

SCHOOL INFORMATION PROFILE

Lambton Centennial Public School
Revised February 4, 2010

LAMBTON CENTENNIAL PUBLIC SCHOOL PROFILE

PETROLIA FAMILY OF SCHOOLS:

Lambton Central Collegiate & Vocational Institute (LCCVI)
Hillcrest Public School
Queen Elizabeth II Public School (Petrolia)
Lambton Central Centennial School

Every school under the jurisdiction of the Lambton Kent District School Board will have a clear and focused mission, strong instructional leadership, a safe and orderly environment, a climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, opportunities to learn and time on task. Our schools will offer programs that will enable our graduates to be successful in their life choices and to be happy and productive members of society.

To ensure these goals for all students, elementary schools will provide:

- Effective kindergarten programs
- Remedial and enrichment programs
- Large blocks of literacy and math instruction
- Daily physical activity
- Culturally inclusive programs
- Arts programs
- Facilities that support effective programming, including science labs for Grade 7 and 8 students, and facilities that support partial rotary
- Information technology, playground and playfield/gymnasium space
- Universally accessible facilities

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School Information Profile

School: Lambton Central Centennial Public School

School Vision Statement: Lambton Centennial School has a vision of the future which, each child through the cooperation of this school, its parents and community has the opportunity to develop a level of self-esteem, where he or she is able to problem solve, evaluate and communicate in a skillful manner and to develop a global sensitivity.

Programs: Regular X French Immersion Specialized Native Language

Grade configuration	JK – 8					
Age of Facility (original construction year)	1967					
Property Size (in acres)	21.0					
Area of Facility	33,131					
Area of Green Space	14.5					
Area of Indoor Gym	3,799					
Ministry Rated Capacity	340					
Current Enrolment	255.5					
Enrolment By Grade	JK-21	SK-20	1-31	2-23	3-30	
	4-29	5-27	6-26	7-34	8-35	
Utilization Percentage	75.2%					
Enrolment past five years	Appendix A					
Enrolment projections next five years	Appendix A					
Staffing	Principal 1, Clerical 1, Teachers 17, EA/CYW 2.5, Custodian 2., Elem. Supervision Support 1.					
Percentage of Students Bussed	89.5					
Number of out of boundary students (Sept. 09)	30					
Students from this area going elsewhere (Oct. 08)	8					
Maximum distance for bused students (km)	17.7					
Maximum time for bused students (minutes)	33					
Demographics for area	Appendix B					
First Nation Partnerships						

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Value to Student

Student Success in Elementary

Identify what the elementary school have the ability to offer:

Junior and Senior Kindergarten: **Two combined JK/K classes**

Large blocks of literacy and math instruction: **All classes with 100 minute blocks of literacy, 50 minute blocks of math**

Arts programs: **Intermediate choir and musical presentation part of school culture**

Information technology to support the curriculum: **3 computers per classroom, 30 computers in the computer lab, 8 classes with Smartboards**

Career education programs: **"Pathways" part of Gr. 7-8 program**

Culturally inclusive programs: **Integrated into the curriculum**

Lead and/or specialized teachers with specialized skills: **Phys. Ed. specialist providing Prep for Primary classes, teacher with Arts background part of Board Arts committee**

Specialized programs (i.e. second language learning)

What is the nearest access to similar programs?

Student achievement data (grade 3 & 6 reading, writing and math) over the past three years.

Grade 3 data

2006-2007 Reading 71%; Writing 61%; Math 82%

2007-2008 Reading 56%; Writing 74%; Math 63%

2008-2009 Reading 52%; Writing 74%; Math 78%

Grade 6 data

2006-2007 Reading 84%; Writing 82%; Math 84%

2007-2008 Reading 78%; Writing 66%; Math 56%

2008-2009 Reading 76%; Writing 71%; Math 74%

In Grade 3 and Grade 6 EQAO scores, Writing and Math have consistently been above Board and Provincial averages and are remaining consistent. Both Grade 3 and Grade 6 Reading scores have been regularly decreasing with Grade 6 scores still above but Grade 3 scores below Board and Provincial averages.

Additional Comments: Year-round Intramural programs during both morning and afternoon recesses.

Supports

Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:

Administration

Special Education/Library Staff

Library Technicians

Social Workers

Secretarial

Custodial

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<p>Does the school have programs that support student success? 1.0 Resource teacher and 3.0 Educational Assistants</p>
<p>Does the school have remedial programs onsite during the day and after-school? No.</p>
<p>Identify existing space for:</p>
<p>Computer Lab: One classroom converted into a computer lab</p>
<p>Playground: Large areas for students to play in for all divisions with more area not being used as current supervised area are large enough. Yard contains five soccer fields, three baseball diamonds, two climbers, one swing set, three sandboxes, and an enclosed Kindergarten area with its own climber, sandbox, and toy storage shed.</p>
<p>Gymnasium: Largest elementary gym floor space in the area (16m x 32 m) with high ceilings and storage room.</p>
<p>Library: One classroom converted into a library</p>
<p>A stage: In gym, 5m x 10m with sound system</p>
<p>Staff/Visitor parking: 66 lined parking spots in one lot.</p>
<p>Student drop-off and pick-up area for parents: Drop-off/Pick up loop at front of school leading to office entrance, away from the parking lot.</p>
<p>Bus Loading Zone: Students are dropped off one bus at a time by sidewalk near Intermediate yard tarmac. Buses load in various areas around the school right beside three controlled exits.</p>
<p>Other</p>
<p>Transportation Proximity of the school to students/length of bus ride. -100% bussed school. Majority of students have less than 15 minute bus ride. Maximum bus ride is 30 minutes (for less than 5% of population)</p>
<p>Describe community support partnerships. -- Shell Canada has made regular yearly financial contributions to the school for \$2000-\$4000. --Strong Home and School Association that organizes and runs all fundraisers, contributing approximately \$6000 per year to the school (class trips, library, Spec. Ed., presentations, sports equipment, French)</p>
<p>Is the school universally accessible? Yes.</p>
<p>Additional Comments: -</p>
<p>Safety and Security</p>
<p>What was the result of the Safe School Survey?</p> <ul style="list-style-type: none"> - Only 6 parents answered survey - 82% of students responded they ALWAYS or USUALLY have a feeling of belonging when at school - 78% of students responded that they ALWAYS or USUALLY feel respected by school staff - 92% of student responded that they ALWAYS or USUALLY feel safe in all areas of the school. - 27% of Junior students responded they have NEVER been bullied at school, with 65% saying SOMETIMES - 83% Of Intermediate students report they have NEVER experienced any type of bullying at

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<p>school, with 14% SAYING it has happened SOMETIMES.</p> <ul style="list-style-type: none"> - 86% of students report that an adult ALWAYS or USUALLY did something about a reported bullying event.
<p>Additional Comments: Focus on safe and caring learning environments through: -Monthly dens assembly with a focus on Board-identified character traits. Each class acknowledges students who have displayed the traits for the month. -student "PALS" working in the Primary and Kindergarten yards to help with supervision -Student Council working with teachers to help promote school Character Traits -Intermediate Action Plan for academic and behavioural expectations -"Graffiti Wall" where students write ways to display monthly character traits. Student examples read during morning announcements. Student comments are written into duo tangs for each trait to be used for Progressive Discipline activities (read, write, or comment on student examples). -School "Trashers" who assist the custodian in maintaining a clean school environment. -Suspensions historically are below 10 per year showing students as a whole do not often cause major problems behaviourally.</p>
<p>Extracurricular</p>
<p>Identify opportunities for a variety of extra and co-curricular activities in:</p>
<p>Athletics: -Intramurals for Junior and Intermediate students year-round -All-Star sports for Gr. 4-8 in Cross Country, Track and Field, and Basketball. For Gr. 7-8 in Soccer, Volleyball, Ultimate Frisbee, Two-Pitch</p>
<p>Arts: Yearly Intermediate Musical</p>
<p>Clubs: Student Council, "Green" Club</p>
<p>Leadership: Student Council, Trashers, PALS, Lunchroom Monitors</p>
<p>Fundraising: All fundraising is organized and run by the Home And School Association</p>
<p>Other</p>
<p>What opportunities are available due to the location of the school to existing community facilities?</p>
<p>Other value to students?</p>
<p>Additional Comments:</p>

Value to School Board	
<p>Will the system be able to offer programs in the following areas if this school closes?</p>	
<p>Program</p>	
<p>French Immersion:</p>	<p>NA</p>

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Specialized Education: NA
Effective Intervention programs: Any programs at Centennial are also available at all other schools.
Extracurricular activities: Centennial's gym is used for all LKESAA volleyball and basketball games for both girls and boys. No elementary gym in the area has the space for games and/or parents. One of the LCCVI gyms would require games to be played after 7:00 pm. The sports could be changed to a tournament format which would take students and coaches out of class for a day and reduce student athletic development.
Effective partnerships: No effect.
What is the impact on the receiving school with respect to physical space? Hillcrest is already overpopulated with two portables being used. Four more would be needed with the addition of our students. QEII would not be able to hold all our Junior/Intermediate students without portables.
What is the impact on the receiving school with respect to transportation? Lambton Centennial is a transfer point for other schools in the area, including St .Phillips. Centennial's parking lot can accommodate all the buses for the school. Hillcrest does not have the space to deal with extra buses and or safely deal with the transfers. QEII could do it at the back of their school.

Facilities
How would the closure impact transportation costs? Any students outside of the walk zone distance from home to school would be eligible for a bus ride. Additional transportation costs would be determined from the bus routing needs, loading on the buses and the increase in total kilometers travelled.
How would closing the school help the school board avoid incurring significant repair costs that are not covered by the targeted renovation programs? There are no items in this category.
What is the impact of this school's closure on facility operating and capital budgets? Reducing surplus system empty classroom spaces can increase the efficiency of utilizing operating budgets. This school has received phase 1 of a heating plant upgrade involving a new boiler heating plant. The complete school roofing system was replaced in between 1995 and 1997. Several planned capital upgrade projects are contained in the 10 year forecast and include 2nd phase of the heating system replacement needs comprised of piping systems and classroom ventilation equipment, replacing the waterproof roof membrane, and asphalt pavement and resurfacing work.

School Culture

How will the school culture be impacted by the reassignment of students?
Approximately 70% of the students who enter Lambton Centennial stay here for their whole elementary schooling. Students grow up with each other here. Being a rural school, these friends spend more

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time at school with their friends than some can after school or on weekends. Since the school catchment is a large area, reassignment could move students to 4-5 schools, further separating groups of friends.

The general culture of positive behaviour at the school as noted in the Climate Survey and from suspension data show it would be an easy school for other students to transition into. Every September out-of-boundary parents request to register at Lambton Centennial for reasons such as the Best Start program, positive student behaviours, the rural lifestyle, and parents having positive experiences at Centennial when they were students. When teacher openings occur, large numbers of teachers apply to the openings. Very few teachers, whether living in the area or outside it, apply for positions outside the school.

Value of the School to the Community

Identify the Communities: **Oil Springs, Oil City, Enniskillen Township, Petrolia**

Describe program and service offerings that serve both school and communities.

Daycare/Best Start: **Best Start program from 6:30 am—6:30 pm**

Youth Activities: **Lambton Youth Choir practices once a week after school. The choir is involved with the Victoria Playhouse and often performs outside the Lambton area.**

The gym is used for all LKESAA basketball games and volleyball games with the exception of the finals.

Local area and district Spelling Bee contests are held in the gym.

Local soccer teams practice on the Centennial fields.

Cultural Events and Observances:

Social and Recreational: **For years the gym has been used for the Optimists for their fundraising craft show.**

The Shiloh Buckles and Bows square dancing group has met once a week for years in the gym. Last year the South-West Ontario Square Dancing area had a one day event in the gym.

Other: **Gym has been used a polling booth for elections. Gym has also been established as an Emergency Response Centre to be utilized if necessary.**

Identify any plans for local partnerships for delivering daycare and other community and social services?

Identify other elementary school(s) in the communities? **Hillcrest (Petrolia), QEII (Petrolia), Dawn-Euphemia (Dawn Township).**

If the school was to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood?

Describe any historical attributes that are significant to the communities?

How many hours per week is this school used for other community activity (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings):

Fall: **6 hours**

Winter: **10 hours**

Spring: **10 hours**

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Summer: 6 hours

If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? **The Youth Choir would have difficulty finding a suitable alternate location. The Hillcrest gym is too small for the group; the QEll gym echoes making the singing difficult to hear properly. Other locations would cost too much money. The same issues would affect the Buckles and Bows dancers also.**

No other area elementary gym is of suitable size to host the LKESAA elementary basketball or volleyball. Games could be scheduled at LCCVI but would involve games at 7:00 pm-9:00 pm which is too late for students. Games in the other school gyms would either not provide the room for the games, or provide no room for parents to watch or wait for their children.

The Spelling Bees, Optimist Craft Show, and polling stations could be held in another school gym or another similar location. The soccer fields could still be used for area league practices.

If the school were to remain open, how/what programs could the school attract? **Having two JK/SK classrooms, we are able to go to every day Kindergarten without the need for new classrooms.**

Describe significant upgrades to the school in the past five years completed in partnership with the communities? **None.**

Value to the community as a single school community.

As a rural school, it has and supports a rural culture. The school reflects the community more accurately than an urban school would. A large percentage of children who attend Centennial have parents that graduated from the school and want their children to graduate from it also. The remote location allows parents peace of mind that their children will be at the school and not be wandering off campus.

Other value to the communities?

Does the community have programs and supports for students at risk? **Available in Petrolia.**

How does this school reflect and support the values of the communities for which it serves?

Home and School Association has been running at Centennial since 1992. Members were once children at Centennial. Some of their parents were once members. The closeness and culture of support in a rural community is shown in the number of parents that volunteer for everything from meal days, class trips, classroom theme days, musical presentations, and fundraising. Teacher Steve McGrail started a charity, Kylie's Kause, in memory of his late daughter. Every summer members of the staff and community assist in the major fundraiser for the event. People help people who need help. That is one of the strengths of the community and the school.

Additional Comments:

General Summary Comments: Because of its culture and reputation, Lambton Centennial is a school that parents want their children to attend, students want to attend, parents want to volunteer in, and teachers want to work in.



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At least two foster homes are in the area, dealing with students that have a variety of needs. Lambton Centennial provides a safe, nurturing environment that allows these and all children the opportunity to be successful academically, socially, and physically. Lambton Centennial is a cultural entity in itself. The unique combination of teachers, students, parents, high academic and behaviour expectations, and location has created a school that reflects the community itself.

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Value to the Local Economy

Comment on each of the following areas in relation to the local economy.

A. Attracting and retaining families in the communities.

- Uniqueness of the rural setting is a draw
- School is well established and includes next generation of families

B. Economic spin-offs

- Students and families patronize the local businesses and restaurants
- Local Bussing provides transportation for students

C. Real estate values

- Real estate and property values are affected by having a school in the community

D. To what extent is the school a significant employer?

- 25 staff employed including custodial, educational assistants/child & youth worker, teachers, secretary and principal who spend money in community
- Best start program provides local employment

E. Co-operative Education opportunities?

- Co-op student placements are supported from both the secondary school and college levels
- Placement opportunities for student teachers from Faculties of Education
- Provides placement for Grade 9 take your students to school initiative

F. Training opportunities or partnerships with business?

- Partnership with Shell for literacy and Physical Education equipment, approximately \$2000-\$4000

G. Other value to the local economy?

- Facilities provide polling stations during Federal and Provincial elections
- Community Use of Facilities



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H. Value to community as a single school community?

- Grounds provide extra-curricular venues for local soccer and baseball leagues
- Gymnasium provides facility for sporting events and local square dancing events

I. How do these plans fit in with the long term plan of the Municipality of Chatham-Kent, City of Sarnia and County of Lambton?

- Without the school there would be a decrease in the area population which would affect taxes
- Rural schools are very important

ENROLMENT HISTORY AND PROJECTIONS LAMBTON CENTENNIAL

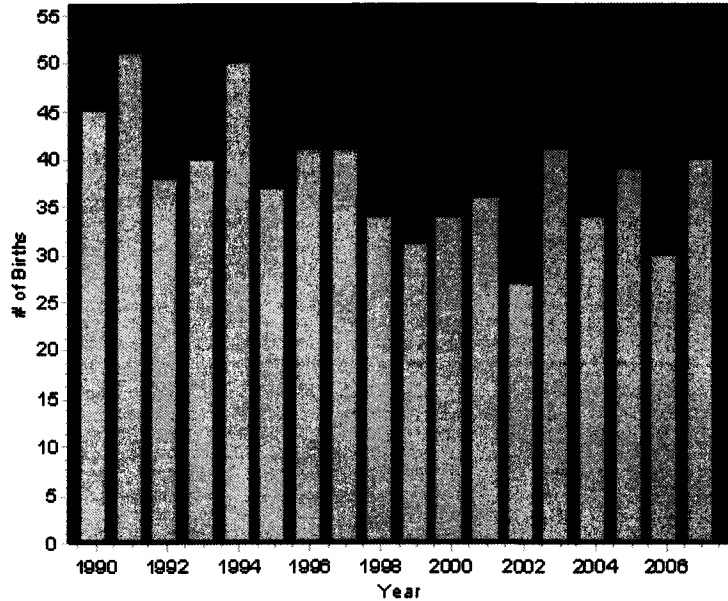
340	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
JK	22	29	17	31	19	21	21	26	26	25	26
SK	25	24	30	19	30	20	24	23	27	27	26
GR.1	29	26	26	29	24	31	24	24	24	30	29
GR.2	32	29	27	28	29	23	31	24	25	25	30
GR.3	30	33	27	25	27	30	23	33	24	25	24
GR.4	36	31	34	25	27	29	29	24	32	24	25
GR.5	43	36	31	34	26	27	28	31	24	32	24
GR.6	33	41	38	32	34	26	27	30	31	23	31
GR.7	43	33	41	37	34	34	26	27	30	32	24
GR.8	49	41	32	42	37	35	34	26	27	29	31
SPEC.											
Totals	342	323	303	302	287	276	267	268	270	272	270
F.T.E.	318.50	296.50	279.50	277.00	262.50	255.50	244.50	243.50	243.50	246.00	244.00
%Full	85.27%	79.38%	74.83%	81.47%	77.21%	75.15%	71.91%	71.62%	71.62%	72.35%	71.76%

Demographic Trends – Lambton Centennial Public School

10 YEAR BIRTH RATE HISTORY

YEAR	BIRTHS	INCREASE/DECREASE
1997	41	
1998	34	-7
1999	31	-3
2000	34	3
2001	36	2
2002	27	-9
2003	41	14
2004	34	-7
2005	39	5
2006	30	-9
2007	40	10

Births: Lambton Centennial Public School (gr jk-8)



Change in School Age Population Last Year

	Age 1 to 4	Age 5 to 8	Age 9 to 12	Age 13 to 16	Total Pop. Change (%)
Lambton Centennial	0.7%	13.5%	-5.0 %	-6.2%	-0.3%

