

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. 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, rather than a school ceasing a beneficial activity altogether.

Before completing your International Student International Travel risk assessment, you are required to:

- Consult with school staff, students, or third-party providers about any risks they have identified for this event or activity.
- Consider risks relating to your compliance with the [11 Child Safe Standards](#) and [Ministerial Order 1359](#).
- Consider the risks to child safety in both physical and online environments.
- Consider risks related to the activity, event, or project, including 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).
- Consult [Smart Traveller](#) for current travel advice.

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, consider 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**, look for 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 member 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 register, 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** – look for alternative ways to conduct the activity that negates 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 implement, please move it to the treatment column, noting who will complete it and the associated due date.

Marymede Catholic College International Travel with Students Risk Assessment

Campus/es address	[School Address]	Year level(s)	[List the year levels of students attending]
Type of activity	[International Study Tour/Language Immersion/Exchange Program/Music Tour/Other]	People attending/involved	[##] Students, [##] MACS VIT Staff, [##] Volunteers



Countries being visited	[Countries being visited]			List of adults involved and position	[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]			Departure date	[Departure Date]	Return Date	[Return Date]
Approved by:	McClen, Carly - Principal			Signature			

Previous School Trip Details	
Previous International Study Tours:	(Example, China 2016, Italy 2017, Japan 2018, Philippines in 2018 and China in 2019).
Previous risk-related incidents in prior trips:	China 2019- Separation of one student on a train in China.

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 and MACS fails to provide a child-safe environment during the [International Study Tour/Language Immersion/Exchange Program/Music Tour/Other], in line with MACS Child Safety and Wellbeing Policy and legislative requirements.	<i>Risk Owner</i> McClen, Carly - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Inadequate supervision of students 2. Insufficient escalation/ reporting structure or child safety incidents 3. Inadequate screening of tour facilitators, homestay families, and other third parties involved in the program (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 venues/locations 7. Indirect supervised time (time in accommodation, public places, exploration, etc.) 8. Student becomes separated or lost 9. Student is subject to physical, psychological or online bullying or harassment or abuse 10. Noncompliance with child safety policy, procedures, and or legislative obligations 11. 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 students 3. Lost students 4. Distress for families, the school, and/or staff 5. The school has not managed its obligations effectively per Ministerial Order 1359 6. Damage to the school/MACS' reputation 7. Negative regulatory attention 8. Litigation/financial liabilities	1. The teacher in charge (TIC) is appointed to manage Child Safety for this event/ travel abroad. 2. The school must consult MACS Legal before entering any agreements/MOUs. This includes approval for any MOUs/Agreements with travel providers, Travel partners (when travelling with other schools), sister schools, and/or homestay arrangements. 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, (Child Safety and Wellbeing Policies, WWCCV arrangements, 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. A supervision plan has been established for the program and shared with staff. 8. Specific consideration of Child Safety Standards for this activity (cultural safety, student empowerment, child safety, staff and volunteer engagement and preparation etc.) 9. Training requirements to ensure all staff and volunteers include 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.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
02	[Select Category]	<i>Title</i> Title of Risk	<i>Risk Owner</i> McClen, Carly - Principal	<i>Causes</i> 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]



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			
		Description Marymede Catholic College explains the risk event, including its nature and potential impacts.	Responsible Manager [Name]	Consequences 1.								
03	[Select Category]	Title Title of Risk Description a detailed explanation of the risk event, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
04	[Select Category]	Title Title of Risk Description a detailed explanation of the risk event, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
05	[Select Category]	Title Title of Risk Description a detailed explanation of the risk event, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
06	[Select Category]	Title Title of Risk Description a detailed explanation of the risk event, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
07	[Select Category]	Title Title of Risk Description a detailed explanation of the risk event, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
08	[Select	Title	Risk Owner	Causes	1. List existing controls	Choose	Choose an	Choose	Choose	1. List any treatments	1. [Name]	[Due Date]



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			
	Category]	Title of Risk <i>Description</i> a detailed explanation of the risk event, including its nature and potential impacts.	McClen, Carly - Principal <i>Responsible Manager</i> [Name]	1. <i>Consequences</i> 1.		an item.	item.	an item.	an item.			
09	[Select Category]	Title of Risk <i>Description</i> a detailed explanation of the risk event, including its nature and potential impacts.	<i>Risk Owner</i> McClen, Carly - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. <i>Consequences</i> 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]

Add more rows as required.



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 achieving 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 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 enrollment 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 impacting 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 enrollment 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 and are easily rectified. - Low-level stakeholder concern with no significant impact on trust or enrollment. - Small adjustments needed to align certain programs or communications with 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 out 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 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 severely eroded, including parents, staff, and regulatory bodies.	- Negative media attention and reputational damage 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 / results in prosecution or imprisonment. - Failure / breach of multiple controls, policies or code of conduct. - Board 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 that result 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.

