



**ST. ANDREW'S GRAMMAR**

# **RISK MANAGEMENT POLICY**

<i>Date</i>	<i>Modified By</i>	<i>Ratified</i>	<i>Review</i>
July 2017	Principal	Draft	2018
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# ST. ANDREW'S GRAMMAR

## Risk Management Policy

### Aim

To ensure the safety, security and wellbeing of students, staff, volunteers and visitors at St. Andrew's Grammar and to minimise the reputational, financial and ICT risk to our school.

### Definition

At St. Andrew's Grammar, risk is defined as the effect of uncertainty on objectives.

- An effect is a deviation from the expected; positive or negative;
- Objectives may have different aspects and can apply at different levels;
  - Often characterised by reference to potential events and consequences or a combination of these;
  - Often expressed in terms of a combination of an event and the associated likelihood of occurrence;
- Uncertainty is the state of deficiency of information related to, understanding or knowledge of, an event, its consequence or likelihood.

### Policy

The management of risk is everyone's responsibility at St. Andrew's Grammar.

At St. Andrew's Grammar, the International Risk Management Standard AS/NZS ISO 31000:2009 (the Standard) provides the principles and guidelines for risk management within the School.

According to the Standard, *“the success of risk management will depend on the effectiveness of the management framework providing the foundations and arrangements that will embed it throughout the organisation at all levels.”*

Within the Standard the expressions, *‘risk management’* and *‘managing risks’*, are both used. In general terms:

- risk management refers collectively to the principles, framework and process for managing risks effectively; and
- managing risks refers to the application of these principles, framework and process to particular risks.

The School adopts the principles of risk management as set out in the Standard and actively works towards complying with these principles to ensure that risk management is effective.

**Definitions** (extracted from AS/NZS ISO 31000:2009)

<b>Risk</b>	Effect of uncertainty on objectives
<b>Risk Management</b>	Coordinated activities to direct and control an organisation with regard to Risk
<b>Risk Management Framework</b>	The set of components that provide the foundations and organisational arrangements for designing, implementing, monitoring, reviewing and continually improving Risk Management throughout the organisation.
<b>Risk Management Policy</b>	A statement of the overall intentions and direction of an organisation related to Risk Management.
<b>Risk Attitude</b>	The organisation's approach to assess and eventually pursue, retain, take or turn away from risk.
<b>Risk Management Plan</b>	The scheme within the Risk Management Framework specifying the approach, the management components and resources to be applied to the management of risk.
<b>Risk Owner</b>	The person or entity with the accountability and authority to manage a risk.
<b>Risk Management Process</b>	The systematic application of management policies, procedures and practices to the activities of communicating, consulting, establishing the context, and identifying, analysing, evaluating, treating, monitoring and reviewing risk.
<b>Risk Assessment</b>	The overall process of risk identification, risk analysis and risk evaluation as outlined in the Risk Management Process
<b>Event</b>	An occurrence or change of a particular set of circumstances
<b>Consequence</b>	The outcome of an event affecting objectives
<b>Likelihood</b>	The chance of something happening.
<b>Monitoring</b>	The continual checking, supervising, critically observing or determining the status in order to identify change from the performance level required or expected.
<b>Review</b>	An activity undertaken to determine the suitability, adequacy and effectiveness of the subject matter to achieve established objectives.

## Key Principles of Risk Management at St. Andrew’s Grammar

The St. Andrew’s Grammar School Board has responsibility for overseeing risk management. An open and receptive approach is important as sound leadership is responsible for encouraging good risk management practice.

A strong risk culture does not mean a culture of risk aversion. Risk management maximises the ability to deliver on School objectives, promotes sound decision making, works to safeguard student, employee and visitor well-being, and contributes to meeting parent, community and Federal and State Government expectations for accountable and responsible use of School resources.

The Risk management process involves:

- Risk identification and analysis
- Examination of risk management alternatives
- Selection of appropriate risk management strategies
- Implementation
- Monitoring and adjustment

	<b>Principles of Risk Management</b>	<b>Compliance with the principles will deliver or ensure that:</b>
<b>1</b>	Create and protect value	The School can demonstrably pursue its strategic objectives in; <ul style="list-style-type: none"> <li>• being a part of the Hellenic Community of WA;</li> <li>• teaching and learning;</li> <li>• community engagement;</li> <li>• infrastructure and financial resources;</li> <li>• human resources;</li> <li>• student centred environment and child protection; and</li> <li>• governance.</li> </ul>
<b>2</b>	Are an integral part of all organisational processes	Risk management principles and practices are embedded into governance, enterprise and operational strategy, planning and management, policies, values and culture.
<b>3</b>	Is part of decision making	Everyone recognises the statutory mandate for risk management that is led by the Board, its Sub-Committees, the Principal and Senior Management Team so that all decision-makers make informed choices, prioritise actions and recognise options and alternative courses of action and their consequences.
<b>4</b>	Explicitly address uncertainty	In taking account of uncertainty, the Board, Principal, Senior Management Team and all other staff have regard for context and use knowledge, evidence and judgment to treat or mitigate risk.

5	Are systematic, structured and timely	The School's approach to risk pursues both effectiveness and efficiency to achieve consistent, comparable and reliable results.
6	Are based on the best available information	In using their judgment and discernment, the Board and Senior Management Team will consider available information, experience, forecasts and parent, staff, and student feedback.
7	Are tailored for the internal and external context	The Board and Senior Management Team consider the statutory and operational mandates, requirements and expectations of the Hellenic Community of WA, the Department of Education Services and auditors and so forth and account for the School's strategic plan, risk profile and undertakings.
8	Takes human and cultural factors into account	The School recognises the capabilities, perceptions and intentions of external and internal staff and communities that can facilitate or hinder the achievement of the School's objectives.
9	Is transparent and inclusive	The School engages with internal and external stakeholders and decision makers to ensure that risk management remains relevant and up to date.
10	Is dynamic, iterative and responsive to change	The School responds to the changing needs of the Western Australian and wider education sector, the student community, the parent body, staff and the wider Hellenic community by continually self-assessing, monitoring and reviewing its risk profile and identifying new and emerging risks.
11	Facilitates continual improvement of the organisation	The culture of risk management will continue to grow and mature across all areas of the School. Robust risk assessments and processes will encourage the identification and application of controls and treatments and result in better decision making and improved business practices. The School's commitment to a centrally managed risk register has improved transparency, and will continue to facilitate better reporting, and enhance continual improvement. For this reason, the School's Risk Register is considered to be a mandatory part of reporting and managing risk.

Adapted from the University of SA Principles of Risk Management

## Risk Management Framework

The St. Andrew's Grammar Risk Management Framework is comprised of the following components:

- This Risk Policy: This document of the Framework formally outlines the policy statement, the principles, procedures and individual and School's responsibilities, requirements and structures imposed by government and regulatory authorities and agencies, funding bodies and insurers. The development and regular update of this policy is the responsibility of the Board of the School. This task is delegated to the Principal through the Board Risk Management Task Group. Only the Board may ratify changes to the policy.

- St. Andrew's Grammar Risk Register (attached): This is the principle repository for risks across the School. The risk register enables the Board, Senior Management Team and staff to profile risks, monitor controls and prioritise treatment actions. The risk register also facilitates standardised reporting of risks within the approved School governance framework and reporting to external bodies such as the Department of Education, auditors, accrediting bodies and so forth. The development and updating of all macro or strategic risks are the responsibility of the Board- this may be delegated to the Principal. The responsibility for the development and updating of all legal, regulatory and environmental risks and their ratings and accompanying mitigation strategies lies with the Board, the Principal and the Senior Management Team. Environmental risk analysis may be further delegated to teaching and non-teaching staff as and when appropriate.
- The Board Risk Management Task Group: A sub-committee of the Board that is responsible for the overall co-ordination of risk management within the School. This sub-committee meets monthly or on a needs basis and reports its findings directly to the Board.
- Regular monitoring and review of the Risk Register: On a regular and as needs basis, to enable the School to confirm that risk management is relevant, effective and sustained, and facilitates the achievement of its objectives. The development and regular update of this policy is the responsibility of all members of the School but will be managed by the Principal.
- Formal reporting: The School is required to report to various internal and external bodies such as for ongoing Registration through the Department of Education. To achieve this, the School needs to keep informed and needs to actively manage risks on a regular basis and in a timely manner. Formal risk reporting occurs via the School Risk Register and reports from the Board Risk Management Task Group to the Board.

### **Master Risk Classification**

St. Andrew's Grammar master risk categorisation methodology recognises eight (8) core categories. These are considered to be Macro (Board level) Risks, Legal and Regulatory Risks and Environment Risks:

1. Strategic Risks - In general terms a strategic risk is one that relates to changes in our business environment or from poor strategic planning, poor decision making, improper implementation of decisions or a lack of responsiveness to change. Such risks may include failing to implement a particular strategy (e.g. a long-term ICT plan) or respond to a potential risk event (e.g. a rise in cyber security breaches).
2. Financial Risks - Financial risks arise from any threat to our financial strength, operating margins or capital investments. Such risks include cash flow management, budgetary requirements, tax obligations, creditor and debtor management etc.

3. Educational Risks - Educational risks cover aspects of internal operations relating to teaching standards, student learning and curriculum management.
4. The Principal and Staffing, Board Stability and Succession Planning - This category of risk covers all HR risks arising from the appointment of, management and performance of all staff and volunteers.
5. Occupational Health & Safety Risks - This category of risk covers all health & safety risks (including child protection) affecting staff, students, visitors and volunteers.
6. School Registration Risks - Registration risks cover every aspect of the legislative and regulatory framework impacting the school.
7. School Reputation - This category of risk covers risks that may arise as the result of our dealings with key stakeholders including parents, former students and members of the local community, as well as affiliate school groups, church agencies and key commercial relationships.
8. Operational Risks - Operational risks cover every aspect of internal operations as well as certain non-strategic external events such as natural disasters and security breaches, that are not covered by other master risk categories.

### **The Role of the Board**

Risk management will only be effective if the Board:

- Develops and commits to Risk Management
- Measures the effectiveness of the Risk Management

The role of the School Board is to:

- Implement policies on risk management
- Identify and evaluate the significant risks faced by the School
- Undertake an annual review of effectiveness of the system of control
- Set the tone and influence the culture of risk management within the School.
- Determining what types of risk are acceptable and which are not
- Setting the standards and expectations of staff with respect to conduct
- Approve major decisions affecting the School's risk profile or exposure.
- Monitor the management of significant risks
- Satisfy itself that the less significant risks are being actively managed

### **Role of the Principal**

- Report to Board all activities of significant risk.
- Oversee and approve/deny planned activities that involve risk review.

### **Role of Staff**

Follow policy, use appropriate documentation where required and report variations to the Principal.

## **Importance of Risk Management**

Good risk management policies and procedures will assist our school in:

- Achieving its goals
- Encouraging proactive leadership
- Complying with legal requirements
- Improving stakeholder trust in our school including the school community
- Improving resource efficiencies
- Improving Workplace Health and Safety compliance
- Emphasising the Duty of Care to our students
- Minimising impact at times of crisis
- Decision making and forward planning
- Understanding accountability in decision making
- Creating and protecting the value of our school
- Making the best of opportunities
- Reducing the incidence of costly mistakes

## **Questions that could be asked of every risk considered.**

- What is the source of the risk?
- What might happen that would help or hinder our mission?
- When, how and where is the risk?
- Who will be affected?
- Do we have existing controls?
- What could cause our controls to be less affective?
- Is our information reliable?
- Is this the only risk?
- Have all the right people been involved?
- What records have/will be kept?
- Under what circumstances, if any, would this risk be tolerable?

## **School Policies and/or Processes in Place at St. Andrew's Grammar relating to Risk Management.**

- St. Andrew's Grammar Inc. Constitution
- St. Andrew's Grammar Governance Policy
- The Strategic Plan
- The Financial audits
- Monthly Board Finance Report where the monitoring of Income and Expenditure in relation to the Budget, enrolment projections, cash flows and all relevant financial documentation is presented to assist with current and future planning.
- Internal Emergency procedures including:
  - Evacuation
  - Lockdown
  - Catastrophic Weather Events
- Critical Incident Policy
- Camps, Tours, Excursions and Incursions

- Child Protection Policy and Programme
- Staff Code of Conduct
- Student Health Policy including the administration of medication and maintaining medical records
- First Aid Policy
- Duty of Care Policy
- Workplace Health and Safety Policy and Maintenance plans and procedures
- Induction Policy
- Staff Appraisal Policy
- Performance Management Policy
- Curriculum, Programming, Assessment and reporting policies/procedures
- Staff Handbook
- Insurance risk assessments and local government compliance checks
- Action relating to where extensive physical damage is sustained and the school's future operations are seriously affected

The Principal would arrange for the following in consultation with the School Board Chair:

- Advise the Department of Education and the Board of the situation. **This applies to any Critical Incident regardless of the outcome.**
- Advise the staff and school community
- Advise our insurance broker and also seek advice
- Obtain urgent professional assistance to ascertain the level of damage and safety across the school after the catastrophe has occurred. The fire department, relevant local authorities, Workplace Health and Safety consultants would also be sought for immediate advice.
- Where the damage is widespread and the maintaining of an educational program is not possible, assistance and advice will be sought from DES, AISWA, local and wider government authorities as well as State, Catholic and Independent schools to accommodate and provide an educational program for as many children as possible. Our parent community would be advised of their options.
- Staff industrial and salary issues to be addressed utilising AISWA industrial consultants.

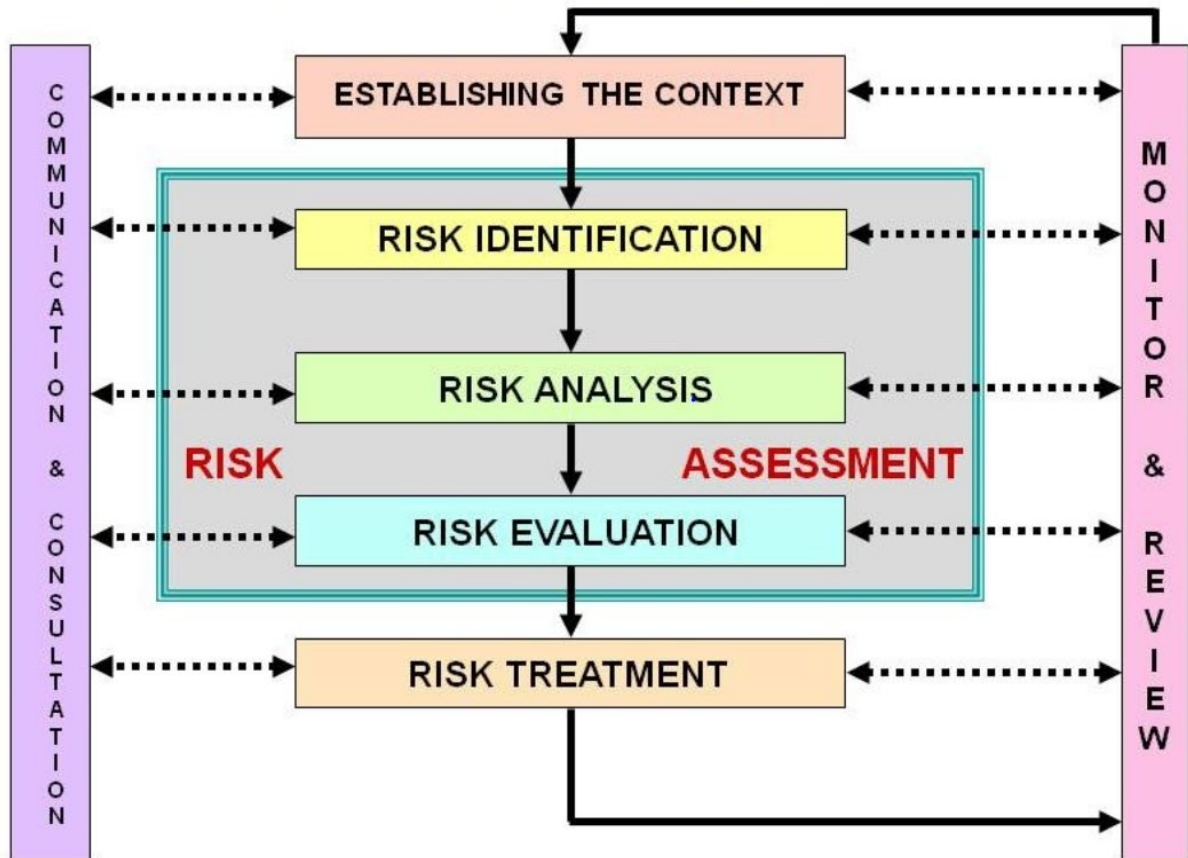
Where damage is limited to certain buildings and safety precautions have been appropriately undertaken, the Principal, in discussion with the staff, will determine which rooms and teaching/learning options may be utilised to accommodate the students. Some options (if rooms are not damaged) include:

- Library
- Staff Room
- Gymnasium or any multi-purpose areas that may be available
- Under cover area
- Combined classes across the school where rooms can sustain the numbers

The above is not exhaustive but will serve to provide some guidance in such a situation.

### Managing Risk - ISO 31000 Risk Management Process

Managing risk involves logical and systematic thinking. A typical risk assessment process is outlined as follows:



#### Communication and Consultation

For each risk identified a consultative open approach will help ensure:

- All stakeholders are considered.
- Clear identification of all risks.
- Expertise is used.
- Parties are aware of the risk and the treatment devised.

#### Risk Analysis

- The risk needs to be understood by everyone involved in the decision making
- The possible positive and negative consequences of all treatments, including no treatment, should be examined
- The reliability of data and effectiveness of existing controls should be considered

There are numerous ways of analysing risk. All involve some way of measuring consequences and likelihood. Some are qualitative, involving descriptions, and others are quantitative, involving assignment of numerical values. A combination of these two types is also possible. Consequence and likelihood tables can also be used to give a clear picture of possibilities. Sample measures are provided in this document;

**Risk Treatment, Monitoring and Review**

- Document decisions.
- Determine who is accountable for implementing the options
- Allocate resources.
- Measure to see if the treatment was effective.
- Determine if further information is required.
- Check to see if other risks are emerging.
- Undertake a cost benefit analysis to see if the event was “worth it” (not necessarily financial)
- Consider “Plan B” if “Plan A” fails

**RISK ANALYSIS PROCESS**

**Setting the overall Risk rating**

An overall risk rating is allocated to an identified risk using the following matrix which indicates risk levels presented by a combination of various degrees of "likelihood" and "consequence".

The matrix used by the School categorises risk into four levels: Extreme (E), High (H), Moderate (M) and Low (L).

Likelihood	Consequences				
	1. Insignificant	2. Minor	3. Moderate	4. Major	5. Catastrophic
<b>A. (Almost Certain)</b>	M	M	H	E	E
<b>B. (Likely)</b>	L	M	H	E	E
<b>C. (Possible)</b>	L	M	M	H	E
<b>D. (Unlikely)</b>	L	L	M	M	H
<b>E. (Rare)</b>	L	L	L	M	H

## Consequences of an event if it occurs

The first step in the Risk Analysis process is to assess the possible consequences of a risk event occurring using the definitions set out in the following table.

<b>Rating</b>	<b>Impact Area</b>	<b>Description</b>
<b>1. Catastrophic</b>	<ul style="list-style-type: none"> <li>• Health of staff or students and general OHS</li> <li>• Physical or non-physical assets</li> <li>• School Registration</li> <li>• Reputation of the School</li> <li>• Financial issues or Business Interruption</li> <li>• Board stability, Board succession and Strategic Planning</li> <li>• Child Protection</li> <li>• Principal and Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Death/permanent disability of a student/ staff member / other</li> <li>• Total destruction of campus, loss of all records</li> <li>• School Registration refused or the Director General has given a direction. Where a direction is given, the School is prohibited from enrolling any new students until the direction is lifted.</li> <li>• Widespread negative media coverage- severe loss of student enrolments</li> <li>• Extreme cash flow issue &gt;30% of income</li> <li>• Board resignations in excess of quorum</li> <li>• Severe child protection issue involving a school employee and a Tranby College student</li> <li>• Resignation of the Principal or large scale staff resignations (&gt; 20%)</li> </ul>
<b>2. Major</b>	<ul style="list-style-type: none"> <li>• Health of staff or students and general OHS</li> <li>• Physical or non-physical assets</li> <li>• School Registration</li> <li>• Reputation of the School</li> <li>• Financial issues or Business Interruption</li> <li>• Board stability, Board succession and Strategic Planning</li> <li>• Child Protection</li> <li>• Principal and Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent disability of a student/ staff member / other</li> <li>• Partial destruction of campus, loss of most records</li> <li>• School Registration significantly reduced or the Director General has imposed or changed a condition on registration.</li> <li>• Negative media coverage- major loss of student enrolments</li> <li>• Major cashflow issue &gt;20% but &lt; 30% of income</li> <li>• Resignation of Chair or Board members declared not to be fit and proper person/s</li> <li>• Major child protection issue involving a school employee or a St. Andrew's Grammar student and another student</li> <li>• Resignation of the Principal or medium scale staff resignations (&gt; 15%)</li> </ul>

<b>3. Moderate</b>	<ul style="list-style-type: none"> <li>• Health of staff or students and general OHS</li> <li>• Physical or non-physical assets</li> <li>• School Registration</li> <li>• Reputation of the School</li> <li>• Financial issues or Business Interruption</li> <li>• Board stability, Board succession and Strategic Planning</li> <li>• Child Protection</li> <li>• Principal and Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Severe Injury of a student/ staff member / other - of a temporary nature.</li> <li>• Moderate destruction of campus eg severe storm damage, loss of records</li> <li>• School Registration reduced to 36 months and the Director General has given a quality improvement notice</li> <li>• Negative media coverage- moderate loss of student enrolments</li> <li>• Major cash flow issue but &lt; 20% of income</li> <li>• Board resignations &gt; 15%</li> <li>• Child protection issue involving an external person and a Stt. Andrew’s Grammar student</li> <li>• Disciplinary action against the Principal, considerable Union Action or moderate scale staff resignations (&lt; 10%)</li> </ul>
<b>4. Minor</b>	<ul style="list-style-type: none"> <li>• Health of staff or students and general OHS</li> <li>• Physical or non-physical assets</li> <li>• School Registration</li> <li>• Reputation of the School</li> <li>• Financial issues or Business Interruption</li> <li>• Board stability, Board succession and Strategic Planning</li> <li>• Child Protection</li> <li>• Principal and Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Non-life threatening injury of a student/ staff member / requiring external assistance (eg ambulance)</li> <li>• Destruction of one facility in the campus and loss of records within the facility.</li> <li>• No reduction in Registration length but the Director General has given a quality improvement notice.</li> <li>• Negative media coverage- minimal loss of student enrolments</li> <li>• Minor cash flow issue- &lt; 10% of income</li> <li>• Board resignations – long term Board members</li> <li>• Moderate child protection issue involving a St. Andrew’s Grammar student eg Sexting issue between students</li> <li>• Minor Union involvement with the School- eg EBA negotiations, Teacher fails to renew TRBWA membership or WWCC</li> </ul>
<b>5. Insignificant</b>	<ul style="list-style-type: none"> <li>• Health of staff or students and general OHS</li> <li>• Physical or non-physical assets</li> </ul>	<ul style="list-style-type: none"> <li>• Minor injury of a student/ staff member / Other – requires minimal First Aid</li> </ul>

	<ul style="list-style-type: none"> <li>• School Registration</li> <li>• Reputation of the College</li> <li>• Financial issues or Business Interruption</li> <li>• Board stability, Board succession and Strategic Planning</li> <li>• Child Protection</li> <li>• Principal and Staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Minor damage to one building/structure – no loss of records</li> <li>• School Registration maintained but verbal requirements made by the Department of Education Auditors.</li> <li>• Negative media coverage- no loss of student enrolments but possible affect future enrolments</li> <li>• Cash flow issue based on time of year (eg January)</li> <li>• Minor conflict issues between Board members.</li> <li>• Minor child protection issues a St. Andrew’s Grammar student- eg student accessing inappropriate sites</li> <li>• Dealing with staff/staff conflicts through the complaints policy</li> </ul>
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### Likelihood of consequence Occurring

The second step in the Risk Analysis process is to determine the likelihood of a risk consequence occurring using the definitions set out in the following table.

Risk Rating	Description
<b>A. Almost Certain</b>	Not unusual to happen. Risk has more than an 80% chance of occurring; or It is almost certain to occur within the next 3 months.
<b>B. Likely</b>	Known to occur or has happened in the past. Risk has 60-80% chance of occurring; or Is likely to occur within the next 9 - 12 months.
<b>C. Possible</b>	May occur. Risk has a 30-60% chance of occurring; or Is likely to occur within the next 9 - 12 months.
<b>D. Unlikely</b>	Not likely to occur. Risk has 5-30% chance of occurring; or May occur within the next 5 -10 years.
<b>E. Rare</b>	May occur in exceptional circumstances (highly unusual). Risk has less than 5% chance of occurring. Rarely occurs: > once in 10-15 years.

### Sample Risk Review Plan

<b>Context</b>
Risk management plan for
Brief description of activity
Intent/reasons for activity
Objectives
Most significant Dimension
Importance of activity
References (Risk Management Plan)
Parameters/nominal conditions
Limitations

### **Child Protection Risk Management**

St. Andrew’s Grammar adopts a proactive and preventative approach to Child Protection. The following strategies support the School in being a child safe environment. Our School implements a range of strategies across nine domains to enhance child safety and contribute to a positive and healthy school community. The nine domains include:

1. Leadership, governance and culture that commits to a child safe school environment through effective policies and procedures.
2. Empowering children to participate
3. Involving family and community
4. Child-safe and friendly policies and procedures
5. Managing staff and volunteers
6. Safe environments – physical and online
7. Child-friendly complaint process and reporting

8. Education and development through the Protective Behaviours curriculum

9. Continuous improvement

St. Andrew's Grammar has many policies and procedures to help ensure a child safe environment. These policies include:

1. Child Protection Policy (including Mandatory Reporting)
2. Staff Code of Conduct
3. Staff Recruitment Policy
4. Volunteers and Visitors Policy
5. Pastoral Care Policy
6. Social Media Policy
7. Camps, Tours, Excursions and Incursions Policy

St. Andrew's Grammar mitigates Child Protection risks by using a risk management plan for events and activities that may present a risk to student safety and well-being using the following four steps:

1. **Establish settings:** Establish settings where child safety is potentially at risk.
2. **Identify risks:** Clearly identify risks which could occur in the different settings including the risk of child abuse.
3. **Analyse and evaluate risks:** Determine the risk level (high, medium, low) using a risk matrix.
4. **Develop interventions:** Develop prevention strategies, processes, checks and balances which could be put in place to reduce the risk.

## **ICT Risk Management**

The School and Hellenic Aged Care share a number of ICT facilities and services with the majority of the ICT infrastructure located at the Aged Care. The Aged Care was deemed to be more suitable for the location of a server and communications rooms. These rooms are air-conditioned and equipped with redundant power feeds. Backup systems are located at the School to provide a two location approach to data safety.

The Schools IT Risk Management covers the following areas:

1. Student Safety
2. Data Security (Privacy, Theft and Loss)
3. Disaster Recovery
4. System Services

### **1.1 Student Safety**

In relation to student safety and ICT services a number of systems are in place covering:

1. Internet Content Filter
2. Cyber Bullying

### 3. Mobile Phone Usage

#### **Internet Content Filter**

The school has implemented an Internet Filter that applies to all students. Age appropriate content filtering is in place covering the following age ranges:

- ELC (KG & PP)
- Lower Primary (Y01 to Y03)
- Upper Primary (Y04 to Y06)
- Lower Secondary (Y07 to Y09)
- Upper Secondary (Y10 to Y12)
- Staff

#### **Cyber Bullying**

The Internet filter also provides weekly reports to Senior Staff on student Internet usage and possible Cyber Bullying events. These reports are used in conjunction with other Pastoral Care Services. Regular Cyberbullying prevention workshops for students are presented by both St. Andrew's Grammar staff and external providers.

#### **Mobile Phone Usage**

Mobile phone usage presents a risk to the students as it bypasses the school's Cyberbullying processes. To minimise this risk, the use of mobile phones by students is prohibited during school time. Please refer to the mobile phone usage policy for more details.

## **2. Data Security (Privacy)**

Data within the school is stored in a number of systems including:

1. Synergetic (school management system)
2. SEQTA (teacher management system)
3. File server
4. Library server
5. Cloud Services (Google and Office 365)

All of the above systems utilise usernames and passwords for access and relevant permission systems. Access to the Synergetic, Library and File server is only available from the internal school network. The internal network is protected by three firewalls. One connecting to the internet, one for the student and staff wireless networks and one for internal network segmentation.

Cloud services are managed by Google and Microsoft and rely only upon the usernames and passwords. SEQTA is available from the internet and relies on usernames and passwords.

#### **Data Security (Loss)**

To prevent data loss, backups are taken of all critical systems on a daily or twice daily basis. Additionally, each term all servers are backed up using a virtual machine image to a backup server located in the School's Gymnasium building (the main servers are located in the Aged Care facility at 2B Hellenic Drive).

### **3. Disaster Recovery**

Disaster Recovery processes cover the following scenarios:

1. Fire at the Aged Care Facility
2. Equipment Failure at the Aged Care Facility
3. Power Failure

In the event of a fire or major outage at the Aged Care, the virtual images can be restored to new servers and the daily backups would then be recovered to the last known good condition. Limited server capacity exists at the school with enough capacity to restore the School Management System (Maze) in a short time duration. Additional servers would need to be purchased to restore all systems which would result in a downtime of up to one week depending upon equipment availability. Short duration power failures (less than 10 minutes duration) are protected by the use of uninterruptible power supplies on all critical systems.

### **4. System Services**

Phone and internet services are provided through the Aged Care.

Three phone connections are in place. External phone system to Telstra, a VOIP phone connection to the school, dedicated analogue phone lines to the school. The connections between the school and aged care follow different physical paths.

#### **Phone Outages**

1. Loss of main phone lines.
2. Loss of main Fibre connection to the Aged Care
3. Loss of fixed phone lines to the Aged Care

In the event of a main phone line loss the school would use mobile phones for communication with parents.

If the Fibre Optic connection was damaged this would result in the loss of 80% of the phone servers within the school. The main phone number would still operate as this is on an analogue phone line. A failure of the fixed phone lines would result in the loss of the main school number. This would be redirected to an alternative VOIP extension at the School. Expected redirection time would be 15 minutes.

#### **Internet Outages**

1. Loss of main Internet Fibre Optic Cable
2. Loss of main Fibre connection to the Aged Care

If the Fibre Optic connection was damaged this would result in the loss of all internet services to the School. All internal systems would operate as normal. The School would lose access to the Google G Suite applications, the Microsoft Office 365 application and all Email until the Internet Cable was restored. Responsibility for restoration would be with the Internet provider Interphone.

Loss of the main connection between the Aged Care and School would result in the loss of all services except for a small number of phones. A redundant wireless connection would be installed until the fibre optic cable was repaired.

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### St. Andrew's Grammar Risk Register

**Board/Committee Governance:**

Board dysfunction or lack of systems / knowledge to govern organisation.	Impacting on all aspects of business				<ul style="list-style-type: none"> <li>• Constitution includes governance framework of objects, powers, appointments, responsibilities, meetings, and records.</li> <li>• Governance policies and procedures.</li> <li>• Board training.</li> <li>• Board reporting.</li> <li>• Director's and officer Insurance.</li> </ul>		
Management over commitment	Management over commit time and resources to individual process to the detriment of other processes				<ul style="list-style-type: none"> <li>• Defined accountability of senior managers.</li> <li>• Board to monitor performance across entire organisation.</li> <li>• Key performance indicators monitored for key areas.</li> <li>• Standard reporting processes.</li> </ul>		

**Financial:**

Failure of financial performance	Failure to meet budget.				<ul style="list-style-type: none"> <li>• Annual budget.</li> <li>• Six month external audit.</li> <li>• Monthly review of accounts.</li> <li>• Qualified accounting staff.</li> </ul>		
	Organisation not financially sustainable.				<ul style="list-style-type: none"> <li>• Financial reporting.</li> </ul>		

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					<ul style="list-style-type: none"> <li>Monitoring financial performance monthly by committee / senior management.</li> </ul>		
	Poor management of revenue & expenses and budget process.				<ul style="list-style-type: none"> <li>Review actual vs budget, discussion of variances, strategies to meet significant variances.</li> </ul>		
	Failure to remain solvent.				<ul style="list-style-type: none"> <li>Monthly cash flow reports.</li> <li>Liquidity management planning.</li> <li>Cash reserves invested in bank deposits.</li> </ul>		
Failure to grow services with changes in market conditions	Inability to develop with market. Impact on financial sustainability.				<ul style="list-style-type: none"> <li>Mission, vision, values.</li> <li>Strategic planning</li> <li>Board and Management monitoring of Strategic Plan.</li> <li>SWOT analysis for strategic reviews.</li> </ul>		
Loss of income from investments	Volatility in investment markets				<ul style="list-style-type: none"> <li>Conservative investment strategy</li> <li>Liquidity management strategy</li> </ul>		
Theft, fraud, embezzlement of funds	Financial security at risk				<ul style="list-style-type: none"> <li>Monthly committee and management reports.</li> <li>Annual external audit of accounts.</li> <li>Recruitment process including mandatory police checks.</li> <li>Financial delegation and approval procedures.</li> <li>Separation of duties.</li> <li>Qualified staff.</li> </ul>		

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<b>Legislation: Education</b>							
Non compliance with Education Act.	Potential cost implications of Department of Education action impact on reputation.				<ul style="list-style-type: none"> <li>• SAG policies, procedures, practices.</li> <li>• SAG access to registration standards and guidelines.</li> <li>• SAG internal audit programs.</li> <li>• SAG 'Operations reports' to Board.</li> <li>• SAG 'Hr and Student Data reports to Board.</li> <li>• Informal feedback from community members to Board.</li> </ul>		
Non compliance with School registration requirements	Department of Education action, potential cost implications, impact on reputation.				<ul style="list-style-type: none"> <li>•</li> </ul>		
					<ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Board compliance register</li> <li>• Audit program</li> <li>• Board, Management &amp; Staff training</li> <li>• Insurance</li> </ul>		
<b>Legislation: Work, Health and Safety</b>							
Non compliance Work, health, safety legislation.	Injury or harm to students, staff, volunteers, contractors, visitors.				<ul style="list-style-type: none"> <li>• OSH policies and procedures.</li> <li>• Emergency procedures manual.</li> <li>• Emergency evacuation manual.</li> <li>• Signatory to Stirling City Council 'Emergency evacuation plan'.</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Compulsory management and staff annual training fire safety.</li> <li>• Induction program for new employees.</li> <li>• Hazard and incident management system.</li> <li>• Housekeeping and safety inspections to identify and manage risks.</li> <li>• Annual FESA inspection.</li> <li>• Purchase of appropriate equipment.</li> <li>• Equipment 'out of service' tagging</li> <li>• Preventative and break-down. equipment maintenance.</li> <li>• Help desk reporting.</li> <li>• Workers compensation insurance.</li> <li>• Return to work programs.</li> </ul>		
Hazardous chemicals	Spills, consumption by students, staff, visitor, client injury				<ul style="list-style-type: none"> <li>• Current Material Data Sheets (MDS)</li> <li>• Secured storage.</li> <li>• Staff chemical training.</li> <li>• List of chemicals on-site.</li> </ul>		
					•		
Natural disaster.	Destruction of building and equipment				<ul style="list-style-type: none"> <li>• Emergency evacuation manual.</li> <li>• Emergency procedures manual.</li> </ul>		
Extreme weather conditions	Student, staff, visitors, contractors' injury.				<ul style="list-style-type: none"> <li>• Policies and procedures including emergency response and care in extreme weather conditions.</li> </ul>		

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					<ul style="list-style-type: none"> <li>Reverse cycle air conditioning.</li> <li>SES, FESA, Ambulance, hospital emergency medical services and hospital services.</li> </ul>		
Fire.	Injury, death or property damage.				<ul style="list-style-type: none"> <li>Smoke alarms throughout building.</li> <li>Fire extinguishers and fire blankets throughout building.</li> <li>Staff compulsory annual fire training.</li> <li>Fire panel direct link to FESA communication centre.</li> <li>Emergency manual.</li> <li>Evacuation drills.</li> <li>Designated smoking areas.</li> <li>Annual FESA inspections.</li> <li>Insurance cover.</li> </ul>		
Critical operations management:	Disruption to educational service delivery with discomfort and possible risk to health.				<ul style="list-style-type: none"> <li>Emergency management manual instructions for: <ul style="list-style-type: none"> <li>&gt;Anti-social behaviour – unauthorized person enters facility.</li> <li>&gt;Equipment failure – computers destroyed.</li> <li>&gt;Equipment failure – administration.</li> <li>&gt;Electricity supply interruption.</li> <li>&gt;Equipment failure – school laboratory equipment's.</li> <li>&gt;Water supply interrupted.</li> <li>&gt;Equipment failure – telephone communications.</li> </ul> </li> </ul>		

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					>Equipment failure – canteen equipment >Canteen staff fails to arrive. >Equipment failure – classroom facilities >Food contamination. >Staff withdraw labour for indefinite stoppage. >Function away from facility volunteers fail to attend. >Function at facility- volunteers fail to attend.		
<b>Delivering Educational Services:</b>							
Loss of business / competition	Decrease in enrolees, referrals, waiting list, poor community reputation.				<ul style="list-style-type: none"> <li>• Mission, vision, values.</li> <li>• Policies, procedures, practices.</li> <li>• Continuous improvement log.</li> <li>• Parents / Student surveys.</li> <li>• Comments and suggestions system.</li> <li>• Staff surveys.</li> <li>• Parents, students' meetings.</li> <li>• Staff meetings.</li> <li>• Osh meetings.</li> <li>• Incident and hazard reporting.</li> <li>• Monthly operations reporting to Board.</li> </ul>		
Educational recipient Duty of care to student not met.	Potential neglect, harm or illness of student.				<ul style="list-style-type: none"> <li>• Policies and procedures for student assessment and curriculum planning.</li> <li>• Interim and permanent curriculum plans.</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Staff training in assessment and curriculum plan implementation.</li> <li>• Curriculum reviews.</li> <li>• school chaplaincy, AISWA counsellor and adviser for other support.</li> <li>• Case conference.</li> <li>• Staff competency program.</li> <li>• Documentation system.</li> <li>• Parents/Carer called in for meeting</li> </ul>		
Staff skills	Staff do not have the knowledge and/ or skills to provide for educational needs and assistance				<ul style="list-style-type: none"> <li>• Recruitment procedures in place</li> <li>• Position descriptions define accountabilities, roles and responsibilities.</li> <li>• Teaching staff are holders of Bachelor's Degree in Education Or higher and appropriate experience.</li> <li>• Defined training requirements.</li> <li>• Orientation &amp; training program in place.</li> <li>• Student assessment, curriculum planning and evaluation process.</li> <li>• Student assessment and curriculum process identify specific needs requiring specific knowledge and skill-link to training program.</li> <li>• Access to the principal for assessment and staff training.</li> <li>• Professional indemnity insurance.</li> </ul>		

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Inadequate staff levels	Staffing levels not adequate to meet educational needs and support.				<ul style="list-style-type: none"> <li>• Recruitment procedures in place.</li> <li>• Roster management process in place.</li> <li>• Adequate staff pool to cover leave.</li> <li>• Access to agency services.</li> <li>• Student number assessment, monitoring educational and support needs and adjust staffing in line with recipient acuity.</li> </ul>		
Incidents or Injuries to student.	Infections, outbreaks, fall, bruises, skin tears, burns, abrasions, and lacerations.				<ul style="list-style-type: none"> <li>• Policies and procedures concerning student health including infectious diseases, falls prevention and management.</li> <li>• Infection control policy and compulsory annual training.????</li> <li>• Incident and hazard reporting system.</li> <li>• WHS inspections to identify environmental hazards.</li> <li>• Adequate student monitoring to avoid injuries or risk of incident.</li> <li>• All infections, outbreaks, falls, bruises, skin tears, burns, abrasions, and lacerations monitored as care indicators.</li> <li>• Student observation and documentation,</li> <li>• First Aid</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Ambulance and Hospitalization when needed</li> <li>• Student with no proof of immunisation to stay home/ sent home when outbreak is suspected</li> <li>• Notify parents/carer of the incident or outbreak</li> </ul>		
Student Absenteeism	Student absconding from facility after being drop off placing themselves in danger				<ul style="list-style-type: none"> <li>• Policies and procedures include search techniques.</li> <li>• Unexplained absences reported to Department of Social Services.</li> <li>• SMS messaging to parents/carer when student fail to report to class.</li> <li>• School attendance information sent to parents/carers.</li> </ul>		
Disruptive behaviour	Learning disruption, conflict with other student, bullying				<ul style="list-style-type: none"> <li>• Policy and procedures on how to handle disruptive behaviour</li> <li>• Student assistance from school counsellor and follow up               <ul style="list-style-type: none"> <li>• Parents informed and called in for discussion.</li> <li>• Department of Children and Family Services involvement when situation get aggravated</li> </ul> </li> </ul>		

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Workplace Industrial Relations:							
Industrial issues.	Industrial disputes interrupt / delay work force				<ul style="list-style-type: none"> <li>• Emergency procedures manual.</li> <li>• Access to industrial relations advisor.</li> <li>• Human resource policies and procedures.</li> <li>• Induction program.</li> <li>• Promote supportive work environment to maintain staff morale.</li> <li>• Monitor staff turnover and absenteeism.</li> </ul>		
Significant grievance or dispute	High level of dissatisfaction, impact on staff morale, impact on organisation reputation and costs				<ul style="list-style-type: none"> <li>• Grievance and complaints policy and procedure.</li> <li>• Continuous improvement.</li> <li>• Access to external complaints process.</li> <li>• Staff meetings.</li> <li>• Osh meetings.</li> <li>• Incident and hazard reporting.</li> <li>• Monthly operations reporting to Board.</li> </ul>		
Inability to recruit staff/ high staff turnover	Increased workload for existing staff and increased agency hours. Absenteeism, loss of productivity.				<ul style="list-style-type: none"> <li>• Promote supportive work environment encouraging staff to remain.</li> <li>• Policies, procedures, and practices.</li> <li>• Staff training and development.</li> <li>• Recruitment procedures.</li> <li>• Monitor staff turnover rates, length of stay.</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Staff surveys.</li> <li>• Staff meetings.</li> <li>• Osh meetings.</li> <li>• Incident and hazard reporting.</li> <li>• Monthly operations reporting to Board.</li> </ul>		
Staff Injury	Work related injuries				<ul style="list-style-type: none"> <li>• WHS policies &amp; procedures.</li> <li>• Care recipient assessment and care plan including behaviour management.</li> <li>• Employment checklist includes immunization status.</li> <li>• Compulsory annual manual handling training.</li> <li>• Worker Compensation Insurance</li> <li>• Hazard and incident management system.</li> </ul>		
<b>Information Technology:</b>							
Network problems	Inability to access systems, loss of data or privacy breach				<ul style="list-style-type: none"> <li>• All computers are linked to the main server and backed up daily.</li> <li>• In-house IT support services.</li> <li>• Regular and planned IT hardware and software upgrades.</li> <li>• Security systems in place.</li> <li>• Insurance.</li> </ul>		