

NOTE: This is a sample risk assessment for an excursion to Melbourne Zoo

Instructions

A risk assessment aims to **identify, document, manage, and control** the risks associated with a specific school activity, such as incursions, excursions, fetes, fundraising events, workplace experiences, sports events, camps, or travel.

It is not always possible to eliminate all risks. Melbourne Archdiocese Catholic Schools (MACS) expects schools to **manage** and **monitor** any risks and **review** their risk assessment for each activity or project every time they occur (e.g., annual school camps require a yearly risk assessment). Risk management is not intended to interfere with the school’s role in providing educational benefits for children and young people. Risks should be controlled where possible instead of a school ceasing a beneficial activity altogether.

Before completing your activity/event risk assessment, you are required to:

- Consult with school staff, students, or third-party providers about any risks they have identified for this event/activity.
- Consider risks relating to your compliance with the [11 Child Safe Standards](#) and [Ministerial Order 1359](#).
- Consider risks to child safety in relation to the event/activity (physical and/or online safety).
- Consider risks related to the activity/event/project, including risks related to planning, activities, location, time of year, transportation, specific cohort, and individual needs.
- Consider risks and settings that might be specific to vulnerable cohorts, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, cognitive impairment, those with pre-existing conditions and international education students.
- Consider factors that may increase students' vulnerability (e.g., duration of the activity, age, homesickness, cultural differences, language barriers).

When completing any activity/event risk assessment, you are required to:

- **Add** any strategic, operational or project risks **relevant** to your activity/project.
- **Add** existing risk management strategies (controls) your school is already undertaking:
 - **Do not** list policies and procedures as standalone controls; although administrative controls, all MACS policies and procedures are mandatory.
 - **Do** outline **how** your policies and procedures are implemented to mitigate the identified risks, controls need to be **contextualised** to your specific event/activity.
- Consider whether the existing controls, when taken together, are sufficient to manage the identified risk (considering the risk causes and consequences)
- **Choose** the risk rating that applies to each of the risks in the assessment assessed specifically for your school (refer to the **risk rating matrix at the end of this document**)
- Where the risk rating is **low** and the existing controls are effective, you do not have to undertake new risk management treatments.
- Where the risk rating is **medium** and the existing controls are effective, you should continue to monitor leading up to and during the event, but do not have to undertake new treatments.
- Where the risk rating is **high** add new treatments that your school will undertake to reduce the level of risk before the activity commences and monitor the risk leading up to and during the activity. If the risk rating cannot be reduced, look for alternative ways to conduct the activity that negate or mitigate this risk.
- Where the risk rating is **extreme**, immediate attention and response are required to add new treatments to reduce the level of risk before the activity commences and monitor the risk leading up to and during the activity. If the risk rating **cannot be reduced**, consider alternative ways to conduct the activity that negate this risk or reconsider undertaking the activity at present. Where a risk is rated as **extreme** and cannot be reduced – the activity must not commence or proceed – The responsible staff must halt the activity and escalate the issue to the principal. This risk must be reported to the **SMSL** and **General Manager (Regions)**, with support and guidance also available from the MACS Risk Team via risk@macs.vic.edu.au.
- Add the name and position of the person in your school responsible for the new treatments and completion due date, ensuring this is before the activity commences.
- The **Principal** must **sign** the risk assessment before the activity commences.

After completing the risk assessment, you will:

- **Monitor your risks** – a risk’s causes, impacts, likelihood, and consequences may change as the year progresses.
- **Apply a stop-and-fix approach** – when the risk ratings are high or extreme.
- If the risk rating **cannot be reduced** – consider alternative ways to conduct the activity that negate this risk or reconsider undertaking the activity.

Please review the proposed and recommended controls provided in this sample and contextualise all controls and red text in the tables when using this template. If there is a proposed control that is not currently in place, but you plan to action – please move this to the treatment column, noting who will complete it and the associated due date. Please format text to black to indicate completion.

Marymede Catholic College Event/Activity Risk Assessment

Campus/es address	[School Address]	Participant group /Year level(s)	Year 5
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Activity(s) for assessment	Excursion: Year 5 to Melbourne Zoo			People attending/involved	[##] Student/participants, [##] MACS VIT Staff, [##] Volunteers		
Activity location(s)	Melbourne Zoo			List of adults involved and positions	[Staff member and volunteer names and roles/positions]		
Responsible staff member	[Name of Responsible Person]	Role	[Role/position]				
Date of review	[Date this document was completed]			Activity date	[Activity Date]		
Approved by:	Principal Name - Principal			Signature			

Risk ID #	Risk Category	Risk Title and Description	Risk Owner and Responsible Manager	Risk Cause and Consequence	Existing Controls	Risk Assessment with Existing Controls				Treatments	Treatment Responsible Person	Treatment Due Date
						Effectiveness of Existing Controls	Risk Consequence	Risk Likelihood	Risk Rating			
Unique identifier	Select from drop-down	<i>Title</i> A brief, descriptive label for a specific risk or issue <i>Description</i> A detailed explanation of the risk, including its nature and potential impacts	<i>Risk Owner</i> The individual accountable for risk (typically principal) <i>Responsible Manager</i> An individual who oversees the management of a specific risk	<i>Causes</i> The underlying factor that triggers or leads to a risk being actualised <i>Consequences</i> The outcome or impact resulting from a risk being actualised	Existing controls are for measures, risk mitigation activities, and plans already in place, e.g., policies, trip planning and briefings, staff vetting, due diligence around agreements and contracts, emergency management, medical plans, etc.	Select from drop-down	Select from drop-down	Select from drop-down	Select from drop-down	Intended to capture those risk mitigations that are not yet in place or completed, e.g., training for staff on specific medical conditions, review and provide families with updated eSafety information, etc.	The person responsible for ensuring the 'Treatments' have been actioned by the due date.	Date 'Treatments' are to be actioned by
01	Child Safety and Wellbeing	<i>Title</i> Child Safety <i>Description</i> Marymede Catholic College fails to provide a child-safe environment during the Excursion: Year 5 to Melbourne Zoo , in line with MACS Child Safety and Wellbeing Policy and legislative requirements.	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Inadequate supervision of students 2. Insufficient escalation/reporting structure or child safety incidents 3. Lack of adequate screening of all volunteers, tour facilitators and other third-party providers involved (bus company, etc.) 4. Inadequate supervision of third parties 5. Insufficient training for all volunteers, tour facilitators and any other third party. 6. Large crowds/public access venue 7. Indirect supervised time (time in public places, exploration, etc.) 8. Student(s) becomes separated or lost 9. Student is subject to physical, psychological or online bullying or abuse 10. Students are not empowered to contribute to their safety <i>Consequences</i> 1. Student or staff safety and wellbeing is compromised 2. Physical and psychological harm to student(s) 3. Lost students 4. Distress for the family, the school, and/or staff 5. Reportable conduct investigation 6. The school has not managed its obligations effectively per Ministerial Order 1359 7. Reputational damage 8. Negative regulatory attention 9. Litigation/financial liabilities	1. The teacher in charge (TIC) is appointed to manage Child Safety for this event/excursion. 2. The school consults MACS Legal before entering any agreements/MOUs and/or contracts. 3. All third-party providers over 18 have signed the Child Safety Code of Conduct, and this has been collected and stored. 4. Third-party background checks, WWCCV, international equivalent, and criminal history checks were conducted, received, and stored. 5. Vetting of Third-Party providers includes the collection, review and retention of third-party documentation, (risk assessments, certificates of insurance, emergency management plans, etc. (Third parties may include those providing external facilitation, venue hire, transportation etc.) 6. VIT-registered teachers supervise all students per the Supervision Policy and Excursions, Camps, and Travel (ECT) Policy. 7. [Activity Location/Venue Name] Child Safety and Wellbeing Policy and WWCCV arrangements reviewed. 8. Specific consideration of Child Safety Standards for this activity (cultural safety, student empowerment, child safety, staff and volunteer engagement and preparation etc.) 9. All staff and volunteers have received training in Child Safety and Mandatory Reporting Obligations. 10. Information sessions are held before the student's departure to provide information on physical safety, online safety, cultural safety, student empowerment, processes to report issues/ complaints, family communication paths, accommodation plans for those differently abled, support mechanisms, and emergency management plans. 11. A supervision plan has been established for the excursion and shared with staff.	Good	Severe	Unlikely	High	1. List any treatments	1. [Name]	[Due Date]
02	Regulatory Compliance and Governance	<i>Title</i> Duty of Care and supervision <i>Description</i> Marymede Catholic College	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i>	<i>Causes</i> 1. Failure to adequately prepare and plan 2. Unclear reporting and escalation process 3. Lack of/inadequate supervision plan 4. Unclear duty of care between the school, Zoos Victoria and MACS 5. Inadequate supervision redundancies	1. Appointment of a Teacher in Charge (TIC) from the school as the decision maker and point of contact between students, teachers, principal, and parents for the duration of the Zoo Excursion. 2. Supervision ratios meet requirements. 3. Supervision redundancies are built in to managing unexpected staff changes (e.g., illness, injury,	Fair	Major	Unlikely	Medium	1. TIC to contact the Zoo representative on arrival to confirm any changes to the schedule and Response Plan (location of school flags and floating teacher) or any updates regarding local conditions prevalent at that time. 2. TIC will establish a post-excursion	1. [Name] 2. [Name]	[Due Date] [Due Date]



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		may not provide the required duty of care for students and staff during the Excursion: Year 5 to Melbourne Zoo	[Name]	6. Large crowds 7. Wilful disobedience <i>Consequences</i> 1. Inadequate supervision 2. Inconvenience/disruption to excursion 3. Student or staff safety and wellbeing is compromised 4. Physical and psychological harm to student(s) or staff 5. Child safety incident 6. Serious injury causing death or permanent disability 7. Lost students/staff 8. Distress for the family and the school 9. Non-compliance with legislative/regulatory requirements 10. Reputational damage 11. Negative regulatory attention 12. Litigation/financial liabilities	etc.). 4. Headcounts are conducted before moving between areas, before and after bathroom stops and before and after breaks/lunch. 5. Students are instructed to use the buddy system when visiting the bathroom. 6. An Emergency Response Plan is in place for the Zoo Excursion, and staff are briefed on its use 7. Completion of a School Excursion Checklist prior to departure 8. The event has been registered on the Student Activity Locator via CEVN .					debrief to identify any issues arising and update the risk assessment as required. 3. List any other treatments	3. [Name]	[Due Date]
03	Education Service and Delivery	<i>Title</i> Student education outcomes <i>Description</i> The activity may not provide the intended student learning outcomes	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Lack of alignment of activity to intended student learning outcomes. 2. Inadequate planning of the activity 3. Inadequate activity supervision or facilitation 4. Failure to link activity to the relevant curriculum. 5. Poor service delivery by third-party providers and the venue 6. Individual motivation <i>Consequences</i> 1. Students do not reach the intended outcomes of the activity 2. Student disengagement 3. Diminished learning/educational experience for students 4. Reputational damage	1. A check is performed pre-departure to validate that program excursion objectives are linked to Victorian Curriculum F-10 or VCE. 2. Staff and volunteers attending are briefed on intended student outcomes. 3. Before departing for the excursion, students are briefed on the intended outcomes and behavioural expectations for the group. 4. Students are provided with clear learning objectives for the excursion.	Fair	Moderate	Unlikely	Medium	1. Teachers will develop worksheets for students to complete while on the excursion. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]
04	Child Safety and Wellbeing	<i>Title</i> Health, Safety, and Wellbeing <i>Description</i> Staff, students, and/or accompanying individuals may suffer an illness, injury, or stress event that impacts health, safety, and/or wellbeing during the Excursion: Year 5 to Melbourne Zoo	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Conflict, bullying, intimidating, and/or threatening behaviour, or harassment of staff, students, visitors, and/or accompanying individuals. 2. Work-related stress 3. Slip, trip or fall hazards 4. Storage, handling and transport of materials and equipment. 5. Poor manual handling practices 6. Failure of infrastructure, structural failures, etc. 7. Pre-existing conditions 8. Allergic reaction 9. Medication missed, lost or forgotten 10. Contagious condition/infectious disease 11. Insect or animal bite 12. Inadequate planning 13. Inadequate supervision 14. Criminal or reckless behaviour, including substance misuse, inappropriate conduct or abuse 15. Wilful disobedience, absconding <i>Consequences</i> 16. Student or staff safety and wellbeing is compromised 17. Physical and psychological harm to student(s) or staff 18. Child safety incident 19. Serious injury causing death or permanent disability 20. Distress for the family and the school 21. Reputational damage 22. Negative regulatory attention 23. Litigation/financial liabilities 24. Non-compliance with legislative/regulatory requirements	1. All staff attending hold valid CPR, Anaphylaxis and Asthma certificates. 2. At least two staff members hold First Aid qualifications, or one per breakout group- whichever number is greater. 3. A teacher with each group has a First Aid Kit, with Ventolin and EpiPens. 4. The school leadership team is on standby to support the group in managing incidents with staff and/or students. 5. All details of existing medical conditions and emergency contact details are collected and accessible to relevant staff 6. All students and staff are briefed to bring along their existing medication. 7. Written consent for medication administration obtained from the parent/guardian. 8. Supervision ratios include redundancy built in for splitting of the group (emergency/ medical treatment). 9. All dietary needs/food allergies are monitored. 10. Appointment of TIC as the decision maker and point of contact between students, teachers, principal, and parents for the duration of the activity. 11. The student briefing includes the promotion of good hygiene etiquette, lost procedures, safety around animal enclosures, and caution due to the varied surfaces at the Zoo, including concrete paths, gravel, boardwalks, grass, astroturf, water features, and many landscaping features	Good	Major	Unlikely	Medium	1. Review of available OH&S information on the Zoos Victoria Website. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]



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05	Child Safety and Wellbeing	<i>Title</i> COHORT-SPECIFIC RISKS Group composition, serious pre-existing conditions, mobility requirements, psycho-social and group dynamics <i>Description</i> The composition of the participant group, including pre-existing conditions and group dynamics, adversely impacts the Excursion: Year 5 to Melbourne Zoo	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Pre-existing medical conditions - Pre-existing mental health conditions - Pre-existing cognitive conditions - Group maturity - Group dynamics - Group composition - Lack of emergency management planning for the needs of the specific cohort - Inadequate supervision and support system - The school has not managed its obligations effectively per Ministerial Orders 1359 and 706 <i>Consequences</i> - Student or staff safety and wellbeing is compromised - Physical and psychological harm to student(s) or staff - Child safety incident - Serious injury causing death or permanent disability - Distress for the family and the school - Reputational damage - Negative regulatory attention - Litigation/financial liabilities	- Assessment of excursion and needs of those for whom program modification is required. - Ratios must consider the need for increased supervision for students with additional needs. - All staff attending hold valid CPR, Anaphylaxis and Asthma certificates. - At least two staff members hold First Aid qualifications, or one per breakout group- whichever number is greater. - All medical information collected, reviewed, and followed for all students with known conditions - The program planning has identified students with the following conditions: Provide numbers only below (no student names), add extras as required and remove non-applicable. IF NIL include note: Medical information review did not identify any students with these or other serious/significant conditions ## x Anaphylaxis (allergen -peanut, soy) ## x Mental health condition (e.g. anxiety/ depression) ## x Severe Asthma ## x Cognitive impairment ## x Epilepsy ## x Heart condition ## x Mobility-related condition ## x Type 1 diabetes* *Diabetes - Minimum of two staff members trained in diabetes management for diabetic students. [REMOVE IF NOT APPLICABLE] *Diabetes - Minimum two staff trained to deliver glucagon to diabetic students. [REMOVE IF NOT APPLICABLE]	Good	Severe	Unlikely	High	- Liaise with the Zoo education team around modification for specific student needs. - List any other treatments	[Name] [Name]	[Due Date] [Due Date]
06	Operational	<i>Title</i> Transportation <i>Description</i> Transportation may impact the activity and/or cause injury to staff, students, contractors, or visitors during the Excursion: Year 5 to Melbourne Zoo	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Mechanical failure - Interaction with other road users - Inexperience or fatigue of the driver - Inadequate supervision in the vehicle (staff ratios) - Reckless driving - Road rage event - Failure of safety devices or seatbelts - Inadequate diligence on the appointment of a third-party transport provider - Unreliable transport/driver - Driver not appropriately qualified - Traffic congestion and regulations <i>Consequences</i> - Delayed or impacted schedule - Traffic accident - Student or staff safety and wellbeing is compromised - Physical and psychological harm to student(s) or staff - Child safety incident - Serious injury causing death or permanent disability - Lost students/staff - Distress for the family and the school - Reputational damage - Negative regulatory attention - Litigation/financial liabilities - Non-compliance with legislative/regulatory requirements	Bus Travel - A contract or agreement is in place with the transportation service provider (including due diligence checks, driver WWCCV checks, and check that they are accredited through Bus Safety Victoria). - The teacher in charge ensures all vehicles have working seatbelts. - The staff on the excursion will ensure that everyone is wearing their seatbelt. Public Transportation (Tram/Train/Ferry) - The TIC has arranged group travel tickets. - TIC ensures a staff member leads the group to PT and is the last person on. - Staff supervise students on PT and ensure they are seated where seats are available. - For safety and where practical, TIC ensures trams are caught at built tram stops, not street-side stops.	Fair	Major	Unlikely	Medium	- TIC is to allocate adequate supervision for each vehicle. - List any other treatments	[Name] [Name]	[Due Date] [Due Date]
07	Child Safety and Wellbeing	<i>Title</i> Anaphylaxis and allergy management	<i>Risk Owner</i> Principal Name - Principal	<i>Causes</i> - Exposure to allergens e.g., food, insect bites, stings, animals, chemicals, pollution or any other allergens - Poor allergy management processes - Cross-contamination of food	- Individual ASCIA anaphylaxis action plans are readily available to all staff, and staff are briefed on student allergies and anaphylaxis before departure. - A person with an allergy carries two EpiPens.	Good	Major	Possible	High	List any treatments	[Name]	[Due Date]



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		<i>Description</i> Allergy management on the excursion may be inadequate.	<i>Responsible Manager</i> [Name]	4. Students sharing food 5. Incorrectly labelled food/ingredients 6. Inadequate medical records 7. Inadequate supervision at the point of food distribution 8. Hygiene is inadequate 9. High pollen count <i>Consequences</i> 1. Shortness of breath 2. Swelling at the affected site 3. Anaphylactic reaction 4. Respiratory distress 5. Hospitalisation 6. Reaction leading to permanent disability or death 7. Failure to comply with Ministerial Order 706 8. Reputational damage 9. Negative regulatory attention 10. Litigation/financial liabilities	3. If the student/staff member is also asthmatic, they are instructed to always carry their Ventolin. 4. All staff attending hold valid CPR, Anaphylaxis and Asthma certificates. 5. Before departure, the TIC confirms the generic adrenaline autoinjectors are in date for the duration of the Zoo Excursion. 6. Communication with families around food options to allow for alternative arrangements. 7. The school has provided any third-party providers with dietary requirements, especially those related to anaphylaxis. 8. Adequate signage regarding allergens at the point of food distribution, with appropriate allergen-free options provided (if the school is providing food).							
08	Child Safety and Wellbeing	<i>Title</i> Environmental conditions, extreme weather events and other natural disasters <i>Description</i> Environmental conditions and natural disasters may impact the excursion.	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Exposure to extreme weather conditions: a. Bushfires/Grassfires b. Heatwave c. Earthquake d. Floods e. Storms f. High UV levels 2. Lack of preparation for environmental conditions 3. Not rehydrating sufficiently 4. Access to potable water <i>Consequences</i> 1. Sunburn, dehydration, hyperthermia, heat exhaustion and/or heat stroke. 2. Hypothermia, snow blindness, frostbite. 3. Student or staff safety and wellbeing is compromised 4. Physical and psychological harm to student(s) or staff 5. Serious injury causing death or permanent disability 6. Distress for the family and the school 7. Reputational damage 8. Negative regulatory attention 9. Litigation/financial liabilities	1. Adherence to BOM (Bureau of Meteorology) warnings and advice. 2. Adherence to Victorian Health Department - Health alerts and advice. 3. Thunderstorm Asthma warnings are monitored for excursions between October 1 and December 31, and plans for accommodations and evacuation have been established during this period (ability to get indoors, ready access to Ventolin etc.) 4. Planning includes consideration of likely and possible environmental conditions and contingency plans (e.g., heat/wet weather). 5. A pre-departure briefing for staff, including contingencies and emergency procedures, regarding the excursion's Emergency Response Plan (ERP). 6. Students are briefed on likely environmental conditions and appropriate clothing, footwear, sun protection, and rain protection. 7. Staff ensure adequate water is available and rest periods are taken.	Good	Major	Rare	Medium	1. Monitor weather and environmental conditions in the week leading to the Zoo Excursion 2. List any other treatments	1. [Name] [Due Date] 2. [Name] [Due Date]	
09	Child Safety and Wellbeing	<i>Title</i> LOCATION-SPECIFIC RISKS: Melbourne Zoo <i>Description</i> There are hazards specific to the [Healesville Sanctuary/Melbourne Zoo/Werribee Open Range Zoo] that may result in incidents or harm if not adequately planned for or managed.	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Inadequate supervision 2. Bodies of water 3. Members of the public 4. Public bathrooms 5. Areas with access to animals 6. Students climb over/disregard barriers around enclosures 7. Allergy to animal dander/feathers/scat 8. Psychosocial impact/fear of animals 9. Zoo education activities (Zoo Classroom) 10. Activity level/fitness, Contagious condition/infectious disease <i>Consequences</i> 1. Negative animal encounter 2. Drowning/ Cold water submersion 3. Student or staff safety and wellbeing is compromised 4. Physical and psychological harm to student(s) or staff (exhaustion, dehydration) 5. Child safety incident 6. Serious injury causing death or permanent disability 7. Lost students/staff 8. Distress for the family and the school 9. Reputational damage	1. Assessment of those with allergies to animal dander, feathers, and scat and planned Zoo classroom activities (often tactile activities). 2. Ratios meet or exceed supervision requirements. 3. Staff briefed on location-specific hazards 4. Thorough briefing with students on appropriate behaviour, safety rules, and emergency procedures while at the Zoo Excursion. 5. Coordinating with the zoo to ensure that activities are suitable for all students and adjusting where required. 6. Planned regular breaks and headcounts are conducted. 7. The student briefing includes the promotion of good hygiene etiquette, lost procedures, safety around animal enclosures, and caution due to the varied surfaces at the Zoo, including concrete paths, gravel, boardwalks, grass, astroturf, water features, and many landscaping features.	Fair	Major	Rare	Medium	1. Notify the Zoo education facilitator of any allergies 2. List any other treatments	1. [Name] [Due Date] 2. [Name] [Due Date]	



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				10. Negative regulatory attention 11. Litigation/financial liabilities								
10	Child Safety and Wellbeing	<i>Title</i> ACTIVITY-SPECIFIC RISK Animal interactions (planned and unplanned) <i>Description</i> Students and/or staff may have a negative interaction with animals.	<i>Risk Owner</i> Principal Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Unpredictable animal behaviour - Fear of animals - Bites/stings - Allergic reaction - Poor hygiene - Inadequate supervision <i>Consequences</i> - Negative animal encounter - Student or staff safety and wellbeing is compromised - Physical and psychological harm to student(s) or staff - Serious injury causing death or permanent disability - Distress for the family and the school - Reputational damage - Negative regulatory attention - Litigation/financial liabilities	- Students and staff are briefed to avoid contact with animals unless instructed otherwise by the Zoo staff or signage or as part of an organised presentation. - Staff monitor student compliance with all safety instructions for animal contact - Students and staff were briefed on the hygiene required for animal interactions, including hand washing after touching animals, bedding, feeding, or faeces. - Hand-washing facilities are made available before and after all planned encounters with animals. - Students are closely supervised if direct animal contact is likely. - A contingency plan established and shared with staff for management of students who may experience fear or anxiety related to animals (e.g., floating staff to support and supervise and avoid animals of concern) - Staff and students with allergies carry medication/EpiPens; generic EpiPens are on hand for any first-time anaphylactic reactions.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



MACS Risk Assessment Criteria

Table 1 – Consequence criteria

This guide provides indicative terms against which the consequence of risk is evaluated.

Risk Categories	Severe	Major	Moderate	Minor	Insignificant
Strategic	- Mission or strategic objectives are not achieved. - Ongoing loss of MACS critical infrastructure (e.g. basic services, organisational structure, facilities, systems). - Significant impact on ability to meet governance, accountability or strategic objective (>30%). - The longevity of MACS is compromised.	- Major impact on the ability to achieve governance, accountability or strategic objectives, or mission (25–30% deviation). - Temporary loss of MACS critical infrastructure (e.g. basic services, organisational structure, facilities, systems) – recovery is long-term	- Moderate impact on ability to achieve governance, accountability or strategic objectives, or mission (10–25% deviation). - Adjustment to resource allocation and service required to manage impact – recovery is medium-term.	- Minor impact on ability to achieve governance, accountability or strategic objectives, or mission (<10% deviation). - Objectives and mission can be delivered with minor impacts. - Impact can be managed through routine activities – recovery is short-term.	Negligible impact on critical objectives and the MACS mission.
Catholic Identity and Mission	- Significant and sustained loss of Catholic identity across multiple schools. - Major reputational damage to MACS and associated institutions. - Widespread loss of trust from key stakeholders, including the Catholic Archdiocese of Melbourne, parents, and students. - Potential intervention from the Catholic Archdiocese of Melbourne or regulators. - Significant drop in student enrolment due to perceived loss of Catholic values. - Inability to fulfil core spiritual, moral, and educational responsibilities.	- Noticeable degradation of Catholic identity in some schools or programs. - Negative publicity impacts MACS's reputation within the broader Catholic community in Victoria. - Loss of confidence from key stakeholders, including the Catholic Archdiocese of Melbourne. - Moderate decrease in student enrolment due to concerns about Catholic values. - Challenges in delivering core spiritual and moral education.	- Isolated incidents where Catholic identity is not upheld (e.g. curriculum or events not aligned with Catholic teachings). - Some negative feedback from stakeholders. - Moderate reputational damage is limited to a specific school or program. - Temporary or minor challenges in maintaining Catholic character across certain programs.	- Minor lapses in adherence to Catholic values in isolated situations are easily rectified. - Low-level stakeholder concern with no significant impact on trust or enrolment. - Small adjustments needed to align certain programs or communications with the Catholic mission.	- No discernible impact on MACS's Catholic identity or mission. - Catholic values are upheld, with minimal or no deviation from Catholic values and teachings. - No stakeholder concerns or reputational impact. - Normal operations with no disruption to spiritual, moral, or educational responsibilities.
Child Safety and Wellbeing	- Serious incident causing death or permanent disability of a child. - A substantiated instance or allegation of physical and / or sexual abuse of a child. - Stress/trauma event requiring extensive clinical support for multiple individuals.	- Serious medical injury or illness requiring hospital admission. - Psychological injury requiring ongoing clinical support.	- Injury/illness requiring medical attention. - Psychological injury requiring professional support. - Medically treated injury (MTI) frequency and/or severity rates increased.	- Minor injury requiring first aid. - Minor psychological injury requiring peer support.	- Incident – injury/illness not requiring first aid. - Incident with no psychological impact. - Near miss – incident physical or psychosocial with no negative outcome that could have resulted in negative outcome
Education Service and Delivery	- Evidence of Significant decline in levels of Literacy and Numeracy competence. (Greater than 2.0% decrease in percentage proficiency from NAPLAN results by school) - Significant evidence of unsatisfactory student engagement and connection to the school and their peers. (85% or lower average student attendance rate). - Significant evidence that there are no options for student pathways.	- Evidence of major decline in levels of Literacy and Numeracy competence. (1.5% to 2.0% decrease in percentage proficiency from NAPLAN results by school) - Evidence of major levels of unsatisfactory student engagement and connection to the school and their peers (85% to 90% student attendance rate). - Evidence that there are very limited options for student pathways.	- Evidence of moderate decline in levels of Literacy and Numeracy competence (1.0% to 1.5% decrease in percentage proficiency from NAPLAN results by school) - Evidence of moderate level of unsatisfactory student engagement and connection to the school and their peers (90% to 95% student attendance rate). - Evidence that there are limited options for student pathways.	- Evidence of minor decline in levels of Literacy and Numeracy competence. (1.0% to 0.5% decrease in percentage proficiency from NAPLAN results by school) - Evidence of minor levels of unsatisfactory student engagement and connection to the school and their peers (95% to 97.5% average student attendance rate). - Evidence that there are some options for student pathways.	- Evidence of minimal decline in levels of Literacy and Numeracy competence. (Less than 0.5% decrease in percentage proficiency from NAPLAN results by school) - Evidence of minimal unsatisfactory student engagement and connection to the school and their peers (97.5% or above average student attendance rate).
Financial	- Enterprise-wide loss of annual revenue of >\$5 million. - Enterprise wide >30% deviation from budget. - School level >15% deviation from budget. - Loss of majority of key assets. - Systemic and high value fraud. - Project cost impact >10%.	- Loss of assets or annual revenue of \$1–\$5 million. - Enterprise wide 15% - 30% deviation from budget. - School level 6% - 15% deviation from budget. - High end fraud - Project cost impact <10% but >7.5%	- Loss of assets or annual revenue of \$250,000– \$1 million. - Enterprise-wide 10–15% deviation from budget. - School level 2% - 5% deviation from budget. - Moderate fraud. - Project cost impact <7.5% but >5%	- Loss of assets or annual revenue of <\$250,000 or <%10 deviation from budget. - Project cost impact <5% but >2.5%.	- Loss of assets or annual revenue of <\$25,000 or <%1 deviation from budget. - Near miss – financial incident that could have resulted in a negative outcome but did not.
People	- Severe and widespread impact on MACS operations due to critical staff shortages, loss of key leadership, and / or widespread employee misconduct. - Major workplace incident leading to fatalities or serious injuries. - Severe damage to workplace culture, resulting in mass resignations and long-term reputation damage.	- Significant operational disruptions caused by high employee turnover, prolonged absenteeism, or misconduct by key personnel. - Major health and safety incidents resulting in serious injuries and regulatory scrutiny. - Decline in workplace morale and culture, leading to reduced productivity and increased employee dissatisfaction.	- Localised operational disruptions due to specific skill shortages or employee behaviour issues (e.g. isolated incidents of misconduct). - Moderate health and safety incidents, such as injuries requiring medical treatment but not life-threatening. - Workplace culture issues in certain teams or locations, impacting productivity or	- Minor operational impacts due to temporary staff shortages or low-level behaviour issues (e.g. tardiness, unprofessional conduct). - Low-level health and safety risks, such as minor injuries or incidents resolved on-site. - Slight declines in morale or workplace culture, limited to individual teams. - Minimal financial impact due to minor	- No discernible impact on operations or employee performance. - Minor and routine employee issues (e.g. occasional absence or lateness) easily managed. - Workplace culture and morale remain positive. - Negligible financial impact with no effect on stakeholder trust or satisfaction.



Risk Categories	Severe	Major	Moderate	Minor	Insignificant
	- Legal or regulatory action due to significant breaches of health and safety laws or workplace standards. - High financial costs due to legal settlements, fines and recruitment efforts. - Stakeholder trust, including parents, staff, and regulatory bodies, has been severely eroded.	- Negative media attention and reputational damage are affecting MACS's credibility. - Substantial financial impact from legal costs, recruitment, or penalties.	- morale. - Stakeholder dissatisfaction but manageable with internal actions. - Financial impact limited to increased training or minor legal fees.	- training or process improvement costs. - No significant stakeholder concerns.	
Regulatory Compliance and Governance	- Sustained / serious non-compliance with legislation that has funding impacts / resulting in prosecution or imprisonment. - Failure / breach of multiple controls, policies or code of conduct. - The board does not abiding by its role as a governing authority of schools and early childhood education and care services.	- Failure to comply with legislative/regulatory requirements results in fines / common law action. - Significant breach of policies or code of conduct.	- Regulatory breach that results in letter to the regulator or executive management. - Breach of policies or code of conduct.	- Regulatory breach that can be managed at school / directorate level. - Breach of policy, with little or no impact on code of conduct.	Near miss – near breach, with no negative outcome that could have resulted in negative outcome.
Operational	- Complete failure of critical systems or IT infrastructure, resulting in widespread disruption of MACS operations across multiple schools or offices for a period greater than one month. - Severe and multiple cyber-security breaches, leading to loss of sensitive data, legal/regulatory action and significant reputational damage. - Long-term operational impact, including permanent loss of critical data and disruption of educational services.	- Significant disruptions to operations due to failures in key systems or processes, such as payroll, student management systems, or learning platforms for a period between one week and one month. - Cyber-security incidents leading to data breaches or unauthorised access, with moderate reputational damage. - Regulatory scrutiny due to non-compliance or delayed reporting. - Stakeholder dissatisfaction, including parents, staff, and students.	- Localized system or process failures, such as downtime for individual schools or departments, causing disruptions for up to a week. - Cyber-security vulnerabilities identified but not exploited, requiring immediate remediation. - Minimal reputational impact, with most stakeholders remaining unaffected. - Operational delays in delivering non-critical services or reporting.	- Minor system outages or process inefficiencies with an impact of less than three hours. - Low-level cyber-security incidents, such as phishing attempts, quickly identified and mitigated. - No significant stakeholder impact; minor inconvenience to staff or students. - Quick resolution with no long-term operational impact.	- No impact on operations or service delivery. - Routine system maintenance or process adjustments with no disruption. - No cyber-security incidents or risks detected. - No stakeholder concerns or reputational damage. - Business continuity remains fully intact.
Infrastructure	- Widespread, prolonged disruption to multiple schools and / or MACS offices, resulting in an inability to deliver educational services for an extended period. - Severe damage or destruction of critical infrastructure (e.g. major building collapse, significant fire, or natural disaster). - Government intervention or regulatory scrutiny.	- Significant disruption affecting multiple schools or a major facility, requiring temporary closures or relocation. - Partial failure of critical systems or infrastructure (e.g. HVAC, electrical systems). - Delays in planned expansions or upgrades, affecting operational goals.	- Localised disruption to a single school or office facility, leading to temporary closure or operational challenges. - Some stakeholder dissatisfaction but manageable through effective communication and mitigation.	- Minor operational disruptions due to infrastructure issues (e.g. brief power outages, minor equipment failures). - Easily resolved with minimal downtime and effort.	- No disruption to operations or educational services. - Minor wear and tear on infrastructure with no immediate need for repair. - Normal maintenance schedules are sufficient to address any minor issues.



Table 2 – Likelihood criteria

This guide provides the indicative terms against which the likelihood of a risk event occurrence is evaluated.

Likelihood				
Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Control failures or repetitive risk events during operations				
Possibility of occurrence <5%	Possibility of occurrence 5–25%	Possibility of occurrence 25–50%	Possibility of occurrence 50–75%	Possibility of occurrence >75%
Historical				
Is possible, but has not occurred to date	Has never occurred, but has occurred in other organisations with a similar risk profile	Has occurred at least once in the history of MACS	Has occurred in the last few years or circumstances could cause it to occur again in the next few years	Has occurred in the past or circumstances could cause it to occur again
Discrete risk events (e.g. cyclone, failure to meet strategic objectives, loss of key personnel)				
May occur less than once in 15 years	May occur at least once in 5–15 years	May occur at least once in 2–5 years	May occur at least once in a year	May occur multiple times in a year

Table 3 – Risk rating matrix

Used to combine consequence rating with likelihood rating to determine the overall level of risk.

Risk rating matrix		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

Table 4 – Control effectiveness rating

Indicates the self-assessment of control effectiveness.

Good	Fair	Poor
Current controls will identify risk occurrence or prevent it, enabling effective management.	Current controls have a reasonable chance of preventing or detecting risk occurrence to enable effective management.	There is minimal chance that the current control framework will prevent or detect risk occurrence to enable effective management.

