Our school values of respect, communication, citizenship, creativity and excellence reinforce our commitment. Our vision is that Pasadena High School “prepares all students as resilient, lifelong learners capable of successful engagement in a technological world, global community and sustainable environment.” We expect excellence from everyone.

Pasadena High School is committed to implementing the National and State goals of schooling regarding improving the educational outcomes of all Indigenous students, forming partnerships with Aboriginal families and acting for Reconciliation through ensuring that Aboriginal perspectives are represented in the school curriculum and partnerships are maintained with community agencies and support services.

Improving Educational Outcomes

1. The Individual Learning Plan (ILP) is a core process to improve educational outcomes by identifying learning needs and strategies to improve:
   - literacy and numeracy
   - overall educational achievement including an expectation that students will complete their schooling
   - planning for future pathways and selection of relevant subjects and tertiary education including Vocational Training to achieve those goals.

The ILP is negotiated as part of the transition process from Primary to Secondary school and regularly updated each year. Subject teachers will have a copy of the general ILP and add their own specific targets and strategies for their learning area.

The negotiation of the ILP will be coordinated by the identified Aboriginal Education Focus Person at Pasadena High School with the involvement of parents and students, and/or Regional Aboriginal Advocate, care group teacher, year level leader, special education teacher, and other relevant people if required. The Focus Person takes a case-management approach and coordinates the implementation of intervention strategies. For this to happen regular student review meetings need to occur so that a team approach can be taken. All relevant staff are expected to attend.

The ILP is a work in progress and whenever any change to the plan occurs the Focus Person should be involved so the changes are consistent with identified goals and are documented accurately. When major behaviour issues are discussed that may involve suspensions or exclusions the Regional Aboriginal Inclusion Officer (AIO) and school based Focus Person are expected to be part of the decision making process. It is expected that these people will also be part of any review or re-entry meeting.

The ILP will document strengths, areas for concern, future vocational goals and identify strategies to achieve successful outcomes. The ILP needs to be reviewed once per term so that progress can be measured and early intervention strategies can be put in place to support success for the student. Scheduled review dates will be included as part of the school calendar each year. Planning should include preparing students to apply for scholarships, traineeships, apprenticeships, employment and success in the SACE. Close monitoring and flexible options are implemented to support the Pathways identified by senior students throughout years 10-12.

As part of the reviews teacher feedback about individual student progress is required. Feedback is given to the Aboriginal Focus Person at Pasadena High School.

2. Use of data:
   - Student data is collected, recorded on the ILP and used to identify when intervention is needed. Data includes achievement, attendance, NAPLAN results, behaviour records, lateness, health matters - all factors that impact on success. Intervention is planned to address each concern especially improving literacy and numeracy. Interventions should aim for measurable improvements.
3. Teacher development
We ensure that our teachers are familiar with the needs of Aboriginal students through

- Sharing information in the ILP
- Providing opportunities for meeting with families
- Providing staff information sessions and contact with the District Aboriginal Education Officer
- It is expected that staff participate in Cultural Awareness Training and to develop a deeper knowledge and understanding of Indigenous cultures and values as well culturally appropriate ways of working with students and families
- Using the What Works Program to inform our practice
- Providing information about relevant agencies and support services
- Embedding Aboriginal Cultural Perspectives in the curriculum

**Partnerships with Aboriginal families.**

As a school we put a high priority on establishing strong links with our families.

- We will schedule 1 meeting per term for Aboriginal students and their families. These meetings will be organised at a time and venue to suit the needs of families and could include the Regional AIO and/or other support personnel when available.

- We hope to strengthen these relationships by promoting events and cultural activities that are specifically targeting Aboriginal families and students. As well we will provide opportunities for the whole school community to be involved and we will acknowledge events such as:
  - Sorry Day,
  - Reconciliation Week,
  - NAIDOC Week
  - Cultural Week

- We will use Aboriginal Agencies, Support Services and Community people to ensure the cultural appropriateness of any strategy, intervention and activity.

**Acting for Reconciliation**

The school is committed to Reconciliation and the valuing of Aboriginal Cultures and Peoples and we do this through:

- Flying the Aboriginal Flag in front of the school every day.
- Celebrating significant cultural events such as Sorry Day, Reconciliation Week, NAIDOC Week
- Commencing all whole school assemblies and whole school meetings with an acknowledgement of country.
- Continued development of significant art works in, and ongoing development and maintenance of the Indigenous garden at the front of the school.
- Displaying images throughout the school that reflect Aboriginal Cultures and Peoples.
- Promoting respect and awareness about racism and its impact through our whole school celebration of Harmony Day.
- Ensuring that all Middle School students learn about Reconciliation, the reasons for Sorry Day, the ancient history of Australia and the strengths of living cultures today.
- Ensuring that in the Senior School Aboriginal perspectives are embedded in all subjects according to SACE Board Policy.
- Promoting Aboriginal perspectives in all learning areas and engaging Aboriginal Community people in designing curriculum.
- Looking for opportunities to involve Aboriginal people in the school in a range of roles
- Ensuring that Aboriginal Agencies and Support Services are accessed as a matter of course to support the Wellbeing of students and families.