

Application for Performance and Development Culture Accreditation



The Lakes South Morang P – 9 School

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School Context

The Lakes South Morang P – 9 School is situated in the Northern Suburbs of Melbourne and is part of a rapidly growing corridor in the City of Whittlesea. The school is a diverse community with a representative mix of many cultures, however there is no one dominant culture within the school. The School SFO index is .541 with approximately 25 % of parents receiving EMA.

In 2007 The Lakes School opened with 255 students from Prep to Year 7. The current staffing profile includes, 1 Principal, 2 Assistant Principals, 17 teaching staff, 5 office staff, 4 integration and support staff and 1 network manager. The school is also supported by a .1 educational psychologist, a .1 speech pathologist and a .2 external onPsych psychologist. In 2008 the school will expand to cater for Year 8 and the enrolment is expected to be at 500 students from Prep to 8. In 2009 the school will cater for students in Year 9 and the enrolment is predicted to increase at the current steady rate. This stepped approach allows for the school to grow as the building program is completed. The long term enrolment at The Lakes is expected to be 1100 students with a peak enrolment of 1500 students.

The Lakes School is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The Learning Street is a focal point for curriculum delivery and educators work collectively in Learning Teams to deliver inquiry based, integrated curriculum. Located in the City of Whittlesea, Stage 1 is completed situated on Jardier Crescent and Gordons Road. This site will cater for Years 5 to 9 students while Stage 2 at the Lakes Boulevard and Gordons Road will have Prep to Year 4 students. The two areas are separated by a nature reserve administered by the City of Whittlesea. The students may be able to use the reserve for learning activities.

Stage 1 The Jardier Crescent site - This site includes an administration area with a professional development resource centre, 20 general purpose classroom spaces opening onto flexible, common learning areas, an arts precinct, a gymnasium, performing arts spaces, food technology and a canteen. The research and development precinct is currently being constructed and will be completed as part of Stage 2

Stage 2 - The Lakes Boulevard site – This site commenced construction in March 2007 and will have an administration area, general purpose classrooms that open onto flexible learning spaces, an art room, and a library. Merriang SDS -The Lakes campus will also be co located on this site sharing a recreation centre which includes a canteen, performing arts space and multi purpose area.

The architects designing the school have created an innovative plan that makes great use of flexible learning spaces, indoor and outdoor learning opportunities, and a 21st Century ICT capability throughout the buildings. The Prep to 9 concept takes into account the latest research about the best learning environments for students and will provide for seamless transition between the Early Years and Middle Years models. Students in senior primary will also move into the junior secondary years without having to adjust to a completely new environment. The P – 4 campus provides for positive approach towards innovative learning and also strongly supports the fundamental concepts of Early Years philosophy. The 5 – 9 site provides for the rich opportunities of inquiry learning and strongly supports the innovations of the Middle Years philosophy. The role of a teacher at The Lakes is a dynamic one with clear and specific guidelines provided for all staff who wish to become a member of the school team and work in this unique environment. The guidelines clearly support Performance and Development Professional Standards and the Principles of Learning and Teaching.

The community expectation is that the school provides a secure, safe environment where the individual student can learn and develop to their full potential. The Lakes School adopts the Government targets appropriate to both primary and secondary schools and takes pride in our program development and implementation. The development of The Lakes Strategic Plan for 2008 – 2011 focuses on the following future goals;

- To build a teaching and learning program that is individualised and challenges students to take the extra step.
- To develop and maintain a caring, cooperative school environment where students celebrate learning, feel secure and valued, and are able to achieve individual success.
- To improve student transition and learning opportunities from home / kindergarten to school, from primary to secondary school and from compulsory to post compulsory schooling.

As a school with a community focus, it is anticipated that we will continue to provide links to integrated resources within the local community. The school is currently developing strong links with Whittlesea City Council, other local primary and secondary schools, local childcare centres, early learning and child health centres. The Lakes School has an agreed set of school values that were created in consultation with the student, staff and parent community and it is expected that all members of our community adhere to, and follow the Lakes Values.

Respect – for each other and the environment

Honesty – to be true to what we know is the right thing

Belonging – being part of something bigger than ourselves

Personal Best – always trying our best and believing in ourselves

Element 1: Induction for teachers new to the school

The Induction process at the Lakes has been a major feature within the school since its beginning in 2007. Purposeful induction has become a high priority within the school ensuring there is a culture and belief that all staff are important and valued. At the Lakes School, formal induction and mentoring programs for new staff members provide them with the support, direction and essential information required to work in a flexible, 21st century teaching and learning environment. The induction and mentoring processes have been created to build confidence in staff and to improve their teaching and learning capacity. The induction and mentoring processes are comprised of both formal and informal strategies that encourage new staff to become an integral part of the school team. The Lakes School is proud of its supportive and caring practices and the welcoming and inclusive manner that has been provided to all new staff members in 2007. It is our belief that our present induction program builds and re-affirms the expectation of quality teaching in a flexible learning environment.

The Lakes School was in a unique position of providing supportive and quality induction to all staff member this year. As the school has continued to grow throughout the year new staff members have joined the team and this has comprised of SSO's, teaching staff and principal class staff. Induction for all staff members was targeted and relevant to their professional needs with the overall view that improved student outcomes and quality teaching and learning programs for all students were the school's core business. The induction of CRT's and student teachers was also considered and a welcome pack was designed to ensure even short term members of staff felt welcomed and valued within the teaching and learning team. The induction process at The Lakes is fully documented and is aligned with VIT and DEECD guidelines. The process is continually reviewed as new staff join the school, maintaining a cycle of continuous improvement and transparent communication.

The induction process at The Lakes is well entrenched due to the nature of the school set up. Teams of staff work together making sure that no staff member ever works alone or feels unsupported in their role. All professional learning teams are balanced and have a mixture of Leading Teachers, Experts, Accomplished and / or Graduate class staff members. This combination provides the perfect opportunity for Leading Teachers and / or Expert class staff members to model high quality teaching and learning to Graduate staff members and for Graduate staff members to develop their craft in a positive and supportive environment. As there is a shared responsibility for all students within a cohort or team, there is also a shared responsibility for the professional development and induction of all staff. Team teaching and team planning is paramount at The Lakes School and ongoing professional development occurs on a daily basis. Teams plan on a weekly basis and these meetings are timetabled in a termly meeting schedule. All weekly and termly planning documents are saved online on the staff intranet as this enables the whole school sharing of documentation and resources. Teams of staff are also provided with common timetabled APT time to allow for more opportunities for professional discussion and individual support. Moderation and the development of a consistent team approach is a high priority within learning teams and feedback on staff progress and development is regularly shared at a Leadership level by the team leader. The provision of further support and directed professional development is allocated if requested or required and this supports our ongoing commitment to staff development.

The Assistant Principals are the designated induction officers at The Lakes ensuring all new staff receive a formal induction. In consultation with the Principal, this includes the selection of teachers to be trained as mentors and the matching of mentors to new staff members. Graduate staff are provided with a timeline for implementing their VIT documentation as part of the school's organisation and are formally introduced to the VIT Guide to Induction and Mentoring and the Requirements for Full Registration in partnership with their mentor. The VIT Performance and Development flow chart provides ongoing support and focus for all Graduates and their mentors and regular meetings are timetabled to allow for ongoing discussion and progress reports. All staff on commencement at The Lakes are provided with a :

- Roles of a Teacher at The Lakes guidelines clearly demonstrating the standards and expectations of staff working in a flexible, open learning environment
- Staff handbook that explains the school processes for the year
- Staff roles and responsibilities handbook that clearly and comprehensively outlines the various roles with the matching expectations and procedures attached and also the specific responsibilities of staff
- Welcome induction program overview that clearly provides staff contacts and points of call
- Essential teaching & learning guide that directly supports the educational principles that underpin the VELs
- Thinking tools handbook to support a whole school approach to dynamic teaching and learning
- Copy of the whole school curriculum Scope and Sequence document to provide the big picture of teaching and learning development from Level 1 to Level 6
- Copy of the Student Well Being flow chart and student management process to ensure consistency throughout the school
- Access to the school's curriculum server that contains electronic copies of policies, processes and supporting documents.
- Access to the school's intranet and communication portal

As part of The Lakes induction process, the school has already organised a full curriculum day occurring in December to include and involve all future staff to begin developing 2008 plans and programs. The importance of a high quality induction process is paramount in guaranteeing that all staff feel appreciated and respected.

On the Performance and Development Culture Questionnaire report in element 1 our score was 83.3 %. The staff feedback on VIT procedures for mentoring and judging portfolio standards for full registration scored 100 % by our Graduate staff and all criteria in the Prevalence of an Induction program also scored 100 % each.

Element 2: Use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers

In the lead up discussion with staff regarding the possibility of applying for Performance and Development Accreditation, many discussions were held via leadership meetings, team meetings and full staff meetings to fully explore what multiple sources of feedback actually involved. In the unpacking of this element staff came to the understanding that multiple sources of feedback were provided on an almost daily basis in a positive and non critical manner. Staff were most surprised to know that they were unconsciously providing, or being provided with, feedback and opportunities for personal growth on a constant basis. The nature of The Lakes school guarantees that feedback and opportunities to share opinions and ideas can occur immediately and without fanfare.

As the school commenced in 2007 it was noted that 3 staff had been trained in the Leading Change program. It is anticipated that this will increase in 2008 with the addition of further leading teachers to the staff leadership team and this knowledge base and experience will help support staff in the development of giving and receiving feedback on the effectiveness of their teaching and learning. It is important to note that the currently trained staff have made a positive impact on the implementation of the Principles of Teaching and Learning and have supported the development of a deeper understanding of these principles. Their feedback has provided guidance to staff in the area of giving and receiving feedback and has allowed others to feel more comfortable in talking about personal growth and development.

Student Led Conferences have also become an important method of giving and receiving feedback via a positive 3 way forum. The Student Led Conferences recognise the importance of student participation and engagement in negotiating their learning pathways. The Lakes School has a definite belief that students do and should have a voice in their learning and that as a result responsibility for higher expectations becomes a shared focus between the student, the teacher and parent. The student led conference is a perfect opportunity for students to highlight and share their successes and create future plans in a genuine and honest manner. The sharing of their student portfolio also enhances their points of discussion and provides parents with an instant opportunity to provide feedback with the staff member and their child.

The key purpose of feedback at The Lakes is to improve the quality of teaching & learning and ultimately student outcomes. Feedback is closely aligned to the Performance and Development Professional Standards and the Principles of Learning and Teaching and this feedback then helps Leadership teams to identify individual and whole school professional development needs and priorities for teachers. As a result of the school's commitment to continuous improvement we have developed the following feedback processes:

- The timetable is structured for leading teachers to have additional time release to facilitate professional observation and dialogue with staff members
- The Principal class is regularly involved in partnership and team teaching situations to provide modelling, feedback and direction for teaching staff
- The shared team teaching structure within year levels provides limitless opportunities to observe each other's performance and to provide instantaneous feedback
- Common APT and timetabled weekly team meetings provides continued opportunity for discussion
- Weekly timetabled Leadership and Agreement Implementation Committee meetings provide professional development direction with specific foci on individual needs or whole school needs
- Extra APT release provision for Graduate staff to allow for peer observation and / or visits both within the school and in neighbouring schools
- The introduction of the PoLT student learning surveys and teacher component mapping questionnaires whereby feedback is given to teachers by students about their perceptions of their teachers' effectiveness
- The Leadership team conducts mid cycle and end of year cycle Performance reviews with a particular focus on each individual meeting with the Principal at mid year, thus providing each staff member with a one on one opportunity to celebrate and discuss student achievement, progress and personal growth
- The staff are involved in the completion and analysis of the Staff Opinion Survey
- The Parent Opinion Survey and Attitudes to School Survey provide important information and feedback for staff as opinions are analysed and monitored throughout the year
- The Quality tool – Car Park, is displayed in the staff room to allow for honest and open feedback which is then discussed and unpacked during staff meetings, briefings or relevant team meetings
- Staff monitoring of student progress in VELS progression points or via the use of tools such as running records, student/ teacher developed rubrics and program matrices to support continuous improvement and learning

Based on the results of the Performance and Development Culture Questionnaire, it is important to highlight and recognise the following results as determined by staff as evidence to support the effectiveness of Multiple Sources of Feedback at The Lakes:

Variable	2 A. More than 2/ 3 times	2B useful / very useful
Feedback about your teaching from other teachers sitting in your class	100 %	100 %
Feedback from colleagues based on discussing student samples of work	94.4 %	83.3 %
Feedback based on an analysis of your students' school attendance over time	83.3 %	85.7 %

Whilst we have not yet explored the usage of video or audio taping as a means of reviewing personal teaching practices, this is something we can explore as a future improvement measure.

Element 3: Customised individual teacher development plans based on both individual development needs, student learning and school priorities

The school's emphasis on professional learning is an integral part of improving teaching and learning. The Lakes School prides itself on the delivery of high quality professional development and all school professional development is closely aligned to the Strategic Plan and the Annual Implementation Plan. Professional Development is timetabled weekly on the termly meeting schedule and all teaching staff are expected to attend.

A Professional Development coordinator ensures the provision of quality professional development occurs throughout the year and as part of their role they attend the weekly Agreement Implementation committee and Leadership committee meetings. Individual staff are required to nominate the professional development that would best support their teaching and learning development by including goals from the Strategic Plan and the Blueprint initiatives such as The Principles of Learning and Teaching and the VELs. When requesting professional development a process was determined and was clear to all. Budgetary support was at maximum capacity to ensure many staff were able to access ongoing quality professional development with a particular focus on Graduate staff. Key leaders within the school also supported individual professional development requests and the school have been able to visit, model and provide immediate professional support. Staff have been provided the opportunities to attend neighbouring schools and attend external Professional development and this has been most successful. Staff have been required to share their professional development experiences in a staff briefing, staff meeting or team meeting and all have been encouraged to share, trial and use their new skills with their colleagues.

As a new school in 2007, it was important that the key focus for customised individual teacher development plans was on enhancing and improving student learning, creating a student wellbeing process and developing knowledge and skills in Early Years and / or Middle Years. To cohesively and collectively bring a whole school together with varied levels of expertise and experience was vital and to support individual levels and skills via a customised teacher plan, within the whole school group, was imperative. Curriculum days have been based around the development of a whole school curriculum Scope and Sequence document and on the creation of sequential and consistent term planning documents across the school. A full 3 day staff conference also provided staff with the opportunities to break into smaller teams to develop their crafts and enjoy individual professional development in a relaxed and engaging forum whilst maximising the skills of key leaders as facilitators. It is expected that in 2008 customized individual teacher development plans will include goals on improving reading and writing levels amongst students and on enhancing the usage of ICT as highlighted in the AIP.

A number of measures are taken to evaluate the effectiveness of individual or whole school Professional Development at The Lakes in terms of improving student learning outcomes and classroom teaching practices by :

- Close monitoring of VELs data in English and Mathematics
- Using the years 5 – 7 attitudes to school survey data
- Classroom observations
- Teacher self reflection during mentor meetings and / or professional development review meetings
- Team moderation sessions
- School based reviews of curriculum programs
- The allocation of appropriate funding for Professional Development needs
- Linking of individual teachers with a variety of mentors / coaches as required

The results from the Performance and Development Culture Questionnaire in this element at 89.5% demonstrates the school's trust that teachers are able to complete their own learning plans with the school's priorities in mind. The questionnaire indicates that various forms of feedback have impacted on teachers' developments of their plan, feedback from colleagues and their own analysis of their teaching. Customised Individual Teacher Development gives teachers greater ownership of their learning processes. Professional learning both internal and external and the provision of required resources have enabled our staff to implement their plans with greater rigor and the knowledge that they are working collectively to ensure the school moves forward with a shared focus to improve student learning.

It is important to highlight the following results as evidence of our strength in this area:

Individual Teacher Development Plan is informed by

Guidelines for preparing such plans provided by school	92.3 %
Feedback from colleagues	100 %
Feedback about the learning outcomes of students	76.9 %
Own analysis of teaching in relation to teaching standards	100 %

Extent agrees with

My plan is aligned with what I really need if I am to increase my effectiveness	100 %
My plan is aligned with the school's priorities for improvement	92.3 %
My school ensures my plan is up to date	92.3 %
My school has assisted me in developing my plan	92.3 %
My school has supported the implementation of my plan	92.3 %
The opportunities I have for professional learning in this school will have a positive effect on my career prospects	100 %

Element 4: Quality professional development to meet individual development needs and school priorities

Staff at The Lakes School engage in an effective and diverse professional development program. Student engagement and learning are central to all programs formulated and a whole school "big picture" view is always considered. The Lakes have a wonderful opportunity to create programs that are sequential and cohesive from VELS level 1 to level 6 that cater for a broad and dynamic range of students. Staff are able to monitor student transition, development and learning growth from prep to year 9 and the professional development program must encompass the needs and requirements for all staff members while maintaining a seamless, ongoing and consistent understanding of student learning.

The current strategic plan emphasises a commitment to a whole school approach to professional development with individual needs structured within. In developing a quality whole school professional development program we ensure that all directions that are undertaken are data driven, that programs can be sustained over time and that all staff members are given the opportunity to learn from colleagues and proven educators in the field. Staff are also given appropriate time to critically reflect on the effectiveness of any program and the budget that has been provided to improve on these in the future.

The commitment to quality whole school and individual professional development is reflected in the Performance and Development Culture Questionnaire element with a score of 91.7%. As a new school in 2007 it was vital that the whole school direction, student well being philosophy and the understanding of effective teaching and learning became the foundation of all programs and processes within the school. The Lakes School leadership showed determined commitment to ensuring this foundation was laid by organising and leading a 3 day conference out of the school. The key focus was to develop a consistent and seamless scope and sequence document, to develop a student well being process and management plan and to set whole school, as well as, individual priorities. It was important that staff, particularly a large Graduate component, understood the whole school goals and targets and how their individual requirements, needs and goals would compliment the school vision. Decisions were made collectively and opportunities were then provided for individual mentor sessions to unpack and develop personal and individual goals from Graduate staff to Principal class. The introduction of the Performance and Development Culture had begun and using this process, staff were able to set personal goals with credibility and direction.

The Lakes School recognised the importance of professionally developing and supporting Graduate staff and provided timetabled Early Years PD sessions for semester 1 above their allotted APT. Quality professional development on numeracy and literacy strategies were provided internally on a weekly basis and regular external visits were arranged for staff to attend local schools and view the whole 2 hour block in action. Teams were given time to digest their experiences and trial new understanding and knowledge within their classroom environment and then share their findings with their teams during timetabled weekly team meetings or staff briefings. The motivation and enthusiasm was extremely high within the Early Years team and an interest in Play Based Learning arose from the staff's developing understanding of the Early Years philosophy. Arrangements were made for staff to attend professional development sessions at Lady Gowrie, Croyden West and Princess Hill over a period of days. The Leadership team was extremely supportive in allowing a generous budget for this interest and the results within the school now have been highly valued as a quality oral language program has been developed. The Assistant Principals and Early Years team leaders also continued to mentor the Graduate staff as their skills have flourished throughout the year and provided a support network when and where required. Ongoing professional development in the Early Years has continued to be provided and teams of staff have maximised the opportunities and support both internally and externally.

The quality professional development provided in the Middle Years also provided a strong foundation and understanding of the Middle Years philosophy. Innovations and Excellence Cluster Facilitators attended the Lakes over a number of sessions to enhance the teams understanding of, and commitment to 21st Century usage of ICT. Teams have attended both internal and external professional development sessions and have been able to share their skills as developing experts with their colleagues and students. Quality professional development was not only afforded to the teaching staff but also to the Principal class who attended a 2 day conference on Learning to Lead. Professional development has strongly supported the leadership knowledge and skills related to the Sergiovanni capabilities of leadership and opportunities for the Principal class to network and maintain professional discussions have been generously provided. Leaders within the Lakes School have been invited to present and attend many Professional Development sessions and have become highly regarded within the local network. It is important to note as a support to the ongoing professional development at The Lakes that a score of 100% was given to the following criteria "increased knowledge of teaching strategies appropriate to the content of the key learning area in which I teach" and "increased understanding about linking assessment to the teaching and learning cycle"

A Professional Development coordinator oversees the professional development budget, incoming correspondence and has the key responsibility to refer individual staff to specific and appropriate professional development. They ensure all PD requests are linked to whole school or personal priorities and ensure the PD request process flow chart has been followed. All professional development requests are brought to the Agreement Implementation Committee and are approved as a consultative team. A termly whole school professional development planner is presented to staff and voluntary professional development sessions are also noted for staff attendance. Online professional development is emailed and highlighted on the staff intranet. Staff are able to access these courses at any time and opportunities are also available during non teaching sessions. Whole school PD was timetabled for all staff to access and complete the ePotential and Workplace Behaviour and Bullying online courses.

To know that 94.4% of staff feel "their confidence as a teacher has increased" is a strong endorsement of the quality professional development that has been offered to all staff in our first year.

Element 5: Belief by teachers that the school has a performance and development culture

The Lakes School has a vision to challenge and empower all students to strive for personal excellence and ongoing growth and development. It is through our school values that we hope to achieve such a vision and ensure that all students achieve their maximum potential in a dynamic and stimulating environment. At The Lakes we believe this vision is not only for our student community but also for our teaching community. If we are to empower and encourage all staff to strive for their own personal level of excellence and ongoing growth then we have indeed achieved our objective of providing the best possible opportunities for all students. The Lakes School chose to become a Performance and Development Accredited School in our first year to guarantee a strong and rigorous foundation was laid. As part of the development of this foundation we came to understand that there were two main components in our focus

- The classroom environment as a learning community
- The school as a professional community

Staff clearly understood that all professional development and professional directions were designed to make an impact on student learning and that their role was vital in this happening. The leadership team provided regular and clear directions via staff briefings, staff meetings, team meetings and leadership meetings ensuring whole school improvements and for developing an environment of risk taking and individual self improvement. Staff were encouraged to trial new ideas and research 21st century methods of engaging and motivating students in an open and flexible learning environment. Teachers at The Lakes work in flexible teams and move in and out of professional comfort zones while at the same time reducing any possibilities of failure. They have becoming increasingly confident when taking informed risks by trialling new strategies and initiatives and they understand the support and generosity of the Leadership team will guarantee any opportunity to research and develop something new. The benefit and impact of a team approach is clearly displayed in the supportive relationships that have developed between colleagues, parents and students and the increased diversity of skills, knowledge and abilities in all staff.

The leadership team developed a rigorous system of accountability that has been based on professional trust. Student performance in learning teams can be measured by mid and end of year data, AIM results, attainment of Reading benchmarks and the ongoing tracking of student progression points. Future directions are based on hard data and are made in supporting this ongoing growth. Staff as a learning community take responsibility for this continuous improvement and professional interactions on self and student improvements occur on a daily basis within team offices and via the school intranet. Staff are regularly recognised for their achievements and are publicly or privately appraised and acknowledged in staff meetings, briefings or via the newsletter. An historical diary has been developed to highlight events and collect information as the school has developed over this first year and special events and momentous occasions are highlighted on the school web site or have been presented in the local newspapers.

The nature of The Lakes School demonstrates a very strong performance and development culture. The school hosts visitors from across the State of Victoria and beyond and the interest in working in the school is extremely high. It has become widely known that our school supports a performance and development culture by those who work in the school and by those who continue to visit on more than one occasion. The physical environment at The Lakes supports innovation and the school is fast becoming a professional development destination point for many of our neighbouring and further reaching colleagues. It is our belief that in sharing our ideas and philosophy that all students in any given school should and will benefit from the experience.

This element scored 93.1 % on the Performance and Development Culture Questionnaire and, as such also places us on Level 5 of the Self Assessment Framework. The school prides itself on its performance and development culture and wishes to highlight the following results as endorsement to this score:

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| • My job provides me with professional stimulation and growth | 100 % |
| • I have many opportunities to learn new things in this school | 100 % |
| • I feel supported in my teaching | 100 % |
| • I have a sense that the education in this school is improving | 100 % |
| • I have a sense of continuing professional development | 100 % |
| • I get good advice from other teachers in this school when I have a teaching problem | 100 % |
| • Joint review of students' progress and development is a normal way we work here | 100 % |
| • Teachers are expected to be accountable for their practices | 100 % |
| • The leadership team promotes collaboration and reflection among staff in PLT's | 100 % |

The Lakes School recognises that teachers are our most valuable resource and that we need to continue to offer and resource their professional learning and development. As such, the school is committed to continuing to adopt and develop procedures and structures to facilitate the sharing of knowledge about teaching and learning practice. This specifically includes the need to further improve opportunities for ongoing and sustained professional interactions between teachers. To further facilitate an ethos of continual improvement we need to persist in developing innovative lines of communication that create an atmosphere of trust and honesty between all. Finally it is important to note, that honesty does not travel alone and must have generosity as its support. The Lakes School has already begun this process.