CONTENTS

Introduction ................................................................................................................................... 3

Understanding Head Start ............................................................................................................ 4

What is Head Start? ..................................................................................................................... 4

How will Head Start be delivered? ................................................................................................ 5

How is Head Start being resourced? ............................................................................................ 7

Regulatory framework .................................................................................................................. 8

Step 1: Career and Vocational Planning .................................................................................... 10

Key Reforms in Careers Education ............................................................................................. 10

Student Readiness ...................................................................................................................... 10

Pre-vocational Options ................................................................................................................ 11

Step 2: Course Selection and Agreement ................................................................................. 14

Quality Engagement, Employment and Training ........................................................................ 14

Head Start and VCE/VCAL .......................................................................................................... 15

Head Start Pathway Plan ............................................................................................................ 16

Training Plan ............................................................................................................................... 16

Training Contract ....................................................................................................................... 18

Step 3: Delivery and Monitoring ................................................................................................ 19

Delivery of A Head Start Pathway .............................................................................................. 19

Monitoring and Support ............................................................................................................. 19

Step 4: Completion and Transition ............................................................................................ 21

Satisfactory Completion of Qualifications ................................................................................... 21

Ongoing support ........................................................................................................................ 21

Appendix A: Glossary ................................................................................................................. 23

Appendix B: Roles and Responsibilities ................................................................................... 26

Appendix C: List of Head Start Schools and Clusters ............................................................. 29
INTRODUCTION

Head Start is an apprenticeship and traineeship pathway that allows school students to spend more time working, while completing the necessary vocational training, and a senior secondary qualification. It is distinct from, but does not replace, existing school-based apprenticeships and traineeships.¹

The 2018-19 Budget introduced a suite of reforms to support students make better career decisions and to provide enhanced vocational pathways into high quality apprenticeships, traineeships and VET programs. $49.8 million was provided to design roll out Head Start Apprenticeships and Traineeships in over 100 schools for up to 1700 students over 2019-2022.

Head Start is being delivered through ten clusters of schools across Victoria. Department and school-based staff, including Head Start Cluster Directors, Coordinators and administrators are being supported by a range of regional staff. These staff will engage with students, parents/guardians, employers, teachers, TAFEs and Skills First-contracted registered training organisations (RTOs) and other stakeholders, to enable Head Start students to complete VCE/VCAL while progressing through to completion of an apprenticeship or traineeship.

This guide has been developed for staff involved in the delivery of Head Start, employers, training providers and other partners. It explains the key features of Head Start, and the key steps to establishing and supporting a Head Start Apprenticeship and Traineeship (HSAT).

Head Start’s success depends on the careful selection and matching of students, qualifications, training providers and employers—and the collective goodwill and commitment of all parties to the best possible outcomes for students and employers.

Head Start delivery staff will be provided with several resources, including a Cluster Plan, a fact sheet on the regulatory responsibilities of the Victorian Registration Qualifications Authority (VRQA) in relation to Head Start, an employer suitability and workplace readiness checklist, a student needs and readiness assessment template, and the Head Start Pathway Plan.

UNDERSTANDING HEAD START

WHAT IS HEAD START?

Head Start is a new apprenticeship and traineeship pathway for secondary students. A Head Start Apprenticeship or Traineeship (HSAT) has three core components:

1. Flexible delivery of VCAL and VCE, to help maximise time on the job, and with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job, to support achievement of competencies
3. Maximised time in employment, with time on the job increasing each year to support genuine progression through the apprenticeship or traineeship. Depending on the requirement of the employer, it is expected that at a minimum average students will undertake:
   - one day per week paid employment in Year 10
   - two days per week paid employment in Year 11
   - three days per week paid employment in Year 12 (which may be undertaken over two years if required).

Head Start’s objectives are to:

- allow students to spend significantly more time training on the job, while still completing senior secondary qualifications
- increase the number of qualified apprentices and trainees in growing trades and industries, aligned with local economic and social needs
- give employers the opportunity to train and mentor young apprentices and trainees who are ready for work, and who have appropriate literacy, numeracy and employability skills
- ensure students undertake high-quality apprenticeships and traineeships with genuine employers
- provide continuous and dedicated support for all parties to help students progress to completion
- develop best practices to improve the delivery and experience of apprenticeships and traineeships for school students.

Block release for Head Start apprentices and trainees may be negotiated between individual students, schools and TAFEs/RTOs.
Key features of Head Start

<table>
<thead>
<tr>
<th>Intensive on-the-job training alongside formal education</th>
<th>Upfront agreement on a structured pathway</th>
<th>Commitment by employers to support students through to completion</th>
<th>Continuous, one-to-one support from dedicated staff</th>
</tr>
</thead>
</table>
| Head Start is an apprenticeship and traineeship pathway that allows school students to spend more time working, while undertaking the required vocational training and a senior secondary qualification. Upon completion, students will have achieved:  
  - a senior secondary certificate (VCE or VCAL)  
  - recognition for, or significant progress towards  
    - a VET certificate  
    - a full apprenticeship or traineeship. | Head Start students are required to follow a structured pathway, which is negotiated, agreed and endorsed prior to commencement. Under Head Start, there are minimum hours of paid employment that students must follow:  
  - minimum one day per week in Year 10  
  - minimum two days per week in Year 11  
  - minimum three days per week in Year 12. | Head Start employers must genuinely commit to supporting students to complete all education and training components, including VCE/VCAL. Under Head Start, employers will agree to periodic workplace visits by Head Start Coordinators to ensure student wellbeing and quality of training. | With consent, Head Start Coordinators will continue to support students and their employers throughout the completion of their apprenticeship/traineeship and vocational training, even after they have completed their senior secondary qualification. |

* Note that one day is equivalent to seven hours.

A HSAT is only available to students seeking employment in apprenticeships or traineeships that have been selected for Head Start. Note that the associated qualifications are all at a Certificate III or IV level. The list may be revised in subsequent years to reflect changing skill needs. Local Head Start Clusters will select a small number of qualifications from the list to suit local employment skills needs.

It is anticipated that students undertaking a Head Start traineeship would be able to fully complete the traineeship in a two-year program. Students undertaking apprenticeships typically take longer, so it is anticipated that students undertaking a Head Start apprenticeship would be able to complete or make significant progress in the apprenticeship component of their program while still at school.

If an apprenticeship continues after Year 12, Head Start Coordinators will support students to transition to a full-time apprenticeship at the completion of school, so they can gain their trade qualification.

**HOW WILL HEAD START BE DELIVERED?**

Head Start is being delivered by 10 clusters of schools across Victoria, together with TAFEs/RTOs and employers. More than 100 government secondary schools have committed to Head Start in 2019. (See Appendix C for a list of Head Start schools.)

The following diagram presents the four core steps to delivering Head Start. These broadly outline the role of Head Start Coordinators, and provide a clear, well-informed starting point for apprenticeships and traineeships, underpinned by strong support structures. Each step is described in detail in subsequent sections of this guide.
Defining features
Head Start incorporates a number of specific strategies and features, which may differ from existing apprenticeship and traineeship models for school students.

General features
- A defined set of qualifications for apprenticeships and traineeships, developed in consultation with industry, that align with job demand and/or growth, and that are appropriate for delivery to school students.
- All qualifications offered at Certificate III level or higher, and targeted at VCE and intermediate/senior VCAL students.
- TAFE is the preferred training provider. Where no TAFE training is available, Skills First-contracted RTOs are used.

Strong pathway planning
- Strong links with careers education and exploration of vocational pathways in Years 7 to 10, including students undertaking pre-vocational activities that support informed and appropriate choices regarding Head Start pathways.
- Students can complete their senior secondary qualification over three years, to maximise the opportunity and support to complete their apprenticeship or traineeship before leaving school.
- An emphasis on literacy and numeracy skills and school completion, to better meet employer requirements and set students up for success beyond school.
- A more intensive pathway, with more time on the job. Ideally, time on the job increases with each year of participation.
• Development of a HSPP that outlines roles, accountabilities and commitments regarding the student's pathway for and from: the school, the student and their parent/guardian, the training provider, and the employer. A Training Plan will be developed to spell out the obligations for all parties. The HSPP will be required in full, before signing of a Training Contract.³
• An expectation that training providers to deliver high-quality training with qualification components delivered at a pace aligned with apprenticeships and traineeships, and matched to the student’s time on the job and the ability to demonstrate achievement of competencies.⁴

Dedicated support
• Dedicated school-based Head Start staff to support the engagement of students in apprenticeships and traineeships; work with schools, training providers and employers towards the best outcomes; and support students throughout the apprenticeship or traineeship to best ensure completion and/or the transition to full-time work or further study.
• Support from Head Start staff for the entirety of an apprenticeship or traineeship, including after the student has completed their senior secondary qualification (see Step 4 of this guide for a description of ongoing support).

HOW IS HEAD START BEING RESOURCED?

Staffing
As a program built on best practice, Head Start is well-resourced to support students, schools, employers and TAFEs/RTOs.

Head Start has dedicated resources based in schools and in the regions to support program delivery and enabling services. Each cluster will have a Cluster Director, a team of Head Start Coordinators and administrative support. Thirteen new staff in DET Area and Regional offices will work closely with the Head Start Cluster Directors and Coordinators to establish a local cluster model and Cluster Board. Together, they will build relationships with local employers, TAFEs, Skills First RTOs, Local Learning and Employment Networks (LLENs) and other local industry associations to source employment for students.

Students will receive dedicated, individualised support from their Head Start Coordinator, from pre-signup to the completion of all Head Start components—even after they have completed their secondary school education. Schools will have additional support via the Coordinators, to monitor the wellbeing and safety of participating students.

Apprenticeship Support Officers (ASOs) will continue to support existing SBATs and other full-time apprentices. ASOs give guidance to all apprentices aged 15 to 24 in the first year of their apprenticeships. They offer advice on personal and workplace issues. Some services provided by Apprenticeship Network Providers (ANPs) may benefit Head Start students with specific needs.

---

¹ By contrast, under the SBAT Guide, the Training Plan is to be lodged after the student has started employment. Under HSAT, agreement to the plan before employment starts helps to ensure that all parties have a clear understanding of expectations.
² By contrast, the SBAT Guide requires a minimum of 13 hours per week, consisting of six hours training and seven hours in employment.
Engagement with employers will be supported to determine suitability for Head Start, and will be expected to agree to and cooperate with scheduled visits by Head Start Coordinators. They will also receive support from Head Start Coordinators.

**Funding and costs**

In-line with existing arrangements for SBATs, HSAT training costs will attract Skills First funding. (See the funded course list on the TAFE and training section of the DET website at [www.education.vic.gov.au/training/providers/funding/Pages/fundedcourses.aspx?Redirect=1](http://www.education.vic.gov.au/training/providers/funding/Pages/fundedcourses.aspx?Redirect=1))

The costs of VCE/VCAL delivery will be covered by Student Resource Package funding of students enrolled in government schools. For 2019, any Head Start student will be counted as full-time for census and funding purposes. Accurate records should be kept to supply to the auditor if required. (Note that Head Start students’ status for census in succeeding years is yet to be determined.)

Employers cover the cost of wages, as stipulated in the award or as per the Industrial Agreement. Head Start apprentices are also entitled to wages while in training based on 25% of the hours worked for the employer each week. This payment for training only applies for full-time students paid at the full-time apprentice hourly rate (including any all-purpose allowances and can be averaged over a semester or the year. Head Start trainees are not paid for time spent attending training or assessment. Employers and employees should be aware that if the latter is covered by a registered agreement, then the conditions contained in the agreement would apply instead of the award and may contain different arrangements for school based trainees.

The student and parent/guardian must be advised that they may be required to cover costs for tuition fees, amenities and student services, and items such as equipment, clothing and tools. The training provider can provide actual costs and list the items required.

**REGULATORY FRAMEWORK**

A HSAT is subject to the same regulatory and legislative framework as an SBAT (including the approved training schemes), and other forms of apprenticeship or traineeship. (For further guidance and information about SBATs, see the SBAT Guide on the ‘documents’ section of the DET website, at [www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf](http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf))

Under Victoria’s *Education and Training Reform Act 2006* (ETR Act), the VRQA approves employers to employ apprentices and trainees in Victoria. With this approval, they can enter into a Training Contract. ANPs manage this process and are able to confirm whether an employer has been approved and provide new employers who have not been approved with a declaration form prior to training contract registration. (For more information, see the becoming an approved employer section of the VRQA website at [https://www.vrqa.vic.gov.au/apprenticeships/Pages/becoming-an-approved-employer.aspx](https://www.vrqa.vic.gov.au/apprenticeships/Pages/becoming-an-approved-employer.aspx))

Note that the ANPs are part of the Australian Apprentice Support Network (AASN), and are contracted by the Australian Government to provide apprenticeship services to apprentices and employers. There are four ANPs in Victoria. (To view the list of ANPs in Australia, see the AASN section on the Australian Apprenticeships website at [https://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network](https://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network))

---

The VRQA is responsible for regulating the minimum hours per week for employment and training of apprentices and trainees. (See the full policy on the VRQA website at http://www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx)

Note that a traineeship can be cancelled or suspended at any time by the employer or the trainee. By contrast, an apprenticeship can only be cancelled or suspended with the mutual agreement of the employer and the apprentice. (For further information, see the careers and pathways section of the DET website at www.vic.gov.au/employment-workplace/career-planning-development/apprenticeships-traineeships.html)

Child Safe Standards

The purpose of the Victorian Government’s Child Safe Standards is to prevent abuse of children by making organisations safer for children.

Under legislation, the Department and every Victorian government school must comply with these seven Child Safe Standards:

- **Standard 1**: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- **Standard 2**: A child safe policy or statement of commitment to child safety
- **Standard 3**: A code of conduct that establishes clear expectations for appropriate behaviour with children
- **Standard 4**: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- **Standard 5**: Processes for responding to and reporting suspected child abuse
- **Standard 6**: Strategies to identify and reduce or remove risks of child abuse
- **Standard 7**: Strategies to promote the participation and empowerment of children.


For the purposes of Ministerial Order 870, schools are expected to treat a Head Start employer’s premises as part of the ‘school environment’. Schools must develop and implement risk management strategies regarding child safety in school environments.

Specific risks of abuse may arise in the context of Head Start. Child Safe strategies, policies and procedures should address and respond to those risks. For example, schools should ensure that:

- there are clear processes for responding to and reporting allegations or disclosures of abuse that affect children participating in Head Start
- particular risks of child abuse at the Head Start employer’s premises are identified, and strategies are put in place to reduce or remove them
- the effectiveness of risk controls is monitored and evaluated
- steps are taken to ensure that Head Start students feel empowered and comfortable raising concerns about their safety.

Head Start employers may not be required to comply with the Child Safe Standards in their own right, and schools cannot delegate their obligations in relation to the Child Safe Standards to a Head Start employer. Instead, schools should work closely with Head Start employers to ensure that the Head Start employment environment is safe for children and children feel safe in that environment.

The training provider must ensure any staff meet Working with Children requirements.
STEP 1: CAREER AND VOCATIONAL PLANNING

KEY REFORMS IN CAREERS EDUCATION

Alongside $49.8 million for Head Start, the Victorian Government has also committed $109 million to reform careers education. Many of the careers reform initiatives have direct links with Head Start. These links ensure that students have the opportunity to identify Head Start as a desirable vocational pathway that supports their strengths and aspirations.

Relevant careers reform initiatives include, from 2019:

- All government school students in Years 7 and 8 have the opportunity to participate in Career Self-Exploration Workshops to better understand their interests, strengths and aspirations.
- All Year 9 students will develop a Careers e-Portfolio. This is a new, engaging way for students to translate their career exploration and planning into concrete action.
- All Year 9 students will be able to access a Professional Career Planning Service, giving them a professional diagnostic career assessment and one-on-one guidance.
- All Years 10 to 12 government school students will receive course and careers counselling and build detailed and robust Career Action Plans.
- Career Action Plans will be sent home with student reports to support parents/guardians to talk to their children about their goals and plans.

From 2020:

- All Years 7 to 12 government school students will have access to the Careers e-Portfolio, to take with them into further education, training or employment.

Head Start Schools and staff should use all these initiatives to help students identify whether a Head Start pathway is right for them—and if so, which apprenticeship or traineeship offers the best route to success in employment and/or further education.

STUDENT READINESS

A student can begin Head Start in Year 10 or 11. They will need to be:

- at least 15 years old
- enrolled in a Head Start participating school for a senior secondary qualification
- an Australian Citizen or Permanent Resident.

In certain cases, select non-citizens holding a Bridging Visa E, Temporary Protection Visa or Safe Haven Enterprise Visa may be eligible for a Skills First-subsidised HSAT. To be eligible to enrol with a private RTO, the Asylum Seeker Resource Centre (ASRC) or the Australian Red Cross (ARC) must first refer the person to the private RTO. The ASRC or ARC must endorse
and issue a valid referral form prior to enrolment. To be eligible to enrol with a TAFE or Learn Local RTO, the eligible person must:

a) hold a valid referral form endorsed by the ASRC or the ARC prior to enrolment

or

b) hold an appropriate visa verified by the TAFE or Learn Local RTO using the Visa Entitlement Verification Online (VEVO) system.

Careers exploration and planning from Years 7 to 10 will help to ensure students are ready to choose a pathway. The Head Start team, especially Head Start Coordinators, play a key role in fostering student readiness, as part of a whole school approach. A student ‘needs and readiness’ template is provided to assist schools with this process.

Once students commence a HSAT, they may choose to switch to an alternative pathway over the course of completing their senior secondary qualification, noting that there are contractual requirements that need to be met (see p 20 on variations to Training Contracts). However, students and schools must recognise that Head Start is not a ‘taster’ or experiential program, nor a VET program that supports a VCE/VCAL pathway. It is also important to note that the further a student progresses along the Head Start pathway, the harder it will be to transition to a different qualification. Alternative pathways take time to establish, and include different requirements for completion of a VCE/VCAL.

Matching students with appropriate qualifications and industries is key to the success of Head Start. It is also vital to ensure that students commit to finishing a VCE/VCAL. Major employers consistently report that they are seeking young people with high levels of literacy and numeracy. Students benefit from undertaking certain subjects to support some qualifications. For example, qualifications in fields such as construction, plumbing and business studies, it would be advantageous for students to enrol in maths. Students wanting to take up an electrical apprenticeship may wish to include VCE physics as part of their pathway.

These considerations highlight the importance of career and vocational planning for potential Head Start students. This includes assessing and understanding students’ interests, strengths and foundation skills (literacy and numeracy), and ensuring their readiness to take on Head Start. Such assessments can also guide decisions about subjects and qualifications, which should satisfy both industry needs and students’ aspirations.

PRE-VOCATIONAL OPTIONS

Programs supporting pathways development, such as industry or TAFE ‘tasters’ in Years 8 or 9, should also be used to guide students to make informed choices about a potential Head Start pathway.

Pre-vocational options in Year 10 may include students engaging in existing VET qualifications alongside structured workplace learning. The Department of Education and Training Head Start Central Team is also working with the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Skills Commissioner and industry to develop and implement a broader range of pre-apprenticeship opportunities. These give school students exposure to a range of vocational pathways, before potential commitment to an apprenticeship or traineeship. There are pre-

---

1 Learn Local providers deliver quality vocational courses for adults that address the particular needs of those who have experienced barriers to education, and need help to take the first step back to education, training and/or employment.
vocational options linked to Head Start qualifications: where available, these should be used to help students make informed decisions about their career pathway.

While Head Start might be an option for some Year 10 students (with an on-the-job component of one day per week), it will be more appropriate to start some apprenticeships and traineeships when students are entering Year 11. Not only will this better suit the requirements of some industries, some students may not be ready to make a commitment to a Head Start pathway until then. In this instance, Year 10 can also give students opportunities to explore vocational pathways, and what is really involved in a particular job or industry. There may also be SBAT students undertaking Head Start curated qualifications in Year 10, who may wish to convert to a HSAT in Year 11. This would be subject to agreement from the student, school, employer and training provider to meet the requirement of Head Start.

The Department also recognises that parents are the single greatest influence on their child’s education and career decisions. High parental engagement can have a major impact on students’ vocational choices. Opportunities to nurture partnerships between families, schools and relevant organisations should be explored and maximised. DET’s Engaging Parents in Career Conversations (EPiCC) is an online resource that Head Start and careers practitioners can use to engage parents in students’ career development. (Find EPiCC on the DET website at www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx)

**ROLES AND RESPONSIBILITIES**

**School careers practitioners** work with employers and TAFEs/RTOs to provide and coordinate career-planning activities and support for students in Years 7 to 9. These include Career Self-Exploration Workshops, Careers e-Portfolio, Career Advisory Services, Career Action Plans and Head Start pathways.

**Students** undertake career planning activities to identify and explore preferred pathways. These include relevant pre-vocational programs in Years 9 or 10, in preparation for Head Start. It is recommended that students also complete a minimum two-week placement before signing up to Head Start.

The **Head Start Coordinator** provides advice, including helping to match students with qualifications and industries through an upfront assessment. They also ensure that undertaking Head Start will complement students’ senior education. This involves meeting with students, their parent/guardian, and other appropriate school staff.

Note that participating employers, RTOs and ANPs should be made aware that if they are approached directly by a student about Head Start, they should refer the student to the Head Start Coordinator.

The **Head Start Coordinator** ensures that students and their parent/guardian understand the objectives, structure, benefits and implications of Head Start, including recommended VCE studies and VCAL units that may affect qualification suitability.

Once a student has decided to undertake Head Start, they will contact the **Head Start Coordinator** to confirm their decision and identify the preferred Head Start qualification.
The Head Start Coordinator works with school careers staff and coordinators to assess students’ interests, strengths and foundation skills, and ensure their readiness to take on a HSAT, including recommended VCE/VCAL studies and units where applicable.
STEP 2: COURSE SELECTION AND AGREEMENT

QUALITY ENGAGEMENT, EMPLOYMENT AND TRAINING

The Head Start Coordinator will help and guide students to find genuine employment arrangements that will lead to strong employment outcomes. They will facilitate the selection and placement of students through targeted engagement with employers and TAFEs/RTOs in the Head Start Cluster.

To ensure sufficient apprenticeship and traineeship placements with high-quality employers, the Head Start Central Team is working with the Victorian Skills Commissioner and Industry Advisory Groups to engage and attract employers across Victoria. Head Start Cluster Directors will work with local stakeholders to identify and invite employers to participate. Employer criteria for participation includes but is not limited to:

- VRQA approval to employ apprentices and trainees
- a sound regulatory track record, including a sound safety record
- must meet the requirements and obligations under the Commonwealth’s Fair Work Act 2009
- record of past apprenticeship completion rates
- organisational ability and identification of qualified supervisor to support and mentor the Head Start apprentice or trainee.

An employer suitability and workplace readiness checklist incorporating the above conditions is one of the resources provided to Head Start Coordinators to assist with ensuring employer quality.

The VRQA has a statutory role in approving employers and ensuring they comply with their obligations under the Training Contract and the ETR Act. However, the ANP can support the early stages of HSAT development, informing the employer of their obligations under a Training Contract, and providing advice on the suitability of the qualification for delivery in that workplace under a HSAT.

The ANP uses its Training and Youth Internet Management System (TYIMS) database to determine whether an employer has previously registered an apprentice or trainee. First-time employers of apprentices or trainees are given a VRQA form to declare that they are a fit and proper person to employ an apprentice or trainee.

Any person the employer uses or proposes to use to supervise the apprentice or trainee must also be fit and proper. The ANP alerts the VRQA to employers who identify matters or offences that may lead to the VRQA deciding that they are not fit and proper.

Under s5.5.7 of the ETR Act, before the VRQA approves an employer, it must also have regard to:

(a) the premises in which the apprentice or trainee is to be employed
(b) equipment and methods to be used in training
(c) whether the supervisor has appropriate qualifications, knowledge and skill, and is fit and proper.

The ANP can also provide advice about the worksite’s suitability in terms of the chosen qualification. The Head Start Coordinator should engage the ANP during the HSPP process. The ANP will confirm whether an employer has previously entered into a Training Contract. ANPs can
also make recommendations about financial incentives for employers, and about funds to support apprentices/trainees with special needs.

The Head Start Central Team, Head Start Cluster Directors and regional support staff will work together to identify TAFEs that may be able to offer training for Head Start qualifications. If necessary, Head Start Cluster Directors will work with local stakeholders such as schools, ANPs, LLENs, and employers to engage with *Skills First* RTOs.

**HEAD START AND VCE/VCAL**

A Head Start student is expected to meet all the requirements of their senior secondary qualification. (For more information, see the VCE and VCAL Administrative Handbook 2019, available on the VCAA website at [www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2019/index.aspx](http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2019/index.aspx))

A student who begins Head Start in Year 10 will also need to meet the requirements of the F–10 Curriculum. This is the common set of knowledge and skills required for lifelong learning, social development and active and informed citizenship. (For more information, see the Victorian Curriculum F–10, available on the VCAA website at [victoriancurriculum.vcaa.vic.edu.au](http://victoriancurriculum.vcaa.vic.edu.au))

Up to ten units can be achieved through a Cert III Head Start qualification.

- Two VCE Units (1+2) and four VCE Units (3+4) or six Industry Specific or Work Related skills credits towards VCAL through a Cert III qualification.
- Four VCE units at unit 1 + 2 level or four VCAL general credits through recognition of workplace learning aligned to their employment.

Credit towards VCE

Head Start students will receive units of credit, determined by the VCAA within the VCE Unit 1 to 4 credit structure. Credit for apprenticeships and traineeships will be determined by the level of the certificate undertaken and the nominal hours completed.

Credit will accrue upon completion of 90-hour blocks of training. Certificate III qualifications will provide credit at Units 1 to 4, up to a total of six units in the following sequence: Units 1, 2, 3, 4, 3 and 4. Certificate IV qualifications will provide up to four units in the following sequence: Units 3, 4, 3 and 4.

Credit towards VCAL

A VCAL student will receive one unit of credit for every 90 hours of completed units of competencies from the VET qualification. The credit will contribute towards the Industry Specific Skills and Work Related Skills strands. Credit for HSAT will meet the VET requirements for all levels of the VCAL.

Scored assessment and ATAR

Contribution towards an ATAR would come from students achieving a Unit 3 and 4 sequence from their HSAT, which may provide a 5th or 6th study increment (calculated at 10 per cent of the lowest study score from the Primary 4). Students who want a study score from their HSAT qualification would need to complete Units 3 and 4 from the VCE VET scored program as a separate enrolment to their HSAT. Note that this is limited to three VCE VET programs in 2019: Health, Community Services and Business.
(For detailed information about how ATARs are calculated, see the Victorian Tertiary and Admissions Committee website at www.vtac.edu.au)

HEAD START PATHWAY PLAN

The Head Start Pathway Plan (HSPP) details students’ learning and work programs, to give them the best opportunity to complete their secondary education, training, and time in paid employment. It also helps to maximise progression through the HSAT, while ensuring that alternative pathways remain open. Early consideration of suitable timetabling is recommended.

The HSPP clarifies the responsibilities of all parties in a Head Start pathway. While it is not a legally binding agreement, it is a shared commitment and a best-practice plan to achieve certain outcomes. It is completed in addition to the Training Plan and Training Contract. The HSPP template is among the supplementary resources supplied to Head Start Clusters.

HEAD START PATHWAY PLAN
A. A HSPP details a student’s learning and work program including:
   - Their senior secondary program—VCE/VCAL units to be taken in each semester (Part 1)
   - their VET qualification—units to be taken each semester; who will provide training and conduct assessments; how, when and where this will occur (Part 2)
   - their employment program—where the student is to be employed, who will be responsible for their supervision and when the program will take place (Part 3).
B. A HSPP also records agreements and the commitment of each party to the Training Plan (Part 4).
C. Student progress and results are recorded (Part 5).
D. A HSPP also accommodates details of transition to post-school (Part 6).

The HSPP is a working document to be used for the duration of the Training Contract, and must be updated as necessary to reflect the current status of the apprenticeship or traineeship, including school and training commitments.

The HSPP is approved by the Head Start Cluster Director and signed off by the student, parent/guardian, school principal, TAFE/RTO and employer.

The HSPP must be approved and signed by all parties prior to the Training Contract being entered into.

For Head Start students requiring additional educational support, or who have special needs, the Head Start Coordinator, in conjunction with the TAFE/RTO, will hold discussions with the student, parent/guardian and relevant school staff to determine specific supports. This pre-training review must also meet any specific requirements of the Skills First VET Funding Contract. Any identified supports must be discussed with the employer and TAFE/RTO and detailed in the HSPP.

TRAINING PLAN

The Training Plan describes who will deliver the training, and when and where the Head Start student will go to receive the structured component of the training.
The Training Plan must specify the:

- name and contact details of the training provider and employer
- title and code of qualification
- program-unique supervised hours for the qualification
- completion date of the program supervised teaching activity for the qualification
- title and code for each unit of competency to be obtained
- scheduled hours for each unit of competency to be obtained
- timeframe for achieving units of competency, including the start and end date of each unit of competency (and actual dates of when training has already occurred)
- delivery modes to be used for each unit of competency
- assessment details and arrangements
- persons responsible for the delivery and/or assessment of each competency
- a record of prior learning and credit transfer hours granted, as relevant.

The following additional information must also be documented in a Training Plan for an Apprentice or Trainee:

- detailed training activities and responsibilities for training to be undertaken as part of any workplace based training arrangements;
- details (when, how and how much) of the time allocated outside routine work duties for Structured Training;
- signature (including date of signature) of the Provider representative, employer and Apprentice/Trainee (and, in the case of school-based Apprentices/Trainees, the signature of the school’s representative); and
- any other specific requirements to be met in accordance with the Training Contract or the Approved Training Scheme.

Employers are required to arrange for their apprentice or trainee to be enrolled with a TAFE/RTO and for a Training Plan to be signed within three months of the date of commencement of the apprentice or trainee’s Training Contract (or within two months for school-based arrangements in accordance with the Approved Training Scheme). The Training Provider’s enrolment timelines should not impede the employer’s ability to comply with this requirement. However, for the purpose of Head Start, the Training Plan should be developed in parallel with the HSPP and signed soon after the HSPP is completed.

The training provider is responsible for developing the Training Plan, in conjunction with the apprentice or trainee (student) and the employer. The Head Start Coordinator supports the development of the Training Plan.

Note that each training provider will have their own template.

---

TRAINING CONTRACT

The Training Contract is an agreement signed by the employer and the student—or by the employer and parents/guardians, if the student is under 18. It is the employer’s responsibility to make arrangements with an ANP to prepare the Training Contract.

A student may undertake work during weekends and school holidays. The employer, parent/guardian and student should discuss and agree to these arrangements before signing the Training Contract.

TRAINING CONTRACT

The Training Contract details:

- the apprenticeship or traineeship to be undertaken
- the training obligations of the employer and apprentice or trainee
- the workplace or location where the apprentice or trainee will be employed
- the TAFE/RTO that will provide the structured, off-the-job or workplace-based training.

The contract has a probationary period of one to three months, as specified in the Approved Training Scheme. It is a legally binding agreement.

The Head Start Coordinator supports the student and their parent/guardian to complete the terms of the Training Contract.

The employer and student (or parent/guardian, if the student is under 18) sign the Training Contract in the ANP’s presence.

The ANP enters the Training Contract on the national database, TYIMS, which interfaces with the VRQA database, DELTA. The VRQA then approves the Training Contract, provided it meets the requirements of the ETR Act, and generates a DELTA ID.

The school registers the student on Victorian Assessment Software System (VASS) within two weeks of the Training Contract starting, to record that they are undertaking an apprenticeship or traineeship. (Note that for the purposes of enrolment and funding, Head Start students are categorised as SBAT.)

Note that variations to Training Contracts are managed by the ANP who submit them to the VRQA for approval.
STEP 3: DELIVERY AND MONITORING

DELIVERY OF A HEAD START PATHWAY

Head Start staff must carefully manage and support Head Start students through to completion of their apprenticeship or traineeship. This includes ensuring a smooth transition for students whose apprenticeship or traineeship continues after they complete secondary schooling.

All parties, including parent/guardian, schools, careers practitioners, teachers, training providers and employers, will need to collaborate closely and be coordinated and flexible in their approach.

The Head Start Coordinator will also need to work closely with apprenticeship and traineeship supports, including ASOs and ANPs.

ROLES AND RESPONSIBILITIES

The student participates in all school, training and employment activities as described in their HSPP and Training Plan.

The school releases students from certain school classes to allow time for training and employment.

The employer provides work and training with appropriate supervision, as described in the HSPP, the Training Contract, Training Plan and approved training scheme, including paying wages as per the relevant Award, and student fees to TAFE or RTO.

The employer ensures other employees in the workplace understand and adopt acceptable behaviours towards young employees.

The RTO delivers the VET program as per the Training Plan.

The ANP facilitates payment of Commonwealth incentives to employers.

The Head Start Coordinator tracks student progress to completion.

The school enters school VCE/VCAL and VET results into VASS.

The employer and RTO monitor the student’s progress to ensure they are on-track to meet all the units of competency for the qualification.

The RTO provides results to the school.

MONITORING AND SUPPORT

The Head Start Coordinator is the key point of contact for the student, employer and TAFE/RTO for the management of the HSPP. They will provide support to all parties to ensure that changes or issues are appropriately managed and resolved.

Training Contracts must be varied if a change to the RTO is proposed. To change employers, Training Contracts are cancelled and ‘recommenced’ (with a new contract). This should be facilitated by the ANP, with the mutual agreement of the employer and the apprentice, which will submit applications to vary, cancel or enter into a new Training Contract to the VRQA for approval.

Renegotiation is not needed for changes to the agreed schedule that do not affect the student’s school timetable or training schedule. For example, replacing work on a few Saturday mornings with work on Saturday afternoons. However, if changes are proposed over a longer period, the
Head Start Coordinator should be consulted, to help them continue to monitor the student’s progress.

ROLES AND RESPONSIBILITIES

The Head Start Coordinator will:

- regularly monitor student progress and revise the HSPP each semester, as necessary
- in agreement with the employer, visit the workplace at least once a term to ensure that it remains suitable, and that the student is developing the required skills and progressing appropriately
- liaise with the TAFE/RTO and the employer to monitor the student’s progress as agreed to in the HSPP and the Training Plan
- ensure competency achievements are progressing as agreed to and recorded in the HSPP and the Training Plan, and remain aligned with workplace experiences.

If problems arise with the student, employer or workplace, the Head Start Coordinator will work with all parties to assist resolution, or refer the issue to the appropriate authority for mediation or resolution. In certain circumstances, this could include referral to the VRQA, the Commissioner for Children and Young People, Victoria Police, Work Safe or the Fair Work Commission or Ombudsman.

Note that the VRQA regulates apprenticeships and traineeships in Victoria. Under the ETR Act (s5.8.3), VRQA authorised officers may enter, at any time during ordinary working hours on any day, any premises where an apprentice is employed or where the officer has reasonable cause to believe that an apprentice is employed.
STEP 4: COMPLETION AND TRANSITION

SATISFACTORY COMPLETION OF QUALIFICATIONS

To complete their qualifications, a Head Start student must:

1. complete their VCE studies or VCAL units
2. complete vocational training components and achieve competencies
3. complete employment requirements.

Once these are complete, the Head Start Coordinator will work with the relevant parties to confirm the student’s eligibility for completion. Qualifications will then be issued by the relevant authorities.

ROLES AND RESPONSIBILITIES

The Head Start Coordinator will check with all relevant parties in confirming a student’s eligibility for completion. This process includes:

- the school (if a student is still completing secondary education) and the VCAA calculating credit contribution to VCE/VCAL
- the RTO liaising with the employer to ‘sign off’ that all requirements of the Training Plan have been fulfilled
- the ANP lodging the completed Training Contract with the VRQA for approval.

The Head Start Coordinator manages any variations to the HSPP, and helps the student’s transition to other support services.

ONGOING SUPPORT

With the consent of the student, Head Start staff will continue to support students undertaking longer-term apprenticeships, including when the student no longer attends or is no longer enrolled in school. This approach is underpinned by three factors:

- From the outset, the HSPP outlines, where applicable, the responsibilities of all parties to maintain supporting arrangements through to completion of the apprenticeship or traineeship post-school.
- The Head Start Cluster Agreement between DET and participating Clusters details funding arrangements and requirements for the delivery of Head Start, and the roles of Head Start staff.
- The Training Contract, a legally binding document between the student, employer and parents/guardians, includes terms regarding cancellation.

If the traineeship or apprenticeship has not been completed by the time the student finishes their VCE/VCAL, as agreed to in the original HSPP, the Head Start Coordinator will:

- ensure that a variation to the Training Contract is registered, to indicate that the apprenticeship or traineeship will be completed in full-time or part-time mode
- work with the student’s TAFE/RTO to amend the Training Plan
- visit the apprentice or trainee within a pre-defined period, specified in the new contract, as agreed with the student.
A student who does not complete the full requirements of an apprenticeship or traineeship will still receive a statement of attainment reflecting units of competency successfully completed.

**COMPLETION**

The **VCAA** issues the VCE/VCAL certificate.

The **TAFE/RTO** issues the qualification and statement of attainment.

The **VRQA** sends apprenticeship or traineeship completion letter to the student if the qualification is completed and employer has signed off.

The **student**, where applicable and is eligible, applies to the VRQA for Trade Papers.
# APPENDIX A: GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AASN</strong></td>
<td>Australian Apprenticeship Support Network is the Commonwealth scheme that supports apprenticeship stakeholders by providing recruitment, support and administrative services nationally.</td>
</tr>
<tr>
<td><strong>ANP</strong></td>
<td>Apprenticeships Network Providers are agencies contracted by the Australian Government to provide apprenticeship services to apprentices and employers.</td>
</tr>
<tr>
<td><strong>ASO</strong></td>
<td>Apprenticeship Support Officer</td>
</tr>
<tr>
<td><strong>ASQA</strong></td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td><strong>Employer of a HSAT</strong></td>
<td>An employer approved by the VRQA to employ an apprentice or trainee under a Training Contract. An employer may be the individual or business that employs the apprentice or trainee (a direct employer) or a business that employs the apprentice or trainee through a GTO (a host employer). The GTO is the apprentice or trainee’s legal employer, but the apprentice or trainee performs work duties with the host employer. The employer, not the host employer, is responsible for signing the Training Contract. Note that for 2019 GTOs will not be considered for Head Start.</td>
</tr>
<tr>
<td><strong>Approved Training Schemes</strong></td>
<td>Training schemes approved by the VRQA under section 5.5.2 of the ETR Act. They list the qualifications available as apprenticeships and traineeships in Victoria and details nominal durations and any special conditions, such as probationary periods.</td>
</tr>
<tr>
<td><strong>Child Safe Standards</strong></td>
<td>These are Victoria’s compulsory minimum standards for organisations that provide services for children, including Victorian schools, to help ensure the safety of children. The standards are part of the Victorian Government’s response to the Betrayal of Trust Inquiry.</td>
</tr>
<tr>
<td><strong>Cluster</strong></td>
<td>A Cluster is a group of six to fourteen schools participating in Head Start. For a list of Clusters, see Appendix C.</td>
</tr>
<tr>
<td><strong>Cluster Board</strong></td>
<td>Participating schools in a Cluster will form a Cluster Board to oversee local implementation of Head Start, including overall operations and financial management.</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Employment refers to the performance of paid duties or paid service by an employee for an employer. Periods of leave, such as leave without pay or annual leave, do not count towards the minimum employment requirements.</td>
</tr>
<tr>
<td>Acronym</td>
<td>Definition</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>HSAT</td>
<td>A Head Start Apprenticeship or Traineeship is an apprenticeship or traineeship undertaken while a student is enrolled at school. It is undertaken in designated occupations only, distinct from a SBAT, and supported by a Head Start Cluster.</td>
</tr>
<tr>
<td>HSPP</td>
<td>A Head Start Pathway Plan details a student’s apprenticeship or traineeship pathway, including school, VET and work components, and is used to monitor progress in an apprenticeship or traineeship.</td>
</tr>
<tr>
<td>LLEN</td>
<td>Local Learning and Employment Network</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SBAT</td>
<td>School-Based Apprenticeship or Traineeship</td>
</tr>
<tr>
<td>School</td>
<td>For the purposes of this document, a school is a registered provider of a senior secondary certificate (VCE/VCAL) participating in the Head Start Program. For a list of Head Start Schools, see Appendix C.</td>
</tr>
<tr>
<td>Skills First funding</td>
<td>This is funding provided by DET to RTOs for the delivery of VET to support apprenticeship or traineeship programs.</td>
</tr>
<tr>
<td>Training Contract</td>
<td>An agreement signed by the employer and the student (or parents/guardians if the student is under 18). The contract specifies the apprenticeship or traineeship, the obligations of all parties, the start date and duration of training, and the location of employment. A Training Contract must be signed within two weeks of the apprentice or trainee being employed.</td>
</tr>
<tr>
<td>Training Plan</td>
<td>The Training Plan provides detailed information about the training and assessment agreed to by the employer, the apprentice/trainee and the RTO. A Training Plan provides details of these arrangements and underpins the Training Contract. In Head Start, the Training Plan is incorporated in the HSPP. It must comply with the Approved Training Scheme.</td>
</tr>
<tr>
<td>Units of competency</td>
<td>The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry.</td>
</tr>
<tr>
<td>VASS</td>
<td>Victorian Assessment Software System</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VRQA</td>
<td>Victorian Registration and Qualifications Authority</td>
</tr>
</tbody>
</table>
## APPENDIX B: ROLES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>SUMMARY OF ROLE AND RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start Central Team (DET)</td>
<td>The Head Start Central Team is responsible for leading the key program-enabling activities, from engagement, curation and compliance with legal and regulatory requirements, to program evaluation and monitoring. Specifically, this includes:</td>
</tr>
<tr>
<td></td>
<td>• supporting regional staff to effectively implement the initiative at the 10 sites</td>
</tr>
<tr>
<td></td>
<td>• managing contracts, performance and the allocation of resources (operational funding and Head Start Cluster staffing)</td>
</tr>
<tr>
<td></td>
<td>• linking the Head Start initiative to other careers and transitions initiatives</td>
</tr>
<tr>
<td></td>
<td>• evaluating the impact of the initiative over the long term</td>
</tr>
<tr>
<td></td>
<td>• working with other relevant parts of DET.</td>
</tr>
<tr>
<td>DET Area and Regional Team</td>
<td>Under Head Start, there will be 13 new staff in DET regional offices to support the broader suite of pathway initiatives, and to act as a point of coordination in the region with central office. Their responsibilities include:</td>
</tr>
<tr>
<td></td>
<td>• supporting schools and Head Start Cluster Directors with the establishment of a local cluster model and Cluster Board</td>
</tr>
<tr>
<td></td>
<td>• integrating broader careers and pathways reforms</td>
</tr>
<tr>
<td></td>
<td>• supporting strategic engagement of industry/employers and TAFE, LLEN and other stakeholders with Head Start.</td>
</tr>
<tr>
<td></td>
<td>Area Pathways Managers will be the primary local contact point for Head Start Cluster Directors and schools.</td>
</tr>
<tr>
<td>Head Start Cluster Director</td>
<td>The Head Start Cluster Director is employed by and based at the Host School of each Head Start Cluster, and is responsible for establishing and implementing the local Head Start initiative. The Cluster Director is the key point of contact for DET regional and central office staff supporting the roll-out of Head Start, including in the development and provision of statewide professional development opportunities for Head Start teams. Key responsibilities include:</td>
</tr>
<tr>
<td></td>
<td>• developing employer and industry connections to source and support the delivery of HSATs</td>
</tr>
</tbody>
</table>
- building relationships with stakeholders including teachers, careers advisers, *Skills First* RTOs, LLENs and employers and the various apprenticeship support networks
- working with school staff, where required, to support students in Years 7 to 10 to explore career options.

### Head Start Coordinator
The Head Start Coordinator is responsible for the establishment, management and monitoring of students’ Head Start pathways. This includes:

- working with schools to provide careers advice to students and assess their suitability and readiness for Head Start
- developing relationships with local employers and RTOs to source local employment for Head Start qualifications
- coordinating the design of the Head Start pathway and developing the individual HSPP for each student
- supporting students, schools, employers and RTOs throughout a HSAT, providing case-management and referral services, and supporting the student to maintain their pathway to completion.

### Student
To ensure adequate preparation for Head Start, students will be encouraged to undertake a range of career planning activities and pre-vocational programs in Years 7 to 10.

Students will provide input for the development of the HSPP (including the Training Plan), coordinated by the Head Start Coordinator. Students will be supported to make a fully informed decision, including if they wish to reduce hours of work or modify their HSPP.

Students are required to undertake all components of Head Start and report any issues to the Head Start Coordinator.

### School
Schools will continue to support SBATs; however, the Head Start Cluster Director and Coordinators will have responsibility for engaging employers and training providers, as well as establishing and managing HSAT.

### Employer
Employers are responsible for offering paid employment with adequate supervision and training to students, in accordance with the Training Plan under a Training Contract. Employers will also engage with an approved TAFE/RTO to support and deliver the vocational training component of Head Start. They should be responsible and involved in the development of the Training Plan.

Throughout Head Start, employers will support students to complete all education and training components of the pathway.

### RTO
RTOs in Victoria include TAFEs and other training providers. RTOs are registered with either the VRQA and/or the ASQA. RTOs are
responsible for delivering a training program that meets the requirements and timeframe set out in the HSPP. RTOs are also responsible for providing educational support as required for progression.

For the purposes of Head Start, training can only be delivered by *Skills First*-contracted RTOs.

**ANP**

Under Head Start, and other apprenticeship arrangements, an ANP oversees the signing and registration of the Training Contract. The ANP will facilitate students in this process.

The ANP will work with Head Start Coordinators to support students who leave the Head Start program for a less intensive SBAT, or a full-time apprenticeship—both in the transition phase and for the duration of the new apprenticeship pathway.

Head Start Coordinators are encouraged to engage ANPs at the local level to ensure a synchronised approach.

**ASO**

ASOs will provide advice and support to Head Start Coordinators when required.

ASOs will work with Head Start Coordinators to support students who leave Head Start for a less intensive SBAT, or a full-time apprenticeship—both in the transition phase and in the first year of the new apprenticeship pathway.

**VRQA**

The VRQA regulates apprenticeships and traineeships in Victoria. Under the ETR Act, VRQA authorised officers may enter a workplace at any time to make inquiries, and inspect, examine and copy documents relating to an employer’s obligations under the Training Contract and the ETR Act. The VRQA will assist the Head Start Central Team in the program-enabling phases, including compliance with regulatory requirements and frameworks.

During program implementation, it is anticipated that the VRQA would have limited involvement, apart from regulatory intervention where required, approval of employers, approval of training contracts, ongoing Training Contract administration and the issuance of apprenticeship registration completion letters and Trade Papers.

**VCAA**

The VCAA will assist the Head Start Central Team in the program-enabling phases, including overseeing the alignment of the Head Start Pathway to VCE/VCAL.

During program implementation, it is anticipated that VCAA would have limited involvement, apart from the calculation of VCE/VCAL credit and the issuance of VCE/VCAL at completion.
APPENDIX C: LIST OF HEAD START SCHOOLS AND CLUSTERS

Central Highlands Cluster
- Ballarat High School
- Daylesford Secondary College
- Mount Clear College
- Mount Rowan Secondary College
- Phoenix P–12 College
- Woodmans Hill Secondary College (Host School)

Loddon Campaspe Cluster
- Bendigo Senior Secondary College (Host School)
- Bendigo South East 7–10 Secondary College
- Castlemaine Secondary College
- Crusoe 7–10 College
- Eaglehawk Secondary College
- Echuca College
- Gisborne Secondary College
- Kyabram P–12 College
- Kyneton Secondary College
- Maryborough Education Centre
- Rochester Secondary College
- Weeroona College Bendigo

Brimbank Melton Cluster
- Copperfield College
- Keilor Downs Secondary College
- Kurunjang Secondary College
- Lakeview Senior College
- Melton Secondary College
- Springside West Secondary College
- St Albans Secondary College
- Staughton College
- Sunshine College
- Taylors Lakes Secondary College
- Victoria University Secondary College (Host School)

Barwon Cluster
- Bannockburn P–12 College
- Bellarine Secondary College
Belmont High School
Geelong High School
Grovedale College
Lara Secondary College
Matthew Flinders Girls' Secondary College
Nelson Park School
Newcomb Secondary College
North Geelong Secondary College
Northern Bay P–12 College
Oberon High School
Surf Coast Secondary College
Western Heights Secondary College (Host School)

Hume Moreland Cluster
Craigieburn Secondary College
Glenroy Secondary College
Hume Central Secondary College
Hume Valley School
John Fawkner Secondary College
Mount Ridley P–12 College
Roxburgh College (Host School)
Sunbury and Macedon Ranges Specialist School
Sunbury College
Sunbury Downs Secondary College

Inner Gippsland Cluster
Drouin Secondary College
Foster Secondary College
Korumburra Secondary College
Kurnai College
Leongatha Secondary College
Lowanna College
Mirboo North Secondary College
Neerim District Secondary College
Traralgon College (Host School)
Wonthaggi Secondary College

North-East Melbourne Cluster
Broadford Secondary College
Bundoora Secondary College (Host School)
Diamond Valley College
Epping Secondary College
Greensborough Secondary College
Lalor North Secondary College
Mill Park Secondary College
Northern College of the Arts and Technology
Peter Lalor Secondary College
Reservoir High School
Seymour College
Wallan Secondary College
Whittlesea Secondary College

Eastern Metropolitan Cluster
- Croydon Community School
- Doncaster Secondary College
- East Doncaster Secondary College (Host School)
- Heathmont College
- Monbulk College
- Rowville Secondary College
- Upwey High School
- Yarra Hills Secondary College

Outer South East Cluster
- Alkira Secondary College
- Berwick Secondary College
- Cranbourne East Secondary College
- Cranbourne Secondary College
- Hampton Park Secondary College
- Kambrya College (Host School)
- Koo Wee Rup Secondary College
- Lyndhurst Secondary College
- Marnebek School Cranbourne
- Narre Warren South P–12 College
- Officer Secondary College
- Pakenham Secondary College

Inner South East Cluster
- Carwatha P–12
- Dandenong High School
- Emerson School
- Fountain Gate Secondary College
- Gleneagles Secondary College
- Hallam Senior Secondary College (Host School)
- Keysborough Secondary College
- Lyndale Secondary College
- Noble Park Secondary College
- Oakwood School
- Westall Secondary College