

School Address

2450 Birchmount Road
Scarborough, M1T2M5
Tel: (416) 396-6385
Fax: (416) 396-6856

Principal

Robert McKone

Vice Principal(s)

Neel Vohra

Administrative Office Staff

Annie Chouljian
Ellen Keats

*

School Council Chair(s)

Beverly Defreitas
Joanne Chambers

*

Ward 20 Trustee

Soo Wong
(416) 397-3066

Superintendent

Colleen Russell
(416) 396-9176

Director of Education

Chris Spence

OUR SCHOOL

John Buchan Senior School opened in 1969 and was named after the thirty-fifth Governor-General of Canada who served from 1935 - 1940. John Buchan was a Scottish novelist, journalist, public servant, and politician remembered for instigating the governor-general's literary awards. His most memorable novel, *The Thirty-nine Steps*, is significant not only as one of the first true espionage adventures but also as a record of social and political attitudes of the time. In his five years here, he travelled widely and spoke extensively, all the while striving to promote national unity and foster a distinctive national identity.

John Buchan Senior Public School's purpose is to create a community of learners, in which the intellectual, physical, emotional, and social development of our adolescent students is enhanced by a safe and positive environment. The focus of our program is to develop numerate, literate individuals who contribute to the school and their community effectively and positively. Our staff endeavours to model and demonstrate the skills that will help our students to reach this objective. We give our students the support and opportunities to demonstrate the achievement of this goal and we recognize each level of success as they progress.

One special feature of John Buchan is that it is attached to Stephen Leacock Collegiate. This arrangement allows for excellent continuity and connection of curricular initiatives. It also gives our students access to exceptional facilities such as the pool, auditorium, and library. In addition, our school enjoys a positive working relationship with the neighbouring community centre. As such our students have been able to use these facilities to enhance their program. John Buchan students connect with the students at Pauline Johnson Junior Public School regularly for reading and mentoring initiatives as well as for the Campus Choir.

In our school we promote social responsibility through our academic and co-curricular programs. Our student leaders in the School Council and in the Empowered Student Partnership groups promote students involvement and positive, safe interactions.

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	372	
✦ Gender:		
Female	166	45%
Male	206	55%
✦ Primary language other than English:	271	73%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	28	8%
Students living in Canada for 3 - 5 years	64	17%

* Calculation does not include students for whom language information is missing.

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

Regular Instructional Programs

- ✦ Languages - English, English as a Second Language, and French
- ✦ Mathematics, Science and Technology
- ✦ Arts - Music, Visual Arts, Drama and Dance
- ✦ Health and Physical Education, History and Geography, Family Studies and Guidance

Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

OUR SCHOOL ALSO OFFERS:

Co-Curricular

Arts Programs

- ✦ Integrated Programs:
Talent Show
- ✦ Music:
Band, Choir, Excursions, Keyboard, Vocal
- ✦ Visual Arts:
Film/Video Workshops

Athletic Teams

- ✦ Baseball
- ✦ Basketball
- ✦ Co ed Volleyball
- ✦ Cross Country

Clubs

- ✦ Chess
- ✦ Computer
- ✦ Environmental
- ✦ Games
- ✦ Lego Robotics
- ✦ Red Maple Reading Club
- ✦ Yearbook

Competitions

- ✦ Chess
- ✦ FIRST Robotics
- ✦ Skills Canada
- ✦ Speech Arts

Community, Culture and Caring

Community - Mentoring

- ✦ Community Based:

MYIND: Mentoring Youth in New Direction,
Toronto Police Services - School Liaison Officer

Community - Tutoring

- ✦ Community Based:
Community Homework Help Club
- ✦ School Based:
Literacy & Numeracy Tutoring (Cont. Ed)

Culture/Caring

- ✦ Caring:
Food Drives, Settlement Education Partnership
Toronto (SEPT)
- ✦ Fundraisers:
Local Business, Pizza Days, Terry Fox Run
- ✦ Safe & Caring Schools:
P.E.A.C.E. Program

Equity

- ✦ African Heritage Month Activities
- ✦ Asian Heritage Month Activities
- ✦ Assemblies

Student Success

Pathways Programs

- ✦ Schools to Future:
Career Fair

Transitions

- ✦ Parent Information Nights

Specializations and Other Programs

Other Programs (Not deemed specialized)

- ✦ ESL
- ✦ LEAP

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

The key fundamentals of learning in preparation for secondary education have guided John Buchan's curricular emphases.

Literacy

- ♦ promote the effective implementation of the Ontario Curriculum, Grades 1-8 Language, 1997
- ♦ use a formal and regular assessment plan to gather data for programming purposes
- ♦ use consistent program delivery and assessment strategies across the grade teams
- ♦ use a balanced literacy approach in English and content area classrooms
- ♦ work on the grade-specific writing and reading strands that identify the phases in a child's development from pre-literacy to independence
- ♦ program ESL/ESD(English Second Language/English Skills Development) instruction
- ♦ LEAP
- ♦ provide SERT (Special Education Resource Teacher) support for students identified by their teachers as needing extra help
- ♦ serve students who are having difficulty with language processing by providing resource assistance
- ♦ provide enrichment opportunities for strong students: speech arts contest, writing for wider audiences, Red Maple etc.

Numeracy

- ♦ ensure the effective implementation of the Ontario Curriculum grades 1-8, Mathematics, 1997
- ♦ organize the mathematics school year to ensure coverage of the five math strands
- ♦ provide SERT support for students identified by their teachers as needing extra help
- ♦ provide enrichment through Math League and competitions
- ♦ serve special needs students who are having difficulty by providing an individualized program

Information Technology

- ♦ extend the integration of computer technology and the transfer of information technology skills to other areas of the curriculum
- ♦ upgrade hardware and software to access wide-area network
- ♦ provide for student access to information technology resources

Personal and Social Responsibility

- ♦ employ video cameras to monitor hall behaviour
- ♦ maintain safe arrival program
- ♦ teach study skills
- ♦ use the "Progressive Discipline" philosophy to promote positive relations between all participants of the school community
- ♦ track and monitor student behaviour school-wide (Doug Wixalt Jr.)
- ♦ foster active connections with community organizations
- ♦ invite special speakers on adolescent issues
- ♦ promote excellent communication with parents via monthly newsletter
- ♦ continue active Teacher-Advisor program and social skills instruction
- ♦ develop and refine safe schools procedures such as 'lock down'
- ♦ Promote responsibility and leadership through mentoring connections with connecting feeder schools
- ♦ Assist students in using their agendas regularly to promote personal organization

OUR COMMUNITY PARTNERS

Parent And Community Involvement

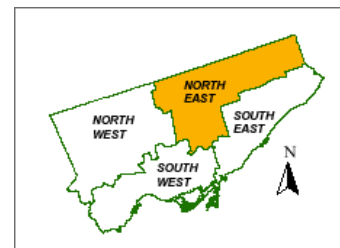
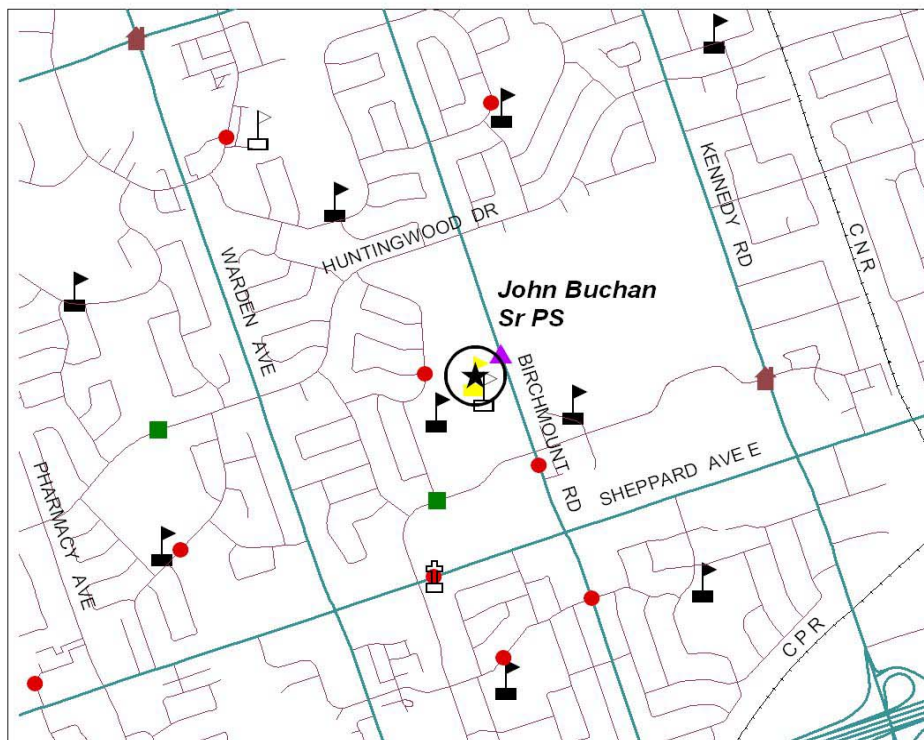
Parent Involvement:

- ✦ SC (School Council) in place
- ✦ E.S.L.volunteers
- ✦ Buchan Volunteers
- ✦ community initiatives

Community Links:

- ✦ liaison with Pauline Johnson P.S. & Stephen Leacock Collegiate to form a Campus: Professional Learning Community. "One Campus, One Vision"
- ✦ liaison with Toronto Argonauts Football Club (Young Men's Leadership Programme)
- ✦ physical education instruction in seniors' tennis courts
- ✦ shared facilities with Stephen Leacock Collegiate, exceptional library facility, pool, track, and auditorium
- ✦ partnership with Junior Achievement
- ✦ involvement with community agencies, East Metro Youth Services, CAS (Children's Aid Society), CCAS (Catholic Children's Aid Society), Agincourt Community Services Association, Youthlink, 42 Division
- ✦ swimming lessons, life guarding qualifications

OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▣ TDSB Elementary School
- ▢ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/ Parenting Centre
- ▲ Community/ Recreation Centre
- 🏠 Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.