous improvement extends to all staff, she said. “We utilise our staff meetings for professional development.”

This can mean watching a webinar together, going through child safety standards or exploring research on neurodiversity.

Felicity also has a passion for the written word and has created articles and guidelines for staff and parents to use.

Her guide to supporting preschoolers as they develop patience will be featured in the next issue of *Bedrock*, the IEU’s professional publication for members in the early childhood education and care sector.

Impactful work

Like many in her profession, Felicity is deeply aware of the impact her work has on children, families and the community.

“I’ve always thought that early childhood education is a really important job,” she said.

“Contrary to what [One Nation leader] Pauline Hanson has recently said, I think we do need qualified teachers looking after these future generations.”

Felicity views her work as helping to shape the lives of young children through the programs and care at the preschool.

“It’s a privilege to be involved in this area,” she said.

“We’re supporting children in learning about social skills and values and being part of a community.”



“The more people who join their union, the more opportunity the union has to bring about real change.”

Collective action

An IEU member since 2007, Felicity grew up in a proud union family.

“My grandfather was a boilermaker and a welder, and he was a very proud union man,” she said. “I think conditions will only change if we join together as a collective.

“The more people who join their union, the more opportunity the union has to bring about real change. That’s important for our profession.”

When she is not working, Felicity enjoys cooking, reading, playing piano and gardening.

“And I like to spend time in the sunshine with my cats and my partner,” she said.

IEU environment conference

Close encounters of the wild kind



Members try out nature journaling in the zoo.



IEU members relished the opportunity for professional learning in the unique environment of Taronga Zoo.



The conference provided immersive, hands-on experiences, including observing animals closely.



IEU member Tim Kallmier takes to nature journaling.



IEU member Sandra Frain, right, with a colleague from Kamaroi Rudolf Steiner school.



Members conducting fieldwork and data collection.

Nestled in a blue woollen beanie, Marlow is initially shy as Taronga Zoo education officer Alexandra Heagney introduces him to members at the IEU environment conference.

However, the ring-tailed possum eventually pops his head up and allows Alexandra to unfurl his tail and reveal his opposable thumbs.

Marlow's curly prehensile tail helps him grip and hold onto tree branches.

"The thumbs are not just for playing Minecraft, but for gripping and holding," Alexandra said.

Hands-on experiences

Marlow was one of several zoo residents encountered by members at the conference on 7 August.

He was joined by pythons, pygmy marmosets, a sleepy koala and luminescent scorpion, to name a few.

Billed as a day of "Wild Learning", the conference featured sessions on nature journaling, enrichment design and conducting fieldwork.

Through immersive, hands-on experiences, the professional learning sessions offered members practical teaching tools to take back to their early learning centres and schools.

The sessions also align with the Australian Professional Standards for Teachers.

Members such as Karen Chapman and Sandra Frain experienced activities as learners first, before exploring how these approaches could be adapted to different age groups, curriculum requirements and school settings.

An Aboriginal education teacher at St Therese's Primary School in New Lambton, Karen said the conference provided valuable ideas.

"I would love to do animal investigations from an Aboriginal perspective," she said. "I thought this PD would be good to point me in the right direction."

A teacher at Kamaroi Rudolf Steiner School in Belrose, Sandra said she was excited to be at the zoo with experts working with animals.

"To have an opportunity to bring our students, our colleagues, to interface with nature," she said. "It deepens our sense of commitment to making this world a better place for our wild animals and all of nature."

"There are so many valuable lessons you can learn from stepping outside the classroom, talking to experts and exploring the environment, especially in science."

Practical workshops

Alexandra began the session on STEM enrichment design by taking members outside to record observations of the zoo's pygmy marmosets that would inform the design and creation of enrichment objects to stimulate and encourage natural behaviour.

The tiny, furry primates darted along branches high off the ground, ate and gazed intently at their surrounds. Native to the rainforests of South America, they huddled together to ward off the chill of a Sydney winter morning.

Members then observed echidnas Pippa and Gabby before heading back to the classroom to create enrichment items for the animals using everyday materials such as egg cartons, toilet rolls and string.

In the afternoon, members ventured into the zoo for practical workshops on fieldwork and nature journaling.

Alexandra's colleague Ash Mulcahy introduced members to a spider, desert scorpion and spiny leaf insect, which he called the "big juicy chicken nugget of the bush" because it is an important food source for other animals.

While the zoo is a rich source of data, Ash said fieldwork can just as easily be done in the grounds of a school or preschool.

A simple tree shake or sifting through leaf litter produces data for students to collect and study.

This simple activity can prompt lively discussion of what is present and its role in the ecosystem.

Supporting members

IEU organiser and conference convenor Richard Ryan said it provided practical ideas and activities for members to take back to their classrooms.

"We believe professional development opportunities such as the day of Wild Learning at Taronga Zoo are an important way to support members," he said.

"It's crucial that teachers feel confident to teach about the natural world, including engaging methods of collecting, recording and interpreting data.

"These sessions at the zoo demonstrate how engaging and fun these learning experiences can be for teachers and students."

Isabella Rendina, a secondary science teacher at Catherine McAuley Catholic College in Medowie, said the conference was an "awesome opportunity" to work with colleagues and share resources at the zoo.

"There are so many valuable lessons you can learn from stepping outside the classroom, talking to experts and exploring the environment, especially in science," she said.

Isabella said the session on fieldwork and collecting data provided ideas and activities she could implement in the classroom.

"It was really cool to step into the shoes of a student and experience the excitement and curiosity of hands-on learning," she said.

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.

The two courses at right, led by the Director of the Centre for Educational Measurement and Assessment (CEMA) at the University of Sydney, Professor Jim Tognolini, are designed to enhance your assessment literacy and practice.

See details on this page and register your interest via our website: ieu.asn.au/pd-and-events

Christina Ellul

Professional Engagement Lead



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.

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 TQJ accredited.



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

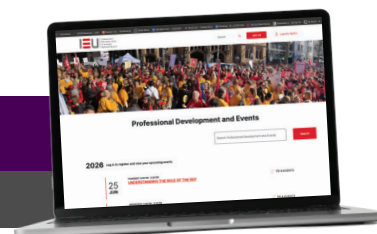
Where: Online via Zoom

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 TQJ accredited.

More details and register for Zoom links

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



Adaptive leadership in schools

The leadership course every school leader needs

As a leader have you ever thought ...

- I want to support my staff, but I don't know what's going on underneath.
- Why won't they just do their job?
- I'm constantly putting out fires – I need strategies, not theory.
- Why did that work for one teacher, but it didn't work for another?
- I need practical ways to guide my staff, not micromanage.
- I want to grow as a leader, but I rarely get time to step back and reflect.

Presented by Michael Elphick and Associates (michaelalphick.com.au), this practical, two-day workshop is designed for middle and senior school leaders who would like to build stronger, more motivated teams.

Using Situational Leadership, Herzberg's Motivation Theory and the DiSC behavioural model, this PD will help you better understand your team and yourself.

From coaching struggling teachers to lifting team morale, this program is for anyone managing the messy, human side of leadership.

You'll walk away with clear, evidence-based frameworks to help you lead with empathy, manage different personalities, and respond constructively to burnout, resistance and change fatigue. If you lead people, this course is for you.

Who it's for

- Principals
- Assistant Principals
- Year Coordinators and Middle Leaders
- Lead Teachers and Stage Coordinators
- Staff managing teams, leading programs, or coaching colleagues
- Teachers with leadership potential or aspiring to leadership roles

“This course is engaging and practical – it gave me real tools I could use straight away. The sessions were engaging, highly relevant, and full of insights into how to lead people, not just manage them. This course will genuinely change how you lead your team.”

Michelle Mella, IEU member, Presbyterian Ladies' College, Croydon

Two-day course: When and where

Tuesday 10 November 2026, 9am to 4pm, IEU head office, Wattle Street, Ultimo

Wednesday 11 November 2026, 9am to 4pm, IEU head office, Wattle Street, Ultimo

Cost

\$1150 members

\$1350 non-members

This course addresses the Australian Professional Standards for Teachers, Middle Leaders and Principals and provides 12 hours of professional development for teachers maintaining accreditation at proficient, highly accomplished or lead.

More details and register: www.ieu.asn.au/events

Login to register and the IEU will invoice you or your school.





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 now open . Applications close: **11 October 2026**

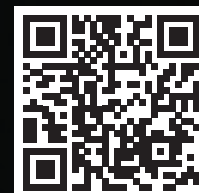
IEU members are invited to apply for one of six grants of up to **\$3000 each**. This is a great way to get an environment project at your school, college or early childhood centre up and running.

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

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



**Apply
here**



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How we're keeping you safe online

Scammers are becoming more sophisticated, and educators are increasingly being targeted through convincing emails, text messages and phone calls.

That's why Teachers Mutual Bank continues to strengthen its security measures while encouraging members to take simple steps to protect themselves online.

The bank combines advanced technology with practical security tools to help safeguard your accounts and personal information.

Around-the-clock fraud and scam monitoring uses machine learning to detect unusual account activity and identify potential threats before they become major problems.

Biometric identity verification, secure login processes and automatic session time-outs provide additional layers of protection when you're banking online.

Greater control

Members also have greater control over their accounts through the Teachers Mutual Bank app.

You can temporarily lock or unlock your card, manage how it's used for online purchases, ATM withdrawals and digital wallets, and receive alerts to help you keep track of account activity.

For added security, the bank uses SMS verification to confirm important actions such as adding a new payee or updating personal details, helping to prevent unauthorised access.

Security promise

Teachers Mutual Bank's Security Promise also provides reassurance.

If you're the victim of fraud or identity theft and you've taken reasonable care to protect your banking information and complied with the bank's terms and conditions, you may be eligible for reimbursement for unauthorised transactions.

Shared responsibility

While the bank invests heavily in protecting members, staying safe online is a shared responsibility.

Members are encouraged to use strong, unique passwords, never share PINs or one-time verification codes, and be cautious of unexpected emails, text messages or phone calls claiming to be from a bank or other trusted organisation.

Remember, Teachers Mutual Bank will never ask you to help catch a scammer or to move your funds to a 'secure' account elsewhere for safe keeping.

We will never ask you to disclose your password or security codes.

It's also worth checking your accounts regularly, reporting lost or stolen cards immediately, and notifying the bank if you notice suspicious transactions.

If you're travelling overseas, letting the bank know in advance can also help avoid unnecessary interruptions to your banking.

Cybercriminals are constantly adapting their tactics, but by combining good online habits with the security features offered by Teachers Mutual Bank, you can significantly reduce your risk of fraud and scams.

Find out more: tmbank.com.au

Important information: Membership eligibility applies to join the Bank. This information is general in nature and does not take into account your objectives, financial situation or needs. Teachers Mutual Bank is a division of Teachers Mutual Bank Limited ABN 30 087 650 AFSL/Australian Credit Licence 238981.



If you're an IEU member, you can download your tax statement from the IEU website.

Just follow these simple steps:

- Log in to www.ieu.asn.au/member-portal
- Select the **My Account** tab.
- Navigate to **Professional Information > My Financial Statements**.
- Your statements for the last three financial years will be available here.
- Click on the relevant statement to download a PDF.

If you pay your union fees via payroll deduction, no action is required – your fees will be recorded in the income statement your employer lodges with the Australian Taxation Office.

More information www.ieu.asn.au/ieu-tax-time-tips

**Not a member?
Join the IEU**



Scan here



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AROUND THE GLOBE

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

Myanmar union leader calls for action, not just words

Trade unionists gathered at Sydney Trades Hall on 27 July to hear about the dire human rights situation in Myanmar and how Australia can help.

Speaking at the forum was exiled union leader and Confederation of Trade Unions Myanmar (CTUM) president Maung Maung, alongside democracy activist and ALTSEAN-Burma coordinator Debbie Stothard.

Deadly situation

Five years after the military coup in Myanmar, the situation is still deadly for civilians.

On the ground, workers and young people continue to resist and reject the illegitimate government while in the sky, the junta is increasing air strikes.

The international community continues to look on, even though it has the tools to hold the regime to account. Both Maung Maung and Stothard agreed that the biggest challenge is getting governments, including Australia's, to use them.

The forum comes at a critical moment. In June 2025, the International Labour Organization adopted Article 33 measures against Myanmar – a rare and powerful intervention reserved for the most serious labour rights violations.

In March 2026, an Australian parliamentary inquiry into democracy and human rights in Myanmar recommended stronger sanctions, action to cut off jet fuel supplies to the military and greater support for those resisting the regime.

Maung Maung welcomed these developments but said they were insufficient unless backed by action.

"Resolutions are good," he said. "But without follow up, we don't get results."

Australia has been meek

CTUM is calling on the Albanese Labor government to work more closely with Association of South-East Asian Nations (ASEAN) governments and implement the recommendations of the parliamentary inquiry.

Maung Maung said the inquiry's recommendations were a practical roadmap for Australian policy towards Myanmar.

Despite a global fuel crisis, the military regime continues to churn through jet fuel while carrying out air strikes to stop resistance forces that are gaining control of large areas of territory.



IEU members joined other unionists in solidarity with Myanmar at Sydney Trades Hall on 27 July. Credit APHEDA

"From January to June this year there were 1625 civilian deaths, most of them women and children," Stothard said.

In March, the military junta convened a new parliament following an election widely regarded as neither free nor fair.

"Australia has been meek and mild-mannered and hasn't asserted its influence," Stothard said.

"It is important for ASEAN to hear from Australia and for Australia to step up."

However, Maung Maung and Stothard both highlighted reasons for hope.

Local communities have established alternative administrations across almost half the country, while young people, women and ethnic minorities are planning for a democratic future.

Stothard described a recent economic policy initiative that brought together activists from conflict zones across Myanmar.

Despite facing considerable danger, the gathering showed the resilience, commitment and determination of people, policy makers and activists.

International solidarity matters

Attending the forum, IEUA NSW/ACT Branch Secretary Carol Matthews said the situation in Myanmar is dire.

"Since the coup began, the junta has forcibly recruited young people – children as young as 12 – into the army," she said.

"And it continues to kill civilians through airstrikes."

"The Australian government must join the international community in rejecting all attempts at legitimising the military regime and align sanctions with key allies."

The IEU has signed an open letter calling on the Albanese government to implement the recommendations of the Senate committee's report on Myanmar.

For unionists, the message is clear: international solidarity matters.

As Maung Maung said, "International trade union solidarity does work."

The task now is ensuring governments match that solidarity with action.

For more information

To view the open letter, the economic policy report, the Senate committee's recommendations and other information, visit: bit.ly/ieu-myanmar

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Tax and your investment returns



Did you know the tax you pay on your investments can vary depending on how you hold them – whether in your own name, through super, a trust or a company?

How your investments can grow
Investment returns generally come from two sources:

- Income – interest, rent, or dividends.
- Growth – an increase in value, also known as a ‘capital gain’.

Both can attract tax, and the amount you pay depends on the structure used to hold the investment.

Where you ‘hold’ your investment matters
There are four common ways to hold investments in Australia, each with a different tax treatment:

- **Your own name:** Assets are held personally using your tax file number. Tax is generally paid at your marginal tax rate (up to 45% plus Medicare levy).
- **Company:** Investments are held through a company structure. Tax is generally paid at a flat rate of 25%-30%.
- **Trust:** Income is distributed to beneficiaries, who pay tax at their own marginal tax rate.
- **Superannuation:** Investments are held within your super account and are generally taxed between 0% and 15%.

How investments are taxed
Investment returns are taxed in two ways:

- Income tax – interest, rent or dividends are taxed in the year they are received, at the rate of the structure in which it is held. In your own name it could be as high as 45%, in super it could be as low as 0%. By paying less tax on the same income, you get to keep more of it.
- Capital gains tax (CGT) – when you sell an investment for more than you paid, tax may apply to the gain. Changes from 1 July 2027 may increase some CGT liabilities, making it important to understand how your investments are structured.

Time	Balance of investment held in your own name (37% tax)	Balance of investment held in super (15% tax)	Difference
1 year	\$10,441	\$10,595	\$154
10 years	\$15,396	\$17,824	\$2,428
20 years	\$23,705	\$31,770	\$8,065

This example is for illustrative purposes only and assumes a constant annual return of 7% and tax paid on investment earnings each year. Actual investment returns and tax outcomes will vary.

The impact of tax over time on your investments
Assume you invest \$10,000, earning 7% per year, with tax paid annually: Please see table below
This is why it matters how much tax you pay. After 20 years, investing through super results in an additional \$8,065 in your pocket compared with holding the same investment in your own name.
The amount of tax you pay within super will depend on a range of factors, including whether you’re saving for retirement or drawing an income stream. Learn more about how super is taxed: bit.ly/4pZ3dkc

How NGS Advice can help you understand tax and super
Whether you’re reviewing your investments, exploring your options or wanting to understand the impact of tax and super, NGS Advice can provide clear, practical support digitally, over the phone or face-to-face.

Find out more
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Our locations
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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
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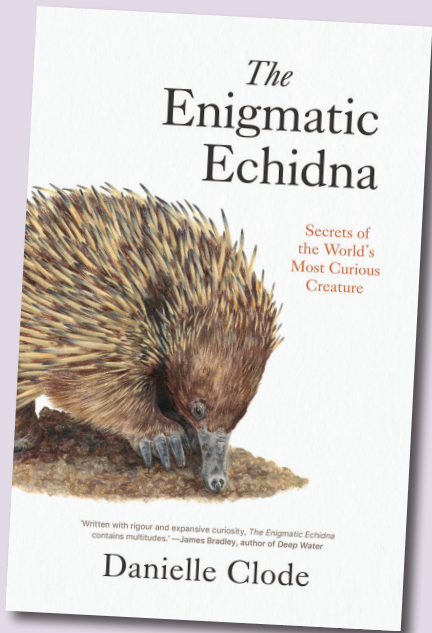
The death of Dora Black

Author: Lainie Anderson
Publisher: Hachette Australia
The first novel in the Petticoat Police Mystery series, *The Death of Dora Black* is inspired by Australia's pioneering policewoman, Kate Cocks.
Summer, Adelaide, 1917. The impeccably dressed Miss Kate Cocks is a household name, wrangling wayward husbands into repentance, seeing through deceptive clairvoyants and rescuing young women (whether they like it or not) with the help of a five-foot cane and her sassy junior constable, Ethel Bromley.
When shop assistant Dora Black is found dead on a city beach, Miss Cocks and Ethel are ordered to stay out of the investigation and leave it to the men. But when Dora's workmate goes missing soon after, the women decide to take matters into their own hands.



Margaret, are you leaving?

Author: Dianne Yarwood
Publisher: Hachette Australia
Now in her forties, Maggie Reid has built a good life for herself, surrounded by good people. She has an adorable but needy dog and a new relationship. She has tried hard to leave her painful past behind her, but when her beloved brother calls with news of their adopted mother's death, he also delivers a bombshell about Maggie's birth mother.
So begins a journey to trace her mother's identity, a quest that brings fresh heartbreak but also unexpected joy. Maggie has spent her whole life leaving, but now, for the first time, will she want to stay?
Margaret, are you leaving? celebrates the messiness of family and the beauty of life in all its heartache and wonder.



The enigmatic echidna

Secrets of the world's most curious creature
Author: Danielle Clode
Publisher: Black Inc.
There are few animals more unusual than the echidna – a spiky, egg-laying mammal that eats ants.
Most of us don't know the most striking things about echidnas. For instance, they use their snout like a snorkel when they swim and can sense electromagnetic fields. They have complex brains, startling physical strength and 'backwards' back feet. They go into torpor when conditions are poor and can survive fires by sheltering underground.
In *The Enigmatic Echidna*, biologist and award-winning author Danielle Clode follows the echidna on a surprising journey into their world.



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 address in the body of your email. All entries must be received by 14 September 2026.

There's no lesson plan for menopause

With women making up **72%** of the education workforce, we've introduced a dedicated menopause benefit through UnPause on our Extras cover*, helping members access support during this significant life stage.

Find out more



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Jacqui,
IEU and Teachers Health member