

Marymede Catholic College

Risk Register

[Review Date]



NOTE: This is a sample 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 of 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 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:	Tim Newcomb - Principal	Signature		

Risk ID #	Risk Category	Risk Title and Description	Risk Owner and Responsible Manager	Risk Cause and Consequence	Existing Controls	Risk Assessment with Existing Controls				Treatments	Treatment Responsible Person	Treatment Due Date
						Effectiveness of Existing Controls	Risk Consequence	Risk Likelihood	Risk Rating			
Unique identifier	Select from drop-down	<i>Title</i> A brief, descriptive label for a specific risk or issue <i>Description</i> A detailed explanation of the risk, including its nature and potential impacts	<i>Risk Owner</i> The individual accountable for risk (typically principal) <i>Responsible Manager</i> An individual who oversees the management of a specific risk	<i>Causes</i> The underlying factor that triggers or leads to a risk being actualised. <i>Consequences</i> The outcome or impact resulting from a risk being actualised	Existing controls are for measures, risk mitigation activities, and plans already in place, e.g., policies, trip planning and briefings, staff vetting, due diligence around agreements and contracts, emergency management, medical plans, etc.	Select from drop-down	Select from drop-down	Select from drop-down	Select from drop-down	Intended to capture those risk mitigations that are not yet in place or completed, e.g., training for staff on specific medical conditions, review and provide families with updated eSafety information, etc.	The person responsible for ensuring the 'Treatments' have been actioned by the due date.	Date 'Treatments' are to be actioned by
01	Education Service and Delivery	<i>Title</i> Student Learning <i>Description</i> Marymede Catholic College may not improve student outcomes in literacy and numeracy.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. High absentee rates 2. Inadequate or obsolete Information and Communications Technology (ICT) hardware, software, and/or networks 3. Administrative burden (regulatory, social, and legal compliance) 4. Ability to recruit, train (professional development) and retain appropriately skilled teachers. 5. Insufficient funding to support strategic objectives (funding does not achieve the target) 6. Lack of leadership at local levels 7. Failure to engage students in the curriculum. <i>Consequences</i> 1. Failure to achieve targeted NAPLAN results. 2. Falling Victorian Curriculum F-10 (VCF-10) achievement levels (or no improvement) 3. Prospects of students impacted by poor literacy and numeracy skills 4. Reputational damage 5. Decreasing enrolments (further impacting funding and creating cyclic issues) 6. Low staff morale 7. High staff turnover	1. Quality assurance for Student Support Services and Curriculum for Flourishing Learners. 2. Data-driven improvement Strategy Review and standardise pedagogical practices, including the use of School Improvement Survey data. 3. The school assess student needs and allocate targeted tutoring/intervention. 4. The school provides regular student reports to families. 5. Professional development (PD) opportunities, supported by a Professional Leave Program, are available for staff to enhance their leadership skills and abilities within the school. 6. Ongoing tracking of student performance against VCF-10 targets. 7. Promotion of school as a desirable workplace (Outline process). 8. Effective management of human, facility, and financial resources to be utilised efficiently. 9. Ongoing involvement of the school community (Outline process).	Fair	Moderate	Unlikely	Medium	1. Allocate time and resources to improve teacher capacity in using learning technologies. 2. Add student learning outcomes as a standard agenda item at School Advisory Council (SAC) Meetings. 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]
02	Child Safety and Wellbeing	<i>Title</i> Student Engagement and Wellbeing <i>Description</i> Student engagement and wellbeing may falter, and students may lack a connection to the school, their peers, and the broader community.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. The staff is ill-equipped to support students' individual needs. 2. Insufficient funding to provide additional student services. 3. Lack of leadership at local levels 4. Failure to engage students in the curriculum and other school activities. 5. Management of student-to-student relationships and conduct 6. Teachers do not follow the prescribed content of a subject and are non-compliant with the Victorian Curriculum, MACS, and Victorian Curriculum and Assessment Authority (VCAA) study designs. 7. High numbers of interruptions to regular teaching routines <i>Consequences</i> 1. Lack of engagement and connectedness 2. Isolated students are more vulnerable to abuse.	1. Leadership regularly reviews student wellbeing arrangements to ensure each student is 'known and valued' by a significant adult at school. 2. Ongoing PD provided for staff identified as 'significant teachers' to support them in their pastoral responsibilities. 3. The school promote and publicise excellence in debating, sports, drama, competitions, and other activities through the school newsletter and assemblies. 4. Regular school leadership team meetings to monitor and review progress. 5. The school employs Learning Support Officers (LSOs) and engages other support programs. 6. The school promote and publicise school expectations regarding core values, such as inclusiveness, respect, and empathy	Good	Major	Unlikely	Medium	1. Develop a parent/family engagement program, increasing parental involvement. 2. Update and review the school website to ensure it has the updated and required policies. 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]



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				3. Decreasing enrolments (further impacting funding and creating cyclic issues) 4. Bullying and harassment of students 5. Reputational damage								
03	Education Service and Delivery	<i>Title</i> Student Pathways and Transitions <i>Description</i> The school does not adequately manage student pathways, and transitions into, through, and out of school.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Local stakeholders are not effectively engaged 2. Pathways and transitions not understood by parents. 3. Ineffective communication strategies 4. Ability to recruit, train and retain appropriately skilled teachers. 5. Budget/resource constraints 6. Lack of leadership at local levels 7. Failure to engage students in the curriculum 8. Failure to maintain pathways and transitions through the education system <i>Consequences</i> 1. Disadvantaged youth leave the school system. 2. Best outcomes for students not achieved. 3. Students do not reach competent numeracy and literacy levels	1. Student Wellbeing Services are employed to assist students with pathway planning. 2. Recognition that students have different educational outcomes and varying levels of schooling. 3. The school partners with local entities and universities to provide career days. 4. The school provides and supports students in enrolling in subjects that align with their career plans, including partnerships with other local schools and trade facilities.	Fair	Moderate	Unlikely	Medium	1. Review of pathways and transition opportunities for students. 2. Examine and evaluate student exit data demographics to ensure that their destinations reflect a significant pathway or level of school accountability for exiting. 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]
04	Child Safety and Wellbeing People	<i>Title</i> Workplace Health, Safety and Wellbeing (On-Site) <i>Description</i> Injury, illness or psychological harm to any person while on school grounds	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Conflict, bullying, intimidating, threatening behaviour, harassment of staff, students, and/or visitors. 2. Work-related stress 3. Slip, trip or fall hazards. 4. Storage, handling and transport of materials and equipment 5. Injury <i>Consequences</i> 1. Staff or student injury or illness – physical or mental 2. Disruption or interruption to learning. 3. Morale damage 4. Reputational damage 5. Litigation	1. MACS Health and Safety management system implemented (policies, hazard reporting, incident investigation). 2. Annual Essential Safety Measures Report (AESMR) audit conducted, with rectifications completed in a timely manner. 3. Staff training (i.e. Occupational Health and Safety (OH&S) induction, manual handling, respectful workplaces, hazard and incident reporting) 4. Regular site inspections and maintenance schedule 5. Employee Assistance Program and staff wellbeing support services accessible to staff. 6. Risk assessment and contractor vetting for incursion activities. 7. Incident and hazard reporting system. 8. Conflict-management guidelines and training for all staff. 9. Team Teach training provided to staff to support safe behaviour management practices. 10. Supplier management processes in place – selection, induction, information sharing, monitoring. 11. Four-year cyclical compliance reviews 12. The school conducts daily checks, quarterly maintenance, and annual inspections of playground equipment to ensure safety and compliance with Department of Education (DE) Guidelines for School Playgrounds.	Fair	Major	Possible	High	1. Review and modify storage areas to store frequently accessed or heavy items between shoulder and knee height. 2. Develop and implement an agreed Performance Development Plan outlining key accountabilities, activities, and behaviours. 3. Review OH&S incident data files and implement corrective measures. 4. List any other treatments	1. [Name] 2. [Name] 3. [Name] 4. [Name]	[Due Date] [Due Date] [Due Date] [Due Date]
05	Child Safety and Wellbeing People	<i>Title</i> Curricular and Co-Curricular Activities (Off-Site) <i>Description</i> Harm to staff/students during excursions, camps, sport, workplace learning or overseas travel.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Poor planning 2. Lack of clarity on responsibilities between the school and providers 3. Inadequate risk assessment and control effectiveness 4. Unfamiliar environments 5. High-risk/unusual activities 6. Transport incidents <i>Consequences</i> 1. Serious injury/death, trauma 2. Litigation 3. Program disruption 4. Reputational damage 5. Non-compliance with legislative/regulatory requirements	1. Excursion, Camp and Travel procedures followed, including; a. Checklists completed. b. Risk assessment approved by Principal. c. Due diligences check for third-party providers. 2. Australian Adventure Activity Standards applied to all relevant outdoor and adventure-based school activities. 3. Medical information, consent forms, and emergency contacts collected. 4. Informed consent obtained. 5. Teacher in charge appointed as decision maker and point of contact. 6. Communication and escalation plan in place; remote-area communications planned. 7. Risk assessments received from suppliers/providers. 8. Information sharing with providers – student adjustments, conditions, restrictions, capability, etc	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



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06	Operational	<i>Title</i> Cyber Security <i>Description</i> Inadequate IT quality, services, systems, and security.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Intermittent internet connection results in inconsistent service - Disruption to the Information Technology (IT) server for the school - Cybersecurity breach - Inadequate IT support is available. - Inadequate vetting or management of third-party IT vendors and applications <i>Consequences</i> - Teaching staff cannot use internet class resources and/or IT applications. - No access to online resources or resources of the MACS - Financial over expenditure - Limited or no access to critical electronic data for student medical needs - Students miss learning opportunities via remote classes	- Compliance IT Disaster Response Plan in place and reviewed regularly. - Regular IT system audit completed. - The school has an XXX server set up and is located on-site. - The school has two connections with a manual failover. - Teachers use manual teaching methods and resources on campus with an IT disruption. - MACS services and support are in place to assist the school. - An external provider is engaged as an IT service provider. - A Wireless Network is implemented. - Dark Trace operates within the school and is managed by MACS. - The school has a standard operating procedure to review access to sensitive or personal information stored digitally or printed. - The school provides all students and staff with computers. - The school can monitor all student and staff activities, including email, on school-issued devices. - The school reports data breaches and other suspected or confirmed cybersecurity incidents. - The school actively maintains internet gateway platforms to protect and monitor internet usage. - 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.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
07	Child Safety and Wellbeing Operational	<i>Title</i> Online Safety <i>Description</i> Students or staff may experience stress or trauma due to activities in online environments (e.g., remote learning, Teams, Google Classroom, social media).	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Child safety risks in the online environment related to school are not identified and appropriately managed by MACS. - Students, staff, and volunteers are not educated about online risks and appropriate online behaviours. - Online safety measures fail to adapt to emerging technologies and child safety risks. - Inadequate security and ICT systems <i>Consequences</i> - Physical and psychological harm - Child safety incident - Undetected grooming - Staff impacted by targeted online attacks.	- Before engaging new apps and digital services the school engages with MACS to undertake a risk and privacy impact assessment. - The school provides support and training to all staff and families for online safety for students. - The school provides support and training to all staff on managing their personal online safety. - Online safety is delivered to all students in an age-appropriate format. - Mandatory use of an internet filter. - The school sends out the ICT User Agreement for students and parents to sign annually. - The school sends out the MACS Code of Conduct to all teachers to sign annually. - The school has an appointed ICT Leader. - The school has a dedicated IT support employee. *Refer to Risk 6 for controls that support cyber security and online safety for staff and students.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
08	Child Safety and Wellbeing	<i>Title</i> Anaphylaxis/ Allergy Management <i>Description</i> Allergy management is not adequately in line with Ministerial Order 706	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Lack of/inadequate allergy management - Cross-contamination of food - Incorrectly labelled food/ingredients - Inadequate medical records or processes (medication/latex allergies) - Inadequate supervision at the point of food distribution - Young people, staff, and volunteers consume food containing allergens. - Environmental allergens (pollen, dust, insects, animal dander, mould). <i>Consequences</i> - Allergic reaction - Anaphylaxis - Illness - Death	- Allergy management procedures are in place. - Current Australasian Society of Clinical Immunology and Allergy (ASCIA) forms are on file and readily available to all responsible school staff. - Food safety guidelines followed. - Adequate signage of allergens at the point of distribution. - Allergen-free options are provided. - Communication with families and staff regarding food activities to facilitate informed decisions about eating. - The Annual Anaphylaxis Management Checklist should be completed annually (DE Website), including checking school EpiPens.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



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09	Child Safety and Wellbeing	Title Food Safety Description Food safety issues, including inadequate allergy management, cross-contamination, and improper food labelling, can lead to harm or negative outcomes.	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Cross-contamination of food 2. Incorrectly labelled food/ingredients 3. Inadequate supervision at the point of food distribution 4. Young people, staff, or volunteers consume food containing allergen(s). 5. Environmental allergens (pollen, dust, insects, animal dander, mould) Consequences 1. Allergic reaction 2. Anaphylaxis 3. Illness 4. Death	1. Staff trained in food safety oversee the school's food management, ensuring compliance with food safety standards. 2. Volunteers involved in cooking and food distribution are supervised by staff with food safety qualifications. 3. Personal Protective Equipment (PPE) equipment is provided to staff and volunteers (gloves, aprons, glasses, etc.). 4. The temperature of cooked items is checked to verify that it meets food safety advice (testing by batch) 5. Refrigerated items are stored in the fridge or esky until ready to be cooked or served, ensuring they remain at a safe temperature. 6. Raw foods are stored separately from ready-to-eat foods to prevent cross-contamination, and all storage containers are adequately maintained. 7. Foods are clearly labelled with allergens, and staff are trained to handle allergen-free foods to avoid cross-contact. 8. Handwashing stations are available, and all surfaces, utensils, and equipment are sanitised before and after use to prevent contamination. 9. Regular and spot checks ensure adherence to food safety practices, including temperature checks and allergen handling protocols.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
10	Financial	Title Financial Performance Description The school's financial performance does not support its strategic and annual implementation plans.	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Ineffective budget calculation 2. Over-commitment of funding 3. Inaccurate growth predictions (declining enrolments) 4. Fundraising activities do not meet the target/expectations. 5. Theft/loss/fraud 6. Cost of living and resource increases 7. Ineffective budget management/control Consequences 1. Goals, targets, and critical improvement strategies cannot be delivered. 2. Educational outcomes are not met. 3. Reputational damage	1. Finance support from MACS is provided through Finance Business Partners (FBPs). 2. Support for the school with enrolment concerns via the MACS Strategy Team. 3. Managerial and supervisory oversight, monitoring, and review of tasks in the school by the Principal and SAC. 4. Fraud and Corruption Checks in Place: Outline school-specific controls (e.g., double approval of invoices).	Good	Moderate	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
11	Strategic	Title School Size Description Small schools may struggle to provide their students with education choices that align with their learning needs and the requirements of the minimum standards and the Victorian Curriculum F-10. (A small school is defined as a school with an enrolment of 150 or fewer students).	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Fail to attract, retain, develop, and engage a suitable workforce (teachers and support staff) 2. Lack of aspiration to principal class roles due to perceived workload and duality of principal/teacher roles in smaller schools 3. Smaller schools can only offer a limited curriculum (challenging to attract music, math and science teachers to remote rural areas - see cause 1) 4. The size of the school determines financial support. 5. Lack of MACS/regional support 6. Lack of quality facilities and equipment Consequences 1. Failure to achieve improved learning outcomes and provide adequate pathways and transitions. 2. Fail to demonstrate sustained improvement in student engagement and wellbeing. 3. Non-compliance with minimum standards and the VCF-10 and/or other legislative/regulatory requirements 4. Failure to support disadvantaged youth. 5. Poor student attendance 6. Reputational damage	1. MACS provides extra support to the school to improve enrolment numbers. 2. A Financial Sustainability Assessment is conducted based on school size and enrolment trend. 3. School Strategic Plan, Annual Implementation Plan, curriculum review and ongoing development. 4. Principal Forum for communicating the MACS's new directions and resources to support school improvement. 5. Leadership actively engages in the School Improvement Forum.	Fair	Major	Rare	Medium	1. Develop and implement engagement plans with the local community. 2. Develop a plan to enhance relationships with feeder kindergartens/schools. 3. List any other treatments	1. [Name] 2. [Name] 3. [Name]	[Due Date] [Due Date] [Due Date]



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12	Financial	<i>Title</i> Third-Party Management <i>Description</i> The management of third parties and procurement will be inadequate.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Lack of clear communication and expectations with third-party partners. 2. Insufficient vetting or selection process for third-party providers. 3. Delays in the delivery of services, products, or equipment. 4. Failure to meet agreed-upon terms, conditions, or deadlines. 5. Inadequate or unclear contracts that fail to hold third parties accountable. 6. Lack of contingency measures for third-party failures. 7. Misalignment between third-party objectives, MACS' values, and event goals. 8. Inadequate monitoring or oversight of third-party performance. 9. Changes in the availability, pricing, or capacity of third-party providers. 10. Lack of an Emergency Management Plan to address third-party issues during the event. 11. Sponsors failing to fulfil their commitments (e.g., financial support). <i>Consequences</i> 1. Increased operational costs and financial strain on MACS. 2. Breach of contracts, legal or financial penalties. 3. Loss of future partnerships with third-party providers or sponsors. 4. Cancellation of key components impacting objectives. 5. Difficulty in securing or renewing sponsorships, contracts, or other partnerships in the future. 6. Strain on internal resources and staff time spent managing third-party issues, leading to resource reallocation or burnout. 7. Reputational damage	1. The school maintains regular and transparent communication with third-party contractors and service providers to establish a mutual understanding of roles, responsibilities, timelines, and goals. 2. A thorough selection and assessment process for all third-party providers, which includes evaluating their reputation, past performance, financial stability, and capacity to meet requirements. 3. Formal contracts are established with all third-party partners, clearly outlining terms, conditions, deliverables, timelines, and financial obligations. 4. Contracts include penalty clauses for non-performance or delays to ensure accountability. 5. Detailed contingency measures are put in place to address any obstacles, failures or delays by third-party providers, including identifying alternative providers or solutions in advance. 6. Scheduled reviews of third-party performance and compliance with contractual obligations to proactively identify and address any potential issues before they impact the school.	Good	Moderate	Unlikely	Medium	1. Register all contracts and agreements. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]
13	Financial	<i>Title</i> Financial Mismanagement and Fraud <i>Description</i> Fraud or corruption may occur at the school, including the misuse of funds.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Financial protocols are not adhered to/ are ineffective. 2. Lack of training and awareness for staff in financial management responsibilities and fraud awareness 3. Inadequate management and oversight of staff performance 4. Poor separation of duties and lack of dual sign-off to assure in financial matters. 5. Lack of adherence to external audit recommendations for improvement 6. Use of funds for purposes not related to the provision of education to students at the school. <i>Consequences</i> 1. Unable to secure a partnership due to poor financial management reputation. 2. Financial loss 3. Impact on operational resources and school programs 4. Decline in enrolments. 5. Breach of compliance obligations of the minimum standards and the funding agreement 6. Non-compliance with legislative/regulatory requirements 7. Reputational damage	1. Restrictions in ICON to ensure that school staff cannot create or modify vendors or staff details. 2. Access to create and amend payroll Masterfile data in ICON sits with a dedicated team within MACS Shared Services. 3. Real-time data monitoring of the budget. 4. MACS provides the school with financial support, including overseeing the school budget. 5. MACS and the Advisory Board oversee financial reporting. 6. A financial delegation instrument is in place. 7. Financial audits (including Financial Sustainability Assessment) are conducted routinely, including an annual report, and recommendations are considered for implementation for improvement. 8. Formal financial delegations are in place. 9. Training and support for staff who manage cash and financial transactions. 10. Cash is consolidated and logged for record-keeping purposes, and more than one person always counts it. 11. Invoices are only signed once appropriate checks have been conducted. 12. The Business Manager and Principal oversee financial processing and signoffs. 13. There are segregated duties for the payroll function. 14. Conflict of Interest training for Principal	Good	Moderate	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



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14	Financial	<i>Title</i> Enrolments <i>Description</i> Enrolment numbers in the school decrease	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Poor student outcomes (including but not limited to academic results) - Parent preferences for independent schools - Increased competition from other schools in the area (including Selective Public Schools) - Change of leadership - Negative publicity - Poor brand recognition - Financial hardship faced by parents. - Downturn in Victorian/Australian economy - Local Catholic and state primary schools do not provide a flow of enrolments [Secondary School Specific] - School fee increases - Decline in government funding. <i>Consequences</i> - Loss of government funding - Loss of teaching and non-teaching staff - Inability to attract teaching staff. - Loss of morale - The school's longevity is compromised. - Inability to offer high-quality education (e.g., combined classes, reduced curriculum offerings, etc.)	- MACS Senior Program Leads (System School Planning Strategy or Enrolments Strategy) are available to provide the school with early support. - SIT reports on project tracking to the board every month, including in the early years. - Ongoing engagement and partnerships with feeder schools/childcares and local parish church.	Good	Moderate	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
15	People	<i>Title</i> Staff Attraction, Recruiting and Retention <i>Description</i> The school may be unable to attract, retain, and train suitable staff.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Geographically isolated school - Lack of respect shown by the school community towards staff - Inability to compete with private sector wages. - Budget limitations - School/community reputation - Lack of leadership at local levels - Lack of suitable CRTs to enable staff professional development - Failure to reliably forecast annual CRT resourcing needs (budget) - Salary expectations are not met. - National teacher shortage - Reduction in expectation for employment due to teacher shortages <i>Consequences</i> - Failure to achieve outcomes in the school's strategic plan. - Low staff morale and high turnover - Decreasing enrolments (further impacting funding and creating cyclic issues) - Delay or failure to implement priorities/ policy. - Reputational damage	- The school accesses the MACS Teachers Professional Leave program (TPL) to employ Casual Relief Teachers (CRT). - Promotion of school as a desirable workplace, e.g., market work-life balance. - Induct new teachers and provide professional learning	Fair	Moderate	Possible	Medium	- Consider a staffing model where schools share specialised staff. i.e., Risk officer, Gardener, or Principal. - Develop relationships with other schools within geographical clusters to allow for relief teaching opportunities. - List any other treatments	[Name] [Name] [Name]	[Due Date] [Due Date] [Due Date]
16	People	<i>Title</i> Succession Planning <i>Description</i> A lack of succession planning for key staff may leave the school without adequate leadership.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - High staff turnover - Lack of budget, planning or local leadership - Lack of opportunity for key staff (small school) - Geographically isolated school - Funding implications of being a high Socioeconomic status (SES) school. <i>Consequences</i> - Low staff morale - Decreasing enrolments - Failure to achieve targeted (school/state/national) numeracy and literacy levels. - Reputational damage	- Workforce planning strategies with the MACS Office. - MACS provides on-the-job coaching, mentoring, and empowerment to school leaders, who then offer similar services to emerging leaders within the school. - Regular school leadership team meetings to monitor, review and provide feedback to key staff	Poor	Moderate	Unlikely	Medium	- Develop a job rotation/sharing strategy to allow for leading teacher developmental opportunities. - List any other treatments	[Name] [Name]	[Due Date] [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			
17	Regulatory Compliance and Governance	Title Regulatory and Compliance Requirements Description The school does not meet its regulatory and compliance requirements (legal and regulatory compliance).	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Compliance register not effectively used. 2. Staff do not follow School/MACS policies, procedures, or guidelines, including training and reporting. 3. Non-compliant or outdated protocols and procedures 4. Inadequate alerts and inability to keep pace with changes in legislation, regulations, etc. 5. The school has no Notifiable Data Breach Response Plan in place. 6. Failure to meet minimum standards and the VCF-10 Consequences 1. Financial impacts (e.g., fines) 2. Compromise on the delivery of education 3. Threat to accreditation 4. Inadequate protocols to adhere to privacy legislation requirements. 5. Non-compliance with legislative/regulatory requirements 6. Reputational damage	1. The school with support from MACS, reviews and ensures that it complies with legislative and regulatory requirements bi-annually. 2. The Essential Service Register is updated every three months. 3. Updates and training are provided to staff annually, including privacy. 4. Sensitive files are locked when not in use, and electronic data is protected by authorisation restrictions and via a secure IT platform. 5. The school has an Asthma Checklist, and an Anaphylaxis Checklist conducted annually. 6. Learning Management System (LMS) alerts staff to student allergies. 7. Student profiles are maintained at the school's main reception area. 8. The school maintains complete Medication Authority Forms. 9. Risk assessments are conducted for incursions and excursions. 10. Critical Incidents are reported to the School Board. 11. Student medications are tracked in and out of the school and kept in a locked cabinet.	Good	Major	Unlikely	Medium	1. The Obligations Register is to be developed. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]
18	Regulatory Compliance and Governance	Title Inadequate Records Management Description The school must maintain adequate records in accordance with legislative requirements.	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Lack of understanding of confidentiality when dealing with sensitive records 2. Lack of understanding about information that must be documented and in the appropriate format. 3. Inadequate storage of information and records 4. Uncertainty regarding electronic data storage methods, records, files, etc. 5. Incomplete records of meetings, telephone calls, etc. 6. There is no document management system to ensure that all records have adequate protocols for creation, labelling, storing, archiving and destruction. Consequences 1. Loss of knowledge and history 2. School integrity is weakened in the management of sensitive information. 3. Deterioration in records 4. Breach of privacy (potential notifiable data breach) and potential impact on individuals 5. Financial impact 6. Non-compliance with legislative/regulatory requirements 7. Reputational damage	1. Historical records are stored digitally, with paper-based records stored securely. 2. Hard copies of critical documents are retained. 3. All documents are required to be saved consistently	Fair	Major	Unlikely	Medium	1. Annual review of hard-copy records retained on site. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [Due Date]
19	Regulatory Compliance and Governance	Title Modern Slavery Description Exploitation within MACS operations through third-party service providers, along with the potential exposure of students to modern slavery practices due to	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Lack of awareness about modern slavery indicators 2. Inadequate vetting of third-party service providers 3. Cultural differences and language barriers 4. Limited monitoring and oversight of the engaged third-party provider 5. Economic pressure on providers Consequences 1. Non-compliance with the Modern Slavery Act 2018 (Cth) 2. Non-compliance with the MACS Modern Slavery Policy	1. Adherence to the Modern Slavery Act 2018 (Cth). 2. The school ensures compliance with the MACS Modern Slavery Policy when procuring or booking services. 3. Assessment of third-party service providers to ensure compliance with ethical standards and practices. 4. Clear procedures for reporting incidents of exploitation are in place. 5. Assessment of service cost in comparison to recommended benchmarks.	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			
		inadequate safeguards.		3. Breach of duty of care responsibilities towards students 4. Exposure of students to exploitative labour practices 5. Need for crisis management protocols and response strategies 6. Disruptions to travel plans and arrangements. 7. Reputational damage 8. Legal ramifications								
20	Regulatory Compliance and Governance	Title Inadequate Grievance/Complaints Handling Processes Description The school lacks an appropriate grievance/complaint-handling process.	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Documentation of interaction with the family making a complaint was not created or saved. 2. The school's complaints policy and process are not child-friendly, not culturally sensitive and do not consider the diverse and unique circumstances of students. 3. Inadequate staff training and support in managing student/ family complaints or grievances. 4. The complaint process is not adequately available to families or guardians. 5. Poorly managed staff complaints Consequences 1. Non-compliance with legislative/regulatory requirements 2. Reputational damage 3. The family may remove the student if the grievance or complaint is not adequately managed. 4. Staff may lose confidence in school/MACS processes	1. Online forms are available to be completed to register a concern. 2. The Complaints Handling Policy is publicly available on the school website. 3. Complaints Procedure is contextualised to ensure: a. Role is the first point of contact for parents. b. The principal manages complaints. c. The MACS Regional Office manages complaints made against the principal. 4. Staff record the outcomes of meetings with families. 5. Staff are provided with awareness of the grievance procedure to use within the school.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
21	Regulatory Compliance and Governance	Title Governance Description The school's governance is ineffective and does not meet the requirements for adequate operation.	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. Unclear or lack of Policies and Procedures 2. Poor structure of the SAC 3. Lack of communication between MACS and the School 4. Frequent turnover of key leadership positions Consequences 1. The SAC fails to meet its purpose. 2. Breakdown in trust and understanding. 3. All parties become unreceptive to advice. 4. Strategic tension and lack of a shared mission 5. Poor staff effectiveness 6. Uncertainty among staff and managers regarding responsibilities 7. Non-compliance with legislative/regulatory requirements 8. Reputational damage	1. The composition of the SAC is designed to ensure adequate spread of relevant skills. 2. Robust recruitment to key leadership positions. 3. Policies and procedures in place detail the school's direction. 4. Reference papers and agendas are shared with SAC before all meetings. The composition of the SAC is designed to ensure adequate spread of relevant skills. 5. Robust recruitment to key leadership positions. 6. Policies and procedures in place detail the school's direction. 7. Reference papers and agendas are shared with SAC before all meetings.	Good	Moderate	Rare	Low	1. List any treatments	1. [Name]	[Due Date]
22	Catholic Identity and Mission	Title Mission Drifts Description The MACS mission statement and the Working Together in Mission charter are not embedded in policies and procedures or sufficiently enacted in all	Risk Owner Tim Newcomb - Principal Responsible Manager [Name]	Causes 1. A significant number of teachers and leaders are yet to be accredited to teach/lead RE 2. No Catholic mission/faith formation goal in AAP, SIP 3. Out-of-date/unfamiliar Catholic mission policies and procedures 4. Compromised relationship between the Parish Priest and the Principal 5. Ineffective School Advisory Council 6. Loss/lack of connection between the school and the priest Consequences 1. Diminished faith, leadership and theological capabilities	1. Implementation plans to gain/maintain accreditation are formally documented and connected to Performance Appraisal processes, with an explicit faith formation goal. 2. Faith formation/Catholic mission and identity goals are part of Annual Action Plans and School Improvement Plans. 3. Ongoing induction of Catholic mission policies. 4. Structures and practices that enable the WTIM vision to be realised (such as the Parish Priest actively engaged in appointment panels, enrolment interviews).	Fair	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			
		MACS operations.		2. Competing school improvement priorities 3. The parish primary school is only faithful to its mission when it is genuinely embedded in the parish's life. 4. Senior schools are only able to realise their mission in the contexts of living and vital relationships with the parishes to which they belong								
23	Infrastructure	<i>Title</i> Infrastructure <i>Description</i> The school infrastructure is inadequate to provide appropriate educational outcomes or does not meet community expectations.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Loss or damage due to arson/vandalism/storm damage/natural disaster/bushfire 2. Natural growth/strategic planning does not match growth/shifting population. 3. Inadequate maintenance increases vulnerability, e.g. blocked gutters lead to storm damage. 4. Recklessness/criminal act 5. Asbestos or other hazardous materials 6. Age of buildings 7. Inadequate upgrade/refurbishment planning 8. Inadequate insurance on buildings <i>Consequences</i> 1. Loss of access to facilities until repaired/replaced 2. Requirement to use sub-optimal temporary facilities. 3. Improved educational outcomes not achieved. 4. Loss of facilities without replacement (if over entitlement) 5. Disruption to learning programs. 6. Inconvenience to everyday routine 7. Reputational damage	1. The school have access via the MACS Office to MakeSafe contractors as a reactive measure. 2. The school uses Eaco Portal to manage the Essential Safety Measures auditing requirements and assess management. 3. The school has access to a regional School Infrastructure Compliance Officer. 4. Financial support from the Commonwealth and State Governments is available via application. 5. Insurance for the school is managed centrally via the MACS Infrastructure Team.	Good	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]
24	Operational	<i>Title</i> Critical Incident and Emergency Response <i>Description</i> Fire, hazardous chemicals, armed offender, bomb threat, traffic accident, animal incident	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> 1. Inadequate EMP 2. Untrained staff 3. Outdated equipment 4. Environmental hazard <i>Consequences</i> 5. Death/injury/illness 6. Property damage 7. Closure, business interruption, learning disruption. 8. Reputational damage	Applies to All Emergency Management Risks: 1. An Emergency Management Plan is in place, four evacuations/lockdowns are conducted annually, and records are retained. 2. The Emergency Management Plan is updated annually and immediately after an incident (Contact MACS EM for an EMP template). 3. Emergency Control Organisation appointed and trained. 4. A Business Continuity Plan is in place at school. 5. Emergency management training for staff annually 6. Evacuation/relocation routes pre-identified. 7. Essential Services Maintenance completed. 8. Two-way comms and PA tested. 9. Personal Emergency Evacuation Plans (PEEP) in place for staff/students with medical conditions Fire Specific: 10. The school has a fire detection system and a fire indicator panel at the main reception. 11. Fire services equipment (e.g., fire hose reels, fire extinguishers, fire blankets, and hydrants) is tested and tagged per the Australian Standards and Essential Services Plan. 12. Regular cleaning and gutter/tree maintenance. Armed Offender and/or Bomb threat: 13. Staff are trained to report: a. People appearing to be grouped for protests, demonstrations, or rallies near school grounds b. Anyone acting suspiciously, c. Suspicious or unaccompanied objects. 14. The Suspicious Person or Bomb Threat Checklist is completed and shared with Victorian Police, where required.	Fair	Severe	Rare	Medium	1. The Business Continuity Plan is to be updated to include data recovery and restoration details. 2. List any other treatments	1. [Name] 2. [Name]	[Due Date] [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			
25	Operational	<i>Title</i> Behaviour of a Visitor or an Unauthorised Person Within the School Grounds <i>Description</i> Injury/illness, violence or misconduct affecting anyone on campus	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Inadequate access controls and security - Inadequate supervision - Unauthorised persons - Aggressive parent/student behaviour - Traffic <i>Consequences</i> - Death/serious injury - Litigation - Reputational damage	- Perimeter secured fencing, gates and doors. - Visitor sign-in and access controls - Visitor and contractor induction - MACS Child-Safe Standards training and annual principal attestation. - Conflict-management guidelines and training - Student pick-up/sign-out procedures	Good	Severe	Unlikely	High	1. List any treatments	1. [Name]	[Due Date]
26	Operational	<i>Title</i> Extreme Weather and Natural Disasters <i>Description</i> A difference in climate and/or extreme weather events, as well as other natural disasters, may impact the school's operations.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Geographical exposure - Climate events - Inadequate shelter <i>Consequences</i> - Death/serious injury - Property damage - Closure, business interruption, learning disruption. - Reputational damage	- Daily weather and air-quality monitoring. - Sun-safe uniform and shade. - Regular vegetation/gutter maintenance. - Bushfire-At-Risk School planning (BARR Schools only)	Good	Severe	Rare	Medium	1. List any treatments	1. [Name]	[Due Date]
27	Operational	<i>Title</i> Emergency Management - Traffic and Transport Safety <i>Description</i> Vehicle movements (buses, parent pick-up, excursions) cause injury or delay operations.	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Poor vehicle selection design - Poor traffic layouts - Unvetted bus operators - Driver error. <i>Consequences</i> - Death/serious injury - Service disruption - Property damage - Reputational damage	- Traffic management plan and signage. - Speed-control devices and directions. - Vetting of bus/travel companies. - Supervised drop-off/pick-up zones. - Traffic management controls in shared spaces (e.g., areas shared with the Parish).	Good	Severe	Rare	Medium	- Installation of bollards - Installation of Vehicle (driver) signage. - Installation of Wheel stops and speed humps – if the area is not also used as a play space. - Orientation of car parking to reduce vehicle speed via directional changes - List any other treatments	[Name] [Name] [Name] [Name] [Name]	[Due Date] [Due Date] [Due Date] [Due Date] [Due Date]
28	Operational	<i>Title</i> Public Health and Communicable Disease Management <i>Description</i> Failure to prevent or respond to infectious-disease outbreaks (e.g. COVID-19, measles).	<i>Risk Owner</i> Tim Newcomb - Principal <i>Responsible Manager</i> [Name]	<i>Causes</i> - Slow or inadequate response - Lack of monitoring - Inadequate PPE - Unclear isolation rules - Slow or inadequate response - Lack of monitoring - Inadequate PPE - Unclear isolation rules <i>Consequences</i> - School closure - Medical emergency - Service disruption - Reputational damage - Infrastructure damage	- On behalf of the school, the MACS Infrastructure Team manages a contract with Service Provider Environmental Health Solutions, which may assist with air quality testing, monitoring, and advice. - Ensure Safety Data Sheets (SDS) are available for all chemicals on the school OH&S portal. - Ensure all hazardous chemicals stored at school are in a cupboard and away from children. - The cleaners and maintenance cupboards have required warning and hazard signage on the door.	Fair	Major	Unlikely	Medium	1. List any treatments	1. [Name]	[Due Date]



MACS Risk Assessment Criteria

Table 1 – Consequence criteria

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

Risk Categories	Severe	Major	Moderate	Minor	Insignificant
Strategic	- Mission or strategic objectives are not achieved. - Ongoing loss of MACS critical infrastructure (e.g. basic services, organisational structure, facilities, systems). - Significant impact on ability to meet governance, accountability or strategic objective (>30%). - The longevity of MACS is compromised.	- Major impact on the ability to achieve governance, accountability or strategic objectives, or mission (25–30% deviation). - Temporary loss of MACS critical infrastructure (e.g. basic services, organisational structure, facilities, systems) – recovery is long-term	- Moderate impact on ability to achieve governance, accountability or strategic objectives, or mission (10–25% deviation). - Adjustment to resource allocation and service required to manage impact – recovery is medium-term.	- Minor impact on ability to achieve governance, accountability or strategic objectives, or mission (<10% deviation). - Objectives and mission can be delivered with minor impacts. - Impact can be managed through routine activities – recovery is short-term.	Negligible impact on critical objectives and 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 results in fines / common law action. - Significant breach of policies or code of conduct.	- Regulatory breach that results in letter to the regulator or executive management. - Breach of policies or code of conduct.	- Regulatory breach that can be managed at school / directorate level. - Breach of policy, with little or no impact on code of conduct.	Near miss – near breach, with no negative outcome that could have resulted in negative outcome.
Operational	- Complete failure of critical systems or IT infrastructure, resulting in widespread disruption of MACS operations across multiple schools or offices for a period greater than one month. - Severe and multiple cyber-security breaches, leading to loss of sensitive data, legal/regulatory action and significant reputational damage. - Long-term operational impact, including permanent loss of critical data and disruption of educational services.	- Significant disruptions to operations due to failures in key systems or processes, such as payroll, student management systems, or learning platforms for a period between one week and one month. - Cyber-security incidents leading to data breaches or unauthorised access, with moderate reputational damage. - Regulatory scrutiny due to non-compliance or delayed reporting. - Stakeholder dissatisfaction, including parents, staff, and students.	- 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.

