

## **SCHOOL INFORMATION PROFILE**

Queen Elizabeth II Public School (Petrolia)  
Revised February 4, 2010

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### **QUEEN ELIZABETH II PUBLIC SCHOOL (Petrolia) PROFILE**

#### **PETROLIA FAMILY OF SCHOOLS:**

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

#### **Lambton Kent District School Board Schools**

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:** Queen Elizabeth II Public School, Petrolia

**School Vision Statement:** We, at Queen Elizabeth II school 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	4 - 8				
Age of Facility (original construction year)	1953				
Property Size (in acres)	7.3				
Area of Facility (in square feet)	24,468				
Area of Green Space (in acres)	5.5				
Area of Indoor Gym (in square feet)	1,991				
Ministry Rated Capacity	253				
Current Enrolment	282				
Enrolment By Grade	4-57	5-56	6-60	7-56	8-53
Utilization Percentage	111.5%				
Enrolment past five years	Appendix A				
Enrolment projections next five years	Appendix A				
Staffing	Principal 1, Clerical 1, Teachers 16, EAC/YW 5, Custodian 3.				
Percentage of Students Bussed	33.3				
Number of out of boundary students (Sept 09)	1				
Students from this area going elsewhere (Oct. 08)	14				
Maximum distance for bused students (km)	32.1				
Maximum time for bused students (minutes)	72				
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 Kindergarten Contained at Hillcrest Public School

Senior Kindergarten Contained at Hillcrest Public School

Large blocks of literacy and math instruction

Students of Queen Elizabeth have a minimum of 100 minutes of literacy instruction in a continuous block 5 days per week. Numeracy blocks are also part of each school day in accordance with the Board's directives.

Arts programs

The Arts are a part of the school's instructional time. The three areas of the Arts identified by the Ministry of Education and LKDSB are incorporated in the various areas of the curriculum throughout the school year. Additionally, special Arts presentations and an Art Club were offered in the 2008-2009 school year.

Information technology to support the curriculum

The school has a computer lab containing 28 computers in a lab setting to support learning and integration of technology into the curriculum on an ongoing basis. In addition to the computer lab, each classroom has a minimum of two computers available for students and a number of students use assistive technology to better access to the curriculum. Smartboards are a part of classroom instruction in 5 of our classrooms

Career education programs

Steps to Success program that makes Grade 7 and 8 students aware of the career paths that are available to them and the academic background required for each option. Grades 7 and 8 students attend the Petrolia Optimist Career Fair.

Culturally inclusive programs – French Immersion Program, Curriculum based events based on cultures being studied

Lead and/or specialized teachers with specialized skills

Specialized programs (i.e. second language learning)

Queen Elizabeth is a school that contains a French Immersion program for this area of the District. This program currently has 46 students enrolled in Grades 4-8.

What is the nearest access to similar programs?

Brooke-Alvinston or Sir John Moore (Corunna)

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

	Reading	Writing	Math
2008-2009	58%	48%	45%
2007-2008	77%	64%	72%
2006-2007	50%	48%	44%

The above results are for Grade 6 students as Queen Elizabeth hosts Grades 4-8 only.

As a school we continue to show improvement in students' reading and writing scores based on a comparison with the same students' Grade 3 EQAO scores.

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Additional Comments:
<b>Supports</b>
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? An after school homework club has been operating two to three times per week to assist students achieve academic success.
Does the school have remedial programs onsite during the day and after-school? An after school homework club has been operating two to three times per week to assist students achieve academic success.
Identify existing space for:
Computer Lab – Yes, adequate space
Playground – Large Playground requires some maintenance and upgrades of facilities (baseball diamonds, playground equipment, asphalt area)
Gymnasium – Yes- A larger gym with more storage would be beneficial
Library – Yes, shared space with computer lab
A stage – contained in gymnasium
Staff/Visitor parking – Front and back of the school. Larger common parking area needed for staff and visitors
Student drop-off and pick-up area for parents – Front and back of school. The rear area conflicts with school bus pickup area.
Bus Loading Zone. Rear of school, conflicts with students who exit school at the rear of building toward Maple Street
Other - Beneficial former Design and Technology area frequently used for hands-on learning activities
<b>Transportation</b>
Proximity of the school to students/length of bus ride. The majority of our students walk to school and live within the town limits. Those students who live within the town that are bused, face a short bus ride to and from school. Students enrolled in the French Immersion program may come from much further away and therefore face longer bus rides of up to an hour. Busing is shared with Hillcrest.

Describe community support partnerships. Support from Optimist Club, Royal Canadian Legion, Ontario Provincial Police, Lambton County Developmental Services, Big Brothers, Big Sisters, VON, Lambton Health Unit, Thames Valley Children's Centre, Pathways Health Centre for Children
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<p>Is the school universally accessible?          Yes, with the exception of a wheelchair accessible male washroom</p>
<p>Additional Comments:          A diverse staff that know the students as individuals and is willing to meet their individual needs and interests. Inclusive programming for students with special needs including being chosen as a "Site of Excellence" as part of a Ministry of Education project focusing on students with Autism.</p>
<p><b>Safety and Security</b></p>
<p>What was the result of the Safe School Survey?          272 students replied to the survey in addition to 14 parents and 13 staff. The survey identified that most students feel the school is a safe place and that there is a mutual respect between teachers and students. The importance of extra and co-curricular activities was listed as an important part of the school and making students feel connected.</p>
<p>Comment on the safety and security within your school environment.          We feel the school environment and climate have improved to the point where our students and staff feel safe. We continue to take steps to make our building secure and safe for everyone in our school community using the feedback from the Safe Schools Survey. We have a controlled entrance, increased visibility on the yard and a safety plan. Character development programs, Spirit Club, and Safe schools planning teams add to the safety of the school.</p>
<p>Additional Comments:          We continue to work on engaging students in their learning at school as a method of inclusiveness. Further we are trying to encourage and support the students to use and access staff who can help them resolve their issues in a positive and productive way (e.g. Child and Youth Worker).</p>
<p><b>Extracurricular</b></p>
<p>Identify opportunities for a variety of extra and co-curricular activities in:</p>
<p>Athletics- Boys and Girls Soccer, Volleyball, Cross Country, Basketball, Ultimate Frisbee, Track and Field, 2 Pitch,          Co-curricular -Dodgeball, Soccer, Flag Football, Basketball</p>
<p>Arts – Art Club, Drama Club</p>
<p>Clubs – Art Club, Drama Club</p>
<p>Leadership – Graduation Committee, Student Council, Office Helpers, Class Monitors, Student Referees</p>
<p>Fundraising – Milk Sales, Popcorn Sales, School Fundraising Events</p>
<p>Other – Food drives, other initiatives based on pertinent opportunities</p>
<p>What opportunities are available due to the location of the school to existing community facilities?          The ability to walk to local attractions or institutions including LCCVI, Petrolia Public Library, Greenwood Recreation Centre, VPP, Oil Heritage Community Centre allow students to access opportunities without the cost of transportation.</p>

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<p>Other value to students?          A diversely talented staff that know the students as individuals and is willing to meet their individual needs and interests. Inclusive programming for students with special needs including being chosen as a "Site of Excellence" as part of a Ministry of Education project focusing on students with Autism.</p>
<p>Additional Comments:</p>
<p><b>Value to School Board</b></p>
<p>Will the system be able to offer programs in the following areas if this school closes?</p>
<p><b>Program</b></p>
<p>French Immersion:          Yes, with the room in other buildings it would seem likely the program could be housed elsewhere or be assimilated into other existing programs in the area.</p>
<p>Specialized Education:          We have no self contained special education classes currently. There are no other specialized education classrooms at Queen Elizabeth.</p>
<p>Effective Intervention programs:      Example – Literacy Coaches          The literacy coach model is in place in all schools so this support would be consistent across the Board.</p>
<p>Extracurricular activities:          Most schools offer extra-curricular activities for their students. There is a chance that some programs may not be offered at other schools such as Art Club and Drama Club. On the other hand, some new opportunities may be present in other schools.</p>
<p>Effective partnerships:          We have some relatively strong partnerships with local organizations or institutions. These may or may not be lost depending upon the scenario followed.</p>
<p>What is the impact on the receiving school with respect to physical space?          A large amount of space would be required to house 282 students as well as facilities such as washrooms.</p>
<p>What is the impact on the receiving school with respect to transportation?          It would depend on the location of the receiving school. Currently 98 students have access to bus transportation.</p>

<p><b>Facilities</b></p>
<p>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.</p>
<p>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.</p>

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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 several planned capital upgrade projects including a new heating and cooling plant and partial new roofing system with upgraded insulation.  
 The LKDSB has applied for Ministry funding to add a new gymnasium to the school at an estimated cost of \$1.5M. The next capital upgrade priorities are to replace more sections of the school roof and to resurface the playground asphalt pavement.

**School Culture**

How will the school culture be impacted by the reassignment of students?  
 The culture should remain relatively stable if a reassignment took place. After an adjustment phase, the culture would return to the status quo and could improve based on the initiatives that could be put in place to make any newcomers feel welcome or to improve student cohesiveness.

**Value of the School to the Community**

Identify the Communities: Petrolia, Wyoming, Oil Springs

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

Daycare/Best Start

Youth Activities

Cultural Events and Observances - Remembrance Day

Social and Recreational – Terry Fox Run, 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?

Identify other elementary school(s) in the communities?

Hillcrest Public School (Grades K-3)

Lambton Centennial (Grades K-8)

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

The grounds are large enough for a park or other recreation area.

Describe any historical attributes that are significant to the communities?

The school opened in 1954 and served as a unifying school for the town of Petrolia, amalgamating the three existing schools into one site. The building has been a part of the town since that point in time.

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 1

Spring 1

Summer 0

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<p>If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes?          The meetings or events could be held at one of the other schools or churches in town.</p>
<p>If the school were to remain open, how/what programs could the school attract?          We are hoping to attract a partnership with a literacy organization.</p>
<p>Describe significant upgrades to the school in the past five years completed in partnership with the communities? None</p>
<p>Value to the community as a single school community.          If Queen Elizabeth II was a single school community it would be the unifying hub of the community bringing together all of the communities' families in one place. It could provide opportunities to use the school facilities more frequently if QE II was the only school in the town of Petrolia.</p>
<p>Other value to the communities?          The students benefit local businesses when they go out for lunch and buy from local merchants. This, in turn, leads to relationships between the school and local businesses.</p>
<p>Does the community have programs and supports for students at risk?          It currently hosts Organization for Literacy and Rebound has programs in the community.</p>
<p>How does this school reflect and support the values of the communities for which it serves?          Queen Elizabeth strives to support the youth and families of the community by providing opportunities that enrich their academic and social growth. We attempt to instill the traits of honesty, perseverance and hard work which reflect the elements on which the town was founded. The staff of QE II supplements Petrolia's art and athletic tradition by offering programs within the school in addition to asking students to reach their full potential academically. The students at Queen Elizabeth also are involved with programs and events that support the community thereby demonstrating a concern for the well being of the community.</p>
<p>Additional Comments:</p>

<p><b>General Summary Comments:</b>          Queen Elizabeth School has served the community since 1954 and is part of the Town of Petrolia's history. The opportunities offered at Queen Elizabeth benefit the students' development academically as well as socially and we encourage all students to develop a sense of community mindedness. In its present form, Queen Elizabeth is a unique school given its population of 282 Grades 4-8 students. The school itself, while older, sits on a large piece of property that allows the students a chance to play in an open space. Our ever increasing focus on safety and academic excellence serves our students, families and community well. The inclusive nature of our programs allows all students the opportunity to succeed and to meet their potential.</p>
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