

EB9 SBU Meeting #1

Wednesday 1 May 2019 1:00pm – 4:00pm

MINUTES

1 Welcome

1.1 Attendance and apologies:

Employee Representatives

Terry Burke (TB)	Paul Giles	Brad Hayes
Melissa Goodingham	Marie Sellin	Mark Harris
Daryl Bathe	Terri-an Nolan	Kerry Esmond
Kevin Collins	Mark Rieken	Nicole Kapernick
Ian Hughes	Andrew Elphinstone	Jo-Anne Desailly
Monique Roosen		

Employer representatives

Ray Kelly (RK)	Alison Terrey	Jennifer Elvery
Nicole Spohn	Colin O'Neill	Andrea Alchin
Lindsay Hawkins	Gary Cooper	Alyn Cooper
Sally Towns	Julia Cassidy	

Apologies:

Peter Chapman (Nicole Spohn as proxy)

1.2 Prayer

The prayer was said by all and TB identified that it was the Feast of St Joseph the worker.

1.3 Introductions

All attendees introduced themselves.

1.4 Chair discussion

Attendees agreed that RK would chair SBU meeting #1 with the chair and prayer alternating for subsequent meetings.

2 Business of the meeting

2.1 Meeting Protocols

2.1.1 Minutes

- a. Discussion about making minutes of the negotiating meetings available to all employees took place:
 - i. Employer representatives proposed distribution of minutes to employees to provide transparency of the negotiation process;
 - ii. Employee representatives stated that transparency in previous negotiations has not been an issue and were not opposed to distribution of minutes subject to:
 - The distribution of minutes not inhibiting the ability of the parties to effectively negotiate matters that can be delicate and sensitive at times; and
 - Reserving its right to discontinue approval of the distribution of minutes where it is believed to be impacting upon effective negotiations [see below].

2.1.2 Bargaining/Negotiation Protocols

- a. Draft negotiation protocols were tabled by the employer representatives. Employee representatives proposed amendments to the draft in relation to paragraphs 8 and 9 regarding distribution of minutes and the confidentiality of documents to be tabled during meetings. Those amendments were agreed to by employer representatives.
- b. The agreed negotiating protocols are attached (**Attachment 1**).

2.1.3 "Church in the Workplace"

- a. Employee representatives queried the status of the QCEC document "Church in the Workplace" as being relevant to this negotiation process.
- b. Employer representatives confirmed it is a relevant document to employment relationships in Catholic schools. The document can be accessed on the QCEC website.

2.1.4 Confirmation of meeting dates

- a. Meeting dates were confirmed as outlined in the table below. It was noted that:
 - i. TB is unavailable on 11 June;
 - ii. Some employee representatives will have difficulty attending some meetings;
 - iii. Employer representatives may send a proxy on occasion;
 - iv. Meetings are scheduled from 9.30am-3.30pm but finishing times may vary; and
 - v. Breakout rooms are available.
 - vi. Employer representatives confirmed that the room is available before and after the formal SBU.

Wednesday	1 May
Tuesday	14 May
Tuesday	28 May
Tuesday	11 June
Wednesday	26 June
Tuesday	16 July
Tuesday	30 July

2.2 Other procedural matters

2.2.1 Industrial context

- a. Employee representatives noted the following:
 - i. two separate single interest employer authorisations (SIEAs) for two enterprise agreements (Diocesan employers and RI/PJP employers) have been issued by the Fair Work Commission (FWC)
 - ii. It is the employee representatives preference to negotiate for separate with each Catholic employing authority and employee representatives reserves the right to pursue this in the future but is currently prepared to engage in negotiations in accordance with the SIEAs and a joint SBU.

2.2.2 Status of Negotiations

- a. Employee representatives confirmed that the IEUA is a bargaining representative in these negotiations in accordance with legislation (ie. bargaining representatives for those employees who are members of the union) and decisions made in relation to bargaining positions is subject to necessary consultation with its members, with the final decision made in accordance with an employee ballot on any proposed agreement.
- b. Employer representatives confirmed RK was appointed as a bargaining representative in accordance with the legislation and employer representatives will also be required to consult on bargaining positions to be taken.

2.2.3 Form of Agreement

- a. Parties confirmed there will be collective enterprise agreements.

2.2.4 Scope of Agreement

- a. Employee representative wished to outline the need for consideration of the status of employees working in early childhood education centres under the auspices of the Catholic Church. Employee representatives reserve their position in relation to inclusion Early Childhood Education Centres in the replacement agreement.
- b. Employer representatives to take instruction on the above matter.
- c. It was acknowledged that further clarifying conversations on this issue will occur.

2.2.5 Application of Agreement

- a. Parties confirmed enterprise agreements will be lodged with the FWC for approval.

2.2.6 Communications

- a. It was acknowledged that the IEU will communicate directly with its members and employers will communicate directly with employees.

2.2.7 Sub-committees

- a. Sub-committees can be established to consider specific matters and report back to the SBU.

3 Employer and Employee Log of Claims

3.1 Employee Log of Claims

3.1.1 Tabling of Log of Claims

- a. Employee representatives tabled its log of claims (**Attachment 2**) that was the result of considerable consultation with its members.
- b. In tabling the log of claims Employee representative outlined the hope that these negotiations that can address matters that are believed to be at crisis point impacting upon the ability of staff, who are committed to Catholic schools, to achieve the mission of the Catholic School.
- c. Employee representative highlighted four key issues for employers to note:
 - i. Insecure work for employees, both teachers and school officers
 - ii. Appropriate remuneration for middle and senior leaders that was not achieved prior to these negotiations commencing
 - iii. School officers' classification structure is inhibiting and is to be updated as it is 25 years old and does not recognise current roles, the complexity of the modern school and or appropriate remuneration of these roles.
 - iv. There are work intensification issues both caused by requirements external to the employer (e.g. regulatory requirements) and some internal – employee representatives are looking for a collaborative response to address these concerns.
 - v. Employee representatives noted that employing authorities had had the log of claims since October 2018 and had been provided with an opportunity in individual face-to-face meetings to seek clarification of any item that the employers have. Employee representatives invited employer representatives to seek clarification on any item.
- d. Employer representatives sought clarification on the following items of the Employee Log of Claims:
 - i. *Item 1.2 Before and after school activities.*
 - ii. *Item 1.3 Continuous hours of work for all school staff* – Employee representatives will table formal position in relation to this claim item.
 - iii. *Item 1.5 Arrangements to better support transition to retirement* – Employee representatives believe current provisions focus on temporary arrangements where employees are looking for more permanent arrangements leading up to retirement.
 - iv. *Item 1.6 Contemporary hours of duty provision for teachers* – Employee representatives advised “contemporary” refers to updating language to current arrangements and making explicit what is currently implicit.
 - v. *Item 1.7 Professional school officers support with student supervision* – Employee representatives looking to generalise the range of duties that can be done – provision currently focus on student supervision.
 - vi. *Item 2.4 Locality allowance extended to all staff*
 - vii. *Item 4.3 Appointments to acting leadership positions*
 - viii. *Item 5.2 Modernised superannuation arrangements* – Employee representatives outlined the impacts on predominately female employees having extended periods of unpaid work impacting on superannuation balances-and also that the threshold of earnings for payment of superannuation was set at a time when payroll systems were far less sophisticated.
 - ix. *Item 6.2 Community respect for our profession* – Employee representatives are seeking to have obligations in the agreement to ensure codes of conduct extend to parents and other members of the school community.

3.1.2 Claim Item 7.2.6: Technical Amendments

- a. Employee representatives tabled a document outlining numerous proposed technical amendments to the provisions of the current agreement with a view to ensuring efficient FWC approval. The document was discussed and employer representatives acknowledged the work of the employee representatives in this regard. It was agreed that the proposed clauses can be considered in detail in the future, possibly by a sub-committee of the SBU.

3.1.3 Claim Item 7.1: Parental Leave

- a. Employee representatives tabled draft changes to paid parental leave provisions that were non-gender specific, replacing references to “maternity” leave to the more general “parental” leave. Employer representatives to consider the proposal in future meetings.

3.1.4 Claim Item: 1.8 Cultural Leave

- a. Employee representatives tabled draft changes to current provisions noting:
 - i. Current provision almost fifteen years old and language and substance needs to be amended.
 - ii. There are paid and unpaid components for the leave being sought.
 - iii. It includes an expansion of the definition of “immediate family” for other leave entitlements in the agreement for First Nations Peoples.
 - iv. Clarification in relation to vacation periods and whether such leave is intended to be cumulative was sought by employer representatives and advice was that it was per calendar year.
 - v. Employee representatives noted the employer representatives query relating to vacation periods.
- b. Employers to consider the proposal in future meetings.

3.2 Employer Log of Claims

3.2.1 Tabling of Employer Log of Claims

- a. The Employer Log of Claims was tabled (**Attachment 3**).
- b. The employer representatives outlined the Guiding Principles they will be adopting as part of negotiations including:
 - i. providing employees and opportunity to vote on a proposed agreement as soon as reasonable that contains conditions that value the contribution staff make and keeps Queensland Catholic Education sustainable as a whole and accessible to families; and
 - ii. clarifying, simplifying and streamlining the agreement where possible.
- c. The claim items in relation to the changes sought for aspects of the Boarding and Nurses schedules were also outlined and that proposed clause changes would be provided in future meetings.
- d. Employee representatives noted the following:
 - i. Appropriate naming of the union is “IEUA-QNT”
 - ii. In terms of sustainability of Catholic education, employee representatives are not made privy to financial circumstances of schools other than general funding knowledge and therefore claims are made in that context.
 - iii. Employee representatives are cautious of removing policy matters as some employers may not have relevant policies implemented otherwise.
 - iv. Additional items may be raised by Employee representatives if the employer sought to raise further items in addition to its claim - all parties acknowledged the good faith bargaining obligations in this regard.
 - v. Employee representatives will make contact with the QNMU in regard to nurses claims by the employers and will advise.
 - vi. Employee representatives do not share the employer view about the need to simplify the enterprise agreements and believe the documents contain what they need to contain.

- e. Employer representatives confirmed they have written to other relevant unions advising of the negotiations. Employee representatives also confirmed that they have written to other relevant unions advising of the negotiations. In addition employee representatives provided a copy of employee log of claims to these unions.

4 Opportunity for the following if required

4.1 Caucus to consider tabled logs of claim

4.2 IEU preliminary responses to employer log of claims

4.3 Employers' preliminary responses to employee log of claims

The above agenda items were not required.

5 Next meeting

5.1 Agenda

5.1.1 *It* was agreed that the agenda items for the next meeting would be the following:

- a. Middle and senior leadership
- b. School officer classification
- c. Insecure work

5.2 Date of next meeting 14 May 2019: 9:30am-3.30pm

5.3 Future Room setting

5.3.1 *Agreed* that next meeting room set up would be in the shape of a square.

6 Other Business

7 Close of meeting 3.50pm

NEGOTIATION PROTOCOLS

ATTACHMENT 1

SBU Meeting #1 – 1 May 2019

Purpose

The purpose of these protocols is to ensure a shared commitment to a negotiation process that is:

- fair and transparent; and
- respectful to individual participants and stakeholders.

Protocols

Negotiating parties agree to the following protocols as part of the negotiation process:

1. All parties will be treated with dignity and respect.
2. All parties will be prepared for meetings and be available for the full scheduled period of the meeting. If a party is unable to do so, then they will provide prior notification to other parties.
3. The meeting agenda will be followed, unless there is prior agreement or circumstances arise unexpectedly that make it more efficient to amend the agenda on the day of the meeting.
4. All communications will be respectful and in good faith.
5. One person will speak at a time. Disagreements on issues will no doubt occur – such disagreements will remain focused on the issue and will be addressed with respect for and between the individuals engaged in the discussion.
6. Where possible and appropriate in the context of the issue being raised, information relevant to the negotiation will be shared between the parties at least 2 working days before each meeting.
7. All parties recognise the commitment of time and resources to the bargaining process. Therefore, all parties will seek to maximise the benefits of the time allocated to negotiation meetings. Time outs to hold discussions between groups of parties (caucus) are encouraged where it is in the interests of efficient negotiations.
8. Minutes of the meetings will be prepared on behalf of the Catholic School Authorities (CSAs) and will be distributed to meeting participants no later than 5 working days following the meeting. The minutes will be “ratified” as the first agenda item of the next meeting. Should there be disagreement about the minutes, such disagreements, where possible, should be resolved prior to the meeting at which the minutes are to be ratified. For the first 2 to 3 meetings, the parties will trial making the ratified minutes of meetings available to all employees to be covered by EB9. Following this, the parties will discuss whether the distribution of minutes will continue taking into account the interests of providing information for employees about the process; the need for timely, efficient and productive negotiations and respect for the negotiation process.
9. As part of the negotiating process, a party may request a document tabled or provided at a negotiation meeting by that party remain confidential to the formal negotiating parties and not be further distributed. Any such requests made by one party will be respected by the other party.
10. At the first meeting, these draft negotiation protocols will be discussed with a view to being agreed by the parties.

Catholic Schools Collective Bargaining 2018

Employee Log of Claims

Without Prejudice

For the various collective agreements covering the Employing Authorities

1. Striking a better work-life balance for staff

“ We need time to provide decent educational opportunities for our students - this can't happen with the expectations we currently have - we are losing good teachers because the workload is astronomical.”

Secondary School Teacher, Brisbane

1.1 Planning, Preparation and Correction Time (PPCT) for teachers.

1.1.1 Current PPCT provisions for teachers are badly outdated and fail to meet the modern reality of increased administrative duties and demands. Minimum PPCT entitlements, unchanged since the 1990s, must be increased for all primary and secondary teachers to deal with the significant growth in centrally directed or sanctioned tasks being asked of teachers.

1.1.2 Additional release time should be provided to teachers in the form of a full day of release, to be provided at least once per term, for teachers to undertake collaborative planning discussions, activities and meetings.

1.2 Before and after school activities

Realistic parameters should be established around the scheduling of multiple before or after school activities requiring employee attendance in the same school week.

1.3 Continuous hours of work for all school staff

Provisions should be negotiated to confirm that directed duties and working hours will be performed on a continuous basis for part-time and full-time employees.

1.4 Greater support to deal with new programs and initiatives

The new agreement should include provisions to better recognise the significant level of technological change and new employer initiatives that impact work duties. Additional release time from timetabled duties should be provided to employees who are required to implement or undertake new programs or initiatives.

1.5 Arrangements to better support transition to retirement

The current operation of flexible work arrangements should be reviewed to provide for the specific situation of employees who are seeking transition to retirement.

1.6 Contemporary hours of duty provisions for teachers

The teacher hours of duty model must be updated to provide for documented parameters for directed duties including the frequency and length of meetings, attendance before and after school and the identification of PPCT allocations on teaching timetables.

1.7 Professional school officer support with student supervision

A phased program for playground and transport supervision to be progressively undertaken by school officers should be introduced in schools where this practice has yet to be introduced.

Such arrangements would enable teachers to increase their focus on their core task of classroom teaching while also providing an opportunity for additional income and hours for part-time school officers.

1.8 Cultural leave

Aboriginal and Torres Strait Islander members have considerable cultural obligations and require time away from the workplace to attend cultural ceremonies, including funerals. Representatives of Traditional Owner groups also have legislated responsibilities around those activities.

The agreement currently requires that Aboriginal and Torres Strait Islander staff deplete existing leave entitlements to meet these responsibilities. Provisions establishing an entitlement to paid cultural leave in addition to other forms of leave are sought.

2. Careers that you can count on for School Officers and Services Staff

“School Officer opportunities for progression are so limited – however, role responsibilities and workload have increased exponentially. This needs to be recognised and addressed.”

School Officer, Sunshine Coast Secondary School

2.1 Guaranteed entitlement to quality professional development

School officers and services staff should be provided with a guaranteed minimum level of professional development on a continuing basis. This professional development entitlement should be in addition to general compliance or policy training and ensure the provision of accredited professional development to enhance and build on the skills, knowledge and expertise of support staff.

2.2 Career recognition and remuneration

The school officer classification structure was developed over 20 years ago. It is essential that the classification matrix is reviewed to ensure contemporary descriptors and characteristics for classification purposes.

Wage rates must be established that reflect the knowledge, skills and levels of responsibility of school officers in Catholic schools.

2.3 Recognition of professional duties and responsibilities

The complexity of School Officer positions has increased significantly in recent years as a result of employer and regulatory compliance requirements and growing administrative duties.

School Officers undertaking meetings and briefings, emails, work preparation and paperwork should receive an allocation of paid-time where it is not currently included in the employee's paid hours.

2.4 Locality allowance extended to all staff

The payment of the relevant locality allowance for employees working in regional and remote locations should be extended to all school officers and services staff.

These allowances, currently restricted to teachers, provide important financial support to regional members facing living expenses in regional and remote locations, transport and accommodation costs.

2.5 Annualisation of salary (EREA)

Term-time employees working in EREA schools should have access to annualisation of salary options similar to those that operate in Diocesan schools.

3. Measures to address insecure work

“ We now have a new generation of school staff who have never had a secure job. It is ridiculous to see great staff face the uncertainty of contract after contract each year.”

Primary School Teacher, Cairns

3.1 Criteria to ensure only genuine fixed-term appointments

The reasons quoted by employers for the use of fixed-term contracts often fail to demonstrate a genuine short-term need.

The criteria used to assess the legitimacy of fixed-term contracts requires amendment to ensure that fixed-term contracts are only used in instances of genuine short-term staffing needs and that continuing positions are restored as the primary employment option in all Catholic schools.

The agreement should provide further confirmation that fixed-term contracts are not to be used by employers as the default employment option for graduate teachers, specialist teachers and learning support school officers and teachers.

3.2 Audit to investigate fixed-term contracts and conversion to continuing positions

The maximisation of continuing employment and greater job security for all staff should be a clear priority of Catholic school employers. However; members report ongoing concerns with the use of fixed-term contracts as a 'default' employer position in cases where a legitimate short-term staffing need is not evident.

- 3.1.1 An initial joint audit of all fixed-term appointments should be undertaken to verify the existence of a genuine short-term need and the transition of employees to continuing status where appropriate.
- 3.1.2 An annual fixed-term audit process should be undertaken by employers by the end of Term 1 each year to identify those positions that fail to demonstrate a genuine short-term need and the employee subsequently converted to continuing employment.

3.3 Certainty of hours for part-time employees

Part-time employees often face the prospect of fluctuating and unpredictable part-time hours at the end of each school year. Such reductions can occur in repeated years with the effect that the hours of work and income of the employee is incrementally reduced each year.

Certainty of hours are needed for part-time employees with any changes to hours only permissible in specific circumstances following a transparent process, and with such changes confined to only limited adjustments.

4. Positions of Senior Leadership and Middle Leadership

“ Why does Cath Ed continue to ignore their dedicated leadership out in schools? We are being taken advantage of and our work completely undervalued. Something has to change.”

Middle Leader, Townsville

4.1 Middle Leadership

4.1.1 Remuneration levels for Middle Leaders

The remuneration rates for Middle Leaders must be enhanced to maintain leadership roles as viable career paths and recognise the distinct contributions of such positions in terms of both their teaching and leadership contributions.

The employers' commitment to match the total Middle Leader resource allocation of similar sized state schools must be reaffirmed given the current review and projected enhancements to public sector promotional positions.

4.1.2 Formalisation of primary school Middle Leadership positions

Several Catholic employing authorities have implemented additional leadership positions within primary schools including Primary Learning Leaders, Support Teachers: Inclusive Education, Learning and Teaching Advisors and Assistants to the Principal: Curriculum.

The arrangements and conditions for Middle Leader positions should be confirmed in the agreement including the criteria for appointment, term of engagement, roles and responsibility, school allocation, remuneration levels and time release.

4.1.3 Protection of Middle Leadership release time

Consistent with the provisions established for teacher planning, preparation and correction time (PPCT), the release time provided to leadership positions should be replaced to Middle Leaders where such time is not available to the role holder due to planned school events or activities.

4.1.4 New schools - additional leadership demands in new schools

The work requirements and demands expected of staff in new schools require specific recognition in the agreement. Leadership arrangements must acknowledge and resource the additional demands placed on staff when establishing new schools including the leadership tasks being undertaken outside of formal positions as well as the expanded expectations and duties of those in Middle Leader positions.

4.2 Senior Leadership

4.2.1 Senior Leader salary rates and career recognition

Members and our union have long identified the need to improve the salary rates and career progression for Senior Leaders. The realisation of contemporary rates of pay for classroom teachers has now also provided a foundation for subsequent enhancements to the remuneration rates of leadership positions.

Catholic school employers rejected any enhancement to the Senior Leader salary rates or additional pay increments in the last round of bargaining. The employers must commit to real salary outcomes in the new agreement that recognise and reward the contribution of Senior Leaders in Catholic schools.

4.2.2 Confirmation of substantive salaries for all Senior Leaders

Senior Leadership positions in smaller Diocesan primary schools currently receive allowance payments for their leadership roles and do not have the substantive leadership salary paid in all other Diocesan schools. This provision should be amended to ensure the full recognition of the role and contribution all Senior Leaders by the payment of substantive salaries to all Senior Leadership positions.

4.3 Appointments to acting leadership positions

Employees engaged in acting leadership positions to replace absent middle leaders or senior leaders should receive the remuneration and release time applicable to such positions where the acting role is for two weeks or more.

5. Fair pay for all school staff

“Cost of living is always on the up, especially in regional areas. We need some decent pay rises to keep up and also fairly recognise all we do. Our schools are nothing without us.”

Services Staff Employee, Toowoomba

5.1 Annual wage increases

The new collective agreement should provide a common percentage wage increase for all school staff (including the payment of a minimum dollar increase) which acknowledges the importance of teachers, school officers and services staff in the education of students in our Catholic schools.

5.2 Modernised superannuation arrangements

5.2.1 Measures to address the retirement pay gap

Superannuation contributions should be paid on behalf of employees on parental leave (up to a maximum of 12 months). The superannuation paid on the unpaid component of parental leave within the 12 month period shall be paid at the SGC required minimum.

5.2.2 Superannuation contributions available to all employees

Employees in insecure work typically have lower superannuation balances at retirement. Superannuation should be paid to all employees on ordinary times earnings and the minimum monthly earning requirement of \$450 should be removed.

5.2.3 Salary packaging of superannuation

The collective agreement should confirm the ability of fixed-term staff to access salary packaging into superannuation.

5.3 Equitable remote area incentives

5.3.1 The agreement currently restricts remote area incentive payments in Level 4 locations to just employees in their first 5 years working in such schools. This restriction should be removed to provide for continuing incentive payments for all teaching staff regardless of length of service.

5.3.2 The *Incentive Payments – Remote Area Staff Scheme (IPRASS)* currently provides a range of employee entitlements, allowances and subsidies to support employees working in remote locations. These entitlements are not currently increased by a common indexation formula which has resulted in many conditions being reduced in real terms. An agreed indexation formula should be applied to the IPRASS schedule to ensure contemporary workplace benefits.

5.3.3 Remote area enhancements implemented outside of the agreement should be regulated and applied across all relevant employing authorities.

5.4 Highly Accomplished Teacher and Lead Teacher

The current agreement requires a review of the recently implemented teacher classification structure and operational provisions including HAT and Lead Teacher. A new agreement will provide a timely opportunity to review HAT and Lead Teacher salary rates in light of newly established salaries in other school sectors as well as the consideration of an employer commitment to meet a component of the application fee on behalf of applicants and additional release time for the preparation of materials and portfolios.

5.5 Guidance counsellor salaries (other than BCE)

The salary scale for Guidance Counsellors (other than BCE) requires review and enhancement in light of the new teacher salary benchmarks that have been created in Catholic schools that can now exceed similarly experienced Guidance Counsellors with teacher qualifications.

6. Reclaim, protect and promote our teaching profession

“ Decision makers need a reality check - they need to spend "real" time in classrooms seeing first hand what school staff contend with each day. In fact they should be left in charge of a classroom for a day and see if maybe they can get some perspective.”

Primary School Guidance Counsellor, Brisbane

6.1 Genuine consultation with education practitioners

New employer initiatives, reforms and restructures are regularly imposed on staff that directly impact on workloads and can undermine the professional judgement and autonomy of teachers. Consultation provisions should be updated to ensure genuine employee consultation, with a requirement that it occurs before employers make a decision to implement new initiatives, programs or significant workplace change.

6.2 Community respect for our profession

While Catholic school workplaces have harassment policies and procedures in place for staff, there is currently no requirement for such policies to apply within a broader school community. Workplace harassment provisions should be expanded to confirm their application to parents and students and reinforce the importance of respect for teachers and education professionals.

6.3 Learning support practices

The ability of teachers to focus on their core business – teaching students and exercising professional judgement – can be undermined by unilateral employer decisions on learning support practices. A clear employer commitment to better resource such practices is needed including:

6.3.1 A review of class size arrangements in classes that contain verified students.

6.3.2 Direct consultation and discussion with teachers regarding the allocation of learning support resources at the school level and the integral role of teachers in this decision making process.

7. Clarity of agreement and technical updates

A number of issues should be clarified in the agreement with respect to consistency of application, updated provisions and drafting discrepancies that have occurred between various bargaining rounds.

7.1 Modernised parental leave arrangements

The agreement contains outdated gender specific provisions in relation to parental leave. These entitlements should be amended to include gender neutral language to reflect modern parenting roles and our community expectations that both parents are equal partners in raising children.

7.2 Clarity of Agreement

The following matters require clarification in the agreement to confirm their application:

7.2.1 Split shift allowance for services staff.

7.2.2 Definition of continuous service to confirm recognition of fixed-term, casual and continuing service.

7.2.3 Proportion of salary and annual leave loading formulas (Religious Institute schools).

7.2.4 Easter vacation periods and the associated 'twilight' professional development sessions.

7.2.5 Confirmation of and updating of agreed outcomes from the Flexible Learning Centres Working Party.

7.2.6 Audit of the agreements to correct any technical changes required by the FWC or by legislation.

EB9 EMPLOYER LOG OF CLAIMS

Guiding Principles

Fundamentally, everything we do is to enable Queensland Catholic schools to provide high quality student outcomes for the children of families who choose our schools.

In negotiations for a new enterprise agreement, we (the Catholic Employing Authorities) will be guided by the following principles:

1. To provide our employees with an opportunity to vote on a proposed agreement as soon as reasonable that contains terms and conditions of employment that:
 - a. value the contributions they make to high quality student outcomes; and
 - b. keeps Queensland Catholic education sustainable as a whole and accessible to families;
2. A commitment to collective, timely and efficient good faith bargaining and that negotiations will be without prejudice and finalised as a “package”;
3. The clarification, streamlining and simplification of the contents of the enterprise agreement where appropriate;
4. Reviewing the appropriateness of maintaining policy matters in the enterprise agreement, which may be better placed in the policy framework of the employer; and
5. Keeping our employees updated in a transparent way as to the progress of negotiations.

CLAIMS

Overview

In addition to the Guiding Principles outlined above, the Queensland Catholic school employers:

- have appreciated the proactive step taken by the Independent Education Union Australia – Queensland & Northern Territory (IEUA-QNT) to provide an advanced copy of its log of claims; and
- will seek to understand and respond to the items raised in the QIEU log of claims as part of negotiations.

Employer Items

1. Boarding school Schedules – review provisions for clarity, including provisions of board and lodgings and the flexibility to average hours.
2. Nurses Schedule – review provisions to align with the needs of a school context.

We reserve the right to add items to this log of claims depending on progress and context of the negotiations to be finalised as a “package”.