



ST MARY MACKILLOP COLLEGE
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The Principal's Letter

Lord, we give thanks for Your sacrifice for our redemption. Amen

Dear families, students and friends,

COLLEGE ATHLETICS CARNIVAL

Congratulations to the students of Meup Meup House who amazed all of us by claiming both the Championship and Spirit Cups at yesterday's Athletics Carnival. Remarkably, it was the first time Meup Meup had won the Athletics Spirit Cup since 2002 (the very first Spirit Cup) and was the first time ever that it had won both trophies at a single carnival!

Meup Meup's victory also signaled the end of Ngadyung's decade of dominance, with this being the first carnival that Ngadyung had failed to win either of the two Athletics trophies since 2006!

Happily, we were blessed with pleasant weather and the rain held off until right after the carnival. The huge number of competitors, unrelenting spirit in the stands, sense of co-operation, and displays of athleticism were real features of the day. It was an enjoyable day for all of us.

Congratulations and thank you to Mr Braden Longo and his team of staff and students who helped to put on such a memorable event!

INFORMATION NIGHTS AND TRY MACKILLOP DAY

MacKillop, like many schools, is currently promoting its information nights for Year 7 and 11 enrolments for 2018. A number of students may be asked to participate to ensure the success of these events. Our dates are:

- **Monday 1 May: Year 7 2018 Information Night – 6.30pm, Wanniasa Campus**
- **Friday 5 May: Try MacKillop Day**
- **Wednesday 10 May: Year 11 2018 Information Night – 6pm, Isabella Campus**

Whilst advertising these events is important, the word of mouth of people who are happy with MacKillop is the surest form of advertising. Thank you for your ongoing loyalty to the College, and feel free to spread the word!

ANZAC CEREMONIES

As you would now know, Term 2 begins on Wednesday 26 April. On this day, the College will hold ANZAC Services in Period 1 (9.15am) at the Wanniasa Campus and Period 3 (11.45am) at the Isabella Campus. Parents are welcome to join us at these events.

HAPPY EASTER!

As this is the last newsletter for Term 1, I would like to thank all of you – staff, students, and families – for the energy and enthusiasm you have brought to the progression of our students during an extremely busy first term.

On behalf of the College, I wish all of you the Blessings of Easter. I hope the break is a time of safe journey, contemplation, relaxation, joyfulness, and renewal. Happy Easter!

Yours sincerely in St Mary MacKillop,

MICHAEL LEE
COLLEGE PRINCIPAL



College News

Relay for Life

On Saturday 25 and Sunday 26 March, 110 Year 12 students made the trek to the AIS where they represented the College at the Cancer Council Relay For Life. Not only was MacKillop the largest team at the event but it was also the team that raised the second-highest total, collecting just over \$10,000.

A massive thank you to all of the teachers who dropped by and in particular Mrs Durham, Mr Kain, Ms Fahey and Mr Crowe who stayed and supported us for the whole 24 hours. We also thank all who donated to the cause!

Molly Philpot, Faith and Community Captain

Do What You Love Breakfast

Recently, Lauren Frost (Year 12) and I were invited by Defence Force Recruiting to attend the 2017 Do What You Love breakfast forum, an event for aspiring young female leaders who are considering a career in the Australian Defence Force (ADF). The forum featured three guest speakers who shared their insights and experiences as serving members of the ADF. The presenters spoke warmly of the experiences that the ADF has offered them, whilst acknowledging the enormous challenges that the Service at times can deliver. They all touched upon the themes of opportunity, friendship, leadership and mentoring.



The forum was a wonderful opportunity for Lauren to meet with service women from across the Australian Defence Force. Lauren, who is the Sustainability Captain for the College, is currently undergoing the recruitment process to join ADFA next year. We wish her all the best with this endeavour. Students interested in exploring this exciting range of career pathways are encouraged to visit the Defence Recruiting website for further information.

Desiree Disanayake, Defence Transition Mentor

Student Achievement

Abigail Adera (Year 10) has been selected to represent the ACT at the School Sport Australia National Triathlon Championships in Penrith next month.

School Fees

Fees for Term 1 should now be finalised unless paying by Direct Debit or other approved arrangement. Any outstanding fees should be paid immediately.

Please note the College no longer accepts cheques.

If you would like to switch off your paper statements and receive Fee Statements via email, please send an email to me at michelle.predovan@mackillop.act.edu.au from the email address you would like to receive your statement.

If you require more information regarding Direct Debit arrangements or other approved payment methods or are experiencing difficulty paying the fees please contact the Fees Office.

Michelle Predovan, Fees Manager

Upcoming Events

APRIL
MONDAY

03

• Parent/Teacher Interviews (W)

APRIL
TUESDAY

04

• Parent/Teacher Interviews (I)

APRIL
WEDNESDAY

05

• Parent/Teacher Interviews (W)

APRIL
THURSDAY

06

• Parent/Teacher Interviews (I)

APRIL
FRIDAY

07

• Final day of Term 1

APRIL
WEDNESDAY

26

• Term 2 commences
• ANZAC Ceremonies

Enrolment Information Sessions

1 MAY

THE YEAR 7 2018 INFORMATION NIGHT

6.30PM, WANNIASSA CAMPUS. INCLUDES TOURS OF CAMPUS.

5 MAY

TRY MACKILLOP DAY (FOR YEAR 6 STUDENTS)

REGISTER ONLINE AT WWW.MACKILLOP.ACT.EDU.AU.

10 MAY

THE YEAR 11 2018 INFORMATION NIGHT

6PM, ISABELLA CAMPUS. INCLUDES CAREERS EXPO.



Pastoral Care

Mrs Monica Bailey,
AP Pastoral Care



Year 7 Community Day

On Wednesday 22 March, all Year 7 students participated in the Year 7 Community Day. The day kicked off in the theatre with an outstanding theatre performance on the life of St Mary MacKillop. The year group was then split up into House groups to participate in many fun and challenging activities. From running around, to being the next top model, we did it all! Lunch was a delicious sausage sizzle with a cool drink and special treat. The final thing on the agenda was to come back together and discuss the qualities of a great leader, and have a conversation about joining the SRC for 2017. It was an amazing day!

Lachlan McGee, Year 7

Winter Uniform

A reminder that from the beginning of Term 2 all students are to be wearing the Winter Uniform.

- For boys this means that tailored mid-grey school trousers are to be worn with a black belt and junior/senior school tie.
- Girls may wear the pleated tartan winter skirt or tailored navy slacks with College monogram, a white over-blouse with College monogram and a teal kerchief. Opaque navy tights are optional.
- The College teal jumper and/or navy College jacket with College crest should be worn to keep warm.
- School shoes are to be traditional, lace up, black and polishable.

Students are reminded that facial piercings and fashionable extremes to hair, of colour or style, should be rectified before returning to school for the new term.

More detailed information is available in the Student Diary, on the College website and on Canvas.

If there are circumstances that prevent students from wearing the correct uniform, they are required to bring a signed note from their parents to explain the situation. This needs to be presented to the Pastoral Care Coordinator during PC time each morning to obtain a uniform pass.



Year 11 Retreat

On Thursday 16 March, the Year 11 students and their Pastoral Care teachers set out by bus to the Merroo Christian Centre for the 2017 Year 11 Retreat. The purpose of the Retreat was to engage students in conversation, activities and reflection designed to contribute to their individual and collective formation as a group. In the unique and special environment of the Blue Mountains the students engaged in a range of sessions, activities and prayer sessions.

During each session, students reflected on the 2017 College theme, "Stand firm in the faith, be courageous, be strong" (Corinthians 16: 3), and how it challenged them in their everyday lives, the recognition and development of support strategies students can utilise to guide their life journey, and the challenge for students to achieve their best. These reflections also encouraged the students to further strengthen the relationships that the cohort have built together.

The highlight for the Pastoral Team was the bonding that took place between the students and the reverence and the whole hearted involvement of the students during the liturgy, where the students in the PCoPA Pastoral Class sang and played and the SRC members read the various passages. Thank you to Mr Moyle and Mr Bowman for their support with creating the Liturgy. Another highlight was the enjoyment on the students' faces during the evening disco and games night, as this cohort loves to dance and socialise with each other.

The Year 11 Retreat would not have been such a great success without the amazing group of people who came to the Retreat and helped run all the sessions and activities. Thank you to the Year 11 Pastoral Team for their untiring enthusiasm and the College Executive for their presence and involvement on the Retreat.

Thank you to the parents and carers who dropped off the students so early on the Thursday morning and picked them up at 6pm on Friday and the families who billeted students from Cooma. Finally, to the students who were a wonderful group to take away: you are the reason that I smile every day!

Mrs Keppel, Year 11 Pastoral Care Coordinator

Parenting ideas

This article for parents, "What it means to be an emotionally intelligent parent," investigates what emotionally intelligent parenting looks like and the impact it has on the child and the family.

Community News

Corpus Christi Easter Times

Holy Thursday, 13 April: Mass of the Lord's Supper, 7.30pm
Good Friday, 14 April: Stations of the Cross, 11am
The Passion and Death of Our Lord, 3pm
Holy Saturday, 15 April: 1st Rite of Reconciliation, 10am-11am
Easter Vigil, 7pm
Easter Sunday, 16 April: 8am & 10am Mass
All held at Holy Family Church, Gowrie

Tuggeranong Buffaloes

The Tuggeranong Buffaloes are still looking for rugby league players in the following age groups: U8's, U11's, U15's and U16's. Please log on to Play NRL and Register or contact the club on 0417 496 840.

Empower Rugby

Empower Rugby is a preparation program for girls who wish to play in the upcoming rugby season. The program is run by forty2. For details, visit <http://empower-rugby.eventbrite.com.au>.

Brindabella Blues Football Club

The Brindabella Blues Football Club, based in Calwell, is seeking players for the upcoming winter season. In particular, BBFC is short of boys for its U16 team. Visit www.bbfc.org for information.

Cerebral Palsy Ignite Walk

The brand new challenge event, the Ignite Walk, takes place in Canberra on Friday 28 April. In the Ignite Walk, families walk and glow as they make their way through a fully accessible (7km, 14km, or 21km) track past Lake Burley Griffin and Lennox Gardens. There will be live entertainment, installations, neon face painting, and music as you sparkle in the dark! Visit www.ignitewalk.com.au.



Curriculum News



French Excursion

Last week, more than 40 Year 8 students who study French attended the exhibition at The National Gallery. When we walked into the exhibit, it felt like we were really at Versailles. Paintings and sculptures surrounded the rooms as we walked in. The exhibit held many interesting treasures from the palace nearby Paris. We learnt about the kings and queens that lived in Versailles and the French Revolution. Did you know that King Louis XIV called himself the Sun King? Or that King Louis XVI and his wife Marie Antoinette were executed at the guillotine during the French Revolution? After the exhibit we walked into the activity centre and made golden crowns and took photos in the activity centre. We had lots of fun at the Versailles exhibit and would love to experience it again.

Halle, Lana, Rebecca, Year 8



Maths Excursion

On Friday 24 March, Mrs Bright and Mrs Fletcher took 29 students from Years 7 to 9 to a performance by Matt Parker, a comedian and mathematician. On the topic of technological maths, he showed us many examples of coding and real life examples of math problems, such as how to always find the final number in an Australian bar code, how recorded sound and digital screens work, and he even showed us how to use binary. We drove out to Canberra Girls Grammar and enjoyed the hour long show with other schools in the region. We all loved the experience and it was fantastic to have an education opportunity like this.

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01110101 00100000 01001101 01100001 01110100 01110100
(Binary Translation: Thank u Matt)

Olivia Boddington and Owen Lever, Year 9



'Mardi Gras'

On 27 February, French language students celebrated Mardi Gras, also known as Shrove Tuesday. Mardi Gras is significant in France because it is the celebration period before the fasting season of Lent. This is celebrated in many other countries by consuming pancakes.

For the Year 9 French class, we went to the kitchens and cooked our own pancakes and some of us even made crepes, all with the help of Ms Campbell and Mrs Thorp.

Angelia McLeish and Emily Croft-Sharp, Year 9

Easter Reflection

Lent is about a time of reflection and renewal. This time therefore necessitates an inward journey of self-awareness and acceptance; that we are fallible, make mistakes, do wrong, but also have the chance to right those wrongs and transform ourselves into better people. That is the precious gift of being human; that we are sinful yet graced.

Sometimes the idea of hearing about 'sin' is somehow antiquated, or perhaps associating it with ourselves means there is no capacity for change or there is something deeply wrong with us. It could be argued that certainly in times like the medieval period, 'sin' was used as a means of control. But that is far from the truth in Christ's teaching. If we just think about the Greek translation for sin to mean "miss the mark" it can suddenly take on a whole new meaning. We can often "miss the mark" but learn from it, admit it, and make a conscious effort not to "miss the mark" again. But that effort means we must stand firm in our faith (in God, in others, ourselves) and be courageous and strong, because courage and strength comes from acceptance and forgiveness, not denial or revenge.

The readings from Scripture throughout Lent have a strong focus on sin, but also forgiveness and salvation. In Matthew 18: 21-22 Peter, Jesus' 'rock', asks Him how many times he should forgive someone. Seven? Jesus replies "seventy seven times". Christ is not setting a finite limit on our capacity for forgiveness. He is saying as long as takes for that person, any one of us, to redeem and reconnect the better angel of themselves with self and others. He challenges us not to just look at the wrongdoer but ourselves, since we are also flawed. If God forgives us and we desire others to forgive our wrongs, then why would we not do the same?

This expands on the same message we hear from Matthew's Gospel (7:12), sometimes called "the golden rule": Do unto others as they would do unto you. How can we possibly expect others to forgive our wrongdoing if we cannot do so ourselves? Further, if God loves us

individually and unconditionally, if we are honestly repentant and wish to transform ourselves from where we have failed (or "missed the mark") and where we want to now place ourselves, why would we hold ourselves back through doubt? Lent, culminating in Easter provides time for such reflection.

Regardless of our faith perspective, we are all in it together; we all "miss the mark", but together, we all have the capacity to work in unity and community to bring each other forward. This does not happen in isolation but as a community that shares in each other's faults and the ability to see through them as children of God. I often refer to St Mary MacKillop when she said "may the spirit of unity of love reign amongst us", and what a fabulous quote when we look at a school community. But during this Lenten season, let us not forget that Mary MacKillop would not have even uttered these words if it were not for Christ's unwavering love for humanity. Even on the Cross He said: "Father, forgive them, for they do not know what they are doing" (Lk 23: 34). And Christ so loved us, He took on all sin, forgave it, and returned to offer us, all of us, salvation.

In this most important time on the Catholic calendar, may we be firm in our faith, be courageous, be strong. May the Easter period let us see the face of Christ in everyone and bring us closer to each other.

Jonathan Moyle, Assistant Principal Faith Leadership



What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. NAPLAN tests reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

Federal, state and territory education ministers agreed that NAPLAN will move online from 2017, over a three-year period. This means moving NAPLAN from the current paper-based tests to computer-based assessments.

Why do students do NAPLAN tests?

NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not students are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas could be improved. All government and non-government education authorities have contributed to the development of NAPLAN Online tests.

NAPLAN tests are one aspect of a school's assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student's performance.

What are the benefits of NAPLAN Online?

NAPLAN Online will provide better assessment, more precise results and faster turnaround of information. Assessments will use an adaptive 'tailored test design', which gives students questions better suited to their achievement level. This form of testing will help teachers customise their teaching more specifically to student needs.

Will all schools start doing NAPLAN Online at the same time?

No. States and territories will each determine when their schools will move to NAPLAN Online. Some schools will continue to administer paper-based NAPLAN assessments until then.

What will be tested as part of NAPLAN?

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. NAPLAN content is aligned with the Australian Curriculum. To become more familiar with NAPLAN Online, please visit the public demonstration site at the NAP website: www.nap.edu.au

Who will run the tests?

NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. State and territory education authorities are responsible for implementation in their state/territory.

How can I help my child prepare for the tests?

NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the online test formats and will provide appropriate support and guidance. Parents can also familiarise themselves with the testing experience by using the public demonstration site available at www.nap.edu.au

Help your child prepare for NAPLAN by reassuring them that NAPLAN tests are just one part of their school program, and reminding them on the day to simply try their best. If you have any questions about your child's preparation for NAPLAN Online, you should make a time to speak with their teacher. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?

All students are encouraged to participate in NAPLAN tests. NAPLAN Online will meet the needs of all students, including those with a disability. As students with an identified need progress through the online tests, as appropriate, they will be given an alternative question that is more accessible but still assesses the same content. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.

How is NAPLAN performance measured?

NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia. The results for students sitting NAPLAN online are comparable to those from the paper-based assessment.

What happens if my child is absent from school on test days?

Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the NAPLAN Online test window.

Will I receive a report on my child's performance?

Schools that administer NAPLAN Online will receive a student summary report commencing the week of 19 June. A final Individual Student Report (ISR) will also be issued later in the year, at the same time as the reports are issued to students who completed the test on paper. The same final ISR report format is used for every student in Australia.

The school will notify you when the reports are being sent to you. If you do not receive the reports, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?

- Schools use results to improve teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.

- Students and parents may use individual results to discuss progress with teachers.
- NAPLAN current and trend results are available on the *My School* website: www.myschool.edu.au

Where can I get more information?

For more information about NAPLAN Online:

- visit the NAP website: www.nap.edu.au
- contact your child's school
- contact your state or territory's education authority (details available on the NAP website).

For ACARA's privacy policy, go to: www.acara.edu.au/contact-us/privacy

NAPLAN Online 2017 tests

In 2017, NAPLAN Online has a longer test window than the paper test to ensure each school participating in online testing can plan for the use of their in-school computer resources.

The NAPLAN Online test window starts on 9 May and finishes on 19 May. The online tests need to be taken in a specific order, as shown below.

Writing	<ul style="list-style-type: none">• To be completed in the first two days.
Reading	<ul style="list-style-type: none">• To be completed before the conventions of language test.
Conventions of language	<ul style="list-style-type: none">• To be completed any time after the reading test.• This test includes spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">• To be completed after the conventions of language test.• The numeracy test includes number and algebra; measurement and geometry; and statistics and probability.• Calculators are not permitted to be used for the online numeracy tests in Years 3 and 5 (just like for the paper test). In Years 7 and 9, there will be a short section at the start of the online test that assesses important mental calculation skills. For all questions after this section, a calculator will be provided by the online test, which will be available for use if needed.

In 2017, Year 3 students will undertake online assessments for numeracy, reading and conventions of language. However, they will do a paper-based writing test. Students in Years 5, 7 and 9 will complete all NAPLAN assessments online.



Building parent-school partnerships

WORDS Michael Grose

What it means to be an emotionally intelligent parent

So what does an emotionally intelligent parent look like? Here are five attributes that emotionally intelligent parents have in common.

Ten year-old Elle liked to be active, but one weekend things got out of control. A jazz ballet concert, a game of netball, and a family visit to her cousin's house meant no time to herself. And she let her parents know it with constant moaning, as well as a tantrum or two.

Her father held his tongue for most of the weekend, but couldn't help but give her some fatherly advice on Sunday night. "You've spent the whole weekend moaning about how busy you are. Maybe you need to drop one of your activities, if they are stressing you out so much!"

A tantrum followed...from Elle.

Elle's mum took a different tack. She had a hunch that something was bothering her daughter. "You sound like something is bothering you big-time. What's up?"

"I've got to give a talk at school on Monday in front of the whole school and I haven't time to prepare. It'll be awful and everyone will laugh."

Her mum replied, "You sound like you might be pretty nervous. That makes sense.

Giving a talk in front others can be nerve-wracking."

Elle dropped her shoulders, smiled and said, "You bet!" She was relieved because her mum understood how she felt. In fact, her mum had unlocked the problem for her and reflected back how she felt.

Elle's dad focused on her behaviour and responded in kind (with well-meaning advice about her future behaviour), while her mother focused on the feelings that acted as a possible driver to her daughter's behaviour. She took an emotionally smart approach, which turned out to be the right one in this circumstance.

Emotionally intelligent parents don't dismiss children's behaviour and allow kids to do as they please. There are times that we need to focus on a child's behaviour. A child who is rude in public should be reminded in no uncertain terms that poor manners are inappropriate.

However, there are times when smart parents need to look beyond the obvious behaviours to get a good understanding of what's happening to their child, and to help

a child better understand and manage their emotions.

So what does an emotionally intelligent parent look like? And importantly what is the impact on kids, parents and families of this approach?

Emotionally intelligent parents have the following five attributes in common. They will usually:

1 Listen more and judge less

There is nothing better than being understood. Parents who operate from an emotionally-smart mindset are more likely to listen to their kids when emotions are high, trying to access what may be going on, rather than clamping down their behaviour or closing them down with well-meaning advice.

Impact: Better, more open relationships.

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Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.





... What it means to be an emotionally intelligent parent ...

2 Accept strong emotions

Anyone who lives with teenagers will know that emotions can run very high. They can say the worst possible things to each other and, at times, to you. Ten minutes after delivering a hateful tirade they can be cuddling up to the person who was the butt of their anger, frustration or anxiety. Emotionally intelligent parents know that feelings need to be expressed rather than bottled up, and allowed to fester. They also believe there is nothing so bad that a child can't give voice to in a family, however there are behaviours that are not unacceptable.

Impact: A healthy expression of emotions.

3 Focus on the present

Most parents are rightfully future-focused. We focus on the homework that needs to be handed in tomorrow; the washing that needs to be done; the meal that needs to be cooked. That's part of everyday life. Children generally focus on the here and now. That of course can be frustrating to a task-oriented future-focused mother or father. However when we lower our gaze we are more likely to pick up how kids are feeling, and importantly help them understand and manage their moods and emotions.

Impact: Happier families and less stress felt at home.

4 Use rules rather than their moods to determine discipline

Some parents discipline according to their moods. If they feel good then they give children plenty of lenience. If they are feel bad then they pick their kids up on every little

thing. It's better to stick to the family and house rules; that makes you more predictable, which kids really crave.

Impact: More consistent parenting

5 Develop a language around feelings

A family develops a vocabulary around the things that are important to them. Kids in a sport mad family will inevitably have a rich vocabulary around their chosen sport. The same holds for emotional intelligence. Families that truly value building emotional smarts will develop in kids a rich palette of words that will help them describe how they feel. This vocabulary will inevitably stay with them for life.

Impact: Better relationships later in life at work and in their own families.

At a time when anger and anxiety has never been so high in families, there is a massive need for a parenting approach that includes emotional intelligence. Many parents struggle in the area of helping children understand and manage their emotions because we've never had any training in it. We didn't learn it from our parents, and more than likely haven't learned it at work. Emotionally intelligent parenting can be learned. At Parentingideas emotional intelligence is central to the work we do with parents. We know firsthand that kids who have parents versed in emotional intelligence are more likely to raise kids with the skills to be happier, enjoy better relationships and experience more success at school.

Michael Grose



Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.

