

INDEPENDENT EDUCATION UNION OF AUSTRALIA

**SUBMISSION TO THE
SENATE ECONOMIC REFERENCES COMMITTEE**

Workplace Relations and Other Legislation Amendment Bill 1996

INTRODUCTION

1. The Independent Education Union of Australia (IEU) has prepared this submission for the Senate Committee inquiry into the Workplace Relations Bill.
2. At the outset, the IEU wishes to place on the record its endorsement of the submissions made by the Australian Council of Trade Unions and the Australian Education Union.

INDEPENDENT EDUCATION UNION OF AUSTRALIA

3. The Independent Education Union of Australia (IEU) is a federally registered organisation pursuant to the provisions of the Industrial Relations Act, 1988. The union has approximately 42,500 members in all states and territories. The following table sets out the approximate membership by branch:

New South Wales	17,600	Victoria	10,850
Queensland	7,700	South Australia	2,600
Western Australia	2,300	Australian Capital Territory	350
Tasmania - Catholic	670	Northern Territory	263
- Independent	375		

4. Membership of the union is voluntary. This represents approximately 65% nationally, but membership in the Catholic sector, which comprises 75% of the non-government area, is higher and in most states and territories is approximately 75%.
5. The membership consists of teachers, principals, teacher aides, education support staff, clerical and administrative staff in primary and secondary schools, pre schools and kindergarten, English and business colleges.
6. The IEU and its associated bodies are party to numerous Awards, Certified and Enterprise Agreements and Enterprise Flexibility Agreements. A comprehensive list of these Awards and Agreements is set out at Appendix 1. The Awards and Agreements applying in Victoria, Australian Capital Territory

and Northern Territory are Federal Awards. The Awards applying in New South Wales, Queensland, South Australia, Western Australia and Tasmania are State Awards. There are also Federal Awards covering ELICOS Colleges, Life Education Centres, and private business colleges.

7. The IEU is strongly committed to an orderly and fair approach to industrial regulation for all education workers. Nevertheless the union is open and responsive to a flexible system of industrial relations which recognises the particular history, ethos, organisation and professional practice of the various education institutions in the sector. This is evident in the substantial number of Awards, certified and enterprise flexibility agreements negotiated by the union under the present system of industrial relations.
8. The union believes it has demonstrated authority and expertise in its work of representing the industrial and professional interests of teachers and school officers in the sector.
9. Almost without exception, the officers and organisers of the union, its branches and associated bodies are former teachers from the sector. They have a deep knowledge and understanding of the work of teachers and school officers, of the culture and climate of the school context, of the complexity of the teaching and learning process and of the complex and dynamic nature of the relationships which exist at all levels within the school - between teachers, teachers, parents and students, teachers and the school's leadership, teachers and parents and the broader community.
10. In recent years, tripartite arrangements were implemented with employers, unions and governments in a national cooperative effort to strengthen Australian schools. This national effort and the process of award restructuring in the education industry have been key strategies in achieving micro economic reform in the education industry. The IEU played a significant role in the development and implementation of policy affecting the work and changing role of all education workers in schools. Specifically, the union can point to its participation in a number of key national cooperative projects, one of which

included the National Project on the Quality of Teaching and Learning (NPQTL). This project involved employer and education union representatives across the government and non-government sectors, as well as the Commonwealth and the ACTU. It is a project recognised internationally for the cooperative, partnership approach to the issues of work organisation and school reform to achieve improvements in teaching and improved student learning outcomes.

11. Combined with this expertise, is the union's knowledge and understanding of the law and practice of the industrial relations system and its practical operation in the non-government education sector. While it is appropriate that proper account be taken of the needs of particular schools and systems of schools, it is fair and reasonable that broader economic and industrial factors - such as inflation, general wage movements, productivity growth, government funding policy arrangements etc will impact upon the negotiations on teachers' and education workers wages and conditions with the employing authorities. It is not reasonable to expect employees, either collectively or individually, to bring an equal level of industrial expertise, knowledge and understanding to the negotiating table with their employers. All of their effort is devoted to the complexities of school life and the teaching and learning process.

12. It is the strong view of the union and the union's members that the outcomes from such an unequal process of negotiation with the employers would undermine the goodwill and morale at the school level and be detrimental to the collaborative and cooperative climate so essential to quality teaching and learning.

THE NON-GOVERNMENT EDUCATION SECTOR

13. The non-government education sector is a diverse one. There are approximately 2,500 non-government schools across the country employing 67,000 education staff. The sector also comprises early childhood centres/pre schools, long day care centres, ELICOS Colleges (English Language Intensive Courses for Overseas Students), and private training providers.

14. Non-government schools are often affiliated with groups which have particular educational, ethnic or religious philosophies. There may be however, a difference between ethnic and religious affiliation, as for example, for followers of Islam who do not necessarily come from the same ethnic community. The largest religious group is Catholic which has schools catering for students across the spectrum of the Australian community.

CATEGORY OF AFFILIATION	SCHOOLS
Catholic	1686
Anglican	120
Non-denominational	149
Uniting Church	43
Lutheran	72
Inter-denominational	45
Baptist	42
Jewish	19
Presbyterian	12
Other	68
Seventh Day Adventist	71
Other Religious Affiliation	20
Steiner School	34
Pentecostal	21
Assemblies of God	17
Orthodox, Greek	8
Moslem	7
Brethren	8
Montessori School	19
Society of Friends	1
Churches of Christ	3
Orthodox, Other	1
Hare Krishna	2
Ananda Marga	1
Christian Community	-
TOTAL	2469

15. In the main non-government schooling sector, there are 810 employing authorities in Australia, as follows:

SYSTEMS	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Catholic system - Diocesan offices	1 11	1	1 5	1	1	1	1	1
Seventh Day Adventist	3	1	2	1	1	1		
Lutheran		1	1	1				
Anglican			1		1			
Swan Christian					1			
Christian Schools Assoc							1	
Christian Schools System		1						
Ecumenical Schools System		1						
Independent Schools	269	170	129	63	86	30	9	12
TOTAL	284	175	139	66	90	32	11	13

16. Similarly, this diversity is reflected in the size of schools. For example, while there are approximately 700 primary schools with enrolments of between 100 and 300 students, there are 109 primary schools with enrolments of between 1 and 35 students and 5 primary schools with 800 to 1000 students. In the secondary sector, there are 37 schools with enrolments over 1000, but almost half with enrolments between 400 and 800 students.
17. The resourcing implications for non-government schools are significant. The majority of non-government schools, which belong to the Catholic systems, are funded under Category 10, however, approximately 36% of schools range across the other 11 funding categories. The funding arrangements for non-government schools as in 1994 are set out below:

Funding Category	1994 Schools
1	63
2	37
3	102
4	23
5	42
6	102
7	38
8	157
9	95
10	1578
11	180
12	38
TOTAL	2455

18. It is the strong view of the union and its members that this diversity of the sector has considerable implications for the management of industrial relations for non-government education employees. While flexibility of arrangements to take account of particular educational, ethnic, religious and financial arrangements can be taken account of, there should be a general consistency across the nation of wages and conditions for Australia's teachers and education workers. Employees in individual schools and across systems do not have access to the complexity of information which impacts upon the operation of non-government schools, and therefore upon the wages and conditions of education employees.
19. It is important to understand that non-government systems and school employing authorities have aligned themselves to or formed national and state organisations to facilitate the sharing of information on the myriad of issues affecting education across the nation; including funding and resourcing issues, industrial matters, education issues etc. In the Catholic sector, there are state Catholic Education Commissions which then meet nationally as the National Catholic Education Commission. There also exists the Australian Catholic Commission for Industrial Relations, the Catholic national organisation which manages industrial issues for the Catholic Church's enterprises in education, health and welfare.

20. The majority of independent Catholic and non Catholic schools are affiliated to the Association of Independent Schools (AIS) or in South Australia, the Independent Schools Board (ISB) which meet nationally as the National Council of Independent Schools Associations (NCISA).
21. The organisation of non-government employers into peak bodies reflects their need for a consistency of approach, an orderly mechanism for sharing of information on a range of policy issues, including industrial policy, as a lobbying forum for the interests of non-government education and the development of expertise about the complexity of industrial and educational issues in Australia.
22. The union strongly believes that the employees in the non-government education sector are entitled to have their industrial and professional interests represented by union, which has similar capacities for sharing information and resources, lobbying, and developing and maintaining a high level of expertise on industrial and education policy and practice. It is the union's view that such an approach serves the national interest in terms of the provision and delivery of quality teaching and learning.
23. In all states and territories, negotiations in the Catholic systemic sector are conducted on behalf of systemic Catholic schools by the Catholic Industrial Office or its equivalent. In most states and territories, negotiations in the independent sector are conducted on behalf of Independent schools by the Association of Independent Schools. There is actually a very small % of schools which individually and automatically conduct industrial negotiations with the union, and even fewer which seek to exclude the union. In discussions with employers, the view has been put quite vigorously by employers that they do not wish to see the current industrial practices in the non-government sector undermined by the new legislation.
24. Schools are not workplaces involved in measurable economic productivity. The success and prosperity of the educational enterprise cannot be measured in the

profit and loss columns of the accounts book. The core business of Australia's schools is quality teaching and improved student learning outcomes. The relationships which exist in schools are complex and dynamic and on the whole directed to ensuring the emotional, social and intellectual well-being of the students.

25. It is the view of the union that it would be counterproductive to quality education to inject into employer/employee relationships, the primary responsibility for industrial relations and agreement making at the school level. It is not realistic to believe that a mutuality of power exists between employers and employees at the school level.

26. The union can draw on considerable experience to demonstrate that the goodwill, professionalism and high level of cooperation and collaboration so important to effective teaching is subverted and lost when teachers and school officers are engaged in negotiations, often in a contested way, directly with their employers over wages and conditions.

WORKPLACE RELATIONS BILL

27. The IEU believes that the current construction of the Workplace Relations Bill will, if passed into law unamended, have direct and undesirable consequences for employees in non-government schools whether or not such employees are covered by Federal or State Awards.

In particular:

- 27.1 The broad scheme of the Bill is contrary to the public interest, will facilitate discrimination against women, will result in a reduction over time of workers entitlements, and will enable the exploitation of employees in non-government schools.

- 27.2 The restriction of Awards to basic minimum ie. "allowable award matters" will result in significant dislocation in the education industry,

will increase those matters that will be the subject of annual bargaining, and will in many instance see the abolition of current conditions.

- 27.3 The limitation of the jurisdiction of the AIRC to arbitrate only in regard to the 18 allowable award matters will remove the important role the AIRC has played in recent years in resolving numerous industrial disputes.
- 27.4 The failure of the Bill to ensure that Awards are maintained as relevant will, over time, make the award irrelevant and render useless the proposed “no disadvantage” test.
- 27.5 The introduction of contracts will result in exploitation of employees in the non-government sector, a reduction in their entitlements and will seriously undermine the collegiate collective nature of schools necessary for the equitable provision of quality education.
- 27.6 The failure of the Bill to ensure that agreements are tested by the AIRC prior to operation will facilitate the exploitation of workers, a reduction in entitlements and render the “no disadvantage” test useless.
- 27.7 The new stream of certified agreements is a re-creation of Enterprise Flexibility Agreements. These provisions, without the right of eligible unions to be heard upon applications being filed with the AIRC, are contrary to the public interest.
- 27.8 The removal of the “conveniently belong provisions” from the Act will result in unwanted competition between unions. This competition will hinder productive activity in the workplace.
- 27.9 The provisions of the Bill which requires workers to specifically and individually nominate their bargaining agent which restricts union right of entry will result in a climate of fear and intimidation hitherto unknown in Australia’s non-government schools.

27.10 The proposed Bill will ensure that Agreements entered into under state law will prevail over Federal Awards. The effect of this is to render inoperative even the minimum protections afforded by the “no disadvantage” test proposed in the Bill. In Victoria the minimum standards contained in the Employee Relations Act are inferior to those contained in the Bill.

AWARD MATTERS

28. The Bill seeks to limit the powers of the Commission to arbitrate only around 18 allowable award matters. The proposed allowable award matters do not include:

Accident Make Up Pay	Leave without Pay
Board and Lodging	Letter of Appointment
Breakage and Loss	Meal Breaks
Contract of Employment	Procedures for dealing with
Due Process	Performance
Error in Payment	Protective Clothing
Examination Leave	Redundancy
Expense Reimbursement	Removal Leave
Higher Duties Allowance	Selection and Appointment
Incidental and Peripheral Tasks	Statement of Service
Induction	Study Leave
Infection Diseases Leave	Superannuation
Introduction of Change	Trade Union Training Leave
Leave for Court Attendance	Travel Allowance
Leave with Pay	Union Access

29. This list, which is not necessarily exhaustive, is derived from matters prescribed in current IEU Federal Awards regulating the wages and conditions of thousands of teachers, principals, teacher aides and clerical and administrative staff across Catholic schools, Independent schools, English and Business Colleges across

Australia. Under the proposed legislation, the Commission will no longer be allowed to include any of these matters in an award, nor arbitrate in the event that a dispute arises in relation to one of these matters and the parties are unable to reach agreement.

30. It is the position of the IEU that any matter pertaining to a person's employment or to the employer/employee relationship should not be proscribed from inclusion in an award. Indeed the non-government education industry is better served by comprehensive award regulation. The existing arbitral powers of the Commission should be retained with the flexibility to prevent and settle any types of industrial disputes.
31. The potential for industrial disputation in the education sector is great. The current scope of matters negotiated by award contributes to stability and harmony in schools. The intention of the Bill is to increase the number of matters for determination at workplace level with a desire for flexibility. It is the view of the IEU that rather than achieving flexibility, the increase in matters to be bargained over at workplace level will result in disruption, confusion and inequity across non-government schools.
32. The proposed transitional provisions (Items 41 - 47 of Part 5) are of concern to the IEU. The matters listed in clause 28 under these provisions will be automatically removed at the end of the eighteen month transitional period, and, of greater concern, may be removed at an earlier date, on the application of the employer. Many of these clauses have long been regulated by Awards, some by consent, others by arbitration and many in the context of membership campaigns. It is quite probable that many employees will suffer an immediate reduction in their working conditions or be forced into trading well deserved wage increases against conditions already achieved.

AUSTRALIAN WORKPLACE AGREEMENTS

33. The IEU is strongly opposed to the introduction of individual contracts. The diversity of the non-government sector in its resources, wealth, reputation, and

religious affiliation will lend itself to enormous disparity in the contracts offered to individuals and the power of those individuals to bargain effectively. A climate of patronage and of grace and favour will develop at the expense of the open and collaborative climate needed in the school situation. In many cases the offering of contracts will be underpinned by a desire to undermine collective negotiations with the union. These concerns will be particularly evident in an industry where women form the majority of employees and there are increasingly high levels of part-time employment undertaken by women.

34. The proposed award system has many worrying features:
- the absence of a meaningful and relevant “no disadvantage” test with reference to existing conditions
 - the inability of the Commission to scrutinise Agreements before they are operative
 - the onus on the employee to take the matter up with the Employee Advocate in cases of disadvantage
35. The minimum standards in the Bill reflect the standards introduced by the Victorian Government in 1992. Little protection around the maintenance of existing entitlements is offered to employees.
36. A problem exists around minimum salary rates. As the definition of award will no longer include certified agreements, the salary rates contained in certified agreements will not be the benchmarks for new agreements. The award rate in the non-government education sector is, in most cases, quite out of date as the rate which is paid in schools and is not the appropriate benchmark for new agreements.

TERMINATION OF CERTIFIED AGREEMENTS

37. Currently, certified agreements ordinarily continue in operation after their expiry date unless a new agreement is made or until both parties apply to have it terminated. The proposed legislation allows the employer to terminate a

certified agreement after its expiry on 28 days' notice. This termination is automatic once notice expires. It is not clear precisely what conditions will apply to an employee once the agreement expires. Award provisions will have been made totally irrelevant over time and to revert to basic award provisions will vastly reduce conditions of employment, place undue pressure on employees to enter quickly into new agreements and be counter productive to the smooth and harmonious running of schools.

38. It is the position of the IEU that the current provisions regarding termination of certified agreements be retained.

STATE AND FEDERAL LAW

39. The proposed Bill will provide for the predominance of State Agreements over Awards. The IEU contends that such a provision is unwise law and is contrary to the interests of workers. The Constitution provides for the rights of the Commonwealth to make law in the settlement of an industrial dispute that extends beyond the boundaries of any one state. This provision was hard fought at the time of federation and has for over 90 years provided a sound base for the settlement of powers in regard to industrial matters between the States and the Commonwealth. The settlement of an industrial dispute is in part achieved by the making of an award either by consent or by arbitration. The provisions of the Bill, if passed into law will render the Commonwealth devoid of power in the settlement of "interstate" industrial disputes. The effect of the provisions referred to above will render the provisions of an award void. The proposed provisions of the Bill in regard to State and Federal law will not act in the interests of workers. If an Agreement entered into under a State law prevails over a Federal Award then no guarantee can be made as to the fairness of the process. Specifically an Award of the Federal Commission made by exercise of arbitral power will be overridden by an Agreement entered into in a system with no arbitral power, thus entrenching the unequal nature of the bargaining process (same as in Victoria). Further the effect of such a law is to render useless the federal "no disadvantage" test and to allow the inferior "no disadvantage" test of a state system (same as in Victoria) to prevail.

CASE STUDIES

40. The issues raised in this submission are not raised as purely hypothetical matters. Set out below in support of the IEU's contentions, are two case studies, one in regard to the Leongatha Christian School and one in regard to St Michael's Grammar School.

LEONGATHA CHRISTIAN SCHOOL

41. Until 1/3/93 the Leongatha Christian School was covered by the provisions of a Victorian State Award regulating the terms and conditions of staff in Victorian Independent Schools. Following the passage of the Employee Relations Act through the Victorian Parliament in late 1992 and the introduction of employment contracts, the Leongatha Christian School sought to negotiate contracts under the Victorian system. The contracts negotiated at that time significantly reduced award entitlements. Following the making of a Federal Award in June of 1994 the Leongatha Christian School sought to negotiate an Enterprise Flexibility Agreement. This Agreement was negotiated by the school in the clear knowledge that the Agreement would be subject to scrutiny by the AIRC and would have to meet the "no disadvantage" test. A comparison of the Agreement negotiated under the Victorian system with its basic legislative minima as the "no disadvantage" test and in the knowledge that the Agreement would not be open to public scrutiny is made with the subsequent Agreement negotiated under the current "no disadvantage" test and with the knowledge that the Agreement would be subject to the scrutiny of the AIRC as follows:

	Negotiated under the Victorian System	Negotiated with current "no disadvantage"
Probation	Probation of 6 months. Limited term contracts introduced.	Not permitted.
Rates of Pay	Provides for pay cuts. Rates fixed for 5 years with the increases over that period.	Award restored. \$8.00 Safety Net available. One year Agreement.
Leading Teacher Classroom	Appointed by the Board.	Appointed by the Principal.
Holiday leave loading	Abolished.	17.5% on 4 weeks pay

		restored.
Part-time teachers	Increased hours of work.	Award conditions restored.
Sick leave	10 days.	15 days.
Annual leave	12 weeks.	13 weeks.
Removal leave	Abolished.	Award conditions restored.
Examination leave	Employers prerogative.	Award conditions restored.
Protective clothing.	Abolished.	Award conditions restored.
Meal allowance	Abolished.	Award conditions restored.
Accident pay	Abolished.	Award conditions restored.
Union right of access	Abolished.	Award conditions restored.
Redundancy	Union rights abolished. Test case standards reduced.	Award conditions restored.
Termination	Staff required to have acceptable standard of Christian belief and conduct.	Award conditions restored.

42. It is essential that the role of the AIRC in scrutinising all Agreements is maintained. Unless this occurs Agreements will, over time, effectively reduce the entitlements of workers and undermine conditions in Awards. The effect of this is twofold. In the first instance the wages and conditions of teachers and staff in schools will be reduced thus making education a less attractive career option for graduates. Secondly, the award will become an irrelevant instrument and cease to meaningfully regulate wages and conditions. The current “no disadvantage” test ensures that Agreements must, when taken as a whole, be no less favourable than the provisions of the Award. The reinstatement of the proposed “no disadvantage” test will ensure reductions in entitlements and the irrelevance of the award.

ST MICHAEL’S GRAMMAR SCHOOL

43. St Michael’s Grammar School is an Independent school in the Melbourne suburb of St. Kilda. In July 1994 the school notified the union of its intention to negotiate an Enterprise Flexibility Agreement. Over the subsequent 11 months the school engaged in a process whereby:

- it refused to allow the union to be involved in negotiations;

- demanded that the union notify the school of the names of union members;
- permitted the circulation of a document within the school that required staff to sign, indicating that they were not union members;
- conducted negotiations with staff (12 meetings) whilst excluding union involvement.

44. In March/April of 1995 the union became aware of the fact that a vote was to be taken in May on a proposed EFA. This document was known as Draft 3. It was only the protest of the union that halted the adoption of this Agreement. In June the school finally conceded that the IEU was an eligible union and was entitled to be present at negotiations. From June 1995 until December of that year six subsequent drafts of the Agreement were developed. Throughout that period, the school acted in a manner designed to frustrate the role of the union. In December a vote of staff was taken on a proposed Agreement (Draft 9). This Agreement still did not satisfy the concerns of the union and its members.

45. Application for approval of an EFA was filed by St Michael's in late December 1995. On 16 January 1996 a representative of the union met with the Solicitors acting on behalf of St Michael's. At this meeting the union detailed its remaining concerns with the proposed agreement. On 9 February 1996 Minter Ellison, acting for St Michael's, provided further undertakings to the union. The undertakings however did not fully satisfy the union. In final proceedings before the Commission the school eventually conceded that should any Award clause be superior to a provision of the Agreement then the Award provision would prevail.

46. The case of St Michael's Grammar Schools supports the fundamental arguments outlined in paragraph 11 above. Specifically:

46.1 The current requirement that all Agreements are subject to scrutiny by the AIRC is essential if the community is to be satisfied that the bargaining process is fair and equitable. In the case of St Michael's

Grammar School it was only in hearings before the AIRC and in the decision of the Commission itself that this was achieved.

- 46.2 The application of a comprehensive “no disadvantage” test that measure Agreements against Awards is necessary if the community is to be confident that workers’ current entitlements are not to be reduced. This is important not just as a matter of natural justice, but in the case of education, as a matter of public policy. The quality of education is largely determined by the quality of teaching. The long term effect of reducing employees’ entitlements will be to make education less attractive as a career to graduates.
- 46.3 The power of employer and employee in bargaining is not equal. This lack of equality is accentuated in enterprise bargaining where the worker, dependent upon the employer for employment, is required to, at times, directly challenge the employer. In this context, the right of a union which has members in a workplace to represent those members is essential to ensuring fairness and “no disadvantage”. The case of St Michael’s Grammar School is a specific example in support of this proposition. It was only the involvement of the union that caused the development of six further drafts of an Agreement beyond that which was originally proposed. It was only the involvement of a union, even after the bargaining process had concluded, that further undertakings from the employer were extracted. It was the right of the union to be heard before the AIRC and the requirement of the AIRC to scrutinise the Agreement that resulted in further concessions during the proceedings.
- 46.4 The rights of workers to freely join or not join unions is fundamental in a liberal democratic society. The proposed requirement of the legislation that a union is only able to participate in negotiations or to enter a workplace when a specific individual so requests is both an attack on the democratic rights of citizens and contrary to the public interest. In the case of St Michael’s the effect of such a requirement would have ensured no union involvement, and a reduction of workers’ conditions.

CONCLUSION

47. In conclusion the IEU submits:

- that the proposed Bill will not act in a manner which will promote the settlement of industrial disputes;
- that the proposed “no disadvantage” test will not operate in a manner which will ensure “no disadvantage” to workers;
- that the provisions of the Bill in regard to unions and union membership will have the effect of introducing fear into workplaces and will lead to increased inequality in the bargaining process;
- that the effect of the Bill if passed into law currently has the potential to reduce the wages and conditions of teachers and to, over time, make education a less attractive career option;
- that the provisions of the Bill in regard to the interface of federal and state law are unwise.
- that the proposed Bill will not operate in the public interest.

The IEU urges the Senate to ensure:

- that Awards continue to operate as comprehensive safety nets;
- that a genuine “no disadvantage” test, with the Award as its core, be maintained;
- that the AIRC be retained with its powers to arbitrate on all matters that may be the subject of industrial dispute;

- that workers retain their right to bargain collectively and to be represented by unions without fear or intimidation.

Australia's workers are entitled to a fair and equitable industrial relations system.

The IEU urges the Senate Committee to recommend substantial changes to the Workplace Relations Bill so as to protect the interests of non-government education workers and non-government schools.

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FRIDAY 28 JUNE 1996

APPENDIX 1**AWARDS AND AGREEMENTS****NSW*****Awards***

Teachers (Non-Government Schools) (Superannuation) (State) Award
 Teachers (Non-Government Schools) (Two Year Trained Progression (State) Award
 Teachers (Non-Government Schools) (State) Award
 Advisers (Catholic Education Offices) Archdiocese of Sydney, Diocese of Broken Bay & Parramatta (State) Award
 Principals (Catholic Systemic Schools) (State) Award
 Teachers (Independent Schools) (State) Award
 Assistant Principals - Religious Education (Catholic Secondary Schools) (Diocese of Parramatta) (State) Award
 Boarding House Staff (Independent Schools) (State) Award
 KU Teachers (KU Children's Services) (State)
 Teachers (Multi-Purpose Centres) (State) Award
 Teachers (Non-Government Pre-Schools) (State) Award
 KU Children's Services & ITA Enterprise Award
 Teachers (Early Childhood) (Superannuation) (State) Award
 Teachers (Independent Schools & Catholic Childhood Service Centres & Pre-Schools) (State) Award
 Teachers (Non-Government Early Childhood Service Centres other than Pre-Schools) (State) Award
 Educators (Life Education) (State) Award
 Higher School Certificate & School Certificate Markers & Higher School Certificate Student Advice Line Staff Award
 Clerks (Traineeships) (State) Award & FCU of Australia (NSW Branch Jobskills Trainees (State) Award
 School Support Staff (Catholic Schools) (State) Training Wage Award
 Clerical Industry (State) Training Wage Award
 Clerks Redundancy (State) Award
 Clerks (State) Award
 School Support Staff (Independent Schools) (State) Award
 School Support Staff (Catholic Schools) (State) Award
 Clerical & Administrative Employees (Catholic Schools) (State) Award
 Education Staff (Independent Schools) (State) Award
 Education Staff (Catholic Schools) (State) Award
 Non-Government Education Staff/School Assistants (State) Award
 Non-Government Education Staff/School Assistants Jobskills Trainees (State) Award
 Teachers (Non-Government English Colleges) (State) Award
 Teachers (Non-Government Business Colleges) (Superannuation) (State) Award
 Teachers (Non-Government Business Colleges) (State) Award
 Educators (Life Education) (State) Award
 Clerical & Administrative Employees (Catholic Schools) (Traineeship) State Award
 Business Colleges (NSW) Award 1995
 English colleges Award 1992

English Colleges Award 1994
 Life Education Centres Federal
 Federal Prac Teaching Awards
 Academic Staff Award

Enterprise agreements

EA 218/94 Metropolitan Business College (MBC)
 EA 204/94 HSC & SC Markers President of the Board Studies
 EA 209/94 Teachers Macquarie Community College Inc
 EA 218/95 Staff Royal Blind Society of NSW
 EA 99/96 Junee Correctional Australasian Correctional Management Centre
 EA 304/94 Teachers and Directors Sydney Day Nurseries and Nursery Schools Association
 EA 305/94 Teachers and Directors Baulkham Hills Pre-School Kindergarten Inc
 EA 180/94 Boys' Town Engadine NSW (Inc)
 EA 391/93 Brigidine College St Ives
 EA 136/94 Catholic High School Trustees of the Diocese of Wagga Wagga Griffith
 EA 389/93 Sisters of Mercy Goulburn & Amalgamated Houses and the Sisters of St Joseph - Governing Body of Marian College
 EA 15/94 Mount Erin High School Trustees of the Presentation Sisters (Wagga Wagga)
 EA 374/93 Mount St Benedict High School Ltd
 EA 388/93 Mt St Joseph Milperra Ltd
 EA 387/93 Oakhill College Castle Hill Trustees of the De La Salle Brothers
 EA 321/94 Trustees of the Maronite Sisters of the Holy Family operating Our Lady of Lebanon School, Harris Park
 EA 358/93 Our Lady of Mercy College Parramatta Trustees of the Sisters of Mercy
 EA 7/94 Red Bend Catholic College Forbes Trustees of the Marist Brothers (Melbourne Province)
 EA 9/94 Rosebank College Limited Five Dock Rosebank College Limited
 EA 312/93 Santa Maria Del Monte Strathfield Santa Sabina College Limited
 EA 339/93 St Augustine's College Brookvale St Augustine's College
 EA 358/94 St Charbel's College Punchbowl Trustees of the Lebanese Maronite Order of Monks operating St Charbel's College, Punchbowl
 EA 260/94 St Clare's College Waverley Trustees of the Sisters of St Clare (Poor Clares)
 EA 52/94 St Francis De Sales Regional College, Leeton Trustees of the Diocese of Wagga Wagga
 EA 000/96 St Gregory's Armenian School St Gregory's Armenian School
 EA 355/93 St Gregory's College Campbelltown Trustees of the Marist Brothers
 EA 244/94 St John's College(Woodlawn) Lismore Marist Fathers Province of Australia
 EA 356/93 St Joseph's College Hunters Hill Trustees of the Marist Brothers
 EA ???/95 St Maroun's School Dulwich Hill St Maroun's School Dulwich Hill
 EA 11/94 St Mary's College Gunnedah Trustees of the Sisters of Mercy of the Gunnedah Congregation
 EA 31/94 St Michael's Regional High School, Wagga Wagga Trustees of the Diocese of Wagga Wagga
 EA 390/93 St Patrick's College Campbelltown St Patrick's College Limited
 EA 311/93 St Scholastica's College Glebe Point St Scholastica's College Ltd
 EA 14/94 Trinity Catholic College Lismore Catholic Secondary School Authority of Lismore Ltd trading as Trinity Catholic College, Lismore
 EA 35/94 Trinity Senior High School Wagga Wagga Trustees of the Diocese of Wagga Wagga
 EA 33/94 Xavier High School Albury Trustees of the Diocese of Wagga Wagga

EA 78/94 Mater Dei Limited Camden Board of Directors Mater Dei Limited
 EA 454/94 St Gabriel's School for Hearing Impaired Children Castle Hill
 EA 122/94 St John of God Kendall Grange Ltd
 EA 182/94 St Laurence Centre Newcastle Catholic Education Office, Diocese of
 Maitland
 EA 357/94 St Lucy's School for Blind & Visually Handicapped Children Wahroonga
 Trustees of the Dominican Sisters of Eastern Australia

Enterprise Agreements for -

Teachers at Armidale Diocese
 Principals at Armidale Diocese
 Teachers at Bathurst Diocese
 Principals at Bathurst Diocese
 Teachers at Broken Bay Diocese
 Advisers at Broken Bay Diocese
 Principals at Broken Bay Diocese
 Assistant Principals at Broken Bay Diocese
 Teachers at Canberra and Goulburn Diocese
 Principals at Canberra and Goulburn Diocese
 Teachers at Lismore Diocese
 Principals at Lismore Diocese
 Teachers at Maitland Diocese
 Principals at Maitland Diocese
 Teachers at Parramatta Diocese
 Principals at Parramatta Diocese
 Advisers at Parramatta Diocese
 Teachers at Sydney Diocese
 Advisers at Sydney Diocese
 Principals at Sydney Diocese
 Teachers at Wagga Wagga Diocese
 Principals at Wagga Wagga Diocese
 Teachers at Wilcannia/Forbes Diocese
 Principals at Wilcannia/Forbes Diocese
 Teachers at Wollongong Diocese
 Principals at Wollongong Diocese
 EA 10/94 Christian Brothers' High School, Lewisham Trustees of the Christian Brothers
 EA 373/93 Edmund Rice College Wollongong Trustees of the Christian Brothers
 EA 53/94 St Dominic's College Penrith Trustees of the Christian Brothers
 EA 179/94 St Edmund's School Wahroonga Trustees of the Christian Brothers
 EA 13/94 St Edward's College East Gosford Trustees of the Christian Brothers
 EA 372/93 St Patrick's College Goulburn
 EA 375/93 St Patrick's College Strathfield
 EA 376/93 St Pius X College Chatswood Trustees of the Christian Brothers
 EA 17/94 Waverley College
 E128/96 Bambi Kindergarten Association Incorporated
 E109/96 Birralee Lane Cove Kindergarten
 E143/96 Bradbury Pre-School Kindergarten Association Incorporated
 E108/96 Concord Family and Child Care Co-operative Limited
 107/96 Concord Family Day Care Limited
 Concord Kindergarten Association
 E113/96 Edgeworth Child Care Centre

E125/96 Elanora Heights Community Kindergarten
 E106/96 Hastings Pre-School and Long Day Care Centre Incorporated
 E127/96 Kootingal and District Pre-School
 E126/96 Lalor Park Child Care Centre Incorporated
 Nimbin Pre-School and Child Care Association Incorporated
 Sydney Day Nursery School Association Incorporated
 Alpha-Beta English College of Australia (Teachers) Certified Agreement 1995
 Australia World College Pty Limited (Teachers) Certified Agreement 1994
 Australian Academy (Teachers) Certified Agreement 1994
 Australian Centre for Languages Pty Ltd Certified Agreement 1995
 Australian College of English Pty Limited (Teachers) Certified Agreement 1994
 EF International Language School (Teachers) Certified Agreement 1994
 Eเลีย English College (Teachers) Certified Agreement 1994
 Holmes Colleges (Teachers) Certified Agreement 1994
 Illawarra Technology Corporation Certified Agreement 1994
 Insearch Language Centre UTS Certified Agreement 1994
 Intensive English College (Teachers) Certified Agreement 1994
 Lemaire English College of Australia Pty Limited (Teachers) Certified Agreement 1994
 Magill English Language College (Teachers) Certified Agreement 1994
 Metropolitan English College (Teachers) Certified Agreement 1994
 Milton Language Centre (Teachers) Certified Agreement 1994
 National English Academy Pty Ltd (Teachers) Certified Agreement 1994
 NSW English Colleges (Teachers) Certified Agreement 1994
 Regent English College (English College Teachers) Certified Agreement 1995
 SIS International College (Teachers) Certified Agreement 1994
 Speciality Language Centre (Teachers) Certified Agreement 1994
 Sydney English Centre (Teachers) Certified Agreement 1994
 Universal English College (Teachers) Certified Agreement 1994
 Waratah Education Centre Pty Ltd (Teachers) Certified Agreement 1994

ACT

Awards

Principals (Catholic Diocesan Schools) (ACT) Award 1995
 Teachers (Non-Government Schools) (ACT) Award 1991
 Clerical and Administrative Employees (Catholic Systemic Schools) ACT Award 1995
 Independent Schools Support Staff (ACT) Award 1996 - *27th June*

Agreements

Catholic Systemic Schools (ACT) Agreement
 ACT Independent School Sector Agreement

VIC***Awards***

Victorian Catholic Schools and CEO's 1994 Award
 Independent Education (Victoria) Interim Award 1994
 Independent Education (Victoria) Roping in No 1 1996 Award
 Victorian Independent Schools (Interim) Award 1993
 Ruyton Girls School Award
 MLC (Interim) Award 1993
 Mowbray (Interim) Award 1993
 RVIB (Interim) Award 1993
 Lutheran Schools (Vic) 1996

Enterprise Flexibility Agreements

Donvale Christian EFA
 Beaconhills Christian EFA
 Plenty Valley Christian EFA
 Oxley College EFA
 St Paul's Baxter EFA
 Maranatha Christian EFA
 Carey Grammar EFA
 Presbyterian School of St Andrews EFA
 St Michael's Grammar EFA
 Leongatha Christian EFA
 Hamilton College EFA
 St Catherine's School EFA

Certified Agreements

Lutheran Schools (Vic)
 Overnewton
 Fintona
 Kivlington Baptist Girls Grammar
 Kowowa
 Lauriston
 Lowther Hall
 Village School
 Westbourne Grammar
 Ballarat and Clarendon Grammar
 Melbourne Girls Grammar
 Braemar College
 Toorak College
 Worawa Aboriginal College
 Bialik College
 Ruyton Girls School
 Methodist Ladies College
 Firbank Anglican
 Christ Church Grammar
 Mowbray College
 St Macartans
 St Mary's Hampton

Eltham College
Billanook College
Kingswood College
St Anne's and Gippsland Grammar
Ballarat and Queens Anglican Grammar

QLD***Awards***

Early Childhood Education Award
 Family Leave Award
 School Officers' Award - Non-Governmental Schools
 Teachers' Award (Non-Governmental) Schools

Agreements

Catholic Schools - Hours of Duty - Teaching Staff - Queensland - Agreement
 Catholic Secondary School Tutors (McAuley College Secondary Course) - Agreement
 Practice Teaching in Catholic Primary Schools, Queensland, Agreement
 Practice Teaching in Community Kindergartens - QUT - Agreement
 Teachers' Award (Non-Governmental) Schools - Agreement - Long Service Leave -
 Catholic Schools
 Teachers' Award (Non-Governmental) Schools - Agreement - Promotional Positions
 PMSA Schools
 Teachers' Award (Non-Governmental) Schools - Agreement - Promotional Positions
 Certain Grammar Schools
 Teachers' Award (Non-Governmental) Schools - Agreement - Positions of Senior
 Administration, Positions of Added Responsibility
 Teachers' Award (Non-Governmental) Schools - Agreement - Positions of Added
 Responsibility Brisbane and Townsville Grammar and Ipswich and Rockhampton Girls'
 Grammar Schools
 Teachers' Award (Non-Governmental) Schools Agreement - Promotional Positions -
 Schools Associated with the Anglican Diocese of Brisbane
 Teachers' Award (Non-Governmental) Schools - Agreements - Promotional Positions -
 Moreton Bay College
 Teachers Employed by Members of the Community Preschool Employers Association
 Queensland Union of Employers (Long Service Leave) - Agreement
 Teaching Staff - Occupational Superannuation - Agreement Board of Governors
 Blackheath and Thornburgh College, Charters Towers
 Teaching Staff - Occupational Superannuation - Agreement Catholic Schools
 (Queensland)
 Teaching Staff - Agreement Emmanuel Education Limited trading as Emmanuel
 College Carrara
 Teaching Staff - Occupational Superannuation - Agreement John Paul College of Daisy
 Hill
 Teaching Staff - Occupational Superannuation - Agreement Lutheran Church of
 Australia (Queensland District)
 Teaching Staff - Occupational Superannuation - Agreement Montessori School Limited
 of Fig Tree Pocket
 Teaching Staff - Occupational Superannuation - Agreement Schools owned and
 operated by the Corporation of the Diocesan Synod of North Queensland
 Teaching Staff - Occupational Superannuation - Agreement the Uniting Church in
 Australia Property Trust (Q) Moreton Bay College
 School Officers - Anglican and Other Schools - Industrial Agreement
 Teachers' Award (Non-Governmental) Schools - Promotional Positions - Anglican
 Diocese of North Queensland Schools Commission

Teachers' Award (Non-Governmental) Schools - Brisbane Catholic Education School
 Counsellors (Teacher) Special Education Consultants (Teacher) - Industrial Agreement
 Teachers' Award (Non-Governmental) Schools Catholic Schools Queensland School
 Counsellors (Teacher) - Industrial Agreement

Certified Agreements

A.B. Paterson College Ltd Enterprise Bargaining Agreement Certified Agreement 1995
 All Hallows' School Certified Agreement
 Anglican Church Grammar School - Enterprise Bargaining Agreement Certified
 Agreement 1994
 Anglican Schools Commission North Queensland Certified Agreement 1996
 Anglican Schools Enterprise Bargaining Agreement Certified Agreement 1995
 Blackheath & Thornburgh College Assoc. Enterprise Bargaining Agreement Certified
 Agreement 1996
 Boys Town College, Beaudesert Certified Agreement
 Brigidine College Certified Agreement
 Brisbane Catholic Education Certified Agreement
 Brisbane Girls' Grammar School Enterprise Bargaining Agreement Certified
 Agreement 1994
 Brisbane Grammar School Enterprise Bargaining Agreement Certified Agreement 1995
 Cairns Catholic Education Certified Agreement
 Christian Brothers' Colleges Certified Agreement
 Corpus Christi College Certified Agreement
 Downlands College, Toowoomba Certified Agreement
 Early Childhood Education Certified Agreement 1996
 Emmanuel Education Limited Enterprise Bargaining Agreement Certified Agreement
 1996
 Fairholme College Enterprise Bargaining Agreement Certified Agreement 1996
 Iona College Certified Agreement
 Ipswich Girls' Grammar School Enterprise Bargaining Agreement Certified Agreement
 1995
 Ipswich Girls Grammar School Enterprise Bargaining Agreement Certified Agreement
 1995
 King's Christian College Enterprise Bargaining Agreement Certified Agreement 1996
 Lamington Natural History Association Incorporated Enterprise Bargaining Agreement
 Certified Agreement 1995
 Loreto College Certified Agreement
 Lourdes Hill College Certified Agreement
 Lutheran Church of Australia - Queensland District, Schools Department Certified
 Agreement
 Marist Brothers' College, Ashgrove Certified Agreement
 Montessori School Limited Certified Agreement 1995
 Moreton Bay College Enterprise Bargaining Agreement Certified Agreement 1996
 Mt Alvernia College Certified Agreement
 Mt St Bernard College Certified Agreement
 Mt St Michael's College Certified Agreement
 Ormiston College Certified Agreement
 Padua College Certified Agreement
 Presbyterian and Methodist Schools Association Enterprise Bargaining Agreement
 Certified Agreement 1995
 Redlands Combined Independent College Incorporate Certified Agreement 1996

Rivermount Education Limited Enterprise Bargaining Agreement Certified Agreement
1996
Rockhampton Catholic Education Certified Agreement
Somerset College Limited Enterprise Bargaining Agreement Certified Agreement 1996
St Michael's College Inc. Enterprise Bargaining Agreement Certified Agreement 1995
St Patrick's College, Townsville Certified Agreement
St Rita's College, Clayfield Certified Agreement
St Ursula's College, Toowoomba Certified Agreement
St Ursula's College, Yeppoon Certified Agreement
The Rockhampton Grammar School Certified Enterprise Agreement 1994
The Scot's Pgc College Enterprise Bargaining Agreement Certified Agreement 1996
The Southport School Enterprise Bargaining Agreement Certified Agreement 1996
Toowoomba Catholic Education Certified Agreement
Toowoomba Grammar School Enterprise Bargaining Agreement Certified Agreement
1995
Townsville Catholic Education Certified Agreement
Townsville Grammar School Enterprise Agreement Bargaining Agreement Certified
Agreement 1995
Villanova College Certified Agreement

WA*Awards*

Independent Schools' Teachers' Award 1976-R27 of 1996

Independent Schools Administration and Technical Officers Award 1993-A15 of 1991

Independent Schools (Boarding House) Supervisory Staff Award-A9 of 1990

Agreements

Anglican Schools Commission (Enterprise Bargaining) Agreement 1995

Beehive Montessori Enterprise Bargaining Agreement 1994

Western Australian Catholic Schools (Enterprise Bargaining) Agreement No 1 of 1994

Please note: There are 17 registered agreements that apply in the Catholic Sector numbered and titled numerically from No 1 of 1994. Each agreement is identical in content and conditions

Christ Church Grammar School Inc (Enterprise Bargaining) Agreement 1994

Guildford Grammar School Enterprise Bargaining Agreement 1996

Lance Holt School Enterprise Bargaining Agreement 1994

Methodist Ladies' College (Enterprise Bargaining) Agreement 1994

Penrhos College (Enterprise Bargaining) Agreement 1995

Perth College (Enterprise Bargaining) Agreement 1994

Presbyterian Ladies' College (Enterprise Bargaining) Agreement 1996

St Andrew's Greek Orthodox Grammar School (Enterprise Bargaining) Agreement 1995

St Mary's Anglican Girls' School (Inc.) Enterprise Bargaining Agreement 1996

Scotch College (Enterprise Bargaining) Agreement 1995

Swan Christian Education Association Inc (Enterprise Bargaining) Agreement 1995

Wesley College (Enterprise Bargaining) Agreement 1995

SA

Awards

Teachers (Non-Government Schools) Award
School Assistants (Non-Government Schools) Award
Non-Government Schools Superannuation Award 1988
Jobskills Trainee (Non-Government Schools) Award
Teachers (Life Education for Children Inc.) South Australia Award 1994

NT

Awards

Non-Government Schools Staff (NT) Award 1986
Independent Schools (NT) Award 1990
St John's Boarding House Award 1994
Northern Territory Life Education Award 1994

Agreements

Kormilda College Inc. 1994-1996 (New agreement just completed 1996-1997)
Top End Life Education Centre Inc. 1996-1997
Catholic Education Office/St John's College 1994-1996

TAS - CATHOLIC

Awards

Catholic Education Award

Agreements

The Tasmanian Catholic Education (Enterprise Bargaining) Agreement 1995

TAS - INDEPENDENT

Awards

The Tasmanian Independent Schools (Teachers) Award