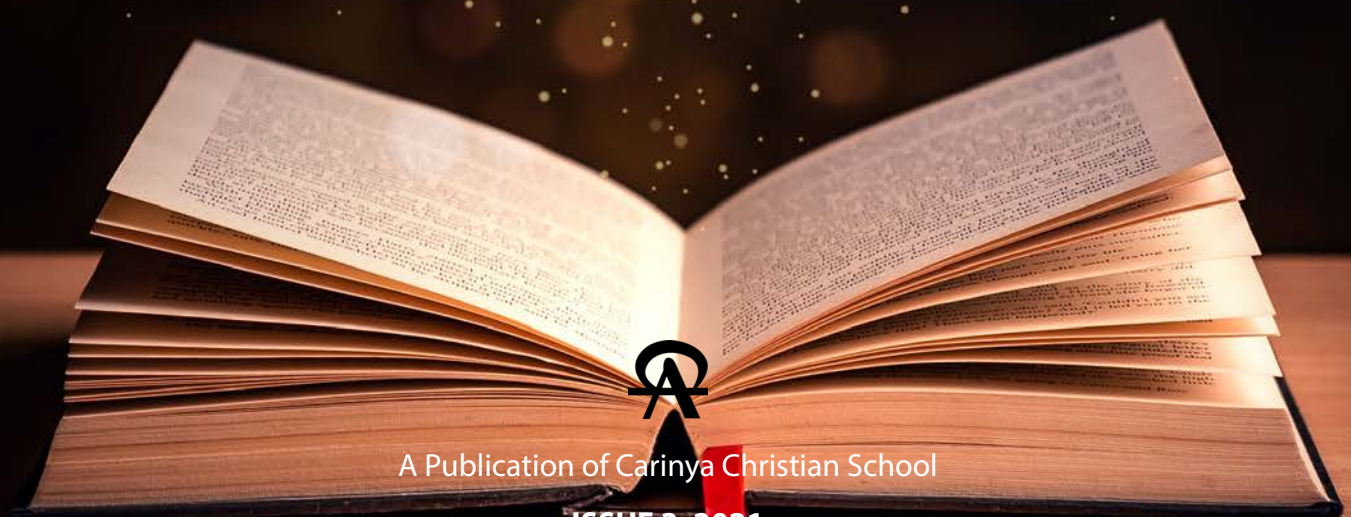


connect

MAGAZINE

THE POWER OF
words

Literature Edition



A Publication of Carinya Christian School

ISSUE 3, 2021

Under the rule of our sovereign God, Carinya acknowledges the Gamilaroi people as the traditional custodians of the land on which the School is built.

As we engage as a community to discover a world made through Jesus for His glory, we recognise the continuing connection of Aboriginal and Torres Strait Islander peoples to this land.

We pay our respects to Elders past and present, and commit ourselves to the ongoing journey of Reconciliation as we enjoy God's grace to us through Jesus.

CARINYA CHRISTIAN SCHOOL

25 BORONIA DRIVE
CALALA NSW 2340

+61 2 6762 0970
admin@carinya.nsw.edu.au

ABN 89 002 643 594

contents

Foreword	The Value of Words - David Jones2
Chapter 1	We're all stories in the end, just make it a good one.3 NAIDOC Week 2021, Heal Country! "A Term for the Sport Lovers" by Mr Bickersteth Term 3 Calendar Highlights of Term 2 New books to engage, challenge and inspire!
Chapter 2	Stoking the fire of Literacy12 "Read Aloud & Read Often" by Mrs Smith Book Review: The Last Human
Chapter 3	Gracious words are like honeycomb18 "Sticks and Stones" by Mr Spence The Musings of Junior School Meet Mrs Bowd
Chapter 4	Turkish Delight and Second Breakfast24 "Producing Perseverance" by Mr Davis Year 10 Work Experience "Storytelling & Teaching English" by Mr Hampstead The Musings of Senior School



foreword.

THE VALUE OF WORDS

by David Jones, *Principal*

“Take captive every thought to make it obedient to Christ.”

2 Corinthians 10:5

Words have to be one of the main tools which we use to form and shape our children. We use them in the classroom to form meaning through a text, or as we explain or read about God’s world. Tony Robbins claims:

Throughout human history, our greatest leaders and thinkers have used the power of words to transform our emotions, to enlist us in their causes, and to shape the course of destiny. Words can not only create emotions, they create actions. And from our actions flow the results of our lives.

To put it simply, words matter and knowing their meaning is critical to understanding and expressing our thoughts and feelings about our amazing world. Words matter for learning but also for relationships.

One of my great memories as a father was reading stories to my children. To read is to take children away to another place or to “journey through time” (Charles Sargan). And we all wait with anticipation about our children’s first words. What a great and wonderful gift from God words can be.

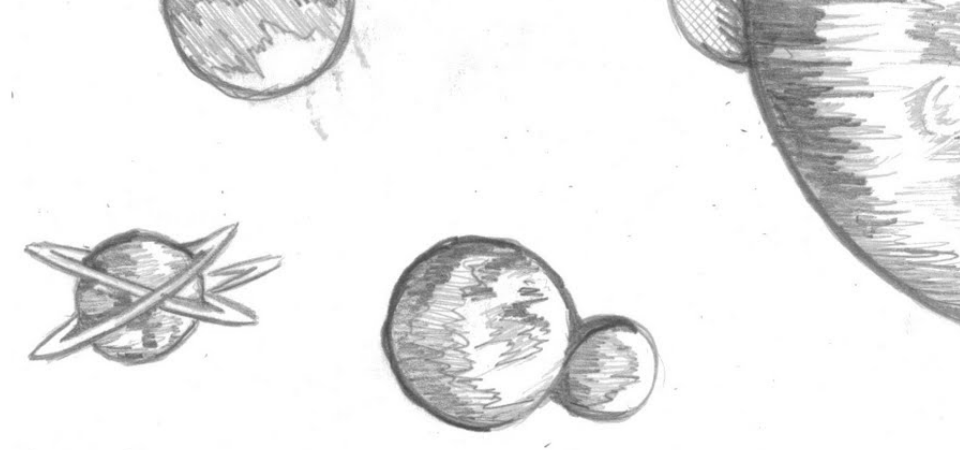
In this term’s edition of Connect, we aim to showcase the importance of the spoken and written word. We hope you will be encouraged to read often with your children, to provide quality texts for them (ask our librarian if you are unsure), and to help them use their words in such a way that brings honour and glory to our Lord Jesus.

The Bible says through the word of God, the world was created. It exhorts us to use our words wisely. We look forward to sharing with your children the magic that words bring and teaching them to express themselves thoughtfully and with love.



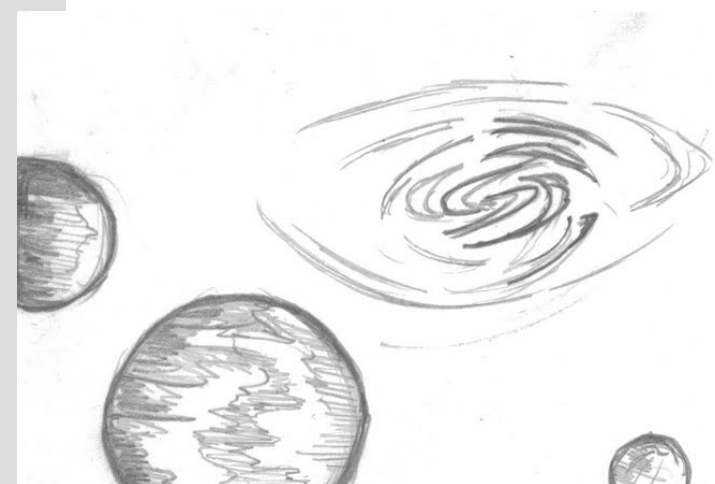
A person’s word is like life-giving water; words of true wisdom are as refreshing as a bubbling brook.

Proverbs 18:4



chapter 1

“We’re all stories in the end, just make it a good one.”





HEAL COUNTRY!

4-11 JULY 2021

In Week 9 of Term 2, Carinya celebrated NAIDOC Week 2021. This year's theme, 'Heal Country!', is a call for all of us, as Australians, to continue to seek greater protections for our lands, our waters, sacred sites and cultural heritage from exploitation, desecration and destruction.

Over the course of the week, students across the whole school learned more about Aboriginal and Torres Strait Islander culture, growing their understanding of Country and its significance to us and to God. After watching daily videos in Pastoral Care, students had meaningful conversations about how we can each play a role in helping to care for country, and what the Bible says about God's creation.

“But ask the animals, and they will teach you, or the birds in the sky, and they will tell you; or speak to the earth, and it will teach you, or let the fish in the sea inform you. Which of all these does not know that the hand of the Lord has done this? In his hand is the life of every creature and the breath of all mankind.”

Job 12:7-10

The Term 2 Puckapunyal was a fitting end to not only our NAIDOC celebrations, but also an incredible 9 weeks of cultural experiences. Year 5 and 6 girls opened the assembly with a cultural item that incorporated the activities that they have participated in during their cultural workshops with Walgan (Aunty) Shelly Fields. Dressed in the grass skirts that they wove and with their faces painted, the girls played the clapsticks that they each made, presented a large canvas to the school that they all painted, and gave a blessing in Gamilaraay language.

Students also enjoyed watching a video presentation that showcased the activities of Year 5 to 8 boys who have been visiting Garruu (Uncle) Mark Atkins' workshop every Monday afternoon. The boys have been learning how to play the didgeridoo, testing their skills first on PVC pipes to master breathing techniques and create different sounds. The Year 7 and 8 boys have progressed to making their very own didgeridoo, learning how to use different tools throughout the stripping, sanding and sealing processes.

We are thankful for the many opportunities that we have had in Term 2 to embrace culture, grow deeper in our understanding and build greater capacity for reconciliation and respect of Australia's First Nations heritage. As we reflect on the NAIDOC Week 2021 theme, 'Heal Country!', we look to God's word to remind us that we have a mandate to care for the earth and everything in it; it all belongs to God, and everything in His creation declares his glory and reveals his divine nature.

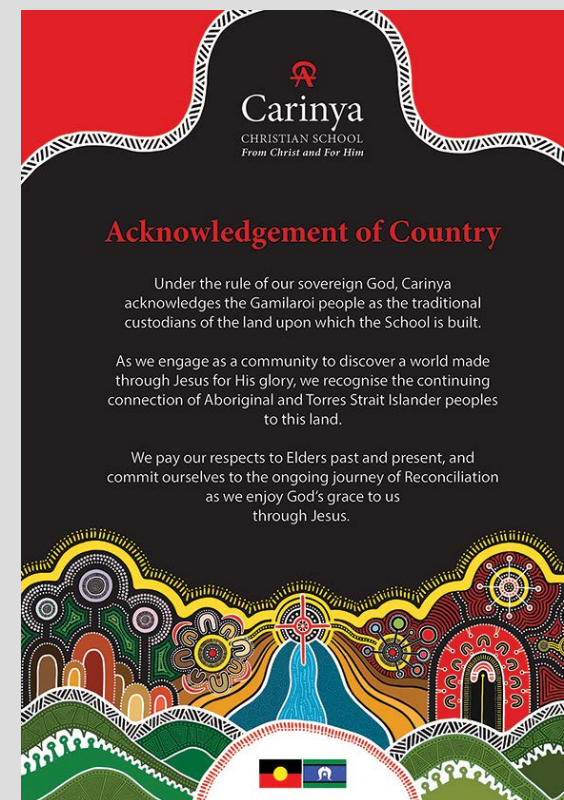
“The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they reveal knowledge.”

Psalms 19:1-2



Amy Allerton

Promotions Officer / Aboriginal Liaison Officer



ACKNOWLEDGING COUNTRY

Our new Acknowledgement of Country is on display at the front of our Reception entrance. The artwork, which was created by our Promotions and Aboriginal Liaison Officer, Amy Allerton, tells the story of Christ, community and discovery.

Christ, represented by yellow, is at the centre of all things and His sovereign rule covers our school, our community and our Gamilaroi country. Christ informs how we love our neighbour and how we seek to discover his amazing world.

The left side of the artwork shows the places and people who make up our diverse community. It tells the story of the many families, from many backgrounds, who come together as one community, with one purpose, to take the learning journey with us.

The right side of the artwork represents Carinya and the journeys of discovery that each student takes. Within the school, staff teach with Jesus at the centre, and the Christian values are passed on hand in hand with the knowledge that they share. As students complete their learning journey, the discoveries that they made along the way ripple out into their future as they begin the next chapter of life after school.





A TERM FOR THE SPORT LOVERS

by **Charles Bickersteth**
Sport Coordinator



As always, Term 2 was full of activity for the sport lovers.



CROSS COUNTRY

We hit the ground running with the school Cross Country, where all students from Yr 2 - 12 took on our new 2km course around the school and agriculture plots. Many students qualified for the Hunter Zone Cross Country held in Gosford in week 5. A large portion of our runners progressed to the State Cross Country and some even on to the CIS Cross Country. Well done to our runners!

ATHLETICS

Term 2 is also Athletics Carnival time, with 3 carnivals held for our various years. The Primary and Secondary students enjoyed being able to compete at the new Tamworth Regional Athletics Centre. These were all brilliant days with great participation and enjoyment, as students challenged themselves to try new things and faithfully competed against their peers.



NETBALL

Carinya entered 6 teams from Year 3 -11 into the Tamworth Netball Competition playing on Saturdays. Our High School and Primary netballers represented the school at the Hunter Zone Netball Gala Day in Newcastle and Primary Metro Cup in Tamworth respectively. All our teams displayed great talent, teamwork and skill. The Secondary Opens Boys were undefeated and won their division, great work Boys!



Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.

Colossians 3:23



BASKETBALL

The basketball competition came to a close at the end of Term 2, with 3 teams in the finals. Victory eluded our Year 7/8 Boys Carinya Red team in their grand final in the last seconds. I know that all our teams can't wait to get back onto our new and improved all-weather basketball courts next term.

FOOTBALL

It was a busy time for our Footballers in Term 2. The U15 boys and U15 girls teams both progressed through the early rounds of the State-wide Bill Turner Competition and played some great football.



Carinya hosted the Hunter Zone Football Gala Day in Tamworth. Carinya entered 4 teams, with the Opens Girls and U15s girls making it into the Grand Finals. Both teams fought hard and our U15 Girls team won their competition and will play in the State Gala Day in Sydney in Term 3. Good luck girls!



Soon after, the primary students had their chance to represent Carinya at the Primary Hunter Metro Cup Gala Day. Our teams played well, showing persistence and faithfulness as they came up against some very strong Newcastle teams.

LOOKING FORWARD

With all sport there is celebration and heartache. All our teams have been humble in their wins, and supportive and reflective in their losses. Term 3 is another busy term with a range of Zone and State Gala Days as well as the continuation of the current weekly sports. We look forward to supporting our students as they continue to participate in a range of sporting endeavours.

TERM 3 CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1	12 Term 3 Commences	13	14 Year 10 2022 Electives Afternoon	15	16	17 18
WEEK 2	19	20	21 Secondary Basketball Gala Day Year 8 2022 Elective Talks	22 Under 5s Storytime	23	24 25 YEAR 11 EXCURSION
WEEK 3	26	27	28	29 Secondary Zone Athletics	30 Primary Zone Athletics	31 1 AUGUST
WEEK 4	YEAR 11 EXCURSION		YEAR 12 TRIAL HSC EXAMS		2	3
WEEK 5	4	5 Under 5s Storytime	6	7	8	9
WEEK 6	YEAR 12 TRIAL HSC EXAMS		YEAR 12 EXCURSION		10	11
WEEK 7	12	13 7-12 Parent/Teacher Interviews	14 School Photos	15 Secondary State Athletics	16	17 14 7-12 Parent/Teacher Interviews
WEEK 8	18 CSSA Secondary State Football Gala Day	19 Primary Oztag	20 Under 5s Storytime	21 Primary State Athletics	22	23
WEEK 9	24 K-6 Parent/Teacher Interviews HSC Music Showcase	25	26	27	28	29
WEEK 10	30	31	1 SEPTEMBER	2 Under 5s Storytime	3 CSSA State Basketball	4 5
WEEK 11	YEAR 9 PASS CAMP		6	7	8	9
WEEK 12	10	11	12	13	14 Year 12 Yearly Reports Posted	15 12
WEEK 13	YEAR 11 EXAMS		16	17	18	19
WEEK 14	13	14	15	16 Under 5s Storytime	17 Year 12 Final Assembly Pizza Day!	School Holidays
WEEK 15	YEAR 11 EXAMS					



K-2 INFANTS ATHLETICS

Despite the rain on Tuesday 4th May in Week 3 of Term 2, Kindergarten to Year 2 students were able to gather in the (dry) PAC and Kalyptos building to enjoy sack races, do an obstacle course, throw javelins, toss bean bags and participate in fun relays!

This was an extra special event as it was the first time in a long time that parents and carers were able to come into the school and enjoy time together as a community.

YEAR 9 OUTDOOR ED EXCURSION

A group of brave Year 9 Outdoor Education students travelled down to Timor Caves last Term. Students were surprised and delighted with the first cave, which provided large caverns and swarming bats. We then ventured into the cave known as the Birth Canal. Students looked upon the small opening with disbelief but quickly wormed their way into the darkness. They embraced the challenge and loved squirming through tight squeezes before venturing back into the light. Students also enjoyed searching for other caves before returning back to Carinya with a new appreciation for clean clothes and fresh air!



YEAR 3 LEN WATERS CULTURAL EXCURSION

In Week 6 of Term 2, Year 3 students shared a wonderful day with Len Waters as they learned about our local Gamilaroi culture and history. Students first visited Boundary Rock where they learned about significant cultural sites and saw some incredible rock art! Next stop was the Botanic Gardens, where students got to make hand prints using ochre, then see and learn about scarred trees. The last stop was the Marsupial Park where they ate their lunch, had a play then met some chatty cockatoos, emus and beautiful native birds.



BRONZE DUKE OF EDINBURGH AWARD

With nothing but the packs on their backs and maps in hand, six Bronze participants headed off to Warrabah National Park for a challenging weekend of hiking. Students learnt how to navigate through the bush with their map and compass, working extremely well together, taking turns leading and making decisions on which route to take. The group found a beach on the river to set up camp and made not one, but two excellent fires—hotly debating which was best. After a rather cold night, day two brought the new challenge of crossing the river—twice. Surprisingly, only one person got wet. Unsurprisingly, it was a teacher.



2022 TERM DATES

Term 1
Monday 31st January -
Friday 1st April

Term 2
Tuesday 26th April -
Friday 24th June

Term 3
Monday 18th July -
Friday 23rd September

Term 4
Monday 10th October -
Thursday 8th December

NEW BOOKS TO ENGAGE, CHALLENGE AND INSPIRE!



The annual Children's Book Council of Australia (CBCA) Book of the Year Awards highlight the skill and creativity of some of Australia's most talented writers. The first awards began in 1946 with the aim of promoting quality literature for young Australians, and celebrating authors' contributions to Australian children's literature. Every year a glorious new list of notable and short-listed books is showcased. This makes it easy for parents, teachers and children to find and experience stimulating and engaging Australian literature every year.

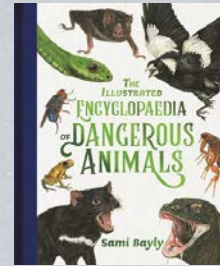
Each year, the CBCA highlights the value of reading during book week. The theme for 2021 is Old Worlds, New Worlds, Other Worlds and this theme certainly reflects the great diversity to be found in this year's Book of the Year Awards.

There are six categories in the CBCA Book of the Year Awards. One of these is the Eve Pownall Award which seeks to highlight quality new non-fiction titles by Australian authors. These books are chiefly aimed at documenting factual material with consideration given to imaginative presentation, interpretation and variation of style. Age suitability is 0 to 18 years. All of the books listed on the 2021 shortlist for the Eve Pownall Award are worth reading, but I would like to highlight a few that will intrigue, inspire and challenge young and older readers alike.

There are so many great titles to choose from in every section of the CBCA books shortlist. If the titles reviewed here have failed to whet the appetite, please visit the CBCA website at: www.cbca.org.au/shortlist-2021
You might find some other treasures to enjoy!



by Elayne Townsend
Teacher Librarian



The Illustrated Encyclopaedia of Dangerous Animals

by Sami Bayly

Published by Lothian Children's Books

Suitable for ages 8 and up.

Sami Bayly is the award-winning author of *The Illustrated Encyclopaedia of Ugly Animals* and this time she has focused on 60 dangerous animals from all over the world. However, this book does not focus on the obviously dangerous qualities of animals. With some animals it is not just their teeth, claws, or muscles that make them dangerous, it is also their ability to transmit diseases, secrete poisons, and threaten other species.

In addition, Bayly highlights even more fascinating qualities of these creatures, their capabilities and importance to the ecosystems in which they live. For example, she includes the Blacklegged Tick that transmits Lyme disease, arguing the importance of these annoying creatures in their habitat. In addition, each animal's conservation status is highlighted to remind us how human activities have affected animal populations.

The factual text is broken up into sections, and is informal and descriptive, making it accessible to younger readers. This text is supported by exquisitely detailed watercolour pictures which are scientifically accurate and yet give each animal a personality that encourages readers to stay longer to pore over each double page. For example, the amazing mosaic pattern on the body of the aptly named, Mosaic Crab, or the large mesmerising eyes of the Greater Slow Loris.

This is not your average encyclopaedic animal book. Its beautiful blue binding will encourage readers to pull it off the shelf time and time again. And they won't be disappointed.



THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA
YOUR CONNECTION TO STORY



Strangers on Country

Written by David Hartley & Kirsty Murray

Illustrated by Dub Leffler

Published by the National Library of Australia

Suitable for ages 9 and up (with parental guidance).

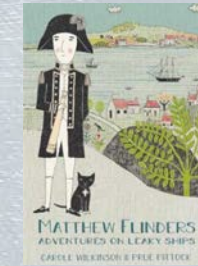
This sensitively written book is based on the historical accounts previously recorded in the book *Living with the Locals: Early Europeans Experience of Indigenous Life* written by John Maynard and Victoria Haskins (also published by the NLA). *Strangers on Country* presents the experiences of five European castaways (shipwrecked sailors and escaped convicts, including a young girl and boy) using a dual narrative approach. These castaways were all generously cared for by Indigenous communities along the North east coast of Australia. Each castaway's story is presented firstly via a fictitious account from the indigenous person's perspective (written by Dave Hartley), then from the point of view of the castaway (written by Kirsty Murray). This is followed by a factual section which recounts any known historical facts about the tribes involved and those who were rescued, both before and after they returned to Western society.

The stories, and the included factual information, are supported by soft, detailed paintings of Indigenous peoples, Europeans, and the Australian landscape that help to establish each story's setting in the mind of the reader.

This book conveys another perspective on relations between early European settlers and indigenous people which has the power to nuance readers' understanding of this period of Australia's history. Highly recommended for readers young and old.

About the authors: Dave Hartley is descended from the Barunggam people of the Chinchilla/Darling Downs areas of Queensland. Dub Leffler is descended from the Bigambul people of south-west Queensland.

Readers advisory: The stories contain references to death, fighting, murder and intercultural conflict. Historical images include depictions of naked indigenous people and a man with cuts on his body.



Matthew Flinders: Adventures on Leaky Ships

Written by Carole Wilkinson
Illustrated by Prue Pittock

Published by Wild Dog Books

Recommended for ages 5 to 10 years

This is a lively retelling of the achievements of one man in his determination to map the entire coast of Australia. A testament to Flinders' achievement as a navigator is that the maps that he produced from 1795 are so accurate that they are still used.

This whimsically illustrated non-fiction narrative gives an engaging account of the short but adventurous 40-year life of Matthew Flinders from when he joined the navy at 16 years, travelled under the command of the infamous Captain Bligh, battled the French, suffered from scurvy, conquered a shipwreck, fell in love and married his wife Anne, was imprisoned as a spy, up to his naming of Australia ('Terra Australis'). Included in the narrative are memorable portrayals of his affection for the brave little cat, Trim, who sailed with him, and his famous friendship with ships surgeon, George Bass.

A timeline, glossary and maps support this important snapshot of the European beginnings of Australia.



Go Away, Worry Monster!

by Robin Tatlow-Lord

Published by EK Books

Suitable for ages 4 - 9 years.

This book from the CBCA Award for New Illustrator category is worth a mention. In *Go Away, Worry Monster!* by Robin Tatlow-Lord (published by EK Books), the illustrator's confident use of vivid pastel pencil colouring, evocatively portrays the night-time fears and anxieties of the young child, Archie, in the form of the Worry Monster (a dragon-like creature with a sock on its head). The beautiful illustrations support the text to help the very young to develop some grounding tools such as concentrating on the facts to deal with anxiety.



chapter 2

Stoking the fire of Literacy



READ ALOUD & READ OFTEN

by **Lyndy Smith**
Lilly Pilly Cottage Coordinator

One of my all-time favourite things to do is to read aloud to others. I have spent many happy hours reading to my own family: AA Milne, LM Montgomery, Laura Ingalls Wilder, C.S. Lewis, just to name a few favourites. Even now when I find a good picture book, my adult children know that I'll want to read it out to them. Of course I also have the privilege of making use of this joy in my role as an educator at Lilly Pilly Cottage. There are so many wonderful story and poetry books, nursery rhymes and finger plays that form a vital part of extending a child's experience of, and love for, literacy.

The Australian Parenting Website, www.raisingchildren.net.au says, "*Literacy is the foundation for reading, writing, communicating and socialising.*"

- Early literacy is learning about sounds, words and language.
- You can support early literacy development by communicating with children, reading, and playing with rhyme.
- Children develop and learn best through everyday, fun activities like singing, talking and games.

Reading: its importance in literacy development

It's good to read with your child often. It's best to start reading from birth, but it's never too late to begin. Reading with children from an early age helps them develop a solid foundation for literacy. It also promotes bonding and is good for your relationship with your child.

There is literally no limit to when and where you can read aloud or tell stories to your children. As well as developing their skills and showing them that literacy is important, you are (perhaps even more importantly) developing your relationship with them in wonderful ways.

Reading with children:

- shows them that books can give both pleasure and information
- helps them learn the sounds of letters in spoken language
- helps them understand that stories aren't coming from you, but from the words on the page – this teaches them about how the printed word works
- helps them develop a larger vocabulary – books might use new or unfamiliar words
- improves their thinking and problem-solving skills
- can get children thinking and talking about a new concept, an event or something that interests them
- helps them learn about the wider community, society and the world.

In her book, *Reading Magic*, Mem Fox (author of classics like *Possum Magic* and *Where is the Green Sheep*) says:

“The fire of literacy is created by the emotional sparks between a child, a book, and the person reading. It isn't achieved by the book alone, nor by the child alone, nor by the adult who's reading aloud—it's the relationship winding between all three, bringing them together in easy harmony.”

“If every parent understood the huge educational benefits and intense happiness brought about by reading aloud to their children, and if every parent- and every adult caring for a child-read aloud a minimum of three stories a day to the children in our lives, we could probably wipe out illiteracy within one generation.”

Words are powerful. Whether spoken or written, they form the basis of human communication, and enable us to learn from each other, and learn about history. The Bible, speaking about itself, says, **“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.”** (2 Timothy 3:16-17 NIV).

Hebrews 4:12 says, **“For the word of God is alive and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.”** Jesus Himself spent a great deal of time telling stories by way of illustrating life lessons and imparting God's truths to those around Him. During His time on earth, He used real life experiences that His listeners could relate to (fishing, farming, families) to draw them in and to engage them. And as those words have been recorded, we too are able to be engaged, to learn and to catch glimpses of God's heart.

Jesus also used words and stories to engender empathy in His listeners (and later readers). His goal was to draw people into the narrative, and move them to see things from the perspective of another.

Any well-written story will do this. We are drawn to relate to the protagonist, living their joys, sorrows and dilemmas along with them. Stories help us to see things from the perspective of another, and will often serve to take us outside of ourselves and have compassion and understanding beyond our own lived experiences. As we read aloud to children, we can flesh out these skills of empathy, as well as encouraging the ability to predict where the story will go. Not only are these wonderful literacy skills, they provide the basis for crucial life lessons.

Good quality picture books are wonderful for any age; timeless words with the support of beautiful illustrations can impart truths and carry powerful messages in seemingly simple ways.

Don't underestimate the power of picture books, even for older kids and adults. There is also no reason why you can't read aloud books with few or no pictures to younger children. This helps them to develop their imaginations, conjuring pictures for themselves, expanding their ability to concentrate. Again from Mem Fox,

“Reading aloud and talking about what we're reading sharpens children's brains. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly.”

The more expression you put into your reading, the more you engage the listener. Different character voices, changing volume, varying pace; all these can help books to come alive. If you don't feel confident to read aloud, don't let that stop you. As with any skill, practice helps you to improve. And remember that if you are snuggled up with your child on your lap, they are unlikely to complain about your reading tone.

However, on days when you are perhaps more tired, or are looking for an alternative, there are plenty of read aloud resources available as well.

www.storylineonline.net is “The SAG-AFTRA Foundation's Daytime Emmy-nominated and award-winning children's literacy website. Storyline Online streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Reading aloud to children has been shown to improve reading, writing and communication skills, logical thinking and concentration, and general academic aptitude, as well as inspire a lifelong love of reading. Teachers use Storyline Online in their classrooms, and doctors and nurses play Storyline Online in children's hospitals.

Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide.

www.abc.net.au/kidslisten/ has lots of songs and stories available for kids to listen to. Even Spotify has a range of audio-stories to listen to.

Of course if you use a read aloud resource, enjoy the benefits yourself and the deepening relationship by snuggling up with your child and listening as well. I guarantee you'll enjoy it as much as they do!





Book Review

THE LAST HUMAN

by Lee Bacon

Published by Piccadilly Books

Recommended reading age: 8-12 years

Lee Bacon is the author of many books for young children, but the book of his that Year 5 Black read, was titled *The Last Human*. This book was set in the future, where robots have eliminated humans, and 12-year-old robot XR_935 is just fine with that. Without humans around, there is no war, no pollution, and no crime. Every member of society has a purpose. Everything runs smoothly and efficiently. Until the day that XR discovers something impossible: a human girl named Emma.

This book was filled with adventure, excitement and a journey that would change the world once again. This is an incredibly provoking middle school grade novel. I thoroughly enjoyed the word-building, the writing, and the characters. This book was my FAVOURITE kind of SciFi. I would aim the audience to 8-12 year olds, but it is suitable for an older audience too. But overall this book was great. I was hooked by the time I had just read the blurb.

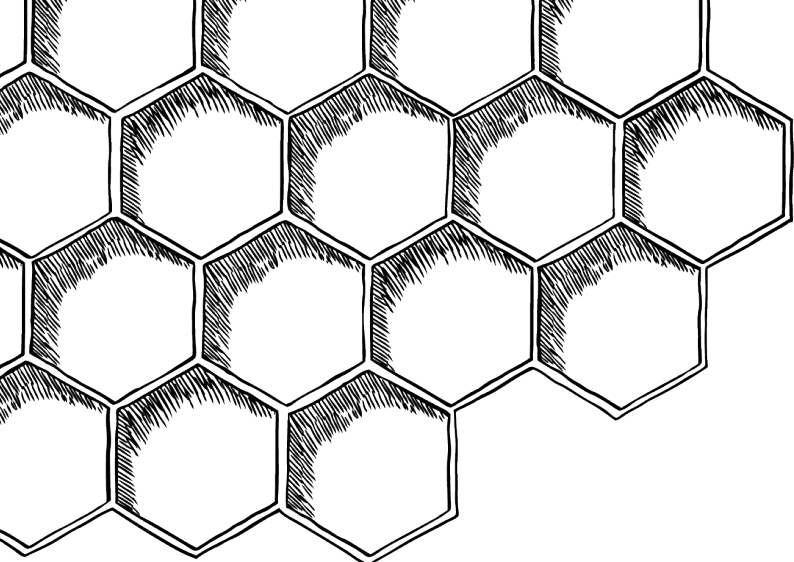
I recommend this book if you like all the things that I have listed.

by Hunter, Year 5



Bron Larkin
Head of Middle School

At Carinya, we love to focus on different ways our students can improve their writing. The Write That Essay program we use in Years 5-8 provides sentence and paragraph styles students can apply in their own writing. The main aim is that students will be able to use the Write That Essay structures to improve their precision, volume of text and the interest of the audience, as generated by their writing. My continuing plan is the ongoing engagement with our Stage 3 and Stage 4 classes as we grow children's writing skills through this program. We started at the end of last term with 5 Black learning about the "em-dash" sentence and 6 Red revising the "-ed start" sentence. I am looking forward to interacting with your children in this way and seeing their words and writing transformed.



chapter 3

“Gracious words are like honeycomb...”



“STICKS AND STONES MAY BREAK MY BONES
BUT WORDS WILL NEVER HURT ME.”

by Peter Spence
Head of Junior School

Ever heard this one? As a child at school, the teachers would frequently say this to us if we complained of name-calling. I believed it for a while. As I grew, I started to wonder what was wrong with me because names had really hurt me. As an adult, I can still remember words said to me forty years ago.
Words are powerful!

The author Lauren Child, through her character Ruby Redfort, said it this way:

*“Sticks and stones may break my bones, but words can also hurt me.
Stones and sticks break only skin, while words are ghosts that haunt me.
Slant and curved the word-swords fall, it pierces and sticks inside me.
Bats and bricks may ache through bones, but words can mortify me.
Pain from words has left its’ scar, on mind and hear that’s tender.
Cuts and bruises have not healed, it’s words that I remember.”*

The bible has much to say about the way we use our words. Proverbs 20:15 says:

“Gracious words are like a honeycomb, sweetness to the soul and health to the body.”

My prayer is that at Carinya we teach children to be gracious in their speech. To speak words that build others up, words that encourage, not tear down and destroy, leaving scars for years to come.

Year 1



ECHIDNA JIM by Blake

One day it was hot so Echidna Jim and the animals decided to go to the beach. They took their floaties to the beach. Echidna Jim went for a swim and POP! He popped everyone's floaties! They flew up in the air and the animals fell down SPLASH! Echidna Jim popped the tyre so they fixed it with a floatie and went home on the bus.

EXCURSION DAY

by Evie

On Wednesday the 26th of May, we went to see the Hungry Caterpillar. Year 1 and Kindy went. First, we went to Hopscotch Park. We had lunch at the park then we walked down the street and went to the theatre. That's where the Hungry Caterpillar was on. After that we went on the bus to school. It was the best day ever. I loved it.

MY SPACE JOURNEY

by Harrison

Me and my family went to the moon for two weeks. We saw an alien. He was trying to eat us but my sister quickly closed the door. I saw 58 aliens and we found 44 moon rocks. We ran out of food but on the last day we found 2 buckets of moon food. We went for a last ride and we went home past the sun, Jupiter and all the other planets.

BLOSSOM POSSUM

by Year 1 Red

In Australia, in the bush, in a tree lived Blossom Possum. One night Blossom Possum could not get to sleep, so she crept down to the bottom floor and "ouch" said Blossom Possum. Something fell on Blossom Possum's head. "The sky is falling!" said Blossom Possum. "I must go and tell the Prime Minister." My favourite part was when Blossom Possum forgot what she was there for.

WOMBATS

by Year 1 Red

Wombats greatest enemies are cars. They can run 20 kilometres an hour. They also have a backward pouch to stop the dirt from getting in the pouch. Wombats are related to Koalas. They have a wet nose and soft fur. Their teeth never stop growing.

Year 3

TOYS IN CLASS by Iris

Kids should have toys in class. Here are some reasons.

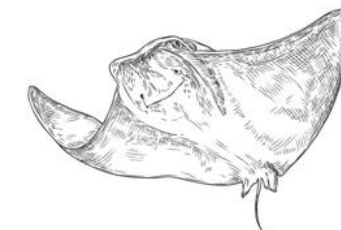
Firstly some people that get stressed in class and can get calmed down with the power of toys. And not only people that get stressed in class will have them.

Secondly if kids are happy in class which they would be if you let kids bring toys to school they will work harder. I promise my Mum is a teacher ok.

Thirdly teachers won't have to go on duty (which I know you don't like) because the kids will just sit down and play quietly with their toy. Plus it is a bonus you can eat your lunch in PEACE I know it will be amazing.

Therefore you should let kids bring toys to school.

Year 4



STINGRAYS by Max

Did you know there are many different species of stingrays that can be found in Australia? About 75 different species of stingrays, their favorite spot to stay is at sandy and muddy parts.

Some stingrays can be black, white, or even have bright blue speckles. They look like a circle and have a sweeping body to move through the water so they can swim from predators and have a long tail .

Stingrays favorite food to eat is fish, shrimp, snail and can feed in large groups. They also eat worms using electric sensors , which are little hollow around their mouths filled with jelly-like substance.

Stingrays have broad fins that run the full length of their bodies, giving them a flat, roundish shape. Some stingrays are toxic like blue spotted stingrays.

Some stingrays can be smooth or rough, they have eyes on both sides of their head. Some have big sweeping fins like wings.

A short stingray can reach 7 feet wide and 14 feet long and weigh up to 350kg.

PANTHERA TIGRIS

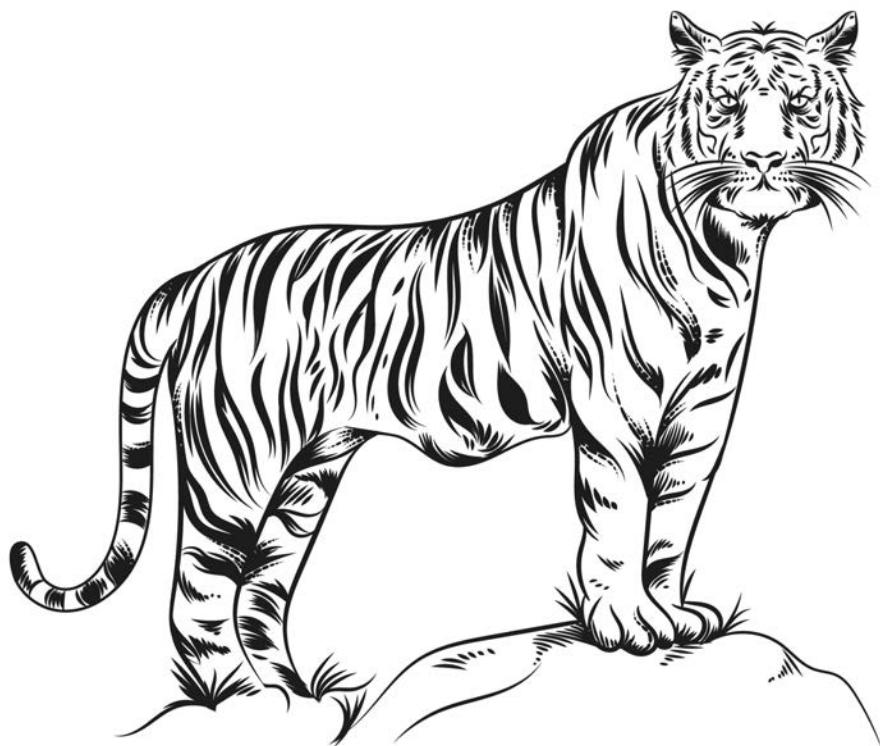
by Drazen

A Panthera Tigris (Tiger) is an interesting animal. It lives in grasslands, tropical rainforests and mountains. 93% of tiger's habitats are taken up by human activity, which means they are rare and endangered.

Tigers only eat meat. This means they are carnivores. They prey mostly on large hoofed animals, however, will also eat smaller prey such as pygmy possums and shrew moles. Tigers hunt when it's dark so that they don't get seen by predators. This means they need to be able to see in the dark. Tigers have about 4 to 6 times better night vision than humans. Tigers also use their stripes to blend in with their surroundings so they don't get caught while hunting.

A Panthera Tigris' size is around 2.9 metres long. They can weigh between 160-230kg. Tigers are orange with black stripes and white along their stomach and legs. A tiger's tail grows to about 1 metre and is used to help balance in their pursuit for their prey. If you watch tigers closely you can see they have retractable claws. Their claws come out when the tiger is aggressive, but most of the time they are retracted. There is one downside to this: sometimes tigers stretch this muscle which means they can't use their claws anymore.

Because tigers are endangered, we need to leave their land alone and not kill them. Let's help protect tigers. If you come across one in the wild, leave it alone or you might get injured.



MEET MRS BOWD

Assistant Head of Junior School

What are some of the things that you do in your current job? As Assistant Head of Junior School, I support Mr Peter Spence in caring for our Junior School community. This varies day to day, including student support, communication with parents, supporting teachers, coordinating Kids Bizz assemblies, program checks and basically whatever else I'm asked to do.

I am also an Instructional Leader for the LNAP (Literacy and Numeracy Action Plan) this year. This involves observing teacher classroom practise, conducting coaching conversations, organising for the collection of student assessment data and analysing this data to improve teaching and learning outcomes.

Where did you grow up? Rannock, a farming locality about 60kms North of Wagga Wagga. I went to school in Temora.

What is your favourite TV show / movie? I don't like reality TV but find 'Gogglebox' fascinating. I love a movie with a link to education like 'Good Will Hunting'.

Name one book that you would recommend everyone to read?

Everybody should read "*Worse things Happen at Sea*" - William McInnes and Sarah Watt, and "*The Lord of the Rings*" - it's long, but bears up to re-reading. Every Primary Teacher should read "*Read for Life*" by Lyn Stone. Currently I am reading Tolstoy's "*Anna Karenina*".

If you had to live in another country for 12 months, where would you choose and why? I've never had the desire to travel overseas (which seems a lot more acceptable in a COVID-19 world). So I'm going to say that I'd love to spend a year living in Tasmania (because it is over a sea and thus I have fulfilled the question) practising Sustainable Living.

What is the best meal you have ever had? Deep fried camembert cheese from 'Una's' Darlinghurst. Completed meal with sour cherry crumble. Ate with great company, my Mum.

If you could instantly learn a new skill, what would it be? Playing the piano and singing - "tunefully" so that people don't ask me to stop singing!

Name one practical way Jesus has made a difference in your life? God created me, Jesus saved me and sustains me. Knowing and following Jesus provides both a confidence in knowing that God is in control and a desire to work as His hands and feet wherever I am. In both the trials and joys of life I can sit under God knowing that whatever happens, I have been saved for His purpose and glory.



chapter 4

Turkish Delight and Second Breakfast



PRODUCING PERSEVERANCE

by Josh Davis

Head of Senior School

“Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything.”

James 1:2-4

As we head towards the second half of the year, students in Senior School are presented with new challenges - Trial HSC examinations, Year 11 Yearly Examinations, and difficult decisions about career choices and subject selection. One of our aims is to enable individuals to develop the skills and character that equips them to successfully work through these challenges.

Sometimes, as we look to help our students navigate this difficult stage of life, our best intentions as parents and teachers can actually be leading them astray. Often our instinct is to try and protect our children from every unpleasant situation. While this can sound appropriate, challenges and adversity are not bad for humans and removing all difficulties can actually cripple our young adolescents.

As we liaise with local businesses, one of the growing concerns is that young people are leaving school without the resilience or perseverance to thrive in the workplace. Positive experiences are meaningful for children and it is important for them to be safe. However, they must also work through difficult situations - without parents and teachers negotiating the situation for them - so that they can develop personal resources such as resilience, courage, wisdom and perseverance.

In his book “The Other Side of Happiness”, Dr Brock Bastian explains that hardship and sadness are actually necessary ingredients for a content and happy individual. As your child grows up, allow them to enjoy the struggles of life, giving them time to work out their challenges before being helped. Critically, in safe situations like school, parents and teachers must also let children experience the consequences for their actions. Without a concerted effort in this area, the research suggests that we will actually develop young adults with poor self esteem, higher anxiety and lower levels of happiness.

Moreover, our unhelpful tendency as humans is to worry primarily about ourselves and forget the needs of others. By protecting children at unnecessary times or at inappropriate levels, we actually emphasise this problem and create self-entitled individuals. It is our desire as a school to love and care for your child and at the same time, tell them that this world is not about them, but about the Lord Jesus. In the end, it is only when we submit to Jesus’ rule and authority that we can be truly content.

So what? Set expectations for your child that life can be hard and that challenges are a constructive and normal part of life. Guide, encourage and support your child through difficult situations that they experience, while allowing them the space to make decisions and problem solve, especially when your instinct is to protect and cover for them. Enjoy positive experiences and happy times with your family. Most of all, point your child to Jesus and help them to see that the priority in this life is to follow him.



YEAR 10 WORK EXPERIENCE

Year 10 completed two weeks of compulsory work experience in Weeks 8 and 9 of Term 2. Work experience placements are a valuable avenue through which students can learn about the workplace, gain skills and confidence in the adult world of work, as well as gaining first hand ideas about occupations they are considering pursuing. The Work Experience program has been in operation for a great many years at Carinya, and each year there are students who gain employment through their placement; those who clarify their post-school step; those who realise more about themselves and the work they enjoy; and those who realise the full-time work life is hard, and consequently have renewed commitment to school and study.



Chris Davis
School to Work Coordinator





STORYTELLING & TEACHING ENGLISH

by Mark Hampstead

Assistant Head of Senior School / English, Visual Arts & Drama Coordinator

I get excited about ideas. It's one of the reasons that I love teaching Visual Arts and English. When ideas are given form through drawing, painting, writing, speaking and composing, the world around us is shaped and changed.

We express our ideas through storytelling; it's been used for thousands of years to shape and fashion our societies and cultures. Grand narratives are used by governments, communities, families and individuals to explain the world, maintain social structures, and guide populations. God has given us the gift of language and storytelling, and as we explore it through the study of English, we want to become selfless, servant-hearted storytellers. Storytellers are captured by ideas.

Understanding the power of storytelling is one of the most important skills students need to know and understand. When we comprehend what we see, read, and hear, we are empowered to make a difference in the world.

Everyone loves to hear stories. As a secondary teacher, I am astounded by how much the older students love to have a story read to them! There's something special about sitting around a story and imagining the appearance of characters; smelling the setting; feeling the temperature of the air; hearing the sounds of dialogue; tasting what is cooking in a moment. How often did you imagine the sweetness of the White Witch's Turkish Delight? Or have a belly rumble from Merry and Pippin's sizzling second breakfast? Or imagined chomping down on a house made entirely from lollies and gingerbread?

Often, stories impact us much more seriously. The harrowing stories of Holocaust victims in *The Boy with Striped Pyjamas*, the pain of the Stolen Generations in *Rabbit Proof Fence*, or the disgusting injustice of racism in *To Kill a Mockingbird*. Consider Hemingway's famous six-word story; "For sale. Baby shoes. Never worn." Stories are so powerful.

And stories get told in so many ways; picture books, text messages, tweets, emails, news reports, letters, narratives, speeches, dramas, films, TV shows, poems. One of the highlights for me this year has been discovering more about First Nations storytelling history through the Waratah Project. Australia is a nation of storytelling; it has been for millenia, and will continue to be.

Interestingly, parents often tell me that their child finds English hard, or boring, or irrelevant. And I get it. Teaching Shakespeare to Year 10 boys on a Friday afternoon just before footy starts can be a hard gig. But, I've never met someone who, after studying *Macbeth*, hasn't started to appreciate the richness of language, the complexity of imagery, and the sheer cleverness of depicting greed, ambition, evil, power, and arrogance. Stories can be hard, but they are so important, and critical for helping kids to think in a world of competing worldviews and narratives.

I listened to a teacher's response to a student asking why they needed to study poetry. Their response stunned me; *"the next time someone sends you an email, or you get a response from a complaint to a local business, you need to know what they are saying underneath the words they are using; how are you going to know if they are ripping you off, or being sarcastic, or saying something between the lines?"* This response was fantastic! It showed the student—and me—that language is powerful; words have so much meaning.

But what better story is there than that of the unfolding of God's salvation of his people, told through the Bible? Every part of scripture declares the goodness and power of the Lord Jesus; from broad historical narrative, through poetic descriptions, mournful laments, songs, wise proverbs, letters of exhortation, and in wildly vivid apocalyptic visions, the Bible holds together the one story that makes all the difference to the world. As we read and live out those stories, we come to understand the reality of our world; it is made by Jesus, and it is made for Jesus.

At Carinya, we strive to make the teaching and learning of English—and storytelling—serious, compelling and powerful. Because, stories change the world. And what an extraordinary way God has made us, with the ability to impact on his world through the way that we use language, the way that we communicate, and the way that serve and care for others as we tell stories.

Meet Mr Hampstead

What are some of things that you do in your current job? I work with the English, Art and Drama staff; together, we explore the ways that ideas and concepts are expressed through written, filmic, dramatic, visual and poetic artforms. I help staff to run their classrooms, help manage student welfare, liaise with parents, help steer teacher professional learning and look for ways to improve teaching and learning in our faculty. I also teach Advanced and Extension English in Years 11 and 12.

In my role as Assistant Head of Senior School, I help Mr Josh Davis with the day to day management of the Senior School. One of the main parts of that job at the moment involves helping students to complete NESA Minimum Standards tests, and supporting staff use the Write that Essay strategies and online toolbox.

Where did you grow up? I grew up in Dubbo, about 3 ½ hours west of Tamworth. It's a regional hub like Tamworth, but flatter and hotter, and with more elephants and tigers.

What is your favourite TV show / movie? Anything science fiction; I really enjoy *Star Trek* and *Star Wars*, but I am partial to the odd Political Drama, especially a rewatching of *The West Wing*.

Name one book you would recommend everyone to read? For brain food; *Teen Brain* by David Gillespie. Or *Digital Minimalism* by Cal Newport. If it's a bit of escapism or relaxation; Neil Gaiman's *The Graveyard Book*, or *American Gods*. If you want to be stimulated; Orwell's *1984*, or Bradbury's *Fahrenheit 451*, or anything by Margaret Atwood... actually, anything by Ursula K Le Guin, or CS Lewis... China Mieville's *Bas Lag* series... Shakespeare's *Macbeth*... that's a hard question...

Name one practical way Jesus has made a difference in your life? There is great relief and freedom knowing that I am not the boss, not in charge, and not the king of my life. It's hard to live life being self-forgetful; knowing that Jesus is the King makes all the difference to the security of my relationships, success in my work, planning for the future, and dealing with my failures. When God looks at me, he sees Jesus' perfection and obedience, and his blood shed for me. That gives me great hope and longing to be with him forever.

Musings by Senior School

THE RAIN - by Bianca

She watched the rain fall down the window in the car. It had been pouring for three days, and wasn't showing any signs of stopping. The roads were starting to flood, and they had to take detours. The crops were dying and the farm animals couldn't swim for much longer.

OVERWHELMED - by Jacob

The cold flickered down his spine, adrenaline pushed it to the back of his mind. The ball cushioned perfectly by the tee, positioned for a flawless field goal. The three steps back echoed - importance, pressure, reliance - in his mind like a repetitive boom, he lined up for the kick. Everything fell dark.

THE FARMER - by Wes

The huge cow looked at his watch. It's time to go to work. Slowly, like a grandparent, he heaved himself up and hopped on the tractor, passing several fawning hens that squawked at the cockerels on his way. There it was. His life's work. Several naked humans grazing in a paddock.

SIMPLE SERENITY - by Gemma

The heat melted the rain from the sun-kissed streets. The last of the remaining droplets clung to shop windows like small crystals. Reflecting the richness within, the soft smell of pruned roses and the sweet perfume after the morning rains hung in the air and filled the countryside with fragrance.

A NEW WORLD - by Phoebe

For years the city sat, slumbering silently while the survivors floundered fearfully, looking for the path back. They finally settled upon a small street, littered with little pieces of the old world. Slowly they spread, cleaning the streets, stopping when the buildings shook beneath their feet, the city waking, finally.

SUN - by Hamish

The bright shimmering shadow wrapped itself around the huge ball of dirt. Swarming everything in its path; taking over the gloomy dark shadows of the night. It contaminates the grass, bit by bit, as it melts the ice crystals from them. The warmth as it articulates generates a sweltering energy.

HIEROGLYPHICS - by James

Curiously, my inquisitive hands rustled through the dead pages; fervently, I was being watched. I looked around me... Silence. I looked back to the manual; it was as clear as mud. My pupils widened; the characters remained unresponsive. I stared more intently; no change. Ancient Communications were not my forte.

FATHER DOME - by Heramb

Towering above, the tessellating dark dome shielded those below from the abuse of the sun. All else dissipated under its domain. A jarring light flicker; awake the hibernating humans. Down into the inferno pit, the ragdoll bodies willingly tumble, fueling their saviour. Praise the dome.

WHAT CAN I SAY? - by Nathan

Once he used to be able to speak his thoughts. Now, he must not speak of anything, or else 'someone will be offended'. This future, once only dreamed up by morose authors, is now the present. He arose to the podium, and proclaimed the truth. The air filled with gunshots.

PENNING IT DOWN - by Nathan

His pen floated above the blank page. Many authors in the past once said that "a page is an empty canvas waiting for personality to spill upon it". Regardless of his efforts, his pen remained above the page. What was there to write about now when no one could read?

I WISH - by Lilian

Take a step outside of where you are,
Remove yourself from where you are,
Because I want you to see a city,
A very, very busy city,
Cars, motorcycles, bikes, they flow together in a fast-running river Seemingly accustomed to one another.

I ask of you to picture vivid city lights,
Not the colourful, pink neon kind,
But an array of whites, oranges and yellow,
Perhaps some bright blues mixed in between.
Try to hear the popping of firecrackers,
And the cries of fireworks in the blackness,
Now listen to the drumming of the lion dances, decorated in red.

I want you to see the markets, the stands,
Skewered meat being fried to outdated music.
But stop, take a look at the old men and women
Near the road selling sugar cane.
Maybe Glance over to the streets
you would see the many tables inside the bustling restaurants
Each side by side.
If you listen, you could hear the cheering of men after a busy day
And sizzling soup.

I want you to walk steadily, across a bridge,
The lights and noise drown out your pride.
I want you to keep walking,
The rundown, the disarrayed, towers steadily forming.
And within, the business, the rapid ongoing of life
There are people waiting for you.

I wish you knew of the apartment blocks with open doors
With friends waiting for their friends to come.
Grandparents waiting for their children
And their children's children to come,
Just so tea and red packets can be shared.
I wish people knew of it,
the warmth from uncles and aunties you rarely meet,
And those who wait each year, who are surprised by how tall you've become.

I wish.
I wish people knew this sea, where the tides never stop
It makes the world bigger, and you, a little smaller.
Yet I feel no one knows of this place,
Not the news, not my neighbours, not my friends.
Where I am, and perhaps where you are,
No one knows of this place.
Because this place has simply become
the home of 'bat-eaters'.

FEARS - by Harmony

When somebody asks what I'm afraid of,
I might say snakes.
This time I'll mix it up,
I'll say clowns or drowning in lakes.

I could be scared of crowds of people,
And possibly tight spaces.
What if I'm scared of insects?
Or tripping over my laces.

Needles could scare me,
I could be scared of being alone.
Maybe I'm scared of the dark,
Or I could be afraid of the unknown.

I know my biggest fear,
It's known by nobody.
But my biggest fear is one day,
You'll see me how I see me...

SONNET 1 'TERRAIN' - by Georgie

Alluring mountains, towering above
Daring and dauntless, inspirational
Beauty is indescribable; in love
Persuading me to write, sensational

Rugged and rocky, intricate detail
A starting sketch, line by line, stroke
by stroke Compelled to stop and stare,
breathe and inhale The distant point,
surrounded by thick smoke

Crevices filled of the ochre colours
Wind swaying the trees, it's motivity
For colours dull to radiant wonders
Stimulating my creativity

My illustration, interpretation
My work, for it is my aspiration

TOOLS OF WAR - by Ben

Silent flash sweeps land
Fire vaporizes, metal falls
Ashes forged in fear

THE AMERICAN SPIRIT - by Ben

Jewel of the sea
Ambitious plans on rough seas
Small scratches, big scars

FIRE ON FIRE

by Rebekah

The news report played in the lounge room sedately. They were trapped. Fire crews couldn't reach the sprinkle of assets outside the Crackenback vicinity. That's what the reporter announced, attempting empathy that didn't reach his eyes. He was devoid of emotion, save the hunger of the paycheck he would receive for covering the story. The message replayed daily; the suited man growing more ravenous, the digits rolling upwards as he spoke. As the blaze began spearing over the crest of the terrain around them, will and resolve slowly peeled away from Hazel and Jason like the warm grey paint curling off the panelling around their home.

Hazel couldn't remember why they'd chosen that colour, it's not particularly welcoming, she'd thought many times, with a scrunched up nose. It had taken four days to paint the house. Four days for Jason to realise she had a heart. Four days for Hazel to realise he had a brain.

She propped a hand to the supporting post, tracing the dimples and ripples of shadow that had no origin yet threw small prisms of light throughout the clearing and just into the trees. Jason strode up behind Hazel, wrapping his arms around her waist, his feather light hands carefully drifting to the small swell in her stomach. His treasure was growing. He would ensure that it continued to.

They watched as orange tongues licked the trees, smothering healthy brown and silvery green, leaving dead charcoal. Dappled sunlight dissolved in smokey ash. They'd made their life in this spot. He had proposed in the small grove of trees just separate from the blanket of woodland. She had married him by the bright, bubbling creek four months after the engagement. She'd made her way alone towards her fiancé, soulmate and equal—beautiful, covered in frost white elegance and surrounded by rare finery—and had walked away together with her husband. Years they'd spent in this home. Their woods. Filling it with their love, sparking it with their intensity, and burning it with their friendship.

A translucent fire that still smoldered and burned today. One that wrapped around the memories following between the trunks, protecting the couple that submitted themselves to love, trust, honesty, loyalty, and hope. It swelled to the creek, full of dancing light, where the trees witnessed their unbreakable vows. It sparked through the small grove where they'd offered, accepted and traded hearts. And wrapped around the nondescript paint, cracking and peeling from the paneling.



She and Jason had been teenagers when they'd stomped into the small convenience store and bought the first buckets of paint they could lay their hands on. It was a stupid and annoyingly effective punishment. He had oiled the staircase with grease and howled with laughter when she'd gone down face first, acquiring a cut on the side of her head that trickled a steady flow of crimson. Yet as he had bolted out the back door ready for hell, he earned a broken wrist and a face of floor boards from the trip wire she had laid earlier that day.

So they wound up painting the house exterior.

"Labour will get you two straightened out", her father, Ace, had justified.

"Can't hurt to get a job done while you're at it", Luke had added, Ace's life long friend and Jason's father.

With that, the gracefully aging men raced for the pub. It definitely wasn't a big house, but after the first dawn to dusk work day both Hazel and Jason could agree on one thing. It sure as hell wasn't small either.



On their two year anniversary, Jason had prepared a candle lit dinner in the small grove of trees where he'd asked her on their first date. Hazel, entranced by the star studded scene before her, didn't notice Jason on the ground. Ruining the knee of his favorite pants. A tiny box propped in his hands. The rock embedded inside was humble compared to her glassy shining eyes; and as they stared into each other's souls, he asked a single question. Tears of joy and love rolled down her face.

"You just ruined your favourite p-pants", she spluttered between sobs.

"It's worth it"

"They're expensive a-and br-brand new-w"

"My answer-", Jason began, before being silenced by a kiss.

"Yes", she whispered. Only taking her eyes off of him long enough to see the ring slide onto her finger. A second skin. The smell of slightly dried grass and soft soil mingled with candle smoke and the salty brine of tears. His cologne settled around her, his arms squeezing her tight. Not to cage, but protect. Not to possess, but cherish. They were question and answer, he was so familiar to kiss, yet everywhere they touched sent sparks through her body as if they'd never even held hands.

That beautiful night, it wasn't mere earthly jewels swapping possession. But hearts. Becoming one, concreting upon whispered question and answer.



It was at the creek where the fires first met. One spitting and lunging, the other soothing and gliding. Anger, hatred and revenge met joy, love and forgiveness. Suffocating smoke pushed to erase the dancing creek of light and love, but to no avail. Hate fuelled embers did not cross the invisible line which Jason and Hazel's love had drawn. The slightly dry grass, the soft soil, and the blanket of trees remained unchanged. Orange swarmed at all sides. Seeking weakness. The almost translucent power did not concede, did not dim, didn't even flicker.



The newsman surveyed the damage of the bushfire from the Live-Stream helicopter bobbing over the blackened land. Not a blade of grass had escaped termination, not a shred of bark had been rescued from its greedy grasp. He deduced the ruined lives and splintered dreams below him to be a waste of time on-air. Nothing for him to profit off, he signalled the pilot to get back to base. Yet, in the most affected shrubbery, a perfect circle of green seized the camera-man's attention. Encompassed inside was a small creek, a grove of trees and a grey house. He zoomed in, and could have sworn dimples of shadow and prisms of light frolicked.



Carinya

CHRISTIAN SCHOOL
From Christ and For Him

www.carinya.nsw.edu.au

**For in him all things were created:
things in heaven and on earth,
visible and invisible, whether
thrones or powers or rulers or
authorities; all things have been
created through him and for him.**

Colossians 1:16