

Child Safe Standards Risk Register

School name:	Yurran P-9 College	Responsible staff member:	Sadia Toqeer
Date endorsed:	July 2025	Endorsed by:	Sadia Toqeer
Next review date:	July 2026	File location:	Staff Share Drive - Policies

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>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 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 identities which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment is implemented. • Our Aboriginal Learning, Well-being, and Safety Action Plan outlines the measures our school has in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. • Our Student Wellbeing and Engagement Policy, Bullying Prevention Policy and Inclusion and Diversity Policy outlines the procedures and structures we put in place to celebrate diversity, ensure inclusion and also address Aboriginal cultural safety • 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. • RRRRs curriculum supports teaching of inclusion and celebration of diversity • Our school values of Respect, Learning and a Growth Mindset underpin all interactions at our school and aim to create a culturally safe environment for all students and their families. 	Yes	<ul style="list-style-type: none"> • Begin events and meetings with Acknowledgement of Country • Arrange Community Understanding Safety Training (CUST) or equivalent for staff. • Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments. • Use the Marrung Aboriginal Education Plan 2016-2026 to guide the school's support for Aboriginal self-determination. • Recognise dates that connect with our Aboriginal and Torres Strait Islander community including National Reconciliation Week and NAIDOC Week • Allocate a Marrung Champion and have them and other leadership members undertake SPPIKE training • Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated</p>	Beg of Term 1, 2026 and ongoing

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			<ul style="list-style-type: none"> • We fly the Aboriginal and Torres Strait Islander flags on our school grounds • Local Traditional owners were consulted to seek feedback and endorsement on the design of our newly built environment. Ensuring it demonstrated an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture • We collaborate with regional KESOs to review and strengthen our policies and procedures • we utilise additional staff resources such as the Koorie teaching resources for leaders and teachers • Our Child Safe Standards Action List identifies actions we have taken to address Standard 2 and Ministerial Order 1359 			
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 school’s leadership, governance and culture</p> <p>Risk type: Organisational, Propensity</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 • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to harm or abuse 	<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 responsibilities to prevent or report harm or abuse are not clearly communicated • 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 	<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 relating to child safety and our leaders ensure staff are aware of and follow these procedures • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern 	Yes	<ul style="list-style-type: none"> • Create child-friendly versions of the Child Safety and Wellbeing Policy and Code of Conduct with student input and make these versions publicly available. • Establish a Student Representative Council and a Student Reference Group on child safety to support the child safety officer to promote child safety amongst their peers • Develop a culture that encourages participation and responds to what students say • Ask students what matters to them, what makes them feel safe and whether the school’s child safety strategies are meeting their needs, through focus groups and regular class discussions. 	Beg of Term 1, 2026 and ongoing

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	<ul style="list-style-type: none"> Poor recordkeeping and information management practices Absence of or poor child safety messaging 	<p>conversely, sharing sensitive information inappropriately contributing to further harm to children.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Child Safety Policies are unpacked with staff at the beginning of the year and continually shared throughout the year in staff meetings, briefings, weekly emails and via compass. Mandatory reporting training is conducted annually and staff complete eLearning training which is recorded on a register. We have nominated a Child Safety Officer to support the principal to implement our child safety policies and practices, including staff and volunteer training Structured system of recording information via compass and CASES21 (use of templates on compass to support). Our Child Safe Standards Action List identifies actions we have taken to address Standard 2 and Ministerial Order 1359 		<ul style="list-style-type: none"> Organise Berry Street (BSEM) Training for all staff Promote the school's child safety policies at meetings, student welcome packs, via Compass, the school website and other regular communications Ensure that school council members, receive an induction regarding child safety and wellbeing appropriate to their roles, including information about: <ul style="list-style-type: none"> the Child Safety Code of Conduct where relevant to the role, the Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns and are aware of their responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated</p>	
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</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 	<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 	<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 	Yes	<ul style="list-style-type: none"> Review student leadership structure to allow for more opportunity for students to be involved in and provide feedback on school-wide decisions and consultation. Carry our regular student surveys and share the results (as well as AtoSS 	Beg of Term 1, 2026 and ongoing

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their rights, able to participate in decisions affecting them or are not taken seriously Risk type: Vulnerability	<ul style="list-style-type: none"> • 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 	students will seek help or report harm or abuse <ul style="list-style-type: none"> • 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"> • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the measures we have in place to empower our students and whole school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment • Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community. • Our Child Safety and Wellbeing team and Allied Health team promote positive relationships, understanding of rights and abuse prevention through wellbeing groups (designed by needs of cohort/group of students) and seeking external providers/incursions to support this. • Our Child Safety and Wellbeing team will have a focus on child safety. The aim will be that they meet on an ongoing basis to identify and respond to any ongoing matters related to child safety and wellbeing • The School's Mental Health Menu will be used to support students in our school. • Our Child Safe Standards Action List identifies actions we have taken to address Standard 3 and Ministerial Order 1359 		results) with students and Establish Student Representative Teams to investigate and respond to issues raised <ul style="list-style-type: none"> • Where required CALD students are connected and supported by the school's Multicultural Aides to engage fully in their education and equip them to provide meaningful feedback on school-wide decisions and consultation • Students will be provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students will be educated about their rights through the RRRRs curriculum, humanities curriculum and our school values. • Friendship and peer support are promoted through our school values, RRRR lessons, the School Wide Positive Behaviour Support (SWPBS) framework and various wellbeing programs. • Provide students who find it challenging to speak up or be heard - including CALD students, younger kids and students with a disability, multiple avenues for communicating, including writing, drawing, or physical forms of communication. • Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated</p>	

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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> <p>Risk type: Organisational</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 •Lack of staff training, cultural sensitivity or willingness to engage families and communities 	<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 •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"> •Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented •All child safety and wellbeing policies and procedures are publicly available on our website (or in hardcopy at the Admin Office) and promoted in the school community. •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 our school website, COMPASS feed and newsletters. •We provide frequent opportunities for parents and carers to engage with staff to discuss their children’s experiences at school: Parent Teacher Interviews and family information sessions i.e. at parent information sessions, during prep transition meetings, year 7 information nights, SSG’s and at less formal occasions by appointment. •We have a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds. •Our newsletter will be used to celebrate student achievement and promote extracurricular activities. •Compass will be the main source of communication with our families when promoting child safety and wellbeing matters. •Our school will engage with the RESP program (Refugee Education Support program) to positively engage with refugee students and families. 	<p>Yes</p>	<ul style="list-style-type: none"> •Use of translation feature on compass •Protect posters displayed in reception and around high traffic areas of the school promoting child safety and •Ask families and carers about their preferred methods of communication, including email, social media, meetings and workshops and use their responses to inform your communications approach. •At the beginning of the year remind the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Respectful Behaviours in the School Community Policy •Ensure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation •The leadership team will conduct an interview with each new family to ask parents and carers about their children to build connection and to learn about any unique requirements. •Communicate with and appropriately involve families at all stages of the process if a student concern is raised or complaint is made. •Families will be invited to attend award ceremonies when recognising and celebrating student accomplishments as well as publishing these milestones in newsletters, fostering a sense of pride and engagement among families. 	<p>Beg of Term 1, 2026 and ongoing</p>

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			<ul style="list-style-type: none"> •Translator services used when needed for parent meetings/parent-teacher interviews. •Enrolment packs provided to new families with key policies, contacts and information around Child Safety •Our Child Safe Standards Action List identifies actions we have taken to address Standard 4 and Ministerial Order 1359 		<ul style="list-style-type: none"> •Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated</p>	
Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>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</p> <p>Risk type: Vulnerability</p>	<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, and students who are culturally and linguistically diverse) •Diverse cohorts not supported adequately •Diverse cohorts feel unwelcome •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"> •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, and lesbian, gay, bisexual, transgender, intersex, queer and asexual (LGBTIQA+) students •Child safety information, support and complaints processes are culturally safe, accessible and easy to understand •Our Bullying Prevention Policy and Inclusion and Diversity Policy support equity and address the needs of our diverse 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 	Yes	<ul style="list-style-type: none"> •Provide more opportunities for students to celebrate their diversity through student voice and agency •Use of translation feature on compass. •Use of Mental health menu to support students/cohorts at risk •Our curriculum will deliver learning programs that celebrate and promote diversity. Special days and events will also be added to the school calendar such as Harmony Day, Rainbow/Purple Day and R U OK day. •The Preventing and Addressing Racism in Schools policy will be referenced to provide support and resources to strengthen our schools culture and practice to prevent and address racism. •Ensure school environments are welcoming and inclusive. For example: <ul style="list-style-type: none"> ○ display flags representing different cultures within the school community ○ provide materials in different languages ○ decorate the school with artistic expressions from students and young people that represent their unique culture 	Beg of Term 1, 2026 and ongoing

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			<ul style="list-style-type: none"> Professional development for staff around RRRRs and Health topics, so that they can be planned for and delivered consistently. Professional development for staff around use of pronouns where applicable. Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations in lessons and through use of resources (i.e. text and videos) Connecting vulnerable or at-risk students with our wellbeing/allied health team or external agencies. Our Child Safe Standards Action List identifies actions we have taken to address Standard 5 and Ministerial Order 1359 		<ul style="list-style-type: none"> Staff and volunteers will participate in ongoing training to identify and address racism, bullying and discrimination Use images of students (with parent approval) with diverse characteristics in school publications to reflect the school community Ensure that actions identified in our Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated</p>	
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 	<ul style="list-style-type: none"> Children experience harm or abuse due to unsuitable staff being appointed at the school Children are harmed because the 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 	<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 Our Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. We follow the Departments guidelines on: <ul style="list-style-type: none"> Suitability for Employment Checks Recruitment in Schools School Council Employment Contractor OHS Management. 	Yes	<ul style="list-style-type: none"> Ensure all contractors/visitors are inducted via SAMS 4 Schools where their information, accreditations and WWCCs are monitored. Include child safety and wellbeing as a regular agenda item for PLC and SIT meetings. All staff will be provided with a comprehensive induction package including the school’s child safety policies Communicate regularly with staff and volunteers about the Child Safety and Wellbeing Policy and Code of Conduct at staff meetings Should a staff members behaviour raise child safety concerns the Leadership team should consider the following escalation process: <ul style="list-style-type: none"> contact the Department’s Conduct and Integrity Division at an early stage to ensure appropriate risk 	Dec 2025 and ongoing

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	<p>concerns relating to child safety and wellbeing</p>	<p>harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred</p> <ul style="list-style-type: none"> ● Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff ● 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"> ● We ensure that job advertisements have clear statements about: <ul style="list-style-type: none"> ○ the job's requirements, duties and responsibilities regarding child safety and wellbeing ○ the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing ● Use of Child Safety questions in referee checks (to current principals/managers). ● The Child Safety Officer and Principal facilitate the induction and ongoing professional learning for all staff ● All staff are required to provide their valid Working with Children Clearance (WWCC) details or VIT and sign the child safety code of conduct, which includes the child safety commitment statement during induction prior to engaging in any interaction with children or young people. ● Our Child safety policy stipulates staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by our Leadership team, through twice yearly performance reviews, classroom observations, through mandatory completion of Child Safety modules each year, and student and staff feedback. ● Ensure all school leaders know how to manage a staff member whose behaviour raises child safety concerns. This includes: <ul style="list-style-type: none"> ○ when to escalate concerns ○ what records of conversations to keep ○ how to follow up and monitor staff behaviour after immediate concerns have been addressed. ● Our Child Safe Standards Action List identifies actions we have taken to address Standard 6 and Ministerial Order 1359. 		<p>management is in place (Email contact preferred with as many details as possible: employee.conduct@education.vic.gov.au or (03) 7022 0005)</p> <ul style="list-style-type: none"> ○ depending on the circumstances effectively performance manage the staff member in question, as well as ensure they are appropriately located in centrally located classrooms where increased supervision and line of sight is possible. ○ upon instruction from Conduct and Integrity Division, staff displaying any behaviours of concern should not be left alone with children at any time (for e.g. without an ES staff member or other adult present) <ul style="list-style-type: none"> ● Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	

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<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 • Our Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. • Volunteers engaged to support in extra – curricular activities, school camps and excursions will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • 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 • We have a process in place to check all volunteers’ working with children clearance status or equivalent background check at least annually or more frequent if required • The Child Safety Officer and Principal facilitate the induction and ongoing professional learning for all volunteer 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. • Leadership to have a visible presence throughout the school (placement of offices). • Mentoring and coaching practices Include child safety and wellbeing as a regular agenda item for staff meetings. 	<p>Yes</p>	<ul style="list-style-type: none"> • Use of kiosk to ensure volunteers sign in/out and WWCC is sighted. • Ensure volunteers comply with our Volunteers policy, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management • Provide an induction for volunteers engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role and ensure that induction addresses: <ul style="list-style-type: none"> ○ the school’s Child Safety Code of Conduct ○ the school’s Child Safety and Wellbeing Policy ○ procedures for managing complaints and concerns related to child abuse ○ their responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations • Communicate regularly with volunteers about the Child Safety and Wellbeing Policy and Code of Conduct in newsletters and via Compass • Ensure that actions identified in Child Safe Standards Action List have been completed <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	<p>Beg of Term 1, 2026 and ongoing</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>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"> •Our Child Safe Standards Action List identifies actions we have taken to address Standard 6 and Ministerial Order 1359 			
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p> <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"> •The complaints process is not publicly available •Complaints processes are not written in simple plain English •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 experience harm or abuse because complaints processes are not able to be used by children •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 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 •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 •Our Child Safe Standards Action List identifies actions we have taken to address Standard 7 and Ministerial Order 1359. 	Yes	<ul style="list-style-type: none"> •Create child-friendly versions of the Child Safety and Wellbeing Policy and Code of Conduct with student input and make these versions publicly available. •Student information packs will be provided to students and their families and include information about: <ul style="list-style-type: none"> ○ how to make a complaint ○ what to expect the school to do when responding to a complaint ○ how the school will support complainants •Support students to develop the skills to make complaints and raise concerns by using teaching and learning materials and assisted technology. •Train staff and volunteers to recognise the different ways students' express concerns or distress, such as changing their behaviours or demeanour. •Our school will consider: <ul style="list-style-type: none"> ○ displaying posters around the school about how students can raise or resolve an issue ○ sharing a complaints fact sheet and scenarios on our school website and in our school newsletter for students and their parents/carers •Ensure that actions identified in Child Safe Standards Action List have been completed 	Beg of Term 1, 2026 and ongoing

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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>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 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 safe through ongoing education and training</p> <p>Risk type: Organisational</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 that is appropriate to the nature of their role Training does not cover all necessary topics Training is poorly facilitated Also refer to Child Safe Standard 6 risks above 	<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 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"> 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 activities are provided with child safety training that is appropriate to the activity and the volunteer's role. Our school has a Child Safety Officer who will regularly review the 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 Our Child Safe Standards Action List identifies actions we have taken to address Standard 7 and Ministerial Order 1359 	Yes	<ul style="list-style-type: none"> Regular review of policies and procedures at a whole school level (staff briefing and staff meetings), within PLTs and with graduates as part of our graduate program. Provide child safety updates and information to staff and volunteers, as needed Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year and record it on the register. Deliver annual staff training including: <ul style="list-style-type: none"> Child Safety and Wellbeing policy Code of Conduct complaint procedures guidance on signs of harm guidance on response procedures guidance on cultural safety guidance on record keeping and information sharing Ensure that child safety is a standing agenda item in staff and council meetings Ensure that actions identified in Child Safe Standards Action List have been completed. 	Beg of Term 1, 2026 and ongoing
All new treatments and actions are the responsibility of the Principal unless otherwise indicated.						

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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>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 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 trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high-risk including toilets, canteen and shared spaces with the specialist school (gym) • Our Visitors Policy outlines the measures in place to effectively screen, manage and supervise all visitors and ensure the contractor sign-in process and requirement that visitors/contractors wear a lanyard is adhered to • 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 • Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard • Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter • Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office • garden sheds and store cupboards are locked unless in use, with controlled access to keys 	<p>Yes</p>	<ul style="list-style-type: none"> • Yard plans, safety plans and/or excursion plans are created for students with diverse needs who require additional supervision. These are also communicated at staff meetings. • Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances. • Ensure staff participate in a site walk as part of their induction, to familiarise with the physical environment and supervision arrangements • At the commencement of Term 1, conduct a school walk-through with students to show play areas and indicate spaces that are off limits • Liaise with Ngurruga School principal to schedule P-9 student activities and classes in the shared Community Hub/Gym space (temporary arrangement until Term 3, 2027) • Engage with Ngurruga School principal re shared physical risks • Students and families to be informed about changed supervision zones and out of bounds after completion of building works. • Review physical environment and reconsider site risks upon commencing operations and revise the Yard Duty and Supervision Policy (if required) • Monitor construction zones and construction risks during semester 1 2026 	<p>Jan 2026 and ongoing</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>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"> ● Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented. ● school grounds are well lit for after school activities ● Classrooms remain locked when not used and at recess and lunch. ● Primary school students are required to go to the bathroom with another student during class time ● toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school ● Secondary students take breaks for lunch and recess at different times to primary students ● Secondary and primary students use different bathrooms <p>During construction works:</p> <ul style="list-style-type: none"> ● Temporary fencing in place to separate the school from construction area, there is no interaction between students and building contractors ● Separate entrance for construction workers from school entrances. ● Updated yard duty map for construction periods ● All construction personnel are required to have valid Working with Children Checks as part of their employment contract. <ul style="list-style-type: none"> ● Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 		<ul style="list-style-type: none"> ● Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	
<p>Risk Title: Online environment</p> <p>Description: There is a risk to children's safety</p>	<ul style="list-style-type: none"> ● Child safety risks in the school's online environment are not identified and appropriately managed. 	<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 	<ul style="list-style-type: none"> ● Our school references the Digital Learning Policy which outlines the requirements and recommendations for the use of digital technologies (digital hardware, software 	Yes	<ul style="list-style-type: none"> ● Promote supervision online and safe use of technology with parents (i.e. encourage parents to use parental controls on personal devices) through newsletters and parent workshops 	Beg of Term 1, 2026 and ongoing

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<p>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"> 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 	<p>identify and manage areas of risk in the school's online environment</p> <ul style="list-style-type: none"> 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 	<p>and resources) in a safe, intentional and responsible way that supports learning.</p> <ul style="list-style-type: none"> 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 Our school reminds staff at the beginning of each school year that they are only permitted to use Compass and/or school email to communicate with students and families. Students engage in cyber safety lessons through RRRR and Social and Emotional Learning. School engages with external providers (cyber safety project) to educate students, families and teachers. ICT User Agreements outline expectations of students and families to behave safely and responsibly online. Promote eSafety commission to families. Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 		<ul style="list-style-type: none"> Communicate acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct to students and families Monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences Outline acceptable use of personal devices to staff and volunteers. Regular meetings and discussions with the school technician will take place to ensure that passwords and other sensitive information are protected, and that filtering software and firewalls are in place Where circumstances are not covered by the Annual Consent Form – Photographing, Filming and Recording Students or any of the above consent, we ensure that any consent form contains specific and detailed information about the proposed collection, use and disclosure of student images or other recordings Provide the consent form to parents or carers annually, preferably at the beginning of each school year Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	

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<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</p> <p>There is a risk to children's safety if the 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 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 • 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 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 • 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"> • 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 ○ NDIS Funded Therapy in Schools ○ Work Experience • 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, incursions and excursions. • risk registers are created for all off-site events • use of compass to record students' attendance at off-site events or school activities • Yard plans, safety plans and/or excursion plans are created for students with diverse needs who require additional supervision. • Increase supervision ratios to support students with additional needs. <p>• Procurement and third parties:</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Ensure practices to procure facilities and services meet child safety standards and are consistent with the Department's Procurement policy • Conduct specific child safety briefings for excursion/camp staff and volunteers • Ask contractors to provide their Working with Children Clearance upon entry to the school • Nominate a staff member who is responsible for collecting child safety compliance information about third party providers • Nominate a staff member to monitor compliance with child safety requirements for any RTO contracted to deliver courses for senior students. • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	<p>Beg of Term 1, 2026 and ongoing</p>

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			<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 <p>Work experience and structured workplace learning</p> <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 Employers: Child Safe Standards and Workplace Learning ● Employer provided with a copy of the school's Child Safety Policy and Code of Conduct ● Work Experience Coordinator is available as a contact person for the student for the period of the arrangement ● Our students have the Work Experience Coordinator's contact details to report any incidents ● Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student ● We keep a database of information about work experience placements, including any issues regarding employers ● Our Child Safe Standards Action List identifies actions we have taken to address Standard 9 and Ministerial Order 1359 			

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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 register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • A working group (led by the child safety officer) is established to review child safety policies and procedures • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback • Child Safety is a standing agenda item in staff and school leadership meetings • Our Child Safe Standards Action List identifies actions we have taken to address Standard 10 and Ministerial Order 1359. 	<p>Yes</p>	<ul style="list-style-type: none"> • Child Safety Policies are shared with, reviewed by and endorsed by School Council – which will include parents, staff and student participation. • Inform families through our school's newsletter and Compass when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback. These platforms can be translated in other languages for our EAL families • Include findings from child safety reviews into child safety training for staff and volunteers. • Inform the school community of any child safety policy changes • Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers • Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	<p>Beg of Term 1, 2026 and ongoing</p>
Child Safe Standard 11 – Implementation of child safety practices						
<p>Risk Title: Policies and procedures</p> <p>Description: There is a risk that policies and procedures do not effectively document</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 	<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 	<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 	<p>Yes</p>	<ul style="list-style-type: none"> • Create child-friendly versions of the Child Safety and Wellbeing Policy and Code of Conduct with student input and make these versions publicly available. • Train and induct our staff and relevant volunteers on our child safety and 	<p>Jan 2026 and ongoing</p>

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>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>how the organisation is safe for children and students and are not effectively implemented by staff and volunteers.</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> •Policies and procedures are not informed by best practice models and family and community engagement •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 	<p>Safe Standards, result in gaps in protection of children and increased risk of harm or abuse</p> <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. 	<p>practices and are supported to implement them</p> <ul style="list-style-type: none"> •Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation •Our Child Safety Officer 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 the school website. •Child Safety policies are integrated into induction processes, ongoing education, training and supervision for all staff and volunteers •Our Child Safe Standards Action List identifies actions we have taken to address Standard 11 and Ministerial Order 1359. 		<p>wellbeing policies, procedures and practices and ensure they are supported to implement them</p> <ul style="list-style-type: none"> •Ensure our Child Safety Officer 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 •Seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements •Maintain high visibility of child safety and wellbeing. Discuss child safety at staff and parent meetings and school assemblies. Display posters, write articles newsletters and staff bulletins on child safety topics. •Ensure that actions identified in Child Safe Standards Action List have been completed. <p>All new treatments and actions are the responsibility of the Principal unless otherwise indicated.</p>	