

Ref: MTW_19031

25th October 2019

Mark Freeman

Team Leader Enforcement

Major Investigations

Resources Regulator

PO Box 344 HRMC NSW 2310

mark.freeman@planning.nsw.gov.au

Dear Sir,

Re: Coal & Allied (NSW) PTY LIMITED Enforceable Undertaking (PUB17/506)

Please find herewith the final report to the Department of Planning and Environment - Resources Regulator concerning the Coal & Allied (NSW) Pty Limited Enforceable Undertaking accepted on the 20th October 2017 under file no PUB17/506.

The report documents the enforceable terms and details how the requirements of the undertaking were met.

Yours sincerely,



Jason McCallum
General Manager
MTW - Yancoal

cc. Trevor Hooper
Andrew Thrum
Adam Rice
Eric Lengling

Coal & Allied (NSW) PTY LIMITED
Enforceable Undertaking (PUB17/506)
Final Report

This is the final report to the Department of Planning and Environment - Resources Regulator (**Regulator**) concerning the Coal & Allied (NSW) Pty Limited (**C&A**) Enforceable Undertaking accepted on the 20th October 2017 under file no PUB17/506.

Following consultation with the Regulator, C&A believes that the enforceable terms in *Section B* of the *WHS undertaking proposal* have been met and that the project has been completed in accordance with the requirements of the *Attachment* within the *WHS undertaking proposal*.

This report documents the enforceable terms and details how these requirements were met.

Executive Summary

The Enforceable Undertaking was proposed and accepted following an incident at Mount Thorley Warkworth (MTW) coal mine on the 2 October 2014 that resulted in a worker employed by C&A being injured.

The scope of the Enforceable Undertaking covered the delivery of a project with the aim to deliver future and long-term worker benefits through the implementation in schools in the local government area, and, worker benefits through conversations between the participating students, their families and the broader community. The DRIVE program was developed to deliver these benefits.

The DRIVE program resulted in a creative and engaging learning opportunity using virtual reality technology (VR) to deliver real life situations allowing the user to experience challenges and involve them in the response choices.

The DRIVE pilot program days involved students from Singleton High School, Maitland High School and Australian Christian College. These sessions created a highly engaging digital experience that allowed students to learn and improve their life skills. The program involved face to face facilitation of VR films, VR gaming scenarios online, discussion on the information collected via a mobile health app and Fitbit. The availability of these tools for participants after the session, and publicly available online information enabled the participants to show family and friends what the program was about.

An independent audit identified that there was an overwhelming feeling of success and empowerment from the young people who attended the program. They were seen in both the pilot, and the post program review to be actively involved and willing to participate. There was significant positive feedback from the participants regarding the delivery and learnings from the pilot program days.

The DRIVE program continues to be available for delivery to schools in the region.

Enforceable Terms

1 A commitment that the behaviour that led to the alleged contravention has ceased and will not reoccur.

C&A continues to commit to eliminating the behaviour that lead to the alleged contravention, and has taken steps to prevent a recurrence of the incident, so far as reasonably practicable.

Following consultation with the grader OEM and the ladder system OEM, C&A modified the ladder control system in graders at MTW and adjacent site. A risk assessment was conducted as part of the implementation process for the modifications. Additional controls identified during the risk assessment have been implemented. Documentation which supports the operation and maintenance of the ladder control systems has been updated. Personnel involved in the operations or maintenance of machines where procedures had been updated have been trained in the changes. This has included the development and rollout of work instructions as well as engineering communications regarding the adjustment of ladder systems during routine maintenance to prevent recurrence.

2 A commitment to the ongoing effective management of work health and safety risks

C&A is committed to complying with the obligations under the WHS Act and Work Health and Safety (Mines and Petroleum Sites) Act. Collectively we will identify hazards and work to eliminate or effectively manage workplace risk. We are committed to the excellence in health and safety, the welfare of ourselves and those around us and believe that no job is so important that it cannot be done safely.

Yancoal's VALUES include **Safety - Safe Way**

Safety is not optional. It is considered in everything we do to eliminate harm to our people. Safe Way helps people be mindful of why they care about safety, risks, and controls. It holds people accountable and ensures all elements are effective together, so people don't just survive, they thrive.

3 A commitment to disseminate information about the undertaking to workers, and other relevant parties (which may include work health and safety representatives), and in the annual report (if applicable).

Communications covering project milestones and progress were provided to relevant key stakeholders including:

- MTW WHS Committee - Committee Members (includes management and worker representatives);
- Industry via the 2 day NSWMC HSEC Conference August 2019 - An exhibit was presented for the "DRIVE" – Own your Choice program;
- Quarterly updates to Yancoal's Board of Directors through the Board's Health, Safety, Environment and Community Committee;
- Participating Schools - Australian Christian College, Singleton; Singleton High School and Maitland High School;
- Key project consultants – Coal Services VR Training, Dave "POW" Tabain, Coal Mines Rescue station, VRXP and J Tribe;
- Resources Regulator – Major Investigations, Team leader enforcement; and,
- Site workforce -Site Communications and newsletters.

Communications were delivered using a variety of media and at varying frequencies relevant to the stakeholder and progress of the project.

4 A commitment to participate constructively in all compliance monitoring activities of the undertaking

C&A has proactively participated in compliance monitoring activities throughout the project. Material activities which were delivered as part of the project are included in Project Deliverables.

5 Strategies that will deliver worker benefits

Fifty-seven students of school leaving age (14-18) from Maitland High School, Singleton High School and Australian Christian College attended the DRIVE program pilot days in April 2019. Details of the content covered is in Appendix C – Program Outline. Participants were encouraged to discuss the day and share their learnings with their families and friends. Each participant was provided access to the piloted material which included their Fitbit and a take home VR headset to

use on a mobile smartphone. The pilot days resulted in 98 people accessing and viewing the website. It is expected that a portion of these website views would represent members of the external community (i.e. friends and family) as a direct result of the participants taking their experiences home.

C&A workers were provided the opportunity to review and interact with the program material through the WHS Committee and their direct supervisors. The C&A senior leadership team also had the opportunity to review the program material and pass it on to their team. All workers at site had the opportunity to experience the VR 3 act film at one of 3 locations set up onsite during work hours.

The program promoted a greater awareness of safety choices and overall wellbeing in the next generation of workers. Surveys conducted pre and post the DRIVE pilot program days indicates that students increased their self-assessed knowledge of hazards and decision making.

6 Strategies that will deliver industry benefits

The expected benefits were designed to be applicable and transferable into the workforce and intended to broadly increase participant's knowledge of:

- Risk Identification – At home, driving and in the workplace;
- Mental Health – Bullying, identifying those in need and teaching resilience;
- Health – Making positive health choices, nutrition and movement; and,
- Career/Life – Managing money, work ethics and preparing to enter the workforce.

These areas of focus were identified and deemed applicable to making decisions at home, in the workplace and in the community (i.e. driving, by-standing etc.)

The DRIVE program project was piloted in the Singleton and Maitland local government areas where heavy industries such as mining, construction, engineering or manufacturing are the primary industries. A review indicated that a large proportion of MTW workers live in the Singleton and Maitland areas.

7 Strategies that will deliver community benefits

The DRIVE program pilot days were facilitated by individuals specifically selected to be engaging to the target audience age group. The post program survey results rated the quality of presenters overwhelmingly in the high to very high category.

Availability of the VR films, VR gaming scenarios online, mobile app, and tools such as a VR headset and Fitbit which were distributed as part of the DRIVE program pilot day, meant that the students could show family and friends what the program was about during and after their participation in the program.

After the pilot days Coal Mines Rescue VR training – the administrators of the website reported that they had 95 views of act 1, 48 Views of Act 2, and 47 views of act 3 of the video.

A professional facilitator, who conducts similar programs in schools throughout Australia, was engaged to deliver the pilot program. This individual has agreed to continue to offer the DRIVE program to schools on demand using the hardware, content and intellectual property from the program. Initial seed funding of \$10,000.00 will be provided by C&A to assist the facilitator in conducting programs in the local Hunter region. These aspects have been captured in a sustainability plan and an agreement between C&A and the facilitator is being finalised. The facilitator will be seeking funding from other sources to continue the program in other local government areas in the future.

The VR games, facilitators' guide and links to the 3 act VR film are publicly available on the DRIVE website which is hosted by Coal Mines VR services. <https://drive.gen4.info/> The ongoing cost for the hosting (\$500 per annum) will be met by the facilitator funding model. The website allows teachers to independently download the resources and present to their classes without the use of the facilitator if preferred.

8 A commitment regarding linking the promotion of benefits to the WHS undertaking

C&A has, throughout the period of the undertaking, been committed to linking the program with the enforceable undertaking in several ways:

- Initial Site Communication;
- Monthly communication with the workplace health and safety committee;
- Availability of the workforce to see the program;
- Involvement in the workforce in planning the filming onsite;
- Involvement in the workforce to be part of the filming onsite;
- Introduction to students of 3 schools in the pilot program;
- Promotional video;
- Website;
- NSW Minerals Council Exhibit;
- MTW Site newsletter; and,
- Final Site Communication.

9 A commitment to reimburse the department's agreed costs associated with any monitoring of the enforceable undertaking

C&A paid the Department of Planning and Environment costs associated to the undertaking as per payment number 2000002419 processed on the 22nd December 2017. Costs reimbursed to the Department of Planning and Environment were \$332,000.

10 Meeting the requirements of the minimum spend

The total minimum spend required as part of the undertaking was \$345,000.00 (in addition to the reimbursement costs to the Department of Planning and Environment). Appendix A contains the estimated program component costs, as documented in the EU, with detailed actual subcomponent costs of \$384,500.53. These costs do not include internal C&A management time.

11 Meeting the requirements of the Project Proposal

11.1 Project Scope and Activities

C&A committed to fund and undertake a project working with young people of school leaving age in the Singleton and Maitland local council areas in order to impart skills to enable a successful, safe and healthy transfer for the students into industries such as mining, engineering, manufacturing and other industries.

To meet this commitment, a pilot program was developed as per the project proposal and utilised cutting-edge technology to expose participants to relevant and common issues in heavy industries in an immersive environment without exposure to negative consequences or risks.

The key activities undertaken as part of the project are described in Appendix B.

11.2 Design and develop a pilot educational program

The program was successfully designed, developed and piloted with 57 Students within the identified target age group. The program as proposed, delivered a Virtual Reality (VR) Film, VR gaming scenarios, face to face workshop content and a health mobile application linking to a Fitbit.

The Program Outline (refer to Appendix C) and accompanying presentation were sent to schools to introduce the program including:

1. Pilot objectives;
2. Implementation including Pilot Program, Ongoing sustainability, Learning Outcomes, Consultation and Resources;
3. Results; and,
4. Risk.

The following is a summary of the individual components and how the proposed activities were completed in alignment to the *WHS undertaking proposal*.

VR Film

The VR film immersed participants in the fictional scenarios providing them with an overall view allowing them to envision themselves as the main character (first person) or as characters directly involved (second person). Due to the immersive nature and array of learning outcomes the film was segmented into three short acts which were presented in succession followed by a debriefing session. The film was developed to deliver the learning intent and objectives, linking the supporting resources and learning tools, to achieve the learning outcomes. The following focus areas were identified throughout the film and discussed in detail in the debriefing sessions:

- Health, safety and Risk;
- Signs and symptoms of mental health;
- Safety concerns;
- Impacts and potential issues that may arise from significant spending activities;
- Financial decision and impacts; and,
- Workplace bullying.

These focus areas were selected as they are relevant at home, driving vehicles and in the workplace.

In the production phase of the film, drama/film students were invited to participate (through the career advisors) however this was deemed unsuitable due to the time commitment it would require.

All the material associated to the pilot program is publicly available at <https://drive.gen4.info/> as described in Section 12, Project Deliverables.

VR Gaming Scenarios

Four VR gaming scenarios were designed, developed and piloted. These games allowed participants to make decisions in a fictional environment and explore the potential positive or negative outcome of that decision. The games were played on individual laptops and supported the VR film. The games piloted were:

- Financial Game – *Aimed at teaching players about finance including income, savings, spending, credit and the importance of planning ahead;*
- Hazard Identification Game – *Players are in an underground environment where they have to work as a team to protect their personal safety through identifying hazards and ensuring actions they undertake don't create a larger hazard;*
- Motor Vehicle Game – *Players are required to identify unsafe driving practices and conditions; and,*
- Emergency Response Game – *Allowing players to work as a team and rescue an injured person.*

Mobile Application

The Mobile Application was created to continue the program and learning outcomes post pilot days. This application was developed focusing on health and self-awareness. Students were provided with Fitbits and access to the mobile health app (iPhone) where their steps, sleep and mood could be recorded. Each pilot group was provided an access code allowing healthy competition between students with the ultimate goal of completing 10,000 steps, sleeping for 7 hours and 30 minutes and diarising their mood. Once all these items had been achieved, the students were allocated 300 points (100 points for steps, 100 points for sleep and 100 points for mood) and ranked according to the other students. Based on the mood recorded, the provision of insights and available information got structured accordingly.

Face to Face workshop

The face to face component was critical in facilitating discussions and linking all the learning resources and outcomes. David Tabain was engaged as the primary facilitator. He is a Sydney based motivational speaker and multiple world record holder who has gone from being an electrical tradesperson in the rural town of Yanco to now helping a number of people change their lives improving their mindset, motivation, nutrition and physical habits. David was the ideal facilitator as he was relatable, engaging and kept all the participants interested and motivated.

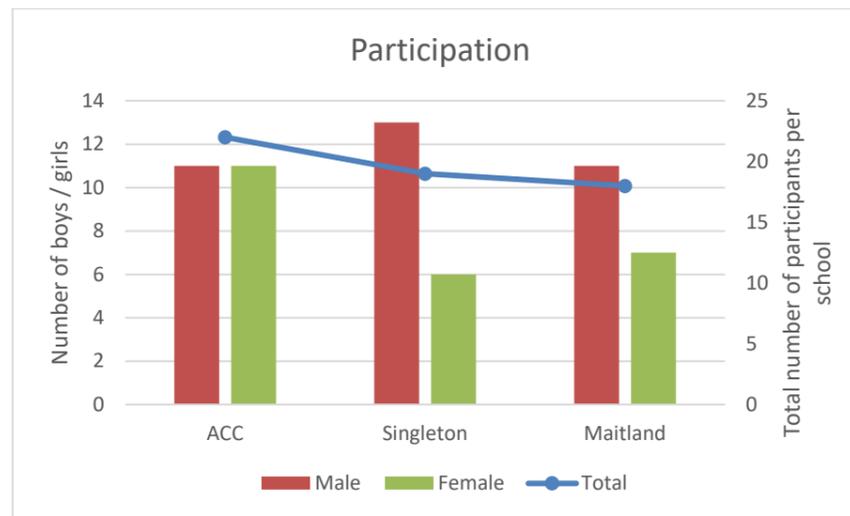
Chris Houston from Mental Health Movement was also utilized as a guest speaker in the pilot program. Chris is a former NRL and English Super League player, qualified teacher and Mental Health Advocate. He presented his story, understanding mental health and mental illness, how to support a friend or loved one on their mental health journey and how to build personal resilience.

11.3 Delivery of pilot program

A number of schools in the Singleton and Maitland local government area were contacted and provided the opportunity to review the DRIVE Program Outline and participate in the program. The schools participating were within this local government area, were available on the planned pilot days and had identified students who would greatly benefit from the program. The schools selected from Singleton and Maitland were:

- Australian Christian College;
- Singleton High School; and,
- Maitland High School.

The following participation was achieved for this program:



Unfortunately, Maitland Grossmann High School (MGHS), who was a key stakeholder and reviewer of the program content, had to withdraw from the program. Initially MGHS nominated two pilot groups (Year 10 and Year 11 cohort). However, after events at the school in 2018 that impacted the students and staff, it was determined by their School Board that for the wellbeing of the school, MGHS would withdraw from the program.

12 Project Deliverables

Project Deliverable	Coal & Allied Comments	Documentation
A Project management schedule and action plan for the project	TEAMWORK	Appendix B
A pilot educational program targeted at giving the next generation of workers (and potentially beyond) a broader understanding of the risks they may face in transitioning into heavy industries, and indeed other industries and throughout life. This will be delivered through a blended learning approach utilising:		
<ul style="list-style-type: none"> Short film production filmed / delivered in Virtual Reality 	Completed	See https://drive.gen4.info/
<ul style="list-style-type: none"> Game based interactive virtual reality scenarios to assess ability to identify & eliminate risks 	Completed	
<ul style="list-style-type: none"> Mobile application/game to further support the project outcomes 	Completed	Use of Fitbits – to be supplied by facilitator after completion of pilot program
<ul style="list-style-type: none"> Face to Face seminar and discussions focusing on lifestyle factors and making positive choices 	Completed	3, 4,5 April 2019 and follow-up 10 May 2019
<ul style="list-style-type: none"> Two full day student pilots will be conducted. 	Completed	April 3,4,5
<ul style="list-style-type: none"> One session will be conducted with interested teachers/staff from each associated school. 	Teachers were invited to participate and provide feedback.	
The proposed post pilot deliverables for the Project would be:		
<ul style="list-style-type: none"> Independent review by a suitably qualified company will be completed to assess the effectiveness and outcomes of the pilot program and findings made available to stakeholders. 	Completed	Audit Services International. Report sent to Regulator on 8-10-2019
<ul style="list-style-type: none"> C&A NSW will implement any required changes before seeking out broader industry interest and funding from existing community funds to seek to move the project to a long term sustainable model. 	Recommendations from independent auditor's report have been provided to program facilitator for inclusion in final facilitation guide and future program materials. The program sustainability plan documents that the program facilitator will seek subsequent funding from various sources to continue to provide the program in mining regions. Seed funding will be provided by C&A.	
<ul style="list-style-type: none"> C&ANSW will submit the project for approval to present on it at the annual NSW Minerals Council HSEC Conference. 	Exhibit Completed rather than presentation. Approx. 40 individuals tried the VR	Photos and exhibit receipt.
<ul style="list-style-type: none"> C&ANSW will publish all available project resources on its website and film production materials will be loaded to video sharing website YouTube for public use. 	Completed	See https://drive.gen4.info/
<ul style="list-style-type: none"> Final report on WHS undertaking and project outcomes to the Department of Planning and Environment Regulator. 	In progress	Present to the Department of Planning and Environment in November 2019

Project Deliverables – Table 1

Audit/Review

An independent assessment of the implementation of the DRIVE requirements from the Enforceable Undertaking was completed to determine the achievement of the objectives of the enforceable undertaking.

The audit was carried out by Audit Services International. The audit identified that there was an overwhelming feeling of success and empowerment from the young people who attended the program. They were seen in both the pilot and the post program review to be actively involved and willing to participate. There was significant positive feedback from the participants regarding the delivery and learnings from the course. The independent audit report was sent to the Regulator on 8th October 2019.

Appendices

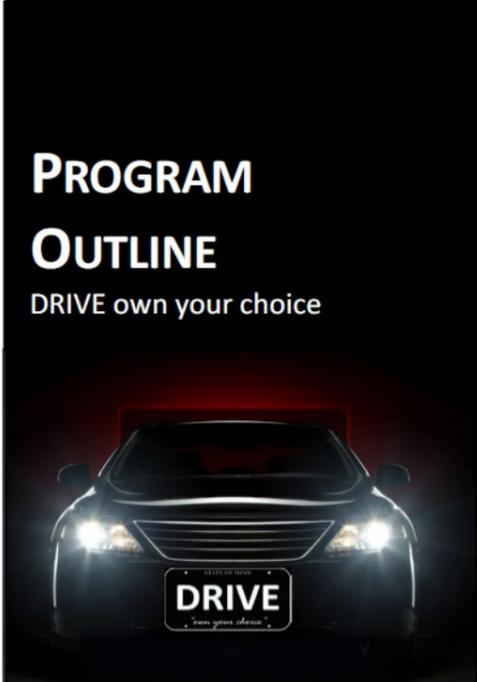
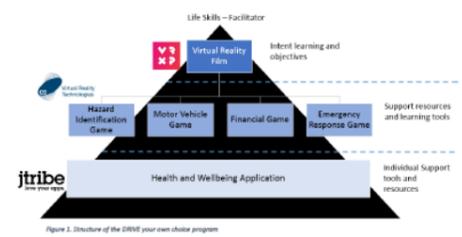
Appendix A. – Estimated costs from the EU is reported against the actual costs expended for those components.

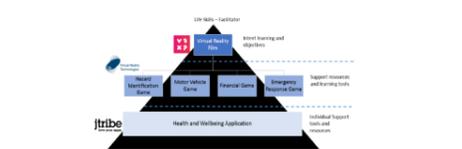
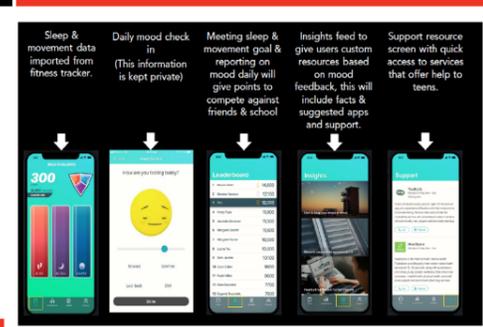
Component	Estimated Cost	Subcomponent	Actual Cost
Production of VR Video Short Film (VRXP)	\$ 75,000.00	VR Film 50% Deposit	\$ 34,090.91
		VR Film Payment Completion	\$ 34,090.91
		Film Post Production VR Showcase Film	\$ 2,400.00
		Film Production - VR Showcase filming	\$ 2,400.00
		Google Cardboard Headsets	\$ 1,100.00
		Virtual Reality Headsets	\$ 5,000.00
		Extended VR Post Production	\$ 15,000.00
		Subtotal	\$ 94,081.82
Purchase of VR Game Production Software/Hardware	\$ 90,000.00	Development of Gen4 Scenarios	\$ 60,800.00
		Gen4 Software licence & Hardware	\$ 11,228.00
		Gen4 Training Hardware & Scenario Development	\$ 7,480.00
		Subtotal	\$ 79,508.00
Face to Face Workshop Components	\$ 10,000.00	Facilitator POW	\$ 10,998.00
		Mental Health Movement	\$ 4,500.00
		Subtotal	\$ 15,498.00
Venue/Facilitation Costs	\$ 5,000.00	Lunches	\$ 1,350.00
		Fit Bits	\$ 6,152.00
		Bus for MHS	\$ 320.00
		Casual Teacher SHS	\$ 480.00
		Subtotal	\$ 8,302.00
Development of Mobile Application (Butterfly) - JTRIBE	\$ 150,000.00	Design Sprint	\$ 17,550.00
		2017 Nov-Dec Payment	\$ 15,018.75
		2017 Dec-Jan 2018 Payment	\$ 45,140.63
		2018 Feb-Mar Payment	\$ 34,846.88
		Melbourne App Development	\$ 1,385.72
		Apple Developer Account access	\$ 149.00
		Copywriting Services for Application Development	\$ 396.46
		Garmin Device for Testing for App Development	\$ 167.00
		2018 March Payment	\$ 32,864.07
		2018 April Payment	\$ 675.00
		2018 May Payment	\$ 15,000.00
Funding of Independent Review (Post Delivery)	\$ 15,000.00	Audit Services International	\$ 13,917.20
		Subtotal	\$ 13,917.20
NSW Minerals Conference Exhibit (Post Delivery)	\$ Nil	CI Events	\$ 4,000.00
		Subtotal	\$ 4,000.00
Sustainability Funding (Post Project)	\$ Nil	Facilitator delivery seed funding	\$ 10,000.00
		Subtotal	\$ 10,000.00
Total Estimated	\$ 345,000.00	Total Actual	\$ 388,500.53

Appendix B. – Activities plan – TEAMWORK

Task ID	Task List	Milestone	Task Name	Task Description	Status	Comments
15798554	Communications		Monthly communication to MTW HST Committee	EU added as standing agenda item for MTW WHS Committee	Completed	Presentation developed for each WHS meeting when activities undertaken.
10428800	Communications		Provide Resources and Overview to MTW and Yancoal Workers on completion of pilot days	Presentation developed and rolled out on site	Completed	Drive website Link being accessed by employees. Headsets available for employees to view VR films onsite.
15699831	Communications		Meet with School to demo the material and discuss possible pilot days for 2019	Discuss potential days to run pilot days, organising bus and catering, providing permission letter to the school around the day, inviting them to the dry run through day, discuss Fitbit and providing them a code where the students have to sign up to Fitbit before the day. Criteria for participation 15+ years of age, using Fitbit, access to a mobile phone will be in an immersive environment etc.	Completed	
15691602	Stage 2 - Production	Stage 2 - Production of Materials Completed	Mobile App - Accessibility to App (Requirements for Installation to App Store / Web Version) --> Release Mobile App to App Store		Completed	
10366152	Stage 2 - Production	Stage 2 - Production of Materials Completed	Mobile App - Accessibility to App (Requirements for Installation to App Store / Web Version) --> Provide Privacy and Use of Data collection notice to JTribe		Completed	
10366168	Stage 2 - Production	Stage 2 - Production of Materials Completed	VR Short Film - Filming at MTW with Actors		Completed	
10366176	Stage 2 - Production	Stage 2 - Production of Materials Completed	VR Short Film Development		Completed	
10366180	Stage 2 - Production	Stage 2 - Production of Materials Completed	VR Scenarios - Develop Games		Completed	
10663819	Stage 2 - Production	Stage 2 - Production of Materials Completed	Purchase take home materials --> Determine and purchase prizes for mobile app challenge		Completed	Certificated created
10663821	Stage 2 - Production	Stage 2 - Production of Materials Completed	Purchase take home materials --> Purchase Oculus Headsets		Completed	
10663823	Stage 2 - Production	Stage 2 - Production of Materials Completed	Purchase take home materials --> Purchase VR Cardboard Headsets		Completed	Additional headsets purchased for teachers
10663834	Stage 2 - Production	Stage 2 - Production of Materials Completed	Purchase take home materials --> Purchase 60 x Fitbit Flex 2		Completed	Additional Fitbits purchased for teachers
15697372	Stage 2 - Production	Stage 2 - Production of Materials Completed	Develop Teachers Guide, Outcomes and Students Workbook		Completed	Facilitators' Guide developed
15697373	Stage 2 - Production	Stage 2 - Production of Materials Completed	Mines Rescue to develop platform hosting VR Film (VRXP), VR Games (MR), Link to Mobile App (JTribe), and teacher / student guides.		Completed	
15691601	Stage 2 - Production	Stage 2 - Production of Materials Completed	Provide Information and disclaimer for permission form to school	Including Students participation to be above 15 years of age, that they will be provided a Fitbit, that they will require to set up a Fitbit account (prior to the day through the Fitbit code), that they will require a phone, that they will be participating in an immersive learning style, that they will be learning through game play etc.	Completed	
15697374	Stage 2 - Production	Stage 2 - Production of Materials Completed	Develop certificate for participation		Completed	Participation Certificates developed

Task ID	Task List	Milestone	Task Name	Task Description	Status	Comments
15870539	Stage 2 - Production	Stage 2 - Production of Materials Completed	Engage School in Maitland Area to participate in school program		Completed	Additional schools contacted - Maitland High school agreed to engage.
15884373	Stage 2 - Production	Stage 2 - Production of Materials Completed	Engage Independent consultant to conduct independent review of project.		Completed	Audit services International
10366225	Stage 3 - Implementation	Stage 3 - Implementation	Confirm Transport & Catering		Completed	Additional Bus Hire paid for transport from Maitland High School
15889742	Stage 3 - Implementation	Stage 3 - Implementation	Provide Fitbits to school for linking to app and preparation for the day		Completed	Fitbits provided to schools in advance, with guide.
15691603	Stage 3 - Implementation	Stage 3 - Implementation	Confirm Schedule with Facilitator, Mental Health Movement, Mines Rescue & School		Completed	
10658811	Stage 3 - Implementation	Stage 3 - Implementation	Present Pilot Program 1 to Australian Christian College		Completed	
10658812	Stage 3 - Implementation	Stage 3 - Implementation	Present Pilot Program to Singleton High School		Completed	Additionally presented to Maitland High School
10366201	Stage 3 - Implementation	Stage 3 - Implementation	Confirm days with Schools (Term 1 2019)		Completed	Days confirmed later in Term 1 due to school availability (April 3-5 2019)
15711603	Stage 3 - Implementation	Stage 3 - Implementation	Seek WHS Committee Member nominations to be part of the pilot sessions		Completed	WHS committee member (Apprentice Mentor) nominated to be present on all days.
15757618	Stage 3 - Implementation	Stage 3 - Implementation	Confirm Room Hire at Mines Rescue.	\$200 per room from 7:00am to 3:30pm. Contact- Singleton Mines Rescue.	Completed	
15898457	Stage 3 - Implementation	Stage 3 - Implementation	Provide Fitbits to school with instructions from Facilitator to how to sign up for Fitbit account.		Completed	Provided in advance of pilot days.
15898460	Stage 3 - Implementation	Stage 3 - Implementation	Organise GO bags for students with Cardboard headsets, instructions for parents, take home activities etc.		Completed	Yancoal Bags, with water bottles, cardboard headsets, instructions, take home info
15898461	Stage 3 - Implementation	Stage 3 - Implementation	Develop Survey for baseline and post program. Determine if there are any privacy issues with collecting name		Completed	
15757619	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Application for ongoing funding and implementation of program	Propose facilitator will be provided with \$10000.00 seed funding - will be accountable to seek ongoing funding.	Complete	
15870538	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Create Sustainability Plan		Completed	
15985491	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Update Drive website with High Res. film (VRXP) and updated facilitation guide		Completed	Mines Rescue maintain website for 12 months. \$500 per year following.
15985508	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Meet with Regulator to discuss close out of the EU and plan for ongoing sustainability		Completed	Discussed with Regulator at NSW Mineral Council Exhibit 5 August 2019
15985513	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Contact VPRX regarding the promotion film and ensure all stakeholders are thanked / referenced in the credits.		Completed	Credits sent for addition to promotional video
10428749	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Return to school's for post Pilot Days		Completed	Completed 10 May 2019, review
10428757	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Evaluation by qualified person and/or company and report on key learnings and areas for improvement		Completed	Audit report sent to Regulator for review
15985492	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Check website data and functionality - (JTribe)		Completed	
15985505	Stage 4 - Post Implementation	Stage 4 - Post Implementation	Contact Audit Services International for guidance for final survey and create final survey		Completed	
10428797	Stage 5 - Present Findings and Final Report	Stage 5 - Present findings & Final Report	Complete Final Report and Provide to Yancoal and Regulator		Complete	
10428792	Stage 5 - Present Findings and Final Report	Stage 5 - Present findings & Final Report	Apply to present project at NSW Mineral Council Conference		Completed	Exhibit purchased and completed 4-6 August 2019. Verified by Regulator.

	<p>PROGRAM OUTLINE DRIVE own your choice</p> <p>Contents</p> <ol style="list-style-type: none"> Objective..... 1 Implementation..... 1 <ol style="list-style-type: none"> Stage 1 – Pilot Program..... 1 Stage 2 – Ongoing Sustainability..... 1 Learning Outcomes..... 2 Consultation..... 3 <ol style="list-style-type: none"> VR Video Short Film..... 3 Virtual Reality Scenarios and games..... 3 Health App..... 4 Face to Face facilitation and mentoring for the Pilot days..... 4 Resources..... 4 Results..... 4 Risk..... 4 <p>Page 2</p>	<p>PROGRAM OUTLINE DRIVE own your choice</p> <p>1. Objective</p> <p>To provide a series of value adding learning resources designed to engage young people who are potentially entering the workforce in the near future. The learning resources have been designed to provide educational content that enhance skills in the key areas of safety, health, finance and wellbeing.</p> <p>The aim of the content is to positively influence the participant's attitudes and behaviour in the key areas identified as they transition into the workforce, and therefore enhancing their capability to make better informed decisions that have a positive impact on their safety, mental health, physical health and life /career. These skill sets will more broadly provide value to the community through transferable learnings and resources that enable the sharing of these tools to enhance the safety and wellbeing of others around them.</p> <p>2. Implementation</p> <p>2.1. Stage 1 – Pilot Program</p> <p>Drive own your choice will be presented through three control groups from two schools at an offsite location in the Hunter Valley region. The project will broadly focus on:</p> <ul style="list-style-type: none"> Risk Identification – At home, driving and in the workplace. Mental Health – Bullying, identifying those in need and teaching resilience. Health – Making positive health choices, nutrition and movement. Career/Life – Managing money, work ethics and preparing to enter the workforce. <p>The project highlights these areas for young people of a school leaving age through a blended learning approach using: Virtual Reality Technology, Mobile Application and Face to Face learning.</p> <p>2.2. Stage 2 – Ongoing Sustainability</p> <p>We seek to broadly implement this program and the learning resources within school systems and existing learning frameworks. The program will be packaged in a format that will support online publishing and require minimal maintenance.</p> <p>To ensure sustainability we encourage your participation and feedback on how this program can be incorporated within your school and the larger community.</p> <p>Page 1</p>
<p>PROGRAM OUTLINE DRIVE own your choice</p> <p>2.3. Learning Outcomes</p> <p>The program is of a modular design and is proposed to be presented over a four hour period. The program will have learning outcomes and delivery guidance included in the facilitators handbook. The handbook will clearly identify the learning outcomes, resource links and themes to be discussed as part of the learning experience.</p> <p>The project will be sectioned into the following three sections, as seen in Figure 1:</p> <ol style="list-style-type: none"> Intent and learning objectives; Support resources and learning tools; and Individual Support tools and resources.  <p>Page 2</p>	<p>PROGRAM OUTLINE DRIVE own your choice</p> <p>2.4. Consultation</p> <p>To ensure the program meets the required standards for school education we have continuously sought consultation on the content and resources from the nominated schools. The DRIVE own your choice program will be supported by the following resources:</p> <p>2.4.1. VR Video Short Film</p> <p>The film sets the scene and learning pathway for participants and follows Ryan, a young adolescent, through his life challenges where he learns the decisions he makes every day can have a large impact on his life. Learning activities are highlighted throughout the film and provide learning outcomes that link to the additional support resources (online games and health app) listed below. A copy of the script to the film can be found in Attachment 1 of the document.</p> <p>To assist us in reviewing the script and the learning association with the additional supportive resources (online games and health app) listed below, the following icons are used:</p> <p></p> <p></p> <p>2.4.2. Virtual Reality Scenarios and games</p> <p>Four virtual reality scenarios and games will be played on a laptop and support the VR Video short film. These games are:</p> <ul style="list-style-type: none"> Financial Game – Aimed at teaching players about finance including income, savings, spending, credit and the importance of planning ahead. Hazard Identification Game – Players are in an underground environment where they have to work as a team to protect their personal safety through identify hazards ensuring actions they undertake don't create a larger hazard. Motor Vehicle Game – Players will be required to identify unsafe driving practices and conditions Emergency Response Game – Allowing players to work as a team and rescue an injured person. <p>Page 3</p>	<p>PROGRAM OUTLINE DRIVE own your choice</p> <p>2.4.3. Health App</p> <p>Students will be provided with Fitbits and access to the mobile health app (Phone) where their steps, sleep and mood can be recorded. Each pilot group will be provided an access code allowing healthy competition between students with the ultimate goal of completing 10,000 steps, sleeping for 7hours and 30 minutes and diaring their mood. Where all these items are achieved the student will be allocated 300 points (100points for steps, 100 points for sleep and 100 points for mood) and ranked according to the other students. Based on the mood recorded, the insights and available information will be re-order and flagged as relevant.</p> <p>Note: Steps and Sleep will be recorded as data available for analysis whereas the mood tracking will not be disclosed.</p> <p>2.4.4. Face to Face facilitation and mentoring for the Pilot days</p> <p>The available pilot days are being held on 3rd & 6th April 2023 at the modern facility of the Hunter Valley Mines Rescue Station in Singleton Heights. David Tabaan will be the primary facilitator for the day. David comes from a small country town of 250 people. He has taken himself from school drop out to apprentice electrician & gym owner and is now an entrepreneur with multiple businesses. He brings a powerful energy to create change worldwide with his 30 day challenge and his farewell to failure project. He focuses primarily on wellbeing and motivation in business, gyms and schools. David has all the requirements around working with children.</p> <p>2.5. Resources</p> <p>To support the project being transferable to the wider community, students will be provided take home resources. A Fitbit will be provided to each student as well as a VR Cardboard headset. The VR Cardboard headset will allow students to show their family and friends the film in a similar immersive environment and lead them to the additional resources available online.</p> <p>Require resources that will assist the project, but not mandatory, is the students having their own personal phone.</p> <p>3. Results</p> <p>An external company will be present on the day and conduct surveys to gauge the success of the project and potential improvements for sustainability. A follow up day will be held at the school to assist with the student's goals and ensuring the project outcomes are reinforced and participants enabled to embed these skills into their lives.</p> <p>4. Risk</p> <p>Participating in the project will expose students to fictional scenarios in an immersive environment that may raise emotional responses.</p> <p>A risk assessment will be conducted to identify the hazards and controls for taking the students off school property and participating in the project.</p> <p>Due to the content of the program it has been recommended the participants are 15 years or over.</p>

<p>DRIVE own your choice</p>  <p>1</p>	<p>DRIVE own your choice</p> <p>DRIVE – Own your choice is a program using cutting edge technology to engage and positively influence young people who are potentially entering the workforce in the near future.</p> <p>It aims to positively DRIVE attitudes and behaviour using virtual reality technology, gaming scenarios and mobile apps to enhance students capabilities to make better informed decisions that have a positive impact on their safety, mental health, physical health and life /career.</p> <p>2</p>	<p>DRIVE own your choice</p> <ul style="list-style-type: none"> We are reaching out seeking expressions of interest from schools in the Newcastle / Hunter Region to participate in the DRIVE Pilot Program The Pilot Program will be held over 2 separate days in April where your school could potentially nominate 15 – 20 students (per day) aged 15 years and above to participate. Follow up days would be held at the school to assist with student's goals and ensuring the project outcomes are embedded into their lives. <p>3</p>
<p>DRIVE own your choice - Snapshot</p> <p>The program is being run as pilot initially with the intent of developing a longer term, sustainable program schools could access and use as an educational tool within their curriculum.</p> <p>The project will be sectioned into the following three sections, as seen below:</p> <ol style="list-style-type: none"> Intent and learning objectives; Support resources and learning tools; and Individual Support tools and resources.  <p>4</p>	<p>Resources for the DRIVE program</p> <p>Mobile Health Apps – Each student to receive FITBIT</p> <ul style="list-style-type: none"> Sleep Movement Mood Resources <p>Virtual Reality Film – Accessible Via Virtual Reality accessory for Mobile Phone</p> <p>The film sets the scene and learning pathway for participants and follows Ryan, a young adolescent, through his life challenges where he learns the decisions he makes every day can have a large impact on his life.</p> <p>Virtual Reality Scenarios</p> <ol style="list-style-type: none"> Financial Game – Aimed at teaching players about finance including income, savings, spending, credit and the importance of planning ahead. Hazard Identification Game – Players are in an underground environment where they have to work as a team to protect their personal safety through identify hazards ensuring actions they undertake don't create a larger hazard. Motor Vehicle Game – Players will be required to identify unsafe driving practices and conditions Emergency Response Game – Allowing players to work as a team and rescue an injured person. <p>5</p>	<p>Mobile Apps</p>  <p>6</p>