

ESSENDON KEILOR COLLEGE: Child Safe Standards Risk Register

School name:	Essendon Keilor College	Responsible staff member:	Principal Team Lauren Gaylard, Sally Stevens, Adam Potter
Date endorsed:	March 2026	Endorsed by:	College Principal Adam Potter
Next review date:	March 2027	File location:	School Google Drive Principals shared drive - Policies Folder

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Child Safe Standard 1 – Aboriginal cultural safety						
<p>Risk Title: Culturally safe environments</p> <p>Description: There is a risk to Aboriginal children’s safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> • Racism, discrimination and bullying not adequately managed and addressed • Ignorance/lack of awareness • Curriculum that doesn’t include Aboriginal Australians • An unwelcoming environment for Aboriginal children • Policy development and review is not consultative 	<ul style="list-style-type: none"> • Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe. • Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm • Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented • Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. • School Wide Positive Behaviour framework is used across the college. • RRRR’s curriculum supports teaching of inclusion • Promotion of inclusion through college celebrations of Harmony Day, Naidoc Week, Reconciliation Week. • Ensuring indigenous representation with the flags displayed at the front of each of the campuses • Staff engaged in CUST training (2023) • Indigenous culture reflected in curriculum across KLAS 	Yes	<ul style="list-style-type: none"> • School leadership to arrange for CUST training or online learning opportunity for new staff (build into new staff induction) • Student engagement and wellbeing team to utilise KESOs to provide advice to about creating culturally inclusive learning environments and to provide feedback on the IEPs developed for Koorie students 	annual ongoing review
Child Safe Standard 2 – School leadership, governance and culture						
<p>Risk Title: Leadership, governance and culture</p> <p>Description: There is a risk to children’s safety if child safety and wellbeing is not embedded in the</p>	<ul style="list-style-type: none"> • Children’s safety is not prioritised • Decision-making power is concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school’s expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping 	<ul style="list-style-type: none"> • Children experience physical harm or abuse because of leadership, governance and cultural failures • Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Children are harmed or abused because staff and volunteer roles and 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the actions staff must take to report concerns 	Yes	<ul style="list-style-type: none"> • Work with the student leadership teams to create a student friendly version of the Child Safety and Wellbeing Policy and make these versions publically available to students on our school website (align to review of the Child Safety & Wellbeing Policy in May) 	create in 2026

**Schools must tailor example content to be relevant to the school.
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<p>school's leadership, governance and culture</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> ● Poor management of conflicts of interest ● Lack of leadership on child safety ● Poor understanding of the foreseeable risks relating to harm or abuse ● Poor recordkeeping and information management practices ● Absence of or poor child safety messaging ● Lack of professional learning for staff 	<p>responsibilities to prevent or report harm or abuse are not clearly communicated</p> <ul style="list-style-type: none"> ● Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children. ● Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour ● Poor records and record-keeping practices contribute to delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. 	<p>relating to child safety and our leaders ensure staff are aware of and follow these procedures</p> <ul style="list-style-type: none"> ● Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community via the school website ● This risk register is reviewed annually and after any significant child safety incident or concern ● Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping ● PROTECT posters and the Four Critical Actions are displayed around the school ● Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. ● Our school structure ensures there is an Engagement and Wellbeing team supporting the work of the Child Safety and Wellbeing Policy ● Mandatory reporting training and updates are delivered to staff annually by College or Campus meetings; including a reminder of the Edupay Learning modules which need to be completed. These are checked by our Business Manager as part of our termly site supervisor meetings ● Structured system of recording information via Compass and CASES 21 using templates to support. ● Staff are given an overview of the Child Safety policies at the beginning of each year by the principals team through the child safety briefing and OH&S induction handbook. These are unpacked with staff throughout the year during staff meetings. ● Student feedback is gathered through the student leadership structure and small group focus groups on what matters to them, what makes them feel safe and review whether the schools child safety strategies are meeting their needs <ul style="list-style-type: none"> ● Student engagement and wellbeing team to continue to deliver staff professional learning on HIWS and PCMS and their connection to our SWPBS 			

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Child Safe Standard 3 – Children are safe, informed and actively participate						
<p>Risk Title: Student empowerment</p> <p>Description: There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> •Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to •Students don't understand their rights •Student input in decision making is not supported or valued •Student contributions or concerns are not taken seriously •Students are not offered sexual abuse prevention education •Students are coerced or silenced by adults at the school •Lack of friendship or peer support •School leadership does not consider student language barriers and cultural background when designing tailored programs for students 	<ul style="list-style-type: none"> •Children experience harm or abuse due to lack of knowledge and empowerment •Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse •Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken •Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse •Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support •Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented •Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students via the school website •Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised •Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials delivered as part of the Health, Personal Development curriculums. •Students are educated about their rights through the Health, Personal Development curriculums. •Friendship and peer support are promoted through class structures in years 7-9 where students spend their core subjects in a consistent class group, as well as engaging in a year level camp at each of these year levels. •Student leadership group is established at each campus to provide an avenue for students to express concerns a develop a school culture of inclusivity and equality •Utilisation of the School's Mental Health Menu to support students in our school •Student Engagement and Wellbeing team carry out regular student surveys and share results (including AtoSS results) with students, then when needed develop focus groups to investigate and respond to issues raised. 	Yes		
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement</p> <p>Description: There is a risk to children's safety if their families and communities are not informed or involved in promoting child safety and wellbeing</p>	<ul style="list-style-type: none"> •Unwelcoming staff •Lack of appreciation of the value of community consultation and engagement •The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing 	<ul style="list-style-type: none"> •Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety •Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented and available for parents to view on our school website •All child safety and wellbeing policies and procedures are publicly available and promoted in the school community via the school website •Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through school council and school 	Yes		

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Risk type: Organisational	<ul style="list-style-type: none"> Lack of staff training, cultural sensitivity or willingness to engage families and communities Lack of accessible information about the school's child safety practices for families from culturally and linguistically diverse communities 	<ul style="list-style-type: none"> Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse Children who want to make a complaint are not supported by their families Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse 	<ul style="list-style-type: none"> council subcommittees (eg Education Policy subcommittee) Family information nights at the start of each year to foster three way partnership between parents/carers, students and our school Use of school social media page to promote extracurricular activities and student achievement Use of Compass to communicate key events and information to families Interpreter services used when needed for parent meetings and parent-teacher interviews Enrolment packs provided to families with key policies, contacts and information around child safety PROTECT posters displayed at front office of each campus School website has Google Translate feature embedded into it to enable engagement for families from a range of culturally diverse backgrounds. <ul style="list-style-type: none"> Policy review is tracked via an internal updating process, linked to our school council education policy sub committee. Once policies are updated they are added to our school website. Campus principals to annually review and update information in student enrolment packs to families 			
Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity Description: There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not respected in policy and practice Risk type: Vulnerability	<ul style="list-style-type: none"> Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) Diverse cohorts not supported adequately Diverse cohorts feel unwelcome 	<ul style="list-style-type: none"> Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns Children experience discrimination which increases a child's vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students Child safety information, support and complaints processes are culturally safe, accessible and easy to understand 	Yes	<ul style="list-style-type: none"> Sharing with families the translation feature available on Compass 	By the end of 2027

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	<ul style="list-style-type: none"> ●Lack of staff training on diversity and supporting and responding to vulnerable students ●Lack of respectful culture ●Incidents of discrimination or humiliation are not effectively addressed and managed 	<ul style="list-style-type: none"> ●Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> ●Our Bullying Prevention and Inclusion policies address diversity and equity and address the needs of our school community ●Our school implements: <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ○ Respectful Relationships whole school approach ●Professional development for staff around RRRR's and health topics, so that they can be planned for and delivered consistently ●Accessing the Mental Health Menu to source appropriate supports for students/cohorts at risk ●Translate key documents and information for international students and their families ●School website has Google Translate feature embedded into it to enable engagement for families from a range of culturally diverse backgrounds. 			
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> ●Poor recruitment and pre-employment screening processes ●Provision of false information during recruitment ●Poor management of conflicts of interest ●Insufficient induction on commencement of working at school ●Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern ●Insufficient promotion of the school's commitment to child safety ●Lack of child safety culture ●Insufficient supervision ●Performance management does not focus on or address concerns relating to child safety and wellbeing 	<ul style="list-style-type: none"> ●Children experience harm or abuse due to unsuitable staff being appointed at our school ●Children are harmed because our school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment ●Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified ●Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner ●Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred ●Children are harmed because our school provides insufficient supervision of teaching 	<ul style="list-style-type: none"> ●Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> ○ for child safe recruitment and screening practices for staff. ○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. ○ to ensure ongoing supervision and management of staff is focused on child safety and wellbeing ●All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented ●Utilise; <ul style="list-style-type: none"> - Student Engagement & Wellbeing meetings - HaWKC meetings - Campus based student support meetings to priorities child safety and wellbeing within our school. ●Conduct termly college site supervisor meetings to ensure consistent and up to date processes are being used for inductions visitors, contractors and volunteers 	Yes		

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		<p>practice and performance management for existing staff</p> <ul style="list-style-type: none"> • Children are harmed because the school takes inadequate steps to address concerning staff behaviour • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety 	<ul style="list-style-type: none"> • Principal team to induct all sessional staff at the beginning of each year for OH&S and Child Safety • Principals or Business Manager will conduct referee checks specific to child safety for all session staff (eg sports academy staff, production choreographers) • Staff OH&S induction handbook is reviewed annually with the support of OH&S consultant and all staff must sign off on this. 			
<p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision 	<ul style="list-style-type: none"> • Children experience harm or abuse due to unsuitable volunteers being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because volunteers receive insufficient supervision • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) 	<ul style="list-style-type: none"> • Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged to support in extra-curricular activities, school camps and excursions, fundraising events and classroom observations will be required to undertake a volunteers induction process and a copy of current WWCC document will be collected. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing. • Use of Compass kiosk to ensure volunteers sign in/out and a copy of the WWCC is taken • Use of child safety questions in referee checks to current principals/managers • Leadership to have a visible presence throughout the school, also with the consideration of placement of offices • Inclusion of Student Engagement & Wellbeing as part of College/Campus meetings 	Yes	<ul style="list-style-type: none"> • Principal team to investigate how policies are translated and the process used by DET and other schools. 	<ul style="list-style-type: none"> • Aim is to have process in place by the beginning of 2027
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p>	<ul style="list-style-type: none"> • The complaints process is not publicly available • Complaints processes are not written in simple plain English 	<ul style="list-style-type: none"> • Children experience harm or abuse because complaints processes are not able to be used by children 	<ul style="list-style-type: none"> • Our Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern 	Yes	<ul style="list-style-type: none"> • Work with the student leadership teams to create a student friendly version of the Child Safety and Wellbeing Policy and make these 	<ul style="list-style-type: none"> • To be lead by SEW team in 2026 in

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<p>Description: There is a risk to children's safety if processes for complaints and concerns:</p> <ul style="list-style-type: none"> - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> •Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices •Children, parents and carers do not feel supported to make complaints or raise concerns •Children's input in decision making is not valued •Children, parents and carers concerns/complaints are not taken seriously •Staff child safety responding and reporting obligations are not clearly described and communicated •The school's complaints process is not child-friendly or easy to follow 	<ul style="list-style-type: none"> •Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood •Children do not feel safe to report behaviours of concern, harm or abuse •Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children •Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities •Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment 	<ul style="list-style-type: none"> •Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse •The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website •The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff •Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. •All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor <ul style="list-style-type: none"> • School leadership structure that includes a Student Engagement and Wellbeing executive, overseen by the College principal • Student engagement and wellbeing team aligned to each campus • Class structure in years 7-9 where students spend their core subjects in a consistent class groups, with a consistent Personal Development teacher that follows the cohort through years 7-9 creating a first port of call for student and parent support • Professional development for staff through professional learning weeks and learning section of college/campus based meetings 		versions publically available to students on our school website	conjunction with the policy update occurring this year
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
<p>Risk Title: Knowledge, skills and awareness</p> <p>Description: There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students</p>	<ul style="list-style-type: none"> •Child safety and wellbeing training not provided to staff and school council annually •Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed •Volunteers are not required to undertake child safety training 	<ul style="list-style-type: none"> •Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and respond to instances of harm or abuse if they occur •Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented •Our Volunteers policy provides information on training for volunteers. •Volunteers that are engaged to support in extracurricular activities, school camps and excursions, fundraising events and classroom 	Yes		

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<p>safe through ongoing education and training</p> <p>Risk type: Organisational</p>	<p>that is appropriate to the nature of their role</p> <ul style="list-style-type: none"> • Training does not cover all necessary topics • Training is poorly facilitated <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> • Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring 	<ul style="list-style-type: none"> • observations and training are provided with child safety training that is appropriate to the activity and the volunteer's role. • Regular review of policies and procedures at a whole school level (staff briefing and staff meetings) with graduates as part of our graduate program. • Regular monitoring of staff completion of mandatory learning modules through Edupay. Campus Principals to liaise with Business Manager for support • Provide staff with the opportunity to complete Mandatory Reporting obligations within our annual meeting schedule • Staff are given the opportunity to request professional learning to ensure they have the skills and knowledge to best support their students • Our school works with external supports (eg SSS team, SWPBS coach) to provide professional learning for staff 			
Child Safe Standard 9 – Physical and online environments						
<p>Risk Title: School physical environment</p> <p>Description: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed. 	<ul style="list-style-type: none"> • Children experience harm or abuse because the school physical environment is unsafe • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment • Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions 	<ul style="list-style-type: none"> • Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are briefed to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including toilets, canteen and oval • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Students are advised of out of bounds areas through focus group briefings and year level assemblies • classrooms, storerooms and staff rooms are locked to student access without staff supervision • Safety plans are created for students with diverse needs who require additional supervision in the yard and when on excursion. 	Yes	<ul style="list-style-type: none"> • Student Engagement and Wellbeing team to review the induction given to students at the beginning of each year. • Campus principals to review the student enrolment handbook for new students to the school. 	<p>ongoing</p> <p>ongoing</p>

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RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>Risk Title: Online environment</p> <p>Description: There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> Child safety risks in the school's online environment are not identified and appropriately managed. Students are not provided with education about online risks and appropriate online behaviours. Online safety measures fail to adapt to emerging technologies and child safety risks Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication 	<ul style="list-style-type: none"> Children experience harm or abuse because the school's online environment is unsafe Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment Children are groomed online Children are harmed or abused as a result of undetected grooming Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities 	<ul style="list-style-type: none"> Records are kept of any court orders that are in place regarding access or intervention orders and communicated to staff via Compass Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented Acceptable Use Agreements are in place and enforced Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. Our school complies with the department's Cybersafety and Responsible Use of Digital Technologies policy and Digital Learning in Schools policy Schools principal team to ensure that all software complies to the DET Safer Technology 4 Schools (ST4S) assessment which is accessed via ARC software Students engage in online safety lessons through Personal Development and Health curriculum School engages with external providers to educate students regarding online risks The school principal team to work with school IT technician to ensure Acceptable User Agreement is up to date Process of annual agreement by families to Acceptable use Agreement through Compass Course Confirmation 	Yes	<ul style="list-style-type: none"> Promote online supervision and safe use of technology with parents through Compass newsfeed, schools newsletter and parent workshops 	Principal team to introduce during 2026
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description: There is a risk to children's safety if the</p>	<ul style="list-style-type: none"> School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school 	<ul style="list-style-type: none"> Children experience harm or abuse because the school does not adequately manage safety with third-party providers Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers 	<ul style="list-style-type: none"> Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> Excursions Procurement Work Experience Structured Workplace Learning 	Yes	<ul style="list-style-type: none"> Work with the student leadership teams to create a student friendly version of the Child Safety and Wellbeing Policy and make these versions publically available to students on our school website 	To be lead by SEW team in 2026 in conjunction with the policy update

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or school activities involving third party providers.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> School does not consider child safety during procurement processes School does not consider child safety during procurement processes 	<ul style="list-style-type: none"> Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership 	<ul style="list-style-type: none"> School Based Apprenticeships and Traineeships School Community Work Purchasing Secondary Courses and Vocational Training from External Providers Our school completes an Excursions Risk Register and Emergency Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion. For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as school camps, sports clinics, incursions, outdoor adventure activities and general excursions Our school uses Compass to record student attendance at off site excursions and school activities Safety plans are created for students with diverse needs who require additional supervision in the yard and when on excursion. Increase supervision ratios to support students with additional needs Procurement and third parties: <ul style="list-style-type: none"> We require contractors to provide their Working with Children Clearance upon entry to the school. We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy All third party providers are required to enter into agreements with the school that include appropriate child safety obligations Work experience and structured workplace learning <ul style="list-style-type: none"> The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement. Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for 			<p>occurring this year</p>

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Child Safe Standard 10 – Review of child safety practices						
<p>Risk Title: Review and improvement</p> <p>Description: There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> ● Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident ● Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices ● Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices 	<ul style="list-style-type: none"> ● Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice ● Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community ● Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns 	<ul style="list-style-type: none"> ● A review calendar of all school policies is in place, including approvers and review cycles to be adhered to to support our school and staff to maintain and update our policies. ● A school council sub group (Education Policy sub committee) is in place to oversee the review of all school policies. ● We determine the cause of child safety incidents and monitor for repeated issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified ● We inform families through our school newsletter and Compass news feed posts of the outcome of review of child safety policies, procedures and practices ● All policies connected to Child Safety are shared with, reviewed and endorsed by our School Council. 	<p>Yes</p>	<ul style="list-style-type: none"> ● Work with the student leadership teams to review a student friendly version of the Child Safety and Wellbeing Policy to ensure relevancy and connection to students 	<p>To be lead by SEW team in 2026 in conjunction with the policy update occurring this year</p>
Child Safe Standard 11 – Implementation of child safety practices						
<p>ssssssss</p>	<ul style="list-style-type: none"> ● Policies and procedures are developed, but not implemented by school staff ● Policies and procedures do not address all actions and measures required under the Child Safe Standards ● Policies and procedures are not informed by best practice models and family and community engagement 	<ul style="list-style-type: none"> ● Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all ● Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse 	<ul style="list-style-type: none"> ● Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards ● Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them ● Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation 	<p>Yes</p>	<ul style="list-style-type: none"> ● Work with the student leadership teams to review a student friendly version of the Child Safety and Wellbeing Policy to ensure relevancy and connection to students 	<p>To be lead by SEW team in 2026 in conjunction with the policy update occurring this year</p>

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand • Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children 	<ul style="list-style-type: none"> • Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse. 	<ul style="list-style-type: none"> • Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. • Child Safety policies are published on school website • Child Safety policies are integrated into induction processes, ongoing education, training and supervision for all staff and volunteers • Process is in place through site supervisors that the contractor list is narrowed and documentation collection is completed as required and updated through AIMS 		<ul style="list-style-type: none"> • Student Engagement and Wellbeing team to review the induction given to students at the beginning of each year. • Campus principals to review all students handbooks (6 into 7 and later years) for new students to the school. 	<p>Prior to the commencement of 2027</p> <p>Prior to the commencement of 2027</p>

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