



ST MARGARET'S RISK MANAGEMENT STRATEGY AND OPERATIONAL FRAMEWORK

Introduction

St Margaret's Anglican Girls School recognises the management of the school's risks are an important and serious responsibility. The school, and its stakeholders, may face a myriad of risks that threaten the achievement of academic, safety, financial, reputation, regulatory and strategic objectives. The need to manage risk is driven by numerous factors including changes in society, growing expectations from parents and regulators, increased litigation, competition and global events.

The School Council recognises that, together with the Principal and staff, they are responsible for instilling a strong risk-aware and control-conscious culture throughout the school. As a result, the likelihood and impact of risks are reduced and actual or potential problems that may emerge can be best identified, managed and resolved in the normal course of the school's operations and in the best interests of the school's stakeholders.

Objectives

The School's objectives in developing a risk management strategy are to:

- Protect valuable assets, inclusive of people, processes, property, products and reputation;
- Improve planning processes by enabling the key focus to remain on core business and to help ensure continuity of service delivery ;
- Reduce the likelihood of potentially damaging occurrences and assist with preparing the school to effectively manage challenging events;
- Contribute to the development of a positive organisational culture, in which people not only feel safe but also understand their purpose, roles and direction in a risk-aware culture;
- Improve accountability, responsibility, transparency and governance in relation to both decision-making and outcomes;
- Fulfil our fiduciary obligations;
- Ensure to the best of our ability that the School environment is a safe place for all students.

Responsibility

Refer to Appendix One for the Reporting Structure and Frequency.

Responsibility for risk management at St Margaret's Anglican Girls School resides with the following:

I. School Council

The School Council is responsible for approving the risk management strategy and for instilling a mature risk-aware culture within the school. While the School Council has ultimate responsibility for risk management, it delegates the day-to-day responsibility to the Principal and staff.

2. Finance Risk Management Committee

The Finance Risk Management Committee (FAARM), which is a sub-committee of the School Council, is responsible for the oversight and monitoring of compliance with the risk management strategy.

3. Principal and Staff

The Principal and staff are responsible for complying with and enforcing the risk management strategy as well as communicating the strategy to teachers, students, parents and the wider St Margaret's community. The Principal and staff are also responsible for ensuring that risk management is supported by a program of education, training and development for staff at all key levels in the organisation.

4. Internal Risk Committee

The Internal Risk Committee is responsible for developing and coordinating the execution of the risk management strategy and the on-going identification, assessment and mitigation of risk (see Appendix Two).

5. Risk Advisor

An external risk advisor is responsible for testing compliance with the risk management strategy and for providing advice on risk-related matters.

6. Parents and members of school community

Parents and members of the school community are responsible for maintaining awareness of, and complying with, the school's policies, instilling risk-awareness in their children and bringing risk-related matters to the school's attention.

7. Students

Students are responsible for complying with the school's policies; following the instructions of staff and adopting appropriate behaviour.

Risk Management Framework

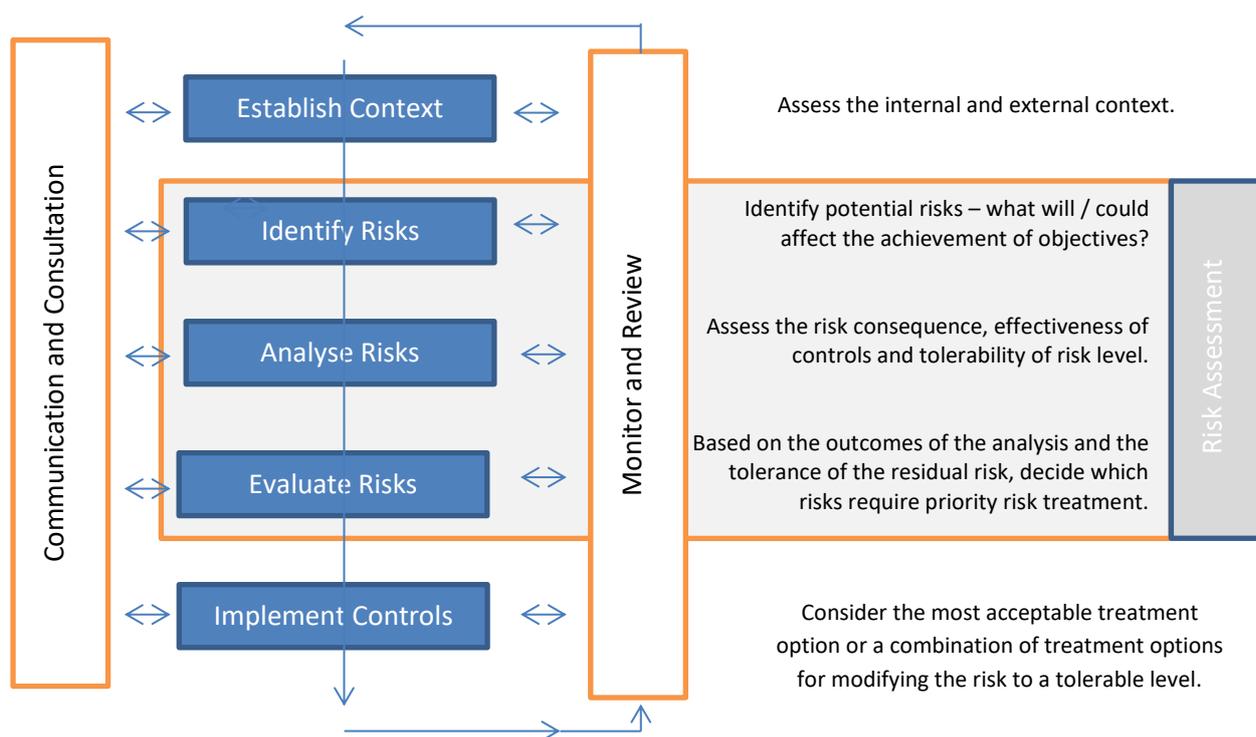
In instances where the perceived risk is that of harm or abuse to a student, then refer to:

- St Margaret’s Child and Youth Risk Management Strategy
- Procedure manual for the protection from harm of students in Anglican schools
- Student Protection in Anglican Schools: Policy and Procedures 2015

The St Margaret’s Risk Management Framework provides a systematic approach to identifying, assessing and treating risks. The school adopts a 7 step approach as outlined below:

The factors that are critical to the success of our risk management strategy include:

- embedding a risk-aware culture throughout the school;
- communicating our risk management strategy to all stakeholders;
- acknowledging that ‘it can happen here’;
- adopting innovative techniques to mitigate risks;
- effective identification and management of school-related strategic risks in addition to the operational risks;
- engaging staff and students in discussions on risk and control concepts; and
- adopting a continuous improvement philosophy.



I. Communication and Consultation

It is essential throughout the risk management process that those involved in managing risk are aware of and understand why particular actions are necessary. Risks may be communicated by written or verbal means. Records of any decisions that arise from communication and consultation activities are kept for future reference and accountability purposes.

Communication and consultation related to risk matters occurs at St Margaret’s at a number of levels and through a variety of mechanisms. Some of these mechanisms include:

Staff Professional Learning

- Staff Professional Learning – for example Fire and Evacuation Training conducted annually as per legislative requirements;
- Staff seminars such as Workplace Harassment and Bullying, Duty of Care and Staff Social Networking;
- Training videos available for Maintenance staff, for example lifting techniques;
- First Aid Training and Epi-Pen training available for all staff on an annual basis;
- All Boarding Staff must complete the Australian Boarding Schools Association (ABSA) Certificate Course in Residential Care;
- All Rowing Coaches must complete the *Brisbane River Code of Conduct Seminar* at commencement of the Rowing season.

Staff and Student Consultation

- All staff are invited to contribute agenda items for the Internal Risk Meetings;
- *Workplace, Health and Safety* issues are a standard agenda item at the following meetings: Education Leadership Team, Senior Leadership Team, Head of Faculty, Head of Year, Primary Staff meetings, Whole School Staff meetings, Boarding House Staff meetings;
- Upon commencing employment all new staff must attend an Induction Session where selected Workplace Health and Safety policies are addressed;
- Consultation with students is conducted through the Student Representative Council (SRC) and the Year 11 Certificate II Business students complete a OH&S Audit and Safety Report;
- Educational programs in Primary and Secondary Schools incorporate Stranger Danger, Personal Safety, Party Safe, Risk Behaviours/Avoidance and Cyber-Safety units of work.

Parent and School Community Consultation

- Communication with the wider school community can occur through a range of mediums, for example imminent risks can be directly communicated via SMS alerts and emails;
- Parent Information Evenings conducted throughout the year also provide our school community with information related to child and adolescent cyber-safety, teenage risk behaviours and bullying.

School Procedures

- Evacuation and Lock Down drills are conducted for the Boarding House and as a whole of school annually with clear communication and consultation with students and staff throughout this procedure;
- All students have access to online safety resources through Federal Governments 'Big Red Button' included in lap top software;
- All staff 'sign off' after reading of all relevant school policy;
- Three staff representatives appointed as Harassment Contact Officers offer an initial point of contact for staff issues;
- All Position Descriptions and Contracts capture the relevant risk responsibility for each staff member.

2. Context

The context refers to the environment in which the school objectives are to be achieved and the relationship between the school and the external environment.

The external environment refers to:

- the socio-cultural, political, legal, regulatory, financial, technological, economic, natural and competitive environment, whether international, national, regional or local;
- key drivers having an impact on the school;
- relationships with key external stakeholders.

The internal environment refers to:

- governance, organisational structure, roles and responsibilities;
- policies, procedures and strategies;
- resources, training and knowledge;
- relationships with key internal stakeholders.

3. Identify Risks

Identifying risk involves considering what, why, when, where and how things happen. A range of procedures at St Margaret's are used to identify risks, these include for example:

- Discussion and identification of non-physical risks by School Council and Council sub-committees;
- *Activity Risk Assessment Forms* submitted for all School Excursions, Camps, Sporting Trips and International Tours;
- Risk scenario workshops completed by the Senior Leadership Team;
- Safety Reports completed by external auditors;
- Enterprise Risk Management software;
- Review of *Accident and Incident Reports* at Internal Risk Meetings;
- Annual Review of School policy and procedures;
- Communication with people who have appropriate knowledge and levels of experience to gain a view of possible risk, for example Outdoor Education providers, Science Lab Technicians (Biochemist), Risk Management consultants;
- Risk Assessments completed for all major school events – Mayo Festival, Open Day;
- Referral of all WH &S concerns, as raised by staff or parents, to Internal Risk Meetings;
- Identification of risks through discussion at Internal Risk Meetings and Senior Leadership meetings;
- Identification of risks as documented in the following:
 - ✓ *Risk Assessment Processes for Practical Units of Work*
Health and Physical Education Faculty
 - ✓ *Risk Assessment Guidelines and Procedures for Teachers and Laboratory Staff* Science Faculty
 - ✓ *Risk Assessment Processes for St Margaret's Sport*
Sport Department
 - ✓ *Risk Framework – Boarding House*
 - ✓ *Risk Assessment Guidelines and Procedures – Arts Faculty*

- ✓ *Risk Assessment Guidelines and Procedures – Business and Technology Faculty*
- ✓ *Risk Assessment Guidelines – Rowing*
- ✓ *Workshop Maintenance Procedures*

4. Analyse Risk

All staff are involved with analysing risk to ensure an understanding of each risk, its consequences and the likelihood of the risk occurring is completed. This is particularly important for staff submitting an *Activity Risk Assessment* for student-based activities. The completed risk analysis informs the evaluation of risks, whether risks need to be treated and the selection of the most appropriate risk treatments.

All Risk Analysis is completed in conjunction with Common-law Duty of Care:

Staff responsible for student activities must take reasonable care to avoid foreseeable risks. For example, in the case of potential injury, by:

- making sure that activities are safe and appropriate for the students' age;
- ensuring students are properly instructed and prepared for the activities;
- ensuring all equipment is in a safe condition to use;
- providing adequate supervision.

Risk is the likelihood that a harmful consequence (e.g. injury) will occur when exposed to a hazard. As such, the risk level is made up of two elements:

- (a) Likelihood of an incident happening, and
- (b) Consequence if it did happen.

$$\text{Risk} = \text{Likelihood} \times \text{Consequence}$$

There are many factors that influence the likelihood and consequence of an incident. Examples include:

- duration or frequency of the exposure to the hazard (e.g. sun or chemical exposure);
- competence and qualifications of those leading the activity (no training or inexperience may lead to an accident);
- staff to student ratios or Blue Card qualifications;
- environmental conditions (e.g. water in the vicinity of electricity, getting injured in an isolated area);
- speeds, heights and weights of objects being used (the greater the force, the greater the impact);
- modes of transport.

To assess the level of risk, the likelihood of an incident occurring in combination with the seriousness of the consequence is analysed. The matrix below is used as a guide to assist with the risk assessment.

Likelihood	Consequence				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
5 Almost Certain	Medium	Medium	High	Extreme	Extreme
4 Likely	Low	Medium	High	High	Extreme
3 Possible	Low	Medium	High	High	Extreme
2 Unlikely	Low	Low	Medium	Medium	Extreme
1 Rare	Low	Low	Low	Low	Extreme

Consequence Rating	Description of Consequence
1. Insignificant	No treatment required
2. Minor	Minor injury requiring First Aid treatment (e.g. minor cuts, bruises, bumps)
3. Moderate	Injury requiring medical treatment or lost time of four or fewer days
4. Major	Serious injury (injuries) requiring specialist medical treatment or hospitalisation, or greater than four days lost time
5. Critical	Loss of life, permanent disability or multiple serious injuries

5. Evaluate Risks

The assessed inherent risk level will determine the degree of planning and approval required.

Inherent Risk Level	Action Required/ Approval	
Low	Little chance of incident or injury.	<ul style="list-style-type: none"> Manage through regular planning processes.
Medium	Some chance of an incident and injury requiring first aid.	<ul style="list-style-type: none"> Document controls in planning documents. Recommendation to obtain parental/carer permission. An Activity Risk Assessment is required to be completed.
High	Likely chance of a serious incident and injury requiring medical treatment.	<ul style="list-style-type: none"> An Activity Risk Assessment is required to be completed. Principal approval required prior to conducting this activity. Once approved, activity details are to be entered into the School Activity Register. Obtain parental permission.
Extreme	High chance of a serious incident resulting in highly debilitating injury.	<ul style="list-style-type: none"> Consider alternatives to the activity. An Activity Risk Assessment is required to be completed. Principal approval prior to conducting this activity is required. Once approved, activity details are to be entered into the School Activity Register. Parental/carer permission must be obtained for student participation.

Control Measures are the methods used to lower the level of risk to an acceptable level. The types of control measures listed in the 'hierarchy of control' are considered and used in the preferred order below:

Elimination: remove the hazard completely from the workplace or activity.

Substitution: replace a hazard with a less dangerous one (e.g. using a softer ball, different location).

Isolation: separate people from the hazard (e.g. safety barrier).

Redesign: making a machine or work process safer.

Administration: putting rules or training in place to make a workplace safer.

Personal Protective Equipment: protective clothing and equipment (e.g. safety glasses, helmet, gloves, shin-pads, mouth guards).

An evaluation of each risk once undertaken determines those risks that are acceptable and those that require further treatment. To treat unacceptable risks, the school may improve existing controls or develop and implement new controls. Controls are mechanisms that modify risk and are designed to address the root cause of risk. They are (typically) policies, processes, procedures, and strategies. Controls are used to calculate the current (controlled) risk level and identify the extent to which controls are modifying the risk.

Risks with a 'treated risk' rating of low or medium are deemed to be acceptable and should be managed locally. Those risks with a 'treated risk' rating of high or extreme require specific treatment actions and the attention of the Senior Leadership Team.

6. Implement Control Measures

Risk treatment is the process by which existing controls are improved or new measures are developed and implemented to reduce the level of risk. Staff must follow the actions outlined in the *Activity Risk Assessment* evaluation to effectively manage and treat risks. A process of 'spot checks' will occur through a rotating roster and documented checklist to ensure control measures have been correctly implemented.

7. Monitor and Review

Potential risks and management of risks are continually monitored and reviewed to ensure a proactive approach to managing risks occurs as new risks emerge and existing risks change. This includes reviewing the effectiveness of risk controls and treatments. Continuous monitoring and review of risks are also conducted by the Internal Risk Committee to ensure new risks, and any changes to existing risks, are identified and managed to provide an up-to-date view of the risk status.

Limitations

The Risk Management Strategy and Operational Framework at St Margaret's Anglican Girls School seeks to reduce, but is not necessarily able to eliminate the school's risks.

Unfortunately, no risk management strategy can provide complete certainty that one or more risk events will not arise. Despite such limitations, investing in a formal risk management strategy is prudent and helps the school to fulfil its fiduciary duties. The school's operating framework, combined with a philosophy of continuous improvement, provides a sound mechanism to reduce the likelihood and impact of certain risk events, and in the process support the achievement of the school's strategic objectives.

Review Date: July 2020

Appendix One
Reporting Structure and Frequency

Level	Reporting Structure	Risk Management Activities & Reporting	Frequency
1	Student , Parents & Visitors	<ul style="list-style-type: none"> • Safety training & induction activities • Reporting of incidents to teachers and support staff 	Prior to activities or events
2	Teachers & Staff	<ul style="list-style-type: none"> • Education, training & induction activities • Written compliance with School Policies • Complete Risk Assessments • Conduct drills and safety compliance activities • Referral of incidents to Internal Risk Committee 	Daily Prior to activities or events
3	Senior Leadership Team	<ul style="list-style-type: none"> • Oversight of Internal Risk Committee • Review of Policies 	Daily SLTmeeting Risk Scenario Workshops
4	Internal Risk Committee	<ul style="list-style-type: none"> • Review of incidents and recommendations for action • Evaluation of operation risks and actions • Debate on strategic risks 	Daily Meetings each term
5	Joint SSA Risk Management Team	<ul style="list-style-type: none"> • Review of common and shared risks • Recommendations to School Council RMC 	Quarterly
6	School Council FAARM Committee	<ul style="list-style-type: none"> • Review of incidents and recommendations • Review of risk register • Review of reporting structure • Review of strategic risks • Compliance reporting and advice to School Council 	Quarterly
7	School Council	<ul style="list-style-type: none"> • Review of FAARM items for advice and action • Summary of key and changing risks and with incident reports • Compliance Statement 	Council meeting that follows FAARM meeting
8	SSA Trust	<ul style="list-style-type: none"> • Principal's Report • Principal's half yearly report 	~ 4 Meetings p.a.

Appendix Two Internal Risk Committee

Name	Role
Karen Gorrie	Deputy Principal Chair of Internal Risk Committee
Darren Watt	Business Manager, Finance, Facilities and Projects - SSA
Mary Surtees	Head of Planning and Organisation (Primary School) WH & S Officer and Primary School Representative
Greg Anderson	CIO Technology SSA Schools
Helen Lobegeiger	Head of Sport
Kate Curran	Director of Human Resources
Tony Innes	WHS Consultant
Lesla Fowler	Head of Boarding

Scope of the Internal Risk Committee		Examples
People	Health and safety of staff Health and safety of students Transport of students Employment and induction of new staff members Ethics Staff training	Staff workloads and conditions, for example - ergonomics Health Centre management Bus zones Drop off and Pick up zones Blue Card audits Enforcing rules and policies
Policy and Process	Documents and Policy Legislation Technology Critical Incidence	Policy Review Contracts and external providers User policy and security features Review of Evacuation procedures
Property	Equipment and facilities Grounds Security	Maintenance Safety at sporting facilities and playgrounds Evacuation & Lock Down capabilities
Product	Curriculum Events and Excursions	Program and resources Activity Risk Assessments

Appendix Three St Margaret's Activity Risk Management Flowchart

