Inclusive Schooling Model

Inclusive Leadership
Policy - Action Plan - School Culture - Data Analysis - Cycles of Inquiry - Feedback & Review

Enrolment
Open – Supportive - Consultive

Heterogeneous & Age-appropriate Placement

Safe & Supportive Environments
Access – Participation – Communication - PB4L – ESCM’s – Classroom Profiling – Assistive Tech

Quality Instruction
UDL – QT&L – Explicit Instruction

Adjustment
Same instructional level with support

Modification
Same content with altered expectations

Differentiated  |  Focused  |  Intensive

Collaborative Partnerships
Co-teaching – Teacher Aides – Support Staff – Parents – Community

Student Outcomes
Attendance – Engagement – Academic – Social - Post-school Transition
Thuringowa State High School is committed to inclusive schooling. Inclusive schooling maximises the outcomes of all students through identification and reduction of barriers to learning. A premium is placed upon supporting all students with suitable adjustments and curriculum provisions to ensure full engagement within regular classrooms and the broader school community, whilst enabling students to work and achieve at their proximal level. Inclusive schooling is about setting high expectations, valuing and celebrating diversity; and employing high quality, evidence-based teaching practices focused on success for every student.