

QUEENSLAND INDUSTRIAL RELATIONS COMMISSION

Industrial Relations Act 2016 – s 193 – certification of an agreement

State of Queensland (Department of Education)

AND

United Workers Union, Industrial Union of Employees, Queensland

(Matter No. CB/2026/36)

**DEPARTMENT OF EDUCATION TEACHER AIDES' CERTIFIED AGREEMENT
2025**

Certificate of Approval

On 17 April 2026, the Commission certified the attached written agreement in accordance with section 193 of the *Industrial Relations Act 2016*:

Name of Agreement: **DEPARTMENT OF EDUCATION TEACHER AIDES'
CERTIFIED AGREEMENT 2025**

Parties to the Agreement:

- State of Queensland (Department of Education);
- The United Workers' Union, Industrial Union of Employees, Queensland

Operative Date: 17 April 2026

Nominal Expiry Date: 31 October 2028

Previous Agreement: *Department of Education Teacher Aides' Certified Agreement 2022*

Termination Date of Previous Agreement: 17 April 2026

By the Commission

D.L O'CONNOR
Vice President
17 April 2026

Department of Education Teacher Aides' Certified Agreement 2025

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PART 1 PRELIMINARY

1.1 Title

This Agreement shall be known as the *Department of Education Teacher Aides' Certified Agreement 2025*.

1.2 Application

This Agreement shall apply to:

- (a) the Director-General, Department of Education as Chief Executive of the Department of Education;
- (b) Teacher Aides employed by the Department engaged under the *General Employees (Queensland Government Departments) and Other Employees Award - State 2015*; and
- (c) United Workers' Union, Industrial Union of Employees, Queensland.

1.3 Date and period of operation

This Agreement shall operate from certification date and remain in force until 31 October 2028 (nominal expiry date).

1.4 Access to the Agreement

- (a) A copy of this Agreement shall be exhibited in a conspicuous and convenient place in all workplaces covered by this Agreement so as to be easily accessible by Teacher Aides. An electronic copy shall be available on the Department website.
- (b) All policies concerning conditions of employment for Teacher Aides are to be readily accessible by Teacher Aides, either as a hard copy or as an electronic version.

1.5 Relationship to Award

This Agreement operates in conjunction with the *General Employees (Queensland Government Departments) and Other Employees Award - State 2015*. In the event of any inconsistency with the Award, this Agreement will prevail to the extent of any inconsistency.

1.6 Definitions

For the purposes of this Agreement:

- (a) **Agreement** means the *Department of Education Teacher Aides' Certified Agreement 2025*.
- (b) **ALM** means Auslan Language Model.
- (c) **Award** means the *General Employees (Queensland Government Departments) and Other Employees Award - State 2015*, unless otherwise stipulated.
- (d) **Chief Executive** means the Director-General of the Department, or such other person who the Chief Executive has delegated specific authorities.
- (e) **casual employment** refer clause 5.4.
- (f) **Department** or **DoE** means the Department of Education.
- (g) **Directive** means a ruling, or part of a ruling, made under section 222 or section 223 of the *Public Sector Act 2022*, as amended from time to time.
- (h) **EI** means Educational Interpreter.
- (i) **employee or employees** means a person or persons employed by the Department in accordance with the *Public Sector Act 2022* for whom rates of pay and conditions are provided in this Agreement.
- (j) **fixed term temporary employee** means a Teacher Aide employed by the Department on a temporary basis for a fixed term (not casual employment) as defined in section 149(2)(b) of the *Public Sector Act 2022*. A fixed term temporary employee may be engaged on a full-time or part-time basis.

- (k) **group consultation** refers to clause 2.2 - Group Consultation.
- (l) **LCC** means a Local Consultative Committee as set out in clause 2.4.
- (m) **leave entitlements** refer to Schedule 3 for a summary of leave entitlements.
- (n) **OO2** means Teacher Aide classification (Operational Officer) level 2.
- (o) **OO3** means Teacher Aide classification (Operational Officer) level 3.
- (p) **OO4** means Teacher Aide classification (Operational Officer) level 4. Unless stated otherwise, includes Teacher Aides employed as Auslan Language Model / Educational Interpreter and Braille.
- (q) **ordinary hours** mean the weekly (or daily) hours worked by a Teacher Aide under the Award and paid at the ordinary wage rate.
- (r) **parties** mean the parties listed in clause 1.2 (Application).
- (s) **pro rata** means a proportional entitlement based upon the proportion of full-time hours worked by an employee at the time a pro rata entitlement becomes due.
- (t) **QIRC** means the Queensland Industrial Relations Commission.
- (u) **RCC** means a Regional Consultative Committee as set out in clause 2.5.
- (v) **requested transfer** means a Teacher Aide who has requested to be transferred and is listed as a 'requested transferee' in accordance with Departmental policy.
- (w) **required transfer** means a transfer to another school, either in whole or in part, in accordance with clause 12.3 regarding management of Teacher Aide hours.
- (x) **rostered hours** mean the weekly (or daily) ordinary hours and the *specified weekly (or daily) hours* rostered to be worked by the Teacher Aide in accordance with clause 8.3 (Hours of work), unless otherwise specified in this Agreement.
 - (i) For preserved employees subject to preserved arrangements (see clause 8.4, **rostered hours** mean the employee's ordinary hours per week as these employees do not work *specified weekly (or daily) hours*).
- (y) **significant change** includes major changes in the composition, operation or size of the workforce or in the skills required; the elimination or diminution of job opportunities or tenure; the alteration of hours of work; the need for retraining or transfer of employees to other work or locations.
- (z) **specified weekly / daily hours** refers to the standard job model in PART 8 and mean the component (12.5%) of ordinary hours rostered each week (or day as applicable) during the school term with deferred payment to contribute to wages in school vacation periods.
- (aa) **standard job model** or **SJM** has the meaning set out in PART 8.
- (bb) **supervision of students** means the general supervision of students in eating areas, playgrounds, computer rooms or libraries during the morning recess or lunch breaks, bus supervision and in some cases classrooms. Bus supervision refers to the supervision of students from the time of arrival of the buses in the morning to the beginning of classes, and from the cessation of classes to the departure of buses in the afternoon. Supervision duties are to be clearly indicated to Teacher Aides after appropriate consultation.
- (cc) **TACC** means the Teacher Aide Consultative Committee as set out in clause 2.6.
- (dd) **Teacher Aide** means an employee employed in the Operational Officer classifications covered by this Agreement.
- (ee) **TOIL** means time off in lieu as set out in clause 8.6(c).
- (ff) **training** means any activity aimed at providing Teacher Aides with required new information or

skills in relation to the performance of work.

(gg) **Union** or **UWU** means the United Workers' Union, Industrial Union of Employees, Queensland.

1.7 Objectives of the Agreement

In recognition of the valuable role Teacher Aides perform in supporting students to reach their potential and strive for excellence, the objectives of this Agreement are:

- (a) To provide employment arrangements that:
 - (i) support the implementation of the standard job model and recognise the importance of the partnership required between Teachers and Teacher Aides;
 - (ii) provide for Teacher Aides to be employed under an optimal part-time arrangement (30 ordinary hours per week or 6 ordinary hours per day) called a 'standard job', in accordance with PART 8 (Standard job model) and PART 9 (Filling of vacancies); and
 - (iii) enable a simplified and standardised *standard job model* to provide for wages at ordinary hours during school vacation periods when Teacher Aides are not required to attend work.
- (b) To confirm that employment on a permanent basis is the default basis of employment for employees covered by this Agreement.
- (c) To provide a framework for working collaboratively with UWU and encouraging proactive partnerships between UWU, UWU delegates, schools and the Department.
- (d) Other objectives include the enhancement of educational services by:
 - (i) supporting the Department to achieve the best educational outcomes for all school students;
 - (ii) providing efficient and high-quality services;
 - (iii) supporting initiatives in school-based planning, management and accountability frameworks;
 - (iv) implementing fair and equitable employment practices;
 - (v) developing more highly skilled Teacher Aides capable of achieving effective and efficient working arrangements and who are committed to client service, continual improvement, employee accountability, ongoing learning, team work and team problem solving;
 - (vi) providing certainty for Teacher Aides and the Department in relation to remuneration outcomes for the life of the Agreement; and
 - (vii) providing mechanisms for achieving the aims of the Agreement.

1.8 Commitments of the Agreement

- (a) Recommendations made by the Review of State School Resourcing Arrangements, referred to in clause 1.8(b)(i) of the *Department of Education Teacher Aides' Certified Agreement 2022*, are to be reported to the Teacher Aide Consultative Committee (TACC) upon the recommendations being made and following approval of Executive Government.
- (b) Education and training package
 - (i) The Department commits to updating the existing on-line education package to support this Agreement within three months of certification of the Agreement.
 - (ii) UWU will be consulted on the updates to the education package before it is finalised.
 - (iii) The education package is intended for school-based administration, school leaders (who lead Teacher Aides), Teacher Aides, human resource professions and others, as identified.

1.9 Employment security

- (a) The Department is committed to whole-of-government Employment Security Policy as part of the Government commitment to restoring fairness to its workforce.
- (b) The Department gives assurance that it will not outsource Teacher Aides' services in any existing or new schools constructed along conventional school lines to provide traditional school services.
- (c) The Department will consult with UWU on any issue that may affect the operation of this clause.

1.10 Equity considerations

- (a) The parties acknowledge the public sector principles contained in the *Public Sector Act 2022* which provide, amongst other things, that employment in the Department should be guided by principles supporting equity, diversity, respect and inclusion at work.
- (b) The effect of this Agreement is not to allow any conduct or treatment, either direct or indirect, that would contravene the *Anti-Discrimination Act 1991*.
- (c) The parties acknowledge that the aims of efficiency, effectiveness and equity can be furthered by increased flexibility and improvements in working arrangements. Further, the parties support the implementation of *ILO Convention 156 - Workers with Family Responsibilities* and therefore agree that addressing the needs of such workers while enhancing organisational flexibility is a priority for the parties to this Agreement.

1.11 Negotiations for replacement agreement

Negotiations to replace this Agreement will commence six months prior to the nominal expiry date of this Agreement. As part of this process, UWU will provide its final log of claims at the commencement of negotiations. The parties will collaboratively monitor the implementation of the Agreement to identify issues suitable for negotiation in a replacement agreement.

1.12 No further claims

- (a) This Agreement is in full and final settlement of all parties' claims for its duration.
- (b) It is a term of this Agreement that no party will pursue any further claims relating to wages or conditions of employment whether dealt with in this Agreement or not.
- (c) This Agreement covers all matters or claims that could otherwise be subject to protected industrial action, subject to any provision in this Agreement that specifically provides otherwise.
- (d) The parties agree that the following changes may be made to a Teacher Aides' rights and entitlements during the life of this Agreement:
 - (i) A general ruling or statement of policy issued by the QIRC that provides for conditions of employment that are not less favourable than current conditions.
 - (ii) Decisions, government policy, or Directives made under the *Public Sector Act 2022* or *Industrial Relations Act 2016* that provide conditions of employment that are not less favourable than the Teacher Aides' existing conditions.
 - (iii) Any improvements in conditions that are determined on a whole-of-government basis that provide conditions that are not less favourable than current conditions.
 - (iv) Reclassifications.
- (e) Should it be agreed that specific subsidiary agreement(s) may be negotiated under this Agreement, all rights associated with protected industrial action under the *Industrial Relations Act 2016* will apply to all parties involved.
- (f) Unless inconsistent with the terms of this Agreement, the entitlements of employees covered by this Agreement as contained in awards, agreements, ministerial directives or determinations made under the *Public Sector Act 2022* effective at the date this Agreement was certified shall not be reduced for the life of this Agreement.

PART 2 CONSULTATION

2.1 Consultation principles and requirements

- (a) Consultation will occur with Teacher Aides regarding matters that significantly impact on their work.
- (b) The parties agree that any significant changes to the operation or organisation of the Department which may affect the conditions, workload and/or work-life balance of employees covered by this Agreement shall be the subject of timely consultation between the parties.
- (c) The initiatives contained within this Agreement are to be implemented through an open and consultative process between the Department and the Union.
- (d) The Department and the Union are committed to involving employees and their Union representatives in the decision-making process that may affect the workplace. Employees are encouraged to participate in the consultative process by being allowed adequate time to understand, analyse, seek appropriate advice from the Union and respond to such information.
- (e) Consultation involves more than a mere exchange of information. For consultation to be effective, the participants must be contributing to the decision-making process not only in appearance, but in fact.
- (f) The consultation process requires the exchange of timely information relevant to the issues at hand so that the parties have an actual and genuine opportunity to influence the outcome, before a final decision is made. Except where otherwise provided within this Agreement, the parties also recognise that the consultation process does not remove the rights of the Department to make the final decision in matters that may affect the workplace.
- (g) The parties acknowledge that the processes of educational, professional, administrative and organisational change and workplace reform are broader than the specific matters detailed in this Agreement.
- (h) The parties are committed to continuing appropriate consultative arrangements so that Teacher Aides are consulted in the initiation, implementation and evaluation of workplace initiatives. Key mechanisms for consultation are as follows:
 - (i) Group consultation with Teacher Aides at the school level over matters that affect their work environment including changes to roster and other job changes.
 - (ii) Consultative committees, as follows:
 - A. Local Consultative Committee;
 - B. Regional Consultative Committee; and
 - C. Teacher Aide Consultative Committee.

2.2 Group consultation

- (a) As part of a Principal (or their delegate) managing the employment of Teacher Aides, consultation is the mandatory first step in the Principal's (or their delegate's) decision-making.
- (b) When considering the allocation of vacant hours (permanent or temporary) or reduction of hours (permanent or temporary) involving permanent Teacher Aides; the Principal (or their delegate) must consult with permanent Teacher Aides as a group, to discuss and advise on changes required.
- (c) The Principal (or their delegate) is to:
 - (i) consult with all permanent and affected Teacher Aides (for example through proposing a time(s) to meet with the affected Teacher Aides as a group - when the majority of permanent Teacher Aides are rostered to work); and
 - (ii) through the consultation process, the Principal (or their delegate) is to discuss the applicable processes and consult on the possible outcome(s).
 - (iii) Where a meeting is convened, Teacher Aides not rostered to work shall be extended an

invitation to attend also. However, the attendance of non-rostered Teacher Aides is voluntary and not considered as duty time.

- (iv) Teacher Aides who are unable to attend the meeting(s) should be contacted and the Principal (or their delegate) should take reasonable action to advise the Teacher Aides who are unable to attend the scheduled meeting(s) about the outcome and proposed resolution before it is implemented.

2.3 Process of consultation

- (a) The Principal (or their delegate) is to consider the views of Teacher Aides when making decisions in a fair and reasonable way.
- (b) Group consultation per clause 2.2, should involve discussion about the change process, advise on the proposed change and the effect it will have on Teacher Aide hours of employment. This should also include any relevant documentation or information about the change process.
- (c) As part of the consultation process, Teacher Aides shall be given reasonable opportunity to discuss any significant effect the change will have on the Teacher Aides' personal circumstances.
- (d) Teacher Aides must also take reasonable steps to advise the Principal (or their delegate) as soon as possible of the Teacher Aide's views (personal circumstances) in relation to the proposed change(s).
- (e) Effective consultation means the Teacher Aide(s) are contributing to the decision-making process, not only in appearance but also in fact.
- (f) Outcome of consultation
 - (i) Once the Principal or their delegate decides on the resolution after the process of consultation, the school must advise Teacher Aides of the decision(s) prior to implementation.
 - (ii) A school will be able to provide a written explanation of the outcome(s) of the relevant processes and provide a copy of that explanation to Teacher Aides at the school.

2.4 Local Consultative Committee

- (a) The Department acknowledges the role of Local Consultative Committees as a mechanism to facilitate workplace reform initiatives. Decisions of the LCC are to be made by consensus wherever possible.
- (b) Consultation should be consistent with the following broad principles to ensure effectiveness and equity:
 - (i) consultative mechanisms should ensure that there is Teacher Aide involvement in the initiation, implementation and evaluation of productivity improvement proposals affecting them;
 - (ii) appropriate processes should be in place to consult with Teacher Aides affected by proposed productivity items;
 - (iii) consultative arrangements should encompass all the work areas in the Department;
 - (iv) the composition of consultative forums should take account of representation of the diversity target groups identified in the *Public Sector Act 2022*;
 - (v) consultative arrangements should be reviewed from time to time by the parties and improvements and changes to arrangements made as required and agreed, to ensure consultative arrangements operate with maximum efficiency and effectiveness.
- (c) It is recognised that cooperation and consultation in developing and implementing change initiatives will place obligations and responsibilities on Principals, managers, union officials, delegates or their equivalent.
- (d) LCCs shall meet at least once a term and on an ongoing basis as required.
- (e) Ensure LCC membership comprises of two UWU nominees, one Cleaner and one Teacher Aide with equal rights (vote). Other LCC members in relation to other employee groups not covered by this

Agreement, are determined in accordance with the relevant industrial instrument. The total number of LCC members will not be prescribed but shall comprise equal representation of management and union nominees.

- (f) The parties acknowledge that the processes of educational, professional, administrative and organisational change and workplace reform are broader than the specific matters detailed in this Agreement.

2.5 Regional Consultative Committee

- (a) A Regional Consultative Committee (RCC) will operate in each Region to oversee and ensure consistent understanding and implementation of matters contained within the Agreement and will include a yearly report to the TACC. The yearly report will be provided for tabling at the final TACC meeting of the year (i.e. Term 4 TACC meeting).
- (b) Where indicated, the RCC can refer matters (e.g. matters with Department-wide implications) to the TACC for consideration.
- (c) The RCC is intended to oversee compliance of this Agreement at a regional level.
- (d) To support productive discussions on the implementation of the provisions in the Agreement, RCCs will be provided with a copy of the quarterly reporting to UWU on new starters and employment status report (as required in clause 2.7) relevant for the region.
- (e) The RCC's terms of reference are prescribed in Schedule 4.
- (f) Meetings will occur four times per year (i.e. one per school term) in each of the eight regions.
- (g) Membership of each RCC shall be agreed between the parties and comprise of equal representation of Department management and UWU nominees. Department representatives will be led by each Director HR Business Partnering (or their delegate), and UWU will have representation of up to four UWU delegates and one UWU officer.
- (h) The Department will fund the release time / backfill of the Teacher Aide attending as a UWU delegate. Release time applies to only 32 Teacher Aides per year to facilitate each region having up to four UWU delegates at their RCC meetings (one meeting per school term, per region).
- (i) The RCC is not to replace other existing committees detailed in the Agreement and will not form part of the dispute resolution process.
- (j) During the life of the Agreement the RCC Terms of Reference, as set out in Schedule 4, may be reviewed by the Teacher Aide Consultative Committee to ensure that they are consistent with the agreed objectives / purpose of the RCC. Any proposed changes to the RCC Terms of Reference will be by agreement between the parties.

2.6 Teacher Aide Consultative Committee

- (a) The Teacher Aide Consultative Committee (TACC) is the principle consultative body for UWU and the Department in relation to Teacher Aides.
- (b) The TACC has an ongoing role in all areas to improve the efficiency and effectiveness of Teacher Aide employment practices and to monitor progress regarding the implementation of the Agreement.
- (c) Periodic meetings of the TACC as prescribed in Schedule 5.
- (d) The terms of reference, membership and reporting requirements are set out in Schedule 5.

2.7 Workforce reporting

The Department will provide quarterly reporting to UWU to support compliance and assist the parties working together on commitments in this Agreement. The reports are:

- (a) New starters report – employee name, job title, work email, work location (including region), employment status (i.e. permanent, fixed term temporary, casual; full-time or part-time).
- (b) Employment status report – employee name, commencement date, job title, work email, work location (including region), employment status (i.e. permanent, fixed term temporary, casual; full-

time or part-time). The report will also highlight part-time employees employed to work 30 hours per week as per the *standard job model*.

PART 3 COLLECTIVE INDUSTRIAL RELATIONS AND UNION ENCOURAGEMENT

3.1 Collective industrial relations

- (a) The Queensland Government acknowledges that structured, collective industrial relations will continue as a fundamental principle of the management of the Department. The principle recognises the important role that unions play in the workplace. It supports constructive relations between management and unions and recognises the need to work collaboratively with relevant unions and employees in an open and accountable way.
- (b) The Government, as an employer, recognises that union membership and coverage issues are determined by the provisions of the *Industrial Relations Act 2016* and any determinations of the QIRC.
- (c) The Government is committed to collective agreements and will not support non-union individual or collective agreements for public sector workers.

3.2 Function of union workplace delegates

- (a) The Government and Department acknowledge the constructive role union delegates undertake in the workplace in relation to union activities that support and assist members. The role will be formally recognised, accepted and supported.
- (b) Teacher Aides will be given full access to Union delegates or officials during working hours to discuss any employment matter or seek Union advice, provided that service delivery is not disrupted and work requirements are not unduly affected.
- (c) Provided that service delivery and work requirements are not unduly affected, delegates will be provided convenient access to facilities for the purpose of undertaking Union activities, such facilities include telephones, computers, email, photocopiers, storage facilities, meeting rooms and notice boards.
- (d) It is expected that management and delegates will take a reasonable approach to the responsible use of such facilities for information and communication purposes.
- (e) Subject to the relevant Teacher Aide's approval and any confidentiality provisions, delegates may request access to documents and policies in relation to a member's employment.

3.3 Union encouragement

- (a) The Queensland Government has made a commitment to encourage union membership among its employees (refer Schedule 8). As part of this commitment, the Department is supporting this policy by:
 - (i) supporting constructive relations and consultation between management and unions and recognising the need to work collaboratively with unions and employees in an open accountable way;
 - (ii) recognising, accepting and supporting the constructive role elected union delegates undertake in the workplace in relation to union activities that support and assist members;
 - (iii) recognising the right of individuals to join a union and take steps to encourage that membership, such as ensuring that the Department provide all new starters with written advice about the Government's commitment to union encouragement and how to access further information and union materials;
 - (iv) providing new starter employee data to UWU as per clause 2.7;
 - (v) facilitating paid industrial relations education leave for staff to obtain industrial relations knowledge (as per clause 3.5); and
 - (vi) providing union access to members and other staff in the workplace for the purpose of

discussing any union or employment related matter, providing that service delivery is not disrupted and work requirements are not duly affected.

- (b) New employee induction and Union
 - (i) On commencement of employment, all permanent Teacher Aides will be entitled to a paid 30 minute induction with UWU representatives.
 - (ii) The Business Manager or line leader of the Teacher Aide will notify the local UWU delegate and the new Teacher Aide to coordinate the scheduling of the 30 minute meeting. As far as practicable, this is to occur within the first five days of the Teacher Aide commencing work.

3.4 Protocol for school visits

- (a) Union officials are entitled to enter school during workplace business hours. Union officials must notify the Principal, manager or the manager's representative of their presence upon entering the school.
- (b) Union officials, Principal and staff must ensure that service delivery is not disrupted and work requirements are not unduly affected during Union entry.
- (c) Union members are entitled to meet with Union representatives during working hours, at times contiguous with shift or break start and finish times, and during breaks and non-working hours.
- (d) Members are entitled to meet with Union representatives at convenient locations, including places where employees congregate such as lunch rooms, and in places separate from management scrutiny to discuss Union activities. The Department will provide reasonable access to facilities and resources.

3.5 Industrial relations education leave

- (a) Industrial relations education leave is paid time off to acquire knowledge and competencies in industrial relations. Such knowledge and competencies can allow Teacher Aides to effectively participate in consultative structures, perform a representative role and further the effective operation of grievance and dispute settlement procedures.
- (b) Teacher Aides may be granted up to five working days (or the equivalent hours) paid time off (non-accumulative) per calendar year to attend industrial relations sessions, approved by the Chief Executive.
- (c) Additional leave, over and above the five working days non-cumulative (or the equivalent hours) in any one calendar year may be granted, where approved structured Teacher Aides' training courses involve more than five working days (or the equivalent hours). Such leave will be subject to consultation between the Chief Executive and Union and the Teacher Aide.
- (d) The Department will support upon request and subject to approval by the Chief Executive, Teacher Aides will be granted paid time off in special circumstances to attend management committee meetings, union conferences and Australian Council of Trade Unions Congress.
- (e) The granting of industrial relations education leave and any additional leave should not impact adversely on service delivery, work requirements and the effectiveness and efficiency of the Department. The school and Department will make every effort to support applications for this leave, where suitable notice is provided so that alternative arrangements can be made to ensure release of Teacher Aides is supported. At the same time leave shall not be unreasonably refused.
- (f) At the discretion of the Chief Executive, Teacher Aides may be granted special leave without pay to undertake work with their Union. Such leave will be in accordance with the Directive on Special Leave in relation to special leave without pay. Conditions outlined in the Special Leave Directive that provide for the Teacher Aides' return to work following a period of unpaid leave will be met.

3.6 International Labour Organisation (ILO) conventions

The Department recognises its obligations under the *Industrial Relations Act 2016* to give effect to international labour standards including freedom of association, workers representatives, collective bargaining and equality of opportunity for all public sector workers.

PART 4 DISPUTE RESOLUTION

4.1 Statement of intent

The intent and objectives of this provision are to facilitate resolution of disputes or grievances in a timely manner to:

- (a) resolve any disputes over matters in this Agreement by providing information, explanation, consultation, cooperation and negotiation;
- (b) reduce the number of disputes and grievances;
- (c) promote efficiency, effectiveness and equity in the workplace; and
- (d) resolve disputes in the first instance at the school level wherever possible.

4.2 Maintenance of the status quo

While the dispute resolution process is being followed, normal work is to continue, except in the case of a genuine safety issue. The status quo existing before the emergence of a dispute is to continue whilst the process is being followed. No party will be prejudiced as to the final settlement by the continuation of work.

4.3 Dispute resolution process

- (a) Stage 1 - Resolution at the school level (5 working days)
 - (i) The employee has the right to consult and/or be represented by a Union Representative during Stage 1.
 - (ii) In the first instance, the matter will be raised with the Principal or the officer in charge of the school or centre.
 - (iii) A discussion should take place within 24 hours upon notification of a dispute to the Principal or the officer in charge of the school or centre.
 - (iv) This process should not extend beyond five working days of notification to the Principal or the officer in charge of the school or centre.
 - (v) All relevant documentation will be provided during this process.
 - (vi) Written communication will be provided to all parties when a resolution is reached outlining the outcome.
- (b) Stage 2 - Resolution at regional office (7 working days)
 - (i) If the matter is not resolved it shall be referred to the relevant Union Representative, if any, and to the Regional Director or nominee who will arrange a conference of the parties with a view to resolving the matter.
 - (ii) This process should not exceed seven working days from the date it is referred to the regional office.
 - (iii) All relevant documentation will be provided during this process.
 - (iv) Written communication will be provided to all parties when a resolution is reached outlining the outcome.
- (c) Stage 3 - Resolution at central office (7 working days)
 - (i) If the matter remains unresolved, it may be referred to the relevant Union Representative, if any, and the Director-General of the Department or delegate for resolution at central office.
 - (ii) The Director-General will ensure that:
 - A. The aggrieved employee and/or their Union Representative, had the opportunity to present all aspects of the dispute; and the dispute will be investigated in a thorough, fair and impartial manner.

- B. The Director-General may appoint another person to investigate the dispute. The Director-General may consult with the Union in appointing an investigating officer. The appointed person cannot be the employee's supervisor or manager.
- (iii) This process should not extend beyond seven working days from the date that the matter is referred to the central office.
- (iv) All relevant documentation will be provided during this process.
- (v) Written communication will be provided to all parties when a resolution is reached outlining the outcome.
- (d) Stage 4 – Resolution by QIRC
If the matter is not resolved, it may be referred to the QIRC by the employee, Department or Union, as appropriate, in accordance with the jurisdiction of the QIRC.

4.4 Matters involving conduct and inappropriate workplace behaviour

- (a) The Department is committed to eliminating unlawful discrimination, workplace bullying, sexual harassment and victimisation through modelling inclusive leadership, and promoting an inclusive and respectful workplace culture. The parties are committed to eliminating workplace bullying. In particular, the following responsibilities shall apply:
 - (i) The Department will:
 - A. take reasonable steps to prevent workplace bullying, harassment and violence from occurring in all workplaces;
 - B. respect employees' rights and the needs of individuals; and
 - C. provide employees with formal avenues of complaint and support.
 - (ii) Teacher Aides will:
 - A. treat others with respect and dignity;
 - B. refrain from behaviour that may constitute workplace bullying, harassment or violence; and
 - C. comply with departmental policies and relevant legislation, in particular the Code of Conduct for the Queensland Public Service and the Department's Standard of Practice.
 - (iii) Principals and Business Managers will:
 - A. model appropriate workplace behaviour;
 - B. monitor any incidences of inappropriate behaviour and take appropriate action to resolve grievances and complaints; and
 - C. deal with all complaints seriously, confidentially and in accordance with relevant Directives, procedures and guidelines.
- (b) Sexual harassment and/or workplace bullying and harassment
 - (i) The parties are committed to the principles of equity, providing a safe working environment through the prevention of workplace bullying, harassment and violence and the implementation of behaviour management policies including the Code of Conduct for the Queensland Public Service and the Department's Code of Conduct and Standard of Practice.
 - (ii) Where the matter involves allegations of sexual harassment and/or workplace bullying and harassment, a Teacher Aide may commence the procedure in accordance with clause 4.3(c), Stage 3 – Resolution at central office. Teacher Aides are encouraged to raise the matter with a manager or seek advice from the Integrity and Employee Relations Unit.

PART 5 EMPLOYMENT RELATIONSHIP

5.1 Types of employment

- (a) The *Public Sector Act 2022* provides for the circumstances in which a Teacher Aide may be employed.
- (b) Employment on a permanent basis is the default basis of employment for employees in the public service. Permanent and fixed term temporary employees can be employed on either a full-time or part-time basis.
- (c) The Department will work towards minimising casual and fixed term temporary employment where possible.

5.2 Full-time employment

A full-time employee is one who is engaged to work an average of 38 ordinary hours per week.

5.3 Part-time employment

- (a) A part-time employee is an employee who works an agreed number of regular hours less than 38 ordinary hours of work per week, and receives on a pro rata basis the same salary and conditions of employment to those of an equivalent full-time employee who performs the same kind of work.
- (b) For each ordinary hour worked a part-time employee shall be paid no less than 1/76th of the minimum fortnightly rate of pay for their classification.

5.4 Casual employment

- (a) A casual Teacher Aide is an employee engaged to perform work of a type ordinarily performed by a Teacher Aide, if employment of a person on a permanent basis or as a fixed term temporary employee is not viable or appropriate.
- (b) Casual employees are engaged by the hour, with the engagements terminable by either party without notice. A minimum engagement of two hours applies as per the Award.
- (c) Casual employees are not to be employed on the *standard job model* rostered hours of work as set out in PART 8.

5.5 Fixed term temporary employment

For fixed term temporary employment, either party may terminate the engagement by the giving of one week's notice or by the payment or forfeiture of one week's wages in lieu.

5.6 Circumstances where fixed term or casual employment can be considered

- (a) Only where permanent employment is not viable or appropriate, temporary employment for a fixed term or on a casual basis may be considered under limited circumstances.
- (b) Casual employment may be used for short-term temporary vacancies or to fill emergent leave for periods up to six months, subject to clause 5.6(c).
- (c) Where a vacancy of two months or more exists, a fixed term temporary Teacher Aide will be engaged to fill the vacancy in preference to casual employment.
- (d) If, throughout the casual engagement it is identified that the vacancy may extend beyond six months, the Principal or their delegate will undertake to fill the vacancy in accordance with clause 9.2 (Filling of vacancies).

5.7 Conversion of fixed term temporary or casual employment

- (a) The Department is committed to the review of fixed term temporary and casual employees to determine, in accordance with *Directive 02/23 (Review of non-permanent employment)*, if they can be converted to permanent employment.
- (b) The Department is committed to the active implementation of the Directive and legislative requirements to undertake reviews of employees' status and to seek opportunities to convert fixed term temporary and casual employees in accordance with the Directive.
- (c) For the purposes of clause 5.7(a) and as part of determining eligibility under *Directive 02/23*, Teacher

Aides engaged for 35 school weeks within a 52 week period are considered to have worked one year's service towards eligibility for conversion to permanency.

PART 6 WAGE RATES

6.1 Wage increases

- (a) This Agreement provides for the following wage increases:
- (i) For Agreement year 1, an increase of 3% effective from 1 November 2025 and paid on the *applicable rate* at 31 August 2025.
 - (ii) For Agreement year 2, an increase of 2.5% effective from 1 November 2026 and paid on the *preceding Agreement rate*.
 - (iii) For Agreement year 3, an increase of 2.5% effective from 1 November 2027 and paid on the *preceding Agreement rate*.
- (b) In addition, where the *Brisbane CPI figure* exceeds the relevant wage increase provided at clause 6.1(a) during the corresponding *CUA period*, a CPI Uplift Adjustment ('CUA') will be triggered as outlined below.
- (i) For CUA period 1:
 - A. a *CUA is triggered* when the March 2026 *Brisbane CPI figure* exceeds the 3% wage increase at clause 6.1(a)(i);
 - B. the amount of the CUA triggered will be equivalent to the percentage difference between the March 2026 *Brisbane CPI figure* and the 3% wage increase, to a cap of 0.5%.
 - (ii) For CUA period 2:
 - A. a *CUA is triggered* where the March 2027 *Brisbane CPI figure* exceeds the 2.5% wage increase at clause 6.1(a)(ii);
 - B. the amount of the CUA triggered will be equivalent to the percentage difference between the March 2027 *Brisbane CPI figure* and the 2.5% wage increase, to a cap of 1%.
 - (iii) For CUA period 3:
 - A. a *CUA is triggered* where the March 2028 *Brisbane CPI figure* exceeds the 2.5% wage increase at clause 6.1(a)(iii);
 - B. the amount of the CUA triggered will be equivalent to the percentage difference between the March 2028 *Brisbane CPI figure* and the 2.5% wage increase, to a cap of 1%.

6.2 Eligibility

- (a) To be eligible for the above wage increases, it is a requirement that:
- (i) A person must be employed under this Agreement on or after certification to be entitled to any wage increase under 6.1(a) and 6.1(b) above; and
 - (ii) If a *CUA is triggered* in any Agreement year, a *current employee* will be eligible for the CUA:
 - A. Where the CUA is triggered pursuant to 6.1(b)(i), provided the employee was employed under this Agreement during *CUA period 1*.
 - B. Where the CUA is triggered pursuant to 6.1(b)(ii), provided the employee was employed under this Agreement during *CUA period 2*.
 - C. Where the CUA is triggered pursuant to 6.1(b)(iii), provided the employee was employed under this Agreement during *CUA period 3*.
 - (iii) Despite clause 6.2(a)(ii), a person who is not a *current employee* will become eligible for the CUA

only when they provide the relevant information as required by the Department's payroll to payroll.alert@qed.qld.gov.au confirming that:

- A. Where the *CUA is triggered* pursuant to 6.1(b)(i), the person was employed under this Agreement during *CUA period 1*.
- B. Where the *CUA is triggered* pursuant to 6.1(b)(ii), the person was employed under this Agreement during *CUA period 2*.
- C. Where the *CUA is triggered* pursuant to 6.1(b)(iii), the person was employed under this Agreement during *CUA period 3*.

6.3 Payment of the CUA

- (a) The CUA entitlement crystallises, and therefore is payable where:
 - (i) The *CUA is triggered* for a CUA period; and
 - A. the employee eligibility requirements at clause 6.2(a)(i)-(ii) are met; or
 - B. The relevant information set out in clause 6.2(a)(iii) is provided.
- (b) Where the *CUA entitlement crystallises*:
 - (i) For *CUA period 1* payment will apply as if it had formed part of the increase at clause 6.1(a)(i).
 - (ii) For *CUA period 2* payment will apply as if it had formed part of the increase at clause 6.1(a)(ii).
 - (iii) For *CUA period 3* payment will apply as if it had formed part of the increase at clause 6.1(a)(iii).
- (c) Payment will be made no later than the pay period that is two months after the *CUA entitlement crystallises*.
- (d) Where an employee receives the Award rate of pay at any time during a CUA period, this is taken to be absorbed such that any Award payment within that period is taken to form part of the CUA.

6.4 Salary Schedules and Other Financial Elements

- (a) The salary schedules at Schedule 1 reflect the wage increases provided for at clause 6.1(a).
- (b) The Communication Allowance in clause 7.7 is not payable to employees engaged on the Teacher Aide (OO4) Auslan Language Model /Educational Interpreter / Braille pay scale as the allowance has been absorbed into the wage rates in Schedule 1.
- (c) The salary schedule rates will be increased where the *CUA entitlement crystallises* and will have a compounding effect for the purposes of subsequent increases pursuant to clause 6.1(a) and (if applicable) clause 6.3(b).
- (d) Any allowances and/or other financial elements that increase pursuant to clause 6.1(a), will also increase and compound in accordance with the CUA if the *CUA entitlement crystallises*.
- (e) Where the CUA entitlement crystallises in any Agreement year, the Department will publish updated rates reflecting this on a public facing website.

6.5 Definitions

- (a) *Applicable rate*

Means the higher of the final rate under the *Department of Education Teacher Aides' Certified Agreement 2022* or the relevant parent award rate at the nominal expiry date of the *Department of Education Teacher Aides' Certified Agreement 2022*.

- (b) *Brisbane CPI figure*

Means the relevant through the year March CPI outcome (All Groups Brisbane) as published by the Australian Bureau of Statistics.

(c) *CUA is triggered*

Means

- (i) When, for *CUA period 1*, the March 2026 *Brisbane CPI figure* published by the ABS exceeds the wage increase of 3%.
- (ii) When, for *CUA period 2*, the March 2027 *Brisbane CPI figure* published by the ABS exceeds the wage increase of 2.5%.
- (iii) When, for *CUA period 3*, the March 2028 *Brisbane CPI figure* published by the ABS exceeds the wage increase of 2.5%.

(d) *CUA entitlement crystallises*

Means that

- (i) the *CUA is triggered* for a particular *CUA period* in accordance with clause 6.1(b), and
 - A. the employee eligibility requirements outlined in clause 6.2(a)(i)-(ii) are met; or
 - B. the information provided in the exceptions at clause 6.2(a)(iii) is provided.

(e) *CUA period*

Means

- (i) For *CUA period 1* – on or after certification of this Agreement and between 1 November 2025 to 31 October 2026; or
- (ii) For *CUA period 2* – on or after certification of this Agreement and between 1 November 2026 to 31 October 2027; or
- (iii) For *CUA period 3* – on or after certification of this Agreement and between 1 November 2027 to 31 October 2028.

(f) *Current employee*

Means a person employed under this Agreement on or after certification who continues to be employed under this Agreement at the date the *CUA entitlement crystallises*. In the case of a current casual employee, they must also have performed work under the Agreement within the 12-week payroll period immediately prior to the date the *CUA entitlement crystallises*.

(g) *Preceding Agreement rate*

Means

- (i) For Agreement Year 2, the relevant Agreement rate of pay for Agreement Year 1 reflecting the increase at clause 6.1(a)(i) and any increase at clause 6.3(b)(i) where the *CUA entitlement crystallises*.
- (ii) For Agreement Year 3, the relevant Agreement rate of pay for Agreement Year 2 reflecting the increase at clause 6.1(a)(ii) and any increase at clause 6.3(b)(ii) where the *CUA entitlement crystallises*.

6.6 Equal remuneration

- (a) This Agreement will achieve the principal objects specified in sections 4(i), 4(j), 4(k), 4(l), 4(m) and 4(r) of the *Industrial Relations Act 2016*. The parties respect and value the diversity of our employees through helping to prevent and eliminate discrimination.
- (b) The employer is committed to taking proactive measures to achieve gender pay equity, where all employees receive equal remuneration for work of equal or comparable value, noting that there are valid exemptions to this based upon different periods of recognised service and qualification requirements.
- (c) The employer has implemented, will implement or is implementing equal remuneration for work of equal or comparable value in relation to the employees covered by this Agreement as follows:
 - (i) where applicable, utilising the Queensland public sector job evaluation management system (JEMS) for determining the work value and applicable classification level and /or remuneration;

- (ii) providing remuneration based on transparent classification levels related to skills required to perform the role, so that a female employee doing the same work as a male employee will receive equal remuneration (See Schedule 1 of this Agreement);
 - (iii) applying the provisions of the relevant industrial instrument and Directives regarding increment appointment and progression within a classification level, and ensuring any discretionary provisions are utilised in a fair and equitable manner irrespective of gender;
 - (iv) creating a culture that promotes gender pay equity, including equal access to training and development, promotional opportunities, and flexible working arrangements;
 - (v) a commitment to improving gender equity and consultation on matters concerning gender equity in the workplace;
 - (vi) where applicable, the progression of equity, diversity, respect and inclusion in employment matters in accordance with Chapter 2 of the *Public Sector Act 2022*, including actively progressing gender pay equity measures and conducting equity and diversity audits; and
 - (vii) nothing in this clause limits or prevents the use of any existing discretionary powers to achieve equal remuneration.
- (d) The parties agree to continue efforts to increase gender diversity across all classification levels covered by this Agreement, including proportional representation.
 - (e) The employer will continue to support employees who are secondary caregivers and how they can be encouraged and supported in taking a greater role in caring responsibilities, such as parental leave, part time work and flexible work.

6.7 Award and certified agreement wages

- (a) A State Wage Case does not increase the wages paid under a certified agreement.
- (b) However, where a State Wage Case has the effect that an award provides for wages, which are greater than a certified agreement that applies to the employees covered by the award, the award wages prevail.
- (c) It is a term of this Agreement that no Teacher Aide will receive a rate of pay which is less than the corresponding rate of pay in the *General Employees (Queensland Government Departments) and Other Employees Award - State 2015*.
- (d) Provided that sufficient gap is retained between the current certified agreement wage rates and the intended new award wage rates, consistent with principles established by a full bench of the QIRC, the Government will agree to support the 'rolling up' of certified agreement wage rates into the relevant awards.

6.8 Salary packaging

Salary packaging is available for Teacher Aides covered by this Agreement.

PART 7 ALLOWANCES

The following allowances are payable to all eligible Teacher Aides.

7.1 Educational support for students with disability (ESSD) allowance

- (a) Teacher Aides who are required to provide reasonable adjustments to students with disability at the substantial or extensive adjustment levels as defined by the Nationally Consistent Collection of Data on School Students with Disability (NCCD) will be paid an all-purpose allowance of \$60 per fortnight (no pro rata).
- (b) The allowance will be increased in line with wage increases from year 2 of the Agreement (i.e., 1 November 2026). The applicable rates are:

Effective as at date of certification of the Agreement	Effective 1 November 2026	Effective 1 November 2027
per fortnight	per fortnight	per fortnight
\$60	\$61.50	\$63.00

- (c) The extensive category in clause 7.1(a) includes extensive plus.
- (d) The allowance will be paid automatically to Teacher Aides employed in the following locations in recognition of the unique education environments:
- (i) Special Schools;
 - (ii) Youth Detention Centres listed in Schedule 6; and
 - (iii) Queensland children's hospital schools, including regional hospital education programs.
- (e) Eligibility is to be reviewed to ensure Teacher Aides are only provided the allowance when in roles that are eligible for the allowance as per clause 7.1(a) or 7.1(d).

7.2 Laundry allowance and damaged clothing

- (a) Where Teacher Aides have their personal clothing or corporate uniform soiled and are required to change an item/s of clothing due to their interaction with students, to the extent where such clothing requires laundering/cleaning then the Teacher Aide concerned shall be paid an amount of \$12.50 per occasion. Payment of the allowance constitutes reimbursement of any costs associated with laundry/cleaning of soiled clothing items. Claims must be counter signed by a supporting staff member.
- (b) Where clothing needs to be replaced the replacement will be in accordance with existing Department policy on the replacement of personal effects.

7.3 Toilet cleaning allowance

- (a) Where it is necessary due to hygiene, health and safety reasons, Teacher Aides who are required to clean toilets (including the toilet floor areas) shall be paid a toilet cleaning allowance of \$7.00 per day when it is necessary to perform such duties. Claims must be counter signed by a supporting staff member.
- (b) There should only be a requirement on Teacher Aides to clean toilets when it is not feasible, due to the above reasons, to have a cleaner carry out this task.

7.4 Kilometric allowance

Payment will be in accordance with the Ministerial Directive relating to motor vehicle allowances.

7.5 First aid allowance

Where Teacher Aides who are classified at level OO2 and who are required by the school to perform First Aid duties e.g. students are referred to them or they are on duty in the health room, then such Teacher Aides shall be paid the Award First-aid allowance (for explanatory purposes only, the Award rate at the time of making this Agreement is \$4.48 (per day)). This allowance will not be paid to Teacher Aides classified at levels OO3 and OO4 (includes Teacher Aide OO4-ALM/EI/Braille).

7.6 Supervision allowance for remote schools and rural communities

- (a) Introduction
- (i) The parties agree that greater flexibility in the way learning occurs and in how education services are delivered in schools may enhance learning outcomes for students.
 - (ii) For the purposes of this Agreement, where the Department and the Union agree, Teacher Aide supervision of students can be implemented as a method of exploring alternative models of service delivery for students located in remote, rural and regional communities.
- (b) Remote and rural communities
- (i) This sub-clause shall have application to one and two teacher schools that are outlined in Schedule 2 of this Agreement, or other schools as may from time to time be agreed between the Department and the Union. Because of the variable nature of enrolments, the Schedule is only indicative and may vary during the life of this Agreement.
 - (ii) In circumstances where a teacher is absent from duty for up to and including three consecutive school days and no replacement teacher is immediately available, the Department may arrange for a Teacher Aide to supervise pre-set learning activities for the students.
 - (iii) The intention of this sub-clause is to provide continuity to student learning where a teacher's absence is related to emergent or sudden circumstances. Unplanned short-term sick leave shall be included in this category.
 - (iv) Although a Teacher Aide may not be directed to perform such duties, Teacher Aides will be given first preference to perform the duties where there is no local registered teacher available.
- (c) For the purposes of this clause a flat allowance of \$60 per day shall be paid regardless of hours worked in addition to all other entitlements.

7.7 Communication allowance

- (a) Teacher Aides required to perform:
- (i) interpretation of languages other than English (LOTE) (for clarity, this includes Aboriginal peoples and Torres Strait Islander peoples employed under this Agreement where there is a requirement to interpret local languages); or
 - (ii) braille or signing (e.g. Auslan) on an ad hoc basis (excludes Teacher Aides employed as Teacher Aides OO4 ALM / EI / Braille)
- will receive a communication allowance subject to meeting the following requirements:
- (iii) required by the Department to perform the interpretation; and
 - (iv) hold qualifications recognised by the Department. In the case of Aboriginal and Torres Strait Islander language interpretation, recognition of peers, Elders or Local Community Authority.
- (b) The communication allowance will be paid weekly (no pro rata) and adjusted by wage increases under this Agreement. The applicable rates are:

<i>Effective 01/09/2024</i>	Effective 1 November 2025	Effective 1 November 2026	Effective 1 November 2027
<i>per week</i>	per week	per week	per week
<i>\$12.30</i>	\$12.70	\$13.00	\$13.30

(Note: Teacher Aide (OO4) – Auslan Language Model / Educational Interpreter / Braille employees are not eligible for the communication allowance as the allowance has been absorbed into the wage rates. See clause 6.4(b))

7.8 Specialised health procedure

- (a) Teacher Aides who volunteer and perform the following specialised health procedures:
- internal feeding (e.g. gastrostomy, nasogastric);

- urinary management (e.g. catheterisation, urostomy care);
- airway management (e.g. tracheostomy care, oral suctioning, oxygen therapy);
- bowel management (e.g. colostomy/ileostomy care, MACE); and
- diabetes management (for students not self-managing); shall be entitled to:
 - (i) an allowance of \$50 per fortnight (no pro-rata);
 - (ii) adequate training to perform these procedures; and
 - (iii) reasonable time to perform these procedures.
- (b) The above allowance is payable to a Teacher Aide who performs these procedures in accordance with this clause irrespective of the number of times the procedure(s) is performed during the fortnight.
- (c) The allocation of these duties must be reasonable, equitable and ensure that the safety and welfare of students and/or employees is not compromised.
- (d) Should the Department amend its policy to include an additional specialised health procedure over the life of this Agreement and ask Teacher Aides to volunteer to undertake that procedure by attending training and signing an undertaking to perform it, that procedure will attract the allowance.

7.9 Interim administration of medication allowance

- (a) Within the first 12 months from certification of the Agreement, the Department commits to undertaking and completing a review of the Administration of Medications in School Procedure (the Review) to determine matters such as types of medications to be administered in schools, legislative requirements for medication storage and administration, appropriate training for staff undertaking this task, and the cohort (or cohorts) of school-based employees best suited to perform these duties.
- (b) The parties acknowledge that the administration of medication in schools involves many areas of the Department and the Review will therefore involve a number of stakeholders and unions.
- (c) Until the outcome of the Review is communicated and a decision is made following consultation with the relevant unions, Teacher Aides, who volunteer and are approved by the Principal to administer monitored and high-risk prescription medications as specified in the *Medicines and Poisons (Medicines) Regulation 2021*, will receive the following interim allowance:
 - (i) An allowance of \$17.30 per fortnight (no pro rata).
 - (ii) Adequate training to perform this task.
 - (iii) Reasonable time to perform this task, provided that:
 - A. the allowance referred to in clause 7.9(c)(i) is payable to a Teacher Aide who performs this task in accordance with this clause irrespective of the number of times the task is performed during the fortnight; and
 - B. the allocation of the task must be reasonable, equitable and ensure that the safety and welfare of students and/or employees is not compromised.
- (d) If an outcome of the Review determines that Teacher Aides are suited to voluntarily performing the administration of monitored and high-risk prescription medications, then the allowance, referred to in clause 7.9(c)(i), will be continued for the life of the Agreement.
- (e) Any recommendations in relation to the administration of monitored and high-risk medications will be subject to consultation with relevant unions. In the event that parties are aggrieved in relation to any recommendations, the parties may seek the Queensland Industrial Relations Commission's assistance, under section 469 of the *Industrial Relations Act 2016* to resolve a matter.

PART 8 STANDARD JOB MODEL

8.1 Purpose, objectives and framework

- (a) The *standard job model* commenced on 18 January 2024 and replaced the accumulated days off arrangements and maximisation of hours provisions under previous certified agreements and the Award. The commencement date is also known as the 'systems implementation date'.
- (b) The objective under the *standard job model* is to employ Teacher Aides (including Teacher Aides OO4 ALM/EI/Braille) on an optimal part-time arrangement called a *standard job*.
- (c) The *standard job model* engages Teacher Aides (including Teacher Aides OO4 ALM/EI/Braille) in a whole job framework rather than an hour-by-hour approach and provides simplified and standardised arrangements.
- (d) A *standard job* consists of 33.75 hours per week worked each week of the school term, of which 30 hours will be paid and 3.75 hours deferred to be paid through school vacation periods. The *standard job model* is designed to lengthen the standard day to 6.75 hours per day. This is to enable Teacher Aide support for periods before and after school to support activities such as bus and playground duties and other preparation activities required to support student outcomes.

Note: The requirement to perform bus and playground duty is set out in clause 13.2.

- (e) The *standard job model* includes regularising the way hours are to be worked in order to provide a streamlined system of work during school terms to ensure ongoing wages throughout school vacation periods without the need for accumulated day off arrangements or make up time if absent on leave (includes WorkCover) throughout the school year. (Refer clause 8.7 for payment of wages on school vacations)
- (f) This Agreement provides a framework to facilitate the employment of Teacher Aides (currently engaged on less than 30 ordinary hours per week) on the optimal part-time arrangement through systematic access to hours as they become available or vacancies arise. The system will actively prioritise shifting existing permanent Teacher Aides to the optimal part-time arrangement.
- (g) **Full-time employment** continues under the *standard job model* with the rostered hours comprising 42.75 hours per week, of which 38 hours will be paid and 4.75 hours deferred to be paid through school vacation periods, unless preserved arrangements apply to the Teacher Aide as per clause 8.4.
- (h) A *standard job* should be made up of five days comprising 6.75 rostered hours each day. However, where a Teacher Aide is not employed to work 30 ordinary hours per week (may be lesser or greater hours but less than 38 ordinary hours), a pro rata arrangement of the *standard job* is to be developed, known as a '*fractional standard job*'. *Fractional standard job* arrangements should be phased out where Teacher Aides can move to *standard jobs*.
- (i) There should be limited and specific reasons for the maintenance of *fractional standard jobs*.
- (j) The parties acknowledge and agree that the specified number of hours required to be worked each week (or day) above the ordinary hours during the 40 school term weeks (or 39 school term weeks in remote schools permitted to finish earlier in Term 4) in each calendar year are reasonable additional hours for the purposes of section 26 of the *Industrial Relations Act 2016*.
- (k) The *standard job model*, including the *fractional standard job*, is based on the total amount of hours required of a Teacher Aide per year to receive the payment of wages during school vacation periods and replaces former notions of provisional days and incorporates mandatory professional development days.

8.2 Employment of Teacher Aides on the standard job model

- (a) Subject to clause 8.2(b), all Teacher Aides irrespective of work location, excluding casual employees, will be employed on either a full-time or part-time basis in accordance with clause 8.3 (Hours of work) and PART 8 will apply to their employment.
- (b) PART 8 applies to Teacher Aides on preserved arrangements under clause 8.4 with the exception of the requirement to work *specified weekly (or daily) hours* whilst they continue as a 'preserved employee'.

8.3 Hours of work

- (a) The rostered hours of duty each week (or day where employee engaged on less than five days per week) will comprise the Teacher Aide’s ordinary weekly (or daily) hours of duty plus an additional 12.5% of hours at ordinary rates (the *specified weekly/daily hours*) with deferred payment. The *specified weekly/daily hours* offset wages paid during school vacations when the Teacher Aide is not required to attend the workplace.
- (b) The rostered hours are worked over the 40 school term weeks (or 39 school term weeks in remote schools permitted to finish earlier in Term 4) in each calendar year. To clarify, the 12.5% is the agreed ordinary hours contribution for the payment of wages at the employee’s ordinary hours per week in school vacations. During the school term, no adjustment is necessary to the 12.5% contribution for Teacher Aides working the 39 school term weeks in remote schools.
- (c) The rostered hours are to be worked on any day Monday to Friday, inclusive.
- (d) Minimum daily hours of engagement for part-time employees apply as per the Award.
- (e) Following consultation with employees, start and finishing times of Teacher Aides is determined by the Principal to suit the needs of the school and in accordance with the spread of ordinary hours in the Award. Teacher Aides will be provided with rosters reflecting their rostered hours, including start/finish times, meal breaks and rest pauses.
- (f) The *standard job* (and optimal part-time arrangement) is set out in the Table below:

	Column A	Column B (Column A x 12.5%)	Column C (Column A + Column B = rostered hours per week)	Column D (Column C / 5 days = Standard Day)	
Total annual ordinary hours (excl. annual leave)	Weekly ordinary hours	Specified weekly hours (ordinary hours worked during school term required to offset wages maintenance over school vacation)	Rostered hours per school term week	Standard day (Comprises 6 hours + 0.75 specified daily hours to offset wages maintenance over school vacation)	
Standard Job (optimal part-time)	1440	30 ordinary hours per week	3.75 hours (45 minutes /day)	33.75	6.75

- (g) Fractional standard job
 - (i) In limited circumstances and for specific reasons, a Teacher Aide may work a fractional arrangement by agreement.
 - (ii) Fractional employees can work greater or fewer ordinary hours than the *standard job* (i.e. greater or fewer than 30 ordinary hours per week but less than 38 ordinary hours) and can be employed less than five days per week.
 - (iii) To determine a fractional arrangement the *specified weekly hours* must be a proportionate entitlement (set at 12.5%) based upon the Teacher Aide’s ordinary hours. (*Note: this is the time required to offset wages paid during school vacations as per clause 8.1(k)*).
 - A. Schedule 9 contains a table to assist the Principal and Teacher Aides to identify what the rostered hours will be for Teacher Aides based on ordinary hours plus the 12.5% component.
 - (iv) The fractional arrangement should be in equal proportion to the equivalent ratio of a *standard job*, unless exceptional circumstances exist.

Example: A Teacher Aide working 12 hours per week would be required and rostered to work an additional 1.5 hours per week (or 45 minutes each day where rostered 2 days per week) to offset payment of 12 hours per week during school vacation periods.

Example: A Teacher Aide working 24 hours per week would be required and rostered to work an additional 3 hours per week (45 minutes each day where rostered 4 days per week) to offset payment of 24 hours per week during school vacations.

Example (employee greater than 30 hours but less than 38 hours): A Teacher Aide working 35 hours per week would be required and rostered to work an additional 4.375 hours per week (52.5 minutes each day where rostered 5 days per week) to offset payment of 35 hours per week during school vacation periods.

(h) General

- (i) No make-up time required: The *standard job model* does not require Teacher Aides to make-up *specified weekly hours* after a period of sick leave, long service leave, industrial relations education leave, special leave, other paid leave, absence due to WorkCover, and public holidays. The payment of wages for the school vacation periods is in accordance with clause 8.7.
- (ii) Timesheets are to be used to record Teacher Aide's rostered hours and additional hours worked in accordance with clause 8.6.
- (iii) All Teacher Aides are entitled to request flexible work arrangements. A request for a flexible work arrangement must be in accordance with the *Industrial Relations Act 2016*, Directives and Department policies.

(i) School years in excess of 40 school term weeks

- (i) In a school year where there is an 11-week term resulting in 41 school weeks in the year (e.g., leap years may have 41 weeks), Teacher Aides will only be rostered their ordinary hours during the 11th week.
- (ii) For the avoidance of doubt, 2027 is not a leap year. The four school terms in 2027 result in 40 school weeks in the year. Teacher Aides are to be rostered to work their *specified weekly hours* during each week of the school year in 2027, including the 11-weeks in Term 2.

8.4 Preserved arrangements and standard job model

- (a) The *standard job model* commenced on 18 January 2024. Teacher Aides (full-time and part-time) who elected not to participate in the accumulated days off arrangements that operated before the commencement of the *standard job model* and who subsequently elected not to work the additional amount of *specified weekly (or daily) hours*, as required under the *standard job model*, were placed under preserved arrangements in accordance with clause 8.5 of the *Department of Education Teacher Aides' Certified Agreement 2022*.
- (b) This clause applies to existing Teacher Aides who have continued to be employed by the Department on preserved arrangements since 18 January 2024. For the avoidance of doubt, Teacher Aides who work *the specified weekly (or daily) hours*, including any Teacher Aide who was under preserved arrangements and has subsequently elected to work the *specified weekly (or daily) hours*, are not eligible for preserved arrangements.
- (c) A Teacher Aide (full-time or part-time) under preserved arrangements may during the life of the Agreement:
 - (i) continue as a 'preserved employee' for the purposes of the *standard job model*, meaning the Teacher Aide will work their current ordinary hours each week with no requirement to work an additional amount of *specified weekly (or daily) hours* and will be granted leave without pay during all school vacations (excluding annual leave); or
 - (ii) subject to approval, transition to the *standard job model* (or fractional standard job) as per clause 8.3 (Hours of work) based on their ordinary weekly hours of work and will work the required *specified weekly hours* to receive pay during school vacations as per clause 8.7; or
 - (iii) accept an offer by the Department to vary their current employment (i.e., increase in part-

time hours) and transition to the *standard job model* in line with clause 8.3 (Hours of work) in order to receive pay during school vacations as per clause 8.7. To clarify, acceptance of an increase in ordinary hours (permanent or on a fixed term temporary basis) necessitates transition to the *standard job model*.

- (d) A 'preserved employee' who requests and is approved a reduction in their ordinary hours may elect to remain on the preserved arrangement until they convert to the *standard job model* in accordance with clause 8.4(c)(ii) or 8.4(c)(iii). To clarify, a preserved employee's request to reduce their ordinary hours of work may be accompanied by the employee requesting to transition to the *standard job model* as per clause 8.4(c)(ii).
- (e) Once the Teacher Aide has converted to the *standard job model* (or fractional standard job) as per clause 8.3, there are no reversionary rights back to the preserved arrangement.
- (f) Nothing in this clause is intended to restrict the Department's legislative rights in relation to redeployment.

8.5 Rest pauses

- (a) Teacher Aides are entitled to a paid rest pause of 10 minutes duration in the employer's time in the first and second half of the working day, subject to the following:
 - (i) a total of 10 minutes for an employee who works for more than four hours but less than six rostered hours in any day; or
 - (ii) a total of 20 minutes for an employee who works for at least six rostered hours in any day.
- (b) Under clause 8.5(a)(ii), the Teacher Aide can elect to take the rest period in a 20-minute block by mutual agreement with the Principal (or their delegate).
- (c) All rest pauses are to be rostered at such times as will not interfere with the continuity of work where such continuity is necessary.
- (d) The actual time rest pauses are rostered to be taken on any day may need to be adjusted by the Principal (or their delegate) due to unforeseen circumstances (e.g., staff absence), in line with operational requirements. Any other adjustments required shall be by agreement.

8.6 Additional hours

- (a) General provisions
 - (i) Subject to this clause, there may be a requirement for a Teacher Aide to work in excess of their rostered hours.
 - (ii) All work required to be performed in excess of a Teacher Aide's rostered weekly (or daily) hours must be reasonable and documented.
 - (iii) In deciding whether additional hours are reasonable or not reasonable, the following matters must be taken into account:
 - A. any risk to the employee's health and safety from working the additional hours;
 - B. the employee's personal circumstances, including family responsibilities;
 - C. the needs of the workplace in which the employee is employed;
 - D. whether the employee is entitled to receive overtime payments, penalty rates or other compensation for, or a level of remuneration that reflects an expectation of, working additional hours;
 - E. any notice given by the employer of any request or requirement to work the additional hours;
 - F. the usual pattern of work in the calling in which the employee works;
 - G. the nature of the employee's role, and the employee's level of responsibility;
 - H. whether the additional hours are in accordance with the *standard job model* arrangements included under PART 8;
 - I. any other relevant matter.

(b) Overtime

- (i) No additional hours worked by a Teacher Aide in excess of the rostered hours shall entitle that Teacher Aide to payment of overtime unless excess time was worked at the direction of the Principal (or their delegate). If circumstances do not permit prior direction or approval, the Principal (or their delegate) will authorise payment if satisfied that the working of additional hours was required in the circumstances.
- (ii) A Teacher Aide is entitled to payment at the ordinary rate for all hours approved or authorised as per clause 8.6(b)(i) worked in excess of their rostered hours but within the spread of ordinary hours in the Award. All hours worked outside the spread of ordinary hours will be paid according to the Award.
- (iii) Overtime is calculated to the nearest quarter of an hour.
- (iv) The three mandatory Professional Development Days in clause 13.3(a)(iv)A have been incorporated into the *standard job model* and are not overtime but payable as ordinary hours.
- (v) A Teacher Aide can elect to take time off in lieu of an overtime payment accrued pursuant to clause 8.6(b), in accordance with the following:
 - A. The Teacher Aide will make the election at the time of being approved to work overtime.
 - B. TOIL will be taken at a mutually agreed time.
 - C. Where TOIL is unused after 12 months from the date the overtime was worked, the provisions of clause 8.6(c)(iii) will apply.

(c) Additional hours for school camps, excursions and functions – TOIL

- (i) Teacher Aides are to be compensated by time off in lieu (TOIL) when required to attend school camps, excursions and functions (including those occurring on weekends) outside their normal rostered hours of duty.
- (ii) TOIL is to be taken at a time convenient to the Department and the employee.
- (iii) Where TOIL is unused after 12 months from the date additional hours were worked, and where the Teacher Aide has both taken reasonable steps to avoid an excessive TOIL balance and been refused an application to take such TOIL, the TOIL will be paid at ordinary rates for the equivalent number of hours as provided for in clause 8.6(c).
- (iv) Overnight camps
 - A. Teacher Aides who attend overnight school camps/excursions/functions will be automatically credited with the difference between the employee's normal rostered daily hours and 16 hours per overnight stay.
 - B. The maximum credit per day will be 16 hours TOIL time.
For example: If a Teacher Aide's normal rostered daily hours are 6.75 hours per day, then on an overnight camp/excursion the Teacher Aide will be entitled to an additional 9.25 hours in TOIL time regardless of how many additional hours are worked.
- (v) When a Teacher Aide returns home from a school camp/excursion/function the entitlement for that day will be in accordance with the non-overnight stays in clause 8.6(c)(vi).
- (vi) Non-overnight stays
 - A. Teacher Aides who attend school camps/excursions (non-overnight stays) and perform duties outside normal rostered daily hours will be entitled to claim TOIL (on a time for time basis) up to the difference between a Teacher Aide's normal rostered daily hours and hours worked.
For example: If a Teacher Aide's normal rostered daily hours are 6.75 hours per day at a school, then on a day camp/excursion the Teacher Aide works a total of 9 hours they will be entitled to claim 2.25 hours TOIL.

8.7 Payment of wages – school vacation periods

- (a) Teacher Aides' annual wages for ordinary hours include compensation for all hours the Teacher Aide is required to work according to their rostered hours, and excludes hours worked in accordance with clauses 8.6 (Additional hours).
- (b) Teacher Aides will be paid for a school vacation period based on their ordinary weekly hours immediately prior to vacation.
- (c) A Teacher Aide (full-time or part-time) will receive wages over a school vacation period on a pro rata basis where:
 - (i) they commenced part way through the year more than two weeks into a school term; or
 - (ii) they were on leave without pay for a period of two weeks or more.

Note: Approved Workers Compensation leave is considered paid leave for the purpose of calculating vacation pay.

- (d) To the extent that the averaging of ordinary hours of work over the 40 school term weeks in each calendar year results in a deduction from the payment of the fixed rate for work performed by Teacher Aides, clause 8.7 authorises that deduction for the purposes of section 371 of the *Industrial Relation Act 2016*.

8.8 Leave entitlements and the standard job model

- (a) All leave entitlements will be accrued and deducted on the basis of the Teacher Aide's weekly ordinary hours. *(For example, in the case of the optimal part-time arrangement, an employee is rostered 33.75 hours per week, however their ordinary weekly hours are 30 for leave entitlement purposes. Refer Column A of Table at clause 8.3(f)).*
- (b) Annual leave
 - (i) Employees receive annual leave in accordance with the Award (and any relevant Directive to the extent there is no inconsistency with the Award).
 - (ii) With the exception of Teacher Aides employed in Youth Detention Centres under Schedule 6, as a condition of employment, employees must utilise their annual leave entitlement in the first four weeks of the Summer Vacation Period.
- (c) Other leave
 - (i) Where a Teacher Aide has worked their rostered hours (meaning their ordinary hours plus *specified weekly (or daily) hours*) during a school term and entitled to receive wages over the next school vacation period, the Teacher Aide will not be required to apply for paid leave (except paid parental leave) during the school vacation period.
 - (ii) In the case of paid parental leave, the period of paid parental leave will be inclusive of public holidays and exclusive of school vacations.

8.9 Workers' compensation

- (a) Where a Teacher Aide is absent on workers' compensation leave, claims sent to WorkCover Queensland must reflect only the ordinary hours the Teacher Aide was rostered to work.
- (b) A Teacher Aide who is absent on workers' compensation and is unable to take annual leave during the Summer Vacation must take their annual leave at another time mutually convenient to the Principal (or their delegate) and the Teacher Aide.
- (c) Any absences attributed to an approved workers compensation application are deemed to be 'paid leave' for the purpose of calculating the Teacher Aides wages during a school vacation periods.

PART 9 MAINTENANCE OF HOURS OF WORK

9.1 General

- (a) As the optimal part-time arrangement (i.e. *standard job*) is a key feature of this Agreement, this PART sets out principles and a process to support the employment of Teacher Aides on the *standard job*.
- (b) The starting position is that all Teacher Aides who are not employed to work 30 weekly ordinary hours under the *standard job model* are seeking to do so.
- (c) Additional vacant hours may become available from time to time. When this occurs the Principal (or their delegate) will follow the process outlined in clause 9.2 to fill the vacant hours, document the outcome including reasons for their decisions, and will advise the affected Teacher Aides.
- (d) The process of allocating these hours to existing Teacher Aides will be through consultation, in accordance with PART 2 (Consultation) (i.e. group consultation) and the process outlined in clause 9.2 to fill the vacant hours.
- (e) To provide every opportunity for Teacher Aides to be employed as soon as possible on 30 ordinary hours per week, Teacher Aides may be offered work across more than one school in their local area.

9.2 Filling of vacancies

- (a) For the purposes of this clause, 'Principal' means the Principal or their delegate as nominated for specific delegated authorities.
- (b) The Department is committed to the active transition of existing Teacher Aides to the *standard job model*. The overarching objective is to facilitate employment at 30 weekly ordinary hours having regard to service provisions and the school's available resource allocations.
- (c) At the beginning of each year, any Teacher Aide who does not wish to change their hours of work must advise the Principal in writing that they do not wish to change their hours of work. Any such advice by a Teacher Aide must be given voluntarily. For the avoidance of doubt, at any time during the school year a Teacher Aide may withdraw or vary in writing their decision regarding their hours of work.
- (d) The filling of vacant Teacher Aide hours is the responsibility and decision of the Principal utilising the process outlined below.
- (e) When hours become available, a Principal must first notify all Teacher Aides (other than the Teacher Aides, who in accordance with clause 9.2(c), have advised the Principal in writing that they do not wish to change their hours) that there are available hours.
- (f) If a notified Teacher Aide does not wish to increase their hours, they will communicate in writing to the Principal that they wish to opt-out of the present round of allocating hours.
- (g) Subject to clauses 9.2(c) and (f) above, all Teacher Aides, irrespective of their roster, must be consulted before the Principal determines local arrangements for filling available Teacher Aide hours. The purpose of consultation is for existing Teacher Aides to be provided with opportunities to increase their hours in the first instance before new employees are introduced into the system. In consulting with the existing Teacher Aides, the Principal must:
 - (i) ensure that relevant information is available during the consultation with Teacher Aides. Relevant information can include but is not limited to: how many hours are available, whether the hours are for a particular day or attached to a particular task or student, whether hours are permanent or short-term, the reason why the hours are available, any particular student needs that must be met and any timetabling adjustments required; and
 - (ii) give reasonable consideration to the expressed views of the existing Teacher Aides.
- (h) Where a Principal proposes, having regard to service provision needs, an additional Teacher Aide or Teacher Aides are needed to be recruited, and an existing Teacher Aide or Teacher Aides dispute that decision ('a grievance'), the following process must occur:
 - (i) The Principal must notify the relevant School Supervisor of the grievance and seek their

approval before proceeding to recruiting; and

- (ii) The relevant School Supervisor prior to giving any approval to the Principal must consult with the Union regarding the grievance.
- (i) In the absence of any grievance about the Principal's proposal to recruit to fill available Teacher Aide hours, the Principal must:
 - (i) First, identify and offer hours to Teacher Aides in the following priority:
 - A. High compassionate and required transfers;
 - B. Existing permanent Teacher Aides in the school. The distribution of hours will be in accordance with the employee's length of service with the Department as a Teacher Aide, with the longest serving offered hours in the first instance;
 - C. Compassionate and requested transfer; and
 - (ii) Secondly, if there are no existing Teacher Aides, as identified in clause 9.2(i)(i), offered hours, then the Principal may undertake a recruitment process utilising normal department policies/procedures.

9.3 Reduction in the need for Teacher Aides

Where significant change could lead to a reduction in Teacher Aide jobs the Department must consult the group of affected employees in accordance with PART 2 (Consultation). Discussions will occur about applicable Departmental and government processes and include consultation on possible outcomes.

PART 10 PERMANENT TEACHER AIDE RELIEF

10.1 General

- (a) It is recognised that absences less than four weeks are considered appropriate to employ a casual Teacher Aide to fulfil the Teacher Aide relief arrangements as provided below. Refer clause 5.6 for circumstances where fixed term temporary or casual employment can be considered.
- (b) For absences of greater than four weeks, prior to the employment of a fixed term temporary or casual Teacher Aide, available Teacher Aide hours will be subject to PART 9 (Maintenance of hours of work).
- (c) Relief for Teacher Aides absent on leave is provided to ensure the effective delivery of education services or the welfare of students.

10.2 Absence relief

When a Teacher Aide is absent, relief will be provided as follows:

- (a) Preparatory year / special educational program or facility / students with disabilities:
In these settings, where Teacher Aides are absent, relief is provided immediately.
- (b) School setting with only one Teacher Aide:
In these settings, where a Teacher Aide is absent, relief is provided on the second day of the Teacher Aide's absence.
- (c) All other school settings not covered in clauses 10.2(a) and (b):
In these school settings, where Teacher Aides are absent on sick/carers leave, long service leave and unpaid leave, total relief is provided on the third day of the Teacher Aides' absence.
- (d) Notwithstanding clauses 10.2 (a) to (c), a Principal may approve the school providing immediate relief in any circumstance to ensure effective delivery of education services / welfare of students and having given consideration to workplace health and safety requirements for staff and students.

PART 11 CLASSIFICATIONS AND PROGRESSION

11.1 Progression to OO3 Teacher Aide

(a) Criteria for progression

(i) To progress to OO3, a Teacher Aide must satisfy the following criteria:

- A. employment with the Department as a permanent or temporary Teacher Aide at OO2 (pay point 4) for at least 12 months;
- B. hold a Certificate III level qualification, equivalent or higher; and
- C. hold a current Senior First Aid certificate or equivalent.

(b) The Department will recognise progression upon satisfaction of the above criteria in accordance with the existing custom and practice.

(c) Notifications

(i) The Department will notify permanent and temporary Teacher Aides as follows:

Frequency	Notifications to be sent to
On an ongoing annual basis	Permanent and Temporary Teacher Aides at OO2 (paypoint 3) of their upcoming eligibility to progress to OO3 (pay point 1)
On an ongoing quarterly basis	Permanent and Temporary Teacher Aides at OO2 (paypoint 4) of their upcoming eligibility to progress to OO3 (pay point 1). Individual Teacher Aides will receive a maximum of one notification per year.

(ii) Such notifications will also advise of the ability to access Recognition of Prior Learning (RPL) arrangements.

(d) Recognition of prior learning

- (i) Upon progression to OO2 (pay point 4), Teacher Aides can access RPL arrangements. State Schools have an ongoing obligation to fund RPL for such Teacher Aides, if requested.
- (ii) To be eligible to be funded through the RPL process, a permanent or temporary Teacher Aide must be at OO2 (pay point 4). There is no requirement to wait 12 months at level OO2 (pay point 4) before commencing the RPL process.
- (iii) RPL providers (i.e. Registered Training Organisations) must be selected using the Department's preferred RPL suppliers.
- (iv) The parties are committed to jointly reviewing the existing recognition of prior learning process with access to skills development (e.g. streamlined and accessible recognition of prior learning / proficiency test).

(e) Reporting requirements

A statistical report regarding the number of Teacher Aides who have successfully progressed from OO2 (pay point 4) to OO3 (pay point 1) will be provided by region and discussed at each meeting of TACC with processes agreed to address any issues with the application of this initiative.

11.2 Progression to OO4 Teacher Aide

(a) Eligibility for progression

- (i) Subject to clause 11.2(a)(ii), the OO4 classification can only be accessed via the OO4 progression arrangements under this clause.
- (ii) This clause does not apply to OO4 Teacher Aide – ALM/EI/Braille positions. Selection and

appointment to these positions will only be in accordance with the Recruitment and Selection Directive – see clause 11.4.

(b) Notifications

The Department will notify Teacher Aides at OO3 (pay point 4) on an annual basis of the eligibility requirements for progression to OO4 (pay point 1). Principals will also be notified.

(c) Criteria and process for progression

(i) To progress to OO4 Teacher Aide, a Teacher Aide must satisfy the following criteria:

- A. employment with the Department as a permanent Teacher Aide at OO3 (pay point 4) for at least 12 months;
- B. hold a Certificate III level qualification, equivalent or higher;
- C. hold a current Senior First Aid certificate or equivalent; and
- D. sign an Undertaking committing to perform higher level duties as outlined in Schedule 7.

(d) Reporting requirements

A statistical report regarding the number of Teacher Aides who have successfully progressed from OO3 (pay point 4) to OO4 (pay point 1) by region will be provided and discussed at each meeting of TACC with processes agreed to address any issues with the application of this initiative.

11.3 Preserved OO4 employees

- (a) Teacher Aides who were employed at the OO4 classification on 31 August 2019 will maintain their OO4 classification for the duration of their employment (Preserved OO4 Employees).
- (b) Preserved OO4 Employees will maintain their OO4 classification should they transfer to another school location during their employment.
- (c) Preserved OO4 Employees who transfer to another school location during their employment must sign an Undertaking in accordance with clause 11.2(c)(i)D and Schedule 7.
- (d) Clauses 11.3(a) to (c) do not apply to Teacher Aide – ALM/EI/Braille To clarify, if the employee transfers to a different Teacher Aide role they will be required to sign an Undertaking to perform duties at the OO4 level.

11.4 Teacher Aide - Auslan Language Model / Educational Interpreter / Braille

- (a) Employees employed in the classification Teacher Aide OO4 ALM / EI / Braille must be appointed to these positions in accordance with the Recruitment and Selection Directive and the relevant role description.
- (b) For the avoidance of doubt, there is no progression from Teacher Aide OO2, OO3 or OO4 to the classification Teacher Aide - OO4 ALM / EI / Braille.
- (c) Where a Teacher Aide employed in a classification Teacher Aide OO2, OO3 or OO4 is successful in obtaining a role at the classification Teacher Aide – OO4 ALM / EI / Braille, their pay level will be determined in accordance with the *Transfer Within and Between Classification Levels and System - Directive 10/16*.

PART 12 TRANSFER AND DEPLOYMENT

12.1 High compassionate transfer

- (a) High compassionate transfer eligibility includes:
 - (i) transfers for serious health and/or safety reasons supported by authoritative medical evidence that the Teacher Aide requires relocation;
 - (ii) transfers for serious health and/or safety reasons supported by authoritative medical evidence

- their immediate family member requires relocation; or
- (iii) instances of serious harassment where the Teacher Aide's safety and wellbeing is significantly jeopardised.

- (b) Discussion will occur with the Union where necessary prior to the Principal (or delegate) making a determination on such compassionate circumstances. The Principal (or delegate) will also consult with Human Resources. Other forms of compassionate transfers will be treated as requested transfers.

12.2 Deployment eligibility

- (a) A permanent Teacher Aide who loses a position at their current location will be considered for deployment. Those permanent Teacher Aides who lose 50% or more of their hours because of enrolment reductions or reductions of funding source may be considered for deployment.
- (b) Any Teacher Aide aggrieved by a decision on these matters may take action under the dispute resolution procedure in this Agreement.

12.3 Required transfer process

- (a) The intent of these provisions is to minimise the impact on Teacher Aides where required transfers are indicated due to a significant reduction of Teacher Aide hours or jobs. (Refer clause 9.3).
- (b) The following steps are to be used in determining which Teacher Aide is required to transfer:
 - (i) consult with all permanent Teacher Aides at the school about the potential impact of a required transfer;
 - (ii) removal from consideration of any Teacher Aide who provides evidence of extenuating compassionate circumstances that a transfer would be unreasonable;
 - (iii) identification of those Teacher Aides who reside within 50 minutes of the school identified as having available vacant hours or job;
 - (iv) identification of Teacher Aides with the shortest continuous service with the Department.
- (c) The Teacher Aide(s) required transfer will be in accordance with Departmental transfer and relocation guidelines.

PART 13 WORKFORCE MANAGEMENT

13.1 Multiple hire

- (a) It is the intent of this provision to allow Teacher Aides an opportunity to work in other occupations (callings) in the Department whilst they are also performing part-time duties as a Teacher Aide. The provision will allow Teacher Aides to perform duties up to the full-time hours of 38 hours per week.
- (b) A part-time permanent Teacher Aide may be appointed to more than one position within the Department provided that the maximum combined number of ordinary hours for which they are employed does not exceed 76 hours per fortnight (this does not prevent Teacher Aides working reasonable overtime or time off in lieu (TOIL) in addition to 76 hours).
- (c) This provision does not extend to a temporary transfer to another classification where the duties of one calling only are performed within the relevant period.
- (d) Duties may be undertaken in a calling covered by the Award, or any other 38 hours per week award.
- (e) Where duties are undertaken in a calling covered by an award which prescribes less than 76 ordinary hours per fortnight, wages and leave will be determined in accordance with the relevant awards, certified agreements and Departmental policies.

13.2 Bus and playground duty

- (a) Subject to clause 13.2(a)(i), Teacher Aides will be required to undertake bus and playground duties. These duties shall be shared across the Teacher Aide work group and distributed equitably.

- (i) Teacher Aides – ALM/EI/Braille are required to use time on either side of classroom time for lesson review and preparation. Therefore, these employees will not be included in the regular roster for such duties and will only be directed to perform bus and playground duties in exceptional circumstances.
- (b) Supervision duties are to be clearly indicated to Teacher Aides after appropriate consultation.
- (c) Teacher Aides are to be provided with training to perform supervision duties including training in supportive management techniques for use outside the classroom. Teacher Aides shall be provided training on the same basis as teachers for the Supervision of Students so that consistency for students is maintained.
- (d) A Teacher Aide may be required to supervise students in circumstances where the Teacher Aide is able to fulfil their duty of care. While it may be acceptable to require a Teacher Aide to supervise students unaccompanied by a teacher, a Teacher Aide must not be the sole adult on the school premises and be required to supervise students.
- (e) If a Teacher Aide is not confident of fulfilling their duty of care then the Teacher Aide shall inform their immediate supervisor and seek to resolve any concerns that they may have regarding their supervision duties.
- (f) The policy of Crown acceptance of legal liability for actions of Crown employees is afforded to Teacher Aides performing these duties.

13.3 Professional development

- (a) Statement of intent
 - (i) It is the intent of the professional development provisions to provide Teacher Aides with an opportunity to increase the range of skills they possess and provide another avenue for the school to enhance the delivery of educational services. It is recognised that consultation will be a feature for the identification of and access to professional development for Teacher Aides. The provisions also provide greater opportunities for Principals/Managers to utilise a flexible management approach in order to enhance the delivery of educational services to students at schools.
 - (ii) The Department is committed to supporting and encouraging Teacher Aides who undertake professional development particularly where such development relates to their current role.
 - (iii) All Teacher Aides are required to attend the mandatory three Professional Development days under this clause. *(Note: Where attendance is in addition to a Teacher Aide's rostered weekly (or daily) hours the time is payable as ordinary hours in accordance with clause.8.6(b)(iv)).*
 - (iv) The parties commit to strengthen and refocus professional development opportunities to enhance capability uplift by:
 - A. Providing three days per year of professional development as follows:
 - 1) Professional development to take place on two days at the end of the summer vacation and must occur on the gazetted student free days.
 - 2) Professional development on one other day, subject to prior consultation at the school level, namely:
 - on a gazetted student free day; or
 - as a third day at the end of summer vacation (e.g. Wednesday).
 - B. For Youth Detention Centres, the three days mandatory professional development are to be scheduled at a time to suit the school program and in consultation with the affected Teacher Aides.
 - C. Professional development days will not be used for mandatory training, except where determined by the Principal (or their delegate), that training must be conducted to meet workplace health and safety obligations (for example, first aid training and

student health support needs) or to meet other legislative requirements and timeframes. Mandatory training includes training for legislative compliance requirements and should occur in rostered hours.

- D. Professional development days are set aside for training and professional development activities driven by the Department to increase the capability and develop the capability of Teacher Aides to enable Teacher Aides to better partner with teachers and support students advance their learning.
 - E. Consultation with UWU on the development of centrally coordinated training and development for Teacher Aides.
- (v) The parties commit to work together to identify professional development and accredit training opportunities specific to the role of Teacher Aides and best practice approaches to the facilitation of access to these professional development and training opportunities.
- (b) Specific provisions
- (i) Teacher Aides will be entitled to equitable access to the professional development allocations at the school level for learning and development.
 - (ii) Professional development training for all school staff will be incorporated into the school professional development plan.
 - (iii) Individual professional development plans will be negotiated and agreed between Teacher Aides and their supervisors in accordance with the Developing Performance Framework to incorporate the following:
 - A. the required three days for professional development provided in clause 13.3(a)(iv)A.
 - B. adequate travel time will be given for Teacher Aides in remote and isolated sites. Consideration will be given to delivering alternative modes of training; and
 - C. professional development training opportunities will not be unreasonably withheld.
 - (iv) The Department will assist with the funding of up to a maximum of two professional development conferences per annum for the life of this Agreement.
 - (v) Schools shall ensure that a record of professional development activities is maintained.
 - (vi) The Department and the Union agree to joint Union and Departmental induction programs.
 - (vii) Information on the Developing Performance process and a range of suitable professional development and accredited training opportunities is available via the Developing Performance Framework website and the Learning and Professional Development website.
 - (viii) Teacher Aides should, as far as practicable, undertake professional development during their rostered hours. Where exceptional circumstances exist, a Teacher Aide may request to undertake professional development activities, other than those required, outside their rostered hours. Requests should not be unreasonably refused and the approved additional hours required for the professional development must be recorded in writing. The Teacher Aide will be entitled to time off in lieu for the approved additional hours, to be taken at a time agreed with the Principal (or their delegate).

13.4 Multi-skilling

(a) Statement of intent

It is the intent of the multi-skilling arrangements (including job rotation) of this Agreement to provide Teacher Aides with an opportunity to increase the range of skills they possess and provide another avenue for the school to enhance the delivery of educational services. It is recognised that consultation with Teacher Aides concerning the arrangements to be used to achieve multi-skilling is an important first step in this process. Multi-skilling also provides Principals/Managers with opportunities to utilise a more flexible management approach in order to enhance the delivery of educational services.

- (b) Specific provisions and processes
 - (i) Where there is a proposal to implement multi-skilling arrangements for Teacher Aides at their school there must be consultation with the Teacher Aides concerned with a view to reaching agreement on the implementation of such arrangements.
 - (ii) Teacher Aides cannot be required to rotate duties (to different and distinct work areas) on an ongoing basis without genuine reasons. Teacher Aides should return to their substantive work area on completion of their skills development, subject to operational requirements.
 - (iii) Where the decision made by the Principal (or their delegate) is in dispute, the matter may be referred to the dispute settlement procedures contained within this Agreement.

13.5 Behaviour management

- (a) Statement of intent

The Department is committed to maintaining behaviour management policies and procedures, which provide employees and students with a supportive school environment. The policies and procedures provide Principals/Managers with processes/guidelines to facilitate the effective management of staff in order to enhance the delivery of educational services.
- (b) Specific provision
 - (i) The Department shall ensure that behaviour management documentation and policies reflect the work that Teacher Aides deliver in relation to the behaviour management of students.
 - (ii) Teacher Aides shall be included in the planning and review of the school behaviour management plans and particular behaviour management strategies.
 - (iii) Teacher Aides shall be given the opportunity to access Behaviour Management Training and information consistent with their role in a supportive behaviour management environment.

13.6 First Aid training and duties

- (a) Statement of intent - First Aid
 - (i) The provision of First Aid training supports the objective of increasing the skills and capability of Teacher Aides and give them access to higher classification levels where first aid qualifications are a precondition for progression.
 - (ii) It is the intent of the first aid provisions of this Agreement to provide staff and students at a school with access to first aid. Principals/Managers are provided with opportunities to utilise appropriately skilled and qualified staff in order to enhance the delivery of educational services.
- (b) Payment of First Aid training
 - (i) Teacher Aides who obtain a Senior First Aid Certificate as part of the essential criteria to advance to OO3 and OO4, will not be required to fund the cost of obtaining or maintaining the First Aid certificate.
 - (ii) Where a school requires a Teacher Aide to perform First Aid duties, then the Teacher Aide will not be required to fund the cost of obtaining or maintaining the First Aid Certificate.
 - (iii) Where a school requests a Teacher Aide obtain a First Aid Certificate, then the Teacher Aide will not be required to fund the cost of obtaining or maintaining the First Aid Certificate.
- (c) Training outside rostered hours of duty

Where Teacher Aides are required to attend approved First Aid Training outside of rostered hours they will be entitled to overtime as per clause 8.6 (Additional Hours) or may elect to take time off in lieu of overtime (at a time for time basis).

- (d) Equitable allocation of First Aid duties
 - (i) Teacher Aides who have current First Aid certification are recognised as having first aid responsibilities towards students as part of their regular responsibilities.
 - (ii) Rostering of first aid duties should be equitably distributed.

13.7 Use of traineeships

The parties acknowledge there may be school-based trainees.

13.8 Blue Card

- (a) The parties acknowledge that the *Working with Children (Risk Management and Screening) Act 2000* provides that Teacher Aides must hold a current Blue Card to work in a school environment.
- (b) In accordance with this requirement, employees are required to pay their initial Blue Card application fee, however the Department will pay the ongoing renewal costs.

PART 14 WORKPLACE HEALTH AND SAFETY AND WELLBEING

14.1 Statement of intent

The parties to this Agreement are committed to achieving healthier and safer practices through workplace strategies and processes aimed at improving efficiency and productivity. This will be accomplished by a comprehensive approach consistent with the Department's Health and Safety, Wellbeing and Rehabilitation policies and procedures.

14.2 Consultative mechanisms

Consultative mechanisms to address workplace health, safety and wellbeing include:

- (a) encouraging Teacher Aides to be involved in the election of Health and Safety Representatives at their school to represent fellow workers on health and safety matters;
- (b) encouraging Teacher Aide representation on school Health and Safety Committees to monitor and implement health, safety and wellbeing policies and procedures pertinent to Teacher Aides; and
- (c) maintenance of consultative procedures to resolve health, safety and wellbeing issues, including the right to refuse to perform work if the refusal is based on a reasonable concern by the Teacher Aide about an imminent risk to their health or safety and the Teacher Aide does not unreasonably contravene a direction to perform other available work (whether at the same or another workplace) that is safe and appropriate for the Teacher Aide to perform.

14.3 Work-life balance commitment

- (a) Teacher Aides are entitled to an appropriate workload that supports a reasonable work-life balance. The parties will continue to examine means of enhancing flexibility of working arrangements to assist Teacher Aides to achieve work-life balance. (See also clause 8.3(h)(iii))
- (b) The parties commit to cooperation in the implementation process to ensure consistency of best practice work-life balance initiatives across the Department.

14.4 Workplace, health and safety training

- (a) The parties are committed to effective training of elected Health and Safety Representatives.
- (b) Workplace training programs, including induction and on-the-job training, will outline workplace health and safety policy and procedures, including work related hazards, control measures applicable to each hazard, and use of health and safety systems to identify hazards and instigate preventive actions.
- (c) Teacher Aides are expected to participate in all accessible programs offered and to undertake any competency components required by relevant training programs.

14.5 Workplace, health and safety programs and strategies

- (a) The parties will jointly cooperate in ongoing efforts to improve the occupational health and safety

of Teacher Aides at schools, non-school locations and at the individual employee level. The parties recognise the benefits of a preventative approach and further, that continuance of risk assessments and risk management is crucial to Teacher Aide health and safety. The Department shall also promptly deal with any health and safety problems.

- (b) During the life of the Agreement, the parties will continue to develop programs and strategies in order to:
 - (i) reduce the incidence and duration of workplace injury;
 - (ii) improve processes to manage employee rehabilitation and return to work for work/non-work related injuries and illnesses;
 - (iii) more effectively manage workers' compensation by increasing Teacher Aide awareness of potential risks and associated costs;
 - (iv) improve Teacher Aides' wellbeing as measured through reduced absences; and
 - (v) improve data management and reporting systems.
- (c) The Department will maintain and review the collection of information on the nature of hazards and incidence of injury.
- (d) Principals and officers-in-charge must ensure an assessment of their workplace is performed on at least an annual basis. Assessments will be effectively undertaken by a team. The team will consist of:
 - (i) an employee representative;
 - (ii) the Principal or officer-in-charge responsible for the school or workplace or their delegate; and
 - (iii) a representative from the Workplace Health and Safety Committee.
- (e) The assessment, any other checks and actions should consider:
 - (i) the extent of known hazards in each school or workplace; and
 - (ii) previous occupational health and safety performance.
- (f) The parties will continue to pursue a reduction in the cost of workers' compensation and if this is not achieved, the parties agree to jointly review a range of issues including, but not limited to, work practices, training, rehabilitation of injured workers and productivity rates.

14.6 Hepatitis A and B vaccinations

The Department will facilitate and pay the costs of Hepatitis A and B vaccinations for all Teacher Aides. Participation in vaccination programs is strongly recommended, however it is recognised that participation is not mandatory.

SCHEDULE 1 - Wage Rates

Full-time (pro rata for employees working less than 38 ordinary hours per week) and casual wage rates.
(Refer clause 6.1)

Effective 01/11/2025 (3% increase)

Class	Paypoint	Hourly (\$)	Fortnightly (\$)	Annual (\$)	Casual (\$) (incl. 25% loading)
Teacher Aide					
OO2	1	\$ 31.6921	\$ 2,408.60	\$ 62,839	\$ 39.6151
OO2	2	\$ 32.4461	\$ 2,465.90	\$ 64,334	\$ 40.5576
OO2	3	\$ 33.2158	\$ 2,524.40	\$ 65,860	\$ 41.5198
OO2	4	\$ 33.9579	\$ 2,580.80	\$ 67,331	\$ 42.4474
OO3	1	\$ 34.4105	\$ 2,615.20	\$ 68,229	\$ 43.0131
OO3	2	\$ 34.9829	\$ 2,658.70	\$ 69,364	\$ 43.7286
OO3	3	\$ 35.6013	\$ 2,705.70	\$ 70,590	\$ 44.5016
OO3	4	\$ 36.2355	\$ 2,753.90	\$ 71,847	\$ 45.2944
OO4	1	\$ 37.6395	\$ 2,860.60	\$ 74,631	\$ 47.0494
OO4	2	\$ 38.8171	\$ 2,950.10	\$ 76,966	\$ 48.5214
OO4	3	\$ 40.0408	\$ 3,043.10	\$ 79,392	\$ 50.0510
OO4	4	\$ 41.1882	\$ 3,130.30	\$ 81,667	\$ 51.4853

Teacher Aide Auslan Language Model/Educational Interpreter/Braille					
OO4 - ALM	1	\$ 42.5447	\$ 3,233.40	\$ 84,357	\$ 53.1809
OO4 - ALM	2	\$ 43.8789	\$ 3,334.80	\$ 87,003	\$ 54.8486
OO4 - ALM	3	\$ 45.2803	\$ 3,441.30	\$ 89,781	\$ 56.6004
OO4 - ALM	4	\$ 46.6276	\$ 3,543.70	\$ 92,453	\$ 58.2845

Effective 01/11/2026 (2.5% increase)

Class	Paypoint	Hourly (\$)	Fortnightly (\$)	Annual (\$)	Casual (\$) (incl. 25% loading)
Teacher Aide					
OO2	1	\$ 32.4842	\$ 2,468.80	\$ 64,409	\$ 40.6053
OO2	2	\$ 33.2566	\$ 2,527.50	\$ 65,941	\$ 41.5708
OO2	3	\$ 34.0461	\$ 2,587.50	\$ 67,506	\$ 42.5576
OO2	4	\$ 34.8066	\$ 2,645.30	\$ 69,014	\$ 43.5083
OO3	1	\$ 35.2711	\$ 2,680.60	\$ 69,935	\$ 44.0889
OO3	2	\$ 35.8579	\$ 2,725.20	\$ 71,099	\$ 44.8224
OO3	3	\$ 36.4908	\$ 2,773.30	\$ 72,353	\$ 45.6135
OO3	4	\$ 37.1408	\$ 2,822.70	\$ 73,642	\$ 46.4260
OO4	1	\$ 38.5803	\$ 2,932.10	\$ 76,496	\$ 48.2254
OO4	2	\$ 39.7882	\$ 3,023.90	\$ 78,891	\$ 49.7353
OO4	3	\$ 41.0421	\$ 3,119.20	\$ 81,378	\$ 51.3026
OO4	4	\$ 42.2184	\$ 3,208.60	\$ 83,710	\$ 52.7730

Teacher Aide Auslan Language Model/Educational Interpreter/Braille					
OO4 - ALM	1	\$ 43.6079	\$ 3,314.20	\$ 86,465	\$ 54.5099
OO4 - ALM	2	\$ 44.9763	\$ 3,418.20	\$ 89,178	\$ 56.2204
OO4 - ALM	3	\$ 46.4118	\$ 3,527.30	\$ 92,025	\$ 58.0148
OO4 - ALM	4	\$ 47.7934	\$ 3,632.30	\$ 94,764	\$ 59.7418

Full-time (pro rata for employees working less than 38 ordinary hours per week) and casual wage rates continued.
(Refer clause 6.1)

Effective 01/11/2027 (2.5% increase)

Class	Paypoint	Hourly (\$)	Fortnightly (\$)	Annual (\$)	Casual (\$) (incl. 25% loading)
Teacher Aide					
OO2	1	\$ 33.2961	\$ 2,530.50	\$ 66,019	\$ 41.6201
OO2	2	\$ 34.0882	\$ 2,590.70	\$ 67,590	\$ 42.6103
OO2	3	\$ 34.8974	\$ 2,652.20	\$ 69,194	\$ 43.6218
OO2	4	\$ 35.6763	\$ 2,711.40	\$ 70,739	\$ 44.5954
OO3	1	\$ 36.1526	\$ 2,747.60	\$ 71,683	\$ 45.1908
OO3	2	\$ 36.7539	\$ 2,793.30	\$ 72,875	\$ 45.9424
OO3	3	\$ 37.4026	\$ 2,842.60	\$ 74,161	\$ 46.7533
OO3	4	\$ 38.0697	\$ 2,893.30	\$ 75,484	\$ 47.5871
OO4	1	\$ 39.5447	\$ 3,005.40	\$ 78,409	\$ 49.4309
OO4	2	\$ 40.7829	\$ 3,099.50	\$ 80,864	\$ 50.9786
OO4	3	\$ 42.0684	\$ 3,197.20	\$ 83,413	\$ 52.5855
OO4	4	\$ 43.2737	\$ 3,288.80	\$ 85,802	\$ 54.0921

Teacher Aide Auslan Language Model/Educational Interpreter/Braille					
OO4 - ALM	1	\$ 44.6987	\$ 3,397.10	\$ 88,628	\$ 55.8734
OO4 - ALM	2	\$ 46.1013	\$ 3,503.70	\$ 91,409	\$ 57.6266
OO4 - ALM	3	\$ 47.5724	\$ 3,615.50	\$ 94,326	\$ 59.4655
OO4 - ALM	4	\$ 48.9882	\$ 3,723.10	\$ 97,133	\$ 61.2353

Next page – wage rates for the optimal part-time arrangement (30 ordinary hours per week) under the standard job model.

Standard Job Model – optimal part-time arrangement (30 ordinary hours per week) wage rates.

Effective 01/11/2025 (3% increase)

Class	Paypoint	Hourly (\$)	Weekly (\$) 30hr/week	Fortnightly (\$) 60hr/FN	Annual (\$)
Teacher Aide					
OO2	1	\$ 31.6921	\$ 950.75	\$ 1,901.50	\$ 49,609
OO2	2	\$ 32.4461	\$ 973.40	\$ 1,946.80	\$ 50,791
OO2	3	\$ 33.2158	\$ 996.45	\$ 1,992.90	\$ 51,993
OO2	4	\$ 33.9579	\$ 1,018.75	\$ 2,037.50	\$ 53,157
OO3	1	\$ 34.4105	\$ 1,032.30	\$ 2,064.60	\$ 53,864
OO3	2	\$ 34.9829	\$ 1,049.50	\$ 2,099.00	\$ 54,761
OO3	3	\$ 35.6013	\$ 1,068.05	\$ 2,136.10	\$ 55,729
OO3	4	\$ 36.2355	\$ 1,087.05	\$ 2,174.10	\$ 56,721
OO4	1	\$ 37.6395	\$ 1,129.20	\$ 2,258.40	\$ 58,920
OO4	2	\$ 38.8171	\$ 1,164.50	\$ 2,329.00	\$ 60,762
OO4	3	\$ 40.0408	\$ 1,201.20	\$ 2,402.40	\$ 62,677
OO4	4	\$ 41.1882	\$ 1,235.65	\$ 2,471.30	\$ 64,474

Teacher Aide Auslan Language Model/Educational Interpreter/Braille

OO4 - ALM	1	\$ 42.5447	\$ 1,276.35	\$ 2,552.70	\$ 66,598
OO4 - ALM	2	\$ 43.8789	\$ 1,316.35	\$ 2,632.70	\$ 68,685
OO4 - ALM	3	\$ 45.2803	\$ 1,358.40	\$ 2,716.80	\$ 70,879
OO4 - ALM	4	\$ 46.6276	\$ 1,398.85	\$ 2,797.70	\$ 72,990

Effective 01/11/2026 (2.5% increase)

Class	Paypoint	Hourly (\$)	Weekly (\$) 30hr/week	Fortnightly (\$) 60hr/FN	Annual (\$)
Teacher Aide					
OO2	1	\$ 32.4842	\$ 974.55	\$ 1,949.10	\$ 50,851
OO2	2	\$ 33.2566	\$ 997.70	\$ 1,995.40	\$ 52,059
OO2	3	\$ 34.0461	\$ 1,021.40	\$ 2,042.80	\$ 53,295
OO2	4	\$ 34.8066	\$ 1,044.20	\$ 2,088.40	\$ 54,485
OO3	1	\$ 35.2711	\$ 1,058.15	\$ 2,116.30	\$ 55,213
OO3	2	\$ 35.8579	\$ 1,075.75	\$ 2,151.50	\$ 56,131
OO3	3	\$ 36.4908	\$ 1,094.70	\$ 2,189.40	\$ 57,120
OO3	4	\$ 37.1408	\$ 1,114.20	\$ 2,228.40	\$ 58,137
OO4	1	\$ 38.5803	\$ 1,157.40	\$ 2,314.80	\$ 60,392
OO4	2	\$ 39.7882	\$ 1,193.65	\$ 2,387.30	\$ 62,283
OO4	3	\$ 41.0421	\$ 1,231.25	\$ 2,462.50	\$ 64,245
OO4	4	\$ 42.2184	\$ 1,266.55	\$ 2,533.10	\$ 66,087

Teacher Aide Auslan Language Model/Educational Interpreter/Braille

OO4 - ALM	1	\$ 43.6079	\$ 1,308.25	\$ 2,616.50	\$ 68,263
OO4 - ALM	2	\$ 44.9763	\$ 1,349.30	\$ 2,698.60	\$ 70,405
OO4 - ALM	3	\$ 46.4118	\$ 1,392.35	\$ 2,784.70	\$ 72,651
OO4 - ALM	4	\$ 47.7934	\$ 1,433.80	\$ 2,867.60	\$ 74,814

Standard Job Model – optimal part-time arrangement (30 ordinary hours per week) wage rates continued

Effective 01/11/2027 (2.5% increase)

	Paypoint	Hourly (\$)	Weekly (\$) 30hr/week	Fortnightly (\$) 60hr/FN	Annual (\$)
Teacher Aide					
OO2	1	\$ 33.2961	\$ 998.90	\$ 1,997.80	\$ 52,121
OO2	2	\$ 34.0882	\$ 1,022.65	\$ 2,045.30	\$ 53,360
OO2	3	\$ 34.8974	\$ 1,046.90	\$ 2,093.80	\$ 54,626
OO2	4	\$ 35.6763	\$ 1,070.30	\$ 2,140.60	\$ 55,847
OO3	1	\$ 36.1526	\$ 1,084.60	\$ 2,169.20	\$ 56,593
OO3	2	\$ 36.7539	\$ 1,102.60	\$ 2,205.20	\$ 57,532
OO3	3	\$ 37.4026	\$ 1,122.10	\$ 2,244.20	\$ 58,550
OO3	4	\$ 38.0697	\$ 1,142.10	\$ 2,284.20	\$ 59,593
OO4	1	\$ 39.5447	\$ 1,186.35	\$ 2,372.70	\$ 61,902
OO4	2	\$ 40.7829	\$ 1,223.50	\$ 2,447.00	\$ 63,841
OO4	3	\$ 42.0684	\$ 1,262.05	\$ 2,524.10	\$ 65,852
OO4	4	\$ 43.2737	\$ 1,298.20	\$ 2,596.40	\$ 67,738
Teacher Aide Auslan Language Model/Educational Interpreter/Braille					
OO4 - ALM	1	\$ 44.6987	\$ 1,340.95	\$ 2,681.90	\$ 69,969
OO4 - ALM	2	\$ 46.1013	\$ 1,383.05	\$ 2,766.10	\$ 72,166
OO4 - ALM	3	\$ 47.5724	\$ 1,427.15	\$ 2,854.30	\$ 74,467
OO4 - ALM	4	\$ 48.9882	\$ 1,469.65	\$ 2,939.30	\$ 76,684

SCHEDULE 2 - One and Two Teacher Classroom Schools

The list of schools is indicative only and may vary during the life of the Agreement. Refer clause 7.6(b)(i).

School Code	School Name	Region
591	Abercorn State School	Central Queensland
1275	Abergowrie State School	North Queensland
598	Airville State School	North Queensland
1963	Alexandra Bay State School	Far North Queensland
517	Alpha State School	Central Queensland
1629	Amiens State School	Darling Downs South West
312	Aramac State School	Central Queensland
813	Arcadia Valley State School	Darling Downs South West
357	Augathella State School	Darling Downs South West
572	Avondale State School	North Coast
317	Back Plains State School	Darling Downs South West
906	Bajool State School	Central Queensland
521	Banana State School	Central Queensland
1730	Bartle Frere State School	Far North Queensland
387	Bauhinia State School	Central Queensland
966	Bauple State School	North Coast
1019	Bedourie State School	Central Queensland
187	Begonia State School	Darling Downs South West
1768	Bellenden Ker State School	Far North Queensland
1631	Benarkin State School	Darling Downs South West
1663	Biddeston State School	Darling Downs South West
1397	Binjour Plateau State School	Central Queensland
1679	Birdsville State School	Central Queensland
299	Blackall State School	Central Queensland
981	Bloomsbury State School	Central Queensland
344	Bluff State School	Central Queensland
425	Bollon State School	Darling Downs South West
1542	Booyal Central State School	North Coast
899	Bororen State School	Central Queensland
595	Boulia State School	North Queensland
815	Bowenville State School	Darling Downs South West
1465	Boynewood State School	Central Queensland
466	Brandon State School	North Queensland
1133	Brigalow State School	Darling Downs South West
1071	Broadwater State School	Darling Downs South West
311	Brookstead State School	Darling Downs South West
1035	Brooweena State School	North Coast

School Code	School Name	Region
1124	Builyan State School	Central Queensland
962	Bullyard State School	North Coast
530	Burketown State School	North Queensland
1427	Butchers Creek State School	Far North Queensland
1318	Byfield State School	Central Queensland
1047	Bymount East State School	Darling Downs South West
483	Cameron Downs State School	North Queensland
714	Camooweal State School	North Queensland
1806	Carmila State School	Central Queensland
734	Cecil Plains State School	Darling Downs South West
866	Chillagoe State School	Far North Queensland
171	Clare State School	North Queensland
606	Clarke Creek State School	Central Queensland
1254	Cloyna State School	Darling Downs South West
1225	Coalstoun Lakes State School	Central Queensland
173	Comet State School	Central Queensland
24	Condamine State School	Darling Downs South West
1352	Conondale State School	North Coast
1359	Coominya State School	Metropolitan South
32	Coowonga State School	Central Queensland
1084	Cooyar State School	Darling Downs South West
1898	Coppabella State School	Central Queensland
399	Crawford State School	Darling Downs South West
165	Croydon State School	Far North Queensland
1480	CYAAA - Coen Campus	Far North Queensland
892	Dagun State School	North Coast
1022	Daintree State School	Far North Queensland
1670	Dajarra State School	North Queensland
950	Dallarnil State School	Central Queensland
318	Dalveen State School	Darling Downs South West
520	Darlington State School	South East
266	Dingo State School	Central Queensland
1001	Dirranbandi P-10 State School	Darling Downs South West
889	Drillham State School	Darling Downs South West
342	Duaringa State School	Central Queensland
1170	Dulacca State School	Darling Downs South West
934	Dunkeld State School	Darling Downs South West
1667	Durong South State School	Darling Downs South West
1758	El Arish State School	Far North Queensland

School Code	School Name	Region
154	Emu Creek State School	Darling Downs South West
1179	Eromanga State School	Darling Downs South West
310	Eton State School	Central Queensland
222	Eulo State School	Darling Downs South West
1353	Eungella State School	Central Queensland
1172	Farleigh State School	Central Queensland
1175	Finch Hatton State School	Central Queensland
489	Flagstone Creek State School	Darling Downs South West
845	Flying Fish Point State School	Far North Queensland
1897	Forrest Beach State School	North Queensland
523	Forsayth State School	Far North Queensland
40	Freestone State School	Darling Downs South West
1460	Gargett State School	Central Queensland
178	Georgetown State School	Far North Queensland
709	Gindie State School	Central Queensland
544	Glen Aplin State School	Darling Downs South West
1918	Glenden State School	Central Queensland
917	Glenmorgan State School	Darling Downs South West
939	Goodwood State School	North Coast
1839	Goovigen State School	Central Queensland
145	Grandchester State School	Metropolitan
976	Greenmount State School	Darling Downs South West
334	Greenvale State School	North Queensland
1549	Guluguba State School	Darling Downs South West
1391	Gumlu State School	North Queensland
58	Gunalda State School	North Coast
821	Gundiah State School	North Coast
1329	Haden State School	Darling Downs South West
213	Halifax State School	North Queensland
1962	Hamilton Island State School	North Queensland
1849	Hannaford State School	Darling Downs South West
902	Harlin State School	Darling Downs South West
621	Harrisville State School	South East
1060	Hayman Island State School	North Queensland
954	Hebel State School	Darling Downs South West
33	Hendra State School	Metropolitan
541	Hillview State School	South East
470	Homebush State School	Central Queensland
241	Homestead State School	North Queensland

School Code	School Name	Region
713	Ilfracombe State School	Central Queensland
1723	Injune P-10 State School	Darling Downs South West
519	Irvinebank State School	Far North Queensland
63	Isisford State School	Central Queensland
1659	Jambin State School	Central Queensland
798	Jarvisfield State School	North Queensland
206	Jericho State School	Central Queensland
1558	Jimbour State School	Darling Downs South West
64	Jondaryan State School	Darling Downs South West
1289	Julia Creek State School	North Queensland
910	Jundah State School	Central Queensland
1187	Kaimkillenbun State School	Darling Downs South West
1494	Kalamia State School	North Queensland
1478	Kandanga State School	North Coast
1145	Karara State School	Darling Downs South West
449	Karumba State School	North Queensland
1309	Kenilworth State Community College	North Coast
868	Kennedy State School	Far North Queensland
710	Kentville State School	Darling Downs South West
670	Keppel Sands State School	Central Queensland
1707	Kia-Ora State School	North Coast
787	Kilcummin State School	Central Queensland
1534	Kin State School	North Coast
753	Kindon State School	Darling Downs South West
415	Kioma State School	Darling Downs South West
1078	Kogan State School	Darling Downs South West
1472	Kulpi State School	Darling Downs South West
202	Lakeland State School	Far North Queensland
583	Laura State School	Far North Queensland
68	Leyburn State School	Darling Downs South West
980	Linville State School	Darling Downs South West
1119	Lochington State School	Central Queensland
1061	Lockrose State School	Darling Downs South West
1010	Lower Tully State School	Far North Queensland
1140	Lowmead State School	North Coast
383	Ma Creek State School	Darling Downs South West
324	Macknade State School	North Queensland
1214	Maidavale State School	North Queensland
320	Marburg State School	Metropolitan

School Code	School Name	Region
1584	Marlborough State School	Central Queensland
1122	Marmor State School	Central Queensland
640	Maroon State School	South East
1251	Maroondan State School	North Coast
1389	Maryvale State School	Darling Downs South West
1400	McDonnell Creek State School	Far North Queensland
1394	McIlwraith State School	North Coast
1473	Meandarra State School	Darling Downs South West
1673	Mena Creek State School	Far North Queensland
806	Merinda State School	North Queensland
771	Millaa State School	Far North Queensland
867	Millaroo State School	North Queensland
1120	Milman State School	Central Queensland
1382	Mirriwinni State School	Far North Queensland
1919	Mistake Creek State School	Central Queensland
511	Moonie State School	Darling Downs South West
525	Morven State School	Darling Downs South West
381	Mount Alford State School	South East
1975	Mount Fox State School	North Queensland
300	Mount Larcom State School	Central Queensland
1109	Mount Molloy State School	Far North Queensland
1511	Mount Murchison State School	Central Queensland
737	Mount Nebo State School	Metropolitan
75	Mount Perry State School	Central Queensland
1531	Mount Surprise State School	Far North Queensland
464	Mount Sylvia State School	Darling Downs South West
1037	Mount Tyson State School	Darling Downs South West
495	Mount Whitestone State School	Darling Downs South West
1418	Mulgildie State School	Central Queensland
722	Mundoo State School	Far North Queensland
507	Mungallala State School	Darling Downs South West
217	Mungar State School	North Coast
76	Murphy's Creek State School	Darling Downs South West
1030	Murray River Upper State School	Far North Queensland
1177	Murray's Bridge State School	Darling Downs South West
1317	Mutarnee State School	North Queensland
993	Mutchilba State School	Far North Queensland
152	Mutdapilly State School	South East
304	Muttaburra State School	Central Queensland

School Code	School Name	Region
1481	Nagoorin State School	Central Queensland
1735	Nobby State School	Darling Downs South West
731	North Eton State School	Central Queensland
785	Numinbah Valley State School	South East
1238	Oakenden State School	Central Queensland
74	Osborne State School	North Queensland
1486	Patrick Estate State School	Metropolitan
467	Pentland State School	North Queensland
422	Pilton State School	Darling Downs South West
1408	Pindi State School	Central Queensland
1141	Pinnacle State School	Central Queensland
1704	Pozieres State School	Darling Downs South West
488	Prairie State School	North Queensland
1655	Prospect Creek State School	Central Queensland
1594	Quilpie State College	Darling Downs South West
29	Ramsay State School	Darling Downs South West
141	Ravenswood State School	North Queensland
1489	Ridgelands State School	Central Queensland
582	Roadvale State School	South East
92	Rolleston State School	Central Queensland
1977	Rossville State School	Far North Queensland
475	Scottville State School	North Queensland
1007	Severnlea State School	Darling Downs South West
400	Sharon State School	North Coast
1528	Silkwood State School	Far North Queensland
1518	South Johnstone State School	Far North Queensland
1241	Southbrook Central State School	Darling Downs South West
1931	Springbrook State School	South East
103	St Lawrence State School	Central Queensland
129	Stanwell State School	Central Queensland
933	Stonehenge State School	Central Queensland
1944	Tagai State College - Darnley Island Campus	Far North Queensland
1950	Tagai State College - Dauan Island Campus	Far North Queensland
1995	Tagai State College - Horn Island Campus	Far North Queensland
1949	Tagai State College - Kubin Campus	Far North Queensland
1942	Tagai State College - Mabuia Island Campus	Far North Queensland
1941	Tagai State College - Malu Kiwai Campus	Far North Queensland
1943	Tagai State College - Mer Campus	Far North Queensland
1951	Tagai State College - Poruma Campus	Far North Queensland

School Code	School Name	Region
1953	Tagai State College - St Pauls Campus	Far North Queensland
1952	Tagai State College - Stephen Island Campus	Far North Queensland
1948	Tagai State College - Warraber Island Campus	Far North Queensland
1947	Tagai State College - Yam Island Campus	Far North Queensland
1945	Tagai State College - Yorke Island Campus	Far North Queensland
1615	Talwood State School	Darling Downs South West
150	Tambo State School	Central Queensland
1446	Tanduringie State School	Darling Downs South West
494	Teelba State School	Darling Downs South West
1278	Thallon State School	Darling Downs South West
409	Thargomindah State School	Darling Downs South West
1360	The Gums State School	Darling Downs South West
1714	The Summit State School	Darling Downs South West
579	Theebine State School	North Coast
245	Thornton State School	Darling Downs South West
803	Thulimbah State School	Darling Downs South West
107	Tiara State School	North Coast
864	Tingoora State School	Darling Downs South West
1777	Toobanna State School	North Queensland
1118	Trebonne State School	North Queensland
403	Valkyrie State School	Central Queensland
628	Victoria Plantation State School	North Queensland
760	Walkamin State School	Far North Queensland
458	Wallangarra State School	Darling Downs South West
1192	Wallaville State School	North Coast
386	Warra State School	Darling Downs South West
1230	Warrill View State School	South East
1159	Wartburg State School	North Coast
1244	Westmar State School	Darling Downs South West
119	Westwood State School	Central Queensland
1147	Wheatvale State School	Darling Downs South West
669	Widgee State School	North Coast
292	Windera State School	Darling Downs South West
461	Windorah State School	Central Queensland
478	Winton State School	Central Queensland
881	Wolvi State School	North Coast
615	Woodstock State School	North Queensland
1378	Woolooga State School	North Coast
947	Wooroolin State School	Darling Downs South West
919	Wowan State School	Central Queensland
802	Wyandra State School	Darling Downs South West
1634	Yandaran State School	North Coast
151	Yangan State School	Darling Downs South West
1346	Yelarbon State School	Darling Downs South West
372	Yuleba State School	Darling Downs South West

SCHEDULE 3 - Leave Entitlements

This Schedule provides a summary of Teacher Aide leave entitlements and must be read in conjunction with the authority source instruments and document(s). This Schedule does not replace the source instruments if there is a discrepancy.

(Note: Departmental policy and procedures are available on OnePortal – Policy and Procedure Register or via myHR)

Leave Type	Summary	Authority Source
Annual Leave	<p>Permanent and Fixed Term Temporary Teacher Aides may accumulate 4 weeks (20 days) annual leave.</p> <p>Teacher Aides must take their annual leave during the first 4 weeks (20 days) of the summer school vacation period, excluding the mandatory public holidays.</p>	<p><i>Industrial Relations Act 2016 (Qld) General Employees (Queensland Government Departments) and Other Employees Award – State 2015 Directive 11/24 – Recreation Leave</i></p> <p>Departmental Documents – <i>Leave Policy</i> <i>Employee Leave Procedure</i></p>
Bereavement Leave	<p>Permanent and Fixed Term Temporary Teacher Aides are entitled to 2 days bereavement leave on full pay in the event of:</p> <ul style="list-style-type: none"> • The death of a member of their immediate family or household; or • The Teacher Aide, or the Teacher Aide’s spouse, is pregnant and the pregnancy ends other than by the birth of a living child. <p>Casual Teacher Aides are entitled to 2 days of unpaid bereavement leave.</p>	<p><i>Industrial Relations Act 2016 (Qld) General Employees (Queensland Government Departments) and Other Employees Award – State 2015 Directive 12/24 – Special Leave</i></p>
Industrial Relations Education Leave	<p>Permanent and Fixed Term Temporary Teacher Aides may be granted up to 5 days non-cumulative leave as provided within this Agreement.</p>	<p><i>Department of Education Teacher Aides’ Certified Agreement 2025 (Clause 3.5)</i></p>
Jury Service and Court Attendance	<p>Permanent and Temporary Teacher Aides are entitled to leave and associated allowances if subpoenaed to attend court as a witness or required to undertake jury service.</p>	<p><i>Industrial Relations Act 2016 (Qld) Directive 14/24 – Court Attendance and Jury Service</i></p> <p>Departmental Documents – <i>Leave Policy</i> <i>Employee Leave Procedure</i></p>
Long Service Leave	<p>Teacher Aides who complete 10 years continuous service may be entitled to long service leave with pay.</p> <p>Teacher Aides who complete 7 years continuous service may be entitled to pro-rata long service leave.</p> <p>An employee is to give timely notice of the date from which long service leave is to take effect.</p>	<p><i>General Employees (Queensland Government Departments) and Other Employees Award – State 2015 Directive 10/24 - Long Service Leave Long Service Leave (Circular) 04/01</i></p> <p><i>Leave Policy</i> <i>Employee Leave Procedure</i></p>

Leave Type	Summary	Authority Source
Parental Leave	<p>Parental Leave includes birth-related Leave, Adoption Leave and Cultural Parent Leave, or Surrogacy Leave. Eligible Teacher Aides may be entitled to:</p> <ul style="list-style-type: none"> • Long paid parental leave, adoption leave, cultural leave or surrogacy leave of 14 weeks. • Short paid parental leave of 1 week. • Long paid spousal leave of 14 weeks. • Appointment leave up to a total of 38 hours. • 52 weeks of unpaid leave • Flexible work practice. <p>An application for parental leave form (DoE employees only) must include the start and end date of the leave and sufficient written evidence to satisfy a reasonable person of the birth-related, adoption, surrogacy or cultural parent leave including that the employee is primarily responsible for the care of the child for the relevant period.</p>	<p><i>Industrial Relations Act 2016 (Qld) General Employees (Queensland Government Departments) and other Employees Award – State 2015 Directive 08/24 – Paid Parental Leave</i></p> <p>Departmental Documents – <i>Leave Policy Parental Leave Procedure</i></p>
Purchased Leave	Eligible Teacher Aides may consider an application for purchased leave.	<p><i>Directive 12/24 – Special Leave</i> <i>Directive 15/24– Leave without salary credited as Service</i> <i>OIR Guideline – Implementing purchased leave arrangements</i></p> <p>Departmental Document – <i>Purchased leave and Deferred Salary Scheme Procedure</i></p>
Sick Leave / Carers Leave	<p>Permanent and Fixed Term Temporary Teacher Aides may accumulate up to 10 days sick leave per year of service. Teacher Aides' may use their sick leave for:</p> <ul style="list-style-type: none"> • Any illness that will cause them to be absent from work; or • To care for or support members of their immediate family or household: <ul style="list-style-type: none"> ○ when they are ill; or ○ because an unexpected emergency arises in relation to the person; or • A person who has experienced domestic violence. • An application for sick leave of more than three (3) working days must be supported by sufficient evidence of the illness to satisfy a reasonable person. (e.g. doctor's certificate, health practitioner's certificate, statutory declaration). 	<p><i>Industrial Relations Act 2016 (Qld) General Employees (Queensland Government Departments) and Other Employees Award – State 2015 Directive 09/24 – Sick Leave</i></p> <p>Departmental Document – <i>Leave Policy Employee Leave Procedure</i></p>
Special Leave	<p>Permanent and Fixed Term Temporary Teacher Aides may be granted, paid or unpaid special leave, based on an application for discretionary or non-discretionary leave.</p> <p>Casual Teacher Aides are entitled to two days unpaid leave in relation to bereavement leave or compassionate leave.</p>	<p><i>Directive 12/24 – Special Leave</i></p> <p>Departmental Documents – <i>Leave Policy Employee Leave Procedure</i></p> <p><i>Note: Permanent Teacher Aides may be eligible for paid Special Leave while studying initial teacher education courses. Refer the Supported Pathway into Teaching Guideline.</i></p>
Meritorious Sick Leave	Where a Teacher Aide has completed 26 years meritorious service within the Queensland Public Sector (with no break in service greater than 12 months), an additional 13 weeks (65 working days) sick leave on full pay may be added to their sick leave account on application by the employee.	<i>Directive 09/24 – Sick Leave</i>

Leave Type	Summary	Authority Source
Cultural Leave	A Teacher Aide, who is required by Aboriginal tradition or Island custom to attend an Aboriginal or Torres Strait Islander ceremony, may take up to 5 days unpaid cultural leave in each year.,	<i>Industrial Relations Act 2016 (Qld)</i> <i>Directive 12/24 – Special Leave</i>
Domestic and Family Violence Leave	Teacher Aides are entitled to a minimum 10 days of domestic and family violence leave on full pay in a year if: <ul style="list-style-type: none"> • The Teacher Aide has experienced domestic violence; and • The Teacher Aide needs to take domestic and family violence leave as a result of the domestic violence. 	<i>Industrial Relations Act 2016 (Qld)</i> <i>Public Sector Act 2022</i> <i>Directive 03/20 – Support for employees affected by domestic and family violence</i> Departmental Documents – <i>Instrument of Authorisation</i> <i>Director-General's Powers under Part 5A of the Domestic and Family Violence Protection Act 2012</i> <i>Leave Policy</i> <i>Employee Leave Procedure</i>
Pandemic Leave	Teacher Aides may be entitled to a maximum of 20 days paid special pandemic leave in the event of a health pandemic when they are unable to attend work or perform duties because they: <ul style="list-style-type: none"> • Have an actual viral infection and have exhausted their sick leave entitlement; and/or • Are required to care for an immediate family or household member who have an actual or suspected viral infection and have exhausted their sick leave entitlement; and/or • Are required to care for child/children due to the closure of a school or childcare centre and have exhausted their sick leave accruals. 	<i>Directive 17/24 – Employment Arrangements in the Event of a Health Pandemic</i>
Reproductive Health Leave	Teacher Aides (excluding casuals) have an entitlement to 10 days paid reproductive health leave per year (non-cumulative) in the following circumstances (conditions apply): <ul style="list-style-type: none"> • chronic reproductive health conditions • fertility treatment • attend preventative screening associated with reproductive health (e.g., breast and prostate screening) • treatment associated with reproductive health (e.g. hysterectomy, vasectomy) 	<i>Directive 07/24 – Reproductive Health Leave</i>

SCHEDULE 4 - Regional Consultative Committee - Terms of Reference

1. Introduction

The *Department of Education Teacher Aides' Certified Agreement 2025* (Agreement) provides for the operation of an appropriate number of RCCs under clause 2.5.

2. Functions and roles

- a. The Department acknowledges the role of RCC as a mechanism to ensure consistent application of policy and agreements reached at the central level.
- b. RCCs provide an effective forum for consultation to oversee and ensure consistent understanding and implementation of matters contained within the Agreement.
- c. The work of RCCs includes monitoring the implementation of the Agreement, collecting and disseminating information and data and all other matters that require consultation at a regional level. RCCs to consider the employee data reports for its region under clause 2.5(d).
- d. RCCs will:
 - i. promote a relationship based on trust;
 - ii. strengthen relationships;
 - iii. search for mutual gains while managing conflicts of interest; and
 - iv. arrive at fair outcomes in an effective and efficient manner.
- e. The RCCs will consider proposals submitted by local consultative committees.

3. General guidelines

- a. Teacher Aides who are nominated by the Union or the Department will be allowed adequate paid time to perform their associated duties and to discharge their responsibilities effectively.
- b. Release time is provided in clause 2.5(h) of the Agreement.

4. Membership of the RCC

- a. Membership of each RCC shall be agreed between the parties and comprise of equal representation of Department management and UWU nominees.
- b. Department representative will be led by each Director, Business Partnering (or their delegate) and the Union will have representation of up to four Union delegates and one Union officer.
- c. RCC membership is provided in clause 2.5(g) of the Agreement.

5. Confidentiality and information sharing

All parties recognise that some matters need to be treated as confidential. When the RCC determines that a matter is to be kept confidential, no member of the committee is to relate the information to any other person without the prior approval of the committee.

6. RCC reporting requirements

RCCs will provide an annual report to the Teacher Aide Consultative Committee (TACC) as provided in clause 2.5(a) of this Agreement.

SCHEDULE 5 - Teacher Aide Consultative Committee - Terms of Reference

1. Introduction

The *Department of Education Teacher Aides' Certified Agreement 2025* provides for a consultative framework to be conducted through the following guiding principles:

- a. consultative mechanisms should ensure that, in addition to the parties to this Agreement, there is employee involvement in the initiation, implementation and evaluation of proposals;
- b. appropriate processes should be in place to consult with employees who are affected by implementation of matters contained within this Agreement;
- c. consultative arrangements should be subject to review from time to time by the parties and improvements and changes to arrangements (agreed to by the parties) made as required to ensure consultative arrangements operate with maximum efficiency and effectiveness.

2. Functions and roles

- a. The TACC has an ongoing role in all areas to improve the efficiency and effectiveness of Teacher Aide employment practices and to monitor progress regarding the implementation of the Agreement, including:
 - consideration of workplace issues;
 - professional development and training;
 - health, safety and wellbeing;
 - anti-discrimination legislation (including Aboriginal people and Torres Strait Islander people employment);
 - work-life balance;
 - temporary to permanent conversion and reviews;
 - matters relating to OO4 position within schools;
 - how management of the Teacher Aide *standard job model* is being implemented across the state.
- b. Regional Consultative Committees will provide an annual report to the TACC for the final TACC meeting of the year (e.g. Term 4).
- c. Review matters as required from the Regional Consultative Committees.

3. Reporting Requirements

- a. The TACC has an ongoing role in all areas to improve efficiency and effectiveness within Teacher Aide services and to monitor progress in meeting this Agreement's objectives and implementation of the Agreement.
- b. The TACC is required to report to the Deputy Director-General and Director-General.
- c. Other reporting requirements exist in the following sections of the Agreement:
 - An obligation at clause 2.7(b) of this Agreement to report (by region) data in respect of temporary and permanent employment;
 - An obligation at clause 11.1(e) of this Agreement to report (by region) data in respect of the number of Teacher Aides who progress from OO2 to OO3; and
 - An obligation at clause 11.2(d) of this Agreement to report (by region) data in respect of the number of Teacher Aides who progress from OO3 to OO4.

4. Membership of the TACC

Membership is to comprise of representation from the Department and the Union.

SCHEDULE 6 - Youth Detention Centres – Roster Arrangements

1. Application and operation of Schedule

- a. This Schedule applies to Teacher Aides employed by the Department who work in the following education units:
 - i. the Brisbane Youth Education and Training Centre (BYETC) which is the education unit situated within the Brisbane Youth Detention Centre;
 - ii. the Cleveland Education and Training Centre (CETC) which is the education union situated within the Cleveland Youth Detention Centre;
 - iii. the West Moreton Education and Training Centre (WMETC) which is the educational unit situated within the West Moreton Youth Detention Centre; and
 - iv. any other education unit situated in a youth detention centre as determined by the Department following consultation with the Union.
- b. The parties acknowledge that BYETC, CETC and WMETC are not educational institutions (state schools) established under the *Education (General Provisions) Act 2006* (Qld) and that they are education units developing education programs under the *Youth Justice Act 1992* (Qld).
- c. The parties acknowledge that the State of Queensland (Department of Children, Youth Justice and Multicultural Affairs) (DCYJMA) expanded the educational calendar within BYETC, CETC and WMETC from 40 weeks to 48 weeks in response to recommendations within the Independent Review of Youth Detention Report.
- d. The provisions of this Schedule prevail over the provisions of the body of this Agreement to the extent of any inconsistency between the Schedule and the Agreement.

2. Purpose

The purpose of this Schedule is to enable the employment arrangements in the body of this Agreement to operate in BYETC, CETC and WMETC where the delivery of an education program extends beyond 40 weeks of each year.

3. Roster arrangements and shift patterns

- a. The Department will publish a roster arrangement at BYETC, CETC and WMETC to illustrate how it will organise its workforce into shift patterns that can deliver the 48-week educational programs established by DCYJMA.
- b. The Department will consult with the Union and the majority of affected employees in accordance with PART 2 (Consultation) of the Agreement (i.e. the Local Consultative Committee process) before establishing new roster arrangements at BYETC, CETC and WMETC.
- c. The on-shift, off-shift (including paid leave) elements of each annual shift pattern at BYETC, CETC and WMETC must be equal (in total quantum) to the annual shift pattern in state schools.
- d. The Department will allocate employees to shift patterns at BYETC, CETC and WMETC in accordance with the relevant provisions in the Agreement.

4. Shift exchange

- a. To promote flexibility and work-life balance the Department may permit employees to exchange shifts on a week-for-week basis. An employee's application to exchange shifts must:
 - i. be submitted to the Principal of the relevant educational unit;
 - ii. carry the consent of all employees named in the application;
 - iii. include sufficient detail for the Principal to understand the request;
 - iv. preserve each employee's annual quantum of on-shift / off-shift days; and
 - v. be approved or declined by the Principal within a reasonable time.
- b. The Principal may assist employees to negotiate shift exchange agreements.

5. Pattern changes and consultation

- a. The Department will consult employees on the proposed allocation of shift patterns in accordance with PART 2 (Consultation) of this Agreement.
- b. The Department may reallocate employees from one shift pattern to another during the course of each year to ensure the adequate resourcing of its educational units.
- c. Following consultation, the following principles apply to pattern changes:
 - i. Mid-year pattern changes should be avoided wherever possible.
 - ii. The Department must give each affected employee at least ten weeks' notice of the pattern change before it is due to take effect. However, this notice period may be shortened by mutual agreement.
- d. If an employee requests a pattern change, the request must be approved or declined by the Principal within a reasonable time.

6. Management of annual leave

- a. An employee's entitlement to annual leave must be equal (in total quantum) to the annual leave entitlement owed to Teacher Aides located in state schools.
- b. Roster arrangements will identify when annual leave is to be taken. Where the employee and Principal agree, annual leave may be taken at any other time.

7. Transfer and deployment

The transfer and deployment of employees into traditional state school settings will take place in accordance with the transfer and deployment provisions of the Agreement.

8. Eligibility for Educational support for students with disability allowance

- a. The ESSD allowance in clause 7.1 of the Agreement shall apply to Teacher Aides employed in educational units situated in youth detention centres as set out in clause 1(a) of this Schedule.
- b. For the avoidance of doubt, the ESSD allowance is payable to Teacher Aides employed in youth detention centres in acknowledgement of the unique education environment and irrespective of whether the particular location operates the 48-week education program established by DCYJMA or another program.

SCHEDULE 7 - OO4 Teacher Aide Undertaking

Pursuant to clause 11.2 of the *Department of Education Teacher Aides' Certified Agreement 2025*, as an OO4 Teacher Aide, I commit to performing higher level duties that are consistent with the generic OO4 Teacher Aide role description.

The following list of indicative actions are provided to assist in the identification of suitable duties, but are not intended to be an exhaustive list of actions that may be agreed for each criterion.

- Hold an elected position on a departmental and/or school committee, project board or taskforce.
- Responsibility for larger work groups or functions, field groups or district operations as directed by the Principal (or delegate).
- Disseminate information and host presentations at my school about departmental and/or school initiatives as directed by the Principal (or delegate).
- Manage school inventory and resources as directed by the Principal (or delegate).
- Deliver departmental inductions and mentor other staff members as directed by the Principal (or delegate).
- Provide frontline support to staff members in respect of departmental systems and practices.
- Develop training packages and other professional development activities as directed by the Principal (or delegate).
- Join a professional body and share my knowledge and expertise with the school community.
- Develop teaching and learning resources (or participate in a working group to develop such resources) as directed by the Principal (or delegate).
- Coordinate programs (e.g. wellbeing, youth pathways, homestay, choices not chances)
- Assist in the delivery of specialised learning programs (e.g. STEAM, STEM, REM)
- Assist the Principal (or delegate) by providing specialist insight into matters which require the Principal's review or consideration.
- Coordinate promotional campaigns for school activities (e.g. school carnivals and showcases) as directed by the Principal (or delegate).

I understand that my role as an OO4 Teacher Aide can extend beyond the actions identified and agreed and that I may undertake other duties in accordance with the generic OO4 Teacher Aide role description.

(.....) (.....)

(Employee name)

(Employee ID No.)

(.....) (.....)

(Employee signature)

(Date DD/MM/YY)

SCHEDULE 8 - Queensland Government Commitment to Union Encouragement

Queensland Government Commitment to Union Encouragement

The Queensland Government has made a commitment to encourage union membership among its employees.

As part of this commitment the government will:

- Acknowledge union delegates and job representatives have a role to play within a workplace, including during the agreement making process. The existence of accredited union delegates and/or job representatives is to be encouraged. Accredited union delegates and/or job representatives shall not be unnecessarily hindered in the reasonable and responsible performance of their duties.
- Subject to relevant legislation, allow employees full access to union delegates/officials during working hours to discuss any employment matter or seek union advice, provided that service delivery is not disrupted and work requirements are not unduly affected. Delegates will be provided reasonable access to facilities for the purpose of undertaking union activities.
- Encourage the establishment of joint union and employer consultative committees at a central and agency level.
- Promote reasonable and constructive industrial relations education leave in the form of paid time off to acquire knowledge and competencies in industrial relations.
- Provide an application for union membership and information on the relevant union(s) to all employees at the point of engagement and during induction.
- At the point of engagement, provide employees with a document indicating that the Agency encourages employees to join and maintain financial membership of an organisation of employees that has the right to represent their industrial interests.
- Subject to relevant privacy considerations, provide union(s) with details of new employees.

The active cooperation of all managers and supervisors is necessary to ensure that the government can honour this commitment.

Passive acceptance by agencies of membership recruitment activity by unions does not satisfy the government's commitment. Encouragement requires agencies to take a positive, supportive role, although ultimately it remains the responsibility of the unions themselves to conduct membership recruitment.

SCHEDULE 9 – Table of ordinary hours and specified weekly hours

The table below is provided to assist with calculating 12.5% of ordinary weekly (or daily) hours for Teacher Aides under clause 8.3 (Hours of work).

Ordinary hours per week	Specified weekly hours = 12.5% of ordinary hours	Rostered hours (decimal)	Rostered hours (HH:MM)	Ordinary hours per week	Specified weekly hours = 12.5% of ordinary hours	Rostered hours (decimal)	Rostered hours (HH:MM)
5	0.625	5.625	5:37	9.5	1.1875	10.6875	10:41
5.25	0.65625	5.90625	5:54	9.75	1.21875	10.96875	10:58
5.5	0.6875	6.1875	6:11	10	1.25	11.25	11:15
5.75	0.71875	6.46875	6:28	10.25	1.28125	11.53125	11:31
6	0.75	6.75	6:45	10.5	1.3125	11.8125	11:48
6.25	0.78125	7.03125	7:01	10.75	1.34375	12.09375	12:05
6.5	0.8125	7.3125	7:18	11	1.375	12.375	12:22
6.75	0.84375	7.59375	7:35	11.25	1.40625	12.65625	12:39
7	0.875	7.875	7:52	11.5	1.4375	12.9375	12:56
7.25	0.90625	8.15625	8:09	11.75	1.46875	13.21875	13:13
7.5	0.9375	8.4375	8:26	12	1.5	13.5	13:30
7.75	0.96875	8.71875	8:43	12.25	1.53125	13.78125	13:46
8	1	9	9:00	12.5	1.5625	14.0625	14:03
8.25	1.03125	9.28125	9:16	12.75	1.59375	14.34375	14:20
8.5	1.0625	9.5625	9:33	13	1.625	14.625	14:37
8.75	1.09375	9.84375	9:50	13.25	1.65625	14.90625	14:54
9	1.125	10.125	10:07	13.5	1.6875	15.1875	15:11
9.25	1.15625	10.40625	10:24	13.75	1.71875	15.46875	15:28

Ordinary hours per week	Specified weekly hours = 12.5% of ordinary hours	Rostered hours (decimal)	Rostered hours (HH:MM)
14	1.75	15.75	15:45
14.25	1.78125	16.03125	16:01
14.5	1.8125	16.3125	16:18
14.75	1.84375	16.59375	16:35
15	1.875	16.875	16:52
15.25	1.90625	17.15625	17:09
15.5	1.9375	17.4375	17:26
15.75	1.96875	17.71875	17:43
16	2	18	18:00
16.25	2.03125	18.28125	18:16
16.5	2.0625	18.5625	18:33
16.75	2.09375	18.84375	18:50
17	2.125	19.125	19:07
17.25	2.15625	19.40625	19:24
17.5	2.1875	19.6875	19:41
17.75	2.21875	19.96875	19:58
18	2.25	20.25	20:15
18.25	2.28125	20.53125	20:31
18.5	2.3125	20.8125	20:48
18.75	2.34375	21.09375	21:05
19	2.375	21.375	21:22
19.25	2.40625	21.65625	21:39
19.5	2.4375	21.9375	21:56
19.75	2.46875	22.21875	22:13
20	2.5	22.5	22:30
20.25	2.53125	22.78125	22:46
20.5	2.5625	23.0625	23:03
20.75	2.59375	23.34375	23:20
21	2.625	23.625	23:37
21.25	2.65625	23.90625	23:54
21.5	2.6875	24.1875	24:11
21.75	2.71875	24.46875	24:28
22	2.75	24.75	24:45
22.25	2.78125	25.03125	25:01
22.5	2.8125	25.3125	25:18
22.75	2.84375	25.59375	25:35

Ordinary hours per week	Specified weekly hours = 12.5% of ordinary hours	Rostered hours (decimal)	Rostered hours (HH:MM)
23	2.875	25.875	25:52
23.25	2.90625	26.15625	26:09
23.5	2.9375	26.4375	26:26
23.75	2.96875	26.71875	26:43
24	3	27	27:00
24.25	3.03125	27.28125	27:16
24.5	3.0625	27.5625	27:33
24.75	3.09375	27.84375	27:50
25	3.125	28.125	28:07
25.25	3.15625	28.40625	28:24
25.5	3.1875	28.6875	28:41
25.75	3.21875	28.96875	28:58
26	3.25	29.25	29:15
26.25	3.28125	29.53125	29:31
26.5	3.3125	29.8125	29:48
26.75	3.34375	30.09375	30:05
27	3.375	30.375	30:22
27.25	3.40625	30.65625	30:39
27.5	3.4375	30.9375	30:56
27.75	3.46875	31.21875	31:13
28	3.5	31.5	31:30
28.25	3.53125	31.78125	31:46
28.5	3.5625	32.0625	32:03
28.75	3.59375	32.34375	32:20
29	3.625	32.625	32:37
29.25	3.65625	32.90625	32:54
29.5	3.6875	33.1875	33:11
29.75	3.71875	33.46875	33:28
30	3.75	33.75	33:45
30.25	3.78125	34.03125	34:01
30.5	3.8125	34.3125	34:18
30.75	3.84375	34.59375	34:35
31	3.875	34.875	34:52
31.25	3.90625	35.15625	35:09
31.5	3.9375	35.4375	35:26
31.75	3.96875	35.71875	35:43

Ordinary hours per week	Specified weekly hours = 12.5% of ordinary hours	Rostered hours (decimal)	Rostered hours (HH:MM)
32	4	36	36:00
32.25	4.03125	36.28125	36:16
32.5	4.0625	36.5625	36:33
32.75	4.09375	36.84375	36:50
33	4.125	37.125	37:07
33.25	4.15625	37.40625	37:24
33.5	4.1875	37.6875	37:41
33.75	4.21875	37.96875	37:58
34	4.25	38.25	38:15
34.25	4.28125	38.53125	38:31
34.5	4.3125	38.8125	38:48
34.75	4.34375	39.09375	39:05
35	4.375	39.375	39:22
35.25	4.40625	39.65625	39:39
35.5	4.4375	39.9375	39:56
35.75	4.46875	40.21875	40:13
36	4.5	40.5	40:30
36.25	4.53125	40.78125	40:46
36.5	4.5625	41.0625	41:03
36.75	4.59375	41.34375	41:20
37	4.625	41.625	41:37
37.25	4.65625	41.90625	41:54
37.5	4.6875	42.1875	42:11
37.75	4.71875	42.46875	42:28
38	4.75	42.75	42:45

SIGNATORIES:

Signed for and on behalf of the Department of Education:

Sharon Schimming

Sharon Schimming
Director-General
Department of Education

Date: 31/03/2026

In the presence of: David Miller

Signed for and on behalf of the United Workers' Union, Industrial Union of Employees, Queensland:

Gary Bullock

Gary Bullock
Queensland State Secretary
United Workers' Union, Industrial Union of Employees, Queensland.

Date: 30/03/2026

In the presence of: Cara Anderson