



## **AEU – ACT BRANCH BUDGET SUBMISSION 2011-2012**

The Australian Education Union – ACT Branch (AEU) welcomes the opportunity to provide a budget submission to the ACT Government. The AEU is the peak professional and industrial organisation for over 3000 principals, teachers and school support staff in ACT public schools and TAFE. This membership represents the vast majority of principals and teachers and an increasing membership base of Preschool assistants, Learning Support Assistants, Indigenous Education Workers/Officers, Youth Workers and other education workers who support students in public schools.

### **Time for the Profession To Be Heard**

For some years now the AEU-ACT Branch has been advising the ACT Government of the investment that needs to be made in public education for both schools and TAFE, in order to ensure the best possible outcomes for our students.

In particular, our last enterprise agreement claim and recent budget submissions have detailed the specific initiatives required to recruit and retain teachers and support staff, make their workload more manageable and provide a public education system that meets the diverse needs of the range of students within the ACT.

The government response has largely been to ignore the advice of the teaching profession and, instead, embark on a series of underfunded reforms, with little research based evidence or genuine consultation to support the validity of those changes. The students of the ACT and across the nation have become the guinea pigs for the educational experiments of the ACT and Federal Labor governments.

Most recently, the government has sought to make significant cuts to programs and services provided to students and teachers in public schools through an efficiency dividend.

Regardless of any government position, the teaching profession will not resile from its responsibility towards the students in its care. We will speak out and promote the professional and industrial policies which, through our day to day experience, we know will help maintain and improve public education.

In our last budget submission, we proposed a wide range of initiatives for staged implementation over several years. This 2011-2012 budget submission focuses on only the priority matters that need immediate attention. However those initiatives which continue to be of longer term importance and require further action by government will continue to be advocated for over time by the union membership and officers.

ACT education support staff, teachers and leaders in both DET and CIT are tired of being ignored - it is time for the profession to be heard!

## **SCHOOL SECTOR**

### **Recruitment and Retention of Classroom Teachers and School Leaders**

The ACT government has allowed the salaries of ACT teachers to fall significantly behind those of both the ACT private sector and most interstate public sector teachers. Only Tasmania pays its teachers less than the ACT.

An urgent injection of funds is needed to make teaching in the ACT attractive once more. The following salary comparison between the ACT public system and the NSW public system shows the minimum investment that needs to be made to restore competitiveness to ACT public school recruitment and retention. [NB - The NSW DET agreement does not expire until 31 December 2011.]

In particular:

- There is a gross discrepancy between School Leader B (Deputy Principal) salaries in the ACT and NSW. Additional funds of at least \$1,215,000 (plus on-costs) are required, without which the ability to recruit and retain SLBs will be severely jeopardised.
- The starting salary for graduate teachers in the ACT DET is 6.3% behind that of NSW DET. The ACT DET cannot effectively recruit and retain teachers unless salaries are restored to competitive levels particularly in relation to the NSW rates.
- The difference between the Casual Relief Teacher rates in the ACT and NSW must be urgently addressed. Additional funds starting at \$35 per day per registered casual relief teacher (plus on-costs) are required to ensure casual relief teachers prefer to work in ACT public schools rather than across the border in NSW (See Table 1). This will assist in alleviating the critical shortage of casual relief teacher availability which is impacting negatively on educational programs, access to professional learning and teacher working conditions.
- The difference between the Casual Teacher Intern (4<sup>th</sup> year pre-service teachers permitted to teach) rates of pay in the ACT Catholic systemic schools and ACT public schools, approximately \$100 per day, must be addressed. This can be best achieved by increasing the Casual Intern rate to the same as the Casual Teacher Rate 1.

**TABLE 1:  
Salary Comparison ACT v NSW public sector**

ACT Salary Step	ACT DET 1 Jan 2011	NSW DET 1 Jan 2011
Step 1 (3YT)	\$51,178	\$51,246
Step 2 (4YT)	\$55,327	\$58,829
Step 3	\$58,094	\$59,752
Step 4	\$60,860	\$62,684
Step 5	\$63,627	\$65,614
Step 6	\$67,082	\$68,540
Step 7	\$70,541	\$71,469
Step 8	\$74,000	\$74,394
Step 9	\$78,837	\$77,327
		\$84,759
SLC	\$91,769	\$97,543
SLB	\$98,077	\$113,889
SLA - Cat 2	\$104,283	\$113,889
SLA - Cat 3	\$109,043	Not
SLA - Cat 3+	\$113,804	included
SLA - Cat 4	\$118,562	as direct
SLA - Cat 4+	\$123,322	comparison
SLA - Cat4 ++	\$128,081	is not
SLA - Cat 5	\$128,081	possible
SLA - Cat 5+	\$132,841	
SLA - Cat 5++	\$137,602	
SLA - Cat5 +++	\$142,362	\$145,675
Casual Rate 1	\$278	\$293.94
Casual Rate 2	\$304	\$339.38

**Recommendation 1:**

**1(a)** That the following pay increases be applied from 1 July 2011:

Classroom teacher Step 1:	\$51,246
Classroom teacher Step 2:	\$58,829
Classroom teacher Step 3:	\$59,752
Classroom teacher Step 4:	\$62,684
Classroom teacher Step 5:	\$65,614
Classroom teacher Step 6:	\$68,540
Classroom teacher Step 7:	\$71,469
Classroom teacher Step 8:	\$74,394
Classroom teacher Step 9:	\$84,759
School Leader C:	\$97,543
School Leader B:	\$113,889

**1(b)** That a new Principal (School Leader A) Salary structure be negotiated and agreed for implementation from 1 July 2011.

**1(c)** That the Casual Teacher Rate 1 be increased to \$293.94 and the Casual Teacher Rate 2 be increased to \$339.38 from 1 July 2011.

**1(d)** Central funding to schools must be sufficient to cover 100% of the cost of employing casual relief staff.

**1(e)** That the Casual Teacher Intern rate be increased to match the Casual Teacher Rate 1 from 1 July 2011.

**1(f)** That all classification rates (Classroom Teacher, School Leaders, Casual and Casual Intern) be increased by 7% from 1 July 2012 and 7% from 1 July 2013.

**1(g)** That the new classifications of Highly Accomplished Teacher and Lead Teacher be implemented from 1 July 2011, in a manner and at a salary level agreed between the AEU and DET, as per Clause 128 of the current Enterprise Agreement. This agreement must take into account appropriate relativities and not include any quotas being placed on the number of Accomplished and Lead Teacher positions in the system, so that all who reach these levels will be appropriately remunerated.

**1(h)** That the face to face teaching hours within the secondary sector be restored to 18 hours per week for Level 1 teachers.

**1(i)** That the face to face teaching hours within the preschool/primary sectors be reduced to 18 hours per week for Level 1 teachers.

**1(j)** That teaching time for School Leader Cs in all sectors be reduced by at least two hours a week to compensate for increasing amounts of administration and behaviour management they are dealing with.

### **School Autonomy**

ACT Public Schools have for many years been operating under a system of School Based Management which has provided considerable autonomy to each Principal. The ACT government is currently seeking to extend this autonomy.

### **Recommendation 2:**

**2(a)** That any proposed changes to school autonomy must be the subject of broad consultation (in accordance with the current Enterprise Agreement); bring about improvements for staff and students; ensure that ACT public schools operate effectively as a system, must not jeopardise the ability of the ACT education system to meet the needs of all staff and students and must not lead to a decrease in funding to individual schools.

### **New Initiatives and Compliance Measures**

Both the Federal and ACT governments have determined a number of new initiatives and compliance measures that have significant impact on the working life of teachers.

### **Recommendation 3:**

**3(a)** That an agreed template be used to assess the desirability of implementing each new proposal and/or compliance measure, including resource implications, as required by sub-clause 146.9 of the current agreement.

**3(b)** That adequate and ongoing resources, training, workload scoping, risk assessments and risk management plans are provided by DET for the implementation of all new

proposals and/or compliance measures, including any new national curriculum and the new information technology system.

**3(c)** That as part of the establishment of the ACT Teacher Quality Institute all existing ACT DET teachers will be deemed to meet the registration requirements and will not be required to pay any fees for registration for a period of 5 years.

**3(d)** That every school, including primary schools, has an identified School Leader position with explicit and specific responsibilities for, and workload recognition of, management of the ICT functions within the school. The duty statement of these positions must include reference to the co-ordination of procurement, asset management and support of software and hardware, and to lead the integration of ICT within each school's teaching and learning programs.

### **Review and/or Implementation of Current Enterprise Agreement Clauses**

A number of commitments were made in the current Enterprise Agreement that require implementation in the new agreement. Also some circumstances have changed that create the need to amend existing clauses.

#### **Recommendation 4:**

**4(a)** That:

- the current one day of Professional Development (PD) identified by the school for whole of school professional learning activities which may be conducted outside of regular school hours in full day, half day and two hour blocks [Clause 150.1(c) of current Enterprise Agreement] be increased to two days, and
- the current two days identified by the school for school-based professional learning activities and conducted in designated stand down periods [Clause 150.1(b)] be reduced to 1 day.

**4(b)** That schools utilise the Quality Teaching (QT) model as a framework to support teacher professional learning and professional dialogue. While schools, teaching teams, teaching partners and individuals use QT in a variety of ways to support their professional development, if coding and peer observations are to be utilised then they must be voluntary, as agreed to by individual teachers. Where agreed observations are discussed teachers should consider if they are able to be accommodated in Duties Other Than Teaching/Release from face to face teaching time, supported through provision of time at the school level, system support or voluntarily entered into at another time. The best use of the QT model is when it is incorporated into the usual professional discussions and Professional Learning Team agendas that regularly take place in our schools.

Where none of these options is available and the classroom observation is being implemented teachers will be able to count this time as school based professional learning which can be utilised as equivalent time for stand down. School based PD – 2 observations = 1 stand down day.

It should be noted that staff can only count this as PD if the time staff use is not otherwise funded through staff release time.

**4(c)** That superannuation payments be made for any teacher on paid maternity leave and the AEU and DET agree on the interaction between the federal Paid Parental leave scheme and the maternity/parental leave conditions contained in the current agreement.

**4(d)** That the AEU and DET implement the agreed arrangements for a common increment date for implementation from 27 January 2011 and accelerated progression from 1 July 2011.

**4(e)** That increased resources are provided to enable New Educators to receive formal professional mentoring.

**4(f)** That a new clause be included in the Enterprise Agreement to enable an employee experiencing family violence to have access to 20 days per year (non accumulative) of paid special leave for medical appointments, legal proceedings and other activities related to family violence.

**4(g)** That the time taken to develop, maintain and implement a student's Individual learning Plan (ILP), including all formal ILP meetings, be counted towards normal face-to-face teaching hours.

**4(h)** That the words 'With the exception of Black Mountain School' be deleted from current clause 127.1(d).

**4(i)** That 3 professional days (or hourly equivalent) be provided for all school teachers (ACT wide) at the end of each semester for the purposes of report writing.

**4(j)** That a full time Pastoral Care SLC and a full time Youth Support Worker be appointed to Black Mountain School and The Woden School.

**4(k)** That the following changes be made to the salaries and conditions of School Counsellors/ Psychologists:

#### Professional Recognition

- To recognise the mandatory psychology qualification held by School Counsellors, rename all positions to School Psychologist.
- That DET cover the cost of mandatory annual Psychology Board of Australia (PBA) registration, currently approximately \$550 per annum.
- That DET provide adequate funding for mandatory continuing professional development required by the PBA, (currently 30 hours per annum, of which 10 must be "active" (formally assessed) study, 10 must be formalised Peer Consultation, and 10 can be general psychology PD). In recognition of the fact that most of this specialised PD has to be sourced interstate, the current \$400 per annum needs to be significantly increased.

#### Pay structure

- The pay level of School Counsellors/Psychologists be made equivalent to the salary of the new Lead Teacher.
- In addition School Counsellors should receive the Special Education allowance.

## Training

That a recruitment plan be negotiated and agreed which will:

- Provide financial and time support to teachers wishing to undertake psychology studies at an accredited university,
- Ensure that when these teachers complete their postgraduate psychology degrees they are supported through their internships with the PBA, whose new requirements will require collaboration with other agencies outside DET
- Provide financial and time support to existing DET provisional psychologists to undertake teaching qualifications, so they have a career path to encourage them to stay with DET once they achieve full registration.

## **TAFE SECTOR**

### **Recruitment and Retention of TAFE Teachers**

CIT salary levels have not kept pace with CPI increases in recent years, nor in some instances with comparable industries from which staff are drawn.

Key points to note are:

- The salaries for Teacher Band 1.1 to 1.4 are inadequate to attract new teachers;
- The level of expertise required of Advanced Skills Teachers is substantial however the wage difference between Teacher Band 1.8 and AST is currently only \$3,079.
- Casual teachers receive no recompense if scheduled classes are cancelled at short notice.

### **Recommendation 5:**

**5(a)** That TB1.1 to TB1.4 be abolished and that all teachers currently on these salary steps be moved to TB1.5 from 1 July 2011.

**5(b)** That the AST be increased to the same rate as the STP level from 1 July 2011.

**5(c)** That casual teachers receive payment for all scheduled classes, including if those scheduled classes are cancelled for reasons beyond the control of the casual teacher.

**5(d)** That all classifications (including casuals) be increased by 7% from 1 July 2011, 7% from 1 July 2012 and a further 7% from 1 July 2013.

### **Cultural Change Within CIT**

In recent years the direction of CIT towards commercialisation and increased contestable funding has seen a marked change in the culture within the organisation. This has led to teachers voicing concern about the de-emphasis of quality teaching in favour of cost cutting and/or money making measures. This includes issues around the level of administrative support and marketing expertise available to teachers, Education Managers and Centre Directors.

### **Recommendation 6:**

**6(a)** That a joint CIT-AEU review panel be formed to seek the views of staff on how to increase the quality of teaching delivery within CIT, with a view to making recommendations to the Chief Executive to address areas of concern.

### **Review and/or Implementation of Current Enterprise Agreement Clauses**

A number of commitments were made in the current Enterprise Agreement that require implementation in the new agreement. Also some circumstances have changed that create the need to amend existing clauses.

### **Recommendation 7:**

**7(a)** That the revisions made during the last ACTPS common core negotiations be inserted into the new agreement, except where CIT and the AEU have agreed alternative arrangements.

**7(b)** That superannuation payments be made for any teacher on paid maternity leave and the AEU and CIT agree on the interaction between the federal Paid Parental leave scheme and the maternity/parental leave conditions contained in the current agreement.

**7(c)** That a new clause be included in the Enterprise Agreement to enable an employee experiencing family violence to have access to 20 days per year (non accumulative) of paid special leave for medical appointments, legal proceedings and other activities related to family violence.

**7(d)** That an adequate and equitable system of secure car parking arrangements and access to fleet cars for teachers at all campuses be negotiated. This is to include looking at:

- Fleet cars to be more readily available for teacher use at CIT
- Parking vouchers to be easily obtainable and flexibly used
- Increase in provision of emergency phone access, particularly at night.

**7(e)** That the online role of delivery for the TAE be reviewed and the existing reduction in teaching hours to allow teachers to obtain appropriate teaching qualifications be renegotiated, such that teachers who are being asked to upgrade from previous TAA to the new TAE are given an hour for hour teaching reduction for the work involved in the upgrade.

**7(f)** That adequate recognition of/compensation for the workload impact on teachers of the increased level of required compliance type work be negotiated.

**7(g)** That an increase in the number of Teacher Band 2 positions be negotiated and that all TB2 vacancies be permanently filled no later than 12 months after becoming vacant.

**7(h)** That appropriate conditions, including administrative support, be negotiated for Teacher Band 3 positions.

**7(i)** That the funding of the Year 12 program at the Vocational College be based on the resource provision in DET colleges in the ACT.

## **EDUCATION SUPPORT STAFF**

### **Recruitment and Retention of Education Support Staff**

Education support staff include employees who are Learning Support Assistants, Preschool Assistants, Youth Workers, Indigenous Education Workers and Officers and any other DET employee who work directly with students.

The work performed by education support staff is critical to the delivery of high quality public education for all ACT students. This value has not however been reflected in the salary levels and conditions provided to these employees. Nor has it been evident in the professional development made available by DET.

### **Recommendation 8:**

**8(a)** That the salary level of all classifications be increased by 7% from 1 July 2011, 7% 1 July 2012 and a further 7% from 1 July 2013.

**8(b)** That an Education Support Staff Professional Learning Fund be created based on 1.5% of the total salary and adjusted by the annual June Quarter ACT CPI increases, to enable all support staff working with students, including LSAs, Youth Workers, and Indigenous Education Workers to attend regular high quality professional development. The operation of this fund is to be jointly agreed with the DET and the AEU.

### **Review and/or Implementation of Current Enterprise Agreement Clauses**

A number of commitments were made in the current enterprise agreement that require implementation in the new agreement. Also some circumstances have changed that create the need to amend existing clauses.

### **Recommendation 9:**

**9(a)** That the revisions made during the last ACTPS common core negotiations be inserted into the new agreement, except where DET and the AEU have agreed alternative arrangements.

**9(b)** That superannuation payments be made for any education support staff on paid maternity leave and the AEU and CIT agree on the interaction between the federal Paid Parental leave scheme and the maternity/parental leave conditions contained in the current agreement.

**9(c)** That all relevant conditions of employment applying to teachers also be applied to all education support staff.

**9(d)** That a new clause be included in the Enterprise Agreement to enable an employee experiencing family violence to have access to 20 days per year (non accumulative) of paid special leave for medical appointments, legal proceedings and other activities related to family violence.

**Penny Gilmour**  
**Secretary, AEU-ACT Branch**