



TYNDALE CHRISTIAN SCHOOL ENTERPRISE AGREEMENT 2023

PART A – GENERAL PROVISIONS

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1.2 TITLE

This Agreement is to be known as the Tyndale Christian School Enterprise Agreement 2023.

1.3 SCOPE

This Agreement is binding upon:

- 1.3.1 Tyndale Christian School Incorporated and those persons employed as Teachers and Support and Administration staff as defined in this Agreement.
- 1.3.2 This Agreement excludes:
 - 1.3.2.1 persons employed as Head of Schools, Executive Director of Finance and Operations or Executive Director of Human Resources of the School;
 - 1.3.2.2 persons employed under the Tyndale Christian School Leadership Enterprise Agreement 2018, or any agreement or agreements which replace it;
 - 1.3.2.3 persons employed as sports coaches, coach assistants, or sports trainers.

1.4 DATE AND PERIOD OF OPERATION

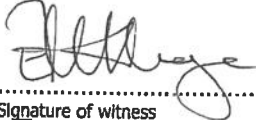
- 1.4.1 This Agreement will take effect from 7 days after it is approved by the Fair Work Commission and will expire on 31 January 2025, but will remain effective beyond that date until rescinded, amended or replaced.
- 1.4.2 The School and the employees will commence discussions in relation to the negotiation of a further enterprise agreement by 31 May 2024.

1.5 RELATIONSHIP OF AGREEMENT WITH NES

- 1.5.1 The provisions of the NES apply to all Employees. It is not intended that this Agreement operate in any way that is less favourable than the NES. If any provision of this Agreement could be interpreted as providing a less favourable outcome to an employee than the NES, the NES will prevail to the extent of the inconsistency. Where this Agreement provides Employees with superior entitlements to those which are provided by the NES, this Agreement will apply.

1.6 DECLARATIONS AND SIGNATORIES

SIGNED for and on behalf of **TYNDALE CHRISTIAN SCHOOL** by an authorised officer in the presence of



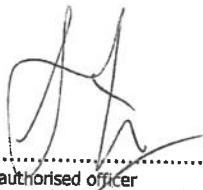
Signature of witness
Erin Kluge
50 Fern Grove Boulevard

SALISBURY EAST SA 5109

Name and address of witness (print)

22/11/2023

Date



Signature of authorised officer
ANDY EDEWITZ
50 FERN GROVE BOULEVARD

SALISBURY EAST SA 5109

Name and address of authorised officer

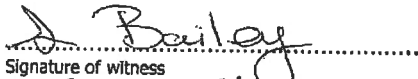
EXECUTIVE DIRECTOR OF HR

Office held

22/11/23

Date

SIGNED by a bargaining representative of employees covered by this Agreement in the presence of



Signature of witness
SUE BAILEY
50 FERN GROVE BOULEVARD

SALISBURY EAST SA 5109

Name and address of witness (print)

22/11/23

Date



Being an employee bargaining representative for staff covered by the agreement

DeAnn Smith
50 Fern Grove Boulevard
Salisbury East SA 5109

Name and address of authorised officer

Library Education Support Office

Office held

22/11/23

Date


Signature of witness Meredith Farmer

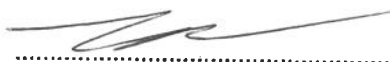
213 Currie St

ADELAIDE SA 5000

Name and address of witness (print)

23.11.23

Date



Being an official of the Independent Education Union of Australia – a bargaining agent representing union members on the negotiating committee

TIM OOSTERBAAN

213 CURRIE ST ADELAIDE SA 5000

Name and address of authorised officer

BRANCH SECRETARY

Office held

23.11.23

Date

1.7 DEFINITIONS

- 1.7.1 **Act** means the Fair Work Act 2009, and shall be deemed to include the National Employment Standards.
- 1.7.2 Intentionally left blank
- 1.7.3 **Calendar year** is the period from 1 January to 31 December in any given year.
- 1.7.4 **Closure period** is, subject to clause 5.1.1.3 and the NES, the twenty work days for teacher annual leave (excluding public holidays) ending on the "End of School Year for Employees", as defined in the table in clause 4.4.3.
- 1.7.5 **Commission** means Fair Work Commission.
- 1.7.6 **Consultation** involves the sharing of information and the exchange of views between the employer and the employees that must be consulted, and the genuine opportunity for employees to contribute effectively to relevant decision-making processes.
- 1.7.7 **Contact time** means the time spent by an employee in teaching, supervising or instructing students whether in a classroom or otherwise. Contact time does not include time spent by an employee on lesson preparations, marking or similar tasks.
- 1.7.8 **Duty days** means:
- 1.7.8.1 days on which the School is open
 - 1.7.8.2 days on which the School is closed by the direction of the employer but not including term breaks or closure periods
 - 1.7.8.3 public holidays which occur other than in term breaks and closure periods
 - 1.7.8.4 days on which the employer requires the employee to be on duty
 - 1.7.8.5 days on which the employee is granted leave with pay including long service leave, personal leave or other special leave.
- 1.7.9 **Employee** means **teacher** or **support and administration staff**.
- 1.7.10 **Employer** means the employing authority, person, board, committee or other authority (including the Head of Schools) by which the School is or will be administered.
- 1.7.11 **Head of Schools** means the person appointed by the employer or the employer's representative to be in charge of the School or a teacher acting in that capacity during the absence of the Head of Schools.
- 1.7.12 **Immediate family** means
- 1.7.12.1 a spouse, de facto partner, child, parent, grandparent, grandchild or sibling of the employee; or
 - 1.7.12.2 a child, parent, grandparent, grandchild or sibling of a spouse or de facto partner of the employee; or
 - 1.7.12.3 a person demonstrated of significant relationship to the employee;
- or as otherwise defined in the Act, and includes a person demonstrated of significant relationship to the employee, as defined in School policies *H4.10 Special leave* and *H4.11 Personal leave*.
- 1.7.13 **Line Manager** means a Leadership Supervisor to whom an employee is accountable for their work.
- 1.7.14 **Minister** means a person approved as a Minister of Religion by a particular Church or denomination.
- 1.7.15 **NES** means National Employment Standards of the Act.
- 1.7.16 **Non-government school** means any school or institution (not being a Government school) at which any person or body of persons provides, or offers to provide, care and or courses of instruction in pre-primary, primary or secondary education, and is registered with the Education and Early Childhood Services Registration and Standards Board of South Australia.
- 1.7.17 **Non-working weeks** means the weeks that an employee is not required to work under their contract of employment.
- 1.7.18 **Normal hours** and derivatives of this expression, means the standard hours of work or FTE load of an employee as defined in the employee's employment contract.
- 1.7.19 **Normal rate of pay** and derivatives of this expression, means the hourly, weekly or annual rate of pay of an employee as defined in the employee's employment contract, excluding any penalties or overtime payments, but including any allowances that the employee is paid. Where an employee is being paid a rate different from their substantive rate of pay (e.g. higher duty), the normal rate of pay shall be the

- rate which is applicable at the time.
- 1.7.20 **The parties** means the organisations and persons bound by this Agreement as specified in Clause 1.3.
- 1.7.21 **Regulations** means the Regulations associated with the Act.
- 1.7.22 **The School** means Tyndale Christian School Incorporated ABN 43 329 562 439.
- 1.7.23 **School days** means the days on which employees are normally expected to be at school and the public holidays which occur other than in school term breaks and the closure period.
- 1.7.24 **School term** means in relation to the first school term of any year a period commencing on the date "Start of the School Year for all Students" shown in Table 1 in clause 4.4.3 and terminating on the completion of the school day immediately preceding the school term break. The second and subsequent school terms follow the same format except that the last term in any school year is deemed to conclude on the date "End of the School Year for all Employees" in the same table.
- 1.7.25 **School year** means the year commencing on the date "Start of the School Year for all Employees" shown in Table 1 in clause 4.4.3 and finishing on the date "End of the School Year for all Employees" in the same table.
- 1.7.26 **Spouse** has the same meaning as defined in the Act.
- 1.7.27 **Staff** has the same meaning as employee.
- 1.7.28 **Support and Administration staff** are persons, other than teachers, employed as support and administration staff, including but not limited to employees involved in Property Maintenance and Security, Canteen and Cafeteria Operations, Transport or otherwise assisting directly or indirectly in the teaching process both within and beyond the confines of the School. Specifically excluded are sports coaches, sports assistants or sports trainers. These employees cannot be employed instead of a teacher to conduct classroom or other lessons normally undertaken by a teacher.
- 1.7.29 **Teacher** means a person who satisfies statutory requirements to practise lawfully as a teacher in South Australia and who is appointed as such in a classification described in clause 8.4.
- 1.7.30 **First year teacher** means a teacher who has taught for less than 205 school days.
- 1.7.31 **Teaching year** means the period commencing on the date "Start of the Teaching Year for Students" shown in Table 1 in clause 4.4.3 and finishing on the date "End of the Teaching Year for Students" in the same table, excluding any term breaks during this period as prescribed in clause 5.1.1.5, other than pupil free days listed in clauses 4.4.4, 4.4.5 and 4.4.6.
- 1.7.32 **Term break** means the period in between one school term and the next school term as defined in school policy *E5.01 Term Dates*. The term break commencing after Term 4 will commence immediately after that term and conclude before the closure period for teacher annual leave as defined in clause 1.6.4 and 5.1.1.3.
- 1.7.33 **Union** means the Independent Education Union of Australia.
- 1.7.34 **Working weeks** means the weeks that an employee is engaged to work according to their employment agreement.

2 AGREEMENT FLEXIBILITY

2.1 INDIVIDUAL AGREEMENT FLEXIBILITY PROVISION

- 2.1.1 The employer and employee covered by this Enterprise Agreement may agree to make an individual flexibility arrangement to vary the effect of terms of the Enterprise Agreement if:
- 2.1.1.1 the agreement deals with one or more of the following matters:
 - a) arrangements about when work is performed;
 - b) overtime rates;
 - c) penalty rates;
 - d) allowances;
 - e) leave loading; and
 - 2.1.1.2 the arrangement meets the genuine needs of the employer and employee in relation to one or more of the matters mentioned in clause 2.1.1.1; and
 - 2.1.1.3 the arrangement is genuinely agreed to by the employer and employee.
- 2.1.2 The employer must ensure that the terms of the individual flexibility arrangement:
- a) are about permitted matters under section 172 of the Fair Work Act 2009; and
 - b) are not unlawful terms under section 194 of the Fair Work Act 2009; and
 - c) result in the employee being better off overall than the employee would be if no arrangement was made.
- 2.1.3 The employer must ensure that the individual flexibility arrangement:
- 2.1.3.1 is in writing; and
 - 2.1.3.2 includes the name of the employer and employee; and
 - 2.1.3.3 is signed by the employer and employee and if the employee is under 18 years of age, signed by a parent or guardian of the employee; and
 - 2.1.3.4 includes details of:
 - a) the terms of the enterprise agreement that will be varied by the arrangement; and
 - b) how the arrangement will vary the effect of the terms; and
 - c) how the employee will be better off overall in relation to the terms and conditions of his or her employment as a result of the arrangement; and
 - 2.1.3.5 states the day on which the arrangement commences.
- 2.1.4 The employer must give the employee a copy of the individual flexibility arrangement within 14 days after it is agreed to.
- 2.1.5 The employer or employee may terminate the individual flexibility arrangement:
- 2.1.5.1 by giving no more than 28 days' written notice to the other party to the arrangement; or
 - 2.1.5.2 if the employer and employee agree in writing — at any time.

3 COMMUNICATION, CONSULTATION AND DISPUTE RESOLUTION

3.1 INTRODUCTION OF CHANGE AND REDUNDANCY

- 3.1.1 This clause applies if the School:
- 3.1.1.1 has made a definite decision to introduce a major change to production, programme, organisation, structure or technology in relation to the School that is likely to have a significant effect on the employees; or
 - 3.1.1.2 proposes to introduce a change to the regular roster of ordinary hours of work of employees.

Major change

- 3.1.2 For a major change referred to in paragraph 3.1.1.1:
- 3.1.2.1 the School must notify the relevant employees of the decision to introduce the major change; and
 - 3.1.2.2 Subclauses 3.1.3 to 3.1.9 apply.
- 3.1.3 The relevant employees may appoint a representative for the purposes of the procedures in this section 3.1.
- 3.1.4 If:
- 3.1.4.1 a relevant employee appoints, or relevant employees appoint, a representative for the purposes of consultation; and
 - 3.1.4.2 the employee or employees advise the School of the identity of the representative; the School will recognise the representative.
- 3.1.5 As soon as practicable after making its decision, the School will:
- 3.1.5.1 discuss with the relevant employees:
 - a) the introduction of the change; and
 - b) the effect the change is likely to have on the employees; and
 - c) measures the School is taking to avert or mitigate the adverse effect of the change on the employees; and
 - 3.1.5.2 for the purposes of the discussion – provide, in writing, to the relevant employees:
 - a) all relevant information about the change including the nature of the change proposed; and
 - b) information about the expected effects of the change on the employees; and
 - c) any other matters likely to affect the employees.
- 3.1.6 However, the School is not required to disclose confidential or commercially sensitive information to the relevant employees.
- 3.1.7 The School will give prompt and genuine consideration to matters raised about the major change by the relevant employees.
- 3.1.8 If a term in this Agreement provides for major change to production, programme, organisation, structure or technology in relation to the School, the requirements set out in paragraphs 3.1.2.1, 3.1.3 and 3.1.5 are taken not to apply.
- 3.1.9 In this clause 3.1, a major change is likely to have a significant effect on employees if it results in:
- 3.1.9.1 the termination of the employment of employees; or
 - 3.1.9.2 major change to the composition, operation or size of the School's workforce or to the skills required of employees; or
 - 3.1.9.3 the elimination or diminution of job opportunities (including opportunities for promotion

- tenure; or
- 3.1.9.4 the alteration of hours of work; or
- 3.1.9.5 the need to retrain employees; or
- 3.1.9.6 the need to relocate employees to another workplace; or
- 3.1.9.7 the restructuring of jobs.

Change to regular roster or ordinary hours of work

- 3.1.10 For a change referred to in subclause 3.1.1.2:
 - 3.1.10.1 The School will notify the relevant employees of the proposed change; and
 - 3.1.10.2 subclauses 3.1.11 to 3.1.15 apply.
- 3.1.11 The relevant employees may appoint a representative for the purposes of the procedures in this term.
- 3.1.12 If:
 - 3.1.12.1 a relevant employee appoints, or relevant employees appoint, a representative for the purposes of consultation; and
 - 3.1.12.2 the employee or employees advise the School of the identity of the representative; the School will recognise the representative.
- 3.1.13 As soon as practicable after making its decision, the School will:
 - 3.1.13.1 discuss with the relevant employees the introduction of the change; and
 - 3.1.13.2 for the purposes of the discussion – provide to the relevant employees:
 - a) all relevant information about the change including the nature of the change; and
 - b) information about what the School reasonably believes will be the effects of the change on the employees; and
 - c) information about any other matters that the School reasonably believes are likely to affect the employees; and
 - 3.1.13.3 invite the relevant employees to give their views about the impact of the change (including any impact in relation to their family or caring responsibilities).
- 3.1.14 However, the School is not required to disclose confidential or commercially sensitive information to the relevant employees.
- 3.1.15 The School will give prompt and genuine consideration to matters raised about the major change by the relevant employees.
- 3.1.16 In this section 3.1, 'relevant employees' means the employees who may be affected by a change referred to in subclause 3.1.1.

Redundancy

3.1.17 Definition

- 3.1.17.1 **Redundancy** in this clause means the loss of employment due to the School no longer requiring the job the employee has been doing to be performed by anyone, and redundant has a corresponding meaning. For any difference between this definition and that of the Act, the definition in the Act shall prevail.
- 3.1.17.2 **Notice period** for the purposes of this clause are as follows:
 - a) Teachers – 10 working weeks
 - b) Support and Administration employees – in accordance with the notice periods specified in clause 11.3.1.1

3.1.18 Discussions

- 3.1.18.1 Discussions with an employee or employees regarding redundancy or potential redundancy shall be dealt with in accordance with clause 3.1 'Introduction of change and redundancy'.

3.1.19 Period of Notice of Termination on Redundancy

- 3.1.19.1 If the services of an employee are to be terminated due to redundancy then the employee

must be given written period of notice in accordance with clause 3.1.17.2 that the position occupied by the employee will be declared redundant.

3.1.19.2 If the School fails to give notice of termination as required, the School must pay to that employee the ordinary rate of pay for a period being the difference between the notice given and that required to be given. If the School makes payment in lieu for all or any of the period of notice, then the period for which the payment is made shall be treated as service for the purpose of calculating any service related entitlements of the employee and shall be deemed to be service with the School for the purposes of the leave provisions of this Agreement.

3.1.19.3 If alternative employment cannot be provided at the end of the notice period defined in clause 3.1.17.2, the School may terminate the employment of the employee.

3.1.20 **Impact on part of an employee job**

3.1.20.1 Where an employee is given notice that a part of their job is no longer required, the employee will be offered a full redundancy. The employee may, within one month of receipt of such notice, elect to retain their employment at the reduced portion.

3.1.20.2 Where the employee elects to retain the reduced portion of their job, a pro-rata compensatory severance payment in accordance with clause 3.1.22 will be provided to the employee at the date when the partial redundancy takes effect.

3.1.20.3 Where full redundancy under clause 3.1.20.1 is accepted by an employee, the School shall be able to replace the employee for that part of the position that was not declared redundant.

3.1.21 **Time Off During Notice Period**

3.1.21.1 During the period of notice an employee is entitled to reasonable time off without loss of pay for the purpose of seeking other employment.

3.1.22 **Severance Pay**

3.1.22.1 In addition to the period of notice prescribed for redundancy in clause 3.1.17.2 above, a teacher whose employment is terminated by reason of redundancy is entitled to the following amounts of severance pay in respect of a continuous period of service:

- a) 12 weeks' salary plus one week's salary for each year or part year of continuous service with the School up to a maximum of 12 weeks. (Total maximum is 24 weeks).

3.1.22.2 In addition to the period of notice prescribed for redundancy in clause 3.1.17.2, a Support and Administration employee whose employment is terminated by reason of redundancy is entitled to the following amounts of severance pay in respect of a continuous period of service:

Periods of Continuous Service	Severance pay
less than 1 year	Nil
at least 1 but less than 2 years	4 weeks' pay
at least 2 but less than 3 years	6 weeks' pay
at least 3 but less than 4 years	7 weeks' pay
at least 4 but less than 5 years	8 weeks' pay
at least 5 but less than 6 years	10 weeks' pay
at least 6 but less than 7 years	11 weeks' pay
at least 7 but less than 8 years	13 weeks' pay
at least 8 but less than 9 years	14 weeks' pay
at least 9 but less than 10 years	16 weeks' pay
10 or more years	18 weeks' pay

3.1.22.3 On the request of the employee, the employee will be provided with a statement detailing how the monetary entitlement was calculated.

3.1.22.4 On the request of the employee, the employee will be provided with a work reference including the length of service and a summary of the work performed in that time.

3.1.23 **Employee Leaving During Notice**

3.1.23.1 An employee whose employment is terminated on account of redundancy may terminate his or her employment during the notice period provided above in clause 3.1.17.2 by the giving of at least one weeks' notice in writing. In this case, the employee is entitled to the same benefits and payments under this clause as if remaining with the School until the expiry of

the notice period. The employee is not entitled to payment in lieu of notice. The employee will not be entitled to payment of wages beyond the resignation date.

3.1.24 **Transfer to Lower Paid Duties**

3.1.24.1 Where Support and Administration employee whose job has become redundant accepts an offer of alternative work by the School the rate of pay for which is less than the rate of pay for the former position, the employee is entitled to the same period of notice of the date of commencement of work in the new position as if the employee's employment had been terminated. The School may pay in lieu thereof an amount equal to the difference between the former rate of pay and the new lower rate for the number of weeks of notice still owing.

3.2 **DISPUTES AND GRIEVANCES**

3.2.1 For the purposes of this clause 3.2, a 'grievance' is limited to any industrial or employment matter, including a matter rising under this Enterprise Agreement or the National Employment Standards of the Act that may result in a dispute or is likely to create a dispute and shall be dealt with in accordance with this clause 3.2.

3.2.2 The parties agree that:

3.2.2.1 Each employee has the right to present a grievance without fear of retribution, retaliation, harassment, or bullying by any other party.

3.2.2.2 Employee grievances shall be addressed promptly and efficiently.

3.2.2.3 Any complaint connected with an employee's working conditions at the School made by that employee will be managed informally until such time as the matter has been put in writing. Similarly, a complaint or allegation made about an employee will be managed informally until such time as it has been put in writing. In either case the matter will be regarded as unsubstantiated until formally lodged in writing. Unsubstantiated complaints or allegations may be discussed by the parties with a view to a mutually agreed resolution being achieved.

3.2.2.4 The resolution of any grievance shall be by means that neither disrupt nor damage the School's optimum operation.

3.2.2.5 Pending resolution of the grievance, work as described prior to the dispute will continue.

3.2.3 If a dispute relates to:

3.2.3.1 a matter arising under the Agreement; or

3.2.3.2 the National Employment Standards; or

3.2.3.3 an industrial matter which means a matter affecting or relating to the rights, privileges or duties of an employer or employers or an employee or employees, or the work to be done in employment, including all questions of what is right and fair in relation to an industrial matter having regard to the interests of the persons immediately concerned and of society as a whole

this term sets out procedures to settle the dispute. All other disputes and grievances shall be resolved in accordance with School policy *H5.10 Conflict resolution*.

3.2.4 An employee who is a party to the dispute may appoint a representative or support person for the purposes of the procedures in this term.

3.2.5 In the first instance, the parties to the dispute must try to resolve the dispute in a timely manner at the workplace level in accordance with School policy *H5.10 Conflict resolution*, by discussions between the employee or employees and relevant line manager, principal or Head of Schools.

3.2.6 If discussions at the workplace level do not resolve the dispute in a timely manner, a party to the dispute may refer the matter to Fair Work Commission.

3.2.7 The Fair Work Commission may deal with the dispute in 2 stages:

3.2.7.1 the Fair Work Commission will first attempt to resolve the dispute as it considers appropriate, including by mediation, conciliation, expressing an opinion or making a recommendation; and

3.2.7.2 if the Fair Work Commission is unable to resolve the dispute at the first stage, the Fair Work Commission may then:

a) arbitrate the dispute; and

- b) make a determination that is binding on the parties.

Note : If the Fair Work Commission arbitrates the dispute, it may also use the powers that are available to it under the Act.

A decision that Fair Work Commission makes when arbitrating a dispute is a decision for the purpose of Div 3 of Part 5.1 of the Act. Therefore, an appeal may be made against the decision.

3.2.8 While the parties are trying to resolve the dispute using the procedures in this term:

3.2.8.1 an employee must continue to perform his or her work as he or she would normally unless he or she has a reasonable concern about an imminent risk to his or her health or safety; and

3.2.8.2 an employee must comply with a direction given by the School to perform other available work at the same workplace, or at another workplace, unless:

- a) the work is not safe; or
- b) applicable work health and safety legislation would not permit the work to be performed; or
- c) the work is not appropriate for the employee to perform; or
- d) there are other reasonable grounds for the employee to refuse to comply with the direction.

3.2.9 The parties to the dispute agree to be bound by a decision made by Fair Work Commission in accordance with this term.

3.3 CONSULTATION ARRANGEMENTS

3.3.1 The parties to this Agreement are committed to co-operation and consultation at the workplace. Accordingly, a Consultative Committee will be maintained involving employees and employer representatives.

3.3.2 The consultative arrangements should not be used for personal issues as an alternative to the Grievance Procedures detailed in clause 3.2 of this Agreement.

3.3.3 The Consultative Committee will meet at least once per school term, unless the Committee itself agrees to meet more often.

3.3.4 The parties to this Agreement recognise that Consultative Committees are advisory in nature and that any decision remains the prerogative of the Head of Schools and the school leadership.

3.3.5 One staff representative of the Consultative Committee will be funded up to one full day each year to participate in consultative committee training.

4 EMPLOYER AND EMPLOYEE DUTIES, EMPLOYMENT RELATIONSHIP AND RELATED MATTERS

4.1 FAITH BASIS OF THE SCHOOL

4.1.1 Statement of Faith

- 4.1.1.1 Employees are expected by the School to possess and maintain throughout the term of this Agreement a firm personal belief consistent with the Statement of Faith of the School, as included in Appendix A to this Agreement, together with an active commitment to and involvement with a Christian church holding a doctrinal position consistent with the Statement of Faith.
- 4.1.1.2 Should an employee cease to have a firm personal belief consistent with the Statement of Faith or cease to maintain an active commitment to and involvement with an appropriate Christian church, the employee shall inform the School.

4.1.2 Lifestyle and Values

- 4.1.2.1 The parties acknowledge that:
- a) the School bases its teachings and beliefs on the Bible, both the Old and New Testaments which the School regards as the inspired and inerrant Word of God.
 - b) All employees of the School are required to be seen to conduct themselves in the course of, or in connection with their work, in a manner consistent with these teachings and beliefs and in accordance with the Christian ethos of the School, as described in Appendix A – Vision, Statement of Faith, and Core Values, thus providing a specifically Christian role model and example to all students and families associated with the School.
 - c) It is an inherent, genuine occupational requirement that all employees of the School must not act in a way that they know, or ought reasonably to know, is contrary to the religious beliefs of the School, as described in Appendix A to this Agreement. Nothing in their deliberate conduct shall be incompatible with the intrinsic character of their position.
 - d) Should an employee act contrary to the lifestyle requirements set out in this clause and Appendix A, the matter will be dealt with in accordance with the normal School procedures in relation to performance management.
 - e) If a dispute arises in conjunction with this clause, it shall be dealt with in accordance with clause 3.2 – Disputes and Grievances.

4.2 EQUAL OPPORTUNITY

4.2.1 Policy

- 4.2.1.1 The School is an institution conducted in accordance with the doctrines, tenets, beliefs and teachings of the Christian religion, and the requirements of this Policy, which are documented in policy *A2.03 Equal opportunity*, are included in good faith to avoid injury to the religious susceptibilities of adherents of the Christian faith.

4.2.2 Occupational Requirements

- 4.2.2.1 It is an inherent, genuine occupational requirement that:
- a) all employees are required to actively and regularly attend a Christian church;
 - b) all teachers are required to actively and regularly participate in, and when required, be able to lead and support student, staff and parent devotions and worship services held at the School;
 - c) are required to be seen to conduct themselves in a manner consistent with the doctrines, tenets and beliefs and in accordance with the Christian ethos of the School, as contained and interpreted in Appendix A, thus providing a specifically Christian role model and example to all students and families associated with the School; and
 - d) an employee must not act in a way that he/she knows, or ought reasonably to know, is contrary to the religious beliefs of the School stated in Appendix A. Nothing in his/her deliberate conduct shall be incompatible with the intrinsic character of the position.
- 4.2.2.2 Acting contrary to the occupational requirements in clause 4.2.2 is likely to cause injury to

the religious susceptibilities of members of the School community who adhere to the School's doctrines, tenets, beliefs and teachings. Consistent with these doctrines, tenets and beliefs, everybody is valued as image bearers of Christ. The School will seek, subject to these doctrines, tenets and beliefs, not to discriminate unfairly or unjustly against any member or the school community or the wider public.

4.3 PART TIME WORK OR JOB SHARE ARRANGEMENTS

4.3.1 A request to the School for a change to part time work, to change the load, or to job share, for family or personal reasons, (for example: after parenting leave, to care for a dependent child or family member, to undertake further study, or prepare for retirement,) will be considered, upon receipt of a detailed proposal to support the request. Such considerations will be made in the light of the School's commitment that such part-time work or job share arrangements will not interfere with the quality of the education being offered.

4.4 LENGTH OF SCHOOL YEAR

4.4.1 All employees covered by this Agreement will attend, for preparation and planning, on the date "Start of the School Year for all Employees" indicated in the table below. All employees shall attend work on the subsequent days of that week according to their negotiated Employment Agreement.

4.4.2 The last working day in a calendar year for teachers covered by this Agreement will conclude on the final day of the Teaching Year and that School Year for part-time Support and Administration staff will conclude on the final day of the Teaching Year, unless the employee's negotiated Employment Agreement states otherwise.

4.4.3 For the duration of this Agreement, the teaching years and school years will be as follows.

Table 1: Teaching years and school years

Year	Start of School Year for all Staff	Start of Teaching Year for Students	End of Teaching Year for Students	End of Teaching Year for employees	End of School Year for employees
2022	Monday 31 January	Monday 7 February	Thursday 15 December	Friday 16 December	Friday 27 January 2023
2023	Monday 30 January	Monday 6 February	Thursday 14 December	Friday 15 December	Friday 26 January 2024
2024	Monday 29 January	Monday 5 February	Thursday 12 December	Friday 13 December	Friday 24 January 2025

4.4.4 The School will provide three pupil-free days during each Teaching Year for the purposes of professional development, employee training and curriculum development, as follows:

- a) One day on the first work day of Term 2;
- b) Subject to clause 4.4.6, one day on the first work day of Term 3.

4.4.5 One day on the first work day of Term 4 The School will provide a pupil-free day during each Teaching Year for the purposes negotiated between each employee and their line manager, as follows:

- a) One day on the last work day of the Teaching Year in Term 4, as defined in Table 1 clause 4.4.3.

4.4.6 In alternate years, a professional development conference run by Christian Schools Australia (or a successor organisation to which the School maintains membership) will be held on the first two days of Term 3. All teachers are expected to attend. Support and Administration employees may attend if they wish, with attendance being paid according to clause 13.3.1.

4.4.7 Employees will be consulted regarding any change to the scheduling of the above-mentioned pupil-free days and conferences.

4.4.8 The School may change the dates referred to in Table 1 of clause 4.4.3. The number of weeks in the teaching year as defined in clause 4.4.3, and entitlement to annual leave and school term breaks as described in clause 5.1 shall only be changed in accordance with procedure described in clause 3.1 – 'Introduction of change and redundancy'.

4.5 CONTINUOUS SERVICE

4.5.1 Maintenance of Continuous Service

4.5.1.1 Except as otherwise indicated in this Agreement, service is deemed to be continuous

despite:

- a) Absence of the employee from work in accordance with the employee's contract of employment or any provision of this Agreement.
- b) Absence of the employee from work for any period of leave approved by the employer.
- c) Absence from work on account of illness, disease or injury.
- d) Absence with reasonable cause. Proof of such reasonable cause lies with the employee.
- e) Interruption or termination of the employee's service by an act or omission of the employer
- f) Transfer of the employment of an employee from one employer to a second employer where the second employer is the successor or assignee or transferee of the first employer's business. In this case, service of the first employer is deemed to be service the second employer.
- g) Interruption or termination of the employee's service by the employer for any reason other than those referred to in this clause if the employee returns to the service of the School within 2 months of the date on which the service was interrupted or terminated.
- h) Any other absence from work for any reason other than those referred to in this clause unless written notice is given by the School that the absence from work is to be taken as breaking the employee's continuity of service. Such notice must be given during the period of absence or no later than 14 days after the end of the period of absence.

4.5.2 Calculation of Period of Service

4.5.2.1 Where an employee's continuity of service is preserved under this clause, the period of absence from work is not to be taken into account in calculating the period of the employee's service with the School except:

- a) To the extent that the employee receives or is entitled to receive pay for the period, unless the paid absence is specifically excluded from service as provided by this Agreement; or
- b) Where the absence results from a decision of the School to stand the employee off without pay.

4.6 PROFESSIONAL DEVELOPMENT

4.6.1 The parties to this agreement recognise that the onus for undertaking professional development is the shared responsibility of the individual employee, the employee's line manager and the Director of Studies, and agree to work together to ensure the best outcome for both the employee and the School.

4.6.2 If a Support and Administration employee is requested to attend a course (or courses) outside of normal working hours, the time spent at the course will be dealt with in accordance with clause 13.3 and policy *H3.01 Professional development*.

4.6.3 An employee who is the nominated Union Representative will be provided with paid release time to attend union training for up to one full day per calendar year.

4.7 TRAVEL ALLOWANCE

4.7.1 Employees who are required by the School to use their car on school-related business and who are approved to do so will be compensated in accordance with school policy *H4.30 Travel and accommodation*.

4.7.2 The travel allowance used for compensation in accordance with school policy is \$0.30 per kilometre.

4.8 SALARY SACRIFICE

4.8.1 Employees are entitled to participate in salary packaging as defined and regulated in the School's Salary Packaging Policy *H4.21 Salary packaging*.

4.8.2 The total value of the reduced salary and the agreed value of the benefits provided including administration fees of a service provider will not be less than the amount that would otherwise be paid if the salary sacrifice arrangement was not in place.

4.9 PROVISION OF EMPLOYEE ASSISTANCE PROGRAMME

- 4.9.1 As a Work Health and Safety measure, the School will provide staff to access an Employee Assistance Programme through an accredited service provider engaged by the School for the duration of this Agreement.

4.10 EQUIPMENT AND SERVICES

- 4.10.1 Where requested by a Support and Administration employee classified at level 8.1, the School will provide the following:

- 4.10.1.1 a smartphone including an appropriate data service;
- 4.10.1.2 Internet service to be used for work purposes either during or outside normal work hours for the employee while away from their normal workplace;

where that provision is used predominantly for work purposes and in accordance with the School's administrative policies. An employee may opt out of this arrangement at mutual agreement between the School and the employee, if either the School or the employee do not believe the provision will enhance their job performance. If an employee and the School agree that the provision is not required, alternative benefits will not be paid in lieu.

5 LEAVE, PUBLIC HOLIDAYS AND ATTENDANCE

5.1 ANNUAL LEAVE

5.1.1 Hours of Work, Attendance and Annual Leave – Teachers

- 5.1.1.1 The ordinary hours of work for full time teachers are 37.5 hours on average per week (pro-rata for part-time teachers) averaged over each 12 month period commencing on the commencement date of this Agreement or the date the employee commences employment with the School, whichever is later. In addition, teachers are required to work such reasonable additional hours as are necessary to perform their duties.
- 5.1.1.2 A teacher is required to perform their duties in accordance with the requirements of clause 5.1.1.1 above. If a teacher believes that their hours of work go beyond those described in clause 5.1.1.1, the teacher shall inform the School. The School and the teacher shall then have discussions about the teacher's workload with the view of achieving compliance with clause 5.1.1.1.
- 5.1.1.3 Teachers who complete a full year's teaching will be entitled to 4 weeks' annual leave in accordance with the NES. The annual leave is taken during the 'closure period' as defined in clause 1.6.4. Teachers are paid at their normal rate of pay and normal hours during annual leave, adjusted for any periods of higher duty of 10 or more working weeks – or 9 weeks if this constitutes a full school term. Annual leave and school term breaks occurring within a continuous higher duty period of 10 or more working weeks will be paid at the higher duty rate applicable.
- 5.1.1.4 A teacher and the School may agree in writing that the teacher perform duties during all or part of the closure period and defer taking the equivalent period of annual leave to another time.
- 5.1.1.5 Teachers are not generally required to attend at the School during the term break as nominated by the School but are required to perform such professional duties as are reasonably necessary to enable the proper performance of their role within the School. Such duties may include:
- a) School related overseas and interstate trips, conferences and similar activities undertaken by mutual consent during the term breaks
 - b) Exceptional circumstances, such as requirements to provide pastoral care to students in the event of a tragedy in the school community, in which the employee may be recalled to perform duties relating to their position
- 5.1.1.6 Teachers are paid at their normal rate of pay and normal hours during the term break. Teachers that have only worked for part of the term are entitled to pro-rata calculation of payment during the term break.
- 5.1.1.7 Teachers who have been employed for less than a full teaching year are entitled to paid time off for the school term break for each completed school term (pro-rated for a part completed school term) AND, in accordance with the NES, 1 week's annual leave for each full school term that they are employed (pro-rated for a part completed school term) which, subject to 5.1.1.3, the annual leave must be taken during the closure period.
- 5.1.1.8 Except where agreement is reached for payment for additional activities, the annual salary payable under this part of the Agreement is in consideration for all hours worked by the teacher in each calendar year as per 5.1.1.1 and the School's obligations in respect of minimum rates of pay may be complied with over that period.

5.1.2 Entitlement to annual leave – Support and Administration employees

- 5.1.2.1 Annual leave provisions in the Act apply, except to the extent that this clause provides enhanced benefits.
- 5.1.2.2 In addition to the leave entitlements in clauses 5.1.2.1 above, Support and Administration employees classified as a Level 5.1 or above who are not entitled to overtime penalty rates shall be entitled to paid leave (without deduction from leave entitlements) for any work days occurring in the period from 24 December to 1 January (inclusive), in recognition of additional time worked throughout the year. Leave loading as defined in clause 5.1.5 is not applicable to this leave.

5.1.3 Time of taking leave – Support and Administration employees

- 5.1.3.1 Annual leave for Support and Administration employees that are engaged to work less than 48.18 weeks in a school year are deemed to have taken annual leave in the non-working

weeks of the school year. Annual leave for Support and Administration employees who are engaged to work 48.18 weeks in a school year may be taken at times negotiated with the School.

- 5.1.3.2 The School may direct Support and Administration employees to take annual leave when, in the School Leadership opinion, an excessive entitlement has accrued, subject to such direction not being unreasonable.

5.1.4 Payment for Annual Leave – Support and Administration employees

5.1.4.1 Payment for annual leave for Support and Administration employees that are engaged to work 48.18 weeks in a school year will be paid, subject to higher duty arrangements in clause 5.1.4.3, at the time of taking leave at the employee's normal hourly rate.

5.1.4.2 Payment for annual leave for Support and Administration employees engaged for less than 48.18 weeks is included in the salary formula in Part C clause 12.2.2.

5.1.4.3 Support and Administration employee annual leave and school term breaks occurring within a continuous higher duty period of 10 or more working weeks – or 9 weeks if this constitutes a full school term - will be paid at the higher duty rate applicable.

5.1.5 Annual Leave Loading – All employees

5.1.5.1 An employee (other than a casual employee) is entitled to payment of annual leave loading.

5.1.5.2 Annual leave loading for employees that must take their annual leave during the 'closure period' or in the case of support and administration employees – in their non-working weeks - must be paid in the pay period which contains payments for the last school working day of the last term of the school year.

5.1.5.3 The amount of annual leave loading for a full-time employee must be calculated as follows:

$$\text{Annual F.T.E. Salary} \div 52.18 \times 4 \times 0.175$$

up to a maximum of the Australian Bureau of Statistics average weekly total earnings of all males applicable to the May biannual period in the school year in which the payment is made.

5.1.5.4 The amount of annual leave loading for a part-time teacher employee is the pro-rata fraction of the full-time equivalent amount as prescribed in clause 5.1.5.3.

5.1.5.5 The amount of annual leave loading for a part-time support and administration employee is 17.5% of the annual leave payment according to the following formula:

$$\text{Annual F.T.E. Salary} \div 52.18 \times 4 \times (\text{weekly hours}/37.5) \times (\text{weeks worked}/[52.18 - 4 \text{ week's annual leave}]) \times 0.175$$

to a maximum of the Australian Bureau of Statistics average weekly total earnings of all males applicable to the May biannual period in the school year in which the payment is made.

5.1.5.6 An employee whose employment terminates during a school year or who in the initial year of employment commences work after the commencement of the school year will be granted pro-rata annual leave loading calculated in accordance with clauses 5.1.5.3, 5.1.5.4 and 5.1.5.5.

5.1.6 Cashing out of annual leave

5.1.6.1 Annual leave may be cashed out in accordance with the NES and school policy *H4.16 Annual leave*.

5.1.7 Casual employees

5.1.7.1 The provisions of clause 5.1 – Annual leave – do not apply to casual employees.

5.2 PERSONAL/CARER'S LEAVE

5.2.1 Entitlement to Personal/Carer's Leave

5.2.1.1 Personal/Carer's Leave provisions in the Act apply except to the extent that this clause provides enhanced benefits.

5.2.1.2 Casual employees are entitled to personal/carers' leave only to the extent that the Act provides an entitlement to casual employees.

5.2.1.3 An employee (other than a casual employee) who has a personal/carers' leave credit may

take personal/carer's leave if:

- a) the employee is on long service leave and is entitled to take sick leave providing the employee has sufficient personal/carer's leave credit and produces a medical certificate covering the period of illness.

5.2.2 Accrual of Personal/Carer's Leave Entitlement

5.2.2.1 An employee's entitlement to personal/carer's leave accrues as follows:

- a) Full-time employees are entitled, on commencement of the initial year of service and each succeeding year of service, to 75 hours leave at their normal rate of pay.
- b) Part-time teacher employees are entitled to a pro-rata fraction of the full-time entitlement on commencement of the initial year of service and each succeeding year of service, as follows, where 'teaching load' is determined in accordance with clause 7.2.3.1 and 7.4.1.2:

teaching load X [weeks worked / 40] X 75 hours

- c) If the pro-rata fraction referred to in sub-clause b) of 5.2.2.1 increases between anniversaries of employment, the increase will accrue leave entitlements in accordance with the Act.
- d) Part-time Support and Administration employees are entitled to a pro-rata fraction of the full-time equivalent on commencement of the initial year of service and each succeeding year of service, as follows:

[hours worked per week / 37.5] X [weeks worked excluding annual leave/ (52.18 - 4)] X 75

- e) If the pro-rata fraction in 5.2.2.1 d) increases between anniversaries of employment the additional time will accrue leave entitlements in accordance with the Act.

5.2.2.2 An employee's personal/carer's leave accumulates from year to year and any personal/carer's leave taken by the employee is deducted from the employee's personal/carer's leave credit but no payment shall be made in lieu of personal/carer's leave.

5.2.2.3 Personal leave may be debited against an employee's personal/carer's leave credit in hours.

5.2.3 Infectious Diseases

5.2.3.1 Where an employee is absent from duty and produces a medical certificate which states that the employee is suffering from one of the following diseases:

- acquired immune deficiency syndrome
- chicken pox
- diphtheria
- erysipelas
- glandular fever
- herpetic whitlow
- infectious hepatitis
- infectious mononucleosis
- measles
- meningitis
- mumps
- poliomyelitis
- rubella
- scarlet fever
- staphylococcal infection
- typhoid
- whooping cough
- cholera
- small pox
- yellow fever
- malaria
- tuberculosis
- giardia or amoebic dysentery
- other diseases as the School may determine by notice to employees following proof of the disease within the School and related activities

and a medical practitioner is of the opinion that in all probability the disease was contracted by the employee while on duty as a result of contact with the children or other employees of the

School, then the employee must be granted special leave with pay not debited to the employee's personal/carer's leave credit.

5.2.3.2 The leave granted under clause 5.2.3.1 cannot exceed 52 weeks in total, whether taken in one period or in broken periods for one particular disease.

5.2.3.3 Part time employees are entitled to leave under clause 5.2.3.1 on a pro rata basis but the leave granted cannot exceed 52 calendar weeks in total, whether taken in one period or in broken periods for one particular disease.

5.2.4 **Entitlement to unpaid carer's leave**

5.2.4.1 Entitlement to unpaid carer's leave is in accordance with the NES.

5.2.5 **Evidence requirements for personal/carer's leave**

5.2.5.1 An employee is required to give notice and comply with evidence requirements as outlined in the NES.

5.2.6 Discretionary leave

5.2.6.1 Discretionary leave may be taken by an employee from their accumulated personal/carer's leave allowance for up to 2 days per year. This discretionary leave can be used to support the wellbeing of the employee. To access this, the employee is required to complete a leave form *H4.09 Leave Application Form with Barcode*, and request the leave from their Immediate Responsible Officer. There is no requirement to provide a medical certificate to access discretionary leave.

5.3 **COMPASSIONATE LEAVE**

5.3.1 Compassionate leave provisions of the Act apply except to the extent that this clause 5.3 provides enhanced benefits.

5.3.2 Casual employees are entitled to compassionate leave only to the extent that the Act provides entitlement to casual employees.

5.3.3 An employee is entitled to up to 5 days of compassionate leave for each occasion (a permissible occasion) when a member of the employee's immediate family:

5.3.3.1 contracts or develops a personal illness that poses a serious threat to his or her life; or

5.3.3.2 sustains a personal injury that poses a serious threat to his or her life; or

5.3.3.3 dies.

5.3.4 An employee may take compassionate leave for a particular permissible occasion as:

5.3.4.1 In accordance with clause 5.3.6, a single continuous 5 day period; or

5.3.4.2 any separate periods to which the employee and his or her employer agree, including 5 separate periods of 1 day each. For part-time employees, this provision shall be pro-rated according to the employee's part-time teaching load or working hours.

5.3.5 The notice and evidence requirements of clause 5.2.5 must be complied with.

5.3.6 If, in accordance with this clause 5.3, an employee, other than a casual employee, takes a period of compassionate leave, the School must pay the employee at the employee's normal rate of pay for the employee's normal hours of work in the period of leave.

5.3.7 On the death or serious illness of an immediate family member and where the employee's entitlement to paid leave under clause 5.3 has been exhausted, additional compassionate leave may, at the employee's request and with the agreement of the School, be provided on the following basis:

5.3.7.1 where paid leave is sought, it will be debited against the available personal/carer's leave credit of the employee.

5.3.7.2 where the personal/carer's leave credit of the employee has been exhausted and additional leave is sought, the employee may apply for unpaid leave which will not be unreasonably refused by the School.

5.3.8 **Effect of Other Leave**

5.3.8.1 Clause 5.3.3 has no operation where the period of entitlement to this leave coincides with any other period of leave. For example, an employee is not entitled to compassionate leave

while on extended leave without pay.

5.4 PARENTAL LEAVE

- 5.4.1 The unpaid parenting leave, unpaid adoption leave and extended partner leave provisions in the Act apply except to the extent that this clause provides enhanced benefits.
- 5.4.2 Casual employees are entitled to parental leave only to the extent that the Act provide an entitlement to casual employees.
- 5.4.3 For the purposes of this clause 5.4 which contains benefits in addition to those contained in the Act:
 - 5.4.3.1 **continuous service** means continuous service under a contract of employment and, subject to clause 5.4.3.4, includes a period of paid leave of absence taken under an Act of Parliament or under this Agreement.
 - 5.4.3.2 **employee** includes a part-time employee but does not include an employee engaged in casual work.
 - 5.4.3.3 Subject to the provisions of this clause, employees who have completed at least 12 months continuous service with their employer are entitled to parental leave.
 - 5.4.3.4 Absence from work through parental leave does not break an employee’s continuity of service but parental leave – either paid or unpaid – of greater than 4 weeks’ duration is not to be taken into account in calculating the employee’s period of service.
 - 5.4.3.5 An employee may, providing the details are agreed with the School, work part-time for any part of the period of parental leave without prejudice to the employee’s substantive position.
 - 5.4.3.6 An employee may, providing the details are agreed with the School, apply in writing to take paid parental leave at a load or full time equivalent less than their substantive load or full time equivalent, providing that the paid parental leave does not exceed the employee’s entitlement under this clause 5.4, and providing that the period of paid and unpaid parenting leave does not exceed the period provided under the Act or this Agreement, whichever is the greater.

5.4.4 Parenting Leave

- 5.4.4.1 The parenting leave shall operate in accordance with the provisions of the Act.
- 5.4.4.2 The provisions of the Act are varied by this Agreement to the extent that 14 weeks of the parenting leave for employees covered under Part B of this Agreement will be paid leave at the employee’s normal weekly salary immediately prior to the commencement of leave. The 14 weeks of paid parenting leave will also attract employer superannuation contributions.
- 5.4.4.3 The provisions of the Act are varied by this Agreement to the extent that 14 weeks of the parenting leave for employees covered under Part C of this Agreement will be paid leave using the employee’s normal weekly hours worked immediately prior to the commencement of leave, using an hourly rate calculated as follows:

$$\frac{\text{equivalent full-time annual salary}}{1} \times \frac{1}{52.18} \times \frac{1}{37.5}$$

- 5.4.4.4 Employees may elect to take the paid parenting leave entitlement of clauses 5.4.4.2 and 5.4.4.3 at part pay in accordance with clause 5.4.3.6.
- 5.4.4.5 Where an employee has completed three or more years of service, the rate of payment of paid parenting leave will be calculated by using the employee’s permanent fraction of time plus any regular allowances payable immediately before commencing the parental leave. Where an employee reduces their workload through a temporary short-term contract to assist with their transition to parenting leave, the payment of paid parenting leave will be calculated using the employee’s permanent fraction of time plus any regular allowances received. Where a permanent part time employee has increased (“topped up”) their permanent fraction of time with a replacement or temporary appointment, the rate of payment of paid parenting leave will be the employee’s permanent fraction (including any allowances) plus, subject to clause 5.4.4.7, the employee’s replacement or temporary fraction(s) of time for the period of paid leave.
- 5.4.4.6 Where an employee has completed less than three years of service and is eligible for paid parenting leave in accordance with clauses 5.4.4.2 or 5.4.4.3, if the employee enters into a

short term contract to assist with their transition to parenting leave, the rate of payment of paid parenting leave will be calculated by averaging the employee's load over their period of employment.

- 5.4.4.7 Where an employee on a temporary or replacement contract has completed 12 months of continuous service as detailed above in clause 5.4.3.3, and subject to clauses 5.4.4.5 or 5.4.4.6, paid parenting leave will be payable in the following circumstances:
- (a) If the duration of the contract appointment covers the period of paid parenting leave, payment will be made in full.
 - (b) If the duration of the contract appointment covers part of the period of the paid parenting leave, the paid parenting leave will be paid until the end of the appointment.
 - (c) If the duration of the contract appointment ends prior to the commencement of leave, paid parenting leave does not apply.
- 5.4.4.8 A further 12 months continuous service must be worked before a further period of paid Parenting Leave is available.

5.4.5 **Short Paid Partner Leave**

- 5.4.5.1 A full time employee is entitled to up to 10 school days of paid partner leave, such paid leave to be commenced within 8 weeks of the time of the birth of a child to the employee's spouse, subject to the application and documentation requirements in the Act for short partner leave.
- 5.4.5.2 A part time employee is entitled to up to 10 calendar school days of paid partner leave, such paid leave to be commenced within 8 weeks of the time of the birth of a child to the employee's spouse, calculated pro-rata using the employee's part time fraction of time worked, and subject to the notice and evidence requirements in the Act for short partner leave and subject to clause 5.4.5.3 below.
- 5.4.5.3 If the part time employee is engaged to work for less than 5 days per week, the paid leave will not exceed the number of days which the employee normally works in a week.
- 5.4.5.4 Employees may elect to take the paid partner leave of clauses 5.4.5.1 and 5.4.5.2 at part pay in accordance with clause 5.4.3.6.
- 5.4.5.5 In addition, the provisions of the Act are enhanced to allow for the taking of up to one month unpaid partner leave following the birth of the child.

5.4.6 **Adoption Leave**

- 5.4.6.1 Adoption Leave is leave with and without pay and is available for the purpose of obtaining custody of a child overseas or for attending interviews, workshops or examinations. Adoption leave may be taken concurrently with adoption leave taken by the employee's spouse.
- 5.4.6.2 The provisions of the Act are varied by this Agreement to the extent that 12 weeks of the adoption leave will be paid leave at the same conditions as Parenting Leave.

5.4.7 **Child Rearing Leave**

- 5.4.7.1 In addition to Parenting Leave, Partner Leave, Adoption Leave and Foster Care Leave, employees are entitled to Child Rearing Leave for a maximum of 52 weeks.
- 5.4.7.2 Child Rearing Leave is leave without pay and is available only for the care of pre-school age children.
- 5.4.7.3 Employees must, not less than 10 school weeks prior to the proposed start of Child Rearing Leave, give the School written notice of the dates on which they propose to start and finish the period of leave. Employees are not in breach of this requirement if in compelling circumstances they are required to become the primary care-giver of a child.

5.4.8 **Notice of intentions to return or extend parenting leave**

- 5.4.8.1 Employees on parenting leave, other than short paid partner leave, shall give not less than 10 school weeks' notice to the School regarding their intention to return to duty or to request further leave of any type, or to adjust their working hours.
- 5.4.8.2 Employees returning to work following parenting leave are able to negotiate with their Executive Leader to have flexibility in the FTE hours that they return to work at within 36 months of commencing parenting leave. During this 36 months an employee may return to

work at a FTE below their permanent substantive contracted FTE whilst maintaining the right to return to their permanent FTE at the end of 36 months. At the end of 36 months, employees may also request to negotiate a reduced FTE with their Executive Leader, which would become their new and permanent contracted substantive FTE at this point.

- 5.4.8.3 If an employee has concurrent pregnancies and takes up to 48 months of Parenting Leave, their substantive will be held for a maximum of 60 months from when their Parenting Leave commenced.

5.4.9 **Parenting and partner leave flexibility**

5.4.9.1 Where both parents are employed across the Tyndale Group and where they are both eligible for parenting and partner leave, then they can decide how they would like to apply the 14 weeks of parenting leave and 2 weeks of partner leave between themselves. As an illustration, they may wish to take 8 weeks each, and take the leave simultaneously or concurrently.

5.4.10 **Foster carer's leave**

- 5.4.10.1 Foster carer's leave is available to employees that are granted Long Term Guardianship of a child up to the age of 18, through the Guardianship of the Chief Executive (such as GOM18).
- 5.4.10.2 An employee must provide the employer evidence of the long-term nature of the placement to be eligible for the leave and payment.
- 5.4.10.3 Paid foster carer's leave is available to the primary carer of the child and is provided to support and assist families with the placement of a child to settle them into their home and make adjustments to meet their needs once the long term guardianship has been granted.
- 5.4.10.4 Foster carer's leave is with and without pay. Foster carer's leave may be taken concurrently with foster carer leave taken by the employee's spouse.
- 5.4.10.5 14 weeks of the foster carer's leave will be paid leave at the same conditions as Parenting Leave.

5.5 **PUBLIC HOLIDAYS**

- 5.5.1 Public holidays are provided as per the NES.

5.6 **SPECIAL /EMERGENCY LEAVE**

- 5.6.1 An employee is entitled to up to 2 days paid leave to attend a special non-recurring event as defined in clause 5.6.2. The leave is not cumulative.
- 5.6.2 Approved Special / Emergency Leave entitlements, with pay, are:
- a) Moving house (primary residence only) – up to 1 day every 3 years;
 - b) Emergency leave when the house or other property of the employee is threatened – up to 2 days a year;
 - c) Own marriage preparation – up to 2 days;
 - d) When unable to attend work due to fire, flood, accident, spillage or other similar barrier or risk between the employee's usual residence and the School, because the employee will encounter such a physical barrier or there is risk to the employee or their property if they attempt to, or the distance travelled by alternate route is unreasonable – included in the 2 days a year, non-cumulative referred to under emergency leave;
 - e) Study leave to attend lectures, sitting examinations – for courses of study approved by the School as work-related (up to 2 days every 6 months);
 - f) Attend own graduation - for courses of study approved by the School as work-related (up to 2 days every 6 months – part of the same provision in clause 5.6.2 e) above);
 - g) Family and domestic violence leave (up to 10 days per episode/case) in accordance with policy *H4.10 Special leave*;
 - h) Own child's significant school event (e.g. first school day, sports day, graduation assembly, presentation of award) where the child attends a Tyndale school;
 - i) Up to 1 day to attend a child's wedding if it falls on a day that the employee would

usually work.

- j) Staff who undertake HAT or Lead certification or apply for renewal of their certification will be provided with 2 days study leave per application. The study leave will be taken at a time agreed between the teacher and their Immediate Responsible Officer.

5.7 OTHER SPECIAL LEAVE

- 5.7.1 The School may, where reasonable cause exists, grant to an employee other special leave with or without pay according to the Guiding Principles contained in School policy *H4.10 Special leave*, for any period and upon such conditions as are mutually agreed with the employee.
- 5.7.2 Special leave granted under clause 5.7.1 is in addition to any other leave to which an employee is entitled under this Part of the Agreement.
- 5.7.3 Leave without pay will be approved subject to the leave not impacting or having minimal impact on the work obligations of the employee, and alternate personnel being engaged or arranged with reasonable ease or without significant impact on that other employee(s) work obligations.
- 5.7.4 Leave without pay will not be taken into account in calculating the period of service for any purpose nor for calculating long service leave. However, absence through leave without pay will not break continuity of service.
- 5.7.5 Employees on extended special leave of a duration defined in Table 2 in clause 5.7.6 shall give notice to the School regarding their intention to return to duty or to request further leave of any type as defined in that table.
- 5.7.6 Table 2: Notice of intentions to return or extend leave

Original period of leave	Required notification period
10 weeks or less	4 school weeks
11 to 20 weeks	6 school weeks
21 weeks or more	10 school weeks

- 5.7.7 When an employee is granted leave without pay up to a period of 5 weeks, they will be entitled to receive payment for public holidays if a public holiday falls in that period that they are on leave and they would normally work that day. When an employee is on leave without pay for longer than 5 weeks, public holidays will not be paid.

5.8 COMMUNITY SERVICE LEAVE

- 5.8.1 Community service leave provisions of the Act apply, except to the extent that this clause provides enhanced benefits.
- 5.8.2 **Jury Service**
 - 5.8.2.1 The School will reimburse the employee the difference between the amount paid for attendance at jury service and the amount of wages the employee would have received in respect to the ordinary time the employee would have worked had the employee not been on jury service.
- 5.8.3 **Military Service leave**
 - 5.8.3.1 Any employee who is a member of the Australian Military Reserve or other Australian Military Forces will be granted leave without pay for the purpose of attending any compulsory camp or posting.

5.9 LONG SERVICE LEAVE

- 5.9.1 The long service leave provisions of the Long Service Leave Act 1987 (SA), as amended, are incorporated in and form part of this Agreement, except to the extent that this clause amends the provisions of that Act.
- 5.9.2 For the purposes of this clause 5.9, a 'week' is 5 week days and does not include Saturday or Sunday.
- 5.9.3 Employees entitled to long service leave under the Long Service Leave Act 1987 (SA) may apply to take or 'cash out' long service leave after seven completed years of service, in accordance with this clause 5.9.
- 5.9.4 Employees entitled to long service leave under the Long Service Leave Act 1987 (SA) may apply to have their long service leave received as a payment ('cashed out'), up to the maximum of the 'long service leave cash entitlement' accrued over their total period of service, after seven completed years of service,

in accordance with this clause 5.9.

- 5.9.5 For the purposes of this clause 5.9, the 'long service leave cash entitlement' is 50% of the Long Service Leave entitlement accrued over the employee's total period of service, ignoring any long service leave already taken or cashed out, but not exceeding the long service leave entitlement remaining.
- 5.9.6 Generally, the minimum period of Long Service Leave which will be granted in any one period, is 1 week. The minimum period for cashing out long service leave is 2 weeks, or 1 week if paid in conjunction with 1 week of long service leave taken.
- 5.9.7 Effective from the 26th January 2009 and subject to clause 4.5 dealing with continuous service, the long service leave entitlement for each employee expressed in weeks in accordance with the Long Service Leave Act 1987 section 5 will be converted to a long service leave entitlement balance expressed in hours, with future completed years of service accruing long service leave in accordance with clauses 5.9.8 to 5.9.11.

For the purposes of establishing the 'balance expressed in hours' as at 26th January 2009, the employee's long service leave entitlement expressed in weeks after having deducted weeks of leave already taken will be multiple by the employee's last 3 year average hours per week worked by using the definition of 'ordinary weekly rate of pay' defined in sections 8(1) and 3(2)(b) of that Act, but expressed in hours where a full-time week is equal to 37.5 hours.

To avoid doubt, the provisions of section 3(2)(b) of the Long Service Leave Act 1987 (SA) shall have no application after 26th January 2009.

- 5.9.8 The long service leave entitlement for full-time employees will be increased by 1.3 weeks (48.75 hours) for each completed year of full time service completed after the 26th January 2009.
- 5.9.9 The long service leave increase in entitlement of a part-time teacher for each completed year of service after 26th January 2009 shall be calculated in accordance with clause 5.9.8 but pro-rated using the employee's teaching load fraction calculated in accordance with clause 7.2.3.4. over the 12 months ending on the date of their completed year of service.
- 5.9.10 The long service leave increase in entitlement of a part-time support and administration employee for each completed year of service after 26th January 2009 shall be calculated in accordance with clause 5.9.8 but pro-rated using the employee's pro-rata fraction of the full-time equivalent calculated in accordance with the following formula, over the 12 months ending on the date of their completed year of service.

FTE = (Weeks worked / 52.18 – 4 weeks' annual leave) x (weekly hours worked / 37.5)

- 5.9.11 For the purposes of clause 5.9.9 and 5.9.10, if an employee's full time equivalent (FTE) has changed during the course of the 12 months comprising the completed year of service, the entitlement increase for the completed year shall be calculated by averaging the sum of FTE weighted according to the proportion of the year that each FTE was effective.
- 5.9.12 Public holidays that fall within a period of long service leave and that fall on an employee's usual day of work will not be deducted from their long service leave allowance.
- 5.9.13 The Long Service Leave Act (SA) 1987 will provide the minimum entitlement in relation to Long Service Leave for all employees. Notwithstanding clauses 5.9.4 to 5.9.12, no employee will be provided with a lesser Long Service Leave entitlement than that provided under The Long Service Leave Act (SA) 1987.
- 5.9.14 Prior to an employee taking long service leave, they may request to be provided with a calculation of their entitlement to Long Service Leave as provided under The Long Service Leave Act (SA) 1987.
- 5.9.15 In instances where the accrued hours of Long Service Leave for an individual, as calculated by the School since 2009, falls below the amount of accrued Long Service Leave as calculated under the Long Service Leave Act (SA) 1987, the employee will be paid the entitlement as provided under the Long Service Leave Act (SA) 1987.

5.10 DOMESTIC VIOLENCE LEAVE

- 5.10.1 Domestic violence leave will be applied to employees as per policy *H4.10 Special Leave*. Domestic violence leave will consist of up to 10 days of paid leave for each major incident. Domestic violence leave does not accumulate each year if it is not used.

5.11 INJURY AND RECOVERY/RETURN-TO-WORK PAYMENTS

- 5.11.1 In situations where an employee is injured at the School and whose injury claim has been accepted by ReturnToWorkSA or their claims agent, the School will continue to pay the full salary of the employee at

the load and salary that was effective at the time of the injury, for a maximum of 52 weeks from the date of injury if, in the School's opinion, the employee is making genuine efforts to follow rehabilitation requirements of the Return To Work Act 2014, return-to-work plans and in accordance with the School's policy *W4.02 Recovery and return to work*.

PART B – TEACHERS

6 APPLICATION AND OPERATION OF THIS PART

6.1 RELATIONSHIP WITH OTHER PARTS OF THIS AGREEMENT

6.1.1 This Part of the Agreement is to be read in conjunction with other Parts of this Agreement, as relevant to particular categories of employees.

6.2 DEFINITIONS

6.2.1 **Employee** in this Part of the Agreement means a teacher as defined in clause 1.6.29.

6.2.2 **This Part of the Agreement** means Part B Teachers.

7 EMPLOYER AND EMPLOYEES' DUTIES, EMPLOYMENT RELATIONSHIP AND RELATED MATTERS

7.1 CONTRACT OF HIRING

7.1.1 General Provisions

7.1.1.1 All employees will be employed as permanent full-time, permanent part-time, casual, temporary or replacement employees subject to the provisions in clause 7.2.

7.1.1.2 Upon appointment the School must inform the employee in writing of the following:

- a) The nature of employment (that is, permanent, replacement, temporary, casual);
- b) The classification level in accordance with clause 8.4;
- c) The salary applicable to the position;
- d) The teaching load; and
- e) The job title and area of responsibility.

7.1.1.3 The conditions of employment outlined in clause 7.1.1.2 cannot be altered except by mutual agreement between the School and the employee or in accordance with clause 3.1.

7.1.1.4 Where the School and the employee agree to a temporary increase in the employee's hours of work, the extra proportion of teaching time will be a separate contract of employment for casual work subject to the conditions of clause 7.2.6 except that the minimum payment provision of clause 7.2.6.2 may be disregarded. The employee's remuneration for the extra work will be paid at the greater of the casual rate of the employee's incremental step in the salary scale defined in clause 8.3.1, or the rate for casual relief teachers as defined in clause 8.3.4.1.

7.1.1.5 All appointments will be in accordance with the salary scale in clauses 8.3 and 8.4, having regard to the qualifications, experience, duties and responsibilities of the employee concerned.

7.1.1.6 An employee must comply with the Head of Schools' reasonable directive to carry out the classroom teaching duties that are within the limits of the employee's skills, competence and training.

7.1.1.7 The School may require an employee to supply:

- a) A certificate from an approved legally qualified medical practitioner that affirms or otherwise indicates that the employee is of sound health and free from any physical or mental defect likely to impair the employee's ability to perform the duties required. The School must pay for the cost of obtaining the certificate. The employee will approve the gender of the medical practitioner.

7.1.2 Probation (Teachers)

7.1.2.1 All appointments to a teaching position at the School shall be regarded as probationary for the first 6 months from the date of commencement.

7.1.2.2 The School recognises its responsibility to have a programme in place to ensure that all employees develop professionally in the role they have been employed to undertake at the School. The probationary process to be used will provide for feedback to and from the new employee, with the aim that new employees are provided with the training and support required to assimilate into the School and their role as quickly as possible and undertake their duties in a professional manner to an expected standard, in a positive environment

that is aimed at achieving successful outcomes for both the School and the employee.

7.1.3 Duties of a teacher

7.1.3.1 For the purposes of this clause 7.1.3, core activities include but are not limited to:

- a) administration, review, development and delivery of educational programmes;
- b) playground and yard supervision duties;
- c) attending school camps, retreats, and school excursions, including those requiring overnight stay;
- d) parent teacher and staff meetings, including parent teacher 'meet and greet' events;
- e) administration;
- f) assembly, special services and graduation duties;
- g) pastoral care duties; and
- h) school designated professional development training and/or meetings.

7.1.3.2 For the purposes of this clause 7.1.3, **co-curricular activities** include but are not limited to:

- a) Musicals;
- b) Arts events, including music performances, recitals, drama productions and art displays; and
- c) Sports events other than extra-curricular sports.

7.1.3.3 In addition to face-to-face teaching, the duties of a permanent, temporary or replacement employee may include core activities and co-curricular activities.

7.1.3.4 A part-time employee with a load of 0.4 or greater will undertake any of the core or co-curricular duties and/or activities described above.

7.1.3.5 A part-time employee with a load of less than 0.4 will undertake any of the core duties. Such a teacher will not be required to perform co-curricular activities.

7.1.3.6 Where a part-time teacher is not rostered on a day or part day when the applicable activities defined in clause 7.1.3.1 or 7.1.3.2 are scheduled, they shall make themselves available at other mutually agreed times to fulfil their obligations.

7.1.3.7 Activities in 7.1.3.1 b) and f) shall be undertaken on a pro-rata basis in accordance with clauses 7.2.3 and 7.4.

7.1.3.8 A casual employee will perform nominated activities defined in clause 7.1.3.1 or 7.1.3.2 through agreement between the employee and the School. Where this arrangement extends the length of a school day for the employee, the remuneration shall be extended accordingly, by agreement.

7.2 EMPLOYMENT CATEGORIES

7.2.1 With the exception of probationary employees, all employees other than replacement, temporary or casual employees will be deemed to be permanent.

7.2.2 Full-Time Employees

7.2.2.1 A full-time employee is any employee who is not part-time or casual, and who has a teaching load equivalent to full-time load as defined in clause 7.4.1.2. This full-time load will be expressed as 37.5 hours per week or 75 hours per fortnight.

7.2.3 Part-Time Employees

7.2.3.1 A part-time employee is one who is engaged in work regularly but for less than the total number of equivalent teaching periods worked by a full-time teacher at the School during a full school week.

7.2.3.2 Part-time employees will be entitled to the leave provisions as detailed in clause 5 of Part A of this Agreement.

7.2.3.3 A part-time employee can reasonably be expected to participate in all school related activities on those days during which that employee normally works at the School and such other times as are negotiated with the School.

7.2.3.4 Each appointment of a part-time employee will be expressed as a decimal fraction (e.g. 0.55) being the ratio of the number of contact hours allocated to the part-time teacher to

the number normally allocated to a full-time employee at the School.

7.2.4 **Replacement Employees**

- 7.2.4.1 A replacement employee is one who is hired for a period mutually agreed between the School and the employee.
- 7.2.4.2 A replacement employee may be hired to replace an employee absent on approved leave of any kind. However, the replacement employee does not have to fill the position vacated by the employee on leave.
- 7.2.4.3 Before the School hires a replacement employee, the School must inform that person of the temporary nature of the employment and of the rights of the employee who is being replaced.
- 7.2.4.4 Either party may terminate the contract of hiring by providing 2 weeks' notice in writing.
- 7.2.4.5 If the required notice of termination is not given, the School must pay or the employee must forfeit as the case may require, a sum equal to the salary difference between the period of notice actually given and the period of notice required.
- 7.2.4.6 Replacement employees hired for less than a full school term will be paid at the greater of the casual rate of the employee's incremental step in the salary scale defined in clause 8.3.1, or the rate for casual relief teachers as defined in clause 8.3.3.1.
- 7.2.4.7 Replacement teachers hired for a full term or more must be paid at their appropriate incremental step with pro-rata entitlement to sick leave, annual leave and annual leave loading.

7.2.5 **Temporary Employees**

- 7.2.5.1 An employee may be hired on a temporary basis to:
 - a) Fill an unforeseen vacancy for a period not exceeding 12 months, pending filling of the position on a permanent basis.
 - b) For a period mutually agreed between the School and the employee:
 - i. To fill a position established on a "trial" or project basis e.g. consequent upon experimental curriculum change or introduction of organisational change.
 - ii. To fill a position sustained by specific purpose qualified funding for the period of funding, where that funding has a finite duration.
 - iii. To provide additional teaching employees for temporary increases in enrolments at the School.
- 7.2.5.2 Temporary teachers hired for less than a full school term will be paid at the greater of the casual rate of the employee's incremental step in the salary scale defined in clause 8.3.1, or the rate for casual relief teachers as defined in clause 8.3.3.1.
- 7.2.5.3 Temporary teachers hired for a full term or more must be paid at their appropriate incremental step with pro-rata entitlement to sick leave, annual leave and annual leave loading.

7.2.6 **Casual Employees**

- 7.2.6.1 A casual employee is engaged and paid as such for a period not exceeding a school term.
- 7.2.6.2 Unless mutually agreed between the School and an individual employee, a casual employee may be employed for either a full day or half day.

7.3 **CLASS SIZES**

- 7.3.1 The parties to the Agreement recognize that for the sake of learning outcomes and work health and safety, class sizes need to be kept to numbers which are manageable.
- 7.3.2 The parties to this Agreement agree that maximum class sizes are within the following ranges:
 - a) Junior School (Reception): 25 students
 - b) Junior School (Year 1): 26 students
 - c) Junior School (Year 2): 27 students
 - d) Junior School (Years 3 - 5): 28 students
 - e) Middle School (Years 6 to 9): 28 students
 - f) Senior School (Years 10 to 12): 28 students

- g) Specialist subjects:
 - i) Technical Studies (Years 8 – 12): 15 students
 - ii) Home Economics (Years 6 – 9): 15 students
 - iii) Home Economics (Years 10 – 12): 20 students

7.3.3 In the event that it is deemed necessary for a teacher's class to exceed the recommended maximum, there will be consultation between the School and employees regarding ways in which employees may be appropriately supported.

7.3.4 In the event that one or more students requiring learning support is placed in a class, there will be consultation between the School and the affected employee(s) regarding the extent of support required and the ways in which the employee may be appropriately supported.

7.4 TEACHING LOAD

7.4.1 The parties to this Agreement agree that for the purposes of calculating the salary entitlements for teaching employees the following will be taken as the equivalent of a full time load:

7.4.1.1 Instructional time is 37 lessons per week, being 35 teaching lessons plus home-groups equivalent to 2 lessons.

7.4.1.2 Full time face to face teaching/supervision time according to the sub-school as follows:

- a) Junior School – 33 lessons, comprising 28 teaching lessons, home groups equivalent to 2 lessons, 1 assembly lesson and rostered supervision duties equivalent to 2 lessons
- b) Middle School – 33 lessons, comprising 28 teaching lessons, home groups equivalent to 2 lessons, 1 assembly lesson and rostered supervision duties equivalent to 2 lessons
- c) Senior School – 33 lessons, comprising 28 teaching lessons, home groups equivalent to 2 lessons, 1 assembly lesson and rostered supervision duties equivalent to 2 lessons

7.4.1.3 Rostered supervision: 4 duties per week, equivalent to 2 lessons

7.4.1.4 First Year Teachers to have one extra NIT per week (29 lessons at FTE reduced to 28 lessons) and will not be assigned pre-service teachers for duration of the first year

7.4.2 Co-curricular load

7.4.2.1 Employee workload is an important issue of the School and no employee will be asked to work an unreasonable or excessive workload. The below information provides a guide to a teachers acceptable workload based on a full time teacher load:

- a) Co-curricular activities (outside 8am to 4pm) (staff meetings, parent/teacher interviews, curriculum planning meetings, co-curricular activities) – Maximum of 100 hours per semester. When an employee exceeds this maximum, they are encouraged to contact their Executive Leader to negotiate a suitable outcome.
- b) Where a suitable outcome is not able to be negotiated between the Executive Leader and the employee, then the employee may raise a dispute using the process in clause 3.2 Disputes and Grievances.

7.5 RELIEF LESSONS

7.5.1.1 Teachers may be required to undertake Relief Lessons in Non-Contact Time, notwithstanding that the intent of this Agreement is that wherever possible, employee absences will not be covered by the existing teachers, but by temporary relief teachers (TRT).

7.5.1.2 Where external cover by a TRT is not possible, the following will apply:

- a) Full time teachers may be called upon to do up to 16 relief lessons per year, with no more than 6 in any given school term.
- b) Middle School and Senior School teachers may be required to take relief lessons in either of these two sub-schools. Junior School teachers may be required to take relief lessons within the Junior School. In the event that it is deemed necessary for a teacher to take a relief lesson outside of these arrangements, there will be consultation between Leadership and the teacher concerned. The Leadership recognizes that it has a duty of care to not place a teacher into any given year group that they do not have adequate training to oversee effectively. It is also the intent to

avoid a concentration of relief lessons assigned to an individual teacher over a short period of time.

- c) Subject to clause 7.5.1.2 a), teachers will be required to undertake relief lessons at the following scales:
 - i) 0.81 to 1.0 Full Time Equivalent (FTE) 6 relief lessons per term
 - ii) 0.61 to 0.8 FTE 4 relief lessons per term
 - iii) 0.41 to 0.6 FTE 3 relief lessons per term
 - iv) 0.4 FTE or less 2 relief lessons per term
- d) Effective communication regarding the administration of the system will be provided to the teaching employees. A register of relief lessons will be kept by the Leadership and made available to employees.
- e) Should a teacher be required to exceed the limit of relief lessons in any given period, as defined in clause 7.5.1.2 a) or c), a non-contact lesson or equivalent will be provided as reimbursement at a mutually agreeable time. Reimbursement will carry over from term to term within the period of the school year. Within the reimbursement scheme, time can be reimbursed using the following scale;
 - i) 1 relief lesson is equivalent to one non-contact lesson plus 1 yard duty
 - ii) 1 yard duty is equivalent to a half a lesson
 - iii) 2 home group times are equivalent to half a lesson
- f) Where teachers are employed in specialist subjects that have particular Workplace Health and Safety considerations (such as Technical Studies, Home Economics and Art), reimbursement will be limited to yard duties and home group times.
- g) Should a teacher be required to exceed the limit of four rostered supervision sessions (yard duties) in any given week, reimbursement will be provided at a mutually agreeable time. Reimbursement will be limited to yard or supervision duties.

7.6 TERMINATION OF EMPLOYMENT

7.6.1 Notice of Termination by the School

- 7.6.1.1 In order to terminate the employment of a teacher, the employer must give the teacher at least 6 weeks' notice in writing, excluding term breaks and closure period.
- 7.6.1.2 Payment in lieu of notice must be made if the appropriate notice period is not given.
- 7.6.1.3 The period of notice in this clause does not apply in the case of:
 - a) dismissal for conduct that at common law justifies instant dismissal
 - b) summary dismissal for serious misconduct
 - c) replacement employees
 - d) temporary employees
 - e) casual employees

7.6.2 Notice of Termination by a Teacher

- 7.6.2.1 In order to terminate employment, a teacher must give the employer at least 6 working weeks' notice in writing, excluding term breaks and the closure period. This provision does not apply to replacement, temporary or casual employees teachers.
- 7.6.2.2 The School may, where reasonable cause exists, reduce or waive the required period of notice.

7.6.3 Termination Due to Incapacity

- 7.6.3.1 If, in the opinion of the School, an employee, who by reason of physical or mental incapacity, is not or would not be able to:
 - a) perform adequately the work genuinely and reasonably required for the employment or position in question;
 - b) perform the work without endangering him or herself or other persons; OR
 - c) respond adequately to situations of emergency that should reasonably be anticipated in connection with the employment or position in question; AND

d) where a medical practitioner confirms that the incapacity is of a permanent nature;
THEN the School may terminate the employee's employment.

7.6.3.2 An employee who fulfils the above provisions must, upon the request of the School, submit to a medical examination or examinations. Failure to attend the medical examination without reasonable cause will be deemed to be evidence of incapacity.

7.6.3.3 An employee is entitled to use all sick leave credit before retirement under this clause.

7.7 DISCIPLINARY ACTION

7.7.1 Summary Dismissal

7.7.1.1 If an employee is:

- a) guilty of serious misconduct; OR
- b) for any other lawful cause of summary dismissal;

the School may terminate the employment of the employee without notice.

7.7.1.2 In the case of summary dismissal, salary will be paid up to the time of dismissal only.

7.7.2 Disciplinary Action and Dismissal in Other Circumstances

7.7.2.1 If an employee is negligent, inefficient, incompetent or unsatisfactory in the discharge of his or her duties, then the School must inform the employee of the particulars in writing and provide counselling to assist the employee to overcome the inefficiencies or incompetence.

7.7.2.2 The procedure detailed above will be repeated over a period covering at least 20 working weeks before notice of termination is given to the employee.

7.7.2.3 Notice of termination will be in writing in accordance with the notice requirements of clause 7.6.1 and will state the reasons for the termination and details of the counselling provided.

7.8 MEAL BREAK

7.8.1 An employee is entitled, each day, to a meal break between the hours of 11:00am and 2.30pm.

7.8.2 The meal break will be for not less than 30 minutes, except where an employee is rostered for supervision duties (on a particular day) during the students' lunch period, in which case the duration of the meal break will be not less than 20 minutes.

7.8.3 The meal break will be continuous and free of disruption scheduled by the School.

7.8.4 The above provisions will not apply:

- a) to a teacher who is absent from the School at the relevant time due to activities such as excursions or school camps; or
- b) on days when students remain indoors because of inclement weather.

7.8.5 This clause will not operate so as to prevent a teacher undertaking activities with students or employees on a voluntary basis.

7.9 HOURS OF DUTY

7.9.1 Full time teaching employees are expected to be on the School premises from 8:00am to 4:00pm ('core hours') every day in which students are in attendance and pupil free days, including during non-instructional time.

7.9.2 Clause 7.9.1 does not apply to the term break or closure period.

7.9.3 Part-time teaching employees are to be present at School at times negotiated with their line manager.

7.9.4 The School will apply these provisions with reasonable flexibility to accommodate workload, family and private commitments of teaching employees.

7.9.5 Teaching employees that obtain approval to leave premises during core hours must record their departure and arrival in nominated records.

8 WAGES AND RELATED MATTERS

8.1 PAYMENT OF SALARIES

- 8.1.1 Salary rates and allowances are set out in clause 8.3.
- 8.1.2 The salaries prescribed by clause 8.3 of the Agreement are the minimum salaries payable to employees covered by this Part of the Agreement.
- 8.1.3 All salaries and allowances will be apportionable in time.
- 8.1.4 Each payment of apportioned salary must be paid by electronic funds transfer (EFT). The employee will nominate an account at a financial institution into which salary will be paid.
- 8.1.5 Where the salary is paid fortnightly, each apportioned payment will be calculated as follows:

$$\text{Fortnightly salary (\$)} = \text{Annual salary} \times 2/52.18$$

- 8.1.6 Employees ineligible to be paid for any part of the closure period for annual leave will be paid for the days on which they are obliged to attend the School before the date indicated as "Start of the School Year for all Employees" in Table 1 of clause 4.4.3.

8.2 HIGHER DUTIES

- 8.2.1 If an employee is required by the School to perform duties applicable to a higher classification for a continuous period of 5 or more working days, then the employee must be paid the rate prescribed for the higher classification for the entire period the work is undertaken.
- 8.2.2 Instances of paid leave occurring within a continued period of higher duty will be paid at the employee's higher duty rate of pay.

8.3 TEACHER SALARIES AND ALLOWANCES

8.3.1 Salaries and allowances for Band 1 Employees

- 8.3.1.1 The following salaries and allowances will apply from the first full pay period commencing on or after the dates specified.

Table 3: Salaries for Band 1 Employees

		1.75%	3.25%	3.00%
	Annual Salary payable from May 2021	Annual Salary payable from May 2022	Annual Salary payable from May 2023	Annual Salary payable from May 2024
Band 1 Level 3	\$78,821	\$80,200	\$82,807	\$85,291
Band 1 Level 4	\$82,772	\$84,221	\$86,958	\$89,567
Band 1 Level 5	\$86,721	\$88,239	\$91,107	\$93,840
Band 1 Level 6	\$90,671	\$92,258	\$95,256	\$98,114
Band 1 Level 7	\$94,629	\$96,285	\$99,414	\$102,396
Band 1 Level 8	\$98,581	\$100,306	\$103,566	\$106,673
Band 1 Level 9	\$102,527	\$104,321	\$107,711	\$110,942
Band 1 Level 10	\$107,676	\$109,560	\$113,121	\$116,515
HAT	\$6,101	\$6,208	\$6,410	\$6,602
Lead	\$9,149	\$9,309	\$9,612	\$9,900
Temporary Relief Teacher	\$397	403	\$416	\$428

8.3.2 Allowances for Band 2 Employees

- 8.3.2.1 The following allowances will apply from the first full pay period commencing on or after the dates specified, and are paid in addition to the Band 1 Salaries in Table 3.

Table 4: Allowance for Band 2 Employees

	Annual Salary payable from May 2021	Annual Salary payable from May 2022 (1.75%)	Annual Salary payable from May 2023 (3.25%)	Annual Salary payable from May 2024 (3.00%)
Band 2 Level 1	\$3,804	\$3,871	\$3,997	\$4,117
Band 2 Level 2	\$10,048	\$10,224	\$10,556	\$10,873
Band 2 Level 3	\$16,287	\$16,572	\$17,111	\$17,624

8.3.3 Duty at additional camps

- 8.3.3.1 A full-time or part-time employee may be required to be on duty at a school camp or retreat requiring overnight stay or full evening duty in addition to a full teaching day. This duty is a component of the core duties of a teacher as defined in clause 7.1.3.
- 8.3.3.2 For each second and subsequent camp that an employee is requested to be on duty, the employee shall be entitled to an additional half day payment calculated in accordance with the employee's incremental level in accordance with qualifications and years of teaching experience as detailed in clause 8.4, or time off in lieu, at the employee's discretion.

8.3.4 Casual Employees

- 8.3.4.1 Employees engaged on a casual basis for a period of less than 5 consecutive school days will be remunerated a daily rate calculated as follows:
- Daily Rate = Band 1 Level 4 Annual Salary ÷ 52.18 X 1/5 X 125/100.**
- 8.3.4.2 Employees may be engaged on a casual basis for half of one school day and will be paid the daily rate divided by 2. Unless the School and an individual casual employee negotiate otherwise, a minimum payment of half a day will apply.
- 8.3.4.3 Employees engaged on a casual basis for 5 or more consecutive school days will be remunerated on a daily basis as in clause 8.3.3.1 above but the annual salary used as a basis for the calculation will be the employee's correct incremental step in accordance with qualifications and years of teaching experience as detailed in clause 8.4.
- 8.3.4.4 A casual employee on duty at a school camp or retreat requiring overnight stay or full evening duty in addition to a full teaching day will be entitled to an additional half day payment calculated in accordance with clause 8.3.3.2.

8.3.5 Part Time Employees

- 8.3.5.1 Payment of salary for any period of duty or leave with pay will be subject to the decimal multiplier determined pursuant to clause 7.2.3.4.
- 8.3.5.2 A part-time teacher requested and who agrees to work extra time over their contracted load will be paid according to the terms of clause 8.3.4, but the annual salary used as a basis for the calculation will be the greater of Band 1 Level 4 and the employee's correct incremental level in accordance with qualifications and years of teaching experience as detailed in clause 8.4.

8.4 CLASSIFICATION STRUCTURE

8.4.1 Definitions

- 8.4.1.1 Four year qualification means a Bachelor of Education Degree or other Degree which together with a post Graduate Diploma is recognised as equivalent by the Teachers Registration Board of South Australia. The qualification must have been awarded upon the successful completion of a prescribed academic course(s) of 4 years total duration.
- 8.4.1.2 Five year qualification means a 4 year Degree together with a post Graduate Diploma; or an Honours Degree or other Higher Degree which together with a post Graduate Diploma is recognised as equivalent by the Teachers Registration Board of South Australia. The qualification must have been awarded upon the successful completion of a prescribed academic course(s) of 5 years total duration and be relevant to the role of the teacher.

8.4.2 Band 1 Teachers

- 8.4.2.1 Band 1 employees will be professionally responsible, either as a class or subject teacher, for the application of pedagogic and curriculum knowledge and skills for the educational benefit

and pastoral care of students in their charge.

8.4.2.2 The commencing salary of a Band 1 employee without experience but who upon appointment holds a 4 year qualification will be not less than the salary prescribed at incremental Level 3 of the salary scale for Band 1 employees detailed in clause 8.3.1.

8.4.2.3 The commencing salary of a Band 1 employee without experience but who upon appointment holds a 5 year qualification will be not less than the salary prescribed at incremental Level 4 of the salary scale for Band 1 employees detailed in clause 8.3.1.

8.4.2.4 The commencing salary of a Band 1 employee with experience will be at an incremental level which recognises at least all prior teaching experience calculated in full time equivalent years and satisfactory evidence of which is provided to the School.

8.4.3 **Incremental Advance in Salary**

8.4.3.1 An employee will be entitled following the appointment at a particular incremental level in the salary scale in clause 8.3.1 to progress to the next higher incremental level of the scale after 200 duty days.

8.4.3.2 Employees will advance to Level 10 by annual increment.

8.4.4 **Band 2 Teachers**

8.4.4.1 Band 2 teachers will be appointed at level 1, 2 or 3 by the Head of Schools of the School to carry out specific duties or responsibilities as determined between the employee and the Head of Schools. These appointments are Leadership Positions as detailed below in clause 8.4.5.

8.4.4.2 Band 2 Level 1 and Band 2 Level 2 teachers will be paid the allowance in clause 8.3.2 in addition to their substantive Band 1 salary.

8.4.4.3 Band 2 Level 3 teachers will be paid the allowance in clause 8.3.2 in addition to their substantive Band 1 salary.

8.4.5 **Leadership Positions**

8.4.5.1 Definitions

- a) Leadership position means any position filled for the time being by any teacher classified as Band 2, with the exception of a teacher performing a sub-school principal role.
- b) Junior School means year levels reception to year 5.
- c) Middle School means year levels 6 to 9.
- d) Senior School means year levels 10 to 12.
- e) Leadership positions determined by the School to be Curriculum Leaders will be paid the allowance Band 2 Level 1 and will all be appointed for a 3 year term with the option of appointing for a further minimum 12 month period. The School may create new Curriculum Leader positions of a temporary nature for a period mutually agreed between the School and the employee to fill a position established on a 'trial' or project basis e.g. consequent upon experimental curriculum change or introduction of organisational change, or to fill a position sustained by specific purpose qualified funding for the period of funding, where that funding has a finite duration.
- f) Leadership positions determined by the School to be Coordinators will be paid the allowance Band 2 Level 2. A Coordinator that is a 'year level coordinator' will be appointed for a 5 year term. All other Coordinator positions responsible for a discrete unit, function or programme will be appointed permanently (e.g. Resource Centre, Learning Support, Sports programme).
- g) Leadership positions determined by the School to be Senior Coordinators will be paid the allowance Band 2 Level 3 and will be for a 5 year appointment. A Senior Coordinator that is responsible for coordinating the operation of one or more year levels will be appointed for a 5 year term. All other Coordinator positions responsible for a discrete unit, function or programme will be appointed permanently (e.g. Pathways Centre).

8.4.5.2 Prescribed Leadership Points

- a) The Senior School will appoint employees to leadership positions in such numbers as to at least utilise prescribed leadership position points determined for that sub-school. The leadership points will be calculated by multiplying the number of equivalent full

time teachers (of all classifications) of the Senior School by 1.5.

- b) The Junior School will appoint employees to leadership positions as in 8.4.5.2 a) above but the multiplier will be 1.0 in lieu of 1.5.
- c) The Middle School will appoint employees to leadership positions as in 8.4.5.2 a) above but the multiplier will be 1.25 in lieu of 1.5.
- d) Prescribed leadership points will be utilised as follows:
 - i) For each Band 2 level 1 appointment 2 points
 - ii) For each Band 2 level 2 appointment 6 points
 - iii) For each Band 2 level 3 appointment 9 points
 - iv) For each Band 2 level 4 appointment 13 points
- e) Points will be expressed as integers only but where the prescribed leadership points are not divisible, then the total of prescribed leadership points will be increased by one to enable division.
- f) Prescribed leadership points will be calculated on the actual equivalent full time teachers (of all teacher classifications) of the School as at the "Start of School Year for all Employees" as per clause 4.4.3 each year.

8.4.5.3 Appraisal and tenure of leadership positions

- a) During the school year, an employee will have their performance appraised, or may request an appraisal from their Line Manager. The Line Manager must provide details of the appraisal process. The employee will be provided with a written summary of the findings.
- b) The tenure of Curriculum Leaders will be a 3 year appointment. Subject to satisfactory performance appraisal, the School and employee shall jointly agree on appointment for a further 3 year period.

8.4.5.4 Simultaneous Appointments

- a) Other than allowed for elsewhere in this clause 8.4.5.4, an employee must not simultaneously be appointed to more than one Leadership Position.
- b) A teacher who performs the role of Coordinator or Senior Coordinator and is also appointed as a Curriculum Leader will also be paid the allowances applicable to both roles.

8.4.5.5 Duty Statements

- a) Employees appointed to a Leadership Position will have an agreed duty statement setting out:
 - i) the classification level
 - ii) the local title of the position (if applicable)
 - iii) the salary and allowance to be paid
 - iv) the duties to be carried out
 - v) the length of tenure of the position
 - vi) the provision of additional non-contact time (if any).

8.4.6 Highly Accomplished and Lead Teachers

- 8.4.6.1 Teachers that have achieved certification as a Highly Accomplished Teacher or a Lead Teacher will receive an allowance in accordance with clause 8.3.1 for the duration of the period that the certification is valid.

9 LEAVE ENTITLEMENTS

9.1 EMPLOYEE ABSENCES

- 9.1.1 Where an employee is absent and the absence is likely to be prolonged, the remaining employees will not normally be required to carry out the duties of the absent employee.
- 9.1.2 Where an employee is absent due to attendance at school instigated activities such as conferences and school camps, the remaining employees will not be required to carry out the duties of the absent employee if this would involve them exceeding the normal teaching load at the School.

PART C – SUPPORT AND ADMINISTRATION STAFF

10 APPLICATION AND OPERATION OF THIS PART

10.1 RELATIONSHIP WITH OTHER PARTS OF THIS AGREEMENT

10.1.1 This Part of the Agreement is to be read in conjunction with other Parts of this Agreement, as relevant to particular categories of employees.

10.2 DEFINITIONS

10.2.1 **Employee** in this Part of the Agreement means all persons employed as Support and Administration staff as defined in clause 1.6.28.

10.2.2 **This Part of the Agreement** means Part C – Support and Administration Staff.

11 EMPLOYER AND EMPLOYEES' DUTIES, EMPLOYMENT RELATIONSHIP AND RELATED MATTERS

11.1 CONTRACT OF HIRING

11.1.1 General Provisions

11.1.1.1 Upon appointment the School must inform the employee in writing of the following:

- a) The nature of employment (that is, permanent, replacement, temporary, casual);
- b) The classification level and career group in accordance with clause 12.3;
- c) The salary applicable to the position;
- d) The normal hours of work (weekly or over a four-week period);
- e) The number of ordinary hours per week and weeks per year; and
- f) The duties which the employee is expected to perform.

11.1.1.2 The conditions of employment outlined above in 11.1.1.1 cannot be altered except by mutual agreement between the School and the employee or in accordance with clause 3.1.

11.1.2 Probation of Support and Administration Staff

11.1.2.1 All appointments to the Support and Administration staff of the School shall be regarded as probationary for the first 3 months from the date of appointment.

11.1.2.2 The School recognises its responsibility to have a programme in place to ensure that all employees develop professionally in the role they have been employed to undertake at the School. The probationary process to be used will provide for feedback to and from the new employee, with the aim that new employees are provided with the training and support required to assimilate into the School and their role as quickly as possible and undertake their duties in a professional manner to an expected standard, in a positive environment that is aimed at achieving successful outcomes for both the School and the employee.

11.2 EMPLOYMENT CATEGORIES

11.2.1 Full-Time Employees

11.2.1.1 A full-time employee is an employee who is normally required to work 37.5 hours per week in any 5 day working week or 150 hours in a 4 week period of 20 working days for 52.18 weeks per year, less 4 weeks annual leave.

11.2.2 Part-Time Employees

11.2.2.1 A part-time employee is an employee who is engaged to work regularly but for less than the hours or weeks of full-time employees outlined in clause 11.2.1.1.

11.2.2.2 Part-time employees are entitled to proportionate annual leave and sick leave as prescribed in clauses 5.1.2 and 5.2.2.1.

11.2.3 Replacement Employees

11.2.3.1 A replacement employee is one who is hired for a period mutually agreed between the School and the employee.

11.2.3.2 A replacement employee may be engaged for the purpose of replacing another employee on approved leave of any kind. However, the replacement employee does not have to fill the

position vacated by the employee proceeding on leave.

11.2.3.3 Prior to engagement of a replacement employee the School must inform the replacement employee of the temporary nature of the employment and of the rights of the employee who is being replaced.

11.2.3.4 The School is not obligated to engage a replacement employee, if within the School there already exists an employee who can fulfil the position by increasing his or her hours of work or by being reclassified.

11.2.4 Temporary Employees

11.2.4.1 An employee may be hired on a temporary basis to:

- a) Fill an unforeseen vacancy for a period not exceeding 12 months, pending filling of the position on a permanent basis.
- b) For a period mutually agreed between the School and the employee:
 - i) To fill a position established on a "trial" or project basis e.g. consequent upon experimental curriculum change or introduction of organisational change.
 - ii) To fill a position sustained by specific purpose qualified funding for the period of funding, where that funding has a finite duration; or
 - iii) Temporarily increase the hours worked per week by a part-time employee currently in the School's employment.
 - iv) To provide additional employees for temporary increases in enrolments at the School which occur after the commencement of the school year.

11.2.4.2 Temporary employees hired for less than ten weeks will be paid at the greater of the casual rate of the employee's incremental step in the salary scale defined in clause 12.2.3.1, or the rate for casual employees as defined in clause 12.2.4.

11.2.4.3 Temporary employees hired for ten weeks or more must be paid at their appropriate classification increment with pro-rata entitlement to sick leave, annual leave and annual leave loading.

11.2.5 Casual Employees

11.2.5.1 A casual employee is one engaged and paid as such.

11.2.5.2 A casual employee must not be appointed to the same position or in the same capacity for any continuous period longer than one school term.

11.2.5.3 Unless mutually agreed between the School and an individual employee, a casual employee may be employed for less than one full day but not for less than 3 hours.

11.2.5.4 The contract of hiring may be terminated by either party on the giving of 1 day's notice.

11.3 TERMINATION OF EMPLOYMENT

11.3.1 Notice of Termination by the School

11.3.1.1 In order to terminate the employment of an employee, the School must give the employee the following notice:

Table 5.1: Notice periods given to an employee classified at Level 8.1

Period of Continuous Service	Period of Notice
Not more than 5 years	at least 3 weeks
More than 5 years	at least 4 weeks

Table 5.2: Notice periods given to other employees covered in this Part:

Period of Continuous Service	Period of Notice
Not more than 3 years	at least 2 weeks
More than 3 years but not more than 5 years	at least 3 weeks
More than 5 years	at least 4 weeks

- 11.3.1.2 In addition to the notice in 11.3.1.1, employees over 45 years of age at the time of the giving of notice with not less than 2 years continuous service are entitled to additional notice of 1 week.
- 11.3.1.3 Payment in lieu of notice must be made if the appropriate notice period is not given. Employment may be terminated by part of the period of notice specified and part payment in lieu.
- 11.3.1.4 In calculating any payment in lieu of notice the School must pay the wages an employee would have received in respect of the ordinary time the employee would have worked during the period of notice had the employee's employment not been terminated.
- 11.3.1.5 The period of notice in this clause does not apply in the case of:
- a) dismissal for conduct that at common law justifies instant dismissal;
 - b) replacement employees;
 - c) temporary employees; or
 - d) casual employees.
- 11.3.2 Time Off During Notice Period**
- 11.3.2.1 Where the School has given notice of termination to an employee, the employee is entitled to reasonable paid leave of absence for the purpose of seeking other employment. The time off is to be taken at times that are convenient to the employee after consultation with the School.
- 11.3.3 Statement of Employment**
- 11.3.3.1 At the employee's request the School must provide to an employee (other than a casual employee) whose employment has been terminated a written statement specifying:
- a) The length of service;
 - b) The number and range of duties performed;
 - c) Any promotion positions held; and
 - d) Any special and / or additional duties performed.
- 11.3.3.2 At a casual employee's request the School must provide to a casual employee a statement which specifies the number of duty days undertaken by the employee during the period of engagement of the employee.
- 11.3.4 Payment in Lieu**
- 11.3.4.1 If the School makes payment in lieu for all or any of the period of notice prescribed, the period for which such payment is made must be treated as service with the School for the purposes of computing any service related entitlement of the employee.
- 11.3.5 Notice of Termination by Employee**
- 11.3.5.1 In order to terminate employment an employee classified at Level 8.1 must give the School at least 3 working weeks' notice in writing.
- 11.3.5.2 In order to terminate employment an employee other than Level 8.1 must give the School at least 2 working weeks' notice in writing.
- 11.3.5.3 The School may, where reasonable cause exists, reduce or waive the required period of notice.
- 11.3.6 Termination due to incapacity**
- 11.3.6.1 If, in the opinion of the School, an employee, who by reason of physical or mental incapacity, is not or would not be able to:
- a) perform adequately the work genuinely and reasonably required for the employment or position in question;
 - b) perform the work without endangering him or herself or other persons; OR
 - c) respond adequately to situations of emergency that should reasonably be anticipated in connection with the employment or position in question; AND
 - d) where a medical practitioner confirms that the incapacity is of a permanent nature,

- THEN the School may terminate the employee's employment.
- 11.3.6.2 An employee who fulfils the above provisions must, upon the request of the School, submit to a medical examination or examinations. Failure to attend the medical examination without reasonable cause will be deemed to be evidence of incapacity.
- 11.3.6.3 An employee is entitled to use all sick leave credit before termination of employment under this clause.

11.4 UNSATISFACTORY PERFORMANCE

- 11.4.1 If an employee is consistently negligent, inefficient, incompetent or uncooperative in the discharge of his or her duties, then the School must inform the employee of the particulars in writing and provide counselling to assist the employee to overcome the inefficiencies or improve the competency.
- 11.4.2 The written particulars will constitute notice to the employee that unless within 4 working weeks or other such time reasonable to the circumstances the employee rectifies the matters referred to in the particulars then the employee may be dismissed upon the giving of the appropriate notice detailed in clause 11.3.1.

12 WAGES AND RELATED MATTERS

12.1 PAYMENT OF SALARIES

- 12.1.1 Salary rates and allowances are set out in clause 12.2.
- 12.1.2 All salaries and allowances will be apportionable in time.
- 12.1.3 Each classification level is comprised of several increments or 'steps'. Each increment represents an advancement in the employee's competency, and therefore a commensurate increase in wage.
- 12.1.4 On appointment to a position, an employee shall commence on the first increment level for that position, unless they can demonstrate, upon furnishing appropriate written evidence, that they hold experience in comparable positions with duties equivalent to or higher in responsibility or complexity than the appointed position with the School. In these circumstances, the new employee shall commence on an increment step and advance to the next higher increment, having regard to the length of experience in accordance with clause 12.1.5.
- 12.1.5 Advancement to the next higher increment in a classification level shall occur after a minimum of 40 weeks of service for at least 32.5 hours per week, and where the employee has:
 - 12.1.5.1 Acquired and utilised additional skills, experience and competencies within the ambit of the classification level and in accord with the priorities of the School; and
 - 12.1.5.2 Demonstrated satisfactory performance against the relevant position classification dimensions.
- 12.1.6 Advancement to the next higher increment in accordance with clause 12.1.5 shall be automatic, unless there is significant detriment to the performance of the employee's duties.
- 12.1.7 For the purposes of calculating progression to the next higher increment under clause 12.1.5, additional time worked (excluding overtime) over and above the employee's normal hours (as defined in the appointment conditions document required by clause 11.1.1.1) will count towards the eligible service.
- 12.1.8 Salaries must be paid fortnightly.
- 12.1.9 The fortnightly salary of a full time Support and Administration Staff employee will be 2/52.18 of the minimum annual salary.
- 12.1.10 Each payment of apportioned salary must be paid by electronic funds transfer (EFT). The employee will nominate an account at a financial institution into which salary will be paid.

12.2 SALARIES AND ALLOWANCES

- 12.2.1 Employees engaged to work for less than full-time will be paid at the rate calculated by use of the pro-rata formula in 12.2.2.
- 12.2.2 A permanent part-time employee will be paid over the full year, at a fortnightly rate calculated as follows:

$$\frac{\text{equivalent full-time annual salary}}{1} \times \frac{\text{hours actually worked per week}}{37.5} \times \frac{\text{weeks actually worked}}{52.18 - 4 \text{ weeks' annual leave}} \times 2 = 52.18$$

12.2.3 Salaries for Support and Administration Employees

- 12.2.3.1 The following salaries will operate from the first full pay period commencing on or after the dates specified.

Table 6: Salaries for Support and Administration Employees

	Annual Salary payable from 03 May 2021	Annual Salary payable from 02 May 2022	Annual Salary payable from 01 May 2023	Annual Salary payable from 01 May 2024
Increment		1.75%	3.25%	3.00%
Increment 1	\$41,444	\$42,169	\$43,539	\$44,846
Increment 2	\$44,893	\$45,679	\$47,164	\$48,578
Increment 3	\$48,727	\$49,580	\$51,191	\$52,727
Increment 4	\$52,993	\$53,920	\$55,672	\$57,343
Increment 5	\$54,763	\$55,721	\$57,532	\$59,258
Increment 6	\$59,355	\$60,394	\$62,357	\$64,228
Increment 7	\$62,447	\$63,540	\$65,605	\$67,573
Increment 8	\$63,995	\$65,115	\$67,231	\$69,248
Increment 9	\$64,847	\$65,982	\$68,126	\$70,170
Increment 10	\$66,240	\$67,399	\$69,589	\$71,677
Increment 11	\$67,684	\$68,868	\$71,106	\$73,239
Increment 12	\$69,632	\$70,851	\$73,154	\$75,348
Increment 13	\$70,993	\$72,235	\$74,583	\$76,820
Increment 14	\$72,937	\$74,213	\$76,625	\$78,924
Increment 15	\$76,325	\$77,661	\$80,185	\$82,591
Increment 16	\$78,324	\$79,695	\$82,285	\$84,754
Increment 17	\$80,326	\$81,732	\$84,388	\$86,920
Increment 18	\$82,355	\$83,796	\$86,519	\$89,115
Increment 19	\$84,383	\$85,860	\$88,650	\$91,310
Increment 20	\$86,491	\$88,005	\$90,865	\$93,591
Increment 21	\$88,661	\$90,213	\$93,145	\$95,939
Increment 22	\$90,842	\$92,432	\$95,436	\$98,299
Increment 23	\$96,534	\$98,223	\$101,415	\$104,458
Increment 24	\$98,691	\$100,418	\$103,682	\$106,792
Increment 25	\$101,608	\$103,386	\$106,746	\$109,948
Increment 26	\$105,145	\$106,985	\$110,462	\$113,776
Increment 27	\$108,140	\$110,032	\$113,608	\$117,016
Increment 28	\$111,137	\$113,082	\$116,757	\$120,260
Increment 29	\$115,558	\$117,580	\$121,401	\$125,043

Note: From 30 July 2017 the Annual Salary is calculated over 52.18 weeks for full-time Support and Administration staff who work 37.5 hours per week and have 4 weeks of paid leave and in accordance with clause 11.2.1.1.

12.2.4 Casual Employees

- 12.2.4.1 The salaries of casual employees will be based on the annual salaries appropriate to their classification as specified in clause 12.2.3 above.
- 12.2.4.2 Casual employees will be paid for the time actually worked at an hourly rate calculated in accordance with the following formula which includes a 25% loading in lieu of annual leave, annual leave loading, sick leave and public holidays:

$$\text{equivalent full-time annual salary} \div 52.18 \times 1/37.5 \times 125/100$$

12.3 CLASSIFICATION STRUCTURE

12.3.1 In this clause 12.3, these terms shall have the following meaning:

- 12.3.1.1 **Career Group** is group of positions that are similar in terms of the nature of work and the purpose or objective of the position.
- 12.3.1.2 **Classification** means the remuneration level in which a position has been assigned. A classification is comprised of several increments. See also 'Level'.
- 12.3.1.3 **Classification dimensions** are used to define the level of responsibility or complexity of a position, and may be described as a hierarchy of examples for each dimension, in order of responsibility or complexity. Classification dimensions are defined in clause 15.
- 12.3.1.4 **Increment** - each classification level is comprised of several increments or 'steps'. Each increment represents an advancement in the employee's competency, and therefore a commensurate increase in wage.
- 12.3.1.5 **Level** means the remuneration level or classification which has been determined for the Job Description.
- 12.3.1.6 **Occupant** refers to the employee that currently performs the duties of the position.
- 12.3.1.7 **Position** means the job which is defined by a Job Description. It is possible for several positions to have the same Job Description in situations where there is more than one person doing the same tasks.
- 12.3.1.8 **Step** see 'increment'.
- 12.3.1.9 **Support and Administration Officer(s)** or **Support and Administration Staff** means all employees as defined in clause 1.6.28 of this Agreement.

12.3.2 The classification levels defined in Part D of this Agreement shall have the following pay increments, with reference to clause 12.2.3.

Table 7: Classification levels and their increment ranges

Classification level	Increment range
Under 18 years	1
18 years	2
19 years	3
20 years	4
1.1	5 to 8
2.1	9 to 11
2.2	10 to 12
2.3	11 to 13
3.1	12 to 14
3.2	13 to 15
4.1	15 to 17
4.2	16 to 18
4.3	17 to 19
5.1	18 to 20
6.1	20 to 22
7.1	23 to 25
8.1	26 to 29

12.3.3 For the purposes of applying this Agreement, positions are allocated to a career group, where all positions in that career group are similar in terms of the nature of work and the purpose or objective of the position.

12.3.4 The career group, of itself, shall not determine the classification level of a position.

12.3.5 Administration

- 12.3.5.1 'Finance related' comprises the roles of accountant, accounts assistants, payroll officers, receptionists and others that have a significant financial processing role.
- 12.3.5.2 'Administrative' comprises the roles of personal assistants, secretarial employees, clerical employees, registrars, public relations and marketing employees, human resource officers and their assistants, and others in customer service roles.

12.3.6 Curriculum

- 12.3.6.1 'Classroom' includes, but is not limited to, support employees that work in learning environments (predominantly classrooms, but including other areas) in support of teachers

- and students, or whose work directly supports teachers or students. Examples of roles in this career group are classroom assistants and education support officers.
- 12.3.6.2 'Special Education' includes support employees that support and work with teachers delivering programmes for gifted students or students with academic, physical, mental or social disability.
- 12.3.6.3 'Resources' includes but is not limited to the following: library officers (other than teacher librarians), library assistants and book-room employees.
- 12.3.6.4 'Laboratory/Technical' includes those that provide laboratory or science support requiring knowledge of the science faculty, hazardous substances/equipment and operation of a science laboratory; or those that have knowledge of or can operate a variety of audio, visual, lighting and other technical equipment, excluding ICT support.
- 12.3.6.5 'Instructional' includes, but is not limited to, those that tutor students in the arts or sports or recreational activities, or those that coordinate or administer others in these programmes.
- 12.3.7 'Information and Communications Technology (ICT)' includes employees whose prime focus is the implementation and maintenance of computing and network infrastructure, software, information management and telecommunications. Positions may include network administrators, technicians, database administrators, analyst/programmers and associated support personnel with exposure to significant ICT work.
- 12.3.8 Operations
- 12.3.8.1 'Property' includes those employees whose prime focus is the development, maintenance and security of facilities, such as: grounds persons, maintenance workers, security personnel, cleaners, caretakers, bus drivers and tradespeople.
- 12.3.8.2 'Catering' includes but is not limited to employees involved in the provision of meals, food and beverages, such as canteen and cafeteria employees, kitchen hands, chefs, cooks and sales employees.
- 12.3.8.3 'Retail' includes those employees who are predominantly sales employees e.g. Uniform Shop employees.
- 12.3.9 'Wellbeing' includes but is not limited to employees whose prime focus is that of maintaining the physical and mental wellbeing of students.
- 12.3.9.1 'Nursing' being those employees that are a registered nurse with the Nurses Board of South Australia.
- 12.3.9.2 'First Aid' being those employees that hold a senior first aid certificate (or equivalent), and where the majority of that person's effort and responsibilities are devoted to providing first aid, emergency or illness care to students.
- 12.3.9.3 'Counselling and Therapy' being comprised of social workers, counsellors (other than teacher counsellors), speech pathologists, psychologists, and other professionals.

12.4 GENERAL PRINCIPLES FOR CLASSIFICATION

- 12.4.1 The School will assign employees within one of the career groups defined in clause 12.3 of this Agreement. Each employee shall be assigned to a classification level defined in clause 12.3.2 of this Agreement, and paid the wage in clause 12.2.3 of this Agreement. The School must advise each employee in writing of their classification and of any changes to their classification.
- 12.4.2 The School will provide a job description to each employee of the School in accordance with school policy *H4.02 Job descriptions*, which will aim to provide each employee with a clear understanding of their work objectives, job responsibilities and awareness of how their role contributes to the objectives of the School; is a basis for recruitment, selection, professional development and performance appraisal; enable the School and employee to have a shared understanding of the job, and therefore can commit to and be accountable for the role; and enables each job to be assigned a classification level which reasonably reflects the responsibilities and complexities of the job.
- 12.4.3 Nothing contained in this Agreement may be read or construed as limiting or affecting the right of the School to reasonably require an employee of any career group at any time, or temporarily, to perform duties appropriate to other career groups, whether or not the duties are those normally attached to a higher or lower grade and career group, or any other duties associated with the operation of the School. The School will provide appropriate training for the employee and, subject to clause 12.6 of the Enterprise Agreement dealing with higher duty, the employee will be paid the appropriate rate of pay for the responsibilities of the work and will suffer no reduction in salary as a result.
- 12.4.4 The classification dimensions in Part D are guidelines to determine the appropriate classification level of

a position. The dimensions are the principal guide to classification, and must be read as a whole to gain an understanding of the position and the performance requirements. An individual dimension is not to be used to justify the classification of a position.

- 12.4.5 The lists of typical activities and occupational equivalents in Part D are non-exhaustive indicative guides. The typical activities and occupational equivalents are not to be used as a primary determinant in classifying employees. They supplement the classification dimensions for a classification level.

12.5 COMMITMENT TO REVIEW CLASSIFICATION STRUCTURE OF SPECIFIC CAREER GROUPS

- 12.5.1 The School is committed to review the classification structure and definitions of the 'Classroom' and 'Special Education' career groups as soon as is reasonably practicable during the term of this Agreement, using consultation as defined in clause 1.6.6.

12.6 HIGHER DUTIES

- 12.6.1 An employee other than an employee to which clause 12.6.2 or 12.6.3 applies, who is required to perform duties applicable to a classification higher than that of the employee for 5 or more consecutive days and the duties constitute the whole or substantially the whole of the type of duties which would attract the higher classification, then the employee must be paid the rate prescribed for the minimum incremental level of the higher classification for the entire period the work is undertaken.
- 12.6.2 An employee who is requested to act for the Property Manager for period of one full day or more will receive higher duty payment at the minimum increment rate prescribed for the Property Manager, and according to the normal employment conditions for the Property Manager, for the entire period the work is undertaken.
- 12.6.3 An employee who is requested to perform the instructional teaching of students in the absence of the teacher, yet while supported by a registered relief teacher, will receive a higher duty payment for every lesson so taught.
- 12.6.4 Subject to clause 5.1.4.3, instances of paid leave occurring within a continued period of higher duty will be paid at the employee's higher duty rate of pay.

12.7 REVIEW OF JOB DESCRIPTIONS AND CLASSIFICATION LEVELS FOR SUPPORT AND ADMINISTRATION STAFF

- 12.7.1 The parties to this agreement agree that the Job Description of Support and Administration staff will not be changed without consultation and in any case will be reviewed as to duties, classification level and remuneration in accordance with the School's policy *H4.05 Review of Classifications and Duties*. In any negotiations regarding such matters, Support and Administration employees have the right of representation.
- 12.7.2 The School will provide a formal annual appraisal system for Support and Administration staff.

12.8 RECLASSIFICATION AND ROLE REVIEW

12.8.1 Reclassification

- 12.8.1.1 An employee who has served in a classification for not less than one calendar year and is regularly called upon to perform a substantial volume of duties appropriate to a higher classification is entitled to request reclassification to a higher classification.
- 12.8.1.2 An employee who is required to perform duties appropriate to a higher classification for a temporary period only will be dealt with according to clause 12.6.
- 12.8.1.3 Re-classification is not dependent on organisational vacancies but is subject to mutual agreement between the School and the employee.

12.8.2 Conditions for re-classification

- 12.8.2.1 The application must:
- a) be in writing;
 - b) be accompanied by a current agreed job description; and
 - c) detail the reasons for the request for re-classification, with reference to the classification dimensions of Part D.
- 12.8.2.2 An employee applying for reclassification under clause 12.8.1.1 shall be entitled to speak to their application in person, including an application which is decided by an assessment panel. The employee can nominate a person to represent them at meetings.
- 12.8.2.3 Unsuccessful applications for reclassification can be appealed by the employee.
- 12.8.2.4 When mutual agreement cannot be achieved or a period of 4 working weeks has elapsed

without response from the School, then an assessment panel must be convened to determine the application.

- 12.8.2.5 The assessment panel will comprise:
- a) a representative nominated by the School;
 - b) a representative nominated by the employee applicant;
 - c) a representative elected by the teaching staff of the School.
- 12.8.2.6 If the application is successful the employee must be placed on an incremental step in the salary range appropriate to the new classification.
- 12.8.2.7 The date of operation of a successful application must be no later than 3 months after the date of written application by the employee.
- 12.8.2.8 Where the School or employee is not satisfied with the decision of the assessment panel then the grievance procedure will be invoked in accordance with clause 3.2.

13 HOURS OF WORK, BREAKS, OVERTIME AND WEEKEND WORK

13.1 ORDINARY HOURS OF WORK

- 13.1.1 The maximum number of ordinary hours of work is 37.5 hours per week or 150 hours in a 4 week period.
- 13.1.2 Ordinary hours in normal circumstances are between the hours of 8.00 AM to 6.00 PM, Monday to Friday both inclusive, unless the School and employee expressly agree to the contrary.
- 13.1.3 Employees may be required to work reasonable additional hours.
- 13.1.4 Work performed outside of ordinary working hours is payable at overtime rates.

13.2 BREAKS

- 13.2.1 An employee must not work more than 5 hours in any one day without a meal break of not less than 30 minutes nor more than 1 hour.
- 13.2.2 The meal break will not count as time worked.
- 13.2.3 The School must allow an employee a morning tea break of 15 minutes duration which will be counted as time worked.

13.3 OVERTIME AND TIME IN LIEU

13.3.1 Support and Administration Employees

- 13.3.1.1 Employees who are classified as Level 4 or higher and who are paid an annual salary for full-time employment are not eligible to receive overtime rates except by mutual agreement between the School and the employee as the possibility of working reasonable additional hours has been taken into account in setting the salary rate.
- 13.3.1.2 When a Support and Administration staff member is required by the employer to attend a staff meeting, other work related function, school camp or perform work outside of their normal working hours, such employees may elect to take time off in lieu in accordance with clause 13.3.2, or be paid, at the appropriate hourly penalty rate for the time spent at the staff meeting, camp or function in accordance with clause 13.3.1.1 and 13.3.1.3.
- 13.3.1.3 The penalty rates for the purposes of this clause are:

Table 8: Overtime penalty rates

Hours worked	Penalty factor
Ordinary hours within agreed hours	1.0
Monday to Friday – outside ordinary hours of work in accordance with clause 13.1	1.5 (first 3 hours) 2.0 thereafter
Monday to Friday – hours up to 7.5 per day over and above agreed hours	1.2
Saturday – first 3 hours before 12 noon	1.5
Saturday –hours after 12 noon OR Sunday	2.0
Public Holiday (the total penalty factor to be paid on a public holiday, irrespective whether the day is a normal rostered day or not)	2.5

13.3.2 Time in lieu

- 13.3.2.1 An employee may, by mutual agreement between the School and the employee, take time-in-lieu of work performed outside the employee’s normal hours.
- 13.3.2.2 The time in lieu will attract the same penalty loadings as the overtime detailed in clause 13.3.1.3 above.
- 13.3.2.3 The time taken off must be on a date or time agreeable to both the School and the employee.
- 13.3.2.4 Time worked and time taken in lieu will be recorded in official school systems, if provided.

13.3.3 Rostered Day Off (RDO)

- 13.3.3.1 If an employee is employed on a full-time basis, as defined in clause 11.2.1, and employed as a Level 4.3 or below, they will be eligible to enter into the School’s RDO programme in

accordance with policy *H4.13 Rostered days off (Support and Administration Staff)*.

13.3.3.2 Where an employee elects to enter into the RDO programme, for an additional 25 minutes of time worked each day, the employee will be eligible to receive one RDO every four weeks. This day will be programmed in advance and must be taken in each four week period. The employee or the line manager may negotiate for the day to be swapped to another day within the four week period depending on work demands.

13.3.3.3 The scheduling of the additional 25 minutes of time actually worked will be mutually agreed between the employee and their line manager.

13.3.4 **Travel Time**

13.3.4.1 If an employee is required to travel outside of the employee's specified working hours in the course of performing his or her duties, approval shall be sought with the employee's line manager before undertaking travel, and the employee shall be compensated in accordance with clause 13.3.1 or 13.3.2.

13.3.5 **Variations to working period**

13.3.5.1 If the School closes the School on a day that has been previously determined as part of the employee's working week, then the employee will not lose pay nor be required to work on days in lieu of the School closure day.

13.3.5.2 If an employee is required to work extra hours other than hours that have previously been determined as part of the employee's working week, then the extra hours will be paid according to the overtime rates as detailed in clause 13.3.1.3.

13.3.6 **Security callouts**

13.3.6.1 Employees approved by the School to attend security callouts shall be paid a minimum payment of 2 hours at the appropriate overtime rates as defined in clause 13.3.1.3.

13.3.6.2 Employees on callout on a public holiday shall be paid for the callout according to clause 13.3.6.1 in addition to the normal time payment for that public holiday.

13.3.6.3 Second and subsequent callout payments shall be paid if the employee has already returned to domestic or recreational duties. If the employee is still on callout duty or travelling to or from callout duty, a second or subsequent payment will not be made.

13.3.6.4 For any single callout extending beyond 2 hours in duration, including travelling time, the additional time will be paid to the employee at the appropriate overtime rates as defined in clause 13.3.1.3.

PART D – CLASSIFICATION DIMENSIONS

14 APPLICATION AND OPERATION OF THIS PART

14.1 DEFINITIONS

- 14.1.1 **Career Group** is group of positions that are similar in terms of the nature of work and the purpose or objective of the position.
- 14.1.2 **Classification** means the remuneration level in which a position has been assigned. A classification is comprised of several increments. See also 'Level'.
- 14.1.3 **Classification dimensions** are used to define the level of responsibility or complexity of a position, and may be described as a hierarchy of examples for each dimension, in order of responsibility or complexity. Classification dimensions are defined in clause 15.
- 14.1.4 **Employee** in this Part of the Agreement means all persons employed as Support and Administration staff as defined in clause 1.6.28.
- 14.1.5 **Increment** - each classification level is comprised of several increments or 'steps'. Each increment represents an advancement in the employee's competency, and therefore a commensurate increase in wage.
- 14.1.6 **Level** means the remuneration level or classification which has been determined for the Job Description.
- 14.1.7 **Occupant** refers to the employee that currently performs the duties of the position.
- 14.1.8 **Position** means the job which is defined by a Job Description. It is possible for several positions to have the same Job Description in situations where there is more than one person doing the same tasks.
- 14.1.9 **Step** has the same meaning as 'increment'.
- 14.1.10 **This Part of the Agreement** means Part D – Classification Dimensions.

15 CLASSIFICATION DIMENSIONS

15.1 COMPETENCY

- 15.1.1 Competency is the skill, complexity and responsibility of tasks typically required at each classification level.

15.2 DEPTH OF WORK EXPERIENCE REQUIRED TO DO THE JOB

- 15.2.1 This characteristic measures the length of time required on average to learn or develop the expertise required to perform the job to a satisfactory level. It is not a measure of the knowledge of the organisation in which the job is being performed, but more so the depth or amount of expertise developed generally which is required to perform the duties of the position effectively. It recognises that different jobs have different levels of expertise, some of which can be learned over a short time frame, and others where the expertise is accumulated over a longer period of time. This characteristic also reflects the dynamic nature of change of the expertise.
- 15.2.2 In some cases, qualifications are a means of holding relevant experience. Some positions may not require a qualification to be held, but may instead require relevant depth of experience. In this case, the assessor will make a lower assessment of qualifications, but will emphasize the importance of the 'depth of experience' characteristic. This does not preclude those positions that may require both qualifications and depth of experience.
- 15.2.3 This dimension may be measured according to one of the following levels:
 - 15.2.3.1 Expertise to reach long term competency can be developed in less than 12 months.
 - 15.2.3.2 Expertise to reach long term competency can be developed in 1 to 3 years.
 - 15.2.3.3 Expertise to reach long term competency can be developed in 3 to 5 years.
 - 15.2.3.4 Expertise to reach long term competency can be developed in greater than 5 years, and requires constant update due to the dynamic nature of the underlying technology or knowledge.

15.3 APPLICATION OF KNOWLEDGE AND SKILLS

- 15.3.1 This characteristic describes the circumstances in which the knowledge, skills and expertise are applied,

and the complexity and dynamic nature of the context in which these skills are applied.

15.3.2 This dimension may be measured according to one of the following levels:

15.3.2.1 No knowledge applied - follows instructions only.

15.3.2.2 Some application of knowledge in a specialised field usually acquired through training or experience.

15.3.2.3 Highly developed skills and knowledge applied in routine situations.

15.3.2.4 Highly developed skills and knowledge applied in diverse situations.

15.3.2.5 Highly developed dynamic skills and acquired knowledge applied to complex situations.

15.4 AUTONOMY AND INDEPENDENCE

15.4.1 Autonomy and independence is the extent to which an employee is supervised and managed, or expected to work effectively without supervision or direction.

15.4.2 Definitions of autonomy and supervision received

15.4.2.1 close supervision: clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviations from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.

15.4.2.2 routine supervision: direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures, guidance on the approach to non-standard circumstances is provided by a supervisor. Checking is selective rather than constant.

15.4.2.3 general direction: direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available. Identification and application of skill and knowledge in some depth is required for most matters. When performance is checked, it is on assignment completion.

15.4.2.4 broad direction: direction is provided in terms of objectives which may require the planning of employees, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

15.4.2.5 strategic direction: Self-directed, with new directions determined by self and exercising substantial autonomy for large or complex activities within the parameters of plans or policy. Some or significant input into School strategic planning or policy. Limited direction is provided from others, with a high degree of initiative, direction and capacity to programme their work, often where the employee will hold and apply significant skills or knowledge not held by those they report or are accountable to. Performance will usually be measured against strategic plans, policies, programmes and projects, and may also be measured through key performance indicators.

15.4.2.6 regulatory direction: professional occupational standards or regulatory requirements require particular occupational groups to fulfil their professional responsibilities independently, or in addition to, organisational directives or policies. For example, registered nurses and accountants are required to fulfil requirements of their registration or ethically acceptable practices of their professional membership.

15.4.3 'Scope of impact' recognises the scope of responsibility in an organisational sense, and as part of this, the influence, impact, control or level of direction of the position over organisational operations. This includes the knowledge of and interaction with or influence over the organisation, its structure, functions and policies, and the purposes to which that organisational knowledge may be put or the extent to which it is exercised organisationally.

15.4.4 This dimension may be measured according to one of the following levels:

15.4.4.1 Impact on own work only.

15.4.4.2 Impact on small number of employees.

15.4.4.3 Impact on sub-school or a significant number of employees.

15.4.4.4 Impact on whole-of-school.

15.4.5 It is important to identify the level of responsibility, decision making, judgement and direction of others

exercised in the 'Scope of impact' dimension. For example, a person may perform tasks across the whole school, but they are not responsible for the whole-school impact. In this example, each task should be assessed, and if each task (or the majority of tasks) has impact only on a small number of employees, then this position would be assessed as having "impact on a small number of employees". Similarly, tasks may be performed for the whole school, but require no or little levels of responsibility, decision making, judgement and direction of others. Some support employees request work from or give direction to, or require cooperation from a significant number of employees. In these cases, these employees would be said to have impact on "a significant number of employees" if this work is a regular feature of their responsibilities. In contrast, an employee who performs several tasks, and each task impacts (i.e. influences, controls or directs) across the whole school could be said to have "whole of school" impact.

15.5 AUTHORITY, PROBLEM SOLVING AND DECISION MAKING

- 15.5.1 Problem solving is the process of identifying where actual outcomes are different from expectations; determining the causes or factors influencing these divergences; and identifying one or more actions or alternative actions to bring outcomes back within expectations.
- 15.5.2 Decision making is the process of defining or selecting the appropriate course of action where one or more alternatives are available. Authority and decision making are expressions of the degree to which the courses of action can be implemented with or without referral to another person, and recognising the consequences of, and accountability for, decisions taken or actions performed.
- 15.5.3 This dimension may be measured according to one of the following levels:
 - 15.5.3.1 Follows instructions, procedures and routines, with expectation for limited problem identification.
 - 15.5.3.2 Most problems or situations are recognised and referred to supervisor, manager or teacher, sometimes with suggested actions.
 - 15.5.3.3 Problems, situations or ideas are investigated and recommendations made.
 - 15.5.3.4 Significant problems or situations are investigated, decisions are made, and results are reviewed.

15.6 CONFIDENTIALITY

- 15.6.1 This dimension deals with the exposure to, and handling of, information which is confidential, private or sensitive in nature. It reflects the burden of knowing this information and how the confidentiality is to be controlled and to whom it may be provided. As a School, all employees are deemed to be exposed to a general level of information about students, but not all are exposed to information about other employees, parents/guardians or specific information about students. For the purposes of this dimension, 'information' may be information about the individual, or it may be information that an individual has produced.
- 15.6.2 This dimension may be measured according to one of the following levels:
 - 15.6.2.1 Exposure to generally accessible information of the School.
 - 15.6.2.2 Exposure to and handling of sensitive information on an occasional basis, or which would pose moderate risks to the School if released.
 - 15.6.2.3 Frequent exposure to and handling of significant sensitive information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.

15.7 IMPACT ON SCHOOL REPUTATION / PROFESSIONAL IMAGE

- 15.7.1 This dimension focuses on those activities performed which will either enhance the reputation and image of the School, or if handled poorly, diminish the reputation. The reputation or image may be that held internally (i.e. with employees and students) or externally (i.e. with parents, external bodies such as government departments, or with the broader community). Factors which will determine the risk are the size of the activity, the number of people affected, the frequency of the activity, the level of autonomy and decision making in relation to planning and managing the activity, and the potential positive or adverse impact of the activity.
- 15.7.2 This dimension may be measured according to one of the following levels:
 - 15.7.2.1 Little or no risk to the reputation or image of the School.
 - 15.7.2.2 Limited information or reputation risks, likely only to affect an individual relationship which may or may not be capable of rectification.
 - 15.7.2.3 Moderate information or reputation risks, likely to affect the School's reputation amongst a

small group of people which may or may not be capable of rectification.

- 15.7.2.4 Significant information or reputation risks, likely to involve a large number of people or significantly diminish the School's reputation and/or be enduring in nature. There would be some risk of statutory liability or penalty arising from the action.

15.8 NEGOTIATIONS WITH EXTERNAL CUSTOMERS/SUPPLIERS

- 15.8.1 This dimension is associated with relations with external customers and suppliers, and the degree to which the employee needs to negotiate on behalf of the School. When assessing the level, consideration should be given to the regularity, the importance of the negotiation to the School in terms of risk, and the degree of power or authority of the person or organisation being negotiated with. In relation to negotiation risk, factors to consider are reputation or image, financial consequences, legal consequences, and duty of care to employees and students.
- 15.8.2 This dimension may be measured according to one of the following levels:
- 15.8.2.1 Little or no contact with external customers/suppliers.
 - 15.8.2.2 Regular cordial contact with external customers/suppliers.
 - 15.8.2.3 Cordial contact with external customers/suppliers requiring some negotiation skills.
 - 15.8.2.4 Regular contact with external customers/suppliers requiring advanced negotiation and selection skills.

15.9 PLANNING AND ORGANISING

- 15.9.1 This dimension identifies the extent to which the position is responsible for planning and organising; establishing routine practices, procedures, systems for activities over a school year and beyond. In each case, consideration should only be given to those circumstances where the position has primary responsibility, or significant responsibility within broad parameters.
- 15.9.2 This dimension may be measured according to one of the following levels:
- 15.9.2.1 Limited or no input into planning or organisation.
 - 15.9.2.2 Day-to-day planning of a workgroup and its activities.
 - 15.9.2.3 Regular planning or organising of functions and events requiring coordination of general employees, clients and suppliers.
 - 15.9.2.4 Planning or organisation of all facets of a workgroup's operations (e.g. task assignment, workload management, purchasing, budgeting, reporting, procedures).
 - 15.9.2.5 Strategic planning and implementation for the School or a significant activity (e.g. ICT, Property) of the School.

15.10 WORKING WITH FINANCIAL RISK

- 15.10.1 This dimension recognises that some positions are involved in the management of financial activities or transactions, whether that be handling cash and monies, or processing of financial transactions. These activities have the potential to lead to some form of financial loss if adequate control procedures are not exercised or if there is a weakness in decision-making.
- 15.10.2 This dimension may be measured according to one of the following levels:
- 15.10.2.1 Little or no risk – infrequent handling of small financial transactions.
 - 15.10.2.2 Limited financial risks – frequent small dollar amounts and/or infrequent moderate dollar amounts, accompanied by good financial controls.
 - 15.10.2.3 Moderate financial risks – moderate dollar amounts and/or frequent limited dollar amounts, possibly accompanied by limited financial controls.
 - 15.10.2.4 Significant financial risks – significant dollar amounts and/or frequent moderate amounts, possibly accompanied by limited financial controls and requiring judgement or financial decision making.

15.11 CONTROL OVER PHYSICAL AND FINANCIAL RESOURCES

- 15.11.1 This dimension recognises the responsibility arising from the establishment, care, maintenance, control, security, accountability and overall management of financial resources (e.g. monies, funds, investments, liabilities etc.) or physical resources (e.g. land and building facilities, equipment, vehicles, valuables etc.). It should be noted that this dimension deals with 'responsibility for' the assets and resources – not

'working with' those assets or resources.

15.11.2 This dimension may be measured according to one of the following levels:

- 15.11.2.1 Low or no discernible resource or asset value.
- 15.11.2.2 Control and responsibility for assets and resources of a work group.
- 15.11.2.3 Control and responsibility for assets and resources of a significant area (e.g. sub-school), where impairment or loss would affect only that part of the school with significant inconvenience (e.g. cafeteria/canteen shutdown; library closure).
- 15.11.2.4 Control and responsibility for assets and resources of the whole school, where impairment of loss would almost cause a cessation of operations (e.g. building loss, long term ICT network loss).

15.12 WORKING WITH STUDENTS

15.12.1 This characteristic recognises that some employees have a role to play in terms of the discipline, behavioural management, or management, interaction and care of students. Exposure to students on a regular basis shall also be considered, but given less weight as it is considered that there may be less direct responsibility for these students.

15.12.2 This dimension may be measured according to one of the following levels:

- 15.12.2.1 Little or no contact with students.
- 15.12.2.2 Regular exposure to students with limited behavioural issues or special needs.
- 15.12.2.3 Regular management and supervision of students with special needs.
- 15.12.2.4 Regular management and supervision of students with significant behavioural issues.

15.13 PHYSICAL NATURE OF WORK

15.13.1 This characteristic identifies the physical risks to the employee and those who work with or are dependent on the work of the employee. While historic incidents may be used to assess this risk, consideration should also be given to the potential of physical risk.

15.13.2 This dimension may be measured according to one of the following levels:

- 15.13.2.1 Limited physical risks – potential for infrequent minor physical risk not resulting in lost time.
- 15.13.2.2 Moderate physical risks – potential for frequent minor physical risk resulting in lost time or infrequent moderate injury resulting in lost time.
- 15.13.2.3 Significant physical risks – potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical treatment and/or loss of physical capacity.

15.14 WORKING WITH HAZARDOUS SUBSTANCES OR EQUIPMENT

15.14.1 This characteristic recognises that some positions are involved in the use, management or control of substances or equipment which may be hazardous, whether that is handling chemicals or dangerous equipment. These activities have the potential to lead to some form of physical loss or danger if adequate control procedures are not exercised or if there is a weakness in decision-making.

15.14.2 This dimension may be measured according to one of the following levels:

- 15.14.2.1 Limited or infrequent hazardous substance/equipment risks with supervision.
- 15.14.2.2 Moderate unsupervised hazardous substance risks, due to frequency or nature of possible impact.
- 15.14.2.3 Significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks.

15.15 LEVEL OF SUPERVISION RESPONSIBILITY

15.15.1 The dimension of supervision responsibility is assessed in two ways. The first deals with the size of the supervision task (i.e. the number of people supervised). Responsibility in this sense means taking responsibility for the quantity and quality of the subordinate's work output. This responsibility would often entail training and coaching, checking, managing workload, providing guidance and a general duty of care.

15.15.2 This dimension may be measured according to one of the following levels:

- 15.15.2.1 Responsible and accountable for own work only.
- 15.15.2.2 Responsible and accountable for own work and in conjunction with others (i.e. cooperation

- with other team members).
- 15.15.2.3 Some responsibility for work of others i.e. the person(s) may also report to others for other aspects of their work.
- 15.15.2.4 Fully responsible for similar work of a group of people.
- 15.15.2.5 Fully responsible for diverse work of a group of people or several work teams.
- 15.15.3 The second dimension of supervision responsibility deals with the breadth of supervision responsibility i.e. whether a full range of responsibilities is exercised including recruitment and performance appraisal.
- 15.15.4 This second dimension may be measured according to one of the following levels:
 - 15.15.4.1 No supervision responsibilities.
 - 15.15.4.2 Supervise volunteers only (including student volunteers or helpers).
 - 15.15.4.3 Supervise employees and provide informal coaching and feedback.
 - 15.15.4.4 Supervise employees and provide formal appraisal
 - 15.15.4.5 Fully recruit, induct, supervise and appraise employees.

15.16 TRAINING LEVEL OR QUALIFICATIONS

- 15.16.1 The type and duration of training which the duties of the classification level typically require for effective performance. Training is the process of acquiring skills and knowledge through formal education, on the job instruction or exposure to procedures. In the case of qualifications, the test is whether the person's capacity to perform the tasks (to meet organisational expectations) would be impossible, illegal or severely hampered if the qualification or licence was not held. In some cases, qualifications are a means of holding relevant experience. Some positions may not require a qualification to be held, but may instead require relevant depth of experience. In this case, the assessor will make a lower assessment of qualifications, but will emphasize the importance of the 'depth of experience' characteristic. This does not preclude those positions that may require both qualifications and depth of experience.
- 15.16.2 Within the Australian Qualifications Framework:
 - 15.16.2.1 Year 12 - Completion of a senior secondary certificate of education, usually in Year 12 of secondary school.
 - 15.16.2.2 Trade certificate - Completion of an apprenticeship, normally of four years' duration, or equivalent recognition, e.g., Certificate III.
 - 15.16.2.3 Post-trade certificate - A course of study over and above a trade certificate and less than a Certificate IV.
 - 15.16.2.4 Certificates I and II - Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.
 - 15.16.2.5 Certificate III - A course that provides a range of well-developed skills and is comparable to a trade certificate.
 - 15.16.2.6 Certificate IV - A course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part-time post-Year 12 or post-trade certificate course.
 - 15.16.2.7 Diploma - A course at a higher education or vocational educational and training institution, typically equivalent to two years' full-time post-Year 12 study.
 - 15.16.2.8 Advanced diploma - A course at a higher education or vocational educational and training institution, typically equivalent to three years' full-time post-Year 12 study.
 - 15.16.2.9 Degree - A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.
 - 15.16.2.10 Postgraduate degree - A recognised postgraduate degree, over and above a degree as defined above.
- 15.16.3 Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.

15.17 TYPICAL ACTIVITIES

- 15.17.1 Examples of activities typically undertaken by employees in different roles at each of the classification levels.
- 15.17.2 Typical activities are used to supplement the understanding of classification dimensions, but are not the

primary means of determining the classification level of a position.

15.18 OCCUPATIONAL EQUIVALENT

15.18.1 Examples of occupations or positions typically falling within each classification level.

15.18.2 Occupational equivalents are used to supplement the understanding of classification dimensions, but are not the primary means of determining the classification level of a position.

16 CLASSIFICATION LEVELS

16.1 USING CLASSIFICATION DIMENSIONS AND TYPICAL ACTIVITIES

- 16.1.1 For the purposes of interpreting the dimensions and typical activities for each level, the dimension descriptions and typical activities of a level are listed as those being greater in responsibilities than levels below it. Therefore, if a level description is silent on a dimension or typical activity, that level will have the same dimension or typical activity of the next level below it.
- 16.1.2 Where the responsibilities of a position do not fully meet the dimensions of a classification level but exceed the dimensions of level below it, the School shall have discretion to assign a position to a level between the two levels, namely classification levels 2.2, 2.3, 3.2, 4.2 and 4.3.

16.2 LEVEL 1.1 (STEPS 5 TO 8)

- 16.2.1 An employee at this level will learn and gain competency in the basic skills required by the employer. In the event that the increased skills/competency are required and utilised by the employer, classification to a higher level within the structure may be possible.
- 16.2.2 Level 1 dimensions
- 16.2.2.1 Competency
- a) Competency involves application of knowledge and skills to a limited range of tasks and roles.
 - b) There is a specific range of contexts where the choice of actions is clear. The competencies are normally used within established routines, methods and procedures that are predictable. Judgments against established criteria may also be required. Complex tasks are very rarely performed, but if they are, they are accompanied by significant supervision or guidance.
 - c) The expertise required to reach long term competency can usually be developed in less than 12 months.
- 16.2.2.2 Judgment, independence and problem solving
- a) The employee follows standard procedures or instructions in a predefined order.
 - b) The employee resolves problems where alternatives for the employee are limited and the required action is clear or can be readily referred to a more senior employee.
 - c) Close supervision - clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviations from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.
 - d) The employee's decisions usually impact only on their own work. They follow instructions, procedures and routines, with expectation for limited problem identification and resolution.
 - e) The employee is exposed to and handles generally accessible information of the School. There is little or no risk to the image or reputation of the school, and little or no contact with external customers/suppliers.
 - f) There is limited or no input into planning or organisation of work, other than their own.
 - g) The employee will infrequently handle small financial transactions, and is responsible for assets or resources of low or no discernible value.
 - h) The employee may have little or no contact with students, or if they do, this occurs in situations where their interactions are supervised by a teacher or supervisor.
 - i) The employee is exposed to limited physical risks where potential exists for infrequent minor physical risk not resulting in lost time to self or others. There is limited or infrequent hazardous substance/equipment risks, and the employee is usually supervised in these circumstances or given clear instructions or procedures to follow.
- 16.2.2.3 Level of supervision
- a) Close supervision or, in the case of more experienced employees working alone, they are given routine supervision.
 - b) No supervision responsibilities – they are responsible and accountable for own work only.

16.2.2.4 Training level or qualifications

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

16.2.3 Typical activities

16.2.3.1 Classroom support services level 1.1

- a) Providing general assistance of a supportive nature to teachers and students, under close teacher direction (e.g. Testing and assessing students, demonstrating skills and techniques, reinforcing instruction, supervising and assisting student activities)
- b) Assisting student learning, either individually or in groups, under the direct supervision of a higher level general employee or a teacher
- c) Assisting with the collection, preparation, display and distribution of classroom materials
- d) Assisting with clerical duties associated with normal classroom activities, e.g., student records, equipment records, etc.
- e) Assisting teachers with the care of students on school excursions, sports days and other classroom activities

Occupational equivalent: ESO, special education ESO

16.2.3.2 School administration services level 1.1

- a) Performing a range of general clerical duties at a basic level, for example, filing, handling mail, maintaining records, data entry
- b) Making routine communication with employees, students and parents in a variety of forms
- c) Preparing information and documents either routinely or non-routinely with detailed instruction
- d) Operating routine office equipment, such as a computer, photocopier, scanner, facsimile, binding machine, guillotine, franking machine, calculator, etc
- e) Performing a reception function, including providing information and making referrals in accordance with school procedures
- f) Carrying out minor cash transactions including receipting, balancing and banking
- g) Monitoring and maintaining stock levels of stationery/materials within established parameters, including reordering

Occupational equivalent: clerical assistant, data entry operator, front desk/reception assistant

16.2.3.3 Property services level 1.1

- a) Performing general labouring tasks
- b) Performing general gardening tasks, including preparing grounds and undertaking planting
- c) Performing horticultural duties in areas such as sports playing fields, garden maintenance and foliage control
- d) Performing basic gardening and outdoor maintenance
- e) Performing basic maintenance
- f) Performing a range of industrial cleaning tasks
- g) Moving furniture and equipment
- h) Assisting trades personnel with manual duties

- i) Taking general care and operation of school vehicles, including driving buses for less than 25 passengers
 - j) Performing gardening duties such as the planting and trimming of trees, sowing, planting and cutting of grass and the watering of plants, gardens, trees, lawns and displays
 - k) Removing cuttings, raking leaves, cleaning/emptying litter bins, cleaning gutters/drains/culverts
 - l) Performing routine maintenance of turf, synthetic, artificial and other play surfaces
 - m) Performing non-trade tasks incidental to the employee's work
 - n) Cleaning, dusting and polishing in classrooms or other public areas of the school
- Occupational equivalent: cleaner, grounds/maintenance assistant, bus driver, handy person, trades assistant

16.2.3.4 Catering level 1.1

- a) Performing a range of industrial cleaning tasks
- b) Assisting in the school canteen or café, including serving, washing, storing and packing
- c) Undertaking elementary food preparation and cooking duties
- d) Cleaning and tidying the kitchen, its equipment and the dining area
- e) Performing general laundry duties
- f) Making and/or serving morning/afternoon tea, including washing up and other duties in connection with such work other than meals/refreshments in the school's main dining area

Occupational equivalent: canteen/cafe assistant

16.2.3.5 Retail services level 1.1

- a) Assisting in a school retail facility, such as a uniform shop
- b) Performing general laundry duties
- c) Performing minor repairs to linen or clothing such as buttons, zips, seams and working with flat materials
- d) Preparing garments for sale
- e) Assisting with maintenance of records

Occupational equivalent: retail assistant

16.3 LEVEL 2.1 (STEPS 9 TO 11)

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

16.3.2 Level 2 dimensions

16.3.2.1 Competency

- a) Competency at this level involves application of knowledge and skills to a range of tasks and roles. There is a defined range of contexts where the choice of actions required is clear. There is limited complexity of choice of actions required. On occasion, more complex tasks may be performed.
- b) Expertise to reach long term competency can usually be developed in 1 - 3 years.
- c) Some application of knowledge in a specialised field, usually acquired through training or experience, may be required.

16.3.2.2 Judgment, independence and problem solving

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

sequences, provided the prearranged work priorities are achieved.

- c) The employee receives routine supervision: direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures; guidance on the approach to non-standard circumstances is provided by a supervisor. Checking is selective rather than constant.
- d) The employee's regular decision making may impact on one or more employees – usually the other employees that they are working with or supporting (e.g. teachers) or other team members.
- e) Most problems or situations are recognised and referred to a supervisor, manager or teacher, sometimes with suggested actions.
- f) The employee is exposed to and handles sensitive information on an occasional basis, or which would pose moderate risks to the School if released. There is limited information or reputation risks, which if released, is likely only to affect an individual relationship which may or may not be capable of rectification. The employee can have regular cordial contact with external customers/suppliers with no expectation for negotiation on behalf of the School.
- g) The employee is usually responsible for day-to-day planning of their own work, or planning work in conjunction with others.
- h) There are limited financial risks – frequent handling small dollar amounts and/or infrequent moderate dollar amounts, accompanied by good financial controls.
- i) Regular exposure to students with limited behavioural issues or special needs, or management of students with some intervention or oversight by a teacher or supervisor.
- j) The employee's work has moderate physical risks – there may be potential for frequent minor physical risk resulting in lost time or infrequent moderate injury resulting in lost time; although hazards and risks are usually minimised through routine supervision received or through work undertaken with others.

16.3.2.3 Level of supervision

- a) Routine supervision of straightforward tasks; close supervision of more complex tasks.
- b) Where employees are working alone, less direct guidance and some autonomy may be involved.
- c) Responsible and accountable for own work and in conjunction with others (i.e. cooperation with other team members).
- d) Some supervision of volunteers may be required (including student volunteers or helpers).

16.3.2.4 Training level or qualifications

Level 2 duties typically require:

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

16.3.3 Typical activities

16.3.3.1 Classroom support services level 2.1

- a) Meeting the requirements of the Classroom support services level 1.1
- b) Providing assistance with the educational programme where limited discretion and judgment and/or specific skills are involved
- c) Under direction, assisting teachers to take classroom activities
- d) Contributing to the health care needs of students by feeding, toileting or changing a student, or assisting a nurse with the student's health care needs on an occasional basis

- e) Supervising students at play or in activities where a teacher is available for support but not providing close supervision
- f) Maintaining equipment and materials
- g) Preparing teaching aids and materials with limited direction
- h) Setting up, displaying and dismantling resources, equipment, displays and materials with little or no direction
- i) Cleaning equipment and facilities and maintaining these in an orderly condition
- j) Ordering supplies and materials on behalf of teachers
- k) Assisting the teacher or supervisor with monitoring classroom budgets

Occupational equivalent: home economics ESO, technical studies ESO, art ESO, special education ESO

16.3.3.2 Laboratory/Technical services level 2.1

- a) Maintaining equipment and materials
- b) Caring for fauna and flora
- c) Preparing teaching aids under direction
- d) Preparing standard solutions and less complex experiments
- e) Operating a wide range of audio-visual or computer equipment
- f) Demonstrating and explaining the operation of audio-visual, computer and other similar equipment to employees and students
- g) Providing technical support to teachers
- h) Recording materials by means of sound and photographic equipment, etc.
- i) Evaluating and making recommendations for the purchase of technical or computer equipment
- j) Implementing measures for proper storage control and handling or disposal of dangerous or toxic substances
- k) Culturing, preparing for use and being responsible to the relevant manager for the security of bacterial, viral or other like substances
- l) Ordering supplies and materials
- m) Within a defined range of contexts, where the choice of actions is clear, maintaining scientific equipment, materials and specimens
- n) Assisting with the design/demonstration of experiments and scientific equipment, as directed

Occupational equivalent: science ESO, technology centre assistant

16.3.3.3 Resources services level 2.1

- a) Performing a range of basic library transactions, including processing, cataloguing and accessioning books, stocktaking, preparing display materials, using circulation systems, general photocopying and related clerical tasks
- b) Maintaining, controlling, operating and demonstrating the use of audio-visual equipment, where there is limited complexity, including assisting with audio and video recording
- c) Maintaining booking and repair/replacement systems for equipment
- d) Maintaining catalogues of recorded programmes in accordance with established routines, methods and procedures
- e) Maintaining equipment and materials
- f) Assisting students and teachers to use the catalogue and/or locate books and resource materials
- g) Explaining the function and use of library and library equipment to students
- h) Under direction, assisting teachers to take story groups

- i) Searching and identifying fairly complex bibliographic material organising inter-library loans
- j) Answering ready references inquiries
- k) Operating a wide range of audio-visual or computer equipment
- l) Demonstrating and explaining the operation of audio-visual, computer and other similar equipment
- m) Providing technical support to teachers
- n) Recording materials by means of sound and photographic equipment, etc.
- o) Ordering supplies and materials

Occupational equivalent: library assistant

16.3.3.4 ICT level 2.1

- a) Maintaining, controlling, operating and demonstrating the use of audio-visual equipment, where there is limited complexity, including assisting with audio and video recording
- b) Maintaining booking and repair/replacement systems for equipment
- c) Maintaining equipment and materials
- d) Providing technical support to teachers for simple or routine problems and activities
- e) Evaluating and making recommendations for the purchase of technical or computer equipment

Occupational equivalent: technology centre assistant

16.3.3.5 School administration services level 2.1

- a) Meeting the requirements of the School administration services level 1.1
- b) Performing duties involving the inward and outward movement of mail, keeping, copying, maintaining and retrieving records, straightforward data entry and retrieval
- c) Undertaking a wide range of secretarial and clerical duties at a proficient level, including typing, word processing, maintaining email and computerised records and minute-taking.
- d) Preparing basic documents or letters based on routine information or practices, or more complex documents where others have significant input or control over content.

Occupational equivalent: clerical assistant

16.3.3.6 Finance services level 2.1

- a) Managing inquiries from students, parents, employees and the general public
- b) Processing of accounts payable or accounts receivable within routines, methods and procedures
- c) Entering financial data into computers and preparing financial and management reports for review and authorisation
- d) Assisting with preparation of internal and external publications and documents

Occupational equivalent: accounts payable clerk

16.3.3.7 Property services level 2.1

- a) Meeting the requirements of the Property services level 1.1
- b) Undertaking general gardening tasks including the preparation and planting procedures
- c) Operating, maintaining and adjusting turf machinery under general supervision
- d) Applying fertilizers, fungicides, herbicides and insecticides under general supervision
- e) Undertaking a broad range of general building maintenance and handyman tasks requiring basic trade skills

- f) Performing routine operation and trouble-shooting of plant, equipment, security and fire detection systems
 - g) Ordering supplies and materials
 - h) Performing a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports
 - i) Driving a bus with a carrying capacity of 25 or more passengers
- Occupational equivalent: gardener, security officer, school bus driver

16.3.3.8 Catering services level 2.1

- a) Meeting the requirements of the Catering level 1.1
- b) Performing cooking duties in the kitchen including the assembly, preparation and measurement of food items
- c) Performing a range of industrial cleaning tasks
- d) Operation of cash register and counting and checking cash takings
- e) Assisting with the purchase, storage or receiving of stock
- f) Assist with training and care for volunteers and work experience students
- g) Checking and recording temperatures of deliveries, food stuffs and equipment
- h) Making and/or serving morning/afternoon tea, including washing up and other duties in connection with such work other than meals/refreshments in the school's main dining area

Occupational equivalent: non-trade qualified cook, kitchen assistant

16.3.3.9 Retail services level 2.1

- a) Meeting the requirements of the Retail services level 1.1
- b) Responsibility for operating the school uniform shop, including supervision of employees and volunteers
- c) Determining quality of uniforms on consignment and advising sellers of condition and pricing
- d) Ordering stock
- e) Recording sales, and arranging for distribution of proceeds
- f) Undertaking investigations into uniform changes and providing advice to senior employees

Occupational equivalent: uniform shop manager

16.4 LEVEL 2.2 (STEPS 10 TO 12)

16.4.1 An employee at this level performs work above and beyond the skills of an employee at Level 2.1. This level is only available to employees in the classroom support services, property services and first aid services career groups employed at level 2.1.

16.4.2 Level 2.2 dimensions

16.4.2.1 Training level or qualifications

- a) A minimum qualification of Certificate III in Educational Support or equivalent in relation to Special Education positions

16.4.3 Typical activities

16.4.3.1 Classroom support services level 2.2

- a) Providing assistance with the educational programme where some discretion and judgment and/or specific skills are involved
- b) Contributing to the health care needs of students, including feeding, toileting, changing clothes and assisting a nurse with care, as a regular feature of daily duties, in addition to classroom and educational responsibilities.
- c) Supervising students at play or in activities on a regular basis where a teacher is

available for support but not providing close supervision

Occupational equivalent: teacher aide/assistant, special education aide/assistant

16.4.3.2 First Aid services level 2.2

- a) Providing emergency and first aid services, as the designated first aid officer in the school or sub-school
- b) Recording information in manual and computerised systems
- c) Liaising with parents regarding the condition of their children
- d) Referring students to a hospital, doctor or other medical practitioner
- e) Administering medicine according to doctor action plans
- f) Keeping and ordering first aid supplies, including first aid kits
- g) Maintaining first aid rooms and equipment in a clean, hygienic and orderly condition

Occupational equivalent: first aid officer

16.4.3.3 Property services level 2.2

- a) Meeting the requirements of the Property services level 2.1
- b) Cleaning human waste and excrement from toilets, floors and other locations

Occupational equivalent: grounds person, maintenance officer

16.5 LEVEL 2.3 (STEPS 11 TO 13)

16.5.1 An employee at this level performs work above and beyond the skills of an employee at Level 2.1 and 2.2, but not to the full extent of Level 3.1. This level is only available to employees in the classroom support services career group employed at level 2.1 or 2.2.

16.5.2 Level 2.3 dimensions

16.5.2.1 Training level or qualifications

- a) A minimum qualification of Certificate IV in Educational Support or equivalent in relation to Special Education positions.

16.5.3 Typical activities

16.5.3.1 Classroom support services level 2.3

- a) High level of administrative support in relation to the operations and programmes of at least one department providing secretarial support, timetabling and troubleshooting.
- b) Specific technical and engineering knowledge to support scheduled school events

16.6 LEVEL 3.1 (STEPS 12 TO 14)

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

16.6.2 Level 3 dimensions

16.6.2.1 Competency

- a) Competency at this level involves application of knowledge with depth in some areas and a broad range of skills. There is a range of roles and tasks in a variety of contexts. There is some complexity in the extent and choice of actions required.
- b) Competencies are normally used within routines, methods and procedures. Some discretion and judgment is involved in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.
- c) Expertise to reach long term competency can be developed in 3 - 5 years.
- d) Highly developed skills and knowledge applied in routine situations.

16.6.2.2 Judgment, independence and problem solving

- a) Exercises judgment on work methods and task sequence within specified timelines and standard practices and procedures. Answers are usually found by selecting from

specific choices defined in standard work policies or procedures.

- b) Problems, situations or ideas are investigated and recommendations made, with limited input or oversight by others.
- c) Receives general direction: direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available.
- d) Identification and application of skill and knowledge in some depth is required for most matters. When performance is checked, it is on assignment completion.
- e) The employee's regular decision making may impact on small number of employees.
- f) The employee's work involves moderate information or reputation risks, likely to affect the School's reputation amongst a small group of people which may or may not be capable of rectification.
- g) There is cordial contact with external customers/suppliers requiring some negotiation skills.
- h) The employee may be responsible for day-to-day planning of a workgroup, or planning of small or infrequent functions and events.
- i) The employee's work involves them in moderate financial risks – moderate dollar amounts and/or frequent limited dollar amounts, possibly accompanied by limited financial controls.
- j) Regular management and supervision of students with special needs.
- k) The employee has control and responsibility for assets and resources used by a work group.
- l) The employee's work has moderate physical risks – there is potential for frequent minor physical risk resulting in lost time or infrequent moderate injury resulting in lost time; moderate unsupervised hazardous substance risks, due to frequency or nature of possible impact of incidents.

16.6.2.3 Level of supervision

- a) In some positions, routine supervision is received, moving to general direction with experience. In other positions, general direction is received. When employees are working alone, they may work semi-autonomously.
- b) The employee may be required to report to and take directions from more than one supervisor.
- c) This is the first level where supervision of, or responsibility for the work of, other employees may be required.
- d) Supervise employees and provide informal coaching and feedback.

16.6.2.4 Training level or qualifications

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

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

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

16.6.3 Typical activities

16.6.3.1 Classroom support services level 3.1

- a) Meeting the requirements of the Classroom support services level 2.1
- b) Undertaking some responsibility for other employees in the work area
- c) Providing guidance to other employees in the work area

- d) Liaising between the school, the student and the student's family where some discretion and judgment are involved
- e) Assisting student learning, where some discretion and judgment is involved, including evaluation and assessment, under the directions or instruction of a teacher, of the learning needs of students

Occupational equivalent: Senior ESO, special education co-ordinator

16.6.3.2 Laboratory/Technical services level 3.1

- a) Meeting the requirements of the Laboratory Technical services Level 2.1
- b) Undertaking some responsibility for other employees in the work area
- c) Providing assistance or guidance to other employees in the work area
- d) Providing technical assistance in the operation of a laboratory, where some discretion and judgment are involved
- e) Preparing equipment replacement schedule(s) and managing the selection, purchase and commissioning of new or replacement equipment
- f) Providing guidance in the use of information systems
- g) Producing resource materials, e.g., multi-media kits, video and film clips
- h) Producing, displaying and/or publicising materials
- i) Assisting students and employees to access information and to use equipment in a laboratory or a technology centre where some discretion and judgment are involved
- j) Assisting with the annual, semester or term planning and organisation of a laboratory or technology centre and field work
- k) Testing of new experiments and practicals and equipment, and conducting risk assessments, developing safe operating procedures and demonstrating experiments for the first time (with teachers)

Occupational equivalent: senior science ESO, technology centre technician

16.6.3.3 Resources services level 3.1

- a) Meeting the requirements of the Resources services level 2.1
- b) Undertaking some responsibility for other employees in the work area (e.g. task allocation, checking of work quality, training of employees, informal performance feedback)
- c) Providing assistance or guidance to other employees in the work area
- d) Providing technical assistance in the operation of a library, where some discretion and judgment are involved
- e) Preparing descriptive cataloguing for library materials
- f) Supervising the operation of circulation systems
- g) Answering reference and information inquiries, other than ready reference
- h) Assisting in evaluating and selecting equipment and supplies
- i) Providing guidance in the use of information systems
- j) Producing resource materials, e.g., multi-media kits, video and film clips
- k) Teaching audio-visual, computer and other technical skills to students and teachers
- l) Searching and verifying bibliographical data where some judgment and discretion are involved
- m) Producing, displaying and/or publicising materials
- n) Assisting students and employees to access information and to use equipment in a library, where some discretion and judgment are involved
- o) Assisting with supervision of students in the library where some discretion and judgment are involved
- p) Providing technical assistance and advice, as requested

Occupational equivalent: library technician

16.6.3.4 ICT level 3.1

- a) Meeting the requirements of the ICT level 2.1
- b) Undertaking some responsibility for other employees in the work area
- c) Providing assistance or guidance to other employees in the work area
- d) Providing technical assistance in the operation of a technology centre or technology, where some discretion and judgment are involved
- e) Assisting in evaluating and selecting equipment and supplies
- f) Providing guidance in the use of information systems
- g) Producing resource materials, e.g., multi-media kits, video and film clips
- h) Teaching audio-visual, computer and other technical skills to students and teachers
- i) Assisting students and employees to access information and to use equipment in a technology centre where some discretion and judgment are involved
- j) Providing routine technical assistance and advice, as requested
- k) Assisting with the planning and organisation of a technology centre and field work

Occupational equivalent: technology centre technician

16.6.3.5 School administration services level 3.1

- a) Meeting the requirements of the School administration services level 2.1
- b) Undertaking a wide range of secretarial and clerical duties at an advanced level, including typing, word processing, maintaining email and computerised records and shorthand
- c) Managing diverse inquires from students, parents, employees and the general public, including gathering information for response or ensuring referral to the appropriate person.
- d) Entering data into computers and preparing management reports for review and authorisation, with some analysis, summary or checking of the information provided.
- e) Assisting with preparation of internal and external publications, applying skills and knowledge to ensure the accuracy, professionalism and high quality
- f) Providing administrative support to senior management, including arranging appointments, diaries and preparing both confidential and general correspondence, and vetting of inquiries and appointment requests where necessary
- g) Supervising the work of an administrative assistant
- h) Preparing documents or letters for a manager or supervisor based on more complex information or where research or gathering, sorting and summarising of information is required
- i) Initiating and handling correspondence, which may include confidential correspondence relating to students
- j) Preparing basic government and statutory authority returns for authorisation or gathering information for more complex government returns where others will contribute, compile or check the returns

Occupational equivalent: administration assistant, sports administration officer, office supervisor, or school secretary for a discrete unit or section

16.6.3.6 Finance services level 3.1

- k) Managing inquiries from students, parents, employees and the general public
- l) Processing of accounts payable and accounts receivable within routines, methods and procedures
- m) Preparing monthly summaries of debtors and creditors ledger transactions, with reconciliations

- n) Entering financial data into computers and preparing financial and management reports for review and authorisation
- o) Preparing and processing payroll within routines, methods and procedures
- p) Undertaking bank and ledger reconciliations
- q) Assisting with preparation of internal and external publications and documents
- r) Preparing government and statutory authority returns for authorisation

Occupational equivalent: accounts clerk

16.6.3.7 Property services level 3.1

- a) Meeting the requirements of the Property services level 2.1
- b) Performing general maintenance work which includes the use of trade accredited skills in areas such as carpentry, plumbing or electrical services
- c) Control and responsibility for the maintenance of gardens, sports grounds and/or facilities which includes the use of accredited trade skills in areas such as horticulture, gardening or in the maintenance of sports grounds
- d) Preparing schedules, timetables and plans for approval by others
- e) Responsibility for operating, maintaining and adjusting turf machinery, as appropriate
- f) Cleaning and inspecting machinery after each use, reporting any problems to the appropriate manager
- g) In trades positions, applying the skills taught in a trades certificate or Certificate III, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.
- h) Performing more complex operation and trouble-shooting of plant, equipment, security and fire detection systems, and liaising with contractors where appropriate
- i) Negotiating with suppliers and contractors, including simple specification of works and requirements
- j) Performing a range of security duties, including patrols, alarm responses, emergency procedures and preparing incident reports
- k) Supervising one or more cleaners and having responsibility for quality of cleaning, task allocation, training and instruction, inspection, ordering of cleaning supplies and consumables, negotiations with cleaning contractors for standard of service.

Occupational equivalent: tradesperson, electrician, senior maintenance officer, security officer, caretaker

16.6.3.8 Catering services level 3.1

- a) Meeting the requirements of the Catering level 2.1
- b) Responsibility for operating the school canteen, including supervision of employees and volunteers
- c) Purchase, receiving and storage of foods and supplies
- d) Deputising for the catering manager if absent, including undertaking all duties
- e) Cooking duties including a la carte cooking, baking, pastry cooking or butchery
- f) Contributing to the review and pricing of the menu, including identifying new menu items
- g) Liaising with parents and students regarding lunch orders, outstanding monies, and eating choices
- h) Maintaining a system of employee and student lunch debt collection
- i) Liaising with parents, the school nurse and teachers regarding food allergies, health concerns, students without lunches, and sub-school events affecting catering operations
- j) Assisting the catering manager with the preparation and provision of catering for

functions

Occupational equivalent: Canteen Supervisor, Assistant Catering Manager

16.7 LEVEL 3.2 (STEPS 13 TO 15)

16.7.1 An employee at this level performs work above and beyond the skills of an employee at Level 3.1.

16.7.2 Typical activities

16.7.2.1 Level 3.2 Laboratory/Technical services

- a) Meeting the requirements of the Laboratory Technical services Level 3.1
- b) Assisting leadership with the management and control of hazardous substances across the School

Occupational equivalent: hazardous substances officer

16.7.2.2 Level 3.2 School administration services

- a) Meeting the requirements of School administration services Level 3.1
- b) Providing student services for a sub-school
- c) Initiating and handling correspondence, which may include confidential correspondence relating to students
- d) Providing personal assistant or secretarial support to a Deputy Head of School

Occupational equivalent: sub-school student services officer

16.7.2.3 Property services level 3.2

- a) Meeting the requirements of the Property services level 3.1
- b) Supervising one or more maintenance officers and having responsibility for quality of maintenance, task allocation, training and instruction, inspection, ordering of supplies and consumables, negotiations with contractors for standard of service.
- c) Preparing schedules, timetables and plans for approval by others
- d) Performing more complex operation and trouble-shooting of plant, equipment, security and fire detection systems, and liaising with contractors where appropriate
- e) Negotiating with suppliers and contractors, including simple specification of works and requirements

Occupational equivalent: maintenance supervisor

16.8 LEVEL 4.1 (STEPS 15 TO 17)

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

16.8.2 Level 4 dimensions

16.8.2.1 Competency

- a) Competency at this level involves the application of knowledge with depth in some specialised fields and a broad range of skills. There is a wide variety and range of tasks and roles in a variety of contexts.
- b) There is complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions.
- c) Competencies are normally used within a variety of routines, methods and procedures.
- d) Discretion and judgment are regularly required for self and/or others in planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.
- e) Expertise to reach long term competency can usually be developed in 3 - 5 years.
- f) Highly developed skills and knowledge applied in diverse situations.

16.8.2.2 Judgment, independence and problem solving

- a) Independent judgment is required to identify, select and apply the most appropriate

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

- b) The employee works with general direction: direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available.
- c) Identification and application of skill and knowledge in some depth is required for most matters. When performance is checked, it is on assignment completion.
- d) The employee's output or decisions regularly impact on a sub-school or a significant number of employees.
- e) The employee may regularly request teachers or senior employees for information or may give directions or manage activities in which those employees are involved.
- f) Problems, situations or ideas are investigated, usually independently, and recommendations made, usually to a line manager.
- g) There is frequent exposure to and handling of significant sensitive information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- h) The employee has regular contact with external customers/suppliers requiring advanced negotiation and selection skills.
- i) The employee is responsible for regularly planning or organising of functions and events requiring coordination of general employees, clients and suppliers.
- j) Work may be performed with moderate financial risks – moderate dollar amounts and/or frequent limited dollar amounts, possibly accompanied by limited financial controls.
- k) The employee has control and responsibility for assets and resources of a significant area (e.g. sub-school), where impairment or loss would affect only that part of the school with significant inconvenience (e.g. cafeteria/canteen shutdown; library closure).
- l) The employee may manage significant physical risks – potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical treatment and/or loss of physical capacity. Similarly, the employee may be exposed to significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks.

16.8.2.3 Level of supervision

- a) Supervision is generally available to the employee to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance. Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks. Some positions will only require general direction. May supervise or co-ordinate others to achieve objectives, including liaison with employees at higher levels. May undertake stand-alone work.
- b) The employee may be fully responsible for similar work of a group of people.
- c) They may supervise employees and provide informal coaching and feedback.
- d) Regular management and supervision of students with significant behavioural issues.

16.8.2.4 Training level or qualifications

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

- a) completion of a diploma level qualification with relevant work related experience;
- b) completion of a Certificate IV with relevant work experience;

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

16.8.3 Typical activities

16.8.3.1 Curriculum level 4.1

- a) Demonstrating and instructing students and employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas
- b) In charge of an identifiable functional unit, which ordinarily will involve the supervision of employees
- c) Liaising with teachers on curriculum matters
- d) Assisting careers advisor/counsellor

Occupational equivalent: senior technician in a laboratory or technology centre, careers placement officer

16.8.3.2 Resources services level 4.1

- a) Meeting the requirements of the Resources services level 3.1
- b) Demonstrating and instructing students and employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas
- c) In charge of an identifiable functional unit, which ordinarily will involve the supervision of employees
- d) Liaising with teachers on curriculum matters

Occupational equivalent: senior technician in a library

16.8.3.3 Laboratory/Technical services Level 4.1

- a) Meeting the requirements of the Laboratory Technical services Level 3
- b) Demonstrating and instructing students and employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas
- c) Designing and demonstrating experiments within a variety of routines, methods and experiences under supervision of teachers where discretion and judgment are required
- d) In charge of an identifiable functional unit, which ordinarily will involve the supervision of employees
- e) Liaising with teachers on curriculum matters

Occupational equivalent: senior technician in a laboratory or technology centre

16.8.3.4 ICT level 4.1

- a) Meeting the requirements of the ICT level 3.1
- b) Providing first level customer support to users, either by telephone, in person or email, and ensuring that the user's request is understood, properly documented and prioritized, and referred to an appropriate member of the ICT team.
- c) Supervising and maintaining hardware and software components of a computer network, with appropriate support for users
- d) Assisting with designing, commissioning, decommissioning and maintaining all aspects of ICT infrastructure and support at the School, including network, hardware, software, user support, telecommunications, security, internet and intranet.
- e) Using computer software packages, including desktop publishing, database and/or web software, at an advanced level
- f) Planning and setting up spreadsheets and database applications

- g) Controlling the purchasing and storage for the ICT function
- h) Demonstrating and instructing students and employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas.
- i) Responding to assigned job requests in a timely fashion and communicating with, or escalate to, other team members, and ensuring that all requests are completed and the action taken is communicated to the customer;
- j) Developing relevant procedures and help sheets, and instructing all ICT users in appropriate practice;
- k) Communicating effectively with internal clients to identify needs and evaluate alternative business solutions;
- l) Contributing to the ICT professional development of users through both formal and informal training programmes;

Occupational equivalent: ICT Support Officer

16.8.3.5 Wellbeing services level 4.1

- a) Providing support and guidance to students
- b) Providing welfare services to students

Occupational equivalent: youth welfare officer

16.8.3.6 School administration services level 4.1

- a) Meeting the requirements of the School administration services level 3.1
- b) Responsibility for the smooth and efficient administration for a sub-school and head of school
- c) Using computer software packages, including desktop publishing, database and/or web software, at an advanced level
- d) Planning and setting up spreadsheets and database applications
- e) Providing administrative support to a Head of School, including arranging appointments, diaries and preparing both confidential and general correspondence, vetting of inquiries and appointment requests where necessary, and generally being aware of the current activities and projects of the Head of School
- f) Negotiating relief lessons with relief teachers and permanent teachers to cover employee absences
- g) Initiating and handling correspondence, which may include confidential correspondence relating to employees or students
- h) Responding to questions and providing information on behalf of a senior manager, after gathering relevant information and having regard to school policy
- i) Applying inventory and purchasing control procedures
- j) Controlling the purchasing and storage for a discrete function
- k) Preparing complex administrative systems and procedures for a sub-school
- l) Providing administrative direction to teaching and other employees
- m) Supervising the work of an administrative assistant
- n) Taking minutes for a variety of meetings
- o) Planning, preparation and coordination of sub-school events and functions, including giving directions or requesting support from general employees
- p) Undertaking responsibility for the co-ordination and ongoing management of fundraising activities or special projects where an advanced level of clerical and administrative skill is required

Occupational equivalent: senior administration assistant, office supervisor, school registrar, sub-school secretary or personal assistant, school development officer

16.8.3.7 Finance services level 4.1

- a) Meeting the requirements of the Finance services level 3.1
- b) Using computer software packages, including desktop publishing, database and/or web software, at an advanced level
- c) Planning and setting up spreadsheets and database applications
- d) Initiating and handling correspondence, which may include confidential correspondence
- e) Calculating and maintaining wage and salary records for a large payroll utilising a variety of routines, methods and procedures
- f) Organising all payroll disbursements
- g) Reconciling payroll records and reports
- h) Preparing monthly and annual payroll reports, documents, taxation and superannuation returns
- i) Ensuring payments and records are in accordance with industrial agreements, employee agreements, awards, regulations and other legislatively governed
- j) Applying inventory and purchasing control procedures
- k) Controlling the purchasing and storage for a discrete function
- l) Preparing complex financial and administrative systems, spreadsheets, databases or reporting systems
- m) Undertaking responsibility for the co-ordination and ongoing management of fundraising activities or special projects where an advanced level of finance skill is required

Occupational equivalent: finance officer, payroll officer, school development officer

16.8.3.8 Property services level 4.1

- a) Meeting the requirements of the Property services level 3.1
- b) Responsibility for planning, scheduling and supervising of others in all aspects of gardening or property maintenance
- c) Deputising for the manager if absent, including undertaking all duties
- d) In trades positions, working on complex engineering or interconnected electrical circuits and/or exercising high precision trades skills using various materials and/or specialised techniques

Occupational equivalent: advanced tradesperson, head groundsperson, head maintenance officer

16.8.3.9 Instructional services level 4.1

- a) Instructing individual students as part of an extra-curricula instrumental music programme
- b) Providing assistance in the training and coaching of individuals and teams in various sporting disciplines

Occupational equivalent: instrumental music tutor

16.9 LEVEL 4.2 (STEPS 16 TO 18)

16.9.1 A position at this level performs all or a significant selection of the dimensions of Level 4.1, and in addition, has the following characteristics:

16.9.2 Level 4.2 dimensions

16.9.2.1 Competency

- a) Highly advanced skills in data input, import, processing, extraction and merging across a variety of systems and processes.

16.9.2.2 Judgment, independence and problem solving

- a) The employee has control and responsibility for several school-wide databases, where

impairment or loss would affect only that part of the school with significant inconvenience.

- b) The employee is responsible for regularly planning or organising of functions and events requiring coordination of teachers and parents.
- c) There is frequent exposure to and handling of significant sensitive student assessment and reporting information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- d) The employee may regularly request teachers or senior employees for information or may give directions or manage activities in which those employees are involved.

16.9.2.3 Level of supervision

- a) Supervision is generally available to the employee to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance.

16.9.2.4 Training level or qualifications

Level 4.2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- a) completion of a diploma level qualification with relevant work related experience;
- b) completion of a Certificate IV with relevant work experience;
- c) an equivalent combination of relevant experience and/or education/training.

16.9.3 Typical activities

16.9.3.1 School administration services level 4.2 (steps 16 to 18)

- a) Meeting the requirements of the School administration services level 4.1
- b) Using computer software packages, including desktop publishing, database and/or web software, at an advanced level
- c) Planning and setting up spreadsheets and database applications for the whole school
- d) Preparing complex administrative systems and procedures for the whole school
- e) Providing desktop computing support for administrative users in such areas as data extraction, merging with word processing and advanced data manipulation
- f) Undertaking responsibility for the co-ordination and ongoing management of report-writing, examination timetables and parent teacher interviews at a whole-of-school level where an advanced level of clerical, scheduling, communication and administrative skill is required
- g) Undertaking responsibility for the input, processing, storing, purging, merging and reporting of educational databases at a whole-of-school level where an advanced level of database, desktop computing and analysis is required
- h) Co-ordinate and direct teachers during examination and parent teacher interviews
- i) Ensure high quality and uniformity of language by editing and clarifying teacher comments on student reports

Occupational equivalent: personal assistant to the Director of Studies

16.10 LEVEL 4.3 (STEPS 17 TO 19)

16.10.1 A position at this level performs all or a significant selection of the dimensions of Level 4.1, and in addition, has the following characteristics:

16.10.2 Level 4.3 dimensions

16.10.2.1 Competency

- a) Competency at this level involves the application of knowledge with depth in event and function management requiring creative, planning or design functions.
- b) Discretion and judgment are regularly required for self and/or others in planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

16.10.2.2 Judgment, independence and problem solving

- a) The employee's quality of output or decisions reflect and are impacted by the responsibilities of the Head of Schools.
- b) The employee may regularly request teachers or senior employees for information or may give directions or manage activities in which those employees are involved, on behalf of the Head of Schools.
- c) There is frequent and ongoing exposure to and handling of significant and highly confidential information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- d) The employee has regular contact with politicians, dignitaries and other very important people requiring professional negotiation and communication skills.
- e) The employee is responsible for regularly planning or organising of functions and events requiring coordination of general employees, clients and suppliers.

16.10.2.3 Level of supervision

- a) Supervision is generally available to the employee to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance.

16.10.2.4 Training level or qualifications

Level 4.3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- a) completion of a diploma level qualification with relevant work related experience;
- b) completion of a Certificate IV with relevant work experience;
- c) an equivalent combination of relevant experience and/or education/training.

16.10.3 Typical activities

16.10.3.1 School administration services level 4.3 (steps 17 to 19)

- a) Meeting the requirements of the School administration services level 4.1
- b) Responsibility for the smooth and efficient administration of the Head of Schools's office
- c) Responsibility for both secretarial and administrative support to the principal, requiring significant confidentiality and involvement and support for matters pertaining to the decision-making and responsibilities of the Head of Schools
- d) Undertaking responsibility for the co-ordination and ongoing management of whole-of-school events and functions or special projects, including liaison with dignitaries, where an advanced level of clerical, administrative, organisational and negotiation skill is required

Occupational equivalent: personal assistant to the Head of Schools

16.10.3.2 ICT level 4.3

- a) Meeting the requirements of the ICT level 4.1
- b) Applying theoretical knowledge in a straightforward way, in professional positions
- c) Contributing to designing, commissioning, decommissioning and maintaining all aspects of ICT infrastructure and support at the School, including network, hardware, software, user support, telecommunications, security, internet and intranet.
- d) Providing support to a Senior Network Administrator or ICT Operations Manager and associated committees concerning designated aspects of ICT management
- e) Ensuring deadlines and targets are met
- f) Contributing to change and innovation in ICT throughout the School.
- g) Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods
- h) Working independently or as a member of a team.

Occupational equivalent: network administrator

16.11 LEVEL 5.1 (STEPS 18 TO 20)

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

16.11.2 Level 5 dimensions

16.11.2.1 Competency

- a) Competency at this level involves self-directed application of knowledge with substantial depth in some areas, developed through formal training or significant experience. A range of technical and other skills are applied to roles and functions in both varied and highly specific contexts.
- b) Competencies are normally used independently and both routinely and non-routinely.
- c) Discretion and judgment are required in planning and selecting appropriate equipment, service techniques and work organisation for self and/or others.
- d) Expertise to reach long term competency can be developed in 3 - 5 years, and may require regular updating due to the dynamic nature of the expertise.
- e) Highly developed skills and knowledge applied in diverse situations.

16.11.2.2 Judgment, independence and problem solving

- a) Problem solving at this level involves the identification and analysis of diverse problems. Solves problems through the standard application of theoretical principles and techniques equivalent to those learned at degree level. Apply standard technical training and experience to solve problems. Apply expertise to the making of decisions.
- b) Being responsible for co-ordinating a team to provide services, where individuals in that team will hold subsets of the expertise required in positions of this level.
- c) Works with general direction: direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available.
- d) Identification and application of skill and knowledge in some depth is required for most matters. When performance is checked, it is on assignment completion. Assessment of performance may also occur through a review of outcomes or outputs achieved.
- e) Decisions impact on a sub-school or a significant number of employees across the school, and will usually involve the development or implementation of new or existing school policies and practices.
- f) Significant problems or situations, by nature of the impact or complexity, are investigated, decisions are made, and results are reviewed.
- g) The employee has responsibility for significant information or reputation risks, likely to involve a large number of people or significantly diminish the School's reputation and/or be enduring in nature. There would be some risk of statutory liability or penalty arising from the action or inaction.
- h) The employee has regular contact with external customers/suppliers requiring advanced negotiation and selection skills.
- i) The employee is responsible for regularly planning or organising all facets of a workgroup's operations (e.g. task assignment, workload management, purchasing, budgeting, reporting, procedures).
- j) Work may be performed with moderate financial risks – moderate dollar amounts and/or frequent limited dollar amounts, possibly accompanied by limited financial controls.
- k) The employee has control and responsibility for assets and resources of a significant area (e.g. sub-school), where impairment or loss would affect only that part of the school with significant inconvenience (e.g. cafeteria/canteen shutdown; library closure).
- l) The employee may manage significant physical risks – there is potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical

treatment and/or loss of physical capacity. Similarly, the employee may be exposed to significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks.

16.11.2.3 Level of supervision

- a) Routine supervision to general direction is received, depending on tasks involved and experience. May supervise other employees at levels below Level 5.
- b) Regular management and supervision of students with significant behavioural issues.
- c) The employee may be fully responsible for similar work of a group of people.
- d) The employee may supervise employees and provide informal coaching and feedback.

16.11.2.4 Training level or qualifications

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

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

16.11.3 Typical activities

16.11.3.1 Resources services level 5.1

- a) Meeting the requirements of the Resources services level 4.1
- b) Providing specialist technical advice, direction and assistance in the employee's area of expertise using the application of knowledge gained through formal study/qualifications applicable to this level
- c) Assisting the teacher librarian with the introduction of significant change to the resource centre, or taking responsibility for a major project or programme

Occupational equivalent: professional resources assistant

16.11.3.2 ICT level 5.1

- a) Meeting the requirements of the ICT level 4.1
- b) Applying theoretical knowledge, equivalent to degree level, in a straightforward way, in professional positions
- c) Contributing to designing, commissioning, decommissioning and maintaining all aspects of ICT infrastructure and support at the School, including network, hardware, software, user support, telecommunications, security, internet and intranet.
- d) Providing designated support to senior management and associated committees concerning designated aspects of school management
- e) Ensuring deadlines and targets are met
- f) Contributing to change and innovation in ICT throughout the School.
- g) Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods
- h) Working independently or as a member of a team.

Occupational equivalent: network administrator

16.11.3.3 School administration services level 5.1

- a) Meeting the requirements of the School administration services level 4.1

- b) Applying theoretical knowledge, at degree level, in a straightforward way, in professional positions
- c) Providing designated support to senior management and associated committees concerning designated aspects of school management
- d) Overseeing the operations of the school's office and other administrative activities
- e) Ensuring deadlines and targets are met
- f) Developing policies, procedures and practices in an area of expertise and implementing these across the School, including through a variety of training and communication methods.
- g) Providing guidance and advice to senior managers or employees on the employee's area of expertise
- h) Conducting investigations or research into new policies, practices or programmes, and writing and presenting detailed reports with recommendations
- i) Preparing implementation of new projects and programmes, including preparation and delivery of training and training materials

Occupational equivalent: human resources officer, school development officer

16.11.3.4 Finance services level 5.1

- a) Meeting the requirements of the Finance services level 4.1
- b) Applying theoretical knowledge, at degree level, in a straightforward way, in professional positions
- c) Providing designated support to senior management and associated committees concerning designated aspects of school financial management
- d) Overseeing the operations of the school's office and other administrative activities
- e) Ensuring deadlines and targets are met
- f) Preparing the accounts of the school to operating statement stage and assisting in the formulating of period and year end entries

Occupational equivalent: assistant accountant

16.11.3.5 Property services level 5.1

- a) Meeting the requirements of the Property services level 4.1
- b) Responsibility for planning, scheduling and supervising of others in all aspects of gardening, property maintenance, security, cleaning and bus driving
- c) Managing and checking regular activities to ensure that legal obligations are met and school policies are adhered with.
- d) Managing aspects of major projects or regular management of minor projects.

Occupational equivalent: assistant property manager

16.11.3.6 Instructional services level 5.1

- a) Preparing instrumental music students for external examination in their discipline as part of an extra-curricula programme
- b) Coaching and trains sporting teams for external competition

Occupational equivalent: music tutor

16.12 LEVEL 6.1 (STEPS 20 TO 22)

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

16.12.2 Level 6 dimensions

16.12.2.1 Competency

- a) Competency at this level involves the development and application of professional knowledge in a specialised area/s and utilising a broad range of highly developed dynamic skills.

- b) Competencies are normally applied independently and are substantially non-routine.
- c) Competency at this level involves the delivery of professional services within defined accountability levels.
- d) Employees may operate individually or as a member of a team.
- e) Significant discretion and judgment is required in planning, designing professional, technical or supervisory functions related to services, operations or processes.
- f) Employees are expected to plan their own professional development and such increased knowledge, relevant to the position held, will be applied to the work situation.
- g) Employees perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.
- h) Expertise to reach long term competency can be developed in 3 - 5 years, and may require regular updating due to the dynamic nature of the expertise.

16.12.2.2 Judgment, independence and problem solving

- a) Employees exercise discretion to: innovate within own function and take responsibility for outcomes; design, develop and test complex equipment, systems and procedures; undertake planning involving resources use and develop proposals for resource allocation; exercise high level diagnostic skills on sophisticated equipment or systems; and/or analyse and report on data and experiments.
- b) Works within broad direction: direction is provided in terms of objectives which may require the planning of employees, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.
- c) May work within regulatory direction: professional occupational standards or regulatory requirements require particular occupational groups to fulfil their professional responsibilities independently, or in addition to, organisational directives or policies. For example, registered nurses and accountants are required to fulfil requirements of their registration or ethically acceptable practices of their professional membership.
- d) Decisions of employees at this level regularly impact on the whole-of-school, and will usually involve the development or implementation of new or existing policies and practices..
- e) Significant problems or situations, by nature of the impact or complexity, are investigated, decisions are made, and results are reviewed.
- f) Employees have frequent exposure to and handling of significant sensitive information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- g) Employees manage significant information or reputation risks, likely to involve a large number of people or significantly diminish the School's reputation and/or be enduring in nature. There would be some risk of statutory liability or penalty arising from the action.
- h) Employees have regular contact with external customers/suppliers requiring advanced negotiation and selection skills.
- i) Employees are responsible for the planning or organisation of all facets of a workgroup's operations (e.g. task assignment, workload management, purchasing, budgeting, reporting, procedures).
- j) Employees may contribute to strategic planning and implementation for the School or a significant activity (e.g. ICT, Property) of the School.
- k) Employees duties may have significant financial risks – significant dollar amounts and/or frequent moderate amounts, possibly accompanied by limited financial controls and requiring judgement or financial decision making.
- l) Employees may have control and responsibility for assets and resources of a

significant area (e.g. sub-school), where impairment or loss would affect only that part of the school with significant inconvenience (e.g. cafeteria/canteen shutdown; library closure).

- m) Employees may be exposed to significant physical risks – potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical treatment and/or loss of physical capacity. Similarly, employees may be exposed to Significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks.

16.12.2.3 Level of supervision

- a) In some positions, general direction is appropriate. In other positions, broad direction would apply. May have extensive supervisory and line management responsibility for support or administration employees. Supervision is present to review established objectives. Employees at this level may supervise other employees at levels below level 6.
- b) The employee may regularly manage and supervise students with significant behavioural issues.
- c) The employee may be fully responsible for diverse work of a group of people or several work teams.
- d) They may supervise employees and provide formal appraisal. They may fully recruit, induct, supervise and appraise employees.

16.12.2.4 Training level or qualifications

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

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

16.12.3 Typical activities

16.12.3.1 ICT level 6.1

- a) Meeting the requirements of the ICT level 5.1
- b) Operating and being responsible for a defined range of tasks or responsibilities
- c) Contributing to designing, commissioning, decommissioning and maintaining more complex aspects of ICT infrastructure and support at the School, including network, hardware, software, user support, telecommunications, security, internet and intranet.
- d) Providing professional advice to students and employees on the employee's area of expertise
- e) Make a significant contribution to the development and operation of ICT policies
- f) Contributing to operational and strategic planning in the area of responsibility
- g) Working independently or as a member of a team or as project leader on a large or complex project or set of tasks.

Occupational equivalent: senior network administrator

16.12.3.2 Wellbeing services level 6.1

- a) Performing guidance and counselling, within defined accountabilities
- b) Providing specialist health services and/or therapy services to students

Occupational equivalent: psychologist, speech therapist, occupational therapist

16.12.3.3 Nursing services level 6.1

- a) Providing primary nursing care with its associated administrative responsibilities
- b) Interpreting medical evaluations

- c) Liaising with medical practitioners regarding student medication requirements, medical action plans or referral to medical practitioners
- d) Assisting first aid officers in times of emergency
- e) Ensuring adequate medical supplies are on hand and ordered
- f) Contributing to development of health, well-being and first aid policies

Occupational equivalent: school nurse

16.12.3.4 School administration services level 6.1

- a) Meeting the requirements of the School administration services level 5.1
- b) Operating and being responsible for a structurally and/or operationally defined section or unit
- c) Leading project teams in the implementation of programmes and projects
- d) Providing professional advice to students, parents and employees on the employee's area of expertise
- e) Responsibility for professional development of other employees
- f) Represent the school at seminars, meetings, workshops and committees
- g) Contributing to operational and strategic planning in the area of responsibility and having responsibility for the implementation of planned actions

Occupational equivalent: human resources manager, public relations manager/director, school development manager

16.12.3.5 Property services level 6.1

- a) Meeting the requirements of the Property services level 5.1
- b) Managing a range of functions
- c) Providing professional advice to managers and employees on the employee's area of expertise
- d) Responsibility for professional development and performance management of other employees
- e) Contributing to operational and strategic planning in the area of responsibility

Occupational equivalent: property manager

16.12.3.6 Catering services level 6.1

- a) Meeting the requirements of the Catering level 4.1
- b) Managing a range of functions
- c) Providing advice to managers and employees on catering for functions
- d) Managing the commercial aspects of the operations, including menu planning, costing and pricing, catering requests, rosters, cleaning
- e) Maintain and report key operational information
- f) Responsibility for professional development and performance management of other employees
- g) Attract and retain volunteers, provide training and ensure their efforts are recognised
- h) Ensuring the facility and procedures meet food hygiene, cleaning and safety standards, and liaise with local authorities
- i) Promotion of healthy eating choices and initiatives
- j) Ensure all equipment is well maintained and in a safe operating condition
- k) Contributing to operational and strategic planning in the area of responsibility

Occupational equivalent: catering manager

16.12.3.7 Instructional services level 6.1

- a) Conducting and co-ordinating a school choir, band or musical ensemble or more than one of these
- b) Supervising other coaching staff and managing sporting facilities

Occupational equivalent: choir master, conductor

16.13 LEVEL 7.1 (STEPS 23 TO 25)

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

16.13.2 Level 7 dimensions

16.13.2.1 Competency

- a) Within constraints set by management, employees exercise initiative in the application of professional practices demonstrating independent discretion and judgment, which may have effect beyond a work area. An employee at this level is expected to carry a high proportion of tasks involving complex, specialised or professional functions.
- b) An employee may independently relate existing policy to work assignments or rethink the way a specific body of dynamic knowledge is applied in order to solve diverse problems. In professional or technical positions, the employee may be a recognised authority in a specialised area.
- c) Expertise to reach long term competency can be developed in 3 - 5 years, and may require regular updating due to the dynamic nature of the expertise.
- d) Employees are expected to plan their own professional development and such increased knowledge, relevant to the position held, will be applied to the work situation.

16.13.2.2 Judgment, independence and problem solving

- a) Independently relate existing policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques. This may involve stand-alone work, the supervision of employees or leading of project teams in order to achieve objectives. It may also involve the interpretation of policy which has an impact beyond the immediate work area.
- b) Works within broad direction: direction is provided in terms of objectives which may require the planning of employees, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.
- c) May work within regulatory direction: professional occupational standards or regulatory requirements require particular occupational groups to fulfil their professional responsibilities independently, or in addition to, organisational directives or policies. For example, registered nurses and accountants are required to fulfil requirements of their registration or ethically acceptable practices of their professional membership.
- d) Decisions of employees at this level regularly impact on the whole-of-school, and will usually involve the development or implementation of new or existing policies and practices.
- e) Significant problems or situations are investigated, decisions are made, and results are reviewed.
- f) Employees have frequent exposure to and handling of significant sensitive information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- g) Employees manage significant information or reputation risks, likely to involve a large number of people or significantly diminish the School's reputation and/or be enduring in nature. There would be some risk of statutory liability or penalty arising from the action.
- h) Employees have regular contact with external customers/suppliers requiring advanced negotiation and selection skills.

- i) Employees are responsible for the planning or organisation of all facets of a workgroup's operations (e.g. task assignment, workload management, purchasing, budgeting, reporting, procedures).
- j) Employees may contribute to strategic planning and implementation for the School or a significant activity (e.g. ICT, Property) of the School.
- k) Employees duties may have significant financial risks – significant dollar amounts and/or frequent moderate amounts, possibly accompanied by limited financial controls and requiring judgement or financial decision making
- l) Employees may have control and responsibility for assets and resources of a significant area (e.g. sub-school), where impairment or loss would affect only that part of the school with significant inconvenience (e.g. cafeteria/canteen shutdown; library closure).
- m) Employees may be exposed to significant physical risks – potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical treatment and/or loss of physical capacity. Similarly, employees may be exposed to Significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks

16.13.2.3 Level of supervision

- a) Broad direction. May manage other employees including general employees.
- b) Regular management and supervision of students with significant behavioural issues.
- c) Fully responsible for diverse work of a group of people or several work teams.
- d) Employees may lead a project team, being accountable for providing direction and ensuring project objectives are achieved.
- e) Supervise employees and provide formal appraisal. May fully recruit, induct, supervise and appraise employees.
- f) Employees may plan the professional development of other employees within the team or school employees generally.
- g) Employees at this level may be expected to perform the duties of a level 8 position during short or long periods of absence.

16.13.2.4 Training level or qualifications

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

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

16.13.3 Typical activities

16.13.3.1 ICT level 7.1

- a) Meeting the requirements of the ICT level 6.1
- b) Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies
- c) Providing services, advice and support to teachers, in accordance with the direction of the School's ICT Strategic Plan, to proactively develop, enable and maintain ICT initiatives in support of educational and academic objectives
- d) Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods at an advanced level
- e) Make a significant contribution to the development and operation of ICT policies
- f) Contributing to operational and strategic planning in one or more areas of ICT responsibility
- g) Working independently or as a member of a team

- h) Regularly leading significant projects or activities, including involvement of other team members
- i) Deputising for the ICT Operations Manager during periods of absence or high workload and actively supporting the ICT Operations Manager in the operations of the team and the management of ICT in the school.

Occupational equivalent: deputy information technology manager

16.13.3.2 Wellbeing services level 7.1

- a) Managing counselling services with more than one psychologist under supervision

Occupational equivalent: head of school counselling (small or medium school), senior therapist

16.13.3.3 Nursing services level 7.1

- a) Meeting the requirements of the Nursing services level 6.1
- b) Providing health counselling, health education and acting in a resource capacity to the school community, in addition to providing primary care with its associated administrative duties
- c) Researching and developing policies and programmes aimed at improving student health or better responding to student medication and first aid

Occupational equivalent: school nurse

16.14 LEVEL 8.1 (STEPS 26 TO 29)

16.14.1 An employee at this level performs work above and beyond the skills of an employee at Level 7 as defined in the Tyndale Christian School Enterprise Agreement 2009.

16.14.2 Level 8 dimensions

16.14.2.1 Competency

- a) Competency at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.
- b) Highly developed dynamic skills and acquired knowledge applied to complex situations.
- c) Expertise to reach long term competency can be developed in > 5 years, and requires constant update due to the dynamic nature of the underlying technology or knowledge.

16.14.2.2 Judgment, independence and problem solving

- a) Responsible for program development and implementation.
- b) Provide strategic support and advice requiring integration of a range of school policies and external requirements, and an ability to achieve objectives operating within complex organisation structures.
- c) Works within strategic direction: self-directed, with new directions determined by self and exercising substantial autonomy for large or complex activities within the parameters of plans or policy. Some or significant input into School strategic planning or policy. Limited direction is provided from others, with a high degree of initiative, direction and capacity to program their work, often where the employee will hold and apply significant skills or knowledge not held by those they report or are accountable to. Performance will usually be measured against strategic plans, policies, programs and projects, and may also be measured through key performance indicators.
- d) Will work within regulatory direction: professional occupational standards or regulatory requirements require particular occupational groups to fulfil their professional and legal responsibilities independently, or in addition to, organisational directives or policies. For example, registered nurses and accountants are required to fulfil requirements of their registration or ethically acceptable practices of their professional membership.
- e) Decisions usually and regularly impact on whole-of-school, and will usually involve the development or implementation of new or existing policies and practices.

- f) Significant problems or situations are investigated, decisions are made, and results are reviewed.
- g) There is frequent exposure to and handling of significant sensitive information, release of which could give rise to legal implications or economic loss or severely bruise the School's reputation within the community.
- h) The employee manages significant information or reputation risks, likely to involve a large number of people or significantly diminish the School's reputation and/or be enduring in nature. There would be some risk of statutory liability or penalty arising from the action.
- i) The employee has regular contact with external customers/suppliers requiring advanced negotiation and selection skills.
- j) Employees are responsible for the planning or organisation of all facets of a workgroup's operations (e.g. task assignment, workload management, purchasing, budgeting, reporting, procedures).
- k) Employees may contribute to strategic planning and implementation for the School or a significant activity (e.g. ICT, Property) of the School.
- l) Employees duties may have significant financial risks – significant dollar amounts and/or frequent moderate amounts, possibly accompanied by limited financial controls and requiring judgement or financial decision making
- m) Employees may have control and responsibility for assets and resources of the whole school, where impairment of loss would almost cause a cessation of operations (e.g. building loss, long term ICT network loss).
- n) Employees may be exposed to significant physical risks – potential for frequent injury requiring inpatient treatment in a hospital or leading to long term medical treatment and/or loss of physical capacity. Similarly, employees may be exposed to Significant unsupervised hazardous substance risks, due to significant potential impact or the frequency of moderate to high risks

16.14.2.3 Level of supervision

- a) Broad direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other employees including administrative, technical and/or professional employees.
- b) Regular management and supervision of students with significant behavioural issues.
- c) Fully responsible for diverse work of a group of people or several work teams.
- d) Supervise employees and provide formal appraisal.
- e) Fully recruit, induct, supervise and appraise employees.

16.14.2.4 Training level or qualifications

Level 8 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- a) postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience;
- b) extensive experience and management expertise; or
- c) an equivalent combination of relevant experience and/or education/training.

16.14.3 Typical activities

16.14.3.1 ICT level 8.1

- a) Meeting the requirements of the ICT level 7.1
- b) Managing a large functional unit with a diverse or complex set of functions and significant resources for the whole school
- c) Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods at an advanced level
- d) Responsibility for designing, commissioning, decommissioning and maintaining all aspects of ICT infrastructure and support at the School, including network, hardware,

software, user support, telecommunications, security, internet and intranet.

- e) Contributing to and driving change and innovation in ICT throughout the School.
- f) Responsibility for operational planning and contribution to ICT strategic planning, and responsibility for ensuring that plans are acted on and monitored.
- g) Responsibility for professional development of other employees
- h) Development and management of systems, processes and performance measures to optimise the operation and benefit of ICT in the School.

Occupational equivalent: ICT Operations Manager

16.14.3.2 Wellbeing services level 8.1

- a) Manages a counselling or multi-disciplinary service in a large school

Occupational equivalent: manager of counselling services

16.14.3.3 School administration services level 8.1

- a) Meeting the requirements of the School administration services level 6.1
- b) Managing a large functional unit with a diverse or complex set of functions and significant resources for the whole school
- c) Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies
- d) Undertaking the role of an assistant business manager for the School by overseeing a diverse range of business or support functions (e.g. ICT, Property, Catering, Finance)

Occupational equivalent: deputy business manager

16.14.3.4 Finance services level 8.1

- a) Meeting the requirements of the Finance services level 5.1
- b) Performing accounting and finance tasks requiring professional qualifications drawing upon advanced techniques and methods at an advanced level
- c) Responsibility for the development of financial policy and procedure at the School, including accounts payable and receivable, payroll, receipting and banking, cash management, taxation, budgeting, asset accounting, internal and external reporting.
- d) Contributing to and driving change and innovation in financial management throughout the School.
- e) Responsibility for operational planning and contribution to strategic planning, and responsibility for ensuring that plans are acted on and monitored.
- f) Responsibility for professional development of other employees
- g) Development and management of systems, processes and performance measures to optimise the financial management the School.
- h) Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies
- i) Preparing complex government and statutory authority returns for authorisation or coordinating the contribution of several staff for these returns
- j) Undertaking the role of an assistant business manager for the School by overseeing a diverse range of business or support functions (e.g. ICT, Property, Catering, Finance)

Occupational equivalent: deputy business manager

16.14.3.5 Property services level 8.1

- a) Meeting the requirements of the Property services level 7.1
- b) Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies
- c) Planning and managing major property projects

Occupational equivalent: property manager

APPENDIX A – VISION, STATEMENT OF FAITH AND CORE VALUES

VISION

"To provide an excellent, inclusive Christian education that equips our students to serve God and His world".

Tyndale Christian School was established to be a place of learning for students within the context of the Christian faith. Therefore, the core purpose of the School is to provide best practice (excellent) learning and curricula within a Christian and inclusive community.

Tyndale Christian School was established by Christian parents wishing their children to be educated in an environment that would support and complement the values and faith that the families sought to inculcate in their home. The focus of the School is to provide an affordable, holistic education for all students in a distinctively Christian community.

Since inception the intent of the School has been:

"To be a Christian community that fosters innovation and excellence in its programs for the academic, vocational and physical development of students; nurtures spiritual and emotional growth and prepares students to move into life beyond the School, confident and competent in their chosen field, and with an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong."

MISSION

The Mission of Tyndale Christian School is to do those things necessary to effectively achieve the purposes for which it exists (i.e. the Vision). While the execution of the mission will involve many actions by members of the school community, at the strategic level, there are two areas that are essential enablers to fulfilling the Vision. Therefore, the Mission of Tyndale Christian School is:

"To identify, encourage and develop the potential in each child through:

- effective selection, training and retention of staff to develop and deliver a balanced, best-practice programme of learning which is integrated throughout the student's time at the school*
- building a community based on relationship with God and each other where the character of Christ is valued, developed and displayed."*

MOTTO

As a Christian teaching and learning community, the School holds that biblical truths are eternal, set in place by God, the Creator of all things. This is affirmed by our School Motto which declares that "God's Truth Prevails".

STATEMENT OF FAITH

The School's Statement of Faith is informed by the truth of the Bible. We believe in:

- One God eternally existent in three Persons; Father, Son and the Holy Spirit.
- The sovereignty of God in creation, providence, redemption, revelation and final judgement.
- The Divine inspiration of the original documents of the Bible, its entire inerrancy, trustworthiness, sufficiency and supreme authority in all matters of faith and conduct.
- The Deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His atoning death on the cross as our representative and substitute, and only sin-bearer, in His bodily resurrection, His ascension to the right hand of the Father, in His mediatorial work and in His personal, visible return in power and glory.
- The sinfulness and guilt of all mankind, rendering them subject to God's wrath and condemnation.
- Justification of the sinner by the grace of God through personal faith in Christ alone, and regeneration by the Holy Spirit.
- The receiving and indwelling of the Holy Spirit at conversion, and His continuing work in the heart and life of the believer.
- The only holy Universal Church, the body of which Christ is the Head, to which all true believers belong.
- The bodily resurrection and judgement of all mankind, the believer to life everlasting and the unbeliever to eternal damnation.

INTENTIONALLY CHRISTIAN

The highest calling of every human being is to love God with all of their heart, soul, mind and strength and to actively live a life intent on pleasing God and worthy of the sacrifice of Jesus, through the grace that has been given to all who believe.

Our Core Values, like our Statement of Faith, are informed by the truth of the Bible and are foundational to our employment practices and teaching and learning practices and the maintenance of our Christian ethos. These Values are fundamental to us so that we can freely operate as an independent, intentionally Christian school. These Core Values are:

1. To be committed to the work of the Gospel, sharing the truth of God, by His grace and the power of the Holy Spirit, to all mankind. (*Matthew 28: 19 – 20; 1 Peter 3: 15*)
2. To love one another and lay our lives down for each other. We are called to honour all people, taking on the attitude of a servant, understanding that there is no place for abuse, harassment, mistreatment, manipulation or injustice. (*John 15: 12 – 13; Philippians 2: 1 – 8*)
3. To act with charity and justice towards our fellow man, including the foreigner, the poor, the sinner, the orphan and the widow. (*James 1: 27; Matthew 25: 31 – 46; John 8: 1 – 11; Deuteronomy 10: 18 – 19; Psalm 24: 3 – 4; Micah 6: 8*)
4. To celebrate the creation of mankind “in God’s image”, equal in relationship, yet distinctly physiologically male and female as created by God at birth. (*Matthew 19: 4; Genesis 1: 26 – 27*)
5. To honour the sanctity of marriage, recognising that it is a life-long commitment between a man and a woman, as defined in Point 4 above, and that sexual intimacy is reserved for marriage. Believers are to abstain from sexual immorality. (*Matthew 19: 4 – 6*)
6. To honour the significance of the family as God’s foundation for communal life. (*Mark 10: 6 – 9; Ephesians 6: 1 – 4; Joshua 24: 15*)
7. To honour and treasure the sanctity of life, including the life of the unborn. (*Psalm 139: 13 – 14*)
8. To honour our calling to be good stewards of all that God has entrusted to us. This includes managing our own lives well, but also caring for the creation God has provided. (*Genesis 2: 15; Matthew 25: 14 – 30*)
9. To honour the community of faith by being regularly connected to a local church where God is both honoured and worshipped in spirit and in truth and by avoiding even the appearance of sin. (*Acts 2: 42 – 47; Hebrews 10: 24 – 25; John 4: 23; 1 Thessalonians 5:22*)

Tyndale is committed to being a place where God is at the centre - where He is honoured, followed, worshipped and revealed to the School and wider community. As a Christian school we will speak openly, intentionally and deliberately about our faith, including all elements of our Statement of Faith and Core Values herein, both throughout the curriculum and in co/extra-curricular activities. We trust that all who come here will be inspired by His great love for them and the recognition that every person is intrinsically valuable, not for what they can do, but because of who they are – His children. We are passionate about our School continuing to be a place where all of our students are strengthened and emboldened to live out the gospel and become ambassadors for Christ to positively impact the wider community around them, whether locally or internationally.

Accordingly, all employees are required to embrace, support and outwork a professional and personal commitment as a Christian, and maintain a firm personal belief consistent with the Vision, Statement of Faith and Core Values and other beliefs as are specified by the School from time to time in order to effectively carry out their employment responsibilities. This requirement is also clarified in the School’s employment documentation.

At school, students experience regular sub-school chapel services, Easter services, pastoral care and Biblical Studies programmes, and are encouraged to have an ongoing relationship with a local church. We are also passionate that those who do not know God, both students and their parents, have an opportunity to meet him at Tyndale Christian School and become followers of Christ.

Being intentionally Christian also means that we are called to ‘love our neighbour’. This should be demonstrated by the way we act, including:

- Being just and fair in all dealings with other people, regardless of race, belief, sex, or physical or intellectual capacity, recognising that every person has been fearfully and wonderfully made by God.
- Acting with integrity in all situations.
- Being temperate in both speech and action.
- Handling disputes or grievances in a God honouring and biblical manner.
- Affirming and displaying the School’s key values of Respect, Integrity, Service and Excellence.

Loving others wholeheartedly also means that we should do as Micah 6:8 commands – *"to do justly, love mercy and walk humbly with our God"*. Therefore, the school provides a number of opportunities for students, staff and parents to be involved in community service programmes in local, regional and international settings.

The School aims to spread and strengthen the teaching of the Christian religion, as articulated in the Vision, Statement of Faith and Core Values and other beliefs as are specified by the School from time to time, the maintenance of the doctrines upon which that religion rests, and the observances that promote and manifest that religion. In the context of Christian schooling, conduct that is inconsistent with the Christian beliefs of the School, including on the part of the student body, can impact detrimentally on:

- the School's ability to be conducted in conformity with its Christian doctrines, tenets, beliefs or teachings;
- its ability to maintain its religious ethos; and
- its ability to model a Christian standard of conduct to each individual student and to the student body.

The use of School facilities or property in a manner that is inconsistent with its religious doctrines, tenets, beliefs or teachings can have the same impact. Such conduct can remove the ability of the School to act in conformity with its doctrines, tenets, beliefs or teachings and can incur injury to the religious susceptibility of adherents of its religion. (*Psalm 127:3; Proverbs 22:6; Matthew 5:13-16; Matthew 8:6; Matthew 18:10; Mark 9:37, 42; Luke 17:1-2; Acts 20:28; Ephesians 2:20-22; Ephesians 5:3; Hebrews 10:24-25; Hebrews 13:17*).

INTENTIONALLY INCLUSIVE

Psalm 139:14 states that we are all *"fearfully and wonderfully made"*, which at Tyndale means that every person is intrinsically valuable for who they are, not what they can do. Just as it was William Tyndale's desire for everyone to have access to God's word, it is our desire that students have the opportunity to be welcomed into a safe, loving school environment. We have an amazing opportunity to demonstrate God's heart for humanity.

'Intentionally inclusive' means that students will learn in the most supportive environment possible, alongside similar-aged peers, provided with reasonable adjustments and teaching strategies that align with our Christian beliefs and which are formulated with regard to the best interests and needs of each student and of the school community as a whole. This form of inclusion is reflected in all aspects of school life, and is evidenced in culture, policies and everyday practices.

As previously stated, all staff employed at Tyndale Christian School are required to embrace, support and outwork a professional and personal commitment as a Christian and maintain a firm personal belief consistent with the Vision, Statement of Faith and Core Values and other beliefs as are specified by the School from time to time.

All prospective families are provided with the School's Statement of Faith and Core Values. Families enrol their children at the School on the basis that they are willing to acknowledge and support that the School's beliefs (including this Statement and these Values) are embedded in the School's employment and teaching and learning practices and otherwise ensure the maintenance of our Christian ethos.

Subject to the terms of any applicable enrolment policy adopted by the School from time to time, all families are able to enrol their children at the School irrespective of their sex, race, culture, religion, family background, socio-economic capacity, physical or intellectual capacity or their own personal beliefs and values.

Parents/care-givers will need to support their children being fully involved in all aspects of school life, including biblical studies programmes and chapel services which will be informed by the School's fundamental commitment to the Christian Faith.

INTENTIONALLY EXCELLENT

The directive given in Psalm 24:3, *"Who can ascend the hill of the almighty? The one who has clean hands and a pure heart"* is very clear. It significantly influences our belief and practice at Tyndale, that we are required by God to do all things well, decently and in order.

Support for this intent is fostered by our staff's commitment to academic excellence in their teaching through regular involvement in professional development programmes and regular performance development discussions linking the outworking of the AITSL Professional Standards and School objectives.

We continually strive to be a school that provides our students with a vibrant, innovative and technology rich education both in core subjects and a wide range of co-curricular activities.

We provide post school pathways for each student, whether this is at a tertiary institution, in an apprenticeship or in employment. We offer a quality education for students with disabilities or learning needs, opportunities for students to be involved in community service programmes (local, regional and international) and an arena for students to be involved in sporting and artistic activities. Our students consistently achieve high academic

outcomes with many going on to tertiary studies. Access to Vocational Education and Training programmes is also available through the Pathways Centre.

Students who require support in their learning are catered for by specialist Learning Support teachers and resources in our multi-functional Learning Support Centre. Students can also access a variety of specialist providers for services which may be outsourced, such as educational psychological assessments, speech therapy, physiotherapy and occupational therapy. A holistic approach is taken to health care with students able to access the school nurse, trained counsellors and family support workers. Integration with mainstream students is a key approach for our Learning Support programme putting into action our belief in equity for all.