



This is definitely one of the strangest newsletter articles I have had to write!

I am sitting in an empty school at lunchtime on a Wednesday, with about four other people here on-site, reflecting on what has been one of the strangest terms I have experienced in education. Normally I would reflect on the many significant events that have taken place in the Term and the achievements of our students. There have been many of these, but there is something far bigger unfolding around us.

When I met with staff on day 1 of the term in January, I explained, perhaps unnecessarily, to them how we were preparing our students for a world described by the term VUCA. For those who do not know, VUCA stands for:

V – Volatility

U – Uncertainty

C – Complexity

A – Ambiguity

This Term the world outside of school has been one where VUCA almost seems understated. The rapidly evolving situation that we find ourselves in, means that each day is different as we deal with the uncertainty of what is happening. We are watching a situation unfold that is far bigger than ourselves and our own needs. Thankfully, our students are used to a changing landscape, are ones who are not so reliant on a rigid system, that they can adapt.

The potential move to remote/online learning is such a change where students will need to adapt. We are using the same technology that we have been using for over two years now in Microsoft Teams which will help with the transition should we need to make it. Students have been carrying out preparations over the last seven days of term around how we will be using the platform, and there will be further guidance should we be informed of the change.

We are viewing this potential change as an opportunity; an opportunity to show that learning can look different. This is an opportunity to show that student-driven learning is possible in many different formats. It is an opportunity to display on a larger scale that young people have far more capacity than the system gives them credit for.

I would not like our current world situation to detract from the successes of this term. As a school, we have made a very conscious shift around our focus while still keeping our vision and philosophy at the core of what we do.

We have spent the past two years focusing on building connections, and this year we have made a very obvious priority around what the learning looks like at a “classroom” level. The additional learning time, facilitated by our timetable that fosters agility, and several other processes put in place, have seen an increased level of potential for engagement in learning. The longer class times have allowed students to become more deeply engaged within their classes.

The introduction of Life Hacks has seen students learning about topics they would not usually access through other curriculum. Topics such as learning how to be a waiter/waitress, booking flights for a holiday, car maintenance through to topics like TC essentials for our Entry students have been a real joy to watch.

The Connect program being refined in 2020 has allowed us to focus on the areas that students asked us to focus on through the whole school consultation process carried out last year.

Whilst there is a high level of uncertainty around what Term 2 will look like, I feel reassured that our students are prepared for this time of VUCA. We continue to offer the supports needed to allow them to develop as learners and as human beings in this time.

I would like to wish everyone a safe holiday of social distancing. I shall be making contact with families over the commencement of Term 2 in whichever form it takes when I have more information on this.

Peter Ellis

Principal

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Red Entry Community Camp

In the second week of Term 1, Red Entry students embarked on their first camp with TC. As we headed down to Anglesea, the bus ride was a buzz of excitement. Throughout the week, students were involved in a number of activities including the giant swing, high ropes, skateboarding, archery and many more. It was great to see a “can do” and supportive attitude amongst students who pushed themselves outside of their comfort zones and the encouragement students were giving one another. Students worked well together and lots of connections and relationships were formed that will continue to grow as students continue their journey.

By Mia Cooper



Blue, Gold and Green Entry Community Camp

All the students arrived at camp around 11:30am. We had an hour to get ready and prepare for our first activity. My group was allocated the vertical challenge. It was a slow start with a number of students battling to get past the first stage. Seven from 15 managed to get to the top. Unbelievable effort. All activities were challenge by choice. After a little break we all moved on to the second challenge, the giant swing. This challenge allowed you to determine your comfortable height, most students chose the highest level. From the ground it looked miles up. The students loved this challenge with most wanting to have a number of goes. We had free time in the lead up to tea. The food was amazing, we had a pasta dish followed by dessert, a big bowl of ice-cream. Outside games in the evening, lights out at 10:00pm (not quite). Up at 7:00am for breakfast, once again plenty to eat. Off to another challenge. My group were allocated the create climb. Three students managed to place all 11 crates on top of each other whilst climbing. This challenge required a great deal of skill and balance. The camp continued on with many more exciting activities, well done to all students, they had a go.

By Mark Allen



“To co-create high quality learning experiences within an inclusive and supportive community”

Grad Camp

On week 3 of Term 1 the Grads headed down to Anglesea like the Entry students to enjoy some time and the beach at the YMCA Camp. This camp is designed to help Grads build bonds with staff and students as they enter their last year of schooling. Grad Connect staff joined their students and participated in a variety of activities, starting with a beach carnival. We had to do all sorts of embarrassing dances, dig the biggest hole we could, even Pictionary in the sand. Back at camp there were many challenge by choice activities such as the POD (an extreme version of the giant swing where you get released head first!), high ropes, mountain bike riding, raft building and canoeing. The Grads also enjoyed some down time, an optional visit to Aires Inlet Lighthouse and a night walk on our last day. Both staff and students had a great experience and are looking forward to cementing relationships back at school as we work to make sure our 2020 Graduates have a great final year.

By Sophie Ellis

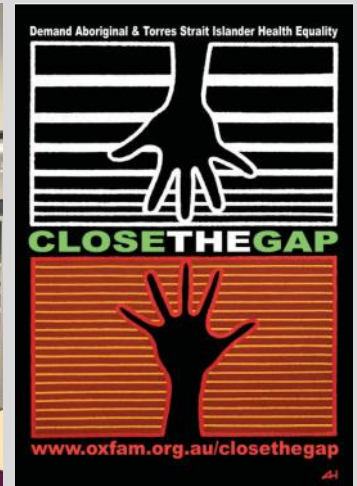


Global Citizenship Update

Close the Gap Day

National Close the Gap Day (NCTGD) is an annual awareness event that aims to close the health and life expectancy gap between the Indigenous and the non-Indigenous communities in Australia. At TC we dressed in the colours of the Aboriginal and Torres Strait Island flags to show our commitment to working towards 'closing the gap'. Students and staff donated a gold coin which we have pledged towards the Children's Ground Go Fund Me effort to help remote Indigenous communities prepare for the COVID-19 virus. If you would like to make a further donation you can use this link:

https://www.gofundme.com/f/support-first-nations-communities-prevent-covid19?utm_medium=copy_link&utm_source=customer&utm_campaign=p_lico+share-sheet



International Women's Day

This year's theme for International Women's Day is 'Generation Equality; realising women's rights'. Despite great gains made for women in Australia, our sisters in other parts of the world are still often poorly treated, underpaid and restricted from accessing education. We all have a role to play in ensuring these inequalities are eliminated and stand up where we see discrimination of any kind.

To recognise International Women's Day for 2020 we offered a free lunchtime session of Pound to TC Women - an energised form of drumming crossed with dance and Pilates. Everyone enjoyed the session and came away feeling

energised, strong...and a little wobbly in the legs!



"To co-create high quality learning experiences within an inclusive and supportive community"

Peer Support

Peer Support is all about building strong connections. Connections between our peer leaders and their mentees, nurturing friendships across the Entry classes and strengthening relationships between the leaders themselves. The resources are all based around how to manage emotions, conflict and difficult conversations, as well as having fun getting to know each other better. I am so proud of the way the leaders have managed themselves and have demonstrated strong values, and the Entries have responded really well to the first five sessions (three to go!).

Here are some comments from our leaders:

So far all the sessions have been really great! I feel like I am really starting to bond with the Entries and even though our purpose was to help them and make them feel better about their transition to high school, I feel like they have also helped me develop my leadership skills and boost my confidence. The kids are really sweet and I really enjoy working with them,

but one of the main challenges is getting them to listen to you when they have a lot of energy or are constantly talking with their friends. So I found that it was really good to enhance those connections with friends but in alternate ways to just always talking to their friends. That way they get the benefit of what our team of leaders are teaching them and being able to chat to their friends. Overall, these sessions are great; not only for Entries, but also for peer leaders.

By Kyra Teichtahl

I have really enjoyed getting to know all of the Entries and joking around and having fun with them. Yes, we still did the required activities, but in our free time we got to know them and got to share all of our personal stories and experiences with them. I feel as if I have improved with regards to managing engagement, which we found to be the biggest challenge. I look forward to the next three sessions :)

By Nadia De Fazio

In the time we have spent completing the Peer Support program, I personally have had a great time. I have enjoyed getting to know all the students individually and learning about all their different personalities and passions. Completing all the different activities every week enabled this process to become almost effortless as the students are always willing to share their opinions and ideas. Despite all the enjoyable and fun times we spent together with the Entries we did face a few challenges. One of those challenges being the amount of energy the Entries had. It was very noticeable the amount of energy they all had in them, thus making them that extra bit more difficult to handle. But the longer we did the Peer Support program the more techniques and skills we learnt on how to control this energy. Predominantly the program has been a great experience and I would most definitely encourage people to consider participating and taking part in the following years to come.

By Cherish Ossai

Through these five sessions, I have enjoyed every single session with all its challenges along the way. It was a pleasure to get to know the Entries in our group through the different activities and learn to understand and appreciate unique perspectives. A definite challenge was to get them to focus on the tasks and get their attention when they had so much keen and eager energy.

With every new weekly session, new techniques were tried to better work with their different personalities. Personally, these sessions have helped me boost my self confidence in leading and reminded me how leadership is a worthwhile experience. Being in a team with two other co-leaders, Cherish and Avalon, it has been a joy to work alongside them and improve together with valuable feedback that we receive from Duncan. Overall, being a leader has been a rewarding experience and I encourage other keen people to pick up leadership. Looking forward to future sessions!

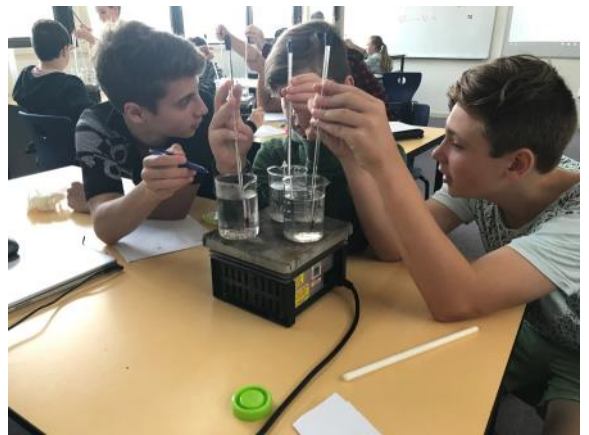
By Aaqila Imran



Entry Science

Term 1 in Entry is all about discovery and learning how to be safe and confident in the lab. Students have learnt about the fire triangle, nailed their Bunsen burner skills, measuring, heated up and cooled stuff down. They have practised writing a formal practical report answering a scientific question, and planned and conducted a fair test, using their primary data to graph and comment on their results. They also researched great scientists and shared what it takes to be a star in the scientific realm; perseverance, teamwork, creativity, curiosity and resilience. All things we hope to continue to build on over our extended break.

By Meg Bailey



Solutions Using Science

Our Solutions students have been mulling over the hot topic of 'Should we build a colony on Mars'. Looking at reasons why we might need a Planet B and the physics and chemistry of how we might actually get people off the ground. We have spent the last few weeks tweaking our rocket fuel experiments to alter the reaction rates of acid + metal carbonate reactions, with the culmination of this knowledge resulting in rocket launches in our final week of school.

By Thomas Kennedy



"To co-create high quality learning experiences within an inclusive and supportive community"

MAP Archaeology

An **ANCIENT CIVILISATIONS** study by the Montessori Adolescent Program

To enable the Montessori ideal of physical work accompanying mental endeavours, for this year's Humanities Unit on Ancient Civilisations we created an approach through Archaeology. In the early stages students learned to equate the Scientific Method with archaeological discovery, analysis and theory. Socratic seminars and studies of the past – newspapers from the 1970's; artefacts from around the world gathered by staff – aided students in formulating the types of questions and approaches necessary to unlock information.

A trial archaeological dig was held – a small pot created and decorated for purpose, was shallowly scattered in a small garden area. Students uncovered the pieces and set about trying to rebuild the pot from the shards they had retrieved. Others were busy decoding the images being revealed as the artefact took shape. This set parameters for the archaeological approach: protect the site; grid the site; gather the equipment; carefully dig; measure and record finds; label; clean; reassemble in laboratory conditions; analyse; theorise; test and publish.

Six larger artefacts – plates and bowls – were created, each with a different decorate set of images that had a set focus, but could be open to interpretation. These were broken and buried by staff, in a pattern to represent typical archaeological discoveries, in an area at the back of the TC animals/large mammal paddock. This was an area the Animals and Permaculture needed to have dug and turned over, meeting a double purpose.

Eighteen different sites were very loosely marked out, and student groups were assigned to each site. Their procedure was suggested, although careful definition and approach was left to each group. Several different excavation methods arose, and busy digging sessions flourished. Analysis did prove difficult – the temptation to try and match pieces randomly together quickly outweighed the scientific process of matching them in the measured order in which they were discovered. Initial ideas were seized on, and had to be broken down by the disproving of hypotheses.

At the end each group presented their discoveries, demonstrating an immense amount of learning, plus several elaborate theories supported by their discoveries. The nine circles of Dante's Inferno, and the History of Royal Dogs were not in the initial planning, but both had sufficient evidence to be credibly explored!

By Steve French



MAP Language

THE LITTLE PRINCE

A Language study by MAP@TC

Our literary focus for Term 1 was on Antoine de Saint-Exupéry's classic novella, THE LITTLE PRINCE. Students in MAP are required to read their texts before term begins, so that the whole of the work and author's intent can be examined. Group discussions quickly broke the text down into six major themes, and students were encouraged to respond to these themes in a wide range of techniques.

After two weeks I began to worry that almost no-one in my Language classes was writing – but then I stepped back and looked at the utter engagement and focus of these young people and realised that something truly exciting was happening.

There was a huge focus on arts and crafts. I have discovered over time that students making a model based on a literary work truly leads them to think deeply about that text as they create and build. They are also encouraged to use the themes to push beyond the original text and explore their own thoughts and responses.

The themes within THE LITTLE PRINCE are: adults take life too seriously; one should never stop exploring; finding the essence of happiness; belonging or owning come with responsibilities; everything needs to be cared for; and belief creates both possibility and reality.

Student responses came as: short stories; analytical essays; clay sculptures; Roblox video games; Minecraft landscapes; dioramas; paintings; 3D digital models; animation; digital art; poetry; choose-your-own-adventure novel; board games; cakes and crepes (delicious!); quizzes; dolls; word games and puzzles; drama performance; songs and more.

The breadth of output was outstanding and matched the delight created by the writing of de Saint-Exupéry.

By Steve French



Robotics Update—End of 2019

At the end of last year, our school won a spot at Nationals to the World Championship in the USA this April (now cancelled). The Templestowe College robotics team, Mitchell, Ben, Milo and Leonid qualified for Worlds through the robot skills challenge. This is a solo competition where teams demonstrate their driver and programming skills. Congratulations!

Our other robotics teams also did amazing and won a bunch of trophies at the Nationals on December 7th and 8th at the Adelaide Convention Centre. Five teams from Templestowe College succeeded in making their way to Nationals, making us the biggest cohort from Victoria.

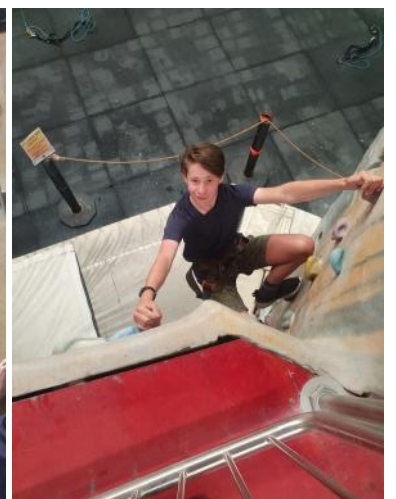
The competition was massive! And had to be held over two days to get all the matches in. Templestowe fought hard and did their best. Four of our five teams made it to the elimination round of finals. Congratulations to all teams!



Outdoor Ed Elective Rock Climbing

The 27th of February saw the Outdoor Education Elective students pile into the minibus and head across to Hard Rock Nunawading. The aim of this adventure was to learn how to climb safely, work as a team and push each other out of their comfort zone. After a detailed instruction, the students were quickly belaying each other and scaling the highest points. As quickly as it began, it was time to pack up and return to school.

By Anthony Owen



Basquiat & Haring Art Elective Excursion

Art Elective students had the pleasure of visiting the National Gallery of Victoria in week 5 to view the Crossing Lines exhibition. This exhibition brought together the work of Keith Haring and Jean-Michel Basquiat – two highly influential artists of the late twentieth century. To begin the day students engaged in an educational talk about the exhibition, the artist's practice, and the influence of historical and cultural contexts. Student's then viewed the unique visual language and hidden intersections of these two significant artists – bringing to light the hidden meanings and messages of their work. Following this, the NGV staff hosted a collaborative workshop which took inspiration from Basquiat's own practice of making and distributing postcards. The entire day has brought inspiration to the Art Department, whereby students have further investigated the work of Haring and Basquiat as sources of inspiration for their very own portfolio of work – in addition to the planning of collaborative tasks amongst classes.

By Rachelle Criticos



"To co-create high quality learning experiences within an inclusive and supportive community"

VCE English Language Partnership with St Bernard's College

Students of the Templestowe College VCE English Language 3/4 class met with their Unit 3/4 counterparts at St Bernard's College in Essendon in early March as part of an ongoing learning and teaching partnership.

The excursion on Tuesday, 3rd March was a high-risk venture, with students asked to moderate one another's recent Short Answer SACs. The activity enabled immediate feedback for students and an ability to get a feel for how well they had answered each question. It was also an opportunity for giving and receiving meaningful (and constructive) peer feedback as well as an opportunity for students to reassure themselves that both classes were covering the same material and 'on the same page'. This provided a real confidence boost and reassurance they are 'on the right track' – an invaluable opportunity in VCE.

Travelling to St Bernard's and returning to a more traditional school setting with bells, uniforms and teachers addressed as "Sir" or "Miss" was also a good opportunity for a renewed appreciation of the TC learning model :)

This is the first of three such exchanges for 2020, with another exchange planned for Terms 2 and 3 (fingers crossed!).

By Helen Toon



KAWS

COMPANIONSHIP IN THE AGE OF LONELINESS

On 13th February, students in Unit 1–4 Studio Arts attended an excursion to the NGV to experience the diverse work of KAWS, crossing between design and conceptual art making. The students gained ideas and inspiration for their own studio practice and were able to interpret historical, artistic and cultural references. An educational talk supported the exhibition and the students received essential content knowledge about the gallery space and the ideas behind the body of work.

By Demi Nicolaidis



Swimming Carnival

Swimming Carnival 2020 was an exciting and thrilling day filled with many fun activities such as the inflatable obstacle course which was hilarious but great, swimming races and relays between competitive students and teachers. The diving boards featured Guy Dickson performing triple backflips and students doing belly flops. The VCAL students ran various novelty events and each Community participated in grass activities such as Giant Jenga, Connect Four and Finska.

The winning Community was RED with an astonishing score of 543 points. In second place was BLUE with 330. Gold came in third with 305 points and last of all GREEN came out with a solid 240 points. We had many competitors this year in the swimming carnival with the age champions being William Genat and Ru Wei Gan tied for U13 males.

Imogen Nolan for U13 females, U14 males Caleb Bloomer, U14 females Anna French, U15 males Joel Timlin, U15 females Madi Rhys-Jones, U16 males William Ciszewski, U16 females Alex Bloomer, U17 males Aris Hagopian, U17 females Hayley Driscoll, U18 males Euan Catley, U18 females Tahlia Sadler.

Well done to all our age champions and good luck for the future events and thanks to everyone that attended the 2020 swimming carnival and we hope to see you all next year.

By Jess Ryan & Alex Bloomer



Senior Volleyball

Energy levels were high as Templestowe's three teams approached the stadium. Coffee runs were made early in the day, and a good call too, as all the matches proceeded to carry out one after the another. Emotion began to build as both the A teams began to see winning the top flag as a possibility.

The girls match was first and they dominated their opponents. The boys on the other hand had a difficult time pulling ahead. Nevertheless both A teams secured victory.

And while the B team were unable to win a flag, they were able to win in terms of development. As the bonds of friendship and teamwork they developed will never be forgotten.

By Thomas Kennedy



Intermediate Volleyball

On Monday, 2nd March, we had the Mullum Division Intermediate Volleyball competition. We had two girls teams and three boys teams come out and compete for TC. Our inter boys A team came second overall and our inter A girls team won the day and will be going through to regionals. The rest of our teams did very well and competed hard the whole day. Well done to everyone who participated.

By Chloe Mayson



Beach Volleyball Tournament

Several students in the Wednesday Volleyball Club participated in a Beach Tournament this term. And as a bit of luck even though they only won one game out of five, as the only "Year 12" team came away with a gold medal. Congratulations!



Judo Update Term 1

Avalon Anskey won a silver medal in February at the Sydney International Judo tournament.

At the yearly Judo Victoria inaugural tournament Nathan Carrol, Avalon Anskey and Carstens Beyers all won gold.



OES Unit 3 Camp

As part of the VCE Outdoor and Environmental Science Unit 3 studies, our students participated in a Sea Kayaking Journey in the Gippsland Lakes. The trip was designed around the Key Knowledge contained within the Study Design and students had guest speakers from local Indigenous communities, Parks Victoria, Gippsland Lakes Management, and Forest Fire Management Victoria. In addition, we completed water quality testing on various water bodies within the catchment area. The Mitchell River showed significant effects of the recent bushfires, and fish kills. During the five day journey, the group paddled around 60 kilometres, and experienced all of mother nature's delights – wind, rain, and thunderstorms. Our experience finished at Lakes Entrance where we navigated with Entrance and winds.

By Sando



OES Unit 1 Day Hike

Our 1/2 Outdoor and Environmental Science students took a walk out in the bush, walking from Sassafras to Belgrave. During the walk students were able to link important information learnt in the classroom to the great outdoors to help with their upcoming assessments and to gain a deeper understanding. Everyone had a chance at leading the group and coming up with fun games to keep conversation flowing. It was a fun day had by all.

By Emily Hum



2020 Sport Leadership Team

One of the leadership positions that TC offers students, is the Sports Leadership Program. To be chosen for this role, students must provide an application, be interviewed by a panel and are then selected to drive the sporting program at TC. They meet each week during Mondays Connect to discuss upcoming sporting events and deliver sports training to our students on Wednesdays as part of the inter-school sport program. This year the team consists of Lachlan Allan and Tom Elms as Sports Captains. Both students have been in the role for a number of years now and are very passionate in driving TC sport. Our Sports Leaders are Alex Bloomer, Chloe Mayson, Chris Daskolou, Finn Dalton, Frankie Meredith, Jess Ryan and Ollie Jenkins. If you have any questions about sport or an idea to include in our program, please seek one of our sports leaders who will be more than happy to help.

By Shaun Turner



Mullum Division Swimming

A strong but small TC team went out to the Mullum Division Swimming at Aquanation in Ringwood on Friday, 6th March. TC started strong by winning the first four individual events of the day and continued to show dominance throughout the individual events. In the relays, the teams that represented TC put up a good showing by winning four of the six races they competed in. However with lower numbers than usual it saw TC come second overall for the event. Amazing effort by a small team in which 12 of the 15 students made it through to the EMR Finals. Also a huge congratulations to those who won age group champion; Imogen Nolan (13F), Madi Rhys-Jones (15F), Alicia Licorni (16F), David March (16M) and Thomas Elms (Open M).

By Brent Wallace



Intermediate Cricket

The Intermediate Cricket team had their tournament on 6th March, and it was a great day for all. With some very talented players from all the schools, the tournament was challenging. In our first match against Forrest Hill we had an easy win with a great bowling display from everyone, we batted sensibly and easily got the runs. Our next match however was more challenging as Heathmont had a strong line-up. With some interesting calls from the umpire, we narrowly lost by 2 runs. We finished 2nd overall and everyone played to the best of their ability. Special mention to Will, Matt and Jack who all played extremely well.

By Finn Dalton



ESDP Basketball Term 1

The ESDP Basketball Program had a busy Term 1 introducing our 2020 Entry students to the rigors of six periods of basketball a week and integrating the new FLE students.

The basketball program now has 100 students involved over all year levels, the largest number of students since the program was introduced seven years ago.

We use Term 1 to get to know our new students and to make some visual observations on the improvement in our returning players. We use this information to help set goals for the remainder of the year when we meet with players early in Term 2 to complete their Individual Performance Plans (IPP's) for 2020.

There were a couple of events in Term 1. Berwick Secondary College hosted a friendly tournament on 10th March, for students in Years 9-12 where we took two boy's teams, and both did well. Rowville Secondary College also hosted an Intermediate Tournament on 11th March, where we took three boy's team and one girl's teams. Once again it was pleasing to see the improvement in our players who have been in the program now for several years competing with success against the major basketball school in the State.

Another popular event in the term was the Physical Testing conducted on 18th March (only popular for the coaches!). There has been significant improvement in the group in the general aerobic fitness of the ESDP students, this has been a focus of the program and it is pleasing to see the progress being made.

Term 2 should be interesting, we have plenty of tournaments planned, IPP's to be completed and no doubt our ability to adapt and persist will be tested. The basketball program is ready.

By Ian Stacker

Eco Café 2020 Menu

 MENU 	
BREAKFAST	
• Hash brown	1.00
• Egg bacon muffin	4.00
• Fruit Salad	4.00
• Watermelon (seasonal)	3.50
• Yoghurt and fruit	3.50
• Granola bowl	4.50
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SNACKS	
• Muffin	3.50
• Slice	3.50
• Cookie	2.00
• Banana Bread	2.50
• Brownie (GF)	3.50
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RECESS	
• Spinach Ricotta Pastizzi	1.50
• Sausage Roll	3.50
• Margarita pizz	4.00
• Sushi (when available)	3.50
• Sauce	0.30
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ICE CREAMS	
• Juicies	1.00
• Calippo	1.00
• Icy twist	1.30
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DRINKS	
• Water	4.00
• Prima	1.50
• Nippys milk	3.00 4.00
• Kombucha	3.50
• Charlies	4.00
• Nippys juice	4.00
• Glee	2.50
• Milkshake (chocolate/vanilla/c aramel)	4.50
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CLASSICS	
• Vegetable noodle stir fry (v)	5.00
• Butter chicken with rice	6.00
• Pasta Bolognese	6.00
• Sauce	0.30
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HOT DRINKS	
• Hot Chocolate	3.50 4.00
• Chai	3.50 4.00
• Mocha	3.50 4.00
• Latte	3.50 4.00
• Cappuccino	3.50 4.00
Lactose free milk:	
- Add soy milk	0.50
- Add almond milk	0.50
Own Cup:	-0.50
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FIT & FAST SALADS	
• Pesto pasta salad	5.00
• Caesar salad	6.00
• Asian noodle salad (GF)	5.00
• Add Chicken	2.50
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ASSORTED ROLLS	
• Chicken Schnitzel Roll with lettuce and mayo	5.00
• Ham, Cheese, Tomato Roll	5.00
• Sushi (Tuna/Chicken)	3.50
• Rice paper rolls	6.50
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TURKISH BREAD/WRAPS	
• Vegetable Melt	5.50
• Parma Melt	4.50
• Chicken Chilli Wrap	3.50 6.50
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BURGERS	
• Cheese Burger	5.50
<i>Beef patty, cheese, tomato sauce</i>	
• Grilled Chicken Burger	5.50
<i>Lettuce, mayo, tomato and onion</i>	
• Chicken Schnitzel Burger	5.50
<i>Lettuce and Mayo</i>	
• Vegetable Burger	5.50
<i>Lettuce, spanish onion, tomato, and mayo</i>	
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Our Eco Café Canteen is open daily from 8.15am daily and closes after lunch

You can check our specials black board daily situated on the right hand side on the counter.

If you require lunch on Wednesday or Friday it is order only no counter sales. Lunch orders can be ordered through www.myschoolconnect.com.au or at the café in the morning. Pick up your order from the left hand side of the counter.

You can also follow us on Instagram @eco_cafe_tc_college and find all the information you need at the TC website—<https://tc.vic.edu.au/eco-cafe>

Have a very happy Easter.



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Department of Education and Early Childhood Development
CRICOS Provider Code: 00861K

