

JFC Child Safety Risk Register

Risk Title & Description		Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
Define the risk event including a risk title and a short description <i>What can go wrong?</i>		Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>	Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>	Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i>	Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Risk Title School culture: child safety</p> <p>Risk short description There is a risk the school does not develop a culture of child safety</p>		<p>Causes</p> <ul style="list-style-type: none">• Lack of an effective child safety risk management strategy• Fail to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety• School fails to monitor who is on the premises• Lack of reporting procedures• Lack of understanding of roles and responsibilities in relation to child safety <p>Consequences</p> <ul style="list-style-type: none">• Child safety incident occurs• Physical or psychological injury• Stress for all personnel involved• Litigation / adverse court ruling• Reputation damage	<ul style="list-style-type: none">• Implement child safety risk management strategy (Child Safety Standard 6, requirement 1, page2)• Adopt and apply risk management procedures to identify, assess, evaluate, treat, monitor, review and report child safety risks (Child Safety Standard 6, requirements 2, 3 & 4, pages 3, 4 & 5)• Child safety policy and statement of commitment.• Child safety code of conduct.• Adopt practices as outlined in the VRQA Strategies to embed an organisational culture of child safety• Utilise the practices as outlined in the DHHS Good leadership and governance in child safe organisations• Implement human resources practices for child safe organisations• Appointment of a child safety officer/champion for the school.• Child safety a standard discussion item on School Leadership Team meetings and all staff meetings.• Staff, volunteers, visitors and contractors’ induction regarding the school’s current child safety standards and practices.	Acceptable	Minor	Unlikely	Medium	<ul style="list-style-type: none">• Develop and deliver training to the School Council and staff about:<ul style="list-style-type: none">◦ individual and collective obligations and responsibilities for managing the risk of child abuse;◦ child abuse risks in the school environment; and◦ the school’s current child safety standards (Child Safety Standard 6, requirement 5, page 5).• The School Council will develop strategies to deliver appropriate education about:<ul style="list-style-type: none">◦ standards of behaviour for students attending the school;◦ healthy and respectful relationships (including sexuality);◦ resilience; and◦ child abuse awareness and prevention (Ministerial Order No. 870- Child Safe Standards, Part 2, section 13 [1] & [2] – see Child Safe Standards resources (VRQA) – Empowerment and participation of children).• Inclusion of child safety obligations in staff position descriptions.• Develop and distribute regular school bulletins containing material related to child safety to inform the school community.• Conduct periodic reviews of the effectiveness of the child safety risk management strategies put into practice and, if considered appropriate, revise those strategies utilising the following resources:<ul style="list-style-type: none">◦ Child safe standards resources (DHHS)◦ Child Safe Standards resources (VRQA)	Insignificant	Rare	Low

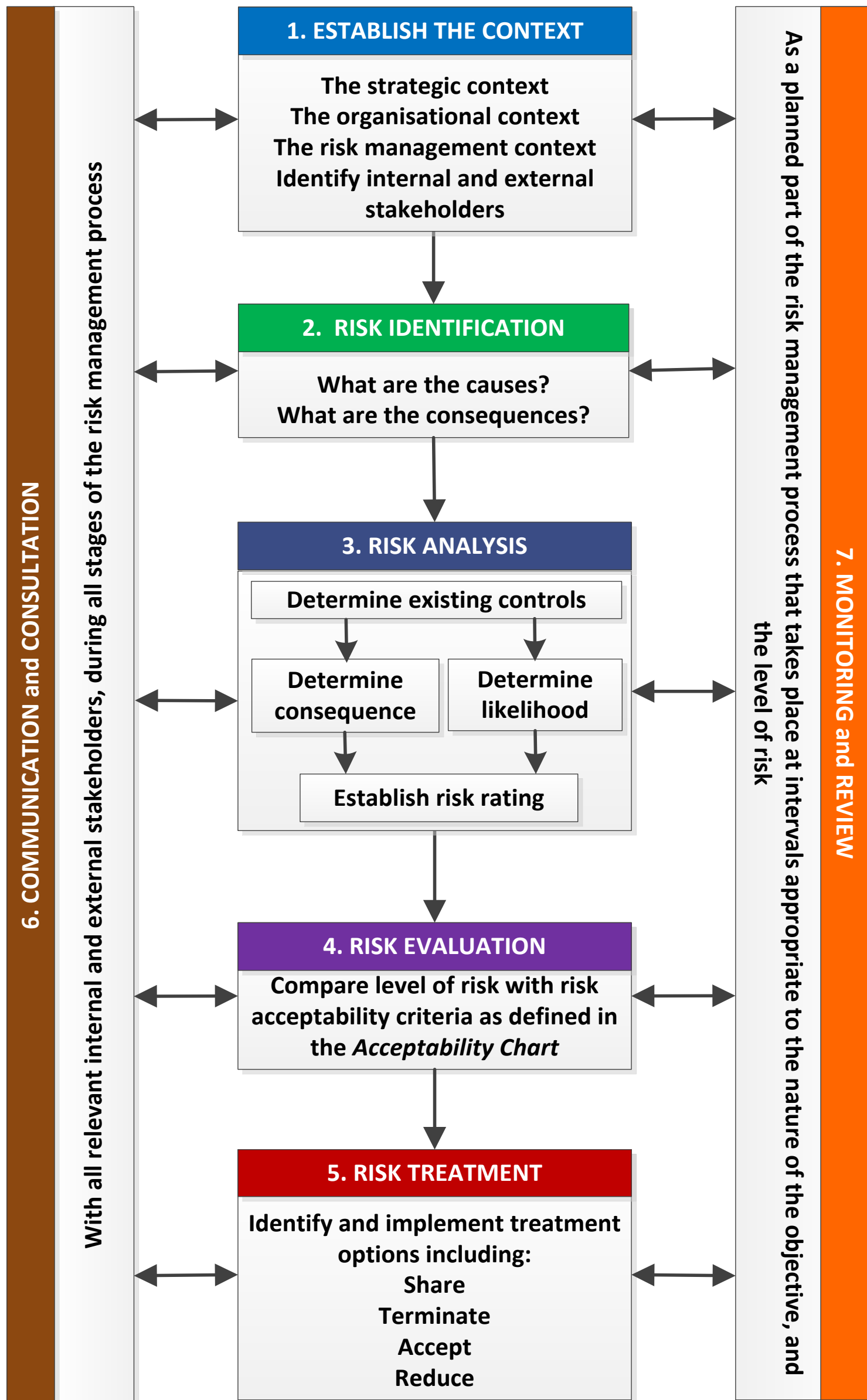
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Risk Title Non reporting Risk short description There is a risk that the school does not report child safety issues	Causes <ul style="list-style-type: none">Lack of reporting protocolsStaff not aware of reporting protocolsStaff not aware of their reporting obligationsFamiliarity of relationshipsPoor child safety culture Consequences <ul style="list-style-type: none">Inappropriate behaviour not reportedChild safety incident occurs/continuesPhysical or psychological injuryStress for all personnel involvedLitigation / adverse court rulingReputation damage	<ul style="list-style-type: none">Child safety policy and statement of commitment.Child safety code of conduct.Reporting protocols developed and implemented.Sample incident report readily available to all staff.Child safety standard discussion item on School Leadership Team meetings and all staff meetings.Performance management procedures	Needs improvement	Moderate	Possible	Medium	<ul style="list-style-type: none">Train students and staff to detect inappropriate behaviourDevelop and deliver training to staff, volunteers and regular contractors regarding what to do when an allegation of child abuse is made.Inclusion of child safety obligations in staff position descriptions.	Minor	Unlikely	Low
Risk Title Unsupervised child Risk short description There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities	Causes <ul style="list-style-type: none">School fails to monitor who is on the premisesLack of student supervisionLack of appropriate risk management practices in place for recreational or other activitiesInappropriate building design Consequences <ul style="list-style-type: none">Child safety incident occursPhysical or psychological injuryStress for all personnel involvedLitigation / adverse court rulingReputation damage	<ul style="list-style-type: none">Implement human resources practices for child safe organisations (p.3 supervision)Organised ‘Yard duty’ for teachers before, during and after schoolStaff: student ratios are observed.Visitor and contractor sign-in process, perimeter control (SPAG – Visitors in Schools).Child safety standard discussion item on School Leadership Team meetings and all staff meetings.Adopt child safety risk management strategies as appropriate.Regular reminders to staff on this risk during School Leadership Team meetings and all staff meetings.	Acceptable	Minor	Unlikely	Low	<ul style="list-style-type: none">Develop and implement policy and procedures to eliminate any situation where a child may be unsupervised including during recreational or other activitiesCCTV for unsupervised areas, and ‘hot spot’ areasClear windows in walls to enable visibility of occupantsNon-lockable doors in hot spotsAssessment of new or changed physical environments for child safety risks	Minor	Unlikely	Low
Risk Title False allegations Risk short description There is the risk of a false allegation of an incident of child abuse.	Causes <ul style="list-style-type: none">Malicious complaintUnethical behaviourDiscriminationJealousy Consequences <ul style="list-style-type: none">Physical or psychological injuryStress for all personnel involvedReputation damage for schoolReputation damage for DET	<ul style="list-style-type: none">Child safety policy and statement of commitment.Child safety code of conduct.Reporting protocols developed and implemented.Sample incident report readily available to all staff.Child safety a standard discussion item on School Leadership Team meetings.Employee Assistance Program .Manager Assist telephone advisory serviceLegal advice	Effective	Insignificant	Rare	Low	<ul style="list-style-type: none">Develop and deliver training to staff, volunteers and regular contractors regarding what to do when an allegation of child abuse is made.	Insignificant	Rare	Low

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Risk Title Personal issues Risk short description There is the risk of a child safety incident occurring due to unknown personal issues of staff or students	Causes <ul style="list-style-type: none"> Natural trust of long term employees (who may have developed issues over time) Stress e.g. gambling, addiction, self esteem Mental health issues Domestic issues e.g. relationship break ups, domestic violence Peer pressure Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> Implement human resources practices for child safe organisations Employ staff management practices as highlighted in the SPAG Workforce Planning Regular staff meetings and Principal 1:1 meetings with staff Employee Assistance Program Manager Assist telephone advisory service Conflict Resolution Support Service If required refer to SPAG Complaints, unsatisfactory performance and misconduct Student and young people health, wellbeing and safety Teacher ongoing monitoring and review of student behaviour School duty of care Adopt child safety risk management strategies as appropriate. Child safety standard discussion item on School Leadership Team meetings and all staff meetings. 	Effective	Insignificant	Unlikely	Medium	<ul style="list-style-type: none"> Principal 'Performance and professional developmental' Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' Inclusion of child safety obligations in staff position descriptions. 	Insignificant	Unlikely	Medium
Risk Title Online environment Risk short description There is the risk of a child safety incident in an online environment	Causes <ul style="list-style-type: none"> On line child safety issues via media services: <ul style="list-style-type: none"> email Facebook, Instagram, Twitter and other social media YouTube mobile phone SMS messages and other mobile messaging media telephone, Skype and other media for making voice calls photography and videography any other electronic media. Consequences <ul style="list-style-type: none"> Psychological injury (stress / bullying) Stress for staff dealing with incident Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> School online policy and procedures. Use of school 'Acceptable Use Agreement'. Use of an internet filter (see School internet management – SPAG). Adoption of Cyber Teach Toolkit Appropriate supervision for all online activities. Response protocols implemented Ongoing awareness of the school's online policies and procedures. Ongoing review of control effectiveness and improvements instigated as required. 	Needs improvement	Moderate	Possible	High	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours. Organise for the school to take the Bully Stoppers pledge! Develop newsletter for parents with information and links to protect their children in the online environment e.g. Cybersmart for Parents. 	Minor	Unlikely	Medium

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Risk Title Contractor(s) on the premises Risk short description There is the risk that contractors do not report to reception before commencing work on school grounds e.g. maintenance.	Causes <ul style="list-style-type: none"> School fails to monitor who is on the premises Lack of supervision Contractors not aware of school arrangements Lack of background checks on contractors Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> Follow Recruitment practices for child safe organisations. Visitor and contractor sign-in process, perimeter control (SPAG – Visitors in Schools). All contractors supervised whilst on school grounds. Signage at school office clearly directing visitors to reception. Adopt child safety risk management strategies as appropriate. 	Effective	Minor	Possible	Medium	<ul style="list-style-type: none"> Continue to raise topic in staff meetings. Awareness sessions for students. 	Minor	Unlikely	Low
Risk Title Recruitment Risk short description There is a risk of recruiting an inappropriate person	Causes <ul style="list-style-type: none"> Circumvent normal employment procedures, including no background checks A rushed recruitment process Non-compliance with relevant policies and procedures including conflict of issues policy Unethical behaviour Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> Follow Recruitment practices for child safe organisations Adopt practices as outlined in the VRQA child safety standard 4 staff selection checklist Follow DET Workforce Management – Schools for recruitment and appointment of staff Victorian Institute of Teaching registration 	Effective	Moderate	Possible	Low	<ul style="list-style-type: none"> This level of risk is accepted 			

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Risk Title Excursions and camps Risk short description There is a risk that staff do not consider child safety matters whilst preparing for and/or whilst on excursions and camps.	Causes <ul style="list-style-type: none"> Lack of awareness of local conditions (unknown people and environments) School fails to monitor who is in vicinity of school camps / excursions Lack of supervision Fail to consider child safety risks Lack of appropriate risk management practices in place for recreational or other activities Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Disruption to excursion / camp Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> Team Leader(s) upon arrival at commercial camp sites to conduct briefing with authorities to confirm site arrangements or any updates regarding local conditions. Team Leader(s) following briefing with authorities brief teaching / support staff of any updates. Staff and volunteers conduct area familiarity upon arrival at venue. Staff: student ratios are observed. Regular student head counts. Ensure at least one staff member at the camp or excursion has been trained in what to do when an allegation of child abuse is made. Ensure access to an incident report is readily available. Adopt child safety risk management strategies as appropriate. Appropriate school approvals for excursions/camps including risk assessment 	Acceptable	Minor	Possible	Medium	<ul style="list-style-type: none"> Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. 	Minor	Unlikely	Low
Risk Title International Students Risk short description International Students may face heightened vulnerabilities as they have reduced access to their usual support networks	Causes <ul style="list-style-type: none"> Lack of knowledge or requirements for International Students Non compliance with ISP standards Lack of follow up and wellbeing check ins with ISP students Lack of communication with homestay or guardians Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Disruption to excursion / camp Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> ISP Coordinator to be aware and implementing ISP standards and best practice Staff to be briefed annually ISP files to be kept according to standard Orientation and induction of students to be completed and recorded in their files 	Acceptable	Minor	Possible	Medium	<ul style="list-style-type: none"> Review of current practices and process for ISP at College and resulting changes implemented Orientation and induction of students and care givers to be translated into home language ILPs to be created for all ISP students Staff Handbook at College to include information on ISP students 	Insignificant	Unlikely	Low

DET Risk Process



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

1. Establish the Context

1. Decide the scope of the activity, including the goals and objectives.
2. Ascertain the internal and external environment (see PESTLE overleaf).
3. Confirm the identity and concerns / issues / expectations of stakeholders.
4. Familiarise yourself with the Department's tools used to identify, analyse and manage risk.

2. Risk Identification

5. Ask yourself the following questions (see SWOT overleaf):
 - What can go wrong? (risks)
 - What would cause it to go wrong? (causes)
 - What are the impacts if it does go wrong? (consequences)
 - What can go right? (value add - opportunity risk)
6. Once all the risks have been identified they should be recorded into a risk register.

3. Risk Analysis

7. For each risk the existing controls currently in place should also be captured.
 - How effective are the controls we have in place? (see control effectiveness chart overleaf)
8. Risk is analysed in terms of consequence (What is the impact of risk?) and likelihood (How likely is the risk to occur? - taking into account the effectiveness of any controls identified in the previous step).
9. Risk consequences are measured using the following descriptive terms:
 - severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf. It provides the context to select one of the above terms).
10. Risk likelihood is measured using the following descriptive terms:
 - almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf. It provides the context to select one of the above terms).
11. The risk rating matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
12. This is called the 'current assessment' (with existing controls).

4. Risk Evaluation

13. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the Department.
14. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
15. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
16. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.
17. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level – (refer to Risk Treatment).

5. Risk Treatment

18. Options for risk treatment include:
 - Share - if practical to do so, share the risk – or some of it (e.g. outsourcing or insurance)
 - Terminate - cease the activity
 - Accept - risk acceptance requires appropriate authority (see the Acceptability Chart to determine whether the risk is acceptable)
 - Reduce - reduce the risk level by applying additional treatments until the risk is acceptable.
19. Risk treatment involves a cyclical process of:
 - assessing the risks
 - deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
 - if not, determine appropriate risk treatment options (see above)
 - implementing risk treatments.
20. A second assessment is then made to confirm the treatments will reduce the level of risk.
21. This second level of risk is called the 'target assessment' – after treatments where you expect the risk level to be once your treatments have been implemented – once implemented they become existing controls.

6. Communication and Consultation

22. Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

7. Monitoring and Review

23. Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk.

DET Risk Management Framework - Assessment Tools

Consequence Criteria: This guide provides indicative terms against which the significance of risk is evaluated.

Descriptor	Student Outcomes	Wellbeing and Safety	Finance	Reputation	Operations	Strategic
Insignificant	<ul style="list-style-type: none">Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds	<ul style="list-style-type: none">Minor injury requiring no first aid or peer support for stress / trauma event	<ul style="list-style-type: none">Small loss that can be absorbed	<ul style="list-style-type: none">Internal impact (no external impact)	<ul style="list-style-type: none">School operations continue with slight interruptions to normal activities	<ul style="list-style-type: none">Goals, targets and key improvement strategies can be delivered with inconsequential impacts
Minor	<ul style="list-style-type: none">Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets	<ul style="list-style-type: none">Injury / ill health requiring first aidPeer support for stress / trauma event	<ul style="list-style-type: none">Loss of ‘consumable’ assets,< 2% deviation from budgetMinor fraud possible	<ul style="list-style-type: none">Adverse comments local community mediaShort term stakeholder dissatisfaction / comment	<ul style="list-style-type: none">Some school operations disruptedMinor workarounds return school to normal operations	<ul style="list-style-type: none">Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies
Moderate	<ul style="list-style-type: none">Students’ overall levels of Literacy and Numeracy staticIncreasing truancyPartial achievement of targeted pathways and transition	<ul style="list-style-type: none">Injury / ill health requiring medical attentionStress / trauma event requiring professional support	<ul style="list-style-type: none">Loss of assets2% - 5% deviation from budgetExternal audit management letter	<ul style="list-style-type: none">External scrutiny e.g. VAGOAdverse state media commentStakeholder relationship impacted	<ul style="list-style-type: none">Key school operations temporarily disruptedSchool leadership team meets to return school to normal operations	<ul style="list-style-type: none">Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies
Major	<ul style="list-style-type: none">National targeted improvements not achievedPartial achievement of targeted learning outcomesStudent dissatisfaction with access to pathways / transitions	<ul style="list-style-type: none">Injury / ill health requiring hospital admissionStress / trauma event requiring ongoing clinical support	<ul style="list-style-type: none">Loss of significant assets6% - 15% deviation from budgetExternal audit qualification on accountsHigh end fraud committed	<ul style="list-style-type: none">External investigationAdverse comments national mediaStakeholder relationship tenuous	<ul style="list-style-type: none">Whole of school operations disruptedAssistance sought from Regional Office	<ul style="list-style-type: none">Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies
Severe	<ul style="list-style-type: none">Literacy and Numeracy declineStudent engagement and connectedness to the school and their peers is very poorDeclining number of student options for pathways and transitions	<ul style="list-style-type: none">Fatality or permanent disabilityStress / trauma event requiring extensive clinical support for multiple individuals	<ul style="list-style-type: none">Loss of key assets>15 % deviation from budgetSystemic and high value fraud	<ul style="list-style-type: none">Commission of inquiryNational front page headlinesStakeholder relationship irretrievably damaged	<ul style="list-style-type: none">Normal school operations ceaseSchool evacuatedRegional Office notified	<ul style="list-style-type: none">SSP goals, targets and key improvement strategies cannot be deliveredChanges need to be made to the SSP

Likelihood Criteria: This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency	Note: 1. <i>The Likelihood Criteria refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a ‘major’ consequence.</i> 2. <i>The Indicative Frequency may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.</i>
Almost Certain	Expected to occur	>95%	Multiple times in the next year	
Likely	Probably will occur (no surprise)	66-95%	At least once in the next year	
Possible	May occur at some stage	26-65%	Once in the next 3 years	
Unlikely	Would be surprising if it occurred	5-25%	Once in the next 5 years	
Rare	May never occur	<5%	Once in the next 10 years	

DET’s Control Effectiveness: Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
Ineffective	<ul style="list-style-type: none">The design of controls overall, is ineffective in addressing key causes and/or consequences.Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.).The controls are not in operation or have not yet been implemented.
Needs Improvement	<ul style="list-style-type: none">The design of controls only partially addresses key causes and/or consequences.Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent.The controls are not operating consistently and/or effectively and have not been implemented in full.
Acceptable	<ul style="list-style-type: none">The design of controls is largely adequate and effective in addressing key causes and/or consequences.The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders.The controls are largely operating in a satisfactory manner and are providing some level of assurance.
Effective	<ul style="list-style-type: none">The design of controls is adequate and effective in addressing the key causes and/or consequences.The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders.The controls overall, are operating effectively so as to manage the risk.

DET’s Risk Rating Matrix: Used to combine consequence with likelihood 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

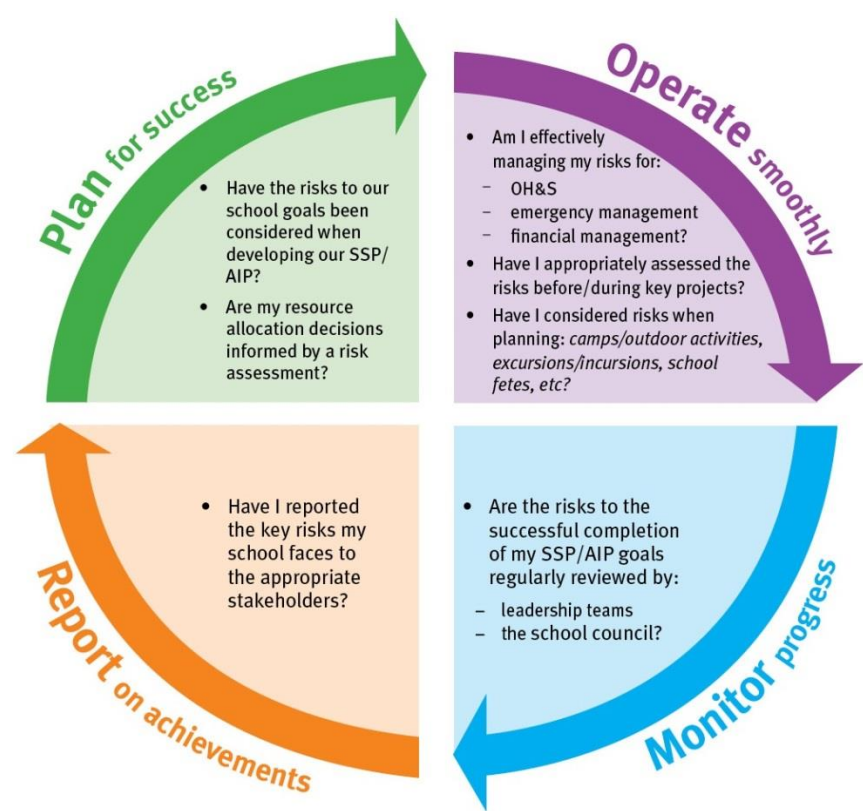
DET’s Acceptability Chart: Used to decide whether the risk is acceptable, based on the rating calculated.

Extreme = Unacceptable (must have Principal / School Council / Regional Office oversight)	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review.
High = Tolerable (with ongoing Principal Class Officer review)	Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.
Medium = Tolerable (with frequent risk owner review)	Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.
Low = Acceptable (with periodic review)	Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.

Find Risk Management on eduGate

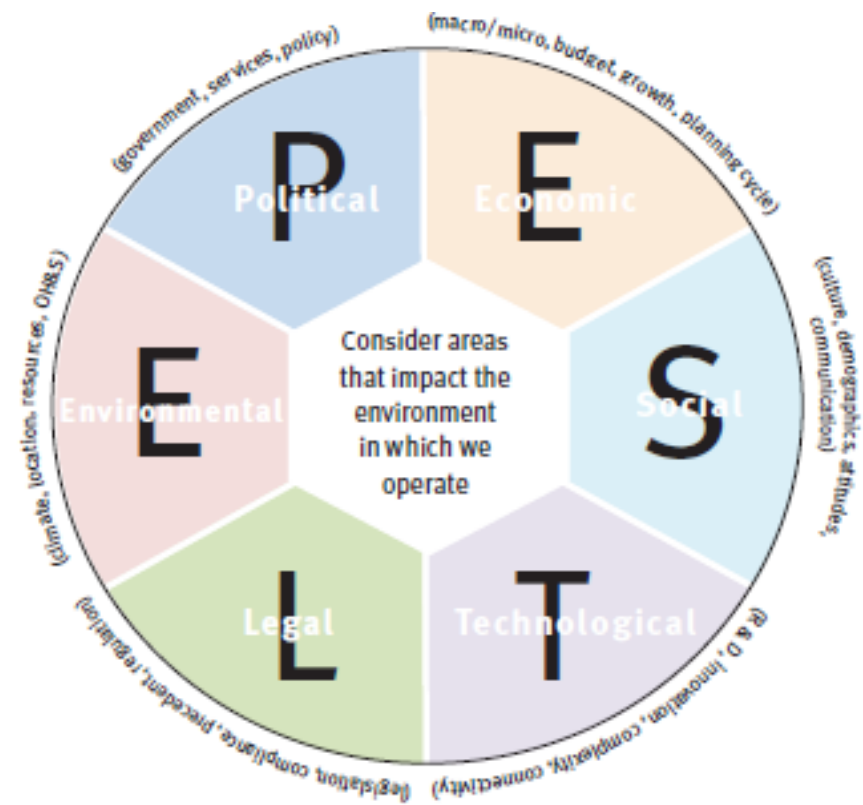
School Cycle - where schools should use risk management

Utilise risk management at all stages of the school cycle, to drive decision making, establish priorities and allocate resources. Risk management should be based on the best information available. Effort expended should be proportionate to the risk and benefits should be balanced against the risk.



PESTLE Analysis - used to establish the context

PESTLE - (political, economic, social, technological, legal, environmental) is a useful tool to analyse the operating environment and to understand any other factors that contribute to it. It may be beneficial to involve your key stakeholders when conducting this type of analysis.



SWOT Matrix - used in risk identification

A SWOT Matrix (strengths, weaknesses, opportunities and threats) is a useful tool to analyse the environment and establish current issues and future risks. It may be beneficial to involve your key stakeholders when conducting this type of analysis.

	Helpful to achieving objectives	Harmful to achieving objectives
Internal Origin	<div><ul style="list-style-type: none">What are our strengths?What do we do well?<div>S</div></div>	<div><ul style="list-style-type: none">What are our weaknesses?What can we do better?<div>W</div></div>
External Origin	<div><ul style="list-style-type: none">What are the opportunities we can leverage?What is going on around us that may be useful?<div>O</div></div>	<div><ul style="list-style-type: none">What are the threats to achieving success?Who and what might cause us problems in the future and how?<div>T</div></div>