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Industrial Relations Act 1984
s55 Industrial Agreement

TEACHERS AGREEMENT 2025

Between the
Minister administering the *State Service Act 2000*
and the
Australian Education Union, Tasmanian Branch



1 TITLE

This Agreement shall be known as the Teachers Agreement 2025.

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3 APPLICATION

This Agreement is made in respect of employees covered by the Teaching Service (Tasmanian Public Sector) Award.

4 DATE AND PERIOD OF OPERATION

- 4.1 This Agreement cancels and replaces the Teachers Agreement 2023 which was registered on 9 May 2023.
- 4.2 This Agreement applies with effect from the 20 September 2025 and will remain in force until 19 September 2028.
- 4.3 The parties agree to commence negotiations for a replacement agreement on or before 1 April 2028.

5 PARTIES BOUND

This Agreement is between the Minister administering *the State Service Act 2000* and the Australian Education Union, Tasmanian Branch.

6 RELATIONSHIP TO AWARDS AND AGREEMENTS

This Agreement prevails to the extent of any inconsistency that occurs between this Agreement and the Teaching Service (Tasmanian Public Sector) Award or any registered Agreement with the Minister administering *the State Service Act 2000*.

7 DEFINITIONS

'Beginning Teacher' means an early career teacher employed on a permanent or fixed term basis (other than fixed term relief) above 0.4 FTE who has completed their teaching qualification and is in their first and second year of teaching following qualification, with the Department, but does not include employees employed under the Teach for Australia Program or employees under a Limited Authority to Teach.

'Limited Authority to Teach (LAT) Teacher' means an employee who is employed to teach while holding a Limited Authority to Teach issued by the Teachers Registration Board of Tasmania, including pre-service teachers in the final stage of an approved teaching qualification.

8 SALARY INCREASES

- 8.1 Salaries will increase as follows:
 - (i) 3 per cent per annum with effect from the first full pay period commencing on or after (ffppcooa) 1 March 2026.
 - (ii) 3 per cent per annum with effect from ffppcooa 1 March 2027.
 - (iii) 2.75 per cent per annum with effect from ffppcooa 1 March 2028.



- 8.2 All employees covered by this agreement whose substantive salary is at Band 1 Level 13 receive a flat rate \$500 structural adjustment increase to base salary effective fppcooa 1 March 2026, to apply prior to the percentage increase outlined in Clause 8.1(i).
- 8.3 All employees covered by this agreement employed as an Advanced Skills Teacher receive a flat rate \$400 structural adjustment increase to base salary effective fppcooa 1 March 2026, to apply prior to the percentage increase outlined in Clause 8.1(i).
- 8.4 All employees covered by this agreement employed as an Assistant Principal receive a flat rate \$250 structural adjustment increase to base salary effective fppcooa 1 March 2026, to apply prior to the percentage increase outlined in Clause 8.1(i).
- 8.5 Schedule 2 of this Agreement sets out the annual rates of pay effective fppcooa 1 March 2026 for employees covered by the Agreement.

9 BAND 1 LEVEL 13

Teachers are eligible to progress to this salary point provided the individual has been at Band 1 Level 12 for 12 months or more and has full teacher registration as certified by the Teachers Registration Board (TRB). For those teachers who do not meet the progression criteria, progression may occur from the date of certification by the TRB of full teacher registration provided the individual has been at Band 1 Level 12 for 12 months or more.

School psychologists are eligible to progress to this salary point provided they have been at Band 1 Level 12 for 12 months or more.

10 VET SPECIALIST TEACHER CLASSIFICATION SCALE

Schedule 3 of this Agreement sets out the VET Specialist Teacher Classification Scale.

11 SALARY SACRIFICE

- 11.1 Effective from 11 May 2026 employees may elect to salary sacrifice a portion of their salary for the following purposes, subject to compliance with any Tasmanian or Australian Government directive and legislation:

- (i) Novated Motor Vehicle Lease
- (ii) Airport Lounge Membership
- (iii) Eligible Work-Related Item (tools of trade)
- (iv) Home Office Expenses
- (v) Interest Only Investment Loan
- (vi) Portable Electronic Devices – Mobile Phones and Accounts
- (vii) Self-Education Expenses



(viii) Remote Area Housing Benefits

(ix) Remote Area Housing Rent

(x) Remote Area Loan Interest

11.2 Salary sacrifice arrangements are to be administered by one or more organisations nominated by the employer following consultation with unions and in compliance with relevant tax legislation.

(i) All fringe benefits tax, other liabilities, and/or direct administrative costs incurred by a salary sacrifice arrangement under this clause is the employee's responsibility and does not create any employer liability.

(ii) The salary payable to an employee who enters into a salary sacrifice arrangement is the salary payable under that arrangement.

(iii) Payment of an accrued leave entitlement, or in lieu of notice, made to an employee who ceases employment and employer and employee superannuation contributions and overtime and penalty rates are based on the salary that would have been payable had the salary sacrifice agreement not existed.

(iv) An employee who withdraws from a salary sacrifice arrangement is required to comply with the requirements of the administrator of that arrangement.

(v) In the event of a change in service providers, items listed at clause 11.1 will be subject to review.

12 CORRECTIONS ALLOWANCE

12.1 In addition to an employee's base salary rate an all-purpose allowance of 6.5% is to be paid to employees who are engaged to undertake duties at Ashley Youth Detention Centre.

12.2 This allowance is payable during all periods of paid leave.

13 SUPPORT SCHOOL/TIER FOUR ALLOWANCE

13.1 This clause applies to Teachers employed within Support Schools or Tier Four Sites.

13.2 A Support School/Tier Four Allowance of 1.35% of the employee's base salary is payable to employees for the duration of their engagement within the Support School or Tier Four Site.

14 RELIEF CO-ORDINATOR ALLOWANCE

14.1 An allowance for a teaching employee appointed to the role of Relief Co-ordinator by the Principal will be paid as follows, effective from fppcoa date of registration of this Agreement:



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- (i) Schools classified as Level 4/5/6 - \$1275 per term
 - (ii) Schools classified as Level 2/3 - \$ 950 per term
 - (iii) Schools classified as Level 1 - \$625 per term
- 14.2 The Relief Co-Ordinator Allowance will increase to the following amounts, effective ffppcooa 12 months from the date of registration of this Agreement:
- (i) Schools classified as Level 4/5/6 - \$1350 per term
 - (ii) Schools classified as Level 2/3 - \$1000 per term
 - (iii) Schools classified as Level 1 - \$650 per term
- 14.3 A school may have their classification increased with approval from relevant Director Operations – Learning Services
- 14.4 Provided that where a Principal appoints more than one teaching employee as a relief co-ordinator in the same school the above allowance shall be paid on a pro rata basis between the teaching employees.

Example:

A Principal appoints two teaching employees in a Level 4 school to undertake the role evenly. In this case (as at the time of registration) each teaching employee would receive \$637.50 per term.

Example:

A Principal appoints two teaching employees in a Level 4 school to undertake the role on a .6/.4 split basis. In this case the payments would be \$765 and \$510 per term respectively.

- 14.5 A Principal who undertakes the relief co-ordinator role, can be eligible to receive the Relief Co-Ordinator Allowance subject to the approval of the Deputy Secretary.
- 14.6 This allowance will be subject to review once a system solution to relief coordination is implemented.

15 OVERNIGHT STUDENT ACTIVITY ALLOWANCE

- 15.1 This clause applies to teachers who are required to supervise and have responsibility for students during approved overnight school activities.
- 15.2 For the purposes of this clause, "overnight school activities" include school-approved activities involving an overnight stay, such as interstate or intrastate competitions, tours, performances or similar



activities, but does not include camps or outdoor education programs where Part IV, clause 5 - Camp Allowance is applicable.

- 15.3 The Overnight Student Activity Allowance is payable in recognition of the additional time and responsibility associated with overnight supervision of students and that may not be expected as part of their usual duties.
- 15.4 The allowance to be paid, is at the rate of \$44.95 each night the teacher is responsible for students on the overnight activity.
- 15.5 The allowance is effective from ffpccoaa date of registration of this agreement.

16 INCENTIVES IN ISOLATED SCHOOLS

Schedule 1 of this Agreement contains additional annual payments and incentives for teachers based in schools listed in Clause 1(ii) of Schedule 1.

17 ADJUSTMENT OF WAGE RELATED ALLOWANCES

Unless specified separately in this Agreement, all monetary allowances in this agreement will be automatically adjusted upward from 1 July each year by the same percentage as the salary rate for Band 1 Level 5 increases between 1 July in the preceding year and 30 June of that year.

18 MINIMUM HOURS OF WORK

The minimum hours of work for any one day shall be two continuous hours unless there is mutual agreement in writing between the Employer and the employee for a period of less than two hours.

19 UNPAID LUNCH BREAK

Effective from the registration date of this Agreement all employees covered by this Agreement are entitled to an unpaid lunch break of not less than thirty minutes in a continuous period, or longer if mutually agreed, between the time of 10:45am and 2pm.

20 PROFESSIONAL ACTIVITY DAYS

- 20.1 Notwithstanding the provisions of the award, the parties are agreed to the following:
 - (i) Teaching staff in schools and colleges are to be in attendance for the equivalent of an additional 3 days per year. The timing and purpose of these additional days should be determined at the school level in consultation with staff.
 - (ii) As stated in the award, these additional days may be utilised for such purposes as professional development, curriculum development school planning or for such other purposes as determined by the employer. This may include activities such as



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report writing; parent teacher meetings; presentation evenings; activities that require teacher supervision of students.

- (iii) This does not preclude teaching staff from undertaking these types of activities as part of their normal duties.
- (iv) Professional Activity time is not to be used to extend or supplement, regular after school meetings, unless for the purpose of professional development, as defined above.
- (v) A plan for the use of professional activity days should be established annually by the principal in consultation with staff.
- (vi) A maximum of 1.5 days of the 3 will be aligned to the Australian Professional Standards for Teachers (AITSL Standards).

20.2 Professional Activity for such purposes as professional development, curriculum development and whole-school or team planning shall not extend beyond 5pm.

21 PROFESSIONAL LEARNING ALLOWANCE

- 21.1 Education Support Specialists substantively classified at Level 4 and Teachers substantively classified at Band 1 Level 13 are entitled to a Professional Learning Allowance of \$300 per annum (pro rata)
- 21.2 The allowance will be paid fortnightly, commencing from the ffpcco date of registration of the Agreement.
- 21.3 The allowance is payable during all periods of paid leave.

22 IN-CLASS SUPPORT

- 22.1 When a student requires increased support for trauma, disability and/or challenging behaviours, a teacher will be able to have a discussion with their line manager about the following matters to ensure the teacher is able to confidently undertake their teaching duties within the prescribed paid working week:
 - (i) Professional development relevant to the student's identified needs during paid work time;
 - (ii) Additional learning support in the classroom (including targeted Teacher Assistant or Education Support Specialist allocation);
 - (iii) Reduced additional duties (such as yard duties);
 - (iv) A reduction in class size, compared to like classes;
 - (v) Co-teaching arrangements
 - (vi) Additional PPA time (as provided for in clause 32) and/or
 - (vii) Other additional support as agreed between the teacher and the Employer.



- 22.2 Where a teacher requests a discussion in relation to 22.1, the discussion will occur within 10 working days of the request being made, unless this is not reasonably possible due to planned or unplanned absences, in which case it will occur as soon as practicable.
- 22.3 Following discussion between the teacher and their line manager, either the Principal or the teacher may escalate the matter to Learning Services to seek support through a pathway to identify and consider appropriate and available support options.
- 22.4 Student numbers in practical classes should take into account the learning environment, including available space and fixed design features of the teaching area (workstations or workbenches) and the nature of the equipment that is to be used by students. Other contextual factors including the number of students who require educational adjustments must also be taken into consideration when determining a maximum class size for practical subjects.
- 22.5 Any adjustments/increased support required will be funded from within the school's resources.

23 TEACHER WORKLOAD REFERENCE GROUP

- 23.1 The Teacher Workload Reference Group (TWRG) will comprise of representatives from the Union and the Employer.
- 23.2 Where required, reasonable relief arrangements will be supported by the Employer to enable Union representatives who are employees to participate in the TWRG.
- 23.3 The TWRG has the following purposes:
 - (i) To monitor and provide advice on the implementation and impact of workload-related provisions within this Agreement; and
 - (ii) To identify, develop and provide advice on practical and scalable strategies to address matters impacting on teacher workload.
- 23.4 The TWRG will meet on a regular basis, as agreed by the parties.

24 WORKLOADS

- 24.1 The Employer will ensure that supervisors and managers are aware that the tasks allocated to employees must not exceed what can reasonably be performed in the hours for which they are employed.
- 24.2 The Employer will ensure that supervisors and managers implement procedures to monitor the hours worked of the employees they supervise and where employees regularly work hours in excess of the hours for which they are employed to perform their jobs, changes (technology, responsibility, extra resources) will be implemented.
- 24.3 In most circumstances substantive vacant positions will be filled prior to the start of the next school year. If it appears likely that will not be



the case, supervisors and/or managers will consult affected employees within three months of the position becoming vacant, giving the reasons why the position will not be filled and advising how the workloads will be managed having regard to subclauses 24.1 and 24.2 above.

- 24.4 In most circumstances temporary vacancies will be filled as they arise. Where a position is not to be filled, supervisors and managers will consult affected employees, giving the reasons why the position will not be filled and advising how the workload will be managed having regard to subclauses 24.1 and 24.2 above.

25 DEPUTY PRINCIPAL ROLE – CLASSIFICATION DEFINITION

- 25.1 The Deputy Principal role is to be introduced and be implemented as a 12-month pilot and will be subject to review during the life of the Agreement, including the role's contribution to leadership development and school operational effectiveness.
- 25.2 **The Deputy Principal** means a senior educational leader classified at Band 3A, described as a Deputy Principal position. This position will support the Principal in the overall leadership, management and strategic direction of the school. The statement of duties will define any additional operational or strategic responsibilities for a particular position. The role leads the implementation of teaching and learning strategies and improvement initiatives for the school or college, with a primary focus on the effective administration of school operations, while fostering a safe, inclusive and supportive learning environment. Progression shall be through appointment or promotion.

26 HIGHER DUTIES ALLOWANCE WHEN EMPLOYEES ACT IN SCHOOL PRINCIPAL ROLE

- 26.1 When a school principal is absent from duty and an Advanced Skills Teacher, Assistant Principal or Deputy Principal is required to temporarily perform the duties of Principal for one full day or more, the employee will be paid a Higher Duties Allowance for the period which those duties are performed.

27 PAID TIME TO ATTEND TO URGENT PERSONAL BUSINESS

- 27.1 Employees (excluding principals) in the following schools are entitled to apply for up to two full days per year in paid time to attend to urgent personal business which is unable to wait until the end of term when school holidays fall:

- Bicheno Primary
- Edith Creek Primary
- St Helen's District High



- St Mary's District
 - Swansea Primary
 - Tasman District
 - Winnaleah District High
- 27.2 When applying for paid time an employee is required to provide sufficient notice and detail to enable the Principal to assess the request.
- 27.3 Principals have discretion to approve paid time off as described in sub clause 26.1 and this is managed at the school level.
- 27.4 Paid time off under this clause is not cumulative, is not a leave entitlement and is not paid out on separation.
- 27.5 Paid time off under this clause is only applicable for absences during an employee's normal working hours.

28 NON-APPROVAL OF DISCRETIONARY LEAVE

Where discretionary leave, such as special leave or leave without pay, is sought by an employee and not approved by the Employer, the refusal to approve such leave shall be accompanied by written reasons for such refusal.

29 INSTRUCTIONAL LOAD

- 29.1 Launching into Learning (LiL) and Kindergarten to Grade 6
- Notwithstanding the provisions of Part II, Clause 2 (c) (i) of the Award, the instructional load for LiL and Kindergarten to Grade 6 teachers shall be no more than 42 hours per fortnight
- 29.2 Kindergarten teachers will have a 5% reduction in their instructional load (pro rata), effective from the commencement of term 1 2027.
- 29.3 Beginning Teacher
- Beginning teachers will have their instructional load amended to the following to enable full access to BeTTR time.
- (i) First year of teaching, post qualification – 90% of equivalent teaching time (pro rata)
 - (ii) Second year of teaching, post qualification – 95% of equivalent teaching time (pro rata)
- 29.4 Teachers employed on a LAT will be entitled to have their instructional load amended to 90% of equivalent teaching time (pro rata), effective from the commencement of term 1, 2027.
- 29.5 Beginning Teacher Mentor
- An existing teacher with relevant experience who is appointed and agrees to be a mentor for a beginning teacher will have a reduction in



their instructional load by one hour per week/two hours per fortnight while that existing teacher continues to perform mentor responsibilities.

30 LAUNCHING INTO LEARNING – INSTRUCTIONAL LOAD ALLOCATION

- 30.1 Instructional load for Launching into Learning Teachers is to be allocated as follows:
- (i) 50% of allocation for program delivery (includes facilitating session, excursions, individual/small group transition sessions for families experiencing vulnerability).
 - (ii) 25% Planning and development (includes preparation/set up/pack up of sessions, administration tasks, professional learning requirements).
 - (iii) 25% Outreach and communication with families (includes responding to CHaPS referrals, text and email follow up with families, working with early years partners such as CFLCs, ECIS, NGOs).
- 30.2 The instructional load provisions in 30.1 are effective from the commencement of term 1 2027

31 EARLY CAREER SCHOOL PSYCHOLOGIST TIME RELEASE

- 31.1 A first-year School Psychologist means an early career psychologist employed on a permanent or fixed term basis (other than fixed term relief) above 0.4 FTE who has completed their psychologist qualification and is in their first year of employment as a psychologist.
- 31.2 A first-year School Psychologist will be provided with a minimum of two hours per fortnight (pro rata) within their ordinary hours of work to undertake planning, preparation, professional reflection and case management activities associated with their duties.

32 PLANNING, PREPARATION AND ASSESSMENT (PPA)

- 32.1 In formulating a school's timetable of activities, time for teachers to plan, prepare and assess students work should be made available within the 70 hours of attendance each fortnight.
- 32.2 2.5 hours per week or 5 hours per fortnight (non-cumulative) shall be allowed for primary teachers for planning, preparation and assessment within the 35 hours per week or 70 hours per fortnight.
- 32.3 Effective from the commencement of Term 3 2026, PPA time must be provided in blocks of not less than 30 consecutive minutes, unless otherwise agreed between the teacher and the Principal.



- 32.4 Effective from the commencement of Term 1 2027, PPA time must be provided in blocks of not less than 40 consecutive minutes, unless otherwise agreed between the teacher and the Principal.

33 ADDITIONAL INSTRUCTIONAL LOAD WHERE FIXED TERM RELIEF TEACHERS ARE UNAVAILABLE

- 33.1 Where a recorded planned or unplanned absence requires a fixed term relief teacher and one cannot be reasonably sourced, additional instructional load may be undertaken by teaching staff in accordance with this clause.
- 33.2 Teaching staff, excluding an employee assigned the classification of a Principal, may undertake up to an additional 8 hours per fortnight of instructional load above the existing Award and Agreement prescribed maximums, namely:
- (i) Kindergarten to Grade 6 - 42 hours per fortnight (clause 29.1 of this Agreement);
 - (ii) Grade 7 to Grade 12 - 40 hours per fortnight Part II, Clause 2 (c)(ii) of the award.
- 33.3 To be eligible for this entitlement and to be paid in accordance with clause 33.4 and 33.5, employees classified as Advanced Skills Teacher (AST), Assistant Principal or Deputy Principal are only eligible to undertake additional instructional load under this clause where they have exceeded an equivalent of 50% instructional load for their sector (as provided in clause 33.2).
- 33.4 Where an employee undertakes additional hours, as provided for in 33.2 and 32.3, to replace an absent classroom teacher they will be eligible for payment at the rate of 182% of their ordinary rate for each additional hour worked above the prescribed maximum instructional load.
- 33.5 Where eligible (in accordance with subclause 33.3), Advanced Skills Teacher (AST), Assistant Principal or Deputy Principal's will be paid at the ordinary rate calculated at the classification of Band 1 Level 13.
- 33.6 Where a school is unable to engage a suitable relief teacher to cover the classroom teacher's absence, the following is to apply:
- (i) additional instructional load may be offered to a Band 1 Teacher who has indicated agreement to undertake such work;
 - (ii) When this is not reasonably practicable, additional instructional load can be offered to an Advanced Skills Teacher (AST), Assistant Principal or Deputy Principal, subject to clause 33.3;
- 33.7 Teaching Staff cannot be directed to undertake additional instructional load. Any additional instructional load undertaken above the prescribed



maximum must be by agreement between the employee and the principal, or delegate.

- 33.8 For the avoidance of doubt, no additional payments will be paid for any additional hours of instructional load that may be undertaken below the fortnightly prescribed maximums, outlined in clause 32.2 and 32.3 above.
- 33.9 Principals will make internal arrangements at a school level to obtain expressions of interest from existing teaching staff to register an interest in undertaking additional instructional load.
- 33.10 Where a member of the teaching staff agrees to undertake additional instructional load per fortnight, the Principal or other appropriate senior staff member, will discuss any timetabling arrangements directly with the employee.
- 33.11 Notwithstanding that an employee has agreed to undertake additional instructional load, the employee may withdraw their agreement. Such withdrawal is to occur through providing reasonable notice to the Principal, or other appropriate senior staff member.

34 FIRST YEAR TEACHER INDUCTION PROGRAM

- 34.1 First year teachers are required to attend a 4-day specialised professional development induction program prior to the commencement of Term 1. The first year teacher will be paid for the days that they attend the specialised professional induction program.
- 34.2 Where a first-year teacher commences after the beginning of the school year, appropriate induction will occur at commencement and during the first year of employment.
- 34.3 An assessment will be made during Term 4 regarding the requirement for the first-year teacher to attend up to 4 days induction prior to the commencement of Term 1 in the teacher's second year of employment.
- 34.4 If the teacher is required to attend part or all of the specialised professional development induction program before their second year, the teacher will be paid for the days that they attend the specialised induction program, in addition to any salary entitlements.

35 BEGINNING TEACHER TIME RELEASE (BETTR) PROGRAM

- 35.1 The BeTTR Program applies to beginning teachers who are employed on a permanent or fixed-term basis for at least one school term at 0.4 full-time equivalent or more.
- 35.2 Under the BeTTR program, full-time beginning teachers are eligible to access a minimum "instructional load" time release of four hours per fortnight in the first year and two hours per fortnight in the second year.



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Part-time teachers 0.4 full-time equivalent and above can access the time release on a pro rata basis.

- 35.3 The purpose of the BeTTR program will vary according to the needs of each beginning teacher, but may include time release for:
- (i) Induction programs relating to school, district and the Department
 - (ii) Ongoing “feedback” meetings with senior staff and/or other experienced teachers
 - (iii) Attendance at specific professional development programs
 - (iv) Observation of experienced teachers in the classroom
 - (v) Additional “time out” for lesson preparation
 - (vi) Visiting other schools/colleges – discussions with experienced teachers
 - (vii) Visit to a Learning Services
 - (viii) Meetings with relevant Learning Services curriculum officers
 - (ix) Attendance at “awareness” meetings with Learning Services support staff
 - (x) Collaboration, including attendance at meetings with other beginning teachers within the Learning Services.
- 35.4 Time release under the BeTTR program should not be a substitute for individual, school or Learning Services professional learning programs – it is designed to supplement, not replace other learning programs.
- 35.5 In consultation and agreement with the school or college principal, time release for a beginning teacher may be “banked” up to a maximum of the equivalent of six hours to accommodate a “block” release for the beginning teacher to attend or participate in a one-day professional development program or activity.

36 CONSULTATION AND CHANGE

- 36.1 For the purposes of this clause, consultation is not simply advice on what is about to happen, neither is it negotiation or making decisions by consensus. Consultation is providing the employee(s), union(s) or other relevant persons, with genuine opportunity to influence the decision or decision-maker. Consultation is not joint decision making or a barrier to the prerogative of management to make decisions. The employee(s), union(s), or other relevant persons must be given a reasonable opportunity to suggest alternative proposals in a timely manner. The Employer is to give proper consideration to any alternative proposals, and communicate these considerations to the proposer(s).



36.2 General

- (i) Where the Department is planning the introduction of major changes in work arrangements and practices that are likely to have significant effects on employees, the Department shall notify the employees who may be affected by the proposed changes and the Union prior to the trialling or implementation of such changes.
- (ii) The Department shall consult with the employees affected and the Union and discuss the introduction of the changes referred to above, the effects the changes are likely to have on employees, measures taken to avoid or lessen the adverse effects of such changes on employees, and shall give prompt consideration to matters raised by the employees and/or the Union in relation to the changes. These discussions shall commence as early as practicable after the Department believes that change may be necessary.
- (iii) For the purposes of such discussion, the Department shall provide in writing to the employees concerned and the Union all relevant information about the changes, including the nature of the changes proposed, the expected effects of the changes on employees and any other matters likely to affect employees.
- (iv) Principals must be genuinely consulted about significant changes impacting on their work and proposed changes to school and operational priorities, prior to the decision to implement the change.

36.3 School-Based Consultation

- (i) As the Employer's representative, the principal has ultimate responsibility for decisions at the school level.
- (ii) Appropriate workplace consultative arrangements exist in many work places. They are established to ensure that the principal's responsibility to make school-based decisions, as the Employer's representative, is carried out in a framework that enables employees to have input into the decisions that affect their working life.
- (iii) The consultative arrangements must allow for either the direct input of staff at the school or representation by elected representatives.
- (iv) There is to be consultation where changes in work arrangements and practices that are likely to have significant effects on employees are being planned or proposed.



- (v) As part of the consultative arrangements the principal, as the Employer's representative, will ensure that information is available to staff to allow informed consultation to occur.
- (vi) The nature, purpose and intent of the consultation will be clearly described prior to commencement. This will include a description of the origins including responding to an Employer policy and/or guideline or addressing a local school need.

37 INDUSTRIAL RELATIONS PRINCIPLES

37.1 The parties commit to the following industrial relations principles:

- (i) Co-operative and consultative relationships between management, employees and the union.
- (ii) Management, employee and union relationships based on mutual respect, trust and preparedness to consider alternative viewpoints.
- (iii) Negotiations involving a mutual problem solving approach focusing on long-term gains for all parties.
- (iv) To work within a progressive industrial relations culture to create a system of highly effective schools with effective workplace practices.
- (v) Recognition of an appropriate role for workplace union delegates.

38 GRIEVANCES AND DISPUTE SETTLING PROCEDURE

- 38.1 In the first instance, grievances and disputes will usually be dealt with at the workplace by appropriate employer and employee representatives. In circumstances where discussions at that level fail to resolve the grievance or dispute, the issue will be referred to appropriate union and management representatives. If still unresolved, the matter will be referred to the Tasmanian Industrial Commission. Where a grievance or dispute is being dealt with under this process, normal work will continue.
- 38.2 This grievance and dispute procedure does not take away an employee's rights to seek redress of a grievance either under the State Service Act 2000 or the Industrial Relations Act 1984, or any other relevant legislation.

39 LEAVE RESERVE MATTER

- 39.1 The following matter is a leave reserve matter to be progressed before the conclusion of Term 4, 2026.



- 39.2 DECYP is to develop a schedule to the Agreement, that will include classification descriptors for Non School Based Principal 3A and 3B roles.

40 CHANGE2TEACHING PILOT PROGRAM

- 40.1 The Change2Teaching Program provides a 2-year pathway for degree-qualified individuals to transition to a Teaching career.
- 40.2 The Program is a pilot for 2 years and will then be subject to review, to determine whether it continues beyond the Pilot.
- 40.3 Schedule 4 of this Agreement provides the specific arrangements for participants in the Program.

41 NO EXTRA CLAIMS

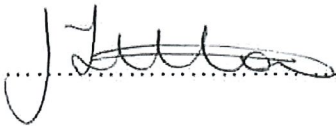
The parties to this Agreement undertake that, for the life of this Agreement, they will not initiate any additional claims regarding salary or conditions of employment.



42 SIGNATORIES

SIGNED FOR AND ON BEHALF OF

The Minister administering the *State Service Act 2000*

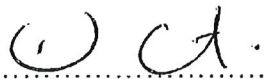
Signed: 

Name: Jane Filton

Date: 11/6/26

SIGNED FOR AND ON BEHALF OF

Australian Education Union, Tasmanian Branch

Signed: 

Name: David Genford

Date: 11/6/26



SCHEDULE 1

INCENTIVES IN ISOLATED SCHOOLS

1. Definitions

For the purposes of this Schedule:

(i) "Eligible employee" means:

- A permanent employee in an isolated school including a Principal; and
- A fixed-term employee who is employed for at least one school year in an isolated school.

Provided that this does not include an employee who has worked continuously in one of the isolated schools for more than six years.

(ii) "Isolated school" means:

Cape Barren Island School, Flinders Island District High School, King Island District High School, Mountain Heights School, Redpa Primary School, Rosebery District High School, Strahan Primary School, and Zeehan Primary School.

2. Incentive Payments

2.1 Full-time eligible employee shall be paid the following additional salary at the time specified whilst working in one of the isolated schools:

- (i) \$3232 upon commencement
- (ii) \$3232 upon completing 1 year continuous employment (commencing from ffppcooa 1 March 2023)
- (iii) \$3373 upon completing 2 years continuous employment (commencing from ffppcooa 1 March 2023)
- (iv) \$3373 upon completing 3 years continuous employment
- (v) \$6469 upon completing 4 years continuous employment
- (vi) \$6469 upon completing 5 years continuous employment
- (vii) \$6469 upon completing 6 years continuous employment
- (viii) In respect of 2.1(i), a fixed-term employee will not receive payment of the additional salary until the completion of the year.
- (ix) The additional salary for part-time employees will be paid on a pro rata basis according to the employee's allocated workload.



An employee who completes their third, fourth, or fifth year, not at the end of a school year and is transferred to another location at the end of the school year, shall receive 2.5% of the annual payment for each school week worked from the time the last payment was received until transferred.

2.2 Beginning Teachers

The commencing salary for beginning teachers in an isolated school is to be Band 1 Level 8.

2.3 Experienced Teacher Allowance – Additional Payment

2.3.1 An eligible employee who has had 12 months or more at Band 1 Level 13 and who remains in an isolated school will be paid an experienced teacher allowance of \$3348 per annum pro-rata on a fortnightly basis after 12 months continuous service at Band 1 Level 13.

2.3.2 The experienced teacher allowance recognises the ongoing mentoring role provided by experienced teachers to less experienced teachers and the value in retention of experienced teachers in isolated schools.

2.4 Settling in Payment

2.4.1 A teacher who is appointed to an isolated school which involves the teacher relocating is eligible for a settling in payment of \$5000.

2.4.2 The settling in payment is conditional on the teacher committing to a minimum period of two years at the isolated school.

2.4.3 Where a teacher does not complete two years at the isolated school then the settling in payment must be repaid, unless special and compelling circumstances exist.

2.4.4 The settling in payment is paid in recognition of the initial expenses related to moving to a new isolated location.

3. Paid Time to Attend to Urgent Personal Business Isolated Schools

3.1 Employees (excluding principals) in isolated schools as defined are entitled to apply for a total of 8 days paid time over a 2 year period to attend to urgent personal business which is unable to wait until the end of term when school holidays fall.

3.2 The entitlement may be taken in blocks of multiple days rather than one day per term.

3.3 When applying for paid time an employee is required to provide sufficient notice and detail to enable the Principal to assess the request.



- 3.4 Principals have discretion to approve paid time off as described in sub clause 3.1 and this is managed at the school level.
- 3.5 Paid time off under this clause is not cumulative, is not a leave entitlement and is not paid out on separation.
- 3.6 Paid time off under this clause is only applicable for absences during an employee's normal working hours.

4. Travel/Accommodation Support for Specialist Medical Appointment

Where a teacher is required to attend a specialist medical appointment which requires overnight travel the teacher is entitled to the travel allowances for meals and accommodation in the Teachers Award Part IV Clause 10.

5. Transfers

- 5.1 A teacher who accepts a transfer to an isolated school will be guaranteed an assignment of duties at a choice of 5 Level A schools provided by the Employer on return in accordance with the DECYP Transfer Agreement.
- 5.2 Where a recruitment or intern process for graduates results in acceptance for a placement at an isolated school the teacher may be located at an inner city school for the first year prior to commencing at the isolated school.

6. Principals

6.1 Appointment Classification Current Principal

Where a current substantive school-based Principal is assigned duties as the Principal at an isolated school, that Principal will continue to be paid at their substantive classification as assigned immediately prior to taking up the isolated school Principal duties.

6.2 Above Formula Classification Isolation Factor

A Principal assigned duties at an isolated school is to be assigned a classification one level higher than the current Agreement classification structure except Flinders Island/Cape Barren Island which is to remain at Level 2.

6.3 Principal Mentoring Allowance

A Principal Mentoring Allowance of \$2952 per annum pro rata will be paid to Principals who are appointed and who agree to undertake mentor responsibilities for a newly appointed school-based Principal in an isolated school.



SCHEDULE 2**Teacher Salary Scales**

Teaching Award Classification	Salary effective ffppcooa 1 Mar 2025	Structural Adjustment effective ffppcooa 1 Mar 2026	Base effective ffppcooa 1 Mar 2026	Base + 3% increase effective ffppcooa 1 Mar 2026	Base + 3% increase effective ffppcooa 1 Mar 2027	2.75% increase effective ffppcooa 1 Mar 2028
Education Support Specialist						
Level 1	\$75,954			\$78,233	\$80,580	\$82,796
Level 2	\$77,389			\$79,711	\$82,102	\$84,360
Level 3	\$79,355			\$81,736	\$84,188	\$86,503
Level 4	\$80,525			\$82,941	\$85,429	\$87,778
Teachers						
Band 1 Level 1	\$72,688			\$74,869	\$77,115	\$79,236
Band 1 Level 2	\$74,919			\$77,167	\$79,482	\$81,667
Band 1 Level 3	\$77,158			\$79,473	\$81,857	\$84,108
Band 1 Level 4	\$79,381			\$81,762	\$84,215	\$86,531
Band 1 Level 5	\$82,828			\$85,313	\$87,872	\$90,289
Band 1 Level 6	\$87,040			\$89,651	\$92,341	\$94,880
Band 1 Level 7	\$91,464			\$94,208	\$97,034	\$99,703
Band 1 Level 8	\$96,126			\$99,010	\$101,980	\$104,785
Band 1 Level 9	\$101,019			\$104,050	\$107,171	\$110,118
Band 1 Level 10	\$106,104			\$109,287	\$112,566	\$115,661
Band 1 Level 11	\$110,978			\$114,307	\$117,737	\$120,974
Band 1 Level 12	\$116,494			\$119,989	\$123,588	\$126,987
Band 1 Level 13	\$118,328	\$500	\$118,828	\$122,393	\$126,065	\$129,531
Advanced Skills Teacher Band 2	\$125,464	\$400	\$125,864	\$129,640	\$133,529	\$137,201
Assistant Principal Band 3	\$138,909	\$250	\$139,159	\$143,334	\$147,634	\$151,694
Deputy Principal Band 3A				\$151,590	\$156,138	\$160,432
Band 3 Non-School Based Principals						
Band 3 Level 1	\$124,234			\$127,961	\$131,800	\$135,424
Band 3 Level 2	\$132,101			\$136,064	\$140,146	\$144,000
Band 3 Level 3	\$138,909			\$143,076	\$147,369	\$151,421
Band 3 Level 4	\$149,157			\$153,632	\$158,241	\$162,592
Band 3 Level 5	\$157,272			\$163,020	\$167,911	\$172,528
Band 3 Level 6	\$164,031			\$168,952	\$174,020	\$178,806
Band 3 Level 7	\$169,375			\$174,456	\$179,690	\$184,631
Band 3 Level 8	\$175,828			\$181,103	\$186,536	\$191,666



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Teaching Award Classification	Salary effective ffppcooa 1 Mar 2025	Structural Adjustment effective ffppcooa 1 Mar 2026	Base effective ffppcooa 1 Mar 2026	Base + 3% increase effective ffppcooa 1 Mar 2026	Base + 3% increase effective ffppcooa 1 Mar 2027	2.75% increase effective ffppcooa 1 Mar 2028
Band 4 Education Manager/Director						
Band 4 Level 1	\$209,253			\$215,531	\$221,997	\$228,101
Band 4 Level 2	\$219,661			\$226,251	\$233,038	\$239,447
Specialist VET Teachers						
Band 1 Level 1	\$74,919			\$77,167	\$79,482	\$81,667
Band 1 Level 2	\$77,158			\$79,473	\$81,857	\$84,108
Band 1 Level 3	\$79,381			\$81,762	\$84,215	\$86,531
Band 1 Level 4	\$82,828			\$85,313	\$87,872	\$90,289
Band 1 Level 5	\$87,040			\$89,651	\$91,341	\$94,880
Band 1 Level 6	\$91,463			\$94,207	\$97,033	\$99,702
Band 1 Level 7	\$96,126			\$99,010	\$101,980	\$104,785
Band 1 Level 8	\$101,019			\$104,050	\$107,171	\$110,118
Band 1 Level 9	\$106,104			\$109,287	\$112,566	\$115,661
Band 1 Level 10	\$110,978			\$114,307	\$117,737	\$120,974
Band 1 Level 11	\$116,494			\$119,989	\$123,588	\$126,987
Instrumental Musicians (Hourly Rate)						
Band 1 Level 1	\$59.70800			\$61.50	\$63.34	\$65.09
Band 1 Level 5	\$68.03728			\$70.08	\$72.18	\$74.17
Band 1 Level 7	\$75.13114			\$77.39	\$79.71	\$81.90



School Based Principals Salary Scale

School Based Principals Classification	Salary effective fppcooa 1 Mar 2025	Base + 3% increase effective fppcooa 1 Mar 2026	Base + 3% increase effective fppcooa 1 Mar 2027	2.75% increase effective fppcooa 1 Mar 2028
Level 1-1	\$147,175	\$151,590	\$156,138	\$160,432
Level 1-2	\$150,393	\$154,905	\$159,552	\$163,940
Level 1-3	\$153,612	\$158,220	\$162,967	\$167,449
Level 1-4	\$156,832	\$161,537	\$166,383	\$170,959
Promotion				
Level 2-1	\$156,832	\$161,537	\$166,383	\$170,959
Level 2-2	\$160,048	\$164,849	\$169,794	\$174,463
Level 2-3	\$163,265	\$168,163	\$173,208	\$177,971
Level 2-4	\$166,483	\$171,477	\$176,621	\$181,478
Promotion				
Level 3-1	\$166,483	\$171,477	\$176,621	\$181,478
Level 3-2	\$169,702	\$174,793	\$180,037	\$184,988
Level 3-3	\$172,920	\$178,108	\$183,451	\$188,496
Level 3-4	\$176,141	\$181,425	\$186,868	\$192,007
Promotion				
Level 4-1	\$176,141	\$181,425	\$186,868	\$192,007
Level 4-2	\$179,359	\$184,740	\$190,282	\$195,515
Level 4-3	\$182,577	\$188,054	\$193,696	\$199,023
Level 4-4	\$185,797	\$191,371	\$197,112	\$202,533
Promotion				
Level 5-1	\$185,797	\$191,371	\$197,112	\$202,533
Level 5-2	\$189,015	\$194,685	\$200,526	\$206,040
Level 5-3	\$192,234	\$198,001	\$203,941	\$209,549
Level 5-4	\$195,454	\$201,318	\$207,358	\$213,060
Promotion				
Level 6-1	\$195,454	\$201,318	\$207,358	\$213,060
Level 6-2	\$198,673	\$204,633	\$210,772	\$216,568
Level 6-3	\$201,891	\$207,948	\$214,186	\$220,076
Level 6-4	\$205,111	\$211,264	\$217,602	\$223,586



SCHEDULE 3

Specialist VET Teacher Classification Scale

1. Classification Scale

Teachers delivering VET subjects in school and colleges who hold Specialist VET Teacher Registration with the Teachers Registration Board but do not possess teaching qualifications are assigned a classification in accordance with the following scale:

Classification	Progression
Band 1 Level 1	Initial appointment
Band 1 Level 2	Increment annually
Band 1 Level 3	Increment annually
Band 1 Level 4	Increment annually
Band 1 Level 5	Increment annually
Band 1 Level 6	Increment annually
Band 1 Level 7	Increment annually
Band 1 Level 8	Increment annually
Band 1 Level 9	Increment annually
Band 1 Level 10	Increment annually
Band 1 Level 11	Maximum level for Specialist VET Teachers

2. Essential Qualifications

The qualifications required to deliver the VET subjects, include Certificate IV in Training and Assessment or an accepted qualification as per the Standards for Registered Training Organisations (RTOs) and vocational competencies and current industry skills in the specialisation being delivered.

3. Salary Progression

Unless otherwise provided by clause 8 of this schedule, progression for Specialist VET Teachers is in accordance with Part III, Clause 2 – Salary Progression of the Award.

4. Completion of the Bachelor of Education (Applied Learning)

On successful completion of a Bachelor of Education (Applied Learning), a Specialist VET Teacher will be classified as a Band 1 Teacher and assigned a level in accordance with Schedule 2 of this Agreement.



5. Employee Undertaking Tertiary Study

A VET specialist teacher who is studying a Bachelor of Education (Applied Learning) or equivalent is to have one line off teaching for the purpose of providing time to study.

6. New Appointments

Except where otherwise determined by the Head of Agency, the commencing salary on appointment is to be at Band 1 Level 1. A higher initial appointment salary may be determined appropriate by the Head of Agency in accordance with a VET Appointment Salary Assessment.

It is likely applicants with under 3 years industry experience will be appointed at B1 L1.

A higher appointment level above Band 1 Level 1 may be justified based on the Specialist VET Teacher's experience, including:

- VET Teacher experience; OR
- Vocational Competence Requirements; and
- Industry experience;

as they align to the qualification units.

7. VET Salary Classification Assessment (VASA)

Where a VASA is undertaken this will be based on VET teaching experience or industry experience dependant on the alignment to the qualification and units. This will inform the determination by the Employer.

In relation to the commencement salary for an employee on appointment, an assessment will be undertaken by the DECYP RTO in line with the Standards for Registered Training Organisations (RTOs) which are current at the time of the assessment. The assessment will determine whether a higher appointment level above Band 1 Level 1 is justified based on the Specialist VET Teacher's relevant industry experience or VET teaching experience.



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The following tables will be used to guide the assessment of relevant experience.

(i) VET Teaching Experience

	B1 L1	B1 L2	B1 L3	B1 L4	B1 L5	B1 L6	B1 L7	B1 L8	B1 L9	B1 L10	B1 L11
< 1 Years	X										
1 Years		X									
2 Years			X								
3 Years				X							
4 Years					X						
5 Years						X					
6 Years							X				
7 Years								X			
8 Years									X		
9 Years										X	
10 Years +											X

(ii) Relevant Industry Experience

	B1 L1	B1 L2	B1 L3	B1 L4	B1 L5	B1 L6	B1 L7	B1 L8	B1 L9	B1 L10	B1 L11
3 Years	X										
4 Years		X									
5 Years		X									
6 Years			X								
7 Years			X								
8 Years				X							
9 Years				X							
10 Years					X						
11 Years					X						
12 Years						X					
13 Years						X					
14 Years							X				
15 Years							X				
16 Years								X			
17 Years								X			
18 Years									X		
19 Years									X		
20 Years										X	
21 Years										X	
22 Years +											X

Industry experience reasons must be demonstrated against Qualification and Units Elements and Performance Criteria.



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SCHEDULE 4

CHANGE2TEACHING PILOT PROGRAM

1. Introduction and Scope

- 1.1. This Schedule applies to eligible employees undertaking the Change2Teaching pilot program (the Program).

The Program provides a 2-year pathway for degree-qualified individuals to transition to a Teaching career. Participants are able to earn a salary while they learn, with the Program requiring participants to undertake a Master of Teaching while gaining practical teaching experience as a Department for Education Children and Young People (DECYP) employee.

- 1.2. Participants will be appointed as an employee with the Department of Education, Children and Young People (DECYP).
- 1.3. For the purposes of this Schedule, a 'Change2 Teaching Initial Teacher', is a teacher in training and is not a Teacher as part of the Teaching Staff as defined by the Award, or a Beginning Teacher or First Year Teacher as defined and in accordance with this Agreement.

2. Eligibility for the Program

- 2.1. Essential requirements to apply for the Program include:

- (i) Successful completion of a Bachelor degree in a non-education discipline at an approved tertiary education institution;

- 2.2. Prior to commencing employment, participants will additionally be required to:

- (i) Enrol and be accepted into the Master of Teaching program at UTAS; and
- (ii) Hold a current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment).

3. Appointment, training and performance

- 3.1. Employees undertaking the Change2Teaching Program will be appointed under a fixed term instrument of appointment for a 2-year period and, if they meet all the requirements of the Program including satisfactory performance, will be employed in a permanent teaching position at Band 1, Level 5, upon successful completion of the Program.



3.2. Part II, Clause 5 – Professional Development of the Award, does not apply to participants in the Change2 Teaching Program, in that the costs associated with participating in the Change2Teaching program including the UTAS Master of Teaching, textbooks and resources are not paid for by DECYP.

3.3. During the period of the appointment, employees are required to:

- (i) Successfully complete DECYP's Child Sexual Abuse Awareness Training.
- (ii) Successfully complete DECYP's training in Conduct and Behaviour Policy and Standards.
- (iii) Successfully complete Mandatory Reporting Training modules.
- (iv) Apply for and be granted a Limited Authority to Teach (LAT) from the Teachers Registration Board (TRB) for Year 2 of the Program.
- (v) Complete the UTAS Master of Teaching in the allocated time provided.

3.4. To be appointed to a permanent teaching position at the end of the 2-year period, all Program requirements (listed above in clause 2), will need to have been successfully met, as well as performance assessed as satisfactory.

3.5. If, at any time in the 2-year fixed term period of appointment, an employee does not meet the requirements in clause 3.3, their fixed term appointment may be terminated in accordance with the fixed term instrument of appointment.

4. DECYP Work Program Structure

4.1. The DECYP Work Program Structure over the two year period of the Program will be:

- (i) 0.4 full-time equivalent (FTE) from commencement of appointment (in term 1, year 1 of the program) until the commencement of Term 3 (year 1 of the program).
- (ii) 0.6FTE from commencement of Term 3 (year 1 of the program), until commencement of Term 3 (year 2 of the program).
- (iii) 0.8FTE from commencement of Term 3 (year 2 of the program) until commencement of permanent employment at beginning of Term 1 in the year following the program.

4.2. Note – As part of the study requirements employees will also be required to remain on site for 0.2FTE per semester for onsite study at a HUB location, in addition to the paid hours of FTE worked in clause 4.1. This is not part of the fixed-term contracted hours of employment or structured work program, rather a study requirement of the Program and therefore is not paid in accordance with the fixed-term instrument of appointment.

5. Classification Descriptors



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- 5.1. Change2Teaching Initial Teacher means an employee who holds a Bachelor degree in a non-education field of study and has been accepted into the 2-year Change2Teaching Pilot Program to undertake further study and gain practical teaching experience.
- 5.2. A Change2Teaching Initial Teacher Year 1 will provide support with classroom instruction and student learning through instructional and differentiated support. This includes facilitating small group work and one on one learning activities and building competencies in planning, teaching and assessing. Employees will assist students with diverse needs in key areas such as Literacy and Numeracy.

Level of Responsibility

A supervising mentor teacher will maintain duty of care for the class at all times, and the employee is not left unattended in the classroom at any time. Under the general instruction of the supervising mentor teacher, the employee is responsible for the efficient practice, application and/or completion of tasks while maintaining regular ongoing lines of communication with the supervising mentor teacher to support student learning.

A Change2 Teaching Initial Teacher year 2 will assist with the planning, preparation and documentation of learning programs for students and assess individual student progress, under the guidance of a supervising mentor teacher.

Level of Responsibility

Under the guidance of a supervising mentor teacher, the employee is responsible for the successful management of assigned teaching duties and associated activities. Receives direction, guidance and feedback from senior teachers and school leaders.

- 6: From the date of variation of this Agreement, an existing teacher with relevant experience who is appointed and agrees to be a mentor for a Change2Teaching Initial Teacher in year 2 of the Program, will have a reduction in their instructional load by one hour per week/two hours per fortnight while that existing teacher continues to perform mentor responsibilities.

7. Salary

- 7.1. Salary rates associated with employment with DECYP as part of the Change2Teaching Program

	Change2Teaching Initial Teacher Year 1	Change2Teaching Initial Teacher Year 2
Nominal fulltime salary	\$85,000	\$90,000



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per annum paid by DECYP				
Semester (as defined in clause 4)	1	2	3	4
School terms	1 and 2	3 and 4	1 and 2	3 and 4
FTE	0.4	0.6	0.6	0.8

8. Completion of Program

8.1. Upon completion of the two-year Program, participants will need to have passed all the requirements of the Master of Teaching in the allocated time provided (maximum time being the 2 year pilot).

8.2. Upon successful completion of the two-year Program, participants will be offered permanent appointment as a five-year trained teacher at Band 1 Level 5.

8.3. If successful completion of the Program does not occur through non-completion of the Master of Teaching, employment will be terminated in accordance with the employee's fixed term instrument of appointment.

8.4. Termination of employment may occur at any time throughout the Program if subject units within the Master of Teaching are not successfully completed with a minimum requirement of 'pass' grading in accordance with an employee's fixed term instrument of appointment.

