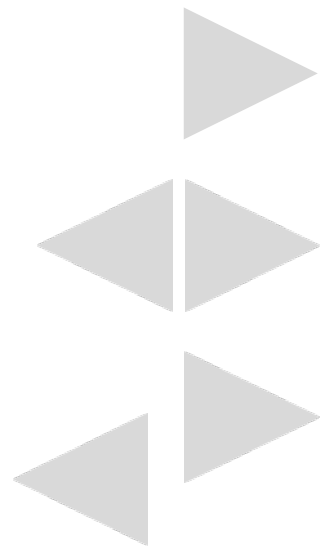




Parent/Carer Student Handbook





FRANKSTON HIGH SCHOOL

OPTIMA SEMPER-BEST ALWAYS

CONTACT

+61 3 9783 7955

WEBSITE

www.fhs.vic.edu.au

EMAIL

office@fhs.vic.edu.au



Dear Parent/Carer and Student

Welcome to Frankston High School

Frankston High School is delighted to welcome your family to our school community. Please accept my invitation to become involved in our vibrant learning community which, with your participation, will continue to grow from strength to strength. We look forward to forming a close partnership with you in supporting student growth and development.

Please contact Frankston High School should you have any questions.

Yours sincerely

Andrew Batchelor
Principal





FRANKSTON HIGH SCHOOL

OPTIMA SEMPER-BEST ALWAYS

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MISSION STATEMENT

Motto	Optima Semper: Best Always	
Vision	Together We Become Purposeful Learners	
Values	Empathy	an understanding of and a compassion for others
	Integrity	strength of character to do the right thing
	Optimism	a positive outlook
	Persistence	striving to succeed
	Respect	an appreciation towards self, others and the community
	Responsibility	valuing the rights and obligations to self and others

Mission

Frankston High School is currently in the process of reviewing the Mission Statement.

The aim of Frankston High School is to support the continued intellectual development of our students and prepare them to understand and practise:

- Independent learning
- Critical and creative thinking
- Behaviours that contribute productively to society
- Effective communication
- Sound physical, emotional and social behaviours

SCHOOL PROFILE

Frankston High School is a large multi campus, coeducational school situated in Frankston. We have a strong sense of tradition with excellent parent/carer involvement and strong links with the local community. The school has a population in excess of 1900 students. The Year 7-10 and Senior Campuses occupy adjacent sites. Most students complete six years of education in preparation for tertiary studies, employment and citizenship.

The school is a partner in the Frankston Federation of Schools, with the main neighbourhood primary schools Derinya, Overport, Frankston and Frankston Heights.

A well-established transition program helps students to adjust from primary to secondary school and the Year 7 Optima Program engenders a sense of connectedness and belonging to the school. As students progress through each sub school (Junior School, Middle School and Senior School) they are introduced to increased choice, flexibility and responsibility, culminating in a more adult learning environment in the Senior Campus. In each sub school the curriculum aims to promote extension and enhancement of learning for all students.

Students achieve outstanding results in the Victorian Certificate of Education (VCE) and in tertiary selection, and the school places importance on offering VCE programs which maximise tertiary opportunities for all students. There are a large number of accelerated courses, including university enhancement programs. The Victorian Certificate of Education – Vocational Major (VCE VM), along with Vocational Education and Training (VET) programs are now well established at the VCE level as an alternate pathway for our senior students. The school continues to promote excellence in a wide range of subjects. The innovative curriculum program is enhanced by an extensive extra curricular program which includes music, sport, lunchtime activities and musical production. These programs, together with a strong Student Leadership Council (SLC) and Sports Leadership Program, provide many opportunities for students to develop leadership skills. All students are actively encouraged to involve themselves in the school and in some of its many programs and activities.

Both Japanese and French are established in the curriculum from Year 7 to Year 12. Sister city and sister school programs have been established in Japan and France. A feature of the school is a comprehensive overseas exchange program, with many Frankston High School students on exchange programs in other countries and a number of overseas students studying at Frankston High School.

A strong School Council provides the decision making structures and processes to ensure broad school community consultation. Parent/Carer involvement in all aspects of the school is strongly encouraged and parents/carers are regarded as partners with the school in their child's education. There is a strong sense of community.

The school continues to give priority to ongoing and high-quality staff professional learning, with a particular focus on Professional Learning Communities (PLCs). There is also a focus on empowering students to have agency over their learning.

Students' health, wellbeing and inclusion needs are addressed by all staff, in particular the Wellbeing, Inclusion and Sub School Teams. Priority has been given to providing for the pastoral care and health needs of all students, assisting them to build resilience and maximising opportunities for students at all levels to develop leadership skills. There has also been a strong focus on improving literacy and numeracy from Years 7-10.

The school community is proud of its reputation as an outstanding school, with members continuing to work together to further develop and consolidate the many exemplary educational programs at Frankston High School.

IMPORTANT SCHOOL COMMITTEES

The School Council

The School Council is the governing body of the school. It is established by state legislation and its constitution is approved by the government, under the control of the Minister of Education. Its main functions are to:

- determine the education and curriculum policy of the school within guidelines disseminated by the Minister
- develop financial policy and prepare and monitor an annual budget for the school
- oversee the development and implementation of the School Strategic Plan
- take responsibility for the development and care of the school buildings and grounds
- establish and maintain effective relations with the school community
- participate in the selection of the Principal when a vacancy arises

Each School Councillor is a member of a subcommittee. These committees conduct the business of the council and submit a report to the monthly council meeting for discussion, ratification and implementation.

The committees are:

<p><u>Education</u></p> <ul style="list-style-type: none"> • to work closely with the Curriculum Committee of the school • to implement new programs and to maintain general supervision of the educational program of the school • to review and develop school policies for recommendation to School Council 	<p><u>Finance/Sponsorship and Marketing</u></p> <ul style="list-style-type: none"> • to develop financial policy • to approve the spending of all monies received into the school via our program budget • to approve the purchase of major capital equipment • to monitor the annual budget • to explore opportunities for marketing the school's brand image to the wider community • to develop mutually beneficial partnerships with businesses and not for profit organisations
<p><u>Engagement</u></p> <ul style="list-style-type: none"> • to seek feedback, advise and consult with subcommittee on all items related to student engagement and wellbeing. 	<p><u>Composition of School Council</u></p> <p>The present composition of the School Council is:</p> <ul style="list-style-type: none"> • six elected parents/carers • four elected Department of Education (DE) representatives • two elected student representatives • four community members coopted by School Council • Principal as Executive Officer

BELL TIMES * Period 0 (Senior Campus Only)

Period 0 *	8.10am - 8.55am	45 minutes
Locker Bell	8.55am - 9.00am	5 minutes
Period 1	9.00am - 9.45am	45 minutes
Period 2	9.50am - 10.40am	50 minutes
RECESS	10.40am - 11.00am	20 minutes
Locker Bell	11.00am - 11.05am	5 minutes
Period 3	11.05am - 11.50am	45 minutes
Period 4	11.55am - 12.45pm	50 minutes
LUNCHTIME	12.45pm - 1.30pm	45 minutes
Locker Bell	1.30pm - 1.35pm	5 minutes
Period 5	1.35pm - 2.20pm	45 minutes
Period 6	2.25pm - 3.15pm	50 minutes

ATTENDANCE

The Department of Education (DE) requires all Victorian students, from Years Prep to 12, to maintain a 90% attendance rate throughout the year.

For extended illness - Medical Certificates or Statutory Declarations are required to enable us to mark the absences as DE approved, ensuring the student's attendance percentage rate is not affected.

For family holidays - Absence Learning Plans are required to be completed and returned to enable us to mark the absences as DE approved, ensuring the student's attendance percentage rate is not affected.

- Option 1* Submit Absence Note via COMPASS App (**preferred**)
Option 2 Email the school: attendance@fhs.vic.edu.au
Option 3 Call the school on **9783 7955** and **Press 1** for 7-10 Campus or **2** for Senior Campus

Student arrives late to school

Students who are late MUST, upon arrival, sign in at their Year Level Coordinator's Office Compass Kiosk. Parents/carers must send approval at the beginning of the day. If the student does not have approval it is required for the parent/carer to provide approval the day following the late arrival.

Student needs to leave school early

Students who need to leave school early must have parent/carer approval at the beginning of the day. Upon leaving the school grounds students MUST sign out via the Year Level Coordinator's Office Compass Kiosk. If an urgent pick up is required, the parent/carer is to ring the school to allow staff to locate the student and the student may sign out at the Year Level Coordinators Office. If the parent/carer arrives at the school they must then sign the student out at the General Office using the Compass kiosk.

Students must use their Compass card at all times when arriving late or leaving early

Family holidays – Absence Learning Plan

All extended absences (three consecutive days or more) require an application, made in writing four weeks before the absence, to go to the relevant Year Level Coordinator who, in conjunction with the Principal and/or Campus Principal, determine if the absence is approved. An email will be sent to parents/carers if approved and an Absence Learning Plan for the student will be developed, to be collected from the Year Level Coordinator and taken to all their teachers for a list of work, to be completed, while absent from school. This plan is to be viewed by the Year Level Coordinator before leaving for the extended absence and returned to the Year Level Coordinator when returning to school. If the absence is approved the student will be marked with an approved absence. If the absence is not approved parents/carers will be notified in writing by the Year Level Coordinator or Campus Principal.

Student is ill at school

They should report to First Aid where the First Aid attendant will treat them or contact a parent/carer if they need to be collected from school. If your child contacts you by their mobile phone (mobile phones are not permitted to be used between 8.00am-3.15pm) please ask them to go to First Aid.

If you need to contact your child during the school day, please phone the General Office who will either pass a message on to your child or arrange for them to call you when they are not in class.

CANTEEN FACILITIES

7-10 Campus

Frankston High School provides **cashless** canteen facilities. Student Compass cards are used to purchase food and drinks for students on the 7-10 Campus ONLY. The 7-10 Canteen is open at morning recess and lunchtime. Online orders may be placed before school or by recess. When ordering food students should form orderly queues at the counter. There are special queues for Years 7 and 8, Years 9 and 10 students, online orders/pick up. Once food has been purchased students should move away from the area.

Senior Campus

Senior School canteen is run by an external provider 'Stir Crazy Kids' and Compass cards are not used.

LOST PROPERTY

Both the 7-10 Campus and Senior Campus have lost property areas. Anything of value, e.g. laptops, labelled uniform, jewellery, glasses, calculators etc are stored in the 7-10 General Office and the Senior Campus Office. Students on the 7-10 Campus also need to check for lost property which is located in the Sport Stadium foyer and Locker Bay Annexe. All named items will be returned to students via the General Offices.

BELONGINGS AT SCHOOL

Student Accident Insurance, Ambulance Cover Arrangements and Private Property Brought to School

Parents/Carers are reminded that the Department of Education (DE) does not provide personal accident or ambulance cover for students. Parents/Carers of students who do not have private health insurance or ambulance cover are responsible for paying the cost of medical treatment for injured students.

Private property bought to school by students, staff or visitors is not insured and the DE is not responsible for any loss or damage. This can include mobile phones, calculators, sporting equipment and cars parked on school premises. It is recommended that parents and carers consider insurance policies that can be purchased from commercial insurers.

STUDENT INSURANCE

Parents/Carers are reminded that Department of Education (DE) and Frankston High School do not provide personal accident insurance for students. Parents/Carers are responsible for the cost of medical treatment for injured students, including transport costs. Students' accident insurance policies are available from the private insurance market. These cover a range of medical expenses not covered by Medicare. They can be obtained by parents for individual students.

Parents/Carers of students at Frankston High School are reminded that **Frankston High School does not have a students insurance policy.**

FIRST AID

Parents/Carers are contacted in cases of serious illness or injury, if unavailable, seriously ill students are taken to the hospital Emergency Department. Parents/Carers are liable for all medical treatment and transport costs, **FOR THIS REASON PARENTS/CARERS MUST KEEP THE SCHOOL INFORMED OF ANY CHANGE OF ADDRESS OR PLACE OF WORK.** Parents/Carers must also understand that the school's First Aid facilities are limited to initial first aid care only. Should a student's illness be apparent early in the morning, **PARENTS/CARERS ARE NOT TO SEND THEIR CHILD TO SCHOOL.**

A student who is ill **MUST** report to the First Aid. If appropriate, a parent/carer will be contacted to collect the student from school. **Students are not to contact their parents/carers to make arrangement to go home.** This can only be done by school personnel.

Medical Authority Form

Medication will not be administered at school unless a Medication Authority Form is completed. The medication needs to be supplied in its original packaging and labelled with student's name and dosage.

WELLBEING AND INCLUSION SUPPORT

Frankston High School has a comprehensive Wellbeing Team responsible for the wellbeing of its students across both campuses. We also have a youth worker who manages the Wellbeing Centre and a Program Coordinator who is responsible for developing and implementing various programs for sub schools.

Breakfast Club and other programs are run to encourage student resilience and integration.

Wellbeing Team

The Wellbeing Team are concerned with the welfare of students and are available to counsel students with problems and to consult with parents/carers. They are available to students and their families, offering support through individual counselling, group support and in secondary consultation with teachers. The Wellbeing Team also liaise with welfare services beyond the school and refer students/parents/carers to these agencies where appropriate. They respond to the needs of the school through school activities which enhance the wellbeing of the school community.

Counselling Services

These are available to help students with a range of issues that include:

- Emotional concerns such as anxiety, grief and loss, depression, low self-esteem
- Family issues such as separation/divorce, parenting difficulties, parent-child or sibling relationships
- Peer and social issues such as bullying, peer relationships and social skills
- School related issues such as transition, motivation and organisation
- Stress/Anger management
- Developmental disorders
- Drug and alcohol issues
- Identity issues
- Health and general wellbeing

Referral

Students are encouraged to self-refer. They may also be referred by coordinators, teachers, parents/carers or other professionals (e.g. Doctor). The Wellbeing Team also liaise collaboratively with other mental health professionals or community based services where appropriate.

Confidentiality

Discussions with students are confidential. Each student is treated with respect, without discrimination or judgement. When information is shared outside the counselling space this is done with the consent of the student/parent/carer. As a team, there are instances where they may discuss their support with others in the team in a peer supervision environment to ensure that they are supporting the student adequately. Although their goal is to always have the consent of the student, due to mandatory laws and professional expectations, there are times where the Wellbeing Team are bound to share information with others e.g. parents/carers, relevant senior staff, or government agencies. These situations include:

- The student is at risk of harm to themselves or others
- A serious crime has been committed
- There has been a subpoena served to present documents to court.

Parents/Carers may contact a Wellbeing Team member via phone 9783 7955 or email:

Wellbeing Team

Ms Olivia Beale, Mental Health Practitioner - obeale@fhs.vic.edu.au

Ms Michelle Beirouti, Years 7-12 Student Wellbeing Coordinator mbeirou@fhs.vic.edu.au

Mr Jarryd Brand, Years 7-8 Student Counsellor - jbrand@fhs.vic.edu.au

Ms Myriam Camilleri, Years 9-10 Student Counsellor - mcamilleri@fhs.vic.edu.au

Ms Melissa Donegan, Years 11-12 Mental Health Practitioner - mdonegan@fhs.vic.edu.au

Ms Erin Gooding, Years 7-12 Program Coordinator - egooding@fhs.vic.edu.au

Ms Claudia Tymms, Years 11-12 Student Counsellor - ctymms@fhs.vic.edu.au

Mr Ben Wilson, Years 7-10 Youth Worker - bwilson@fhs.vic.edu.au

Inclusion

The Inclusion Team works to support students who require additional assistance, accommodations, and considerations to achieve their personal academic goals. This team coordinates Student Support Group (SSG) meetings and collaborates closely with Year Level Coordinators to develop Individual Education Plans (IEP) and Learning Needs Profiles (LNP) for students under Disability Inclusion reform. Through these coordinated efforts, the Inclusion Team ensures students receive the tailored support they need to succeed academically.

LEARNING SUPPORT

Literacy/Numeracy

The programs offered to support the literacy and numeracy development of students at Frankston High School include the following:

- **Structured Reading Program**
Every student in Years 7 and 8 is given a period each week to learn new reading skills, read independently and reflect on their progress as avid readers with their English teacher.
- **Literacy and Numeracy Support**
Support is provided in many English and Mathematics classes in the form of an extra staff member one period per week. Additional literacy support is also available to small groups of targeted students.
- **Victorian High Ability Program (VHAP)**
VHAP is a Years 7 and 8, term based online English and Mathematic extension program for high ability students.
- **VCE English Extension**
VCE English Extension is an extension program for high ability students in VCE.
- **VCE Mathematics Tutoring**
VCE Mathematics Tutoring is both a support and extension program for students studying Mathematics in VCE.
- **Academic Catch Up Club** (previously Homework Club)
The Academic Catch Up Club operates one day per week after school. All students can seek help with any subject and are welcome to attend regardless of ability level.

Careers

The Careers and Pathways Team consist of multiple registered Careers Practitioners with the Careers Education Association of Victoria. Supporting Years 10-12 students through workshops and counselling, the Careers Coordinators support the transition of Frankston High School students to their next destination, whether it be an Apprenticeship/Traineeship or Further Education.

Managing the transition programs for students from Year 10 to Year 11 and from Year 11 to Year 12, students are supported in their course selection by scheduled activities, all targeting best practice in structuring and individualising their Senior School pathway. The Careers Coordinators keep Years 10, 11 and 12 students fully informed of current careers matters via the delivery of the Frankston High School Career Newsletter on Compass. Work education issues are incorporated across the whole school curriculum, assisting career planning from Years 7-12. A wide range of information is available for students to access freely

in the Careers Centre found on the Senior Campus. The careers website (www.fhscareers.com) is another resource maintained and made available to students across the school for independent career research.

Years 7-10 students can meet with a Careers Practitioner to explore their career ideas. Year 9 students will be required to participate in the DE Morrisby Vocational Assessment career exploration tool and in Year 10, students will complete Work Experience. Our trained Work Experience Coordinator will support students to prepare, plan and complete their Work Experience. The Careers Practitioner is available to senior students and meets one-on-one with all Year 12 students to complete post compulsory school career planning. Senior students are required to attend a range of workshops and events relating to career exploration and planning. The Careers Practitioner is responsible for organising our invaluable tertiary and subject expos and oversees subject selection into Years 11 and 12.

Senior Campus

The last two years of secondary school education are of critical importance and our young people choose subjects that reflect their passions and strengths, and which are prerequisites for further post school learning, including courses in the tertiary sector and apprenticeship pathways. Students can select one of two pathways in the Senior School.

The Victorian Certificate of Education (VCE)

The VCE provides diverse pathways to further study or training at university or TAFE and to employment. Students can select from an extensive range of subjects, including Mathematics, Science, Health & Physical Education, Technologies, Languages and The Arts options. Students work towards the achievement of the Australian Tertiary Admissions Rank (ATAR). The ATAR is used as the primary selection tool by tertiary institutions.

The Victorian Certificate of Education – Vocational Major (VCE-VM)

The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training or directly into the workforce. Students study Literacy, Numeracy, Work Related Skills, Personal Development Skills and complete a VET certificate in the VCE VM pathway.

Vocational Education and Training (VET) Certificate

VET courses provide a nationally recognised qualification in a specific industry or can provide credit towards one. A VET certificate can contribute towards the completion of the VCE program. VET is learning where students develop targeted and practical skills in their chosen industry. The skills students learn relate to a career pathway, so they can apply them at work or in further education and training.

Work Education

All Year 10 students are required to complete a Work Experience placement as part of the curriculum and this is undertaken in the last week of Term 2 each year. This is a valuable experience for students as it allows them to sample careers before commencing their VCE studies and gives them an insight into what it is like to be in the workforce. The program is facilitated by the Work Experience Coordinator. Students can seek advice and resources to assist in their search for a suitable placement.

Hands On Learning

The Hands On Learning program is an alternative program which aims to keep students engaged with school. Through the use of meaningful hands on learning experiences, students gain skills, knowledge and passion for construction, landscaping and art/design and general hands on projects.

The program operates for selected students in Years 7-10 and helps build self esteem, purpose, a sense of belonging and new skills for many students. The Hands On Learning Team work on community, school based and inhouse projects that help gain a sense of achievement by the use of positive interactions with team members and Artisan teachers. Please have a look at the Hands On Learning website (www.handsonlearning.org.au) for more information or contact the Year Level Coordinator if you think your child may suit this program.

HOME STUDY

This is a necessary habit that students must develop and should be supported by parent/carer encouragement and supervision, and provision for quiet, comfortable student facilities at home. Teachers will set varying amounts of homework, but it is important for all students to do some home study regularly to reinforce skills of independent learning and disciplined work. Students should give time to self-imposed reading, revision work and practice exercises.

The school's Homework Policy sets the following time allocations as a guideline:

Years 7 & 8	4 - 8 hours per week
Years 9 & 10	8 - 14 hours per week
Years 11 & 12	14 - 22 hours per week

The Homework Policy is available on [Frankston High School Homework Policy](#).

CURRICULUM PROFILE

Frankston High School gives students in Years 7-10 access to a comprehensive curriculum in line with the Victorian Curriculum. In addition, all students have the opportunity to participate in a wide range of extra curricular, curriculum support and enrichment programs.

Junior School (Years 7 and 8)

All Junior School students study the same core subjects except for Languages where there is a choice between the French and Japanese languages. All students in Years 7 and 8 also have an optima lesson once a week, taken by one of their subject teachers. Subjects include the following:

JUNIOR SCHOOL CURRICULUM PROFILE 2025 (Number of lessons allocated per week)								
	ENGLISH	MATHEMATICS	SCIENCE	TECHNOLOGY	LOTE	HEALTH & PHYSICAL EDUCATION	THE ARTS	HUMANITIES
YEAR 7	English (5)	Mathematics (5)	Science (3)	Info Tech 1/2 year (3)	Japanese (3) or French (3)	Physical Education (2)	Visual Arts (3) 1/2 year	Geography (3) 1/2 year
						Sport Education (2)	Drama (3) 1/2 year	History (3) 1/2 year
							Music (3) 1/2 year	
Optima 1 per week for Year 7								
	ENGLISH	MATHEMATICS	SCIENCE	TECHNOLOGY	LOTE	HEALTH & PHYSICAL EDUCATION	THE ARTS	HUMANITIES
YEAR 8	English (5)	Mathematics (5)	Science (3)	Food Technology (3) 1/2 year	Japanese (3) or French (3)	Physical Education (2)	Visual Arts (3) 1/2 year	Geography (3) 1/2 year
				STEM (3) 1/2 year		Sport Education (2)		History (3) 1/2 year
						Health Education (3) 1/2 year		
Optima 1 per week for Year 8								

Middle School (Years 9 and 10)

In Middle School students undertake a compulsory program including the core subjects of English, Mathematics and Science. These core subjects are supplemented by a broad range of semester length elective studies. Students select electives within guidelines, which ensure that their courses are broad and balanced.

For further information regarding curriculum please click on this link [Middle School Course Selection Handbook 2025](#)

Senior School (Years 11 and 12)

Frankston High School offers two Senior School pathways. Students can select from the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education-Vocational Major (VCE VM) (previously VCAL)) pathway programs.

VCE students can select from a wide range of VCE subjects and will study six subjects in Year 11 and five subjects in Year 12. Students can include a Vocational Education and Training (VET) subject in their senior program. A number of VET certificates are delivered off site at TAFE colleges and other Registered Training Organisations. VET certificate studies are nationally recognised training programs which contribute to the VCE or VCE VM.

Students who select to study the VCE will achieve an Australian Tertiary Admissions Ranking (ATAR) which will allow them to apply for university degree courses and TAFE diploma and certificate programs. Students who undertake the VCE VM will not be eligible to receive an ATAR. However, they will be able to explore vocational career options and complete subjects which will prepare them for TAFE options and the world of work as they consider apprenticeship and traineeship career pathways.

For further information regarding curriculum please click on this link [Senior School Course Selection Handbook 2025](#)

MUSIC

Classroom Music

All students study Music in Year 7. This gives them the necessary skills and preparation to participate in the wide variety of musical activities available in the school. Students in Middle School can elect to study music. All units involve performance, listening and creative activities. VCE Music Units 1, 2, 3 and 4 are offered to Years 11 and 12 students.

Instrumental Music

Instrumental Music is a co-curricular activity, which provides students with the opportunity to learn a musical instrument with a focus on ensemble performance. Tuition is available on a wide variety of instruments including flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, euphonium, french horn, percussion, string bass.

All students learning to play an instrument **must** also be a member of one of our four concert bands, either the **Year 7 Training Concert Band**, which is for beginner students; the **Junior Concert Band**, which is for students with 12 to 18 months playing experience; the **Intermediate Concert Band**, which is for students with two or more years playing experience; or the **Senior Concert Band** which is for advanced students. Entry to the Senior Concert Band is strictly by audition. All our ensembles perform at a variety of functions throughout the school year.

Students may like to broaden their musical horizons by also participating in vocal ensemble and various smaller ensembles. We also have two graded stage bands – which cater for those students with an interest in jazz.

HYBRID TABLET PROGRAM

The use of hybrid tablets have been an integral part of the classroom at Frankston High School since 2006. There have been many demonstrated benefits to using a hybrid tablet in an education setting. Over the last decade, the inclusion of a digital pen significantly improved performance for students when solving Science and Mathematic problems. Using the digital pen, they produced 56% more non-linguistic content (diagrams, symbols, numbers), which improved a student's ability to produce appropriate ideas, solve problems correctly, communicate and build on complex ideas, make accurate inferences about information, and learn during note taking and knowledge creation. The research shows this is one of the most important components in ensuring the suitability of hybrid tablets for learning.



Our Choice of Device

Devices can be ordered through the JB Hi-Fi Education BYOD portal where you will find a range of educational devices. These products have been specifically chosen as they are the most suitable products for the use of students within Frankston High School.

Alternative Device

You are welcome to source a device outside the JB Hi-Fi Education BYOD Portal. Alternative devices will only have limited support and we will do our best to help with issues, however we can only provide basic support for the operating system and applications.

Recommended Minimum Specifications

- At least a dual core processor
- At least 8GB memory (16GB for Media subjects)
- Internal Storage of at least 256GB (512GB for Media subjects)
- Screen size of min 10" and max 16"
- Must be able to hold a charge for the whole school day (6-7 hours)
- Running Windows 10 or 11 or MacOS

We **do not** support ChromeOS or Android devices

Student Software Access

All students receive access to the following software regardless of device (This software is available to students only while enrolled at Frankston High School):

- School email account (similar to xyz0001@fhs.vic.edu.au)
- Microsoft Office 365 Adobe Creative Cloud
- Various other packages depending on classes undertaken

SPORT

Frankston High School is an exemplary institution for physical and sport education. Our outstanding programs and successes form the foundation of this assessment.



In 2024, we were the State Runners-Up in the School Sport Victoria State Athletics competition. We also consistently perform as one of the top six schools in the state for swimming. Our indoor swimming pool is a valuable asset to our students. Additionally, we had five State Championship teams in Cross Country in 2023, and we have achieved further success in 2024 with State Championship teams in AFL, Hockey, Soccer, and Tennis.

Our Sports Leadership Program is exceptional. Students from Years 7-12 participate in an induction camp featuring outdoor activities such as surfing, canoeing, and the giant swing, along with other recreational camp activities. These activities build leadership qualities and foster group connection. Throughout the year, students are also involved in running lunchtime activities, organising sporting events at the Benetas Aged Care Facility, and hosting carnivals for primary schools within our local community. Each year, we hold our own Relay for Life, a journey walk that raises funds for the Cancer Council, which we have raised tens of thousands of dollars in recent years.

Frankston High School is a member of the Northern Peninsula Division (NPD) of School Sport Victoria (SSV), along with the following secondary colleges: Mount Erin, McClelland, Elisabeth Murdoch, Monterey, Patterson River, and Carrum Downs.

Our sports program offers all students the opportunity to participate in a wide range of activities, from netball to rowing, football to golf. We strive to cater to all students' interests and needs.

In Years 7 and 8, students participate in two periods of sport every Monday or Wednesday afternoon as part of the Sport Education Program, which has been running successfully since 1995. This program allows students the unique chance to hone their skills in a competitive sport over the course of the term before a school team is selected to compete at interschool events. Alternatively, if students do not wish to engage in competitive sports, they can choose from other activities such as lifesaving, aerobics, and personal training. This program gives students choice and agency over their activity for the term.

Click this link to join the group [Frankston High School Sport | Facebook](#)

Frankston High School continues to achieve outstanding results in both team and individual sports.

Objectives

- to encourage student participation in life long physical activity
- to foster good sporting behaviour
- to improve student performance
- to encourage leadership and responsibility
- to meet student demand for sport

Structure

House Sport

Students are organised into four houses: Barrbunin (yellow), Brim (red), Tir-rer (green), Yawa (blue). There is a swimming, cross country and athletics carnival each year. All interested students have the opportunity to compete. Winners of the house competition go on to the Inter School Division Competition.

Inter School Sport

As a member of SSV students have the opportunity to participate in a wide range of sports. Sports offered for interschool competition include:

Years 7-10 Team Sport		Years 11-12 Team Sport		Individual Sport and Division Region SSV State
<u>Term 1</u> Baseball Softball Cricket Tennis Volleyball	<u>Term 2</u> Football Netball Soccer Badminton	<u>Summer</u> Baseball Cricket Softball Tennis Volleyball	<u>Winter</u> Badminton Basketball Football Hockey Netball A Netball B Soccer Table Tennis Futsal	Athletics Cross Country Golf Swimming Lawn Bowls Springboard Diving Rowing Aerobics Sailing Snow Sports
<u>Term 3</u> Hockey Basketball Table Tennis Futsal	<u>Term 4</u> Finals Only			

Promotion Structure for Successful Teams

- Division Competition - Northern Peninsula Division (NPD)
- Regional Competition - Southern Metropolitan Region (SMR)
- School Sport Victoria (SSV) - All registered schools

Winning teams progress through these stages and eventually become state champions.

Frankston High School has a proud tradition of sporting success at the highest level, making it one of the most prestigious and successful sporting schools in the state.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Frankston High School offers two languages: French and Japanese. Both languages are taught in Years 7-12. All languages are taught in a lively atmosphere, incorporating the latest teaching techniques.

- Years 7 and 8 students can study either French or Japanese
- Years 9 and 10 students can continue to study the language if they choose to
- VCE French and Japanese continues at Year 11 and Year 12 on the Senior Campus.

Students wishing to study a language other than French or Japanese, are able to do so through the Victorian School of Languages. Frankston High School assists these student with time allotments and administrative support.

Frankston is the sister city of Susono in Japan, and we also have a sister school, Kawaguchi-Kita. Opportunities to visit our sister school are offered during our bi-annual, short term exchange to Japan. On alternate years, a group of Kawaguchi-Kita High School students are hosted in Frankston for one week. Long term exchange is also offered at Kawaguchi-Kita and Fukuoka Daiichi High School in Fukuoka Prefecture, Japan.

Frankston High School also has a sister school relationship with Lycéé Jean Zay in Orléans, near Paris. French students have the chance to visit France every second year, with some students extending their visit to include November and December. Students regularly visit and exchange between the two schools, with a 5-6 weeks twin exchanges a feature over summer holidays. (French students stay in Frankston during June, July and August).

At Frankston High School approximately 20 students per year participate in reciprocal student exchanges. The Student Exchange Program was originally set up to promote an exchange of ideas and customs, the study of languages and traditions. Over the years the exchanges have fostered bonds of friendship, goodwill, and development educationally, culturally, and socially. The entire student campus benefits from this program, regardless of whether a student is directly involved.

Student Exchange Program

In recent years we have hosted students from: Japan, Finland, Germany, Spain, USA, New Zealand, Sweden, Denmark, Norway, Thailand, Brazil, Hong Kong, Ivory Coast, Iceland, Canada, Belgium, South Africa, Austria, Yugoslavia, Singapore, France and England. Frankston High School students have visited the USA, Switzerland, Denmark, New Zealand, Germany, Canada, Japan, England, Belgium and France.

EXTRA CURRICULAR ACTIVITIES

At Frankston High School we offer a range of extra curricular activities.

Camps and Excursions

The school has a wide range of activities for students. The camps include the Year 7 Orientation Camp, Year 9 Cairns Camp, Outdoor Education ski and hiking camps, World Challenge Expedition, Year 11 Central Australia tour, Year 12 Retreat, visits to our sister schools in France and Japan and the Great Victorian Bike Ride. Excursions extend student learning beyond the classroom. A range of excursions are undertaken each year. These may include visits to the Melbourne Zoo, Aquarium, the local courts, scuba diving in the bay, Art galleries, the Central Business District, local universities, Tyabb Airport, Cape Schanck, Portsea, Sweetwater Creek, student leadership conferences, Melbourne Zoo and Museum among others. There are also a number of incursions organised each year including History and English plays, Fit to Drive and programs aimed at addressing issues such as cyber safety and bullying. For the Senior School there are a range of presentations for students on the best ways to study, manage time and applying for universities and jobs.

School Productions

Over 100 students participate in our annual school productions either on stage or backstage, supported by staff. After our fantastic production of 'Grease' this year, our next school production will be announced early in 2025, and auditions will be held in February. All students from Years 7-12 are welcome to audition, and once again we will be performing our production in early Term 3, 2025. Previous shows have included The Addams Family, The School of Rock, Matilda, The Wiz, Footloose, Little Shop of Horrors, High School Musical, Anything Goes, A Streetcar Named Desire, Dracula Spectacular, Salad Days, Annie, Buggy Malone, Les Misérables, Grease, Seussical, Hairspray, The Wedding Singer, Rock of Ages: High School Edition, Fame and Legally Blonde. We are very excited to get started on a new show next year, which will again be performed in our Performing Arts Theatre on the 7-10 Campus. Our school productions have always been a fantastic opportunity to showcase the talents of our students through acting, singing, dancing, instrumental music and backstage technical work. Students are

invited to participate in various performance events throughout the year, where they are able to present a range of different acts, dances and musical numbers in celebration of performing arts at the school. Students also have the chance to participate in a variety of concerts through the Instrumental Music program and competitions through the sporting programs.

Student Leadership Council (SLC)

The Student Leadership Council is a body representing the student voice at Frankston High School, with students from all year levels involved. SLC students begin and plan their year ahead at their Annual Leadership Camp. The SLC students have the opportunity to work in small teams that all work on ways to improve the school and run whole school events. SLC meetings are held once a week. The SLC leads many whole school activities including social events, such as casual dress days and fundraising events. SLC students have the opportunity to be involved in many authentic leadership experiences, including community engagement opportunities and ongoing leadership training. The SLC aims to introduce positive and ongoing student change at Frankston High School focusing on improving student wellbeing and engagement. The SLC proudly collaborate with the Sports Leadership, Interact and Eco Teams.

Formal

The major social event at Years 10, 11 and 12 is a formal which is greatly anticipated by students and staff.

Lunchtime Activities Program

There is a program of lunchtime activities both active and passive, available to students. These include sporting competitions, board games, Chess Club, and Eco Team activities. There are a number of special activities throughout the year such as sports tournaments, staff v student competitions and special classes.

SCHOOL RULES AND PROCEDURES

In a large school such as Frankston High School, certain rules and procedures are essential for the school to operate smoothly and efficiently. Our school considers that a positive approach to behaviour is desirable to foster a school climate within which personal responsibility and self-discipline will be developed. Students are to treat everyone with courtesy and respect because we all have the right to feel safe at school and to feel comfortable with who we are. The following rules and procedures apply to both the 7-10 Campus and Senior Campus, unless otherwise indicated.

- Behave in a responsible manner at all times and comply with any clear and reasonable instructions from staff members promptly
- Respect personal property and the school environment
- Comply with all school policies relating to the Child Safety and the Bullying Prevention Policy
- Wear correct school uniform at all times, including to and from school
- Be punctual for all classes.

We are committed to a respectful and inclusive environment:

- No student can be discriminated against or excluded because of their sexuality, gender identity, gender, cultural or religious background, disability etc.
- Demeaning language will not be tolerated. This includes any language that demeans people because of their sexuality, gender identity, gender, cultural or religious background, disability etc.
- Discriminatory non-verbal actions are also unacceptable. Examples would include gestures, exclusion, sneering, etc.

We are committed to the following strategies to encourage our students to develop self-discipline:

- Provide positive reinforcement to improve self-concept
- Acknowledge differences and encourage sharing, tolerance and compassion among students in order to develop respect for others
- Provide consistent and fair forms of discipline
- Foster a community pride in the school

Accepted consequences for non-compliance with student code of conduct include:

- Discussion of student's responsibilities
- Program which reinforces responsibilities and expectations
- Withdrawal from group activity to enable the student to evaluate and reflect upon their behaviour
- Written and/or verbal apology
- Reassessment of privileges
- Belongings or clothing excluded by the rules to be confiscated for later collection where appropriate detention
- Suspension/exclusion procedures in line with DE policy.

Use of classrooms

- Students are not permitted to be in classrooms at any time except under the direct supervision of a teacher
- Students must line up outside classrooms in a quiet, orderly manner before the start of each period, then enter the classroom with their teacher. Students are to stand quietly behind their chairs until the teacher tells them to sit down
- School bags are not permitted in classrooms
- To ensure that lessons proceed safely and without disruption, students are:
 - To enter classrooms quietly

- To bring correct equipment to class
- To be courteous and punctual
- Not to chew gum or eat in class
- Not to lean back on chairs, put feet on tables/chairs or stand on chairs/tables
- No student is allowed to leave a classroom without the teacher's permission. Teachers will issue students with a pass for this purpose
- Students must leave rooms clean and tidy at the end of each lesson.

Out of bounds areas

To satisfy the legal requirements of adequate student supervision, there are a number of areas which are out of bounds to students, including all carparks. Delacombe Park and the Frankston South Community and Recreation Centre are out of bounds to all students, except for authorised sports practices and Physical Education classes. The school oval/stadium/multi-court is not a passive area: It is for appropriate sports games. Food and bags are not allowed on the ova/stadium/multi-court. Students are not to be within 10 metres of the school's fence line.

Use of lockers

At the beginning of the school year, each student is issued a locker for storage of books, etc. It is the student's responsibility to keep the locker secure; padlocks must be purchased through the Finance Office. Students are not to visit lockers between periods. Only Frankston High School locks will be acceptable for student in Years 7-10. Students must take care of their lockers and keep them in good condition. At the 7-10 Campus, lockers may only be used from:

8.45am-8.55am	10.40am-10.45am	11.00am-11.05am	12.45pm-12.50pm	1.25pm-1.30pm	3.15pm-3.30pm
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Damage to school property

When a student carelessly or deliberately damages school property, including furniture, fixtures, windows and classroom equipment they will be required to meet the cost of repairs or the replacement cost.

Student insurance

Insurance for personal possessions or personal injury is not provided for students or staff. Student accident insurance policies are available from the private insurance market. (refer to page 7)

Personal property

- All clothing, books and bags should be clearly and permanently marked with the student's name. Students' bags, diaries and books must be maintained in good condition and not contain any form of graffiti.
- Students are not permitted to bring valuable items such as digital cameras, ipods, skateboards, scooters, E scooters, etc. to school. If students have to bring items such as tennis racquets, musical instruments, etc. to school, they should place them with the staff for safekeeping. Mobile phones, smart watches, bluetooth earbuds or any other similar device must be kept in lockers out of site.
- Large amounts of money should not be generally brought to school. When this is necessary, however, it is strongly recommended that such sums be placed in a labelled envelope and left with the 7-10 Finance Office.
- The school maintains a lost property depot but cannot take responsibility for lost items nor guarantee their recovery
- Students should not bring permanent ink markers or liquid paper to school
- School lockers are the property of the school and, therefore, can be inspected upon request. A student may bring a bag onto school premises or to school activities ONLY on the condition that it is available upon request for inspection.

Fighting is not allowed at Frankston High School and will result in a suspension.

All games involving tackling or unduly rough play like 'British Bulldog' and 'Stacks On' are **prohibited** at all times. On the Senior Campus ball games and other games are not to be played in the quadrangle, in areas adjacent to buildings or on the grassed area next to the basketball courts.

Bicycles

A bicycle compound is provided on the 7-10 Campus and is locked between 9.00am and 3.15pm. For added security, students should also have a lock on their bike. **It is compulsory for students to wear bicycle helmets while riding to and from school.** Racks are provided for bicycles on the Senior Campus.

Occasionally bicycles are stolen, so parents/carers are urged to insure the bicycle and to note its number and description to help police with identification. Bicycles must not be ridden in the school grounds.

Skateboards, scooters and E scooters

Skateboards, scooters and E scooters are not to permitted at school.

Students driving to school

The preferred position is for students not to drive motor vehicles to school. However, there is a parent/carer consent form which must be completed and returned to the Senior Campus Principal where permission is sought to drive to school. Where cars are driven, they are not to be parked in any school car park. No student may travel in a car driven by another student without the written permission of a parent/carer and only with the Senior Campus Principal's approval.

- Students are also not permitted to drive cars on excursions and likewise, passengers are not permitted

- In exceptional circumstances, however, and with written consent of a parent/carer, the Principal or Senior Campus Principal, may approve a special arrangement
- Students cannot park:
 - on school grounds
 - at Overport Primary School
 - Frankston South Community and Recreation Centre
 - Directly on Foot Street and Towerhill Road
- Only allowed to park on neighbouring side streets.

Visitors to school

Any visitors are to report to the 7-10 Campus Office or Senior Campus Office and sign in at the Compass kiosk.

Parents/Carers who urgently need to contact a student will be assisted by Office Staff. Under no circumstances are visitors to interact with students without first reporting to the office.

Visitors or Volunteers that are to be involved in class, incursion or excursions (observations, presenting, coaching, training), require to have/show their Working With Children Check (WWCC) and sign in at the Compass kiosk.

Unsupervised excursions

Within the School Grounds – Senior students who are required to undertake research or other activities within the school grounds must gain the permission of their teachers to do so. An 'Absence from Class' form must be obtained from Coordinators completed in full and returned to Coordinators for the final approval. It must be done a minimum of one day prior to the activity.

Within the Community – Senior students who are required to undertake research in the community during school hours must complete the details on the 'Unsupervised Excursion' form available from Coordinators. School uniform is expected to be worn and parent/carer consent and school permission is required. This is done a minimum of one week prior to the activity. Students cannot undertake such an excursion when Leaving Outcomes are scheduled.

No smoking

Smoking is **not permitted** in the school building or grounds, and no student may smoke on the way to or from school. Students will be suspended for smoking, possessing cigarettes and/or a lighter or any type of vaping or e-cigarette and for being in the presence of smokers.

Mobile phones

Mobile phones, smart watches/earbuds/airpods/headphones or any other similar device must be kept in lockers out of site between the hours of 8.00am-3.15pm. Phones confiscated more than once will have to be collected from a Campus Principal by a parent/carer. For further information please refer to the school Mobile Phone Policy. **There will be severe consequences for any student who uses their mobile phone to take unauthorised photographs or videos.**

Other specific rules

Each of the following behaviours are regarded as a breach of the school rules which are designed to protect the rights of all students and teachers. Students will be disciplined for not adhering to the rules. The following things are not allowed:

- Climbing onto the school roof
- Pushing or running in undercover spaces or indoors
- Leaving the school grounds without permission
- Swearing or offensive language
- Rudeness
- Behaving in such a way as to be a danger to other people, or to themselves
- Playing any ball games in undercover spaces
- Writing on blackboards or whiteboards without permission
- Any form of graffiti, vandalism or littering
- Interfering with the fire extinguishers
- Taking or interfering with equipment belonging to others
- Students in Years 7-10 spending recess or lunchtime on the Senior Campus and senior students spending recess or lunchtime on the 7-10 Campus
- Middle School/Junior School using the Senior Canteen (even if they have a class on the Senior Campus)

WHOLE SCHOOL APPROACH TO BEHAVIOURS MANAGEMENT

Learning at Frankston High School is underpinned by effective working relationships developed between staff, students, parents/carers, and the wider community. This relationship is based upon shared responsibility and mutual respect. It aims to ensure all students are engaged in the school community in such a manner as to enable a safe, productive, and secure environment in which all students can achieve their personal best. This relationship also strives to develop the capacity of students to develop and maintain responsibility for their learning and behaviour.







Universal Behaviour Support

At Frankston High School, we establish effective classroom management systems that encourage acceptable behaviour. Communication of what is acceptable behaviour is backed up through reinforcements (house point system).

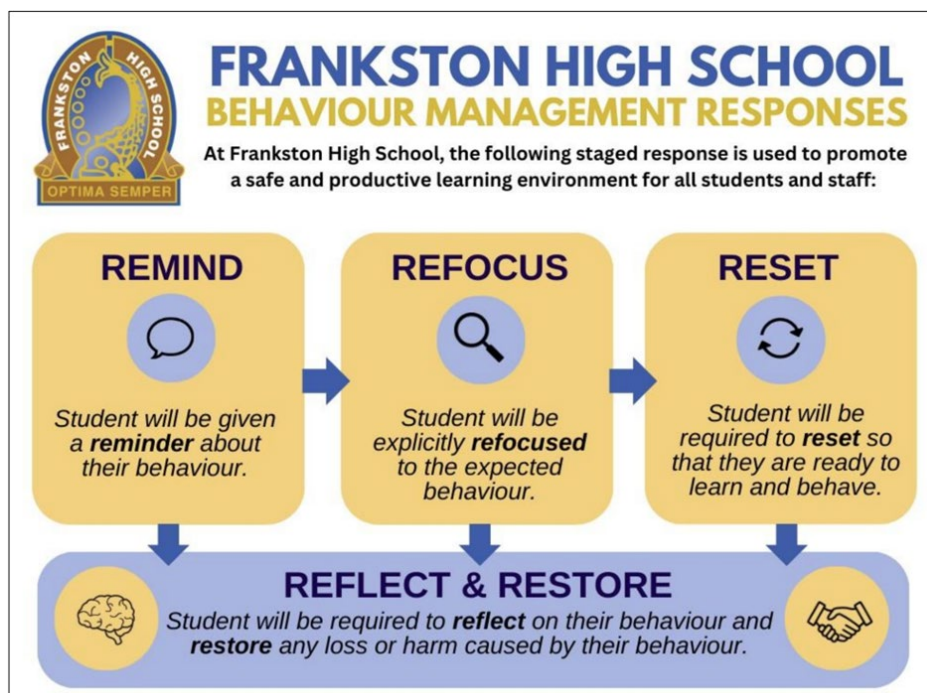
All staff members are encouraged to provide consistent and appropriate acknowledgement of positive behaviour. Students who demonstrate positive behaviour by demonstrating our school values **Respect, Responsibility, Persistence, Integrity, Empathy** and **Optimism** in the classroom, yard and wider community are awarded house points.

A Whole School Approach to Behaviour Management has been developed which includes a set of Behaviour Expectations, Behaviour Management Continuum and Behaviour Management Responses. This is designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Frankston High School encourages all students to take increasing responsibility for their own behaviour and the consequences of their actions. We recognise that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace. We make reasonable adjustments for students as required to facilitate the development of social competencies and we follow appropriate procedures that emphasise teaching students' new skills, so they meet their social needs in the school environment.

	Respect 	Responsibility 	Empathy 	Optimism 	Persistence 	Integrity 
At all times	We follow staff instructions the first time We use good manners We are kind to others and treat everyone with respect	We make positive choices and help others We report negative behaviour We wear correct school uniform	We respect the privacy and personal space of others We encourage and support others We are considerate of members of the public	We embrace everybody's differences We welcome opportunities to learn from others We believe in ourselves	We embody 'Best Always' We find opportunity in adversity We are positive role models	We contribute to a clean and healthy environment We represent FHS with pride We are honest with ourselves and others
In learning spaces	We respond respectfully to all We use appropriate language We keep the spaces clean and tidy	We arrive to class on time We bring all equipment to class We enter the spaces in an orderly manner	We employ active listening We participate and make positive contributions We participate equally in group activities	We approach learning with a growth mindset We attempt every task We complete learning tasks to the best of our ability	We set goals and try to improve our skills We use class time productively We ask for help when needed and apply feedback	We arrive prepared to learn We use the internet as a learning resource We access appropriate websites only
In the yard	We respect everyone's right to feel safe in the yard We respect others' belongings We respect school facilities	We share spaces and equipment We stay in school boundaries We maintain appropriate noise levels	We include everyone We are mindful of people's boundaries We resolve problems calmly and respectfully	We welcome new people We look for opportunities to try new things We are up-standers not bystanders	We challenge ourselves and learn new skills We keep trying when we make mistakes We show good sportsmanship	We speak out against negative behaviour We stay away from 'out of bounds' areas We strive to keep ourselves and others safe

OPTIMA SEMPER: BEST ALWAYS



Consequences for Unacceptable Behaviour

Frankston High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and appropriate to the nature of the behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

Minor problem behaviour is handled by staff members at the time it happens.

Minor behaviours are those that:

- are minor breaches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Leadership Team

Minor problem behaviours may result in the following consequences:

- the classroom teacher follows the Frankston High School Student Behaviour Management Response Procedures
- a minor consequence logically connected to the problem behaviour, such as making up time late to class in their own time at recess/lunchtime/afterschool, individual conversation with the student, completion of work in own time or lunchtime/afterschool detention.
- a re-direction procedure. The staff member takes the student aside and:
 - names the behaviour that student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour.

Major problem behaviour is referred directly to the Sub School Leadership Team (Coordinators, Head of Year Level and Campus Principals).

Major behaviours are those that:

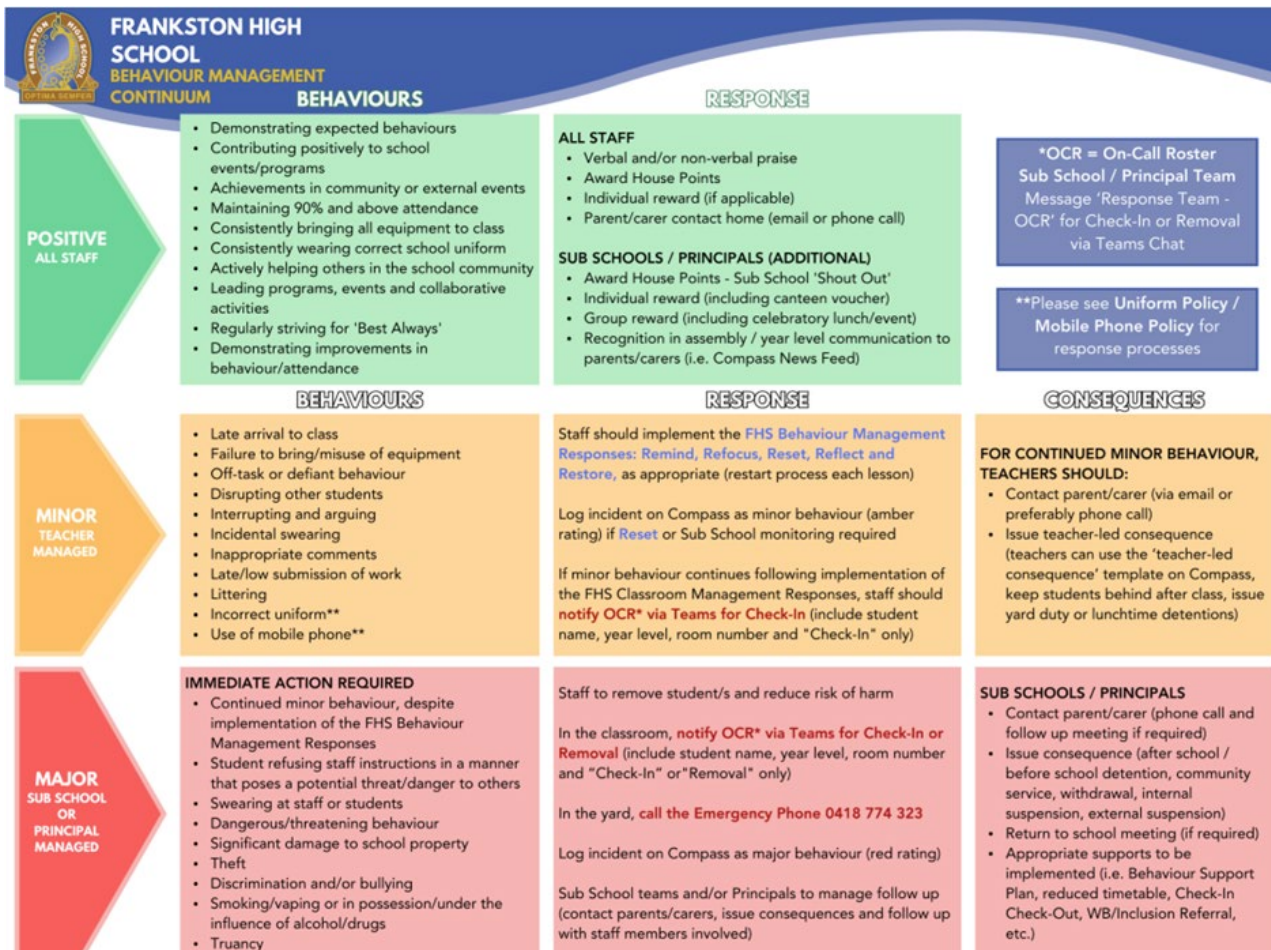
- significantly violate the rights of others (including cyber bullying)
- put others/self at risk of harm
- require the involvement of Sub School Leadership Team

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student, contact the On Call Roster (OCR) leadership team member and remind them of the expected school behaviour. The student is then directed to spend time in a quiet area for the opportunity to review appropriate school and class expectations, completing a reflection sheet. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Major behaviours which may result in an immediate referral to the Sub School Leadership Team because of their seriousness. The staff member contacts the OCR and/or school emergency phone number.

Major problem behaviours may result in the following consequences:

- Level One: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and/or referral to Tier 2 'Targeted' behaviour supports AND/OR
- Level Two: Parent/Carer contact, referral to Head of Year Level Leader, Campus Principal, suspension from school, return to school meeting and agreement, referral to Wellbeing Team if required: AND/OR
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be referred to the Sub School Campus Principal following an immediate period of suspension and Behaviour Support and Intervention meeting where required.



MOBILE PHONE

In accordance with Department of Education requirements, Frankston High School has developed a Mobile Phone Policy. To uphold this policy the following guidelines are a summary of the school's expectations across both campuses of our school:

- A mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches and earbuds.
- Students who bring mobile phones (and earbuds) to school must have them switched off and securely stored in their lockers throughout the school day, unless they are exempt from this rule due to individual circumstances, or the teacher has given express permission for use for educational purposes.
- The school day starts when the student has entered the school, therefore students once at school are not to be using phones or earbuds whilst waiting for their first lesson or during any breaks regardless of the time of day.
- Parents/Carers are not to contact their children during the school day on their mobile devices. Should they wish to speak with their children they can ring the General Office and the student will be able to speak to them via a school phone.
- Students who use their personal mobile phones inappropriately at Frankston High School will be issued with consequences. The hierarchy of consequences can be found on our website.

Mobile phones are not to be visible from the moment the student has entered the school until 3.15pm and will be confiscated if seen by a staff member.

For further information regarding Frankston High School Mobile Phone Policy please click on this link [Frankston High School Mobile Policy](#)

SCHOOL UNIFORM

The Uniform Policy aims to:

- Foster a sense of community and belonging and encourages students to develop pride in their appearance
- Support Frankston High School's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities
- Reduce student competition on the basis of clothing
- Enhance the profile and identity of the school and its students within the wider community.

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

General Rules

The school uniform is compulsory for all students and must be worn at school, while travelling to and from school, and on any school excursion except where the teacher in charge has obtained the approval of the Campus Principal for other clothes to be worn and this is noted on the excursion details on Compass. All uniform items should be clearly named for identification.

- The full Frankston High School uniform **must be worn** from the first day of the school year until the last
- Uniform must always be clean, neat and in good condition
- Uniform must be worn in the way it is intended to be worn:
 - shirt/blouse must be worn under the woollen jumper
 - shirt/blouse collar must be visible when worn with woollen jumper
 - long pants not to be worn under skirt/dress
 - shirt/blouse and summer dress must be buttoned
 - do not alter the summer dress adjustable belt (no hair ties, no cross buttoning, no unstitching)
- A plain white t-shirt with no logos can be worn under the uniform shirt for extra warmth. It should not be visible at the sleeves, collar or the bottom of the shirt. No other colour is acceptable.
- **Jewellery:** Necklace, bracelets and rings are not to be worn apart from a watch (**smart watches are not acceptable**). Students with pierced ears, a pair of small studs or sleepers in the ear lobes only (one per ear). Ear stretches are not acceptable. No other facial piercings are permitted. Using clear plastic earrings or covering them with a band-aid **is not acceptable**.
- **Makeup:** Students are not permitted to wear excessive make-up. False eyelashes, nail polish and false nails are not permitted. Tattoos must be covered at all times.
- **Footwear:** The required shoes for all students are the **plain flat, black, polished, lace-up hard leather shoes** (Oxford style). Elevated heels are not allowed. Black suede shoes, soft leather shoes, doc martens (yellow stitching), ballet shoes, slip-on shoes, boots, shoes with zippers, skate shoes or runners are **not** regarded as acceptable footwear, do not meet our safety requirements and **must not** be worn. Under no circumstances can students participate in practical classes without correct school shoes. School shoes which can accommodate orthotics can be purchased from a variety of shoe shops.
- On **Casual Dress Day**, whilst students are allowed to dress casually, the following restrictions apply:
 - no accessories and excessive make up (jewellery policy and make up policy applies)
 - shoe-string straps and visible mid-drifts **are not acceptable**
 - thongs/slides must NEVER be worn at school, even on Casual Dress Day.
- **Hair:** Must be kept regularly washed and in a healthy state. Hair grooming, styling and colouring must be appropriate to a school setting. Coloured hair must be a natural colour. No extremes will be accepted including dreadlocks, bright hair dyes, shaved heads, pointed spikes, rat tails, jedi, mohawks, shaved patterns, dipped dyed hair or ombre coloured hair. Hair ribbons/scrunchies in navy, white or yellow.
- Students must be **clean shaven; no beards or moustaches**.
- Frankston High School **navy baseball cap** with the school logo is acceptable and must be worn outside for sun protection. Plain navy bucket hats or broad brim hats with no writing, logos or decorations are acceptable. No other hats or beanies are acceptable.
- Coloured jackets of any description are not to be worn under or over the school uniform, either at school or while travelling to or from school. Only the navy jackets with the Frankston High School logo are acceptable.
- **Windcheaters and hoodies are not to be worn** over or under school uniform on any occasion at school.
- **School bags:** The only school bags to be permitted will be plain navy backpacks with no writing, logos or decorations. PSW stocks suitable bags; however, any plain navy backpack will be acceptable. **Absolutely no graffiti on school bags allowed.**
- Frankston High School sports uniform or any other special sport program uniform can only be worn during the activity and not during normal classes. Junior School students, however, may wear complete sports uniform for the full day when they have Sport Education (Year 7 - Monday and Year 8 - Wednesday).

School Uniform

Full School Uniform	Sport Uniform
<ul style="list-style-type: none">• Navy summer dress (worn top of knee)• Navy winter pleated skirt (worn below the knee)• Navy trousers/shorts with school logo• White shirt/blouse with school logo• Woollen jumper (V neck) with school logo• Navy jacket/puffa jacket with school logo• Navy socks or navy tights may be worn• Traditional black, flat, polishable, lace up leather shoes• Navy scarf is optional. Any other type of scarf is not acceptable	<ul style="list-style-type: none">• Navy shorts with school logo• Navy polo top with school logo• Navy tracksuit pants/2XU compression tights/rugby top (all with school logo)• Navy baseball cap with school logo or plain navy bucket hat/broad brim hat with no logos• White socks, no logos• Lace up runners or gym boots• Navy jacket with school logo• No fluoro/strips/flashes on any garment

- Term 1: Summer uniform only
Term 2: Summer or Winter uniform until King's Birthday holiday
Winter uniform only after King's Birthday holiday
Term 3: Winter uniform only
Term 4: Winter or Summer uniform until Melbourne Cup Day
Summer uniform only after Melbourne Cup Day

Girls are **not to wear a combination** of summer and winter uniforms, e.g. winter tights cannot be worn with the summer dress

Frankston High School sport uniform or any other special program tops (e.g. state jumpers) can only be worn during PE classes

Sport uniform can be brought to school in a small carry bag for students to change into, which can be taken to the class before their PE class, for example, it can be taken to their Period 3 class when they have a PE class Period 4.

Additional Notes

In the interest of safety, students who do not comply with the following requirements **will not** be allowed to participate in these special subjects:

- Technology Studies (especially Woodwork) and Practical Science classes: Approved school shoes are to be worn during these class units, even on casual dress days. Aprons are also compulsory in Food Technology classes.
- Physical Education: Students are not permitted to do PE unless in approved sport uniform.
- Students representing the school in sports teams should be properly attired in transit – either in sport uniform or school uniform.

Official Supplier of School Uniform

PSW School Uniforms, 1/22 Watt Road, Mornington Telephone: 9783 0346

<https://www.psw.com.au/schools/frankston-high-school.html>

For further information regarding Frankston High School Uniform Policy please click on this link [Frankston High School Uniform Policy](#)

UNIFORM PASS

If a student is not in correct school uniform the student must attend the Subschool Coordinators Office with a note requesting a uniform pass at the start of the day. Where possible the school will lend a replacement uniform item from our supply of clean second-hand uniforms.

SCHOOL POLICIES

To view school policies please click this link <https://www.fhs.vic.edu.au/school-documentation-and-policies/>

