



**CHRIST THE KING SCHOOL
GRACEVILLE**

**SCHOOL STUDENT
BEHAVIOUR SUPPORT
PLAN**

4 positive
BeHaviour
Learning



School Mission and Vision - Teach Challenge Transform

Vision Statement

We embrace our motto, "Life, love and learning" to engage and educate our students so that they become active participants in creating a positive future.

Mission Statement

At CTK we:

- Know and support each child in their academic, social, emotional and spiritual growth.
- Provide a holistic education using quality contemporary teaching and learning practices.
- Build respectful partnerships, welcoming all to our community, acknowledging difference and celebrating uniqueness with God's love as our example.
- Live our Christian faith acknowledging the rich heritage of our past together with the hope that Jesus our shepherd king brings us.
- Nurture a sense of responsibility and optimism in each child to care for themselves and others and to work for a better world.

Our School Context

Christ the King (CTK) is a high-quality learning community with an enrolment of approximately 240 students. CTK is a co-educational school, offering classes from Prep to Year Six. The school was opened in 1937 by the Presentation Sisters. We celebrate our heritage and value the Presentation Charism. Christ the King operates within the Corinda Graceville Catholic Parish and forms part of the network of Brisbane Catholic Education schools.

We are a small school and highly value the relationships we form within our community. Because of the small size of our school, teachers and support staff know each child by name and it is our priority to maintain a safe, secure environment where all children experience belonging. These relationships are strengthened by our prayer and community life as exemplified by our Friday assembly where parents and community members join our students and staff in prayer and celebration of our school life. Our school has a very pastoral nature – students and staff are part of small groups where students across all year levels from Prep to Year 6 nurture and support each other.

Our parents are very engaged and proactive in their commitment to learning and teaching in the school. Staff are open to feedback from colleagues and community members to improve student learning. Staff value collaborative practices and within learning teams they share ideas and support each other to improve their teaching and learning both for themselves and for the benefit of their students.

Shared values and beliefs about learners and learning are evident in our Vision for Learning. The Vision for Learning has enabled all stakeholders to understand our commitment to improved learning outcomes and to plan for whole school improvement and performance.



Consultation and Review Process

Christ the King School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our P & F, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school P & F, and the Senior Leader. Ongoing professional development and implementation has been our focus to ensure consistent language and improved practices support our community. This plan will be reviewed at least every 2 years with a high-level check performed annually.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

The general capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions needed to assist our children to live and work successfully in the 21st century. At Christ the King we embrace our motto, "Life, love and learning" to engage and educate our students so that they become active participants in creating a positive, faith-filled future. Our staff have had opportunities together to develop a shared understanding of student learning and behaviour and how, as a school community we can support their development. We believe student behaviour is closely intertwined with effective learning and teaching. It is supported by safe, positive and productive learning environments based on respect, cooperation and consistency.

Because behaviour is learned there must be explicit teaching about appropriate expected behaviour and what it means. It is important that our approach should include strategies for instruction, practice, feedback, re-teaching and encouragement. In doing this, positive relationships will be promoted, creating a sense of community and for engaging students in their learning.

At Christ the King we believe students learn best when they feel they can, they want to and that they belong. In order to achieve this, it is essential:

- Students feel safe and respected
- Students are a part of a supportive, welcoming school environment
- Learning is engaging, challenging and collaborative
- There is teamwork and cooperation
- There are high expectations for behaviour and learning which are clearly stated, practised and reminded
- Behavioural expectations are explicitly taught as part of the curriculum

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.



Beliefs about our Learners	Beliefs about learning	Our Practices
Learners learn best when <ul style="list-style-type: none"> • Learning is relevant to them & to their lives • They experience success • In a supportive environment 	Learning needs to be meaningful	Provide learning opportunities that are: <ul style="list-style-type: none"> • Engaging • Life like or from real life eg assemblies, liturgies
Everyone can learn in their own way and at their own pace	Learning is a personal experience Learning is development al	<ul style="list-style-type: none"> • Recognise and value individual learning styles and paces in the teaching and learning cycle • Provide a variety of learning opportunities • Negotiate how learning will be demonstrated • Plan for equitable access to the curriculum • Plan for several phases of learning • Provide phase appropriate materials and utilise 21st century tools
We learn from others	Learning is a social activity	<ul style="list-style-type: none"> • Class grouping dynamics • Coeducational considerations • Professional learning • Home school connections • Provide opportunities for social/emotional growth
Experience is the basis of all learning	Learning is active	<ul style="list-style-type: none"> • Inquiry approaches • Hands on materials

We acknowledge that each member, students, teachers, parents and other members of the school community has individual rights but there are corresponding responsibilities, which must be recognised and practised.

At CTK students are involved in determining expectations for 'belonging' behaviour in their classroom. Rules are negotiated and displayed and routines are taught and practised. Positive choices are acknowledged and reinforced.



RIGHTS	RESPONSIBILITIES
To learn and teach in a positive, supportive and caring environment	Further the learning by: <ul style="list-style-type: none"> • Being prepared for the school day • Being attentive and co-operative • Looking after own belongings • Attending school every day • Being on time
To be treated with respect	Treat others with respect by: <ul style="list-style-type: none"> • Showing courtesy and consideration • Obeying instructions • Accepting differences in others • Listening to and being tolerant of others' points of view
To feel safe and secure at school	Be safety conscious by: <ul style="list-style-type: none"> • Playing safely • Ensure the safety of others • Obeying safety instructions. • Evaluate and respond to unsafe situations
To have personal property respected	Caring for own equipment by: <ul style="list-style-type: none"> • Sharing school resources • Using all equipment correctly and being mindful of safety requirements • Respect others property
To learn about and make informed decisions based on sound judgement	<ul style="list-style-type: none"> • Accepting the consequences of personal decisions • Accepting the logical consequences of unacceptable behaviour.

At Christ the King School we expect that parents/caregivers will:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour
- Contribute positively to behaviour support plans that concern their child.

At Christ the King School we expect that staff will

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records



2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

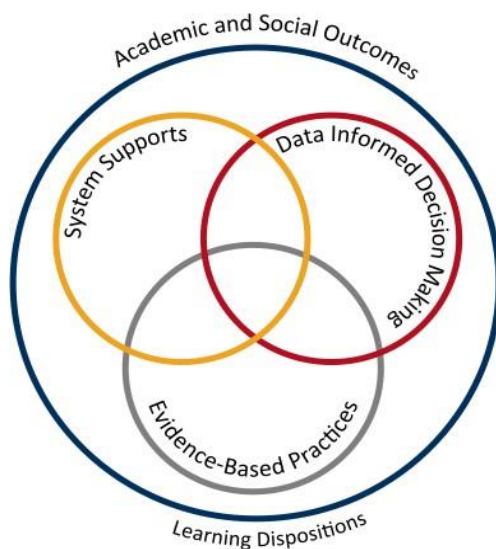


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:



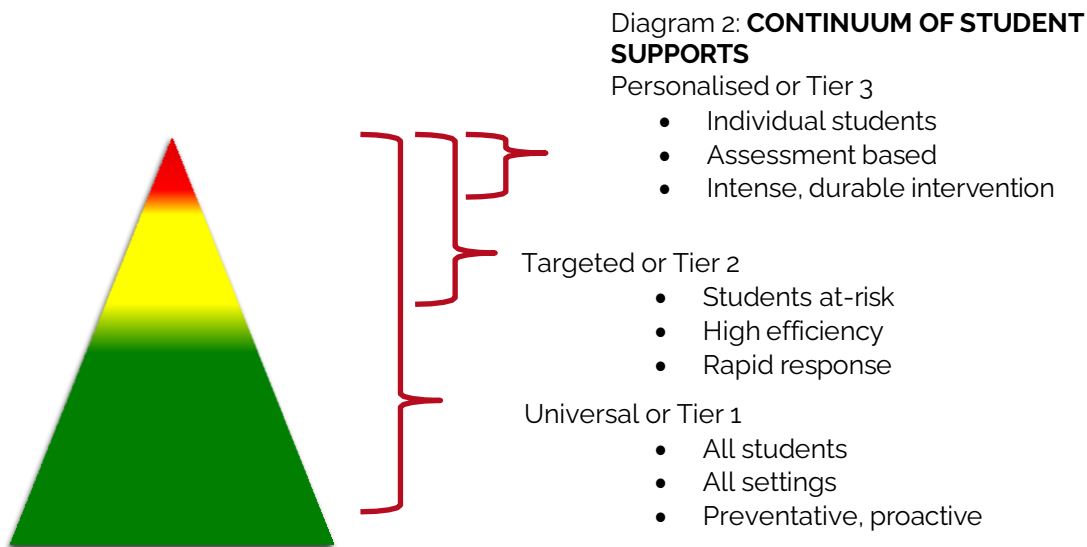
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.



3. Student Behaviour Support Leadership & Professional Learning for School/College staff

Currently the PB4L team consists of Support Teachers, Guidance Counsellor, leadership team members. The team meets weekly focusing on requests for support from teachers or an analysis of Engage Student Support System data. Professional learning that staff have engaged with to build capacity in the implementation of PB4L through the implementation of the ENGAGE system.

Our teachers have engaged with professional learning in Student Behaviour Support by completing training modules to help build capacity in the implementation of PB4L.

SECTION B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are that students are:

- Active participants
- Respectful
- Self-directed

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

CTK Ways of the HEART

WE ARE		All The Time	Learning	Gathering	Eating and Playing
LIFE	Active Participants	<ul style="list-style-type: none"> ♥ Encourage others ♥ Celebrate the success of everyone ♥ Arrive on time and settled ♥ Wear the correct school uniform ♥ Seek help when required 	<ul style="list-style-type: none"> ♥ Allow others to listen and learn ♥ Sit quietly when asked ♥ Keep going when learning is hard 	<ul style="list-style-type: none"> ♥ Acknowledge the efforts of others ♥ Be involved and actively participate 	<ul style="list-style-type: none"> ♥ Play fair and by the rules ♥ Line up by the second bell
LOVE	Respectful	<ul style="list-style-type: none"> ♥ Listen to and follow all staff instructions ♥ Use manners and kind words ♥ Hands and feet for helping, not for hurting ♥ Be welcoming to all 	<ul style="list-style-type: none"> ♥ Put your hand up to speak ♥ Be organised with belongings 	<ul style="list-style-type: none"> ♥ Act with reverence ♥ Actively listen to speakers 	<ul style="list-style-type: none"> ♥ Sort rubbish in the right bins ♥ Recognise and accept the privacy of others ♥ Speak to please, not to tease ♥ In do out, don't muck about
LEARNING	Self-Directed	<ul style="list-style-type: none"> ♥ Right place, right time ♥ Care for our environment ♥ Be responsible for your belongings ♥ Walk around the school calmly, quietly, and safely 	<ul style="list-style-type: none"> ♥ Use feedback to learn and grow ♥ Walk straight to the toilets and back to class ♥ Use devices as directed by staff 	<ul style="list-style-type: none"> ♥ Enter and exit calmly ♥ Sit as a class in two straight lines 	<ul style="list-style-type: none"> ♥ Sit while eating ♥ Wear your school hat ♥ Wash hands with water and soap ♥ Lunch box away before you play



In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation day
- Pastoral care lessons in class time
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

At CTK there are several ways in which staff establish the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Classroom practices that encourage expected behaviours
- Weekly values awards on assembly



- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Applying appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

Positive School Culture

Every week, our school community gathers together for two assemblies

- Monday Morning Messages and
- Friday Whole School Awards Assembly.

During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, themes, and by raising awareness of current school events.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/non-verbal/written – Award cards)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student choice activities, computer time)
- Semester Nano Nagle awards for community participation in each year level
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in School Newsletter

Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in the school newsletter.

- Each week, on whole school assembly, teachers and specialist teachers can give a student from their class/es a CTK Student Achievement Award



- Child of the Week Award given to a child randomly selected from the class each week – a poem, statement, song is written for the child who is celebrated for being part of our community.
- Nano Nagle Spirit Awards are given to a child in each year level at the end of each semester to acknowledge the spirit they have shown during the semester. At each staff meeting, teachers are asked to nominate students for the award and these are tallied and voted on by staff.
- End of Year Awards for excellence throughout the year – Principal, Year 6, Leadership.

Special Awards

- For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, Drama Club, Dance, or special event participation. Any teacher or specialist teacher can nominate a student for a Special Award.
- Whole group acknowledgement of participation in a school activity or competition.

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.



- Social Stories
- Zones of Regulation
- Social Skills programs - Friendology
- Drop in sessions with the Guidance Counsellor
- Individual Behaviour plans
- Adjustments to Curriculum and other programs as appropriate
- Reflection Sheets and conference with a leadership member

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.



Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

5. BCE Formal Sanctions

BCE has policies for each of the formal sanctions below:

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These include:

- **Detention**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a



student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

- **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must:



	(a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention and school responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying No Way!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.



1. Understanding Bullying and Harassment

Christ the King School provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment annually via Student Protection Training.

Christ the King School is a school that aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, will be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

Christ the King School takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

The terms **bullies** and **victims** are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to incidents of bullying or harassment. More appropriate terms to use may include **students who are bullied**, **students who bully** and **students who engage in bullying behaviour**. This will ensure that the unproductive behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

2. Teaching about Bullying and Harassment

We take an active approach to promoting positive behaviours at school, and respect for others and to addressing all forms of bullying – including prejudice driven bullying and cyber bullying. Our school, with the support of parents, the wider community, and young people themselves, must take effective action to prevent bullying happening in the first place. A proactive and preventative approach helps schools to safeguard the wellbeing of their students and staff and plays a part in creating a just society in which all treat each other with dignity and respect.

Brisbane Catholic Education provides schools with approaches and strategies for prevention of and responding to instances of bullying. The prevention and management of bullying is incorporated in the way our school engages with Behaviour Teaching and Learning.



Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum and BCE Religious Education Curriculum. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are: The personal and social capabilities (General capabilities) and Health and Physical Education.

We promote the use of positive, inclusive language that supports the values of the [Australian Student Wellbeing Framework](#) and the [Australian Curriculum](#) (i.e. Civics and Citizenship, Health and Physical Education Curriculum and the General Capabilities-Personal and Social Capability) and the BCE Religious Education Curriculum. We talk about bullying in our schools with the understanding that students are growing and still learning how to be effective members of the community.

Parents sign an Acceptable Use of Technology document on acceptance of enrolment. Students participating in a 1:1 laptop program at Christ the King School will sign an agreement to accept their responsibility as a computer and internet user. The expected use of technology is supported by planned learning experiences in regard to being a digital citizen and responsible device user.

3. Responding to Bullying and Harassment

Every person within Christ the King School community is encouraged to be vigilant in recognising and discouraging bullying in any form, and to foster gentleness and tolerance so that our school is a happy and supportive community of learners. Raising awareness of bullying and promoting a supportive climate for children is the responsibility of all within the school community.

It must be noted that not all behaviours are bullying, despite having been perceived differently by some students. Behaviours deemed as bullying are clarified against the definition as detailed in this policy (below). All staff are briefed annually on the requirements of this policy regarding behaviour support and bullying.

The following strategies are implemented as a proactive deterrent to bullying behaviours:

- The school has a duty of care for both the victim and the perpetrator of bullying and must advocate for both parties;
- Constant reinforcement of Expected Student Behaviour occurs;
- Spelling out what each element of Expected Behaviours looks like, sounds like and feels like must occur in classroom teaching and re-teaching;
- Whole school behaviour plan (including Agreed Responses to behaviour) is adhered to;



- Social Skills programs implemented where appropriate (determined by the Student Support Team);
- Student Protection Program (within the Health Curriculum);
- Displaying "Feeling Un-Safe" posters in all student access areas (& highlighting of these by classroom teacher and on assembly each term);
- Student participation in awareness programs such as the Daniel Morcombe Program and Cyber awareness programs;
- Staff (Student Protection) training to ensure consistency of approach and provide strategies to handle disclosures of aggressive or bullying behaviour;
- We recognise that there are students within our community with specific learning and behavioural differences. This is considered in regard to bullying situations as these children may be at risk of being more involved in bullying situations either as the victim or the perpetrator.

All staff must take all reports of bullying and harassment seriously and respond with a school team process. As a result Christ the King School staff respond to bullying with a school team process:

Procedural Steps in responding to bullying instances

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.



- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
- A meeting between the students is facilitated by Leadership and/or the schools Guidance Counsellor. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
- Parents of both students are contacted and informed of the process.
- Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage System (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

4. Preventing Bullying and Harassment

No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However, promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. The school team should decide on the appropriate combination of interventions for the individual



circumstances of bullying behaviour. Prevention builds on protective factors (those that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences) and refers to strategies specifically designed to prevent bullying behaviours.

Some points to consider:

- Bullying prevention must be part of a comprehensive, cohesive, and integrated school wide system of learning that supports and creates a culture of safety, connectedness, acceptance and support.
- Prevention and response to bullying must use evidence-based strategies and resources that are developmentally appropriate.
- Interventions need to be matched to the particular incident
- More than one intervention will usually need to be implemented
- No one intervention is appropriate in all circumstances of bullying
- Not all hurtful behaviours are bullying, but schools need to address inappropriate behaviours whether or not it meets the definition of bullying
- Bullying behaviours that appear to involve illegal (e-crime) activities such as violence, threats, intimidation, and inciting violence should be reported to the Principal and can be reported to the police.

Christ the King School plans for a safe, supportive and inclusive school to prevent bullying and harassment. Measures to proactively support this include:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Being "Active Participants", 'Respectful', 'Self-Directed' messaging is represented at school assemblies regularly.
2. Staff communication and professional learning: Staff will be supported with ongoing professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Such professional learning includes Positive Behaviour For Learning (PB4L), Restorative Practices and Reboot. Continuous messaging throughout the school year via Staff Meetings re: supporting school wide Expected behaviours takes place.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff complete mandatory Student Protection Training annually.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways: new staff (Staff Handbook & Induction), casual staff (Relief Folder contents) on arrival for each casual day.
5. Communication with parents: Our school will provide information to



parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Positive Behaviour for learning is a recurring theme within our newsletter as well as on school social media.

6. Explicit promotion of social and emotional competencies among students: Social and emotional competencies are highlighted by teachers in relation to their teaching of the relevant stage of the Australian Curriculum.
7. At CTK, we take a positive, proactive approach to bullying. Brisbane Catholic Education and CTK use the Recognise React Report language with the children and these posters are displayed in each classroom and throughout the school.

Key contacts for students and parents to report bullying

Bernadette Wright – Principal – 07 3379 7872

Suzannah Halpin – Assistant Principal Religious Education – 07 3379 7872

Caoimhe Mallon – Guidance Counsellor – 07 3379 7872

Louise Gale – Support Teacher: Inclusive Education – 07 3379 7872

Cyberbullying

Cyberbullying is treated at Christ the King School with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Christ the King School has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

Reports of cyber bullying and harassment are taken seriously at Christ the King School GRACEVILLE.

When responding to reported incidents of cyber bullying and/or harassment that occurs outside of the school (and not on a school device), steps to engage those



involved in the cyber bullying incident are made, including contacting parents and if appropriate, Leadership staff from schools involving other students from other schools (if known). Initial requests are made to parents to ensure offending information has been deleted from sites, for example, social networking sites. Parents are reminded of their responsibilities regarding child access to social networking sites, considering the legal age of access to most sites are 13 years of age. Parents are encouraged to seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service if they wish further follow-up of the incident.

Christ the King School responds to incidents of cyber bullying and harassment via:

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner. Offending material to be deleted from devices after records have been made for investigation purposes.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

[Be You Programs Directory](#) and [STEPS](#) is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.



Bullying No Way and the Office of the eSafety Commissioner are good resources to support the teaching and learning plan.

Bullying No Way:	https://bullyingnoway.gov.au/
Office of the eSafety Commissioner	https://www.esafety.gov.au/

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The school uses behavioural data together with other data sources to make data informed decisions about student supports. The Support Team and Leadership Team meet every week to assess/respond to requests for support and analyse universal school data and feedback to staff meetings or team meetings.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy



Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks



Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T- shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson



	Descriptor	Definition	Example/Non-Example
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without Permission
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	<p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>



	Descriptor	Definition	Example/Non-Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time



Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.



**THIS PLAN HAS BEEN UPDATED TO REFLECT CURRENT
SUPPORT PROCESSES IN PLACE AT CHRIST THE KING
SCHOOL GRACEVILLE.**



2026