

Marymede Catholic College

Child Safety Risk Register

[Review Date]



Melbourne Archdiocese
Catholic Schools

NOTE: This is a sample Child Safety Risk Register, and it must be contextualised to your specific school context.

Instructions

The purpose of a risk register is to **identify**, **document**, and **manage** or **control** risks in the school environment, including any campuses and school boarding premises. This template can be used for your School and Child Safety Risk Registers. It is not always possible to eliminate all risks. Melbourne Archdiocese Catholic Schools (MACS) requires schools to **manage** and **monitor** any risks and **regularly review** their risk register/s. Risk management is not intended to interfere with the school's role in providing educational benefits for children and young people. The purpose is to identify reasonably foreseeable risks so they can be proactively managed to keep children and young people safe from harm. Where practical and appropriate to the nature of the risk, it is preferable to control the risks instead of a school ceasing a beneficial activity altogether.

Before completing any risk register, you are required to:

- Consult with school staff, students, or third-party providers about any risks they have identified at your school.
- Consider risks relating to your compliance with the [11 Child Safe Standards](#) and [Ministerial Order 1359](#).
- Consider risks in the physical school environment – the layout of the school, location (busy road, near water or bush), any high-risk areas for visibility and supervision of students, staff, and volunteers etc.
- Consider risks in the online environment – the configuration, use and monitoring of technology at your school.
- Consider risks related to sanctioned activities outside usual school surroundings – excursions, camps, travel, workplace experiences - *specific risk assessments must be completed for these events and activities*.
- 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, and international education students.

When completing any school risk register, you are required to:

- **Add** any strategic, operational or project risks **relevant** to your school.
- **Add** existing risk management strategies (**existing 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 school.
- 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 apply to each of the risks in the register 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 this risk, 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, and monitor at least twice a year. If the risk rating cannot be reduced, look for alternative ways to 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 and monitor the risk on a quarterly basis. If the risk rating **cannot be reduced**, look for alternative ways to mitigate or negate this risk. Where a risk is rated as **extreme** and cannot be reduced, action must be taken, and any related activities must not commence or proceed. The responsible staff must halt the activity and escalate to the principal. This risk must be reported to the **Senior Manager – School Leadership (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, and/or in accordance with the risk rating.
- Add a date for the next risk register review to your calendar. For monitoring and reporting requirements, please refer to the [Risk Management Framework](#).
- The **Principal** must **sign** the risk register.
- The entire risk register must be reviewed annually, and/or after any significant incident.

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 continuous improvement approach** – actively work to reduce high or extreme risk ratings, i.e., staying up to date with Child Safety legislation, requirements, and training.
- If the risk rating **cannot be reduced** – consider alternative ways to proceed that negate this risk or reconsider how operations can be altered to reduce the risk.

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

Child Safety Risk Register

Campus/es address	[School Address]		
Responsible staff member	[Name of Responsible Person]	Role	[Role/position]
Date of review	[Date this document was completed]	Next review date	[Date of next review]
Approved by:	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	Title A brief, descriptive label for a specific risk or issue Description A detailed explanation of the risk, including its nature and potential impacts	Risk Owner The individual accountable for risk (typically principal) Responsible Manager An individual who oversees the management of a specific risk	Causes The underlying factor that triggers or leads to a risk being actualised Consequences 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 CS S1	Child Safety and Wellbeing	Title Culturally Safe Environments for Aboriginal children and young people Description Marymede Catholic College has not met Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.	Risk Owner Name - Principal Responsible Manager [Name]	Causes 1. Racism, discrimination, and bullying are not adequately managed and addressed. 2. Ignorance/lack of awareness. 3. Conversations and training that do not include Aboriginal Australians. 4. An unwelcoming environment for Aboriginal children and young people 5. The development and review of policies and processes are not consultative. 6. Insufficient support provided to Aboriginal young people 7. Lack of a Torres Strait Islander staff member/leader in the leadership staff 8. The colonial history of Australia may add a layer of complication and stress, particularly for young Aboriginal people. Consequences 1. Failure to establish a culturally safe environment within the school structure 2. Aboriginal students may not feel welcomed, valued, or trusted by staff and volunteers, making them more vulnerable to harm as they are less likely to voice opinions or report abuse 3. Physical and psychological harm 4. Child Safety incident. 5. Bullying and harassment of students from indigenous backgrounds. 6. Reputational damage 7. Non-compliance with Ministerial Order (MO) 1359 and/or other legislative/regulatory requirements	1. All school staff and relevant volunteers must complete mandatory Child Safety training, which includes creating culturally safe environments and supporting Aboriginal and Torres Strait Islander students. 2. Recognition and celebration of specific days and events highlighting Indigenous culture, including Reconciliation Day, NAIDOC Week and Harmony Week. 3. A Child Safety Officer (Child Safeguarding Group) is nominated at school to provide additional support to Aboriginal and Torres Strait Islanders Students. 4. The school has employed a dedicated Aboriginal Wellbeing Leader to provide Aboriginal and Torres Strait Islander students with additional support. 5. Acknowledgement of Country before meetings, assemblies and gatherings. 6. Acknowledgement of Country is displayed in the front reception. 7. The school has a student-authored Acknowledgement of Country. 8. The Aboriginal and Torres Strait Islander flag is displayed on the school grounds. 9. There is a cultural garden on school grounds. 10. The curriculum has a combined cultural perspective. 11. The school has appointed a Fire Carrier Leader to provide Indigenous students with additional support. 12. The school has Aboriginal cultural displays throughout the school, e.g., artwork, totems, artifacts, and murals.	Good	Major	Rare	Medium	1. Child Safety Training for staff focused on culturally safe environments and supporting Aboriginal young people. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]
02 CS S2	Strategic	Title Child Safety and Wellbeing in School Leadership, Governance, and Culture Description Marymede Catholic College has not met	Risk Owner Name - Principal Responsible Manager [Name]	Causes 1. Child safety is not prioritised 2. Insufficient Child Safety training 3. Lack of Child Safety Policy, including recording keeping and information management requirements 4. Duty of care not clearly established and communicated 5. Unclear decision-making accountabilities and reporting/escalation lines 6. Unclear overall accountabilities and lines of communication 7. Position descriptions are not clear and are not adhered to by the individuals	1. Our Complaints Handling, Child Safety and Wellbeing policies, and Code of Conduct are publicly available. 2. Inclusion of child safety obligations in staff position descriptions. 3. Staff, contractor, or volunteer conduct is swiftly addressed. 4. This Risk Register is reviewed twice-yearly or after any significant child safety incident/concern. 5. PROTECT posters and the Four Critical Actions are displayed around the school and relevant offices. 6. Induction and annual training are provided to ensure all staff and relevant volunteers understand	Fair	Severe	Unlikely	High	1. Review the process for engaging contractors, volunteers and NDIS external providers against the VCEA guidelines. 2. Introduce child safety as a regular/ongoing standard discussion item in the School Leadership Team and Staff Meetings. (If control 9 is not in place) 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]



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		Child Safe Standard 2 – <i>Child safety and wellbeing is embedded in organisational leadership, governance and culture.</i>		8. Inclusion of child safety obligations in staff position descriptions 9. Staff and volunteers are unaware of the expectations relating to their conduct and role in supporting child safety and wellbeing 10. Lack of student supervision and risk management practices in place for recreational or other activities 11. Circumvention of proper pre-employment procedures, including no background/ suitability checks 12. Poor records and record-keeping practice <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Unclear accountability between MACS and Schools 4. Child Safety incidents not escalated, reported and/or managed within the required timeframe 5. Lack of clarity in roles, poor information-sharing, and inadequate record-keeping increase the risk of undetected child abuse, hinder appropriate responses, and delay identifying and addressing safety risks and incidents. 6. Difficulties and challenges of isolating or dismissing a staff member for breach of the Code of Conduct 7. Non-compliance with MO 1359 and/or other legislative/regulatory requirements 8. Reputational damage 9. Litigation/adverse Court ruling/penalties	their obligations regarding child safety, information sharing and record-keeping (see risk 7 below) 7. A Child Safety Officer is nominated at school to provide additional support where required. 8. Child Safety as a standing agenda item in all School Leadership Team and staff meetings							
03 CS S3	Child Safety and Wellbeing	<i>Title</i> Empowerment of Students <i>Description</i> Marymede Catholic College has not met Child Safe Standard 3 – <i>Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.</i>	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Failure to empower young people with information about their rights, child safety risks, and sexual abuse prevention, including grooming behaviour. 2. Young people don't know how to make a complaint, raise a concern, or don't feel confident that they will be heard. 3. Young people's input in decision-making is not supported or valued. 4. Young people are not offered sexual abuse prevention or safety education. 5. Young people are coerced or silenced by staff and volunteers 6. Lack of peer support and friendship 7. Ineffective support of teachers and staff by leadership, which has a flow-on effect on their students 8. The highly structured nature of school can sometimes prevent students from making certain decisions, etc., and they may feel they lack a voice and empowerment. <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Abuse/sexual abuse is more likely to go unidentified if students do not feel supported or informed about their rights or lack the confidence to report concerns. 4. Lack of friendship or peer support increases vulnerability to abuse and reduces students' confidence to discuss concerns, making abuse more likely to go unreported. 5. Young people refuse to attend and/or participate in certain events. 6. Young people go unsupervised. 7. The school does not deliver its objectives to all the students. 8. Reputational damage 9. Non-compliance with MO 1359 and/or other legislative/regulatory requirements	1. Students are educated on the school's procedures on how to raise complaints or concerns. 2. Students are educated on Child Safety and made aware of appropriate and inappropriate behavioural standards. 3. The Resilience, Rights, and Respectful Relationships learning materials are incorporated into the curriculum, along with age-appropriate sexual abuse prevention programs. 4. The school has documents available for students to show how and where to report a concern or complaint – {Outline where/how, e.g., Email address for students to report concerns}. 5. The Student Representative Council (SRC) allows students to voice their opinions. 6. The school appoints students to other various leadership roles, e.g., School Captains, Sports Captains, Religious Education Leaders, Sustainability Leaders etc. 7. The school have student-led assemblies. 8. Student Voice Committees are established at the school.	Good	Severe	Unlikely	High	1. Induction of all SRC members as Child Safety Officers for the school. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]



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04 CS S4	Child Safety and Wellbeing	<i>Title</i> School, Family, and Community Engagement <i>Description</i> Marymede Catholic College has not met Child Safe Standard 4 – <i>Families and communities are informed and involved in promoting child safety and wellbeing.</i>	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Unwelcoming staff and volunteers - Lack of appreciation of the value of community consultation and engagement - The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing - Lack of staff training, culture, or willingness to engage families and communities - Lack of information provided to families and community on governance and operations – e.g. how complaints are handled and child safety risks - Poor child-safe culture. <i>Consequences</i> - Physical and psychological harm - Child Safety incident. - Without family input, child safety practices may not meet all students' diverse needs, compromising their sense of safety and participation in school life. - Families and communities not engaged in child safety are less likely to help the school by monitoring for unsafe behaviours and raising concerns - Families cannot prepare young people for school and/or school activities, and ensure that young people identify child abuse - Families do not support students who want to make a complaint or report child abuse - If families lack awareness about child safety, including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust - Reputational damage - Non-compliance with MO 1359 and/or other legislative/regulatory requirements.	- The principles of the Engaging Families in Child Safety Policy are embedded in parent engagement strategies and school communications. - Detailed and informed consent to parents/carers for all school activities. - Clear briefing/information available for students/parents/carers for all school activities. - Families are provided with communications about child safety through the newsletter, outlining updates or current issues. - All School Advisory Council (SAC) meetings include Child Safety as a standing agenda item. - Families and the school community are invited to have a say in the development and review of child safety and wellbeing procedures and practices through our School Advisory Council. - The school communicates to the school community processes around strict confidentiality of reporting of suspected abuse. - The school has an appointed Community Engagement Leader. - The school hold regular Program Support Groups (PSG) with parents/carers in attendance. - The school has an established Parents and Friends Committee. - The school run parent-helper sessions annually, or when required.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
05 CS S5	Child Safety and Wellbeing	<i>Title</i> Equity and Diversity <i>Description</i> Marymede Catholic College has not met Child Safe Standard 5 – <i>Equity is upheld and diverse needs respected in policy and practice.</i>	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Lack of staff and volunteer training on diversity and supporting/responding to vulnerable young people - Lack of respect for people, including staff and students with diverse needs. - Incidents of discrimination are not effectively reported and managed - Interaction of students from varied cultural backgrounds could cause cultural or racial stressors - Staff cannot respond adequately because students or families withhold medical or health information. - The Catholic nature of education is not well explained during orientation and enrolment, leading to students feeling uncomfortable, isolated, and discriminated against <i>Consequences</i> - Physical and psychological harm - Child Safety incident. - Diverse cohorts who do not feel safe or supported are more at risk of abuse and less likely to report concerns. - Discrimination increases vulnerability and reduces the likelihood of seeking help. - Students with intellectual disabilities are not adequately provided for in the planning for school and/or activities - Diverse cohorts feel unsupported and/or unwelcome - Provision is not made for students with disabilities and/or additional needs to participate in the school fully and its activities (e.g., vision or hearing impairment, ADHD, autism)	- Child safety information, support, and complaints processes are culturally safe, accessible, and understandable. - A Learning Diversity Leader is in place to assist students with additional needs. - Student-led Diversity Group in place to provide peer support and student advocacy. - The Social Justice Leader/Religious Education Leader supports the Social Justice Student Committee to provide student advocacy for those in need of support - NCCD funding is applied for through MACS for students who require additional support for their needs. - The school allow NDIS Allied Health Service Providers on-site to provide students with additional needs and encourage engagement. - The school hold regular Program Support Groups (PSG), so plan adjustments can be made to include specific support plans or medical management plans. - The school supports students in developing the following plans, where required for students with additional needs: - Behavioural Support Plans - Personalised Learning Plans - Safety Plans - Return to School Plans	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



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				8. LGBTIQ+ students feel discriminated against whilst at school 9. A trans student feels uncomfortable due to the bathroom and/or sleeping arrangements at school or during school activities 10. Reputational damage 11. Non-compliance with MO 1359 and/or other legislative/regulatory requirements								
06 CS S6	Education Service and Delivery	<i>Title</i> Suitability of Staff and Contractors <i>Description</i> Marymede Catholic College has not met Child Safe Standard 6 – <i>People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice,</i> specifically relating to staff and contractors.	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Insufficient promotion of the commitment to child safety and poor child safety culture from MACS and the school 2. Poor screening, failure to conduct reference checks, and provision of false information during recruitment. 3. Poor management of conflicts of interest 4. Insufficient induction and training before commencing the role. 5. Inappropriate behaviour by other adults is not called out due to a lack of empowerment or awareness of behaviours of concern 6. Inadequate supervision and leadership of staff/contractors <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Recruitment processes fail to deter potential predators from seeking employment 4. Reports or allegations are not responded to objectively, with a focus on child safety and wellbeing 5. Staff fail to identify child safety risks and signs of harm and cannot respond appropriately to identified risks or disclosed concerns. 6. Staff do not understand their role and responsibilities in promoting and supporting child safety 7. Non-compliance with MO 1359 and/or other legislative/regulatory requirements	1. Job advertisements include clear language that explains the school and MACS' commitment to child safety and zero tolerance for child abuse. 2. All interviews include standard child safety-related questions. 3. Position descriptions are developed for all staff members that clearly define their responsibilities, including those relating to child safety. 4. The onboarding/induction of staff and relevant contractors includes compulsory screenings (e.g., reference checks, WWCCV and/or VIT), child safety training (including child safety responsibilities), and signing the Code of Conduct. 5. Staff are provided with the Staff Handbook at the commencement of each year. 6. Regular performance, development, and review processes, including ongoing feedback, are implemented, allowing for open discussions about concerns via Annual Review Meetings. 7. Before engaging with a new contractor, the school contacts the MACS Infrastructure Team for information on preferred providers and/or current recommendations. 8. All contractors must sign in at reception. 9. Where contractors are required to enter the site to perform a 'one-off' activity for a short period, and it is not reasonably practical to formally induct them (e.g., courier deliveries), a staff member supervises the activity at all times.	Fair	Major	Possible	High	1. List any treatments	1. [Name]	[Due Date]
07 CS S6	Regulatory Compliance and Governance	<i>Title</i> Suitability of Volunteers <i>Description</i> Marymede Catholic College has not met Child Safe Standard 6 – <i>People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice,</i> specifically relating to volunteers.	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Poor recruitment and screening processes for volunteers fail to reveal concerning histories and behaviours. 2. Insufficient induction and training before the commencement of volunteering 3. Insufficient promotion of the commitment to child safety and culture. 4. Systems, processes, policies, and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators 5. School staff do not supervise or monitor volunteers at school. <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Recruitment may fail to deter potential predators from seeking a position as a school volunteer. 4. Conflicts of interest in volunteer recruitment can lead to unreported concerns and biased responses, compromising child safety and wellbeing. 5. Insufficient induction and training lead to volunteers failing to identify child safety risks and not understanding their roles, increasing the risk of harm. 6. Inadequate steps to address concerning behaviour may increase the risk of harm. 7. Non-compliance with MO 1359 and/or other legislative/regulatory requirements	1. Volunteers are engaged as per the VCEA Guidelines for volunteers 2. Child Safety Codes of Conduct signed by all volunteers, per VCEA Guidelines for volunteers . 3. The school enforces and monitors volunteer conduct, including adherence to the 'never alone' rule when interacting with students. 4. Screening (e.g., reference checks), training and induction requirements to ensure all relevant volunteers include Child Safety and the process for all school events. 5. School staff swiftly address volunteer conduct that is inconsistent with the school's child safety and wellbeing policies and practices. 6. School-run activities ensure that all volunteers involved in assisting meet the WWCCV requirements and are briefed on their role in child safety at the event. 7. All volunteers must sign in at reception. 8. All volunteers are identifiable via wearing lanyards, adhesive labels or a high-visibility vest. 9. The school run parent-helper sessions annually, or when required.	Fair	Major	Possible	High	1. List any treatments	1. [Name]	[Due Date]



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08 CS S7	Regulatory Compliance and Governance	<i>Title</i> Complaints Processes <i>Description:</i> Marymede Catholic College has not met Child Safe Standard 6 – <i>Processes for complaints and concerns are child-focused.</i>	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Students and parents/carers are unsure how to raise a complaint/concern and would not be taken seriously. - Complaints processes or responsible staff/volunteers do not make students feel safe or supported to report - Student input in decision-making is not valued - Inadequate response to complaints or concerns relating to child abuse - Appropriate records are not securely kept for the statutory period - Parents and organisers disagree on a course of action for a child. - Limited access to culturally safe and easily understood information <i>Consequences</i> - Physical and psychological harm - Child Safety incident. - Parents/carers and students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report - No transparent process for responding to complaints and concerns about child abuse. - Inappropriate or insufficient action is being taken. - Non-compliance with MO 1359 and/or other legislative/regulatory requirements - Criminal penalties: - Failure to Report and/or Failure to Protect offence, - Penalties under the Reportable Conduct Scheme	- All complaints and concerns are managed per employment law, with advice from the MACS Legal, Reportable Conduct, and Employee Relations teams for child safety cases involving staff, volunteers or contractors. - PROTECT posters and the Four Critical Actions are displayed around the school and relevant offices. - An email account is in place and monitored so students can report concerns. - Pastoral structure provides multiple levels of leadership for students to report any concerns or complaints, including age-appropriate information and support for young people to make complaints. - Families and the community can access information on how to lodge complaints and concerns through the website. - Staff and relevant volunteers are trained to identify inappropriate behaviour and indicators of abuse and escalate concerns.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
09 CS S8	People	<i>Title</i> Adequately Trained and Skilled Staff/ Volunteers <i>Description</i> Marymede Catholic College has not met Child Safe Standard 8 – <i>Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.</i>	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Child Safety and Wellbeing training is not provided to staff, volunteers, and the School Advisory Council annually - Child Safety and Wellbeing training is not refreshed or updated where policy, practice or law has changed - Volunteers are not required to undertake child safety training that is appropriate to the nature of their role - Training does not cover all the necessary topics - Training is poorly facilitated. <i>Consequences</i> - Physical and psychological harm - Child Safety incident. - Staff and volunteers' inability to identify child safety risks and signs of harm increases the risk of failing to protect young people and underreporting incidents. - Insufficient understanding of Child Safety and Wellbeing policies increases the risk of improper implementation, leading to undetected and ongoing child abuse. - Supervision does not meet minimum requirements - Non-compliance with MO 1359 and/or other legislative/regulatory requirements	- Staff, relevant volunteers/contractors receive appropriate annual guidance and mandatory training on child safety, which is implemented, including reporting obligations, record keeping, and information sharing. - Professional development on Child Safe Standards is delivered to staff annually. - Volunteers are engaged as per the VCEA Guidelines: VCEA Guidelines for Volunteers. - The school communicates the importance of maintaining strict confidentiality in reporting suspected abuse to all members of the school community. - The induction process ensures staff know their child safety responsibilities.	Fair	Major	Possible	High	- Child safety training delivered to the Parents and Friends Committee and the School Advisory Council. - Conduct annual training sessions for the School Advisory Council on child safety standards. - List any other treatments	[Name] [Name] [Name]	[Due Date] [Due Date] [Due Date]
10 CS S9	Child Safety and Wellbeing	<i>Title</i> Safety in the Physical School Environment <i>Description</i> Marymede Catholic College has not met	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed - Failure to identify and manage risks of child abuse by third-party providers in the physical school environment - Design/architecture of school spaces - The physical environment creates separation or areas of isolation	- The Supervision Procedure is contextualised to ensure: - Staff are trained to patrol the school grounds actively, paying particular attention to secluded areas identified as high-risk. - Yard duty supervision quadrants are designed to ensure an adequate line of sight, - Students use the buddy system when indirectly supervised,	Good	Major	Unlikely	Medium	- Develop and implement procedures to reduce situations where a child may be unsupervised, including during recreational or other activities. - List any other treatments	[Name] [Name]	[Due Date] [Due Date]



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						Effectiveness of Existing Controls	Risk Consequence	Risk Likelihood	Risk Rating			
		Child Safe Standard 9 - <i>Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed,</i> specifically relating to the physical school environment.		<i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. School physical environment and/or supervision plans contributing to harm 4. Non-compliance with MO 1359 and/or other legislative/regulatory requirements	d. Designated yard areas for different year levels. 2. Teachers on duty always wear high-visibility vests. 3. The design of new spaces incorporates child safety considerations, including line of sight and the never-alone rule. 4. CCTV is implemented to improve schools' line of sight and transparency. 5. Signage at the school entrances directing visitors to the reception. 6. Staff are trained to question unaccompanied visitors on school premises. 7. All visitors must sign in at reception. 8. Staff members ensure all perimeter gates are locked at the commencement of class, recess and lunch. 9. Permission is to be sought during class time to use the toilets, with a buddy system being implemented, where necessary. *Refer to School Risk Register Template – Risk 4 Safety and Wellbeing on-site for additional controls.							
11 CS S9	Child Safety and Wellbeing	<i>Title</i> Safety in the Online Environment <i>Description</i> Marymede Catholic College has not met Child Safe Standard 9 – <i>Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed,</i> Specifically relating to the online environment.	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. MACS does not identify and appropriately manage child safety risks in the online environment related to school. 2. Students, staff, and volunteers are not educated about online risks and appropriate online behaviours. 3. Online safety measures fail to adapt to emerging technologies and child safety risks. 4. Inadequate security and ICT systems <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Undetected grooming 4. Non-compliance with MO 1359 and/or other legislative/regulatory requirements	1. The school maintains a list of applications/ systems used to support the administration and education at the school, which is classified in accordance with sensitivity and criticality. 2. Before engaging/procuring new apps or digital services the school engages MACS to undertake a risk and privacy impact assessment. 3. The school provides support and training to all staff and families for online safety for students. 4. Online safety is delivered to all students in an age-appropriate format. 5. The school has a standard operating procedure to review access to sensitive or personal information stored digitally or printed. 6. The school provides all students and staff with computers/devices 7. The school can monitor all student and staff activities, including email, on school-issued devices. 8. The school reports data breaches and other suspected or confirmed cybersecurity incidents. 9. Mandatory use of an internet filter. 10. The school actively maintains internet gateway platforms to protect and monitor internet usage. 11. The school sends out the ICT User Agreement for students and parents to sign annually. 12. The school sends out the MACS Code of Conduct to all teachers to sign annually. 13. The school has an appointed ICT Leader. 14. The school has a dedicated IT support employee.	Fair	Major	Possible	High	1. The newsletter will include information and links for parents on protecting their children in the online environment (see eSafety Commissioner resources for parents and carers at https://www.esafety.gov.au/parents). 2. A staff member will join the E-Safety Champions Network https://www.esafety.gov.au/educators/training-for-professionals/the-esafety-champions-network 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]
12 CS S9	Education Service and Delivery	<i>Title</i> Off-Site School Activities and Use of Third-Party Providers <i>Description</i> Delivery of services by third-party providers engaged under partnership arrangements may not promote or ensure safety and wellbeing or	<i>Risk Owner</i> Name - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. School staff fail to identify and manage risks of child abuse occurring during engagement with third parties or off-site school activities. 2. Areas of child safety risk in the accommodation, event locations, or surrounding areas are not identified and appropriately supervised or managed. <i>Consequences</i> 1. Physical and psychological harm 2. Child Safety incident. 3. Child abuse occurring in off-site school activities and school activities that involve third-party providers.	1. Excursion, Camp and Travel procedures followed, including; a) Checklists completed b) Risk assessment approved by Principal. c) Due diligence checks for third-party providers 2. A risk assessment and due diligence checks are completed for activities involving third-party providers. 3. An electronic system is used for all offsite medical information and permission e.g., Operoo/Synergetic/SIMON/ICON/nForma Camps/Excursions or International Travel: 4. Appropriate school approvals for excursions/camps, including risk assessment.	Good	Major	Unlikely	Medium	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			
		minimise opportunities for students to be harmed. CCS9 - see above			5. Upon arrival at commercial campsites, a briefing is conducted with campsite authorities. All staff familiarise themselves with the area. 6. Strategies are in place for adequate student group management. 7. All staff at the camp or excursion are trained to handle allegations of child abuse and implement appropriate child safety risk management strategies. 8. Volunteer screening and suitability checks are undertaken per the VCEA Volunteer Guidelines, including for homestay providers. 9. The teacher-in-charge (TIC) conducts briefings with staff and volunteers (e.g., pre-excursion, end-of-day, and post-activity briefings). 10. Adherence to the Never-Alone rule. 11. The school utilises the Student Activity Locator (SAL), to record off-site activities. 12. Any tour operators with whom the school engages are licensed and abide by WWCCV Policy. 13. The school completes individualised risk assessments for students who are vulnerable and high-risk, prior to taking them off-site. Provision of education services onsite or off-site, by third-party providers related to the delivery of VCE, VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and Vocational Education and Training (VET): 14. The education service providers engaged by the school must comply with the school's Child Safety Policies and Procedures, as per the partnership agreement.							
13 CS S9	Education Service and Delivery	Title Description Work placement does not promote safety and wellbeing or minimise opportunities for students to be harmed. CCS9 – see above [Delete this risk if students in your school do not participate in work experience/ placement]	Risk Owner Name - Principal Responsible Manager [Name]	Causes 1. School staff fail to identify and manage risks of child abuse occurring during off-site vocational and work placement activities or by third-party providers engaged by the school. 2. Areas of child safety risk in the physical environments of workplaces, training facilities, or surrounding areas are not identified and appropriately supervised or managed Consequences 1. Physical and psychological harm 2. Child Safety incident. 3. Child abuse occurs during on-site or off-site school activities, including interactions with third-party providers	Work Experience 1. All arrangements for work experience comply with the obligations set out in Part 5.4 of the Education and Training Reform Act 2006 (Vic) and Ministerial Order 1413. 2. The Work Experience Arrangement form is completed and signed before the work experience placement commences. 3. In arranging the placement, the school follow the advice provided in Child Safe Standards and Workplace Learning: A guide for schools and provides the employer with the Fact sheet for employers: Child Safe Standards and workplace learning 4. The school's nominated Work Experience Coordinator oversee and supports students through the placement journey. Structured Workplace Learning (SWL) 5. All arrangements for SWL comply with the obligations set out in Part 5.4 of the Education and Training Reform Act 2006 (Vic) and Ministerial Order 1412. 6. The Structured Workplace Learning arrangement form is completed and signed before the placement commences. 7. In arranging the placement, the school follows the advice provided in Child Safe Standards and Workplace Learning: A Guide for Schools and provides the employer with the Fact sheet for Employers: Child Safe Standards and Workplace Learning. 8. The school's nominated SWL Coordinator oversee and supports students through their placements	Good	Major	Unlikely	Medium	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			
					School-based Apprenticeship and Traineeship (SBAT) 9. A student undertaking an SBAT enters a legally binding Training Contract with their employer. The Training Contract is registered with the VRQA, which approves the employer as a 'Fit and Proper Employer'. 10. The school follows the advice provided in Child Safe Standards and Workplace Learning: A Guide for Schools and provides the employer with the Fact sheet for Employers: Child Safe Standards and Workplace Learning. 11. The school's SBAT Coordinator monitor students through their SBAT journey							
14 CS S10	Regulatory Compliance and Governance	Title Review and Improvement Description Marymede Catholic College has not met Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved.	Risk Owner Name - Principal Responsible Manager [Name]	Causes 1. Failure to regularly review child safety policies, procedures and practices or following any significant child safety incident 2. Failure to use analysis of complaints, concerns, and safety incidents to inform possible improvements to child safety policies, procedures, and practices 3. Failure to inform families and communities of the outcome of reviews of child safety policies, procedures, and practices. Consequences 1. Physical and psychological harm 2. Child Safety incident. 3. Failure to remain current with new laws or guidance on good practice compromises the ability to protect students. 4. Child safety policies, procedures, and practices may no longer meet the community's needs.	1. MACS procedures are regularly reviewed and improved. 2. The school has policies relating to Child Safe Standards and review cycles. 3. The Principal/Compliance Manager/Leadership Team regularly reviews all policies and procedures. 4. The Staff Child Safety Committee meets once a term to provide oversight and address concerns in child safety and wellbeing. 5. The school has a log of complaints and concerns that allows us to monitor areas for improvement in our child safety procedures and practices. 6. The school inform families and the community when Child Safety and Wellbeing procedures are being reviewed and updated via the newsletter, as required. 7. The school receives information from the central Child Safety and Reportable Conduct teams within MACS to support ongoing improvement in the implementation of the Child Safe Standards.	Good	Severe	Unlikely	High	1. List any treatments	1. [Name]	[Due Date]
15 CS S11	Regulatory Compliance and Governance	Title Policy and Procedures Description Marymede Catholic College has not met Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people.	Risk Owner Name - Principal Responsible Manager [Name]	Causes 1. The policies and procedures are unclear or do not address all actions and measures required under the Child Safe Standards 2. Best practice models and/or community and family engagement do not inform the policies and procedures 3. Staff and volunteers lack adequate induction or ongoing training. 4. The school lacks leadership in the implementation of policies and procedures Consequences 1. Physical and psychological harm 2. Child Safety incident. 3. Failures of Child Safety policy and procedures result in gaps in the protection of students. 4. Complex policies and procedures make staff and volunteers unaware of their child safety obligations, roles, and responsibilities	1. MACS Child Safety and Wellbeing policies and procedures address all aspects of the Child Safe Standards. 2. Staff and relevant volunteers are trained in Child Safety and Wellbeing policies, procedures, and practices and are supported in implementing them. 3. The school regularly reviews PROTECT guidance. 4. The Student Wellbeing Team reviews how the child safety policy is implemented and develops school-specific procedures and processes. 5. The induction process ensures staff know their child safety responsibilities. 6. Professional development on Child Safe Standards is delivered to staff annually.	Fair	Major	Unlikely	Medium	1. Child safety training will be delivered to the Parents and Friends Committee and the School Advisory Council. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [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 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 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 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 and 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 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.



Risk Categories	Severe	Major	Moderate	Minor	Insignificant
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. - 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.	- 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. - Negative media attention and reputational damage affecting MACS's credibility. - Substantial financial impact from legal costs, recruitment, or penalties.	- 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 morale. - Stakeholder dissatisfaction but manageable with internal actions. - Financial impact limited to increased training or minor legal fees.	- 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 training or process improvement costs. - No significant stakeholder concerns.	- 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.
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.	- Localised 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.

