

## **SCHOOL INFORMATION PROFILE**

Hillcrest Public School  
Revised February 4, 2010

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### **HILLCREST 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:** Hillcrest Public School

**School Vision Statement:** We, at Hillcrest P.S. will provide a safe, nurturing environment. The diverse needs of all individuals will be met, enabling them to realize their potential, and empowering them to develop the values, skills and inner resources necessary to be life-long learners in the global community.

Programs: Regular X    French Immersion X    Specialized    Native Language

Grade configuration	JK - 3					
Age of Facility (original construction year)	1972					
Property Size (in acres)	8.8					
Area of Facility (in square feet)	25,144					
Area of Green Space (in acres)	6.6					
Area of Indoor Gym (in square feet)	2,400					
Ministry Rated Capacity	213					
Current Enrolment	232					
Enrolment By Grade	<table border="1"> <tr> <td>JK-62</td> <td>SK-68</td> <td>1-65</td> <td>2-52</td> <td>3-50</td> </tr> </table>	JK-62	SK-68	1-65	2-52	3-50
JK-62	SK-68	1-65	2-52	3-50		
Utilization Percentage	108.9%					
Enrolment past five years	Appendix A					
Enrolment projections next five years	Appendix A					
Staffing	Principal 1, Clerical 1, Teachers 17, EA/CYW 2.0, Custodian 2, Elem. Supervision Support 2.					
Percentage of students bused	81.1					
Number of out of boundary students (Sept. 09)	0					
Students from this area going elsewhere (Oct. 08)	9					
Maximum distance for bused students (km)	19.7					
Maximum time for bused students (minutes)	73					
Demographics for area	Appendix B					
First Nation Partnerships						
Portable Classroom Space	3 (Note: Not included in Ministry Rated Capacity Calculation)					

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**Value to Student**

**Student Success in Elementary**

Identify what the elementary school have the ability to offer:

Junior Kindergarten classes in English and French Immersion

Senior Kindergarten classes in English and French Immersion

Large blocks of literacy and math instruction offered in a Balanced Day format

Arts programs taught by rotary and classroom teachers in visual art, music and drama

Information technology to support the curriculum available on classroom computers and in computer lab. Presently have 7 SMARTboards in classrooms with 2 waiting to be installed.

Career education programs not appropriate for JK-3 aged students

Culturally inclusive programs are integrated into the social science, drama and music programs. Students participate in field trips to museums. i.e. Christmas Around the World

Lead and/or specialized teachers with specialized skills in special education, reading, math, and computers. Literacy Coach present since 2007-2008.

Specialized programs (i.e. second language learning) French Immersion

What is the nearest access to similar programs? Brooke Alvinston Public School and Sir John Moore Corunna. During the 2007-2008 Hillcrest was identified as a Site of Excellence by LKDSB with respect to a Ministry of Education project on students with Autism. Staff has experienced specialized training through the Geneva Centre - Autism Intervener course and structured learning is a teaching strategy used in most classrooms.

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

Grade 3 data

2006-2007 Reading 37%; Writing 37%; Math 53%

2007-2008 Reading 55%; Writing 65%; Math 68%

2008-2009 Reading 68%; Writing 72%; Math 82%

Additional Comments:

The School Improvement Plan focus has been to develop consistent teaching practices and moderation of student work. Teachers network and plan the integration of skills across the curriculum. Book studies have occurred to support the establishment of best practices. Teachers are supported through Literacy Coach, principal and program department training.

Parent Nights organized to encourage that best practices continue at home encouraging academic improvement in literacy and numeracy.

Hillcrest has been determined to be a *School in the Middle* by the Ministry of Education and is receiving additional support for teachers and students to continue our positive progress with student achievement.

**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

Does the school have programs that support student success?

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Learning Resource Teacher who works with any struggling student.  
 Very active parent volunteers who work with students in classrooms.  
 Some students access Occupational Therapy, Physiotherapy, Speech and Language Pathology intervention through LKDSB or Pathways. The Thames Valley Children's Treatment Centre also provides programs and support for students with ASD. Teachers trained in Autism Intervener course.  
 Student Tutor program for 2009-2010

Does the school have remedial programs on site during the day and after-school?  
 Learning Resource Centre, After-school Tutoring program 2008-09, Student Tutor 2009-10

Identify existing space for:

- Computer Lab shared space in library with 25 machines
- Playground includes 3 areas with climbing equipment, sand box, reading trees with bench, soccer field, baseball backstop, 6 newly planted trees to provide shade, painted asphalt games, basketball hoops all within a fenced area for safety.
- Gymnasium with recently upgraded HVAC system
- Library with English and French resources
- A stage is stored and assembled for concerts and presentations
- Staff/Visitor parking newly constructed in the summer of 2007
- Student drop-off and pick-up area for parents are visible and provide safe arrival and departure procedures for students.
- Bus Loading Zone provided in circular drive at front of the school
- One Smartboard installed 2007-08; two installed 2008-09; six installed 2009-10

**Transportation**

Proximity of the school to students/length of bus ride.  
 School within town limits resulting in a short bus ride. FI students from Wyoming, Brigden, Oil City and Oil Springs maximum ride 1 hour.

Describe community support partnerships.  
 Petrolia Library supports our Readathon and Education Week activities; Part of Adopt-a-School program with the Sarnia STING; Lambton Breakfast-Snack program; Fiddicks Retirement and Nursing Home; Communities in Bloom planting trees in outside reading area; Terry Fox run; Jump Rope for Heart & Stroke

Is the school universally accessible? yes

Additional Comments:

**Safety and Security**

What was the result of the Safe School Survey?  
 26 parents and 13 staff responses indicated that the school provides a welcoming atmosphere where children and adults feel safe and respected by others. The most answers identified the importance of teachers and parents working together to provide a caring, positive learning environment.

Comment on the safety and security within your school environment.  
 The Hillcrest staff is cognizant to the importance of providing a safe and secure school. The following Safe

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Schools procedures in place - All doors except front entrance locked during the school day - ID badges for all staff, visitors and volunteers - All visitors, volunteers, supply staff sign in/out at office - Signage on doors requesting all but staff to report to office upon arrival - Emergency procedure duo-tangs are displayed in each classroom, library/computer lab, and gym - October and April designated as practice months to review drills and procedures.

Duty staff wears vests and use walkie-talkies while on recess duty. EAs and other support staff have walkie-talkies for immediate contact and communication throughout the day. Parent volunteers also support teachers during nutrition/recess breaks.

**Additional Comments:**

Further to the Safe Schools procedures that are in place, Hillcrest has:

- TRIBES philosophy in many classrooms with trained teachers and support staff developing inclusive, integrated philosophy
- Safe Schools committee promoting our Peaceful School approach through bullying prevention, intervention plans, visual supports, counseling (0.5 CYW)
- Peaceful Schools committee developed through School Council initiates co-operative games and promotes positive skill building by presenting lessons on respect, responsibility, empathy etc.
- Character development efforts integrating concepts into curriculum, celebrating students accomplishments in developing positive social skills during monthly assemblies
- Ongoing focus to meeting the needs of individual students and helping every child feel engaged in their learning as a member of the school community

**Extracurricular**

Identify opportunities for a variety of extra and co-curricular activities in:

Athletics - intramural soccer, dodgeball and T-ball provided at recesses; track and field day; Peaceful Survival Island co-operative games

Arts - gr. 1-3 choir, Christmas Concert; Celebration of Learning assemblies;

Clubs - none

Leadership - delivering attendance folders; delivering milk

Fundraising - School Council committee; Readathon; Family Photo Night

Other - Spirit Days

What opportunities are available due to the location of the school to existing community facilities?

Swimming at the Community Centre; Attending a production at the Victoria Playhouse; Skating at the arena; visiting the Petrolia town library; using the track at LCCVI; attending programs at Lorne C. Henderson Conservation Area

Other value to students?

Students can walk to local parks and facilities like the Petrolia Discovery Park. Our proximity to Fiddicks Retirement and Nursing Home encourages visitation and reading with the elderly.

Additional Comments:

**Value to School Board**

Will the system be able to offer programs in the following areas if this school closes?

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<b>Program</b>
<p><b>French Immersion:</b> Registration at 66 students gr. 1-3; 33 JK students and 29 SK students. Receiving school would need to support 6 FI classrooms including 2 equipped appropriately for JK and SK learning</p>
<p><b>Specialized Education:</b> Site of Excellence Ministry of Education Autism Project trained staff could be relocated to receiving school along with their identified students. (as collective agreement allows)</p>
<p><b>Effective Intervention programs:</b> Example – Literacy Coaches        Literacy Coach skills could be used effectively in receiving school.        Schools in the Middle student tutor could be reassigned to receiving school.</p>
<p><b>Extracurricular activities:</b> No after school activities to date. School day activities offered through Peaceful Schools Committee; teacher run (sports/choir); and supported through principal could be continued at receiving school.</p>
<p><b>Effective partnerships:</b>        Sarnia STING Adopt a School program could be transferred to receiving school by sponsor. Snack program could also be transferred.</p>
<p><b>What is the impact on the receiving school with respect to physical space?</b>        13 classrooms – JK, SK, 1, 1/2, 2, 2/3, 3 English and JK, SK, 1, 1, 2, 3 FI instruct 297, 232 FTE students with the support of a teacher-librarian, core French and FI rotary teachers and a resource teacher. 130 kindergarten students are registered on the A/B day schedule. The receiving school(s) would need to address these statistics.</p>
<p><b>What is the impact on the receiving school with respect to transportation?</b>        Six buses deliver students daily. Buses deliver FI students to the: Wyoming area; Oil City/Oil Springs area and Brigden area. A bus is also commissioned by Generations Day Care that transports students to the Best Start site at St Phillip's and Generations day care site.</p>
<b>Facilities</b>
<p><b>How would the closure impact transportation costs?</b>        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.</p>
<p><b>How would closing the school help the school board avoid incurring significant repair costs that are not covered by the targeted renovation programs?</b>        There are no items in this category.</p>
<p><b>What is the impact of this school's closure on facility operating and capital budgets?</b>        Reducing surplus system empty classroom spaces can increase the efficiency of utilizing operating budgets. This school has received several planned capital upgrade projects including a new heating and cooling plant and a new roofing system with upgraded insulation. The next capital upgrade priority need would be to resurface the playground asphalt pavement.        There are 3 portable classrooms currently on the site that are leased. This accommodation study provides an opportunity to examine potential ways to accommodate the students in permanent classroom space.</p>

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**School Culture**

How will the school culture be impacted by the reassignment of students?

Hillcrest has a very strong French Immersion program that enhances the school culture. Having a population of JK-3 aged students has encouraged a unique school culture of innocence and inquisitiveness. It is a very nurturing environment that focuses on the individual strengths and needs of each learner.

**Value of the School to the Community**

Identify the Communities:

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

Daycare/Best Start - Lambton Rural Child Care did provide services, but due to funding, closed the after-school program for the 2007-08 year

Youth Activities – Boys Club uses playground in the evenings

Cultural Events and Observances – Remembrance Day assembly

Social and Recreational – Open Houses, Scholastic Book Fairs, Meet the Teacher BBQs, evening Christmas Concerts and Spring Concerts, BBQ and Yard Sale; Petrolia Scarecrow Festival

Other – food drives, Make a Wish Foundation

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

We would welcome a new partnership with Lambton Rural Child Care should funding increase.

Identify other elementary school(s) in the communities?

Queen Elizabeth II (P) grades 4-8 (English & FI); Lambton Centennial JK-8

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

Possible expansion of the retirement/nursing home complex; construction of residential homes

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 0

Winter 0

Spring 0

Summer 0

If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes?

Construction of Community Centre as well as local churches having their own gym facilities has taken groups away from our building.

If the school were to remain open, how/what programs could the school attract?

Gymnasium could support volleyball teams, basketball teams, exercise classes, indoor soccer, training for sports teams, boys and/or girls club meetings.

Describe significant upgrades to the school in the past five years completed in partnership with the communities?

Many upgrades have occurred through the investment of the LKDSB. i.e. HVAC systems, new circular drive and

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parking lot, decommissioning of abandoned oil well, installation of air circulation system to promote air flow in hallways, odour investigation and final toxicology report stating odour events not hazardous to staff or students .

Value to the community as a single school community.

Other value to the communities?

Hillcrest holds flu shot clinics each fall and sets up polling stations during election years.

Does the community have programs and supports for students at risk?

Organization for Literacy and Rebound

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

Our Peaceful School initiative promotes respect for self, others and property. Our character education promotes the development of skills that will encourage students to be a positive influence in their community. By supporting community events and festivals we encourage the students to be involved and concerned for the future success of their town.

Additional Comments:

Hillcrest is the only public elementary school that offers JK-3 programs.

The French Immersion program is important to bringing families into the community which is evident by the large JK enrolment this year and the addition of another grade 1 class.

Annual food drive supports the local food bank over the holiday season.

The school brings staff into Petrolia which in turn could encourage them living in the community

Our new snack program requires co-coordinators to purchase food from local grocery store.

General Summary Comments:

Hillcrest Public School provides a unique opportunity for its 297 students. We strive to promote continued student success academically, socially and emotionally by providing the necessary supports and inclusive programming young learners require to meet their potential. By working closely with families, caregivers and professional in the community, we give our students the skills necessary to develop into productive citizens.