



CONCLUSION

The following commendations and recommendations are based on the self-survey team's review of the school's documented policies, systems, practices, and outcomes across Areas 1 to 8. They are presented to acknowledge areas of strength that support the effective delivery of the Senior High School program and to identify specific aspects that may benefit from further enhancement.

These observations reflect the school's current stage of development and are intended to provide constructive input for continuous improvement, institutional learning, and future planning. Collectively, they recognize both the progress achieved and opportunities for further strengthening institutional effectiveness in alignment with the school's mission and educational goals.

AREA 1. LEADERSHIP AND GOVERNANCE

COMMENDATIONS:

The self-survey team commends:

1. the highly qualified and supportive Board of Trustees whose strategic guidance, sound governance, and collaborative engagement have significantly contribute to the school's operational efficiency and institutional stability;
2. the strong collaborative relationships among the various sectors of the school community that cultivate a positive, inclusive, and mission-driven school culture;
3. the proactive efforts of the school in localizing and operationalizing the DLSP Modern Conduct of Schools Manuals into clear flowcharts and narrative guides that translate policies and procedures across operational units, which support alignment with network's standards while responding to the specific needs of the school; and
4. the establishment of a functional Risk Management Team that proactively identifies, assesses, and mitigates potential institutional risks to support operational continuity, promote accountability, and safeguard the welfare of stakeholders and institutional assets.

RECOMMENDATION:

The self-survey team recommends strengthening the Return-of-Service mechanism for personnel undergoing training and further studies to safeguard institutional resources and to strategically align professional development with effective succession planning.



AREA 2. QUALITY ASSURANCE

COMMENDATIONS:

The self-survey team commends:

1. the institution's integrated and data-driven Quality Assurance System, anchored on the Modern Conduct of Schools (MCS) framework, which has produced coherent operational manuals, strengthened accountability mechanisms, and fostered a culture of continuous improvement across all units; and
2. the active and collaborative engagement of stakeholders in internal and external quality assurance processes, promoting transparency, shared ownership, and sustained commitment to institutional goals and Lasallian educational excellence.

RECOMMENDATIONS:

The team recommends:

1. the enhancement and automation of documentation processes through a centralized digital quality assurance platform to efficiently link evaluation results with policy actions, curricular improvements, and institutional initiatives.

AREA 3. RESOURCE MANAGEMENT

COMMENDATIONS:

The team commends:

1. the effective stewardship of the school's resources, leading to sustainability and operational efficiency;
2. the provision of upgraded facilities that create a safe and conducive environment for all stakeholders;
3. the participation of personnel in seminars, workshops, and training programs provided within the De La Salle network of schools that contribute to professional growth and institutional learning; and
4. the significant presence of alumni among the teaching and non-teaching personnel, which reflects enduring loyalty and a sustained commitment to the school's Lasallian mission.

RECOMMENDATION:

The team recommends strengthening the succession and retention plans to better prepare personnel to smoothly and competently assume key roles when needed.



AREA 4. TEACHING-LEARNING

COMMENDATIONS:

The team commends:

1. the consistent alignment of instructional practices with the school's Vision, Mission, and Goals, which supports teaching strategies that promote holistic student development;
2. the use of varied teaching approaches and strategies that address diverse learner needs;
3. the effective use of learning resources and materials, including digital platforms and instructional tools, to enhance student engagement and understanding;
4. the structured lesson planning and documentation, which guide teachers in delivering organized, coherent, and outcome-based lessons; and
5. the positive classroom environment fostered by teachers, promoting respect, active participation, and meaningful learning experiences.

RECOMMENDATION:

The team recommends maximum utilization of the Learning Management System (LMS) for efficient and varied delivery and continuity of learning, particularly when students are offsite.

AREA 5. STUDENT SERVICES

COMMENDATIONS:

The self-survey team commends:

1. the creation of the Lasallian Mission Office, which strengthens the school's formation programs, enriching the holistic formation of students and deepening their Lasallian identity; and
2. the participation and exposure of students to local, national, and international opportunities, including activities within the De La Salle network of schools that develop students' potential, strengthen character formation, and build self-confidence.

RECOMMENDATIONS:

The self-survey team recommends:

1. strengthening career guidance and placement programs; and



2. expanding automation initiatives to include integrated digital admissions and evaluation of student services.

AREA 6. EXTERNAL RELATIONS

COMMENDATIONS:

The self-survey team commends:

1. partnerships with local, national, and international organizations that create opportunities for collaboration and student development; and
2. the revitalized Lasallian Youth Volunteers and their renewed commitment to service, which have further inspired the spirit of volunteerism in the community.

RECOMMENDATION:

The self-survey team recommends enhancing the integration of service learning into the curriculum to provide students with authentic opportunities to apply academic knowledge in addressing community needs.

AREA 7. RESEARCH

COMMENDATIONS:

The self-survey team commends the creation of the DLSASMC Research Manual, which has guided the implementation of the research initiatives of the school.

RECOMMENDATIONS:

The team recommends increasing research dissemination and publication outputs to further strengthen the institution's research culture.

AREA 8. RESULTS

COMMENDATIONS:

The team commends:

1. the use of the comprehensive year-end curriculum evaluation tool, which provides a holistic view of curriculum effectiveness, instructional quality, alignment with foundational principles, and integration of the Expected Lasallian Graduate Attributes (ELGAs);
2. the implementation of an instructional framework that provides timely intervention to address learner needs, thereby improving student performance;



3. the participation and recognition of students in local, regional, and national competitions, which demonstrate the effectiveness of curriculum and instructional practices; and
4. the school's sound financial standing, which reflects careful and ethical budget management, efficient use of resources, and financial stability.

RECOMMENDATIONS:

The team recommends:

1. the establishment of a more efficient system for monitoring graduates' performance in college entrance examinations, as well as their academic standing and achievements, particularly in licensure examinations; and
2. the restoration of the digital accounting system to allow prompt access to and monitoring of financial data and to enhance operational efficiency.

Evidence across Areas 1 to 8 indicates that the school has established coherent systems that support the effective delivery and continuous improvement of the Senior High School program in alignment with its Philosophy, Vision, Mission, and Goals. Institutional practices are guided by the Lasallian conviction of faith in the presence of God and are expressed through responsible stewardship, service, and collaboration, while remaining open to continuing development and institutional strengthening.

Leadership and governance are exercised as a shared mission marked by accountability, participation, and ethical decision-making. Clear institutional policies and operational guides support consistent implementation across units, while quality assurance processes enable reflective practice, documentation, and improvement planning. Resource management demonstrates prudent use of financial, human, and physical resources, contributing to learning environments that support both academic work and formation.

Teaching and learning practices are oriented toward the holistic formation of learners, integrating academic rigor, values education, and social responsibility. Outcomes-based planning, varied instructional approaches, and structured assessment and supervision guide classroom practice. Student services, external relations, and community engagement initiatives extend learning beyond the classroom and provide learners with opportunities to develop leadership, service, and solidarity, particularly in response to community needs.

Research initiatives support inquiry and reflective practice, contributing to instructional enhancement and institutional learning. Results are monitored through academic, program, and financial reviews that inform timely interventions and responsible decision-making.



Overall, the evidence suggests that the school has laid appropriate and credible foundations for the Senior High School program, grounded in its Lasallian identity and responsive to its context. The commendations and recommendations presented serve as constructive reference points for strengthening coherence, deepening formation, and sustaining continuous improvement as the school continues its mission of providing quality education and forming learners committed to the service of God and society.