Dear Parents and Carers,

It was lovely to see the rain this week; some staff members were suggesting that apart from the first day of this year this was our first experience of wet weather. Congratulations to our new parents who successfully negotiated the Wet Weather pickup routine!

On that very topic could I encourage you to please supervise your child/ren as they cross either of our busy carparks. You don’t need to be told how congested these areas get at collection and drop off times. The rule pertains to all of our children even the “senior citizens” in Year Six, some of whom are quite short in stature and can be easily missed in traffic.

**NAPLAN**

Children in Years Three and Five have had a busy week sitting the NAPLAN exams. Like you I am well aware that opinions vary regarding the value of these tests. From a whole school perspective though we do receive important data which highlights areas of strength and weakness across grade levels. This information certainly helps to inform our teaching. Perhaps the most important data is the graph that shows the rate of growth from Year Three to Five of individual children. Whilst it is understood that the NAPLAN result can be influenced by a variety of factors, this comparison gives a clear picture of the progress achieved over this two-year period.

**DISCO**

Our first school disco for the year will be held tomorrow evening in our school hall. The dates for the sessions are 6.30pm - 7.30pm for Kinder, Yrs 1 and 2 and 7.30 - 9.00pm for Yrs 3-6. I always suggest that parents speak to their child prior to committing to the disco about what to expect before allowing them to attend. Many younger children are unaware that they are expected to dance at a disco! For these little people the evening can be long and boring and their behaviour sometimes reflects their lack of engagement.

Thankyou most sincerely to our Cheerleading volunteers who are the organisers of the event.

**MOTHERS DAY GIFTS**

I hope all mothers enjoyed the gift that their child chose for them last Friday. I would like to thank, on your behalf, the team of volunteers who provided this opportunity for the children.

Thankyou in particular to Mrs Maria Goleby who coordinated the team.

May God please you and your family.

Principal
If you have a child in pre-school this year, please see or contact Joan at the office for an Enrolment Pack.

**Enrolment Forms must be returned no later than next Friday, 20 May.**

If your enrolment is received after the due date it will be classed a "late enrolment" and other applications will be considered first. The enrolment process must be followed for all new students intending to attend Good Shepherd next year, even those with siblings.

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**School Photos**

School Photos will be taken **Thursday, 26 May and Friday, 27 May**.

All children must wear full winter uniform.

Year 6 students must wear their leadership shirts.

Sibling photo envelopes are available at the Front Office.

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**Term 2 Fees**

Term 2 school fees were sent home last week. All accounts must be paid on later than **Friday, 27 May**.

Payment may be made by Qkr, BPAY, Eftpos, Cash or Cheque.

If you pay by direct debit please do not pay this account. It is for your information only.

If you are having trouble meeting your financial commitments please contact the Front Office and make an appointment to meet with Graham.

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**Kinder Sports Days are now Wednesday and Friday**

If you are free on a Monday morning and would like to meet some new people while helping out our teaching staff, then please come to the Staff Room after morning assembly. While we chat we can start to do any craft prep, laminating, contacting, or other general duties that the teachers need for upcoming classes.

It’s an informal group so just come when you can. Younger children are also welcome to come along. Morning tea will be provided.

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<td>Yr 3 Excursion Tidbinbilla</td>
<td>Nth Gungahlin Cross Country Carnival</td>
<td>Kinder Great Peoples Day</td>
<td>Confirmation Retreat Day</td>
<td>Prayer Celebration 5VT &amp; 3T</td>
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| 5    | 23 May | 24 May  | 25 May    | 26 May   | 27 May | 28 May   | 30 May |
| Term 2 |       | Confirmation 6.15 pm | Confirmation 6.00pm | Confirmation 6.00 pm School Photos |        |        |        |
Holy Spirit Parish Feast Day

Pentecost Sunday,
15 May after 9:30am Mass.
Holy Spirit Parish, Amaroo.

BBQ, Fr Mark’s Famous Relishes,
Asian Fusion Food, Cake Stall,
Wine Tasting and more.

Plus Family Games, Music,
Face Painting, Tattoos,
and a Fashion Parade
for the whole family to enjoy

We are a nut free school!
Growing Resilient Children

This is our next article that we will be including over the course of the year. In partnership with home and school, parents/carers and teachers, we want to build a community of happy resilient children at Good Shepherd.

Why Parents Need to Let Their Children Fail
by Jessica Lahey (The Atlantic)

A new study explores what happens to students who aren’t allowed to suffer through setbacks.

Thirteen years ago, when I was a relatively new teacher, stumbling around my classroom on wobbly legs, I had to call a student’s mother to inform her that I would be initiating disciplinary proceedings against her daughter for plagiarism, and that furthermore, her daughter would receive a zero for the plagiarized paper.

“You can’t do that. She didn’t do anything wrong,” the mother informed me, enraged.

“But she did. I was able to find entire paragraphs lifted off of web sites,” I stammered.

“No, I mean she didn’t do it. I did. I wrote her paper.”

I don’t remember what I said in response, but I’m fairly confident I had to take a moment to digest what I had just heard. And what would I do, anyway? Suspend the mother? Keep her in for lunch detention and make her write “I will not write my daughter’s papers using articles plagiarized from the Internet” one hundred times on the board? In all fairness, the mother submitted a defense: her daughter had been stressed out, and she did not want her to get sick or overwhelmed.

In the end, my student received a zero and I made sure she re-wrote the paper, herself. Sure, I didn’t have the authority to discipline the student’s mother, but I have done so many times in my dreams.

While I am not sure what the mother gained from the experience, the daughter gained an understanding of consequences, and I gained a war story. I don’t even bother with the old reliables anymore: the mother who “helps” a bit too much with the child’s math homework, the father who builds the student’s science project. Please. Don’t waste my time.

The stories teachers exchange these days reveal a whole new level of overprotectiveness: parents who raise their children in a state of helplessness and powerlessness, children destined to an anxious adulthood, lacking the emotional resources they will need to cope with inevitable setbacks and failure.

I believed my accumulated compendium of teacher war stories were pretty good -- until I read a study out of Queensland University of Technology, by Judith Locke, et. al., a self-described "examination by parenting professionals of the concept of overparenting."

Overparenting is characterized in the study as parents’ “misguided attempt to improve their child’s current and future personal and academic success.” In an attempt to understand such behaviours, the authors surveyed psychologists, guidance counsellors, and teachers. The authors asked these professionals if they had witnessed examples of overparenting, and left space for descriptions of said examples. While the relatively small sample size and questionable method of subjective self-reporting cast a shadow on the study’s statistical significance, the examples cited in the report provide enough ammunition for a year of dinner parties.
Some of the examples are the usual fare: a child isn’t allowed to go to camp or learn to drive, a parent cuts up a 10-year-old’s food or brings separate plates to parties for a 16-year-old because he’s a picky eater. Yawn. These barely rank a ‘tsk, tsk’ among my colleagues. And while I pity those kids, I’m not that worried. They will go out on their own someday and recover from their overprotective childhoods.

What worry me most are the examples of overparenting that have the potential to ruin a child’s confidence and undermine an education in independence. According to the authors, parents guilty of this kind of overparenting “take their child’s perception as truth, regardless of the facts,” and are “quick to believe their child over the adult and deny the possibility that their child was at fault or would even do something of that nature.”

This is what we teachers see most often: what the authors term “high responsiveness and low demandingness” parents. These parents are highly responsive to the perceived needs and issues of their children, and don’t give their children the chance to solve their own problems. These parents “rush to school at the whim of a phone call from their child to deliver items such as forgotten lunches, forgotten assignments, forgotten uniforms” and “demand better grades on the final semester reports or threaten withdrawal from school.” One study participant described the problem this way:

I have worked with quite a number of parents who are so overprotective of their children that the children do not learn to take responsibility (and the natural consequences) of their actions. The children may develop a sense of entitlement and the parents then find it difficult to work with the school in a trusting, cooperative and solution focused manner, which would benefit both child and school.

These are the parents who worry me the most -- parents who won’t let their child learn. You see, teachers don’t just teach reading, writing, and arithmetic. We teach responsibility, organization, manners, restraint, and foresight. These skills may not get assessed on standardized testing, but as children plot their journey into adulthood, they are, by far, the most important life skills I teach.

I’m not suggesting that parents place blind trust in their children’s teachers; I would never do such a thing myself. But children make mistakes, and when they do, it’s vital that parents remember that the educational benefits of consequences are a gift, not a dereliction of duty. Year after year, my “best” students — the ones who are happiest and successful in their lives — are the students who were allowed to fail, held responsible for missteps, and challenged to be the best people they could be in the face of their mistakes.

I’m done fantasizing about ways to make that mum from 13 years ago see the light. That ship has sailed, and I did the best I could for her daughter. Every year, I reassure some parent, “This setback will be the best thing that ever happened to your child,” and I’ve long since accepted that most parents won’t believe me. That’s fine. I’m patient. The lessons I teach in middle school don’t typically pay off for years, and I don’t expect thank-you cards.

I have learned to enjoy and find satisfaction in these day-to-day lessons, and in the time I get to spend with children in need of an education. But I fantasize about the day I will be trusted to teach my students how to roll with the punches, find their way through the gauntlet of growing up, and stand firm in the face of the challenges — challenges that have the power to transform today’s children into resilient, resourceful, competent, and confident adults.