



ACTIVE Tuggeranong

**RTO Registration Number
88000**



**VOCATIONAL EDUCATION
AND TRAINING**

HANDBOOK

2022

Table of Contents

1. Welcome	Page 3
2. Scope of delivery	Page 4
3. Vocational Courses	Page 5
Fees and charges	Page 5
4. Training and Assessment	Page 5
Principles of Assessment	Page 5
Unique Student Identifier (USI)	Page 6
Unit Outlines	Page 6
Recording Vocational Competencies	Page 6
Certification	Page 6
Validation	Page 6
Moderation	Page 7
Appeals	Page 7
Employability/Foundation Skills	Page 6
5. Workplace Health and Safety	Page 7
6. Industry Consultation	Page 7
7. Continuous Improvement	Page 7
8. Recognition of Prior Learning	Page 8
9. Credit Transfer	Page 8
10. National Recognition	Page 8
11. Structured Workplace Learning	Page 9
12. Australian School based Apprenticeships	Page 9
13. Students with Additional Needs	Page 10
14. Complaints Procedures	Page 10
15. VET Study	Page 11
16. Pathways for Students After Vocational Education	Page 11
17. VET Queries	Page 11
18. VET Glossary and Acronyms	Page 12
19. Contact Details	Page 15

VET is valued and supported by the Tuggeranong Network of Schools.

We do this by:

- Ensuring a member of staff at each school site act as the Coordinator of VET
- Ensuring that a member of the college Senior Executive act as quality assurance officer for both VET and our RTO status
- The coordination of ASBAs & Work Experience is done by the VET Coordinator and/or the Transitions and Careers Officers (TACOs) at both Colleges
- Supporting the ongoing training and industry experience of our VET teachers
- Looking for innovative ways to deliver vocational education
- Best practice modelling on what incoming students need in terms of VET qualifications, matching those needs to industry (in particular identified areas of need/demand) and ensuring that students graduate with useful skills and qualifications

1. WELCOME

Introduction

In order to offer nationally recognised Training Package qualifications, Erindale College, trading as **ACTIVE Tuggeranong** (comprising Erindale & Lake Tuggeranong Colleges) is recognised as a Registered Training Organisation (RTO) and is able to deliver, assess and issue certificates within its **Scope of Registration**. The scope of registration indicates the vocational area, level of qualification and period of registration.

Students should read this booklet, the college prospectus and any other college documents related to your vocational education and training 'VET' courses. A more detailed explanation or information can be given by your teacher/trainer.

Students need to be aware of the qualification they are aiming for (the type of certificate); the units that make up that qualifications and what they have to do by when to achieve the qualification. This handbook aims to provide you with the information you will need to support you as a vocational student at your college.

What is VET?

Vocational Education and Training (VET) enables students to gain qualifications for all types of employment and specific skills to help them in the workplace.

The providers of VET include technical and further education institutes (CIT/TAFE), adult and community education providers and agricultural colleges as well as some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers.

VET is provided through a network of eight state and territory governments, the Australian Government, along with industry, public and private training providers that work together to provide nationally consistent training across Australia.

The VET sector is crucial to the Australian economy; both for the development of the national workforce and as a major export industry.

2. SCOPE OF DELIVERY – ACTIVE Tuggeranong RTO:88000

ACTIVE Tuggeranong has the following qualifications and units of competence on its registration of scope (to ensure it complies with the Standards for NVR Registered Training Organizations through The Australian Skills Quality Authority (ASQA), the national regulator for the vocational education and training (VET) sector). **Delivery Site** – Lake Tuggeranong College (LTC) Erindale College (EC) and High Schools (HS)

Delivery Site – Lake Tuggeranong College (LTC) Erindale College (EC) High Schools (HS)		LTC	EC	HS
AUR10116	Certificate I in Automotive Vocational Preparation	X		X
AUR1020	Certificate I in Automotive Vocational Preparation	X		X
AUR20716	Certificate II in Automotive Vocational Preparation	X		X
AUR20720	Certificate II in Automotive Vocational Preparation	X		X
BSB10115	Certificate I in Business	X		X
BSB1020	Certificate I in Workplace Skills	X		X
BSB20115	Certificate II in Business	X		X
BSB20120	Certificate II in Workplace Skills	X		
CHC14015	Certificate I in Active Volunteering		X	X
CHC24015	Certificate II in Active Volunteering		X	
CPC10111	Certificate I in Construction	X		
CPC10120	Certificate I in Construction	X		
CPC20211	Certificate II in Construction Pathways	X		
CPC20220	Certificate II in Construction Pathways	X		
CUA20615	Certificate II in Music Industry		X	
CUA20620	Certificate II in Music		X	
FNS10120	Certificate I in Basic Financial Literacy	X		X
FNS20120	Certificate II in Financial Services	X		
FSK10119	Certificate I in Access to Vocational Pathways			X
FSK10219	Certificate I in Skills for Vocational Pathways			X
FSK20119	Certificate II in Skills for Work and Vocational Pathways		X	
ICT10115	Certificate I in Information, Digital Media and Technology	X		
ICT20115	Certificate II in Information, Digital Media and Technology	X		
ICT30118	Certificate III in Information, Digital Media and Technology	X		
MSF10113	Certificate I in Furnishing		X	X
MSF20113	Certificate II in Furniture Making	X		
SIS10115	Certificate I in Sport and Recreation			X
SIS20115	Certificate II in Sport and Recreation		X	
SIT10216	Certificate I in Hospitality		X	X
SIT20316	Certificate II in Hospitality		X	X
SIT20416	Certificate II in Kitchen Operations		X	

ACTIVE Tuggeranong must ensure that their scope of delivery is current in order to deliver their courses. An Extension of Scope must be applied for when a Training Package, and qualification, has been updated or when it wishes to add to its Scope of Delivery.

3. VOCATIONAL COURSES

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It supports young people's preparations and transitions to employment, vocational and higher education pathways. Other benefits of participating in VET include obtaining practical experience from work, gaining insight into how workplaces operate, developing employability skills, improving interpersonal skills and allowing students to identify and explore potential career paths.

The Tuggeranong Network of Schools offer a diverse and inclusive curriculum that values vocational courses.

How are vocational courses different?

- They are all Type 2 courses based upon National Training Packages (developed by a group of colleges and meet BSSS requirements for Year 12 Certification purposes)
- They provide students with a vocational qualification (Certificate) or Statement of Attainment if at least one competency is achieved
- They combine competency-based assessment with graded assessment
- They usually include industry experience for students.

Fees and Charges

ACTIVE Tuggeranong does not charge fees for to enrol in VET courses. However, fees are requested to cover consumable costs. ACTIVE Tuggeranong may refund on a pro-rata basis any fees collected for consumable costs to students who leave before completion of the semester unit.

Where ACTIVE Tuggeranong enters into a partnership agreement with another RTO for the delivery of VET qualifications, the fees must be paid prior to that RTO provider before commencement of the course. The colleges do not have any arrangements of this type at the present point of time.

4. TRAINING AND ASSESSMENT

Vocational teachers use competency-based training and assessment methods in training for and assessing units of competency.

It is important to remember that some key features of competency-based assessment are that:

- It is based directly upon the skills and knowledge required to do a job
- It takes account of what the learner can do, irrespective of how they learned it
- It allows learners to be assessed when ready, and reassessed if Not Yet Competent when first tested
- It provides learners with a record of the competencies and skills they have developed.

Competency based assessment is designed to ensure industry standards will be met and to encourage people to develop more skills.

Be aware vocational teachers will need to combine competency-based assessment with the requirements to deliver BSSS courses, which result in grades for students.

Unique Student Identifier

From 1 January 2015 the Australian Government requires all students undertaking vocational training (VET) to have a **Unique Student Identifier (USI)**. This 10 number and letter identifier will allow students to access their VET training records and results as a transcript from 2016 and beyond from their online USI account. Vocational Certificates will not be printed if a student has not got a USI.

Unit Outlines

The Unit Outline given to your class before the end of Week 2 in each assessment period describes the assessment instruments which yield the unit grade. It also states which competencies the unit will focus upon. It is often possible to devise assessment instruments which test more than one competency as well as students' underpinning knowledge. If students are deemed Not Yet Competent, they must be given further opportunities to demonstrate their competency. Unit Outlines are to contain the qualification title and code as well as the RTO name and Code (88000).

Recording vocational competencies

At the end of each unit teachers will determine the student's grade but should also input competencies gained into the VET component of the BSSS VET database, ACS (ACT Certification System).

Students may be recorded as *Competent*, *Not Yet Competent* or *Not Assessed* for a unit of competency. All VET activity is measured for reporting processes.

It should be noted that, despite the course content structure, students may gain competencies at any point in the V course eg through vocational placements or through other activities in class.

Certification

Students receive a Certificate I or II if all of the required competencies are achieved and the Structured Workplace Learning placement/s (if necessary) has been successfully completed. A Statement of Attainment is awarded for partial completion of a qualification. ACTIVE Tuggeranong has scope to deliver some competencies from Certificate III in Business and Sport and Recreation which are recognised in a Statement of Attainment.

Vocational certificates are produced by the BSSS at the end of each school year for Year 10 and 12 students after a rigorous checking process. Those not collected by students at Graduation are returned to BSSS early in the following year. Certificates are not printed for Year 11 students.

If students require evidence of competencies achieved prior to the end of Year 12 (for CIT enrollment or job applications for example) they should see the VET Coordinator who will print off a report and write a supporting letter.

Validation

Validation is a quality review process; this process involves a review of assessment tools by a third party, consisting of industry representatives and other RTO's. The assessment tools produced are checked for validity, reliability, sufficiency, currency and to determine if they provide the required evidence to meet the requirements of the relevant aspects of the Training Package. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Moderation

Moderation is conducted twice a year as part of the post assessment review process of the BSSS senior secondary curriculum in the ACT. Assessment tools that have been used in College based assessment processes will be reviewed during this process; this includes assessment tools used in vocational C and A/V courses.

Appeals

As with all courses at College, students in vocational courses are entitled to appeal against scores or grades for individual assessment tasks and the procedures by which unit grades and/or scores are derived.

Employability/Foundation Skills

Employability/Foundation skills are embedded into all VET courses. Employability Skills are skills that apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills.

Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions".

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

(<http://employabilityskills.training.com.au/>)

5. WORKPLACE HEALTH AND SAFETY

Most vocational courses incorporate units on Workplace Health and Safety (WHS). ACT WorkCover can assist with online and other resources. As an RTO, ACTIVE Tuggeranong must comply with relevant ACT and Commonwealth legislation relating to Workplace Health and Safety.

6. INDUSTRY CONSULTATION

Training packages are developed by industry to meet industry training needs. Each training package is regularly reviewed with extensive consultation to ensure it meets industry's changing needs.

7. CONTINUOUS IMPROVEMENT

It is a requirement for all RTOs to have a continuous improvement strategy that ensures that students are receiving quality training and assessment.

8. RECOGNITION OF PRIOR LEARNING

Students with skills and/or experience which may be relevant to a vocational course in which they are enrolled are entitled to seek acknowledgment of this through a Recognition of Prior Learning (RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If students apply for RPL they will be asked to supply evidence to support their application.

Where students believe that they already possess some competencies in a V course they should discuss the possibility of applying for skills recognition with their VET teacher or the VET Coordinator. If students' RPL application is successful, it means that they will not need to undertake the relevant part/s of a course. They will not, however, receive standard units for the parts not taken. If students are unsuccessful, they may appeal against the decision.

The ACTIVE Tuggeranong procedure for Recognition of Prior Learning includes:

- VET teachers will make available RPL information to all students and explain the process.
- Students discuss the possibility of applying for recognition with their VET teacher or VET Coordinator. Students must be enrolled in the vocational course to access the RPL assessment procedure.
- The student completes a Student Application for Recognition of Prior Learning.
- Assessor evaluates the application, provides guidance and identifies potential for competency assessment.
- The student compiles an evidence portfolio.
- The assessor evaluates the evidence and interviews the student. They then award competency and/or identify gaps for further training.
- When a decision is made the student is informed in writing of the decision. Recognition is granted or denied. The results of the assessment are recorded.

9. CREDIT TRANSFER

Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It involves assessing a previously completed subject or units of competency to see if it provides equivalent learning or competency outcomes to those required within your current course of study. The purpose of credit transfer is to make it easier for students to move between courses and institutions and to gain credit for previous study so they can complete their current qualification more quickly.

Students with vocational qualifications from ACTIVE Tuggeranong are entitled to Credit Transfer in relevant courses to other Registered Training Organisations (RTO). Credit transfer means that they do not need to repeat training for competencies which they have already achieved. They can therefore save themselves course fees and training time. Students will usually need to show their vocational certificate to the next RTO in order for credit transfer to be arranged.

10. RECOGNITION

Qualifications and Statements of Attainment issued by any Registered Training Organisation (RTO) anywhere in Australia are accepted and recognised by ACTIVE Tuggeranong, enabling national recognition of the qualifications and statements of attainment issued to any person.

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see either their VET teacher or the VET Coordinator.

11. STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific Vocational Education and Training (VET) in Schools program. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package*.

**Board of Senior Secondary Studies Policy and Procedures Manual.*

Students whom are deemed as work-ready should, in most circumstances, be encouraged to undertake vocational placements. These give them valuable industry contacts, an opportunity to practice skills and a broader knowledge of the work environment.

12. AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBAs)

What is an ASBA?

An Australian School based Apprenticeship (ASBA) is an arrangement in which a college student undertakes part-time employment and related vocational training whilst studying towards a Year 12 Certificate. The student and employer sign a training agreement and the student is paid the training wage. The “off the job” training is provided by a Registered Training Organisation, which may be ACTIVE Tuggeranong depending on the industry area and qualification.

A Certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours a week “off the job” training per week. A Certificate III has a greater time and work commitment. The duration of an ASBA is approximately 18 months

Who can undertake an ASBA?

A student must be enrolled in a full-time program of study leading to an ACT Year 12 Certificate. Students usually commence mid-way through Year 11, after they have demonstrated their capabilities and commitment, but this may vary. Some students commence their ASBA in High School and transition it to College once they start Year 11.

Students should only undertake an ASBA if they:

- are passionate about the industry area
- have commitment to long term goals
- have the skills to manage the additional commitments in their life
- are able to successfully participate in college and the ASBA
- have support from a parent/carer

What are the benefits of an ASBA?

- Students receive valuable experience that provides pathways to future training and employment.
- Students can be employed part-time whilst at college
- Students gain valuable experience in a particular industry
- Students will be paid according to the National Training Wage Award
- On successful completion students receive a nationally recognised vocational qualification in addition to their ACT Year 12 Certificate
- Students gain points at college for their ASBA which contributes towards their Year 12 Certificate, but not toward an ATAR.

To commence an ASBA the student should:

- inform the ASBA Coordinator and their LINK teacher that they are interested in an ASBA and have a conversation
- collect and read all relevant information and talk to people
- undertake a Work Experience placement to confirm their desire to work in the chosen industry
- update or compile a resume
- find an employer (which is often the most difficult part)
- liaise regularly with the ASBA Coordinator in relation to the progress of their ASBA

The following websites provide information and requirements about ASBA's:

www.det.act.gov.au/school_education/vocational_learning_in_schools/ASBA

www.australianapprenticeships.gov.au/

13. STUDENTS WITH ADDITIONAL NEEDS

The Tuggeranong Network of Schools accommodates the full range of students within VET courses. All Registered Training Organisations must meet their access and equity obligations by providing equivalent opportunities for all their clients, including those with an identified learning need or disability.

There are a range of staff available to assist students in regard to special needs as well as access and equity issues. All staff are responsible for facilitating issues for students through a process of referral to the appropriate contact officers and staff.

Language, literacy and numeracy assistance should be discussed with the teacher delivering the VET course in the first instance. Where additional assistance is required this can be requested via the course teacher. It may be necessary for the student to undergo some level of testing in order to identify the level of support required.

In addition to internal policies and procedures, the Tuggeranong Network of Schools are also governed by all Education Directorate policies relating to racism, sexual harassment, OH&S and the provision of learning opportunities.

14. COMPLAINTS PROCEDURES

All students in Australia's vocational education and training (VET) sector should expect high-quality training in their area of interest, leading to a qualification that improves their prospects of gaining the job they want or providing a pathway to further study.

Complaints arise when a client is dissatisfied with an aspect of the school RTO's services and requires action to be taken to resolve the matter.

- The initial stage of any complaint (or feedback) shall be for the student (client) to communicate directly with the VET teacher regarding their informal complaint.
- If the client is dissatisfied with the response to the informal feedback or complaint, they may initiate a formal complaint.
- All formal complaints go to the VET Coordinator first. The VET Coordinator will manage the complaints process.
- The formal complaint and its outcome shall be recorded in writing.

15. VET STUDY

Each year the BSSS compiles a VET study that provides data on competency completion, Structured Workplace Learning (SWL) activity and ASBAs for ACT Colleges. This study can be found at:

http://www.bsss.act.edu.au/year_12_and_vocational_data/vocational_study

Information and data from this study can support and assist in the college's continuous improvement plan and processes.

16. PATHWAYS FOR STUDENTS AFTER VET AT COLLEGE

These include:

- Credit transfer to CIT or other RTOs
- Traineeships at higher levels
- Apprenticeship
- Employment
- Study at university

All students in the Tuggeranong Network of Schools are encouraged to consult regularly with their LINK/Home room teacher, the Careers Adviser or Transitions and Careers Officer throughout their time at school to discuss and consider their career pathways and future goals. The Student Pathways Plan is a significant process that all students should engage with in consultation with their LINK teacher to explore and monitor their career goals.

17. VET QUERIES

All VET queries for the BSSS or Education Directorate must come through the VET Coordinator. This is to manage the flow of queries and the answer to your query may be known within the Tuggeranong Network of Schools.

18. VET GLOSSARY and ACRONYMS

AAC	Australian Apprenticeship Centre
ACTIVE	ACT Teachers in Vocational Education. The local professional association for vocational teachers.
ACS	ACT Certification System. The BSSS VET database.
AQF	Australian Qualifications Framework. The Australian Qualifications Framework provides information on the unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). http://www.aqf.edu.au/
ASBA	Australian School based Apprenticeship
ASQA	The Australian Skills Quality Authority. ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. http://www.asqa.gov.au/
Assessment	means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
ATAR	Australian Tertiary Admission Rank
Authenticity	To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BSSS	Board of Senior Secondary Studies
CIT	Canberra Institute of Technology
Client	means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.
COAG	Council of Australian Governments
Competency	means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Continuous Improvement	means a planned and ongoing process that enables an RTO to systematically review and improve its policies, procedures, products and services in order to generate better outcomes for clients and to meet changing needs. It allows an RTO to constantly review its performance against the VET Quality Framework and to plan ongoing improvements to its performance. Continuous improvement involves collecting, analysing and acting on relevant information collected from clients and other interested parties, including the RTO's staff.
Credit Transfer	Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications.

Currency	relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past
Current industry skills	are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.
Data	means the information collected about aspects of an RTO's operations and performance
ED	Education Directorate
Industry	means the bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations.
Management system	means the framework of structures, policies and processes used to ensure that the organisation can achieve its objectives
MOU	Memorandum of Understanding
NRT Logo	Nationally Recognised Training (NRT) logo means the logo used nationally to signify that training and assessment products and services meet nationally agreed requirements.
NSSC	NSSC previously the National Training Framework now the National Skills Standards Council
NYC	Not Yet Competent
Qualification	means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs
Reasonable adjustment	means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised
RPL	Recognition of Prior Learning. RPL means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification
RTO	Registered Training Organisation
Scope	This relates to the vocational courses the RTO has had approved for delivery.
STA	ACT State Training Authority (STA) – Skills Canberra

Sufficiency	Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency
SWL	Structured Workplace Learning. The workplace component of a nationally recognized, industry specific VET in Schools program. It provides supervised learning activities which contribute to an assessment of competence.
TAS	Training and Assessment Strategy. This is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process
TPA	Third Party Agreement
Training Package	means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise
USI	Unique Student Identifier
Validation	is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
VET	Vocational Education and Training
VETiS	Vocational Education and Training in schools



ACTIVE Tuggeranong

RTO Registration Number

88000



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