

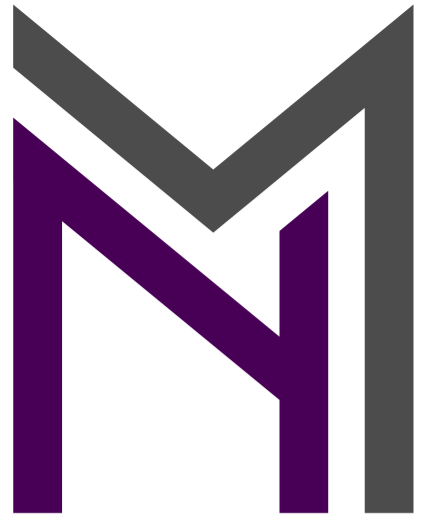
**In 2024, the IEU recouped \$2.3 million in underpayments for members**



# news month

The newspaper of the Independent Education Union of Australia NSW/ACT Branch  
**(vol 44 #1) February 2025**

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**NOW'S THE TIME**  
YOU UNITED FOR A BETTER DEAL IN INDEPENDENT SCHOOLS

	AIS offer 27 Aug 2024	AIS final offer 14 Oct 2024	Union WIN 19 Dec 2024
Proficient teachers with experience earn no less than newly employed teachers with the same experience (translocation to 2.5)	✗	✗	✓
Workload transparency	✗	✗	✓
All Band 3 teachers receive Accomplished Teacher Allowance	✗	✗	✓
Transparent release for leadership positions	✗	✗	✓
Guaranteed backpay	✗	✗	✓
Maintenance and indexation of Special Education Allowance	✓	✓	✓
Improved paid parental leave (for both initial and non-initial primary carer)	✗	✗	✓
Eligibility for both Accomplished Teacher and Leadership Allowance for ALL leadership positions (existing teachers)	✗	✗	✓

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

**IEU** Independent Education Union of Australia NSW/ACT Branch

Join the IEU

“The AIS only offered these improvements because of strong support for the union campaign from members and their colleagues. The union did not make any trade-offs to gain these outcomes.”

# INDEPENDENT SCHOOLS

## New agreements ready at last

**Carol Matthews**  
Secretary



**In late December 2024, the union reached agreement with the Association of Independent Schools (AIS) on the terms of the new multi-enterprise agreements (MEAs) that will apply to teachers and professional and operational staff in NSW and the ACT.**

### Single interest bargaining: Why did we settle?

Our campaign for single interest bargaining was the reason we gained significant concessions from the employers in late December.

A majority of teachers in a majority of schools voted for our petition for single interest bargaining for the Teachers MEA. This enabled us to lodge an application for single interest bargaining on behalf of teachers in those schools with the Fair Work Commission in early December, although the bargaining could not commence until February 2025 when the current MEAs expire.

This placed enormous pressure on employers who faced the real risk that more than 100 schools would be forced to commence bargaining in a new stream.

The union refused to agree to the Co-operative Teachers MEA proposed by the AIS in late November because we considered the proposed pay rates for existing experienced teachers were too low (and below the rates for new teachers who would be employed from 2025 with the same experience).

The AIS had also failed to meet other elements of the union's claim. We were concerned because there were many substantial technical errors in the drafting. And in the Professional and Operational Staff MEAs (PAOS MEAs), we considered the pay rates were just too low.

### Campaign leads to win

Under the *Fair Work Act*, if the union refuses to agree to an MEA going to the vote, the employer has to seek an order from the Fair Work Commission to proceed. This matter was set down for hearing on 19 December. Our application for single interest bargaining for the Teachers MEA was listed on the same day.

Negotiations resumed in earnest in the week prior to the hearing, with the AIS seeking the union's key claims in relation to all the MEAs. In response to our claims, the AIS agreed to:

- raise the pay rates for experienced Proficient teachers
- substantially support our workload transparency claim
- maintain the special education allowance for all teachers in those schools where it is currently paid rather than freeze it just for existing teachers

- improvements in the PAOS rates
- backdating of all payments to the first pay period after 1 February 2025.

The AIS only offered these improvements because of strong support for the union campaign from members and their colleagues. This support was essential to achieving a range of improvements in the MEAs in the last months of the campaign. The union did not make any trade-offs to gain these outcomes.

### Salary wins for teachers

Salary wins for existing teachers included:

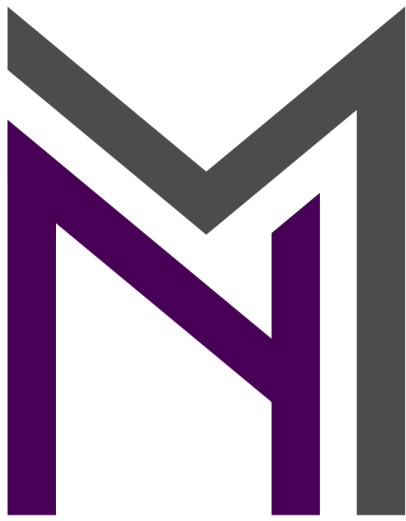
- Teachers with four or more years' experience at Proficient (five years in the ACT) will now go straight to Level 2.5 (Level 8 in the ACT). This rate is \$127,281 in NSW and \$130,643 in the ACT. This is a pay rise in 2025 of between \$12,000 and over \$20,000 (depending on the current MEA) and about \$6000 above the previous AIS offer.

- All existing teachers who were classified as Band 3 – Experienced Teacher or Senior Teacher 1 will receive the Accomplished Teacher allowance of \$4979 in addition to their salary at Level 2.5 (Level 8 in the ACT). This gives a total salary of \$132,260 in NSW and \$135,622 in the ACT. This also applies if the teacher moves to another school covered by this MEA in the future. Teachers employed after January 2025 will receive the Accomplished Teacher allowance if they have been through the ISTAA process.
- Existing Band 3 teachers and Senior Teacher 1 teachers will be entitled to receive both the Accomplished Teacher allowance and a leadership position allowance if they are in a leadership position when the new MEA commences. They will retain this right if they move to another school under the MEA in the future. Teachers employed after 1 January will receive both the Accomplished Teacher allowance and a leadership allowance only if they have been through the ISTAA process and hold a Leadership position Level 1 or 2.

These improvements will be particularly beneficial for teachers with four or more years' experience at Proficient, teachers who have been deemed Band 3 under the previous MEAs, and Band 3 teachers in leadership positions.

The union has also ensured that teachers at registered special schools who are teaching classes of students with a disability will still receive the special education allowance. The MEA will include a list of schools to which this applies. Newly employed teachers will also receive the allowance, and it will be increased throughout the life of the MEA.

*continued on page 3*



(vol 45 #1) February 2025

## Join us



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

# Stay vigilant about your rights

Glenn Lowe  
President



**I trust all of you have had a refreshing and enjoyable break, even if the inevitable thoughts of returning to the classroom creep in way too soon. As we head back to our schools, it's important to remain mindful of the broader issues affecting not only our profession but workers everywhere.**

Recently, the media has focused on the efforts of certain business groups and politicians to roll back hard-won workers' rights. While these moves may not directly impact education, the reality is that a setback for one sector is ultimately a setback for all workers. We cannot afford to become complacent or detached from these broader struggles. The fight for fair wages, safe working conditions and strong labor protections affects us all, whether we are directly involved in those particular negotiations or not.

The IEU, as many of you know, is not affiliated with any specific political party. This ensures we remain focused on the issues that matter most to us as workers and educators, without the distractions of partisan agendas. That said, there is one political party whose track record consistently aligns with an anti-worker agenda. It's crucial that we stay vigilant and aware of the potential impact that such policies can have on our rights and our profession.

Now is the time to engage in meaningful conversations with non-members in your school. Encourage them to join our union in 2025. Remind them that the union isn't some distant, separate entity acting on its own – each and every one of us is the union.

Our collective strength lies in our unity, and the more members we have, the stronger our voice becomes in advocating for the issues that affect us all. Together, we can continue to protect and improve our rights as workers, ensuring a better future for educators and all workers.

## Sharing professional learning via peer mentoring

Lyn Caton  
Assistant Secretary



**Professional learning plays a vital role in ensuring educators stay informed about evidence-based teaching practices. But accessing high-quality external training often requires significant time and financial investment, posing a challenge for schools with limited resources.**

A recent study conducted by the Australian Education Research Organisation (AERO) in partnership with the Australian Literacy and Numeracy Foundation (ALNF) explored an alternative—peer mentoring as a strategy for sharing professional learning.

The study investigated the feasibility and impact of a peer mentoring approach compared to a direct participation model, where most or all educators attend external training. Conducted in early childhood education and care (ECEC) settings in Western Sydney, the research included 37 preschool educators, teachers and educational leaders across 10 services.

Two approaches were trialled:

1. Peer mentoring approach: A select group of educators (peer mentors) attended external professional learning and were responsible for sharing their knowledge with their colleagues (mentees).
2. Direct participation approach: Most or all educators attended the external

professional learning, with no formal mentoring requirement.

The external professional learning program used in the study was ALNF's Early Language and Literacy Program (EL&L), which focuses on evidence-based oral language and early literacy practices.

### Key findings

- Effectiveness: Educators in both groups showed improvements in their knowledge and application of evidence-based teaching practices. Children's oral language and literacy outcomes were also similar across both models.
- Factors affecting success:
  - *Time and staffing:* Peer mentors faced challenges in balancing mentoring responsibilities with existing workloads. Allocating dedicated time for mentoring was seen as beneficial.
  - *Collegial support:* Collaboration among educators facilitated professional growth. However, peer mentors reported difficulties in consolidating their learning due to fewer colleagues with the same training experience.
  - *Mentor selection:* Educators with prior mentoring experience felt more confident in their roles. Leaders and those in hands-on teaching roles were better positioned to share skills than those in administrative roles.

- *Cost and time considerations:* While peer mentoring required lower initial investment, the overall time commitment was comparable to the direct participation model. The peer mentoring approach spread learning over an extended period, whereas the direct participation model required an intensive, upfront time commitment.

### Implications for schools

For school leaders considering professional learning models, peer mentoring offers a viable alternative to direct participation, particularly when full staff training is not feasible. To enhance the success of a peer mentoring approach, schools should:

- provide dedicated time for peer mentors to share their learning
- foster a supportive environment where collaboration is encouraged
- select mentors with experience or provide training for effective mentoring practices.

While peer mentoring requires careful planning, it presents a promising way to expand access to high-quality professional learning, ultimately benefiting both educators and students.

For further details, refer to the full AERO report: *Peer Mentoring for Sharing Skills and Knowledge from Professional Learning*.

## Advice for activists

Liz Heggart  
Vice President Systemic



**As we begin another year in our workplaces, it's an opportune time to remember why we are activists, how to be activists and what we can do to encourage our colleagues to join us.**

### EAs and WPAs

In Catholic systemic schools our Enterprise Agreement (EA) and Work Practices Agreements (WPAs) are the backbone of our workplaces.

They help us to ensure employees are treated fairly, have good working conditions and are paid correctly. Even though most of the systemic Catholic dioceses are still negotiating the new EA and WPAs, the previous versions still hold.

### Important issues

Make sure your school or organisation leadership teams share the dates of events that staff are expected to attend.

Encourage your colleagues to check their timetable load is correct.

Check any plan for in lieu professional development is discussed with staff early on and that they have a chance to vote on the proposal.

### Know your union delegates

If you are the chapter representative in your workplace, ask the principal

if you can speak for two minutes at the weekly briefing to inform new staff of who you are and what you can help them with. If you are new to a workplace (or not!) find out who the rep is and let them know you are a member.

Your chapter rep is a good link between staff and leadership, especially in situations where they may not have an open-door policy on speaking and listening to staff concerns. Reps can also be a good first port of call before needing to contact your organiser at the IEU.

### Invitation to join

You've probably heard this many times before, but the most successful recruitment strategy for union membership is talking directly to people and inviting them to join. Taking the time to speak to a workmate and maybe sharing a personal experience of how the union has helped you or your colleagues is exceptionally powerful.

Have membership forms on hand for basic information about the benefits of joining and how much it will cost. Direct colleagues to the IEU website for easy joining ([ieu.asn.au/why-join-us](http://ieu.asn.au/why-join-us)) and remember to add new members to your chapter's group email or let your rep know so they can do this.

More members mean a stronger union for all of us.

Wishing you all the very best for the start of the new school year.

## DISCOUNT RATE

### Renew for 2025

**Renew your annual membership before 21 February and get one month free**

# INDEPENDENT SCHOOLS

## New agreements ready at last

### Workload transparency

All employers will now have to be transparent about key aspects of the teacher workload required at their school. Employers will need to advise teachers on engagement and from time to time about:

- the usual number of face-to-face teaching hours per week or per cycle for a full-time teacher
- general requirements in relation to extra-curricular activities, and
- release time provided for teachers in Level 1 and Level 2 leadership positions.

The letter of appointment for part-time teachers must include their proportion of a full-time teaching load.

This is a historic win that was fiercely resisted by schools until the very last minute. It is a first step in achieving greater transparency about workload.

### NSW professional and operational staff

The union and the AIS have developed a new, more workable classification structure for the NSW PAOS MEA, with the new agreement establishing a common competency framework across all occupational groups.

Pay increases will vary depending on the employee's current role and classification level, but all staff will receive at least 4% in 2025, with some receiving more than 15%.

Pay rates will increase by 4.5% in 2026 and 4% in 2027, except for school assistants, who will receive a 5% increase in both 2026 and 2027.

Agreement coverage has been extended to instructional services employees and senior administrative positions.

### ACT professional and operational staff

The ACT PAOS MEA classification structure is largely unchanged. All staff will receive a pay rise of at least 3% in 2025, with preschools and childcare centre employees receiving higher increases. Pay rates will increase by 4.5% in 2026 and 4% in 2027.

### Better conditions

The union has achieved significant improvements in paid parental leave that will apply from the commencement of the new MEAs:

- Paid parental leave will count as service for the purposes of salary progression and accrual of leave.
- Male employees can now be the initial primary care-giver immediately after birth or adoption.

- An employee who is not the primary care-giver is entitled to two weeks of paid parental leave at the time of birth or adoption. If that person becomes the primary care-giver within 12 months of the birth or adoption, they will now be entitled to an additional 12 weeks' paid parental leave.
- Employers have dropped the proposed reduction in personal/carer's leave for teachers (the removal of the 15 days on commencement). Employers also dropped the proposal that workload requirements during non-term time be specified in the MEA.

### Next steps

The AIS has informed the union that information about the MEAs and the voting process will be circulated to employees from 6 February.

All employees covered by the MEAs are entitled to vote, and we expect voting to occur in late February. As part of the settlement, it has been agreed that all pay increases will be back-dated to the first pay period after 1 February.

These considerable wins have only been possible because of your support and action in spreading the word about our campaign. Members are the union.

Catholic systemic schools

## Towards a new enterprise agreement

David Towson  
Deputy Secretary



**In December 2024, staff in Catholic systemic schools in the Broken Bay diocese voted overwhelmingly in favour of a new four-year enterprise agreement (EA): 92.5 per cent of staff voted for the agreement, with 85 per cent of full-time staff participating in the ballot.**

### Pay rises and back pay

Members in the other 10 Catholic diocesan schools in NSW will now have received their 3% pay rise backdated to the first pay period on or after 9 October 2024. Teachers in ACT systemic schools received pay rises in August 2024.

Late last year, general employees in NSW and the ACT were awarded a 4% pay rise backdated to July in line with a provision in the EA guaranteeing these staff the same pay rise offered to support staff in NSW government schools in 2024.

### Talks for new EA under way

Negotiations for a new three-year Catholic systemic enterprise agreement have been progressing. Bargaining meetings were held in late December and mid-January, with further meetings scheduled during February.

As outlined in the December 2024 edition of *Newsmonth*, the union is seeking improvements to parental leave and, for general employees, an improvement in long service leave. We are seeking to expand coverage of the enterprise agreement to include employees who are not presently covered by the EA.

### Work Practices Agreements

Preliminary discussions to improve the work practices agreements (WPAs) have commenced in several of the nine dioceses. (The Wilcannia-Forbes diocese is the only diocese yet to agree to negotiate a WPA with the IEU.)

Issues the union will address during the WPA negotiations include: out-of-hours work (scheduled events and professional duties related to teaching); diverse learning needs; data collection and compliance; meetings and professional development; extras; and class sizes.

The federal government's legislated right to disconnect (as part of the Closing Loopholes legislation passed over the last two years) has gone a considerable way in addressing work-life balance issues for all working people in Australia.

Disappointingly, unlike the Broken Bay diocese, other diocesan employers have not agreed to include a "right to disconnect" clause in the EA. As a result, the union is seeking standard wording in the current WPAs that strengthens the current email usage clauses to include all forms of out-of-hours communications.

The Closing Loopholes legislation also enhanced the rights of delegates (reps) and inserting a new Delegates' Rights clause into EAs is required by the *Fair Work Act*.

Discussions of this clause have been productive and, in response to the union's claim, the employers have said they are open to strengthening delegates' rights beyond the requirements of the Act.

### Pupil-free days

Catholic diocesan employers have committed to matching the number of pupil-free teacher development days offered in government schools. The days are provided to address teacher workload intensification. It is critical that teachers have a say in how the days are best used to address their workload concerns.

In government schools, four of the eight days (or equivalent) are to be targeted for teacher-determined activities; 25% of the development days are to be set aside for system-determined activities; and the other 25% for school-determined activities.

In December, the union wrote to each of the 10 dioceses requesting the same provision for teacher-determined activities during these school development days; that is, four days or the equivalent time. We are yet to hear back from all dioceses and have not yet received a commitment from them that they will agree to this request.

We encourage chapter reps and committees to speak with their principals to seek their support in advocating that these pupil-free days will be used properly to address teacher workload issues. Teachers are best placed to determine how this time should be used. Where changes cannot be made in 2025, we will press for 50% of this extra release time to be teacher directed in 2026 and 2027.

### Next steps

The union will keep members informed as negotiations for a new EA and WPAs continue. Please keep an eye on your email, and don't hesitate to contact your IEU organiser to arrange a chapter visit.

We also encourage reps and members to invite potential members to join their union so that collectively we can press for better conditions that will attract and retain the staff we need in our schools.

## What you need to know

Employment contracts and fixed-term employment

Amanda Hioe  
Assistant Secretary



**As the school year begins, you may be embarking on fresh opportunities at new schools or workplaces. A key part of starting a new job is signing a contract of employment or a letter of appointment. Understanding the terms and conditions of your contract is essential to protecting your rights and entitlements.**

### Understanding your employment contract

A contract of employment (also called a letter of appointment) is a legally binding document that outlines the terms of your working relationship with your employer. It would normally include:

- your employer's legal name
- your job title
- commencement date
- work location
- type of employment (for example, full-time or part-time)
- hours of work or full-time equivalent (FTE).

In most workplaces, the IEU has negotiated an enterprise agreement (EA) that applies to the workplace. These EAs include the terms and conditions for the employees at that workplace such as pay classifications and leave entitlements. If an EA applies at your workplace, then your contract will probably refer to the relevant EA. It is important that you are familiar with which EA applies in your workplace.

### Employment contracts and EAs

IEU-negotiated EAs stipulate your entitlements including your pay, classification level, leave entitlements (including annual leave, personal leave, long-service leave) and the notice period required to terminate your employment.

While some employment contracts expressly state these entitlements, others may only refer to the EA or be silent.

In all cases, an employment contract cannot provide less than what is contained in the EA. If a contract includes terms that are less favourable

than those in the EA, the EA prevails. Conversely, if the contract offers more favourable terms, those beneficial terms apply.

### End dates in contracts and fixed-term employment

If your employment contract includes a specific end date, it means you are on a fixed-term contract.

Fixed-term employment is intended for temporary appointments. For years, the IEU has successfully negotiated EA provisions limiting the use of fixed-term contracts in schools.

As of 6 December 2023, the *Fair Work Act* has introduced new restrictions on fixed-term employment to enhance job security in Australia. Under the new laws:

- The total period of employment under a fixed-term contract cannot exceed two years.
- Fixed-term contracts cannot include renewal or extension clauses exceeding two years.
- A fixed-term contract may only be renewed or extended once.
- A new contract cannot be issued for the same or a substantially similar role within a two-year period.
- Employers must provide a Fixed-Term Contract Information Statement when issuing such contracts.

There are specific exceptions to these limitations. For instance, parental leave replacements, employees earning above the high-income threshold (currently \$175,000) or those in specific positions subject to government funding that are unlikely to continue beyond two years may be exempt.

The rules on fixed-term employment are complex, so seek advice if you are unsure.

### Seek advice

If you have concerns about your employment contract and whether it complies with the fixed-term employment rules, we encourage you to reach out to your union organiser.

Understanding your contract ensures that you are fully informed about your rights and entitlements in the workplace.

# IEU condemns antisemitic attacks

On 30 January, the IEU condemned a spate of antisemitic attacks at sites across Sydney, including a school and a childcare centre.

On the night of 29 January, Mount Sinai College in Maroubra was vandalised with antisemitic hate speech. The week before, the nearby Only About Children childcare centre was firebombed, and both the centre and Maroubra synagogue were spray painted with antisemitic graffiti.

The IEU believes schools and childcare centres should be safe places – not targets of hate crimes.

“Our hearts go out to our members, to teachers, support staff, students and the broader Jewish community impacted by these shocking attacks,” said IEUA NSW/ACT Branch Secretary Carol Matthews.

“It is heartbreaking that on the first day back at school, staff, students and parents should be faced with antisemitic hate speech.

“This is especially confronting in the midst of a wave of attacks and threats against the Jewish community in Sydney.”

Everyone has the right to feel safe in their workplace and in their community.

The IEU, along with the broader union movement, opposes all forms of hate speech, bigotry and racism.

“I think our members in these schools have been on edge and uneasy and, in fact, whole school communities have been uneasy for some months,” said Matthews in an interview with ABC News.

NSW Education Minister Prue Car said her department has been in regular contact with independent schools, and has offered government assistance, including increased security.

“What we are seeing across Sydney is frightening, especially for Jewish members of the community, when childcare centres and schools are targets, it is abhorrent,” Car said.

Federal Early Childhood Education and Youth Minister Anne Aly told ABC News she had spoken to members of the Jewish community.

“They are fearful,” Aly said. “They are fearful of their children going to school, and I understand that fear. My community has been there too.”

The union’s statement on the incidents was covered by a range of media outlets, including *The Sydney Morning Herald*, ABC Digital, ABC News Breakfast, Radio National and Channel Nine. Matthews was also interviewed by ABC News and live on air on 2SM.

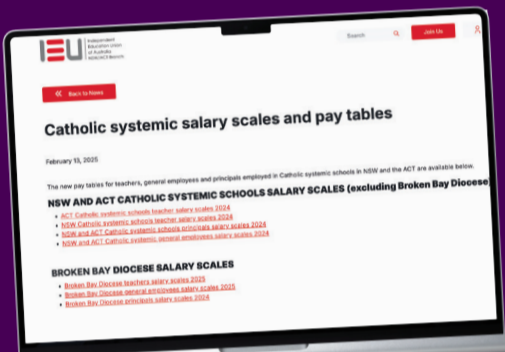
The IEU’s condemnation of the rise in antisemitic attacks was well-received by union members in Jewish schools. Feedback from members in these schools included:

- “It really made me feel supported and reassured to see our union taking a strong stance like this.”
- “It means a lot to have the support from IEU.”
- “It’s hard enough to be facing a classroom full of scared Jewish children every day – nice to know our union understands the atmosphere we are facing.”
- “It certainly did bring comfort during this difficult time. I have also been a member of the IEU for many years and think it is a wonderful organisation that does such important work to support educators.”
- “These events are creating fear but also bringing the best out of organisations and people.”

We are stronger together.

## Check your pay

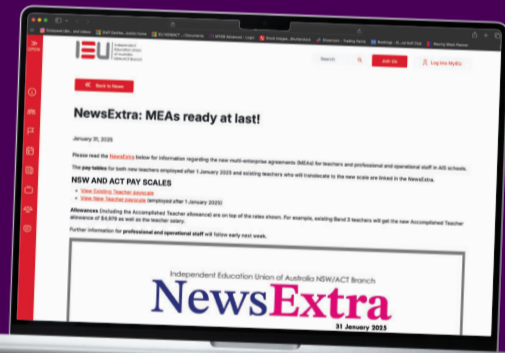
Teachers and support, professional and operational staff in Catholic systemic and AIS independent schools have won pay rises. Make sure you’re being paid correctly.



## Catholic systemic schools

Teachers and support staff  
Check your new pay rates

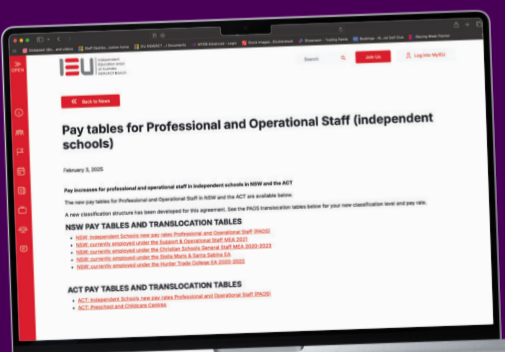
[ieu.asn.au/catholic-systemic-salary-scales](http://ieu.asn.au/catholic-systemic-salary-scales)



## AIS independent schools

Teachers check your new pay rates

[ieu.asn.au/newsextra-ais-31-jan-2025](http://ieu.asn.au/newsextra-ais-31-jan-2025)



## AIS independent schools

Professional and operational staff check your new pay rates

[ieu.asn.au/pay-tables-paos](http://ieu.asn.au/pay-tables-paos)



The IEU is joining with more than 150 organisations in support of the campaign to raise the minimum age of criminal responsibility from 10 to at least 14.

Children at just 10 years old can be jailed in NSW. This is too young.

As teachers, support staff and unionists, we see potential in every child. Support and early intervention are what young people need – not prison.

This is why the union supports the #RaiseTheAge campaign, which calls on the NSW government to raise the minimum age of criminal responsibility from 10 to at least 14.

### Rely on evidence

The campaign calls on the state government to be guided by evidence – not radio shock jocks – and to:

- provide resources and support for Aboriginal community-controlled organisations to offer local responses for First Nations children and young people, families and communities;
- invest in services for children and families that prevent crime from the start; and
- fund targeted services and interventions that help children learn to be accountable when they go off track or are a serious risk to themselves or others.

The #RaiseTheAge campaign has attracted broad community support from more than 150 organisations including the NSW Teachers Federation, Australian Services Union, Amnesty International and the NSW Council for Civil Liberties.

The campaign is also backed by Catholic Social Services NSW/ACT, Uniting Church Synod of NSW and the ACT, the Mercy Foundation and St Vincent de Paul Society NSW.

Raising the age is also supported by the United Nations, which recommends at least 14 as the minimum age of criminal responsibility.

Argentina, Korea, Poland, Sweden, Italy, Ukraine and Germany are just some of the countries that have a minimum age of criminal responsibility of at least 14.

Data compiled by the campaign shows that 2144 children in NSW aged 10-13 had formal contact with police in 2023 – and 171 of these children spent time in lock-up. And 60 per cent of 10-to-13-year-olds in custody every year are First Nations children.

### Towards better outcomes

Overwhelming evidence and expert opinion show these children have significant contact with child protection systems, including:

- many have been removed from their families
- many have been victims of crime since they were very young
- many are students with disabilities and mental health issues
- many are not attending or not doing well at school
- many live in regional, rural and remote areas of NSW without access to services and support
- often their parents have been through the criminal justice system, including in custody
- many are likely to live in poverty and experience homelessness.

The current system criminalises the most disadvantaged children. Criminalising children as young as 10 does not prevent crime and can cause a lifetime of harm to a young person.

Raising the age of criminal responsibility and providing support that addresses the causes of offending behaviour achieves better outcomes for children and promotes community safety.

Investing in education and more services for children instead of punishing and imprisoning them not only saves money, it sets children up for safe, successful and happy lives.

The message to the state’s politicians is clearly stated in the campaign’s submission to the NSW Parliamentary Inquiry into Community Safety in Regional and Rural Communities: “We all want our communities to be safer. And we know that punitive approaches, particularly those directed at children, don’t deliver.”

The IEU supports educating children, not incarcerating them.



# Reps' training

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

If so, register for reps training now to gain:

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

Only members who are recorded as a rep on the IEU database are invited to attend this training. Preference will be given to newly elected reps or reps who have not attended training in the previous 12 months.

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

For further information Call Cassie Barnes: 8202 8900

Email: [repstraining@ieu.asn.au](mailto:repstraining@ieu.asn.au) Reach out to your school's IEU organiser.

Date	Region	Venue
Wed 19 Feb	Metropolitan Sydney	IEU office, Wattle St, Ultimo
Fri 28 Feb	Metropolitan Sydney	IEU office, Wattle St, Ultimo
Thurs 6 Mar	South Coast	Sage Hotel, Wollongong
Mon 10 Mar	North Coast	Lismore Workers Club
Wed 12 Mar	Mid-North Coast	Westport Club, Port Macquarie
Fri 14 Mar	Hunter Valley/Newcastle	Noah's on the Beach, Newcastle
Wed 26 Mar	Riverina	Griffith Exies Club, Griffith
Fri 28 Mar	Monaro, South East, Canberra	Quality Hotel, Dickson
Tues 1 Apr	Central Coast	Gosford Golf Club, Gosford
Thurs 3 Apr	Metro West	Penrith RSL Club, Penrith
Fri 2 May	North West	Tamworth Hotel, Tamworth
Fri 30 May	Central West	Dubbo RSL Club, Dubbo



# Professional development

Join Professor Jim Tognolini from Sydney University's Centre for Educational Measurement and Assessment for a series of four two-hour courses designed to empower teachers with the foundational skills to:

- create high-quality assessment tasks that enable students to demonstrate their learning outcomes effectively
- integrate results from summative and formative assessments to accurately track and monitor student progress
- communicate student learning clearly and precisely to various audiences, including administrators, parents, and students themselves
- establish a shared understanding of assessment with a teacher-centric focus

All courses are free for members

17 Feb	Foundations of Assessment Literacy for Teachers	3:30-5:30
7 April	Creating Consistent and Effective Assessment Rubrics	3:30-5:30
16 June	Achieving Fairness and Validity in Assessments	3:30-5:30
23 June	Achieving Consistent and Comparable Judgement Across the School	3:30-5:30

Each course provides 2 hours of professional development, contributing to the 100-hour requirement for maintaining your NESAs and TQ accreditation. It addresses Standards 1, 5, 6, and 7 of the Australian



# REPS' CHECKLIST

## How to start strong in the new year

Welcome to the 2025 school year. If you're a rep at your school, here are a few things to keep moving or keep on the radar.

### Update us on your chapter

So the union can stay in touch with all members, we urge reps to ensure your chapter information is up to date with the IEU office.

The IEU's membership team will shortly send out a chapter update list that will encourage you to ensure you let us know about:

- any members from last year who have moved to another school, and
- any existing members who are new to your school this year not included on the current list.

Ask members to check that the email address the IEU has for them is accurate – email is one of the IEU's main forms of communication with members, so accurate contact information is vital.

It is also useful for the IEU office to have updated information about each teacher's accreditation level, as this allows us to assist you more effectively at each career stage.

### Hold a chapter meeting

If you haven't done so already, it's a good idea to arrange a chapter meeting to start the new year.

Contact your IEU organiser and invite them to join you, and consider inviting all members of staff – this can be a way of encouraging non-members to join with their colleagues to ensure their salaries and working conditions continue to improve.

Perhaps make it a morning or afternoon tea and make it a social event. Your organiser can bring membership forms.

### Conduct chapter elections

The first meeting of the year is the time for the chapter as a whole to either reconfirm your position as the elected rep, or you may decide to bring someone new into the role.

Regardless of who is elected, you are required to formally notify your employer (or the principal) so you can access your delegate's rights. Your organiser can provide you with a pro forma letter for this purpose.

### What makes an effective rep?

The most effective reps are enthusiastic about unionism. If you're in a Catholic systemic school, you could talk about the effectiveness of the Hear our Voice campaign in 2022-23, which led to substantial pay rises for teachers and support

staff. And if you're in an independent (AIS) school, you could talk about the success of last year's campaign, Now's the Time, through which members also won good pay rises.

Perhaps talk about the strength of collective action as you see it around the world, be it the Hollywood screen writers or women's sports teams (the Matildas, in particular, united to win pay and conditions similar to the Soccerroos).

An effective rep holds regular meetings and keeps their chapter informed. They encourage members to be active and engaged and they are in regular contact with their IEU organiser.

We invite you to familiarise yourself with the agreement that covers the staff in your school and, in the case of Catholic systemic reps, your Work Practices Agreement as well. Never be afraid to seek guidance from your organiser.

Most importantly, encourage your colleagues to join their union. It's important to invite them in person, so they know the human face of their union. Doing this at the start of the school year is always a good idea, especially as a way of welcoming beginner teachers.

### Share the load

Consider starting a chapter committee so everyone has a role in building the union at your school and ensuring its continuity.

Invite well-respected and/or long-standing members of staff who might be interested to chair a meeting. You may have a highly organised member of staff – consider asking them to take on the role of chapter secretary.

By doing this you will create a sense of energy and encourage greater participation.

### Keep your noticeboard current

Finally, make sure your organiser's details and the contact details of the union office are readily accessible for all members.

This is most effectively done through an IEU noticeboard. Many of our industrial agreements provide for a dedicated space to be allocated to IEU chapter notices. Talk to your organiser to find out what you can do.

### You got this

Congratulations on taking on the important role of chapter rep. You'll find it rewarding, and we look forward to seeing you at one of our reps' training days around the state in coming months.

### Pat Devery

Professional Engagement Coordinator/Reps Trainer

# MEMBERSHIP news

## What you need to know

Welcome to 2025, we hope you enjoyed a restful break. In 2024 the IEU celebrated its 70th anniversary and more than 3700 education staff have joined us or reactivated their membership.

To those members who have already renewed your membership, thank you for your ongoing support.

If you have not yet renewed because you cannot locate the original email, please let us know via [membership@ieu.asn.au](mailto:membership@ieu.asn.au), we are happy to resend.

Alternatively, you can call us to update on 8202 8900 – press 1, we are here until 5pm daily.

You can also renew online: [ieu.asn.au/member-portal](http://ieu.asn.au/member-portal) Membership cards will be emailed to all current members in February. If the email doesn't appear in your inbox please check your junk mail.

You will need to delete your 2024 card from your phone wallet before attempting to download your 2025 card. When you receive our email in February, please follow the link to access your new card.

Our annual request to update us on your chapter will be sent to reps in February too, so please check in with your chapter rep to confirm the details we have for you are relevant.

Updating your information with us ensures you are attached to the correct chapter, that you're paying the relevant membership rate, and that you can exercise all union benefits available to you, including voting rights.

We look forward to assisting you in 2025.

Membership Team

# UNITE FOR CHANGE

## Preschools supported bargaining update



The IEU bargaining team at the Fair Work Commission on December 16. From left, Melinda Gambley, Clunes Community Preschool; Margaret Gleeson, Keiraville Community Preschool; Janene Rox, Cronulla Preschool; Jodie Cox, East Maitland Preschool; Bridget Isichei, Byron Bay Preschool; Raelee Smith, Muswellbrook Preschool; IEU organiser Kate Damo.

### The IEU's Unite for Change community preschool bargaining team met at the Fair Work Commission on 12 February to discuss pay rises.

The team was joined by the representatives from Community Early Learning Australia (CELA), the peak body for Australia's early childhood education sector, to discuss plans for campaigning for government-funded pay increases for teachers and educators in community preschools.

A focus of the meeting was achieving pay equity with teachers in NSW government preschools, who are paid the same as primary and secondary teachers in government schools.

Improved conditions including paid parental leave, more personal leave and allowances for directors and educational leaders are also under discussion.

The supported bargaining agreement currently includes 103 preschool services in NSW. For services and employees that are not part of the current bargaining, you can vote to join the agreement in the future.

The February meeting follows earlier talks in December between the IEU bargaining team, including preschool ambassadors, officials from the NSW Department of Education and CELA representatives.

At the meeting, held before Fair Work Commission Deputy President Judith Wright, the ambassadors outlined the union's claims for government-funded wage increases for teachers and educators in NSW community preschools.

The union ambassadors spoke about the need for change in the preschool sector and the staffing crisis in preschools. They also gave evidence from their services about losing teachers and educators to schools. Pay rises would help attract and retain quality staff.

However, the government has not yet formally committed to addressing the staffing crisis through pay rises.

The next meeting will take place at the Fair Work Commission on 5 March. Department of Education officials will again attend, and it's time for a commitment to funding community preschools to ensure comparable pay with teachers in schools.

If you need more information about our Unite for Change campaign, please contact your IEU organiser, or call the IEU on 02 8202 8900.

# Pay rises become reality for long day care teachers

### Throughout Australia, at least 49,000 teachers and educators – and counting – have gained the first stage of a 15% pay rise under federal Labor government reforms following campaigns by unions.

In late January, an extra 20,100 early childhood educators gained the first stage of a 15% pay rise under the Albanese government's wage justice for early educators' reforms.

The Fair Work Commission heard applications on 24 January to add a further 20,100 early educators to the sector's multi-employer agreement, enabling them to receive a 10% pay rise, with a further 5% to come in December 2025.

"This is the historic outcome of unions, the federal government and a group of

employers working together to lift pay and conditions across the long day care sector," said Independent Education Union of Australia NSW/ACT Branch Secretary Carol Matthews.

More childcare centres have agreed to join the new multi-employer agreement so they can offer teachers and educators the long sought-after pay rises, which are funded by the federal government.

Almost 49,000 teachers and educators in the long day care sector will now receive the 10% pay rise, following the application heard in late January to rope in extra centres to the multi-employer agreement that was ratified in December 2024.

The groundswell of employer support for the agreement now includes a growing number of

smaller childcare centres, alongside Australia's six largest early education providers and covers teachers and educators in 1800 centres.

"This is how you get wages moving and respect the hard-working people in the childcare sector who for a decade under the previous Coalition government were ignored, taken for granted and shockingly underpaid," said ACTU Secretary Sally McManus in a media statement.

"This pay deal through the Albanese government is about respecting these workers and respecting women."

### Top tips for new early childhood teachers

#### Start at the beginning

When early childhood teachers (ECTs) begin work, they will be given a contract that confirms employment.

The contract may be called a letter of offer, letter of appointment, contract of employment, conditions of employment or employment letter.

The contract typically outlines the position accepted, whether it is ongoing or temporary, teaching load, hours and days to be worked and rate of pay.

It is always a good idea to read your contract of employment before you sign it.

If you are a union member, you can always contact the union for advice or ask for a review of your contract.

#### Is the letter of appointment binding?

Generally, a letter of appointment is a legally enforceable contractual agreement to employ an ECT based on the terms contained in the letter.

The letter of appointment or contract of employment sits alongside other instruments that underpin an employee's rights including the National Employment Standards (NES), enterprise agreements or modern awards.

The terms contained in the letter of appointment cannot be less than what is provided for in the NES, your applicable enterprise agreement and/or an applicable modern award.

#### Do I need a new employment letter every year?

ECTs who are employed on an ongoing basis do not have to be issued with a new letter of appointment each year.

If you are asked to sign a new letter of appointment, seek advice from your union organiser in case there are things in the new contract that change your conditions of employment.

If you are engaged on a temporary or fixed contract, it may be necessary for you to receive a new letter of appointment upon new engagement.

There are strict rules about appointing a teacher on a temporary basis, so make sure you understand why you are appointed on a temporary basis.

Generally, teachers may only be appointed to a temporary position for a maximum period of 12 months.

You may wish to speak to your union organiser if there are concerns about those reasons.

#### What happens if your employer wants to change some of the conditions?

Generally, employers cannot unilaterally vary the terms of employment without your agreement.

Your employer cannot change any of your conditions of employment that would be inconsistent with an enterprise agreement or applicable modern award.

"It is important that if you receive a new letter of appointment, you talk to your union organiser to check whether the employer is: (a) seeking to change your conditions of employment, and (b) whether they are permitted to do so."

For more information about the Union and the support it can provide, call us on 8202 8900.

# IT'S NOT TOO LATE

Your long daycare centre can still join the historic agreement for 15% pay rises. Call the IEU to find out how: 8202 8900

# IEU Speaks

## New federal resources for teachers

10 February 2025

**The federal government's Engaged Classrooms initiative has provided a further set of free resources for teachers to help manage classroom behaviour.**

The resources, developed by the Australian Education Research Organisation (AERO), are an important part of a wider program of reforms needed to support teachers and school leaders and build on the essential training provided in initial teacher education programs.

Additional classroom behaviour tools will be welcomed in many schools given the impact of disruptive behaviour on both student learning and wellbeing.

In submissions and discussions with the federal government, the IEU supported the central development of best practice teaching resources. It's essential that such material is developed in collaboration with practising teachers to ensure they are fit for purpose.

Nationally endorsed resources should also operate on an 'opt-in' basis. School employers must be encouraged to endorse such resources, or alternatively, supply their own resources while avoiding unnecessary duplication or overlay of tasks.

Where school employers are considering using the Classroom Observation Tools included in the federal resources, they must ensure that the need for such observations are carefully evaluated and only occur after consultation with teachers. Observations undertaken injudiciously are likely to be time-consuming and negatively impact classroom teaching and learning time.

The principles that underpin our call for a national rollout of workload impact assessments on all areas of education policy are relevant to initiatives such as the Engaged Classrooms program.

Any new resources or initiatives must be mindful of unintended consequences on workload. Preparation tasks, data collection requirements or professional development needed to implement new programs must be accompanied by additional release time and other necessary supports for teachers at the local school level.

Teacher burnout and escalating workloads remain the priority issues that need to be tackled in our schools. Employers and policy makers must take every opportunity to stem the creep of administrative tasks that detract from quality teaching time.

**Brad Hayes IEUA Federal Secretary**

# New year, new staff

**The IEU extends a warm welcome to three new organisers and two new members of staff in the media and communications team:**

- Emily Cranney, organiser, Wollongong and South Coast
- Sean van der Heide, organiser, Lismore and Mid North Coast
- Raelene Maxworthy, organiser, Newcastle and Hunter region
- Zoe Hercus, digital communications specialist
- Andrew Taylor, media and public relations adviser

Stay tuned for more about our new staff in our March edition of *Newsmonth*.

# Bargaining resumes in NSW Christian schools

**After months of uncertainty and a suspended negotiation process, the IEU is set to resume bargaining for members in Christian schools in NSW represented by Christian Schools Australia (CSA). The negotiations came to a standstill when CSA presented a paltry pay offer. With the resumption of bargaining in mid-February, there is hope for a fairer outcome.**

## The pay offer that suspended bargaining

Throughout 2024, the IEU was in bargaining with CSA for two multi-enterprise agreements (MEAs), one for teachers and one for general employees. Whilst an in-principle agreement was reached for general employees, the pay offer for teachers was problematic.

The pay offer for teachers in Christian schools included 11% for 2024 (4% paid in February 2024 and 7% in October 2024) to catch up with the unprecedented pay increases that teachers in all other sectors received in 2023, then 0% in October 2025 followed by a further 3% in 2026.

When the IEU rejected this pay offer on behalf of its members, the CSA made another unsatisfactory offer of 1.5% in Oct 2025 and 1.5% in February 2026. Clearly, this offer fell far short of what we had hoped for, given the rising cost of living and increasing demands on teachers.

The IEU conducted a survey of its members, with an overwhelming 92% of IEU members rejecting CSA's offer. This resounding rejection sent a clear signal that the teachers were not satisfied. In response to this, the IEU and CSA agreed to temporarily suspend bargaining in August 2024. The decision was made to allow both parties time to assess how other sectors, such as the independent schools sector, were progressing in their bargaining.

Unfortunately, the lack of progress in bargaining for the teachers also meant the MEA for general employees was also on hold.

## Locking in the New Parent Bonus

Despite the suspension of bargaining, the IEU was determined to ensure that members reap the benefits of agreed improvements to their working conditions. The IEU was able to bring forward the implementation of improvements to the New Parent Bonus. These improvements were successfully put in place during the pause, providing a small but important victory for teachers and general employees in Christian schools.

## Resumption of bargaining

The IEU has locked in a meeting with CSA representatives offering a vital platform to address outstanding issues and work towards a fair and equitable agreement. We are committed to ensuring that any settlement reflects the dedication and professionalism of Christian schools' employees.

Members are encouraged to stay informed and actively engaged as negotiations progress. Further updates will be provided following the upcoming meeting.

If your colleague is not yet a member of the IEU, please encourage them to join today. Our collective strength in bargaining is directly tied to the strength of our membership.

**Amanda Hioe** Assistant Secretary



**Sharron Critchley of St Brigid's Primary School, Coogee, receives her 30-year membership certificate from organiser David Whitcombe.**



**Adrian Nicks of St John XXIII Catholic College, Stanhope Gardens, receives his 20-year membership certificate from organiser Lubna Haddad.**



**Marie Orehek, left, marks a decade of membership with organiser Lubna Haddad at St Michael's Primary School, Baulkham Hills.**



**From left, Dominique Meredith, David Holt and Karen Healey of John Therry Catholic College, Rosemeadow, receive their 20-year membership certificates.**



**Director Jacinta Perry of Kangaroo Valley Preschool, Kangaroo Valley, left, receives her 20-year membership certificate from organiser Tina Smith.**



**Organiser Carlo Rendina, left, presents Maria D'Andrea with her 40-year membership certificate at St James' Primary School, Muswellbrook.**



**Principal John Farrell of St Mary and St Joseph Primary School, Maroubra Bay, receives his 40-year membership gift.**



**From left, Natalie Wooldrige receives her 20-year membership certificate, and Kara Gabbett and Stephen Boulus receive their 10-year membership certificates at Gilroy College, Castle Hill.**

## Top tips for new teachers

### #1 top tip

Join your union  
[ieu.asn.au/why-join-us/](http://ieu.asn.au/why-join-us/)

**It's that time of year again: we ask IEU members to share their collective wisdom, support and encouragement for new teachers.**

**Our members tell us what they wish they'd known in their first year of teaching.**

Rest during your holidays. Don't fall into the trap of doing marking & planning. Teaching is the kind of job where you could work 24/7 and there will still, always, be something else that "needs" to be done. So, when those term breaks come around, put all your teaching paraphernalia aside and just rest, recharge and relax!

Join the union. You never know where or why you'll need them.

Ask for help when you need it! You won't look stupid, no one expects you to know it all.

Really take the time to get to know your students. Find out their interests, understand their point of view and build positive relationships because it will help you decide how best to support them to learn and grow as people. If they feel like you "get them" they will be more willing to work with you and you will feel like you are making a difference for them. This sense of purpose greatly helps in working out which parts of the noise and chaos of teaching life you cannot change and should not take up your precious time. Try to always remember why you wanted to be a teacher in the first place and know that you've got this!

The IEU is there and is worth every cent (in all honesty I was in my fifth year of teaching in my third diocese before I knew and promptly joined, thanks to a vocal school rep).

Enjoy one of the most enjoyable, challenging, creative, worthwhile, life-changing and necessary careers you could ever take on. Not every day is gold, but every day has that opportunity. Our children deserve you!

Ask for help because you don't know all the answers and it's perfectly normal. Be kind to yourself.

Join the union.

It's not a sprint. It's a marathon.

It's OK to say no. Don't burn yourself out.

Don't be afraid to try new things.

This too shall pass – it won't always be this hard.

Get in good with the office staff – they're the ones really running the school – and if you're lucky enough to have a learning support officer, value them and their expertise properly by using them to support students.

No question is stupid. When you ask for advice, listen and apply it. There's a good chance the experienced teacher who gave it knows it will work. It takes six weeks to develop good habits with students and only two weeks to lose them. Be consistent!

Write down every funny thing that happens. When you retire, this could be the basis for a book.

Find a great mentor, build rapport with your students while setting, supporting and expecting them to meet high expectations; connect and collaborate with colleagues; understand that there will be challenging moments and try to focus on what you are thankful for; understand that there may always be something more you can do, but prioritise what is important as well as self care and balance; be curious and flexible in evaluating your practice (Ask yourself: Is

what I'm doing effective, efficient and necessary? If not, change it); remember that teaching is part of what you do but not all you are, so make time for activities/hobbies you enjoy outside of work; and understand your professional rights and responsibilities – your union can help.

You are there to learn and grow too. Tread softly and with kindness to yourself and to your colleagues. Find your people. Join the union. Read a lot but read with intention. Ask questions. Most importantly, learn to see your teacher self as only part of who you are, have a creative outlet.

First thing I did as a beginning teacher was find the union rep for a membership form. Also, understand the power of saying 'no'.

You don't need a Pinterest-worthy classroom and you really don't need all the stuff. If your routines are simple, you will follow them and the class will remember them. You are not there to be the students' friend. Don't mistake boundaries for unkindness – by having boundaries and holding them you are being kind. The students will respect and like you, don't be afraid they won't like you if you are tough. You'll never get it all done – learn to live with that feeling, it's icky. Know that you make a difference – priceless.

Remember why you are there and what motivated you to become a teacher. Find time each week to talk to each one of your students. Get to know them and their passions. Watch out for their 'a-ha' moments. And yes, say no to extra work without removing something else from your plate. Look after your health! And yes, join the union.

Be nice to the office staff. They are skilled professionals and you'll need their help and support.

Find a good mentor after joining the union!

Join. Your. Union.

Don't expect perfection from yourself or those you teach.

Be brave and say no to doing extra things and ask for help if you feel like you're drowning.

Use the library and library staff, they can assist with resources. Be kind to yourself, know your workplace agreement, and if you're asked to do extra, ask what can be taken away from you. Sit back and observe the workplace. Remember that students are your students and not your friends.

Support assistants are there to assist but they are not mind readers.

Be happy to be 'good enough' - chasing perfection will kill you and you could always plan a better lesson.

Join the union.

Ask for help when needed.

This is how you say 'no': "I'd be happy to add that task to my to-do list, however I'll need your advice as to which of these A,B,C ... tasks I should delete from my schedule to cater to this new request"

Have home life and work balance.

Getting something done is better than doing it perfectly.



# 2025 First Nations culturally & historically important dates

## January

- 1 Jan 1994 Native Title Act 1993 (Cth) commenced
- 25 Jan 2014 Adam Goodes named Australian of the Year
- 26 Jan 1838 Waterloo Creek massacre (Kamilaroi people, NSW)
- 26 Jan 1938 William Cooper organises Day of Mourning
- 26 Jan 1972 Aboriginal Tent Embassy established in Canberra
- 26 Jan 1988 Bicentennial Protest – 40,000 march in Sydney
- 26 Jan Survival Day, Invasion Day, Australia Day, Yabun Festival

## February

- 5 Feb 1972 Tent Embassy Petition to Parliament
- 12 Feb 1965 Freedom Ride bus leaves Sydney
- 13 Feb 2008 Anniversary of the National Apology to the Stolen Generations
- 14 Feb 2004 TJ Hickey dies sparking Redfern riots
- 26 Feb 1968 Lionel Rose wins World Bantamweight Title

## March

- 20 Mar National Close the Gap Day (3rd Thursday of March)
- 21 Mar International Day for the Elimination of Racial Discrimination
- 21 Mar 1829 Aboriginal warrior Windradyne dies (Bathurst, NSW)

## April

- 1 Apr 1897 Aboriginal resistance leader Jandamarra killed (WA)
- 5 Apr 1997 Bringing them home report launched
- 15 Apr 1991 Royal Commission into Aboriginal Deaths in Custody final report
- 17 Apr 1816 Appin Massacre of men, women and children (Dharawal people)

## May

- 1 May 1838 Slaughterhouse Creek massacre (Kamilaroi people)
- 1 May 1946 Anniversary of the Pilbara Strike
- 24 May 2020 Destruction of Juukan Gorge rock shelters by Rio Tinto
- 26 May 1997 Bringing them home report tabled in Federal Parliament
- 26 May National Sorry Day
- 26 May 2017 Uluru Statement of the Heart issued
- 27 May 1967 Referendum on Indigenous recognition in the Australian constitution
- 27 May – 3 Jun National Reconciliation Week
- 28 May 2000 Reconciliation Walk over Harbour Bridge (250,000 attend)
- 29 May 1992 Torres Strait Islander flag launched

## June

- 3 Jun Mabo Day (High Court Mabo Decision 1992)
- 5 Jun 1831 Resistance warrior Tarenorerer (Walyer) dies (Tas)
- 10 Jun 1838 Myall Creek Massacre
- 10 Jun 1957 Palm Island Strike
- 11 Jun 1975 Racial Discrimination Act 1975 (Cth) enacted
- 12 Jun 1988 Burunga Statement presented to Prime Minister Bob Hawke

## July

- 1 Jul The Coming of the Light festival (Torres Strait Islands)
- 2 Jul 1971 Evonne Goolagong-Cawley wins Wimbledon
- 6-13 Jul NAIDOC Week 2025
- 9 Jul 1971 Aboriginal flag first flown in Adelaide

## August

- 4 Aug National Aboriginal and Torres Strait Islander Children's Day
- 9 Aug International Day of the World's Indigenous Peoples
- 14 & 28 Aug 1963 Yirrkala Bark Petitions presented to Parliament
- 14 Aug – 18 Oct 1928 Coniston Massacre on Warlpiri/Anmatyerr/Kaytetye lands
- 15 Aug 1971 Neville Bonner becomes first Aboriginal person in Parliament
- 16 Aug 1975 Return of Gurindji land to the traditional owners (NT)
- 23 Aug 1966 Wave Hill Walk-Off (Gurindji Strike)
- 25 Aug 1994 Prime Minister Paul Keating officially recognises South Sea Islanders as a distinct cultural group.

## September

- 3 Sep Indigenous Literacy Day
- 13 Sep 2007 Anniversary of the UN Declaration on the Rights of Indigenous People
- 16 Sep 1963 Indigenous activists and their allies persuaded the ACTU to adopt a policy supporting equal pay for Aboriginal and Torres Strait Islander workers
- 25 Sep 2000 Cathy Freeman wins gold in the 400m final at the Sydney Olympic Games.

## October

- 14 Oct 2023 Voice to Parliament referendum
- 26 Oct 1985 Uluru-Kata Tjuta title deeds returned to the Anangu people
- 28 Oct 1834 Pinjarra Massacre (WA)
- 31 Oct 1975 Proclamation of the Racial Discrimination Act

## November

- 19 Nov 2004 Cameron Doomadgee dies in custody (Palm Island)
- 28 Nov 2023 Senator Pat Dodson ("Father of Reconciliation") retires from Parliament

## December

- 1 Dec 1976 Sir Douglas Ralph Nicholls appointed Governor of South Australia
- 4 Dec 2000 Council for Aboriginal Reconciliation Final Report released
- 10 Dec 1992 Redfern Park Speech delivered by Prime Minister Paul Keating
- 16 Dec 1976 Aboriginal Land Rights (NT) Act passed
- 23 Dec 1996 High Court handed down Wik Peoples v Queensland decision



Artwork credit: **Women Dreaming**

This painting is about women hunting. They are hunting for bush foods. Women are hunting around the waterholes, so they can look for witchety grubs, bush berries, bush onions and bush plums. Painting: April Campbell Language: Anmatyerr Community: Ti Tree Date: 5/11/2018

# Around the Globe

## From Afghanistan to Iceland

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

### New report highlights global teacher shortage

On the International Day of Education, Education International (EI) launched a new report providing analysis on the state of the teaching profession worldwide. The report draws on data from 121 countries. Findings showed a severe shortage of teachers across all levels of education, particularly in special education, STEM subjects and secondary teaching. The report also highlighted the working conditions and wellbeing of teachers, with teachers facing high levels of stress brought on by administrative burdens, large class sizes, emotional demands, and unsupportive working environments.

"This report demonstrates that teacher shortages are both a global crisis and a reversible challenge. Low pay, excessive working time and intensity and poor career progression are just some of the factors which are leading to teacher attrition," said David Edwards, General Secretary, Education International.

### The Year of Women: Iceland

Iceland is often cited as a global leader in gender equality, with women consistently holding high-level positions in politics and business. Unions and progressive organisations in Iceland have declared 2025 as 'The Year of Women'. 2025 marks 50 years since women in Iceland made history with a nationwide strike that saw 90% of women walk out of their jobs and refuse to perform any domestic duties. Fifty organisations are joining forces to raise awareness of gender inequality with the Icelandic Confederation of Labour (ASI) taking the lead.

### Generation of girls robbed of their future: Afghanistan

Renowned global activist for girls' education, Malala Yousafzai, delivered the keynote address at the Muslim World League's international conference on girls' education hosted in Islamabad in early January 2025. Addressing Muslim leaders from around the world, Malala said, "in Afghanistan, an entire generation of girls is robbed of their future. The Taliban-ruled country is the only one in the world where girls are completely barred from education". Afghan leaders did not attend the conference.

Since their return to power in August 2021, the Taliban regime has systematically eroded women's rights in Afghanistan, implementing a series of repressive measures. These include banning teenage girls from education and restricting women's access to employment.

### Halt on US foreign aid causes chaos and confusion

A recent decision by the US government to suspend foreign aid has sparked widespread chaos, confusion, concern and debate. The move has far-reaching implications, potentially impacting millions of people around the globe. Facing the chop are clinics at refugee camps on the Thai-Myanmar border, life-saving programs to treat malaria and HIV as well as landmine clearance. In addition, non-governmental organisations (NGOs) will face crippling job losses, service disruptions and operational shutdown.

Union Aid Abroad APHEDA, the global justice organisation of the Australian union movement, said: *At President Trump's inauguration last week, one of the first directives he gave was to issue a 'Stop Work Order' for 90 days on the overseas aid programs managed by US AID.... The impact is sweeping for the world's most vulnerable people. At worst, many more people will die as a result of this decision, at best, inequalities in the world's poorest countries will increase. This impact has already begun... These directions are a deep threat to equality between and within poorer countries – and ultimately undermine stability, peace and security. As unionists we stand for inclusion and solidarity as a pathway to global justice.*

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- EI Report: <https://www.ei-ie.org/en/item/29412:the-global-status-of-teachers-2024>
- ASI (Iceland): <https://vinnan.is/atvinnuthattaka-kvenna-og-karla>
- Afghanistan: <https://womensagenda.com.au/latest/malala-yousafzai-calls-on-world-leaders-to-tackle-girls-education-crisis-in-afghanistan/>
- APHEDA: <https://www.apheda.org.au/editorial-trump-suspends-overseas-aid-and-the-worlds-inequality-instantly-increased/>

## PRESENT TENSE Crackdown on overseas student numbers

Last year, the federal government was blindsided in its attempts to bring in major changes to the post-secondary international student education sector when the Coalition announced it would vote against the proposed legislation - even though it is largely in lockstep with Labor on the need to dial back student numbers.

In response, the government indicated it will use more subtle and bureaucratic methods to limit student numbers, most notably with a go-slow on granting student visas.

In December, Ministerial Direction (MD) 107 was revoked and replaced by MD111. Under this new regime, visa applications will be placed in one of two groups, with the first 80 per cent of the now-unofficial cap taking about eight weeks to process, after which processing times will double. One key change here is that a student will count towards the 80 per cent when the visa is granted, and not when (as previously) the student starts study.

### De facto caps

These de facto caps will apply primarily to higher education and VET courses, broadly in line with the aims of the now abandoned *Education Services for Overseas Students Amendment Bill*.

However, the caps will not apply to ELICOS visas applications,

and it's not clear how they might apply to onshore applications, such as when ELICOS students complete English lessons and then apply to go to university.

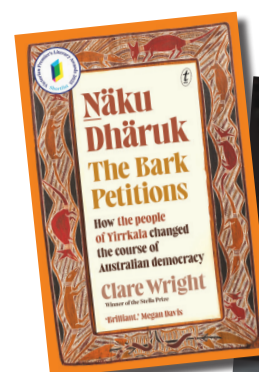
Politicians are increasingly hostile to immigration, both in Australia and overseas, and these changes should be seen in this light.

In essence there is growing pressure on governments to rein in immigration numbers. Limiting international student numbers is an easy way to dramatically cut migrant numbers (given the large numbers involved) and is relatively painless for governments (as international students don't vote). Nevertheless, education is one of Australia's biggest exports, and politicians go after it at the risk of damaging the economy.

### Better pay for union members

Your union continues to seek improvements for members at a variety of colleges through the enterprise bargaining process. The IEU is currently bargaining at UOW College and WSU The College, and similar negotiations will soon commence at Taylors College Sydney, Navitas Skilled Futures, UTS College and UNSW College.

Enterprise bargaining typically secures superior pay and conditions to the underpinning award. Colleges with an enterprise agreement (EA), for example, often pay annual salaries over



## The bark petitions that changed Australia

Dr Clare Wright OAM has penned an important new book about critical documents in the land rights movement for Indigenous Australians.

The IEU spoke with acclaimed historian Dr Clare Wright in 2022 about her pioneering work, activism and admiration for teachers. Coming from a family of teachers, Dr Wright knows how hard they work.

"They're at the coalface of the culture wars in many ways. And we don't give them anywhere near the respect and the recognition they deserve," she said in 2022.

Now, Dr Wright has released the final tome in her Democracy Trilogy, which is sure to be of interest to anyone with a passion for Australian history. The historian was awarded the Stella Prize for the book.

On the 14 August 1963, a bark petition by the Yolngu People of Yirrkala in the Northern Territory was presented to the Commonwealth Parliament, protesting the seizure of their land by large mining corporations. Their action was a pivotal moment in the campaign for land rights, and for justice for Aboriginal and Torres Strait Islander peoples.

The story of that unique gesture now forms Dr Wright's *Naku Dharuk The Bark Petitions: How the People of Yirrkala Changed the Course of Australian Democracy*.

### How the bark petitions were created

In 1963, after the Menzies government removed over 36,000 hectares from an Arnhem Land reserve for mining leases, the Yolngu people campaigned to protect their land. Labor MPs Gordon Bryant and Kim Beazley senior were so impressed by their submissions that they travelled to Yirrkala, on Yolngu land, where Beazley suggested that the Yolngu petition the parliament.

The Yirrkala bark petition was painted in clan designs by senior Yolngu artists. It was the first formally recognised Aboriginal and Torres Strait Islander document tabled in the Australian Parliament. The petition was initially dismissed, the coalition government claiming that its signatories had no authority to represent

the Yolngu. Another petition thumb printed by senior Yolngu men and women was then tabled on 28 August.

### Start of the land rights movement

The pressure created by the petitions and the public campaigning around them led to the creation of a parliamentary committee which travelled to Yirrkala. It started a long process that eventually led to the beginnings of land rights for Indigenous Australians.

The Australian Trade Union Institute (ATUI) explained that attitudes towards the rights of Indigenous Australians changed because Aboriginal and Torres Strait Islander unionists challenged "exclusionary attitudes" in the movement. "The effect of this activism could be seen in the union response to the Yirrkala petition, and the support shown for the Yolngu by unionists."

### Impact of the petitions

The Yolngu tried and failed to gain protection for their land through the courts but pursued their case via parliament. The Whitlam Labor Government, following its election in 1972, formed the Woodward Royal Commission into Aboriginal Land Rights, which led to the passing of The Aboriginal Land Rights Northern Territory Act in 1976.

In 2013, celebrating their 50th anniversary, then Prime Minister Kevin Rudd described the bark petitions as "two of Australia's most important founding documents".

"These bark petitions are the Magna Carta for the Indigenous peoples of this land," Mr Rudd said.

For Dr Wright, the bark petitions, along with the Eureka Flag of the 1850s and the women's suffrage banner from the 1890s "constitute the material heritage of Australian democracy".

### Links

*Naku Dharuk The Bark Petitions: How the people of Yirrkala changed the course of Australian democracy:* <https://ieu.news/c7bbe2>  
Creative spirits Indigenous education resource on the bark petitions: <https://ieu.news/7zy>



# Super check up

Welcome back to the new school year with new challenges and hopefully new rewards and work satisfaction. There were some interesting developments for super last year and I would like to point out two very good news stories:

Super compulsory employer contributions move up to 12 per cent on 1 July 2025. At last, after various roadblocks by previous governments, super contributions move up to the original plan when the scheme was introduced in 1992. This is great news for people entering the workforce and people in the workforce now.

The Senate passed landmark legislation last November to enshrine the purpose of super in law. This means that future governments will find it more difficult to tamper with our world-class retirement system. The new law states that the objective of super is “to preserve savings to deliver income for a dignified retirement, alongside government support, in an equitable and sustainable way”. A dignified retirement for all Australians! Some points to check on your super account.

## Contributions

Now is a good time to check your super, especially since the cap on concessional contributions is at \$30,000 per year. This includes both employer and salary sacrifice contributions. You may wish to consider your level of contributions and a good way to do this is to speak to your pay office or an NGS Super representative to ascertain whether salary sacrifice is appropriate for you. You will then be able to determine what your pay would be with extra super contributions, which may have tax benefits to bolster your account at retirement.

## Investment

Are you a conservative investor? Or are you willing to take more risk in your portfolio? This may depend on your age and appetite for risk. Generally, the younger you are, the more risk you can take because the markets have time to recover in the case of a downturn. If you are closer to retirement, you may wish to preserve what you have acquired by having a more defensive portfolio. Look at the proportion of growth and defensive assets in your account and consider your risk tolerance. Or are you happy with the default option which is carefully selected by the fund trustee and the investment team?

## Insurance

Insurance through super is a great benefit which can be shaped to fit your personal

circumstances. Standard life cover is age based, and the level of life cover can be increased subject to acceptance by the insurer. Life cover decreases as you grow older. Do you have a large mortgage to cover? If so, you might want to think about your level of cover. Log into NGS Super or check your last Member Statement to see if your level of cover is adequate.

Income Protection is also important in the case of temporary incapacitation. Again, check your level of cover to be sure your income protection is sufficient to pay bills during a period of illness or accident. If your work role has changed, it may be appropriate to adjust your level of income protection insurance. You do not want to be overinsured or underinsured. You can contact your NGS Super representative to assist you with your level of cover.

## Your beneficiary or beneficiaries

It is important that your beneficiary or beneficiaries are up to date. Have you had a change in personal circumstances such as a marriage or divorce? Have you made a valid binding death nomination? In the case of a non-binding death nomination, the Fund Trustee has the discretion as to who to pay the benefit to. The trustee will certainly consider your nomination but will investigate your personal circumstances at the time of your death. For example, a non-binding death nomination made 20 years ago may not be valid if you have remarried and have a different situation with a current “dependant”. A “dependant” is defined as a spouse or de facto spouse, a child of the deceased at any age or a person in an interdependency relationship with the deceased. Superannuation law defines who can receive the death benefit.

If you have a valid Binding Death Benefit Nomination, the Trustee has no discretion, and the benefit must be paid to the named dependant. A Binding Death Nomination can also be made to an estate.

Look at your account and consider some of the above information. NGS Super has provided a useful sheet called, “Super Made Simple” which may also assist you [www.ngssuper.com.au](http://www.ngssuper.com.au). And best wishes for a happy, healthy, rewarding and prosperous New Year.

## Bernard O'Connor

(former Company Secretary NGS Super)

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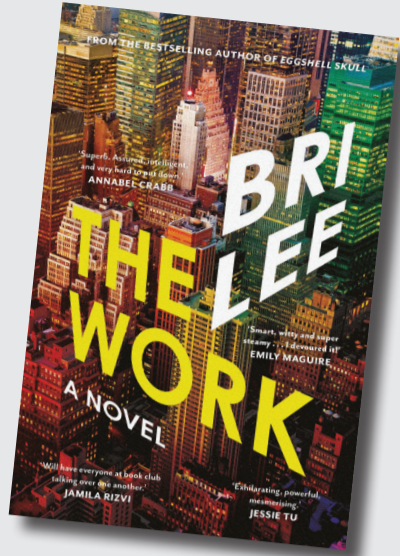
Newcastle: 8-14 Telford Street, Newcastle East NSW 2302 P 4926 9400

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

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

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# Giveaways



## The Work

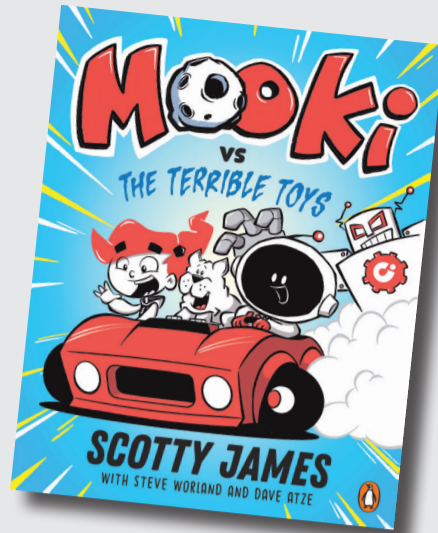
Author: Bri Lee

Publisher: Allen & Unwin

A stunning debut novel about art, power, love and money from the acclaimed and bestselling author of *Eggshell Skull*.

Lally has invested everything into her gallery in Manhattan and the sacrifices are finally paying off. Pat is a scholarship boy desperate to establish himself in Sydney's antiques scene. When they meet at New York's Armory Show, their chemistry is instant.

If love costs and art takes, what price do we pay for wanting it all? *The Work* is about life's biggest intersections: of art and commerce, of intimacy and distance, of talent and entitlement, and of labour and privilege. Dazzling, funny and unforgettable, it is an epic and forensic exploration of modern love, politics and power. *The Work* announces a brilliant new voice in Australian fiction.



## MOOKi vs The Terrible Toys

Author: Scotty James with Steve Worland

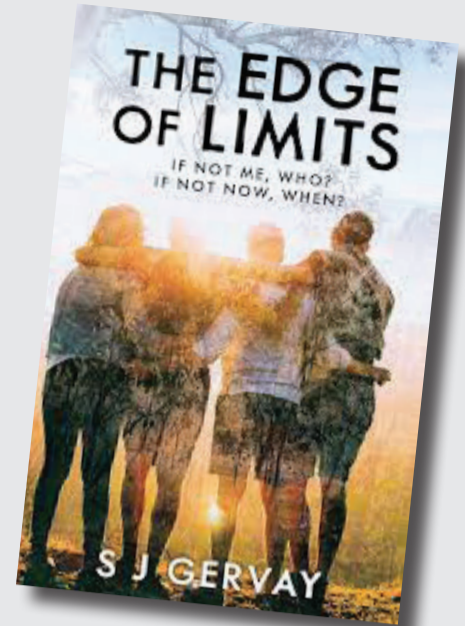
Illustrator Dave Atze

Publisher: Penguin Random House Australia

Join MOOKi and his best friends Cindy and Ralph as they discover an amazing toy store, meet cool new friends, face terrible new foes and go on a daring rescue mission! MOOKi will fly his spaceship alone, conquer the escalator from hell, join forces with a mega-brave tiny velociraptor, ride in the coolest car ever designed and teach the evil COG who is boss.

Created by Scotty James, one of Australia's most accomplished snowboarders, this story brings his childhood nickname and alter-ego, MOOKi, to a generation of young readers.

With bold illustrations on every page, *MOOKi vs The Terrible Toys* is packed with adventure perfect for beginner readers or reluctant readers. They'll learn about the importance of friendship, of showing resilience and finding the courage to face fears and overcome challenges and how to embrace the joy of imagination and creativity.



## The Edge of Limits

Author: S J Gervay

Publisher: Flying Elephant Media

When Sam, 17, treks into the wilderness on the school survival camp, he misses his girlfriend Laura.

The gruelling physical challenges are hard, sometimes hilarious, sometimes cruel as he treks deeper into unknown territory forced to confront the underbelly of real mateship, sexual consent and the dangers of guys like Watts.

Ultimately, the camp winds to the final place of initiation, to the edge of limits, where Sam must choose what he stands for. This is a journey from the city culture of beach parties and girlfriends, to the vast wilds of trekking, abseiling, rock climbing, white-water rafting, sweaty days and freezing nights.



To go in the draw, email entries to [giveaways@ieu.asn.au](mailto:giveaways@ieu.asn.au) with the title of the book you would like to receive in the subject line. Write your name, membership number and postal address in the body of your email. All entries must be received by 10 March 2025.

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\*Membership criteria, fees and T&C's apply. The interest rate (s) applicable are dependant on account balance. See [tmbank.com.au](http://tmbank.com.au) for T&C's, TMD and further details. General advice only. Teachers Mutual Bank is a division of Teachers Mutual Bank Limited ABN 30 087 650 459 AFSL/Australian Credit Licence 238981.