

REGISTER OF ENTERPRISE AGREEMENTS

ENTERPRISE AGREEMENT NO: EA07/10

**TITLE: Teachers Employed by the Catholic Education Office,
Diocese of Wollongong Enterprise Agreement 2007-2010**

I.R.C. NO: IRC7/553

DATE APPROVED/COMMENCEMENT: 30 May 2007 / 30 May 2007

TERM: 37

**NEW AGREEMENT OR
VARIATION:** New.

GAZETTAL REFERENCE: 8 June 2007

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COVERAGE/DESCRIPTION OF

EMPLOYEES: The agreement applies to all teachers employed by the Catholic Education Office, Dioceses of Wollongong located at 86-88 Market Street, Wollongong NSW 2500, who fall within the coverage of the Teachers (Country and Regional Dioceses) (State) Award 2006 and the Catholic Schools Long Service Leave Portability (State) Award.

PARTIES: Catholic Education Office - Diocese of Wollongong -&- the New South Wales Independent Education Union

ENTERPRISE AGREEMENT 2007 - 2010

Teachers employed by the Catholic Education Office Diocese of Wollongong

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1. Parties to the Agreement

This agreement is made between the Diocese of Wollongong (the "Diocese") and the Independent Education Union (the "IEU") a registered organisation of employees.

2. Scope of Agreement

This agreement shall apply to teachers employed by the Diocese.

3. Award

Except as provided by this agreement, the terms and conditions of employment of teachers by the Diocese will be in accordance with the Teachers (Country and Regional Dioceses) (State) Award 2006 (the "Award"), as varied.

4. Objects of the Agreement

In reaching this Agreement, the parties:

- Acknowledge the work of teachers in an environment of continuing change in the education sector in areas such as curriculum changes, pedagogical development, policy and legislation changes.
- Are committed to the need to safeguard the quality of schooling in the Diocese and the public perception of it;
- Acknowledge the need for teachers to support the ethos and philosophy of Catholic Education which operates in the Diocese;
- Agree there is a mutual responsibility to protect, develop and enhance the Diocese and school life in the Diocese;
- Note the autonomy and authority of the Diocese as well as the professional standing of the teaching staff in the Diocese;
- Recognise a variety of managerial and educational arrangements exist requiring flexibility in the application of employment practices in the Diocese and at school level;
- Support the need to maintain a working environment in which education can be provided in harmony with the Diocese's philosophy;
- Agree that this Agreement is intended to assist and promote the delivery of education of a high quality in the Diocese consistent with the approach in the 2004 Special Case Teachers Decision of the New South Wales Industrial Relations Commission;
- Jointly accept that productivity and efficiency have a growing influence in educational policies and practices which means the Diocese is expected to do more with the same level of resources, necessitating productivity and efficiency improvements;
- Acknowledge that improvement in efficiency is often of a qualitative rather than a quantitative kind.

5. Mobility of Appointments in Primary Schools

The Diocese is concerned, with the resources available to it, to support the professional life of teachers as well as ensuring the equitable distribution of skilled and motivated teaching staff between and among schools. Further the Diocese is concerned to maintain and develop possible employment opportunities for staff, including enhancing access to Middle Leader positions in schools by staff from other schools.

The Diocese organises the management of its schools on a regional or cluster basis and in addition groups schools in precincts. It is agreed that mobility between schools will occur within precincts subject to the further conditions of this clause, to meet the aims of the above paragraph. The Diocese's precincts are prescribed in Attachment C. Any variation will be by agreement between the parties.

Employees with more than 5 years service at a given school will be eligible for transfer to another school within the precinct. Any such transfer will be discussed between the Principals of the precinct taking into account the experience, skills and professional needs of the employee. Prior to any decision being made the employer will consult with any employee who has been identified for a transfer. Where a teacher disputes a decision of the employer in relation to a transfer, the procedures for dispute handling outlined in Clause 15 of this agreement shall be utilised.

The parties will consult in accordance with the dispute resolution process in this agreement on any individual cases, but within a framework of upholding the effective operation of this agreement.

An employee may make a request to be transferred to another school within the precinct prior to the completion of 5 years service at a particular school.

Notwithstanding this clause any teacher in the Diocese may request a temporary placement in another school within the Diocese under the terms of the Diocesan policy Teacher Exchange within the Diocese.

6. Mobility of Appointments in Secondary Schools

- (a) The Diocese and the IEU agree to discuss the mobility of teachers between secondary schools during the life of this agreement.
- (b) Notwithstanding this clause any teacher in the Diocese may request a temporary placement in another school within the Diocese under the terms of the Diocesan policy Teacher Exchange within the Diocese.

7. Middle Leader Positions

The Diocese is committed to the development of a Middle Leader¹ cohort in schools and across the Diocese that will enhance the education in Diocesan schools and provide a basis for future school leaders to emerge. The Diocese will commit resources to support this cohort where such resources are to support the work of Middle Leaders towards educational leadership of staff under their management and to support measures to reduce the administrative tasks on Middle Leaders. The Diocese is committed to providing resources in accordance with the formula set out in Attachment A.

Middle Leader and Middle Leader 1

A "Middle Leader" means a teacher appointed to be responsible for: leadership of teachers including the management of the work in an area or areas of a school whether in an area of instruction and curriculum, including the delivery of the curriculum in Key Learning Areas, the supervision and support of students, the co-ordination of pastoral care or other programs and any other responsibilities or a combination of responsibilities as determined by the Principal. A Middle Leader is an appointment where the teacher is allocated a monetary allowance equivalent to no less than 2 points under the Teachers (Country & Regional Dioceses) (State) Award.

A "Middle Leader 1" is an appointment where the teacher is allocated a monetary allowance equivalent to no more than 1 point under the Teachers (Country & Regional Dioceses) (State) Award.

Advertising Middle Leader Positions

¹ Middle Leaders were previously known in the Wollongong Diocese as coordinators or promotion positions.

Each Middle Leader position vacancy will be advertised appropriately to all Diocesan employees. Vacancies will also be advertised externally to the Diocese unless the school and the Catholic Education Office (CEO) consider otherwise.

Appointment to Middle Leader Positions

The provisions of this subclause will not apply to Middle Leader positions with responsibility for the delivery of the curriculum in Key Learning Areas (formerly known as KLA coordinators) to facilitate the review outlined in the Review Clause below.

All other appointments to Middle Leader positions, other than Middle Leader 1 positions or Special Project Positions, shall be for a First period of appointment of 4 (four) years and, unless there is unsatisfactory performance, for a Second Period of appointment of 3 (three) years. At the conclusion of the Second Period of appointment the position will be deemed to be vacant and advertised. The incumbent will be eligible to reapply.

This clause will operate for new Middle Leader positions arising after the commencement of this Agreement.

Review Clause

Within 1 (one) year of the date of approval of this agreement the parties will commence a review of the pre-agreement arrangement for appointments to Middle Leader positions with responsibility for the delivery of the curriculum of Key Learning Areas. The scope, conduct and management of the review will be agreed between the parties. The review shall be chaired by an independent expert agreed to by the parties. Until the completion of the review the pre-agreement arrangement shall be observed.

Advertising Middle Leader 1 and Special Projects Positions

Middle Leader 1 and Special Projects Positions will normally be advertised within a school, or within a set of grouped schools where there is an appropriate teaching vacancy to support the position. Where the relevant position is a Special Project Position it shall be advertised as such and indicate the nature of the project and the expected length of contract.

Appointment to Middle Leader 1 Positions

Appointments to Middle Leader 1 Positions will typically be for a period of 1 (one) school year. Schools may appoint a Middle Leader 1 for a period of longer than 1 (one) school year but not more than 3 (three) school years, or equivalent.

Middle Leader as a Special Project Appointment

Schools from time to time may appoint staff to hold positions of Special Responsibility. These may be for periods shorter than a school year, and may be with the allowance, or with the allowance converted into hours and combined with the hours attached to this position in accordance with the consultative arrangements of "Determining the Structure and Utilisation of Middle Leader Resources".

The position in most cases will be equivalent in resource value to a 1 point coordinator, but after consultation the School Leadership may appoint at a 2 point resource value level. However such appointment will not have any right of renewal and the length of contract will not be greater than 12 months. This role may be for a range of responsibilities but is primarily to be focused on developing and implementing outstanding teacher practice and leadership with particular reference to the performance and quality of teachers in the school, or alternatively, for an employee required to perform other duties (of comparable level including in the area of pastoral care) requiring a high level of professional expertise.

Acting Appointment to Middle Leader Positions

A teacher required by the employer to act in a Middle Leader 1 or Middle Leader position for at least 10 consecutive school days shall be paid for so doing at the rate prescribed for that position, provided that the teacher shall not be required to carry out such duties in a relieving capacity beyond a school year or for more than 52 calendar weeks whichever is the greater. Appointment for more than 10 days and less than 4 school weeks will be made at the Principal's discretion in consultation with the CEO. Appointment for a period of greater than 4 weeks will be advertised suitably, where prior notice of a vacancy is given to the Principal or the CEO.

8. Professional Development

The parties recognise that teachers, as professional educators, have a responsibility to participate in professional development not only to meet the demands generated by changes in curriculum, pedagogical developments, diocesan policy but more importantly to maintain their own professional competence and in this way enhance the reputation of the teaching profession, as well as meeting parents and the wider community's expectations of teachers and schools. The Diocese acknowledges the contribution and work of teachers who do professionally develop themselves and thereby contribute to both their own professional competence and the reputation of their profession.

As part of its shared responsibility towards the professional growth of its employees the employer is committed to developing courses that may be delivered in accessible and professionally appropriate manner. The parties recognise that not all professional development occurs within the framework of the school day or school term and are committed to encouraging teachers to participate in such courses whether conducted by the Diocese or any other body. Whilst attendance is generally voluntary teachers are encouraged to attend professional development which occurs outside of the framework of the school day or school term subject to family and other responsibilities.

9. Counselling

The CEO provides access to an Employee Access Programme to all staff in the Diocese. From time to time staff may seek to make other arrangements including accessing leave to attend appointments in the school day. As far as possible the Diocese and schools will facilitate attendance by the granting of leave. Such leave may be taken as Leave with Pay (LWP) where there is an entitlement to. The LWP will be deducted from the employee's sick leave or long service leave balance depending upon the type of leave which is taken. Where there is no entitlement to LWP the leave may be taken as Leave Without Pay (LWOP).

10. Electronic Communications of Pay Slips, Awards and Letters of Appointment.

Where an employee has access to the Employee Self Service module of the Empower Human Resources Information System, the written pay advice will be available through that service.

The employer may provide electronic copies of relevant industrial instruments, whether Awards or the enterprise agreement, or changes to those instruments, through the employer's electronic infrastructure.

11. Sick Leave

The provisions of this clause relate to the system of recording sick leave only. In the event of any inconsistency regarding sick leave entitlements and the conditions pertaining to the taking of sick leave the Award provisions shall prevail.

Where a teacher has been absent on sick leave, the teacher, as soon as possible, upon return to work will lodge a application for leave. In each year, with the

exception of the first two days' absence due to illness, a teacher will provide, as soon as possible, a medical certificate from a medical practitioner or any other person the employer may deem to be an equivalent.

Where the employer has provided facilities for the teacher to enter the period of sick leave through the 'Employee Self Service' module of the Empower HR system or another electronic or web based system ("electronic system") the teacher must record their absence through this mechanism and deliver a hard copy of the medical certificate to the Principal.

In the circumstance where a teacher is on an extended absence and intends to apply for sick leave the teacher will provide regular updates by way of medical certificates to the employer and will lodge from time to time a sick leave form through the hard copy format or where there is an electronic system in place through that system. Where the employee is not able to lodge their sick leave by way of the electronic system due to their extended absence an authorised person will submit the sick leave in the electronic system for the teacher.

In the circumstances where the teacher has not applied for a period of absence as sick leave the CEO will determine the reason for the period of the absence in consultation with the school.

12. Long Service Leave

This clause replaces sub clauses 13.5(b) to (e), 13.8, 13.9 and 13.10 of the Award with respect to teachers in the Diocese.

12.1 Conditions of Taking Leave

- (a) Where a teacher has become entitled to long service leave, the employer shall give leave to the teacher and the teacher shall take the leave as soon as practicable, having regard to the needs of the employer, the school and the teacher. A teacher should give adequate notice of his/her wish to take leave, to allow for replacement staff to be employed, if applicable. The employer shall give the teacher not less than two school terms' notice of any requirement that Long Service Leave is to be taken by the teacher.
- (b) A teacher may request and be granted leave without pay to be taken in addition to long service leave such that the total period of leave comprises a complete school term.
- (c) Where a teacher is entitled to an amount of long service leave which is in excess of a school term the teacher may elect not to take that part of the long service leave which is in excess of a term (the deferred leave), until such time as the teacher accumulates further entitlements which when taken together with the deferred leave enables long service leave to be taken for a whole term.
- (d) Long service leave will not include student vacation periods that might fall within the period of leave.

12.2 Payment in Lieu of Long Service Leave

Where a teacher has an entitlement to long service leave and takes leave in accordance with the NSW Long Service Leave Act (i.e. at least for a month) the teacher and the employer may agree that, in addition to payment for the long service leave to be taken, the teacher be paid an amount in lieu of any additional long service leave accumulated by the teacher.

Any payment arising from the conditions applicable in this subclause will be paid by the employer upon the commencement of the teacher's long service leave.

12.3 Long Service Leave at Half-Pay

Provided the minimum period of leave is two weeks, a teacher may elect to receive long service leave payments at half pay for the period of leave. The parties understand that 'half pay' means that over the course of a fortnight a teacher will receive one week of paid long service leave, followed by one week of leave without pay. The period of leave without pay will not be deemed as service for the purposes of this enterprise agreement, the Award (as amended or replaced) or any statutory entitlement.

12.4 Part time Teachers – Casual Work or Compression

A part time teacher may:

- (a) work casually while on long service leave, providing he/she does not work within CEO Wollongong schools on the days which would otherwise form part of the rostered days for part time employment; or
- (b) compress the days accrued into full-time equivalents, thereby taking a shorter period of leave than would otherwise apply, albeit at a higher weekly (ie. full time equivalent) salary rate,

12.5 Long Service Leave in Short Blocks

It is noted by the parties that, flowing from the Family Provisions Test Case 2005, a general entitlement to access annual leave on a flexible basis for caring purposes has been inserted into NSW Awards.

Teachers however do not have flexible annual leave arrangements and, at times, other forms of paid leave, including carer's leave or pressing domestic necessity leave, may not be available or applicable. Accordingly the parties wish to provide for greater flexibility in the accessing of paid Long Service Leave for short periods.

A teacher may be granted long service leave in short blocks provided:

- (a) the application is approved by the school Principal having regard to the educational needs of the students, critical times of the school year and the personal circumstances of the teacher; and
- (b) he/she has eligible service of at least 5 years.

Under the provisions of this sub-clause, there will be no minimum period required to be taken by a teacher.

13. Working Outside the Normal Span of School Hours

Teachers who are required to teach outside the normal span of school hours (for example in special subjects that cannot be accommodated in the school timetable) shall, in consultation with their Principal have their work responsibilities adjusted accordingly to compensate for the teaching outside the normal span of school hours.

14. Assistant Principals

14.1 Period of Appointment

An Assistant Principal (AP) will be appointed after selection on merit and suitability to the role and responsibilities, for 3 (three) periods of contracts, where each contract is for a period of not greater than 4 (four) years in length. At the end of the third contract period the position will be open to competition in accordance with diocesan procedures.

All AP appointment periods will conclude at the end of a semester whether that is the end of a school year or not.

At the end of 12 (twelve) years (3 periods of 4 year contracts) from the start of employment the AP position will be declared vacant and the incumbent will be eligible to apply for the vacant position. Where the AP is unsuccessful in filling the vacancy in the school the employee will be given a Middle Leader role for 1 year and thereafter a teaching role. Should the employee indicate a preference to move to another school the CEO will work to facilitate that outcome.

This clause will operate for all vacancies for AP positions arising after the commencement of this agreement.

14.2 Payment of Salary

An AP will receive salary according to the salary scale attached to this agreement at Annexure B, which shall be no less than the rate due under the Teachers (Country & Regional Dioceses) (State) Award. The employer will after each Award finalisation increase the rates in Annexure B by the corresponding increases to the Award to the salary of the AP.

15. Dispute Avoidance and Grievance Procedure in Relation to this Enterprise Agreement

- (a) The objective of these procedures is the avoidance and resolution of industrial disputation, arising under this agreement, by measures based on consultation, co-operation and negotiation.
- (b) Without prejudice to either party, the parties to this agreement shall ensure continuation of work in accordance with the Award and this agreement.
- (c)
 - (i) In the event of any matter arising under this Agreement, which is of concern or interest, the teacher shall discuss this matter first with the principal or his/her nominee.
 - (ii) If the matter is not resolved at this level, the teacher may refer this matter to the IEU, who will discuss the matter with the Principal and/or the Diocesan Director of Schools or his/her nominee.
 - (iii) If the matter remains unresolved it shall be referred to the General Secretary of the IEU or his/her nominee and the Executive Director of the Catholic Commission for Employment Relations or his/her nominee for discussion and appropriate action.
 - (iv) If this matter cannot be resolved at this level it may be referred to the Industrial Relations Commission of New South Wales.
- (d) Nothing contained in this procedure shall prevent the General Secretary of the IEU or his/her nominee or the Executive Director of the Catholic Commission for Employment Relations or his/her nominee from entering into negotiations at any level either at the request of a member or on their own initiative in respect of matters in a dispute should such action be considered conducive to achieving resolution of the dispute.

16. Duress

This enterprise agreement was not entered into by either party under duress from the other party or any other person or persons.

17. Term

This enterprise agreement shall expire on 30 June 2010.

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Peter Turner
Director of Schools
Catholic Education Office
Diocese of Wollongong

.....
R Shearman
General Secretary
NSW/ACT Independent
Education Union

ATTACHMENT A

**MIDDLE LEADERSHIP IN SECONDARY AND
PRIMARY SCHOOLS**

All schools will be allocated a specified set of resources for the purpose of establishing an appropriate, responsible and effective Middle Leadership structure consisting of Middle Leader 1 and Middle Leader appointments.

Middle Leader Resources

The Diocese will allocate points to Secondary Schools in accordance with the following table:

Student Population	Points Available
301 - 400	28
401 - 500	30
501 - 600	32
601 - 700	34
701 - 800	38
801 - 900	40
901 - 1000	42
1001 - 1100	44
1101 - 1200	46

In addition each school receives the equivalent of three points for use in accordance with this attachment.

These are the Middle Leaders Resources (MLR). The MLR consist of the monetary allowance expressed as a \$ figure and the time allocation expressed in Full Time Equivalent (FTE) or \$ equivalents. The parties recognise that there are rigidities in the current method of allocation of these resources.

Allocation of Middle Leader Resources to Diocesan Secondary Schools

The Diocesan Secondary schools under this clause are St Joseph's Catholic High School at Albion Park, Holy Spirit College at Bellambi, John Therry Catholic High School at Rosemeadow, Mt. Carmel High School at Varroville, Magdalene Catholic High School at Narellan and St John the Evangelist High School at Nowra.

The resources allocated to schools will be distributed on the basis of a formula set out in this agreement based on student enrolment numbers as recorded in the Census return in the August of the previous school year. The needs of the school will determine the role of the Middle Leader.

Corpus Christi Catholic High School (CCCHS) at Oak Flats

During the life of the Agreement CCCHS will continue to be a developing school and arrangements will need to reflect its unique philosophy for education delivery. Whilst the resources provided to CCCHS will be the equivalent to that of other Diocesan secondary schools the MLR available after the allocation to the appointment of Leaders of Mission, Learning and Teaching, Leader of Student Growth and Learning will be decided at school level by the school community.

Appointment to a Middle Leader position will be made on the basis of merit and normally will be advertised within a school, or within a set of grouped schools where there is an appropriate *teaching* vacancy to support the position.

It is the intention of the parties that there is transparency in Middle Leader appointments.

Flexibility & Conversion of Middle Leader Resources

Part of the MLR allocated to a school (such as the Allowance and FTE release attached to a position) may be converted to school support officer (SSO) hours where those hours are directly used to support the work of the Middle Leadership.

The upper limit on the conversion of Middle Leader resources to SSO hours is either an equivalence of 3 coordinator points, or 150 SSO hours whichever is the greater.

Determining the Structure and Utilisation of Middle Leadership Resources

Each school will undergo an agreed process for the consultation and decision making as to the utilisation of the resources allocated by the CEO to the school to support the work of the Middle Leaders.

Although the process is one which is based on agreement on the outcomes, the process envisages the following as a prior condition:

In making Middle Leader appointments using the MLR allocated to each school (other than CCCH) there are a group of core middle leader positions which must be allocated. This core is constituted by the AP or equivalent role (4 points), Learning and Teaching (7 positions worth 2 points), Learning Technology (2 points), and the resources allocated to the leadership in the area of religious practice and Religious Education (3 points). This constitutes an equivalence of 23 coordinator points.

The Principal, after consultation with the school executive, and appropriate consultation with the school community, which includes the Independent Education Union Chapter, will determine the structure of promotion positions to be submitted to the Catholic Education Office having regard to:

- (a) Diocesan mission statement;
- (b) Diocesan and school policy;
- (c) school's strategic plan;
- (d) pedagogical developments;
- (e) curriculum structure and requirements;
- (f) Board of Studies requirements;
- (g) sound management / organisation practices;
- (i) the need to recognise and remunerate added responsibility and work in curriculum, pastoral and administrative leadership;
- (h) actual and future school and pupil needs;
- (i) the results of a school review;
- (j) any other matters consistent within the identified needs of the Diocese and schools;
- (k) such consideration may involve acknowledgment of the structure of the school and the way it delivers face to face instruction, the extent of the number of syllabus options, number of students enrolled in any particular subject, the quantum of FTE and numbers of staff involved in the face to face teaching,

experience of the other middle leaders, the levels of assistance available to support learning outcomes through other means, and how best the implementing of mentoring, team planning, and development of subject specific needs are to be met;

- (i) other practical proposals to keep the distribution of the resources fair and equitable.

Upon development of the proposed set of criteria it shall be published to the school community. The school community includes the middle leaders as a group. The Principal shall on submitting the proposed structure of promotion positions and the proposed allocation of resources to the CEO, publish this to the school community.

In the school's structuring of the Middle Leader resources there will be the allocation of 7 Middle Leader positions supporting learning and teaching through the management of the delivery of the curriculum.

Primary Schools

The Middle Leader Resources for Diocesan primary schools will be determined by the school student population at the August Census in the previous school Year as follows:

Student Population	Points Available
101 -150	6
151 - 200	7
201 - 250	9
251 - 300	10
301 - 400	11
401 - 500	12
501 - 600	13
601 - 700	15
701 - 800	15
+800	15

The points available are for the allocation of the following positions:

- (a) An Assistant Principal whose position is worth 4 points.
- (b) A Religious Education Middle Leader whose position is worth 2 points.
- (c) A Middle Leader 3 whose position is worth 3 points.
- (d) A Middle Leader 2 whose position is worth 2 points.
- (e) A Middle Leader 1 whose position is worth 1 point.

The positions appointed in each school must not exceed the total points available to the school.

Allocation of Resources for Primary Assistant Principal Roles

All schools with an enrolment above 250 must appoint an Assistant Principal at a point allocation suitable to its needs. Any points not allocated to the Assistant Principal role must be allocated to middle leadership positions.

Schools below 250 can either appoint an Assistant Principal on a teaching FTE equivalent of 0.8, or convert the resources to support other Middle Leadership positions.

Religious Education in Catholic Primary and Secondary Schools

Where the School Leadership Team considers that supporting the religious education aspect and the catholicity of the schools is better managed through a different arrangement, and this decision has the approval of the Head of School Services after appropriate consultation with the Parish Priest, the

resources allocated to the REC position may be utilised in accordance with the School Leadership Team's decision. The resources must remain to support the purpose and responsibilities attached to the role of REC.

Attachment B

Salaries for Assistant Principal Positions

ANNUAL SALARY			
Position	Effective from first pay period on or after 1 January 2006 \$	Effective from first pay period on or after 1 January 2007 \$	Effective from first pay period on or after 1 January 2008 \$
Assistant Principal – Secondary Enrolment in a secondary department at previous year's census date			
201-300	91,000	94,640	98,426
301-600	93,231	96,960	100,838
601-900	95,460	99,278	103,249
901-1200	97,686	101,593	105,657
1201+	99,918	103,915	108,072
Assistant Principal – Primary Enrolment in a Primary Department at previous year's census date			
101-250	86,856	90,330	93,943
251-400	88,875	92,430	96,127
401-600	91,000	94,640	98,426
601-800	93,231	96,960	100,838
801 +	95,460	99,278	103,249

Attachment C Precincts as at Term 2, 2007

Central Precinct

Corrimal
 Fairy Meadow
 Gwynneville
 West Wollongong
 Wollongong

Shoalhaven Precinct

Milton
 Nowra

Southern Illawarra Precinct

Albion Park
Kiama
Shellharbour City
Shellharbour

Lake Network Precinct

Dapto
Port Kembla
Unanderra
Warrawong

Northern Illawarra Precinct

Bulli
Helensburgh
Thirroul

Highlands Precinct

Bowral
Mittagong
Moss Vale

Southern Macarthur Precinct

Camden
Narellan Vale
Picton

Macarthur Central Precinct

Campbelltown
Eagle Vale
Ingleburn
Rosemeadow
Ruse