



APPENDIX Q7

Employment and training

Q7 EMPLOYMENT AND TRAINING

This appendix provides information on employment and training in the mining resources sector in Australia, and supports Chapter 19, Social Environment, of the Draft EIS.

Q7.1 APPROACH

This appendix provides information on employment and training in the mining resources sector in Australia, and uses information sourced from:

- desk top research and a review of publicly available reports and data
- telephone contact with government education and training providers
- a survey of Australian mining companies conducted by the Resources Information Unit (an independent publishing company in Western Australia).

Section Q7.2 and Table Q7.1 outline employment and training initiatives at the local, regional, South Australian and Australian levels relevant to the minerals resources sector. This is based on a review of information reported by government and education and training providers and telephone contact with training providers in October 2007.

Table Q7.2 provides information on workforce development and training in a selection of major mining and heavy engineering companies in Australia, and includes the number of apprentices and trainees and the size and characteristics of the workforce. It also indicates whether the workforce includes long distance commuters. This is based on a review of information from company reports sourced and collated by Indra Process and Performance Consulting in November 2007 and supplemented with information from a survey of over 280 Australian mine sites undertaken by the Resources Information Unit (2008) and other publicly available sources.

Data in these tables should be regarded as indicative as the Australian resources and mining sector can change rapidly in the current dynamic climate, which results in large variations in employment numbers from year to year. Education and training numbers can also vary in response to shifting demands for particular skills or occupations.

Table Q7.3 summarises the advantages and disadvantages of long distance commuting, from the perspective of employees and their families, governments and the community, and companies. This is based on desktop research. An analysis was also undertaken of the extent of long distance commuting at Australian mine sites, using data from the Resources Information Unit (2008). This showed almost one-third (31%) of Australian mine sites had a long distance commute workforce (either fly-in fly-out or drive-in drive-out). A recent report by the Western Australian Chamber of Minerals and Energy indicated that over 40% of employees in the Western Australian resources sector in 2006 were fly-in fly-out or drive-in drive-out (2008).

The reports used in preparing this appendix are listed in full in Section Q7.5, Information Sources.

The use of the term 'Indigenous' refers to Aboriginal and Torres Strait Islanders and is intended to be all encompassing. The term 'Indigenous' is used throughout this appendix unless referring to a program or initiative that is known to apply only to Aboriginal people.

Q7.2 EMPLOYMENT AND TRAINING INITIATIVES

In response to the skills shortage, the South Australian and Australian governments have announced a range of new employment and training initiatives. Initiatives relevant to the mineral resources sector include:

- '*Skilling Australia*', the Australian Government's new strategy to address the skills shortage, including:
 - establishing a statutory body 'Skills Australia' to advise government on the best ways to address skills shortages
 - 820,000 new vocational education and training (VET) places over the next six years, commencing in April 2008, and including 34,000 places allocated to people currently outside the workforce and 90% of places at Certificate III level or higher (with 450,000 of these places, and more than 175,000 re-entrant places to be allocated over the next four years)
 - a \$2.5 billion plan to build trades training centres in secondary schools (with \$279 million to be invested in the first three years)
 - an additional 65,000 apprenticeship places over four years and 120,000 places over six years
 - \$84 million over four years for on-the-job training (one day per week for 20 weeks a year), for relevant students and \$8 million over five years to improve linkages between schools and business

- flexible funding provided by the Australian Government through the Structured Training and Employment Projects (STEP) for packages of tailored assistance, including structured and accredited training, to help employers give long term jobs to Indigenous Australians. STEP can provide funding for apprenticeships, training and mentoring
- Australian and state government support for up-skilling mature-aged workers, training/job assistance for retrenched workers, and relocation incentives for people moving to take up work
- the '*South Australian Works*' initiative of the State Government, to provide 29,000 learning skills development and training opportunities to South Australians. This includes learning, skills development, training and work opportunities for people who have difficulty entering or staying in the workforce, particularly young people, Aboriginal people and mature aged unemployed
- '*A Skills Strategy for South Australia's Future*', released by the South Australian Government in March 2008, to strengthen the VET system and increase VET participation and completion rates, to meet the skills needs of the state's economy and community
- a five year skills and workforce plan to be developed by the State Government, through the Training and Skills Commission
- a partnership approach between the South Australian Government and industry, including:
 - Resources and Heavy Engineering Skills Alliance (RESA), which was established in 2007 to coordinate innovative skills development projects with public and private sector organisations and education and training providers
 - Employment and Skills Formation Networks, which operate in seventeen regions, and include people from the local community, regional economic bodies, Commonwealth, state and local government, industry and business, and other training and employment stakeholders.
 - supporting TAFE SA to develop on-line courses for the resources industry
 - using advanced simulation technologies for training tailored to the mining industry
 - Industry Employer Demand Projects, modelled on the Whyalla 100 project, which focus on skilling people for the mining and related sectors in the Flinders Ranges and Outback region
- other initiatives funded through South Australian Government skills package, targeting priority industry areas including mineral resources, and encompassing:
 - establishing a Minerals Resources and Heavy Engineering Skills Centre in the Upper Spencer Gulf
 - 10 Trade Schools for the Future as part of its school-to-work strategy
 - 2,600 additional apprenticeships, including 50 new apprenticeships and cadetships for Aboriginal people and disadvantaged youth
 - a Working and Learning Information Support Centre
- a social inclusion initiative of the South Australian Government '*Economic Disadvantage – Fair Opportunities*', which will enable disadvantaged groups and people from rural and remote communities to benefit from mining and defence jobs by participating in appropriate training programs
- initiatives targeting employment and skills formation for Aboriginal people, which include:
 - Primary Industry and Resources SA and the SA Chamber of Mines and Energy strategies for Aboriginal employment in the resources sector
 - Indigenous Pre-Employment Program (a 30-week multi-trade pre-vocational course operating at the Port Augusta TAFE campus)
 - Aboriginal Apprenticeship Program
 - work of the Native Title Unit in the SA Attorney-General's Department, which aims to ensure an additional 3,000 Aboriginal people are employed over 15 years to 2020
- chairs of Mineral Exploration and Mining Geology have been established at South Australian universities
- the School of Mining Engineering has been established at the University of Adelaide
- the Australian Mining Engineering School, an initiative of the Mining Council of Australia, offers courses in a number of Australian universities, providing students with the opportunity to commence studies with one institution and then specialise by accessing courses offered in other institutions
- the Minerals Tertiary Education Council, established by the Mining Council of Australia and assisted through funding from the Commonwealth Government, fosters partnership between industry, government and academia in undergraduate and postgraduate learning in the earth sciences, mining engineering and metallurgy
- the Institute for Trade Skills Excellence is funded by the Australian Government to promote the quality of trade skills training and status and profile careers in the trades
- the Resource Industry Education Action Group, which promotes careers and training in the resource sector

- at the local and regional level:
 - TAFE SA runs the Job Readiness Program and provides pre-vocational training in mechanical engineering in cooperation with BHP Billiton
 - Economic Development Boards sponsor employment and training programs, with the Northern Regional Development Board supported by the State Government, BHP Billiton and the council
 - an Australian Technical College – Spencer Gulf and Outback, opened a principal site at Port Augusta and satellite campuses in Whyalla and Port Pirie in 2007 to offer trade training and school-based apprenticeship in metals and engineering, automotive and electro-technology, building and construction and commercial cookery. There are also plans for campuses in Roxby Downs and Port Lincoln
 - initiatives undertaken by the Flinders Ranges and Outback Employment and Skills Formation Network, with funding provided by *South Australia Works in the Region*
 - Whyalla Goal 100 project, funded by the South Australian and Australian governments and industry partners, provides training to place unemployed people into jobs in heavy industry.

Further detail on specific initiatives is provided in Table Q7.1.

Table Q7.1 Training initiatives relevant to the minerals resources sector

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
Roxby Downs				
TAFE (Roxby Downs): <ul style="list-style-type: none"> • job readiness program • pre-vocational training in mechanical engineering • business administration 	State Government	BHP Billiton Northern Region Economic Development Board		
Olympic Dam – trainees and apprentices	BHP Billiton		As at July 2007: <ul style="list-style-type: none"> • new – 38 apprentices and 25 graduates • total – 83 apprentices and 89 graduates 	
Olympic Dam Agreement (Heritage Management Protocol)	BHP Billiton		Provides a training and employment program for Aboriginal people	
Roxby Downs Regional Australian Apprenticeships Centre	Funded by the Commonwealth Government		Contracted to provide apprenticeships and traineeship services (part-time)	
Regional/Upper Spencer Gulf				
Port Augusta TAFE: <ul style="list-style-type: none"> • pre-vocational • apprenticeships • Indigenous pre-employment program (multi-trade pre-vocational) • satellite campuses Kadina, Port Pirie and Clare 			Port Augusta TAFE currently has 400 students and capacity for 800 students Apprenticeships: <ul style="list-style-type: none"> • refrigeration (20 students) • automotive (50) • welding (50) • carpenter (40) Pre-vocational courses: <ul style="list-style-type: none"> • air-conditioning and refrigeration • electrical • automotive • fabrication and welding 	From November 2007, Theiss mining company will locate its high technology mining truck simulator at Port Augusta campus for six months to train equipment operators for both Theiss workers (25%) and TAFE SA training (75%). Project is supported by Theiss, the Resources Engineering Skills Alliance (RESA) SA, SA Department for Further Education, Employment, Science and Technology and TAFE

Table Q7.1 Training initiatives relevant to the minerals resources sector (cont'd)

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
Whyalla TAFE: <ul style="list-style-type: none"> pre-apprentices Indigenous pre-employment program (multi-trade pre-vocational) other 			<p>Indigenous pre-employment program numbers vary. As at October 2007, there were 28 students</p> <p>Under current delivery strategies and available existing apprentice/trainee numbers the engineering workshops have just fewer than 400 students</p> <p>Run a mining pre-apprentice course for up to 15 students</p>	
Polly Farmer Foundation programs at Port Augusta	<p>Port Augusta/Davenport communities</p> <p>Polly Farmer Foundation</p> <p>Australian Government (Department of Education, Science and Training; Office of Indigenous Policy Coordination; Port Augusta Indigenous Coordination Centre)</p> <p>State Government (Department of Education and Children's Services; Department of Further Education, Employment, Science and Technology; Primary Industries and Resources SA; Department of Aboriginal Affairs and Reconciliation)</p> <p>Industry</p>	<p>Genesee and Wyoming Australia</p> <p>NRG Flinders</p> <p>EDI Rail</p> <p>Desert Knowledge CRC</p> <p>BHP Billiton</p>	<p>Agreement provides funding, in-kind support, resources and a homework centre for a homework, mentoring and industry links program for 30 Indigenous youth aged between 12 and 17 years (August 2006)</p>	
Young Indigenous Entrepreneur programs at Port Augusta	<p>State Government (Department of Trade and Economic Development)</p> <p>BHP Billiton</p>		<p>Offers Indigenous people aged between 15 and 25 years the opportunity to learn business practices and skills through hands-on involvement in entrepreneurial activities</p>	
Whyalla Goal 100	<p>State Government (SA Works Program and Employment and Skills Formation network)</p> <p>Whyalla Economic Development Board</p>	<p>Australian Technical College – Spencer Gulf and Outback</p> <p>OneSteel</p> <p>Commonwealth Government</p> <p>Bungala Aboriginal Corporation</p> <p>BHP Billiton (first Program)</p>	<p>Project to train and place unemployed people into jobs in heavy industry, based on a 20-week accredited training and mentoring program delivered largely through TAFE:</p> <ul style="list-style-type: none"> first program (in 2006) had 100 participants, with 79 graduating and 86 gaining jobs second program (in 2007) had 102 participants, with 65 graduates and 44 gaining jobs participants for a third program (Whyalla Works) being sought for other industry sectors 	<p>Funding (first program):</p> <ul style="list-style-type: none"> \$80,000 contribution by the State Government \$100,000 by industry partners <p>Program to be expanded to Cooper Pedy, Port Augusta and Northern Adelaide</p>

Table Q7.1 Training initiatives relevant to the minerals resources sector (cont'd)

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
Industry Employer Demand Projects	State Government (SA Works Program)		In October 2007, the State Government announced up to three new projects in the Flinders Ranges and Outback region focusing on skilling people for the mining industry and associated sectors	Based on Whyalla 100 model
Trade School of the Future, Upper Spencer Gulf	State Government (Department of Education and Children's Services)			Focus on mineral resources industry, transport and trades
Australian Technical College – Spencer Gulf and Outback: <ul style="list-style-type: none"> principal site at Port Augusta satellite campuses in Whyalla and Port Pirie satellite campuses to be opened in Port Lincoln and Roxby Downs 	Funded by the Australian Government (Department for Education, Science and Training)		Commenced in February 2007 Target of 75 students in 2007 Year 12 graduates for 2007: <ul style="list-style-type: none"> two graduates from Port Augusta campus 10 graduates from Port Pirie campus 13 graduates from Whyalla campus May cater for up to 300 students	For Year 11 and 12 students, who enrol in school-based apprenticeships and undertake academic, IT and business courses
Regional Economic Development Boards employment and training programs: <ul style="list-style-type: none"> Port Augusta and Far North Whyalla Port Pirie 			STEP funding initiatives: <ul style="list-style-type: none"> Northern Regional Development Board to employ and train up to 20 Indigenous Australians as school based apprentices across various industries in the Port Augusta region (approved in October 2007) Whyalla Economic Development Board to employ and train 25 Indigenous Australians in various industries following completion of a 20 week pre-employment training program (approved March 2007) 	Employment and Skills Networks have been established in 17 regions in South Australia, including Whyalla and the Flinders Ranges and Outback to: <ul style="list-style-type: none"> consult with the community on employment and skill formation issues develop partnerships develop regional employment and skills formation plans Members comprise community, business, regional economic bodies, Councils and governments
Mineral Resources and Heavy Engineering Skills Centre	State Government		\$8.3M over four years to: <ul style="list-style-type: none"> place 600 people into training and employment provide 50 scholarships per annum 	

Table Q7.1 Training initiatives relevant to the minerals resources sector (cont'd)

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
Australian Apprenticeship Centres (ACCs): <ul style="list-style-type: none"> • Port Augusta • Whyalla • Port Pirie 	Funded by the Australian Government (Department for Education, Science and Training) Provided by: <ul style="list-style-type: none"> • Regional ACC (part-time) • Mission SA (part-time) • Business SA (part-time, except in Port Augusta) • MAS National (part-time) 		Contracted to provide apprenticeship and traineeship services to the region	
Whyalla Career Development Centre	Joint initiative of the State Government and the Whyalla Economic Development Board		Independent shop-front based in Whyalla to assist people to enter training, find employment or plan career changes Focuses on growing industries, including mining and resources, manufacturing, and building and construction	
South Australia				
Apprenticeship scheme	Industry with state and federal government funding support		2,600 apprentices and trainees	
Resources and Heavy Engineering Skills Alliance (RESA)	Partnership between industry, education and training providers and State Government		\$2 million funding announced by State Government in May 2008 for RESA projects including: <ul style="list-style-type: none"> • accelerated apprenticeships in automotive mechanical technology for up to 350 people over 5 years though TAFE SA • \$1.1 million truck driver training simulator (industry/TAFE/RESA) • \$430,000 Virtual Reality simulation 'safety case' project (universities/industry/TAFE/RESA) • \$365,000 Get Set pre-apprenticeship program (State and federal agencies/Australian Technical College/TAFE/RESA) • \$100,000 Geoscience diploma online (TAFE/industry/RESA) • \$20,000 mining careers promotion with teachers (DECS/schools/RESA) 	Future RESA projects include: <ul style="list-style-type: none"> • training pool – pathways to employment (technical/ apprenticeships, engineering/science cadetships) • operator training (industry standards for induction, safety and plant operations) • regional/rural hubs (supporting engagement with youth, indigenous people, females and farmers) • marketing and careers promotion for 15–30 year olds (online access through website and multi-media technologies)

Table Q7.1 Training initiatives relevant to the minerals resources sector (cont'd)

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
University of Adelaide: <ul style="list-style-type: none"> • School of Mining Engineering • Chair of Mineral Exploration/ SA Centre for Mineral Exploration Under Cover • Mining Geology 	University of Adelaide	State Government SA Chamber of Mines and Energy	60 students in 2007 intake for degrees in mining engineering – graduation in 2010	A pilot project is being developed between BHP Billiton, University of Adelaide and the University of NSW to establish a Mine Training Virtual Reality Centre in SA, with support from Resources Engineering Skills Alliance (RESA) SA
University of South Australia: <ul style="list-style-type: none"> • Master of Applied Science (Geology) • Master of Applied Science (Metallurgy) 	University of South Australia		One to two positions per year, dependent on available research projects and availability of appropriate supervisors. Both the geology and metallurgy undergraduate programs are no longer offered and hence the progression to postgraduate level does not occur	
Indigenous Land Use Agreements	State Government (Native Title Unit, Attorney-General's Department)	Industry	Aims to have an additional 3,000 Indigenous people employed by 2020	
Australia				
Australian Universities <ul style="list-style-type: none"> • mining engineering • earth sciences 	Australian Government and universities	Mining Council of Australia	In 2005: <ul style="list-style-type: none"> • 690 students in mining engineering • 3,225 students in earth sciences (as reported in 'The Weekend Australian' 23–24 June 2007)	
Australian Mining Engineering School	Mining Council of Australia			Offers courses in a number of Australian universities
Institute for Trade Skills Excellence	Australian Government	Industry bodies	\$22.9 million over four years	Established in the second half of 2005 to promote quality of trade skills training and profile of careers in the trades
Indigenous Master of Business Administration Scholarship	BHP Billiton		Annual scholarship for an Indigenous student (approximate value of \$70,000)	

Table Q7.1 Training initiatives relevant to the minerals resources sector (cont'd)

Initiative/area	Lead/responsibility	Partner/contributor	Number of people/places	Comment
Skills for the Future	Australian Government (Department for Education, Science and Training)		<p>From 1 January 2007:</p> <ul style="list-style-type: none"> • Business Skills Vouchers up to \$500 for apprentices or newly qualified tradespersons towards the cost of undertaking accredited business skills training • incentives for higher technical skills of \$4,000 for Diploma and Advanced Diploma qualifications in engineering fields <p>From 1 July 2007:</p> <ul style="list-style-type: none"> • support for mid-career workers (aged 30 years or more) to undertake an apprenticeship in a trade occupation in high demand • up to \$150 per week (\$7,800) per annum in the first year and \$100 per week (\$5,200 per annum) in the second year 	
Apprenticeships and traineeships				<p>In 2004, there were 1,345 trainees and apprenticeship commencements Australia-wide for the minerals industry:</p> <ul style="list-style-type: none"> • metalliferous mining (307 or 22.8%) • metal and engineering industry (242 or 18.0%) • transport and distribution (180 or 13.4%) • extractive industry (155 or 11.6%) • business services (136 or 10.1%) • automotive industry (90 or 6.7%) • chemical, hydrocarbons and oil refining (43 or 3.2%) • black coal (41 or 3.0%) • electro-technology (39 or 2.9%) • other, including civil construction, drilling industry, general construction general construction, manufacturing minerals products (112 or 8.3%) <p>(Minerals Council of Australia and Chamber of Minerals and Energy of Western Australia 2006)</p>

Table Q7.3 Workforce development and training

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
BHP Billiton (Olympic Dam, SA)	<p>Indigenous:</p> <ul style="list-style-type: none"> Indigenous Master of Business Administration Scholarship Support for the Young Indigenous Entrepreneur and Polly Farmer Foundation programs at Port Augusta to encourage young Aboriginal people to pursue business skills and higher education Support for Pathways to Success, which provides study assistance for Aboriginal high school students in Port Augusta Olympic Dam Indigenous Participation Program <p>Tertiary students:</p> <ul style="list-style-type: none"> Bursary for two students per year to study mining engineering for four years at Adelaide University <p>Other:</p> <ul style="list-style-type: none"> Support for Roxby Downs TAFE, Northern Regional Economic Board training programs Support for the Goal 100 program in Whyalla for unemployed youth to gain pre-entry skills and apprenticeships 	<p>2007:</p> <ul style="list-style-type: none"> 83 apprentices (38 new) 89 graduates (25 new) <p>2008:</p> <ul style="list-style-type: none"> 96 apprentices (total) 56 graduates (total) 	<p>2007:</p> <ul style="list-style-type: none"> 1,485 staff 1,700 contractors <p>2008:</p> <ul style="list-style-type: none"> 1,700 staff 2,450 contractors 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> over 34 nationalities 14% female 57% of the female workforce are in professions 	√
BHP Billiton (Newman, WA)	<p>Employees:</p> <ul style="list-style-type: none"> Cultural Awareness Program (400 participants) <p>Indigenous:</p> <ul style="list-style-type: none"> Apprenticeship, traineeship, cadetships and support for Indigenous graduates Indigenous mining skills program, a training scheme to provide a pathway to employment opportunities into mining for Indigenous people – a joint initiative of BHP Billiton Iron ore, MacMahon Contractors and Pilbara TAFE Identification of entry level positions for Pilbara-based Indigenous people within operations and the development of associated 'on-the-job' training positions Partnering with the Department of Conservation and Land Management (CALM) to provide traineeships in land management for four Indigenous people in the Pilbara. The three-year partnership is under the Mentored Aboriginal Training and Employment Scheme (MATES) 20 long-term unemployed Indigenous participants are being provided with gardening contract work as a stepping-stone to gaining meaningful, long-term employment Newman Education Partnerships is designed to provide Indigenous students with the support required to achieve educational outcomes commensurate with other students in the region (57 students in 2005) Vocational schooling programs, sports programs and work experience, and access to role models from the workforce for selected Indigenous children and sporting groups 	<p>2005:</p> <ul style="list-style-type: none"> 24 apprentices/trainees 	<p>2005:</p> <ul style="list-style-type: none"> 5,430 staff 480 contractors 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> 7% Indigenous (2005) aim to increase Indigenous employment to 12% by 2010 	√

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
	<ul style="list-style-type: none"> • Pilbara Education Partnership is supported by BHP Billiton Iron Ore and the WA Government to improve educational opportunities to students in Port Hedland and Newman, such as attendance and achievement rates, quality of facilities, information and communication technologies and training opportunities • Contractors and service providers are required to commit to achieving a 12% Indigenous employment target by 2010 • Indigenous contracting guidelines have been developed to identify and assess business opportunities for Indigenous contracting businesses 				
Xstrata (McArthur River, NT)	Employees: <ul style="list-style-type: none"> • Average 96 hours training per employee in 2006 and 48 hours in 2007 • Workplace English Language and Literacy Cross-cultural awareness: <ul style="list-style-type: none"> • Mandatory for new employees Indigenous: <ul style="list-style-type: none"> • Trial work placements for Certificate II Mining Indigenous Program • Indigenous Training and Employment Strategy and Structured Training and Employment Project (STEP) program Tertiary students: <ul style="list-style-type: none"> • Scholarships for two Indigenous residents studying nursing 	2006: <ul style="list-style-type: none"> • 8 apprentices • 13 trainees 2007: <ul style="list-style-type: none"> • 10 apprentices • 25 trainees 	2006: <ul style="list-style-type: none"> • 140 staff • 450 contractors 2007: <ul style="list-style-type: none"> • 200 staff • 400 contractors 2008: <ul style="list-style-type: none"> • 400 staff 	Workforce comprises: <ul style="list-style-type: none"> • 12% Indigenous (2006) • 35 Indigenous employees (2007) 	√

Table Q.7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Xstrata (Mt. Isa, Qld)	<ul style="list-style-type: none"> Skills centre opened in 2006 with 10 full-time employees Excellence in Training Award Metalliferous Mine Trainer of the Year Award <p>Employees:</p> <ul style="list-style-type: none"> Leadership development (for 500 employees) including leadership, coaching, planning and communication <p>Indigenous:</p> <ul style="list-style-type: none"> Training program to prepare local residents for work in the mine <p>Secondary students:</p> <ul style="list-style-type: none"> 16 bursaries in 2006 and 20 in 2007 for Year 8+ students to gain work experience in mining Mentoring, work 'shadowing', career guidance On-the-job and TAFE experience leading to Certificate III or trade qualification <p>Tertiary students:</p> <ul style="list-style-type: none"> 22 scholarships in 2006 and 30 in 2007, in key shortage areas, providing three-year support and vacation work Vacation Work Program – employed 100 university students 	<p>2005:</p> <ul style="list-style-type: none"> 59 apprentices/ trainees <p>2006:</p> <ul style="list-style-type: none"> 72 apprentices/ trainees <p>2007:</p> <ul style="list-style-type: none"> 74 apprentices/ trainees and 10 adult apprenticeships for existing employees 	<p>2005:</p> <ul style="list-style-type: none"> 3,600 staff 530 contractors <p>2006:</p> <ul style="list-style-type: none"> 3,600 staff <p>2008:</p> <ul style="list-style-type: none"> 4,500 staff 		X
Anglo Coal (Moranbah North, Qld)	<p>Employees:</p> <ul style="list-style-type: none"> Associate Degree Engineering (Mining) for current employees <p>Tertiary students:</p> <ul style="list-style-type: none"> Scholarships in key areas, especially targeted at families of employees 	<p>2005:</p> <ul style="list-style-type: none"> 10 apprentices/ trainees 	<p>2005:</p> <ul style="list-style-type: none"> 270 staff 235 contractors <p>2008:</p> <ul style="list-style-type: none"> 300 staff 250 contractors 		X

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Santos (across sites including Moomba, SA)	Employees: <ul style="list-style-type: none"> • Leadership Capability Framework • Graduate program – three-year structured program providing exposure to a range of work assignments (55 participants in 2006) • \$2,300 per person on training in 2006 Tertiary students: <ul style="list-style-type: none"> • Established the Australian School of Petroleum at University of Adelaide • 12-week vacation employment program to assess students (28 penultimate-year students in 2006) Other: <ul style="list-style-type: none"> • Support for programs to improve gender balance, for example, the Geoscience Pathways Project which encourages school students to consider careers in this discipline • An employment and training strategy is being developed to shift the focus of Indigenous employment from predominately cultural-heritage-related work toward more mainstream oil and gas related employment 	2005: <ul style="list-style-type: none"> • Apprenticeship program restarted 2006: <ul style="list-style-type: none"> • 8 apprentices/trainees 			√
One Steel (Whyalla, SA)	Unemployed: <ul style="list-style-type: none"> • Let's Get Dirty Pre-Apprentice Trades Assistant Training Program. Provides unemployed youth with an alternative to classroom based trade training methods (18 participants) • Create your Future, Goal 100, guaranteed employment for graduating participants (100 participants, 79 graduates in 2006) • Whyalla Youth Futures Alliance Program targets unemployed youth and involves one semester of education and personal development Tertiary students: <ul style="list-style-type: none"> • Cadetships through University of South Australia (re-commenced in 2008) • OneSteel Scholarship – three-year scholarship for a resident of Whyalla Indigenous: <ul style="list-style-type: none"> • STEP funding to employ and train 30 Indigenous Australians as apprentices in the manufacturing industry (June 2007) 	2005: <ul style="list-style-type: none"> • 50 people in training 2006: <ul style="list-style-type: none"> • 30 apprentices/trainees 2007: <ul style="list-style-type: none"> • 33 apprentices/trainees and funding for 30 Indigenous apprentices 	2005: <ul style="list-style-type: none"> • 1,500 staff • 1,600 contractors (full-time) 		X

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
OZ Minerals (Prominent Hill, SA)	<p>Employees:</p> <ul style="list-style-type: none"> • Cultural Awareness Program • Pre-Employment Program, 60-day program for Certificate II in Metalliferous Mining (10 participants in 2007 – eight male and two female, 12 participants in 2006 including six Indigenous students) <p>Indigenous:</p> <ul style="list-style-type: none"> • STEP funding initiatives, including funding approved in May 2008 to provide training for 15 Indigenous Australians to enable them to gain employment, and including training for accredited elements of the Metalliferous II Certificate. • Development of an Online Networked Training and Assessment Platform to address the barriers to training experienced by Indigenous Australians 		<p>2006:</p> <ul style="list-style-type: none"> • 35 staff • 280 contractors <p>2007:</p> <ul style="list-style-type: none"> • 400 on-site 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> • 33% from Coober Pedy and the Upper Spencer Gulf • 48% South Australian • 18% Australian • 1% International 	√
Newmont (Golden Grove, WA)	<p>Employees:</p> <ul style="list-style-type: none"> • Management and operational employees completed an average of 13-hours training per person • Contractors completed an average of five hours of training per person • Cultural awareness • Frontline management <p>Indigenous:</p> <ul style="list-style-type: none"> • Bayalgu pre-employment program <p>Apprenticeships:</p> <ul style="list-style-type: none"> • Partnership with Mid West Apprenticeship Scheme <p>Other:</p> <ul style="list-style-type: none"> • Golden Grove is a registered training organisation 		<p>2006:</p> <ul style="list-style-type: none"> • 300 staff • 250 contractors <p>2008:</p> <ul style="list-style-type: none"> • 420 staff • 270 contractors 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> • 4.6% Indigenous 	√

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Zinifex (Century, Qld)	<p>Employees:</p> <ul style="list-style-type: none"> • Site Leaders Training Program • Zinifex Unlimited program (140 site managers and frontline leaders) • Leadership Development Strategy includes four programs to address leadership and management development • Leadership Essentials • Leadership Development Program (12-month program) • Management Development Program • Two-year Graduate Development Program (involved 21 participants in 2006/2007) • 400 participants in 10,000 Steps program <p>Cultural awareness training is part of the induction for employees</p> <p>Indigenous:</p> <ul style="list-style-type: none"> • Indigenous Employee Program provides opportunities for local people • Apprenticeships offered to all local Indigenous students who complete Year 12 • Cadetship program through the national Indigenous Cadetship Program, with two James Cook University students originating from the Spencer Gulf region <p>Unemployed:</p> <ul style="list-style-type: none"> • Three pre-vocational programs including work experience <p>Local:</p> <ul style="list-style-type: none"> • Normanton Youth Rural Skills Program aims to build confidence and social skills, and discourage anti-social behaviour (involves 170 local children and teenagers) • Doomadgee CDEP partnership aims to create opportunities for people from the community of Doomadgee to obtain experience of working and living at a FIFO mining operation, develop work skills and potentially obtain full-time employment. 			Workforce comprises: <ul style="list-style-type: none"> • 20% Indigenous people • 30% Indigenous employees are female • 25% of Indigenous workforce in traineeships • 15% of Indigenous workforce in apprenticeships 	
Zinifex (Port Pirie, SA)		2005: <ul style="list-style-type: none"> • 17 apprentices/ trainees 2006: <ul style="list-style-type: none"> • 25 apprentices/ trainees 	2005: <ul style="list-style-type: none"> • 670 staff • 100 contractors 		X

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Alcan (Alcan Gove, NT)	<p>Employees:</p> <ul style="list-style-type: none"> Labour market analysis to match existing skills to job opportunities, identify skill gaps and training opportunities <p>Indigenous:</p> <ul style="list-style-type: none"> Overseen by a coordination committee for local Indigenous people. Supports secondary and vocational education and employment ALERT Program provides employment and career progression and traineeships with work experience for Yolngu unemployed. Participants graduate with Certificate I in Resource and Infrastructure Operations YNOTs Indigenous training program in mining and earth moving equipment and office administration 	<p>2003:</p> <ul style="list-style-type: none"> 51 apprentices/ trainees <p>2006:</p> <ul style="list-style-type: none"> 7 apprentices/ trainees 	<p>2005:</p> <ul style="list-style-type: none"> 1,125 on-site <p>2008:</p> <ul style="list-style-type: none"> 1,000+ staff 400 contractors 		√
Rio Tinto/Alcan (Weipa, Qld)	<p>Secondary students:</p> <ul style="list-style-type: none"> Focus on improving the transition from school to full-time employment 	<p>2005:</p> <ul style="list-style-type: none"> 66 apprentices/ trainees <p>2006:</p> <ul style="list-style-type: none"> 23 Indigenous trainees 36 apprentices 4 Western Cape College trainees <p>2007:</p> <ul style="list-style-type: none"> 15 trainees 30 Indigenous trainees 40 apprentices 9 Western Cape College trainees 	<p>2005:</p> <ul style="list-style-type: none"> 760 staff 110 contractors <p>2007:</p> <ul style="list-style-type: none"> 760 staff 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> 22% female 18% Indigenous (150 people) Target of 35% Indigenous by 2010 	X

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Rio Tinto (Pilbara Iron, WA)	<p>Employees:</p> <ul style="list-style-type: none"> • Cross-cultural training • Frontline management courses (88 participants) • Business Leadership Program (23 participants) • Study assistance • Average 35.4 hours of training per person • Pilbara is a registered training organisation offering Certificate I to Advanced Diplomas <p>Indigenous:</p> <ul style="list-style-type: none"> • Range of support programs to attract and retain Indigenous employees, including Indigenous mentors • Indigenous University Scholarship for Aboriginal students in the Pilbara covers all major expenses at the university of choice. Indigenous University Cadetship offers paid vacation employment. • Australian Technical College is supported by Pilbara Iron to provide Indigenous education and training leading to employment outcomes • Work Ready Program prepares Indigenous youth for employment (in conjunction with Pilbara TAFE, CDEP and Job Futures Network) operates in Roebourne and Tom Price • Pilbara Pathways Program assists Indigenous students to develop work-related skills and to transition into apprenticeships, traineeships and employment • Aboriginal Training and Liaison (ATAL) unit manages a range of training and employment programs for Hamersley Iron's operation. ATAL runs a Staff Operator Skills Training program to provide hands-on experience • Aboriginal and Torres Strait Islander Apprentice School – Structured Training and Employment Program (STEP). STEP is run in conjunction with the Chamber of Commerce and Industry Aboriginal communities and host employers • Business Workplace Learning Program builds the capacity of community members and employees' spouses to work in the resources sector • Gumala Mirnuwarni Education Enrichment Program assists Aboriginal students with secondary (supported by Rio Tinto, with the Polly Farmer Foundation, state and federal governments and other companies) • Sound Way Program is being trialled in Ashburton to improve literacy of Indigenous young people aged 16–19 years 	2006: • 180 apprentices and trainees (23% Indigenous and 6% are women in non-traditional roles)	2006: • 4,800 staff • 6,085 contractors	Workforce comprises: • 16.3% female • 6% Indigenous employees • aim to increase to 15% Indigenous, as per local demographic	√

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
	<ul style="list-style-type: none"> David Wirrpanda Foundation provides mentoring programs for Aboriginal youth and is supported by Rio Tinto Pilbara Indigenous Simulator Project offers simulator training and support <p>Other:</p> <ul style="list-style-type: none"> RTIO work experience program provides secondary students with an interest in the resources sector with 2 week school work experience and supports school-based trainees with 2 days a week in the workplace 				
Rio Tinto (Argyle Mines, WA)	<p>Employees:</p> <ul style="list-style-type: none"> Cross-cultural training program <p>Indigenous:</p> <ul style="list-style-type: none"> Indigenous recruitment practices – one- to four-day workshops to prepare participants for work at Argyle Mines Garnduwa Young Women's Leadership Camp aims to inspire female students 13–17 years from the Kimberley region to become leaders in their communities Accelerated training through a short-term traineeship program targeting keen and committed Indigenous job applicants who don't yet have the skills to work at the mine Literacy, numeracy and skills for Indigenous people Career planning support Alternative employment program for Indigenous people who provide ceremonial services, and management, site protection, and cross cultural training <p>Apprenticeships:</p> <ul style="list-style-type: none"> Offsite and flexible apprenticeships Secondary students: <ul style="list-style-type: none"> YACHAD (YALP) Accelerated Learning Program is based on models from Israel to help students left behind by regular school systems Follow the Dream Program, supports students with strong academic potential <p>Unemployed:</p> <ul style="list-style-type: none"> Work Readiness Program 	<p>2004:</p> <ul style="list-style-type: none"> 31 Indigenous apprentices/ trainees <p>2005:</p> <ul style="list-style-type: none"> 32 apprentices 43 trainees 10 offsite trainees (primarily Indigenous) <p>2007:</p> <ul style="list-style-type: none"> 71 Indigenous apprentices and trainees 20 other (calculated rate at 10% staff) 	<p>2004:</p> <ul style="list-style-type: none"> 800 employees 50 contractors <p>2005:</p> <ul style="list-style-type: none"> 830 employees 25 contractors <p>2006:</p> <ul style="list-style-type: none"> 800 employees 	<p>Workforce comprises:</p> <ul style="list-style-type: none"> 25% Indigenous (about 200 people) in 2003, almost 50% of Aboriginal employees were in production mining jobs (e.g. loading and hauling) aim to increase Indigenous workforce to 40% by 2010 	√

Table Q7.3 Workforce development and training (cont'd)

Company	Training initiatives	Apprentices/ trainees (starting)	Workforce size	Workforce diversity	Long distance commuting ¹
Rio Tinto (ERA Ranger, NT)	<p>Employees:</p> <ul style="list-style-type: none"> • Core leadership training for majority of ERA leaders • Graduate Development Program, uses dedicated mentors • Coaching and support of leaders <p>Other:</p> <ul style="list-style-type: none"> • Workplace diversity programs to attract and retain female and Indigenous employees 		<p>2006:</p> <ul style="list-style-type: none"> • 385 staff • 40 contractors 	<p>2006:</p> <ul style="list-style-type: none"> • 53% graduates are female • 12% Indigenous (46 people) 	√
Rio Tinto (all sites)	<p>Employees:</p> <ul style="list-style-type: none"> • Cross-cultural education • Coaching and mentoring (life skills, industry competencies, technology and communication skills) <p>Indigenous:</p> <ul style="list-style-type: none"> • Aboriginal Development Programs target education, training, employment and business development • Structured Training and Employment Program • Indigenous Australian Engineering Summer School • National Indigenous Cadetship Program • Business unit employment strategies • Corporate Leaders for Indigenous Employment program (funded by the Australian Government) • Indigenous retention schemes • Two-year Indigenous Traineeships Program • Indigenous Employment Strategy <p>Secondary students:</p> <ul style="list-style-type: none"> • Engineering Aid encourages school students to undertake engineering at university • YACHAD is an accelerated learning program to help underperforming students 			<p>In 2006:</p> <ul style="list-style-type: none"> • More than 845 (or 7%) of Rio Tinto's employees in Australia were Indigenous 	

¹ May include a mix of residential and long distance commute workers (fly-in fly-out and/or drive-in drive-out).

Table Q7.4 Long distance commuting

Affected stakeholders	Advantages of long distance commuting	Disadvantages of long distance commuting
Employees and their families	<p>Offers greater flexibility for employees and their families to decide where they want to live</p> <p>May be preferred by families who wish to live in a metropolitan area, rather than in a rural or remote area</p> <p>Greater choice of education and health facilities available in larger metropolitan centres</p> <p>Less disruption to existing social networks/greater access to family and friends, and other social supports and services</p> <p>Greater work opportunities for partners of mine workers in larger metropolitan centres/enables existing employment to be continued</p> <p>Employees can spend extended periods of time with family and friends and/or pursue other activities and interests during rostered time-off</p> <p>Better work-life balance for some employees and their families</p> <p>May offer financial and logistical advantages</p>	<p>Socially isolated from existing social networks, including family and friends</p> <p>Less opportunity to participate in local community or sporting activities or form local friendships</p> <p>Less interaction with partner and children on a daily basis, more limited parenting role and influence on child rearing</p> <p>May impact on social and personal relationships, increase work-home tensions and lead to relationship breakdowns and divorce</p> <p>Confined living conditions/limited personal space and privacy in LDC accommodation</p> <p>May impact on personal wellbeing as a result of asymmetric work schedules and psycho-social stresses associated with LDC living conditions</p> <p>Lack of balance between work, health and relaxation/more difficult to manage the interface between work and non-work life</p> <p>Increased travel/time spent travelling/risk of accidents and injuries associated with drive-in drive-out commuting</p>
Government and community	<p>Enables mining in areas that would otherwise be uneconomic</p> <p>Lowers costs to government and others in developing town services to rural and remote communities</p> <p>Can stimulate investment in regional services, e.g. airlines</p> <p>Smaller ecological footprint</p> <p>Limits funding support required from government and other service providers to meet the needs associated with an expanded residential population</p> <p>Limits administrative costs of managing an expanded town</p> <p>Reduces costs (financial and social) to government, business and service providers associated with mine closure</p>	<p>Less opportunity for employees to contribute to local community and voluntary activities</p> <p>More transient community, impacting on community identity and cohesion</p> <p>Impact on regional economies with less spent locally</p> <p>Increased risk of motor vehicle accidents and injury associated with drive-in drive-out commuting</p> <p>Greater likelihood of criticism by state and local government, residents and business</p> <p>Can impact on the provision of community services as a result of reduced economies of scale</p> <p>Less rate revenue for local government, potentially impacting on its ability to provide services and cost equity</p> <p>Gender imbalance can lead to social problems</p> <p>Potential tensions between residential and LDC workforce as a result of perceived inequities in conditions and benefits</p>
Company	<p>May help alleviate labour and skills shortages by offering greater flexibility to potential employees</p> <p>Lower capital costs/is more cost effective for operations in the short term, or for short term projects</p> <p>May overcome land or accommodation shortages and high housing costs</p> <p>May be critical to the viability of projects, particularly in the initial stages</p> <p>Useful for projects where workforce numbers vary over time, or where a large workforce is required for a defined period (e.g. during construction or expansion)</p> <p>Lower rates of absenteeism than among residential employees</p>	<p>Employee turnover tends to be higher</p> <p>Employees are not available for call-outs or overtime</p> <p>Limits opportunity for part-time work</p> <p>Can disrupt professional communication and workforce relations</p>

Q7.5 INFORMATION SOURCES

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