

Submission Form of SEAMEO-Japan ESD Award

PROJECT OVERVIEW

Every year towards the beginning of the school year, schools all over the country encounter problems on the lack of school facilities. In response to provide a conducive learning environment, Culiat High School (CHS) adheres to the Brigada Eskwela program which the Department of Education initiated for the schools' nationwide implementation. On May 2010, the program Adopt a School Program was fully supported as the CHS Alumni Association initiated the "*Adopt a Classroom Project*" having seen the collaborative exerted by the CHS stakeholders. Having seen the positive results as shown in the "*bayanihan*" (a traditional Filipino cooperative way of helping the community) concept, the programme team perceived the overall significance of the school as it affects the lives of every student. Thus, the *School Ko, Love Ko Project* was perceived in order to let students realize what the school could do for them to adhere a life long impact. Innovative projects for the benefit of the students, teachers and the community were fully supported by the stakeholders.

a) Part I - Information about the School;

1) School name and contact details

School Name : **CULIAT HIGH SCHOOL**

School Address: Tandang Sora Avenue, Culiat, Quezon City, Philippines, 1128

Telephone No.: 467 6825

Fax No. : 453 1800

E-mail Address (c/o Gloria V. Bien): gloriavbien@yahoo.com.ph

2) Brief information about the School

CULIAT HIGH SCHOOL (CHS) is a public secondary school and has been existing for 43 years. It is categorized as Principal III, with a high population growth due to influx of considerable number of families from nearby places and other provinces, is located in Barangay Culiat and stands on a 3,802 sq. m. lot along Tandang Sora Avenue, Quezon City. Due to its strategic location, CHS is one of the most accessible public secondary schools in the city. One famous distinction of CHS to other schools is catering a mix culture of both Christian and Muslim students. It is a stone's throw from the Muslim Compound, as a result, it has the most number of Muslim students in the district or even in the division. CHS is the only school offering MADRASAH ALIVE Program Arabian Language in Values Education among the other 46 secondary schools in the Division of Quezon City. It has its strict implementation of the school rules and regulations giving emphasis to the "Child Protection Policy" giving due respect to the students multicultural diversity.

Teaching Personnel

Plantilla	Total Number	Gender	
		Male	Female
Teacher I	64	13	51
Teacher II	26	6	20
Teacher III	11	2	9
Master Teacher I	11	5	6
Master Teacher II	3	0	3
Head Teacher III	7	4	3
Head Teacher IV	1	1	0
Principal IV	1	1	0
Total	124	32	89

Numbers of Teachers Per Subject Areas , SY 2013– 2014

Subject Areas	Baccalau- reate Degree Graduate	With Masteral Units/ Degree	With Doctoral Units/ Degrees	Total
English	8	9	1	18
Mathematics	16	1		17
Science & Technology	9	11	2	22
Filipino	5	7	2	14
Araling Panlipunan (Social Studies)	2	10	1	13
Music, Arts, Physical Education & Health (MAPEH)	2	10		12
Values Education	5	3		8
T.L.E.	7	12		19
Total	54	63	6	123

Non – Teaching

Plantilla	Total Number	Gender	
		Male	Female
Driver I	1	1	0
Utility Workers/Administrative Aid	5	2	3
Security Guard I	4	4	0
Clerk I/Administrative Aid III	1	1	0
Senior Bookkeeper/ Administrative Asst. III	1	0	1
Cashier I/ Administrative Officer I	1	1	0
Supply Officer/ Administrative Officer I	1	1	0
Guidance Counselor I	0	0	0
Guidance Counselor III	3	0	3
School Librarian I	2	0	2
Administrative Officer IV	0	0	0
Total	19	10	9

Students' Profile (Enrolment for School Year 2013-2014, as August 2013):

Year Level	Male	Female
First Year	424	389
Second Year	336	347
Third Year	367	364
Fourth Year	304	357
Total	1,431	1,457

3) Details of the team members

Dr. LAUNCELOT T. LAUIGAN, Principal IV, School Head

IRENE SF. CANON, Officer In-Charge – Administrative Officer,
President, CHS Faculty and Employees Association and
Coordinator of the CHS Alumni Association

GLORIA V. BIEN, Head Teacher III, Values Education Department and
Secretary, CHS Faculty and Employees Association

AIDA D. SHIMADA, President, CHS Alumni Association

Engr. SIRADJ A. ABANTAS, President, Parents-Teachers Association

VICTOR D. BERNARDO, President, School Governing Council

b) Part II - Information about the School's Values Education Activity/Programme;

1) Title of the school's programme

“CHS – School Ko, Love Ko” (CHS – This is My School, I Love It)

2) Summary of the programme

The team perceived the programme to give an overall significance of what the school could do to adhere a life long impact to the lives of every student. The school is a place where everyone becomes a part of it and so one should consider it a haven and or place where his being would be molded according to what he wanted to pursue in his life, so *he should love it dearly*. The programme aims to respond to the cultural diversity, community relations, multicultural education, literacy, student welfare and safety and ethical practices. The school does not serve its purpose if there are no students, so *Adopt a Student at Risk Project* in June 2010 has been considered a priority concern of the programme since it has been observed that a lot are considering to transfer and drop from school due to the demolition of their residences in some strategic areas nearby to the school. In response to maintain an orderly and conducive learning environment, the *Search for Most Structured and Cleanest Classroom* was launched to help students and teachers be motivated to maintain an ideal place where quality teaching and values education approaches will be provided. The said project aims to eliminate the gap between the success rates of marginalized student groups and the main student body to increase student involvement in real-life learning and to develop student responsibility to increase involvement in real-life learning experiences. To acknowledge the effort exerted by the teachers, *Search for 2010 Outstanding Teacher* was launched through the initiative of Dr. Romulo B. Rocena, former principal of CHS. The collaborative effort of the students, homeroom teachers and school stakeholders demonstrated their full support to the said three projects intended to benefit the students, teachers, parents and the community. Inspired by the spirit of “Bayanihan” in the community, the CHS Alumni initiated the *“Adopt a Classroom Project”* last May 2012 in relation with the Department of Education’s *Adopt a School Program* as intensified during the Brigada Eskwela which was first undertaken by the CHS stakeholders since the opening of school in 2010. Thus, the community became more aware of their social responsibility in providing the students and the school as a whole, the much needed support in terms of facilities and beautification aspects which highly contributed to the increased achievement level of students and teachers performances. The programme team signified for the continuous implementation of the three projects and fully support the related activities involve towards affirming to every student who will graduate that they should likewise give due

regard of giving their full support, concern and commitment to their beloved Alma Matter.

3) Background information or reasons why the school created this programme

School is considered as the second home of every student. It serves as the training and honing ground of the students personality development and maximization of their multiple intelligences. The programme would like to instill to the minds of every student to consider the importance of CULIAT HIGH SCHOOL as an institution wherein the building blocks represented by the stakeholders both the internal and external would serve as a strong foundation in their lives that intends to influence a lifelong learning process. The holistic view of attributing every individual who is a part of its existence towards achieving excellence in its endeavors in all related activities/programs aside from providing good quality education and moral intelligences is the primary thrust of this program.

As such, the programme was conceptualized and entitled as, “*School Ko, Love Ko*” based on the ongoing “Adopt a Classroom Project” which was coordinated by Ms. Irene SF. Canon, Master Teacher II of the English Department and the coordinator of the CHS Alumni. When the Brigada Eskwela program was launched last May 20, 2012, the said project was participated in by 12 Batches of CHS alumni for a start. Each batch was assigned to a particular classroom to take care and maintain for the school year. The scope of work ranges from cleaning, repairing, restructuring and beautifying the classrooms to make them conducive to learning. The group agreed to provide ceiling/wall fans, wall clocks, curtains and or lighting fixtures. The advisers and students signed a memorandum agreement with their Batch benefactors to maintain the cleanliness, orderliness and beautification of the respective classrooms. The parents also shared in donating their time, effort and materials for the maintenance of the cleanliness and orderliness of the respective homerooms. Likewise, support from the barangay officials, community leaders, non-government organizations and volunteer parents gave their utmost assistance making used of their time, effort and services for the benefit of the students and the school.

The school administration in turn launched the *Search for Most Structured and Cleanest Classroom* for the most beautiful, well-maintained and educational classroom for each month and at the end of each quarter the most orderly and cleanest building were also given citations/recognition aside from the monetary awards. This empowered both the students and teachers to work hand in hand to maintain their classrooms and buildings in good condition. In order to assure a continuous cooperation and collaboration of the project, the community involvement of both the students and teachers were properly acknowledged as they were given proper recognitions towards the end of the school year.

Search for Outstanding Teachers and Model Students were, likewise, been implemented to recognize the efforts being exerted for the continuous sustainability of a conducive and friendly environment to all stakeholders.

Having seen the full support of all the stakeholders, the proponents conceptualized the “*School Ko, Love Ko Programme*” as a priority project in coordination with the CHS Alumni having realized that it is worth coming back and giving due respect and concern to their Alma Mater. The continuity of the project would rely through voluntary assistance in kind or financial support; and also by extending their time and free services in order to acknowledge what CHS have done and have achieved in their respective profession and status in lives. As such, commitment and full support in whatever activities and programs in the school will be participated in by the Alumni Association.

4) School vision, mission and core values

Vision - Culiat High School envisions itself to be a premiere institution of learning committed to make a difference in the life of every student.

Mission - to improve the students’ quality of life by providing quality instruction, infusing moral values, and fostering good citizenship through collaboration with stakeholders.

Core Values: C – Culture of Excellence

H – Holistic and Lifelong Learning

S – Strong in Character

5) Objectives/goals of the programme

Objectives:

- To instill awareness of social responsibility in providing conducive learning environment for the benefit of every student, teacher and other stakeholders
- To enhance students and teachers high level of performance in their initiative to practice self-discipline and leadership within and outside school premises by adhering to the CHS vision, mission and core values
- To develop students and teachers volunteerism and involvement in generating resources for the welfare of community projects and programs
- To promote unity, cooperation, harmonious relationship among CHS stakeholders towards attaining a common goal of uplifting the moral values of every student

Goals:

- Facilitate the learning process even with diverse learners, by recognizing and respecting individual differences by assisting the students and the school to ensure that all learners can attain the desired learning goals.

- Produce value laden student with integrity who would continue to carry-on the legacy of the school's vision, mission and core values
- Maintain the beauty and orderliness of the school through the preservation and proper maintenance of the school facilities and equipment
- Give value to teachers' existence to continuously develop and improve themselves as educators primarily for the students' benefits and welfare; and project a better person with credibility and reputation in life.
- Empower the school to create a conducive learning environment wherein each of the stakeholders involved will actively partake their respective responsibilities to achieve a quality education that would benefit and make an impact to their lives.

6) Values that the school aims for within the programme and/or definitions

- Self-disciplined, self-motivated, strong-willed/empowered individuals
- Socially Responsible and accountable stakeholders
- United, cooperative and committed citizens

7) Period of time when the programme was or has been implemented

May 2010 during the Brigada Eskwela program initiated by the Department of Education.

8) Activities (Actions and strategies of implementation)

A. Instructional Competence

Adopt a STAR (Student-at- Risk) - to reduce if not totally eliminate drop-outs and failures of students through remedial classes, peer tutoring, adopt a non-reader, counseling, home visitation.

B. School, Home & Community Linkages

"Monthly Most Structured and Cleanest Classroom" – to intensify the cleanliness and beautification of the school, purchase of cleaning materials and plants; monitoring of corridors and classrooms regularly

C. Personal, Social Growth and Professional Development

Search for Outstanding Teachers - to upgrade professional competencies of teachers to improve quality of instruction and performance of the teachers; selection of competent teachers as indicated in the criteria; supporting evidences must be compiled and validated.

9) Teaching strategies or pedagogies used for teaching values in the school

Values Education is defined as "learning about self and wisdom of life". Approaches in teaching is through inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics in the community guided by the monthly values cluster. Teachers utilize familiar teaching techniques of discussion, story-telling, quotations, group singing, activities that reinforce learning and its real application in

times of quiet reflection. Through experiential learning, *learning by doing*, students develop a well considered personal morality, enhance their emotional and social skills, with a strong spiritual foundation to help them lead happy, fulfilled, successful lives. Values education strategies, within classrooms and in the natural environment, give students both a place and a language for expressing feelings and reflecting on their relationships to self and others, and on their responsibilities as global citizens.

10) Programme monitoring and evaluation mechanisms and summary of results

(Please see attached sheet for the Monitoring and Evaluation Mechanisms)

11) Resources used for programme implementation

- Signature campaigns and pledges of voluntary assistance from the Parents-Teachers Association and the School Governing Council;
- Solicitations either in kind or monetary assistance from the external stakeholders, pledges from benefactors, the *Alumni Association*, support assistance from the religious institutions, donations (cleaning materials) from the officials of the local government units and the non-government agencies, and selected commercial institutions; and
- Voluntary commitment of time, effort and moral support from the residents of the nearby community area.

12) List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the school programme

- Local Government Units; the barangay officials – maintain the safety, peace and order of the CHS premises through a regular duty assigned to monitor the area.
- CHS Alumni Association, officers and members – support the details of the technical aspects in the activities to be undertaken
- School Governing Council together with the Parent-Teachers Association – coordinate with the homeroom teachers towards the implementation of the school rules and regulations

13) Benefits/impacts/positive outcomes of the programme to teachers, students, parents and the community

Teachers – exemplary and outstanding achievements and performances were recognized, developed positive work habits among teachers and students, inspired to improve their teaching competence and spark passion in the teaching profession; increased the capacity and responsibility to demonstrate/deliver values education to their students for them to continue to pursue with their goals in life and make a life of difference.

Students – have avoided stoppage and drop-out from school; became empowered and strived their leadership potentials to achieve excellence both in the academic and civic oriented activities, inspired to volunteer and do community services in and outside school premises; and developed self-confidence, provide different avenues for self-expression, widen their life experiences, provide leadership opportunities, and provide exposure to, and opportunity to demonstrate, the full range of values in their everyday living.

Parents – unity, collaboration, cooperation were intensified since consultation and approval were sought first by the school in every activity to be undertaken; resourcefulness and spirit of “Bayanihan” (Filipino tradition of community cooperation) were observed; and they responded positively to values education lessons of the teachers to their children.

Community - commitment of the members of the community were empowered having seen the situation of the students’ favorable academic achievements and the teachers exemplary performances towards the community welfare; the community takes pride of the school environment thereby considering it as a venue for civic oriented activities such dental and medical mission, barangay assemblies, sports festivals and competitions and other community related activities.

14) Proof of achievement from students, teachers, and the community

(Attach copy of Shield articles and certificates)

15) Plan for sustainability and plan for the future

- a) Continuous consultation and collaboration with the School Governing Council will regularly be sought to assure sustainability of the different activities that would be held.
- b) Solicitation from the different institutions and volunteer sponsors will be done both in terms of material and financial assistance for the project’s continuous operation.
- c) Graduates from Culiati High School will be initiated to take a pledge of commitment to solemnly promise and adhere to be a part of the CHS Alumni Association’s *Adopt a Classroom Project* in order to promote and provide continuous support to their Alma Mater for the benefit students of the next generation.
- d) Involve young people in the school community decision making about values, in defining and shaping community values and goals and in creating new values roles for themselves.
- e) Continue to enhance student leadership, action, participation, responsibility and well-being in the school.

16) List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manuals, etc.

- a) Values Cluster for Ethical Themes
- b) Department of Education, Division Memorandum No. 249, s.2013
Department of Education Vision, Mission and Core Values (DEPED VMV)
- b) Values Education supplemental reading material
- c) Programme Monitoring and Evaluation Mechanisms
- d) Certificate of Recognition for the Adopt-a- STAR Program
- e) Articles from the SHIELD, official CHS publication regarding the said projects
- f) website article: www.seameo.org › [SEAMEO Community Involvement Programme](#)

17) Photographs related to the project



Mrs. Madonna Tabuzo, winner of the 2011 Search for Outstanding Teacher as she received her plaque of recognition awarded by Dr. Corazon Rubio, Quezon City Division Superintendent of the Department of Education together with one of the stakeholders, Dr. Ramon Bacani from SEAMEO Innotech with CHS Principal, Dr. Romulo B. Rocena



Samantha Fabicon, Fourth Year-Rizal together Sec. Luistro Aramin with the CHS teachers as she received P10,000.00 from her winning entry in the Essay Writing Contest in the Rizal Youth Values Campaign Awarding Ceremony.



Students of the Special Program for the Arts were empowered and inspired as they participated to the Photography Seminar-Workshop conducted by the multi-awarded Photographer, Jophel B. Ybioso, one of the Outstanding Alumni of Culiati High School-Batch 2003 while sharing his Jophelosophy (Jophel Ybioso's Philosophy) and his expertise in the field of arts and culture.



Volunteer alumni, together with the barangay officials and Congressman Kit Belmonte during the *Brigada Eskwela* opening wherein their donations were received; while volunteer /parents repaired the broken chairs.



An outreach community program was rendered by selected Fourth Year students who were residing nearby the Muslim Compound. Considering that kinder education serves as the foundation of an individual's cognitive development, instructional materials for the children and murals of the Peace Child Learning Centers building were made.



Students proudly posed in their classroom with the banner as winner for the month of August as one of the Most Structured and Cleanest Classroom in the Liban Building; (right side) the value laden murals serve as a continuous reminder to the students on how they should apply it in their everyday living.