**Major Industries of Employment**



**Moreton Bay School Students**

Years 8 to 12 – 19,458 students

* 14,368 Government schools – 74%
* 5,090 Non-government schools – 26%

Years 11 & 12 – 7,500 students

* 5,647 Government schools – 75%
* 1,853 Non-government – 24%

**Post School Qualifications**

* 120,255 persons aged 15 years and over with a qualification (Includes Certificate 1 to 4)
* 47.8% persons with a qualification
* State average 50.4%
* Q2 Target is 75% by 2020

**North Coast Regional SAT Trend**



**Regional SAT Participation Strategy**

* **Purpose:** Increase School Based Apprenticeships and Traineeships across the North Coast Region.
* Since 1998 Queensland has lead the way Nationally when it comes to SAT participation. At one point Queensland Trained approximately 50% of the nations SAT numbers.
* The North Coast Region has traditionally excelled when it comes to SAT participation, however, in November 2009 the North Coast Region experienced the second largest decline in SAT commencement approximately 20%.
* SAT participation rates across North Coast Region are at pre 2005 rates for Apprenticeships and pre 2002 rates for Traineeships.

**Strengths and Weaknesses of the North Coast Region SAT Program**

**Traineeship Strengths**

* Students predominantly transition prior to completing year 12.
* One (1) day a week during school time is generally sufficient work release.
* Pathway to University through VET and University back to VET.
* Little impact on school required.
* Early commencement of VET and engagement into the workforce.
* Portability of qualification.

**Traineeship Weaknesses**

* Industries involvement in the selection and recruitment of SATs.
* Need to better identify and promote traineeship qualifications that link directly to traditional trades.
* Different levels of school engagement and commitment to SAT involvement across the State.
* Coordination of SATs within/across schools differs greatly

**Strengths of Apprenticeships**

* Generally pathway into trade careers with economic and financial benefits including high rates of self employment.
* Pathway into University with additional financial benefits to those tradespeople obtaining further qualifications by way of credits and in some cases taxation.
* Early commencement of VET and engagement into the workforce.
* Portability of qualification

**Weaknesses of Apprenticeships**

* Reduced recognition by industry/schools and government of the employment sustainability, value and trade recognition on completion of the qualification.
* Limited employer awareness of SAT as a commencement point for the trade.
* Minimal promotion of “best practice” across schools and industry with apprentice SATs
* Lack of industries involvement in the selection and recruitment of SATs
* Different levels of school engagement and commitment to SATs across the State is causing confusion to stakeholders including parents and students.
* 48 days minimum workplace access guideline is used by some schools as the benchmark, industry find this frustrating and insufficient workplace exposure
* Misconception that SAT commitment ends when student finishes school and qualification is not completed.

**QYILS Linking Our Community**