Background:
Runcorn SHS is located in the southern Brisbane area of the Metropolitan education region. The school has been providing learning opportunities to the community since 1986 and has current school enrolment of 834 students. The Principal, Elena Itsikson, was appointed in 2007.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours including Common Sense, Cooperation, Consideration and Courtesy. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, collegial student management, data analysis at a cohort and individual level, and directs teacher and parent interactions.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- School community members speak with pride about the school’s cultural diversity and quality of programs on offer.
- The school has extensive quality partnerships with local businesses, tertiary education providers, partner schools and members of the wider school community.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for students (RBPS).
- Expectations regarding students’ behaviour are enhanced through explicit teaching in classrooms and the playground. This is supported through presentations at school and year level assemblies, staff meetings and information in school newsletters.
- The school has a well balanced approach to quality teaching and learning, as well as the development of students’ social and emotional needs.
- The school has strong and consistent processes in regards to the formal aspects of communicating with students and parents, for example, suspensions and attendance.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent, effective pedagogical practices that enhance student learning outcomes. Consolidate the positive attendance, behaviour and engagement trends through consistent professional practice.
- Consider developing a set of whole school consistent reporting standards for effort and behaviour.
- Continue to develop teacher understanding of cultures and methods of communication to enhance student engagement and whole school morale.
- Develop a consistent approach for explicitly teaching expected behaviours to students.
- Explore strategic ways to further engage the wider school community, which will enhance relationships and the school’s positive profile.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.
- Continue planning for the entry of Year 7 into Junior Secondary in 2015. Include planning on specific areas for seating and play, engagement strategies and involvement in the wider school context.