



SDO Santiago City

CID

MAJOR PAPs

2nd Semester



**SCHOOLS DIVISION OFFICE OF
SANTIAGO CITY**

Moving to SCTEx:
Sustaining the Culture of Teamwork for Excellence



I. NARRATIVE OF PROGRAMS ACCOMPLISHMENT

ALTERNATIVE LEARNING SYSTEM (ALS)

In this midst of pandemic and challenges of times, every accomplishment really matters, since; performing tasks in this new normal situation is not that easy but through the effort and teamwork of the ALS implementors, hard work and challenging tasks have been accomplished. The sustained partnership between DepEd and LGU has been a great factor in the education and literacy of every Santiagueno . There has been a continuous mapping and enrolment to achieve the goal of the department, *no one should be left behind*. With the number of the enrollees of the Alternative Learning System together with the LGU, reinforced with the implementation and provision of various intervention to address the needs, these are all considered accomplishments.

With the concerted efforts of different agencies as partners in different sectors, the number of non-literates has been reduced, since; most them are already enrolled in formal education and ALS, others had gone to TESDA to develop their skills. It is indeed a great honor on the part of LGU with the Local Literacy Coordinating Council to decrease the number of non-literates in the city, and of course the dedication of the ALS implementers in the four clusters of the SDO.

The continuous improvement and decreasing number of non-literates shows that the literacy programs of DepEd with the *BESPREN sa Edukasyon at Literasiya* have been gone a long way, thus; out of 441 non-literates down to only 10 non-literates based on the recorded data.

At present, the Alternative Learning System in the city has four (4) learning centers and (3) community -based learning centers with (10) ten mobile teachers and (7) seven instructional managers. With the unceasing commitment and dedication of the leaders in the city, the vision of having a zero non-literate will be achieved and realized in the coming years. The non-literates who do not want to enroll in formal school and in Alternative Learning System will be catered by TESDA to make them functional literate individuals, after which will be the work of PESO to help them in their employment and provision of materials needed for their livelihood.

At present there are (33) learners who are enrolled in dressmaking course in TESDA being monitored by the ALS Focal Person and teachers from the East cluster. There is also a big support coming from the barangay to make this endeavor a success. All materials needed during the skills demonstration and the sewing machines being used are also provided by the LGU.

The conduct of A & E and Portfolio Assessment expenses and materials are being funded by the LGU amounting to P250.00, as well as trainings and programs. The 11 mobile teachers deployed in different schools and community learning centers are also supported by the LGU.

All expenses in the printing of modules and LR used by the ALS learners are provided by the LGU with SEF, office supplies and equipment are also provided in different ALS offices and CLCs. There are 10 laptops with 10 printers and 10 hard drive are also given to 10 mobile teachers. There is also provision of funds from the BAE to be utilized in different PPAs of the Alternative Learning System such as reproduction of modules, participation to meetings, trainings, seminars, T & D

The enrolment rate in formal schools has been decreased due to some factors but ALS supported these dropped out students with financial supports, employment and livelihood thru partnership with various agencies.

These activities were supported by LGU by providing financial assistance for the materials needed, foods and transportation expenses.

A. DATA

Enrolment Data

BLP	Elementary	JHS	Total (A & E)	Overall
6	70	745	815	821

B. COMPLETERS

BLP	Elementary	JHS	Total (A & E)	Overall
0	20	382	402	

C. A & E PASSERS

Elementary	JHS	Total	A & E Passers	Passing Rate
20	382	402	100%	100%

D. SHS

Name of Implementing School	Grade 11 Enrolment (Tagged on LIS)																	
Santiago City National High School	TVL Track			ABM Track			GAS Track			HUMMS Track			STEM Track			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	0	0	0	0	0	0	0	0	0	9	12	21	0	0	0	9	12	21
										1	8	9				1	8	9

ACTIVITIES/SIGNIFICANT ACCOMPLISHMENTS & PARTNERSHIP	
Partnership with different agencies - Dressmaking course for ALS Learners - Oriented with Agriculture Course - SMAW/GMAW - Electrical Installation	TESDA, PESO, LGU , NC , SK , BJMP , Cebuana Lhuillier
Conducted literacy mapping	Project MAPS/Balik-ALSkwela Increased number of learners
Submitted localized LAS	Quality assured by the region
Presented data on LLCC for the National Literacy Awards	Data for NLA
Conducted Quarterly Meeting	Awarding of personnel thru Project ALSCHIEVERS
Rolled-out 2 nd Consultative Meeting	
Partnered with CHO; Lecture on Bahay Sagipan	Drug Surenderees
Launched 4 CLC (Community-Based)	Namnama Batal, Divisoria, Sitio Laureste , Buenavista
Conducted portfolio presentation assessment (PPA) ; 4 phases	Per cluster
Conducted Graduation Ceremonies	
Contributed feature article to the City GEM	Information Dissemination
Continuous revalidation of non-literates in each barangay	Validation of data
Crafted innovation/intervention	WOW ALS, through GO-ALS! 17 thematic programs
Submitted SHS Application for Pilot Implementation /on -going Pilot implementation	Approved

ALS completers are also given opportunities and chances to be employed by the LGU thru PESO. The drug surrenderees are able to contact their families thru ALS teachers and request for support from their barangays.

Travelling expenses during mapping and visitations are also supported by the LGU, educational trips and GAD expenses are provided by the LGU as well.

One of the most significant support of LGU to DepEd is the allotted budget for the honorarium of 11 Instructional Managers who are receiving (P8, 000.00) eight thousand pesos monthly, from January to December reflecting the amount of P9, 014.488.24 in the SEF budget for the salary of TA and other LGU paid teachers and staff.

Along with the provision of fund to hire instructional managers, Santiago City LGU likewise extended support in producing learning modules which are utilized by ALS learners. It allotted a total of two hundred fifty thousand pesos (250, 000.00) to cover printing costs in the four quarters of 2022.



SPECIAL EDUCATION PROGRAM (SPED)

The Department of Education issued DepEd Order No. 44, s. 2021, known as the Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program pursuant to Section 3 of Republic Act No. 10533, the Enhanced Basic Education Act of 2013, to provide an over-all direction and guidance in the organization, management, and implementation of appropriate programs, services, and interventions for learners with disabilities at the different levels of governance in the department.

Aligned with the goals and objectives of the Special Education Program, SDO-Santiago City continuously strengthen the division-wide implementation of SPED program. Regular monitoring on the progress of the implementation of special program for learners with special needs and disabilities is conducted. This is also in support to the DepEd thrust to protect and promote the right of every Filipino citizen to quality education that will enable each learner to realize their full potential and meaningfully take part in nation building. With the three implementing schools in the division (Santiago North CS, South CS and Santiago City NHS), learners with disabilities (LWDs) identified with some form of physical or mental impairment that limits them to perform in one or more major life activities were catered.

Activities Conducted:

A. Santiago North Central School-SPED Center and South Central School

MONTH	ACTIVITY
JULY	National Disability Prevention And Rehabilitation Week
AUGUST	National White Safety Cane Day
SEPTEMBER	Cerebral Palsy Awareness Week
OCTOBER	National Attention Deficit Hyperactivity Disorder Week
NOVEMBER	National Observance Of Deaf Awareness
	National Children's Month
DECEMBER	Speders Day/International Day Of Person With Disabilities

JANUARY	National Autism Consciousness Week
FEBRUARY	National Down Syndrome Week
MARCH	National Intellectual Disability Week

B. Santiago City National HS

Project LINGAP	A yearly program conducted as an outreach activity for the learners with disabilities/difficulties. Below are the recipients with the receiving teachers in the SpEd Program, accompanied by the SCNHS HT-III Constantino T. Agpalo II
GSP Activities	Learners participated in the Girl Scouts of the Philippines as part of their being in the inclusive education program where their physical setbacks are proven not a hindrance in some of the day-to-day activities.
SLAC Session/INSET	SPED Receiving teachers were actively engaged and participated in the School LAC sessions and INSET on SPED-related topics.

School	Grade Level	Self-Contained			Mainstreamed		
		Male	Female	Total	Male	Female	Total
Santiago South CS	Non-Grade d	55	31	86	11	9	20
Santiago North CS	Non-Grade d	116	73	189			
	K				4	0	4
	1				2	2	4
	2				1	1	2
	3				6	3	9
	4				3	0	3
	5				3	4	7
	6				4	1	5
	TOTAL	116	73	189	23	11	34
	7				2	3	5
	8				3	1	4

Santiago City NHS	9				2	3	5
	10				0	2	2
	TOTAL				7	9	16
	GRAND TOTAL	171	104	184	41	29	70

Enrolment:



INDIGENOUS PEOPLES EDUCATION (IPEd)

In accordance with Republic Act No. 10533, which established the Enhanced Basic Education Program, the DepEd has taken initiatives to contextualize the curriculum for the Indigenous Peoples Education (IPEd) Program in order to provide inclusive basic education for everyone and to maintain an educational system that will recognize, protect, and promote the rights and welfare of IPs in Indigenous Cultural Communities (ICCs).

The K to 12 necessitates teachers and education management to equip themselves with perspective, knowledge and skills conducive to the social and cultural context of the varied populations. Thus, the SDO Santiago City conducted series of training and workshops to capacitate teachers, school heads in enhancing the curriculum thru the development of learning resources (Coffee Table Book (IKSPs) of Different ICCs of Santiago City) that is culture sensitive, centralized and flexible based on the specific and social context of the Indigenous Cultural Communities (ICCs) (ICCs).

But due to COVID-19 pandemic, some of the activities of the program were undertaken due to the strict health and safety protocols which are implemented to reduce the spread of the infection. Thus, the IPEd Program Support Fund (PSF) intended for the trainings and other related activities were realign towards the implementation of Basic Education Learning Continuity Plan (BE-LCP) of the division/ schools. The allocation of fund on the conduct of some trainings and other relevant activities were utilized in the acquisition of supplies and materials for the reproduction of modules in support to BE-LCP of 41 IP schools.

Other Related Activities Conducted:

- Monitored the conduct of Early Registration (IP Enrolment) thru online / onsite.
- Conducted National IP day and IP month celebration at the Division level
- Monitored the conduct of National IP day and IP month celebration at the school level.

- Provided supplies and materials to 41 IP schools of the division for the reproduction of SLMs/ LMs in support to the implementation of their BE-LCP
- Conducted training workshop on the development and finalization of Coffee Table Book on the Different Indigenous Cultural Communities of Santiago City

MUSLIM EDUCATION PROGRAM (MEP)



Enhanced-Maintenance of Unity for Santiagueno Learners' in the Institutionalization in Mapping Out Muslim Students (E-MUSLIMS)

Santiago City is a conglomeration of divergent ethnicities. This includes the community of Muslims. To preserve their cultural heritage and educational direction, the Department of Education, SDO Santiago City responded to the challenge as stipulated in the in DepEd Order No. 41 s. 2017, Policy Guidelines on Madrasah Education. Sustenance of Muslim Education in K012 Basic Curriculum is not a privilege but a right.

Presently, in SDO there are three (3) operational schools offering Madrasah Education Program (MEP): 1Santiago West Central School; 2. Santiago South Central School & 3. Santiago North Central School.

For Calendar Year 2022, MEP conducted the following activities:

Activity	Date	Venue
Division Planning Workshop for Muslim Education Program (MEP) School Implementers cum Data Updating	July 28, 2022	Santiago West Central School
Division Advocacy Meeting on Madrasah Education Program Stakeholder.	October 6, 2022	Santiago North Central School
Division Seminar Workshop for Muslim Education Program (MEP) Implementers and School MEP Coordinators on Project Proposal Making	November 9, 2022	Santiago South Central School
Division Upskilling of MEP Implementers on Inclusive Education (IE)	November 22 & 29, 2022	November 22 - Santiago West Central School November 29 - Santiago North Central School

LEARNER\$ DATA ENROLMENT (\$/Y 2022-2023)			
School	MALE	FEMALE	TOTAL
SWCS	19	8	27
SNCS	28	14	42
SSCS	16	16	32
TOTAL	63	38	101



MOTHER TONGUE –BASED MULTILINGUAL EDUCATION (MTB-MLE)

Mother Tongue – Based Multilingual Education (MTB-MLE) is the government's flagship program for education as a conspicuous aspect of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the "Enhanced Basic Education Act of 2013." It is being implemented specifically to Kindergarten, Grades 1 to 3. Mother tongue – based multilingual education (MTB-MLE) is education, formal or non-formal in which the learner's mother – tongue and other languages are employed in the classroom.

In this new normal, the implementation of the program became challenging as we embrace the condition of learners in face to face. For continuous implementation of the MTB-MLE different programs and activities were conducted and implemented. One of the highlights of is the establishment of different school reading programs to address the learning loss or gaps.

Division Oral Reading test to all learners was conducted to identify the current status of the reading skills of learners especially the k to 3 under the MTB-MLE curriculum. The result will serve as baseline for further activities and research.

To address also the learning gaps the Schools Division of Santiago City thru the Curriculum Implementation Division (CID) conducted a **Division Orientation Workshop on the Utilization of Bridging Primer for Grade 2** at Rosario Elementary School last November 26, 2022. The orientation workshop aimed to enhance and broaden understanding about bridging process and demonstrate skills in teaching reading as articulated in Primer Lessons for monitoring, evaluation and improvement.

Online and face to face monitoring of the MTB-MLE's implementation were both used. In order to fully and effectively implement MTB-MLE and to meet the demands of the students in this new normal, schools additionally designed and conceptualized locally initiatives / innovations in MTB-MLE.



SPECIAL PROGRAM IN FOREIGN LANGUAGE

The implementation of the special Program in Foreign Language (SPFL) in Spanish by the Department of Education is a prudent investment to restore the four-century old socio-cultural ties between the Spain and the Philippines particularly in the field of educational improvement. By incorporating SPFL in the new K to 12 Basic Education Curriculum, DepEd was able to successfully reindulcate the teaching of Spanish language and Culture in the Philippine secondary education system.

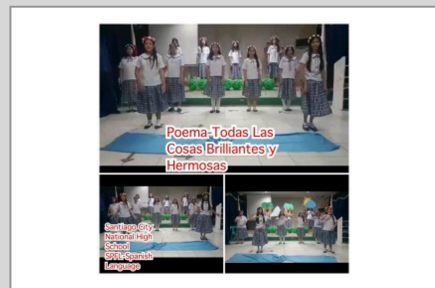
Consequently, in its strong and full support to the program, Schools Division of Santiago City through Santiago City National High School has been offering SPFL -Spanish to the Grade 9 and Grade 10 students.

The following were the programs and accomplishments:

- Elected officers in the Organizacion en Lengua Extranjera de Espanol via zoom
- Printed modules of grade 10 students. Provided link for better understanding.
- Students' participation thru giving reports
- Online monitoring
- Participated in regional skillympics- garnered award for the speech exhibition

ENROLMENT FOR SY 2022-2023

Grade 7	Grade 8	GRADE 9	Grade 10	TOTAL
46	39	55	51	191



Special Program in Foreign Language

SPECIAL PROGRAM IN JOURNALISM

Campus Journalism plays a vital role in the school. It boosts the learners' competencies in the field and in communication arts. Moreover, it strengthens the ethical values and encourages critical and creative thinking. Raising their confidence in application of their journalistic skills for the society's welfare is one of the important goals of the school

The Special Program in Journalism does not only teach learners the knowledge, skills and develop moral character and personal discipline in Campus Journalism but it teaches them also to practice fairness, balance and truthfulness which in due time will make them more responsible citizens of the society.

Entrance Test for the incoming Grade 4 pupils was conducted by Mrs. Gemma G. Fernandez, the School Journalism Focal Person, at Santiago East Central School on August 4-5, 2022. It aims to assess the ability and writing skills of pupils who will be under the Special Program in Journalism class for the school year 2022-2023.

Orientation with parents to increase their awareness on the features and standards of Special Program in Journalism (SPJ) was also conducted on September 9, 2022.

Intervention such as recitation of varied Tongue Twisters, poem recitation and reciting declamation piece were also given to journalism class to develop their oral communication and help them express themselves in such a manner. Doing the aforementioned activities was done daily on the month of October, 2022.

Honing the learners writing abilities started on the month of November. The conduct of pupil-based activities which enable pupils to utilize their journalistic skills was done to ensure the enhancement of the pupils' journalistic skills.

Other activities conducted were as follows:

Month	Activities
July	<ul style="list-style-type: none">• 2022 Regional Hybrid Journalympics• Simulation of In-Person Classes
August	<ul style="list-style-type: none">• Opening of Classes• Re-awarding of 2022 Regional Hybrid Journalympics

	<ul style="list-style-type: none"> • Implementation of In-Person Classes • Conduct of the Psychological Support Activities
September	<ul style="list-style-type: none"> • Parents-Teachers Association General Assembly
October	<ul style="list-style-type: none"> • Preparation of the Pinoy Character Online Contest • Writing Script for TV Broadcast
November	<ul style="list-style-type: none"> • Pinoy Book Character Online Contest

ENROLMENT FOR SY 2022-2023

School	Grade IV	Grade V	Grade VII	Grade VIII	Grade IX	Grade X	Total
Divisoria HS			31	35	29	32	127
Rizal NHS			33	24	26	33	116
SCNHS			48	47	37	33	165
SECS	35	24					59



Special Program in Journalism

EARLY LANGUAGE LITERACY AND NUMERACY (ELLN)

Early Language Literacy and Numeracy strengthened teachers' capacity to teach and assess reading and numeracy Skills, improved school administration and management, established competency standards, and introduced a school-based professional development system for teachers.

With the aim of attaining the significant purposes of ELLN, the Schools Division of Santiago City conducted training-workshops to appropriately address the needs of the teachers on the effective implementation of the aforesated program and to escalate key stage one (1) learners' academic performance. However, because of Pandemic, Reading Performance of learners was affected due to no face-to-face encounter with them.

Consequently, the results of the assessment in reading based on Phil-IRI pre- test results is not quite desirable. It was validated with the conduct of Division Oral Reading Assessment. Hence, the continuous monitoring of the various school-based reading programs utilizing different modalities employed by the schools and the implementation of PROJECT SEERS-Strategies to Enhance and Escalate Reading performance of Santiago City learners.

Activities conducted were as follows:

- School-based accomplishment of ELLN Modules
- School-based LAC Sessions
- Participation to National Buwan at Araw ng Pagbasa Celebration
- Strict Implementation of Reading Recovery Plan
- Attendance/Participation to Division ELLN TRAINING

NOTE: Early Language Literacy and Numeracy is for Key Stage 1 Learners (Grades 1-3)



ELLN Training

SPECIAL SCIENCE ELEMENTARY SCHOOLS (SSES)

Aligned with Section 17, Article II of the Philippine Constitution mandates the State to give priority to Education, Science and Technology to foster patriotism and nationalism, accelerate social programs and promote total human development, DepEd Order No. 57, s. 2022 known as the Policy Guidelines In the Implementation of the Special Science Elementary Schools (SSES) Project was established.

As stipulated in the policy, provision of opportunities for the development of scientific attitudes, technical skills and higher order thinking skills among learners of Basic Education in an environment supportive of their nurturance is the primary responsibility of the Department of Education (DepEd).

In the Division of Santiago City, Santiago West Central School is the only public elementary school implementing the program. The school gears to provide an enriched curriculum for Mathematics and Science.

SWCS-Special Science Curriculum welcomes the opening of face-to-face classes this school year with great optimism. It will continue to strive to attain quality education and continuous development on learners' performance. Likewise ensures effective system and operations that are responsive to the needs and interests of the learners. Thus, SSES teachers through their unwavering dedication work collaboratively to establish sustainable resources, explore teaching strategies and innovative tools for a better learning output.

Indeed, the collaborative effort of teachers and stakeholders in the implementation of programs, projects and activities has placed the curriculum at its best. SSES learners continue to reap honors and awards and bring home bacon.

Significant Accomplishment (Programs, Projects, Activities)

1. Conduct of annual advocacy to scout entrants to the program
 2. Provide meaningful, engaged learning for all pupils through blended modality (online modular) and 3-4-5 days in person
 3. Greater percentage of pupils' participation to online class and in person
 4. Pupils are greatly exposed to hands on activities, like DIY activities in science, Mathematics lessons with ICT integrations
 5. Exploration to technology is given a highlight in the teaching learning process
 6. Full support of internal and external stakeholders
- * Grade III learners were given tablets from LGU

* Provision of additional aircons to grades I-IV, 2 pcs. of air purifier in each grade, 35 pcs monobloc chairs for grade II, 1 printer for grade III, 1 hot and cold-water dispenser for grade V and 4 stand fans for grades V and VI

Gains/Harvest from the Implementation of the Program

GOLDEN HARVEST Second Semester 2022

Contested Event	Award Received	Name of Learners
*Interactive Story Telling Competition	2 nd Place	Revbrain Matthew E. Martin Angela Faith R. Tulaban
*Yes-O Spoken Poetry Competition	3rd Place	Freya Jener C. Avila

Corrected Data on Enrolment and Learning Resources SY 2022-2023

Grade Level	Enrollment			No. of Teachers	Learning Resources				
	Male	Female	Total		SLMs	LAS	Textbooks	Others	Total
Kindergarten									
1	15	19	34	1	1:5	0	1:2		
2	15	19	34	1	1:3	0	1:2		
3	12	18	30	1	1:3	0	1:2		
4	15	15	30	1	1:3	0	1:2		
5	15	16	31	1	1:3	0	1:2		
6	14	18	32	1	1:3	0	1:2		
Total	86	105	191	6					

LEGISLATED SCIENCE HIGH SCHOOL(LSHS)

In support to DepEd Order No. 55, s. 2010 known as Policy Guidelines on Strengthening Science and Mathematics Education at the Secondary Level, SDO Santiago City continuously reinforce the implementation of Special Science Program. Rizal National High School as the implementing school in SDO-Santiago City, offered Special Science Curriculum instigating the inclusion of one special science class in each curriculum level under Type B as stipulated in the said DepEd Order.

The Schools Division envisions the continuous growth and improvement of scientifically, technologically, and environmentally literate and productive members of society through the well-trimmed and regularly monitored implementation of different programs, activities and projects in Science. Aligned with the goal of strengthening Science and Mathematics education, the learners must be equipped with scientific values and attitudes to become globally competitive Filipino scientists holistically developed with 21st century skills and imbued with the core values of truth, excellence, and service to nation.

The following activities conducted proved the continuous support of the division in promoting Science Literacy.

Activities Conducted During the Calendar Year 2022

- a. **GRADE 7 SCREENING AND ADMISSION PROCESS.**
 - Conduct of pre-screening and selecting of learner-aspirants through document evaluation and interview.
 - Administration of admission exam in Science, Mathematics, and English following the prescribed health protocols.
 - A maximum of 35 students are allowed per class/section.
- b. **PROGRAM ORIENTATION on the SSC Curriculum.**
 - Incoming freshmen for the science class curriculum were properly informed and assisted to their classes.
- c. **ACTIVE PARTICIPATION** of selected teacher in the Regional Robotics Workshop October 22, 2022.
- d. **2022 NATIONAL SCIENCE AND TECHNOLOGY WEEK CELEBRATION.** Rizal National High School through the Science department and Circle of Young Einsteins of Rizal (CYER) launched the Celebration of National Science and Technology Week last November 21, 2022.
- e. **PARTICIPATION TO THE 2022 NSTW CLASSROOM-BASED VIRTUAL EXHIBIT.** The CYER and Science teachers conducted classroom based virtual viewing of NSTW exhibit and brought Rizalian learners closer to

different scientific researches and innovation in order to awaken their interest in science.

f. TEACHER EVALUATION THROUGH CLASSROOM OBSERVATION.

- To monitor teacher's activity in the classroom and gather feedback.
- Technical assistance was also provided to improve learners' outcome by improving the instructional prowess of the teacher.

g. ACTIVE PARTICIPATION TO THE 2022 DIVISION ORIENTATION WORKSHOP ON TEACHERS SUPPORT MATERIALS.

- Opportunities for upskilling/trainings and developing new teaching materials helped a lot in providing quality education to the learners.
- The conduct of 2022 Division Orientation Workshop on the Preparation of Teacher Support Materials for selected mathematics and science teachers was a great avenue for further professional growth.

ENROLMENT DATA FOR SY 2022-2023

	Grade / Section	Male	Female	Total
Special Science Class	7- Diamond	9	21	30
	8- Wisdom	13	20	33
	9- Narra	11	18	29
	10- Rizal	11	20	31
	Grand Total	44	79	123



SCIENCE, TECHNOLOGY, AND ENGINEERING (STE)

The Department of Education commits itself in the development of the full potential of learners in all learning areas. Different programs and projects have been implemented to realize its goals. One of its thrusts is to produce quality learners in the field of Science and Technology. In this line, Special Curricular Program in Science, Technology and Engineering (STE) has been offered. The Science, Technology, and Engineering Program is a science-oriented curriculum implemented in some public high schools in the Philippines. The curriculum envisions highly responsible, morally upright, globally competitive, and work-ready learners.

The program aims to widen access to quality secondary education with the vision to develop learners with the interest and aptitude for careers in or for higher learning in Science, Technology and Engineering.

SDO-Santiago City regularly monitors the progress of the implementation of STE Program at Santiago City National High School, the implementing school in the division. SCNHS has always been proactive in supporting the program, projects, and activities of the Department of Education geared towards the delivery of basic education services. It has initiated and led significant undertakings that promote science literacy in the Division and in the country as well.

In connection with these goals, the special science curriculum has accomplished the following during the calendar year 2022:

- a) **GRADE 7 SCREENING AND ADMISSION PROCEDURES.** As part of upholding the quality of the program, entrants to STE underwent the annual screening and admission procedures. Applicants manifested their intentions of joining the program through the interview phase. Selected teacher-members of the screening committee facilitated the said activity. Furthermore, students proved their capacity in Science, Mathematics, and English in the paper-and-pencil qualifying examination. Proctors and room examiners with the assistance of the guidance personnel manned the successful conduct of the undertaking following the prescribed health protocols.
- b) **STE PROGRAM ORIENTATION.** Provision of appropriate and proper information dissemination and comprehensive understanding regarding the STE program along its background, legal bases, history, policy, and relevant implementing guidelines was made possible through the parents and students orientation held at the school amphitheater on August 12, 2022, few weeks before the opening of

the school year. The activity aimed to assist incoming students with their parents on the program.

- c) **ENGAGEMENT IN LAC SESSION IN SCIENCE.** Science teachers took part in a collegial discussion and review of Teacher's Code of Ethics as reminders to the observance and performance of roles and responsibilities with the resumption of face-to-face learning. Furthermore, professional sharing was among the faculty members of the science department on November 15, 2022, along the context of reviewing the revised Bloom's Taxonomy and Test Construction. This has also been an avenue for imparting the best practices of teachers in the said topic.
- d) **ACTIVE PARTICIPATION TO THE 2022 DIVISION ORIENTATION WORKSHOP ON TEACHERS SUPPORT MATERIALS.** STE teachers performed important functions like being the resource speakers and facilitators during the 2022 Division Orientation Workshop on Teachers Support Materials held at SDO Multipurpose Hall last November 11-12, 2022 with the EPSs in Science and Mathematics as the proponents.
- e) **REGIONAL SCIENCE AND TECHNOLOGY WEEK - INVESTIGATORY PROJECT MAKING.** As the representative of SDO-Santiago City, Santiago City National High School, through its Science, Technology, and Engineering (STE) program participated in the Investigatory Project Proposal Making Contest held on November 19, 2022, at SM City Cauayan. The group was composed of STE student-researchers namely Jaylord G. Gallejos, Kurt Lawrence F. Bolusan and Theodore Atienza, with the coach, Madam Delaila B. Navalta. As a manifestation of the full support of the Division to the team, CID Chief, Dr. Janette V. Bautista and EPS in Science, Clarissa F. Soliven, were also present during the contest.
- f) **TEACHER EVALUATION THROUGH CLASSROOM OBSERVATION.** To put forth constant improvement on teacher instructional performance, classroom observations were undertaken by the subject coordinator and highly proficient teachers in science. Such activity is important to give feedback and provide monitoring to teachers in the classroom.
- g) **ENHANCEMENT OF LEARNING EXPERIENCES.** To help learners apply their learning in a concrete manner, performance tasks and

outputs were given to students. Further, for easier understanding of lessons and topics presented in the classroom, actual manipulation of laboratory equipment is fostered to increase mastery of learning among students.

Santiago City National High School's SCIENCE, TECHNOLOGY, and ENGINEERING is humbled to be an active instrument in paving ways toward quality science literacy in the Division and in the country at large. It endeavors to contribute to nation building by means of engaging science enthusiasts in doing investigatory projects, innovations as well as teacher researches that could help address perennial societal problems and in the academic community respectively.

Moreover, it actively joins the country in the celebration of National Science Club Month and staged classroom-based programs and activities that showcased innate talents and skills of students in science-related activities like Photosciencia, Science Quiz Bee, Poster and Slogan-making contests among others. These were implemented on the month of September in compliance to former President Gloria Macapagal-Arroyo's Proclamation 264 that institutionalized every September to be National Science Club Month, which she signed in 2002.

Undoubtedly, STE will always remain to be a special program in the hearts of every learner, parent, and teacher as it fosters life-long competencies of becoming inquisitive, critical thinkers, and innovative citizens for the country. #KeepTheSciencePassionAblaze #ScienceForABetterLife

Enrolment Data for Sy 2022-2023

Science, Technology and Engineering (STE)	Grade / Section	Male	Female	Total
	7- Albert Einstein	20	20	40
	7- Isaac Newton	23	19	42
	7- Blaise Pascal	19	25	44
	Subtotal	62	64	126
	8- Gregor Mendel	21	15	36
	8- Alexander Fleming	20	19	39
	8- Charles Darwin	17	27	44
	Subtotal	58	61	119
	9- Louis Pasteur	15	28	43
	9- Archimedes	18	26	44
	9- Ernest Rutherford	19	26	45

	Subtotal	52	80	132
	10- Galileo Galilei	18	26	44
	10- Marie Curie	11	32	44
	10- Bernhard Euler	23	16	39
	Subtotal	52	74	126
	Grand Total	224	279	503



STE teachers served as TWG members, facilitators, and resource speakers during the Division Orientation Workshop on the Preparation of Teachers Support Materials



SCNHS STE screening committee conducting the admission test and earnestly checking the answers afterwards.



STE teachers share their best practices thru a collegial discussion on relevant matters during their Learning Action Cell.



Conduct of authentic performance task and assessment among STE students to enhance content mastery of the

SPECIAL PROGRAM IN THE ARTS (SPA)

The Department of Education (DepEd) Special Curricular Programs (SCPs) “have been designed to enable students to understand their strengths, pursue their interests, and develop their multiple intelligences (DepEd Memorandum No. 149, s. 2011).” Through SCPs, it is envisioned that DepEd will produce globally competitive learners imbued with desirable values and equipped with 21st century skills that can contribute to nation-building and national transformation while preserving Filipino culture, heritage, and identity.

Specifically, these Special Curricular Programs (SCPs) aim to provide high school learners with a foundation for a career pathway that is aligned with their interests and aptitudes. Learner’s potential must be enhanced and developed outside the four corners of school. The students must be guided individually and accordingly based on their skills/talents that will make them productive and competent individuals specially in performing outside the school (hands-on performance task) and establish better communication with other people not only in school but also as citizen.

Special Program in the Arts (SPA) provides learners with a chance to develop and enhance their talents in the following art fields: Visual Arts, Music, Theatre Arts, Dance Arts, Media Arts, and Creative Writing (English and Filipino). SPA aims to create young artists with aesthetic potentials who will preserve and enrich Filipino culture and heritage.

With the introduction of Basic Education Curriculum Learning and Continuity Plan, the Department of Education has issued DepEd Order that enhances the curriculum during pandemic. The introduction of blended modality to 5 days face to face classes or in-person.

In connection with this, the Schools Division of Santiago City, and the lone implementer of the said special program, Santiago City National High School have accomplished the herein projects, programs and activities for the calendar year of 2022.

MANDATES

Through Memorandum No. 135, Series of 2001 issued by then DECS, the Implementing Guidelines for Pilot Implementation of the SPA were provided to fifteen (15) public secondary schools nationwide. There are seven (7) areas of

specialization enumerated: Vocal Music, Instrument Music, Visual Arts, Theater Arts, Creative Writing, Media Arts and Dance.

TEACHERS' DEVELOPMENT

To ensure teachers capability building, the following seminars and training have been actively attended to:

Name of Training	Name of Teacher/s	Date and Venue
2022 Husay Sining: Program for Teachers in the Arts Training Structure	JOEL S. DOMINGO JANETTE V. HADUCA MICHAEL R. PONCE MANUEL D. GARCIA, JR. JAYSON P. SALVADOR MARY JANE P. VILORIA	July 31. August 1-5, 2022 University of St. La Salle, Bacolod City
Cultural Center of the Philippines Academy: Arts Training/ Workshop	MISAEAL B. VIRAY MAY A. DACO	July 31 to August 6, 2022 Siliman University, Dumaguete City
Pagsasanay sa Edukasyong Pangkultura (PEP)	MAY A. DACO JANETTE V. HADUCA	November 15-19, 2022 Malolos, Bulacan

ENROLLMENT FOR SY 2022-2023

One of the intensified activities of the implementing school is the enrolment of learners for this School Year 2022-2023. Presented below is the number of learners per grade level

CURRICULUM YEAR	Number of Enrolled Students
Grade 7	94

Grade 8	76
Grade 9	73
Grade 10	55

ACADEMIC 2022-2023 – TEACHERS PROFILE

As gleaned on the table below there are three (3) teachers in music, two (2) teachers in dance, theater arts, visual arts, and media arts, while only one (1) teacher for the creative writing which implies that all 6 components of SPA have assigned teachers respectively.

COMPONENT	Number of Teacher
Music	3
Dance	2
Theater Arts	2
Visual Arts	2
Media Arts	2
Creative Writing	1

PROBLEMS ENCOUNTERED AND TECHNICAL ASSISTANCE NEEDED

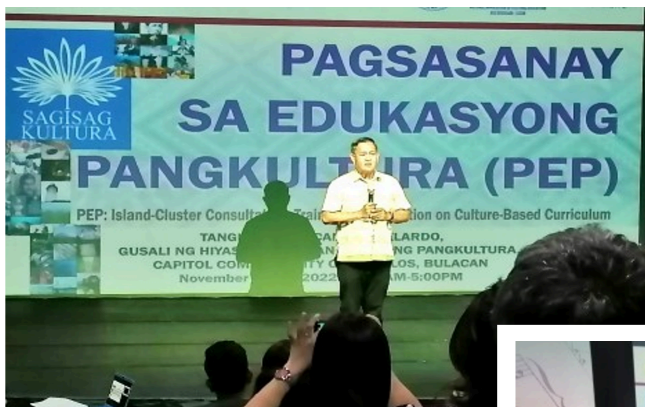
Priority Needs	Challenges Encountered	Technical Assistance Needed for the program implementation
1. Additional facilities and equipment	<ul style="list-style-type: none"> Lack of facilities, materials/ instruments, and additional equipment in every discipline 	<ul style="list-style-type: none"> Funding for facilities and equipment

2. Presence of Dance studio, music studio and Media arts room	<ul style="list-style-type: none"> • Lack of dance studio, music room, production room, and media arts room for laboratory purposes 	<ul style="list-style-type: none"> • Central Office should provide funding for additional laboratory rooms
3. Learning materials, books and references	<ul style="list-style-type: none"> • No books and standard learning materials provided for the program. 	<ul style="list-style-type: none"> • Central office shall provide learning materials for SPA
4. Creative Writing Learning Area	<ul style="list-style-type: none"> • The school offers Creative Writing this school year to complete the discipline offered at SPA 	<ul style="list-style-type: none"> • The school sends teacher to undergo training/s about Creative Writing





Snapshot . Mr Viray and Ms. Daco of their attendance to CCP: Arts Training/ Workshop held last August 2022



EPS Benedict B. Santiago, MayDaco, Janette Haduca and May Flor Agne attending the Pagsasanaysa Edukasyong Pangkultura at Malolos, Bulacan on November 22-25, 2022



