

Marymede Catholic College

Risk Register

Template

[Review Date]



Melbourne Archdiocese
Catholic Schools

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, consider 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:	McClen, Carly - 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	Education Service and Delivery	Title Student Learning Description Marymede Catholic College may not improve student outcomes in literacy and numeracy.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 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 Consequences 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	[Select Category]	Title Title of Risk Description a detailed explanation of the risk, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]
03	[Select Category]	Title Title of Risk Description a detailed explanation of the risk, including its nature and potential impacts.	Risk Owner McClen, Carly - Principal Responsible Manager [Name]	Causes 1. Consequences 1.	1. List existing controls	Choose an item.	Choose an item.	Choose an item.	Choose an item.	1. List any treatments	1. [Name]	[Due Date]



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

Add more rows as required.



MACS Risk Assessment Criteria

Table 1 – Consequence criteria

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

Risk Categories	Severe	Major	Moderate	Minor	Insignificant
Strategic	- Mission or strategic objectives are not achieved. - Ongoing loss of MACS critical infrastructure (e.g. basic services, organisational structure, facilities, systems). - Significant impact on ability to meet governance, accountability or strategic objective (>30%). - The longevity of MACS is compromised.	- Major impact on 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.

