

Appendix 6-L

BOLT Strategic Plan

Building our local talent (BOLT)

*Securing stronger school-to-work pathways
for students from the Western Cape*

Strategic Plan

October 2011

A strategic partnership between

RioTinto Alcan



Building our local talent (BOLT)



1.0 Context

In 2006, Rio Tinto Alcan (RTA) Weipa and the Western Cape College (WCC) established a strategic partnership to focus on the development of effective school-to-work pathways and an integrated programme of activities aimed at creating better learning and employment outcomes for local students.

The strategic partnership led to the formation of the RTA-WCC Forum which meets quarterly and has grown to include representatives from the Queensland government.

The forum helped to establish and monitor a significant number of employment and training benefits for the students of the Western Cape region. Students now have a wide variety of career development opportunities, including career presentations, site visits, work experience, school-based traineeships, traineeships, apprenticeships, scholarships, vacation work and other support programmes.

2.0 Purpose

The purpose of the “Building our local talent (BOLT)” strategy is to provide an integrated approach aimed at securing stronger school-to-work pathways for students from the Western Cape region.

The BOLT strategy is designed to better link school based programmes with core industry requirements that will enable students to broaden their aspirations for future as they transition beyond school into a variety of different career pathways.

BOLT builds on the existing initiatives that are already in place which will offer a programme of integrated and targeted initiatives coordinated between RTA and WCC. The programme will also include other key stakeholders, such as Skills360, Transition Support Services (TSS) and the WCCCA.

By bringing education and industry closer together, the BOLT programme fundamentally plans to achieve higher levels of employment outcomes for students, which creates a strategic advantage for both RTA and WCC by building a pipeline of local talent that can also contribute to sustainable economic prosperity for local communities.

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3.0 Building our Local Talent (BOLT) strategy

The BOLT strategy consists of four core integrated focus areas – *Creating Awareness*; *Building Readiness*; *Offering Experience* and *Monitoring Progress*. These focus areas are enabled by the effective continuation of the RTA-WCC Forum. The following sections will detail the key initiatives within each integrated focus area all aimed at delivering the BOLT strategy.

3.1 Integrated Focus Areas

Creating Awareness: The intent of this focus area is to ensure students are made aware of the many career options available to them through a variety of initiatives, which will broaden their career aspirations and help inform their choices at school to achieve these aspirations.

Building Readiness: The purpose of this focus area is to promote the core industry requirements for employment and educate students on ways to meet these minimum expectations for working within industry, specifically RTA Weipa.

Offering Experience: The aim of this focus area is to provide real work experiences within RTA in a range of areas, as well as offering further educational opportunities post-graduation.

Monitoring Progress: The purpose of this focus area is offer structured on-going case management processes throughout school to monitor students' progress and offer guidance to help them achieve their career aspirations.

3.2 Key Enabler

RTA-WCC Forum: The effective continuation of the RTA-WCC Forum is a key enabler for the future success of the BOLT programme to ensure that the focus areas remain the priority and the integration of the various initiatives deliver real career outcomes for students.



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4.0 *Creating Awareness for students to inform their choices to achieve their career aspirations*

4.1 Primary School Visits

The purpose of primary school visits is to create an early awareness of who Rio Tinto Alcan is, what we do, and what career opportunities are available. This will broaden students' perspective and offer more alternatives to more traditional aspirations.

4.1.1 Primary School Visits to James Cook University

James Cook University will offer selected Year 7 students and parents a visit to the Cairns campus of JCU. The intent is to demystify the concept of university and provide information about support services whilst at university and the range of careers that are available to graduates. The intention of the visits would be informative, interactive and fun. A visit to Cairns TAFE will also be included during the day. James Cook University will commit to a return flight and overnight accommodation to be provided for families.

4.2 Career Markets

Rio Tinto Alcan participates in career markets across the Western Cape region. The purpose of these career markets are to build an awareness of the types of jobs available at Rio Tinto Alcan, and to provide clear pathways to gaining employment within these areas. The career markets will be more integrated with Skills360, who also participates in these events across the region.

The intent is for students across all Year levels to discover more information about alternative careers and strengthen their aspirations to challenge themselves and strive to gain the skills to work in higher level roles, not just entry level roles.

4.3 Career Talks

Rio Tinto Alcan and Western Cape College coordinate regular career talks at the school. These career presentations provide an interactive forum for students and employees to explore different types of jobs and the practical pathways our employees took to get these jobs as well as some of the experiences that have gained along the way to achieve their career aspirations.

This initiative provides an opportunity for students to hear real life stories about how current RTA employees challenged themselves and tried different pathways. Students can hear first hand about the experience of leaving home and studying at university and working in different places, which they may not have considered otherwise.

4.4 Skills 360 School Visits

Skill360 Australia will undertake regular visits to Western Cape College to inform students of the types of Apprenticeships available whilst being hosted at Rio Tinto Alcan. Skill360 will also provide information to students around the types of School Based Traineeships and School Based Apprenticeships.

Skill360 will also participate at Career Markets and Career Talks specifically targeting Years 10 through to 12.

4.5 James Cook University Career Talks & School Visits

James Cook University will participate at Career Markets and Career Talks and would like to engage with middle school as well as senior students to raise aspirations of younger students. The use of ex WCC students studying at JCU to act as role models and mentors will be explored, which could include an e-mentoring program. Ideally these activities would be included in the WCC career education program for years 6-12. Students with aspirations for university study will visit JCU once in middle school and once in senior school at no expense to families. Travel subsidy would be available for year 12 students to attend University Experience, a 3 day residential program for students considering enrolling at JCU.

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4.6 Site Visits

Rio Tinto Alcan host regular visits for students to see different work areas. This allows students to gain an understanding of the types of jobs at Rio Tinto Alcan and what that work looks and feels like in a real workplace.

The intent is for students to be able to visualise themselves working in a variety of areas, including what may have previously been considered out of reach.

4.7 Rio Tinto Alcan Specialist Lessons

Where possible, Rio Tinto Alcan employees will be invited to deliver lessons at Western Cape College relating to a specialised career options (e.g. Chemistry, Engineering, Business). The purpose is to build an awareness of Rio Tinto Alcan's operations by supporting students to learn their curriculum with practical and relevant examples from industry.

4.7.1 James Cook University Specialist Lessons

James Cook University has a visiting scientist program that could provide lessons in specific discipline areas and a CSIRO "Labs on Legs" to provide science activities for primary students. Opportunities also exist for students who could be subsidised to attend Science Experience which is a week long residential program for year 9 students to build skills and knowledge and increase awareness of careers in science.

4.8 Inclusion of Aurukun Campus and Boarding School Students

A programme which mirrors the "Creating Awareness" initiatives listed above that will be made available to students from the Aurukun campus and students attending boarding school outside of the Western Cape region. This programme will be scheduled for school holidays to maximise participation.

Transition Support Officers (TSOs) will work with Aurukun student boarders, their families and boarding school staff to identify preferred career pathways for each student. The Transition Support Service (TSS) will facilitate opportunities for students to participate in work experience and work sampling in consultation with boarding schools and industry sites. TSS will work with Rio Tinto Alcan to organise site visits for interested students and their families in the Easter vacation period each year and work experience will be offered to interested students in the July/July and September vacation periods to maximise students' participation.

James Cook University could organise visits to the Cairns or Townsville campus for students on their way home from boarding school for school holidays the intent of these visits would give the students exposure to university life and a range of careers that are available to graduates.

5.0 *Building Readiness of students to transition from school to work successfully*

5.1 Consistently reinforcing the core industry requirements of employment

Ensuring the core industry requirements is reinforced in every aspect of school and work is critical for building students' readiness. These core themes will be consistently embedded as core values whilst at school and during the interactions with Rio Tinto Alcan to ensure that students' understand the importance of these requirements and how they relate to their everyday school life.

5.1.1 Fitness for work

Employees must be drug and alcohol free and be more broadly fit and ready for work, i.e. well rested, healthy diet and exercise. Information sessions conducted by Rio Tinto Alcan will be offered during school visits promoting *Fitness for work* requirements and more generally healthy living options.

5.1.2 Literacy and numeracy

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Employees need to be able to read safety signs, safety procedures, policies and training manuals, and also need to be able to write risk assessments, safety procedures, and be able to communicate via email. Focusing on these fundamental learning outcomes will be a key aspect of early school engagement and throughout their curriculum.

5.1.3 Ability to learn

Employees need to demonstrate an ability to learn new tasks. Employees perform exciting work at Rio Tinto Alcan and have the opportunity to learn new tasks regularly, so being able to pick things up and be able to repeat it is very important.

5.1.4 Attendance

Attending work is a critical aspect of a successful employee with Rio Tinto Alcan. Promoting the importance of building a routine for attending school from an early age helps to encourage this behaviour. Rio Tinto Alcan will continue to support the Western Cape College in striving for greater attendance at school as it not only builds the value of attendance, but also helps to improve learning outcomes by simply being at school.

5.1.5 Commitment and team work

Demonstrating commitment to a particular task or job and working well in a team is a fundamental aspect of employment. Students will be encouraged to throughout their school life to become involved with various activities and sports to help reinforce these values.

5.2 Driver's license

To work with Rio Tinto Alcan, employees must be able to get to work on time every day, and be able to travel to different work areas throughout the day. Some employees will need to drive trucks, forklifts, cranes and other equipment as part of their job.

WCC will identify students turning 16 in that year. WCC will work with TAFE Driver Training Instructor to then sit for Learner Drivers License.

5.3 Subject Selection

Subject selection is a critical component of career planning. Subject Selection at WCC involves a process beginning with year 7 and completing in year 12 where students map out their schooling and career options based upon a number of individual meetings with staff members and well as family discussions. Students begin the process of tailoring their courses of study in a structured and informed way and is monitored through every step and case managed.

5.4 Developing aligned JET and SET Plans

Students and their families are case managed through this process that begins with a Junior Education and Learning Plan (JEL Plan) and moves into a Senior Education and Training Plan (SET Plan). Initially students and families meet with WCC staff and discuss individual goals and preferences whilst looking at subject selection. The yearly meeting becomes more focused upon individual skills and attributes required for their smooth transition into the workforce or further study. James Cook University could provide information and or staff could visit the school to assist with subject selection and the development of JET/SET Plans.

5.5 Feedback and development options for unsuccessful students

Through continued case management and post schooling support, the channels of communication and access to relationships developed between WCC and employers/trainers is a resource that can be accessed by all graduates. Students who have not reached their goals by their completion of their time at WCC are tracked, monitored and supported through referral to other agencies, continued skill development and opportunities for continued work experience and other placements.

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5.6 Establishing an aligned culture

The intent is to give students exposure to Rio Tinto Alcan's culture and values. This will give students an opportunity to understand these values and begin to find ways of demonstrating them in their day to day behaviour at school.

Rio Tinto Alcan will conduct information sessions / workshops with students which are customised, but aligned to training offered to employees (e.g. Respecting Others). This will not only promote the core business values, but also familiarise students with expectations of the workplace.

5.7 Bursaries for boarding school and university students

EBMPA Ely Education Bursary Scheme offers bursaries for students who will enrol in either a boarding school, Registered Training Organisation, TAFE College or University who meet all criteria set out in the Ely Education Assistance (Bursary) Scheme Guidelines and Rules 2011.

James Cook University is considering offering two scholarships to all remote schools like WCC to be awarded to students who go to JCU. The Science and Engineering Faculty program that provides prizes and bursaries for year 10 students could be extended to WCC.

6.0 *Offering Experience to students to work in the workplace and build on-the-job skills*

6.1 Work Experience

Year 10 students from Western Cape College are able to participate in a one week work experience programme at Rio Tinto Alcan. Students select a job they are interested in, and then work in this job for one week. Rio Tinto Alcan assigns an employee doing this job to teach and supervise the student throughout the week. This work experience allows students to try different jobs before they graduate from school, to confirm it is a job they enjoy and wish to further work towards whilst at school. Work experience students will undertake Site Induction, Isolation Training and Take 5 requirements, excluding S1 training - work experience students are onsite for 5 days in total during this time work experience students are supervised and accompanied by Rio Tinto Alcan employees at all times, therefore the employees are responsible and capable in ensuring all HSE standards are met. The duration of exposure for work experience students is 5 days onsite therefore they will not be undertaking any complex tasks, only observing others.

6.2 School Based Traineeship

Year 10, 11, 12 students at Western Cape College can apply for a school-based traineeship. A school based traineeship is working one day per week to gain practical experience whilst completing a Certificate II. School based trainees are given a casual contract of employment and are paid when they are at work. There is also an opportunity to work for more hours during school holidays. This programme offers students the opportunity to gain real life work experience as part of their school work as well as for Rio Tinto Alcan to observe their performance for future employment opportunities, such as apprenticeships.

6.3 Traineeships

Traineeships involve fulltime employment for 18 months. This enables the trainee to study in the field, whilst getting on the job training. On completion of the traineeship, the trainee is awarded a nationally recognised certificate. Rio Tinto Alcan is committed to converting all suitable graduates from the Traineeship program into fulltime employment providing they meet the minimum requirements for employment, including performance at work. Eligible Year 12 student graduating from school will be encouraged to apply as a stage between school and further education or employment.

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6.4 Apprenticeships

An apprenticeship is a full time job for 42 to 48 months (maximum of 4 years). This enables apprentices to study in area of work whilst getting on the job training. Apprentices are employed by Skills360 for the duration of the apprenticeship. Rio Tinto Alcan hosts these apprentices for the period. On completion of the apprenticeship, the apprentice is awarded a nationally recognised trade certificate. Rio Tinto Alcan is committed to converting all suitable graduates from the

Traineeship program into fulltime employment providing they meet the minimum requirements for employment, including performance at work.

6.5 Rio Tinto Alcan University Scholarships

Rio Tinto Alcan provides University Scholarships to Year 12 students who will be undertaking an undergraduate degree at a recognised Australian University in any of the following fields related to the mining industry;

Geology	Environment
Engineering (<i>various fields</i>)	Communications
Human Resources	Information Technology
Archaeology	Accounting
Anthropology	Science (<i>metallurgy, chemistry</i>)

James Cook University and Rio Tinto Alcan will consider a “package” for year 11 students of a cadetship (RTA), guaranteed place at a James Cook University. James Cook University will award scholarships for two students every year planning to study in one of these fields (JCU/RTA). Students would be identified by the school based on motivation, school results or potential and ability to strengthen the local community at the end of year 11.

6.6 Vacation Work

Rio Tinto Alcan provides vacation work for university students in the summer holidays. Vacation work is full time employment for 12 weeks and runs from December to February each year. Vacation work is an opportunity for university students to practice what they are studying, and support their theoretical learning with on the job experience.

Rio Tinto Alcan will guarantee to provide vacation work for all James Cook University students in designated courses of study who come from any community in Cape York.

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6.7 “Fast Track” recruitment pathways

Work Experience Student fast tracked into School Based Trainee

HR Officer / Indigenous Sourcing Officer will seek feedback from Superintendent prior to completion of the work experience programme. High performing work experience students will be fast tracked to the interview stage for a school based traineeship. (See attached process map). This will be monitored through the school engagement calendar.

School Based Trainees fast tracked to Traineeship

HR Officer / Indigenous Sourcing Officer will seek feedback from Superintendent prior to completion of the school based traineeship. High performing students will be fast tracked to the assessment centre stage for a traineeship. (See attached process map). This will be monitored through the school engagement calendar.

School Based Trainees fast tracked to Apprenticeship

HR Officer / Indigenous Sourcing Officer will seek feedback from Superintendent prior to completion of the school based traineeship. HR Officer / Indigenous Sourcing Officer will recommend the student to the Operational Training Centre team, and will work with the team to fast track the student to the assessment centre stage for an apprenticeship. (See attached process map). This will be monitored through the school engagement calendar.

Trainees fast tracked to Apprenticeship

Indigenous Training and Development Superintendent will seek feedback from Superintendent prior to completion of the traineeship. Indigenous Training and Development Superintendent will recommend the trainee to the Operational Training Centre team, and will work with the team to fast track the trainee to the assessment centre stage for an apprenticeship. (See attached process map).

This will be monitored through the school engagement calendar.

Trainees fast tracked to Mainstream employment

Indigenous Training and Development Superintendent will seek feedback from Superintendent prior to completion of the traineeship. Indigenous Training and Development Superintendent will recommend the trainee to the HR Officer, and will work with the HR Officer to fast track the trainee to the interview stage for mainstream employment. (See attached process map). This will be monitored through the school engagement calendar and through the HR information centre.

Apprentices fast tracked to Mainstream employment

Operational Training Centre team will seek feedback from Superintendent prior to completion of the apprenticeship. Operational Training Centre team will recommend the apprentice to the HR Officer, and will work with the HR Officer to fast track the apprentice to the interview stage for mainstream employment. (See attached process map). This will be monitored through the HR information centre.

Scholarship holder fast track to Vacation Student

HR Officer / Indigenous Sourcing Officer will place the scholarship student with a relevant Superintendent for the vacation work period. (See attached process map). This will be monitored through the HR information centre.

Vacation Student fast tracked to Graduate

HR Officer / Indigenous Sourcing Officer will seek feedback from Superintendent prior to completion of the vacation work. HR Officer / Indigenous Sourcing Officer will recommend the student to the Superintendent. High performing vacation students will be fast tracked the offer stage for a Graduate role. (See attached process map). This will be monitored through the HR information centre.

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7.0 *Monitoring Progress of students through case management to support their career aspirations*

7.1 Case Management of WCC Weipa Students

Each student is case managed to support their successful completion of formal schooling to their transition into further training/employment. Students/Families and staff meet yearly to discuss aspirations, map learning programs and review progress. This case management process is a formalised process resulting in a yearly signed agreement between all parties to commit to the completion of the plan. Students/families have access to:

1. Individual staff members trained in the systems relating to progression through secondary schooling.
2. Parent information nights to inform parents of all required information.
3. Subject area maps outlining the progression of each subject area leading to relevant careers/study options.
4. School to work transition officer that develops relationships offering support from external providers as well as a large number of work opportunities.

Any student who has aspirations for a career that requires university study or express an interest in tertiary study could be identified through the case management system as early as possible and included in a special program that would guarantee involvement in James Cook University programs from years 7-12.

James Cook University has a range of support services that would be available to all WCC/Boarding school students that study at JCU such as transition programs, mentors, learning advisors.

7.2 Case Management of WCC Aurukun Students

As a component of welfare reform case workers are employed by Cape York Partnerships to support attendance. While the strategy has primary school students as its prime focus support is also provided to secondary students. In 2010 there are four case workers who on a daily basis follow up non attendees by visiting homes. The roll data is collected and processed centrally in the WCC Business unit and reported weekly. This data is used to inform the FRC which has authority to implement a range of strategies to address non attendance.

7.3 Case Management of Boarding School Students (indigenous)

Indigenous students and their families on Cape York are supported through an individual case management approach by TSS, to attend and complete the secondary phase of schooling and to transition to life pathways beyond Year 12. Students and their families are supported from upper primary school age right through to the completion of Year 12 and in the first year beyond Year 12. In their community, students and their families have access to the services provided by a Community Support Officer and at boarding school students are assigned a Transition Support Officer who on a daily or weekly basis for the duration of a student's enrolment supports the student and their family to:

1. Manage transition challenges and develop opportunities that lead to their retention at boarding school, completion of Year 12 and transition to a life pathway beyond Year 12.
2. Access and participate in all career and life pathway planning and support activities at their boarding school
3. Engage in work experience and job and work sampling throughout the senior phase of schooling
4. Work with TSS's Career and Life pathways Officer to engage with industry and government

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7.4 Case Management of Boarding School Students (non-indigenous)

HR Officer / Indigenous Sourcing Officer will communicate support available to students of Rio Tinto employees who may be considering tertiary education. This will include the Dependent Education Assistance Policy and relevant forms. This is to be done by 31 August each year.

HR Officer / Indigenous Sourcing Officer will send the apprenticeship advertisement out to site encouraging students of Rio Tinto Alcan Weipa employees to apply. This is to be done by 30 September each year.

7.5 Case Management of Scholarship Holders

Each Scholarship holder will be case managed throughout their study periods of University by RTA staff. The RTA staff member will work with the scholarship holder to ensure there is a plan in place for either entering the workforce or becoming part of the Graduates Program at Rio Tinto Alcan.

James Cook University will work with Rio Tinto Alcan to support all WCC students at university including scholarship holders

8.0 RTA-WCC Forum

The RTA-WCC forum meets quarterly and will monitor the progress of the strategy implementation and the on-going commitment from the key stakeholders on delivering stronger school to work pathways for students from the Western Cape region.

Working Group Members

Western Cape College

Leon Proud, Principal

Gary Hutchinson, Head of Department Vocational Education

Michelle Bucholz, Job Placement Officer

Rio Tinto Alcan

Kamball Schafferius, Manager Human Resources and Training

Hayley McCaughey, Employee Support Coordinator

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9.0 Key Accountabilities

Role	Key Accountabilities
WCC	➤ Building Readiness, Case Management of WCC students, Fast Track "Recruitment Pathways", assisting with School Engagement Calendar and RTA university Scholarships.
RTA	➤ School Engagement Calendar, RTA University Scholarships, Vacation Work, Case Management of Non – Indigenous Boarding School Students and Lead on Fast Track "Recruitment Pathways".
TSS	➤ Case Management of Indigenous Boarding School Students, Work Sampling Students.
JCU	➤ Primary School Visits, Career Talks and Markets, University Visits, Specialist Lessons, Bursaries
EBMPA	➤ Bursaries – Case Management of Students on Bursaries
WCCCA	➤ Bursaries – Case Management of Students on Bursaries

Building our local talent (BOLT)



10.0 Progress of BOLT programme initiatives

BOLT Initiative	Development Status
Creating Awareness	
4.1 Primary School Visits	Completed
4.2 Career Markets	Completed
4.3 Career Talks	Completed
4.4 Skills 360 School Visits	Completed
4.5 Site Visits	Completed
4.6 RTA Specialist Lessons	Completed
4.7 Inclusion of Aurukun Campus and Boarding School Students	Completed
Building Readiness	
5.1 Consistently Reinforcing Core Industry Requirements	Completed
5.2 Drivers License	Completed
5.3 Subject Selection	Completed
5.4 Developing Aligned JET and SET Plans	Completed
5.5 Feedback & Development Options for Unsuccessful Students	Completed
5.6 Establishing an Aligned Culture	Completed
5.7 Bursaries for Boarding School	To be developed
Offering Experience	
6.1 Work Experience	Completed
6.2 School Based Traineeships	Completed
6.3 Traineeships	Completed
6.4 Apprenticeships	Completed
6.5 RTA University Scholarships	Completed
6.6 Vacation Work	Completed
6.7 Fast Track Recruitment Processes	Completed
Monitoring Progress	
7.1 Case Management of WCC Weipa Students	Completed
7.2 Case Management of Aurukun Students	Completed
7.3 Case Management of Boarding School Students	Completed
7.4 Case Management of Non-Indigenous Boarding School Students	Completed
7.5 Case Management of RTA Scholarships	Completed
7.6 Case Management of Bursary Students	Completed
Measures of Success	Recently updated

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Appendix 6-M

Membership of Existing Forums

APPENDIX M – MEMBERSHIP OF EXISTING FORUMS

Forum	Membership	Role of RTA	Area of influence
WCCCA and WCCT: • WCCCC • SoE S-C	Eleven Traditional Owner Groups RTA State government representative Aurukun, Napranum, NPA and Mapoon Shire Councils WTA Cape York Land Council	Signatory to Agreement Member	Western Cape York
EBMPA	Six Traditional Owner groups RTA Napranum and Mapoon Shire Councils New Mapoon Enterprises Cape York Land Council	Signatory to Agreement Member	Western Cape York
WTA	RTA Algnith Traditional Owner Representative Elected Community members	Member	Weipa Town
RPA	State & Federal Governments WCCT RTA Western Cape Chamber of Commerce Napranum, Aurukun and Mapoon Shire Councils	Chair of Steering Committee	Western Cape York
Western Cape Chamber of Commerce	Local Businesses	Member	Weipa Region
RTA-WCC Forum	WCC RTA TSS JCU EBMPA WCCCA	Member	Western Cape York
RTA Community Forum	General Community	Facilitator	Weipa Region

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Appendix 6-N

Community Feedback Procedure

Community Feedback Procedure

Document Description:	This document outlines the process of receiving and responding to feedback from the community to ensure consistent, comprehensive and prompt response, recording and follow up.
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Document Revision & Approval History:

Rev	Date	Description	Prepared	Reviewed	Approved
1.0	05.08.04	CR Procedure	R Smithyman	R Sermon	T Peters
2.0	29.06.05	CR Procedure	K. Simpson & R. Josey	R Sermon	T Peters
3.0	01.03.06	CR Procedure	K. Simpson	M. Innes	M. Innes
4.0	2.11.07	CR Procedure	Margaret Tracey	Matt Wrigley	Matt Wrigley
5.0	05.08.08	CR Procedure	Margaret Tracey	Scott McIntyre	Scott McIntyre
6.0	29.04.09	CR Procedure	Margaret Tracey	Scott McIntyre	Scott McIntyre
7.0	30.04.10	CR Procedure	Margaret Tracey	Scott McIntyre	Scott McIntyre
8.0	02.11.10	CR Procedure			

Context and purpose

Community feedback systems are requirement as part of Rio Tinto's Community standard (*Community relations standard policy*). Community feedback minimizes risk and maximizes opportunities for the business. It prevents escalating complaints and mitigates social risk to the business. The aim of the system is to capture the moods and opinions of the community towards the business and respond to them before they become serious issues.

Feedback is not always communicated in a straight forward manner. All forms of feedback are valid and so it is important to respond and record to all interactions with the community. This procedure aims to capture the feedback that employees receive when out in the community. The feedback collected maybe both positive and negative. Feedback may not require any immediate action to be taken however, it is important to record this information in order to track the priorities and concerns of the community.

If in doubt on what constitutes feedback contact the community relations (CR) Team.

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P10	Classification of an incident
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Annex

1	CLASSIC 1.03
2	Prospect guidelines
3	Reporting incidents to RT
4	Community relations standard and policy

Definitions **Who can provide feedback?** – All stakeholders, employees, members of the community, representatives of state or local government agencies, suppliers, customers, media, local industry

Employee – Feedback from employees that refers to how the operation affects them as a community member is classed as valid feedback. If the feedback is in relation to their work relationship then it is NOT Community feedback. This type of feedback needs to be addressed through HR or employee support channels.

Negative Feedback – Negative comment or complaint concerning RTA Weipa's operations and/or employees

Positive Feedback – positive feedback regarding RTA Weipa's operations and/or employees

Community incident – Negative feedback, which requires actions to be carried out before the issue is resolved.

Community interaction- Feedback from the community which does not require actions to be carried out.

Acronyms	
CR	Community Relations
CRO	Communications Officer
CRG	Community Relations Officer
CRS	Community Relations Graduate
CRM	Community Relations Superintendent
WAO	Community Relations Manager
MRU	Work Area Owner
RTA	Mutual Recognition Unit
GM	RioTinto Alcan General Manager

Accountabilities**Communications Officer (CO) and Community Relations Officer(CRO)**

1. Shall ensure that the community feedback is received and documented correctly, and incidents are recorded in Prospect;
2. Feedback is analysed using Excel every six months.

Community Relations Superintendent (CRS)

1. Leads the preliminary investigation
2. To work with the Work Area Owner (WAO) to assess the risk, to establish an investigation team and appropriate actions to resolve the issue.
3. To discuss the issues with the relevant MRU's.
4. Shall ensure that community incidents are dealt with appropriately and that the actions are issued to the appropriate people.

RTA Weipa employees responding to the feedback

1. To deal appropriately with community member's feedback, to record all details precisely and comprehensively on the feedback form located on the internet. To forward this document to the CR Team.

Community Relations Manager (CRM)

1. Closes out all incidents in prospect. To be involved in category 3 and above incidents. To report Community incidents to RioTinto Alcan using document CBEP 12.2 as guidelines.

Work Area Owner (WAO)

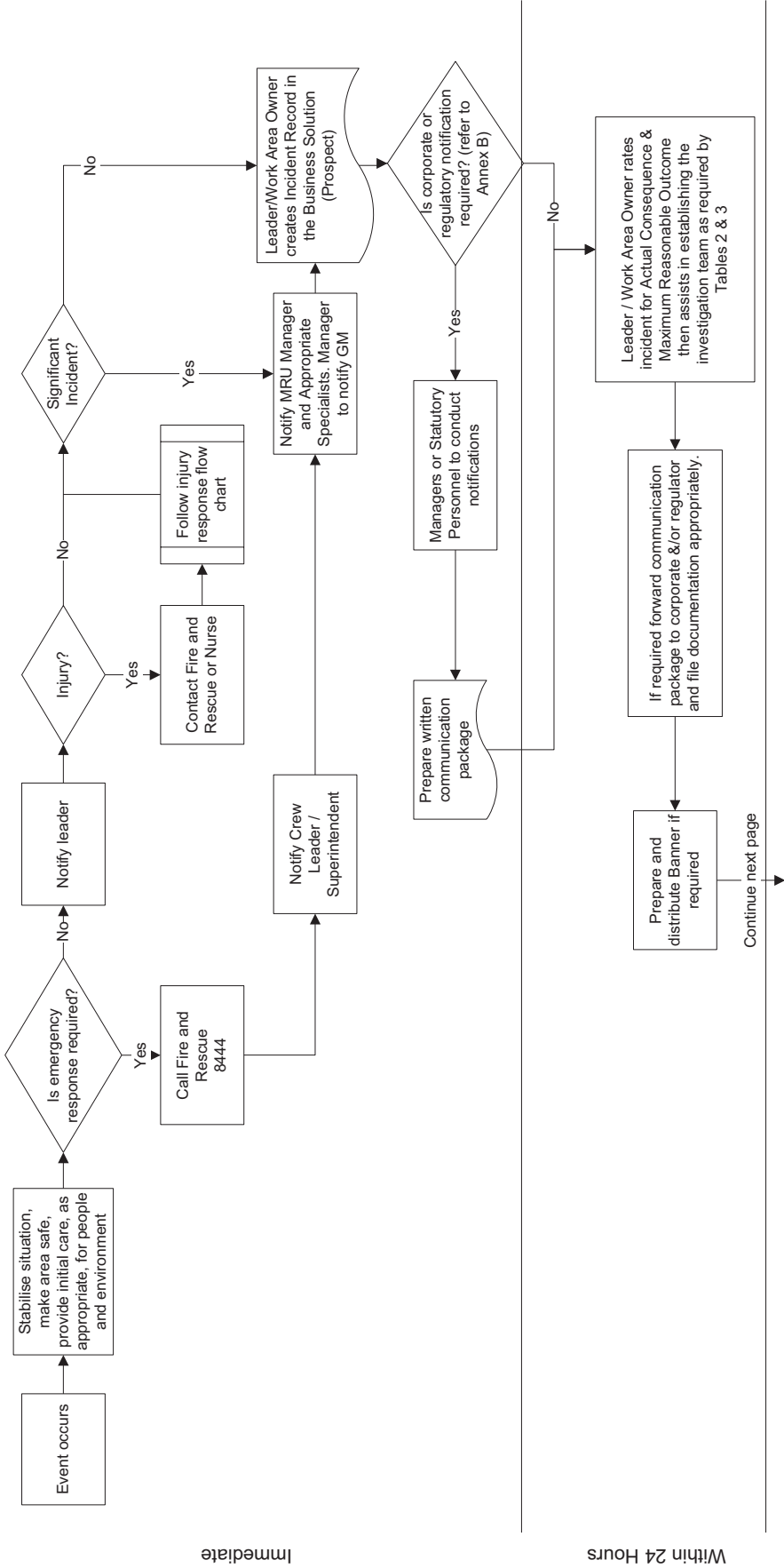
1. To work with CRS/CRO to rate an incident for actual consequence and maximum reasonable outcome. Work area owner then assist in establishing the investigation team (if required). Carry out actions, and contact the community member with outcomes. WAO will work with CR to produce appropriate banners.

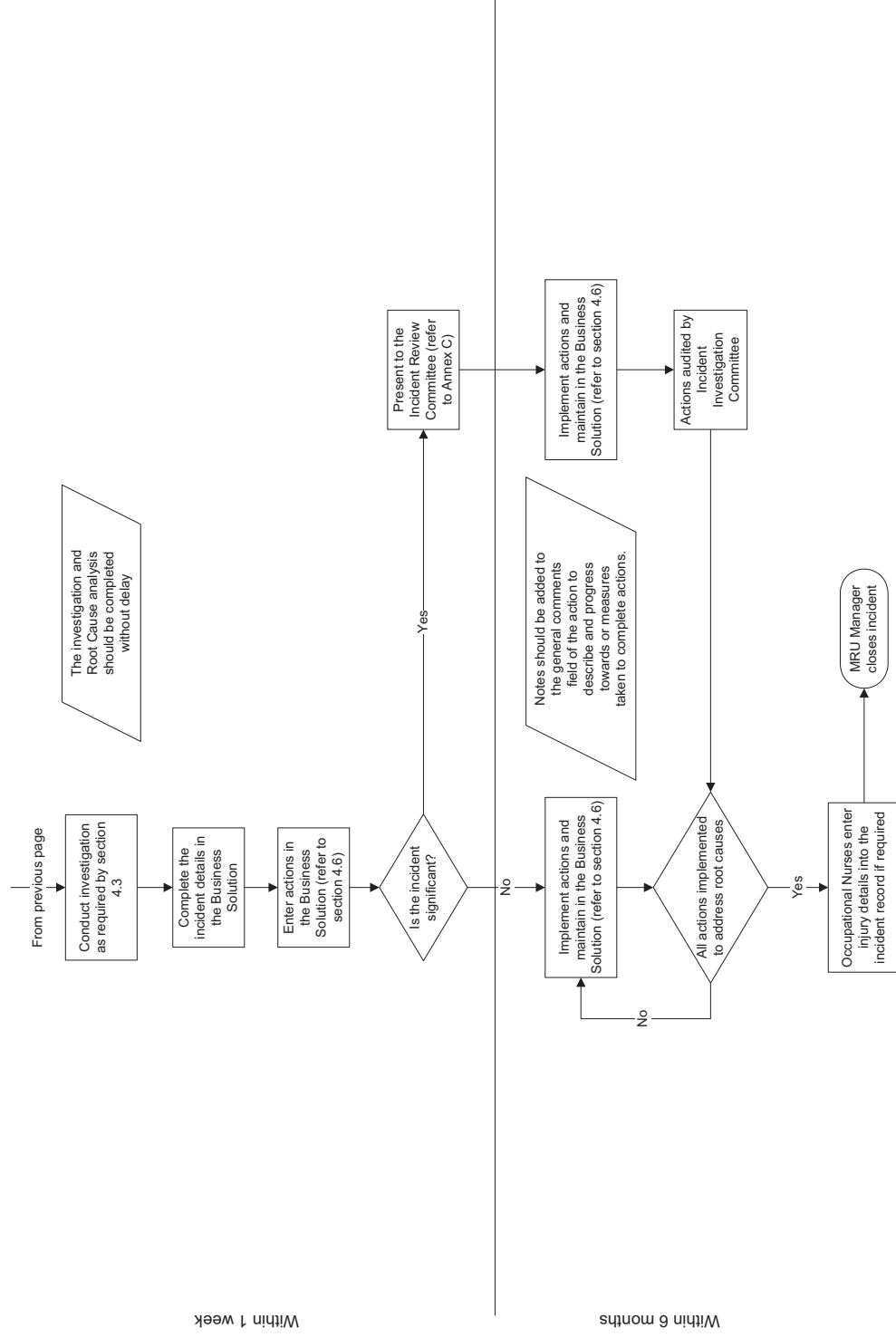
**References
Documents**

CLASSIC Standard 1.03 Incident Management
 CBEP12.2 Reporting incidents to RioTinto
 Recording an incident in Prospect documents
 RTA Weipa assessing an incident document(To be completed)

PROCEDURE OVERVIEW

Taken from CLASSIC 1.03





PROCEDURE

1. Engage the community member

- 1.1. Engage the community member in a friendly professional manner.
- 1.2. Listen attentively and understandingly, if possible recording the details on paper word for word (or as close as possible).
- 1.3. Assess if there is an immediate risk i.e. if Fire and Rescue or QAS need to be contacted. If so, call 8444 and refer to CLASSIC 1.03 Process flow chart.
- 1.4. Remember that the community member is merely expressing their valued opinion and/or sourcing information pertaining to the issue.
- 1.5. Do not appear defensive and do not take the feedback as a personal attack, remember that the community member may be irritated and is not aiming the feedback at you personally.
- 1.6. Do not refer to the issue as a complaint; this may give the caller the impression that you are prejudging them. Instead refer to it as either an enquiry or feedback.
- 1.7. Ask questions – Get the community member's name, address, phone number, mobile number and details on the nature and background of the issue (where, when, what does it sound like/smell like).
- 1.8. Inform the caller that you believe the call is relevant and important, and as a result you feel that they deserve the full extent of assistance and information available. For this reason you are referring them to the appropriate employee.
- 1.9. Ensure that the caller's details have been correctly recorded.
- 1.10. Ask about their expectations for a response, (i.e. When and how do they want us to communicate with them regarding the issue they raised?)
- 1.11. Outline the action that will be taken regarding the issue.
- 1.12. Thank the community member for their enquiry and/or feedback.

2. Filling in the Community feedback Form

- 2.1. The team member receiving the feedback shall complete the Community Feedback Form.
- 2.2. This form must include the following details:
 - 2.2.1. Time and date of feedback
 - 2.2.2. Type of communication (telephone, letter, personal, etc)
 - 2.2.3. Nature and details of the feedback including general mood of the community member
 - 2.2.4. Name, type of community member, contact address, contact numbers and email address of the community member if provided

- 2.2.5. Team members details (person receiving the feedback)
- 2.2.6. Details of the response to the person giving feedback
- 2.2.7. Actions to be carried out
- 2.2.8. Whether the person giving feedback was satisfied with this result.
- 2.2.9. Prospect number.
- 2.2.10. When a community member contacts again regarding the same issue fill in the additional details on the same form and escalate the incident.

2.3 The Community Feedback Form is located in the *J:\Community Relations\Community Feedback*

3. Assessing the feedback

- 3.1. The Community Relations team will assess feedback, identify and contact the relevant Work Area Owner.
- 3.2. If the feedback is classed as an incident, the CRO and CRG will input the incident in prospect including the following information only (Refer: Privacy Act 2002) time and date of feedback; short description of feedback; long description of feedback, full name of team member receiving the feedback.
- 3.3. A CR representative will contact community member with the unique prospect number and the contact details of WAO involved.
- 3.4. The WAO and the CRS will establish an investigation team. This team will identify risk-rating using; CLASSIC 1.03, *CBEP12.2 Reporting incidents to RTA* (document available on the internet)
- 3.5. The WAO and the CRS will identify actions required to be carried out.

4. Responding to the feedback

- 4.1. The Work Area Owner should keep the community member informed of any developments regarding their feedback.(as per 4.4 they should be informed of prospect number and WAO)
- 4.2. Once actions are identified, the CR superintendent will input actions into prospect and updates the incident status to "In Conference" in Prospect

5. Escalation of an incident

- 5.1. If the negative feedback is classified as significant there should be a notification to the CR Manager, the WAO Manager and the GM.
- 5.2. A significant incident could be an incident which is reoccurring and unresolved or an incident which is classed as medium or above.
- 5.3. Repeated complaints or incidents should be treated as per CLASSIC classification as Serious
- 5.4. A working group established to carry out an incident investigation.

5.5. Serious incidents have particular corporate reporting requirements under CLASSIC Standard 4.01.

6. Record and report on feedback

- 6.1. All feedback forms will be recorded and analysed by CR using Excel
- 6.2. The CR Team will review all negative feedback incidents and interactions each year to check for patterns over time. This may indicate less obvious technological or cultural issues that need addressing.
- 6.3. Managers should be informed of significant incidents at the managers meeting.
- 6.4. Annual report of community feedback should be presented to the managers.

7. Long term record

- 7.1. All negative feedback records and related documentation and correspondence stored in Prospect and Community Relations folder will be retained for a period as defined by appropriate policies and standards, and kept for a period not less than 7 years.

8. Training

- 8.1. The Community Relations team are trained in receiving, responding to feedback from community members.
- 8.2. Initially the CRS, CRO+CRG shall be trained to create and maintain an incident in Prospect. Training for other CR Team members on inputting an incident into Prospect will be considered as the need arises.
- 8.3. Marketing the Community Feedback system should occur annually. Awareness of the feedback form needs to be publicised across site. This should be done on a regular basis through publications, screen savers, advertisements in the media.

9. Community Feedback system summary

One can receive feedback through:

1800 707 633 number
In person/verbally
Formal letter/email
Through the local newspaper

When a RTA Weipa employee receives positive, negative or even mildly negative feedback:

- 1) Fill in the Community Feedback form located in the: <http://calweipaproxy/intranet/default.asp>
- 2) Forward to community relations team
- 3) Community relations team will save the form on the J drive and a hard copy in the community feedback folder.
- 4) The Community relations superintendent (CRS) Community relations Officer (CRO) and Community relations Graduate (CRG) will investigate the feedback and establish whether it is an interaction or an incident. If an incident, the Work Area Owner will be identified and contacted.
- 5) CRO/CRG/CRS will open an incident in Prospect.
- 6) Community member is contacted regarding their feedback. The community member will be provided with a unique prospect number and the contact details of the Work Area Owner. The Work Area Owner will be their point of contact for the incident from that point onwards.
- 7) The Work Area Owner (WAO) and CRS will set up an investigation team and will identify actions.
- 8) CRS will input actions into prospect.
- 9) Once actions are carried out Work Area Owner will contact community member with result of investigation.
- 10) WAO Manager closes off incident in Prospect.

CLASSIC 4.01

Only needs to meet one of the below classifications

Consequence	Minor	Medium	Serious	Major	Catastrophic
Community	Community complaint resolved via existing site procedures. Isolated incident.	Non-compliance with external community relations standards. Unresolved low level community dissatisfaction.	Community dissatisfaction and / or social harm with business implications. Repairable damage to site or item of cultural significance. Breach of local laws relating to communities. Repeated community complaints requiring site management or business response.	Significant social harm with group implications. Irreparable damage to site or item of cultural significance. Breach of international convention and / or national law relating to communities and/or non-compliance with formal community agreement. Severe community dissent; greater than 1 year public exposure.	Permanent or irreversible social harm. Irreparable damage to site or item of international cultural significance. Formal censure by international agency for poor social performance. Severe, prolonged community dissent; greater than 3 years public exposure.
Reputation	Damage to reputation of work area within an operation.	Damage to reputation of several work areas within an operation. One off public exposure in local media.	Damage to reputation of Business. Significant public exposure in local media.	Damage to reputation of Product Group. Criticism from national NGO which impacts credibility with neighbours / regional government. Public exposure in national media.	Damage to reputation of Rio Tinto Group. Criticism from international NGO. Public exposure in international media.

RioTinto Alcan

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The Supplementary Report to the Environmental Impact Statement is printed on Ecostar 100 Percent Recycled Paper.