



# Mount Pleasant PRIMARY SCHOOL NEWSLETTER

A great school in the heart of Ballarat

[mount.pleasant.ps@education.vic.gov.au](mailto:mount.pleasant.ps@education.vic.gov.au)

03 5332 3646

[www.mtpleas.vic.edu.au](http://www.mtpleas.vic.edu.au)



*We would like to acknowledge the traditional owners of the lands on which we all live and learn, and recognise their continuing connection to land, water and community. We acknowledge the Wadawurrung people of the Kulin Nation, where we share a place of belonging. We pay our respects to Elders past, present and emerging and thank them for taking care of this country over countless generations.  
Koling wada-ngal (Let us walk together)*

**Term 1, Week 10  
3rd April, 2025**

## From the Principal

Hello everyone

As we wrap up Term 1 of 2025, I am filled with immense pride and gratitude for the achievements, teamwork, and enthusiasm that have defined these first ten weeks of the year. This has been a term brimming with milestones and celebrations, each one reflecting the vibrant and caring culture of our school.

We began the year with a wonderful *Welcome Picnic*, bringing together students, families, and staff. It was heartwarming to see our community reconnect and meet new members, particularly the 25 Foundation students embarking on their first year of learning. Watching their excitement and curiosity reminds us all of the joy in beginning new adventures.

Across all year levels, students have demonstrated academic excellence and determination, from Foundation through to Year 6. A particular highlight has been the commitment of a group of Year 5 and 6 girls in the *Say It Sister Program*, fostering leadership and empowerment. Additionally, students and families have embraced the *Bulldogs Read* initiative, enjoying shared reading opportunities at the Ballarat Library and even chatting with AFL players this week—a truly special experience.

We commend the efforts of our Year 3 and 5 students during NAPLAN assessments. Their focus and hard work were remarkable, supported by dedicated teachers and education support staff. Behind the scenes, our newly formed *School Council* has begun its important work, contributing to the governance and future planning of our school.

This term, we also welcomed *Teeth on Wheels*, ensuring the dental health of our students, and celebrated *Harmony Week* in style, with our community wearing a 'splash of orange' to show that "Everybody Belongs." These moments of care and inclusivity define who we are.

At the core of all these accomplishments is the embodiment of

our school values: *Respect, Responsibility, and Resilience*. These principles guide our actions and interactions across the community. We strive to teach and reinforce these values at school, and we implore families to model them at home. Together, this commitment helps develop our students into caring and confident individuals who value kindness, accountability, and perseverance in everything they do.

As the term draws to a close, we have held Parent-Teacher Interviews, providing a valuable opportunity to reflect on learning goals and progress. And of course, our term is ending on a sweet note with the delivery of Hot Cross Buns from our school fundraiser—thank you to everyone who supported this initiative!

I want to acknowledge the incredible work of our staff and students in refocusing on learning and wellbeing. Individual, group, and class supports have ensured every child feels valued and supported. As we look ahead to Term 2, we're excited to dive into *Health* as a major topic across all year levels—a chance to grow in knowledge and wellbeing together.

Wishing all our school families a safe and happy Easter term break, whether at home or travelling. We look forward to welcoming everyone back on Tuesday, 22nd April, ready for another term of growth, learning, and fun.

Keep an eye on our Facebook page for snippets and updates in between newsletters, and school families, remember to always view Sentral notifications as they pop up. As always, keep safe and look after yourself, your family, friends and neighbours. Stay grateful, kind and mindful, as we say and do in school.

Miss Catherine Barnes, **Acting Principal**



# Term 1 Calendar

Term 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> 27th-31st January	<b>January 27th</b> Australia Day holiday— SCHOOL CLOSED	<b>28th</b> Staff commence— STUDENT FREE DAY	<b>29th</b> Year 1-6 students commence Term 1	<b>30th</b> Foundation students commence Term 1 Say It Sister Program (selected students)	<b>31st</b>
<b>Week 2</b> 3rd-7th February	<b>February 3rd</b>	<b>4th</b>	<b>5th</b> Foundation Free Day	<b>6th</b> Newsletter Say It Sister Program (selected students)	<b>7th</b> Assembly 9:00am
<b>Week 3</b> 10th-14th February	<b>10th</b>	<b>11th</b>	<b>12th</b> Foundation Free Day Bulldogs Read “Family Information Evening” 6:00-7:00pm (selected students)	<b>13th</b> Say It Sister Program (selected students)	<b>14th</b> Assembly 9:00am
<b>Week 4</b> 17th-21st February	<b>17th</b> Bulldogs Read “Welcome Event” 12:30 -3:00pm (selected students)	<b>18th</b> School Welcome Picnic, 5:00-6:30pm	<b>19th</b> Foundation Free Day	<b>20th</b> Newsletter Say It Sister Program (selected students)	<b>21st</b> Assembly 9:00am
<b>Week 5</b> 24th-28th February	<b>24th</b>	<b>25th</b>	<b>26th</b> Foundation Free Day School Council meeting 4:30pm	<b>27th</b> Say It Sister Program (selected students)	<b>28th</b> Assembly 9:00am
<b>Week 6</b> 3rd-7th March	<b>March 3rd</b> Foundation Students full time	<b>4th</b>	<b>5th</b>	<b>6th</b> Newsletter Say It Sister Program (selected students)	<b>7th</b> Assembly 9:00am
<b>Week 7</b> 10th-14th March	<b>10th</b> Labour Day holiday— SCHOOL CLOSED	<b>11th</b>	<b>12th</b> NAPLAN window starts for Years 3 & 5	<b>13th</b> Say It Sister Program (selected students)	<b>14th</b> Assembly 9:00am
<b>Week 8</b> 17th-21st March	<b>17th</b> Teeth on Wheels	<b>18th</b> Teeth on Wheels	<b>19th</b> Teeth on Wheels	<b>20th</b> Newsletter Say It Sister Program (selected students)	<b>21st</b> Assembly 9:00am Harmony Week celebration
<b>Week 9</b> 24th-28th March	<b>24th</b> NAPLAN window ends for Years 3 & 5	<b>25th</b>	<b>26th</b> School Council meeting 4:30pm	<b>27th</b> Say It Sister Program (selected students) Hot Cross Bun orders/ money due	<b>28th</b> Assembly 9:00am
<b>Week 10</b> 31st March-4th April	<b>31st</b> Bulldogs Read player videocall Parent-Teacher Interviews from 2:30pm—5.30pm	<b>April 1st</b>	<b>2nd</b>	<b>3rd</b> Student Support Group meetings TBC Delivery of Hot Cross Bun orders	<b>4th</b> Assembly 9:00am Student Support Group meetings TBC Last day of Term 1, 2:15pm dismissal (Term 2 resumes on Tuesday 22nd April)

## School Council News



The Annual Report for 2024 was presented and discussed in our Annual General Meeting last week.

The school presented its context (who, what and where we are), our progress towards the school's strategic goals, student outcomes in learning, wellbeing and student

engagement, other highlights from the school year and our financial performance. The Annual Report certainly has provided a pleasing overview of the year—celebrating achievements and notwithstanding challenges encountered by our school community.

The Annual Report is now in a quality assurance stage at the Department of Education, and we will definitely share it on our website when it has been passed.

Along with the Annual Report, our new Office Bearers were nominated and elected for the year as follows:

President: Sam  
Vice President: Melani  
Secretary: Anna

The first meeting of our new School Council also took place last week. We welcomed our two new Parent Representative members, Claudia and Melani, who joined with Sarah, Tamara and myself. Anna and Suzie represent as School Employees; and Catherine as Executive Officer.

The following policies were reviewed and endorsed: Camps and Excursions; Mobile Phone Policy; Statement of Values and School Philosophy Policy; and Yard Duty and Supervision Policy. These are now available on the school website.

Importantly, School Council had a refresher on the Child Safe Standards.

Children have the right to be safe and protected, including at school. Registered schools and other child-related organisations have an important responsibility for keeping children safe. Most organisations already take steps to protect children from abuse. The child safe standards strengthen existing approaches to preventing and responding to child abuse and aim to create a culture where protecting children from abuse is part of everyday thinking and practice. Child abuse, and arrangements that allow it to occur, will not be tolerated. Victoria's children deserve nothing less.

School Council unanimously affirmed the Child Safe Code of Conduct following discussion about the critical role that we all play in our school community.

*Sam, School Council President*

## Mount Pleasant PS is online



## AFL Player Videocall

Our Bulldogs Read students were very lucky to be invited to catch up with other schools in Ballarat undertaking the program this year; and chat with three Western Bulldogs AFL players this week—#18 James O'Donnell, #8 Matthew Kennedy, and #21 and interim skipper, Tom Liberatore.

Daniel asked two quality questions on behalf of our school, and the players were 'wowed' by the questioning and had to put in some serious thought to their responses! How would you go answering these?

*If you were to write a book about the AFL, what genre would you write and what might be the plot line you would follow?*

*What or who are you inspired by?*

Players talked freely about their time as students in school, their reading habits (then and now); their journey into professional football; and their gratitude for their friends and family who have supported them along their way. They also shared some daily routines and habits they have on game day ... which surprisingly for everyone, usually includes a sleep in!



We look forward to our next Bulldogs Read event—a visit to the home ground of the 'Dogs in Footscray.

*Miss Barnes*

## Drop Off & Pick Up Times

Families are reminded that formal school supervision begins each day at 8:40am and concludes at 3:30pm. Before and after these times, teachers plan and prepare learning programs and meet together to discuss school matters.



Please respect this as important time for teachers in their professional practice; and ensure that you drop off your child/children between 8:40-9:00am each morning and collect them before 3:30pm.



## Students of the Week



Congratulations to the following students for being recognised for their achievements in our school with our Student of the Week:

### Week 8 (above)

Bella (F), Jackson (F/1), Ryleigh (1/2), Bayley (2/3), Aarav (absent, 3/4), Asia (3/4 and Performing Arts), Daniel (4/5), Marley (6), Noah B (Chinese), Rydyr (Music), Chase (Visual Art).

### Week 9 (below)

Logan (F), Aahana (F/1), Thomas (1/2), Isabelle (2/3), Elliot (3/4), Millie (4/5), Lily (6), Chad (Chinese) and Wyatt D (Performing Arts).

Continue being your best!



## Prospective Family School Tours

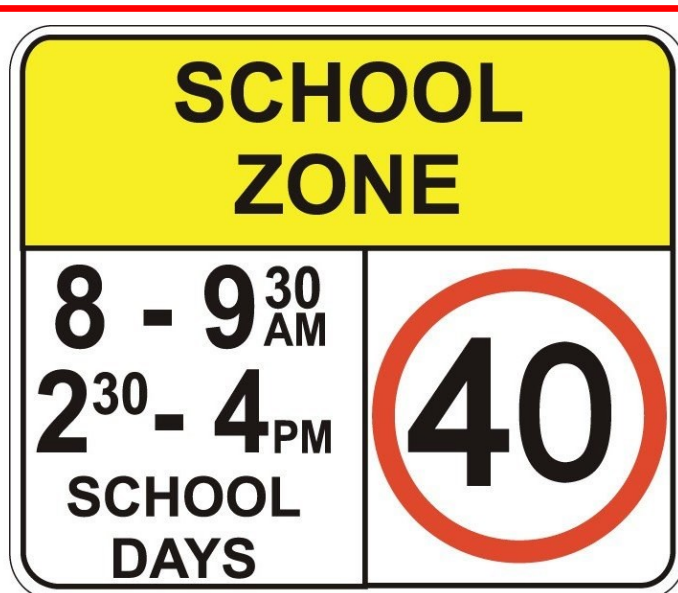
I encourage our local families—new to the area or new to primary education, to come along and see our beautiful school. Personal tours for prospective families are available by appointment, and can be made by calling the school on 5332 3646.

Miss Barnes

## Values Tokens

Showing our school values of Respect, Responsibility and Resilience is so important in every classroom, every play space, every day. Well done to our students who were 'caught out being great' and demonstrating our values across the school.

	Week 8	Week 9
Foundation (Room 3)	Elijah, Amara, Adara	Lukas, Syd, Cora
Foundation/Year 1 (Room 1)	Mirha, Chad, Rico	Aahana, Molly, Dotty
Year 1/2 (Room 2)	Ruby, Cage, Thomas	Esme, Quinn, Par
Year 2/3 (Room 9)	Isabelle, Felix, Dylan	Bayley, Aysha, Nancy
Year 3/4 (Room 7)	Tilley, Elliot, Wyatt C	Autumn, Carter, Asia
Year 4/5 (Room 5)	Abbey, Ivy Sin, Willow	Brittany, Daniel, Zahra
Year 6 (Room 4)	Lily, Lylah, Evie	



The roads to and around our school have a 40km/h speed limit during drop off and pick up times (with Cobden Street 40km/h at ALL times).

For everyone's safety—students, families and staff, please abide by this speed limit when arriving and departing from school at all times.

Thank you.

## YEAR 6



Arielle researching facts

### Core Knowledge

In term 1 the year six's have been learning about Democracy in Australia and Jack Patten and how he helped change Aboriginal rights. We are making Annotated Visual Displays to show this information, please come and look at them next term.

What's happening in  
Our Year Six  
Room

### English



English: Austyn and Marley busy at work

We are currently writing a narrative based on a Road Trip – ask us and we can share them with you! The year six's have been working on editing and leveling up our writing in preparation for year 7!

### Maths

In Maths we have been looking at money and budgeting as well as area and perimeter. In weeks nine and 10 we have been working on two different Maths projects – utilising our newly learnt skills in saving money and designing floor plans.



Maths: Our school captains working on area

Week 10 newsletter article by: Maddie & Katherine



# Performing Arts

We've had a fantastic Term 1 in Performing Arts.

In Foundation-Grade 1, the students have been playing games which encourage participation and cooperation while having fun. Using our bodies to make shapes and sounds, we've created different places like landscapes (mountains, rivers, forests and volcanoes – see photos) and rooms in our homes.

In Grade 1-2 and 2-3 we've developed our improvisation skills using our voices and bodies. In groups, we explored creating actions and text in scenes set at the zoo, in a castle, at a fete and at Sports Day.

In Grade 3-4 and 4-5 students have been consolidating their improvisation skills, focusing on making their physical actions bigger. We've created some inventive sound and movement machines that create chocolates, emotions and even clean cars. Grade 3 students have also made scenes in a café kitchen where the appliances come to life to cause havoc for the chef! (see photos).

Grade 6 students have focused on creating clear scene beginnings that introduce characters, settings and action. The scenes they devised demonstrated teamwork and creative thinking. They created dramas based on the African tale "The Green Glass Bead Necklace" showing some excellent character voices.

Well done to everyone!

*Glynis Angell*

*Performing Arts Teacher*



## Hot Cross Bun Orders

Thank to the families/staff that purchased Hot Cross Buns as our fundraiser. We sold \$690 of hot cross buns with a total of \$184 which will be used to buy passive play toys. Hot cross buns will be sent home today.

Well done to everyone!

Kylie—Office

nab AFL Auskick

GOOD CLEAN FUN

PLAY.AFL/AUSKICK

MT CLEAR AUSKICK

BOYS & GIRLS, PLENTY OF FOOTBALL FUN, GET AFL PACK AND MUCH MORE - REGISTER TODAY!

GETTING READY FOR TERM 2?

extend BEFORE & AFTER SCHOOL CARE



No day is the same at Extend, with fun and fresh activities for children of all ages, such as arts, crafts, sports, and STEM. There are countless ways to play!



We offer delicious snacks prepared daily, suitable for all diets and provide a nutritional boost after a long day at school!



Our service is led by a team of professional Educators who excel in delivering support, creating a safe environment, and bringing smiles to children!

BOOK 14 DAYS IN ADVANCE AND SECURE THE EARLY BIRD RATE FOR YOUR SESSIONS!



## Book Fair

The Scholastic Book Fair will hit Mount Pleasant Wednesday 30<sup>th</sup> April. Students will have the opportunity to view the books on Tuesday 29<sup>th</sup> April, where they can select books to put on a wish list. On the day of the Book Fair (Wednesday 30<sup>th</sup> April) we encourage parents to send money to school with their children as students will have the opportunity to purchase books and staff will be there to assist them. The Book Fair will be open to parents from 3.00pm – 3.30pm. Enter through Trethowan St door to the Arts Centre. **PLEASE NOTE: school gates will close at 3.30pm.** If you have any queries, please contact the office.

Mrs Eames—Library



### Cross-Country Information



Our cross-country program can be viewed on the club website [www.ballaratycw.com.au](http://www.ballaratycw.com.au)

You can also follow us on Facebook [Ballarat YCW](https://www.facebook.com/BallaratYCW) for the most up to date information.

#### Age Groups

Our Cross-Country age groups are U/6, U/8, U/10, U/12, U/14 & U/16 Girls and Boys.

U/18, U/20, Open, 40+, 50+ & 60+ Male & Female.

Age group is determined by age on the April 1<sup>st</sup> 2025.

(Example if they turn 6 on March 30<sup>th</sup> 2025, they will be in U/8 for the season. If they turn 6 on April 4<sup>th</sup> 2025, they will be in U/6 for the season.)

#### Racing Distances

The distances run each week depend on your age group and are as follows:

U/6: 300m most weeks with some 400m

U/8: 600m most weeks with some 700m or 800m

U/10: 1000m or 1200m

U/12: 1200m or longer runs with U/14's

U/14-U/16 normally 3-4 km with the shortest 1500m and longest a 6km Lap of the Lake

U/18 – 60+ distances from 3km up to 10km.

#### Handicaps

Most events are handicapped. This is an important feature of our races as it gives everyone a chance to win. Over the season the handicapper attempts to give all boys and girls a chance to win or place. Points are awarded for the handicap finishing order. The aggregate is a tally of points earned over the season.

#### Championship races

Ballarat YCW also conducts championship races at regular intervals. There are three Club Championship Saturdays throughout the season with gold, silver and bronze medals awarded to placegetters in each of these races.

First week of competition Saturday 29<sup>th</sup> March 2025 – Victoria Park (near BBQ's) – 12.00pm.



2025 Program



# Use These Ten Sentences to Develop Resilience in Your Kids

A positive parenting article by Michael Grose

*Helping children cope with adversity, while building strengths for the future is easier than you think.*

Resilient families develop their own words and phrases to help each other get through the inevitable tough times that each person experiences.

Children and adults in resilient families tune into each other's needs, **choosing situation-specific language** rather than regurgitating generalised 'feel-good' or 'get-on-with-it' platitudes.

The following are 10 examples of the language of resilience, the coping skills each reflects, and the situations in which they are applicable.

## 1. "Come on, laugh it off."

**Strategy:** Humour.

**Suitable for:** Kids who experience disappointment, failure and loss.

Humour is a great coping strategy as it enhances feelings of control.

Some children and young people will naturally crack jokes or make light of seemingly serious situations. This is a fantastic way to relieve stress and manage feelings of helplessness.

As a parent, you can lighten tense situations by introducing humour, often a father's strong point.

## 2. "Don't let this spoil everything."

**Strategy:** Containing thinking.

**Suitable for:** Children feeling overwhelmed, those experiencing rejection, and perfectionists.

The ability to compartmentalise bad events and prevent them from affecting all areas of life is a high-level resilience skill. Sportspeople, politicians, and others working in the public arena are often skilled in containing their thinking.

It's excellent for use at school.

For example, when something unpleasant happens during recess, kids can stop thinking about it and get on with the rest of the day. The ability to compartmentalise thinking is a fantastic life skill that kids can learn within their families.

## 3. "Let's take a break."

**Strategy:** Distraction.

**Suitable for:** Children experiencing stressful situations, kids who overthink, and kids with busy lives.

When kids are troubled by events or spend too long dwelling on them, it helps to do something to distract them. Playing games, spending time together, watching TV, and going out are all great distractions for worried, anxious, or stressed kids.

Self-distraction is healthy, providing some welcome perspective. It also prevents kids from replaying negative experiences in their heads, blowing them out of proportion.

## 4. "Who have you spoken to about this?"

**Strategy:** Seeking help.

**Suitable for** children who experience bullying and social problems and who experience significant anxiety.

Resilient people seek solace in the company of others when they experience difficulty. Social connection is a strong preventative strategy for children and young people.

Promoting help-seeking behaviours is one of the best coping strategies.

Even if kids don't overtly talk about what's bothering them, it can be immensely reassuring to spend time around others who are empathetic, understanding, and willing to listen and help.

## 5. "I know it looks bad now, but you will get through this."

**Strategy:** Offering hope.

**Suitable for:** Children experiencing loss, bullying, change or extreme disappointment.

There are situations and times when you can only keep your child's chin up and offer encouragement.

Being the 'hope' person is hard emotional work; parents need to be supported by resilient people and workplaces, too.

## 6. "What can you learn from this so it doesn't happen next time?"

**Strategy:** Positive reframing.

**Suitable for:** Kids who make mistakes, let others down or experience personal disappointment.

One of the common attributes of optimistic people is their ability to learn or find a positive message in difficult or negative situations.

Parents can help kids reframe events to help them see things differently.

For instance, rather than regard a public speaking opportunity as problematic and a chance to look foolish, viewing it as a challenge and a chance to shine is better.

It helps when parents model reframing by showing kids how to adopt a positive mindset when seemingly tricky situations arise.

## 7. "Don't worry – relax and see what happens!"

**Strategy:** Acceptance.

**Suitable for:** Pessimists and worriers.

If you've ever been driving to an important event only to be stuck in traffic, you would know that there are some situations you can't control.

The only way to cope is to accept what's happening because worrying and fretting won't get you anywhere.

Similarly, parents can help kids understand what's worth worrying about and what's not and **that some things won't change no matter how much kids fret or beat themselves up!**

... continued over.





### School Fees overdue

2025 School fees were due for payment on 28<sup>th</sup> February 2025. Thank you to families who have either paid their fees or made payment arrangements. Mount Pleasant Primary School accepts the following payment methods:

cash or EFTPOS via the General Office

Direct Deposit into the school account (you must include child's name or family ID

Account Name: Mount Pleasant Primary School

BSB 063 502

Account Number 1013 7822

Alternatively a payment plan can be organised, please see myself in the office.

Thank you to all our families who have paid the Parent Contributions in 2025. Your support is greatly appreciated and the high percentage of these payments enables our school to continue to keep the costs low.

If you require any further information, please do not hesitate to contact me.

Kind regards

Janine Schulze  
Business Manager

## Develop Resilience in Your Kids (cont.)

### 8. "This isn't the end of the world."

**Strategy:** Maintaining perspective.

**Suitable for:** Children who catastrophise or blow things out of proportion.

While most of us catastrophise at times or jump to the worst possible conclusion, it is a habit that only exaggerates anxiety.

If your child constantly imagines the worst-case scenario, challenge their thinking: *"Yes, you might end up not knowing anyone at camp, but you won't be the only one. Plus, you'll probably make new friends like you usually do."*

Help kids understand that, although they can't change events, they can change their perspective and how they approach them.

### 9. "You could be right. But have you thought about ..."

**Strategy:** Flexible thinking.

**Suitable for:** Kids who catastrophise, experience extreme feelings, and exaggerate.

Many children and young people talk in extremes – 'awesome', 'the best', 'the worst' and 'gross' roll off their tongues easily these days. **Unfortunately, their extreme language leads to extreme emotional responses.**

Develop the habit of rewinding their language by introducing shades of grey rather than black and white.

- Replace "I'm furious" with "I'm annoyed".
- "It's an absolute disaster" with "It's a pain".
- "I can't stand it" with "I don't like it".

**Realistic language encourages realistic thinking**, which assists kids in managing everyday situations that they have exaggerated.

### 10. "What can we do about this?"

**Strategy:** Taking action.

**Suitable for:** kids who mope, experience disappointment, and feel inadequate.

Kids can sometimes feel overwhelmed by constant failure, rejection, or narrowly missing being picked for a team. They may feel inadequacy and helplessness.

Action is often the best remedy. Help them take the first step forward.

- Set some goals.
- Make some plans.
- Identify the first step and hold their hand while they take it.

Taking action is a quality shared by resilient communities, organisations and individuals.

### Bringing resilience into your everyday language

Resilient parents focus on building children's and young people's strengths for the future while helping them cope with their present difficulties and challenges.

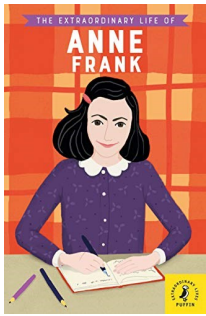
The key to promoting resilience lies in the language that parents use.

**My challenge for you is to make resilience an integral part of your family's proprietary language.**

You'll know you have succeeded if your children as adults remind you, when they hear any complaints or whinges from you in your dotage, to 'hang in there', 'this too will pass' and 'find the funny side'.

Granted, they may be phrases you don't want to hear, but at least you know that you've drummed some critical core messages that have stayed with your kids for life.

# Book Reviews of the Week



## The Extraordinary Life of Anne Frank by Kate Scott

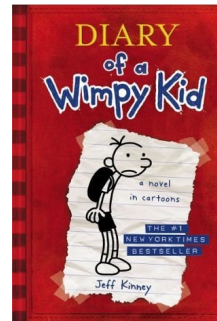
Reviewed by: Carter

This story tells you about a Jewish girl who lived through World War Two and wrote a diary.

She lived from 1929 - 1945 and got sick and died a few months before the war ended. She died at a concentration camp in Germany.

I recommend this book for all ages, but there were some sad parts (my mum cried when she read it, which is not hard to believe).

I also rate this book a 3 out of 10, because the story telling wasn't that good by the author, but your opinion might be different.



## Diary of Wimpy Kid #1 by Jeff Kinney

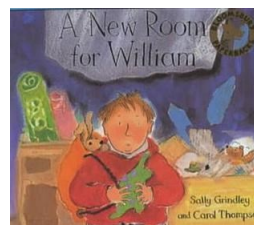
Reviewed by: Chase

The story starts off with Greg getting a diary, but he wanted a journal.

His best friend is named Rowley and he has got a tiny brain. This book was okay but the plot was off and it was dull.

I recommend it to ages 8-15.

I rate it 3/10.



## A New Room for William by Sally Grindley

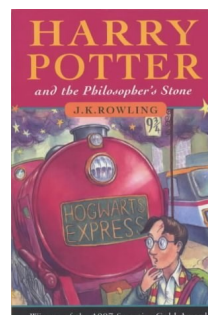
Reviewed by: Evie

William is at a new house. The bedroom is different and nothing like his old one. He doesn't like it, but then his mum lets him pick out some new wallpaper, and he meets a new friend.

Soon the new house feels just like home.

I would recommend this book for children from 5-7 years old.

I give this book a 9/10 as it is a heartwarming story about moving house.



## Harry Potter and the Philosopher's Stone by JK Rowling

Reviewed by: Lily

This book is about a boy named Harry who lives with his aunt and uncle because his parents mysteriously died in a car accident.

This all changes when a giant, named Hagrid, informs Harry that he is a famous wizard who survived a fatal blow from You-Know-Who.

He is sent to Hogwarts where he meets Ron and Hermione, who become the best of friends.

This book is perfect for people who like a bit of a scary story. I think it would be good for people over 10.

I rate this book a 10/10 because it has funny bits as well as scary bits. It also has a great story line.



## Dog Man and Cat Kid by Dav Pilkey

Reviewed by: Gabe

This book is a villain story of Lil Petey and Petey, and they are trying to ruin the new Dog Man movie!

Dog Man is supposed to guard Yolay Caprese, who is an actor in the Dog Man movie, but he doesn't do his job properly, which ends in disaster!

I recommend this book for kids 7 years and up.

I give this book a 9/10 because I think this book is fun and exciting to read, and is flawless in every way possible.



To check out more book reviews submitted (and moderated by the Ballarat Library), please visit [www.bulldogsread.com.au/2025-book-reviews](http://www.bulldogsread.com.au/2025-book-reviews).



## Lunch Orders – Thursdays only

### New Price List 2025

Off the Grill		Cold Food	
Chicken Parma Roll	\$6.00	BLT Roll	\$6.00
Chicken Schnitzel Burger	\$6.00	Cheese Roll	\$6.00
Vegetarian Burger	\$6.00	Chicken & Salad Roll	\$6.00
		Ham & Salad Roll	\$6.00
Hot Food		Salad Roll	\$6.00
Chicken Nuggets(3)	\$2.50	BLT Sandwich	\$6.00
Chicken Nuggets(6)	\$4.50	Cheese Sandwich	\$6.00
Dim Sim	\$1.50	Chicken & Salad Sandwich	\$6.00
Pie	\$4.50	Ham & Salad Sandwich	\$6.00
Party Pie	\$1.50	Salad Sandwich	\$6.00
Party Sausage Roll	\$1.50	BLT Wrap	\$6.00
Veggie Pastie	\$4.50	Cheese Wrap	\$6.00
		Chicken & Salad Wrap	\$6.00
Drinks		Ham & Salad Wrap	\$6.00
Orange Juice	\$2.50	Salad Wrap	\$6.00
Apple & Blackcurrant Juice	\$2.50		
Strawberry Milk	\$3.00	Snacks	
Chocolate Milk	\$3.00	Fruit Salad	\$3.50
		Yoghurt & Muesli	\$3.50