



Principals Report

Friday 22nd May 2026

Some farewells and welcomes this week at our school. We wish Ms Cakebread all the best as she begins her maternity leave next week; always keen to take on outdoor education adventures, Ms Cakebread will be taking on the adventure of parenthood in the second half of the year! We welcome Mr Fleming who will be teaching in primary and secondary classes at our school for the rest of the year, and welcome back Mrs Mirtschin as she teaches the VCE Unit 1-2 Business Management class. We also welcome two student teachers who are completing a professional placement at our school over the next few weeks – Miss Welsh working with Mrs Quinlan in the Year 5-6 classroom, and Miss Cook working with Ms Roney and Mrs Butters in secondary English classes. Our school regularly hosts student teachers, and it's a great opportunity to build the experiences and skills of the next generation of teachers.



I am pleased to announce that our new school Vision and Values statement has been finished and presented to School Council and represents how we want our school to be. The intent of these words below was developed following the 2025 School Strategic Review and was co-authored across semester two of last year with input from students, ES staff, school councillors, parents, teaching staff and the Review panel - hopefully everyone involved will be able to see their contribution to the collective statements below. Establishing a new school vision is central to our School Strategic Plan over the next five years, and to promoting what our school stands for in the wider community. We all need to work hard to ensure that these statements are reflected in the daily life of our school; we all have a shared responsibility to model and promote the vision and values that define how we want to be as a school.

VISION:

At Hawkesdale P12 college we set high expectations and provide real opportunities to learn in a safe, supportive and enjoyable learning environment. We encourage kindness, curiosity and confidence as important personal qualities. We want our school to be a place where there is a strong sense of calmness, belonging and fairness, and a place where students are preparing for a successful life beyond the school gate.

VALUES:

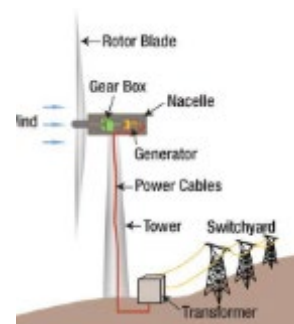
At Hawkesdale P12 we show respect by using positive language when talking with others, through active listening and participation, and by being kind to everyone around us

At Hawkesdale P12 we show responsibility by being prepared for learning and attempting all activities in a timely manner, taking ownership of the actions we take and their consequences, and by looking after our school environment

At Hawkesdale P12 we show resilience by learning from our mistakes and having a growth mindset, by trying our best and getting things done even when they feel difficult, and by being adaptable to change.

The Department of Education announced some changes to semester one written reports for government schools across Victoria at the beginning of this week, and following AEU industrial bans earlier this term. Schools will still be providing printed reports for semester one this year as usual, and reports at our school will be distributed in the last week of this term. Student reports will continue to provide important details about student learning attainment and progression points, but full descriptive comments will not be included as a result of the timing of term two stop work bans. Families are always welcome to make contact with staff at school to discuss student learning progress at any time, and to discuss the outcomes and learning progression noted in these reports.

Students in Years 7-12 attended a presentation at the Memorial Hall on Wednesday afternoon conducted by GPG Hawkesdale Windfarm staff; staff and students learned a lot about the construction and life cycle of the windfarm towers, and I was impressed with the questions that students asked, ranging from the career journeys that staff took to arrive at working for GPG, to the purpose of the red flashing lights atop each turbine. A big thanks to Debra Dumesny for her continued GPG community liaison support role with our school, and for organising this informative presentation session.



A reminder that **the annual 2026 Attitudes to School Survey will be administered to all government school students in Years 4 to 12 starting this week**. Please feel free to contact me at school if you would like to have a chat about the survey and the important role that it plays in gaining feedback from a student perspective.

A reminder also to Unit 3 traditional VCE and vocational VM students that the GAT written exams will be happening at the Lutheran Hall under full exam conditions on Tuesday 16th June, with practice English exams to follow on Thursday 18th June for our Year 11 and Year 12 traditional VCE students. VCE students who attend TAFE classes on the day of the practice English exam will be able to sit their exams on Friday 19th June, also under full exam conditions. The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students as a routine part of completing their senior secondary studies, and plays an important role in the quality assurance of VCE assessments as well as providing students with an opportunity to demonstrate that they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. More information about both days of exams will be sent home shortly. A big thanks in advance to Ms Roney for running a GAT preparation session for senior students from 3:30pm to 5 pm on Tuesday 26th May.

I'm happy to note that the water and gas issues that we had across Monday and Tuesday have been repaired, and that our five school buses are able to arrive and depart from the bus loop as per usual. Replacement roofing works above the corridor adjacent to the canteen were also completed this week, and I am looking forward to not needing to mop up water leaks in this part of the school every time that it rains. A small area of black mould has also been removed; air-monitoring inside the sealed black plastic bubble will continue into next week to ensure that spores are not present.

Have a great weekend after this busy week!

**Mr Ralph
Principal**

Z For Z Remake

The sky had not been blue for a whole year. Ever since the bombs fell, it had stayed a heavy, endless grey. Ash drifted through the air like snow that never melted, covering everything—roads, houses, trees, and even us. The world felt like it had stopped, stuck in a quiet moment that would never end.

My name is JP. It has been one year since the apocalypse began, and I live in the last known town for hundreds of kilometres. At least, that's what we believe. It's just me, Jesse, and Jeff now. A year ago, this place was full of life. There were schools, shops, cars on the roads, and people everywhere. Now it is silent. Buildings are broken open like empty shells. Windows are smashed. Cars are rusted and covered in ash. Even the wind seems tired.

Surviving for a year has changed everything. We have learned what to eat, where to hide, and when to run. We do not think about the past too much anymore, because it hurts too much. One morning, I checked our supplies. The water was almost gone again. It was always the water that caused problems. Food we could find, but clean water was rare.

We decided we had no choice but to go back to the old dam, ten kilometres away. It had become our only reliable source of water since the collapse. The journey was never safe, but staying was worse. We packed quickly. Each of us took a backpack with cans of food, a flashlight with fading batteries, and a worn map that was now soft from being folded too many times. Jesse checked the supplies twice, as he always did. Jeff stayed quiet, watching the sky like he was listening to something no one else could hear.

We left just after sunrise, though "sunrise" barely meant anything anymore. The sky was always the same colour. The road out of town was cracked and broken. After a year of weather and no maintenance, nature had started to take it back. Grass and weeds pushed through the concrete. Trees grew strangely close to buildings, as if trying to pull them down. We walked in silence at first. Our footsteps echoed in a world that had no other sounds. After about an hour, we reached an old intersection where a crashed truck still blocked part of the road. It had been there since the beginning. We always passed it carefully.

That's when we heard it. A low, deep growl. We stopped immediately. From behind the truck, a wild dog stepped out. It was thin, its ribs showing through its dirty fur. Its eyes were sharp and hungry. Animals had changed over the year too. They were more desperate now, less afraid of people. The dog jumped at us. We ran. My heart was pounding as we sprinted down the broken road. Ash flew into the air with every step. Jesse was ahead, Jeff just behind me. The dog was fast, closer than I wanted it to be. Ahead, there was an old service building, half collapsed but still standing. "Here!" Jesse shouted. We ran inside and slammed the door shut. The wood shook as the dog hit it once, twice, then scratched angrily. We stayed silent, holding our breath. After a few minutes, the scratching stopped. The dog left.

We waited a little longer before stepping outside again. The silence returned like nothing had happened. Jeff looked at the ground. There were more paw prints now than there used to be. We kept moving. By midday, the air felt heavier. The dam was getting closer. None of us spoke much. We saved our energy.

When we finally reached it, the sight was worse than last time. The water level had dropped again. Cracked earth surrounded the edges. It looked like the land itself was drying out and giving up. Still, there was enough water to collect. We stepped forward carefully. That's when we saw them. Footprints in the dirt. Fresh ones. We froze. Someone else was here. Before we could decide what to do, a voice called out from behind the rocks. "Don't move." A man stepped out slowly, holding a metal pipe. He looked like he had been alone for a long time. His clothes were torn, and his face was covered in dirt and exhaustion. He kept the pipe raised. "This is mine," he said. "I got here first."

Tension filled the air. None of us moved. Jesse slowly lifted his hands slightly, showing we were not a threat. Jeff stayed still, watching carefully. I tried to speak calmly. "We don't want trouble. We just need water. The man looked at us for a long moment. His grip tightened, then loosened slightly. He looked tired, too tired to keep fighting everyone he met. After what felt like a long silence, he lowered the pipe a little. "There isn't enough for everyone," he said quietly.

"We can share," I replied. "That's the only way any of us survive." Another pause. Then, slowly, he stepped aside. We filled our containers together. The man told us his name was Jordan. He had been surviving alone for months, moving from place to place. He didn't trust easily anymore, but there was something about him that felt like he missed people more than he feared them.

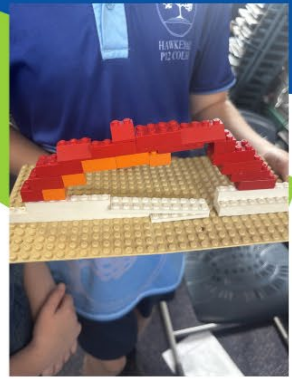
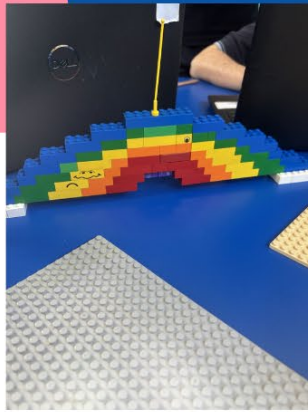
That night, we stayed near the dam. We made a small fire using broken wood and scraps. It was the first time in a long time that we were not completely alone. No one spoke much. We just sat and listened to the fire crackle. The next morning, we prepared to head back. The return journey started quietly, but halfway home, the ground shook. It wasn't strong at first, just a small tremor. Then it got worse. A loud crack split through the air. The road behind us collapsed into a deep hole. We ran forward quickly, just before the ground gave way completely.

When it stopped, the road was gone. There was no way back. We had to change direction. The only option was the forest. The forest had grown wildly over the past year. Trees were taller and thicker now. The air inside felt darker, colder, and still. We moved carefully between the trunks. Every sound felt too loud. Then another crack echoed. A huge tree fell nearby, blocking our path completely. We had to climb over it, pushing branches aside. It took time and energy we didn't have.

By the time we reached the other side, we were exhausted. That night, we found shelter in an old, half-broken building on the edge of town. We did not light a fire this time. It felt safer to stay hidden. I lay awake for a long time, listening to the wind. A year ago, this world was different. Now everything was about survival—food, water, shelter, safety. But something had also changed inside us. We were still here. Still trying.

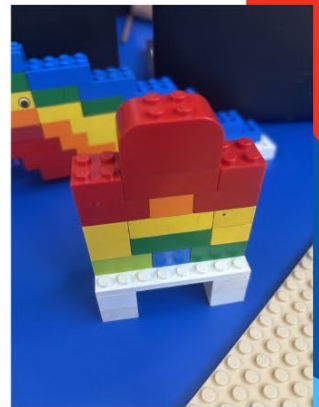
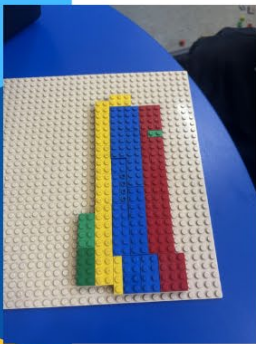
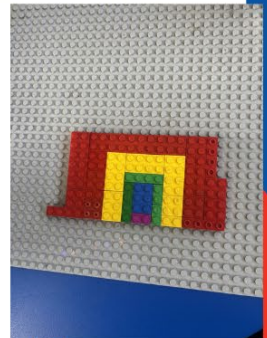
The next day, we finally returned to the town. It looked the same as when we left it—empty, broken, silent. But now, it felt different. We were not just three survivors anymore. We were four.

As I looked around the ruined streets, I realised something. The world had ended a year ago, but life had not completely stopped. It was still here, in small moments—shared water, shared food, people choosing not to fight. I looked up at the grey sky again. For the first time in a long time, I wondered not just if it would turn blue again... but if we would still be here when it did.

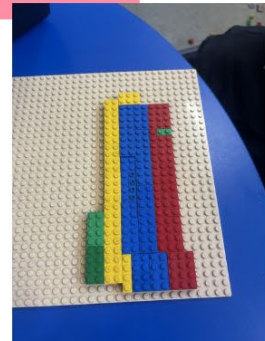
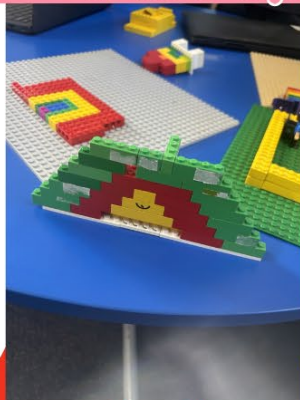


BUDDIES

Build your own rainbow



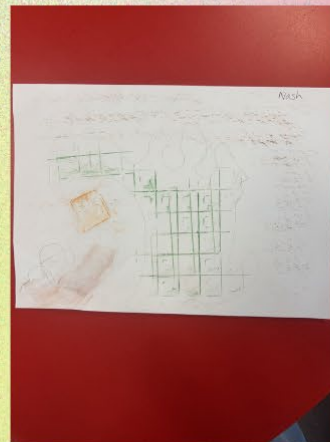
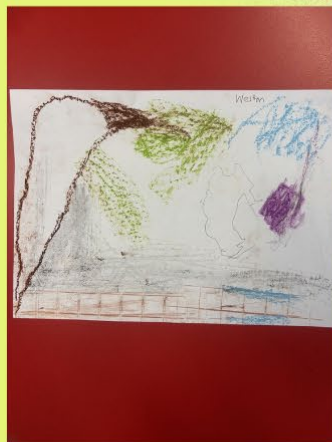
Students in Prep 1 and Grade 5 6 worked in their buddies groups to create rainbows made of lego.





CRAYON RUBBINGS

**STUDENTS IN PREP 1 ART USED THE
SIDE OF THEIR CRAYONS TO MAKE
VARIOUS PICTURE RUBBINGS**





P/1 Week 5

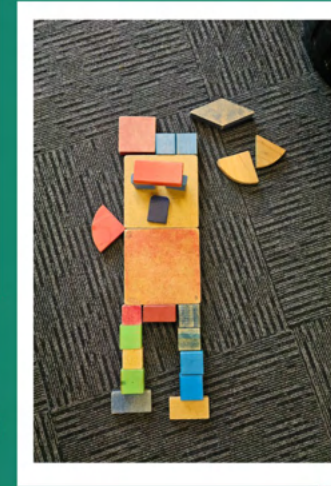
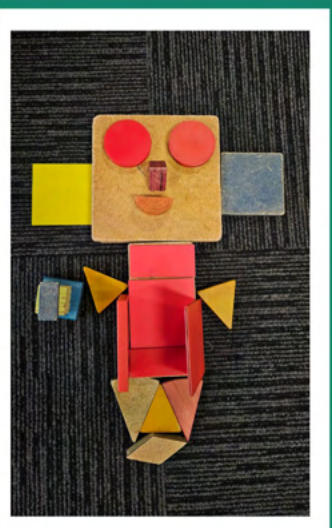
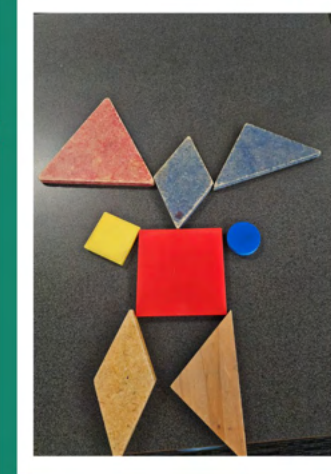
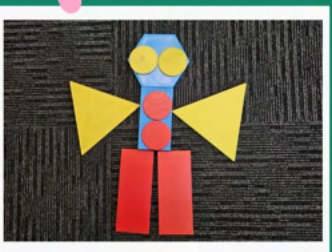
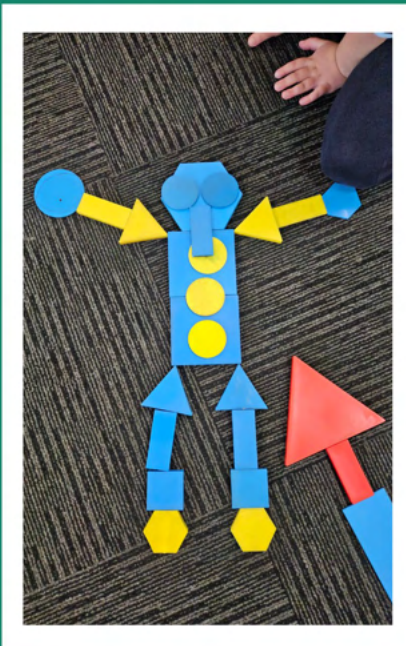
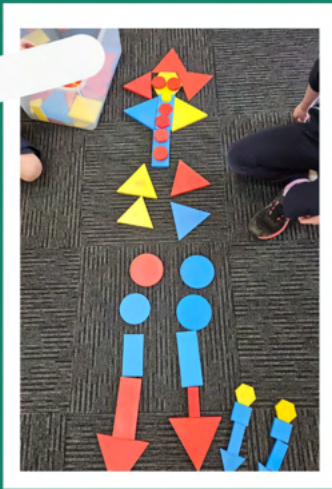




P/1 Week 5



P/1 WEEK 5



We made robots with shape blocks and then measured the parts with connector cubes.



School Wide Positive Behaviour Expectations



Next week our behaviour focus is:

RESILIENCE - USING POSITIVE STRATEGIES TO DEAL WITH PROBLEMS AND BEING OPEN MINDED.

This includes:

Trying your best and asking for help when you need it

Seek and take on feedback to improve your learning

Try and solve problems and make good choices on your own

Wait patiently for your turn

Respond to challenges calmly

Be open minded



keep
POSITIVE
thinking

Congratulations to the following students for receiving nominations over the last couple of weeks:

Frieda, Luke, Blake McRae, Memphis, Xavier, Amelia, William R

Glasses For Kids - Year Prep to 3 - 10th August 2026

Paper forms will be sent home with students next week.

4 simple steps to be part of the Glasses for Kids program...

-  1 Read the Information for Families Brochure
-  2 Complete the Consent Form and Optometrist Questionnaire
-  3 Give both forms back to school
-  4 Ensure that your child is at school on the day of visit



How does the Glasses for Kids program work?

- GFK partners with qualified optometrists who will visit your child's school and offer your child initial vision screening and if required, further testing and glasses at no cost.
- All screening and testing sessions will be completed during school hours.

How can my child be part of the program?

- Please return the Consent Form and Optometrist Questionnaire to your school by the due date.

How do I get the results for my child?

- Your child will receive a letter about their vision screening outcome to bring home at the conclusion of our visit.

What if my child needs glasses?

- If the optometrist prescribes glasses for your child, GFK will provide them at no cost.
- Your child will have the chance to choose their glasses and be fitted on the day.
- Your child will be given a letter telling you why the glasses have been prescribed.

What if my child is nonverbal or from a non English Speaking background?

- They can still participate; the optometrists we partner with have resources and techniques to work with nonverbal or ESOL students.

Who can participate?

- Primary Schools: Prep - Year 3 students.
- Specialist Schools: Students aged 5 to 10 years old.

Can children who currently wear glasses be part of GFK?

- Yes, they can. If their glasses are less than 12 months old, please provide a copy of their latest prescription if available.
- If your child is already under the care of another optometrist, please share any relevant information on the Optometrist Questionnaire.

Do I have to return separate forms for each child?

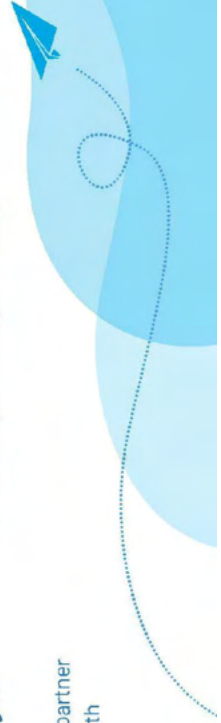
- Yes, each student must have a signed Consent Form and Optometrist Questionnaire.

Do I have to provide Medicare details?

- It is preferred as any testing that may be required on the day of the visit may be bulk billed through Medicare. However, if your child does not have a Medicare card, they can still participate in the program.

What happens if the glasses are damaged?

- GFK will provide one (1) replacement pair at no cost, providing the initial pair is less than 12 months old.
- Parents or carers should contact their child's school to have a replacement pair ordered.



Child's Details and Eye Health

When was your child's last eye exam with an optometrist? Never 1 year 2 years 3 years 4+ years

Does your child wear glasses?

Yes No

If your child currently wears glasses, please attach their most current prescription if available.

Do you have any concerns about your child's vision or eyesight? If yes, please describe:

Has your child ever had eye surgery or vision therapy, such as eye exercises or patching? If yes, please describe:

Family Eye Health

Does anyone in the family have any of the following?

- Amblyopia (lazy eye) Hyperopia (far sighted) Astigmatism (blurred vision) Other
- Strabismus (cross eyes) Myopia (near-sighted) Nystagmus (rapid eye movement) None/Unsure

Observations

Please tick any of the following that you or your child's teacher has observed:

- Blurred distance vision Near blur/double vision Squints or blinks excessively Headaches
- Tilts head Avoids close work Closes one eye/squints when reading Red or watery eyes
- Eye turns in/out/up Uses finger to read Takes out small words when reading Holds books too close
- Loses place when reading Skips or re-reads lines Reverses letters and numbers Words move or run together
- Slow reading Poor spelling Other

GLASSES FOR KIDS IS COMING TO YOUR SCHOOL!

Your child is eligible to receive **FREE** vision screening, testing and glasses through the Glasses for Kids program—available to **Foundation (Prep) to Year 3** students. This service is provided at no cost and takes place at school.

How does the Glasses for Kids program work?

- GFK partners with qualified optometrists who will visit your child's school and offer your child initial vision screening and if required, further testing and glasses at no cost.

- All screening and testing sessions will be completed during school hours.

Who can participate?

- Primary Schools: Prep – Year 3 students.
- Specialist Schools: Students aged 5 to 10 years old.

How can my child be part of the program?

- Please complete the online consent form using the QR code. If preferred, simply complete the attached consent form and return it to your school by the due date.

Can children who currently wear glasses be part of GFK?

- Yes, they can. If their glasses are less than 12 months old, please provide a copy of their latest prescription if available.
- If your child is already under the care of another optometrist, please share any relevant information on the Optometrist Questionnaire.

What if my child is nonverbal or a non-English speaker?

- They can still participate; the optometrists we partner with have resources and techniques to work with nonverbal or non-English speaking students.

Do I have to complete a separate form for each child?

- Yes, each student must have a completed Consent Form

How do I get the results for my child?

- Your child will receive a letter about their vision screening outcome to bring home at the conclusion of our visit.

What if my child needs glasses?

- If the optometrist prescribes glasses for your child, GFK will provide them at no cost.
- Your child will have the chance to choose their glasses and be fitted on the day.
- Your child will be given a letter telling you why the glasses have been prescribed.
- Glasses will be sent directly to the school 3–4 weeks after the visit

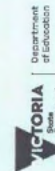
Sign up today by scanning the QR code below

If preferred, you can also complete the attached consent form which must be returned to your school by the due date.



Need help? For more information, or if you have problems accessing the consent form please get in touch with us.

www.stateschoolsrelief.org.au | www.glassesforkids.com.au
info@glassesforkids.com.au | (03) 8769 9400



Canteen Menu – 2026

Mini Chicken Wrap -	\$2.50
Chicken Mini Muffin Pizza	\$2.00
Ham, Cheese Mini Muffin Pizza	\$2.00
Ham, Cheese, Pineapple Mini Muffin Pizza	\$2.00
Egg and Bacon Muffin	\$3.50
Hash Browns	\$1.00
Sweet Chilli Chicken Tender Toastie	\$2.00
Party Pies / Sausage Rolls	\$2.00
Homemade Slices / Muffins / Banana Bread	\$1.50
Homemade Biscuits	\$0.80
Truffles	\$2.00
Banana bread - (gluten free) must be pre-ordered	\$3.50
Brunch Pies	\$6.50
Angel Bay Light Beef Burgers with Salad - must be pre ordered	\$6.50
85gm Canteen Approved Chicken Burger with Salad- must be pre ordered	\$6.50
Salad Roll or Sandwich with or without Meat	\$6.50
Salad Tubs with or without Meat	\$6.50
Sandwiches - selected fillings eg: egg & lettuce / ham & pickles (must be pre ordered)	\$3.50
Veggie Burger with lettuce, tomato, beetroot, cheese, mayo on a wholemeal roll	\$6.50
Sweet Chilli Chicken Wrap - with lettuce, tomato, mayo and cheese – must be pre ordered	\$6.50
Dino Nuggets & Wedges	\$4.50
Meat Pie (gluten free) Party pies	\$5.00
(gluten free) Sausage rolls	\$3.50
(gluten free) Pie	\$4.00
	\$8.00

While canteen staff will take all reasonable precautions to prevent the cross-contact of gluten free and gluten containing food products, it is important to be aware that we cannot guarantee that any item prepared and served from our canteen is going to be completely free of allergens.

Drinks

Water – 600 ml	\$2.00
Nippy's Milk – 250 ml – Strawberry, Honeycomb, Chocolate, Coffee	\$2.50
Fresha Juice – 250 ml - Apple or Apple & Blackcurrant or Orange	\$2.50
Nippy's Milk – 375 ml – Strawberry, Honeycomb, Chocolate, Coffee, Banana	\$3.70
Fresha Juice – 500 ml - Apple & Blackcurrant or Orange	\$3.70
Frozen Yoghurt or Icy Poles – break 2 only	
Lemonade Icy Poles (gluten free)	\$1.60
Zooper Dooper – Maximum of 2 – Temp must be over 25°C	\$0.50
Dixie Cups (gluten free)	\$2.50
Frozen Yoghurt	\$2.50
Chips	
Chips (28 g) - Honey Soy or Sea Salt or Salt & Vinegar (gluten free)	\$1.50
Snaps (28 g) (gluten free)	\$1.50