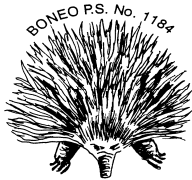


**BONEO PRIMARY SCHOOL
1184**

**2008 Annual Report to the
School Community**



School Overview

Purpose:

To provide a safe, friendly and caring environment that assists and enhances the learning, personal growth and well being of all members of our school community.

To create a stimulating and supportive environment for all and to involve the wide and diverse members of our school community in the education process of our students.

Values:

To provide the best educational opportunities for our students

At Boneo Primary School the staff, parents and wider community work together in partnership to provide the best possible education for our students.

Education at Boneo Primary School means the development of the intellectual, social, physical and emotional potential of every student.

The care we provide for our students extends to our staff, parents and wider community. Everyone in the Boneo community is important and everyone's contribution to our students' education is valued.

The Boneo community shares the values of:

Respect:	Looking after the property of yourselves and others Using good manners when dealing with others Valuing both yourself and others as important to our school
Integrity:	Fulfilling all commitments Being reliable and loyal Being honest and truthful to yourself and others
Tolerance:	Appreciating that everyone is different. Respecting the values and opinions of others Being considerate, accepting and showing understanding of others
Confidence:	Being optimistic and having a go at different things Celebrating yours and others' achievements Being resilient
Pride:	Being proud of yourself and others Being a loyal friend Supporting each other
Inclusiveness:	Sharing your ideas with others Getting along with the members of our school Developing a sense of compassion for our school and its community

Boneo Primary School's mission is to provide a safe, caring, challenging and motivating environment where all members of the community contribute to the development of students who love learning, are self-motivated, achieve the best possible academically, socially and emotionally and learn skills that will enable them to be happy, successful, cooperative members of society in the present and future.

“Caring For Our Unique Community”

Boneo Primary School has undergone enormous changes and these will have a significant impact on our school now and into the future.

Our new facilities have been designed to allow for flexibility in the delivery of education at Boneo in both the short and long term. These new classrooms, administration, LOTE, Performing Arts, Library and outdoor areas will add to and complement the tremendous work undertaken by our staff.

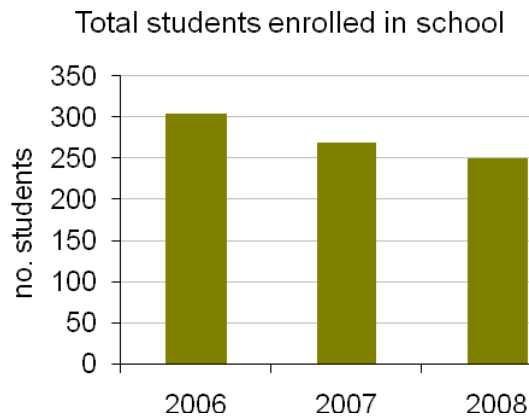
Our school aims to provide opportunities for all students to grow in confidence and self-esteem. We encourage all students to do their best, take pride in their work, develop self discipline, show respect for others at all times and take an active and reflective role in their education.

The school is proud of its extremely high level of parent participation. At Boneo we see effective learning as an active partnership between students, parents, teachers and office staff and the wider local community.

Boneo Primary School offers a balanced and comprehensive curriculum, as outlined in the Victorian Essential Learning Standards, suited to the needs of its students from prep to year 6, addressing all curriculum areas in teaching programs and in assessment and reporting practices.

Our students, with very few exceptions, travel to school via private transport and we draw students from a wide and varied catchment area. Our closest residential area is five kilometres away.

Student enrolments



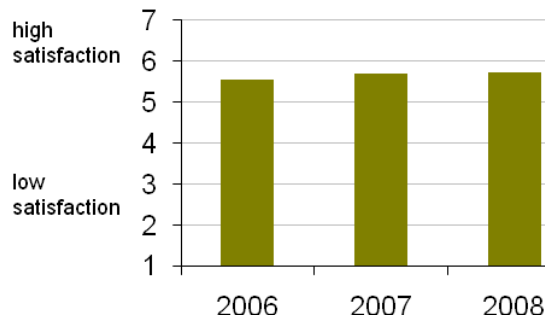
Enrolment figures have shown a slight downward trend over the last three years. The period from 2006 to 2008 saw our school undergo considerable building development and relocation, this process was completed in May of 2008.

In 2009 we have seen a rise in the number of students enrolled as Preps. This can be attributed to the new building program and the wide coverage we gave this in our local community together with an enhancement of our Kinder to Prep transition process.

Parent Satisfaction

Over the past three years we have seen steady rise in the data shown in the Parents’ satisfaction with our school. This has risen from 5.56 in 2006 to 5.73 in 2008. This combined with the exceptionally high results shown in the Attitudes to School data indicates that both our parents and students recognise the tremendous work of our staff. The results are very pleasing and we will continue to make parents aware of all we are doing at Boneo to obtain the expected outcomes for our students.

Parents’ satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Parent Opinion - mean General satisfaction

	2006	2007	2008
General satisfaction mean	5.56	5.71	5.73

Commonwealth Requirements

- Teacher Satisfaction:** The average score for teacher satisfaction (morale) at this school was 81.8 on a scale from 0 to 100 where 100 is the best possible score. The average score for school moral was 86.8 on a scale from 0 to 100 where 100 is the best possible score.
- Teacher Absence:** The average number of days absent per teacher was 3.65 days
- Teacher Retention:** Of the 20 teaching staff at Boneo Primary School at June 2007 (including those on leave without pay), 16 or 80% were still at the school at June 2008. This figure across all Government schools was 84%.
- Teacher participation in professional learning:** All teaching staff have participated in quality professional learning throughout the year. See notes below

PROFESSIONAL DEVELOPMENT 2008

PD Activities attended by all or a large number of staff members in 2008:

- Whole School Curriculum Planning (all staff)
- Throughlines planning (all staff)
- e-potential Survey (all staff)
- Interactive Whiteboard Training (all staff)
- Supportive Colleague Visits (all staff)
- Cluster Innovations and Excellence Day (12 staff members)
- Stars and Cars Reading Comprehension (12 staff members)
- Literacy (12 staff members)
- Soundwaves Spelling (12 staff members)
- Anaphylaxis Training (11 staff members)
- OHS and Policies (11 staff members)
- Behaviour Management (11 staff members)
- Staff Wellbeing (11 staff members)
- Introduction to Digital Portfolios (10 staff members)
- School Level Report Data Analysis (10staff members)
- Staff Opinion Data Analysis (8 staff members)

Staff Summary:Number of PD Activities Attended:

Gary Cooper	18
Jan Buchanan	22
Sally Walsh	39
Trudy Worme	35
Melinda Jessup	24
Carlene Picken	21
Mikaela Jessup	20
Julia Morssinkhof	24
Carly Miller	36
Joy Clarke	13
Fiona Campanella	19
Ryan Jellie	18
Mark Moorhouse	23

TOTAL: 312

Professional Development Annual Report 2008:

Summary of the professional development undertaken by staff over the year, in line with the school's Professional Development and Merit & Equity Plans.

PD Area	Number of Programs	Total Staff in School	Number of Staff Involved	Males	Females
Leadership and Management	37 (36%)	13	7	1 (14%)	6(86%)

Goals And Priorities	40 (39%)	13	13	3 (23%)	10(77%)
Department Of Education Initiatives	8 (8%)	13	13	3 (23%)	10 (77%)
Teacher Personal PD	18 (17%)	13	13	3 (23%)	10 (77%)

Comment:

At the start of 2008, Individual PD Plans which reflected school goals, team goals, personal goals and any areas of need identified in the Annual Review process were developed.

Each staff member met with the Professional Development Coordinator early in the year to discuss these plans and a Professional Development timeline was drawn up to offer PD in areas of need to the whole staff on a weekly basis. Copies of all Individual PD Plans were given to the School Principal and were used as part of the Performance and Development review process.

The figures above indicate that there has been a significant increase in the number of activities in the area of Leadership and Management, with all staff members taking on areas of responsibility in 2008 and attending professional development activities to assist them in carrying out their roles to the best of their abilities.

The number of PD activities undertaken in the area of Strategic Plan Goals and Priorities is very similar to in 2007, but there has been a decrease in the number of PD activities in the areas of Department of Education Initiatives and Teacher Personal PD. Staff were preparing to undertake PD in the use of the Ultranet, but this was not developed in accordance to DEECD's original timeline. All staff members completed the e-potential survey in preparation for the introduction of the Ultranet in 2009. There were very few new DEECD initiatives in 2008 and therefore very little need for PD in this area.

Not as many staff members used money gained from Student Teacher Supervision to attend professional development activities externally in areas of personal need and interest. This was due partly to a smaller number of trainee teachers at our school in 2009 and a great deal of time and effort going into the moving in to our new school buildings.

As in 2007, many PD activities were conducted internally, led by members of staff, using skills developed during PD activities attended in 2007 and throughout 2008.

All teachers continued, as in 2007, to record PD activities attended, both internally and externally, onto a PD data base on the intranet.

Even though our cluster of local primary schools and Rosebud Secondary College no longer received funding under the Innovations and Excellence Program, professional development on a cluster level was still offered and our staff attended a most successful cluster curriculum day in 2008.

The total number of PD activities attended is considerably less than in 2007, with a great deal of time and effort spent on developing and moving in to our new facilities at Boneo, but all staff members continued to be actively involved in their own professional development and the professional development of other staff members. Professional development continues to hold a very important place at Boneo PS and will continue to hold this important place in the future. Plans for a joint two days of professional development in the area of THRASS (Teaching Handwriting and Spelling Skills) along with Rosebud PS staff, were made at the end of the year after recognising a need for improvement in this area for our staff in their teaching and for our students in their learning.

- **Teacher Qualifications:** *All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at;*
http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

Building a Better Future.

We value our past while planning and building for an exciting future.

Boneo Primary School has a proud tradition and heritage spanning 136 years. Our school is one of the earliest educational institutions on the Mornington Peninsula. Boneo Primary School was established in 1873, having two previous locations before we moved to our present site in 1921.

2008 saw us complete the building of our very first permanent teaching facilities and this has been a tremendous boost to all at our school

This redevelopment has been long awaited and will greatly add to the wonderful educational environment that already exists at Boneo, at the same time keeping the very special community feel that we have developed over a great many years through the positive interaction with past and present staff and parent groups.

The development of the new school buildings has seen the provision of six new classrooms, a Library / computer centre, a new LOTE / Reading recovery room, a new state of the art music facility, a new and modern administration centre and two new toilet blocks. These have been complemented by outdoor play areas and equipment for all students.

An overview of what we do at Boneo

- We focus on providing a major commitment to literacy, numeracy and developing a greater focus on sustainability.
- We aim to ensure a safe, caring, stimulating and dynamic educational environment where your child will thrive.
- We advocate positive, enthusiastic and supportive community relationships.
- We ensure a breadth and depth of learning experiences for every student.
- We care about the environment.
- We nurture relationships.
- We foster self esteem and self confidence.
- We encourage individuality.
- We cultivate a healthy attitude towards physical well being.
- We provide high quality and challenging learning experiences.
- We use a variety of teaching strategies to cater for all needs.
- We promote students as confident, self extending learners, able to make decisions, solve problems and think critically, logically and creatively.

Student Wellbeing

- Boneo focuses on nurturing the wellbeing of our students by catering for their emotional, social, intellectual and physical needs. We want students to feel safe and welcome.
- Our wellbeing policy provides the opportunity for all students to grow in confidence and self-esteem.
- We encourage all students to do their best, take pride in their work, develop self discipline and show respect for others at all times. Emphasis is placed on development of individual responsibility.
- There is a policy of zero tolerance to bullying and the school's approach to discipline is fair and based on mediation and sound psychological guidelines.
- The school has a 'buddy' system for all grades. This pairs children from different grade levels together and has social benefits for all children involved.
- An Out of School Care Program operates at the school from 6:00 am until 8:45 am and again from 3:15 pm until 6.30pm on all week nights. The Program also operates during the school holidays.
- Boneo is a Sun Smart school with all children and staff required to wear broad brimmed hats when outside during Terms 1 and 4.

Our Staff

- The teaching staff is enthusiastic, experienced, skilled, caring, committed and highly professional in all aspects of curriculum and student management. Their devotion to their school, their task and their students is beyond reproach.
- The staff is proactive, constantly seeking opportunities to be innovative and respond enthusiastically to the emerging needs of the students. There is a strong commitment to professional development with the aim of improving the teaching and learning programs at the school.

Parental Involvement

- The school is proud of its extremely high level of parent participation, as effective learning is viewed as an active partnership between students, parents, the local community and staff.
- Parents and Grandparents alike are often invited to our school to share in experiences such as our Easter Bonnet Parade, Grandparents' Day, Christmas Carols and end of term activities such as our Pancake Breakfasts.
- An enthusiastic and dedicated School Council develops school policy in co-operation with the whole school community and actively supports all school programs.

It is Boneo's responsibility to

- Promote respect of self, others, property and the environment.
- Provide a curriculum that challenges students to achieve excellence relevant to their learning ability.
- Make all children feel comfortable and safe and to give them a sense of self worth.
- Use different teaching and learning strategies which promote students as confident self-extending learners able to make decisions, solve problems and think critically and creatively.
- Foster a supportive and co-operative partnership between staff, parents, students and the wider Boneo community.
- Provide support for strong professional growth and development of all staff.
- Prepare students and parents for the transition from Pre School to Prep.
- Prepare students for secondary education and beyond.
- To provide a supportive and enjoyable learning environment for our students and teachers. A place where students, staff and parents like to be

School Council President's Report

Boneo Primary is very pleased to have seen the completion of our exciting building phase for permanent teaching and administration places and an exciting and stimulating play and garden area for the students.

These new developments will ensure that Boneo Primary School continues to be well placed to meet the many and exciting educational challenges ahead for our students, staff, parents and the wider Boneo community.

During 2008 our enrolment was 250 with a staff of 11 classroom teachers, LOTE, Reading Recovery, Visual Arts, Physical Education, Performing Arts, computers, an enthusiastic office staff, the Principal and Assistant Principal.

The Education Committee, guided by Jean Cooper, continued to effectively manage the educational programs as defined in our current Strategic Plan, overseeing and ensuring that the goals in the Strategic Plan are being met.

The Finance Committee was again focused on working toward supplementing the building and grounds development and providing the very best for our students, this was achieved with remarkable success. This group continued to effectively manage our school finances and the budgets of our school programs and administrative commitments in 2008.

The importance of locally raised funds and the social interaction between staff, students and parents can never be underestimated and greatly assists the overall operation of our school. The work and enthusiasm of all involved here is much appreciated by all at Boneo Primary.

The school acknowledges our continuing association with the Boneo Market, which has provided a constant source of locally raised funds for many years and has been a key contributor to our ongoing development, and the Boneo Reserve Committee of Management, which is responsible for the overall management of all municipal facilities surrounding our school.

Our School Council has had to deal with a number of issues throughout the year. I congratulate councillors for their contributions during the year.

In summary, Boneo Primary School has continued to display a deep resolve to strive for educational excellence, to value the membership of the community it serves and the delivery of rewarding outcomes for its students.

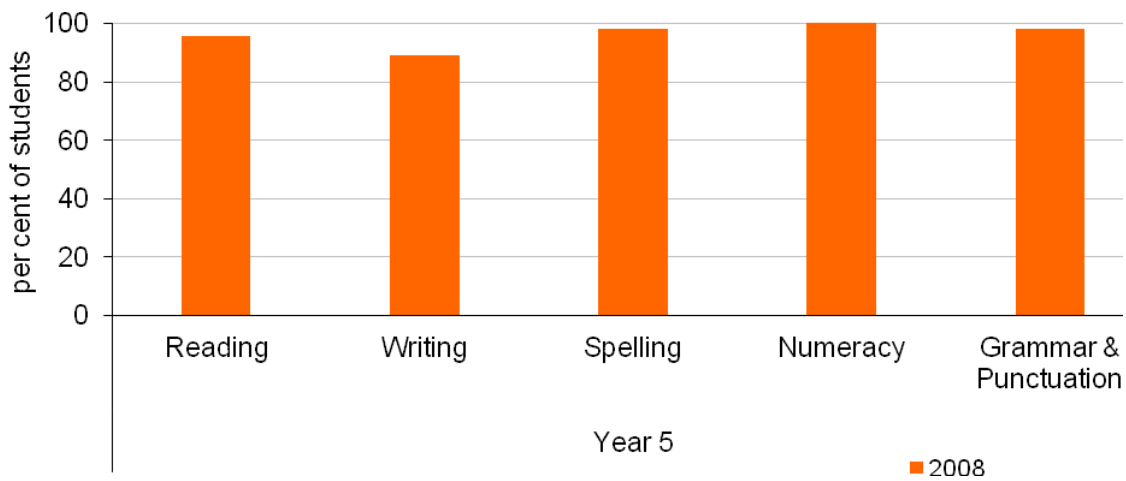
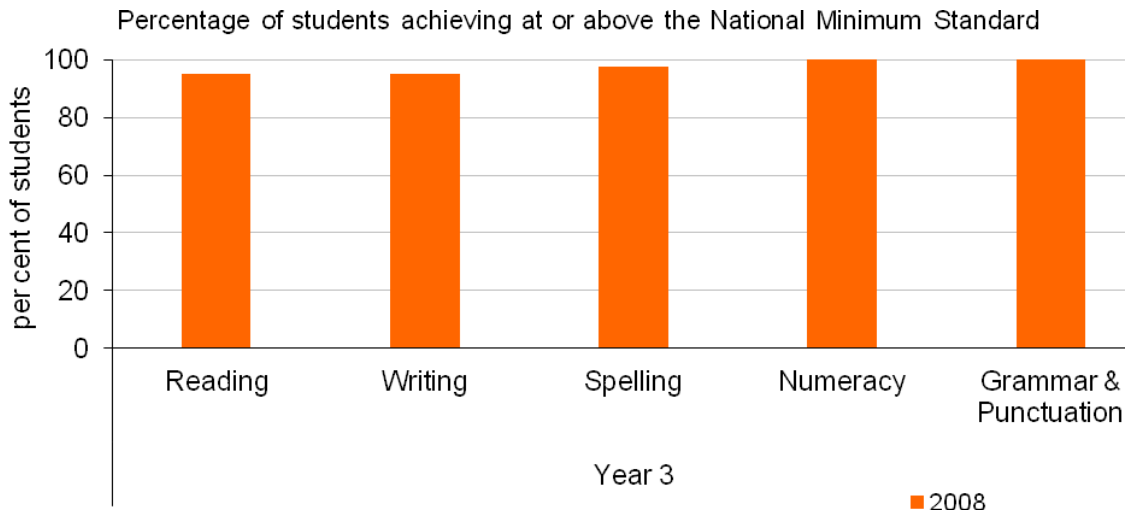
In concluding my report as School Council President, I am pleased to say that our leadership team, ably supported by all staff, students, the School Council and the broader Boneo school community, has continued to build on the successes of the past, with confidence in its ability to succeed, now and in the future.

James Leonard
Boneo School Council President

Student Progress & Achievements

Student Learning

Percentage of students achieving at or above the National Minimum Standards – Schools present and discuss the percentage of Years 3 and 5 students who, according to their NAPLAN results, are achieving at or above the National Minimum Standard as it applies to each year level.



NAPLAN - % of students achieving at or above the National Minimum Standard

	2008 count	2008
Year 3 Reading	40	95
Year 3 Writing	40	95
Year 3 Spelling	40	97.5
Year 3 Numeracy	40	100
Year 3 Grammar & Punctuation	40	100
Year 5 Reading	45	95.5
Year 5 Writing	45	88.8
Year 5 Spelling	45	97.8
Year 5 Numeracy	45	100
Year 5 Grammar & Punctuation	45	97.8

Literacy

According to the NAPLAN data our results showed our grade three students obtained a mean score for reading of 405.1 compared to the State mean of 415.8. In grade five our students obtained a mean school of 489.1 compared to the State mean of 491.1.

Reading

Our results for Reading in grade three show we had 95% of students achieving at or above the National minimum standard. In grade five we had 95.5% of students achieving at or above the National minimum standard.

Spelling

Our results for spelling indicate in grade three that 97.5% of our students obtained results at or above the National minimum standard. In grade five we had 97.8% of students achieving at or above the National minimum standard. We have introduced THRASS to assist us in obtaining higher results when compared to our SFO index.

Grammar and Punctuation

Our results for Grammar and Punctuation show that we had 100% of students in grade three achieving at or above the National minimum standard. In grade five we had 97.8 students achieving at or above the National minimum standard.

Students who did not obtain the desired results will be given additional assistance to ensure they reach the national Benchmarks.

We have introduced the Lexia Reading Program and all children will be encouraged to take part in the Premiers Reading Challenge. These factors together with a greater focus on the mechanics of Reading will assist us in obtaining results of a higher standard when compared to our SFO index.

At the start of 2009 we also undertook a whole school Professional Development program to introduce THRASS throughout the whole school to assist with the improvement of our spelling and reading results.

Mathematics

According to the NAPLAN data our grade three students obtained a mean score of 438.5 compared to the State mean of 416.1. In grade five our students obtained a mean score of 513.5 compared to the State mean of 487.8.

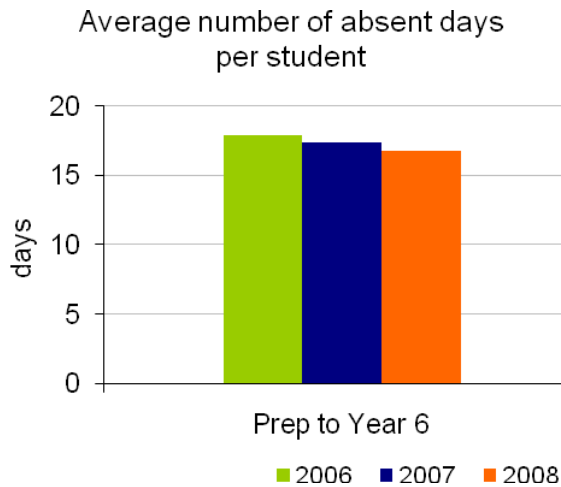
In grade three and five we had 100% of our students achieve at or above the National minimum standard.

We will continue with our focus on Maths as outlined in our current Strategic Plan.

There will be continued emphasis on mental computation, making Maths relevant to everyday life and situations.

Student Engagement and Wellbeing

Average number of absent days per student



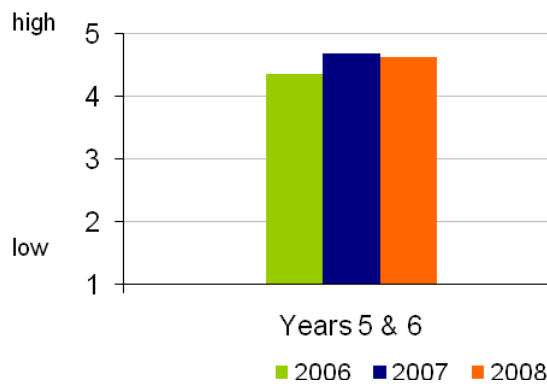
Student Absence - average absent days per student

	2006 count	2007 count	2008 count	2006	2007	2008
Prep to Year 6	295	263.4	248.4	17.8	17.3	16.7

It is pleasing to note that the average number of absent days per student has over the last three years shown a steady if slow downward trend. We will continue to place a high emphasis on the need to attend school on a regular basis.

Students and parents have been reminded of their requirement to attend school, highlighting the links between regular attendance and improved student learning outcomes. This will continue to be highlighted throughout the school. We have made a focus of all assemblies using the program “It’s Not OK To Be Away”. This program has been used to heighten the awareness amongst students and their parents of the importance of regular and punctual attendance.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Students at Boneo PS generally look forward to coming to school and have positive feelings towards school.

The overall results of the survey indicated a positive attitude by our students. Our teaching staff continues to place a positive emphasis on school and always encourage all students to do the very best. This has had a positive impact on student morale at our school. All students feel a genuine sense of worth and importance at Boneo. All students in grade six are given additional leadership responsibilities and the students have reacted to this in a most positive manner.

Student Pathways and Transitions

Our school participation within the local cluster has meant that all teachers at the primary and the secondary level have met numerous occasions when they can discuss and swap ideas and information regarding students. This has greatly aided the transition of our students from primary to secondary.

We have seen the development of informal network meetings among different groups of Primary and Secondary teachers.

Students in Grade 6 participated in many activities at our main secondary school and this gave our students greater familiarity with the next phase of their education and assisted with a relaxed introduction to the secondary school.

Other activities organised by the transition group included “shadowing” of teachers; a small group of students visiting the secondary school prior to “orientation day” so that students would become familiar with the school and it would therefore not seem so daunting; visits and activities were also organised between Grade 6 pupils from neighbouring primary schools and finally the setting up of a transition band consisting of students from both primary and secondary schools.

Prep Orientation Days stayed at three and were highlighted by a larger participation by the students of our school. This included a quartet which welcomed parents to the school and a power point presentation which a group of children developed and presented. Parents were impressed not only by the IT skills shown by the children but by the diversity of the programs that were offered by our school.

Prep teachers visited kindergartens and pre schools to discuss future students, especially those who may have been seen to have welfare issues or learning disabilities. Also the school’s magazine and newsletters were distributed to them keeping them informed of all that was happening at our school.

The Orientation Days provided parents with a depth of knowledge which enabled an extremely smooth transition for new students and parents to the school at the beginning of 2008.

The majority of our Grade Six students go to Rosebud and Dromana Secondary Colleges, with a few going to local private schools.

Future Directions

Student Learning

- Over the coming twelve months we are planning the following for Boneo Primary School. Greater detail can be found in our 2009 Annual Implementation Plan. 2009 will also see our school undergo our school review process, the first stage in our new Strategic Plan.

We aim to:

- Improve academic achievement in all Domains, continuing a focus on Literacy
- Develop and expand the thinking orientated curriculum, aimed at enabling all students to reason, think, solve problems and become self-motivated, self-regulated life long learners
- Prepare our school staff for the introduction of the Ultraset
- Develop and expand on our culture of sustainability and environmental consciousness.

To facilitate this we will:

- Enhance the teaching and learning of numeracy throughout the school
- Ensure all staff will complete the e Potential survey
- Complete the *tt Partners* readiness tool and include an ICT and learning and teaching goal in every teacher's Performance Plan
- Undertake whole school professional development in spelling and the introduction of THRASS throughout our school
- Compile a Boneo spelling book and undertake professional development to enhance the delivery and understanding of spelling
- Complete our school self evaluation and develop our next four year Strategic Plan, looking at the same time well into the future.

Student Engagement and Wellbeing

We aim to:

- Reduce the average number of student absences across the whole school
- Keep working toward enhancing the data in the Students Attitudes to School Survey
- Increase enrolments

To facilitate this we will:

- Promote the theme "It's not OK to be away" with our students and parents
- Promote Boneo Primary School in kindergartens
- Develop and promote programs that actively encourage student engagement in their learning utilising the good practices developed with our teaching and learning coach in 2008

Student Pathways and Transitions

We aim to:

- Achieve a productive transition from primary into secondary school
- Achieve a productive transition from preschool to primary school
- Achieve a productive transition within our school when students move from one area to the next

To facilitate this we will:

- Invite all prospective parents to view the school
- Give out flyers in new estate areas outlining the benefits of our school
- Conduct parents' information sessions for students coming into our school
- Hold a new Prep Parent "Get to know you BBQ" where our staff, School Council members and our new parents can get to know each other
- Hold our community Family Food and Fun night
- Visit secondary schools for special classes / activities / orientation

- Meet with other primary schools for “get to know you” sessions
- Support the middle years’ music program
- Attend parent information sessions at the secondary school
- Introduce a Pre Prep Reading Program. In this program we will invite children at our feeder kindergartens to take part in reading activities conducted in our library by staff members.

Financial Performance and Position

The recommended word length for this section is approximately 400 words.

In this section, schools should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	242659
Commonwealth Government Grants	19225
State Government Grants	1000
Other	79864
Locally Raised Funds	179971
Total Operating Revenue	522719
Expenditure	
Salaries and Allowances	75309
Bank Charges	49
Consumables	49260
Books and Publications	2987
Communication Costs	8439
Furniture and Equipment	64740
Utilities	6618
Property Services	441407
Travel and Subsistence	
Motor Vehicle Expenses	5274
Administration	12635
Health and Personal Development	428
Professional Development	17845
Trading and Fundraising	27677
Support/Service	24004
Miscellaneous	96490
Total Operating Expenditure	833162
Net Operating Surplus/- Deficit	-310443
Capital Expenditure	98034
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	79444.85
Official Account	2758.51
At Call Account	32113.50
(insert)	
(insert)	
Total Funds Available	114316.86
Financial Commitments	2008 Actual
School Operating Reserve	73724.62
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Receipted in Advance	13011.50
Building/Grounds including SMS < 12 months	8000.00
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	9378.15
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	10202.59
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	114316.86

School expenditure is aligned to the school goals and priorities. Over the course of our current Strategic Plan, budget expenditure enabled all goals to be met and extended as outlined in these documents.

The budgets are closely monitored and are kept as close as possible to the Program Budget Statements. The co-ordinators have done an excellent job in keeping records and budgets up to date.

Our major priority in the new Strategic plan is Numeracy, with a minor emphasis on Literacy and Wellbeing.

In Wellbeing the allocated resources enabled all goals to be met, despite the funding situation at our school. All staff members, both teaching and non teaching, must be congratulated on the manner in which they have handled the funding constraints and at the same time achieved considerable progress with all priorities.

The school is in a sound financial position and the annual audit process at Boneo Primary School has reflected sound and correct financial management and internal controls. The School Account Balances per student is above the State benchmarks.

Staff members have been supported through extensive professional development.

Resources have been obtained to enable all staff members to fully integrate and use all principles and ideas associated with our Strategic Plan priorities.

Curriculum co-ordinators have successfully managed allocated resources and have kept records and budgets up to date.

Monies have been allocated to replace and maintain several high cost pieces of equipment, the school bus and the replacement of computers when needed.

Our School Council agreed to make available funds to provide additional teaching spaces, facilities and play areas in our new buildings and grounds. All of our objectives in this area were met and we now have a truly modern teaching and learning facility.

School Contact Information

Address:	582 Boneo Road BONEO 3939
Principal:	Robert Dalling
School Council President:	Jamie Leonard
Telephone:	03 59 88 6253
Email:	boneo.ps@edumail.vic.gov.au
Web site:	www.boneops.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact (insert school contact details).