Breakdown of the offer against our claims

17	4	4
met	partially met	not met



All 25 claims at a glance

Recognise our experience

1	**Recognise and reward experience** Extra pay rises for TL8s and School Leader Cs on top of the general increases.	MET
2	**Nation-leading pay** Classroom teachers will be highest paid in the country outside the NT.	PARTIALLY MET
3	**Real wages increase** 3% a year plus one-off CPI payments; extra pay for TL1s, TL8s & SLCs.	PARTIALLY MET
4	**Annual leave loading equity** Rejected.	NOT MET
5	**Employer-funded registration** Rejected.	NOT MET
6	**Better recognise inclusion work** Allowance increased to $4,587; Flexible Education and Specialist School staff automatically eligible.	MET

Respect our leaders

7	**Principal classification reform** Fairer treatment of Principals under a single SLA classification.	MET
8	**School leader role clarity** Review in the agreement covering workload and wellbeing.	MET
9	**Higher duties from day one** Five-day qualifying period removed.	MET
10	**Improve school leader recruitment** Recruitment and mobility to be redesigned with the AEU.	MET
11	**School leader recovery leave** Rejected.	NOT MET

Fix our system

12	**Guaranteed minimum staffing structure** Guarantee in the agreement that schools have enough staff.	MET
13	**Effective management of teacher absence** Extra relief funding process and split classes tracked to better manage teacher absence; chronic splits can trigger the staffing guarantee clause.	MET
14	**Clear provision of safety at work** Strengthened safety commitments, including psychosocial safety.	MET
15	**Review the Student Resource Allocation** Resourcing review completed; reforms to be implemented jointly with the AEU.	MET
16	**Class sizes that support fair workloads** Class size maximums now in the agreement; composition of class (complexity) must now be considered, but no hard caps or reductions.	PARTIALLY MET

Value our time

17	**Purpose-driven professional learning and collaboration** Professional learning on dedicated student-free days which increase to eight, four of them teacher-directed.	MET
18	**Mentor recognition** Rejected.	NOT MET
19	**Early career support** Evidence-informed program tailored to each teacher's needs and support plans in the agreement.	MET
20	**Remuneration for overnight work** $350 a night allowance.	MET

Support our people

21	**School psychologist review** Review agreed and School psychologist section of EA rewritten with workload, supervision and placement protections.	MET
22	**First Nations mentor program** Program with paid release time for mentors and mentees.	MET
23	**VET teacher recognition** $4,587 allowance to recognise industry currency demands.	MET
24	**Relief teacher support** Agreement to advance outside of bargaining.	MET
25	**Teacher librarian role clarity** Role description to be developed; additional release time not supported.	PARTIALLY MET

Recognise our experience

Claims 1, 2, 3, 4, 5, 6

> ACT teachers started this agreement round as the best paid teachers nationally outside of the Northern Territory. The Government's offer will retain that position. However, real wages growth will not be delivered for all employees under the government proposal.

Claim 1

Recognise and reward experience

MET

Our claim	Pay and conditions that reward experienced teachers and school leaders for staying, including recognition of experience at level.
What the Government has offered	TL8s and SLCs receive additional adjustments on top of the core offer of 9%. For TL8s, this is $1,850 from 11 February 2027 and $1,223 from 8 February 2029, resulting in an increase of about 11.8%. School Leader Cs receive an extra $5,027 (SLC1) or $4,915 (SLC2) from 11 February 2027, an increase over the agreement of 13% and 12.8% respectively.
What this means for members	A teacher at the top of the scale is about $3,200 a year better off by 2029 than under the general increase alone, and a School Leader C about $5,200 to $5,300 better off. School Leader Bs and principals receive the general increase only.

Claim 2

Nation-leading pay

PARTIALLY MET

Our claim	ACT teachers, school psychologists and school leaders to be the highest paid in Australia.
What the Government has offered	ACT classroom teachers will be the highest paid outside the Northern Territory, on both base salary and salary plus super, from the start of the 2027 school year and at each ACTPS increase over the agreement. This relies on the TL8 adjustments in claim 1 and an additional $536 for TL1 from 8 February 2029. SLC1 receives an extra $5,027 and SLC2 $4,915 from 11 February 2027.
What this means for members	Classroom teachers remain the highest paid in the country (excluding the NT) over the life of the agreement.
What remains outstanding	• The Government claims that school psychologist, SLB and principal pay is competitive with other jurisdictions.

Claim 3

Real wages increase

PARTIALLY MET

Our claim	Salary increases that deliver real-terms wage growth in every year of the agreement.
What the Government has offered	Six increases of 1.5% from the first full pay period on or after 1 July and 1 February each year (9% simple, about 9.3% compounded), backdated to July 2026 if the agreement is approved. Employer superannuation rises from 12.5% to 13% from 1 January 2028. A one-off cost-of-living payment of $600 if annual Canberra CPI (June to June) is 3.5–3.99%, or $1,000 if it is 4% or higher, paid on the last payday of September 2027 and/or 2028. Any improvements to the Common Core pay offer of 9% will flow through.
What this means for members	2026 pay rises are below inflation. Out years are harder to assess. Some protections are in place, like cost of living payments and enhanced pay offers for TL8s and SLCs. Resolution of core bargaining could have potential flow-on benefits.

Claim 4

Annual leave loading equity

NOT MET

Our claim	Annual leave loading for all school leaders on the same basis as classroom teachers and school psychologists.
What the Government has offered	Not supported. Annual leave loading was incorporated into base salary for School Leader A, B and C classifications in the 2007–2009 collective agreement. Leave loading in the proposed agreement remains limited to teachers and school psychologists.
What this means for members	No change for school leaders.

Claim 5

Employer-funded registration

NOT MET

Our claim	The employer to pay annual professional registration fees.
What the Government has offered	Not supported. The Government says registration is a prerequisite for employment and the individual's responsibility. The existing reimbursement of registration costs for recently retired teachers and teachers returning from long-term leave continues.
What this means for members	Members continue to pay their own registration fees.

Claim 6

Better recognise inclusion work

MET

Our claim	A higher special education allowance, clear criteria aligned with current inclusive practice, and eligibility for all educators in specialist settings, including Flexible Education.
What the Government has offered	The allowance rises from $3,338 to $4,587 a year from July 2026 and is renamed the Inclusive Education Allowance. Teachers and School Leaders B and C who work in a specialist school, in Flexible Education, or regularly in a small group learning program, all eligible for allowance. Staff in specialist schools and Flexible Education are automatically eligible without applying. Payment is pro rata to time spent in the setting and continues during paid leave.
What this means for members	Eligible staff receive $1,249 a year more from July 2026, about 37%. Flexible Education staff are expressly covered, and eligibility no longer depends on an application.

Respect our leaders

Claims 7, 8, 9, 10, 11

> Principals benefit from a single classification structure providing more flexibility between band levels. There's no longer a five-day qualifying period for higher-duties pay. School leaders will have direct input into how recruitment and transfer operates.

Claim 7

Principal classification reform

MET

Our claim	A principal pay structure that removes the disincentive to move schools and recognises experience.
What the Government has offered	At present, a school leader on band one or two can find themselves locked out of progression to higher bands. Even if their school's complexity increases, they may be asked to reapply for their position in order to receive increased pay. The agreement will provide a single School Leader A classification with more flexibility between band levels. Bands are reviewed on vacancy, appointment, placement and transfer. The Schools Weighted Index (SWI), which sets the band level for a school, is recalculated and published regularly and can be used to increase principal pay in line with changes to complexity. Principals will also be entitled to request a review of their classification. A principal who is approaching their end date will be given more notice of whether they will be extended, and more time to agree on an appropriate role if they are to move. Following the completion of the SRA review, a review of the SWI will be undertaken in consultation with Principals and the AEU to ensure that there is a fair method for setting classifications.
What this means for members	A principal's band, and pay, will be stable, predictable and fair. Basing the index on three-year trends means one bad enrolment year shouldn't drop a school's band, while there is sufficient scope for bands to increase. The rules for varying bands are clearer, and they can only change with AEU agreement.

Claim 8

School leader role clarity

MET

Our claim	A joint AEU–Directorate review of School Leader B and C roles covering role clarity, job demands, career development, face-to-face teaching hours, release time and support.
What the Government has offered	There's acknowledgement that SLB and SLC roles vary from school to school. The offer commits to a review of these roles across the system during the life of the agreement in consultation with the AEU and SLBs and SLCs themselves. The review is to make expectations clear, balance leadership responsibilities, strengthen career pathways and make sure workload supports wellbeing and work-life balance.
What this means for members	SLBs and SLCs gain an enforceable commitment to a review with a defined scope that includes workload and wellbeing. Any changes need AEU agreement.

Claim 9

Higher duties from day one

MET

Our claim	Higher duties pay from the first day, every time, regardless of duration.
What the Government has offered	Teachers, school leaders and school psychologists acting in a higher classification for one day or more will receive Higher Duties Allowance, removing the five-day qualifying period.
What this means for members	You are paid higher duties from your first day for any period of a day or more.

Claim 10

Improve school leader recruitment

MET

Our claim	Consistent school leader recruitment that recognises expertise and experience and enhances career development.
What the Government has offered	In negotiations, it has become clear to both parties that significant changes to recruitment and transfer processes are required. Both parties agree that, while the transfer entitlement is an important measure to ensure job security at the system level, the annual teacher and school leader transfer rounds are delivering little value in their current form and in some cases cause significant disruption or distress for teachers and school leaders. Given the scope of the changes under consideration, significant further consultation between the employer, union and workforce is required. This is especially the case where a review may result in measures such as the abolition of the transfer round. To this end, the Directorate will develop a proposal to redesign teacher and school leader mobility, including placement and transfer, in consultation with employees and the AEU. While no change will occur unless agreed to by the workforce, the process will begin with an urgent review of whether the transfer system is fit for purpose and should be replaced. If a change is acceptable to members, it can be enacted during the life of the agreement from as early as mid-2027.
What this means for members	These rules decide who gets which job and where - they need to be fair, transparent and developed with workers, not imposed on them. This proposal will ensure that school leaders have direct input into how recruitment and transfer operates. Classroom teachers benefit too: the transfer review covers everyone.

Claim 11

School leader recovery leave

NOT MET

Our claim	Recovery leave for all principals and School Leader Bs.
What the Government has offered	Not supported. The Government says other classifications eligible for recovery leave are not entitled to stand down.
What this means for members	No change.

Fix our system

Claims 12, 13, 14, 15, 16

A staffing guarantee ensures every school has enough staff, including relief staff. The system, not individual schools, is responsible for workforce planning and monitoring and it must report quarterly to the AEU. Class size maximums move into the agreement and there is recognition of student complexity in class size composition.

Claim 12

Guaranteed minimum staffing structure

MET

Our claim	A funded minimum staffing structure for every school, covering school leaders, classroom teachers, LSAs, psychologists, specialist teachers, teacher librarians, career practitioners and administrative support, with system-wide workforce planning.
What the Government has offered	A Staffing Guarantee providing core staffing allocations sufficient to meet agreement entitlements, maintain reasonable and sustainable workloads, and meet educational, safety, supervision and inclusion requirements. A Staffing Guarantee Policy, to be agreed with the AEU, will cover allocations, monitoring, actions where requirements are not met, system oversight, escalation and alternative delivery. The Directorate will report quarterly to the AEU and those reports can be provided to Council.
What this means for members	For the first time the system, not individual schools, has to provide every school with enough staff to meet your entitlements, keep workloads reasonable and meet educational, safety and inclusion requirements. Inclusion in the EA provides broad staffing level protections and commits the Government to staff schools properly.

Claim 13

Effective management of teacher absence

MET

Our claim	Less splitting and collapsing of classes, protection of specialist programs, relief funding every time it is needed, and administrative support for staffing fluctuations.
What the Government has offered	Additional funding when casual relief costs exceed budget; mandatory system-wide monitoring of split and collapsed classes from 2027; reporting back to the AEU. These sit alongside the Staffing Guarantee in claim 12.
What this means for members	Expectation that relief staffing is always sought – no budget reason not to. System-level oversight and accountability to take action if persistent absences go unfilled.

Claim 14

Clear provision of safety at work

MET

Our claim	Clear expectations and processes in the agreement on educator safety, including psychosocial safety and system-wide procedures for preventing and managing occupational violence.
What the Government has offered	Commitments to identify, assess and manage work health and safety risks; a statement that occupational violence of any kind is unacceptable; policies and procedures for prevention, risk management, incident response, employee support, information and training; and policies and procedures for identifying and managing psychosocial hazards.
What this means for members	Psychosocial safety is recognised in the agreement for the first time, alongside physical safety, and occupational violence procedures cover prevention through to employee support.

Claim 15

Review the Student Resource Allocation

MET

Our claim	An independent review of the SRA covering how much schools receive, what they are expected to achieve, whether funding is sufficient, budget timeliness, and which costs should be managed centrally.
What the Government has offered	Investment of $9.3 million to the Future of Education: One Public Education System reforms. Commitment to work with the AEU through a joint implementation committee.
What this means for members	The AEU will be at the table as funding reforms are put in place. This includes the AEU working with the employer on a fair and sustainable approach to workforce planning and resourcing, including getting staff and resources to the schools that need them most. This review and its implementation is essential to drive future actions, such as class size reductions.

Claim 16

Class sizes that support fair workloads

PARTIALLY MET

Our claim	Hard class size caps that can never be exceeded, reductions where complexity is higher, target sizes below caps, guaranteed support above target, and a fix for the disparity between lower and upper primary.
What the Government has offered	Class size maximums move into the agreement for the first time: preschool 22, Kindergarten to Year 3 21, Years 4 to 6 30, Years 7 to 9 32, Year 10 30, Years 11 and 12 25, small group programs 8 and Introductory English Centres 15. Classes should not exceed these numbers unless exceptional circumstances apply, a higher bar than the current “where circumstances justify”. Any variation must follow a Class Size and Composition Policy and involve consultation with the affected teacher. Class sizes reported to the AEU and these reports can be provided to Council.
What this means for members	Class size limits become enforceable, and teachers must be consulted before their class is varied. Teachers could ask for a review if a class within the limit is unmanageable because of its composition.
What remains outstanding	• Hard caps: limits can still be exceeded in exceptional circumstances, which are not defined in the agreement. • Reductions for complexity, and target sizes below the maximums. • Action on the lower and upper primary disparity. This will be advanced in the SRA review.

Value our time

Claims 17, 18, 19, 20

> Professional learning is completed over designated student-free days. Eight student-free days include four days where teachers have autonomy over how they are used. A new $350 a night allowance is introduced for overnight camps and excursions.

Claim 17

Purpose-driven professional learning and collaboration

● MET

Our claim	Replace the overlapping professional learning frameworks (clauses N7 and N8) with one streamlined approach that reduces the time burden.
What the Government has offered	A single professional learning clause replaces the current two. Student-free days increase to eight per year. Four are teacher-directed professional practice days for planning, preparation, assessment, reporting and working with colleagues, in the way you choose. The other four are system-directed professional learning days.
What this means for members	PL is completed over designated student-free days, removing the need for additional PL sessions during teaching time. An additional four student-free days are provided, with autonomy over how they are used. You do not have to attend the workplace on these teacher-directed days.

Claim 18

Mentor recognition

○ NOT MET

Our claim	Compensation for experienced teachers and school psychologists who mentor early career colleagues.
What the Government has offered	Not supported. The Government says mentoring is part of experienced teachers' professional responsibilities and points to existing release time that can be used for the mentor, with greater support and role guidance for mentors.
What this means for members	Mentors continue without additional pay.

Claim 19

Early career support

● MET

Our claim	An evidence-based review of the New Educator Support Program, and school-level support for early career teachers, psychologists and their mentors.
What the Government has offered	The Directorate commits in the agreement to maintain an evidence-informed New Educator Support Program. System orientation of up to five days can be adjusted to a teacher's pathway into the profession. Each new educator develops a New Educator Support Plan with their mentor or coordinator, setting out goals, development priorities and use of support days; the plan serves as their performance and development plan. Reduced face-to-face hours and six support days over three years continue.
What this means for members	New educators and their mentors would plan development together through a documented support plan. Support for early career psychologists will be considered as part of claim 21.

Claim 20

Remuneration for overnight work

MET

Our claim	Appropriate pay for any staff member required to work overnight, such as on camps and excursions.
What the Government has offered	A new Overnight Camp and Excursion Allowance of $350 for each night a teacher, School Leader B or School Leader C is approved to stay overnight on a camp or excursion, increasing with each pay rise. Additional funding is provided to schools to cover this new allowance.
What this means for members	A teacher on a three-night camp will receive $1,050.

Support our people

Claims 21, 22, 23, 24, 25

> The school psychologists' section of the agreement includes workload, supervision and placement protections. First Nations teachers gain a mentor program with paid release time, and VET teachers gain a new $4,587 allowance. Relief teachers and teacher librarian claims are to be advanced outside of bargaining.

Claim 21

School psychologist review

MET

Our claim	A comprehensive review of school psychologist conditions to improve recruitment and retention, define the role, set reasonable workloads, support new psychologists and provide competitive conditions.
What the Government has offered	The school psychologist section of the agreement is substantially rewritten. It sets out the school psychologist role; factors the Directorate must consider in assessing workload. Psychologists with general registration start at the third pay point. Psychologists receive the general salary increase only. There's an additional commitment to a further review of the section after the Organisation Design Program, covering progression, mobility and clinical supervision.
What this means for members	School psychologists gain enforceable protections on workload, supervision and placements, and early career psychologists gain formal support.

Claim 22

First Nations mentor program

MET

Our claim	A First Nations teacher mentor program with compensation for mentors.
What the Government has offered	A First Nations mentoring program supporting cultural safety, networking and professional development, with release time of up to two hours a fortnight for participating Aboriginal and Torres Strait Islander employees, used flexibly by agreement. Participation is voluntary for mentors and mentees, and the program will be designed and evaluated with Aboriginal and Torres Strait Islander employees and the AEU. Separately, ceremonial leave rises to 10 days and cultural expertise is recognised in salary progression and Attraction and Retention Incentives.
What this means for members	First Nations teachers will have a dedicated program, with paid time for mentors and mentees to take part.

Claim 23

VET teacher recognition

MET

Our claim	Compensation recognising VET teachers' additional qualifications, dual qualifications and industry currency, and additional marking load.
What the Government has offered	A VET Teacher Allowance of $4,587 a year, paid fortnightly, for teachers who hold relevant qualifications and are required to deliver VET programs as part of their duties. It is paid during paid leave and stops if the teacher no longer delivers VET. Continued access to study assistance, and a review of the Study Assistance Guidelines.
What this means for members	Eligible VET teachers will receive a new allowance of $4,587 a year.

Claim 24

Relief teacher support

MET

Our claim	Guaranteed access for relief teachers to information essential for student learning and safety, including ICT hardware and access to digital systems.
What the Government has offered	The Government agrees the issue is important and will prioritise working with the AEU outside bargaining to address it. The existing clause guaranteeing school-based staff access to ICT, including email, student administration systems and devices where needed, continues unchanged.
What this means for members	Acknowledgement that workplace conditions and support are important to attracting and retaining relief teachers and a commitment to work with the AEU to ensure existing provisions are available.

Claim 25

Teacher librarian role clarity

PARTIALLY MET

Our claim	An articulated role description and workload protections for teacher librarians.
What the Government has offered	A teacher librarian position description will be developed with the AEU and employees during the agreement. An additional allocation or release model was rejected.
What this means for members	Teacher librarians will have a published role description.