

## Annexure B

Parties' Draft Award - Associations of Independent Schools (27 April 2009)

# Independent Schools General Employees Award 2010

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## Part 1—Coverage and Operation

### 1. Title

This award is the *Independent Schools General Employees Award 2010*.

### 2. Commencement date

This award commences on 1 January 2010.

### 3. Definitions and interpretation

3.1 In this award, unless the contrary intention appears:

**Act** means the *Workplace Relations Act 1996* (Cth).

**employee** means a person employed as general employee in the independent school industry other than a person excluded under clause 4.4

**employer** has the meaning in the Act

**enterprise award** has the meaning in the Act

**Commission** means the Australian Industrial Relations Commission or its successor

**general employee** means an employee of an independent school providing:

- (a) **classroom support services** – being an employee whose principal duties are to provide support to teachers and students in a primary or secondary classroom or to individual students or groups of students.
- (b) **curriculum/resources services** – being an employee whose principal duties are to support the operation of curriculum-related services, such as those provided by a library, laboratory or a technology centre.
- (c) **preschool/child care services** – being an employee whose principal duties are to work with children in a preschool, early learning centre or kindergarten operated by an independent school for pre-primary aged children, a child care centre or an outside school hours care program.
- (d) **boarding supervision services** - being an employee whose principal duties are to support the operation of an independent school's boarding house in relation to the supervision of students, provided that this does not include gap students.

- (e) **wellbeing services** – being an employee whose principal duties are to support the health and wellbeing of students, and employees, where appropriate.
- (f) **nursing services** – being an employee who is a registered nurse in the relevant State/Territory and is employed as such.
- (g) **school administration services** – being an employee whose principal duties are in the functional areas of an independent school's business operations, including but not limited to: clerical, administration, finance, marketing, fundraising, public relations, information technology, human resources administration and information management.
- (h) **school operational services** – being an employee, whose principal duties are to support the other services of an independent school, including but not limited to:
  - (i) construction, plumbing, carpentry, painting and other trades;
  - (ii) cleaning, maintenance, school facility management
  - (iii) security, caretaking;
  - (iv) gardening, turf management, farming;
  - (v) retailing – canteens, uniform shops, book shops;
  - (vi) cooking/catering, housekeeping, laundry; and
  - (vii) bus driving and vehicle maintenance.

**independent school** means a non-government school registered and/or accredited under the relevant authority in each State or Territory, including all operations of the independent school.

**NAPSA** means a notional agreement preserving a State award and has the meaning in the Act.

**NES** means National Employment Standards.

**non term weeks** means weeks in the school year other than term weeks and include periods designated as school holidays for students.

**school year** means the period twelve months from the day employees are required to attend the school for the new educational year or the calendar year, as determined by the school, and includes term weeks and non term weeks.

**standard rate** means the rate applicable to Level 3 in clause 16 - Minimum Wages.

**term weeks** means the weeks in the school year that students are required to attend school as set out in the school calendar of each school.

- 3.2** Where this award refers to a condition of employment provided for in the NES, the reference is to the condition as defined in the NES.

## **4. Coverage**

- 4.1** Subject to subclauses 4.2, 4.3 and 4.4, this award covers employers in the independent school industry throughout Australia and their employees as defined in clause 3.1 to the exclusion of any other modern award.
- 4.2** The award does not cover an employee excluded from award coverage by the Act.
- 4.3** The award does not cover an employer bound by an enterprise award or an enterprise NAPSA with respect to any employee who is covered by the enterprise award or NAPSA.
- 4.4** This award does not apply to:
- (a) a teacher engaged as such; and
  - (b) a principal, headmaster, headmistress, deputy principal, or head of school, howsoever named; and
  - (c) a bursar or business manager, howsoever named;
  - (d) a human resources director or manager, howsoever named;
  - (e) an accountant, who is eligible for membership of one or more national Australian accounting associations; and
  - (f) a member of a recognised religious teaching order and/or a Minister of Religion or a person engaged for the purpose of religious instruction, supervision of prayers or to undertake other religious duties of a non-teaching nature; and
  - (g) a person engaged to instruct students, on an individual and/or group basis, in the areas of music, language, dance or the arts; and
  - (h) a person engaged as a sports coach, assistant or trainer.
- 4.5** Where an employer is covered by more than one award, an employee of that employer is covered by the award classification which is most appropriate to the work performed by the employee and to the environment in which the employee normally performs the work.

Note: where there is no classification for a particular employee in this award it is possible that the employer and that employee are covered by an award with occupational coverage.

## **5. Access to the award and National Employment Standards**

The employer must ensure that copies of this award and the NES are available to all employees to whom they apply either on a noticeboard which is conveniently located at or near the workplace or through electronic means, whichever makes them more accessible.

## **6. The National Employment Standards and this award**

The [NES](#) and this award combine to form the minimum conditions of employment for employees covered by this award.

## **7. Award flexibility**

**7.1** Notwithstanding any other provision of this award, an employer and an individual employee may agree to vary the application of certain terms of this award to meet the genuine individual needs of the employer and the individual employee. The terms the employer and the individual employee may agree to vary the application of are those concerning:

- (a) arrangements for when work is performed;
- (b) overtime rates;
- (c) penalty rates;
- (d) allowances;
- (e) leave loading; and
- (f) salary sacrifice to superannuation.

**7.2** The employer and the individual employee must have genuinely made the agreement without coercion or duress.

**7.3** The agreement between the employer and the individual employee must:

- (a) be confined to a variation in the application of one or more of the terms listed in clause 7.1; and
- (b) result in the employee being better off overall than the employee would have been if no individual flexibility agreement had been agreed to.

**7.4** The agreement between the employer and the individual employee must also:

- (a) be in writing, name the parties to the agreement and be signed by the employer and the individual employee and, if the employee is under 18 years of age, the employee's parent or guardian;
- (b) state each term of this award that the employer and the individual employee have agreed to vary;
- (c) detail how the application of each term has been varied by agreement between the employer and the individual employee;
- (d) detail how the agreement does not disadvantage the individual employee in relation to the individual employee's terms and conditions of employment; and
- (e) state the date the agreement commences to operate.

- 7.5** The employer must give the individual employee a copy of the agreement and keep the agreement as a time and wages record.
- 7.6** Except as provided in 7.4(a), the agreement must not require the approval or consent of a person other than the employer and the individual employee
- 7.7** An employer seeking to enter into an agreement must provide a written proposal to the employee. Where the employee's understanding of written English is limited the employer must take measures, including translation into an appropriate language, to ensure the employee understands the proposal.
- 7.8** The agreement may be terminated:
- (a)** by the employer or the individual employee giving four weeks' notice of termination, in writing, to the other party and the agreement ceasing to operate at the end of the notice period; or
  - (b)** at any time, by written agreement between the employer and the individual employee.
- 7.9** The right to make an agreement pursuant to this clause is in addition to, and is not intended to otherwise affect, any provision for an agreement between an employer and an individual employee contained in any other term of this award.

## **Part 2—Consultation and Dispute Resolution**

### **8. Consultation regarding major workplace change**

#### **8.1 Employer to notify**

- (a)** Where an employer has made a definite decision to introduce major changes in production, program, organisation, structure or technology that are likely to have significant effects on employees, the employer must notify the employees who may be affected by the proposed changes and their representatives, if any.
- (b)** Significant effects include: termination of employment; major changes in the composition, operation or size of the employer's workforce or in the skills required; the elimination or diminution of job opportunities, promotion opportunities or job tenure; the alteration of hours of work; the need for retraining or transfer of employees to other work or locations; and the restructuring of jobs. Provided that where this award makes provision for alteration of any of these matters an alteration is deemed not to have significant effect.

#### **8.2 Employer to discuss change**

- (a)** The employer must discuss with the employees affected and their representatives if any, the introduction of the changes referred to in clause 8.1, the effects the changes are likely to have on employees, measures to

avert or mitigate the adverse effects of such changes on employees and must give prompt consideration to matters raised by the employees and/or their representatives in relation to the changes.

- (b) The discussions must commence as early as practicable after a definite decision has been made by the employer to make the changes referred to in clause 8.1.
- (c) For the purposes of such discussion, the employer must provide in writing to the employees concerned and their representatives, if any, all relevant information about the changes including the nature of the changes proposed, the expected effects of the changes on employees and any other matters likely to affect employees provided that no employer is required to disclose confidential information the disclosure of which would be contrary to the employer's interests.

## **9. Dispute resolution**

- 9.1** In the event of a dispute about a matter under this award, or a dispute in relation to the NES, in the first instance the parties must attempt to resolve the matter at the workplace by discussions between the employee or employees concerned and the relevant supervisor. If such discussions do not resolve the dispute, the parties will endeavour to resolve the dispute in a timely manner by discussions between the employee or employees concerned and more senior levels of management as appropriate.
- 9.2** If a dispute about a matter arising under this award or a dispute in relation to the NES is unable to be resolved at the workplace, and all appropriate steps under clause 9.1 have been taken, a party to the dispute may refer the dispute to the Commission.
- 9.3** The parties may agree on the process to be utilised by the Commission including mediation, conciliation and consent arbitration.
- 9.4** Where the matter in dispute remains unresolved, the Commission may exercise any method of dispute resolution permitted by the Act that it considers appropriate to ensure the settlement of the dispute.
- 9.5** An employer or employee may appoint another person, organisation or association to accompany and/or represent them for the purposes of this clause.
- 9.6** While the dispute resolution procedure is being conducted, work must continue in accordance with this award and the Act subject to applicable occupational health and safety legislation, an employee must not unreasonably fail to comply with a direction by the employer to perform work, whether at the same or another workplace, that is safe and appropriate for the employee to perform.

## **Part 3—Types of Employment and Termination of Employment**

### **10. Types of employment**

#### **10.1 Employment categories**

- (a) Employees under this award will be employed in one of the following categories:
  - (i) full-time;
  - (ii) part-time; or
  - (iii) casual.
- (b) At the time of engagement, an employer will inform each employee whether they are employed on a full-time, part-time or casual basis.

#### **10.2 Full-time employment**

A full-time employee is an employee who is engaged to work 38 hours per week or an average of 38 hours per week pursuant to clause 25 – Ordinary hours of work of this award.

#### **10.3 Part-time employment**

- (a) A part time employee is an employee who
  - (i) is engaged to work less than the full-time hours of 38 per week or an average of 38 per week, and/or less than the full school year, and
  - (ii) has reasonably predictable hours of work..
- (b) A part-time employee is entitled to all award entitlements. A part time employee will be paid for such entitlements at a pro rata rate.
- (c) At the time of engagement, an employer and a part-time employee will agree in writing on a regular pattern of work, specifying at least the number of hours to be worked each day, the days of the week to be worked, the number of weeks of the school year to be worked and the starting and finishing times each day.
- (d) The terms of the agreement in clause 10.3(c) may be varied by agreement between an employer and an employee. Any such variation will be recorded in writing.

#### **10.4 Casual employment**

- (a) A casual employee is an employee engaged as such.
- (b) A casual employee will be paid an hourly rate of 1/38<sup>th</sup> of the weekly rate for the employee's classification, plus 25%. This loading is instead of

entitlements to leave and other matters from which a casual employee is excluded by the terms of this award and the NES

- (c) A casual employee will be engaged and paid for a minimum of two hours for each engagement.
- (d) A casual employee will be paid at the termination of each engagement, or fortnightly or monthly in accordance with usual payment methods for full-time employees.

## **10.5 Letter of appointment**

- (a) At the time of engagement, an employer will provide an employee (other than a casual employee) with a letter of appointment stating whether the employee is employed on a full-time or part-time basis, the classification of the positions, the rate of pay and the ordinary hours of work.
- (b) For a part-time employee, the letter of appointment will also state the matters specified at clause 10.3(c).
- (c) An employer will advise an employee in writing of any changes, where permitted, to any matter referred to in clause 10.5(a) and clause 10.5(b).

## **11. Stand down in non term weeks**

### **11.1 Arrangements**

An employee may be stood down on leave without pay during non term weeks, provided that:

- (a) the employee's contract of employment specifies the stand down arrangements in writing;
- (b) all periods of stand down count as service for the purpose of calculating accrued leave entitlements and do not break continuity of service;
- (c) if appropriate work is available for an employee during any period of stand down, the existing employee may be offered such employment (whether on a full-time, part-time or casual basis). The employee who has been stood down may refuse an offer of employment without prejudice to their normal employment relationship;
- (d) remuneration for such work will be at the rate of pay applicable to the work being performed; and
- (e) public holidays falling during stand down arrangements, but not during the four weeks of annual leave, are unpaid.

## 11.2 Calculating annual salary for an employee entitled to stand down

- (a) The formula in this subclause may be used to calculate an annual salary for an employee whose contract of employment specifies, in writing, stand down arrangements.
- (b) The adjusted annual salary for an employee entitled to stand down is:

$$\text{Adjusted Annual Salary} = \frac{\text{Employee's Annual Salary}}{\text{Working Weeks} + \frac{4 \text{ weeks Annual Leave}}{52.14}}$$

where

**Annual Salary** means the annual salary (from clause 15) for the employee's classification

**Working Weeks** means the number of weeks that the employee is required to work

- (c) An employee may elect, in writing, to be paid only for the time worked (and therefore not during the stand down period) rather than to be paid an 'adjusted annual salary' as provided by this clause.

## 12. Termination of employment

12.1 Notice of termination is provided for in the NES.

### 12.2 Notice of termination by an employee

The notice of termination required to be given by an employee is the same as that required of an employer except that there is no requirement on the employee concerned to give additional notice based on the age of the employee concerned. If an employee fails to give the required notice the employer may withhold from any monies due to the employee on termination under this award or the NES, an amount not exceeding the amount the employee would have been paid under this award in respect of the period of notice required by the clause less any period of notice actually given by the employee.

### 12.3 Job search entitlement

Where an employer has given notice of termination to an employee, an employee must be allowed up to one day's time off without loss of pay for the purpose of seeking other employment. The time off is to be taken at times that are convenient to the employee after consultation with the employer.

## **13. Redundancy**

**13.1** Redundancy pay is provided for in the NES.

### **13.2 Transfer to lower paid duties**

Where an employee is transferred to lower paid duties by reason of redundancy, the same period of notice must be given as the employee would have been entitled to under the NES if the employment has been terminated and the employer may, at the employer's option, make payment instead of an amount equal to the difference between the former ordinary time rate of pay and the ordinary time rate of pay for the number of weeks of notice still owing.

### **13.3 Employee leaving during notice period**

An employee given notice of termination in circumstances of redundancy may terminate their employment during the NES period of notice. The employee is entitled to receive the benefits and payments they would have received under this clause had they remained in employment until the expiry of the notice, but is not entitled to payment instead of notice.

### **13.4 Job search entitlement**

- (a) An employee given notice of termination in circumstances of redundancy must be allowed up to one day's time off without loss of pay during each week of the NES notice period for the purpose of seeking other employment.
- (b) If the employee has been allowed paid leave for more than one day during the NES notice period for the purpose of seeking other employment, the employee must, at the request of the employer, produce proof of attendance at an interview or they will not be entitled to payment for the time absent. For this purpose a statutory declaration is sufficient.
- (c) This entitlement applies instead of clause 12.3.

### **13.5 Transitional arrangements**

- (a) Subject to clause 13.5(b), an employee whose employment is terminated by an employer is entitled to redundancy pay in accordance with the terms of a NAPSA:
  - (i) that would have applied to the employee immediately prior to 1 January 2010, if the employee has at that time been in their current circumstances of employment and no agreement made under the Act had applied to the employee; and
  - (ii) that would have entitled the employee to redundancy pay in excess of the employee's entitlement to redundancy pay, if any, under the NES.
- (b) The employee's entitlement to redundancy pay under the NAPSA is limited to the amount of redundancy pay which exceeds the employee's entitlement, if any, under the NES.

- (c) This clause does not operate to diminish an employee's entitlement to redundancy pay under any other instrument.
- (d) This clause ceases to operate on 31 December 2014.

## **Part 4—Minimum Wages, Classifications and Related Matters**

### **14. Classifications**

- 14.1** All employees covered by this award must be classified according to the classification structure set out in Schedule A and paid the minimum wage in clause 15. An employer must advise an employee in writing of their classification and of any changes to their classification.
- 14.2** The classification by the employer must be according to the skill level or levels required to be exercised by the employee in order to carry out the principal functions of the employment as determined by the employer.
- 14.3** The classification criteria in Schedule A are guidelines to determine the appropriate classification level and consist of characteristics. As the characteristics are the principal guide to classification, they must be read as a whole to gain an understanding of the position and the performance requirements. An individual characteristic is not to be used to justify the classification of a position.
- 14.4** The lists of typical activities and occupational equivalents are non-exhaustive indicative guides. The typical activities and occupational equivalents are not to be used as the primary determinant in classifying employees. They may assist where the characteristics of a level may not be easily applied. At any level, an employee may be expected to undertake duties of any lower level. An employee may also be expected to undertake duties at a higher level, provided undertaking such duties does not alter the substantive or principal classification of the employee's duties.
- 14.5** An employer may direct an employee to perform such duties as are within the limits of the employee's skill, competence and/or training.
- 14.6** Where an employee does not perform work as directed in accordance with clause 14.5 above, the employee is not entitled to payment for that period.

## 15. Minimum wages

### 15.1 Annual rates of pay

An employer will pay an adult employee not less than the rate of pay specified for the employee's classification.

General Employee Classification	Classification Stream	Percentage of Standard Rate (Level 3)	Annual Salary \$
<b>Level 1</b>			
1(a)	School operations services grade 1	85	28,390
1(b)	School administration services grade 1	87.5	29,225
1(c)	Classroom support services grade 1 Preschool/child care services grade 1	90	30,060
<b>Level 2</b>	Classroom support services grade 2 Curriculum/resources services grade 1 Preschool/child care services grade 2 Boarding supervision services grade 1 Wellbeing services grade 1 School administration services grade 2 School operations services grade 2	95	31,730
<b>Level 3</b>	Classroom support services grade 3 Curriculum/resources services grade 2 Preschool/child care services grade 3 Boarding supervision services grade 2 School administration services grade 3 School operations services grade 3	100	33,400
<b>Level 4</b>	Curriculum/resources services grade 3 Preschool/child care services grade 4 Boarding supervision services grade 3 Wellbeing services grade 2 School administration services grade 4 School operations services grade 4	110	36,730
<b>Level 5</b>	Curriculum/resources services grade 4 Preschool/child care services grade 5 Boarding supervision services grade 4 School administration services grade 5 School operations services grade 5	120	40,080
<b>Level 6</b>			
6(a)	Preschool/child care services grade 6 (1-39 places) Wellbeing services grade 3 Nursing services grade 1 School administration services grade 6 School operations services grade 6	130	43,420
6(b)	Preschool/child care services grade 6 (40-59 places)	135	45,090
6(c)	Preschool/child care services grade 6 (60 or more places)	140	46,760
<b>Level 7</b>	Wellbeing services grade 4 Nursing services grade 2 School administration services grade 7	150	50,100
<b>Level 8</b>	Nursing services grade 3 School administration services grade 8	160	53,440

## **15.2 Salary movement within a classification level**

The sublevels in Level 1 and Level 6 reflect classification according to the classification stream and do not represent incremental progression based upon years of service.

## **16. Junior employees**

A junior employee appointed to Level 1 or Level 2 of the classification structure in clause 14 – Classifications will be paid at the following percentage of the appropriate adult rate for the position performed.

<b>Age</b>	<b>% of adult rate</b>
Under 17 years of age	50
17 years of age	60
18 years of age	70
19 years of age	80
20 years of age	90

## **17. Apprentices**

**17.1** [standard provisions to be inserted]

## **18. Allowances**

### **18.1 Higher duties allowance**

- (a) An employer may direct an employee to temporarily perform duties applicable to a classification higher than their current classification.
- (b) Where the employee performs such duties for more than five days and those duties constitute the whole or substantially the whole type of duties which would attract the higher classification, the employee will be paid the rate of pay applicable to the higher classification for the whole period during which the duties are performed.
- (c) An exception to clause 18.1(b) is where the employee is a school operational services employee. Where a school operational services employee performs the duties for one day or more and those duties constitute the whole or substantially the whole type of duties which would attract the higher classification, the employee will be paid the rate of pay applicable to the

higher classification for the whole period during which the duties are performed.

## **18.2 Uniform/protective clothing**

Where an employer requires an employee to wear a uniform or protective clothing, which includes clothing and/or footwear, during the performance of the employee's duties, the employer will:

- (a) provide the uniform or protective clothing, which includes the maintenance and laundering of the items; or
- (b) provide a uniform or protective clothing allowance of \$1.20 per day up to a maximum of \$6.00 per week and a laundry allowance of \$0.30 per day up to a maximum of \$1.50 per week; or
- (c) reimburse the employee for the purchase price of the uniform or protective clothing and provide a laundry allowance of \$0.30 per day up to a maximum of \$1.50 per week, if the employer does not launder the items.

## **18.3 Meal allowance**

Where an employer requires an employee:

- (a) to undertake more than two hours' overtime after the completion of a full day of work (defined as not less than 7.6 hours) work, the employer will provide a meal to the employee. The exceptions to this are:
  - (i) if an employee could reasonably return home for a meal; or
  - (ii) if it is not possible to provide a meal, the employer will pay a meal allowance of \$12.00 to the employee;
- (b) If employed in a boarding role, to be on duty during meal times, the employee will be entitled to the meal provided to the school's boarding students.

## **18.4 Vehicle allowance**

- (a) An employee required by the employer to use the employee's motor vehicle in the performance of duties must be paid the following allowances:
  - (i) **motor car**  
\$0.74 per kilometre with a maximum payment as for 400 kilometres per week.
  - (ii) **motorcycle**  
\$0.25 per kilometre with a maximum payment as for 400 kilometres per week.

- (b) The employer must pay all expenses including registration, running and maintenance where an employer provides a motor vehicle which is used by an employee in the performance of the employee's duties.

### **18.5 Sleepover allowance**

- (a) Subject to clause 18.5(b), where the employer requires a boarding supervision services employee, to sleepover on the employer's premises for a period outside that of the employee's normal rostered hours of duty, the following arrangements will apply:
  - (i) the employee will be entitled to an amount of 0.11% of the Standard Rate per sleepover, which is defined as sleeping in at night to undertake duty of care requirements and to be on call for emergencies;
  - (ii) where an employee is required by the employer to perform work during a sleepover, the employee will be paid for the time worked at the rate of 150% of the ordinary hourly rate of pay, with the minimum payment being for 30 minutes;
  - (iii) any time worked under clause 18.5(a)(ii) will not be taken into account for the purposes of clause 10 - Types of employment and clause 25 - Ordinary hours of work;
  - (iv) the payments in this subclause will not extend beyond the period of the sleepover; and
  - (v) the employee will be provided with suitable accommodation, including reasonably convenient bathroom facilities, at no cost to the employee.
- (b) An employee who is provided with accommodation for the employee's exclusive use is not entitled to the sleepover allowance under clause 18.5(a)(i).

### **18.6 On-call and re-call allowances**

#### **(a) On-call allowance**

An on-call allowance is paid to an employee who is required by an employer to hold themselves available to be recalled to work. The employee will be paid an allowance equal to one ordinary hour's pay for each period of up to 24 hours that the employee is required to be on call.

#### **(b) Re-call allowance**

An employee recalled to duty at the workplace will be paid a minimum of two hours at the appropriate overtime rate, where that duty is not continuous with their ordinary hours of duty.

#### **(c) Exceptions**

The on-call and re-call allowances do not apply to:

- (i) an employee paid a sleepover allowance in accordance with clause 18.5;  
or
- (ii) an employee provided with accommodation, including living quarters, fuel and light, at no cost to the employee.

### **18.7 First aid allowance**

#### **(a) Excluded employees**

This allowance does not apply to:

- (i) a nurse;
- (ii) an employee employed exclusively as a first aid officer; or
- (iii) an employee whose appointment to the position of first aid officer has been taken into account in classifying their position.

#### **(b) Application**

An employee, who is designated by the employer to perform first aid duty, including the dispensing of medication to students in accordance with medication plans, and who holds a current recognised first aid qualification, will be paid an allowance of:

- (i) 1.65% of the Standard Rate per annum; or
- (ii) 1/240<sup>th</sup> of the allowance in (i), if designated on a per day basis.

### **18.8 Tool allowance**

Where an employer does not provide all tools necessary for a tradesperson to perform their work, a tradesperson will be paid \$13.68 per week (except for a carpenter or joiner who will be paid a tool allowance of \$25.91 per week) for supplying and maintaining tools ordinarily required in the performance of their work as a tradesperson. An apprentice will receive the relative percentage of this allowance.

### **18.9 Caretaker's accommodation**

- (a) An employee, who is employed as a caretaker and who is required by the employer to reside in premises provided by the employer, will be provided with living quarters, fuel and light at no cost to the employee.
- (b) The on-call and recall allowances in clause 18.6 do not apply to a caretaker provided with accommodation.

### **18.10 District allowances**

#### **(a) Northern Territory**

An employee in the Northern Territory is entitled to payment of a district allowance in accordance with the terms of an award made under the *Workplace Relations Act 1996* (Cth):

- (i) that would have applied to the employee immediately prior to 1 January 2010, if the employee had at that time been in their current circumstances of employment and no agreement made under that Act had applied to the employee; and
- (ii) that would have entitled the employee to payment of a district allowance.

**(b) Western Australia**

An employee in Western Australia is entitled to payment of a district allowance in accordance with the terms of a NAPSA or an award made under the *Workplace Relations Act 1996* (Cth.):

- (i) that would have applied to the employee immediately prior to 1 January 2010, if the employee had at that time been in their current circumstances of employment and no agreement made under the NAPSA or the Act had applied to the employee; and
- (ii) that would have entitled the employee to payment of a district allowance.

- (c) This clause ceases to operate on 31 December 2014.

**18.11 Adjustment of expense related allowances**

At the time of any adjustment to the standard rate, each expense related allowance will be increased by the relevant adjustment factor. The relevant adjustment factor for this purpose is the percentage movement in the applicable index figure most recently published by the Australian Bureau of Statistics since the allowance was last adjusted.

The applicable index figure is the index figure published by the Australian Bureau of Statistics for the Eight Capitals Consumer Price Index (Cat No. 6401.0), as follows:

<b>Allowance</b>	<b>Applicable Consumer Price Index Figure</b>
Meal allowance	Take away and fast foods sub-group
Clothing and footwear	Clothing and footwear group
Vehicle allowance	Private motoring sub-group

**19. Payment of wages**

**19.1** All monies payable will be paid:

- (a) once each fortnight; or
- (b) once every four weeks at the end of the first fortnight including payment for two weeks in arrears and two weeks in advance; or

- (c) once every month with payment being made as nearly as possible on the middle of each month including one half month in arrears and one half month in advance.

**19.2** An employer may elect to pay wages and allowances by cash, cheque or direct transfer. Where monies are paid by direct transfer, the employee has the right to nominate the financial institution and the account.

## **20. Superannuation**

### **20.1 Superannuation legislation**

- (a) Superannuation legislation, including the *Superannuation Guarantee (Administration) Act 1992* (Cth), the *Superannuation Guarantee Charge Act 1992* (Cth), the *Superannuation Industry (Supervision) Act 1993* (Cth) and the *Superannuation (Resolution of Complaints) Act 1993* (Cth), deals with the superannuation rights and obligations of employers and employees. Under superannuation legislation individual employees generally have the opportunity to choose their own superannuation fund. If an employee does not choose a superannuation fund, any superannuation fund nominated in the award covering the employee applies.
- (b) The rights and obligations in these clauses supplement those in superannuation legislation.

### **20.2 Employer contributions**

An employer must make such superannuation contributions to a superannuation fund for the benefit of an employee as will avoid the employer being required to pay the superannuation guarantee charge under superannuation legislation with respect to that employee.

### **20.3 Voluntary employee contributions**

- (a) Subject to the governing rules of the relevant superannuation fund, an employee, may, in writing authorise their employer to pay on behalf of the employee a specified amount from the post-taxation wages of the employee into the same superannuation fund as the employer makes the superannuation contributions provided for in clause 20.2.
- (b) An employee may adjust the amount the employee has authorised their employer to pay from the wages of the employee from the first of the month following the giving of three months' written notice to their employer.
- (c) The employer must pay the amount authorised under clauses 20.3(a) or 20.3(b) no later than 28 days after the end of the month in which the deduction authorised under clauses 20.3(a) or 20.3(b) was made.

## **20.4 Superannuation fund**

Unless, to comply with superannuation legislation, the employer is required to make the superannuation contributions provided for in clause 20.2 to another superannuation fund that is chosen by the employee, the employer must make superannuation contributions provided for in clause 20.2 and pay the amount authorised under clauses 20.3(a) or 20.3(b) to:

- (a) any superannuation fund to which the employer was making superannuation contributions for the benefit of its employees before 1 January 2010, provided the superannuation fund is an eligible choice fund; or
- (b) one of the following superannuation funds:
  - (i) the Non-Government Schools Superannuation Fund (NGS Super);
  - (ii) Catholic Superannuation and Retirement Fund (CSRFB);
  - (iii) National Catholic Superannuation Fund (NCSF);
  - (iv) Catholic Superannuation Fund (CSF);
  - (v) Combined Fund;
  - (vi) The Victorian Independent Schools Superannuation Trust (VISSF);
  - (vii) Health Employees Superannuation Trust of Australia (HESTA);
  - (viii) Australian Superannuation Savings Employment Trust (ASSET);
  - (ix) Australian Retirement Fund (ARF);
  - (x) Tasplan Fund;
  - (xi) Sunsuper;
  - (xii) Queensland Independent Education and Care Superannuation Trust;
  - (xiii) AMP Occupational Superannuation Fund;
  - (xiv) Concept One;
  - (xv) Westscheme;
  - (xvi) Lutheran Church of Australia Staff Superannuation Fund;
  - (xvii) Australasian Conference Association Superannuation Fund; and
  - (xviii) Christian Super.

## **21. Accident pay**

**21.1** Subject to clause 21.3(b), an employee is entitled to accident pay in accordance with the terms of:

- (a) a NAPSA that would have applied to the employee immediately prior to 1 January 2010 or an award made under the *Workplace Relations Act 1996* (Cth) that would have applied to the employee immediately prior to 27 March 2006, if the employee had at the time been in their current circumstances of employment and no agreement made under the *Workplace Relations Act 1996* (Cth) had applied to the employee; and
- (b) that would have entitled the employee to accident pay in excess of the employee's entitlement to accident pay, if any, under any other instrument.

**21.2** This clause ceases to operate on 31 December 2014.

## **22. Supported wage system**

See Schedule B.

## **23. National training system**

See Schedule C.

# **Part 5—Hours of Work and Related Matters**

## **24. Exemption**

An employee who is:

- (a) a professional or managerial employee classified at Level 6 or above, and
- (b) in receipt of a salary at least ten per cent in excess of the annual salary prescribed for Level 8 in clause 15 - Minimum wages,

is exempt from the provisions of clause 25 – Hours of work, clause 27 – Minimum breaks between periods of duty, clause 28 – Breaks, clause 29 – Overtime and clause 32 - Penalties.

## **25. Ordinary hours of work**

**25.1** The ordinary hours of work for a full-time employee will be 38 hours per week or an average of 38 hours per week. The ordinary hours of work for a part-time or casual employee will be in accordance with clause 10 – Types of employment.

**25.2** The ordinary hours of work in clause 25.1 may be averaged over a period of a fortnight or four weeks. The exceptions to this are:

- (a) a curriculum/resources services employee employed in outdoor education, whose hours of work may be averaged over a period of up to 12 months;

- (b) a boarding services employee, whose hours of work may be averaged over a term, as defined by the employer.

**25.3** The ordinary hours of work will be worked as follows:

<b>Classification stream</b>	<b>Days of the week (times of the day)</b>
School administration services Classroom support services Wellbeing services Curriculum/resources services <u>Exceptions</u> : outdoor education	Monday to Friday (7.00am to 7.00pm)     Monday to Sunday (in not more than five days)
Preschool/child care services Nursing services	Monday to Friday (6.30am to 6.30pm)
Boarding supervision services	Monday to Sunday (in not more than five days)
School operational services <u>Exceptions</u> : cleaning laundry, cooking/catering, caretaking, housekeeping, security, <u>Exceptions</u> : gardening, maintenance <u>Exceptions</u> : bus drivers	Monday to Friday (6.00am to 6.00pm)  Monday to Sunday (in not more than five days)  Monday to Friday (6.00am to 6.00pm) and Saturday (6.00am to 12.00pm)  Monday to Friday
<p>Provided that where a daily span of hours is specified, and there is mutual agreement between the employer and the employee or the employer and the majority of employees in the particular classification stream, the starting time may commence one hour earlier or the ceasing time may be extended by one hour or the hour may be divided between the starting and ceasing times.</p> <p>The classification streams must be read in accordance with clause 3.1 and Schedule A of this award.</p>	

**25.4** An employer may require a part-time employee to work reasonable additional hours in accordance with the provisions of this clause. Where:

- (a) the employee's hours are averaged
  - (i) the employee will be paid for all such additional hours at the casual hourly rate of pay, provided that the additional hours worked –
    - i. fall within the applicable daily spread of hours in clause 25.3, and
    - ii do not result in the employee working more than eight hours on that day, and
    - iii do not result in the employee working more than the allowed maximum weekly ordinary hours during the averaging period (i.e., 38 hours x total weeks in the averaging period); and
  - (ii) the employee will be entitled to payment at the appropriate overtime rate of pay for any additional hours worked which do not meet the requirements detailed in clause 25.4(a)(i)i and clause 25.4(a)(i)ii.
- (b) the employee's hours are not averaged
  - (i) the employee will be paid for all such additional hours at the casual hourly rate of pay, provided that the additional hours worked –
    - i fall within the applicable daily spread of hours in clause 25.3, and
    - ii do not result in the employee working more than eight hours on that day, and
    - iii the employee will be entitled to payment at the appropriate overtime rate of pay for any additional hours worked which do not meet the requirements detailed in clause 25.4(b)(i)ii.
- (c) Where additional hours are worked on a day the employee is already attending for work, the minimum casual start of two hours will not apply.
- (d) Additional hours worked by a part-time employee in accordance with clause 25.4(a) or clause 25.4(b) do not accrue leave entitlements under this award or the NES.

## **26. Rostered Days Off**

**26.1** An employer and an employee may agree that the ordinary hours of work provided by clause 25 – Ordinary hours of work will be worked over 19 days in each four week period.

**26.2** The employee will work 152 hours over 19 days in each four week period, with one rostered day off on full pay in each such period.

- 26.3** The employee will accrue 24 minutes for each eight hour day worked to give the employee an entitlement to take a rostered day off;
- 26.4** Each day of paid leave taken by an employee (but not including long service leave or any period of stand down and any public holiday occurring during any cycle of four weeks) will be regarded as a day worked for the purpose of accruing an entitlement under clause 26.3.
- 26.5** Rostered days off will not be regarded as part of the employee's annual leave.
- 26.6** Despite any other provisions of this award, an employee will not be entitled to more than 12 paid rostered days off in any 12 months of consecutive employment.
- 26.7** An employee who is scheduled to take a rostered day off before having worked a complete four week cycle will be paid a pro rata amount for the time that the employee has accrued in accordance with clause 26.3.
- 26.8** An employee whose employment is terminated in the course of a four week cycle will be paid a pro rata amount for the time accrued by the employee in the cycle in accordance with clause 26.3.
- 26.9** Rostered days off will be determined, by mutual agreement between the employer and the employee, having regard to the needs of the place of employment.
- 26.10** An employer will advise an employee at least four weeks in advance of the day on which the employee is to be rostered off duty.

**27. Minimum breaks between periods of duty**

- 27.1** An employee will be entitled to a minimum break of ten consecutive hours between the end of one period of duty and the beginning of the next period of duty, in relation to ordinary hours and where overtime is worked.
- 27.2** Where an employee is required by an employer to resume work, or to continue to work, without having ten consecutive hours off duty, the employee is entitled to be absent from duty without loss of pay until ten consecutive hours have been taken, or to be paid at 200% of the ordinary rate of pay until released from duty.
- 27.3** The entitlements in clause 27.1 and clause 27.2 do not apply to:
- (a) a boarding supervision services employee, where the periods of duty are concurrent with a sleepover;
  - (b) breaks during a day for an employee employed in preschool/childcare services, boarding supervision, or school operational services (cooking/catering, laundry, housekeeping or bus driving);
  - (c) an employee who is provided with accommodation on the employer's premises or in the vicinity of the employer's premises; or
  - (d) an employee who is attending a school camp or excursion.

## **28. Breaks**

### **28.1 Meal break**

An employee will be entitled to an unpaid meal break of 30 minutes no later than five hours after commencing work, unless otherwise agreed between the employee and the employer.

### **28.2 Rest break**

- (a) At a time suitable to the employer, an employee is entitled to a rest break of ten minutes, which will be counted as time worked, for each period of three hours worked, with a maximum of two rest breaks per shift. The employer and an employee may agree to one rest break of 20 minutes in place of the two ten minute rest breaks.
- (b) Notwithstanding 28.2(a), an employee in classroom support services is entitled to one rest break of 20 minutes, which will be counted as time worked.

## **29. Overtime**

### **29.1 Overtime rates**

An employee will be paid overtime for all authorised work performed outside of, or in excess of the ordinary or rostered hours as follows:

<b>Time worked</b>	<b>Overtime rate</b>
Monday – Friday	150% of the ordinary hourly rate of pay for the first three hours and 200% of the ordinary hourly rate of pay thereafter
Saturday	150% of the ordinary hourly rate of pay for the first three hours and 200% of the ordinary hourly rate thereafter
Sunday	200% of the ordinary hourly rate of pay
Public holidays	250% of the ordinary hourly rate of pay

Overtime will be calculated daily.

### **29.2 Time off instead of overtime payment**

- (a) An employee and an employer may agree that an employee will be provided with time off instead of being paid an overtime payment for all authorised work performed outside of, or in excess of, the ordinary or rostered hours.
- (b) Overtime taken as time off during ordinary time hours must be taken at the ordinary time rate that is an hour for each hour worked.

(c) Where an employee and an employer have agreed to time off in lieu under clause 29.2(a) and such time has not been taken:

(i) within four weeks of accrual; or

(ii) during the non-term weeks agreed in writing between an employee and an employer,

an employer must, if requested by an employee, provide payment, at the rate provided for the payment of overtime in the award, for any overtime worked.

### **29.3 Make-up time**

An employee may elect, with the consent of the employer, to work 'make-up time' under which the employee takes time off during ordinary hours, and works those hours at a later time, during the spread of ordinary hours provided in the award.

## **30. Shiftwork**

### **30.1 Application**

This clause applies to boarding supervision services employees only.

### **30.2 Ordinary hours for shiftwork**

The ordinary hours for shiftwork will:

(a) be worked continuously each shift;

(b) not exceed 10 hours, inclusive of a meal break in any single shift; and

(c) be rostered in accordance with clause 31 - Rostering.

### **30.3 Definitions**

The following shift definition applies:

A **night shift** is a shift of work that finishes after midnight and at or before 7.30am.

### **30.4 Penalty rates**

A penalty rate of 15% will apply to any shift in which any ordinary hours are worked between 7.00pm and 6.00am, except a non-rotating night shift which attracts a penalty rate of 30%.

## **31. Rostering**

**31.1** For employees working to a roster, a roster showing normal starting and finishing times and the name of each employee will be prepared by the employer and will be displayed in a place conveniently accessible to employees at least seven days before the commencement of the roster period.

- 31.2** An employee employed in preschool/child care services, boarding supervision services, or school operational services (cooking/catering, cleaning, laundry, housekeeping, bus driving) may be rostered to work ordinary hours for up to two periods of duty, exclusive of rest breaks, per day, with a minimum payment of two hours for each period of duty.
- 31.3** An employee employed in boarding supervision services or school operational services may be rostered to work on a weekend or on a public holiday.
- 31.4** A roster will be alterable by mutual consent at any time or by amendment of the roster on seven days' notice. Except that a roster may be altered at any time to enable the functions of the employer to be carried out where another employee is absent from work due to illness or in an emergency. The employee must be notified of the change as soon as possible.
- 31.5** Where such alteration requires an employee to work on a day which would otherwise have been the employee's day off, the day off instead will be as mutually arranged.

## **32. Penalties**

### **32.1 Weekend work**

- (a) An employee, other than an employee specified in clause 32.1(b), if rostered to work ordinary hours on a
- (i) Saturday, will be paid at the ordinary time rate of pay plus a penalty of 50% of the ordinary time rate of pay;
  - (ii) Sunday, will be paid the ordinary time rate of pay plus a penalty of 100% of the ordinary time rate of pay.
- (b) The exceptions to clause 32.1(a) are as follows:
- (i) a nursing services employee, if rostered to work ordinary hours on a Saturday or a Sunday, will be paid the ordinary time rate of pay plus a penalty of 50% of the ordinary time rate of pay;
  - (ii) a catering/cooking employee, if rostered to work ordinary hours on a
    - i. Saturday, will be paid the ordinary time rate of pay plus a penalty of 25% of the ordinary time rate of pay; or
    - ii. Sunday, will be paid the ordinary time rate of pay plus a penalty of 75% of the ordinary time rate of pay.

### **32.2 Evening and night work**

A school operational services employee (excluding security and caretaking) is entitled to:

- (a) an additional 10% of the ordinary hourly rate for any rostered ordinary hours worked after 7.00 pm and before midnight; or

- (b) an additional 15% of the ordinary hourly rate for any rostered ordinary hours worked after midnight and before 6.00am.

### **32.3 Application of penalties**

The penalty rates within this award, including in the overtime clause, are not cumulative. Where an employee is entitled to more than one penalty or overtime rate under this award, the employee will be entitled to the highest single penalty or overtime rate.

## **Part 6—Leave and Public Holidays**

### **33. Annual leave**

**33.1** Annual leave is provided for in the NES, subject to the provisions of this clause.

**33.2** Annual leave does not apply to a casual employee.

**33.3** Due to the operational requirements of the employer, where required by an employer, the employee must generally take their annual leave during non-term weeks. If the employer does not require the employee to take their annual leave during non-term weeks, annual leave will be taken as agreed between the employee and the employer or, if not agreed, as directed by the employer by giving four weeks' notice.

### **33.4 Annual leave loading**

During a period of annual leave, an employee will receive a loading calculated on the rate of wage prescribed in clause 15 - Minimum Wages of this award. Annual leave loading is payable on leave accrued, to a maximum of four weeks' annual leave. Except that an employer may, at its election, pay:

- (a) annual leave loading to the employee with each salary payment throughout the school year by increasing the annual rate of pay as at the commencement of the school year, or as subsequently varied, by 1.3426%. Where an employer elects to pay annual leave loading with each salary payment throughout the school year, the employer must advise the employee in writing; or
- (b) annual leave loading in respect of the school year to the employee with the first salary payment in December of that school year at the rate of pay applicable on 1 December of that school year.

### **33.5 Paid leave in advance of accrued entitlement**

An employer may allow an employee to take annual leave either wholly or partly in advance before the leave has accrued. Where paid leave has been granted to an employee in excess of the employee's accrued entitlement, and the employee subsequently leaves or is discharged from the service of the employer before completing the required amount of service to account for the leave provided in

advance, the employer is entitled to deduct the amount of leave in advance still owing from any remuneration payable to the employee upon termination of employment.

#### **34. Personal/carer's leave and compassionate leave**

**34.1** Personal/carer's leave and compassionate leave are provided for in the NES. This clause supplements those entitlements and deals with evidence required to be provided by an employee when taking paid personal/carer's leave.

**34.2** An employee entitled to take annual leave re-accredited in accordance with NES is required to take annual leave during the stand down period, where the employee's contract of employment specifies stand down arrangements. Otherwise, the annual leave arrangements will be in accordance with clause 32.3.

#### **35. Community service leave**

**35.1** Community service leave is provided for in the NES, subject to the provisions of this clause.

**35.2** An employee entitled to take annual leave re-accredited in accordance with the NES is required to take annual leave during the stand down period, where the employee's contract of employment specifies stand down arrangements. Otherwise, the annual leave arrangements will be in accordance with clause 33.3.

#### **36. Public holidays**

**36.1** Public holidays are provided for in the NES, subject to the provisions of this clause.

##### **36.2 Payment for work on a public holiday**

An employee required to work on a public holiday will be paid at the rate of double time and a half for ordinary hours performed, unless the employer and the employee have agreed to the employee taking a day off in lieu or a substitute day in which case the employee will be paid at the ordinary time rate for work on the public holiday.

##### **36.3 Substitution of public holidays where employer holidays provided**

(a) By agreement between the employer and the majority of employees, an alternative day may be taken as a public holiday instead of any of the days specified by the NES. The agreement will be recorded in writing and made available to every affected employee.

(b) By agreement between the employer and an individual employee, the individual employee may take an alternative day as a public holiday instead of any of the days specified by the NES. The agreement must be recorded in writing in the employment records.

- (c) Where an employer proposes to substitute a day for a public holiday specified by the NES, the employer will give not less than five working days' notice of the intention to reach agreement to this effect.

### **36.4 Effect on payment for holidays**

Where an employee is absent from their employment on the working day before or the working day after a public holiday without reasonable excuse or without the consent of the employer, they will not be entitled to payment for the holiday.

## **Schedule A—Classifications**

### **DEFINITIONS**

#### **Definition 1: Supervision**

##### **Close supervision**

Clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviations from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.

##### **Routine supervision**

Direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures, guidance on the approach to non-standard circumstances is provided by a supervisor.

Checking is selective rather than constant.

##### **General direction**

Direction is provided on the assignments to be undertaken, with the employee determining the appropriate use of established methods, tasks and sequences.

There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available.

When performance is checked, it is on assignment completion.

##### **Broad direction**

Direction is provided in terms of objectives which may require the planning of staff, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

## **Definition 2: Qualifications**

Within the Australian Qualifications Framework:

### **Year 12**

Completion of a senior secondary certificate of education, usually in Year 12 of secondary school.

### **Trade certificate**

Completion of an apprenticeship, normally of four years' duration, or equivalent recognition, e.g., Certificate III.

### **Post-trade certificate**

A course of study over and above a trade certificate and less than a Certificate IV.

### **Certificates I and II**

Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.

### **Certificate III**

A course that provides a range of well-developed skills and is comparable to a trade certificate.

### **Certificate IV**

A course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part-time post-Year 12 or post-trade certificate course.

### **Diploma**

A course at a higher education or vocational educational and training institution, typically equivalent to two years' full-time post-Year 12 study.

### **Advanced diploma**

A course at a higher education or vocational educational and training institution, typically equivalent to three years' full-time post-Year 12 study.

### **Degree**

A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.

## **Postgraduate degree**

A recognised postgraduate degree, over and above a degree as defined above.

Note: Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.

## **Definition 3: Classification dimensions**

### **Competency**

The skill, complexity and responsibility of tasks typically required at each classification level.

### **Judgment, independence and problem solving**

Judgment is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Independence is the extent to which an employee is able (or allowed) to work effectively without supervision or direction. Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of actions are available.

This dimension looks at how much of each of these three qualities applies at each classification level.

### **Level of supervision**

This dimension covers both the way in which employees are supervised or managed and the role of employees in supervising or managing others.

### **Training level or qualifications**

The type and duration of training which the duties of the classification level typically require for effective performance. Training is the process of acquiring skills and knowledge through formal education, on the job instruction or exposure to procedures.

### **Typical activities**

Examples of activities typically undertaken by employees in different roles at each of the classification levels. Examples of occupational equivalent positions are provided. Reference to small, medium and large schools is made, based upon student enrolment. A small school enrolls less than 300 students, a medium school enrolls between 300 and 600 students and a large school enrolls more than 600 students.

## Classification Grid

This classification grid classifies roles into levels within the classification streams.

Classification Stream Grade	Classification Structure Level							
	1	2	3	4	5	6	7	8
Classroom support services	1*	2	3					
Curriculum/resources services		1	2	3	4			
Preschool/child care services	1*	2	3	4	5	6*		
Boarding supervision services		1	2	3	4	5		
Wellbeing services		1		2		3	4	
Nursing services						1	2	3
School administration services	1*	2	3	4	5	6	7	8
School operational services	1*	2	3	4	5	6		

\* Employees at school operations services grade 1 will be classified at Level 1(a).

Employees at school administration services grade 1 will be classified at Level 1(b).

Employees at classroom support services grade 1 and preschool/childcare services grade 1 will be classified at Level 1(c).

Employees at preschool/childcare services grade 6 will be classified at Level 6(a), 6(b) or 6(c) for child care places of up to 39, between 40 and 59 and 60 or more, respectively

### GENERAL EMPLOYEE LEVEL 1

An employee at this level will learn and gain competency in the basic skills required by the employer. In the event that the increased skills/competency are required and utilised by the employer, classification to a higher level within the structure may be possible.

#### Competency

Competency involves application of knowledge and skills to a limited range of tasks and roles. There is a specific range of contexts where the choice of actions is clear. The competencies are normally used within established routines, methods and procedures that are predictable. Judgments against established criteria may also be required.

#### Judgment, independence and problem solving

Little, if any, independent judgment or decision-making is required. The employee follows standard procedures in a predefined order for each assignment. The employee resolves problems where alternatives for the employee are limited and the required action is clear or can be readily referred to a more senior employee.

#### Level of supervision

Close supervision or, in the case of more experienced employees working alone, routine supervision

## **Training level or qualifications**

An employee is not required to have formal qualifications or work experience upon engagement.

An employee will be provided with on-the-job training which will provide information about, and/or an introduction to, the conditions of employment, the school, the school's policies and procedures in relation to the work environment and the employees with whom the employee will be working.

## **Typical activities**

### **Classroom support services grade 1**

Providing general assistance of a supportive nature to teachers, as directed

Assisting student learning, either individually or in groups, under the direct supervision of a higher level general employee or a teacher

Assisting with the collection, preparation and distribution of classroom materials

Assisting with clerical duties associated with normal classroom activities, e.g., student records, equipment records, etc.

Assisting teachers with the care of students on school excursions, sports days and other classroom activities

*Occupational equivalent:* teacher aide/assistant, integration aide/assistant

### **Preschool/child care services grade 1**

Learning and implementing the policies, procedures and routines and the requisite basic skills

Learning how to establish relationships and interacting with children

Attending to the physical, social and emotional needs of children on an individual or groups basis

Assisting in the development of good relations with families attending the facility

Performing basic duties, including food preparation, cleaning or gardening

*Occupational equivalent:* child care assistant, outside school hours assistant, preschool assistant, kindergarten assistant

### **School administration services grade 1**

Performing a range of general clerical duties at a basic level, for example, filing, handling mail, maintaining records, data entry

Operating routine office equipment, such as a computer, photocopier, scanner, facsimile, biding machine, guillotine, franking machine, calculator, etc

Performing a reception function, including providing information and making referrals in accordance with school procedures

Carrying out minor cash transactions including receipting, balancing and banking

Monitoring and maintaining stock levels of stationery/materials within established parameters, including reordering

*Occupational equivalent:* clerical assistant, data entry operator, front desk/reception assistant

### **School operational services grade 1**

Performing general labouring tasks

Performing general gardening tasks, including preparing grounds and undertaking planting

Performing horticultural duties in areas such as sports playing fields, garden maintenance and foliage control

Performing basic gardening and outdoor maintenance

Performing basic maintenance

Performing a range of industrial cleaning tasks

Moving furniture and equipment

Purchasing and stock control duties, including receipt, ordering and inventory control of goods

Assisting in a school retail facility, such as a canteen, uniform shop or book shop

Assisting trades personnel with manual duties

Taking general care of school vehicles, including driving buses for less than 25 passengers

Undertaking elementary food preparation and cooking duties, cleaning and tidying the kitchen and its equipment

Performing gardening duties such as the planting and trimming of trees, sowing, planting and cutting of grass and the watering of plants, gardens, trees, lawns and displays

Removing cuttings, raking leaves, cleaning/emptying litter bins, cleaning gutters/drains/culverts

Performing routine maintenance of turf, synthetic, artificial and other play surfaces

Performing non-trade tasks incidental to the employee's work

Performing general laundry duties

Performing general house assistant duties in a boarding houses, such as cleaning

Performing minor repairs to linen or clothing such as buttons, zips, seams and working with flat materials

Cleaning, dusting and polishing in classrooms or other public areas of the school

Making and/or serving morning/afternoon tea, including washing up and other duties in connection with such work other than meals/refreshments in the school's main dining area

*Occupational equivalent:* cleaner, pantry hand/kitchen assistant, laundry assistant, grounds/maintenance assistant, retail assistant, bus driver, handyperson, attendant, trades assistant

### **GENERAL EMPLOYEE LEVEL 2**

An employee at this level performs work above and beyond the skills of an employee at Level 1.

#### **Competency**

Competency at this level involves application of knowledge and skills to a range of tasks and roles. There is a defined range of contexts where the choice of actions required is clear. There is limited complexity of choice of actions required. On occasion, more complex tasks may be performed.

## **Judgment, independence and problem solving**

Applies generally accepted concepts, principles and standards in well-defined areas. Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives.

An employee at this level will be expected to perform a combination of various routine tasks where the daily work routine will allow the latitude to rearrange some work sequences, provided the prearranged work priorities are achieved.

## **Level of supervision**

Routine supervision of straightforward tasks; close supervision of more complex tasks. Where employees are working alone, less direct guidance and some autonomy may be involved.

## **Training level or qualifications**

Level 2 duties typically require:

- a skill level which assumes and requires knowledge, training or experience relevant to the duties to be performed; or
- completion of Year 12 without work experience; or
- completion of Certificates I or II with work related experience; or
- an equivalent combination of experience and training.

## **Typical activities**

### **Classroom support services grade 2**

Providing assistance with the educational program where limited discretion and judgment and/or specific skills are involved

*Occupational equivalent:* teacher aide/assistant, integration aide/assistant

### **Curriculum/resources services grade 1**

Performing a range of basic library transactions, including processing, cataloguing and accessioning books, stocktaking, preparing display materials, using circulation systems, general photocopying and related clerical tasks

Maintaining, controlling, operating and demonstrating the use of audio-visual equipment, where there is limited complexity, including assisting with audio and video recording

Maintaining booking and repair/replacement systems for equipment

Maintaining catalogues of recorded programs in accordance with established routines, methods and procedures

Maintaining equipment and materials

Caring for fauna and flora

Preparing teaching aids under direction

Preparing standard solutions and less complex experiments

Assisting students and teachers to use the catalogue and/or locate books and resource materials

Explaining the function and use of library and library equipment to students

Under direction, assisting teaching staff to take story groups

Searching and identifying fairly complex bibliographic material organising inter-library loans  
Answering ready references inquiries  
Operating a wide range of audio-visual or computer equipment  
Demonstrating and explaining the operation of audio-visual, computer and other similar equipment  
Providing technical support to teachers  
Recording materials by means of sound and photographic equipment, etc.  
Evaluating and making recommendations for the purchase of technical or computer equipment  
Implementing measures for proper storage control and handling or disposal of dangerous or toxic substances  
Culturing, preparing for use and being responsible to the relevant manager for the security of bacterial, viral or other like substances  
Ordering supplies and materials  
Within a defined range of contexts, where the choice of actions is clear, maintaining scientific equipment, materials and specimens  
Assisting with the design/demonstration of experiments and scientific equipment, as directed

*Occupational equivalent:* library assistant, laboratory assistant, technology centre assistant

**Preschool/child care services grade 2**

Assisting in the implementation of the children's program under supervision  
Assisting in the implementation of daily care routines  
Developing awareness of, and assisting in the maintenance of the health and safety of children in care  
Understanding and working according to the policies and procedures associated with the children's program  
Responsibility for food preparation, cleaning, gardening or general maintenance under the guidance of the director or the director's nominee  
Demonstrating knowledge of hygienic handling of food and equipment

*Occupational equivalent:* child care assistant

**Boarding supervision services grade 1**

Performing basic duties to assist the person in charge of the boarding house in the daily routines involving the care of students and general functions of the boarding house  
Applying domestic and interpersonal skills

*Occupational equivalent:* boarding house assistant

**Wellbeing services grade 1**

Providing first aid services, as the designated first aid officer in the school

*Occupational equivalent:* first aid officer

### **School administration services grade 2**

Performing duties involving the inward and outward movement of mail, keeping, copying, maintaining and retrieving records, straightforward data entry and retrieval

*Occupational equivalent:* clerical assistant

### **School operational services grade 2**

Performing non-cooking duties in the kitchen including the assembly, preparation and measurement of food items

Undertaking general gardening tasks including the preparation and planting procedures

Laundry duties requiring the application of limited discretion

Operating, maintaining and adjusting turf machinery under general supervision

Applying fertilizers, fungicides, herbicides and insecticides under general supervision

Performing a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports

Driving a bus with a carrying capacity of 25 or more passengers

*Occupational services:* cook, gardener, kitchen assistant, security officer, school bus driver

## **GENERAL EMPLOYEE LEVEL 3**

An employee at this level performs work above and beyond the skills of an employee at Level 2.

### **Competency**

Competency at this level involves application of knowledge with depth in some areas and a broad range of skills. There is a range of roles and tasks in a variety of contexts. There is some complexity in the extent and choice of actions required. Competencies are normally used within routines, methods and procedures. Some discretion and judgment is involved in the selection of equipment, work organization, services, actions and achieving outcomes within time constraints.

### **Judgment, independence and problem solving**

Exercise judgment on work methods and task sequence within specified timelines and standard practices and procedures. Answers are usually found by selecting from specific choices defined in standard work policies or procedures.

### **Level of supervision**

In some positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other employees may be required. An employee may direct the work of others and delegate tasks. When employees are working alone, they may work semi-autonomously.

## **Training level or qualifications**

Level 3 duties typically require a skill level which assumes and requires knowledge or training in clerical/administrative, trades or technical functions equivalent to:

- completion of a trades certificate or Certificate III;
- completion of Year 12 or a Certificate II, with relevant work experience; or
- an equivalent combination of relevant experience and/or education/training.

Persons advancing through this level may typically perform duties which require further on the job training or knowledge and training equivalent to progress toward completion of a Certificate IV or Diploma.

## **Typical activities**

### **Classroom support services grade 3**

Undertaking some responsibility for other employees in the work area

Providing assistance or guidance to other employees in the work area

Liaising between the school, the student and the student's family where some discretion and judgment are involved

Assist student learning, where some discretion and judgment is involved, including evaluation and assessment, under the supervision of a teacher, of the learning needs of students

*Occupational equivalent:* student services coordinator

### **Curriculum/resources services grade 2**

Undertaking some responsibility for other employees in the work area

Providing assistance or guidance to other employees in the work area

Providing technical assistance in the operation of a library, laboratory, or technology centre, where some discretion and judgment are involved

Preparing descriptive cataloguing for library materials

Supervising the operation of circulation systems

Answering reference and information inquiries, other than ready reference

Assisting in evaluating and selecting equipment and supplies

Providing guidance in the use of information systems

Producing resource materials, e.g., multi-media kits, video and film clips

Teaching audio-visual, computer and other technical skills to students and teachers

Searching and verifying bibliographical data where some judgment and discretion are involved

Producing, displaying and/or publicizing materials

Assisting students and employees to access information and to use equipment in a library, laboratory or a technology centre where some discretion and judgment are involved

Assisting with supervision of students in the library where some discretion and judgment are involved

Providing technical assistance and advice, as requested

Assisting with the planning and organization of a laboratory or technology centre and field work

Testing of experiments and demonstrating experiments (with teachers)

*Occupational equivalent:* library technician, laboratory technician, technology centre technician,

**Preschool/child care services grade 3**

Assisting in the preparation, implementation and evaluation of developmentally appropriate programs for individual children or groups  
Responsibility for recording observations of individual children or groups for program planning purposes for qualified employees  
Working with individual children with particular needs, under direction  
Assisting in the direction of untrained employees  
Undertaking and implementing the requirements of quality assurance  
Working in accordance with food safety regulations

*Occupational equivalent:* child care assistant

**Boarding supervision services grade 2**

Deputising from time to time for the person in charge of the boarding house, while undertaking the basic duties

*Occupational equivalent:* senior boarding house assistant

**School administration services grade 3**

Undertaking a wide range of secretarial and clerical duties at an advanced level, including typing, word processing, maintain email and computerized records and shorthand  
Managing inquires from students, parents, employees and the general public  
Entering financial data into computers and preparing financial and management reports for review and authorisation  
Preparing and processing payroll within routines, methods and procedures  
Undertaking bank and ledger reconciliations  
Assisting with preparation of internal and external publications  
Providing administrative support to senior management, including arranging appointments, diaries and preparing both confidential and general correspondence  
Preparing government and statutory authority returns for authorisation

*Occupational equivalent:* administration assistant, office supervisor, accounts clerk, school secretary (small school)

**School operational services grade 3**

Performing general maintenance work which includes the use of trade accredited skills in areas such as carpentry, plumbing or electrical services  
Control and responsibility for the maintenance of gardens, sports grounds and/or facilities which includes the use of accredited trade skills in areas such as horticulture, gardening or in the maintenance of sports grounds  
Responsibility for operating the school canteen, uniform shop or book shop, including supervision of employees and volunteers  
Cooking duties including a la carte cooking, baking, pastry cooking or butchery  
Responsibility for operating, maintaining and adjusting turf machinery, as appropriate  
Cleaning and inspecting machinery after each use, reporting any problems to the appropriate manager  
In trades positions, applying the skills taught in a trades certificate or Certificate III, including performance of a range of construction, maintenance and repair tasks, using precision hand

and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.

Performing a range of security duties, including patrols, alarm responses, emergency procedures and preparing incident reports

Responsibility for the security and basic maintenance of school property

*Occupational equivalent:* tradesperson, retail function coordinator, security officer, caretaker

#### **GENERAL EMPLOYEE LEVEL 4**

An employee at this level performs work above and beyond the skills of an employee at Level 3.

#### **Competency**

Competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is a wide variety of tasks and roles in a variety of contexts. There is complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions. Competencies are normally used within a variety of routines, methods and procedures. Discretion and judgment are required for self and/or others in planning, selection of equipment, work organization, services, actions and achieving outcomes within time constraints.

#### **Judgment, independence and problem solving**

Independent judgment is required to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to meet variations in facts and/or conditions. The employee may apply extensive diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks, proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

#### **Level of supervision**

Supervision is generally present to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance. Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks. Some positions will require general direction. May supervise or co-ordinate others to achieve objectives, including liaison with employees at higher levels. May undertake stand-alone work.

#### **Training level or qualifications**

Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- completion of a diploma level qualification with relevant work related experience; or
- completion of a Certificate IV with relevant work experience; or
- completion of a post-trades certificate and extensive relevant experience and;
- on the job training; or

- completion of a Certificate III with extensive relevant work experience; or
- an equivalent combination of relevant experience and/or education/training.

### **Typical activities**

#### **Curriculum/resources services grade 3**

Demonstrating and instructing students and employees with respect to the use of complex audio visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas

Designing and demonstrating experiments within a variety of routines, methods and experiences under supervision of teachers where discretion and judgment are required

In-charge of an identifiable functional unit, which ordinarily will involve the supervision of staff

Liaising with teachers on curriculum matters

Assisting careers advisor/counselor

*Occupational equivalent:* senior technician in a library, laboratory or technology centre, careers placement officer

#### **Preschool/child care services grade 4**

Responsibility, in consultation with the director or the director's nominee, for the preparation, implementation and evaluation of a developmentally appropriate program for individual children or groups of children in care

Responsibility for the direction and general supervision of lower level employees

Ensuring a safe environment is maintained for children and employees

Ensuring that records are maintained accurately for each child in the employee's care

Developing, implementing and evaluating daily care routines

Ensuring adherence to the policies and procedures

Liaising with families

*Occupational equivalent:* child care assistant

#### **Boarding supervision services grade 3**

Managing a boarding house, with significant responsibility for the welfare of students, which includes the maintenance of effective communication with the parents of students and the supervision of other boarding supervision employees

*Occupational equivalent:* boarding house supervisor/manager/coordinator

#### **Wellbeing services grade 2**

Providing support and guidance to students

Providing welfare services to students

*Occupational equivalent:* youth welfare officer

#### **School administration services grade 4**

Responsibility for the smooth and efficient financial administration of a small school

Responsibility for both secretarial and financial administration of a school office in a small school

Using computer software packages, including desktop publishing, database and/or web software, at an advanced level

Planning and setting up spreadsheets and data base applications

Initiating and handling correspondence, which may include confidential correspondence

Calculating and maintaining wage and salary records for a large payroll utilizing a variety of routines, methods and procedures

Applying inventory and purchasing control procedures

Preparing monthly summaries of debtors and creditors ledger transactions, with reconciliations

Controlling the purchasing and storage for a discrete function

Supervising and maintaining hardware and software components of a computer network, with appropriate support for users

Preparing complex financial and administrative systems

Undertaking responsibility for the co-ordination and ongoing management of fundraising activities or special projects where an advanced level of clerical and administrative skill is required.

*Occupational equivalent:* senior administration assistant, office supervisor, finance officer, school registrar, school secretary (large school), principal's secretary, school development officer

#### **School operational services grade 4**

Performing specialized cooking, butchery, baking pastry and the supervision of the operation

Responsibility for planning, scheduling and supervising of all aspects of gardening maintenance

Deputising for the manager if absent, including undertaking all duties

In trades positions, working on complex engineering or interconnected electrical circuits and/or exercising high precision trades skills using various materials and/or specialised techniques

*Occupational equivalent:* advanced tradesperson, head grounds person (medium or large school)

#### **GENERAL EMPLOYEE LEVEL 5**

An employee at this level performs work above and beyond the skills of an employee at Level 4

#### **Competency**

Competency at this level involves self-directed application of knowledge with substantial depth in some areas. A range of technical and other skills are applied to roles and functions in both varied and highly specific contexts. Competencies are normally used independently and both routinely and non-routinely. Discretion and judgment are required in planning and selecting appropriate equipment, service techniques and work organisation for self and/or others.

## **Judgment, independence and problem solving**

Problem solving involves the identification and analysis of diverse problems. Solve problems through the standard application of theoretical principles and techniques at degree level. Apply standard technical training and experience to solve problems. Apply expertise to the making of decisions. Being responsible for coordinating a team to provide an administrative service.

## **Level of supervision**

Routine supervision to general direction, depending on tasks involved and experience. May supervise other staff, provide functional direction and achieve results through others.

## **Training level or qualifications**

Level 5 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- completion of a degree without subsequent relevant work experience; or
- completion of an advanced diploma qualification and at least one year's subsequent relevant work experience; or
- completion of a diploma qualification and at least two years' subsequent relevant work experience; or
- completion of a Certificate IV and extensive relevant work experience; or
- completion of a post-trades certificate and extensive (typically more than two years') relevant experience as a technician; or
- an equivalent combination of relevant experience and/or education/training.

## **Typical activities**

### **Curriculum/resources services grade 4**

Providing specialist technical advice, direction and assistance in the employee's area of expertise using the application of knowledge gained through formal study/qualifications applicable to this level

*Occupational equivalent:* professional assistant

### **Preschool/child care services grade 5**

*Occupational equivalent:* Operating as the assistant director:

- Responsibility for coordinating and directing the activities of employees, including the employees engaged in the implementation and evaluation of developmentally appropriate programs
- Contributing, through the director, to the development of the facility or policies and procedures
- Coordinating operations, including occupational health and safety, program planning, staff training

- Taking responsibility for the day-to-day management of the facility in the temporary absence of the director and for management and compliance with all licensing and all statutory and quality assurance issues

*Occupational equivalent:* Operating as the coordinator:

- Undertaking additional responsibilities, including coordinating the activities of more than one group, supervising employees, trainees and students on placement and assisting in administrative functions

#### **Boarding supervision services grade 4**

Responsibility to the Principal of a school for the overall supervision of the recreational and personal welfare of all students and has overall responsibility for the administration of two or more boarding houses or a very large boarding house

*Occupational equivalent:* head of boarding (large school)

#### **School administration services grade 5**

Applying theoretical knowledge, at degree level, in a straightforward way, in professional positions

Providing designated support to senior management and associated committees concerning designated aspects of school management

Overseeing the operations of the school's office and other administrative activities

Ensuring deadlines and targets are met.

Preparing the accounts of the school to operating statement stage and assisting in the formulating of period and year end entries

Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods

*Occupational equivalent:* human resources officer, office supervisor (large school), school development officer

#### **School operational services grade 5**

Managing a range of functions

*Occupational equivalent:* assistant property manager (large school), property manager (medium school)

### **GENERAL EMPLOYEE LEVEL 6**

An employee at this level performs work above and beyond the skills of an employee at Level 5.

#### **Competency**

Competency at this level involves the development and application of professional knowledge in a specialised area/s and utilizing a broad range of skills. Competences are normally applied independently and are substantially non-routine.

Competency at this level involves the delivery of professional services within defined accountability levels. Employees may operate individually or as a member of a team.

Significant discretion and judgment is required in planning, designing professional, technical or supervisory functions related to services, operations or processes.

Employees are expected to plan their own professional development and such increased knowledge, relevant to the position held, will be applied to the work situation.

Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.

### **Judgment, independence and problem solving**

Discretion to innovate within own function and take responsibility for outcomes; design, develop and test complex equipment, systems and procedures; undertake planning involving resources use and develop proposals for resource allocation; exercise high level diagnostic skills on sophisticated equipment or systems; analyse and report on data and experiments.

Problems are complex, varied and only mildly related to those seen before. Simply determining what the problem is requires major individual effort and/or consultation with others within the same area or other areas within the workplace. A high degree of analytical ability and inductive thinking may be required to solve highly intricate, technically complex problems. Must be able to develop new and non standard approaches.

### **Level of supervision**

In some positions, general direction is appropriate. In other positions, broad direction would apply. May have extensive supervisory and line management responsibility for general employees. Supervision is present to review established objectives.

### **Training level or qualifications**

Level 6 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- a degree with subsequent relevant experience; or
- extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or
- an equivalent combination of relevant experience and/or education/training.

### **Typical activities**

#### **Preschool/child care services grade 6**

Responsibility as a director, being responsible for the overall management and administration of the facility, including

Supervising the implementation of developmentally appropriate programs for children

Recruiting staff in accordance with relevant regulations, as directed by the Principal  
Maintaining day-to day accounts and handling all administrative matters  
Ensuring that the facility adheres to all relevant regulations and statutory requirements  
Ensuring that the facility meets or exceeds quality assurance requirements  
Liaising with families and outside agencies  
Formulating and evaluating annual budgets  
Providing professional leadership and development to employees  
Developing and maintaining policies and practices for the facility

*Occupational equivalent:* child care centre director (Level 6(a) for up to 39 places; Level 6(b) for 40 – 59 places; Level 6(c) for 60 or more places)

**Wellbeing services grade 3**

Performing guidance and counseling, within defined accountabilities  
Providing specialist health services and/or therapy services to students

*Occupational equivalent:* psychologist, speech therapist, occupational therapist

**Nursing services grade 1**

Providing primary nursing care with its associated administrative responsibilities

*Occupational equivalent:* school nurse

**School administration services grade 6**

Operating and being responsible for a structurally and/or operationally defined section  
Provide professional advice to students and employees in the employee's area of expertise

Responsibility for professional development of other employees  
Contributing to operational and strategic planning in the area of responsibility  
Operating and being responsible for a structurally and/or operationally defined section in a large school

*Occupational equivalent:* public relations manager/director, school development manager,

**School operational services grade 6**

Managing a range of functions

*Occupational equivalent:* property manager

## **GENERAL EMPLOYEE LEVEL 7**

An employee at this level performs work above and beyond the skills of an employee at Level 6.

### **Competency**

Within constraints set by management, employees exercise initiative in the application of professional practices demonstrating independent discretion and judgment, which may have effect beyond a work area. An employee at this level is expected to carry a high proportion of tasks involving complex, specialised or professional functions.

An employee may independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. In professional or technical positions, the employee may be a recognised authority in a specialised area.

### **Judgment, independence and problem solving**

Independently relate existing policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques. This may involve stand-alone work or the supervision of employees in order to achieve objectives. It may also involve the interpretation of policy which has an impact beyond the immediate work area.

### **Level of supervision**

Broad direction. May manage other employees including general employees.

### **Training level or qualifications**

Level 7 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- a degree with at least four years of subsequent relevant experience; or
- extensive experience and management expertise in technical or administrative fields; or
- an equivalent combination of relevant experience and/or education/training.

### **Typical Activities**

#### **Wellbeing services grade 4**

Managing counseling services with more than one psychologist under supervision

*Occupational equivalent:* head of school counseling

#### **Nursing services grade 2**

Providing health counseling, health education and acting in a resource capacity to the school community, in addition to providing primary care with it associated administrative duties

*Occupational equivalent:* school nurse

### **School administration services grade 7**

Preparing advice, reports, proposals or submissions, using a high level of expertise, for the senior executives of the school and/or outside bodies

Providing financial advice to the principal or the business manager

Managing the school's financial system

Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods at an advanced level

*Occupational equivalent:* information technology manager (medium school)

### **GENERAL EMPLOYEE LEVEL 8**

An employee at this level performs work above and beyond the skills of an employee at Level 7.

#### **Competency**

Competency at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.

#### **Judgment, independence and problem solving**

Responsible for program development and implementation. Provide strategic support and advice requiring integration of a range of school policies and external requirements, and an ability to achieve objectives operating within complex organisation structures.

#### **Level of supervision**

Broad direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other employees including administrative, technical and/or professional employees.

#### **Training level or qualifications**

Level 8 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or
- extensive experience and management expertise; or
- an equivalent combination of relevant experience and/or education/training.

## Typical activities

### Nursing services grade 3

Providing health, counseling, health education and acting in a resource capacity to a school community, in addition to providing primary nursing care with its associated administrative duties and being responsible for the coordination, administration and management of health service and who is in charge of or directs, the activities of other employees of the school's health service

*Occupational equivalent:* nurse in charge

### School administration services grade 8

Managing a large functional unit with a diverse or complex set of functions and significant resources in a large school

Undertaking the role of an assistant bursar/business manager in a large school

Performing information technology tasks requiring professional qualifications involving analysis, design or computation and drawing upon advanced techniques and methods at an advanced level

*Occupational equivalent:* information technology manager (large school), assistant bursar/business manager (large school)

## Schedule B—Supported Wage System

**B.1.** This schedule defines the conditions which will apply to employees who because of the effects of a disability are eligible for a supported wage under the terms of this award.

**B.2.** In this schedule:

**approved assessor** means a person accredited by the management unit established by the Commonwealth under the supported wage system to perform assessments of an individual's productive capacity within the supported wage system

**assessment instrument** means the tool provided for under the supported wage system that records the assessment of the productive capacity of the person to be employed under the supported wage system

**disability support pension** means the Commonwealth pension scheme to provide income security for persons with a disability as provided under the *Social Security Act 1991*, as amended from time to time, or any successor to that scheme

**relevant minimum wage** means the minimum wage prescribed in this award for the class of work for which an employee is engaged

**supported wage system** means the Commonwealth Government system to promote employment for people who cannot work at full award wages because of a disability, as documented in the Supported Wage System Handbook. The Handbook is available from the following website: [www.jobaccess.gov.au](http://www.jobaccess.gov.au)

**SWS wage assessment agreement** means the document in the form required by the Department of Education, Employment and Workplace Relations that records the employee's productive capacity and agreed wage rate

### **B.3 Eligibility criteria**

**B.3.1** Employees covered by this schedule will be those who are unable to perform the range of duties to the competence level required within the class of work for which the employee is engaged under this award, because of the effects of a disability on their productive capacity and who meet the impairment criteria for receipt of a disability support pension.

**B.3.2** This schedule does not apply to any existing employee who has a claim against the employer which is subject to the provisions of workers compensation legislation or any provision of this award relating to the rehabilitation of employees who are injured in the course of their employment.

### **B.4 Supported wage rates**

**B.4.1** Employees to whom this schedule applies will be paid the applicable percentage of the relevant minimum wage according to the following schedule:

<b>Assessed capacity (clause 5)</b>	<b>Relevant minimum wage</b>
%	%
10	10
20	20
30	30
40	40
50	50
60	60
70	70
80	80
90	90

**B.4.2** Provided that the minimum amount payable must be not less than \$69 per week.

**B.4.3** Where an employee's assessed capacity is 10%, they must receive a high degree of assistance and support.

### **B.5 Assessment of capacity**

**B.5.1** For the purpose of establishing the percentage of the relevant minimum wage, the productive capacity of the employee will be assessed in accordance with the Supported Wage System by an approved assessor, having consulted the employer and employee and, if the employee so desires, a union which the employee is eligible to join.

**B.5.2** All assessments made under this schedule must be documented in an SWS wage assessment agreement, and retained by the employer as a time and wages record in accordance with the Act.

## **B.6 Lodgement of SWS wage assessment agreement**

**B.6.1** All SWS wage assessment agreements under the conditions of this schedule, including the appropriate percentage of the relevant minimum wage to be paid to the employee, must be lodged by the employer with the Commission.

**B.6.2** All SWS wage assessment agreements must be agreed and signed by the employee and employer parties to the assessment. Where a union which has an interest in the award is not a party to the assessment, the assessment will be referred by the Industrial Registrar to the union by certified mail and the agreement will take effect unless an objection is notified to the Commission within 10 working days.

## **B.7 Review of assessment**

The assessment of the applicable percentage should be subject to annual or more frequent review on the basis of a reasonable request for such a review. The process of review must be in accordance with the procedures for assessing capacity under the supported wage system.

## **B.8 Other terms and conditions of employment**

Where an assessment has been made, the applicable percentage will apply to the relevant minimum wage only. Employees covered by the provisions of this schedule will be entitled to the same terms and conditions of employment as other workers covered by this award on a pro rata basis.

## **B.9 Workplace adjustment**

An employer wishing to employ a person under the provisions of this schedule must take reasonable steps to make changes in the workplace to enhance the employee's capacity to do the job. Changes may involve re-design of job duties, working time arrangements and work organisation in consultation with other workers in the area.

## **B.10 Trial period**

**B.10.1** In order for an adequate assessment of the employee's capacity to be made, an employer may employ a person under the provisions of this schedule for a trial period not exceeding 12 weeks, except that in some cases additional work adjustment time (not exceeding four weeks) may be needed.

**B.10.2** During that trial period the assessment of capacity will be undertaken and the percentage of the relevant minimum wage for a continuing employment relationship will be determined.

**B.10.3** The minimum amount payable to the employee during the trial period must be no less than \$69 per week.

**B.10.4** Work trials should include induction or training as appropriate to the job being trialled.

**B.10.5** Where the employer and employee wish to establish a continuing employment relationship following the completion of the trial period, a further contract of employment will be entered into based on the outcome of assessment under clause 5.

### **Schedule C - School-based Apprentices**

**C.1** This schedule applies to school-based apprentices. A school-based apprentice is a person who is undertaking an apprenticeship in accordance with this schedule while also undertaking a course of secondary education.

**C.2** A school-based apprenticeship may be undertaken in the trades covered by this award under a training agreement or contract of training for an apprentice declared or recognised by the relevant State or Territory authority.

**C.3** The relevant minimum wages for full-time junior and adult apprentices provided for in this award, calculated hourly, will apply to school-based apprentices for total hours worked including time deemed to be spent in off-the-job training.

**C.4** For the purposes of clause 3, where an apprentice is a full-time school student, the time spent in off-the-job training for which the apprentice must be paid is 25% of the actual hours worked each week on-the-job. The wages paid for training time may be averaged over the semester or year.

**C.5.** A school-based apprentice must be allowed, over the duration of the apprenticeship, the same amount of time to attend off-the-job training as an equivalent full-time apprentice.

**C.6** For the purposes of this schedule, off-the-job training is structured training delivered by a Registered Training Organisation separate from normal work duties or general supervised practice undertaken on the job.

**C.7** The duration of the apprenticeship must be as specified in the training agreement or contract for each apprentice but must not exceed six years.

**C.8** School-based apprentices progress through the relevant wage scale at the rate of 12 months progression for each two years of employment as an apprentice.

**C.9** The apprentice wage scales are based on a standard full-time apprenticeship of four years (unless the apprenticeship is of three years duration). The rate of progression reflects the

average rate of skill acquisition expected from the typical combination of work and training for a school-based apprentice undertaking the applicable apprenticeship.

**C.10** If an apprentice converts from school-based to full-time, all time spent as a full-time apprentice will count for the purposes of progression through the relevant wage scale in addition to the progression achieved as a school-based apprentice.

**C.11** School-based apprentices are entitled pro rata to all of the other conditions in this award.

## **Schedule C—National Training System (AIRC DRAFT)**

### **1. Title**

This is the *National Training Wage Schedule*.

### **2. Definitions**

In this schedule:

**adult trainee** is a trainee who would qualify for the highest minimum wage in Wage Level A, B or C if covered by that wage level.

**Australian Qualifications Framework (AQF)** is a national framework for qualifications in post-compulsory education and training.

**approved training** means the training specified in the training contract.

**out of school** refers only to periods out of school beyond Year 10 as at the first of January in each year and is deemed to:

(a) include any period of schooling beyond Year 10 which was not part of or did not contribute to a completed year of schooling;

(b) include any period during which a trainee repeats in whole or part a year of schooling beyond Year 10; and

(c) not include any period during a calendar year in which a year of schooling is completed.

**relevant State or Territory training authority** means the bodies in the relevant State or Territory which exercise approval powers in relation to traineeships and register training contracts under the relevant State or Territory vocational education and training legislation.

**relevant State or Territory vocational education and training legislation** means the following or any successor legislation:

Western Australia: *Vocational Education and Training Act 1996*

Northern Territory: *Northern Territory Employment and Training Act*

Victoria: *Education and Training Reform Act 2006*

New South Wales: *Apprenticeship and Traineeship Act 2001*

Australian Capital Territory: *Training and Tertiary Education Act 2003*

Queensland: *Vocational Education, Training and Employment Act 2000*

South Australia: *Training and Skills Development Act 2008*

Tasmania: *Vocational Education and Training Act 1994*.

**trainee** is an employee undertaking a traineeship.

**traineeship** means a system of training which has been approved by the relevant State or Territory training authority, or which meets the requirements of a training package developed by the relevant Industry Skills Council and endorsed by the National Quality Council, and which leads to an AQF certificate level qualification.

**training contract** means an agreement for a traineeship made between an employer and an employee which is registered with the relevant State or Territory training authority.

**training package** means the competency standards and associated assessment guidelines for an AQF certificate level qualification which have been endorsed for an industry or enterprise by the National Quality Council and placed on the National Training Information Service with the approval of the Commonwealth, State and Territory Ministers responsible for vocational education and training.

**Year 10** includes any year before Year 10.

### **3. Coverage**

**3.1** Subject to clause 3.2 of this schedule, this schedule applies in respect of an employee covered by this award who is undertaking a traineeship whose training package and AQF certificate level is allocated to a wage level by Appendix 1 to this schedule.

**3.2** This schedule only applies to AQF Certificate Level IV traineeships for which a relevant AQF Certificate Level III traineeship is listed in Appendix 1 to this schedule.

**3.3** This schedule does not apply to the apprenticeship system or to any training program which applies to the same occupation and achieves essentially the same training outcome as an existing apprenticeship in an award as at 25 June 1997.

**3.4** Where the terms and conditions of this schedule conflict with other terms and conditions of this award dealing with traineeships, the other terms and conditions of this award prevail.

3.5 At the conclusion of the traineeship, this schedule ceases to apply to the employee.

#### 4. Types of Traineeship

4.1 The following types of traineeship are available under this schedule:

(a) a full-time traineeship based on 38 ordinary hours per week, with 20% of ordinary hours being approved training.

(b) a part-time traineeship based on less than 38 ordinary hours per week, with 20% of ordinary hours being approved training solely on-the-job or partly on-the-job and partly off-the-job, or where training is fully off-the-job.

4.2 Employment as a trainee does not commence until the relevant training contract has been signed by the employer and the employee and lodged for registration with the relevant State or Territory training authority, provided that if the training contract is not in a standard format employment as a trainee does not commence until the training contract has been registered with the relevant State or Territory training authority.

#### 5. Minimum Wages

##### 5.1 Minimum wages for full-time traineeships

###### (a) Wage Level A

Subject to clause 5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level A by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	<b>\$ per week</b>	<b>\$ per week</b>	<b>\$ per week</b>
School leaver	245.00	270.00	323.00
Plus 1 year out of school	270.00	323.00	375.00
Plus 2 years out of school	323.00	375.00	437.00
Plus 3 years out of school	375.00	437.00	500.00
Plus 4 years out of school	437.00	500.00	
Plus 5 or more years out of school	500.00		

###### (b) Wage Level B

Subject to clause 5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level I–III traineeship whose training

package and AQF certificate levels are allocated to Wage Level B by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	<b>\$ per week</b>	<b>\$ per week</b>	<b>\$ per week</b>
School leaver	245.00	270.00	313.00
Plus 1 year out of school	270.00	313.00	360.00
Plus 2 years out of school	313.00	360.00	423.00
Plus 3 years out of school	360.00	423.00	482.00
Plus 4 years out of school	423.00	482.00	
Plus 5 or more years out of school	482.00		

**(c) Wage Level C**

Subject to clause 5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level 1–III traineeship whose training package and AQF certificate levels are allocated to Wage Level C by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	<b>\$ per week</b>	<b>\$ per week</b>	<b>\$ per week</b>
School leaver	245.00	270.00	312.00
Plus 1 year out of school	270.00	312.00	351.00
Plus 2 years out of school	312.00	351.00	392.00
Plus 3 years out of school	351.00	392.00	437.00
Plus 4 years out of school	392.00	437.00	
Plus 5 or more years out of school	437.00		

**(d) School-based traineeships**

Subject to clause 5.3 of this schedule, the minimum wages for a trainee undertaking a school-based AQF certificate level traineeship whose training package and AQF certificate levels are allocated to Wage Levels A, B or C by Appendix 1 are as follows when the trainee works full-time ordinary hours:

<b>Year of schooling</b>	
<b>Year 11</b>	<b>Year 12</b>
<b>\$ per week</b>	<b>\$ per week</b>
245.00	270.00

**(e) AQF Certificate Level IV traineeships**

(i) Subject to clause 5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level IV traineeship are the minimum wages for the relevant full-time AQF Certificate Level III traineeship with the addition of 3.8% to those minimum wages.

(ii) Subject to clause 5.3 of this schedule, the minimum wages for an adult trainee undertaking a full-time AQF Certificate Level IV traineeship are as follows, provided that the relevant wage level is that for the relevant AQF Certificate Level III traineeship:

<b>Wage level</b>	<b>First year of traineeship \$ per week</b>	<b>Second year of traineeship \$ per week</b>
Wage Level A	519.00	539.00
Wage Level B	500.00	519.00
Wage Level C	454.00	471.00

**5.2 Minimum wages for part-time traineeships**

**(a) Wage Level A**

Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level A by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10 \$ per hour</b>	<b>Year 11 \$ per hour</b>	<b>Year 12 \$ per hour</b>
School leaver	8.06	8.88	10.63
Plus 1 year out of school	8.88	10.63	12.34
Plus 2 years out of school	10.63	12.34	14.38
Plus 3 years out of school	12.34	14.38	16.45
Plus 4 years out of school	14.38	16.45	
Plus 5 or more years out of school	16.45		

**(b) Wage Level B**

Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level B by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	<b>\$ per hour</b>	<b>\$ per hour</b>	<b>\$ per hour</b>
School leaver	8.06	8.88	10.30
Plus 1 year out of school	8.88	10.30	11.84
Plus 2 years out of school	10.30	11.84	13.91
Plus 3 years out of school	11.84	13.91	15.86
Plus 4 years out of school	13.91	15.86	
Plus 5 or more years out of school	15.86		

**(c) Wage Level C**

Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level C by Appendix 1 are:

	<b>Highest year of schooling completed</b>		
	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	<b>\$ per hour</b>	<b>\$ per hour</b>	<b>\$ per hour</b>
School leaver	8.06	8.88	10.26
Plus 1 year out of school	8.88	10.26	11.55
Plus 2 years out of school	10.26	11.55	12.89
Plus 3 years out of school	11.55	12.89	14.38
Plus 4 years out of school	12.89	14.38	
Plus 5 or more years out of school	14.38		

**(d) School-based traineeships**

Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for a trainee undertaking a school-based AQF certificate level traineeship whose training package and AQF certificate levels are allocated to Wage Levels A, B or C by Appendix 1 are as follows when the trainee works part-time ordinary hours:

<b>Year of schooling</b>	
<b>Year 11</b>	<b>Year 12</b>
<b>\$ per week</b>	<b>\$ per week</b>
8.06	8.88

**(e) AQF Certificate Level IV traineeships**

(i) Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level IV traineeship are the minimum wages for the relevant part-time AQF Certificate Level III traineeship with the addition of 3.8% to those minimum wages.

(ii) Subject to clauses 5.2(f) and 5.3 of this schedule, the minimum wages for an adult trainee undertaking a part-time AQF Certificate Level IV traineeship are as follows, provided that the relevant wage level is that for the relevant AQF Certificate Level III traineeship:

<b>Wage level</b>	<b>First year of traineeship \$ per hour</b>	<b>Second year of traineeship \$ per hour</b>
Wage Level A	17.07	17.73
Wage Level B	16.45	17.07
Wage Level C	14.93	15.49

**(f) Calculating the actual minimum wage**

(i) Where the full-time ordinary hours of work are not 38 or an average of 38 per week, the appropriate hourly minimum wage is obtained by multiplying the relevant minimum wage in clauses 5.2(a)–(e) of this schedule by 38 and then dividing the figure obtained by the full-time ordinary hours of work per week.

(ii) Where the approved training for a part-time traineeship is provided fully off-the-job by a registered training organisation, for example at school or at TAFE, the relevant minimum wage in clauses 5.2(a)–(e) of this schedule applies to each ordinary hour worked by the trainee.

(iii) Where the approved training for a part-time traineeship is undertaken solely on-the-job or partly on-the-job and partly off-the-job, the relevant minimum wage in clauses 5.2(a)–(e) of this schedule minus 20% applies to each ordinary hour worked by the trainee.

**5.3 Other minimum wage provisions**

(a) An employee who was employed by an employer immediately prior to becoming a trainee with that employer must not suffer a reduction in their

minimum wage per week or per hour by virtue of becoming a trainee. Casual loadings will be disregarded when determining whether the employee has suffered a reduction in their minimum wage.

(b) If a qualification is converted from an AQF Certificate Level II to an AQF Certificate Level III traineeship, or from an AQF Certificate Level III to an AQF Certificate Level IV traineeship, then the trainee must be paid the next highest minimum wage provided in this schedule, where a higher minimum wage is provided for the new AQF certificate level.

## **6. Employment conditions**

**6.1** A trainee is subject to a probation period of no longer than one month.

**6.2** A trainee must be permitted to be absent from work without loss of continuity of employment and/or wages to attend approved training.

**6.3** Subject to clause 3.4 of this schedule, all other terms and conditions of this award apply to a trainee unless specifically varied by this schedule.

## **Appendix 1: Allocation of Traineeships to Wage Levels**

The wage levels applying to training packages and their AQF certificate levels are:

### **1.1 Wage Level A**

<b>Training package</b>	<b>AQF certificate level</b>
Aviation	I
	II
	III
Beauty	III
	I
	II
Business Services	I
	II
	III
Chemical, Hydrocarbons and Refining	I
	II

	III
Civil Construction	III
Coal Training Package	
Community Services	I
	II
	III
Construction, Plumbing and Services Integrated Framework	
Correctional Services	II
	III
Drilling	II
	III
Electricity Supply Industry Generation Sector	II
	III
Electricity Supply Industry Transmission, Distribution and Rail Sector	II
	III
Electrotechnology	I
	II
	III
Financial Services	I
	II
	III
Floristry	III

Food Processing Industry	III
Gas Industry	III
General Construction	I
	II
	III
Information and Communications	I
	II
	III
Laboratory Operations	II
	III
Local Government	I
	II
	III
Manufacturing	I
	II
	III
Manufactured Mineral Products	III
Maritime	I
	II
	III
Metal and Engineering Industry	II
	III

Metalliferous Mining	II
	III
Museum, Library and Library/Information Services	II
	III
Plastics, Rubber and Cablemaking	III
Public Safety	III
Public Sector	II
	III
Pulp and Paper Manufacturing Industries	III
Retail Services	III
Telecommunications	II
	III
Textiles, Clothing and Footwear	III
Tourism, Hospitality and Events	I
	II
	III
Training and Assessment	III
Transport and Distribution	III
Water Industry (Utilities)	III
Wholesale	III

## 1.2 Wage Level B

Training package	AQF certificate level
Aeroskills	II

Animal Care and Management	I
	II
	III
Asset Maintenance	I
	II
	III
Asset Security	I
	II
	III
Australian Meat Industry	I
	II
	III
Automotive Industry Manufacturing	II
	III
Automotive Industry Retail, Service and Repair	I
	II
	III
Beauty	II
Caravan Industry	II
	III
Civil Construction	I
Community Recreation Industry	I
	II
	III

Entertainment	I
	II
	III
Extractive Industries	II
	III
Screen and Media	I
	II
	III
Fitness Industry	III
Floristry	II
Food Processing Industry	I
	II
Forest & Forest Products Industry	I
	II
	III
Furnishing	I
	II
	III
Gas Industry	I
	II
Health	II
	III

Local Government	I
	II
Manufactured Mineral Products	I
	II
Metal and Engineering Industry	I
	II
	III
Off-Site Construction	I
	II
	III
Outdoor Recreation Industry	I
	II
	III
Plastics, Rubber and Cablemaking	II
Printing and Graphic Arts	II
	III
Property Services	I
	II
	III
Public Safety	I
	II

Pulp and Paper Manufacturing Industries	I
	II
Retail Services	I
	II
Sport Industry	II
	III
Sport, Fitness and Recreation	II
	III
Sugar Milling	I
	II
	III
Textiles, Clothing and Footwear	I
	II
Transport and Logistics	I
	II
Visual Arts, Craft and Design	I
	II
	III
Water Industry	I
	II

### 1.3 Wage Level C

Training package	AQF certificate level
Agri-Food	I

Amenity Horticulture	I
	II
	III
Conservation and Land Management	I
	II
	III
Funeral Services	I
	II
	III
Music	I
	II
	III
Racing Industry	I
	II
	III
Rural Production	I
	II
	III
Seafood Industry	I
	II
	III