

The DepEd Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

The DepED Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe, and motivating environment;

Teachers facilitate learning and constantly nurture every learner;

Administrators and staff, as stewards of the institution, ensure and enabling and supportive environment for effective learning to happen;

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Core Values

Maka-Diyos Maka-tao

Makakalikasan Makabansa

CATANDUANES



MANTRA

Every Catandunganon Child Excels

11 Point Agenda

- C**haracter building
- A**ccess to basic education services
- T**ransparency & accountability in education services delivery
- A**uthentic assessment of student's performance
- N**urturing, child-friendly schools
- D**ifferentiated instruction for maximum result
- U**nderstanding climate change
- A**aptive, appropriate student's leadership activities for better student government
- N**ature protection, conservation and preservation
- E**nriched art activities to promote Catandungan cultural heritage
- S**take holders' engagement towards better schools

INTRODUCTION

School leaders are increasingly “coming under the gun” of accountability. The school principal, as the primary leader and chief executive of the school bears the brunt of responsibility to ensure that the demands for school accountability, whether externally or internally generated and are adequately met.

The purpose of this Annual Accomplishment Report is to help the education leaders think about, understand and respond thoughtfully and effectively to the increasing demands for accountability in education. With this Annual Accomplishment Report for Calendar Year 2017, readers will acquire a comprehensive and rather sophisticated set of concepts and insights into the said accountability which will help them in working with their staff, in building collaborative relationship with others within the Department and with external partners, and in contending with critics of education. It further helps the school leaders assess the status of DepEd particularly in the Schools Division of Catanduanes, its strengths and weaknesses. It is also useful for assessing the scope of accountability in an organization.

This Annual Accomplishment Report highlights the ways and extent to which the Division has contributed to making a difference. Data that were gathered in this report are complete and comprehensive information about the performance of the Schools Division of Catanduanes wherein the bottom-line is to meet *DepEd Catanduanes Vision: “Every school-aged Catandunganon excels; nurtured in a culture of excellence, inspired to grow in a safe, inclusive and accessible learning environment with liberating quality basic education for lifelong learning.”*

ASSESSMENT

WHERE WE ARE NOW

The following data presentation shows the present performance of inclusive basic education in the Division of Catanduanes (formal & non-formal). All the indicators were generated from DepEd data base/system of Enhance Basic Education Information system (EBEIS) and the Learner Information System (LIS). Enrolments for 5 years are presented in the highlight of accomplishments.

Chart 1. Performance Indicators for ACCESS (Elementary)

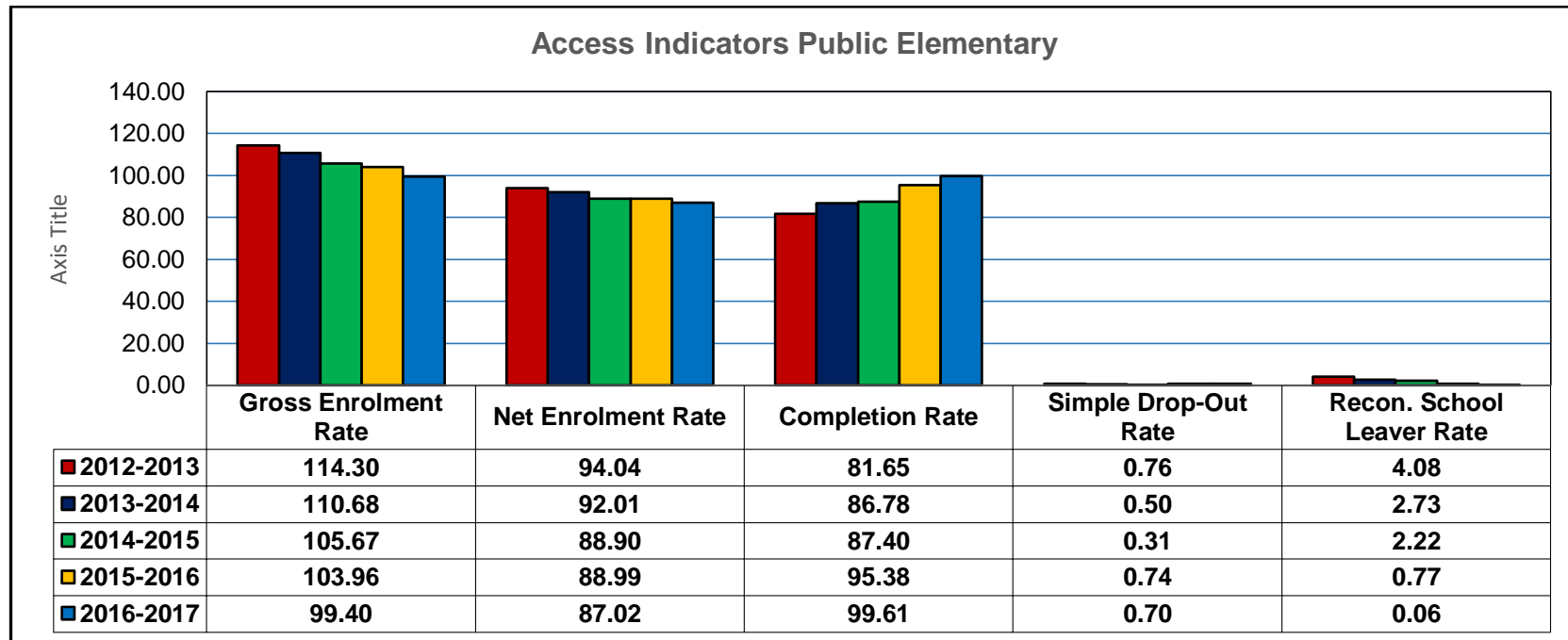


Chart 1 shows the performance of the elementary schools along **ACCESS**. The **Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)** shows a decreasing trend in SY 2012–2013 to 2016-2017. These data are system-generated data from the EBEIS. The current 87.02% NER shows that there are still 12.98% school aged children not in school. The problem we encountered is that the system-generated information cannot provide us with the actual number of pupils this 12.97% represents as well as where to locate these children. Therefore, the need to map out all school-aged children in the Division is called for.

The **Completion Rate (CR)** shows an increasing trend within five years. This data is optimistic for it suggests an improving holding power of our schools. From a Completion Rate of 81.65% in SY 2012 -2013 it has increased to 99.61 % in 2016-2017. This information is strengthened by the decreasing trend in the School Leaver Rate from 4.08% in 2012-2013 to 0.06% in 2016-2017 and the Dropout Rate from 0.76% in SY 2012-2013 to 0.70% in 2016-2017.

These findings reveal two major challenges along access: the decreasing GER & NER and the incidence of School Leavers and drop outs in schools. The drop-out rate may not be a major concern within the school levels in the elementary. In fact, most schools only have 1 to utmost 3, however, the combined drop-outs among the schools becomes a concern in the Division. Pareto analysis was used to determine the priority schools.

Chart 2. Performance of the Secondary Schools along ACCESS for Five Years

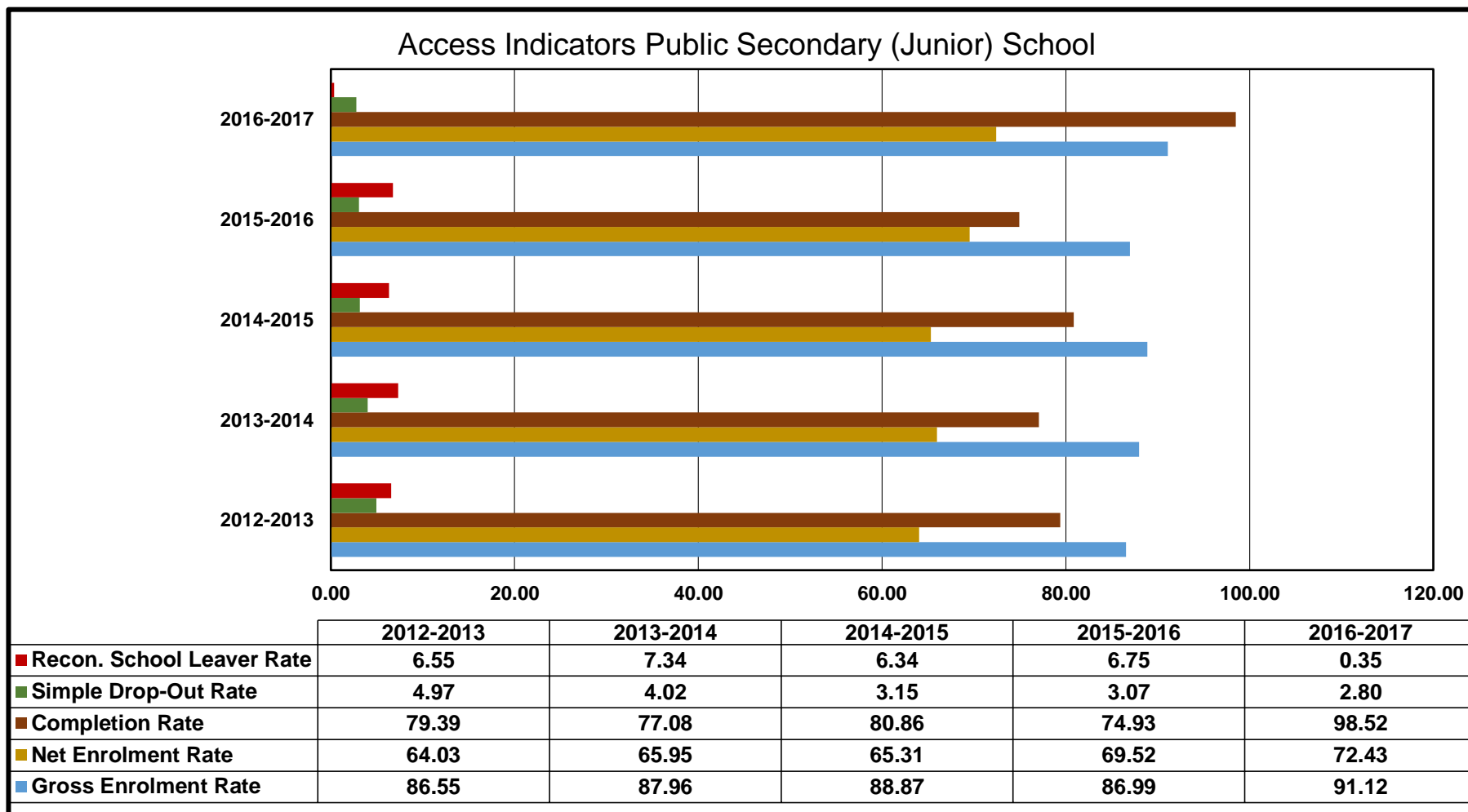


Chart 2 indicates the performance of the Public Junior Secondary Schools in the Division. The **Gross Enrolment Rate (GER)** shows an increase in the first three (3) years, a decrease in the fourth year but gained an increase of 4.13% in the fifth year.

Net Enrolment Rate (NER) shows a decrease of 0.64% in SY 2014-2015 compared to the SY 2013-2014 but gained an average increase of 70.98 in the last 2 school years. The average NER within 5 years is only 67.45% suggesting that 32.55% of the target population is still not captured.

The **Completion Rate (CR)** is fluctuating with an average completion rate within 5 years is only 82.16%. This shows a poor holding power of secondary schools. Reasons for this poor efficiency of secondary schools need to be explored.

The **Simple Dropout Rate (SDR)** in general is decreasing from 4.02% in 2013-2014 to 2.80% (624 students) in 2016-2017. The priority schools are shown in **Annex no. 3**. Characterization of the priority schools revealed the following: (1) 50% (8 out of 16 schools) revealed financial problem as cause of dropping out. (2) 8 out of 16 priority schools expressed lack of facilities (3) 9 out of 16 conveyed distance as reason and (4) bullying. The school leaver rate is fluctuating and also shows that 6.75% equal to approximately 2,026 students (based on total enrolment) failed to return to school in 2015-2016. To be able to give appropriate intervention, the number and location of these students missing the formal education should be established.

The **Reconstructed School Leaver Rate (RSLR) for Five (5)** years shows a fluctuating trend and generated the least school leavers of 0.35% in School Year 2016-2017.

ALTERNATIVE LEARNING SYSTEM

The enrolment and completers in the ALS shown in Table 1 displays an increasing trend except for CY 2014. This gives an impression that many are still not in formal school. The passing rate in the A & E is also low. This means the quality of the education offered in ALS needs improvement.

Table 1. ALS Enrolment and Completers for Five Years

Calendar Year	Enrolment	Completers	Rate of completers	Takers of A&E	A&E Passers	% of Passing
2012	2,052	1,612	79	493	125	25
2013	2,134	1,712	80	457	112	25
2014	1,581	961	61	571	188	33
2015	2,231	1,880	84	868	339	39
2016	7,214	6,599	99	No A&E conducted		

*75 Learners per Implementer (39 implementers)

SPECIAL EDUCATION (SPED)

Table 2 presents SPED enrolment and completers. This data reveals that the Division is on its way to inclusive education although there is a noticeable need to work on efficiency. The schools with SPED classes and learning center should see to it that those who were taken in by the formal, ALS and SPED be successful completers.

Table 2. SPED Enrolment and Completers/Mainstreamed

School Year	Enrolment	Completers	Mainstream
2011-2012	65	None	NONE
2012-2013	72	None	1- VI; 1- HI; 1- ID
2013-2014	77	None	4-HI; 1-ASD
2014-2015	104	None	6-HI; 3-ID; 1-ASD
2015-2016	112	None	NONE

QUALITY

The performance of the Division along quality is presented in the results of the National Achievement Test both for Elementary and Secondary Level and the Accreditation and Equivalency (A&E) Test results. It can be noted that the last available NAT results was for SY 2014-2015.

Chart 3. NAT Performance of the Elementary Schools for Five Years

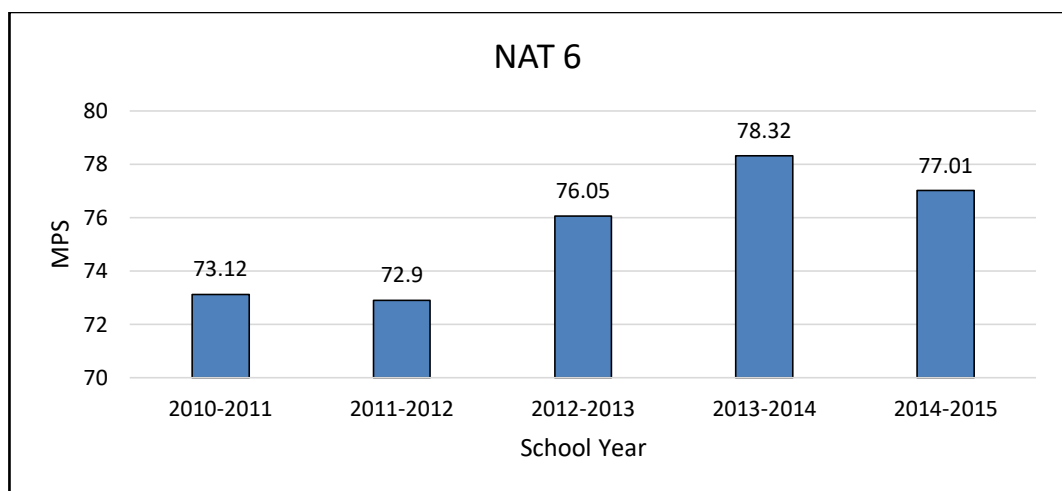


Chart 3 shows a fluctuating performance in the NAT 6 but is promising because the performance starting 2012-2013 is above the minimum target which is 75. Priority schools is found in **Annex no. 7 (Priority schools for NAT 6)**. Characterization of the priority schools revealed that 41% (34 out of 84) are either combination or multigrade.

Chart 4. Performance in the Different Subject Area (NAT 6)

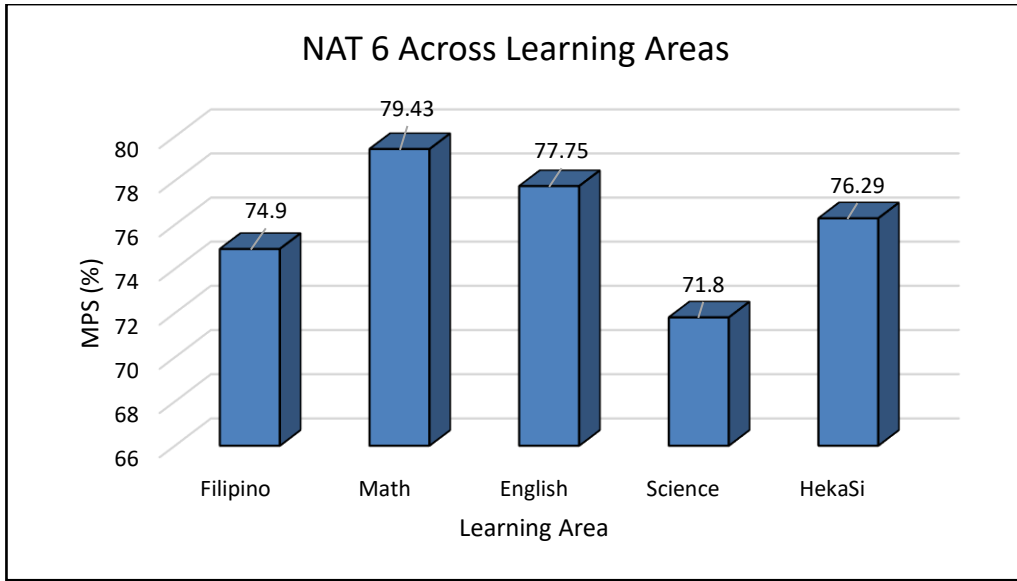


Chart 4 shows the elementary school's performance specified per learning area. The performance in Science and Filipino failed to reach 75% and the performance in the other areas were just a little above the minimum standard.

Chart 5. Five-Year Performance in NAT 4

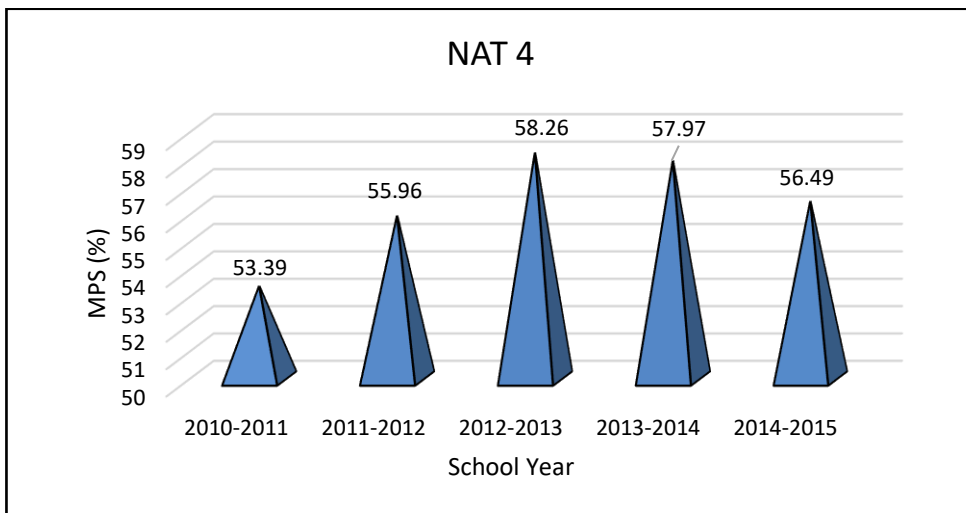


Chart 5 shows a decreasing trend from SY 2012-2013 to the present. It can also be noted that performance was not able to reach the minimum MPS which is 75%.

Chart 6. NAT 4 Performance across Learning Areas (SY 2014-2015)

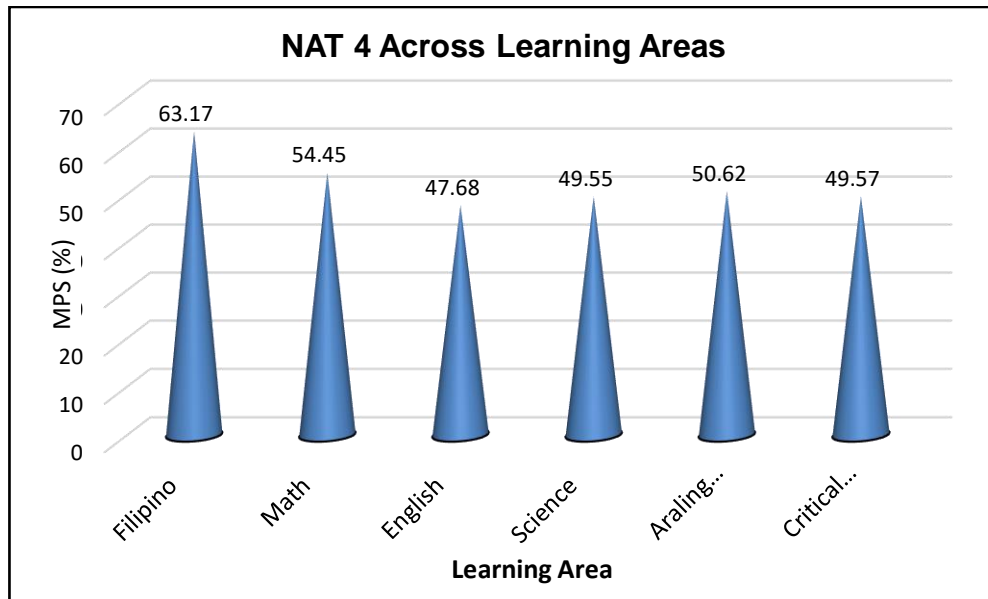


Chart 6 presents the performance in NAT 4 across learning areas. It can be observed that the performance in all the learning areas failed to meet the minimum target which is 75%. The lowest is English with an MPS of 47.68 and the highest is Filipino whose MPS is 63.17%.

The present accomplishment of the Division falls short of the EFA and Inclusive Education targets. The following challenges were identified:

Access:

1. Decreasing GER & NER for the elementary.
2. Prevalence of dropouts & school leavers in elementary schools.
3. Prevalence (average of 7%) of School leavers in the secondary schools.

Quality:

1. Decreasing trend of the NAT performance of the elementary.
2. NAT performance far below the minimum MPS of 75% of the secondary schools.

GOVERNANCE:

1. Limited instructional supervision of School Heads, Public School District Supervisors, and Educational Program Supervisors.

To determine the grounds for these performance gaps, characterization of the Priority schools was conducted. Priority schools (**see Annexes attached**) were determined using Pareto analysis. Results disclosed the following findings:

ACCESS:

1. Financial problem and distance as causes of the prevalence of Dropout in both elementary and secondary schools.
2. Lack of facilities/equipment, bullying and lack of interest as causes of irregular attendance and dropout in the secondary schools.

QUALITY:

1. Most schools have newly hired teachers who are five years and below in the service.
2. The teachers are handling subjects other than their specialization.
3. Eighty-five percent (85%) have an average of 3 and above ancillary services aside from being an adviser.
4. Most of the priority schools in the elementary have combination or multigrade classes.
5. Only an average of 75% coverage of the learning competencies due to interruptions of classes like constant call-ups in the division for the coordinators of different programs and projects implemented in the Division. At present there are at least 23 programs in the Division requiring Teacher coordinators. In addition to this coordinatorship, some teachers are also assigned as Finance

officer of the school and are members of the school BAC. Monthly disbursement of the School MOOE affects the attendance of these teachers in their respective classrooms.

GOVERNANCE:

1. Limited instructional supervision of School Heads, PSDS and EPS were also common in the priority schools. School Heads barely observe classes as they are most of the time not in school because of authorized call ups in the Division; preparation of documents for cash advance of MOOE as well as in the disbursement of the school MOOE. 0 to 1 visit within the year from PSDS and 0 visit from Education Program Supervisors concerning instruction. Some were visited for other concerns but not on instruction.
2. Data driven decision making is limited because of absence of an organized data in schools as well as in the Division.

To address these challenges, the roadmap for the coming 5 years for DepEd Catanduanes was encapsulated in Division Education Development Plan (DEDP). It communicates the Division priorities so that all stakeholders will be guided where to focus their energies and resources. This will ensure that all stakeholders will be working on a common goal.

WHAT WE WANT TO ACHIEVE

DepEd Catanduanes Vision:

“Every school-aged Catandunganon excels; nurtured in a culture of excellence, inspired to grow in a safe, inclusive and accessible learning environment with liberating quality basic education for lifelong learning.”

Strategic Goals

Characterization of the priority schools revealed challenges categorized in three groups such as ***Access, Quality and Governance*** as shown in table 3 below. It also shows the Strategic Goals created and formulated to resolve such issues embodied in our Division Education Development Plan for 6 years.

Table No. 3. Strategic Goals to address the existing challenges of DepEd-Catanduanes

Challenges	Strategic Goals	Strategic Objectives
Access: <ol style="list-style-type: none"> 1. Decreasing NER for the elementary. 2. Prevalence of dropouts in schools. 3. Prevalence (average of 7%) of School leavers in the secondary schools. 	Strategic Goal No. 1 Complete school participation and total elimination of dropouts and school leavers in all schools in the Division.	<ol style="list-style-type: none"> 1. Assist the priority schools in strengthening partnership with stakeholders to support the financial needs of the students/pupils at risk. 2. Assist the priority schools in securing needed facilities. 3. Facilitate attendance of students from far-flung barangays in coming to school and ensure the

		<p>safety of students against bullying and other distractions</p> <p>4. Intensify the monitoring of drop outs in schools and establish reward system for schools with zero dropout.</p>
<p>Quality:</p> <ol style="list-style-type: none"> 1. Decreasing trend of the NAT performance of the elementary. 2. NAT performance far below the minimum MPS of 75% of the secondary schools. 	<p>Strategic Goal No. 2</p> <p>Increase National Achievement Test Performance across Learning Areas in all levels.</p>	<ol style="list-style-type: none"> 1. Capacitate newly hired teachers (5 years and below) with required competencies both in content and pedagogies. 2. Ensure that all non-majors teachers have a full grasp of content and process skills. 3. Limit the ancillary services assigned to teachers to utmost 2. 4. Provide access to learning resources to priority schools. 5. Enhance the skills and competencies of multigrade teachers. 6. Complete coverage of the learning competencies within the year.

<p>Governance:</p> <p>1. Limited instructional supervision of School Heads, Public School District Supervisors, and Educational Program Supervisors.</p>	<p>Strategic Goal No. 3</p> <p>Streamline governance and monitoring and evaluation system in the Division.</p>	<p>1. Increase visibility of School Heads, PSDS's, and EPS's in all schools in the Division.</p> <p>2. Organize and analyze relevant school information for data based intervention and decision making.</p> <p>3. Recognize best practices of schools.</p>
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To determine if we are achieving our Strategic Goals, the following performance indicators per objectives were formulated as shown in **Table 4** below.

OBJECTIVES	PERFORMANCE INDICATORS (TARGETS)
<p>Strategic Goal 1</p> <p>1. Assist the priority schools in strengthening partnership with stakeholders to support the financial needs of the students/pupils at risk.</p> <p>2. Assist the priority schools in securing needed facilities.</p> <p>3. Facilitate attendance of students from far-flung barangays in coming to school and ensure the safety of students against bullying and other distractions</p> <p>4. Intensify the monitoring of drop outs in schools and establish reward system for schools with zero dropout.</p>	<p>100% of the Priority Schools were assisted.</p> <p>100% of the priority schools established and institutionalized "Project Sagip"</p> <p>Reward system for zero dropouts schools established in the division.</p>
<p>Strategic Goal 2</p>	

<ol style="list-style-type: none"> 1. Capacitate newly hired teachers (5 years and below) with required competencies both in content and pedagogies. 2. Ensure that all non-majors teachers have a full grasp of content and process skills. 3. Limit the ancillary services assigned to teachers to utmost 2. 4. Provide access to learning resources to priority schools. 5. Enhance the skills and competencies of multigrade teachers. 6. Complete coverage of the learning competencies within the year. 	<p>100% of the newly hired teachers trained</p> <p>100% of non-major teachers trained</p> <p>100% of the teachers in the priority schools have less than 2 assigned ancillary service.</p> <p>100% of the priority schools should have access in learning resources.</p> <p>100% of the Multigrade teachers trained and provided with instructional materials.</p> <p>100% of the priority schools cover 100% of the learning competencies within the school year.</p>
<p>Strategic Goal 3</p> <ol style="list-style-type: none"> 1. Increase visibility of School Heads, PSDS's, and EPS's in all schools in the Division. 2. Organize and analyze relevant school information for data based intervention and decision making. 3. Recognize best practices of schools 	<p>Priority schools should be visited at most 2x per month by the PSDS and once a month by the EPS.</p> <p>Relevant and organized data per school should be readily available in the Division</p> <p>At least 20% increase in the number of schools awarded per year of implementation.</p>

WHERE WE WANT TO BE

STRATEGIC GOALS:

1. Every Catandunganon learner has access to safe, liberating inclusive quality basic education.
2. Improve basic education performance/outcomes.
3. Streamline governance and monitoring and evaluation system in the Division.

OBJECTIVES:

1. To improve the performance of the division in all levels.

**TABLE 5: DIVISION SCORE CARD AND TARGETS
ACCESS & EFFICIENCY**

LEVEL	Baseline	INDICATORS					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NET ENROLMENT RATE (NER)							
Kinder							
<i>Forecast</i>	86.23	86.23	82.56	82.12	81.39	80.66	79.92
<i>Target</i>	86.23	86.23	88.38	90.54	92.69	94.85	97.00
Elementary							
<i>Forecast</i>	87.53	87.26	86.03	84.03	83.58	82.35	81.12
<i>Target</i>	87.53	87.26	86.03	88.77	91.52	94.26	97.00
Junior High School							
<i>Forecast</i>	67.32	69.23	71.14	73.06	74.97	76.88	78.79
<i>Target</i>	67.32	69.23	71.14	77.79	84.44	91.09	97.00
Senior High School	NDA						
Completion Rate (CR)							
Elementary							
<i>Forecast</i>	71.97	67.49	63.01	58.53	54.05	49.56	45.08
<i>Target</i>	75.85	75.85	80.08	84.31	88.54	92.77	97.00
Junior High School							
<i>Forecast</i>	74.93	76.56	76.05	75.53	74.51	74.00	73.49
<i>Target</i>	74.93	74.93	79.34	83.76	88.17	92.59	97.00
Senior High School	NDA						
Dropout Rate (DR)							
Elementary							
<i>Forecast</i>	.70	.62	.63	.64	.65	.66	.67
<i>Target</i>	.70	.70	.56	.42	.28	.14	.00

Junior High School							
Forecast	4.97	5.19	5.72	6.25	6.78	7.31	7.83
Target	4.97	4.97	3.97	2.98	1.98	.99	.00
Senior High School	NDA						

TABLE 6: IMPROVING QUALITY

LEVEL	Baseline	INDICATORS					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NAT (MPS)							
Elementary							
Forecast	87.53	87.26	86.03	84.03	83.58	82.35	81.12
Target	87.53	87.26	86.03	88.77	91.52	94.26	97.00
Junior High School							
Forecast	67.32	69.23	71.14	73.06	74.97	76.88	78.79
Target	67.32	69.23	71.14	77.79	84.44	91.09	97.00
Senior High School	NDA						

***HIGHLIGHT OF
ACCOMPLISHMENTS
CY 2017***

***1. IMPROVING
ACCESS TO
BASIC
EDUCATION***

TABLE 7
Five-Year District Enrolment Data in Public Kindergarten Schools

District	2017	Inc./Dec.	%	2016	Inc./Dec.	%	2015	Inc./Dec.	%	2014	Inc./Dec.	%	2013
Bagamanoc North	123	27	21.95	96	0	0	96	-30	-31.25	126	3	2.38	123
Bagamanoc South	153	56	36.60	97	-7	-7.22	104	-4	-3.84	108	-13	-9.83	121
Baras North	131	28	21.37	103	0	0	103	7	6.80	96	-26	-27.08	122
Baras South	204	61	29.90	143	-14	-9.79	157	-25	-15.92	182	-25	-13.74	207
Bato East	264	43	16.28	221	-5	-2.26	226	-12	-5.31	238	-11	-4.62	249
Bato West	201	38	18.91	163	-12	-7.36	175	-9	-5.14	184	-16	-8.69	200
Caramoran North	535	68	12.71	467	22	4.71	445	10	2.25	435	-58	-13.33	493
Caramoran South	402	96	23.88	306	49	16.01	257	-62	-23.25	319	18	5.64	301
Gigmoto	246	55	22.36	191	-19	-9.95	210	-6	-2.86	216	-2	-0.93	218
Pandan East	248	84	33.87	164	-46	-34.11	210	-5	-2.38	215	13	6.05	202
Pandan West	369	103	27.91	266	-36	-13.53	302	-22	-7.28	324	22	6.79	302
Panganiban	233	35	15.02	198	29	14.65	169	-16	-9.47	185	-72	-38.92	257
San Andres East	358	19	5.31	339	-38	-6.88	377	26	6.90	351	-13	-3.70	364
San Andres West	430	38	8.84	392	-53	-15.28	445	18	4.04	427	-115	-26.93	542
San Miguel North	245	72	29.39	173	-25	-23.28	198	-3	-1.52	201	0	0	201
San Miguel South	159	39	24.53	120	-21	-17.50	141	-6	-4.25	147	20	13.61	127
Viga East	180	55	30.55	125	-10	-8.0	135	-34	-25.19	169	5	2.96	164
Viga West	403	83	20.60	320	-14	-4.38	334	-52	-15.57	386	59	15.28	327
Virac North	895	184	20.56	711	-124	-17.44	835	-43	-5.15	878	-14	-1.59	892
Virac South	507	148	29.19	359	-144	-40.11	503	19	3.77	484	-5	-1.03	489
Grand total	6,286	1,332	21.19	4,954	-468	-9.45	5,422	-249	-4.59	5,671	-230	-4.06	5,901

Table 7 presents the 5-Year District enrolment for Kinder shows a decreasing trend from SY 2013-2014 to 2016-2017 but gain an increase in school year 2017-2018 of 1,332 or 21.19% kinder pupils compared to SY 2016-2017. Comparatively, it can be noticed that the lowest enrolment registered was in SY 2016-2017.

TABLE 8**Five-Year District Enrolment Data in Private Kinder Schools**

District	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Bagamanoc North	0	0	0	0	0
Bagamanoc South	3	6	16	0	0
Baras North	0	0	0	0	0
Baras South	13	20	26	0	0
Bato East	22	19	3	0	0
Bato West	6	7	7	0	0
Caramoran North	0	0	0	0	0
Caramoran South	11	18	6	0	0
Gigmoto	0	0	0	0	0
Pandan East	0	0	0	0	0
Pandan West	16	0	9	0	0
Panganiban	0	0	0	0	0
San Andres East	18	40	35	0	0
San Andres West	0	0	0	0	0
San Miguel North	0	0	0	0	0
San Miguel South	0	0	0	0	0
Viga East	0	0	0	0	0
Viga West	23	16	23	0	0
Virac North	215	16	223	0	0
Virac South	29	12	58	39	63
Grand total	356	154	406	39	63

Five-Year Enrolment by District in Private Kinder Schools shows a fluctuating trend as presented in Table 8. It can be noted that the highest enrolment was in School Year 2015-2016 with a total of 406 pupils.

In School Year 2013-2014 and 2014-2015 only Virac South District shows a total enrolment of 63 and 39 pupils and the following 3 school years 10 districts shows a total enrolment of 406; 154 and 356 respectively. The biggest enrolment is from the capital town of Virac.

TABLE 9
Five-Year District Enrolment Data in Public Elementary Schools

District	2017	Inc./Dec.	%	2016	Inc./Dec.	%	2015	Inc./Dec.	%	2014	Inc./Dec.	%	2013
Bagamanoc North	700	-57	-8.14	757	-41	-5.42	798	112	14.04	686	-164	-23.91	850
Bagamanoc South	802	-65	-8.10	867	-47	-5.42	914	72	7.87	842	-60	-7.13	902
Baras North	753	-27	-3.59	780	-19	-2.44	799	-39	-4.88	838	-5	-0.60	843
Baras South	1,154	-107	-9.27	1,261	-5	-0.40	1,266	11	0.87	1,255	-33	-2.63	1,288
Bato East	1,543	-59	-3.82	1,602	-66	-4.12	1,668	22	1.32	1,646	-33	-2	1,679
Bato West	1,238	-43	-3.47	1,281	-25	-1.95	1,306	-23	-1.76	1,329	-7	-0.53	1,336
Caramoran North	3,101	-198	-6.39	3,299	-62	1.88	3,361	136	4.05	3,225	-273	-8.47	3,498
Caramoran South	1,996	-54	-2.71	2,050	-14	-0.68	2,064	-84	-4.07	2,148	-91	-4.24	2,239
Gigmoto	1,350	-58	-4.30	1,408	-18	-1.28	1,426	-20	-1.40	1,446	37	2.6	1,409
Pandan East	1,277	-99	-7.75	1,376	-16	-1.16	1,392	15	1.08	1,377	-36	-2.61	1,413
Pandan West	2,049	-61	-3	2,110	-113	-5.4	2,223	-32	-1.44	2,255	-63	-2.79	2,318
Panganiban	1,392	-35	-2.51	1,427	-74	-5.2	1,501	-16	-1.07	1,517	-46	-3.03	1,563
San Andres East	2,488	-81	-3.26	2,569	-37	-1.44	2,606	-65	-2.49	2,671	-61	-2.28	2,732
San Andres West	2,975	-117	-3.93	3,092	-92	-2	3,184	109	3.42	3,075	-364	-11.84	3,439
San Miguel North	1,322	-52	-3.93	1,374	-38	-2.8	1,412	10	0.71	1,401	-33	-2.4	1,434
San Miguel South	912	-57	-6.25	969	-3	-0.31	972	8	0.82	964	-44	-4.56	1,008
Viga East	1,014	-78	-7.69	1,092	-69	-6.32	1,161	-87	-7.49	1,248	-41	-0.03	1,289
Viga West	2,287	-200	-8.75	2,487	-84	-3.4	2,571	-80	-3.11	2,651	-18	-0.7	2,669
Virac North	6,185	-404	-6.53	6,589	-96	-1.5	6,685	-201	-3	6,886	-91	-1.32	6,977
Virac South	3,054	-185	-6.1	3,239	-120	-3.70	3,359	18	0.54	3,341	-196	-5.87	3,537
Grand total	37,592	-2037	-5.42	39,629	-1,039	-2.62	40,668	-133	-0.33	40,801	-1,622	-3.98	42,423

The Five-Year Comparative District Enrolment Data in Public Elementary School as presented in Table 9 shows a declining enrolment from SY 2013-2014 to SY 2017-2018 which is one of the challenges faced by the division. SY 2017-2016 illustrates the biggest decline in the enrolment which is 2,037 or 5.42% pupils compared to the previous 4 school years.

TABLE 10
TOTAL NUMBER OF DEPLOYED TEACHER IN PUBLIC ELEMENTARY SCHOOLS
ILLUSTRATED BY DISTRICT (Source: EBEIS)

District	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Bagamanoc North	47	48	49	50	50
Bagamanoc South	52	57	54	54	54
Baras North	39	39	39	40	40
Baras South	56	53	53	52	53
Bato East	84	89	92	96	96
Bato West	53	52	52	54	54
Caramoran North	113	110	102	98	96
Caramoran South	86	84	74	73	72
Gigmoto	60	63	60	56	56
Pandan East	61	57	59	58	57
Pandan West	80	82	76	71	69
Panganiban	84	77	79	81	78
San Andres East	103	103	96	98	100
San Andres West	141	134	133	139	128
San Miguel North	66	67	64	62	62
San Miguel South	57	56	55	55	54
Viga East	52	51	49	44	43
Viga West	109	108	101	98	99
Virac North	254	248	242	241	245
Virac South	157	148	145	154	153
GRAND TOTAL	1,754	1,726	1674	1674	1,659

TABLE 11

Five-Year District Enrolment Data in Public Junior High Schools

SCHOOLS	2017	Inc./Dec.	%	2016	Inc./Dec.	%	2015	Inc./Dec.	%	2014	Inc./Dec.	%	2013
Agban NHS	281	30	10.68	251	-11	-4.38	262	-15	-5.73	277	-1	-0.36	278
Antipolo NHS	336	10	2.98	326	-5	-1.53	331	27	8.16	304	26	8.55	278
Bagamanoc RDHS	655	34	5.19	621	-34	-50	655	-24	-3.66	679	35	5.15	644
Baras RDHS	1,007	154	15.29	853	-101	-11.84	954	407	42.66	547	-307	-56.12	854
Bato RDHS	1,110	49	4.41	1061	-63	-5.94	1124	4	0.36	1120	17	1.52	1103
Bote Integrated School	195	4	2.05	191	-2	-1.05	193	-20	-10.36	213	-7	-3.29	220
Bugao NHS	229	-5	-2.18	234	0	0	234	5	2.14	229	-12	-5.24	241
Buyo Integrated School	549	76	13.84	473	-19	-4.02	492	79	16.06	413	51	12.35	362
Cabcab NHS	424	10	2.36	414	-15	-3.62	429	21	4.90	408	-7	-1.72	415
Cabugao Int. School	493	2	0.41	491	-19	-3.87	510	64	12.55	446	-39	-8.74	485
Calatagan HS	939	16	1.70	923	28	3.03	895	-72	-8.04	967	75	7.76	892
Caramoran RDHS	737	51	6.92	686	24	3.50	662	2	0.30	660	11	1.66	649
Caramoran school of Fisheries	566	100	17.67	466	-48	-10.30	514	69	13.42	445	14	3.15	431
Catanduanes NHS	3737	360	9.63	3377	-128	-3.79	3505	188	5.36	3317	146	4.40	3171
Cobo Integrated School	208	-16	-7.69	224	10	4.46	214	2	0.93	212	29	13.68	183
Codon NHS	237	-3	-0.01	240	-3	-1.25	243	-11	-4.53	254	23	9.05	231
Dariao NHS	205	188	91.71	176	-20	-11.36	196	11	5.61	185	15	8.11	170
Dororian NHS	132	-46	-34.85	178	13	7.30	165	-5	-3.03	170	35	20.59	135
Gigmoto RDHS	630	5	0.79	625	-7	-1.12	632	-22	-3.48	654	3	0.46	651
Hawan NHS	295	-36	-12.20	331	29	8.76	302	-37	-12.25	339	19	5.60	320
Leandro I. Verceles Sr. HS	576	6	1.041	570	0	0	570	56	9.82	514	-9	-1.75	523
Lictin Integrated School	178	42	23.60	136	-21	-15.44	157	33	21.02	124	30	24.19	94
Mabato HS (SMRDHS Annex)	287	-56	-19.51	343	9	2.62	334	-14	-4.19	348	31	8.91	317
Magnesia NHS	226	19	8.41	207	-9	-4.35	216	-7	-3.24	223	20	8.97	203
Manambrag NHS	386	-27	-7	413	30	7.26	383	-23	-6	406	28	6.90	378
Mayngaway NHS	485	70	14.43	415	-59	-14.22	474	37	7.81	437	64	14.65	373
Milaviga Integrated School	178	-30	-16.85	208	19	9.13	189	-6	3.17	195	7	3.60	188

SCHOOLS	2017	Inc./Dec.	%	2016	Inc./Dec.	%	2015	Inc./Dec.	%	2014	Inc./Dec.	%	2013
Palta NHS	367	-22	-6	389	0	0	389	2	0.51	387	52	13.44	335
Palumbanes Integrated School	177	54	31	123	NEWLY CREATED INTEGRATED SCHOOL								
Pandan School of Arts & Trades	1372	191	13.92	1,181	-120	-10.16	1,301	45	3.5	1,256	-38	-3	1,294
Panganiban NHS	246	54	21.95	192	-24	-12.5	216	5	2.31	211	18	8.53	193
Panganiban NHS (CAIC Compound)	522	62	11.9	460	-35	-8	495	33	6.67	462	11	2.38	451
San Andres Vocational School	1,655	908	54.86	747	-856	-115	1,603	129	8.05	1,474	-216	-14.65	1,690
San Jose NHS	580	33	5.7	547	21	3.84	526	-8	-1.52	534	36	6.74	498
San Miguel RDHS	928	68	7.33	860	-35	-4.1	895	175	19.55	720	0	0	720
San Vicente NHS	213	-11	-5.16	224	4	1.8	220	-18	-8.18	238	25	10.50	213
Sicmil Integrated School	119	11	9.24	108	24	22.23	84	-18	-21.43	102	28	27.45	74
Supang-Datag NHS	546	49	8.97	497	-16	-3.22	513	52	10.14	461	49	11	412
Tambongon NHS	418	6	1.44	412	0	0	412	24	5.83	388	3	0.77	385
Tinago NHS	244	-37	-15.16	281	19	6.76	262	-24	-9.16	286	20	7	266
Tubli NHS	792	63	7.95	729	-33	-4.53	762	65	8.53	697	108	15.49	589
Viga Rural Dev. HS	931	73	7.84	858	-70	-8.2	928	84	9.05	844	62	7.35	782
TOTAL	24,391	2,350	9.63	22,041	-1,400	-6.35	23,441	1,295	5.52	22,146	455	2.05	21,691

Table 11 shows the Junior High School 5-year comparative enrolment from SY 2013-2014 to 2017-2018. Two (2) out of Forty-two (42) secondary schools show an increasing trend, Caramoran Rural Development HS and Tambongon HS. It can be noticed that in SY 2016-2017 twenty-five (25) or 60% of the schools showed a decreased enrolment compared to the previous SY enrolment.

TABLE 12
GOVERNMENT SECONDARY SCHOOLS TEACHER DEPLOYMENT
SCHOOL YEAR 2013-2014 TO 2017-2018

SCHOOLS	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Agban NHS	13	13	13	12	12
Anti[polo NHS	14	13	13	13	13
Bagamanoc RDHS	27	27	25	25	25
Baras RDHS	35	33	33	33	33
Bato RDHS	44	42	37	37	35
Bote Integrated School	12	12	12	10	7
Bugao NHS	13	13	13	11	11
Buyo Integrated School	20	18	18	15	12
Cabcab NHS	17	17	17	15	14
Cabugao Int. School	20	20	20	19	18
Calatagan HS	36	35	35	34	30
Caramoran RDHS	26	26	22	22	22
Caramoran school of Fisheries	20	19	19	19	19
Catanduanes NHS	128	122	120	118	111
Cobo Integrated School	12	12	12	9	9
Codon NHS	12	12	10	10	10
Dariao NHS	8	7	7	6	6
Dororian NHS	7	7	7	6	6
Gigmoto RDHS	26	23	23	22	22
Hawan NHS	15	15	12	12	12
Leandro I. Verceles Sr. HS	23	22	20	20	19
Lictin Integrated School	7	7	7	4	2
Mabato HS (SMRDHS Annex)	10	10	10	10	10
Magnesia NHS	12	12	12	9	9
Manambrag NHS	17	17	13	13	13
Mayngaway NHS	20	18	17	13	12
Milaviga Integrated School	10	8	8	6	4
Palta NHS	16	16	13	13	13
Palumbanes Integrated School	0	0	0	0	0
Pandan School of Arts & Trades	50	48	48	48	48
Panganiban NHS	10	10	10	8	8
Panganiban NHS (CAIC Compound)	20	20	20	17	16
San Andres Vocational School	66	66	65	64	64
San Jose NHS	22	22	20	18	18
San Miguel RDHS	35	34	30	29	26
San Vicente NHS	13	13	13	10	8
Sicmil Integrated School	8	7	7	6	5
Supang-Datag NHS	20	20	20	18	18
Tambongon NHS	17	17	15	15	14
Tinago NHS	13	13	13	11	10
Tubli NHS	30	27	27	23	21
Viga Rural Dev. HS	35	33	27	27	27
TOTAL	959	926	883	830	792

(Source: PSI-POP)

TABLE 13
SHS Report of Enrolment Grade 11 & 12 in
Public Secondary Schools
(with Grade 10 Completers SY 2016-2017)

ID	School	Grade 10 (2016-2017) Completers	SHS Grade 11 (2017-2018) Enrolment	SHS Grade 11 (2016-2017) Regular	SHS Grade 12 (2017-2018) Enrolment
		Total	Total	Total	Total
Province: CATANDUANES					
Municipality: BAGAMANOC					
302072	Bagamanoc Rural DHS	156	143	140	140
302076	Bugao NHS	54	48	53	53
302100	San Vicente National High School	33	35	0	0
Municipality Total:		243	226	193	193
Municipality: BARAS					
302070	Agban NHS	63	61	42	40
302073	Baras Rural DHS	187	157	111	170
Municipality Total:		250	218	153	210
Municipality: BATO					
302074	Bato Rural DHS	268	250	205	202
302075	Bote Integrated School	36	46	36	39
1500032	Cabugao IS	124	88	94	91
Municipality Total:		428	384	335	332
Municipality: CARAMORAN					
302081	Caramoran Rural Development High School	144	141	167	145
302082	Caramoran School of Fisheries	81	72	77	72
302086	Dario NHS	42	19	0	0
309803	MILAVIGA INTEGRATED SCHOOL	46	33	0	0
302102	Supang-Datag NHS	117	101	87	73
302106	Tubli National High School	150	122	115	0
Municipality Total:		580	488	446	290
Municipality: GIGMOTO					
302087	Dororian NHS	45	32	0	0
302088	Gigmoto Rural DHS	152	107	130	123
1500033	Sicmil IS	21	31	30	29
Municipality Total:		218	170	160	152
Municipality: PANDAN					
1500159	Cobo Integrated School	46	24	50	49
302103	Leandro I. Verceles Sr. NHS	121	103	60	61
302094	Pandan SAT	276	282	256	274
Municipality Total:		443	409	366	384
Municipality: PANGANIBAN (PAYO)					
302095	Panganiban NHS	45	48	30	31

309801	Panganiban NHS (CAIC Compound)	114	96	114	108
Municipality Total:		159	144	144	139
Municipality: SAN ANDRES (CALOLBON)					
302078	Cabcab NHS	101	63	55	55
302085	Codon NHS	65	55	0	0
1500160	Lictin Integrated School	29	7	0	0
302091	Manambrag NHS	84	67	70	62
302092	Mayngaway NHS	88	87	83	86
302096	San Andres Vocational School	391	405	339	402
Municipality Total:		758	684	547	605
Municipality: SAN MIGUEL					
302099	Mabato NHS (SMRDHS Annex)	79	43	51	47
302098	San Miguel Rural DHS	186	141	117	111
Municipality Total:		265	184	168	158
Municipality: VIGA					
302097	San Jose NHS	100	68	80	83
302104	Tambogñon NHS	82	73	76	67
302105	Tinago NHS	55	26	0	0
302107	Viga Rural DHS	177	149	132	125
Municipality Total:		414	316	288	275
Municipality: VIRAC (Capital)					
302071	Antipolo NHS	60	57	51	50
1500031	Buyo Integrated School	90	51	59	59
302084	Calatagan High School	178	203	213	211
302083	Catanduanes NHS	729	754	640	623
302089	Hawan NHS	63	19	0	0
302090	Magnesia National High School	48	32	18	18
302093	Palta NHS	84	74	60	50
Municipality Total:		1,252	1,190	1,041	1,011
Province Total:		5,010	4,413	3,841	3,749
TOTAL NUMBER OF SHS TEACHER ITEMS					373

The above presentation in Table 13 shows the enrolment for Senior High School from 2016-2017 to 2017-2018 for Grade 11 and Grade 12. The total Grade 10 completers for SY 2016-2017 is also presented.

It can be noted that out of 5,010 Grade 10 completers in Public Secondary Schools, only 3,841 or 77% have enrolled in Grade 11 in School Year 2016-2017 in Public Secondary Schools in the Division. This includes

those who have already graduated in high school under BEC, Out-of-School Youth, ALS A&E passers and Balik-Aral students.

Out of 3,841 Grade 11 enrollees in 2016-2017 in Public Secondary Schools, only 3,749 or 97.60% has enrolled in Grade 12 in School Year 2017-2018 in Public Secondary Schools.

Enrolment in Grade 11 in SY 2017-2018 in Public Secondary Schools have increased to 572 or 12.96% students compared to Grade 11 enrolment in SY 2016-2017.

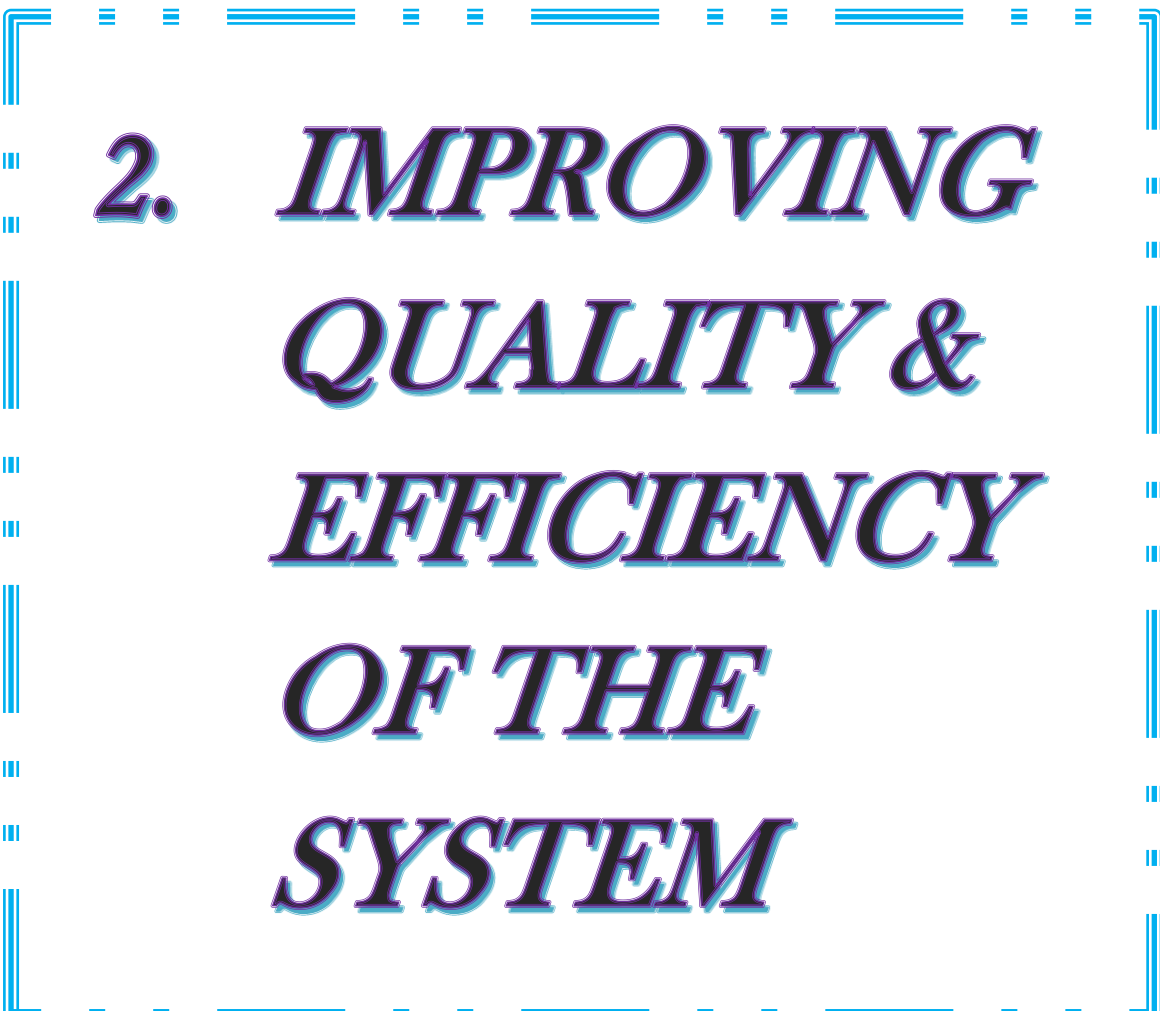
Table 14 shows the enrolment in five (5) Non-DepEd Secondary (Senior) High Schools in the Division. Likewise, Table 15 shows the 5-Year Comparative enrolment in Private Junior High Schools in the Division.

TABLE 14
SHS Report of Enrolment Grade 11 & 12 in Non-DepED
(with Grade 10 Completers SY 2016-2017)

ID	School	Grade 10 (2016-2017) Completers	SHS Grade 11 (2017-2018) Enrolment	SHS Grade 11 (2016-2017) Regular	SHS Grade 12 (2017-2018) Enrolment
		Total	Total	Total	Total
402852	Catanduanes School of Advanced Technology	0	56	50	41
402859	Christian Polytechnic Institute of Catanduanes, Inc. (CPIC)	0	243	229	215
434002	Immaculate Concepcion Seminary Academy of the Diocese of Virac, Inc. (ICSA)	60	54	51	51
600158	Catanduanes Colleges (CC)	85	66	100	88
600057	Catanduanes State University Laboratory Schools (CSULS)	72	225	121	117
	TOTAL	217	644	551	512

TABLE 15
5-YEAR ENROLMENT IN PRIVATE JUNIOR HIGH SCHOOLS
SY 2013-2014 TO SY 2017-2018

SCHOOL	2017	2016	2015	2014	2013
Catanduanes Colleges (CC)	363	359	349	382	366
Immaculate Concepcion Seminary Academy of the Diocese of Virac, Inc. (ICSA)	221	242	236	246	255
TOTAL	584	601	585	628	621



**2. *IMPROVING
QUALITY &
EFFICIENCY
OF THE
SYSTEM***

***FIVE-YEAR COMPARATIVE
PERFORMANCE INDICATORS
FOR BASIC EDUCATION***

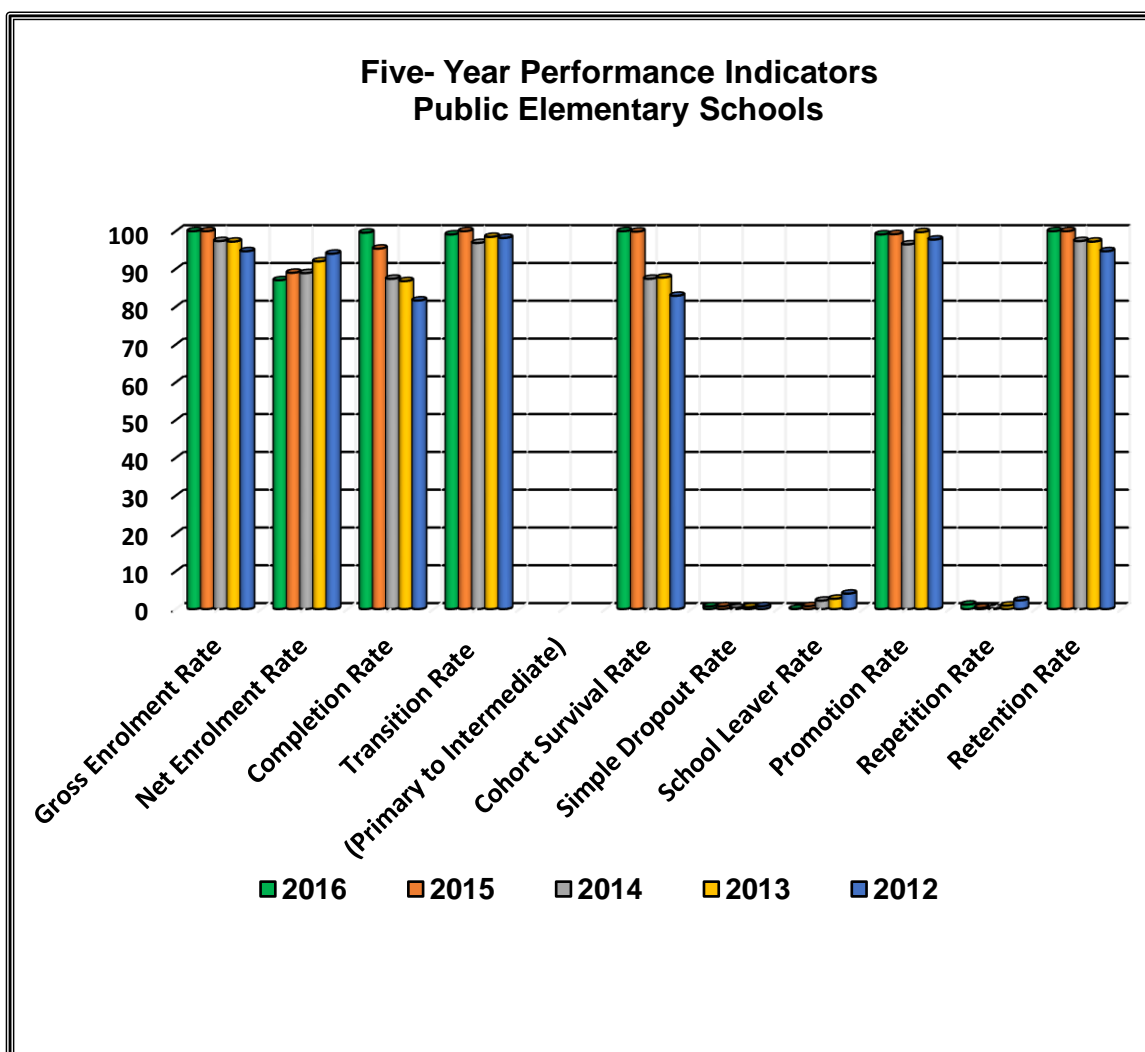
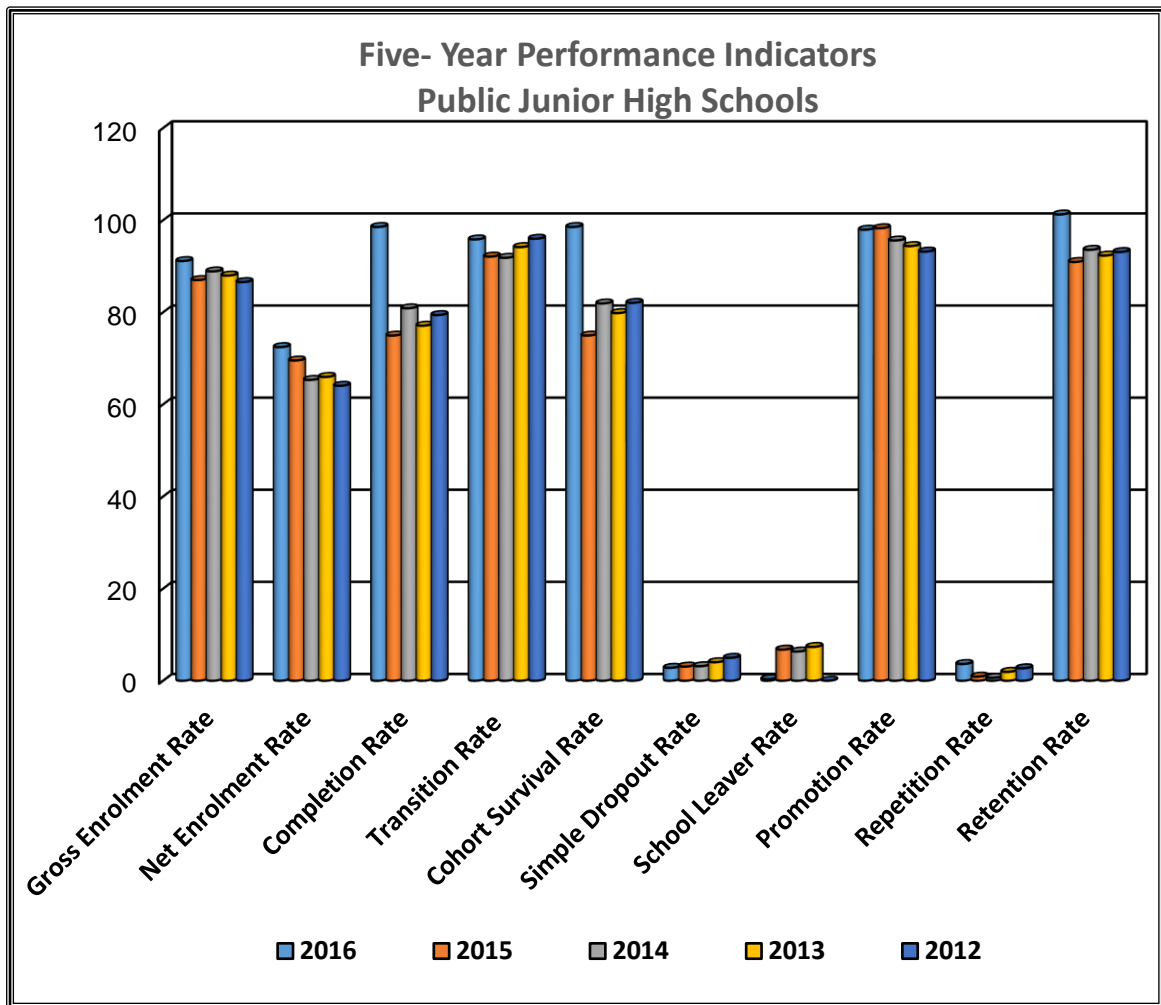


TABLE 16
Five- Year Performance Indicators
Public Elementary Schools

Indicators	2016	Inc./Dec.	2015	Inc./Dec.	2014	Inc./Dec.	2013	Inc./Dec.	2012
Gross Enrolment Rate	100.46	0.12	100.34	2.96	97.38	0.15	97.23	2.54	94.69
Net Enrolment Rate	87.02	-1.97	88.99	0.09	88.90	-3.11	92.01	-2.03	94.04
Completion Rate	99.61	4.23	95.38	7.98	87.40	0.62	86.78	5.13	81.65
Transition Rate (Primary to Intermediate)	99.14	-1.6	100.74	3.86	96.88	-1.62	98.50	0.29	98.21
Cohort Survival Rate	100.00	0.12	99.88	12.48	87.40	-0.33	87.73	4.84	82.89
Simple Dropout Rate	0.70	-0.04	0.74	0.43	0.31	-0.19	0.50	-0.26	0.76
School Leaver Rate	0.06	-0.71	0.77	-1.45	2.22	-0.51	2.73	-1.35	4.08
Promotion Rate	99.14	-0.08	99.22	2.72	96.50	-3.25	99.75	1.97	97.78
Repetition Rate	1.18	0.86	0.32	0.17	0.15	-0.75	0.90	-1.39	2.29
Retention Rate	100.46	0.12	100.34	2.96	97.38	0.15	97.23	2.54	94.69

The following are the comparative analysis for the presented data of Access and Efficiency Indicators in Public Elementary Schools in the Division of Catanduanes as shown/illustrated in above Chart and Table No. 16.

- Gross Enrolment Rate for five years shows an increasing trend with an average increase of 1.15% for five years.
- Four out of the five-year Net Enrolment Rate or Participation Rate data shows a decreasing trend. It can be noted that in SY 2015-2016 NER gained a 0.09% increase compared to SY 2014-2015. Base from the data presented there are still 13% school going age children not captured in the formal education.
- Data for Completion Rate shows an increasing trend for five years. From 81.65% in SY 2012-2013 it went up to 99.61% in SY 2016-2017, with an average increase of 3.60% for 5 years. But still 0.39% pupils have not completed the elementary education.
- Data for Transition Rate from Primary to Intermediate level shows a fluctuating trend. For the last school year data presented it shows that 0.86% of pupils from primary grades (Kinder to Grade 3) did not enroll in Grade 4.
- Cohort Survival Rate data for five years shows that there is a decrease of 0.33% in SY 2014-2015 compared to 2013-2014 but escalated to 12.60% in SY 2016-2017.
- Simple Dropout Rate from SY 2012-2013 to 2014-2015 shows a decreasing trend but increased 0.74% in the following school year 2015-2016 and a minimal drop of 70% in SY 2016-2017.
- School Leaver Rate data shows a decreasing trend which means that there is an effective holding power of schools in the division.
- Promotion Rate shows a fluctuating trend. This means that the schools cannot sustain the promotion of pupils from one grade to another which means that there are repeaters in public elementary schools which is also fluctuating.
- Retention Rate for five years shows a good or positive results.



**TABLE 17
Five- Year Performance Indicators
Public Junior High Schools**

Indicators	2016	Inc./Dec.	2015	Inc./Dec.	2014	Inc./Dec.	2013	Inc./Dec.	2012
Gross Enrolment Rate	91.12	4.13	86.99	-1.88	88.87	0.91	87.96	1.41	86.55
Net Enrolment Rate	72.43	2.91	69.52	4.21	65.31	-0.64	65.95	1.92	64.03
Completion Rate	98.52	23.59	74.93	-5.93	80.86	3.78	77.08	-2.31	79.39
Transition Rate	95.81	3.72	92.09	0.27	91.82	-2.33	94.15	-1.81	95.96
Cohort Survival Rate	98.52	23.59	74.93	-6.98	81.91	2.09	79.82	-2.22	82.04
Simple Dropout Rate	2.80	*-0.27	3.07	*-0.08	3.15	*-0.87	4.02	*-0.95	4.97
School Leaver Rate	0.35	*-6.4	6.75	0.41	6.34	*-1.0	7.34	0.79	6.55
Promotion Rate	97.93	-0.32	98.25	2.67	95.58	1.21	94.37	1.2	93.17
Repetition Rate	3.63	2.74	0.89	0.27	0.62	-1.31	1.93	-0.77	2.70
Retention Rate	101.23	10.31	90.92	-2.64	93.56	1.25	92.31	-0.77	93.08

*Negative results in SDR & SLR is a desirable and satisfying result

The following is the comparative analysis for the presented data of Access and Efficiency Indicators in Public Junior Schools in the Division of Catanduanes as illustrated in above Chart and Table No. 17.

- The Gross Enrolment Rate of Public Junior High Schools illustrates an increasing trend from SY 2012-2013 to 2014-2015 & SY 2016-2017 but registered a 1.88% drop in SY 2015-2016 as compared to 2014-2015 result.
- 5-Year results in Net Enrolment Rate or Participation Rate accelerate in SY 2012-2013 and SY 2013-2014 but shows a minimal drop of 0.64% in the following school year 2014-2015. It gained an average of 3.56% improvement the following 2 school years. School Year 2016-2017 registered a 72.43% increase compared from 69.52% of School Year 2015-2016. With this latest result in the NER it has been concluded that there are still 27.57% pupils not captured in the formal Secondary (Junior) Education.
- Completion rate also registered a fluctuating trend. Basing from SY 2016-2017 result, 1.48% of students has not completed secondary basic education.
- Transition Rate result for 5 years registered a decreasing trend for 3 years from SY 2012-2013 to SY 2014-2015 but gained its progress in SY 2015-2016 to 2016-2017.
- Cohort Survival Rate registered a declining result in two school years: 2013-2014 and 2015-2016. In last school year 2016-2017 it registered a 98.52% increase compared to 74.93% in SY 2015-2016. This means 1.48% of pupils/students have survive the basic education.

***NUTRITIONAL
STATUS OF
PUPILS/STUDENTS &
SCHOOL-BASED
FEEDING PROGRAM
IN THE DIVISION OF
CATANDUANES***

5- YEAR COMPARATIVE NUTRITIONAL STATUS REPORT OF ELEMENTARY SCHOOL CHILDREN IN CATANDUANES
Baseline (June)

School Year	Enrolment	Pupils Weighed		BODY MASS INDEX									
				Severely Wasted		Wasted		Normal		Overweight		Obese	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2012-2013	49,294	48,658	98.71	1,769	3.64	6,006	12.34	40,040	82.29	720	1.48	123	0.25
2013-2014	48,726	48,417	99.37	1566	3.23	5,264	10.87	40,721	84.10	732	1.51	134	0.28
2014-2015	47,831	47,136	98.55	1,806	3.83	5,267	11.17	39,252	83.27	684	1.45	127	0.27
2015-2016	47,318	47,100	99.54	1,601	3.40	4,951	10.51	39,459	83.78	880	1.87	209	0.44
2016-2017	44,778	44,692	99.81	1,577	3.53	4,488	10.04	37,787	84.55	691	1.55	149	0.33
2017-2018	43,290	42,791	98.85	2,193	5.12	4,905	11.46	34,602	80.86	849	1.98	242	0.57

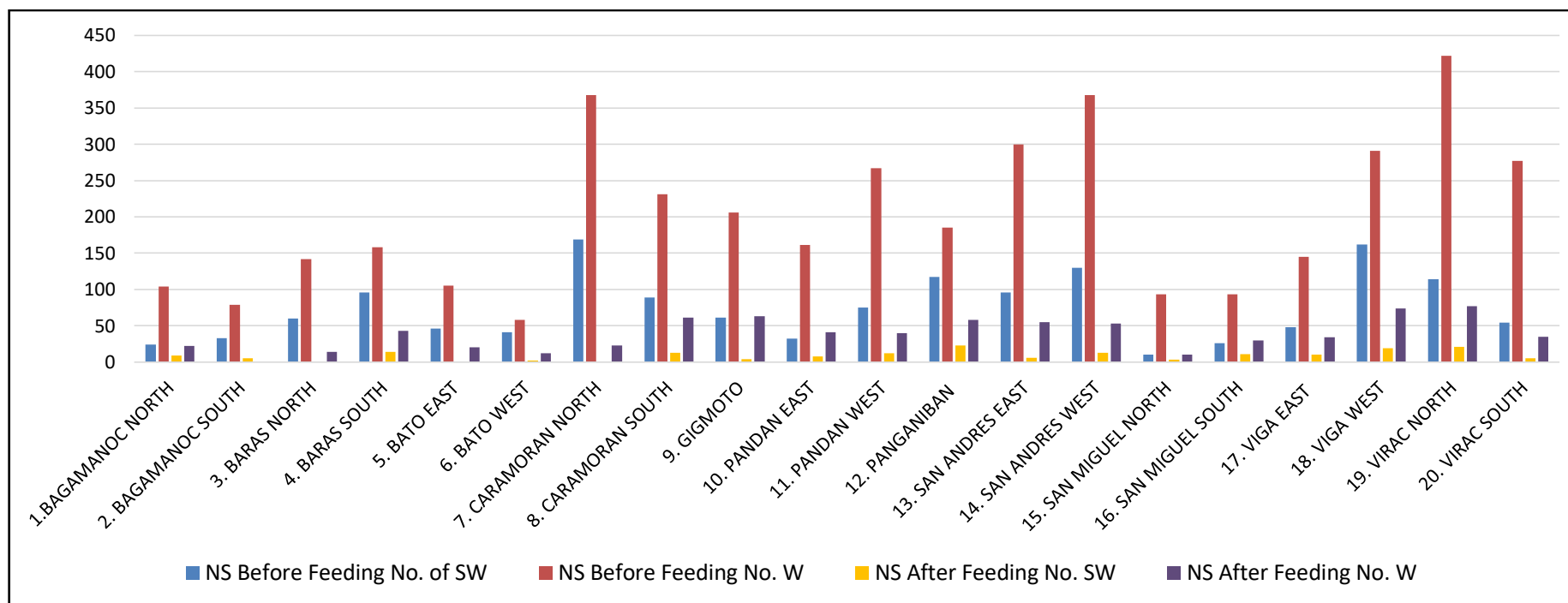
**5- YEAR COMPARATIVE NUTRITIONAL STATUS REPORT OF ELEMENTARY SCHOOL CHILDREN IN CATANDUANES
Endline (January)**

School Year	Enrolment	Pupils Weighed		BODY MASS INDEX									
				Severely Wasted		Wasted		Normal		Overweight		Obese	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2012-2013	49,040	48,437	98.77	1,751	3.62	5,956	12.30	39,902	82.38	711	1.47	117	0.24
2013-2014	43,185	42,119	97.53	716	1.70	3,087	7.33	37,700	89.51	544	1.29	25	0.06
2014-2015	45,679	44,876	98.24	969	2.16	3,696	8.24	39,354	87.69	719	1.60	138	0.31
2015-2016	46,145	46,046	99.79	1,007	2.19	3,385	7.35	40,676	88.34	811	1.76	167	0.36
2016-2017	49,544	49,468	99.85	828	1.67	3,631	7.34	43,730	88.40	949	1.92	330	0.67
2017-2018	On process												

SCHOOL-BASED FEEDING PROGRAM

Table 1.1 Nutritional Status of Severely Wasted and Wasted Before and After SBFP

SY: 2016-2017



DISTRICT	NS Before Feeding			NS After Feeding		
	No. of SW	No. W	Total	No. SW	No. W	Total
1. BAGAMANOC NORTH	24	104	128	9	22	31
2. BAGAMANOC SOUTH	33	79	112	5	0	5
3. BARAS NORTH	60	142	202	0	14	14
4. BARAS SOUTH	96	158	254	14	43	57
5. BATO EAST	46	105	151	1	20	21
6. BATO WEST	41	58	99	2	12	14
7. CARAMORAN NORTH	169	368	537	1	23	24
8. CARAMORAN SOUTH	89	231	320	13	61	74
9. GIGMOTO	61	206	267	4	63	67
10. PANDAN EAST	32	161	193	8	41	49
11. PANDAN WEST	75	267	342	12	40	52
12. PANGANIBAN	117	185	302	23	58	81
13. SAN ANDRES EAST	96	300	396	6	55	61
14. SAN ANDRES WEST	130	368	498	13	53	66
15. SAN MIGUEL NORTH	10	93	103	3	10	13
16. SAN MIGUEL SOUTH	26	93	119	11	30	41
17. VIGA EAST	48	145	193	10	34	44
18. VIGA WEST	162	291	453	19	74	93
19. VIRAC NORTH	114	422	536	21	77	98
20. VIRAC SOUTH	54	277	331	5	35	40
TOTAL	1,483	4,053	5,536	180	765	945

Based on the data gathered on Nutritional Status Report of elementary school children in Catanduanes, for the past five (5) years the number of severely wasted children is lower than the wasted children. We can also note that the number of severely wasted and wasted children gathered on baseline report basically decreased at the end of school year nutritional status result.

Having these results, we conclude that the School -Based Feeding Program (SBFP) of our government for Severely Wasted and Wasted children helped a lot in improving the status of undernourished pupils.

➤ **SCHOOL BASED FEEDING PROGRAM**

RATIONALE:

School Feeding Program (SFPs) is considered to be a sound investment in education. There is evidence that SFPs increase school enrolment (Ahmed 2004, Gelli, Meir, and Espejo 2007), cognition (Whaley et al. 2003; Kristjansson et al. 2007; Jukes et al, 2008) and educational achievement (Tan, Lare, and Lassibille 1999; Ahmed 2004; Adelman et al, 2008), particularly if supported by complementary actions such as deworming and micronutrient fortification or supplementation (Simeon, Grantham- Mc Gregor, and Wong 1995; Van Stutjvenberg et al. 1999; Jukes et. Al. 20021.

OBJECTIVES: (Deped Order No. 51, s. 2016 Implementation of SBFP for SY 2016-2017)

The program aims to improve the Nutritional Status of the 533, 425 Severely Wasted and 1, 385,095 Wasted learners at the end of 120 feeding days. The program also aims to do the following:

1. Improve classroom attendance of target beneficiaries to more than 85% per annum.
2. Ensure 100% deworming of target beneficiaries prior to the feeding activity.
3. Conduct group daily hand washing and tooth brushing activities as stipulated in DepEd Order No. 10, s. 2016 to import development of positive health promotion values and behaviors.
4. Promote health and nutrition information and awareness among target beneficiaries through the K-12 curriculum and its alternative modalities of education, and

5. Encourage Gulayan sa Paaralan and vegetable backyard gardening in the community to augment the feeding program and to complement the nutrition and poverty reduction initiatives of the Government.

BUDGET ALLOCATION

The budget allocation for feeding is Php.16.00 per beneficiary multiplied by 120 feeding days while the budget allocated for operational expenses allowed is Php. 2.00 per beneficiary multiplied by 120 feeding days.

The total budget allocation for SDO Catanduanes is Php. 13,344,480.00 x 6,178 pupil beneficiaries of Kinder to Grade VI learners.

MODALITY

The SDO Catanduanes implemented the Regular SBFP Scheme, parents and volunteers prepare and serve the foods. The school BIDS and Award Committee (BAC) conducts procurement. The school head and feeding coordinator shall prepare and submit the liquidation to the SDO. In DepED Order No. 62 s. 2016 "Additional Provision and Amendments to DepEd Order No. 51 s, 2016, b.) Amendments: On Table 2 SBFP modalities (suggested feeding models/modalities under Section V B.) The hiring of labor/service of cook shall be one cook per 40 SBFP beneficiaries subject to the availability of funds. Some recipient schools implemented this feeding modality.

The SDO of Catanduanes is now on its third year of implementation of the School-Based Feeding Program. All the 20 districts and 207 elementary schools were beneficiaries of this program. Based from the submitted Baseline Nutritional Status Report for SY: 2016-2017 (June-July). The no. of severely wasted (SW) pupils is 1,611 and wasted (W) is 4,567 for a total of 6, 178 (as shown in table 1). For the actual pupil beneficiaries, the no. of SW is 1,485 and W is 4,051 a total of 5,536. (table 2). After the 120 feeding days the Nutritional Status of the pupil beneficiaries has improved.

BEFORE FEEDING			AFTER FEEDING										
SW	W	TOTAL	SW	%	W	%	N	%	OW	%	O	%	TOTAL
1,483	4,053	5,536	180	3.75	765	13.81%	4,581	82.74%	8	0.14%	0	0	5,536

As to the attendance 98.21% was attained from month 1 to month 7 (start of feeding & end of feeding).

GOOD PRACTICES

1. Parents got to know how to cook nutritious and delicious recipes for their children.
2. Color coding of plates from Kinder to Grade VI.
3. Weekly purchase of food items done for food safety
4. Cooperation and relationship of parents and teachers was developed
5. Children learned the proper way of handwashing before and after eating, table manners, prayer before and after meals.
6. Highest standard of hygiene in the preparation and serving of food was practiced and observed.
7. Gulayan sa Paaralan helped in the augmentation of the budget.
8. Proper division of labor was evident among the personnel involved and schedule of task was presented.
9. Punctuality among pupil beneficiaries was developed.
10. Parents' volunteers were given certificate of appreciation.
11. Attained 100% deworming of pupils' beneficiaries.

PERSONNEL INVOLVED

- School Heads, SBFP Coordinators, Public Schools District Supervisors, Parent Volunteers, School
- Finance Officers, Barangay Health Workers, Barangay Council. PTA Officers, Division Health & Nutrition Personnel.

SCHOOL BASED FEEDING PROGRAM CONSOLIDATED TERMINAL REPORT OF ATTENDANCE IN %

No.	DISTRICT/Schools	% Attendance								
		Month 0	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Average of Months 1-7
1.	BAGAMANOC NORTH		100.00%	99.38%	99.38%	100.00%	100.00%	97.04%		99.38%
2.	BAGAMANOC SOUTH		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
3.	BARAS NORTH		99.01%	99.33%	98.64%	98.40%	99.75%	99.50%	100.00%	99.11%
4.	BARAS SOUTH		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
5.	BATO EAST		100.00%	99.71%	99.71%	98.43%	98.71%	99.14%		99.29%
6.	BATO WEST		100.00%	96.67%	98.33%	100.00%	100.00%	98.33%		98.00%
7.	CARAMORAN NORTH		99.22%	99.74%	99.89%	99.78%	99.78%	99.33%	100.00%	99.54%
8.	CARAMORAN SOUTH		81.64%	80.36%	80.82%	98.55%	89.18%	97.64%		88.00%
9.	GIGMOTO		99.00%	98.67%	98.67%	98.50%	98.83%	99.17%	0.00%	98.88%
10.	PANDAN EAST		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
11.	PANDAN WEST		99.79%	99.15%	99.37%	98.88%	98.55%	90.96%		97.78%
12.	PANGANIBAN		97.27%	99.48%	100.00%	99.17%	99.73%	99.65%		99.21%
13.	SAN ANDRES EAST		99.25%	98.58%	97.83%	97.83%	97.33%	97.08%		97.80%
14.	SAN ANDRES WEST		99.22%	99.18%	98.77%	99.57%	99.39%	98.53%	98.94%	99.13%
15.	SAN MIGUEL NORTH		98.39%	98.96%	97.52%	97.64%	95.75%	96.17%		97.40%
16.	SAN MIGUEL SOUTH		99.25%	100.00%	97.75%	99.25%	99.25%	98.50%	100.00%	98.81%
17.	VIGA EAST		99.08%	98.26%	98.48%	98.16%	99.39%	99.18%		98.54%
18.	VIGA WEST		96.34%	93.35%	97.86%	97.31%	96.47%	95.59%		95.26%
19.	VIRAC NORTH		99.60%	99.67%	99.73%	99.69%	99.48%	99.65%		99.64%
20.	VIRAC SOUTH		99.17%	98.64%	98.31%	97.48%	99.02%	97.87%		98.46%
	TOTAL		93.31%	97.96%	98.05%	98.93%	98.53%	98.17%	99.82%	98.21%

5- Year Comparative Nutritional Status Report of Secondary Students in Catanduanes

Baseline (June-July) SY: 2012-2018

School Year	Enrolment	Student Weighed		Body Mass Index									
				Severely Wasted		Wasted		Normal		Overweight		Obese	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2012-2013	20,262	15,435	76.18	265	1.72	1,591	10.31	13,421	86.95	136	0.88	22	0.14
2013-2014	22,276	14,888	66.83	306	2.06	1,862	12.51	12,536	84.20	168	1.13	17	0.11
2014-2015	22,386	17,924	80.07	337	1.88	2,092	11.67	15,147	84.51	290	1.62	58	0.32
2015-2016	24,001	23,656	98.56	449	1.90	1,650	6.97	19,510	82.47	416	1.76	39	0.16
2016-2017	24,969	24,232	97.05	357	1.47	3,223	13.30	20,199	83.36	388	1.60	65	0.27
2017-2018	30,576	28,784	94.14	827	2.70	2,810	9.19	24,621	80.52	472	1.54	54	0.18

End line (February-March) SY: 2012-2018

School Year	Enrolment	Student Weighed		Body Mass Index									
				Severely Wasted		Wasted		Normal		Overweight		Obese	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2012-2013	13,004	12,192	93.76	122	1.00	927	7.60	10,985	90.10	142	1.16	16	0.13
2013-2014	22,276	14,931	67.03	200	1.34	1,313	8.79	13,116	87.84	271	1.82	31	0.21
2014-2015	20,149	19,004	94.32	219	1.15	1,683	8.86	16,748	88.13	294	1.55	60	0.32
2015-2016	22,297	21,441	96.16	271	1.26	2,153	10.04	18,742	87.41	247	1.15	28	0.13
2016-2017	27,464	25,917	94.37	325	1.25	2,240	8.64	22,885	88.30	395	1.52	72	0.28
2017-2018	-On going-	-	-	-	-	-	-	-	-	-	-	-	-

Nutritional Status of Pupils/Students (SECONDARY)

5-Year Secondary Baseline and Endline Comparison of Nutritional Status, Wasted and Severely Wasted Students and Enrolment, Number of Students Weighed

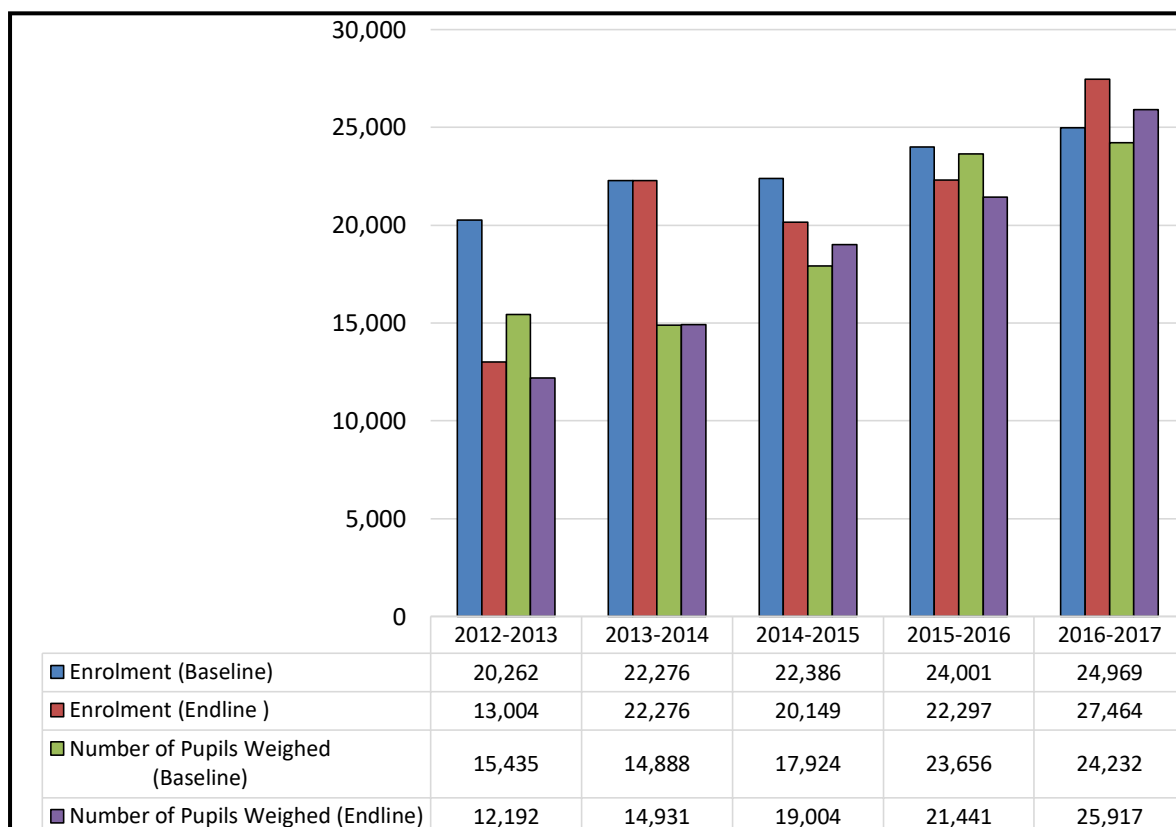


Figure 1. 5 Year Comparative Data of Enrolment and Students Weighed

Figure 1 shows the 5-year comparative data of enrolment and students weighed from SY 2012-2013 to SY 2016-2017. The baseline data of enrolment for 5 years has been increasing but it more noticeable in the SY 2013-2014 and in SY 2015-2016. However, there was a difference in the enrolment Endline data in SY 2012-2013, 2014-2015 and 2015-2016, an increase in SY 2016-2017 and a constant enrolment in SY 2014-2015. The negative difference can be attributed to the dropping out of students and transferring to other divisions.

Comparing the base enrolment data and the number of students weighed baseline, there was a huge disparity. SY 2013-2014 has the highest difference of 7,388 students who were not weighed followed by SY 2012-2013 and SY 2014-2015.

In terms of the number of students weighed in baseline and Endline, there was a negative variance during 2012-2013 and 2015-2016 and positive variance to the other school years.

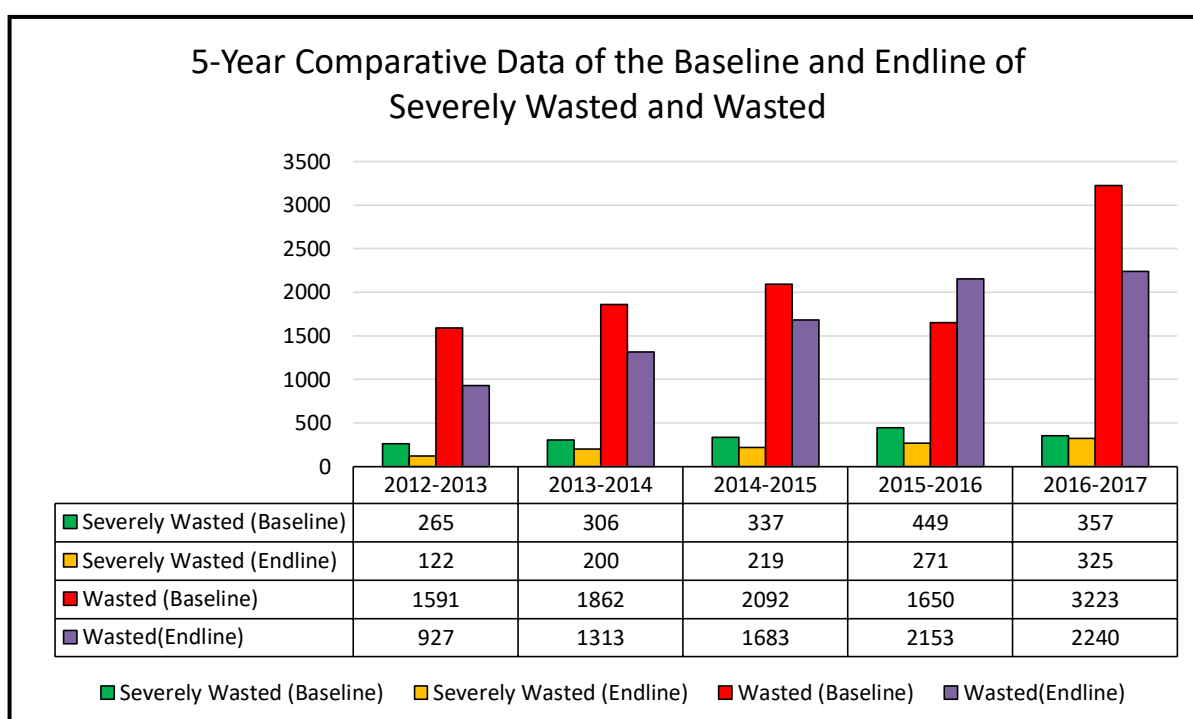


Figure 2. 5-Year Comparative Data of Severely Wasted and Wasted Nutritional Status Indicator

Figure 2 illustrates the five (5)-year comparative data of the baseline and Endline of **Severely wasted and wasted** nutritional status indicators. Evaluating the data, there was a reduction in the number of the severely wasted students as manifested in the baseline and Endline data for the five school years with SY 2015-2016 having the highest difference and SY 2016-2017 having the minimal variance. In the wasted indicator, data showed that there was a tremendous decrease in the number of wasted based from the difference of the baseline and Endline data but an increased happened in SY 2015-2016.

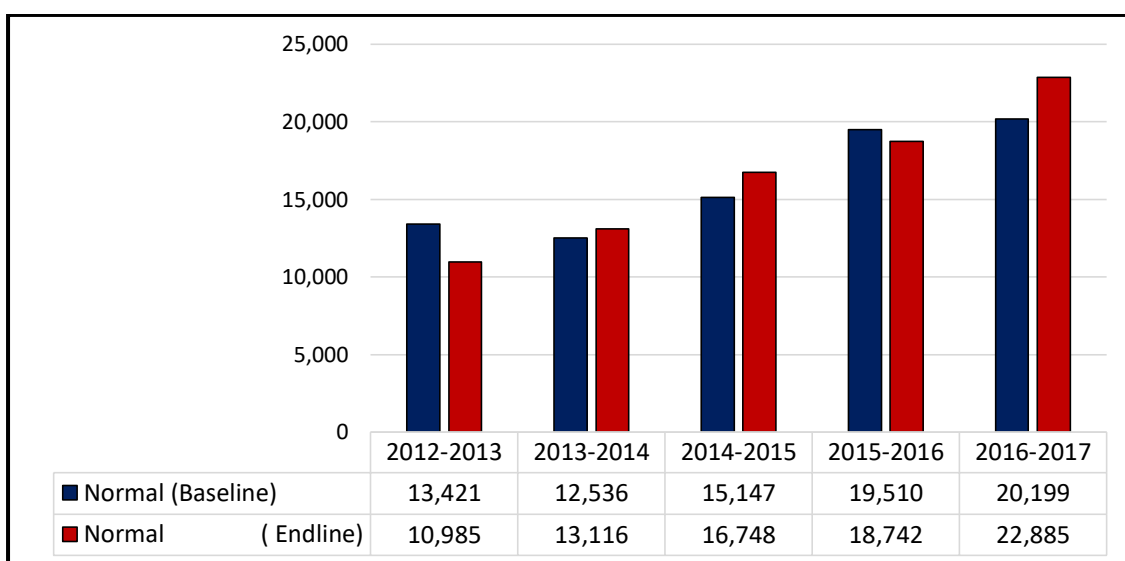
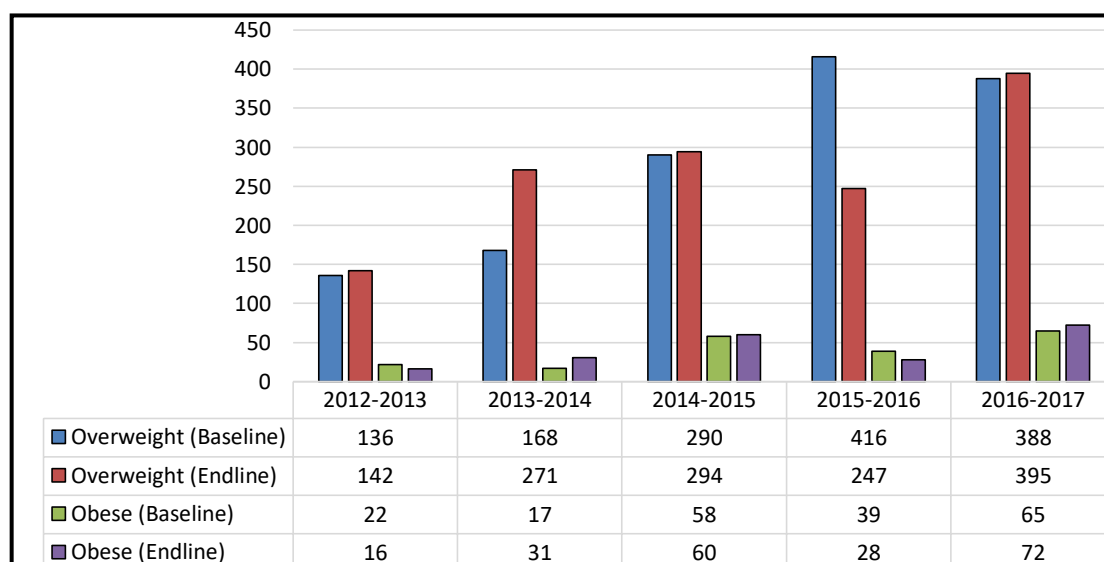


Figure 3. 5-Year Comparative Data of Normal Nutritional Status Indicator.

Figure 3 shows the 5-year comparative data of normal nutritional status indicator. Looking at the result, there was an evident increase during SY 2013-2014, 2014-2015 and 2016-2017 and a clear drop during SY 2012-2013 and 2015-2016.



*5-Year Secondary Baseline and Endline Comparison of Nutritional Status, **Normal, Overweight and Obese Students** and Enrolment, Number of Students Weighed.*

Figure 4. 5-Year Comparative Data of Overweight and Obese Nutritional Status Indicator

Figure 4 illustrates the 5-year comparative data of overweight and obese nutritional status indicators. Data shows that in the overweight indicator, there was an increasing trend except for SY 2015-2016 which has a noticeable decrease. SY 2013-2014 has the highest increase while SY 2015-2016 has the lowest decrease in the number of overweight students. On the other hand, in the obese indicator, there was a variable trend. A decrease in the number of obese students happened in SY 2012-2013, SY 2016-2017 and SY 2015-2016 having the highest decrease while an increase in the number happened in SY 2016-2017 and 2013-2014 having the highest increase.

***PROGRAMS & PROJECTS CY 2017:
National, other Locally Funded Projects
& Division Initiated Projects***

UPDATES/STATUS ON THE IMPLEMENTATION OF THE FOLLOWING:

- *K to 12 Program (Kindergarten, Grades 1 to 6; Grades 7 to 10)*

KINDERGARTEN EDUCATION PROGRAM (KEP)

Republic Act No. 10157 or the “The Kindergarten Education Act” made Kindergarten Education Program (KEP) in the Philippine Educational System compulsory and mandatory stage to basic education. This Act offers greater importance and opportunities to all children to develop their talents and skills to the fullest during their early years. It is in this phase that early childhood from birth to eight years is considered the most important for every human being. Giving children the best start in life means ensuring them good health, proper nutrition and early learning (Maaga, 2009:1). Kindergarten pupils, who begin kindergarten successfully, tend to maintain this success as they progress through school (Boethel, 2004).

Kindergarten Education Program (KEP) has been implemented and institutionalized since SY 2012-2013. In the past five years of its implementation, the following are still the major and prevailing problems faced relative to the operation of KEP in SDO Catanduanes; to wit:

1. Enrolment concerns
2. Makeshift and crowded classrooms
3. Lack of age-appropriate facilities such as chairs and tables
4. Delays in teacher deployment
5. Majority of kindergarten teachers have NO Early Childhood Education (ECE) units earned.
6. Poor learning space and environment.

However, despite inadequacy, a 100% availability of curriculum materials like the National Kindergarten Curriculum Guide (NKCG) and ECCD Checklist were utilized in teaching and assessing the kindergarteners.

Table 1 presented the number of schools offering early childhood education and kindergarten in both public and private schools for school year 2017-2018.

Table 1
Number of Public and Private Schools offering Kindergarten Education Program (KEP)

No. of Private Schools offering Kindergarten Education	22
No. of Public Schools offering Kindergarten Education	238

There is one additional Government Recognized Private School offering kindergarten classes for SY 2016-2017.

Table 2 displays the different activities, projects and programs conducted along Kindergarten Education Program for school year 2016-2017.

Table 2: Kindergarten Education Program activities, programs and projects conducted for SY- 2016-2017

Activities/ Programs/ Projects	Persons Involved	Goals/ Objectives	Expected Output	Date
Division Training on the Developmentally Appropriate Practices (DAP) in the Early Language, Literacy and Numeracy Program (ELLNP) on October 9-19, 2017	All Kindergarten Teachers EPS,PSDS,CID/SGOD Chiefs, Key school heads	To orient and equip kindergarten teachers with the necessary knowledge, skills, and attitude regarding Developmentally appropriate practices (DAP) in ELLNP.	All Kindergarten teachers were oriented and equipped with the necessary KSA in implementing DAP-ELLNP in teaching kindergarteners.	October 9-19, 2017
Division Capability Training for ZLAC / MLAC/ DLAC K-Facilitators/ District Key School Heads for Kindergarten		To capacitate the ZLAC, MLAC, DLAC K facilitators, District Key Teachers and School Heads for kindergarten Learning Action Cell.	Enhanced the facilitation skills of the K-Facilitators	September 15, 29, 2017
Conducted Writeshop on Localization/Contextualization		To develop the writing skills and competence of K-teachers to write and	Come up with a compilation of contextualized short	February 2-4, 2017

Localized songs/poems/rhymes for Kinder		compose short stories, poems, songs etc. in their respective Mother Tongue or native language. To gather and come up with local short stories, poems, songs, games as additional references for KEP.	stories, poems , games and songs	
Organized Catanduanes Kindergarten Teachers Association (CaKTeA)	All kindergarten teachers, EPS, Key School Heads	To organize set of officers for kindergarten teachers for SY 2016-2017	Set of Officers was organized	
2017 Division Festival of Talents for Kindergarten pupils and teachers in both public and private school		To Showcase the talents and skills of the kindergarten children and teachers. • strengthen and enhance confidence and self-esteem of our young learners;	Special talents and skills of the K teachers and pupils were improved and recognized.	December 5, 2017

		<ul style="list-style-type: none"> • develop the quality standards of 5-year old children as identified in the activities; • ensure that the physical, social, emotional, intellectual and spiritual personality of young children are developed; and • maintain and environment of wholesome relationship between public and private schools. 		
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Table 3 indicates the results of the contest conducted in Kindergarten Festival of Talents for Private Schools.

Table 3- Results of the Kindergarten Festival of Talents for Private Schools

Category	Event/ Contestant	Awards Received	School	Coach
Pupil Category: Vocal Solo				
	Eliseo Jose S. Magtangob	First Place	St. Mary's Learning Center	Cherry Mae V. Valea
	Storytelling			
	Elvin James E. Eugenio	First Place	Marian Formation Center (Pandan)	Juvy B. Santelices
	Ballroom Dance	First Place	Blooming Child Developmental School	Din Labao
Teachers' Category: Vocal Solo				
	John Andrei T. Clores	First Place	Rock School of Achiever	
Storytelling				
	Gerson N. Regente	First Place	Dr. Guillermo A. Reyes Adventist School	
	Contemporary Dance	First Place	Star Learners School, Inc.	
Over-All Rank				
Champion	Rock School of Achiever			
First Runner-Up	Star Learners School, Inc.			
Second Runner-up	The Blooming Child Developmental School			

Suggestions/ Recommendations:

1. Additional Kinder Items
2. Construction of standard kinder classrooms
3. Learning Resources and IMs for teachers

Best Practices:

1. Annual conduct of Division Kindergarten Festival of Talents for Teachers and Pupils in both Public and Private Schools
2. Yearly conduct of Kindergarten Day
3. Institutionalized School Learning Action Cell for Kindergarten Teachers
4. Compilation of contextualized short stories, poems and songs.

➤ K TO 12 BASIC EDUCATION CURRICULUM (GRADES 1 TO 6)

The K to 12 Basic Education Curriculum for Grade Six is on its final leg of implementation this school year 2017-2018. It aims to enhance the quality Basic Education in the Philippines and to prepare every Filipino learner as an empowered individual who has learned through a program that is rooted on sound educational principles and geared towards excellence, the foundation for learning throughout life, the competence to engage in work, be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self. With the birth of this K to 12 Basic Education Curriculum, Philippines is at par with other countries in terms of its educational landscape since it offers already a 12-year educational cycle.

The conduct of the Division Mass Training of Teachers for K to 12 Basic Education Program Grade Six was done through small group learning sessions wherein each group is composed of 60-65 participants. There are four hundred sixty-five participants comprising seven groups. The training was conducted in two batches; May 17- 23, 2017 (Batch 1) and May 25- 31, 2017 (Batch 2) at Amenia Beach Resort Palawig San Andres, Catanduanes.

The following activities were conducted along K to 12 implementations, to wit:

1. Regional Mass Training for Grade 6 Teachers on the K to 12 Basic Education Program (BEP), May 17- 24, 2017 for Batch 1 and May 25-31, 2017 for Batch 2.

Batch I- May 11-17, 2016	Class/ Classes	No. of Participants
	1	55
	2	54
	3	51
	4	49
Batch 2 - May 18-24, 2016	5	53
	6	62
	7	53
	8	53
Sub- Total	Eight (8) Classes	430
	Process Observers, Process Managers, Resource Managers	15
	Trainers	10
Over-All Total		455

2. Division Exit Conference of the Management Committee Team during the Regional Mass Training of Teachers for Grade Six on K to 12 BEP, June 26, 2017.
3. Division Staff Orientation - Workshop (DSOW) for k to 12 (grade 6) BEP Training for School Heads, August 16, 2017.

Issues/ Concerns:

The following are the prevailing problems met by the teachers in implementing the K to 12 BEC:

1. Incomplete teaching and learning materials (textbooks) for every learning area.
2. Some teachers are not yet registered to LRMS website wherein they could harvest the K to 12 Learning materials and resources.
3. Inaccessibility to LRMS portal due to poor internet connectivity.

4. Need more enhancement training on the content for every learning area.
5. The LRMDc is responsible for the production of the quality assured contextualized learning materials aligned to K to 12, however, due to the absence of DUPLICATOR MACHINE and other equipment, that hinder the reproduction and distribution of the relevant materials.
6. LRMDc has NO internet connection and there are NO bookshelves for the storage and safekeeping of the K to 12 supplementary materials.

Table 4 presented the number of K to 12 untrained teachers in all grade level per Municipality.

Table 4: Number of K to 12 untrained teachers in all grade level per Municipality

Municipality	Untrained Teachers
1. Bagamanoc	6
2. Baras	10
3. Bato	8
4. Caramoran	20
5. Pandan	31
6. Gigmoto	6
7. Panganiban	5
8. San Miguel	6
9. San Andres	20
10. Viga	20
11. Virac	22
Total	154

These 154 untrained teachers were newly hired this school year 2016-2017. Trainings will be conducted in summer 2018.

Table 5 shows the available K to 12 learning materials and curriculum guide from Grades 1 to 6

Table 5: Available K to 12 learning materials and curriculum guide from Grades 1 to 6

Grade Level	Number of Available Learning Materials
I	55,452
II	42,671
III	79,735
IV	105,650
V	TX- 2789/ TM- 200
VI	TX- 7226/ TM- 230

➤ **Reinforcing Private Education**

In 2017 there were 21 private pre-elementary schools operating in the Division of Catanduanes. Out of these schools, three (3) has government recognition while eighteen (18) has government permit to operate. One of the three private schools that have Government Recognition, Marian Formation Center in Viga was given Government Recognition only in SY 2017-2018.

One pre-elementary school, Julliard Pre-School & Tutorial Services, was unable to complete their application and decided to formally cease operation on August 31, 2017.

For junior and senior high schools, we have only four (4) private senior high schools and one (1) non-DepEd school with senior and junior high school offering. Of the four private senior high schools, only two (2) has junior high school offering.

The following tables provide a summary of the above:

	With Government Permit	With Government Recognition
Pre-Elementary	12	2
Elementary	6	1

	With Senior High School	With Junior High School
Private School	4	2
Non-DepEd School	1	1

The above figures are within the target set from CY 2016.

Technical assistances given to the private schools include updates on governance and operations through meetings, ocular inspection of physical facilities and facilitating compliance to DepEd regulations.

SDO Catanduanes: Private Schools - Voucher Subsidy Program beneficiaries

CATANDUANES COLLEGES

No. of SH-VP Beneficiaries

CY Year	Grade 11			Grade 12			TOTAL		
	M	F	Total	M	F	Total	M	F	Total
2017	47	56	103				47	56	103
2016									
2015									
2014									
2013									

*SH-VP - Senior High School Voucher Program

No. of ESC Grantees

No. of TSS Grantees

CY Year	Grade 7			Grade 8			Grade 9			Grade10			Summary		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2017	53	36	89	45	38	83	33	46	79	43	33	76	2	11	13
2016	49	40	89	42	54	96	48	34	82	33	34	67	1	10	11
2015	49	63	112	56	36	92	39	39	78	36	39	75	0	8	8
2014	60	38	98	45	41	86	38	40	78	41	34	75	0	9	9
2013	52	44	96	45	44	89	44	33	77	36	29	65	1	9	10

*ESC - Education Service Contracting

*TSS - Teachers Salary Subsidy

SDO Catanduanes: Private Schools - Voucher Subsidy Program beneficiaries

IMMACULATE CONCEPTION SEMINARY ACADEMY OF THE DIOCESE OF VIRAC

No. of SH-VP Beneficiaries

CY Year	Grade 11			Grade 12			TOTAL		
	M	F	Total	M	F	Total	M	F	Total
2017	32	20	52	30	17	47	62	37	99
2016	32	17	49	0	0	0	32	17	49
2015									
2014									
2013									

*SH-VP - Senior High School Voucher Program

No. of ESC Grantees

No. of TSS Grantees

CY Year	Grade 7			Grade 8			Grade 9			Grade10			Summary		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2017	30	15	45	23	30	53	33	11	44	21	17	38	6	9	15
2016	31	29	60	36	9	46	23	17	40	29	19	50	1	3	4
2015	34	14	48	28	18	46	31	23	54	34	16	50	3	7	10
2014	30	18	48	37	22	61	36	19	55	27	13	40	2	8	10
2013	45	25	70	40	21	61	27	14	41	27	7	34	3	3	6

*ESC - Education Service Contracting

*TSS - Teachers Salary Subsidy

➤ **READING RECOVERY PROGRAM**

Reading Recovery Program was first implemented in SDO DepEd Catanduanes in the year 2014 to address interventions and strategies in reading. There are two reading recovery tutors who were trained in the Regional Reading Recovery Center, Michelle Ogalinola from Virac Pilot Elementary School and Rona Rodriguez from Juan M. Alberto Memorial Elementary School. They have undergone 1 year in-service sessions while initially conducting their sessions with their reading recovery pupils. They were trained by the Regional Reading Recovery Program in charge, Ms. Catalina Garcia.

**STATUS REPORT AND REPORT ON DISCONTINUED READING RECOVERY PUPILS
S.Y. 2017-2018**

<i>School</i>	<i>RR Teacher/ Position</i>	<i>RR Pupil</i>	<i>Book Level</i>	<i>Reading Status</i>
Virac Pilot ES	Michelle Anne B. Ogalinola, T-II	Princess Luzz Vallespin	15	Not yet discontinued
		Leisha Mae Basinio	11	
		Mickey Quintal	8	
		Gelica Aira Vargas	8	
		John Lerry Latade	7	
		Frinz Chester Alberto	4	
		Justin Vargas	4	
		John Paul Joseph Tabios	4	
		Kenji Tidalgo	3	
		Chris Lyrion Teope	3	
JMAMES	Rona S. Rodriguez Teacher I	Kenji G. Cepeda	10	Not yet discontinued
		Mark Ian Ralla	14	
		Victor Romero	6	
		Julianna Camacho	6	
		Jaybee Tanael	12	
		Joraniel Magtangob	5	
		Christine Marcaida	5	
		Angelo Oscillos	3	
		Cindy Gregorio	2	
		Piolo Borja	2	
Bugao ES	Janine F. Cabrera Teacher – III	Aleanah Mer V. San Juan	3	Not yet discontinued
		Princess Amerine Tusay	2	
		Francis Jay Vista	2	

Salvacion ES	Maribel Templonuevo Teacher – II	John Calide Candelaria	4	Not yet discontinued
		John Ley Evangelista	3	
		Mark Turado	3	
Suchan ES	Myrna Santos Teacher – III	Mariel Vigil	3	Not yet discontinued
		Mariane Tulod	2	
		Jeric Bandola	2	
Mavil ES	Rebecca Sesalim Teacher –III	Lyka Pablo	4	Not yet discontinued
		Krizly Quintal	2	
		Davee Jean Vistal	2	
Baras Central	Zenaida T. Camacho Master Teacher-I	Jessica Tayoto	3	Not yet discontinued
		Jenelle Matias	2	
		Clarence Balcueva	2	

Baras Central	Ailyn T. Tariman Teacher – III	Princess Lovely Mae Tabuzo	2	Not yet discontinued
		Angel Tapia	1	
		Aldrin Vergara	1	
Agban Central	Evelyn Chi Teacher-I	Frances Dessa Sofragio	4	Not yet discontinued
		Jomari Tario	3	
		Jeffrey Tarroza	2	
Genitligan ES	Wilma Timwat Master Teacher-I	Gerald Gonzalo	6	Not yet discontinued
		Jessa Mae Tanael	5	
		Marjurie Tenoria	3	
Bato Central	Virgina Tarrago Master Teacher- I	Asheky Nicole Medina	4	Not yet discontinued
		Walter Vargas	3	
		Jhon Cedric Masamoc	3	
Sipi ES	Lina L. Vergara Teacher –III	John Ivam Tanierla	3	Not yet discontinued
		Dhenz Chrisler Diaz	5	
		Mark David Valenzuela	2	
Batalay ES	Annie T. Paragas Teacher-I	The RR teacher was transferred to another school.	RAK	
Inalmasinan ES	Mychel S. Malate Teacher –I	Joshua Seroma	8	Not yet discontinued
		Alexander Jose Bueno	6	
		Reymark Fedilino	3	
Salvacion ES	Maricon Bernal Teacher-II	Bernadette Clores	1	Not yet discontinued
		Rhiane Jane Ortil	1	

		Princess Valerio	1	
Tubli ES	Marites T. Sorilla Teacher-I	Arjay Acuna	5	Not yet discontinued
		Ericson Ereso	3	
		Alexander Pia	3	
Caramoran Central ES	Marilou Pajenago Master Teacher-I	Justin De Quiroz	4	Not yet discontinued
		Angel Marie Tuscano	2	
		Crystal Palma	2	
Baldoc ES	Mitchele Trinidad Teacher-I	Jasper Icawat	4	Not yet discontinued
		Marwin Baltazar	3	
		Princess Lyra Ung	3	
Lourdes ES	Ivy Espiritu Teacher-I	Christ John Trinidad	6	Not yet discontinued
		Johnny Lacson	3	
		Alvin Tumanlao	3	
Catamban ES	Gemma Alcantara Teacher-III	Benjie Dela Vega	4	Not yet discontinued
		John Lloyd Eusebio	3	
		Renz Relos	2	
Pandan Central ES	Leonila Seña Teacher-III	Maricar Postrado	3	Not yet discontinued
		Gerry De Quiroz	2	
		Trisha Mae Concepcion	2	

Maculiw ES	Liza M. Robles	Jemarie Alcantara	9	Not yet discontinued
		Jezzelle Lopez	8	
		Richard Evangelista	8	
		Raul de Jesus Jr.	7	
Cagdarao ES	Rosela T. Santos Teacher-I	April Balmaceda	4	Not yet discontinued
		Reden Bernardo	3	
		Jimboy Clopino	2	
San Andres Central ES	Josephine Somigao Mater Teacher-I	Aloha Jane Mendoza	2	Not yet discontinued
		Rudy Vallespin	2	
		Raymart Dela Cruz	2	
Lictin IS	Gina T. Magno	Ralph Calvin Zafe	3	Not yet discontinued
		AJ T. Cruz	2	
		Edmark Tatel	2	
San Andres Central ES	Vanessa Zafe Teacher-II	The RR Teacher was transferred to another school	RAK	

Cabcab Central ES	Sharon S. Begino Teacher-III	Rene Clavano	6	Not yet discontinued
		Jerome Bien	4	
		Mark Anthony Rebanco	3	
San Miguel Central ES	Adelfa Torrente Master Teacher-I	Michael Taperla	3	Not yet discontinued
		Syrelle Jane Canete	5	
		Angela Tapel	6	
Buhi ES	Liezl Manlangit Master Teacher-I	Rosel Bongalos	7	Not yet discontinued
		Angela Mae Dorado	7	
		Kimberly Tapia	6	
		Mary Eve Lorainne Sumulat	6	
Mabato Central ES	Josephine L. Tasarra Teacher-III	Luigi Torrente	4	Not yet discontinued
		Jobel Tud	3	
		Kevin Bozar	2	
Pagsangahan ES	Marites Terrazola Teacher-I	Joseph Tresvalles	3	Not yet discontinued
		Frankie Soriao	2	
		Cain Jay Tevar	2	
Viga Central ES	Sharon Rañola Master Teacher-I	Carl Tojon	2	Not yet discontinued
		Rodulph Gian Datoon	2	
		El John Tumala	2	
San Jose (Oco) ES	Sheryl Usero Teacher-III	Dwyzen T. Magno	4	Not yet discontinued
		Jansen Olesco	3	
		Joshua Olesco	2	
Tambogñon	Analyn O. Valderama Teacher-II	Lyka Jing Ocray	3	Not yet discontinued
		Rosel Tebelin	2	
		Brandon Lloyd Tating	2	
Tinago ES	Sharon Sta. Rosa Teacher-II	Justine Baconador	3	Not yet discontinued
		John Paul Tating	2	
		Joselito Carranza	2	
Virac Central ES	Wennie Sarmiento Master Teacher-I	John Carlo De Leon	2	Not yet discontinued
		Aldrin Soliman	2	
		Elisa Surban	2	
Antipolo ES	Mary Grace Manoguid	Mark Gil Araojo	3	Not yet discontinued
		Dannin Tabian	2	

	Teacher-II			
		Roger Valeza	2	
San Vicente ES	Cecilia A Teves Master Teacher-I	Renz Nathan Gesmundo	5	Not yet discontinued
		Jayson Avila	4	
		Bert Angelo Tabuzo	3	
Buyo IS	Mary Ann Tapia Teacher-II	Nikki Vargas	2	Not yet discontinued
		Edelyn Bao	2	
		Alyanna Mae Bagaporo	2	
Gigmoto Central ES	Antonio Chavez Master Teacher-I	Benjamin Aday	2	Not yet discontinued
		Christian Tonio	2	
		Angelyn Santillan	2	
Sioron ES	Amelito Torillos OIC-Head Teacher	Dhan Dexter Jimenez	4	Not yet discontinued
		Thrisia Tagoo	3	
		Shilo Marie Tatad	2	

➤ FOREIGN LANGUAGE – SPANISH

Living in a borderless, multicultural world, being a bi-, tri- or multilingual has many advantages, the more obvious being that one can communicate, as well as improve understanding of the mechanics of one's own language to bridge culture, in addition one can have a better career prospect, and raise cultural awareness. It is essential today to learn a foreign language.

With the necessary academic backing that we get from Ministerio de Educación, Cultura y Deporte, Gobierno de España and Department of Education, the students of Catanduanes National High School have the opportunity to study Spanish to prepare them for a meaningful interaction in a culturally diverse workplace.

For seven years, Catanduanes National High School has been offering Spanish to interested Grade 9 and 10 students. The nature of operation of the latter on Foreign Language lies on one of the Implementing Guidelines on Special Program in Foreign Language wherein, the subject is offered as a TLE

elective. It implies that students who are taking Spanish shall not take TLE, they shall only take TLE in Grade 7 and Grade 8. This specialization is open to any student enrolled in the Enhanced Basic Education Curriculum.

Students enrolled in the subject create, innovate and run productive activities. Such activities aim to bring out a positive result in relation to the improvement of their Spanish skills. During High School Day Celebration, they actively participated through opening a movie booth to promote the language to other students and food corner booth to share part of the culture they have learned.

Learning a foreign language, like Spanish, is becoming much more of a necessity in today's society. With the support of School Administration, CNHS will produce holistically developed multilingual students who are ready to venture in a linguistically diverse global workplace.

REPORT ON SPECIAL PROGRAM IN FOREIGN LANGUAGE

School Year 2009-2010 to School Year 2017-2018

School Year	Foreign Language Implemented	DIVISION	SCHOOL	PRINCIPAL	TEACHER	LEVEL	BOYS	GIRLS	TOTAL NO. OF STUDENTS
2009 - 2010	NOT YET IMPLEMENTED								
2010-2011	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Veronica O. Gurrobat	3rd Year	0	9	9
					Josalie T. Tonio	4th Year	3	25	28
2011-2012	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Veronica O. Gurrobat	3rd Year	0	15	15
					Josalie T. Tonio	4th Year	0	9	9
2012-2013	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Nervy T. Asanza	3rd Year	4	17	21
					Josalie T. Tonio	4th Year	0	15	15
2013-2014	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Nervy T. Asanza	Grade 9	2	7	9
					Nervy T. Asanza	4th Year	4	17	21
2014-2015	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Nervy T. Asanza	Grade 9	0	13	13
					Veronica O. Gurrobat		0	13	13
					Nervy T. Asanza	4th Year	2	7	9
2015-2016	SPANISH	CATANDUANES	Catanduanes National High School	Rudy M. Tolentino	Nervy T. Asanza	Grade 9	1	11	12
						Grade 10	0	14	14
							2	8	10
2016-2017	Spanish	Catanduanes	Catanduanes National High School	Amelia R. Eusebio	Nervy T. Asanza-Bautista	Grade 9	0	30	30
						Grade 10	1	12	13
2017-2018	SPANISH	Catanduanes	Catanduanes National High School	Amelia R. Eusebio	Nervy Asanza-Bautista	Grade 9	1	30	31
					Nervy Asanza-Bautista	Grade 10	0	12	12

State of the Special Program in Journalism

I. Introduction

In response to the need of raising the level of competence of secondary school students on the various aspects of journalism, the Catanduanes National High School (CNHS) pilots the implementation of the Special Program in Journalism (SPJ) in the province for SY 2017-2018. The program primarily aims to enrich the experiences, hone the journalistic skills and competencies of student-writers, strengthen free and responsible journalism in Catanduanes.

Alongside the offering of this program is the vision of the learning institution to make SPJ students a catalyst for holistic development of the local community, thus developing open-mindedness, responsible activism and social consciousness as a whole.

The program further provides opportunities for the students to be competent members of the school's official publications. As a result, it gives the school community a chance to fully exercise the freedom of expression and speech, while strengthening its compliance to and abidance by RA 7079 otherwise known as the Campus Journalism Act of 1991.

II. Accomplishments

- Out of fifty-three (53) incoming freshmen who took the SPJ qualifying examination on May 2017, forty-seven (47) passed and could have been admitted. However, only twenty-six (26) pursued the SPJ since other passers opted to enroll in other curricular programs offered by the school, such as Science and Technology, Engineering and Mathematics (STEM) and Special Program in the Arts (SPA).
- The SPJ class for this school year is composed of twenty-six (26) students. Nineteen (19) of whom are girls while seven (7) are boys.

- Based on the latest data, the SPJ class has a general average grade of 94 during the third quarter, with the average grade of 93 in Journalism Subject.
- Eighteen (18) students in SPJ class have their own laptop computers and digital cameras which are necessary for their photojournalism and lay-outing exercises.
- None of the students enrolled in the program is at risk of failing or dropping out.
- Still, the program is in dire need of major facilities required to ensure optimum student learning and development, such as audio visual room, speech laboratory, and TV and Radio broadcasting studios.

III. Teacher/Student Awards and Citations

- **Estela Eden San Esteban** of SPJ pilot class was awarded for being a member of CNHS Collaborative Desktop Publishing Team which won first place during the 2017 Regional Schools Press Conference at Sorsogon City.
- **Ruel C. Fernandez**, the Advanced English teacher of SPJ class, received the Best Secondary Publication in Bicol Award for The Synchronizer, the official English school paper of CNHS, of which he serves as the publication adviser.
- **Marc Glenn Barba**, another student of SPJ pilot class, was awarded for being a member of the CNHS Radio Broadcasting Team which won second place during the 2017 Division Secondary Schools Press Conference.

IV. Recommendations

- The campaign in introducing the SPJ program to the local community should be strengthened to attract more enrollees.
- Appropriate budget should be allocated by DepEd for SPJ-offering schools to pave way for the purchase of equipment/gadgets needed by the students and immediate establishment and construction of speech and television/radio production facilities.

➤ **MADRASAH EDUCATION PROGRAM**

The global commitment to Education for All which provides access to quality education is a call that includes all forms of educational delivery systems, all children as rights-holders must be given quality education opportunity irrespective of their race, colors, religion or culture.

ALIVE is a special program mandated by the Department of Education to give Muslim children residing in predominantly non-Muslim areas an opportunity to learn Arabic Language and imbibe Islamic Values. This program will also help non-Muslim children the language and values if their parents permit them to attend ALIVE classes. This will hopefully head towards the promotion of the culture of peaceful co-existence.

Madrasah Education Program (MEP) –Arabic Language and Islamic Values Education (ALIVE) is improving in terms of academic excellence. For this year, Al-Jumin E. Tajaal, ALIVE Learner-Level III won the first place for Logo Making Category to the 3rd Regional Musabaqah held in Legazpi City last November 9-12, 2017. Ashare D. Ampaso, ALIVE Learner-Level I got the 3rd place in Harf Touch. Division Booth of Catanduanes also given award as the Eco-friendliest Booth.

Asatidz have enough trainings in both Division in Regional level. The Division ALIVE Coordinator has attended series of seminar-workshops and trainings across the country to help institutionalize the program.

PROGRAMS & PROJECTS CY 2017

a. Madrasah Education Program

1. **MUSABAQAH:** Skill Exhibition/Competition, an activity which showcases the talent and skills of ALIVE learners who are excellent in Harf Touch, Arabic Spelling, Islamic Values Quiz Bee, Qur'an Reading, Qur'an Memorization, Oration, Islamic Choir (Nasheed), Logo Making and Booth Exhibit.

2. **Advocacy Campaign:** conducting various activities such as home visits, meeting with the barangay officials, hanging of tarpaulins, information dissemination using radio, flyers distribution and orientation.
3. **Asatidz Training (INSET)-** intensified training for Muslim teachers based on the TNAs such as preparation of lessons and instructional materials, methodologies, classroom managements and everything about teaching.
 - a. Methodologies
 - b. Lesson Preparation and Developing of Instructional Materials

4. **Best Practices**

- a. Muslims have two (2) major celebration annually-these are the Eid al Fitr and Eid al Adha. Practicing important teachings of the Prophet Muhammad like five (5) time daily prayer, giving of zakat, fasting etc.
- b. Participation to the Schools Activities and Projects like Brigada Eskwela, LAC sessions, Early Registrations, Quarterly Recognition, Nutrition Month, Buwan ng Wika etc.
- c. Linkages and Networking-outsourcing of financial support from the parents, LGU and NGOs.
- d. Submission of Reports promptly and Record Keeping
- e. Feeding Program
- f. Gift Giving
- g. Monitoring, Assessment and Evaluation

➤ **UPDATES/ STATUS ON THE IMPLEMENTATION OF THE MADRASAH EDUCATION PROGRAM**

Madrasah Education Program is now implemented in three (3) districts- Bagamanoc South, Baras South and Virac North. The School implementers are Bagamanoc Central Elementary School, Baras South Central School and Virac Pilot Elementary School. The ALIVE class in Gogon Elementary School was transferred to Virac Pilot Elementary School last December 2, 2017 together with the learners and asatidz.

There are six (6) asatidz handling classes during Saturdays and Sundays with sixty (60) learners enrolled in the program in the province. Below is the total Enrolment Data –School Year 2017-2018:

School	No. of Learners	No. of Asatidz
Bagamanoc Central ES	15	2
Baras Central ES	15	2
Virac Pilot ES	30	2
Total	60	6

It is expected that next years will increase the number of enrollees due to acceptance of non-Muslim learners and strong advocacy campaigns to the program.

PICTURES/ DOCUMENTATION



Figure 1: 2nd Division Musabaqah



Figure 2: 2nd Division Musabaqah-Choir (Nasheed)



Figure 3: Regional INSET



Figure 4: Monitoring on ALIVE classes at Virac Pilot ES



Figure 5: ALIVE class at Virac Pilot ES



Figure 6: Eidl Fitr Celebration



Figure 7: Launching of TVL in ALIVE



Figure 8: Seminar-Workshop on Pedagogy



Figure 9: 3rd Regional Musabaqah

SPECIAL EDUCATION (SPED) PROGRAM
SY 2017-18

➤ **SUPPORT TO SPED CENTERS/SCHOOLS**

Number of SPED Enrolment by School, Teacher, Exceptionality - Teacher-Pupil Ratio and Number of Household and Children

No.	District/ Schools	Name of Teacher	Position	Exceptionality	Enrolment			Tr.-Pupil Ratio	No. of Household
					M	F	T		
ELEMENTARY SCHOOLS									
BAGAMANOC NORTH									
1	Bugao Central ES	Leizel V. Rodriguez	T I	CWLD	1	2	3	1:3	3
BAGAMANOC SOUTH									
2	Bagamanoc CES	Glenda Cueva	T III	CWID	1	1	2	1:7	6
				CWHI	0	2	2		
				CWLD	1	0	1		
				CWMD	0	1	1		
				CWVI	1	0	1		
				TOTAL	3	4	7		
BARAS NORTH									
3	Agban Central	Roelyn Geromo	T I	CWLD	0	3	3		Inclusive
		Cristina Palino	T III	CWLD	2	1	3		
		Gabelyn Hubaldo	T III	CWLD	0	1	1		
				Total	2	5	7	1:11	*-4
4	Genitligan ES	Ella Tatad	T II	CWID	1	0	1		Inclusive
				CWLD	3	6	9		
				TOTAL	4	6	10	1:10	10
BARAS SOUTH									

5	Tilod ES	Shiela D. Ramos	T II	CWPH	0	1	1		Inclusive
6	San Miguel ES	Rhea Tating	T I	CWHI	0	1	1		
		Alice Dio	MT I	CWASD	2	1	3		Inclusive
				TOTAL	2	2	4	*	
BATO EAST									
7	Bato Central	Marites Tatel	MT II	CWHI	5	3	8		
		Regina Rojas	MT I	CWID	6	3	9		
				Total	11	6	17	1:8	17
8	San Roque ES	Ruby Tolledo	SPET I	CWID	1	2	3		SPED Class
				CWLD	3	2	5		
				Total	4	4	8	1:8	8
9	Bote IS (Elem.)	Clariza Kay Bañas	T I	CWID	1	3	4	1:4	4
				TOTAL	16	13	29		
BATO WEST									
10	Cabugao IS	Lina Tayas	SPET I	CWVI	2	0	2		Inclusive
				CWASD	1	0	1		
				CWID	3	0	3		
				CWLD	5	5	10		Inclusive
		Jocelyn Tenoria	T III	CWLD	2	3	5		
				CWLD	0	2	2		Inclusive
				Total	13	10	31	1:15	30
CARAMORAN NORTH									
11	Caramoran CES	Francia Alberto	T III	CWID	5	6	11	1:7	8
CARAMORAN SOUTH									
12	Datag Central	Emily Francisco	T II	CWID	1	1	2	1:6	SPED Class
				CWHI	0	1	1		
				CWCP	1	0	1		
				CWLD	1	1	2		
				TOTAL	3	3	6		

PANDAN EAST									
13	Tabugoc Central ES	Aida Labrador	T III	CWSD	1	1	2		Inclusive
				CWDS	1	0	1		Inclusive
				TOTAL	2	1	3	*	
PANDAN WEST									
14	Pandan Central	Glenda Isorena	MT II	CWID	3	0	3		
				CWASD	1	0	1		
				LD	1	1	2		
				Total	5	1	6	1:6	8
SAN ANDRES EAST									
15	Sn Andres Central	Janelyn Belmonte	T III	CWID	3	0	3		
				CWHI	1	0	1		
				CWSD	0	1	1		
				CWASD	1	0	1		
				CWCP&LD	1	0	1		
				Total	6	1	7	1:7	7
16	Alibuag ES	Jessica Cerbito	T II	CWLD	5	5	10		Inclusive
17	Bon-ot ES	Tinee Santelices	VT	CWLD	1	0	1		K-Inclusive
		Manilyn Romero	T I	CWLD	2	2	4		Inclusive
		Genna Solero	T II	CWLD	0	1	1		Inclusive
		MJ Samonte	T II	CWLD	1	0	1		Inclusive
		Melinda Araojo	T II	CWLD	2	2	4		Inclusive
				TOTAL	3	3	6		
18	Batong Paloway ES	Joelie Tubice	Tr. I	CWPH	1	0	1		Inclusive
		Estrella Gianan	T II	CWLD	1	0	1		Inclusive
				TOTAL	2	0	2		
19	Carañgag ES	Myla Joy Zafe	T I	CWLD	1	1	2		
		Melbeth Aldea	T I	CWLD	0	1	1		
				TOTAL	1	2	3		
20	Jose Rizal ES	Lianne Ladao	T II	CWVI/LD	0	1	1		K-Inclusive
21	Lictin IS	Marisyl Socito	T II	CWLD	1	0	1		Inclusive

		Albert Diaz	T II	CWLD	0	1	1	
		Mila Zafe	MT I	CWLD	1	1	2	
		Alma Gianan	MT I	CWLD	1	0	1	
				TOTAL	3	2	5	
22	San Jose ES	Cherryl P. Tacorda	T II	CWLD	1	0	1	Inclusive
		Arlene Obico	T III	CWLD	1	1	2	Inclusive
		Iganie Ariate	T II	CWLD	1	0	1	Inclusive
				TOTAL	4	1	5	
23	Comagaycay ES	Leizl Samonte	Tr. I	CWASD	1	1	2	Inclusive
		Sonia De Loyola	Tr. III	CWLD	1	0	1	
		Adelina Antonio	Tr. III	CWLD	1	0	1	
		Mary Jane Solmiano	Tr. III	CWLD	0	1	1	
		Mylene Manlangit	Tr. III	CWLD	0	1	1	
				TOTAL	3	3	6	
24	Timbaan ES	Cionita Brusola	Tr. II	CWLD	1	0	1	Inclusive
		Myrna Sunguad	MT I	CWLD	0	1	1	
		Primitiva Solmiano	MT I	CWLD	1	0	1	
		Ma. Cecilia Aquino	Tr. II	CWLD	1	0	1	
				TOTAL	3	1	4	
25	Yocti ES	Maria Miraña	Tr. II	CWID	1	1	2	Inclusive
SAN ANDRES WEST								
26	Cabcab CES	Rosanna Cañon	T III	CWHI	1	0	1	SPED Class
				CWVI	0	1	1	
				CWLD	1	0	1	
				TOTAL	2	1	3	
27	Bagong Sirang ES	Marietta Bongon	T II	CW ASD	0	1	1	Inclusive
28	Barihay ES	Leizl Lucero	T II	CWMD	0	1	1	Inclusive
29	Bislig ES	Ninadel Jimenez	T II	CWVI	1	0	1	Inclusive
		Remedios Tenerife	T III	CWLD	0	1	1	

		Isidra Toledo	T III	CWMD	1	1	2	
		Ma. Lilia Samudio	MT I	CWMD	1	1	2	
				TOTAL	3	4	7	
30	Codon ES	Rachel Vargas	T III	CWMD	1	0	1	Inclusive
		Maria Giselle Siz	T II	CWLD	0	1	1	Inclusive
				TOTAL	1	1	2	
31	Hilawan ES	Sheila Luisa Arcilla	T I	CWPH	1	0	1	Inclusive
32	Manambrag ES	Dana Vargas	T I	CWSD	0	1	1	Inclusive
		Edna Bongalos	T I	CWID	1	1	2	
		Geraldine Colis	T I	CWSD	0	1	1	
		Nora Gianan	T II	CWVI	1	0	2	
		Julieta Borre	T II	CWSD	1	1	2	
		Celina Echague	T II	CWID	0	1	1	
		Ma. Jocelyn Tablizo	T II	CWHI	1	0	1	
		Licell Flores	T III	CWID	1	0	1	
				TOTAL	5	6	11	
33	Mayngaway ES	Rose Canon	T II	CWID	1	0	1	Inclusive
34	Putting Baybay	Davie Begino	Tr I	CWASD	1	0	1	Inclusive
35	San Vicente ES	Evelyn Padayao	T I	CWVI	0	1	1	Inclusive
				CWID	1	0	1	
				TOTAL	1	1	2	
36	Tibang ES	Herchel Emerenciana	T I	CWVI	1	0	1	Inclusive
37	Tominawog ES	Sandra Soneja	MT I	CWLD	0	1	1	Inclusive
		Maribel Joven	T I	CWLD	1	0	1	
				TOTAL	1	1	2	
VIGA WEST								
38	Viga Central ES	Letecia Yutan	SPET 1	CWVI	2	0	2	
				CWHI	2	1	3	
			S	CWMD	1	0	1	
				CWCP	0	1	1	

		Jocelyn Ogalesco	SPET I	CWID	1	2	3		
				Total	6	4	10	1:5	10
VIRAC NORTH									
39	JMAMES SPED CENTER	SPED-CWE							
		Liza Molod	SPET I	CWASD	12	5	17		17
		Irene Borja	MT I	CWID	7	6	13		13
		Ma. Joe Tumala	SPET I	CWHI-A	9	6	15		13
		Judy Soneja	SPET I	CWHI-B	8	5	13		11
		Zarita Boneo	MT II	CWVI	5	5	10		10
				CWLD/CWMD	8	3	11		11
		Maileen Somido	SPET I	TP - A	7	7	14		14
		Dianne Fritz Zafe	SPET I	TP - B	8	9	17		17
			Total-Non-Graded)		64	46	110	1:15	106
		SPED-GT							
		Analisa Gregorio	T II	Headstart	13	11	24		24
		Ma. Teresa Satairapan	MT II	Grade I	17	18	35		35
		Ma. Gracia Dela Rosa	SPET I	Grade II	14	21	35		35
		Eden Ibayan	SPET I	Grade III	19	16	35		33
		Marita Tabuzo	MT I	Grade IV	20	16	36		36
		Sophie Joy Tabuzo	T I	Grade V	15	20	35		34
		Shianne Rubio	T III	Grade VI	16	17	33		33
			Total (Graded-GT/FL)		114	119	233	1:33	190
		Total (Non-Graded LSENS) Elementary			112	86	198	1:8	195
		TOTAL (Inclusive/Graded LSENS) Elementary			50	44	94		95
		TOTAL ENROLMENT			277	250	527		480
		Number of schools with SPED Class = 11 schools							
		Number schools Implementing Inclusive Ed.-SPED = 23 schools							
		Number of SPED Center School – 1 school							

SECONDARY SCHOOLS									
1	CNHS	Dolor Zafe (Coord.)	T I	CWHI (Inclusive)	1	1	2		Inclusive
				CWID (Inclusive)	2	1	3		
				Total	3	2	5		5
2	Agban NHS	Nena Sarte	T III	CWLD	1	2	3		Inclusive
		Shermaine Tabuena	T I	CWLD	2	2	4		
		Athena Mae Tabelin	T I	CWHI	1	0	1		
		Garry Posada	T III	CWLD	1	0	1		
				TOTAL	5	4	9		
3	Bato RDHS	Sheryl Presentacion	T II	CWPH/SD	1	0	1		Inclusive
		John Rey Chavez	T I	CWVI	1	0	1		
		Marilyn Barrera	T I	CWSD	0	2	2		
				CWHI	1	0	1		
		Lilibeth Odiaman	T I	CWHI	0	2	2		
				TOTAL	3	4	7		
4	Cobo IS	Joan Samudio	T I	CWID	4	1	5		SPED
				CW MD	0	2	2		CLASS
				CWCP	0	1	1		
				Total	4	4	8	1:8	8
5	Milaviga IS	Maria Cortuna	T I	CWHI	1	1	2		SPED
				CWID	1	0	1		Class
				CWCP	1	0	1		
				Total	3	1	4	1:3	4
6	Palta NHS	Maryjen Ogena	T II	CWLD	0	1	1		Inclusive
		Anita Buendia	T III	CWVI	0	1	1		Inclusive
		Josephine Torres	T III	CWHI	0	1	1		Inclusive
		Aurora Valeza	T II	CWLD	1	1	2		
		Jecelyn Cabrera	T III	CWHI	0	1	1		



		Juvy Aracosta	T I	CWLD	1	0	1		
		Ingrid Sabina Martinez	T I	CWLD	0	1	1		
				TOTAL	2	6	8	*	
7	Panganiban NHS(CAIC)	John Arman Ignacio	T I	CWHI (Inclusive)	1	1	2		2
8	San Miguel RDHS	Grade 7		CWLD	2	2	4		Inclusive
		Grade 8		CWLD	2	1	3		
				TOTAL	4	3	7		
9	Viga RDHS	Raymart Ogo	T I	CWID	1	0	1		Inclusive
			Total Enrolment (secondary)		26	25	41		41
	TOTAL (Non-Graded/SPED CLASS)				7	5	12		12
	TOTAL (Inclusive Ed-SPED)				19	20	39		436
	No. of Secondary Schools with SPED Class = 2 schools								
	No. of secondary schools w/ Inclusive Ed.-SPED= 6 schools								

Legend: CWID - Children with Intellectual Disability
 CWASD - Children with Autism Syndrome
 CWHI - Children with Hearing Impairment
 CWSD - Children with Speech Defect

CWSD - Children with Speech Defect
 CWMD - Children with Multiple Disabilities
 CWCP - Children with Cerebral Palsy
 CWLD - Children with Learning Disability

TP - Transition Program

ANALYSIS:

Based from the data presented, the following were the findings on the Implementation of Special Education Program:

- The total enrolment of Non-graded SPED pupils (elementary) of 222, SY 2016-1017, decreased to 198 this SY 2017-2018 or a 12% decrease, which means that, some pupils were mainstreamed/integrated already in the regular class.
- The enrolment in graded/Inclusive- Ed in SPED, increased from 0 to 94 pupils this school Year. This shows that, aside from the mainstreamed pupils, the enrolment increased because of the implementation of Inclusive Education in some elementary and secondary schools.
- In SY 2016-2017, 4 pupils graduated from a transition class of JMAMES SPED Center and were given financial assistance by the Department of Labor and Employment (DOLE) for a livelihood program.
- The number of schools that offered SPED class increased from 7 schools to 11 elementary schools and from 0 to 2 secondary schools. This SY the number of schools that implement Inclusive Education in SPED is 26 elementary schools and 7 secondary schools. Thus, the implementation of Inclusive and SPED Program, increased the enrolment in Inclusive Ed in Special Education.
- In summary, the total number of non-grade SPED enrolment is 210 with 13 implementing schools, and for graded SPED (Inclusive Ed) enrolment is 133 with 37 implementing schools. The SPED grand total enrolment is 343.

ACTIVITIES ATTENDED/CONDUCTED

TRAININGS ATTENDED

No.	Title of Training	Inclusive Dates	Place	Agency
1	National Training of Trainers on SPED	Jan.15-19,2018	Piazza Zicarella Hotel, Gamu, Isabela	DepEd C.O.
2	International Summit in Inclusive Education	Nov. 27-29,2017	UP Diliman	Teachers' Gallery
3	Orientation of Division Supervisors on The Utilization of MFAT	Nov. 6-8, 2017	Hue Hotel, Puerto Princesa, Palawan	DepEd C.O.
4	National Conference on Inclusive education in Basic Education	October 25-27,2017	Ariana Hotel, Paringao Bauag, La Union	DepEd C.O.
5	Capacity Building for Inclusive Education Advocates in Region V	Oct. 9-10, 2017	Oriental Hotel, Legaspi City	BEST
6	National Training in Sports Coaching (developmental)	Nov. 5-10, 2017	Lingayen Pangasinan	DepEd
7	Basic ICT for SPED Teachers (Windows)	May 8-12, 2017	DICT/UP Campus	ATRIEVE
8	Workshop on the validation of the additional content of LSEN's	October 1-5, 2017	NEAP Marikina City	DepEd C.O.
9	Seminar of potential learning resource material evaluators	October 9-11, 2017	Oasis Hotel Cavite	DepEd C. O.

TRAINING CONDUCTED

TITLE	Date	Venue	Agency
-Division Live in Seminar Workshop for Supervisors and School Heads on Organization, Administration and Supervision of SPED	June 11-13, 2017	Amenia Beach Resort	DepEd-SDO-Catanduanes
-Division Training-Workshop of Teachers on Sign Language and Braille Reading and Writing	Nov. 6-10, 2017	Amenia Beach Resort	DepEd-SDO Catanduanes

CELEBRATIONS:

1. SPED Teachers and pupils participated in BRIGADA ESKWELA 2017
2. Celebrated the following monthly Celebrations:
 - National Disability Prevention and Rehabilitation (NDPR) Week on July 17-23, 2017.
 - White Cane Safety Day dated August 30, 2017.
 - National Observance of Deaf Awareness Week on Nov. 7-10,2017.
 - National Week for Gifted and Talented on Nov. 25-29, 2017.
 - National Autism Consciousness Week on Jan 18-24, 2017.

PROBLEMS MET ON IMs/APPARATUS

Areas of Concern	Problems	Suggested Solution
Capacity Building of Teachers	Knowledge on the content and strategies in teaching SPED	More training for teachers especially the receiving /regular teachers implement effectively Inclusive Education
Support from school administrators	School heads lacks knowledge of the program, thus, lacks support for the training of teachers, not a priority	Include school heads in trainings of teachers/or a separate orientation/training for school heads
Support Funds	No funds for the purchase of needed assistive devices, equipment, IMs, and other supplies and materials.	Appropriation of SPED budget
Technical Problems	- Irregular electric power supply caused the malfunctioning of apparatuses/equipment - High/Costly expense on the repair/replacement of spare parts - Poor internet access	- Purchase generator - Train an employee/tr. for the maintenance and repair of equipment/ apparatuses - Appropriation of budget
Pupil-Equipment Ratio	- Limited number of equipment in ICT and Transition Program apparatuses/equipment to the total	-Appropriation of budget for the purchase of needed equipment/ apparatuses

	<p>number of pupils per class. - Laboratory could not be maximized, thus limiting the opportunity of the learners to develop the skills.</p>	<p>- Linkage to stakeholders</p>
<p>Typhoon/Flood Damage</p>	<p>- Majority of the IMs were destroyed by the strong Typhoon/floods and apparatuses were damaged and some are unserviceable others are subject for repair</p>	<p>- Priority budget of the school for the replacement, repair and purchase of equipment and materials. - Mobilize other resources from the stakeholders, LGUs and non- government organizations.</p>

**K TO 12 MTB-MLE PIONEER
Grade Six
School Year 2016-2017**

SITUATION/CHALLENGE	ACTION	RESULT
<p>A. Organization</p> <p>1. Enrolment of Pupils</p> <p>2. Assignment of Teachers</p>	<ul style="list-style-type: none"> • Gr. Five Teachers prepared and submitted Tentative Enrolment before the end of school year 2015-2016. • Monitored daily enrolment that started when pupils entered school on June 2016. • The school principal organized a school conference last May 2016 with regard to assignment of teachers for school year 2016-2017. • Series of conferences/dialogue were done to 	<ul style="list-style-type: none"> • Accomplished Tentative Enrolment Form indicates the composition of K to 12 MTB-MLE Pioneer (Grade Six) for School Year 2016-2017. • Report of daily attendance/enrolment for the month of June shows the final enrolment of K to 12 MTB-MLE Pioneer (Grade Six) for School Year 2016-2017 as follows: Makalikasan – Male=20, Female=8 Maka-tao Male=19, Female=8 Makabansa Male=18, Female=8 • Approved Minutes of the Meeting highlighted the assignment of teachers, the teachers who will handle the K to 12 MTB-MLE Pioneer (Grade Six) in particular. Rosita Bueno-Adviser(Makalikasan) EsP, Science, Filipino,

	<p>address conflict of schedule and finalization of teaching loads of the teachers</p>	<p>Janice Lopez- Adviser(Makabansa) EsP, Science, Math, Sandra Garcia- Adviser(Maka-tao) EsP, English, H.E. Primo Gimenez- Science, A.P. Joean Tupas – Agri., P.E. Julian Tajan – Health, I.A. Anatoly Arcilla – Music Pamfilo Sarmiento – Art Michelle Ogalinola - ICT</p> <ul style="list-style-type: none"> Changes noted in the class/teachers program are as follows: Advisers of K to 12 classes - Health Mrs. Liza Posada- Agriculture Ms. Jocene Sarmiento - Art
<p>B. Pupil Development 1. Identification of K to 12 learners</p> <p>2. Assessment of Pupils</p>	<ul style="list-style-type: none"> Accomplishment and submission of Student Information Sheet (SIS) last June which describes the learner’s profile, family information and academic profile. Access to Learner’s Information System(LIS) Secured DepEd Form 	<ul style="list-style-type: none"> Accomplished SIS guided grouping activity of the pupils in the class as to their age, language, knowledge, ability, skill, etc. Reviewed the consistency of data entered since grade one and made necessary corrections. Filed DepEd Form 137(Permanent

<p>3. Meritorious Achievement</p> <p>4. Seminar/Trainings Attended</p> <p>5. Membership in the different organizations</p>	<p>137(Permanent Record)</p> <ul style="list-style-type: none"> • Administration of written tests such as diagnostic test, formative test and summative test, performance tests and quarter exam every grading period. • Advisers administered reading test at the onset of School Year 2016-2017. • Conduct of Quarterly Parent-Teacher Conference, Home Visits, etc. • Conduct of Quarterly Awards on Academic and Non-Academic Performances of Pupils. • Conduct of School-based activities and contests during the celebration of Nutrition Month Culminating Activity, Teachers' Day Celebration, National Reading Month Culminating 	<p>Record) in the classroom.</p> <ul style="list-style-type: none"> • Accomplished portfolios, data notebook, notebooks, projects, etc. as reflected in the class record and Deped Form 138(Report Card) • Teacher's Assessment Tool showed all pupils of K to 12 MTB-MLE Pioneer (Grade Six) are readers. • Good rapport between the teacher and pupil is developed. • Improve Performance of Pupils as shown in the report card • Submitted report on Awardees named six pupils obtained with honors during the 1st quarter. It has improved during the 2nd quarter as one pupil obtained with high honors and 18 with honors. A total of 22 pupils also received the perfect attendance award for the 1st and 2nd quarter. • Participation of pupils which started in elimination in the classroom prior to school elimination.
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<p>6. Pupils active involvement in co-curricular activities</p>	<p>Activity, Buwan ng Wika, etc.</p> <ul style="list-style-type: none"> • Participation in Search for Lakan ng Matematika • Advocacy of various trainings conducted by DepEd and other agencies and recruitment of pupils of K to 12 MTB-MLE Pioneer (Grade Six) • Advocacy and recruitment of pupils of K to 12 MTB-MLE Pioneer (Grade Six) to join different organizations recognized by DepEd. • Conducted election of homeroom class officers and different club/organizations in school, namely SPG, English Club, Filipino Club, Math Club, YES-O, Glee Club, etc. 	<p>Submitted results of the contest showed some competitive pupils of K to 12 MTB-MLE Pioneer (Grade Six) who belonged to the top 3 winners.</p> <ul style="list-style-type: none"> • Participant won the title in the District Level and ranked 2nd in the Division Level. • Attendance/ Active Participation K to 12 MTB-MLE Pioneer (Grade Six) in the various trainings/programs for S.Y. 2016-2017 namely, Science Camp, Math Cam and SPG Leadership Training all held at Amenia Beach Resort, GSP Encampment in Catanduanes and BSP Jamborette at Iriga. Orientation and Training of Red Cross Catanduanes Chapter. • Membership in BSP/GSP, Red Cross Organization • Developed functional and responsible Homeroom Class Officers as shown in the accomplishment report of the class secretary. • Functional and responsible leaders evolved from the position they were elected. Pupils
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	<ul style="list-style-type: none"> • Conduct of School Intramurals, Scouting, Christmas Cheers Presentation, Nestle Health and Wellness Champ Moves and School based Search for Mr. and Ms. K to 12 MTB-MLE Pioneer. 	<p>Attendance in the meetings and involvement in the programs and projects of each organization developed their leadership skills.</p> <ul style="list-style-type: none"> • Talented K to 12 pupils unfold and good rapport among them was established.
<p>C. Teacher Development</p> <p>1. Seminar/Trainings Attended</p> <p>2. Problems/Difficulty Met</p>	<ul style="list-style-type: none"> • Conduct a Half day orientation in school to teachers assigned in the K to 12 Curriculum. • Attended District based seminar on the preparation of DLL. • Attended DLAC in Mathematics and Science • Had a dialogue through monitoring and supervision of the Division MTB-MLE Coordinator, School Principal and Grade Chairman • Dialogue and Brainstorming of teachers with regard to the execution of the lessons in K to 12 Curriculum. • Positive attitude of teachers in the acceptance of the challenging work. 	<ul style="list-style-type: none"> • Developed understanding of the content of the K to 12 Curriculum Guide • Organized lesson plan • Acquired knowledge and skills which develop more competence • Addressed some concerns of the teachers • Developed competence and camaraderie among teachers assigned in the K to 12 MTB-MLE Pioneer (Grade Six) • Increased cheerfulness which leads to more enjoyable teacher-pupil interaction.

<p>D. Curriculum Development</p> <p>1. Lack of Resources</p> <p>2. Carry out all the objectives in the K to 12 Curriculum Guide.</p>	<ul style="list-style-type: none"> • Teachers purchased books which are curriculum aligned, prepared instructional materials and continuously find all other available means to address the problem on insufficient resources. • Followed time on task 	<ul style="list-style-type: none"> • Minimize concerns on availability of resources. • Creativity and resourcefulness of teachers evolved. • Mastery of skills is developed.
<p>E. Networking</p> <p>1. Harmonious community relationship</p>	<ul style="list-style-type: none"> • Organized Homeroom PTA Officers. • Conduct of Quarterly Parent-Teacher Conference. 	<ul style="list-style-type: none"> • Functional set of officers thru accomplishment of classroom project, assistance and support to school programs, etc.

➤ **IMPLEMENTATION OF DEPED COMPUTERIZATION PROGRAM (DCP)
AND DEPED INTERNET CONNECTIVITY PROGRAM(DICP)**

The implementation of DepEd Computerization Program(DCP) in the Schools Division of Catanduanes really helps a lot in the teaching-learning process in school. All schools are recipient of this program in our division. DepEd, Division of Catanduanes supports this program by closely monitoring and supervising the recipient schools. We make sure that the ICT packages given to schools are properly utilized and maintained by designating School ICT Coordinators in every school for both elementary and secondary levels. This report has the following contents:

- 1) Number of DCP Recipient Schools (Elementary, Junior and High Schools)
- 2) Number of Trained and Untrained School ICT Coordinators (Elementary & Junior and High Schools)
- 3) Internet Connectivity in Schools

NUMBER OF DCP RECIPIENT SCHOOLS (ELEMENTARY)
(As of January 31, 2018)

Total Number of Elementary Schools	Number of DCP Recipient Schools	Number of Non-DCP Recipient Schools	REMARKS
234	234	0	-150 Elementary Schools are waiting for the delivery of additional DCP Batches 40 & 42 (Budget 2017)

The table shows the total number of DCP recipient schools as well as the number of non-DCP recipient schools in the elementary level in the Division of Catanduanes granted by the Department of Education from 2011 to present. By March, 2018, a total of **150** Recipient Schools (DCP Budget 2017) ICT Packages is ready for deployment in the elementary level with the following ICT Packages:

- Batch 40 (Kinder to Grade 3)
 - 1 Laptop
 - 1 Projector
 - 1 Multimedia Speaker
- Batch 42 (Grade 4 to Grade 6)
 - 12 Host PCs
 - 12 LED Monitor
 - 12 Keyboard and Mouse
 - 12 UPS
 - 2 Laptops
 - 2 Television

NUMBER OF DCP RECIPIENTS (JUNIOR AND SENIOR HIGH SCHOOL)
(As of January, 2018)

Total Number of Secondary Schools	Number of DCP Recipient Schools	Number of Non-DCP Recipient Schools	REMARKS
42	42	0	-3 schools are still waiting for the delivery of their ICT Packages (DCP Batch 41) – replacement to the previous DCP package with problem on procurement process -4 Junior High Schools are waiting for deployment of

			DCP Batches 35 & 44 ICT packages this year - 1 school to receive IT packages for unenergized school (DCP Batch 34) - 20 schools are waiting for the delivery of DCP Batch 36 intended for regular SHS
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The table shows the total number of DCP recipients schools as well as the number of non-DCP recipient schools in the Junior and Senior High Schools in the Division of Catanduanes granted by the Department of Education from 2011 to present. By March, 2018, a total of **28** Recipient Schools (DCP Budget 2016 & 2017) ICT Packages is ready for deployment in the Junior and Senior High School with the following ICT Packages:

- Batch 41 (for JHS/SHS - replacement to to the previous DCP package with problem on procurement process)
 - 2 Host PC
 - 2 UPS
 - 50 2 in 1 Tablet PC
 - 2 Charging and Storage Cart
 - 1 Laptop
 - 1 3-in-1 Printer
- Batch 34 (Un-energized Schools)
 - 7 laptop
 - 7 tablet PC
 - Solar panels
- Batch 35 (for JHS)
 - 7 Host PC
 - 42 Thin Clients
- Batch 36 (for SHS)
 - 7 Host PC

- 42 Thin Clients
- Batch 44 (for JHS augmentation)
 - 50 2-in-1 Tablet PC
 - 2 Charging and storage cart

**NUMBER OF TRAINED & UNTRAINED SCHOOL ICT COORDINATORS
(Computer Literacy Skills)**

Level	Total Number of School ICT Coordinator	Trained	Untrained
Elementary	234	234	0
Secondary	42	42	0

The table shows that all the designated School ICT Coordinators were already trained. The Division thru the Information Technology Officer-I conducted different ICT related training/workshops to maximize the utilization of IT packages provided to their respective schools. ICT coordinators are required to conduct School-based ICT LAC sessions in their schools purposely to orient and give technical assistance to their co-teacher in utilizing the available IT packages provided to their schools.

The designation of School ICT Coordinator was approved by the SDS stating their duties and functions, to wit:

- In-charge of e-classroom (ICT packages) in school
- Maintain the effective use of e-classroom (ICT packages) in school
- Monitor the utilization of e-classroom (ICT packages) in school
- In-charge of ICT related reports
- Provide technical assistance to school heads, class advisers, co-teachers, students to the different ICT related tasks (LIS, EBEIS, e-class Record, & other online forms)
- Other ICT related works

With these designation, the School ICT Coordinator is responsible together with his/her school heads and property custodian to all ICT Packages delivered in their respective schools. They must see to it that the said packages are secured and always ready to be used by their pupils/students. The ITO-1 monitored the utilization of IT packages by requiring the ICT Coordinators to

submit Monthly Schedule of Utilization of IT Packages including the functionality of eclassroom by visiting the DCP recipient schools and by answering the DCP Monitoring Tool. Schools Heads were also trained during the Division ICT Literacy Training-Workshop for School Heads and SDO Personnel on April 24-26, 2017(Batch 1) and April 27-29, 2017(Batch 2) to broaden their IT capabilities in delivering services to clientele using technology.

INTERNET CONNECTIVITY IN SCHOOLS

Level	Total No. of School	No. of Schools with Internet Access (w/ Signal)	No. of Schools without Internet Access (w/out Signal)
Elementary	234	170	64
Secondary	42	30	12

The table shows the status of internet connection in schools. It revealed that, there are schools with no internet access due to inavailability of signal in their area/location. This is the main problem in the DepEd Internet Connectivity Project in our Division. We are trying to solve this problem by coordinating with the Internet Service Providers available in our locality and according to them (Globe/Smart) they are upgrading their system to solve this issue. In 2016 and 2017, DepEd Internet Connectivity Program(DICP) was incorporated in the school MOOE. As of this time, schools are accessing internet using Wifi pocket and Broadband connection charged to their school MOOE.

➤ SUPPORT TO SPECIAL ELEMENTARY SCIENCE SCHOOL

The supports received for CY 2017 provided assistance to Special Science Elementary School, thus, contributed to its continuing quest for excellence.

In line with physical facilities, the table below enumerates the PTA projects accomplished in different grade levels.

Grade Level	Adviser	Project Accomplished
1	Mrs. Rosalina Tupas	1 unit wall fan Repair of ceiling and walling of the division between the adjacent room
2	Mrs. Elizabeth Salvante	35 pcs. Monoblock chairs
3	Mrs. Cecilia Tajan	Repainting of ceiling and window grills
4	Mr. Augusto Vargas	Purchase of projector
5	Mrs. Joji Ordoña	Replacement of screen door and comfort room door
6	Mrs. Thielen Go	Repair of window frames

Donations from parents and other stakeholders were also acknowledged.

Grade Level	Adviser	Donations Received	Donor/s
1	Mrs. Rosalina Tupas	2 units stand fan	Parents
3	Mr. Augusto Vargas	Additional financial assistance to purchase the projector	
4	Mrs. Joji Ordoña	2 stand fans Fiction books	Parents Saints Simon and Jude School, Arizona, USA
5	Mrs. Thielen Go	1 unit projector	Pioneers of DPSSMC (Batch 1977-78)
6	Mrs. Judy Marie Barro	Financial assistance to purchase materials for the experiment/contest 1 unit stand fan	Parents

For pupil development, some pupils participated in contests wherein parents extended financial support for the travel expenses and even for their registration fees.

Some teachers also attended training-workshop that enhanced their teaching competencies.

Title of Training	Date	Venue	Teacher Concerned
Grade 6 National Training of Trainers in the K to 12 Basic Education Program (Luzon Cluster – Batch 2)	March 12-18, 2017	Tanza Oasis Hotel and Resort, Tanza, Cavite	Judy Marie Barro Jayson Vargas
Training of Teachers on the Implementation of the Special Science Program	Dec. 11-15, 2017	Tagaytay International Convention Center	Judy Marie Barro
Division Live-In Seminar/Workshop on Action Research Preparation for Master Teachers	June 29 – July 1, 2017	Rakdell Inn, Virac	Judy Mari Barro
Youth Forum on Heritage	July 6-7, 2017	Municipal Building	Augusto Vargas
Division Exit Conference of the K to 12 Management Committee Team during the Regional Mass Training of Grade 6 Teachers on the K to 12 BEP	July 10, 2017	Amenia Beach Resort, San Andres	Judy Marie Barro Jayson Vargas
Regional Cliniquing-Workshop on School Paper Production	Nov. 17-18, 2017	RELC, Legazpi City	Joji Ordoña

➤ **SUPPORT TO SCIENCE, TECHNOLOGY AND ENGINEERING HIGH SCHOOL**

Curriculum

Cognizant to the need to strengthen Science and Mathematics Education in the Philippine, this division has three STE schools, Catanduanes National High School (Type A) and Bato Rural Development High School and San Miguel Rural Development High School (Type B).

These schools strictly follow and implement the policies and guidelines indicated in the Enclosure No. 1 to DepEd Order No. 55, s. 2010 such as Curriculum, Organization of Classes, Participation to the Program (Admission, Retention, Transfer, Grading System, and Selection of Honor Students), Teacher Selection, Instructional Materials and Additional subjects offered. However, financial assistance which is also included in the said Enclosure was not yet given until this time.

Learners Achievement

Students actively participated in the conduct of classroom instruction along Science and Technology that are student-centered using teaching guides/learning modules with various teaching styles, strategies and techniques that are active, cooperative and democratic employed by science teachers and there was increased student involvement in training/workshop in the School/Division/Region. Also, students participated in the different school based activities such Science Magic Show, Science Congress, YES-O camp, tree-planting and other science activities leading to the participations in the Division and Regional Contests.

Curriculum Development

To make the learning more meaningful, teachers prepared appropriate instructional materials that are improvised and localized based on the lesson objectives and science rooms properly structured. Teachers also utilized strategic intervention material for remediation purpose.

Professional Development

To enhance the teachers' competence better they had attended conference, trainings, seminar-workshops and conventions in science and technology during the school year. The table below enumerated the training and conferences in the division, regional and national levels.

Training/Seminar	Participants
National Training on the Implementation of Special Science Program	Mary Ann O. Taroy (San Miguel RDHS) Marie Asuncion Posada (Bato RDHS) Ferdinand T. Diano (Catanduanes NHS) Josie A. Austero (Catanduanes NHS)
Regional Training on Mentoring the Mentors of Student Investigators	Mary Ann O. Taroy (San Miguel RDHS) John Serwin V. Santelices (Catanduanes NHS) Ena Marie Sarmiento (Catanduanes NHS)
National Training of Trainers of Junior High School Teachers	Beth T. Bernal
Division Learning Action Cell (DLAC)	All Science Teachers
Division Interdisciplinary Contextualization in Science	All Science Teachers

The school enhanced its linkages to continuously support mandated and school/division/regional activities. It made an effort to tap partner agencies for some services and financial assistance. Bicol University allows STE students

to use their facilities in conducting laboratory tests and analysis for their investigatory projects. Moreover, DOST and Catanduanes State University also give their technical assistance in terms of research. In terms of financial aspect, the Municipal Special Education Fund were utilized in purchasing science materials and equipment. PTA and alumni donated appliances and other materials listed in the table below:

Grade Level	Adviser	Donations Received	Donor/s
Bato Rural Development High School			
7	Mrs. Marie Asuncion M. Posada	Financial assistance for the repair of windows and labor for painting	PTA
8	Mr. Mark Jay Abejo	1 unit of water dispenser and 10 sets of curtains	PTA
9	Mrs. Juliet T. Padilla	12 sets of curtains	PTA
10	Mr. John Dewey B. Chavez	1 unit of water dispenser	Parents
	YES-O Organization	Income Generating Project amounting to P142, 090.70	PTA, alumni and other stakeholders
Catanduanes National High School			
7	Mrs. Nerissa Baldo Mrs. Josie Austero	4 electric fans 2 ceiling fans (P12,000.00)	PTA and other stakeholders
8	Mrs. Salve Arcilla Mrs. Kathleen Mae Trinidad	Printer Locker Electric Fans (P 26, 000.00)	PTA and other stakeholders
9	Mrs. Maria Manguerra Mrs. Xenia Dela Cruz	Tables Cabinets (P 21, 000.00)	PTA and other stakeholders
10	Mrs. Brigida Marinas Mr. Ferdinand Diano	Printer Locker Electric fans (P 23, 995.00)	PTA and other stakeholders
San Miguel Rural Development High School			
		Financial Assistance in participation to the different contests (P 10, 463.00)	SEF

Problems Encountered, Solutions and Intervention Applied

The following table presents the different problems encountered by teachers in Science with the corresponding intervention and solutions to address such problems.

Problems Encountered	Solutions and Intervention Applied
1. Poor study habits among students.	1. Remediation was given to students (Modules, games, drills etc.)
2. Poor reading comprehension	2. Four o'clock reading habit
3. Students were not focused on Science and Mathematics	3. Activities were differentiated making science and math more interesting. Strategies in teaching-learning process were varied.
4. Insufficient laboratory apparatuses, equipment and chemicals	4. Materials used during activities were improvised or localized, chemicals found in the community were used as substitute.
5. Lack of teachers training on content-based by learning areas.	5. Teachers always find time for info-search, to fully understand the topics to be discussed, team teaching was used.
6. Insufficient instructional materials such as books, computer, projector and others.	6. Teachers used their own computer for their instruction and Students utilized their learning modules during teaching-learning activity.
7. Funds allocated for the school (type B SSC classes) were not released from the start of implementation.	7. Partnership with stakeholders to augment the limited resources available in the school.

WINNERS IN COMPETITION

Contests were an avenue for the students and teachers as well to exhibit their exceptional talent/skills for the display of learning of concepts. This SY 2017-2018, the Division have conducted the following contests below. The winner for each contest represents Catanduanes Division in Regional level.

Award	Level	Event/Category	Name and School of Winner/s and Coach/es	Date/Venue
1 st	Division	Division Science Olympics Science Magic Show (JHS)	Michael Vincent Fajardo Catrina Camille Marcos Norlina Absal Nilda R. Velasco (Coach) Bagamanoc Rural Development High School	October 30, 2017 SDO- Conference Hall A
2 nd	Division	Division Science Olympics Science Magic Show (JHS)	Jean Pearl Panti Anes Aizo I. Cana Francis Andre Evangelista Jocelyn Eusebio (Coach) Catanduanes National High School	October 30, 2017 SDO- Conference Hall A
3 rd	Division	Division Science Olympics Science Magic Show (JHS)	Joenamarie Taperla Jayson Gonzales Justine Ashley Rojas Ma. Asuncion M. Posada (Coach) Bato Rural Development High School	October 30, 2017 SDO- Conference Hall A
1 st	Division	Division Science Olympics Science Magic Show (SHS)	Jessica T. Esparis Rochelle B. Marin Mhar Aris T. Marino Daniel Manlangit (Coach) Beth Bernal(Coach) San Miguel Rural Development High School	October 30, 2017 SDO- Conference Hall A
2 nd	Division	Division Science Olympics Science Magic Show (SHS)	Mckinley Tabor Jeric Jay Obac Shaira Nicole Taduran	October 30, 2017

			Ma. Lorelyn Reyes (Coach) Magie Gianan (Coach) San Andres Vocational High School	SDO- Conference Hall A
3 rd	Division	Division Science Olympics Science Magic Show (SHS)	Joann Camacho Jessa De Ontoy Arnel Manlangit Israel P. Gurrobat (Coach) Palta National High School	October 30, 2017 SDO- Conference Hall A
1 st	Division	Division Science Olympics Smart Kid	Cedric Andrei V. Tenerife Emma T. Marin (Coach) Bato Central Elementary School	October 30, 2017 SDO- Conference Hall A
2 nd	Division	Division Science Olympics Smart Kid	John Cedric Rodriguez Maricon Panti (coach) Sto. Cristo Elementary School	October 30, 2017 SDO- Conference Hall A
3 rd	Division	Division Science Olympics Smart Kid	Johanna Patrice Aemmanuelle A.Guerrero Judy Marie T. Barro (Coach) Virac Pilot Elementary School- SSES	October 30, 2017 SDO- Conference Hall A

Status Report on Schools Improvement Plan (SIP), Schools Report Card (SRC) and Schools Governing Council (SGC)

Pursuant to Republic Act No. 9155 known as *Governance of Basic Education Act of 2001*, this policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process.

The School Improvement Plan (SIP) is a roadmap that lays down the specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. The implementation of development activities integral to it is in the school such as projects under the Continuous Improvement Plan (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.

The SRC is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders. Its objective is to increase the participation and involvement of the community and other stakeholders in making the school a better place for learning. - (*DepEd Order 44, s. 2015*)

Status of Submission of SIP and of SRC Implementation

School Level	No. of Schools	SIP (2016 to 2019)	SRC Implementation	
			SY 2016-2017 February	SY 2016-2017 October
Elementary	234		234	134
Secondary	42	42	42	19
Total	276	276	276	153

The figures for SRC Implementation report for October SY 2016-2017 are as of January 29, 2018. The remaining schools are currently still in the process of submitting their SRC reports.

Number of Schools with Different Levels of SBM Practice

SBM Level of Practice	Level 1	Level 2	Level 3
School Level	No. of Schools		
Elementary	236	8	0
Secondary	84	8	3

➤ **Gulayan sa Paaralan - Impact of the Project**

The implementation of the Gulayan sa Paaralan Project has brought about a big impact, not only to the learners, but on the schools and the community as well.

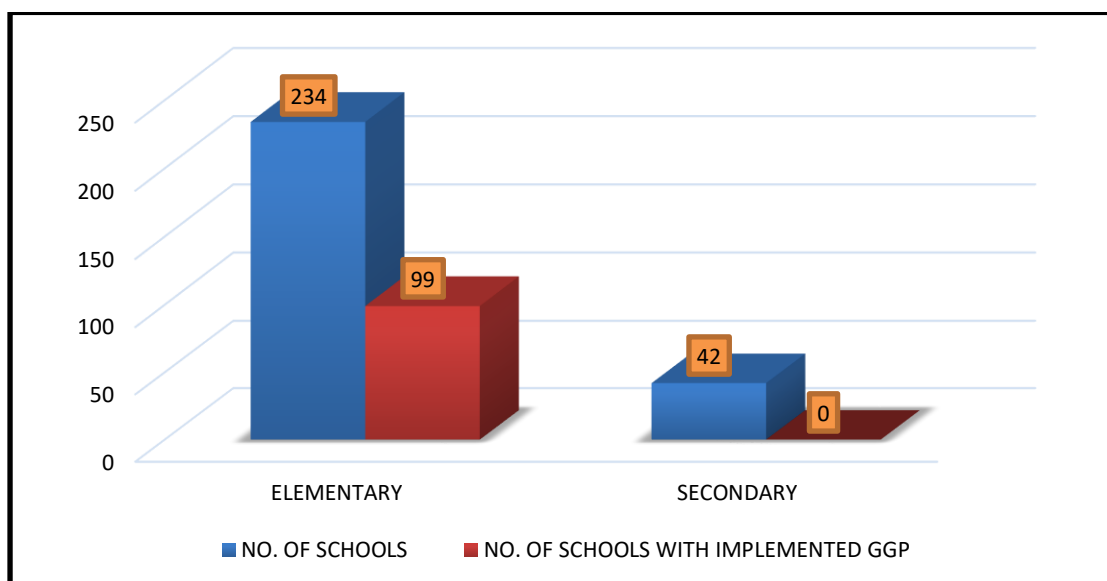
The use of vegetables in the feeding programs primarily helped in improving the learners' nutritional status and developed the habit of eating vegetables that will maintain the proper nutrients in the future. The learners also developed the habit of eating vegetables and, therefore, ensured that they will continue getting the proper nutrients in the future.

The learners acquire a hands-on experience in the production of food. Because of this, they developed a better appreciation for agriculture. The learners also gained more knowledge and practical skill in growing crops by being involved in the project as opposed to learning in a classroom setting.

Because the students themselves are in charge of gardening, they developed certain values like hard work, determination, cooperation and caring, not only for others, but for the environment as well. These values will be helpful to them not only for the present but for the future, as well.

The school gardens become a long-term source for the feeding programs. The extra produce from the gardens not used in the feeding program is put up for sale. The resulting income is then used for maintaining the school gardens, making them self-sufficient.

NUMBER OF SCHOOLS WITH FINANCIAL ASSISTANCE OF ₱10,000.00 FOR GULAYAN SA PAARALAN PROGRAM (GPP) SY 2017-2018



	NO. OF SCHOOLS	NO. OF SCHOOLS WHO IMPLEMENTED GPP
ELEMENTARY	234	99
SECONDARY	42	0

This table shows the number of schools who implemented Gulayan sa Paaralan Program for SY: 2017-2018. As per data shows that out of 234 Elementary schools only 99 Elementary schools implemented the Gulayan sa Paaralan Program with ₱10,000 Financial Assistance given by the government.

RECIPIENT SCHOOLS OF GULAYAN SA PAARALAN PROGRAM

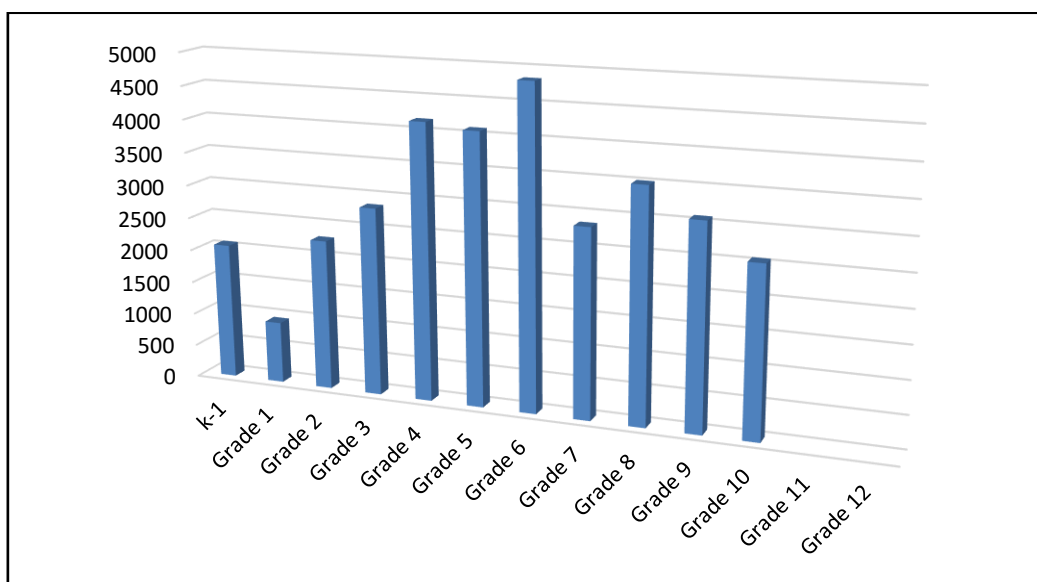
DISTRICT	NAME OF SCHOOL	TOTAL NO. OF ENROLMENT	SEVERLY WASTED	WASTED
Bagamanoc North	Bugao Central ES	198	12	28
	Hinipaan ES	101	6	15
	Mavil ES	159	5	19
	Sagrada ES	158	4	14
Bagamanoc South	Bacak ES	91	6	9
	Bagamanoc Central ES	447	3	18
	Pangcayanan ES	53	12	18
Baras North	Agban Central ES	270	13	44
	Benticayan ES	168	7	10
	Genitligan ES	202	38	48
	Guinsaanan ES	63	15	21
	Puraran ES	62	7	14
Baras South	Abihao ES	75	1	7
	Baras Central ES	456	34	60
	Caragumihan ES	40	1	20
	Macutal ES	116	5	39
	Moning ES	91	1	10
Bato East	Bagumbayan ES	56	1	0
	Batalay ES	195	4	18
	Bato Central ES	648	29	47
	Bote ES	205	0	8
	Buonavista ES	No Feeding		
Bato West	Cabugao Integrated School	752	37	91
	Guinobatan ES	176	0	11
	Marinawa ES	158	10	18
	Oguis ES	66	5	15
	Sibacungan ES	64	6	9
Caramoran North	Buonavista ES	161	23	30
	Camburo ES	143	1	8
	Caramoran Central ES	669	16	64
	Dariao ES	433	13	45
	Mabini ES	366	11	43
Caramoran South	Bocon ES	64	1	7
	Datag Central ES	370	16	32
	Guiamlong ES	147	4	13
	Hitoma-Bulalacao ES	12	12	23

	Inalmasinan ES	155	12	34
Gigmoto ES	Biong ES	189	5	21
	Dominador C. Guerrero ES	80	61	3
	Gigmoto Central ES	574	55	74
	San Pedro ES	118	16	22
Pandan East	Baldoc ES	175	7	37
	Porot ES	194	5	3
	Canlubi ES	83	1	6
	Lourdes ES	382	7	40
	Marambong ES	164	5	10
Pandan West	Bagawang ES	178	3	22
	Catamban ES	131	7	25
	Cobo ES	166	4	14
	Lumabao ES	130	11	24
	Oga ES	171	3	22
Panganiban	Alinawan ES	No Feeding		
	Bayhan Community Sch.	No Feeding		
	Burabod Community Sch.	68	4	14
	Cabuyoan ES	171	15	22
	San Miguel ES	208	3	27
San Andres East	Bon-ot ES	79	2	17
	Jose Rizal ES	161	16	26
	Lictin ES	317	6	41
	San Jose ES	105	8	15
	Timbaan ES	257	4	27
San Andres West	Manambrag ES	506	38	58
	Bagong Sirang ES	114	5	17
	Barihay ES	53	3	15
	Cabcab Central ES	463	1	21
	Codon ES	374	8	32
San Miguel North	Alma ES	231	32	14
	Kilikilihan ES	203	9	24
	Mabato ES	185	9	25
	Pacogon ES	67	7	19
	Pagsangahan ES	157	0	28
San Miguel South	Buhi ES	81	3	7
	Dayawa ES	42	2	8
	Katipunan ES	No Feeding		
	Obo ES	145	11	19

	Pangilao ES	42	8	12
Viga East	Batohonan ES	41	3	11
	Begonia ES	111	8	12
	Buonavista ES	160	19	31
	Magsaysay ES	119	1	9
	Soboc ES	140	4	9
Viga West	Ananong ES	59	10	24
	Burgos ES	143	6	29
	Osmeña ES	76	4	10
	Quezon ES	170	4	23
	Sagrada ES	114	13	18
Virac North	Buyo Integrated ES	233	26	59
	Danicop ES	256	7	9
	Dugui Too ES	289	2	8
	Simamla ES	146	12	29
	Hicming ES	194	13	27
Virac South	Antipolo ES	197	3	13
	Balite ES	97	4	10
	Hawan ES	139	5	16
	Palta ES	332	13	60
	Magnesia ES	235	1	0

➤ PANTAWID PAMILYA PILIPINO PROGRAM (4Ps)

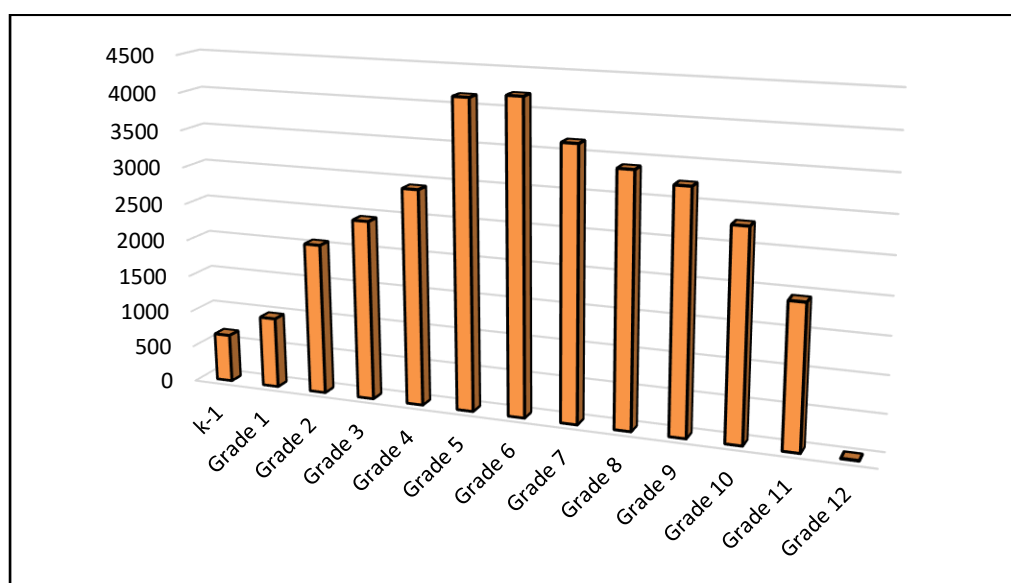
**TABLE 1 NUMBER OF 4Ps RECEPIENT FROM KINDER TO GRADE 12
SY: 2015-2016**



GRADE LEVEL	2015-2016
k-1	2067
Grade 1	934
Grade 2	2281
Grade 3	2845
Grade 4	4169
Grade 5	4091
Grade 6	4841
Grade 7	2851
Grade 8	3510
Grade 9	3083
Grade 10	2562
Grade 11	0
Grade 12	0

Table shows the number of 4P's recipients from kinder to Grade 12 for SY: 2015-2016. As per data shows that grade 6 pupil has the highest number of 4P's recipients.

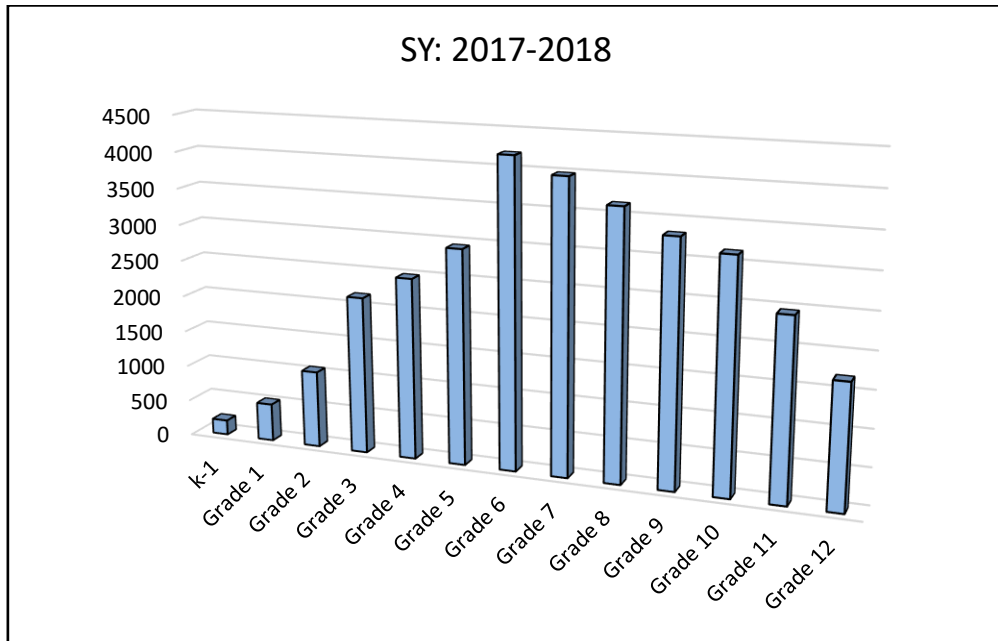
**TABLE 2 NUMBER OF 4Ps RECEIPT FROM KINDER TO
GRADE 12
SY: 2016-2017**



GRADE LEVEL	2016-2017
k-1	655
Grade 1	968
Grade 2	2056
Grade 3	2439
Grade 4	2916
Grade 5	4144
Grade 6	4198
Grade 7	3657
Grade 8	3385
Grade 9	3233
Grade 10	2802
Grade 11	1932
Grade 12	3

Table shows the number of 4P's recipients from kinder to Grade 12 for SY: 2016-2017. As per data shows that grade 6 pupil has the highest number of 4P's recipients.

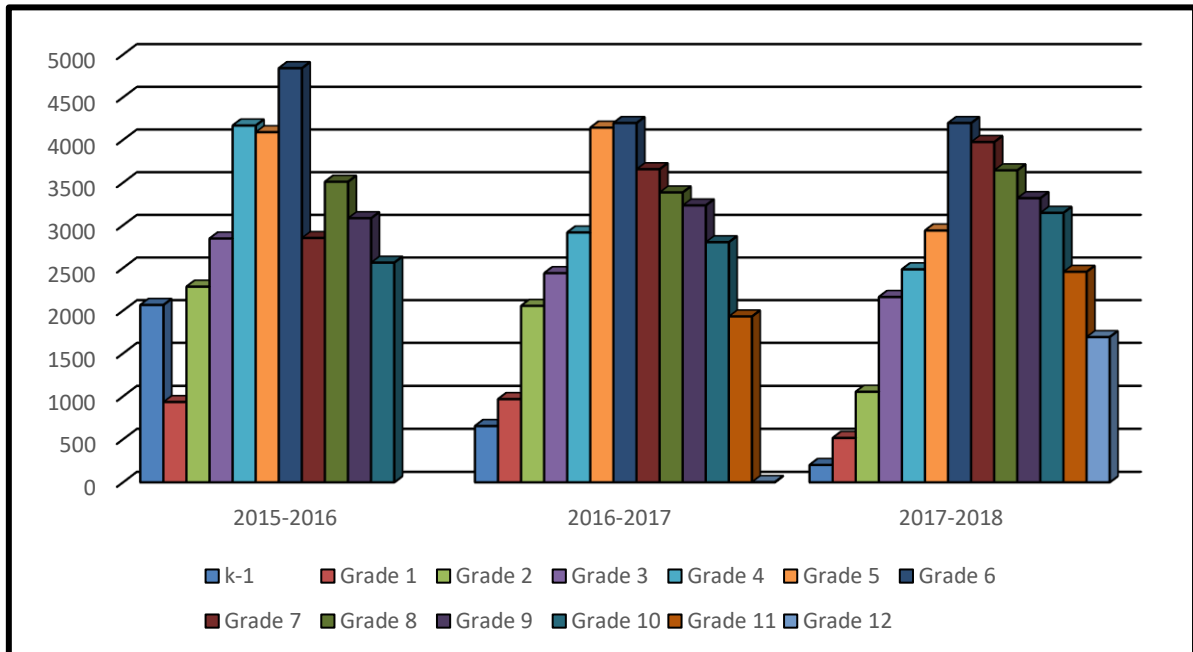
**TABLE 1.3 NUMBER OF 4Ps RECEIPT FROM KINDER TO GRADE 12
SY: 2017-2018**



GRADE LEVEL	2017-2018
k-1	202
Grade 1	516
Grade 2	1054
Grade 3	2160
Grade 4	2484
Grade 5	2939
Grade 6	4198
Grade 7	3976
Grade 8	3644
Grade 9	3318
Grade 10	3146
Grade 11	2455
Grade 12	1690

Table shows the number of 4P's recipients from kinder to Grade 12 for SY: 2017-2018. As per data shows that grade 6 pupil has the highest number of 4P's recipients.

TABLE 1.4 COMPARISON OF 3 YEAR 4 Ps RECEIPT PER GRADE LEVEL



GRADE LEVEL	2015-2016	2016-2017	2017-2018
k-1	2067	655	202
Grade 1	934	968	516
Grade 2	2281	2056	1054
Grade 3	2845	2439	2160
Grade 4	4169	2916	2484
Grade 5	4091	4144	2939
Grade 6	4841	4198	4198
Grade 7	2851	3657	3976
Grade 8	3510	3385	3644
Grade 9	3083	3233	3318
Grade 10	2562	2802	3146
Grade 11		1932	2455
Grade 12		3	1690

Table shows the comparison of three years 4Ps recipients per grade level from SY: 2015-2016, 2016-2017 & 2017-2018. As per data show there is an increasing the number of 4Ps recipients for grade 7 and grade 10 in three consecutive years.

➤ **HUMAN RESOURCE TRAINING & DEVELOPMENT UNIT REPORT OF ACCOMPLISHMENT**

If a child is ill, a good physician would run a battery of tests to determine the cause. If the prescribed remedy failed to cure, a good physician would then change tactics, plot new courses, until an effective regimen was found. The same thing is true in the education system, wherein the progress of the society depends on the kind of education; that the kind of human resource depends on the training and development. One of the functions of Human Resource Development Unit is to ensure competent teaching and non-teaching personnel in the schools and Division by efficiently and effectively installing, implementing and managing the HRD system and services and by providing technical assistance in the implementation of such in the schools Division Office, schools and learning centers. Before trainings were conducted, a learning development and needs assessment was done.

The Schools Division Office conducted a number of trainings and development for CY 2017. The trainings were conducted or facilitated by the personnel from Curriculum Implementation Division, School Governance and Operations Division and the Office of the Schools Division Superintendent. There were trainings that were cascaded from the central and regional office however, there were also trainings that were initiated by the Schools Division Office (SDO) aiming that the vision, mission, goals and core values of the Department of Education will be met.

The Human Resource Unit focused not only on the development of the personal and professional aspects of the teachers and non-teaching personnel. There were activities like youth camp that was given to the students with the primary aims to develop their personal skills. Awards and recognitions were given to teachers and students too. Succession and exit of employees were given consideration by the HRD. A pre-retirement orientation was conducted. Along strategic plans and policies, this unit assessed the human resource development situation and needs of the SDO and personnel in the field. The

HRD provided a technical assistance along training and development to other division/unit, schools and learning centers.

HRD IMPLEMENTED PROGRAMS AND PROJECTS

➤ SEMINAR-WORKSHOP ON LEARNING AND DEVELOPMENT PLANNING

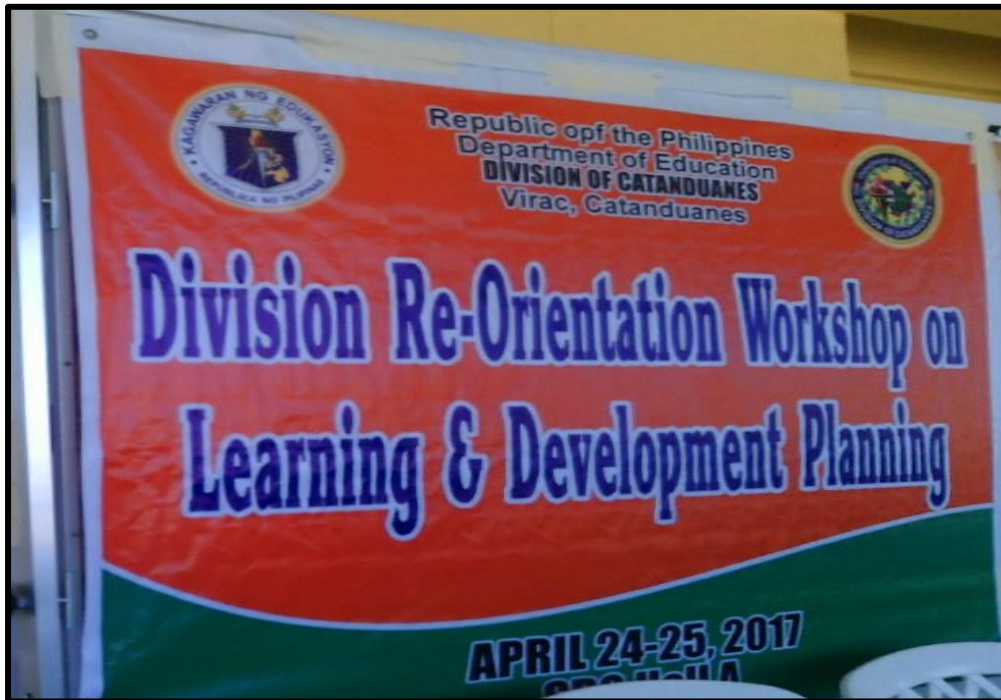
Planning a Training Program to support human resources is an organizational setting that involves assessing the needs, designing the materials, developing the training program, implementing the program and evaluating the impact of the program is one of the crucial task of school and office managers. Learning and Development Planning Officers ensure all employees were properly supported in the most cost- effective and consistent manner.

The Human Resource Development Unit conducted a Division Seminar – Workshop on Learning and Development Planning last April 24-25, 2017 at the Schools Division Office. Selected SDO personnel were the participants to the training. The activity aims to re-acquire / re learn the competencies which will help them translate the Training Needs Analysis results into training or learning interventions, prioritize and schedule those trainings for implementation; learn the different tools, methodologies, instruments and analytical tools, prepare a communication plan and implementation matrix and most of all, prepare a learning and development plan that will build workforce capabilities in pursuit of strategic directions and achievement of organizational objectives.

There were 40 SDO employees who attended the training –workshop. The training started with a simple opening program, after the opening program, workshop proper was followed. The topics discussed were the following: Introduction to Learning and Development Plans, Identifying and Analyzing Needs, Identifying, Prioritizing and Scheduling Courses. Every after the topic, a workshop for participants was given.

On day 2, the training started with a short MOL or management of learning. A recap of the activity was also conducted. After the short MOL, it was

followed by discussion on Developing a Communication and Risk Management Plan, Development and Monitoring and Evaluation Plan. There were series of workshops every after the lecture. The said training workshop was conducted and facilitated by the Senior Education Program Specialist in HRD- Ms. Aroline T. Borja. The seminar workshop was done smoothly and successfully.





The group was having a Pre-Test about Learning and Development.

The facilitator in action.



Presentation of output by the participants.

TITLE OF PROJECT: PROJECT ELA

Writing and speaking skills are the skills needed most in the workplace. Office workers and teachers are always writing notes, email, letters, reports and programs. People who are good writers and speakers appear to be more capable, intelligent, and responsible. Good writing and speaking skills not only facilitate ease communication in the workplace but also positively open doors for many employees.

Based from the English Proficiency Test and Learning Needs Assessment given to teachers and office personnel, it was noted that there are gaps in correct usage, sentence structure and comprehension. To address the said gap, a training was conceptualized based by the HRD. It was noted from the results that rank and file employees of the SDO needs enhancement or review training on Basic English Writing. The project ELA aims to re-learn the basic knowledge on correct grammar, public speaking and presentation skills, re-learn the knowledge and skills on writing business correspondence apply the knowledge and skills in business correspondence by writing proposals, memos e-mails and other form of communications and demonstrate correct public speaking and presentation skills and attitudes.

The activity was conducted last September 14-15, 2017 at Rhaj Inn, Virac, Catanduanes. It was started with a short opening program and an orientation led by the HRD unit. After the opening program, it was followed by session I about Reviewing the Basic Rules, followed by a workshop. At 10:30 am Session 2 about Basic Business Correspondence was discussed. The whole morning was managed by Dr. Adem Nalu Rubio, a professor at Catanduanes State University. A lunch break was declared at 12 noon.

The session was resumed at 1:00 P.M. The speaker continued his discussion about Basic Correspondence, Purpose, Style and Rules in Business Writing. After the discussion, a workshop followed.

On day 2, the Management of Learning (MOL) was facilitated by the HRD unit. Included in the MOL is the program preliminaries and recapitulation of the topics that were discussed. After the MOL it was followed by discussions on Public Speaking/ Pronunciation & Style and Facilitating skills. After the lecture, it was followed by a workshop and simulation. The sessions and workshop in the morning was conducted by Ms. Reashiela Khan, a Secondary School teacher at Calatagan High School. In the afternoon of day 2, the last topic was about Spirituality in the Workplace. The session was facilitated by Rev. Fr. Rolvin R. Romero, a Parish Priest of Mayngaway, San Andres, Catanduanes. Indeed, it was a worthy activity. The total personality of each participate was touched.



PROJECT TITLE: SEMINAR –WORKSHOP ON SENIOR HIGH SCHOOL (SH) WORK IMMERSION & WRITING DEVELOPMENT

Pursuant to DepEd Order no. 30, s. 2017, K to 12 Basic Education Program aims to develop in learners the competencies, work ethics and values relevant to pursuing further education and or joining the world of work. To

realize this, a work immersion for Senior High School has been inculcated into the curriculum so that learners should be given an opportunity to immerse in actual work environments such as workshops offices and laboratories in which their prior training is relevant.

Therefore, it is also a must for Senior High School Immersion teachers and SHS Partnership focal persons to acquire knowledge, skills and attitudes on linkages and partnership, writing business correspondence and good personal relationships to provide better service to its clientele towards to the realization of the Department's goal.

Anchored on this goal, the Human Resource Development Unit in partnership with the Division Senior High School Focal Person EPS Romel G. Petajen conducted a SEMINAR –WORKSHOP ON SENIOR HIGH SCHOOL (SH) WORK IMMERSION & WRITING DEVELOPMENT for Senior High School Teachers. Specifically, the seminar-workshop aims to orient the participants on the Salient Features of DepEd Order No. 30, s. 2017, understand the Senior High School Work Immersion Guide, re- learn the basic knowledge and skills in writing business correspondence such as proposals, memos, email, etc. and to draft a Memorandum of Agreement between external partners and linkages.

The workshop was conducted last August 31- September 1, 2017 for Batch 1 and September 6- 7, 2017 for Batch 2 at Schools Division Office Hall A. There were 226 Senior High School Teachers participated in the workshop.

Day one of the seminar – workshop started with a short opening program. After the opening program, it was followed by a statement of purpose. The first session is an orientation on D.O. No. 30, s. 2017 discussed by Division Senior High School Focal Person Romel G. Petajen. After the discussion of the said DepEd Order, it was followed by a Walkthrough on SHS Immersion in the afternoon, the participants had the workshop on Work Immersion Delivery Plan. After the workshop, participants presented their outputs. The last session for Day 1 is about an introduction to Writing Business Correspondence discussed

by Dr. Adem Nalu Rubio, an English Professor. The first day of the training ended with a group activity titled My Best Groupie.

Day 2 started with a Management of Learning facilitated by the Human Resource Unit. A recap on the topic was discussed by Ms. Jobelle Alintana a Senior High School teacher of Calatagan High School. Gray shadows were cleared. The first session on day 2 was about Proposal Writing. After the lecture, a workshop was followed. Participants presented their outputs after the time given. Session 2 was about the Action Planning. Ms. Aroline T. Borja, the Human Resource Development Specialist facilitated the activity. Each school presented their Programs, Projects and Activities along the implementation of the program. At 3:00 P.M. a team building activity was conducted. It was a very nice activity for the teachers. Everyone enjoyed the activity. The 2 –day seminar - workshop was really a successful one.

KAGAWANAN NG EDUKASYON
 REPUBLIC OF THE PHILIPPINES
 Department of Education
 Region V (CICOL)
 DIVISION OF CATANDUANES
 Virao, Catanduanes

SEMINAR -WORKSHOP ON SENIOR HIGH SCHOOL (SH) WORK IMMERSION & WRITING DEVELOPMENT

August 31- September 1, 2017 (Batch I)
 September 6-7, 2017 (Batch 2)
 SDO Hall A

**PROJECT TITLE: DIVISION LIVE-IN TRAINING AND INDUCTION
PROGRAM FOR NEWLY HIRED ELEMENTARY AND
JUNIOR HIGH SCHOOL TEACHERS**

Teacher Induction Program is a vital component of the Teacher Education and Development Program. This Office designed the said program to enhance the competence of the neophyte teachers upon their entrance in the learning institution. It aims to strengthen their values, commitment and dedication as public school teachers in accordance with the Professional Standards for Teachers (PPST) that is geared towards the realization of DepEd Vision, Mission and Core Values.

In the light of the lifelong professional development of teachers, a strong induction program is necessary to advance teaching practice and teacher retention. To help orient new teachers to the system and assume the roles and responsibilities of practicing teachers, a Division Training and Teachers' Induction Program was conducted last February 24-26, 2017 at Amenia Beach Resort, Palawig, San Andres Catanduanes. The teachers Induction Program aims to Orient newly hired teachers on the DepEd structure, vision, mission, core values, mandate, educational laws, programs and projects; equip the participants with enhanced understanding of the teachers' roles, duties and responsibilities and other educational information needed in the teaching profession, provide a venue for sharing of effective pedagogical practices and innovations through professional learning, promote professionalism and personal welfare of teachers and re-affirm his/her commitment to the teaching profession.

There were 285 newly hired elementary and secondary school teachers who attended the training for 3 days. The Chief of the School Governance and Operations Division served as the TIP Program Manager while the SEPS in Human Resource and Development served as program facilitators. Education Program Supervisors and the Public Schools District Supervisors served as the speakers. The Speakers group was headed by SDS Socorro V. Dela Rosa at

with the support of ASDS Bernie C. Despabiladero. The Teachers Induction Program was full of learnings and fun.



EPS Ms. Mary Jean Romero's topic: Administrative Offenses in the workplace.

PROJECT TITLE: DIVISION REORIENTATION- WORKSHOP ON IPCRF/OPCRF CRAFTING AND LEARNING AND DEVELOPMENT

The training workshop aims to strengthen the educational collaboration in the Schools Division office, this activity shall focus on reviewing and retooling of RPMS, Revisit KRAs of all SDO employees, report the DEDP & L & D and Craft the IPCRF/ OPCRf for 2017.

The activity was started with the RPMS Retooling discussed by Madam Socorro V. Dela Rosa. Madam Dela Rosa comprehensively discussed the DepEd Order No. 2, s. 2015. She emphasized on the cycle of RPMS, Performance Planning and Commitment, Performance Monitoring and Coaching, Performance Review and Evaluation, Performance Rewarding and Development Planning.

The next topic was about Individual and Office KRAs reviewed and discussed by Madam Bernie C. Despabiladero, the Assistant Schools Division Superintendent. Madam Despabiladero comprehensively discussed the specific functions, duties and responsibilities of each employee. The discussion of Mam Despabiladero was followed by a workshop wherein participants work on their specific KRA. At 12 o'clock noon, a lunch break was declared.

The session was resumed at 1:00 p.m. Before the session started, an energizer was performed by the participants. After an energizer, the session in the afternoon was started. Sir Miguel C. Ogalinola and Dr. Josefa V. Zape, Chiefs of SGOD and CID presented to the body the Programs, Activities and Projects (PAPs) of the two division.

After presenting the PAPs, it was followed by the Division Educational and Development Report (DEDP) by Dr. Mary Jean S. Romero, EPS- SGOD and member of the Research Committee. One of the significant findings in the DEDP is that non- monitoring of concerned EPS in the field and this is one of the contributory factors of low performance of the school.

After the DEDP Report, it was followed by Ms. Aroline T. Borja, Senior Education Program Specialist (SEPS) in HRD the Learning and Development Planning. In her discussion she shared about the ADDIE principle before conducting any training program, wherein it should be started with a Learning Needs Analysis. Giving interventions in any learning needs should not be done through training only. Other form of interventions may be given to employees like job shadowing. The training proponent may also adopt the SUG principle before conducting a training. SUG is strategy on what training should come first. SUG means seriousness, urgency and growth potential. After comprehensively discussing the Learning and Development Planning, it was followed by IPCRF/ OPCRf Crafting facilitated by Madam Bernie C. Despabiladero and the workshop lasted for one hour. After the workshop, a presentation of outputs and open forum followed.

The two-day activity was well- conducted, productively done and the objectives of the workshop were carried out.

Pictorials and Documentations:



SDS Socorro V. Dela Rosa, explains to the participants the DepEd IPCRF/OPCRF and the Strategic Priorities.



Individual and Office KRAs reviewed and discussed by Madam Bernie C. Despabiladero, the Assistant Schools Division Superintendent. Madam Despabiladero comprehensively and expressively discussed the specific functions, duties and responsibilities of each employee.

➤ **PRE- RETIREMENT ORIENTATION FOR SDO PERSONNEL**

Article 287 of Presidential Decree No. 442 states that any employee may retire upon reaching the retirement age established in the collective bargaining agreement or other applicable employment contract. In case of retirement, the employee shall be entitled to receive such retirement benefits as he may have earned under existing laws and any collective bargaining agreement and other agreements: provided, however, that an employee's retirement benefits under any collective bargaining and other agreements shall not be less than those provided therein.

Along with this, the organization and the prospective retirees should prepare for transition and to ensure that employees should have a positive retirement experience, a one-day Pre-Retirement Planning Conference for prospective retirees of the Schools Division Office (both teaching and non-teaching) personnel was conducted.

The Pre- Retirement Orientation was conducted last November 9, 2017, through the efforts of the SGOD- HRD Unit in coordination with the GSIS Virac Field Office. The orientation aims to orient the participants regarding GSIS Retirement plans, benefits, opportunities and other related topics, ensure a positive planning for retirement experience, recognize the challenges and opportunities that retirement presents, make decisions about financial planning for retirement and consider their goals and aspirations for the next phase of their lives. There were 250 teaching and non-teaching personnel attended the said orientation.





The representative from GSIS Legaspi Branch- Sir Erwin Roallos, Branch Manager of GSIS Legaspi.



Dr. Marianne Lianko-Tresvalles shares information on health and concerns of prospective retirees.

Project Title: DIVISION CONFERENCE OF SCHOOL HEADS, HEIs AND STUDENT TEACHERS

Pursuant to DepEd Order no. 39 s. 2005, (a joint CHED and DepEd Memorandum Order) re: Guidelines on the Deployment of Student Teachers, states that Teaching or Teaching Internship is one of the most and crucial phases in Teacher Education. It is in this culminating stage where the student teachers put into practice the learning competencies they have acquired in the teacher education program and at the same time harness their teaching competencies. This stage bridges theory and practice since it provides the student teachers the clinical experience in an actual school setting. This is a preparation for them to assume and carry out effectively all the duties and responsibilities of a teacher.

As a prime agency that hones the skills and serves as the bedrock of incoming teachers, it is also the duties and responsibilities of the Schools Division Office to help and prepare these teachers- to be to acquire knowledge, skills and attitudes needed in teaching. Likewise, HEIs and the cooperating schools are expected to provide these student teachers the full support and assistance during their practicum. Therefore, to realize this noble mission, a one-day orientation/ conference with the cooperating school heads, HEIs student teachers' coordinators/personnel and student teachers was conducted last November 28, 2018 a Schools Division Office Hall A. There were 405 student teachers attended the orientation. The said orientation aims to acquire knowledge on DepEd programs, structures, mandates and K to 12 Program, orient on the different duties, responsibilities of cooperating schools/school heads, HEIs & student teachers, understand and adapt on the different school and community climate and enhance their knowledge, skills, and attitudes in teaching.

The orientation started with a short opening program facilitated by the Senior Education Program Specialist in HRD. After the opening program, the first session was about DepEd Programs, structures and mandates. Session 2 was about K to 12 Program and Teaching Pedagogies, Roles, Duties and

Responsibilities of Schools, HEIs & Student Teachers. These topics was delivered by the Chief of the Curriculum and Implementation Division, Dr. Josefa V. Zape. There was an open forum after the lecture. In the afternoon, Dr. Gina B. Pantino, an English Supervisor of SDO discussed about Lesson Planning & Instructional Preparations. Open forum was conducted also. Consultation and feedback giving were done. Present in the meeting are the cooperating teachers and school heads of the cooperating school and the HEIs representative.





Students from Catanduanes State University attentively listen to the lecture of Dr. Josefa V. Zape- Chief, Curriculum Implementation Division.



Conference and feedback giving to the Cooperating Teachers, School Heads and professors from Catanduanes State University. Dr. Josefa Zape facilitates the conference.



Implementation of the Redesigned Technical-Vocational High Schools Program TECHVOC SY 2017-2018

As an educational institution, Tech-Voc schools in this division namely, SAVS, PSAT and CSF coping up along with the full implementation of the K to 12 Program and with proper monitoring and evaluation have done its best to equip students the required knowledge and skills to face this new educational landscape. It is because of this, that Technical Vocational schools particularly at the Division of Catanduanes had upgrade its strategies and activities that are relevant and timely in pursuit for productive and competitive graduates.

This accomplishment report presents many of the most significant events for SY 2017-2018 along with the implementation of the redesigned Tech-Voc High School Program.

Student Development

❖ Number of enrollees

School	GRADE LEVEL						Total
	7	8	9	10	11	12	
Caramoran SF		166	177	114	50	56	563
Pandan Sch. of Arts & Trades	384	370	319	313	231	152	1769
San Andres Vocational School	510	418	402	422	208	185	2145
Total	894	954	898	489	393	4477	8959

Curriculum Development

❖ Number of Subjects offered (based on interest)

School	No. of subjects offered
Caramoran SF	10
Pandan Sch. of Arts & Trades	12
San Andres Vocational School	11
Total	33

❖ Number of Passers/NC Holders

School	SMAW NC II	EIM NC II	BPP NC II
Caramoran SF	0	35	0
Pandan Sch. of Arts & Trades	7	0	0
San Andres Vocational School	0	17	43
<i>Total</i>	7	52	43

REGIONAL AND DIVISION TECHNOLYMPICS

(Winners in Competitions)

Learning Area: TLE/TVL

Calendar Year 2017

AWARD/RANK	LEVEL (International, National, Regional, And Division)	EVENT/CATEGORY	NAME OF SCHOOL OF WINNERS AND COACHES	DATE/VENUE
1 st	Regional	Technolympics Technical Drafting	Kenneth Landicho - CNHS	Malilipot, Albay
2 nd	Regional	Computer System Servicing	Ralp Edwin Panti- Calatagan NHS	Malilipot , Albay
2 nd	Regional	Electronics Product Assembly and Servicing	John Renren Tomanglao-Bato RDHS	Malilipot, Albay
2 nd	Regional	Bazaar Exhibit	Calatagan HS	Malilipot, Albay
1 st	Division	Automotive Servicing	Rulan Sarmiento	SDO
2 nd			Benie S. Zaniega Steven S. Briones	SDO
1 st	Division	Electronics Product Assembly & Servicing	John Renz Timajo- Elmar Tindugan	SDO
2 nd	Division		John Levi Macato- Dante Sabeniano	
3 rd	Division		Florenz Manlagnit	
1 st	Division	Cookery	Resty Anthony Jamero-Marilyn Miranda	SDO
2 nd	Division		Andres Nicole Cuevas- Wenie Arcilla	
3 rd	Division		Kevin De Luna- Suzette Gianan	
1 st	Division	Dressmaking	Rochie Bien/Jian Tabios- Erlinda Lumbano	SDO

2 nd	Division		Ronalyn Caranuena/April Rose Eustaquio-Joyphane Berces	
3 rd	Division		Reena Mae Teves/Dhendrilla Camacho- Narisa Marino	
1 st	Division	Beauty Care	Charlon Cervantes-May Tablizo	SDO
2 nd	Division		Peter Somoria-Joan Villanueva	SDO
3 rd	Division		Maxine Ogena-Mary Grace Olonan	SDO
1 st	Division	Food (Fish Processing)	John Gabrielle Solero/Meriam San Juan	SDO
2 nd	Division		Trixie Ignacio/Oliver Tabuzo	
3 rd	Division		Jessa P. Ferrer/Roda T. Mepomuceno	
1 st	Division	Food (Fruit Processing)	Ma. Denise Olona/Jobelle Alintana	SDO
2 nd	Division		Aubrey Coranez/Marilyn Santos	
3 rd	Division		Jan Edrian Mendez/Jayne Marie Panti	
1 st	Division	Landscape Installation & Maintenance	Joyce Ann R. Rodriguez/Teresita S. Manlangit	SDO
2 nd	Division		Ana Mikaela V. Masirag/Rachel A. Valeza	
3 rd	Division		Hernan Tendenella/Nilo Masagca	
1 st	Division	NFOT Webpage Designing	Joshua Guerrero/Jason S. Triumpante	SDO
2 nd	Division		Mark Paul Villanueva/Allan M. Benoyo	
3 rd	Division		Joseph Ceasar Robles/Rene Romero Jr.	

1 st	Division	Technical Drafting	Kenneth Landicho/Noel Villanueva	SDO
2 nd	Division		Edrian De Quiroz/Joseph Camacho	
3 rd	Division		John Paul Vega/Edmund Salvidar	
1 st	Division	Computer System Servicing	Ralp Edwin W. Panti/Jerick Manlangit	SDO
2 nd	Division		Bobby Andrew A. Soliveres/Alvin Josef Soliveres	
3 rd	Division		Joshue R. Villafuerte/Andrew Satairapan	
1 st	Division	Product	Ken Tenerefi-Wency O. Vargas/Raissa Del Valle	SDO
2 nd	Division		Mariel Tevar-Elaine Teoxon/Joy V. Tabios	
3 rd	Division		Guia Posada-Ian Lin Sarmiento/Melody Romero	
1 st	Division	Services	Joseric Araojo-Harvey Ian Bermundo/Catherine Torregoza	SDO
2 nd	Division		Ressel Joy Plantilla/Gizelle Brizo/ Mark Paul Belchez-Cristine Tutanés	
3 rd	Division		End Krisna Sarmiento/Shyla Mae Barba/Jasmine Sarmiento-Salvador Bernal Jr.	

Conduct of Division Technolympics



**The Implementation of Division Learning Action Cell for Science
Teachers
For School Year 2017-2018**

Revitalizing the pedagogy to maximize the content.

The current landscape of our educational system shows that there is a greater focus on developing student's concept by engaging in enhanced inquiry. Thus, it is further mandated to maximize and exemplify teacher's pedagogy by making strong and consistent patterns of bridging classroom learnings into practical application on the daily basis of living and making the art of questioning as a fundamental anchor of the process.

With this, DepEd Catanduanes reinforced the implementation of D.O 35, s. 2016 or the Learning Action Cell as a school-based continuing professional development program. This activity affirms on the educational principle that, *"content and performance standards and learning competencies must be first mastered by teachers so that they can plan lessons, deliver instructions and assess the learning that resulted from their teaching with utmost proficiency"*.

The battle cry of mismatch in teacher preparation is emerging at the SDO-Catanduanes. Data shows that 7 out 21 Science teachers in the 10 priority schools which has an MPS of 34.27% for the NAT SY: 2014-2015 in Science are not graduates of BSED, rather, most are BSN, BS Biology.

To transform this situation, the Division of Catanduanes implements and monitors the monthly LAC session across subjects which ensures that all teachers will a.) Possess good grasp of content which they could consequently convert to sound learning objectives, b.) Select and implement the most effective instructional strategies and materials to teach (Stronge 2007).

This ensures that no teacher in a school shall be left behind in terms of the trends and modernization in the current educational landscape specifically in the subject they are teaching.

On the outset, the propensity of the project is to ensure that Catandungan teachers are articulate on content and process towards improving the performance in the NAT thus, succeeding the implementation of curricular reforms of K to 12 Basic Education Program.

Specifically, The Division Learning Action Cell for Science was conceptualized due to low performance of students in science in the National Achievement Test. To address the low performance along Science, a consultative meeting with the Education Program Supervisor, school heads and teacher facilitators were done to plan out for the Division Learning Action Cell (DLAC). Least learned competencies were identified from grades 7 to grade 10 and senior high school in areas such as Earth Science, Biology, Chemistry and Physics based from the result of item analysis every quarterly exam. Aside from the least learned competency, there are other concerns such as technical assistance and trainings needed by science teachers.

Division Enhancement of Facilitators of Learning Action Cell (LAC) Sessions were given before the scheduled DLAC for all Junior and Senior science teachers in the Division. Since it was agreed during the consultative meeting to have a compilation of lesson plan as an output of the DLAC, each area prepared five (5) session guides/lesson plans of the least learned topics for the entire duration of Division LAC Session. The prepared lesson plan /session guide will be presented to all teachers and is still open for revision.

Division Learning Action Cell were done monthly for six (6) months. There were 105 junior high school teachers, 30 senior high school teachers, 30 facilitators and 6 supervising school heads who participated in monthly DLAC. During the DLAC, the facilitators demonstrates the lesson to the participants then the supervising school head will observe/process the lesson. There were collaborative efforts in assessing and evaluating the execution of the lesson and the lesson plan for final revision. To refresh teachers in teaching science, Inquiry-based approach in teaching, interdisciplinary contextualization of lesson and assessment were also included in the DLAC.

The last DLAC session will be held on February 24, 2018 at San Andres Vocational School San Andres, Catanduanes.



Embracing Changes, Accepting Challenges. This is the heart of every training where every participant exemplifies eagerness during the first day of the training. Willingness to participate creates an ambiance to share and earn ideas from one another.





Having more and becoming deep. Participants engaged in more comprehensive discussions and workshops

MUNICIPAL LEARNING ACTION CELL

School Year 2017-2018

I. INTRODUCTION

This report summarizes the simultaneous conduct of Municipal Learning Action Cell in Elementary Science in the Division of Catanduanes from September, 2017 to November, 2017. This training aims to equip science teachers with the current strategies and approaches of teaching to help them improve in the teaching-learning process.

II. ACTIVITIES

Two hours were allotted in the conduct of Municipal Learning Action Cell in Science. Teachers in Grades three to six who are teaching Science have participated in the said LAC Session

All science facilitators from grades three to six were given unified topics to be discussed for every session. The topics were prepared ahead during the DIVISION ENHANCEMENT TRAINING OF FACILITATORS OF LEARNING ACTION CELL (LAC) SESSIONS on August 30-31, 2017.

The first session started on September, 2017. The topic discussed was about TEACHING SCIENCE CONTENT THROUGH EXPLICIT INSTRUCTION. This was followed by modelling of one of the facilitators to demonstrate how to teach science lesson using explicit instruction. After the modelling, teachers are divided in to four to identify the skills in each quarter where explicit teaching is suited to teach. Then teachers were assigned to prepare Daily Lesson Log using the Explicit Instruction based from the identified skills and to be submitted on the next session.

Same activities were followed in the conduct of the second to third LAC Session. The topics discussed were as follows:

- October, 2017 – Teaching Science Through Differentiated Instruction
- November, 2017 – Understanding Problem-Based Learning (PBL) in Teaching Science

III. PROBLEMS MET

During the conduct of the Municipal Learning Action Cell the following problems were raised:

- Some participants were not active since they are not teaching the subject
- Availability of textbooks and other references in preparing Daily Lesson Log especially in grade five and six teachers
- The use of Mother-Tongue in the preparation of Daily Lesson Log and Test in grade three
- Short of time in the discussion of the topic
- Accessibility in downloading instructional materials from LRMS
- Teachers' lack of knowledge of the content to teach the competencies.

IV. RECOMMENDATION

- LAC Session shall be done during summer or semestral break so as not to disturb the number of contact hours with the learners.
- The LAC Session shall not be conducted simultaneously to avoid cancellation of classes in the school.
- Special training shall be conducted focusing on the content only, and another training workshop for the preparation of Activity Sheet and Test Construction.
- Choose key science teachers in each grade level to identify the difficult skills to teach and conduct training-workshop to prepare DLL in the identified competencies that are difficult to teach.

- Teachers need to experience hands-on activity first especially those who are new in teaching science to realize the importance of learning by doing in developing the lesson.

➤ MATHEMATICS

PROGRAM STATUS REPORT

- I. Name of Program: Learning Action Cell (LAC) in Mathematics
- II. Beneficiaries: Learners
 - Elementary and Secondary (Junior and Senior) Teachers
 - Schools Heads
 - Public Schools District Supervisors
 - Education Program Supervisor in Mathematics
 - Schools
- III. Area of Implementation

Elementary:	District/Municipal
Secondary:	Zonal Level
Culminating/ Congress:	Division Level
- IV. Project Purpose/Goals/Objectives
 1. To enhance the teacher's mastery of content through demonstration teaching and content discussion of least mastered skills/competencies.
 2. To improve the pedagogical skills of teachers through mastery of the use of Explicit Teaching and Problem-Based Instruction.
 3. To adept participants in writing and utilization of Daily Lesson Logs (DLL), highlighting the establishment of purpose of a lesson and assessment of learnings that will empower them to carry out quality Learning Process.
- V. Project Cost: 300,000.00
- VI. Project Duration: 10 months (1 School Year)
- VII. Strategies Activities
 1. Demonstration Lessons
 2. Content Discussion

- 3. Forum
 - 4. Instrumentation
 - 5. Action Research
 - 6. Congress
 - 7. Math Camp
 - 8. Lesson Study
 - 9. Impact Evaluation and Assessment
- VIII. Results of Impact Evaluation
- A. Number of Recipient School Heads
 - Elementary School - 234
 - Junior High School - 41
 - Senior High school - 41
 - B. Number of Recipient Teacher
 - Elementary School - 2,835
 - Junior High School - 158
 - Senior High School - 39
 - C. Number of Sessions Conducted
 - Elementary school - 8
 - Junior High School - 8
 - Senior High School - 8
 - D. Capacity Building for Trainers
 - 1. Number of Trainings Conducted (SY 2017-2018) – 3 trainings
 - 2. Number of Trainers Trained
 - Teachers:
 - Elementary School - 240
 - Junior High School - 32
 - Senior High School - 6
 - School Heads:
 - Elementary School - 20
 - Junior High School - 20
 - Senior High school - 2
 - E. Assessment given before the LAC Sessions
 - 1. Training Need Assessment for Teachers

2. Identification of Least Learned/Difficult to teach Competencies.
- F. Assessment given during and after the LAC Session
1. Mid-Program Assessment
 2. End-Program Assessment
 3. FGD
 4. Interview
- G. Best Practice
1. Math Educators Congress as culminating activity to showcase researches, innovations and Strategic Intervention Materials.
 2. Compilation of Critiqued Daily Lesson Logs for Division Wide Utilization.
 3. Close monitoring of Supervising Schools Heads and outright provision of Technical Assistance during the LAC Sessions.
 4. Online interaction of participants through sharing of ideas, comments and suggestions via Facebook.

PROGRAM STATUS REPORT

- I. Name of Program: Open High School Program (OHSP)
- II. Beneficiaries: Out of School Youth Learners
- III. Area of Implementation: Division Alternative Delivery Mode (ADM) Implemented by Catanduanes National High School and San Andres Vocational School
- IV. Purpose/Goals/Objectives
- V. To address School dropout
- VI. To provide access to school for working very poor, sick, teenage, mother, PWD, etc.
- VII. Project Cost: 50,000.00
- VIII. Project Duration: 1 School Year
- IX. Strategies
 1. Conduct Advocacy activities through orientation, meeting and information campaign
 2. Holding of Saturday Consultation Session
 3. Monthly assessment of Learners Performance
 4. Reproduction of Modules
 5. Capacity Building of OHSP Personnel
- X. Program Impact
 1. Number of trainings Attended by OHSP Personnel (SY 2017-2018) -
2
 2. Number of OHSP Personnel Trained – 56
 3. Training Providers – DepEd SDO
 4. Enrolment: 2017-2018

Grade 7 -	2
Grade 8 -	2
Grade 9 -	1
Grade 10 -	5
TOTAL-	10

5. Completers: 2016-2017

Grade 7	-	2
Grade 8	-	2
Grade 9	-	1
Grade 10	-	1
TOTAL	-	6

6. Assessment Administered before Enrolment

- a. Interview
- b. Reading Comprehension Test
- c. Independent Learning Readiness Test (ILRT)
- d. Informal Reading Interview
- e. Counselling
- f. Family, Individual, Community and School (FICS) Profiling

7. Learning Resources provided by school Implementers

- a. Modules
- b. Worksheets
- c. Reference/Textbooks
- d. Computer
- e. Library Resources

8. Learning-Teaching Strategies Used

- a. Face to face /guided instruction
- b. Individualization instruction
- c. Distance Learning
- d. Media Assisted Learning

9. Frequency of class meetings – once a week

10. Assessment Method Used to track OHSP Learners Progress

- a. Assessment of Developmental Needs
- b. Paper and pencil tests
- c. Performance assessments
- d. Portfolio assessment
- e. Oral examination
- f. Interview
- g. Practical test

11. Innovation/Best Practice

1. Home Visitation

The adviser, guidance counselor, subject teachers and the OHSP Coordinator find time to visit the learners at home to monitor the progress of the learner in answering the OHSP assigned activities. This practice allows the learners to feel that they are supported by the school.

2. Peer – to – Peer System

Since the OHSP Learners are irregular in coming to school, friends, classmates or brother/sister who are regular in school served as couriers of assignment/outputs and tutors.

3. OHSP Enrolles: Ka Pamilya

To ensure the feeling of belongingness of OHSP learners they are allowed to participate in the different school activities (example Nutrition Month Celebration, Foundation Day, Technolympics, Education Week, Christmas Party, etc.).

(Winners in Competitions)
Learning Area: MATHEMATICS
Calendar Year 2017

AWARD/RANK	LEVEL (International, National, Regional. And Division)	EVENT/CATEGORY	NAME OF SCHOOL OF WINNERS AND COACHES	DATE/VENUE
1 ST Place	Division level	2017 Division MTAP- Metro bank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 1	Felix Eran M. Wenceslao Coach: Rosalina T. Tupas VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place	Division level	2017 Division MTAP- Metro bank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 1	Daryl Ashlei C. Teves Coach: Osita D. Lleno, Jra. VPES-Main	February 16, 2017 Virac Pilot Elementary School
3 rd Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 1	John Joshua P. Abundo Coach: Rosalina T. Tupas VPES-SSES	February 16, 2017 Virac Pilot Elementary School
1 st Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 2	Rafael Antonio A. Molina Coach: Elizabeth O. Salbante VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 2	Dawn Elisah Teves Coach: Elizabeth O. Salbante VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 2	Charles Nathan V. Perez Coach: Reimart Fuentebella Star Learners School	February 16, 2017 Virac Pilot Elementary School
1 st Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level)	Sean Edward M. Sarmeinto Coach: Rowena Jaira B. Lumbao	February 16, 2017 Virac Pilot Elementary School

		-Individual- Grade 3	Star Learners School	
2nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 3	Kiko Lloyd A. Teves Coach: Cecilia O. Tajar VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 3	Homer Angelo P. Chavez Coach: Cecilia O. Tajar VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 3	Jeslyn Jesila T. Alberto Coach: Daniel S. Solsona Datag CES/Caramoran South	February 16, 2017 Caramoran Central Elementary School
1st Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 4	Joefel Mathew Tugano Coach: Jocelyn Tabirara VPES-Main	February 16, 2017 Virac Pilot Elementary School

1st Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 4	Ediah Ashen De Leon Coach: Augusto Vargas VPES-SSES	February 16, 2017 Virac Pilot Elementary School
3rd Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 4	Jamelia Tumanlao Coach: Jocelyn Tabirara VPES-Main	February 16, 2017 Virac Pilot Elementary School
1st Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 5	Kahlille Josie T. Almeda Coach: Jayson A. Vargas VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2nd Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 5	Carl Angelo P. Gil Coach: Jayson A. Vargas VPES-SSES	February 16, 2017 Virac Pilot Elementary School

3 rd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 5	Chelsea Kate Antion Coach: Marita Tabuzo JMAMES-SPED	February 16, 2017 Virac Pilot Elementary School
3 rd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 5	Lian Benedict A. Abichuela Coach: Jayson A. Vargas VPES-SSES	February 16, 2017 Virac Pilot Elementary School

1 st Place	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 6	Vyan Ethel marie Abella Coach: Jayson A. Vargas VPES-SSES	February 16, 2017 Virac Pilot Elementary School
2 nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 6	Lance M. Gianan Coach: Susan Molod VPES-Main	February 16, 2017 Virac Pilot Elementary School
2 nd Place (Tie)	Division Level	2017 Division MTAP- Metrobank-DepEd Math Challenge Elimination Round (Elementary Level) -Individual- Grade 6	Chiena Ashley Oliveros Coach: Marita Tabuzo JMAMES-SPED	February 16, 2017 Virac Pilot Elementary School

➤ **MULTIGRADE EDUCATION PROGRAM**

Introduction:

Multigrade education has been an integral part of the Philippine educational system. Schools Division of Catanduanes has embraced fully this educational intervention of reaching out the marginalized communities with the goal of bringing education closer to the remote areas. Multigrade schooling is a cost-effective means of raising the participation and achievement rates of students in the island province.

Highlights of accomplishments:

The following activities were conducted along Multigrade implementation in SDO Catanduanes, to wit;

Priority Improvement Area	Activities Conducted	Output
Provision of Access to Quality Basic Education	1. The printing and distribution of Budget of Work (BOW) for Multigrade teaching in all learning areas and quarterly assessment.	230 MG teachers received the Budget of Work (BOW)
	2. Printing and distribution of Leveled Readers (Materials) to all Gr 1,2,3 classes.	230 MG received the Leveled reader materials For grades 1,2,3 classes
	1. Conducted 6-day Live –In Training-workshop on the use of Budget of Work and Leveled Reader Materials for MG teachers Date April 24-28, 2017 at Amenia Beach Resort	230 MG Teachers
	2. Conducted 3-day Live –In Training-workshop on the use of Budget of Work and Leveled Reader Materials for MG school heads and PSDSs Date: May 5-7, 2017 at Amenia Beach Resort	85 MG schools 15 PSDSs

Table 1- Number of Budget of Work (BOW) and Leveled Reader Materials Grades 1 to 3

MG Instructional Materials and Guide	Number of Copies
1. Budget of Work	90 sets per learning area
2. Leveled Reader Materials	235 sets for English and Filipino)

Table 2- Number of Multigrade Classes SY 2016-2017

K- Grade 1	I and II	II and III	III and IV	IV and V	V and VI	Total Number of Classes
48	52	27	57	14	77	283

Best Practices:

1. Quarterly conference of the MG Teachers and School Heads.
2. School—based Learning Action Cell for Multigrade teachers.
3. Organized Division Multigrade Association of Teachers (DMAT)
4. Active participation in different contests

Issues and Concerns:

The following are the prevailing problems met by the multigrade teachers:

1. Combination of Kindergarten pupils with primary grades pupils.
2. Kindergarten teachers handling higher grade level as subject teacher.
3. Delayed release of Special Hardship Allowance (SHA)
4. Inconsistent interpretation of the SHA policy that result for many queries.

➤ **ALTERNATIVE LEARNING SYSTEM**

Introduction

The value of education to national progress has long been recognized by all. The very root of our nation's progress and economic development lies in good education- our ability to educate each and every Filipino child so that they can become productive citizens in the near future. To achieve this goal, the Department of Education vision is to empower every learner to acquire the following competencies:

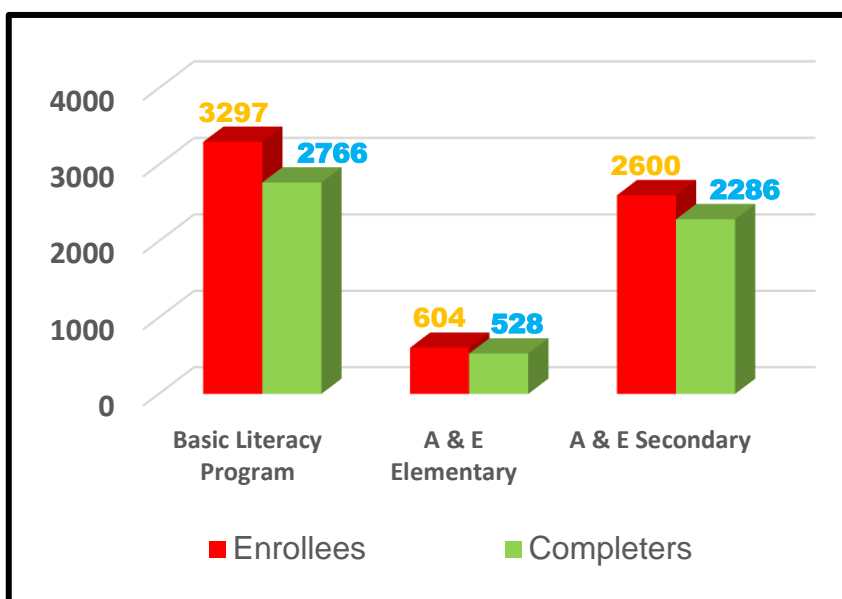
- foundation for learning throughout life/ life -long learning
- competence to engage in work and be productive
- ability to coexist in fruitful harmony with local and global communities
- capability to engage on autonomous critical thinking
- capability to transform other and one's self

The DepED-Alternative Learning System (ALS) addresses learning needs of the out-of-school children, out-of-school youth and adults who did not complete their basic education particularly those who lived in a far-flung area, the so called deprived, depressed and the underserved members of the community of our country.

We, the ALS implementers, our primary concern is to address their learning needs and aspirations of the target learners, lessen illiteracy rate in the barangays, make learners become functional, responsible members of the community and to provide certification that will give them opportunity to continue their studies in junior high school, senior high school, college or technical/ vocational course/ take skills training in TESDA. (NCI & NCII certificate).

2017 Calendar of Activities and Status/ Accomplishment Report of Division
Initiated Projects

Major Programs & Projects Accomplishment 2017



This graph shows that the most enrollees in ALS is in Basic Literacy Program (BLP). The basis of this data is the result on the Functional Literacy Test (FLT), a diagnostic test conducted to the ALS learners before conducting ALS learning sessions regardless of their educational attainment or completed level in formal school system.

Delivery Mechanism	Basic Literacy Program				A&E Program								Total		Grand Total
	Enrollees		Completers		Elementary				Secondary						
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
DepEd Delivered															
District ALS Coordinators	484	421	379	369	78	85	75	63	320	339	308	318	882	845	1727
Mobile Teachers	528	401	437	349	47	33	34	30	252	353	214	333	827	787	1614
DepEd Procured															
Literacy Volunteers	750	688	631	601	168	183	146	180	553	717	480	624	1471	1588	3059
Partner															
Barangay Literacy Volunteers	13	12	0	0	7	3	0	0	31	35	4	5	51	50	101
Total	1775	1522	1447	1319	300	304	255	273	1156	1444	1006	1280	3231	3270	6501

This table shows the data of all delivery mechanism in ALS under DepED Delivered handled by the District ALS Coordinators & Mobile Teachers, DepED Procured handled by Barangay Literacy Volunteers, and Partner handled by Barangay Literacy Volunteers under LGU funded. This data is generated from LIS website wherein all ALS implementers are required to enroll their learners online. The number of enrollees in all program is greater than the completers in the Deped delivered & DepED procured while in Partner they have least-completer due to the on-going classes which started in the late month of calendar year 2017.

Number of ALS Implementers CY 2017

ALS Implementer	Number
Education Program Specialist II - ALS	2
Mobile Teacher	19
District ALS Coordinator	20
Literacy Volunteers	77
Partner Individual (Volunteer Instructional Managers-LGU Funded)	9
Total	127

Number of ALS Enumerators CY 2017

Total Barangay of Catanduanes	315
Number of ALS Enumerators deployed	51
Total Number of Barangay Mapped	121
Total Number of Barangay not yet Mapped	194

Result of Literacy Mapping conducted by DALSCs, Mobile Teachers & ALS Enumerators CY 2017

Municipality	No. of Brgy	Brgy Mapped	Brgy Not yet Mapped	Total Population*	Total Target
Bagamanoc	18	14	4	10,183	1,100
Baras	29	14	15	11,787	1,410
Bato	27	13	14	18,738	2,434
Caramoran	27	16	11	25,618	2,854
Gigmoto	9	9	0	9,455	2,069
Panganiban	23	8	15	9,288	1,298
Pandan	26	14	12	19,005	2,891
San Andres	38	14	30	33,781	2,385
San Miguel	24	13	11	12,966	2,817
Viga	31	14	17	18,610	3,259
Virac	63	18	45	64,554	2,266
Total	315	147	174	233,985	24,783

The table above shows the partial data of ALS potential learners in the Division of Catanduanes as a result of the mapping-survey conducted by the District ALS Coordinators, Mobile Teacher and ALS Enumerators in CY 2017. Out of 315 barangays, 147 was mapped out wherein 24,783 were identified as potential ALS learners. Our ALS field implementers is only 127 including the Education Program Specialist II for ALS. The number of ALS potential learners shows that there is a need to add more ALS field implementers to bring education in their doorstep.

*Source: www.philchal.org2011

Division Initiated Projects

1. Hiring of Barangay Literacy Volunteers
2. Conduct of Division Summer Encampment for ALS OSYs/As
3. “Kumustahan” sa Barangay /District/Division

Capability Building on ALS

Division Level

- Echo-Seminar Workshop for ALS Implementers on Various New Strategies on the Implementation of Informal Education Program (INFED) for Junior High School at Amenia Beach Resort, San Andres attended by 20 DALSCs, 19 Mobile Teachers, 28 Abot-Alam Teachers, 130 Volunteer IMs.
- ICT Literacy Trainer’s Training- Workshop for ALS Implementers attended by 20 DALSCs, 19 Mobile Teachers.
- Division Enhancement Training on ALS Learning Strands 1 & 2 attended by 20 DALSCs, 19 Mobile Teachers, &130 Volunteer IMs

Regional Level

- 1 EPSA attended Regional Advocacy Campaign for Technical Vocational Livelihood in ALIVE at Tabaco City.
- 5 Mobile Teachers, 3 DALSCs & 1 EPSA attended Mass Training for ALS New Curriculum at Naga City.
- 1 DALSC/National Trainer attended Regional Module Review of BLLM.

National Level

- 1 Mobile Teacher & 1 EPSA attended Orientation-Seminar for ALS Coordinators/Facilitators handling Learners with Psycho-Social & Emotional Challenges (Children in Conflict with the Law) at Baguio City.
- 2 EPSAs attended Orientation on the New ALS Curriculum for the CID Chiefs & EPSAs at Cebu City.
- CID Chief & 1 EPSA attended 2017 National Literacy Conference at Legazpi City.
- 1 Mobile Teacher, 1 DALSC & 1 School Principal attended National Training of Trainers for ALS at Baguio City
- 3 Tech-Voc Principal attended Conference for ALS EST Program at Baguio City
- 1 DALSC attended Consultative Conference for ALS Senior High School at Cebu City
- 1 DALSC /National Trainer attended review and finalization of manual of operation.

- 1 DALSC /National Trainer attended orientation on K-12 Curriculum
- 1 IM attended the Training-Workshop for IMs of ALS for Drug Surrenderers.

Best Practices on Learners Development

- Conduct of District ALS Patiribayan & Academic Competition
- Conduct of Division Summer Encampment for OSYs & Adults
- Attendance and Participation to Regional ALS Encampment.
- Conduct of Recognition Rites and ALS passers were the resource speakers
- Attendance to Youth Summit by the Formal Secondary School.

Best Practices on Staff Development

- 10 ALS implementers attended Division K to 12 training for Grade 6.
- 1 DALSC, 3 Mobile Teachers & 1 EPSA ALS implementers attended Division Training on contextualization, localization, & indigenization.
- 39 ALS implementers & 2 EPSA attended Tech4Ed Training at Catanduanes State University.
- 2 EPSA attended Division Workshop on IPCRF & OPCRF Crafting for Division Personnel at Rhaj Inn, Virac.
- 33 ALS implementers attended Skills Training in coordination with TESDA (Construction Painting & Tile Setting) at TESDA Cabugao, Bato.
- 4 Mobile Teachers attended Division Training on Braille & Sign Language at Amenia Beach Resort, San Andres.
- Zonal Conference for Volunteer IMs.
- Participation of ALS Implementers to Municipal LAC Sessions & District LAC Sessions of Formal School Teachers.
- Maintaining KUDIS FB Page for posting important information regarding ALS implementation in the Division of Catanduanes, sustain partnership with stakeholders and strengthen advocacy on ALS programs & projects.

- KUDIS ALS newsletter/magazine is still in process to showcase ALS accomplishments in hardcopy which also serves as an ALS advocacy material.

Data on Accreditation & Equivalency (A&E) Test for CY 2016

Testing Center	LEVEL	NUMBER OF REGISTRANTS			NUMBER OF ACTUAL TEST TAKERS			Passers
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
Caramoran	Elementary	4	8	12	5	7	12	5
	Junior HS	36	114	150	33	82	115	0
Viga	Elementary	4	7	11	4	6	10	0
	Junior HS	92	91	183	70	60	130	23
Virac with BJMP Extension	Elementary	19	25	44	12	22	34	1
	Junior HS	224	369	593	167	270	437	8
Total		379	614	993	291	447	738	37

Elementary	27	40	67	21	35	56	6
Secondary	352	574	926	270	412	682	31
Grand Total	993			738			37

Data on Accreditation & Equivalency (A&E) Test for CY 2017

Testing Center	LEVEL	NUMBER OF REGISTRANTS			NUMBER OF ACTUAL TEST TAKERS		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Caramoran	Elem. Level	3	5	8	A&E Test for CY 2017 will be conducted on March 4, 2018		
	Sec. Level	9	41	50			
Viga	Elem. Level	3	3	6			
	Sec. Level	63	60	123			
Virac	Elem. Level	6	11	17			
	Sec. Level	109	198	307			
Total		193	318	511			

Elementary	12	19	31
Secondary	181	299	480
Grand Total	511		

CONTINUING appropriations for ALS

(data from the division budget officer)

Particulars	Amount	Obligated	Unobligated Allotment
Transportation & Teaching Aid Allowance-dated June 2017	154,456.50	√	None
Transportation & Teaching Aid Allowance-dated June 2017	846,369.95	√	None
Transportation & Teaching Aid Allowance of DALSC & Mobile CY 2016	101, 173.55	√	None
Support to Operation for ALS, received 12/29/ 2017	350,000.00	√	None
TOTAL	1,452,000.00	1,451,942.77	57.23

Current appropriations FOR 2017

(Data from the division budget officer)

PARTICULARS	ALLOTMENT RECEIVED	OBLIGATION	UNOBLIGATED ALLOTMENT
Transportation & Travel Allowance	1,692,600.00	1,657,415.70	35,184.30

ALS in ACTION



STAFF DEVELOPMENT



ICT Trainers' Training

Division Enhancement Training on LS 1 & 2

District Enhancement Workshop for ALS Implementers
Training for ALS Implementers



Participation to MLAC



Echo-Seminar on InfEd



Zonal Conference & Monitoring of Barangay Literacy Volunteers



Tech4Ed Training in cooperation with DICT



2017 National Literacy Conference



Mass Training for ALS Implementers on the Enhanced ALS Curriculum

NATIONAL TRAININGS





Program Status Report

I. Name of Project:

Division Training Workshop for ALS Implementers on Various New Strategies on the implementation of ALS INFED Program for Junior High School

II. Beneficiaries:

Twenty (20) District ALS Coordinators, Nineteen (19) Mobile Teachers, Twenty-eight (28) Abot-Alam Teachers, One hundred thirty-eight (130) Barangay Literacy Volunteers and Two thousand six hundred (2,600) ALS learners

III. Area of Implementation:

Alternative Learning System (ALS)

IV. Project Purpose /Goals/Objectives:

- To enhance competence of ALS Implementers to effectively implement ALS programs & projects.
- To equip participants with basic knowledge and skills on selected technical-vocational courses in view of developing teaching-learning materials for informal education.

V. Project Cost:

₱ 391,350.00 ABOT-ALAM Funds

VI. Project Duration:

Three (3) Days

VII. Strategies/Activities:

Overview on ALS INFED Program for Junior High School	Hair Cutting & Nail Arts	Course T.R.I.P Session Guide Preparation
Basic Skirting	T-Shirt Printing	Bartending
Weekly Learning Log Preparation		

Program Status Report

- I. Name of Project:**
Division Enhancement for ALS Implementers on ALS Learning Strands 1 & 2
- II. Beneficiaries:**
Twenty (20) District ALS Coordinators, Nineteen (19) Mobile Teachers, One hundred thirty-eight (130) Barangay Literacy Volunteers and Six thousand five hundred one (6,501) ALS learners
- III. Area of Implementation:** Alternative Learning System (ALS)
- IV. Project Purpose /Goals/Objectives:**
- To enhance competence of ALS Implementers to effectively implement ALS programs & projects.
 - To improve performance in teaching Learning Strand 1 (Communication Skills – English & Filipino) and Learning Strand 2 (Problem Solving & Critical Thinking – Math & Science).
- V. Project Cost:** ₱ 360,731.00 ABOT-ALAM Funds
- VI. Project Duration:** Two (2) Days
- VII. Strategies/Activities:**

Pathways of Learning
Weekly Learning Log (D.O 42, s. 2016)

Filipino - LS 1 – Communication Skills (BLP)
LS 1 – Communication Skills (A&E)

English - LS 1 – Communication Skills (BLP)
LS 1 – Communication Skills (A&E)

Math - LS 2 – Problem Solving & Critical Thinking (BLP)
Problem Solving & Critical Thinking (A&E)

Science- LS 2 – Problem Solving & Critical Thinking (BLP)
Problem Solving & Critical Thinking (A&E)

Weekly Learning Log Preparation

Elementary and Secondary Division Facilitators in Filipino, English, Math & Science were invited as resource speakers.

Program Status Report

- I. **Name of Project:** ICT Literacy Trainers' Training-Workshop for ALS Implementers
- II. **Beneficiaries:** Twenty (20) District ALS Coordinators, Nineteen (19) Mobile Teachers, and Six thousand five hundred one (6,501) ALS learners
- III. **Area of Implementation:** Alternative Learning System (ALS)
- IV. **Project Purpose /Goals/Objectives:**
 - To train the ALS implementers on how to deliver ICT literacy;
 - To equip ALS implementers on the use of software in the DCP for teaching and learning;
 - To train the ALS implementers in their various roles in supporting DepEd Information Systems; and
 - To conduct baseline study on ICT literacy of ALS implementers.
- V. **Project Cost:** ₱ 149,250.00 ABOT-ALAM Funds
- VI. **Project Duration:** Three (3) Days
- VII. **Strategies/Activities:** ICT4E Overview
Orientation to Microsoft Educators Network
 - Introduction to Windows 10
 - MS Excel 2013/2016 Features
 - MS One Note Features, MS Publisher, MS PowerPoint, Activity – Based Training (ICT Integration), Basic Trouble Shooting
 - Workshop

Program Status Report

- I. **Name of Project:** One-Day Orientation on Alternative Learning System (ALS) Programs & Projects for Elementary & Secondary School Heads, District ALS Coordinators & Mobile Teachers
- II. **Beneficiaries:** Twenty (20) District ALS Coordinators, Nineteen (19) Mobile Teachers, Ninety-eight (98) Elementary Principals, Sixty-eight (68) Head Teacher, Twenty-nine (29) Secondary Principals, Four (4) Asst. Principals and Six thousand five hundred one (6,501) ALS learners
- III. **Area of Implementation:** Alternative Learning System (ALS)
- IV. **Project Purpose /Goals/Objectives:**
 - To provide the School Heads & ALS implementers an updated and comprehensive orientation on ALS Programs: The Non formal Education & Informal Education;
 - To advocate practical but effective delivery strategies to improve implementation and sustain gains from the said programs;
- V. **Project Cost:** ₱ 67,750.00 ABOT-ALAM Funds
- VI. **Project Duration:** One (1) Day
- VII. **Strategies/Activities:**
 - Presentation of ALS Accomplishments
 - Orientation on ALS Programs & Projects
 - Open Forum

Program Status Report

- I. Name of Project:** 2nd Division Alternative Learning System (ALS) OSY/Adults Summer Encampment
- II. Beneficiaries:** Twenty (20) District ALS Coordinators, Nineteen (19) Mobile Teachers, One hundred thirty-eight (130) Barangay Literacy Volunteers and Five hundred (500) ALS learners
- III. Area of Implementation:** Alternative Learning System (ALS)
- IV. Project Purpose /Goals/Objectives:**
- Equip the OSY with life skills (LS) and lifelong learning (LL) necessary to become effective, efficient and responsive citizens.
 - Strengthen the OSY/A spiritual and moral values.
 - Develop self-reliant, dynamic and creative leaders to become effective catalyst/agents of change.
- V. Project Cost:** ₱ 10,585.00 HRTD Funds
- VI. Project Duration:** Two (2) Days
- VII. Strategies/Activities:**
- | | |
|---|-----------------------|
| Motorcade/ Parade | Slogan Making Anagram |
| Opening Program | ALS Quiz |
| Academic Contest | Essay Writing |
| Poster Making | Spelling Contest |
| Talk on CICL, Barkada Kontra Droga, & Cultural Presentation /Yell/ Chant Presentation | |

PROGRAM STATUS REPORT

- I. NAME OF PROGRAM: Division Enhancement Training of Learning Action Cell (LAC) Facilitators
- II. BENEFICIARIES:
 1. Learners: Elementary & Secondary
 2. Teachers: Grades 1 to 10
 3. EPS: English, Science, Filipino, ESP, Araling Panlipunan, MAPEH (As Lead Trainers)
 4. Facilitator: Selected Teachers by Subject Area
- III. Area of Implementation: Division Enhancement to facilitators was conducted by batch:
 1. Elementary: August 28-29, 2017 (Araling Panlipunan, English and MAPEH),
 2. September 1-2, 2017 (Science, ESP and Filipino) and
 3. September 3-4, 2017 for Secondary.
- IV. Purpose/ Goals/Objectives:
 1. Train facilitators in the conduct of the Municipal/Zonal based on Learning Action Cell (MLAC/ZLAC) in the different subject areas;
 2. Organize professional learning teams to assist teachers' competencies in terms of content and pedagogical knowledge, practices, skills and attitudes in the implementation of the K to 12 Curriculum;
 3. Identify the different features of the K to 12 and contemporary issues.
- V. Project Cost: ₱1,200,000.00
- VI. Project Duration: 6-day training but the implementation in the school level will be for 5 months, once a month on either Friday or Saturday
- VII. Strategies/Activities:
 1. Planning Conference with the concerned Education Supervisors on topics to be taken-up.
 2. Conduct of the Division Training
 3. Demonstration Teaching
 4. Conduct of sessions through lectures, group activities.
 5. Workshop
 6. DLL/DLP Writeshop
 7. Sharing of Best Practices

2017 Accomplishment Report on Learning Resource Processes
Catanduanes
Division

Activities	Inclusive Dates	Persons Involved	Output	Remarks
Seminars/Trainings Conducted				
Reorientation on Cultural Mapping	February 23, 2017	<ul style="list-style-type: none"> • Jesslyn T. Taway, Ed. D. - EPS (LRMDS) • Peachie Roshelle T. Chavez - Librarian II • Jogene Alilly C. San Juan - PDO II (LRMDS) 		
Two-Day Live-In Development and Validation of the Division Contextualization Matrix	<ul style="list-style-type: none"> • March 14-15, 2017 (Group 1) • April 26-27, 2017 (Group 2) 	<ul style="list-style-type: none"> • Jesslyn T. Taway, Ed. D. • Peachie Roshelle T. Chavez • Jogene Alilly C. San Juan 		
Division Orientation-Training on Enhanced LR Portal	<ul style="list-style-type: none"> • July 27-28, 2017 • July 31-August 1, 2017 • August 3-4, 2017 • August 7-8, 2017 	<ul style="list-style-type: none"> • Jesslyn T. Taway, Ed. D. • Peachie Roshelle T. Chavez • Jogene Alilly C. San Juan 		
District Orientation-Training on Enhanced LR Portal	August 23, 2017	<ul style="list-style-type: none"> • Peachie Roshelle T. Chavez • Jogene Alilly C. San Juan 		
Evaluation and Awarding Ceremony 2017 National Competition for Storybook Writing Competition Kindergarten to Grade 3 Teachers	October 20, 2017	<ul style="list-style-type: none"> • Jesslyn T. Taway, Ed. D. • Peachie Roshelle T. Chavez • Jogene Alilly C. San Juan 	Kindergarten to Grade 3 storybooks	
LRMDS Implementation/Technical Assistance				
Housekeeping in the LR Portal	Year-round	<ul style="list-style-type: none"> • LR Supervisor, PDO II, and Librarian II 	More than 80% of the teacher population has been	Other teachers have problems

Activities	Inclusive Dates	Persons Involved	Output	Remarks
			registered with DepEd account	with their DepEd accounts
Advanced/Distributed/Delivered LMs from BLR	Year-round	<ul style="list-style-type: none"> LR Staff 	80% books delivered to schools	The will be the last delivery by the LR staff
Screening, Selection of Potential Learning Resource Evaluators	January-February	<ul style="list-style-type: none"> Applicants for LRE Division Screening Committee for National Level 		
Coordinated in the Division Lesson Plan Writeshop and Preparation of Lessons for EPP and TLE	January 23-25, 2017	<ul style="list-style-type: none"> LR Supervisor (Resource Speaker) PDO II (Resource Speaker) EPP/TLE Lead Teachers and Supervisor 	Contextualized Lesson Plans and Digitized Lessons for EPP/TLE	
3-Day Division Live-In Workshop for Kindergarten Learning Resource Books	February 1-3, 2017	<ul style="list-style-type: none"> LR Supervisor (Resource Speaker) Kindergarten Lead Teachers and Supervisors Kindergarten Learning Resource Book unpublished 		
District Orientation-Training on Enhanced LR Portal	September 6, 2017	<ul style="list-style-type: none"> Peachie Roshelle T. Chavez Jogene Alilly C. San Juan 	rendered technical assistance	
School Monitoring on LR Portal Registration at Baras Rural Development HS, Bato Central ES, and Batalay ES	September 18, 2017	<ul style="list-style-type: none"> Peachie Roshelle T. Chavez Jogene Alilly C. San Juan 		
School Monitoring on LR Portal Registration at Mabato Central ES, Mabato Annex NHS, San Miguel RDHS, and Cabugao IS	September 19, 2017	<ul style="list-style-type: none"> Peachie Roshelle T. Chavez Jogene Alilly C. San Juan 	identified technical problems met in using LR portal	

Activities	Inclusive Dates	Persons Involved	Output	Remarks
School Monitoring on LR Portal Registration at San Andres CES and Cavinitan ES	September 27, 2017	<ul style="list-style-type: none"> • Peachie Roshelle T. Chavez 	rendered technical assistance	
District Orientation-Training on Enhanced LR Portal At Palawig ES	September 28, 2017	<ul style="list-style-type: none"> • Peachie Roshelle T. Chavez 	rendered technical assistance	
Division Cliniquing-Workshop of Regional Schools Press Conference Qualifiers	October 19-21, 2017	<ul style="list-style-type: none"> • LR Supervisors, advisers and student journalists of the Division of Catanduanes 	LRMDS Implementation (as a topic discussed advocated to young journalists	
1 st Division Science Olympics	October 30, 2017	<ul style="list-style-type: none"> • LR Supervisor (as judge) in the Science Magic show 	Identified/teaching strategies in Science using Science Magic Show	
Door-to-Door-Reading Campaign for National Reading Month Celebration at Timbaan ES, palta Saday ES, Katipunan ES, and Libjo ES	November 27-28, 2017	<ul style="list-style-type: none"> • Peachie Roshelle T. Chavez • Jogene Alilly C. San Juan 		
Capacity building of Community Educators on Library Operation at Rhaj Inn, Virac, Catanduanes	December 19-20, 2017	<ul style="list-style-type: none"> • Peachie Roshelle T. Chavez 		

Activities	Inclusive Dates	Persons Involved	Output	Remarks
Issuance of Memorandum policies/guidelines relative to the Implementation of LRMDS	as need rises	<ul style="list-style-type: none"> • SDS, LR Supervisor and teaching and non-teaching personnel of the Division 	Advocacy for the implementation of LRMDS done	
Participated in the following:				
1. Validation, Revision, and Finalization of the Kindergarten Resource Books	February 6-10, 2017	<ul style="list-style-type: none"> • PDO II 		
2. Division Live-in Training and Induction Program for Newly Hired Elementary and Junior High School Teachers	February 26, 2017	<ul style="list-style-type: none"> • PDO II – Resource Speaker 	Discussed LRMDS Implementation	
3. Workshop in the Finalization of Design and Layout of the Kindergarten Resource Book	March 29-31, 2017	<ul style="list-style-type: none"> • PDO II 		
4. Refinement and Finalization of the Kindergarten Resource book	July 2-27, 2017	<ul style="list-style-type: none"> • PDO II 		
5. Orientation-Workshop in the Use of BASA Pilipinas Materials in the DepEd LR Portal	September 1-15, 2017	<ul style="list-style-type: none"> • LR Supervisors • CID Chief 	Advocacy during Kumustahan and Issuances	

Activities	Inclusive Dates	Persons Involved	Output	Remarks
6. National Orientation- Training on the Enhanced Learning Resource Portal	September 26-29, 2017	<ul style="list-style-type: none"> • PDO II 	<ul style="list-style-type: none"> • recognize roles and responsibilities of each personnel managing the LR Portal; • gain knowledge on the improved process of the LR Portal; 	
7. Status of Training- Workshop of Regional Illustrators of K to 12 LR (Luzon Cluster)	October 2-6, 2017	<ul style="list-style-type: none"> • LR Supervisor • Illustrators 	Illustrators identified and enhanced Knowledge and skills on Basic Illustration required	Illustrators served as judges during the book writing competition, provided relevant comments and suggestions for regional entries
8. Training of Trainers of Cluster Workshops for LRDTS on the Procurement, Delivery, Inspection and Acceptance of Text and Non-Text Materials	Nov 12-17, 2017	<ul style="list-style-type: none"> • LR Supervisor • PDO II • SO 	Duties and functions of the participants clarified; better management of LMs and coordination among the participants	
9. Workshop on Development of Handbook on Learning Resource Process	November 26-December 2, 2017	<ul style="list-style-type: none"> • LR Supervisor 	Enhanced knowledge and Skill in supervising the distribution of LMs	

Activities	Inclusive Dates	Persons Involved	Output	Remarks
10. Training-Workshop in Library Development and Management of LMs	December 11-14, 2017	<ul style="list-style-type: none"> • LR Supervisor • Librarian II • 2 School Librarian 		



2017 Gender and Development (GAD) Accomplishment Report

GAD FINANCIAL REPORT CY 2017

GAD Plan	Remarks	Date Conducted
Attendance to Training in GAD: Seminar on GAD-Legazpi City Travel Expenses and Registration	18,663.00	March 23-24, 2017
Conduct of Division Performance Review and Evaluation and Seminar on Gender and Development cum Financial Literacy	324,000.00	December 19-21, 2017
Conduct of the Division Planning Conference for CY 2018 and Seminar on Spirituality in the Work Place	73,000.00	December 27, 2017
Repair of Toilet: Labor Materials	18,500.00 27,777.00	September, 2017
Total	461,940.00	

DIVISION TRAINING CONDUCTED ON GAD

- Conduct of the **Division Performance Review and Evaluation and Seminar on Gender and Development cum Financial Literacy** on December 19-21, 2017 at SDO Conference Hall A and Amenia Beach Resort. This three-day live-in activity was participated in by all SDO personnel both regular permanent, contractual and job order.

Registration started at 8:00 in the morning of Day 1, followed by a Short opening program. The topics discussed on Day 1 are basic Concepts and Core Messages in GAD, Magna Carta of Women, Manifestations of Gender Biases: Issues and Concerns, and capped with a Film Showing on VAW-C: The Unspoken Words and short analysis of the film.

On Day 2, there was a brief management of learning followed by the discussion on Facts, Myths and Status of VAW-C, Scope and Indicators of VAW: Workplace, Domestic, Sexual Harassment, and Legal Bases on VAW-C (RA 9262 and RA 9710).

Day 3 began with a management of learning followed by the presentation of 2017 Performance Review and Evaluation by Section/Unit/Division and workshop on Personal Finance for Mentors/Financial Literacy. The activity ended with a short closing program where participants expressed positive impressions about the activity.

- Conduct of the **Division Planning Conference for CY 2018 and Seminar on Spirituality in the Work Place** on December 27, 2017 at SDO Conference Hall A. This one-day activity was participated in by all SDO personnel both regular permanent, contractual and job order.

Registration started at 8:00 in the morning followed by a short opening

Program followed by a presentation of the Division Education Development Plan (DEDP). The participants worked on their Unit/Section/Division Work Plan. An open forum and clearing house was declared to discuss/ brainstorm about the work plans presented.

In the afternoon, Rev. Fr. Randy De Quiroz, invited resource speaker, talked about Spirituality in the Work Place. Afterwards, a Thanksgiving Mass was held. To complete the spiritual retreat, the participants shared the blessings over dinner.

CY 2017 ANNUAL ACCOMPLISHMENT REPORT (Adopt-A-School Program/Brigada Eskwela)

The Department of Education (DepEd), through its Adopt-A-School Program (ASP) is continuously engaged in obtaining support from various entities to ensure that such support contributes to expanding access to quality education.

DepEd has provided this year's financial subsidy in the amount of seventy-five thousand pesos (₱75,000.00) to Schools Division Offices to sustain the implementation and carry out their roles and functions leading to the implementation of ASP projects and activities throughout the year. This downloaded support fund was used during the orientation of school heads and ASP coordinators on ASP Guidelines Implementation, Brigada Eskwela monitoring and evaluation activities, and Brigada Eskwela Awards Program at the schools' division and regional levels.

Date	Activities Conducted/Attended	Venue
May 12, 2017	Brigada Eskwela Kick-Off Program and Caravan	Virac Central ES
May 29 – June 2, 2017	Brigada Eskwela Monitoring	Selected schools per district
	Municipal Selection of Brigada Eskwela Best Implementing Schools	All schools
June 13 – 16, 2017	Evaluation/Validation municipal winners for Best Brigada Eskwela Implementing Schools	Division Level
November 13, 2017	Gawad Parangal for 2017 Brigada Eskwela Best Implementing Schools	Virac Plaza Covered Court
November 17, 2017	Regional Awards Program for Brigada Eskwela Best Implementing Schools	Iriga City
December 15, 2017	National Awards Program for Brigada Eskwela Best Implementing Schools	Puerto Princesa City

The following were the ASP/BE activities undertaken for FY 2017:

CY 2017 BRIGADA ESKWELA IMPLEMENTATION

Pursuant to DepEd Memorandum No. 43, s. 2017 entitled 2017 Brigada Eskwela Implementing Guidelines, all public elementary and secondary schools nationwide conducted the National Schools Maintenance Week or Brigada Eskwela from May 15-20, 2017 with the theme: “Isang DepEd, Isang Pamayanan, Isang Bayanihan Para sa Handa at Ligtas na Paaralan”. The said activity is a school maintenance program that engaged all education stakeholders to contribute their time, effort and resources in ensuring that public school facilities are set for the forthcoming school opening.

Relative to this activity, the Schools Division Office of Catanduanes hosted the Regional Orientation on the 2017 Brigada Eskwela Orientation on March 28-29, 2017 and Regional Kick-Off Program on May 12, 2017. The Kick-Off Program was held at Virac Central Elementary School, Virac South District. This was participated by DepEd Regional Officials headed by RD Ramon Fiel G. Abcede and ARD Tolentino G. Aquino, elementary and secondary school heads, SDO personnel, NGA’s, NGO’s, and other private stakeholders.

The annual Search for Brigada Eskwela Best Implementing Schools was also conducted in different levels: division, regional and national levels respectively. The following were the awards garnered by SDO Catanduanes:

Award/ Rank	Level	Event/Category	Name of School/School Head	Date/Venue
1 st Place	National <i>HALL OF FAME AWARDEE</i>	Large School Category – Elementary	JMAMES/Ruth B. Sorraera	December 15, 2017/ Puerto Princesa City
1 st Place	Regional	Large School Category – Elementary	JMAMES/Ruth B. Sorraera	November 17, 2017/

	HALL OF FAME AWARDEE			Iriga City
2 nd Place	Regional	Small School Category – Elementary	Comagaycay ES/ Julieta T. Arcilla	November 17, 2017/ Iriga City
3 rd Place	Regional	Medium School Category – Elementary	Virac Central ES/Fe B. Mendoza	November 17, 2017/ Iriga City
4 th Place	Regional	Medium School Category – Secondary	Supang-Datag NHS/ Mary Rose V. Sta. Rosa	November 17, 2017/ Iriga City
Finalist	Regional	Mega School Category – Elementary	Virac Pilot ES/Miguelito T. Rodriguez	November 17, 2017/ Iriga City
Finalist	Regional	Large School Category – Secondary	Viga Rural DHS/Nestor S. Emerenciana	November 17, 2017/ Iriga City
Finalist	Regional	Mega School Category – Secondary	Catanduanes NHS/Amelia R. Eusebio	November 17, 2017/ Iriga City
6 th Place	Regional	Highest increment for resources generated for Brigada Eskwela 2017	SDO Catanduanes	November 17, 2017/ Iriga City
5 th Place	Regional	Highest increment for the number of volunteers for Brigada Eskwela 2017	SDO Catanduanes	November 17, 2017/ Iriga City

The Regional Brigada Eskwela Awarding Ceremony was held at Iriga City last November 17, 2017 attended by the ASDS Bernie C. Despabiladero, SGOD Chief Miguel C. Ogalinola, Division ASP/BE Coordinators Maria Imelda S. Abejo and Marife B. Brequillo, school heads, school ASP/BE coordinators of the school awardees, selected PSDS's and other stakeholders who received special awards for their strong support to Brigada Eskwela Implementation.

Juan M. Alberto Memorial Elementary School (JMAMES) received the HALL OF FAME AWARD, national level for being a consistent winner for three consecutive years, which not easy to attain for it requires a lot of effort,

time, strong linkages and energy to realize such goal. But they have attained it because it is the reward of happiness and contentment of the people involved behind the success of JMAMES and the evolution of “Bayanihan” involving stakeholders and other sectors in the community.

Though the collaborative efforts of school officials and all education stakeholders, SDO Catanduanes was able to successfully implemented the 2017 Brigada Eskwela.



2017 Gawad Parangal for Brigada Eskwela Best Implementing Schools Virac Plaza Rizal Covered Court/November 13, 2017. Attended by Hon. Governor Joseph C. Cua, Cong. Cesar V. Sarmiento represented by Chief of Staff Mr. Rudy Rojas Jr., Vice Governor Shirley A. Abundo, and all municipal mayors.

CY 2017 ACCOMPLISHMENTS ON EBEIS/LIS

LEARNER INFORMATION SYSTEM (LIS) EOSY 2016-2017

The Learner Information System (LIS) was available for encoding of End of School Year 2016-2017 for K-10 on April 17 to May 30, 2017 and for Grades 11-12 is on April 19 to May 30, 2017. Validation of LIS EOSY was on May 1-30, 2017 and the system closed on May 30, 2017.

The following additional data requirements in the EBEIS were not available for encoding and updating although it is stated to DepEd Order No. 23, s. 2017 dated April 24, 2107 re: End of School Year 2016-2017 Updating of Learner Profiles on the LIS and Additional Data Requirements in the EBEIS. This includes Updating of School Profile; Facility on Correcting Curriculum Offering Classification (COC); Additional Data Elements for SY 2016-2017.

The issuance of Unnumbered Memorandum dated May 30, 2017 signed by Undersecretary Jesus L.R. Mateo extending the End of School Year 2016-2017 Updating of Learner Profiles in the LIS and Availability of New Enhancements in the System from May 30 to June 12, 2017 for Public Schools and July 31, 2017 for Private Schools and SUCs/LUCs with Different School Calendars.

Schools Division Office through SGOD Planning and Research Section issued Unnumbered Division Memorandum dated June 19, 2017 to three (3) elementary schools and one (1) secondary school for non-finalization and non-submission of EOSY in the LIS despite numerous follow-ups and reminders and the extensions given by the Central Office last June 3 and 12, 2017.

Further, Usec. Jesus L.R. Mateo issued a Memorandum dated July 13, 2017 regarding the Submission of Written Explanation for those who failed to Finalize EOSY 2016-2017 including the Encoding of Enrolment for BOSY 2017-2018 in the LIS Dashboard (Quick Count).

BOSY 2017-2018 Learner Information System & Enhanced Basic Education Information System (EBEIS)

The Office of the Undersecretary released an Advisory dated June 22, 2017 regarding the Updating of Learner's Profile in the LIS and School Information in the EBEIS for the Beginning of School Year (BOSY) 2017-2018. The activities were scheduled by grade level:

- Kinder to Junior High School: June 20, 2017
- Senior High School: To be announced

Planning and Research Unit updated and change the Curriculum Offering Classification (COC) and merged all data information of the Three (3) schools from non-integrated to integrated, for system issuance of new school ID as based on DepEd Order No. 52, s. 2016. Likewise, SDO also released a Division Memorandum No. 131, s. 2017 dated July 24, 2017 in connection with the above stated advisory.

SDO released an Advisory No. 54, 2017 dated July 14, 2017 regarding the online **Enrolment Quick Count**. The facility has been available for encoding, updating and online submission were the SDO meet the 100% participation and submission of 268 Public, 24 Private and 2 LUC/SUC schools.

SY 2017-2018 Status of Enrolment Quick Count Submission			
	Total schools	Schools with submission	
		No. of schools	%
Public	268	268	100.00
Private	24	24	100.00
LUC/SUC	2	2	100.00
Total	294	294	100.00

SY 2017-2018 Total Quick Count Enrolment

	Kinder	Elementary	JHS	SHS		Total
				G11	G12	
Public	6,339	37,904	24,742	4,517	3,888	77,390
Private	394	365	223	351	300	1,633
LUC/SUC	0	216	635	208	212	1,271
Total	6,733	38,485	25,600	5,076	4,400	80,294

Pursuant to DepEd Order No. 45, s. 2017 regarding the Guidelines on Updating the Basic Statistics for the BOSY 2017-2018 in the LIS and EBEIS and Division Memorandum No. 161, s. 2017 dated August 29, 2017 the Planning and Research Unit conducted the Clustered Orientation-Workshop of School ICT Coordinators and Registrars or Administrative Assistants II on the Implementation of LIS and EBEIS for SY 2017-2018 on the following schedule:

- Cluster 1: San Andres and Virac, September 11-12, 2017
- Cluster 2: Baras, Bato, Gigmoto and San Miguel, September 13-14, 2017
- Cluster 3: Bagamanoc, Panganiban and Viga, September 15-16, 2017
- Cluster 4: Caramoran and Pandan, September 17-18, 2017

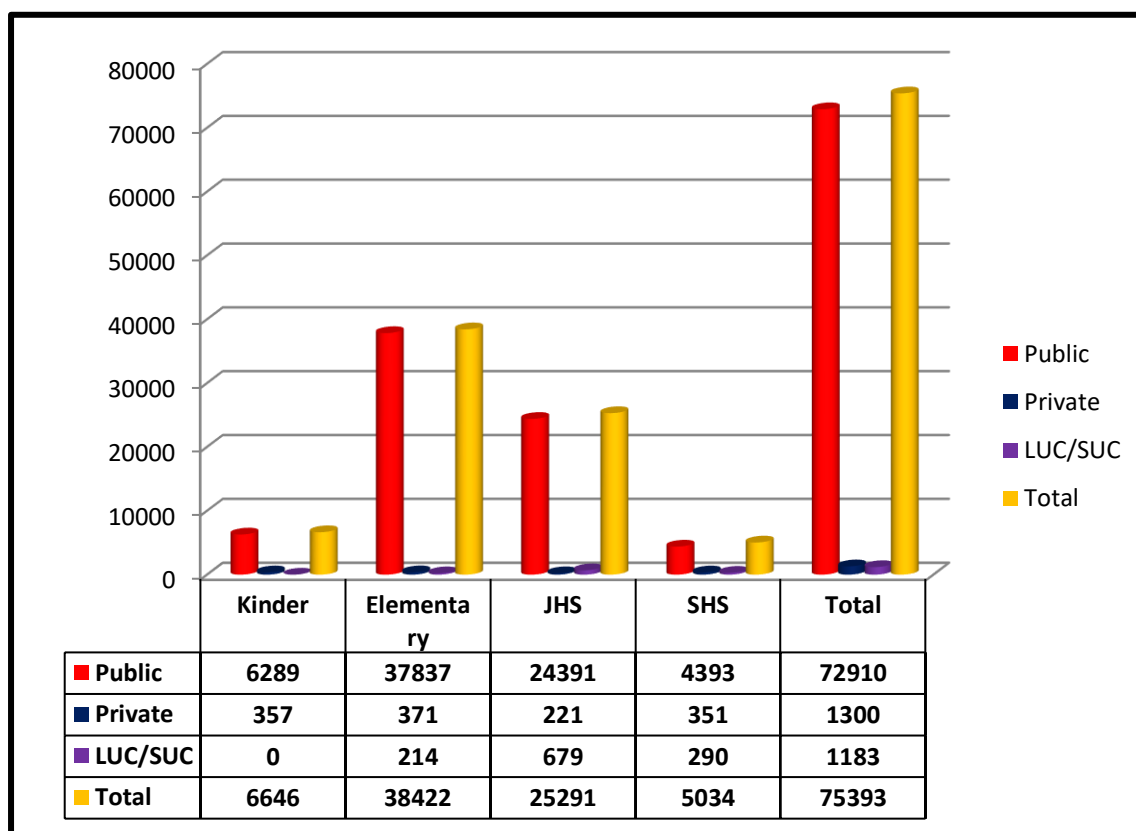
A memorandum dated October 20, 2017 regarding the Final Call for Finalization of EOSY 2016-2017 Status and BOSY 2017-2018 Encoding and Updating. Schools who did not finalize and submit their EOSY 2016-2017 were given until October 25, 2017 at 11:59 in the evening. For BOSY 2017-2018 the system will be closed on October 31 2017, 11:59 in the evening.

SDO Planning and Research issued a memorandum on the conduct of an Emergency Conference regarding the submission and validation of EBEIS and LIS Status, BOSY 2017-2018 on October 30, 2017.

But despite of orientation, memoranda, advisory and numerous follow-ups and reminders, four (4) schools have not submitted online the BOSY 2017-2018 EBEIS on the specific deadline and was advised to submit written explanation which was sent and indorsed to the Regional Planning Unit. They were able to submit online when the system was re-opened wherein the Division of Catanduanes met the 100% submission and validation both EOSY 2016-2017 and BOSY 2017-2018.

SY 2017-2018 Total LIS Enrolment

	Kinder	Elementary	JHS	SHS	Total
Public	6289	37837	24391	4393	72910
Private	357	371	221	351	1300
LUC/SUC	0	214	679	290	1183
Total	6646	38422	25291	5034	75393



The Planning and Research Unit were open for Technical Assistance for our Public and Private School Personnel/Advisers, System Administrators/Coordinators and School Heads on regular days from 8:00A.M. to 6:00PM and during weekends and holidays from 8:00AM to 5:00PM. The office provided computers, laptops and internet connection during the Technical Assistance. Planning & Research Unit (PRU) created a Facebook (FB) Group for communications and information dissemination to all Public and Private schools in the division.

DOCUMENTATION: Orientation Trainings-Workshop conducted in the Implementation of LIS and EBEIS



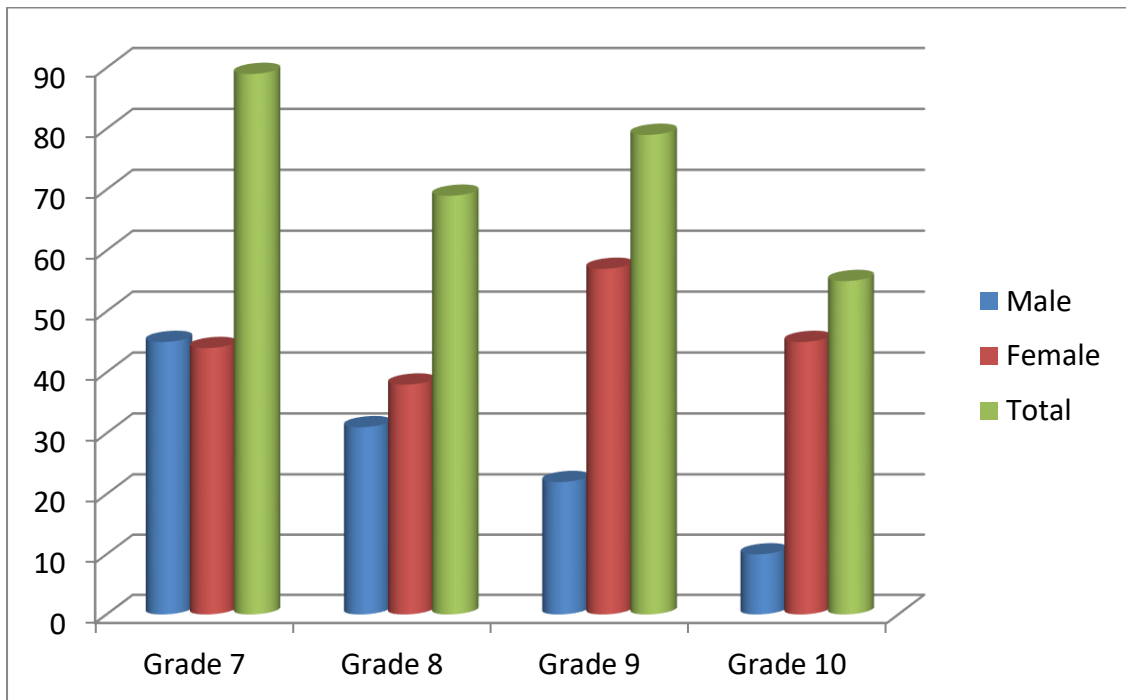
SPECIAL PROGRAM IN THE ARTS (SPA) AND SPECIAL PROGRAM IN SPORTS

The Catanduanes National High School (CNHS) as the premiere high school in the Schools Division of Catanduanes has a total population of Five Thousand plus (5,000+) students with One Hundred Eighty-One (181) strong forces of teaching and non-teaching personnel. The school offers the K-12 Curriculum with programs in Science, Technology and Engineering (STE), Special Program in Journalism (SPJ), Special Program in the Arts (SPA), and Special Program in Sports (SPS).

The Principal II, Ms. Amelia R. Cabrera, is noteworthy for her support and encouragement to all programs as one of the implementing school in Region V – Bicol. The teaching staffs as well, are diligent and enthusiastic in their works in the field of music, dance, theater, media arts, creative writing, and visual arts. They have strong interest in the field of arts and are much willing to be trained in their respective specialization.

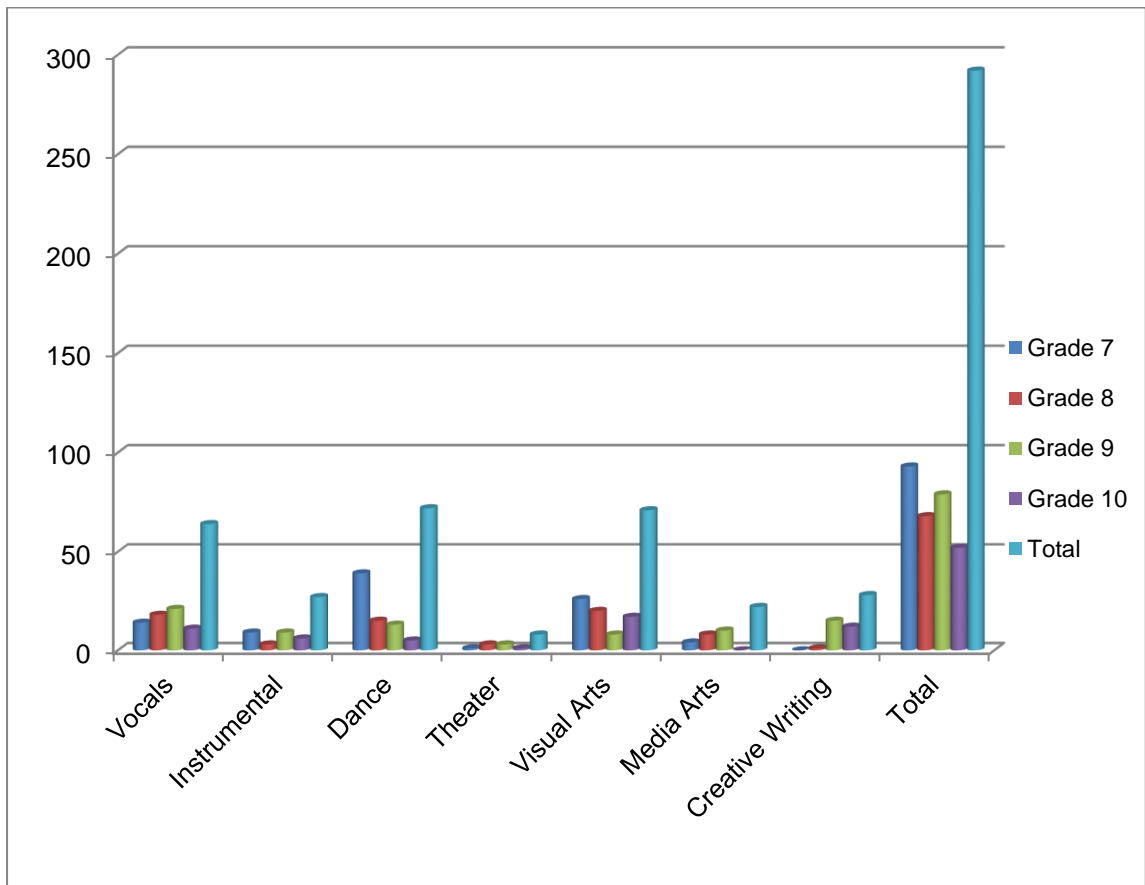
The program has a very satisfactory record of activities it engaged into. The students who participate or join in competitions in the division and regional levels are equipped with skills and attitude that will benefit them not just in the said competition but in their life and chosen career in the long run.

**BOSY 2017-2018 ENROLMENT
SPECIAL PROGRAM IN THE ARTS (SPA)**



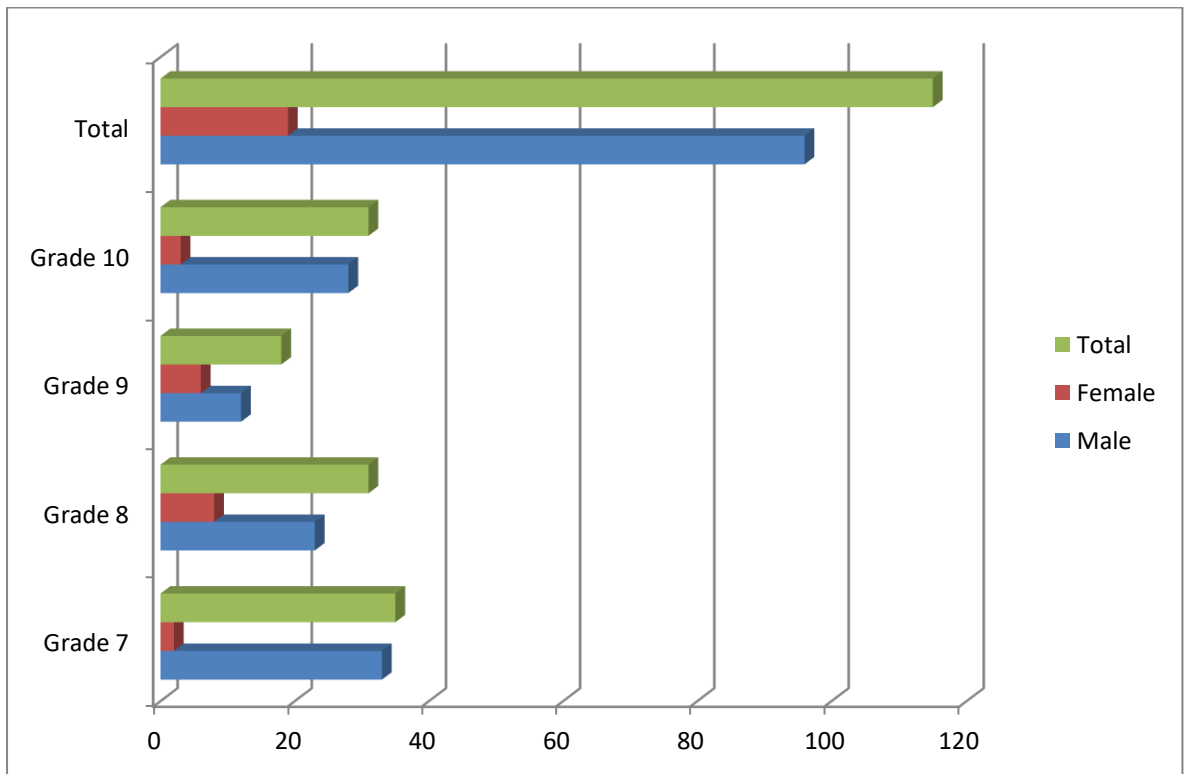
Level	Male	Female	Total
Grade 7	45	44	89
Grade 8	31	38	69
Grade 9	22	57	79
Grade 10	10	45	55
Total	108	184	292

NUMBER OF STUDENTS FOR EACH SPECIALIZATION



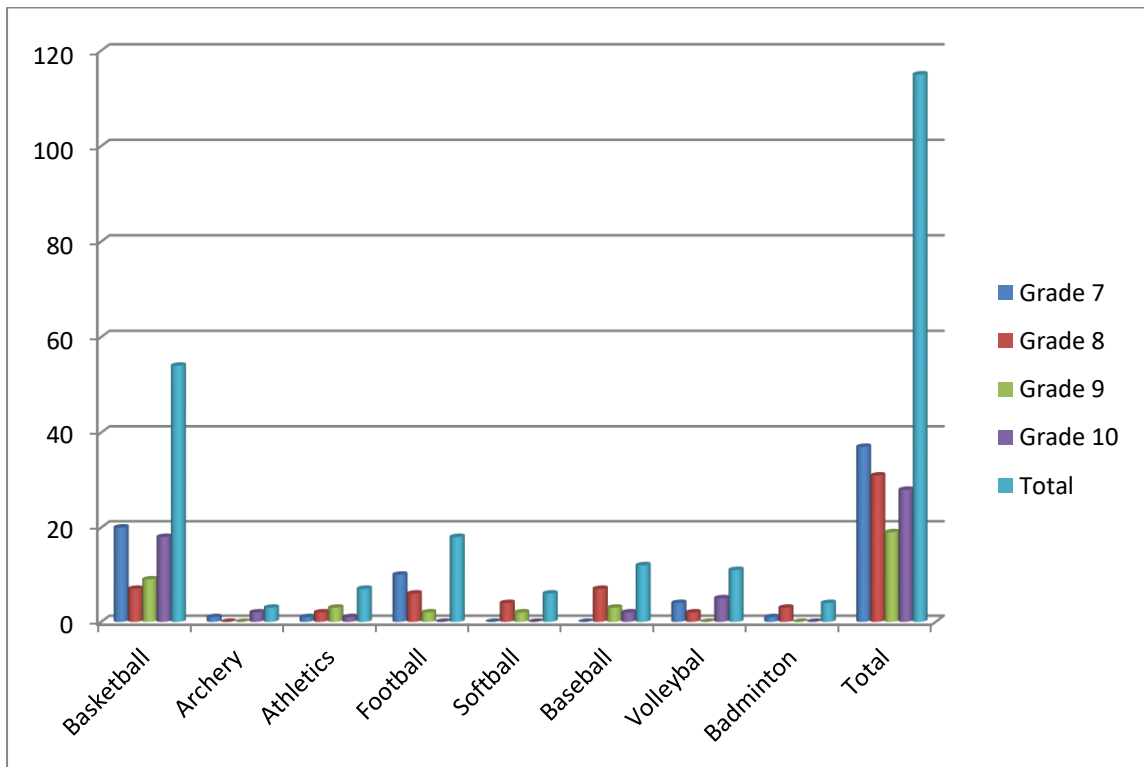
Specialization	Grade 7	Grade 8	Grade 9	Grade 10	Total
Vocals	14	18	21	11	64
Instrumental	9	3	9	6	27
Dance	39	15	13	5	72
Theater	1	3	3	1	8
Visual Arts	26	20	8	17	71
Media Arts	4	8	10	0	22
Creative Writing	0	1	15	12	28
Total	93	68	79	52	292

SPECIAL PROGRAM IN SPORTS (SPS)



Level	Male	Female	Total
Grade 7	33	2	35
Grade 8	23	8	31
Grade 9	12	6	18
Grade 10	28	3	31
Total	96	19	115

NUMBER OF STUDENTS FOR EACH SPECIALIZATION



Specialization	Grade 7	Grade 8	Grade 9	Grade 10	Total
Basketball	20	7	9	18	54
Archery	1	0	0	2	3
Athletics	1	2	3	1	7
Football	10	6	2	0	18
Softball	0	4	2	0	6
Baseball	0	7	3	2	12
Volleybal	4	2	0	5	11
Badminton	1	3	0	0	4
Total	37	31	19	28	115

➤ **RESEARCH AND DEVELOPMENT SYSTEM**

Pursuant to DepED Order No. 16, series 2017, the Schools Division of Catanduanes has created a Schools Division Research Committee (SDRC) last April 24, 2017, which will assume the responsibilities of research management in the school division level following the composition and roles and responsibilities stipulated therein.

The Schools Division of Catanduanes through the Planning and Research Unit have conducted research trainings for teaching and non-teaching personnel:

- Live-in Training Con Workshop on Action Research Preparation for selected elementary and secondary Master Teachers and School Heads last April 24-29, 2017 in 2 batches charged to Division fund with 192 participants.
- 3-day Live-In Training Con Workshop on Basic and Applied Research for Senior High School Teachers, Public Schools District Supervisors and SGOD personnel with 90 participants and was charged from the Special Education Fund (SEF) of the Province last November 16-18, 2017.

These training-workshop capacitated the participant in the preparation of Action, Basic and Applied Research. These helped them to understand the different steps in research preparation and provided a venue for sharing, using and re-using knowledge in research preparation. As an output of the training-workshop, participants are required to submit research proposals. As a result of these training-workshops on research the SDO/PRU have received research proposals from teaching and non-teaching personnel and was indorsed to the SDRC and concerned area supervisors for evaluation and approval of the research.

We have encouraged proponents of researches to submit their research to Regional Office for evaluation and funding through Basic Education

Research Fund (BERF). Sad to say that concerned teachers who submitted researches were not amenable for the suggestions.

There are twelve (12) approved research proposals which are being implemented for completion and eighty-six (86) being evaluated by respective area supervisors.

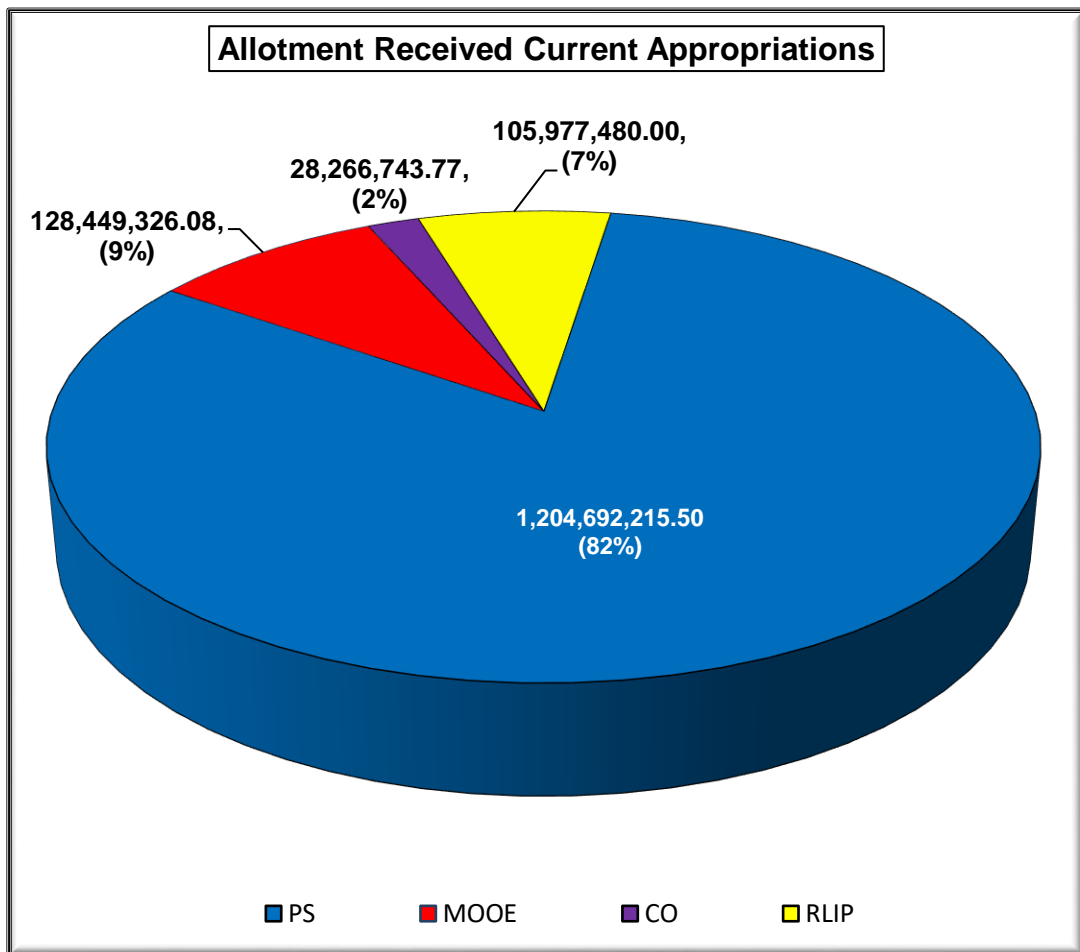


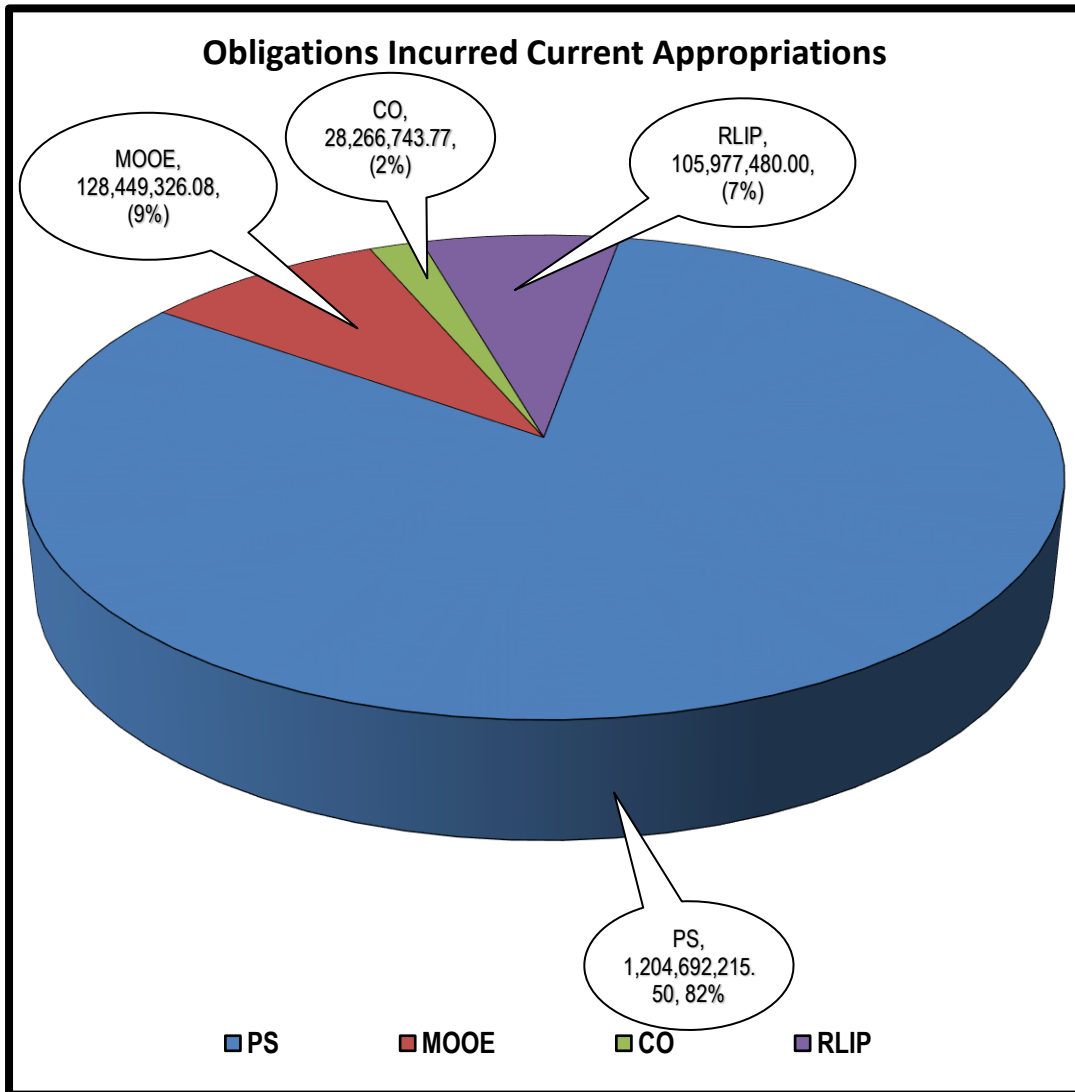
Research in Action



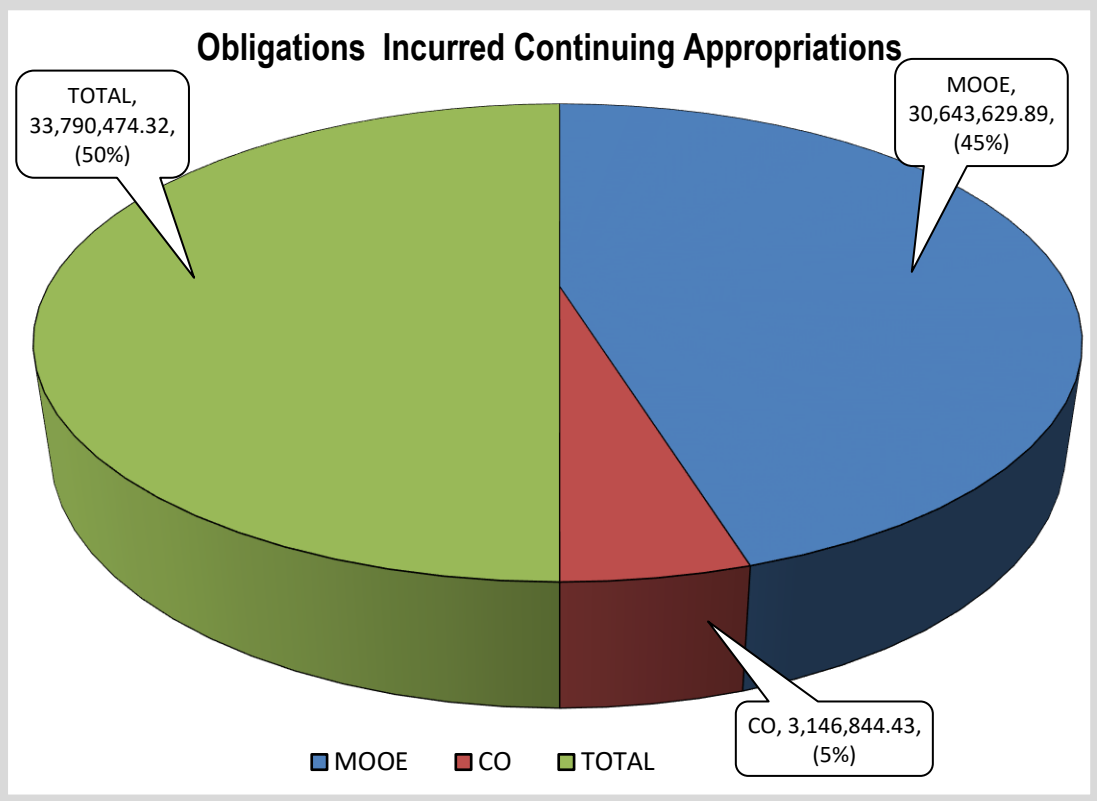
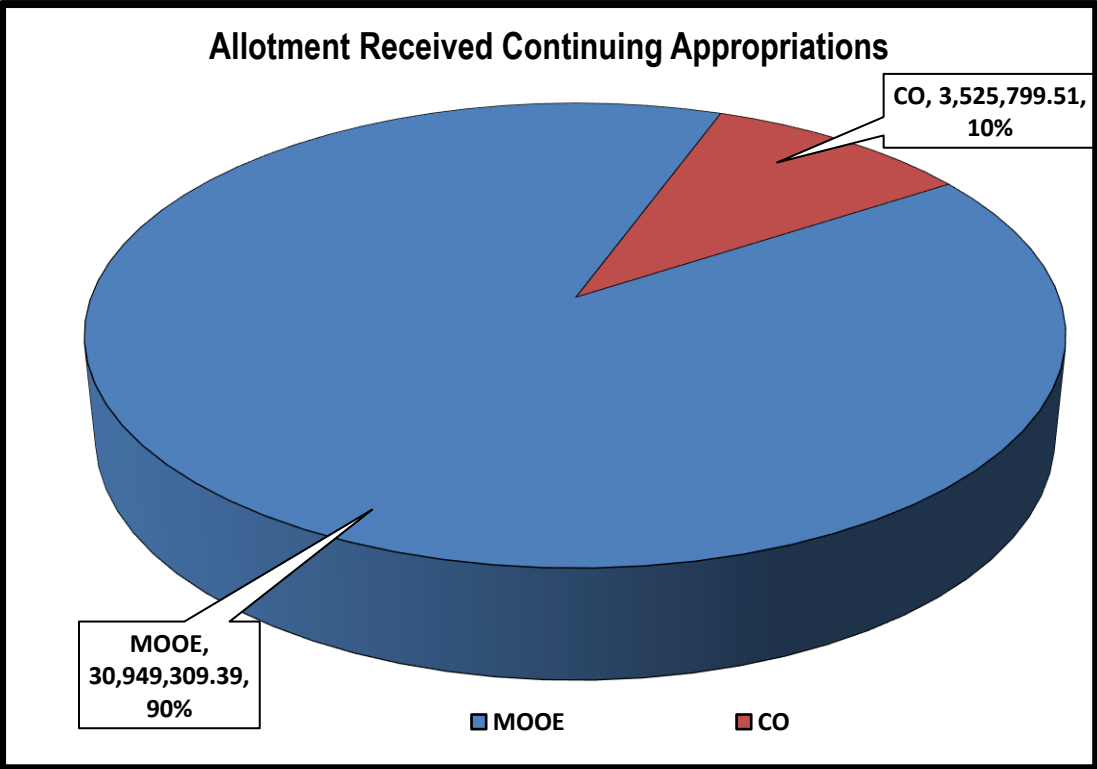
➤ **FINANCIAL ACCOMPLISHMENTS**

CURRENT APPROPRIATIONS	Allotment Received	Obligations Incurred
PS	1,204,692,215.50	1,204,631,269.76
MOOE	128,449,326.08	126,846,246.96
CO	28,266,743.77	24,614,233.87
RLIP	105,977,480.00	105,977,441.85
TOTAL	1,467,385,765.35	1,462,069,192.44





Continuing Appropriations	Allotment Received	Obligations Incurred
MOOE	30,949,309.39	30,643,629.89
CO	3,525,799.51	3,146,844.43
TOTAL	34,475,108.90	33,790,474.32



CY 2017 PHYSICAL FACILITIES ANNUAL ACCOMPLISHMENT REPORT

Name of Projects	Implementing Unit	Number of Site	Completed	On - going	REMARKS
NEW CONSTRUCTION					
<i>Classroom</i>					
CY 2016	DPWH - Catanduanes Engineering Office	6	20	57	
CY 2017	DPWH - Catanduanes Engineering Office	3	0	8	
<i>Regular Workshop</i>					
CY 2016	DPWH - Catanduanes Engineering Office	3	6	0	
CY 2017	DPWH - Catanduanes Engineering Office	6	0	8	
<i>Unique Workshop</i>	DPWH - Catanduanes Engineering Office				
CY2017	DPWH - Catanduanes Engineering Office	20	0	32	
<i>Replacement</i>					
CY2017	DPWH - Catanduanes Engineering Office	26	0	61	
PAGCOR	DPWH - Catanduanes Engineering Office	20	0	32	
CY 2015	DPWH - Catanduanes Engineering Office	6	46	8	
TOTAL			72	206	

REPAIR/REHABILITATION/RESTORATION					
<i>2016 Restoration of Gabaldon Building</i>	Schools Division Office	10 CL & 2 Offices	0	10 CL & 2 Offices	50% Accomplishment
<i>Major Repair of Classroom</i>					
CY 2016	Schools Division Office	14	50	0	
CY 2017	Schools Division Office	15	58	0	
<i>Repair of Calamity Damaged of School Buildings</i>	Schools Division Office	117	0	0	Non Commencement Repair
FURNITURE					
CY 2014 BATCH 1	Schools Division Office	7	315	0	w/ 7 Teachers Tables & Chairs
CY 2014 BATCH 3	Regional Office	9	409	0	w/ 9 Teachers Tables & Chairs
CY 2014 BATCH 4	Central Office	57	2545	0	w/ 57 Teachers Tables & Chairs
TOTAL		73	3269	0	
CY 2015 BATCH 2 & 3	Schools Division Office	19	4785	0	w/ 56 Teachers Tables & Chairs
CY 2015 BATCH 4	Regional Office	10	2240	0	w/ 20 Teachers Tables & Chairs
CY 2015 BATCH 4	Central Office	7	840	0	w/ 57 Teachers Tables & Chairs
TOTAL		36	7865	0	

CY 2016 BATCH 5	Schools Division Office	15	0	7774	w/ 92 Teachers Tables & Chairs
CY 2015 BATCH 6	Regional Office	10	0	736	w/ 0 Teachers Tables & Chairs
CY 2015 BATCH 6	Central Office	39	0	34 Sci. Lab Table	
TOTAL		64	0	8,510	
REPAIR/REHABILITATION/REPLACEMENT	NUMBER OF CLASSROOM		REMARKS		
NEEDS MAJOR REPAIR	1194		VALIDATED		
<i>Repair of Calamity Damaged of School Buildings</i>	735		VALIDATED		
NEEDS REPLACEMENT	350		VALIDATED		
ACTUAL SHORTAGE	KINDERGATEN	GRADE I - VI	GRADE 7 - 12	FURNITURE	TECHVO
CONSTRUCTION OF CLASSROOM	71	85	73		
FUNITURE(for New Con, Replacement)				20,160	
CONSTRUCTION OF TECHVOC					263

STATISTICAL TABLES

DIVISION OFFICIALS

ACRONYMS

- EBEIS - Enhance Basic Education Information System
- LIS - Learner Information System
- GER - Gross Enrolment Rate
- NER - Net Enrolment Rate
- CR - Completion Rate
- SDR - Simple Dropout Rate
- RSLR - Reconstructed School Leaver Rate

ANNEXES

