

**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Friday, 13 November 2015 5:40 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer project (12)

Hi Michelle

The report has been drafted and now going through our internal review process so I anticipate this will take ~2-3 business days – will aim to get it to you asap.

Kind regards,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
P +61 3 9623 4133  
F +61 424 848 389  
[courtney.hughes@mercer.com](mailto:courtney.hughes@mercer.com)  
[www.mercer.com.au](http://www.mercer.com.au) | Mercer Consulting (Australia) Pty Ltd ABN 55 153 168 140

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**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Thursday, 12 November 2015 5:44 PM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer project  
**Importance:** High

Hello Courtney

We have reached that time where I am starting to get enquiries from various parties as to 'when we will get the stuff from Mercer', just wondering if you are able to give some sense of what your timing might now be.

Cheers

---

Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390 | Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)**  
**People and Performance | Education and Training Directorate | ACT Government**  
Headley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601 | [www.act.gov.au](http://www.act.gov.au)

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**From:** Hughes, Courtney [mailto:Courtney.Hughes@mercer.com]  
**Sent:** Friday, 23 October 2015 12:58 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer project

Hi Michelle

Thanks for checking in. At this stage, no extra information is required and all is progressing well.

Re timing, I will still be working on it early November (due to sign off being pushed back a couple of weeks) so I think it should be fine without another contact as I don't anticipate any major queries during this time. If there is already someone across the project brief, it would be helpful, but it's not critical.

Let me know if that all sounds OK. Apologies for the delay in getting back to you, I have been delivering training this week.

I hope you enjoy your leave.

Kind regards,

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Hi Courtney

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I also wanted to let you know that I will be away from the office for the period 26 October 2015 to 6 November 2015 and would like to check, in terms of your timing, whether you might need an alternate contact during this time, as Coralie will also be undertaking another position during the first week of my leave.

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**Nikolas, Lejla**

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**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Wednesday, 18 November 2015 5:38 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer project (13)

Hi Michelle

Sorry, I had been targeting today but it looks like we will need 1 or 2 more to make a couple of updates – it's almost there.

Kind regards,

Courtney

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**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Monday, 16 November 2015 8:57 AM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer project

Thanks Courtney

That's great!!!

M

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**Sent:** Wednesday, 18 November 2015 5:43 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer project (14)

Great, thanks for your understanding. I'm looking forward to discussing the outcomes.

Kind regards,

Courtney

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**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Wednesday, 18 November 2015 5:42 PM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer project

Hi

Thank you for the update it is appreciated, however, acknowledging my own issues with timeframes, I have only advised those who asked that you were aiming for the end of the week so all OK from this end.

Cheers

---

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Nikolas, Lejla

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**From:** Hughes, Courtney [Courtney.Hughes@mercero.com]  
**Sent:** Friday, 20 November 2015 3:15 PM  
**To:** Tranda, Michelle  
**Cc:** Jervis, Jennifer  
**Subject:** Mercer School Assistant Review (15)  
**Attachments:** Mercer School Assistant Review Part I\_20151120.pdf; Attachment K - SA2 WLS\_MercerReview.doc; Attachment L - SA3 WLS\_MercerReview.doc; Attachment M - SA4 WLS\_MercerReview.doc; Attachment J - SA4 Activity Descriptor\_MercerReview.doc; Attachment H - SA2 Activity Descriptor\_MercerReview.doc; Attachment I - SA3 Activity Descriptor\_MercerReview.doc

Hi Michelle

Please find part I of the report attached along with the marked up documents referred to within. As discussed, I suggest once you and the team have had a chance to review both report sections we can set up a teleconference to debrief and discuss any feedback or queries.

Kind regards,

Courtney

**Courtney Hughes-Lord**

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**Nikolas, Lejla**

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**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Wednesday, 25 November 2015 10:35 AM  
**To:** Tranda, Michelle  
**Cc:** Jervis, Jennifer  
**Subject:** RE: Mercer School Assistant Review (16)  
**Attachments:** Mercer School Assistant Review Part II\_20151124.pdf

Hi Michelle

Please attached the Part II report of the School Assistant review.

Kind regards,

Courtney

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**Cc:** Jervis, Jennifer  
**Subject:** Mercer School Assistant Review

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**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Monday, 30 November 2015 9:50 AM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer School Assistant Review (17)

Hi Michelle

Sorry for the delay I am having trouble coordinating calendars on our end, I should have a better sense by the end of the day. Could you hold Wednesday at 11am for now?

Kind regards,

Courtney

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**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Wednesday, 25 November 2015 5:05 PM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review

Courtney

Thank you and FYI in terms of timing for discussion in response to Parts I and II of the report, I have distributed to relevant persons within our area, however, as diaries stand we will not be able to get together until at least next Tuesday to discuss.

So, I'm wondering if we might tentatively look at scheduling a teleconference for Wednesday 2 December 2015 between 9:00 am and 10:00 or 11:00 am to 12:00. Do either of these times suit yourself and whomever else might join us from Mercer?

Cheers

---

Michelle Tranda | Senior Project Officer  
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Hi Michelle

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Thank you for your cooperation.

**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Tuesday, 1 December 2015 12:44 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer School Assistant Review (18)

Hi Michelle

Unfortunately my colleague Leanne who has also worked on the project is unavailable Wednesday.

Do you have availability:

Thursday Dec 4<sup>th</sup> – 9am – 10am

Friday Dec 5<sup>th</sup> – 11am – 12noon

Kind regards,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
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M +61 424 848 389  
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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Monday, 30 November 2015 9:55 AM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review

Will do, but if we need to reschedule let me know and I will look for some other times.

M

---

**From:** Hughes, Courtney [<mailto:Courtney.Hughes@mercerc.com>]  
**Sent:** Monday, 30 November 2015 9:50 AM  
**o:** Tranda, Michelle  
**Subject:** RE: Mercer School Assistant Review

Hi Michelle

Sorry for the delay I am having trouble coordinating calendars on our end, I should have a better sense by the end of the day. Could you hold Wednesday at 11am for now?

Kind regards,

Courtney

**Courtney Hughes-Lord**

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---

**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Wednesday, 25 November 2015 5:05 PM



**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review

Courtney

Thank you and FYI in terms of timing for discussion in response to Parts I and II of the report, I have distributed to relevant persons within our area, however, as diaries stand we will not be able to get together until at least next Tuesday to discuss.

So, I'm wondering if we might tentatively look at scheduling a teleconference for Wednesday 2 December 2015 between 9:00 am and 10:00 or 11:00 am to 12:00. Do either of these times suit yourself and whomever else might join us from Mercer?

Cheers

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Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390** | **Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)**  
**People and Performance** | Education and Training Directorate | **ACT Government**  
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**From:** Hughes, Courtney [<mailto:Courtney.Hughes@mercer.com>]  
**Sent:** Wednesday, 25 November 2015 10:35 AM  
**To:** Tranda, Michelle  
**Cc:** Jervis, Jennifer  
**Subject:** RE: Mercer School Assistant Review

Hi Michelle

Please attached the Part II report of the School Assistant review.

Kind regards,

Courtney

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**From:** Hughes, Courtney  
**Sent:** Friday, 20 November 2015 3:15 PM  
**To:** Tranda, Michelle ([Michelle.TRANDA@act.gov.au](mailto:Michelle.TRANDA@act.gov.au))  
**Cc:** Jervis, Jennifer  
**Subject:** Mercer School Assistant Review

Hi Michelle

Please find part I of the report attached along with the marked up documents referred to within. As discussed, I suggest once you and the team have had a chance to review both report sections we can set up a teleconference to debrief and discuss any feedback or queries.

Kind regards,

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**Nikolas, Lejla**

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**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Tuesday, 1 December 2015 3:02 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer School Assistant Review (19)

Hi Michelle

Could we please do the Friday 11 Dec 8:30 am – 9:30 am?

Shall I send the meeting invite and you can forward to your attendees?

Kind regards,

Courtney

**Courtney Hughes-Lord**

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---

**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Tuesday, 1 December 2015 2:38 PM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review  
**Importance:** High

Courtney

Sorry, no can do either of the proposed times, however, I have three alternates for your consideration:

Monday 7 Dec 1:00 pm – 2:00 pm  
Wednesday 9 Dec 10:30 am – 12:00 am  
Friday 11 Dec 8:30 am – 9:30 am

Cheers

Michelle

---

**From:** Hughes, Courtney [mailto:Courtney.Hughes@mercerc.com]  
**Sent:** Tuesday, 1 December 2015 12:44 PM  
**To:** Tranda, Michelle  
**Subject:** RE: Mercer School Assistant Review

Hi Michelle

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Do you have availability:

Thursday Dec 4<sup>th</sup> – 9am – 10am  
Friday Dec 5<sup>th</sup> – 11am – 12noon

Kind regards,



Courtney

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**Sent:** Monday, 30 November 2015 9:55 AM  
**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review

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**Sent:** Monday, 30 November 2015 9:50 AM  
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**Subject:** RE: Mercer School Assistant Review

Hi Michelle

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**To:** Hughes, Courtney  
**Subject:** RE: Mercer School Assistant Review

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Cheers

Michelle Tranda | Senior Project Officer  
Phone 02 620 57390 | Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)  
People and Performance | Education and Training Directorate | ACT Government  
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**Sent:** Wednesday, 25 November 2015 10:35 AM  
**To:** Tranda, Michelle  
**Cc:** Jervis, Jennifer  
**Subject:** RE: Mercer School Assistant Review

Hi Michelle

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Kind regards,

Courtney

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**Sent:** Friday, 20 November 2015 3:15 PM  
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**Cc:** Jervis, Jennifer  
**Subject:** Mercer School Assistant Review

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Courtney

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**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Wednesday, 23 December 2015 12:33 PM  
**To:** Tranda, Michelle  
**Subject:** RE: (20)

Hi Michelle

The report updates are taking a little longer than anticipated - apologies I was hoping to get it to you before Christmas. We are now closed over the Christmas/New Year period and I will be back from the 11<sup>th</sup> so I will have it to you that week.

Have a great break and speak to you in the new year.

Kind regards,

Courtney

 Courtney Hughes-Lord

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---

**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Friday, 11 December 2015 8:31 AM  
**To:** Hughes, Courtney  
**Subject:**  
**Importance:** High

---

Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390 | Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)**  
**People and Performance** | Education and Training Directorate | **ACT Government**  
Headley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601 | [www.act.gov.au](http://www.act.gov.au)

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**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Tuesday, 19 January 2016 9:49 AM  
**To:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment (21)

Hi Michelle

Happy new year, I hope you had a nice relaxing break.

Timing of delivery of report will be the end of this week.

Kind regards,

Courtney

**Courtney Hughes-Lord**

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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Friday, 15 January 2016 11:26 AM  
**To:** Hughes, Courtney  
**Subject:** SA Classification Review - Work Value Assessment

Courtney

Hello and happy new year!!

Just wondering if I might check with you your current timing on delivery of the report revisions.

Cheers

---

Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390** | **Email:** [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)  
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**Importance:** High

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**From:** Hughes, Courtney [Courtney.Hughes@mercerc.com]  
**Sent:** Monday, 25 January 2016 10:43 AM  
**To:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment (22)  
**Attachments:** Mercer School Assistant Review Final Draft\_20160125.pdf

Hi Michelle

Please find attached the updated report (combined into one version) addressing the feedback and comments from the review of the first draft.

I note that in some cases it may not have been appropriate to address the item directly in the report (i.e. some are best discussed) so if there are items that are still unclear I am more than happy to discuss in more detail over the phone.

Once you have had a chance to review, please let me know if there is anything outstanding and we can then mark the document as final.

Kind regards,

Courtney

**Courtney Hughes-Lord**

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**Sent:** Tuesday, 19 January 2016 10:04 AM  
**To:** Hughes, Courtney  
**Subject:** RE: SA Classification Review - Work Value Assessment

Thank you, looking forward to the report and yes had a brilliant break.

M

---

**From:** Hughes, Courtney [mailto:Courtney.Hughes@mercerc.com]  
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**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Wednesday, 27 January 2016 1:20 PM  
**To:** Tranda, Michelle  
**Cc:** Jervis, Jennifer; Anderson, Leanne  
**Subject:** School Assistant - final report (23)  
**Attachments:** Mercer School Assistant Review Final\_20160127.pdf

Hi Michelle

Please find attached the final report. As mentioned, I'll get in touch to set up some time to debrief the outcomes and address any queries.

Kind regards,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
P +61 3 9623 4133  
M +61 424 848 389  
[courtney.hughes@mercer.com](mailto:courtney.hughes@mercer.com)  
[www.mercer.com.au](http://www.mercer.com.au) | Mercer Consulting (Australia) Pty Ltd ABN 55 153 168 140  
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*FINAL REPORT*

**SCHOOL ASSISTANT WORK VALUE REVIEW**

**ACT EDUCATION AND TRAINING DIRECTORATE**

27 JANUARY 2016

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# 1

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## Introduction and Approach

The People and Performance Branch within the ACT Education and Training Directorate (ETD) has undertaken a review of the School Assistant Classification, in the context of the ACT Public Service Administrative and Related Classifications Enterprise Agreement 2013-2017.

Mercer has been engaged by the ETD to:

- Review the activities listed within each of the SA2, SA3 and SA4 Activity Descriptors compared to the relevant new School Assistant Work Level Standard and provide feedback
- Analyse the standard School Assistant position types and recommend an allocation to the relevant new School Assistant Work Level Standard
- Conduct work value assessments, using the Mercer CED Job Evaluation System, of the Work Level Standards across the functional streams and provide a work value range for each level
- Compare and align each of the SA2, SA3 and SA4 classifications to the appropriate ASO classifications in relation to work value
- Analyse and comment on equivalent school assistant/school support classifications in other jurisdictions.

To provide this advice Mercer has:

- Received briefings from members of the *School Assistant Classification Review Working Group* (the working group)
- Reviewed the documentation provided by the ETD
- Applied the Mercer CED Methodology
- Prepared this final draft report.

# 2

---

## Context

ACT Government Schools staff their schools with a mix of the following roles:

- Principal (SLA)
- Deputy Principal/s (SLB)
- Executive Teachers (SLC)
- Classroom Teachers (CT)
- Business Manager (ASO5 to SOGB)
- Building Services Officer (originating from the General Service Officer classification)
- Administrative Service Officers (ASO2 to ASO4)
- School Assistants (SA2, SA2/3, SA3 and SA4)

This review focuses on School Assistant roles. Within the School Assistant classification stream there are a range of position types undertaking an array of different roles within ACT Government schools across three levels:

- SA2
- SA3
- SA4.

In addition to the levels, four functional streams were identified in the ETD review:

- Administration / Operations
- Learning Support
- Student Services / Welfare
- Technical / Professional.

The ETD review highlighted that there are a number of ASO positions within schools undertaking similar activities to School Assistants in the Administration/Operations stream. At present schools may determine whether a position is established as an ASO or SA depending on their operational requirements



To obtain a clear understanding of the current work being undertaken by School Assistants, the working group gathered evidence and information through:

- Review of existing School Assistant duty statements;
- Consultation with relevant stakeholders through working group members;
- Consultation with relevant ETD work areas i.e. Early Childhood Education, Aboriginal and Torres Strait Islander Education and Student Welfare Sections etc;
- School Assistant job evaluation questionnaires completed by job experts (based on Mercer Job Analysis Questionnaire);
- School Assistant small discussion groups; and
- relevant ETD policies, guidelines etc.

Following this, the Working Group developed the School Assistant Standards Framework comprising:

1. New School Assistant Work Level Standards which describe the distinctive features of work at each classification level.
2. New School Assistant Activity Descriptors which include the activities and tasks that may be expected to be performed by school assistants at each classification level.
3. New standard Position Descriptions which are a structured document to identify work required of a position.

It is intended that schools will use the Activity Descriptors, with reference to the Work Level Standards, to build new Position Descriptions or to tailor the standard Position Descriptions to suit the individual needs of the school and their position.

# 3

---

## Framework Review

This section provides a review of the Framework documents including the Work Level Standards and Activity Descriptors. In conducting this review, Mercer considered the following:

- Consistency within and across the Work Level Standards
- Alignment between the Activity Descriptors and the Work Level Standards
- Review of language for clarity, accuracy and consistency to facilitate ease of use for the end-user.

### Findings:

Overall there is close alignment between the Activity Descriptors and the Work Level Standards, that is, in general, the Work Level Standards are representative of the task level described in the Activity Descriptors. In addition to specific wording suggestions, we have provided observations and feedback below on how these could be further improved to enhance their accuracy and ease of use.

Please note recommendations for specific wording changes have been provided in the form of marked up documents for each Work Level Standard and Activity Descriptor.

### Observations:

- SA2 roles often perform tasks that are routine in nature, of lower complexity with guidance available. The skills required are of a more general nature and could be learnt on the job or through applying similar skill sets.
- SA3 roles undertake work that is more varied and complex and are required to be more autonomous in comparison to SA2 roles. The roles become more specialised, particularly in the Learning Support stream.

- SA4 roles undertake more complex work involving the management/coordination of activities or programs. The positions operate relatively independently and require specialist skill sets or extensive experience.
- Overall, SA2 and SA3 Work Level Standards indicate the levels are fairly close. A difference in the work levels can be discerned, however it is minor. The SA2 and SA3 Activity Descriptors provide a clearer view of the types of tasks undertaken and how this differs by level i.e. SA3 positions are more likely to coordinate activities, liaise independently and undertake more complex work than compared to SA2 roles.
- There is some overlap of task complexity at each level i.e. tasks in SA3 can appear less complex than SA2. However this is common in levelised structures and to be expected, as roles typically perform a range of tasks per an organisation's operational requirements and these may be above or below their allocated level.
- Given the similarities, Mercer recommends more specificity regarding the experience required and independence for each position within the Work Level Standard:

**Current**

SA3: A School Assistant will be able to apply techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on the job learning or relevant qualification in their area of expertise

**Suggested Wording**

A School Assistant 3 has demonstrated experience in applying the techniques, skills and knowledge of relevant principles and practices relevant to their role, acquired through previous experience, on the job learning and/or relevant qualification in their area of expertise

SA2: A School Assistant at this level will generally have a reasonable level of experience in their area of expertise

A School Assistant 2 will generally have some experience and/or training in their area of expertise. Where occupants do not have experience in the specific work area, they should have been involved in work which requires the application of similar processes/tasks or should have skills and knowledge which could be quickly adapted to work in the area.

**Format feedback:**

- Each of the Work Level Standards contains common paragraphs both at the start and end of the document – i.e. the introduction and the type of direction descriptors. These sections could be included in a common preamble document or section to minimise repetition.
- Within each Work Level Standard, the position being described is referred to as “School Assistant” without reference to a level. This could be changed to School Assistant 2/3/4 or SA2/3/4 to enable users to make comparisons between levels more easily.

## 4

## Position Allocation Review

Mercer has reviewed each position description and determined its allocation to a Work Level Standard, taking into consideration:

- Type and scope of activities performed by the role
- Knowledge and experience requirements
- Relevant skills and abilities
- Required or desired qualifications.

Where the allocation by Mercer does not match its current allocation, or other observations have been made in reviewing the role, commentary has been provided. Overall there was strong alignment between the position descriptions and their allocated level.

**Table 1: Position Allocation**

Functional Stream	Classification	Position Title	Allocation
Administrative/Operations	School Assistant 2	General Assistant	<b>Confirmed.</b>
Administrative/Operations	School Assistant 2	Administrative Assistant	<b>Confirmed.</b>
Administrative/Operations	School Assistant 3	Administrative Assistant	<b>Confirmed.</b>
Administrative/Operations	School Assistant 3	Staffing Officer - NEW	<b>Confirmed. Refer comments.</b>
Administrative/Operations	School Assistant 4	Administrative Assistant	<b>Confirmed. Refer comments.</b>
Administrative/Operations	School Assistant 4	Executive Assistant - NEW	<b>Confirmed.</b>
Learning Support	School Assistant 2	Learning Support Assistant	<b>Confirmed.</b>



Functional Stream	Classification	Position Title	Allocation
Learning Support	School Assistant 2/3	Preschool Assistant	<b>SA3. Refer comments re 2/3 allocation.</b>
Learning Support	School Assistant 2/3	Koori Preschool Assistant	<b>SA3. Refer comments re 2/3 allocation.</b>
Learning Support	School Assistant 2/3	Learning Support Assistant	<b>SA3. Refer comments re 2/3 allocation.</b>
Learning Support	School Assistant 3	Learning Support Assistant	<b>Confirmed.</b>
Learning Support	School Assistant 3	Bilingual Assistant	<b>Confirmed.</b>
Learning Support	School Assistant 3	Hearing Support Assistant	<b>Confirmed.</b>
Learning Support	School Assistant 3	Vision Support Assistant	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 2	Defence School Transition Aide	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 2	Defence Transition Mentor	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 3	Aboriginal and Torres Strait Islander Education Worker	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 4	Aboriginal and Torres Strait Islander Education Officer	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 4	Youth Support Worker	<b>Confirmed.</b>
Student Services/Welfare	School Assistant 4	Transition to Work Coordinator - NEW	<b>Confirmed.</b>
Technical/Professional	School Assistant 2	Technology Assistant (industrial Arts)	<b>Confirmed.</b>
Technical/Professional	School Assistant 2	Library Assistant	<b>Confirmed.</b>

Functional Stream	Classification	Position Title	Allocation
Technical/Professional	School Assistant 2	Food Technology Assistant (Home Science Assistant)	<b>Confirmed.</b>
Technical/Professional	School Assistant 2	Information Communication Technology Assistant	<b>Consider SA3.</b>
Technical/Professional	School Assistant 3	Laboratory Assistant	<b>Confirmed.</b>

### Allocation Commentary:

#### Staffing Officer

In reviewing the activities performed by the role, the role appears to be undertaking tasks of lower complexity when compared to other positions at the SA3 level. The tasks described in the position description are consistent with the SA3 Work Level Standard; however the tasks, when viewed in combination, indicate an overall complexity that is lower in comparison to other roles at the level.

In order to clearly differentiate the position from Work Level SA2, it is recommended that the position description is updated to reflect the level and application of knowledge related to employment legislation and policy and staffing terms and conditions.

#### Administrative Assistant (SA4)

The activities listed within the position description indicate that the title of the position does not accurately reflect its seniority. Possible alternatives include Administrative Coordinator, Administrative Officer or Office Manager.

#### Learning Support 2 / 3 Banding

A number of roles within the Learning Support stream are broadbanded as SA2/SA3. Movement from SA2 to the SA3 level is currently dependent on individual competency development, linked to experience and qualification attainment. The position documentation indicates that the Preschool and Koori Preschool broadbanded roles are required to perform the same activities and apply the same skills. Mercer has found the activities and skills to be consistent with the SA3 Work Level.



**Information Communication Technology Assistant (SA2)**

Roles at the SA2 Work Level tend to be less complex and less autonomous, without a specialised skillset. The position description indicates that specific technical knowledge is required. Furthermore, Mercer's understanding is that the role is not operating under the guidance of someone more experienced in their field while on site, therefore must operate relatively autonomously. We recommend reviewing the position description to ensure that the tasks listed adequately reflect the duties being performed by the position. Our view is that the SA3 activities may more accurately reflect the level of seniority, independence and complexity of the role.

# 5

---

## Work Value Assessments

This section provides a work value assessment for each position.

Job Evaluation is a method for assessing the **work value** of jobs. It provides a systematic, defensible approach for the ranking of positions within an organisation, providing a sound basis for salary administration and human resource management.

The Mercer CED Job Evaluation System expresses the worth of a position in **work value** points. These points are determined by assessing eight sub factors which are based on a systems approach to understanding jobs. The eight Mercer CED sub-factors form three primary factors:

- The required inputs, defined in terms of the skills, knowledge and experience needed to do the job. This is referred to as **EXPERTISE**.
- The processing components of the job, defined in terms of the complexity of tasks, and the requirement for resolving problems. This is referred to as **JUDGEMENT**.
- The outputs from the job, defined in terms of the impact, influence and independence of the position. This is referred to as **ACCOUNTABILITY**.

In conducting evaluations, a position is measured in terms of the actual requirements of the job, rather than the performance or the experience or skills possessed by a position incumbent.

Further information on the methodology factors is provided in Appendix A.

The total work value points are provided in Table 2 overleaf, followed by a summary by Work Level Standard. The assessments were conducted on the basis of the information contained within each position description and the relevant Work Level Standard. Specifically, the following components of the role were considered:

- Knowledge, experience and qualifications (or equivalent experience) required

- Type and scope of tasks/activities performed by the role
- Complexity and problem solving requirements
- Independence, authority and accountabilities of the role

The detailed work value profiles are provided in Appendix B.

**Table 2: Mercer CED Work Value Assessment Outcomes**

Functional Stream	Classification	Position Title	Work Value Points
Administrative/Operations	School Assistant 2	General Assistant	115
Administrative/Operations	School Assistant 2	Administrative Assistant	115
Administrative/Operations	School Assistant 3	Administrative Assistant	162
Administrative/Operations	School Assistant 3	Staffing Officer	162
Administrative/Operations	School Assistant 4	Administrative Assistant	220
Administrative/Operations	School Assistant 4	Executive Assistant	220
Learning Support	School Assistant 2	Learning Support Assistant	129
Learning Support	School Assistant 2/3*	Preschool Assistant	170
Learning Support	School Assistant 2/3*	Koori Preschool Assistant	170
Learning Support	School Assistant 2/3*	Learning Support Assistant	170
Learning Support	School Assistant 3	Learning Support Assistant	170
Learning Support	School Assistant 3	Bilingual Assistant	170
Learning Support	School Assistant 3	Hearing Support Assistant	170
Learning Support	School Assistant 3	Vision Support Assistant	170
Student Services/Welfare	School Assistant 2	Defence School Transition Aide	129

Functional Stream	Classification	Position Title	Work Value Points
Student Services/Welfare	School Assistant 2	Defence Transition Mentor	129
Student Services/Welfare	School Assistant 3	Aboriginal and Torres Strait Islander Education Worker	170
Student Services/Welfare	School Assistant 4	Aboriginal and Torres Strait Islander Education Officer	220
Student Services/Welfare	School Assistant 4	Youth Support Worker	220
Student Services/Welfare	School Assistant 4	Transition to Work Coordinator - NEW	220
Technical/Professional	School Assistant 2	Technology Assistant (industrial Arts)	121
Technical/Professional	School Assistant 2	Library Assistant	121
Technical/Professional	School Assistant 2	Food Technology Assistant (Home Science Assistant)	121
Technical/Professional	<b>School Assistant 2**</b>	Information Communication Technology Assistant	178
Technical/Professional	School Assistant 3	Laboratory Assistant	162
Technical/Professional	School Assistant 4	<i>Indicative for emerging roles.</i>	220

Table 3: Work Value Assessment Summary

Work Level	Work Value Points Range
SA2	115 – 129  <i>*Note the SA2/3 banded roles are assessed at 170 work value points with the recommended Work Level at SA3. **Note the total points for the ICT Assistant are 178, with a recommended move to SA3.</i>
SA3	162 - 178
SA4	220



**Observations:**

- The work value assessments indicate that within each Work Level, the expectations for roles are fairly similar, within only a small range of points at each level (with the exception of the SA2 roles noted above that may be reclassified)
- There are some key differences in the roles that drive the slightly different ratings:
  - Positions in the Student Services/Welfare and Learning Support Streams have been rated higher for interpersonal skills due to the requirement to work closely with, support and/or coach students
  - Positions in the Technical/Professional stream typically require higher levels of knowledge and/or reasoning/problem solving and have therefore been rated higher on Expertise.

# 6

## Administrative Service Officer (ASO) Alignment

Mercer has made recommendations for the alignment of the ACT School Assistant Work Level Standards to the ACT Public Service ASO Classification. The ACT Public Service ASO classification is underpinned by the Mercer CED Job Evaluation System which was used to build the underpinning key for classifying roles according to work value points. As such, Mercer can make a direct comparison between the levels within the ACT Public Service ASO Classification and the ACT SA Framework, using the work value points determined for each role in Section 5 of this report.

To align the ACT SA Framework, each Work Level was slotted into the ACT Public Service ASO Classification work value points framework. As an additional check, the descriptors for the ASO levels were reviewed for consistency with the SA Work Level Standard. Please note that the alignment did not take into account the existing alignment or salaries.

The outcomes are presented in Table 4 below.

**Table 4: ACT ASO Alignment**

ACT SA Work Level (Work Value Points Range)	Corresponding ASO Level
SA2 (115 – 129)	ASO2
SA3 (162 – 178)	ASO3
SA4 (220)	ASO4



# 7

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## Alignment to Other Jurisdictions

This section presents comparisons of Mercer's work value assessment of the School Assistant levels to relevant frameworks and determinations in other jurisdictions.

There are a range of industrial instruments and classifications for non-teaching staff in Australian schools, and similarly to ACT, many states have multiple classifications that may be used. The terms and conditions for staff also varied widely with regard to salary, weekly hours, stand down and allowances and these have not been taken into consideration when making **work value** comparisons.

The comparison was undertaken with reference to the *Streamlined - Non-Teaching Comparison Document* originally compiled by the Victorian Department of Education & Early Childhood Development Policy and Employee Relations for all States and Territories. Mercer has considered the applicable industrial instruments to determine whether a comparison can be made to ACT School Assistants.

There are a range of methods that can be used to make work value comparisons between different classifications. These are:

**Method 1:** Applying the confirmed Mercer CED work value ranges for the instrument, as per the approach taken in Section 6. This is only possible where there is a classification key underpinned by the Mercer CED System.

**Method 2:** Similar to the approach in Section 6, Mercer can also source and apply the notional work value boundaries based on historically accepted work value assessments conducted by Mercer in the relevant jurisdiction.

**Method 3:** Where the Mercer CED System is not applicable for the instrument, publicly available classification descriptors and position descriptions are analysed and compared to the ACT School Assistant Work Level Standards.

If the instrument does not have a Mercer work value key or descriptions of the roles/classifications, a comparison of work value cannot be made and the instrument has not been included below.

The method applied in each case to align work values is provided in the table below.

**Table 5: Industrial Instruments for Comparison to ACT SA Work Level Standards**

Jurisdiction	Applicable industrial instrument/s	Method
ACT	<ul style="list-style-type: none"> <li>ACTPS Administrative and Related Classifications Enterprise Agreement 2013 -2017</li> </ul>	1
APS	<ul style="list-style-type: none"> <li>Australian Public Service Enterprise Award 2015</li> </ul>	2
QLD	<ul style="list-style-type: none"> <li>State Government Departments Certified Agreement 2009</li> </ul>	1
	<ul style="list-style-type: none"> <li>Department of Education, Training and the Arts Teacher Aides' Certified Agreement 2011</li> </ul>	3
SA	<ul style="list-style-type: none"> <li>South Australian School and Preschool Education Staff Enterprise Agreement 2012</li> </ul>	2
	<ul style="list-style-type: none"> <li>Aboriginal Education Workers (DETE) Award</li> </ul>	3
	<ul style="list-style-type: none"> <li>Early Childhood Worker Award</li> </ul>	3
NT	<ul style="list-style-type: none"> <li>Northern Territory Public Sector 2013 – 2017 Enterprise Agreement</li> </ul>	1
WA	<ul style="list-style-type: none"> <li>Public Service and Government Officers General Agreement 2014</li> </ul>	2
VIC	<ul style="list-style-type: none"> <li>Victorian Government Schools Agreement 2013</li> </ul>	3
NSW	<ul style="list-style-type: none"> <li>Crown Employees (School Administrative and Support Staff) Award</li> </ul>	3
TAS	<ul style="list-style-type: none"> <li>Tasmanian State Service Award</li> </ul>	3
	<ul style="list-style-type: none"> <li>Education Facility Attendant Salaries and Conditions of Employment Industrial Agreement 2013</li> </ul>	3

The alignment for each School Assistant Work Level Standard is provided below.

**Table 6: Non-Teaching States and Territories Alignment**

ACT	SA2	SA3	SA4
APS	APS2	APS3	APS4
QLD	AO2, TA002	AO2, TA003	AO3, TA004
SA	SSO1, AEW1, ECW1	SSO2, AEW2, ECW2	SSO3, AEW3, ECW3
NT	AO2	AO3	AO4
WA	PSO Level 2	PSO Level 3	PSO Level 4
VIC	ES Level 1 Range 1	ES Level 1 Range 2	ES Level 1 Range 3
NSW	School Administrative Officer / Aboriginal Education Officer / SLSO	SLSO	School Administrative Manager
TAS	Band 1/2, EFA 2/3	Band 2/3, EFA 4	Band 3/4

The above table provides an indication of the equivalent roles under each instrument. It does not however indicate that the salaries and conditions are equivalent. As noted previously, the terms and conditions for each instrument vary widely. Therefore to calculate an equivalent salary, the total hours worked by the position and the total annual salary would need to be calculated for each classification, along with consideration of any non-cash benefits. A summary of the leave and salary for each classification, as provided to Mercer by the Working Group, is included in Appendix 3.

# 8

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## Conclusion

The key findings and outcomes of the School Assistant Classification review are summarised in this section.

Overall, the School Assistant Classification documentation was considered to be accurate and consistent and the Work Level Standards were found to be representative of the task level described in the Activity Descriptors. Recommendations to enhance the accuracy and ease of use of the Classification were made.

The standard School Assistant position types were analysed and a recommendation for their allocation to the relevant new School Assistant Work Level Standard was provided. Four areas for review were identified including:

- Staffing Officer position description amendment/refinement
- Administrative Officer (SA4) role title
- SA2/SA3 Learning Support roles to be classified as SA3
- ICT Officer to be reviewed for reclassification to SA3.

Mercer then applied the Mercer CED Job Evaluation System to provide a determination of the work value of each role to facilitate comparisons of relativity internally, in addition to external comparisons to other jurisdictions.

Using the Mercer CED work value scores as a comparative basis, Mercer determined relativity with classifications for the ACTPS levels. Furthermore, the School Assistant Classifications were aligned to levels or roles within other jurisdictions using either the Mercer CED work value score or through comparison of the descriptors of the instrument/award. This enables determination of equivalent roles within other jurisdictions, to support comparison of salaries, terms and conditions and benefits.



## APPENDIX A

---

### Mercer CED Job Evaluation System

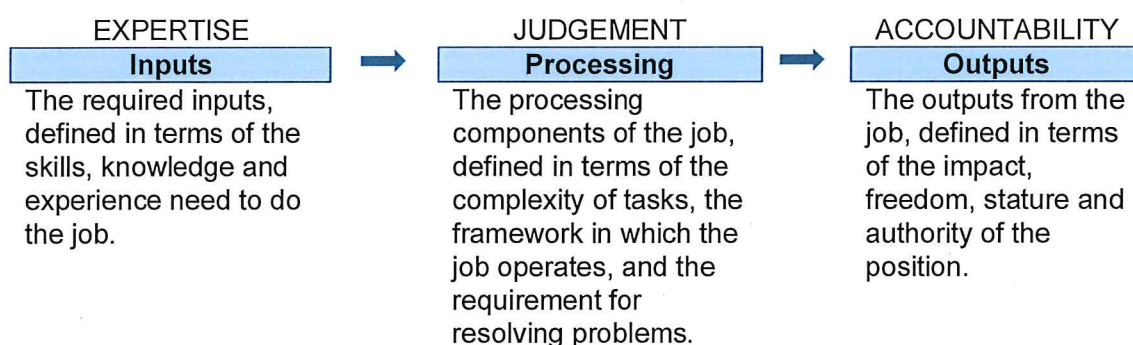
Job evaluation refers to the analytical, systematic and quantitative assessment of the relative work value of positions.

Job Evaluation;

- applies to all job types and industries
- evaluates the job, not position-holder
- uses a rigorous approach with checks
- valuable input to job design, organisational review and career/classification structures.

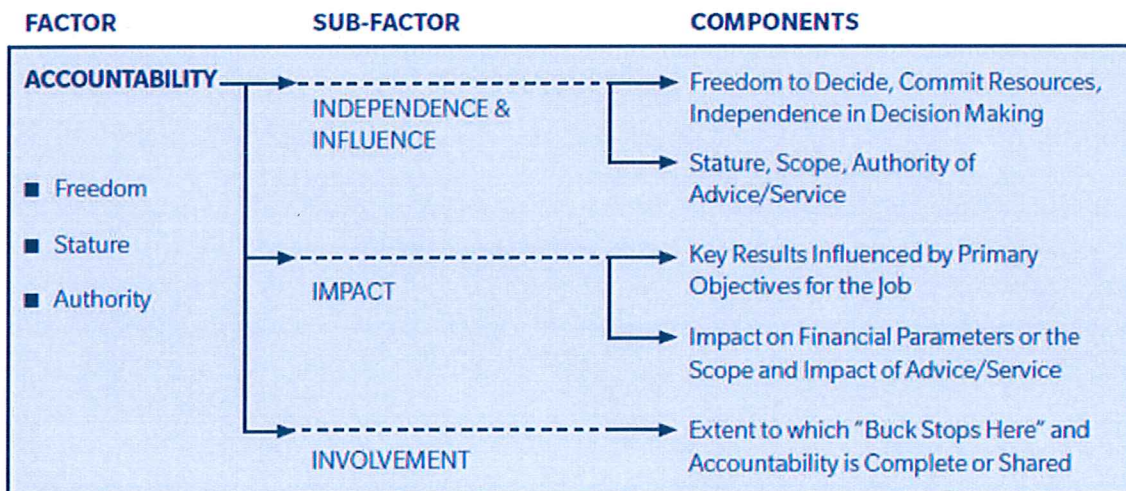
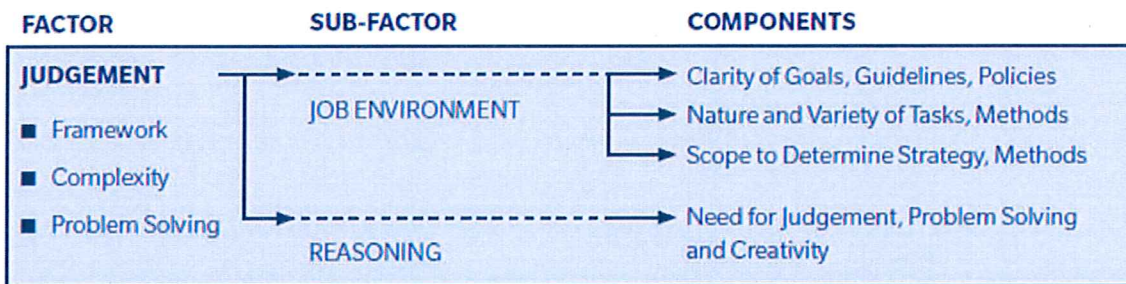
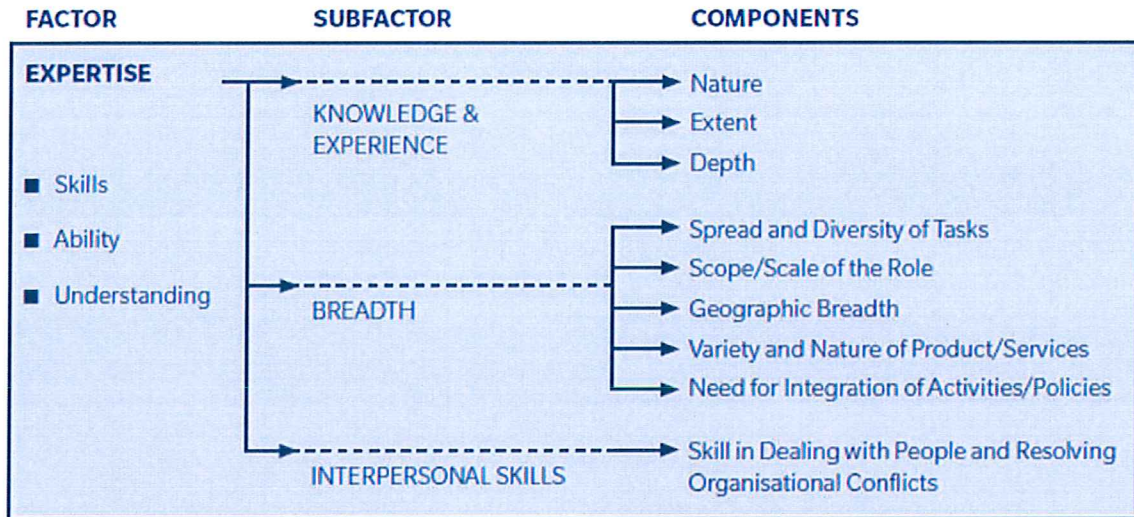
The Mercer CED Job Evaluation System expresses the worth of a position in 'work value points'. These points are determined by assessing eight subfactors that are considered to be common to all positions. Hence, the system is described as a points factor evaluation system. The eight subfactors are based on a systems approach to understanding positions.

The eight subfactors form three primary factors that are linked, as illustrated below:



To evaluate a position, assessments are made for each of the eight subfactors. These subfactors are illustrated on the following page.





Each subfactor has from three to eight levels. The definitions for each level determine how a position rates on each subfactor. Each position's requirements are compared with detailed standard definitions to find the level of each subfactor that most accurately describes the characteristics of the position.

Once each subfactor has been assessed, work value points can be determined. Mathematically derived points grids are used to assign ratings on the eight subfactors to points on the three major factors. The total of the points assigned for all factors is the work value score for the position and represents the relative size of the position.

**Evaluation Example**

**EXPERTISE**

H	
G	
F	
E	
D	
C	
B	
A	

Knowledge & Experience

7	
6	
5	
4	
3	
2	
1	

Breadth

e	
d	
c	
b	
a	

Interpersonal Skills

**EXPERTISE**

F3d = 203 points

**JUDGEMENT**

G	
F	
E	
D	
C	
B	
A	

Job Environment

7	
6	
5	
4	
3	
2	
1	

Reasoning

**JUDGEMENT**

D4 = 153 points

**ACCOUNTABILITY**

G	
F	
E	
D	
C	
B	
A	

Independence & Influence

7	
6	
5	
4	
3	
2	
1	

Impact

d	
c	
i	

Involvement

**ACCOUNTABILITY**

E3d = 309 points

**Impact reflects the primary focus of the job**

Direct: Staff, expenditure or revenue management  
 Indirect: Assists in achieving financial outcomes  
 Advice: Of a professional, policy or strategic nature  
 Service: Provided to clients and others

**EVALUATION**

F3d = 203

D4 = 153

E3d = 309

**Total 665 points**



## APPENDIX B

### Work Value Assessments

Position	Functional Stream	Impact	Expertise	Judgement	Accountability	Total Points
General Assistant	Administrative/Operations	Service	C-2-b+ (44)	B+2+ (33)	B+1c- (38)	115
Administrative Assistant	Administrative/Operations	Service	C-2-b+ (44)	B+2+ (33)	B+1c- (38)	115
Technology Assistant (Industrial Arts)	Technical/Professional	Service	C2-b+ (50)	B+2+ (33)	B+1c- (38)	121
Library Assistant	Technical/Professional	Service	C2-b+ (50)	B+2+ (33)	B+1c- (38)	121
Food Technology Assistant (Home Science Assis	Technical/Professional	Service	C2-b+ (50)	B+2+ (33)	B+1c- (38)	121
Learning Support Assistant	Learning Support	Service	C2-c- (50)	B+3- (41)	B+1c- (38)	129
Defence School Transition Aide	Student Services/Welfare	Service	C2-c- (50)	B+3- (41)	B+1c- (38)	129
Defence Transition Mentor	Student Services/Welfare	Service	C2-c- (50)	B+3- (41)	B+1c- (38)	129
Administrative Assistant	Administrative/Operations	Service	C+2c- (58)	C-3- (54)	C-1c- (50)	162
Staffing Officer	Administrative/Operations	Service	C+2c- (58)	C-3- (54)	C-1c- (50)	162
Laboratory Assistant	Technical/Professional	Service	C+2c- (58)	C-3- (54)	C-1c- (50)	162
Preschool Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Koori Preschool Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Learning Support Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Bilingual Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Hearing Support Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Vision Support Assistant	Learning Support	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
ASTI Education Worker	Student Services/Welfare	Service	C+2c (66)	C-3- (54)	C-1c (50)	170
Information Communication Technology Assistant	Technical/Professional	Service	D-2c- (66)	C-3 (62)	C-1c (50)	178
Administrative Assistant	Administrative/Operations	Service	D+2+c (88)	C3 (66)	C+1c+ (66)	220
Executive Assistant	Administrative/Operations	Service	D+2+c (88)	C3 (66)	C+1c+ (66)	220
Transition to Work Coordinator	Student Services/Welfare	Service	D+2+c (88)	C3 (66)	C+1c+ (66)	220
SA4 (indicative profile for emerging roles)	Technical/Professional	Service	D+2+c (88)	C3 (66)	C+1c+ (66)	220
Youth Support Worker	Student Services/Welfare	Service	D2+c+ (88)	C3 (66)	C+1c+ (66)	220
ASTI Education Officer	Student Services/Welfare	Service	D2+c+ (88)	C3 (66)	C+1c+ (66)	220

# APPENDIX C

## Working Hours and Salary Comparison

State	HPW	Annual Leave/Stand down	Classification	Salary Range	Classification	Salary Range	Classification	Salary Range
ACT	31.25	4 weeks + 30 days paid stand down	SA2 (8/10/2015)	\$43090-\$47584	SA3	\$48824-\$52547	SA4	\$58540-\$63389
	36.75	4 weeks	ASO2 (8/10/2015)	\$50676-\$55957	ASO3	\$57417-\$61793	ASO4	\$63744-\$69022
QLD	36.25	4 weeks (no payment for stand down)	AO2 (1/12/2015)	\$44065-\$52069	AO2	\$44065-\$52069	AO3	\$55648-\$62053
	38.00	4 weeks (no payment for stand down)	TA002 (1/9/2013)	\$44,827 - \$48,014	TA003	\$48,640 - \$51,225	TA004	\$53,097 - \$58,047
SA	37.50	4 weeks (no payment for stand down)	SSO1 (1/10/14)	\$43451 - \$51938*	SSO2	\$54706 - \$60269*	SSO3	\$63706 - \$68215
			AEW1 (1/10/14)	\$50146 - \$54077*	AEW2	\$56727 - \$63927*	AEW3	\$67873 - \$70633
			ECW1 (1/10/14)	\$43541 - \$51938*	ECW2	\$54706 - \$60269*	ECW3	\$63706 - \$68215
NT	36.75	4 weeks (no payment for stand down)	AO2 (13/8/2015)	\$47506-\$51720 (96%)	AO3	\$53004-\$57204 (96%)	AO4	\$60028-\$68911 (96%)
	31.25				\$45526-\$49565 (92%)			\$57527-\$66039 (92%)
WA	36.75	4 weeks	PSO Level 2 (13/6/2015)	\$57729-\$62689	PSO Level 3	\$66240-\$71919	PSO Level 4	\$74587-\$78826
VIC	38.00	4 weeks + 30 days paid stand down	ES Level 1 Range 1 (1/8/2015)	\$40286-\$47110	ES Level 1 Range 2	\$48688-\$56354	ES Level 1 Range 3	\$59074-\$69138
NSW	31.25	4 weeks + 30 days paid stand down at half pay	SAO (1/7/2015)	\$45270	SLSO (1/7/2015)	\$34039-\$48140	SAM (1/7/2015)	\$55847-\$60785
	31.25		AEO (1/7/2015)	\$49509-\$53846				
	31.25		SLSO (1/7/2015)	\$34039-\$48140				
TAS	37.96	15-17 days (no payment for stand down)	Band 1 / 2 (3/12/15)	\$39113-\$48245	Band 2 / 3	\$49996-\$54079	Band 3 / 4	\$56379-\$61045
	37.96		EFA 2/3 (1/12/15)	\$43797	EFA 4	\$48319		\$63145-\$64789

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Collins Square  
727 Collins Street Melbourne VIC 3008  
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**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Wednesday, 27 January 2016 1:23 PM  
**To:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment (24)

Hi Michelle

When suits you for a call? I'm free any time on the 2<sup>nd</sup> and all afternoon on the 3<sup>rd</sup> at this stage.

Kind regards,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
P +61 3 9623 4133  
F +61 424 848 389  
[courtney.hughes@mercer.com](mailto:courtney.hughes@mercer.com)  
[www.mercer.com.au](http://www.mercer.com.au) | Mercer Consulting (Australia) Pty Ltd ABN 55 153 168 140

---

**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Monday, 25 January 2016 12:22 PM  
**To:** Hughes, Courtney  
**Subject:** RE: SA Classification Review - Work Value Assessment

Courtney

Thanks again for the report and for all of the additional information, looks great and very helpful.

Happy to now mark the document as final, although I'd probably still appreciate the chance for a chat re matters that may not have been appropriate to address in the report.

I would also flag that there may still be some questions that arise from our discussions with the parties to the review that might necessitate further conversation/clarification from you and or we may ask you (or appropriate others) to come to Canberra to speak to the report but I'll get back to you on that.

Once again thanks for the additional information, it is much appreciated.

Cheers

---

Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390** | Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)  
**People and Performance** | Education and Training Directorate | **ACT Government**  
Headley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601 | [www.act.gov.au](http://www.act.gov.au)

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**From:** Hughes, Courtney [mailto:Courtney.Hughes@mercer.com]  
**Sent:** Monday, 25 January 2016 10:43 AM

**To:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment

Hi Michelle

Please find attached the updated report (combined into one version) addressing the feedback and comments from the review of the first draft.

I note that in some cases it may not have been appropriate to address the item directly in the report (i.e. some are best discussed) so if there are items that are still unclear I am more than happy to discuss in more detail over the phone.

Once you have had a chance to review, please let me know if there is anything outstanding and we can then mark the document as final.

Kind regards,

Courtney

**Courtney Hughes-Lord**

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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Tuesday, 19 January 2016 10:04 AM  
**To:** Hughes, Courtney  
**Subject:** RE: SA Classification Review - Work Value Assessment

Thank you, looking forward to the report and yes had a brilliant break.

M

---

**From:** Hughes, Courtney [<mailto:Courtney.Hughes@mercerc.com>]  
**Sent:** Tuesday, 19 January 2016 9:49 AM  
**o:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment

Hi Michelle

Happy new year, I hope you had a nice relaxing break.

Timing of delivery of report will be the end of this week.

Kind regards,

Courtney

**Courtney Hughes-Lord**

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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Friday, 15 January 2016 11:26 AM  
**To:** Hughes, Courtney  
**Subject:** SA Classification Review - Work Value Assessment

Courtney

Hello and happy new year!!

Just wondering if I might check with you your current timing on delivery of the report revisions.

Cheers

---

Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390** | **Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)**  
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**From:** Hughes, Courtney [<mailto:Courtney.Hughes@mercerc.com>]  
**Sent:** Wednesday, 23 December 2015 12:33 PM  
**To:** Tranda, Michelle  
**Subject:** RE:

Hi Michelle

The report updates are taking a little longer than anticipated - apologies I was hoping to get it to you before Christmas. We are now closed over the Christmas/New Year period and I will be back from the 11<sup>th</sup> so I will have it to you that week.

Have a great break and speak to you in the new year.

Kind regards,

Courtney

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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Friday, 11 December 2015 8:31 AM  
**To:** Hughes, Courtney  
**Subject:**  
**Importance:** High



---

Michelle Tranda | Senior Project Officer  
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**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Friday, 29 January 2016 5:31 PM  
**To:** Tranda, Michelle  
**Subject:** RE: SA Classification Review - Work Value Assessment (25)

Hi Michelle

Yes this makes sense. I will need to check what information can be shared and with which audiences – I will look into this on Monday. Will you be around for a call? If not, what time is your meeting on Tuesday?

Kind regards,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
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---

**From:** Tranda, Michelle [mailto:Michelle.TRANDA@act.gov.au]  
**Sent:** Thursday, 28 January 2016 10:07 AM  
**To:** Hughes, Courtney  
**Subject:** RE: SA Classification Review - Work Value Assessment  
**Importance:** High

Courtney

Apologies, I have one question re the report I'm hoping you might be able to answer before we meet with unions next week.

In relation to the Work Value Points Range as identified on pages 13 and 15 can you advise whether the range you have identified is the range as it relates to the School Assistant positions assessed or the range of points that might be relevant to ASO classifications.

To clarify, I note that within the executive points range each remuneration level has a range of point i.e. 680-735 with then next remuneration level commencing at the next available point i.e. 736-791, 792-899 etc.

So in relation to the SA Review are you able to identify the range of Assessed Value for ACT ASO 1 to SOG A, in order that we may see exactly where the SA position types fall within these ranges i.e. do we have positions on the cusp of the range values and therefore is there some flexibility/requirement for me to raise/lower the expectations as described in the activity descriptors etc.

Happy to discuss if this does not make sense or there is any issue.

Cheers

---

Michelle Tranda | Senior Project Officer  
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**Sent:** Friday, 15 January 2016 11:26 AM  
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**Subject:** SA Classification Review - Work Value Assessment

Courtney

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Cheers

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**Subject:** RE:

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**From:** Tranda, Michelle [<mailto:Michelle.TRANDA@act.gov.au>]  
**Sent:** Friday, 11 December 2015 8:31 AM



**To:** Hughes, Courtney  
**Subject:**  
**Importance:** High

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Michelle Tranda | Senior Project Officer  
**Phone 02 620 57390 | Email: [michelle.tranda@act.gov.au](mailto:michelle.tranda@act.gov.au)**  
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*Freedom of Information Act 1989*



**Nikolas, Lejla**

---

**From:** Hughes, Courtney [Courtney.Hughes@mercer.com]  
**Sent:** Tuesday, 16 February 2016 10:12 AM  
**To:** Tranda, Michelle  
**Subject:** Mercer | ACT School Assistant review - administrative matter (28)

Hi Michelle

Thanks again for your time yesterday. I have a small administrative request. Our invoicing system has a project end date for this work of 31 December 2015, are you able to send back a quick email confirming the project continued into February?

I will then raise the final invoice for the project. Also, the final fees are as per the Statement of Work.

Thanks,

Courtney

**Courtney Hughes-Lord**

**MERCER** | Collins Square, 727 Collins Street, Melbourne, VIC 3008, Australia  
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**Making a difference in the health, wealth and careers of 110 million people every day**

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 **MERCER** MAKE TOMORROW, TODAY

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