

Republic of the Philippines
Department of Education
Region IV - CALABARZON
DIVISION OF TANAUAN CITY
Tanauan City



ANNUAL REPORT

CY 2012

CORE VALUES:

- Integrity
- Honesty
- Accountability
- Transparency

VISION:

By 2030, Tanauan City Division is a center of excellence and character formation committed to develop globally competitive, environment – friendly, and value – laden individuals.

MISSION:

To provide access to quality education through effective utilization of human and materials resources, innovative approaches, character development, and a well – recognized collaborative and interplay efforts of the stakeholders.

I. INTRODUCTION

I. INTRODUCTION

It is recognized that one of the vital issues in Philippine Education which remains unresolved is the decline of schools' performance in national tests which is continuously unabated. One of the more convincing survey results was the nationwide evaluation of Philippine Education conducted by EDCOM, the Education Survey Committee of Congress consisting of the members of the House and Senate. It presented a dismal picture of the low standard of Philippine education.

But it was the education crisis that hit the Philippine education system in the wake of the continuing political crisis during the Arroyo administration which alarmed the citizenry to the current ills and problems of Philippine education. While there was a spontaneous response from the multi-sectoral group to the call for financial support to overcome the resource constraints – lack of teachers, classrooms, desks and textbooks – which the government, by itself, could not meet thus business groups, civic foundations, religious and professional organizations joined and clamor for educational reforms in order to raise the academic standards of basic education. One of the boldest measures adopted by the department to address the problem was the K to 12 program. In school year 2011-2012, the K to 12 Program was implemented in all schools of the country despite the resistance coming from different groups and individuals.

On the other hand, the program of the department, Education for All (EFA) is also being fully carried out. It is a vision and a holistic program of reforms

that aims to improve the quality of basic education program for every Filipino by 2015. Parallel to its mission is the universal completion of the full cycle of basic education schooling with satisfactory achievement levels in every grade or year level and the total commitment to the attainment of basic competencies for all.

This city Division designed platforms that will sustain the essentials needed in realizing the vision. Different programs and projects were implemented during the year. Some of which were adopted from the department while the other packages were division initiated.

Series of activities across learning areas have been undertaken in support to the Department's goal on quality education. These activities cater to the needs of the learners and teachers in terms of competencies that would eventually address the gap and societal divides of each school under the jurisdiction of this Division.

This report encompasses the annual accomplishments of Tanauan City Division in grasping its targets to boost the performance of the school learners as a response to the calling of the Department of Education.

II. MANDATE OF THE DIVISION

As mandated based on RA 9155 known as the Governance of Basic Education Act of 2001, this division adhere to its implementing rules and

regulations pursuant to section 14 and Education Act specifically on section 1.1. (Mandate) which states that the Department of Education shall protect and promote the right of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all. The Department of Education shall establish, maintain, and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society. It shall establish and maintain a system of free and compulsory public education in the elementary level and free public education in high school level. All educational institutions shall inculcate patriotism and nationalism, foster love, humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage local planning in the development of educational policies and programs.

In order to meet its goal, steps were undertaken as a process for the whole school year. Through the initiative of the Schools Division Superintendent, a formal conference with the group of School Heads was held to present the analysis done for two consecutive years and plan together to achieve higher academic achievement; set conference with teachers and parents and present academic standing of their children, thus encourage them

to help the Division support and constantly follow up the academic performance of their children at home was the next step; motivate school heads and teachers on the value of dedication and love of work and responsibilities toward their learners; set intervention plan together using the results of the analysis as baseline and monitor and evaluate results for more development and improvement in terms of academic performance.

III. ACCOMPLISHMENTS

A. PROVISION OF BASIC NEEDS OF LEARNERS

Basic Needs of Learners	CY 2011	CY 2012	Remarks
1. No. of Newly Constructed Classrooms for FY 2012			
2. No. of classrooms repaired FY 2012			

3. No. of teachers hired			
4. No. of armchairs received			
5. No. of textbooks received by grade level and by subject area			
6. No. of public schools with downloaded MOOE	Elementary = 44 Secondary = 9 (3 secondary schools are Implementing Units)	Elementary = 44 Secondary = 9 (3 secondary schools are Implementing Units)	Maintained the 100% downloading of funds to schools
7. No. of GASTPE beneficiaries/ No. of licensed teachers given salary subsidy		ESC Grantees = 563 EVS Grantees = 42	

B. 1. PROGRAMS AND PROJECTS

1.1. ENGLISH

The following were the activities conducted in support for the English program:

a. DIVISION LIBRARY HUB

- This city school division launched the *2012 Search for the Most Effective Elementary School Library*.
- With the theme, “*School library.....contributing to school performance and learning outcomes*”, this competition among all public elementary schools was intended to:
 - A. intensify awareness that school libraries function as vital instruments in the educational process;
 - B. make school personnel and the stakeholders recognize the critical role that school libraries play in improving learners’ achievement;
 - C. emphasize the important role of school libraries in our youth’s future competitiveness; and
 - D. prove that libraries have powerful influence on stimulating interest in reading and strengthening critical thinking among school children
- The search was categorized into central and non-central schools.
- There was a district-based competition for the non-central category.
- The non-central school -first placers from each district and four (4) central schools were evaluated on November 29, 2012.
- The board of evaluators composed Ms. Beverly Berame, National Project Officer of the Library Hub Project; Dr. Prudencia Cruz, TWG- National Libhub Project and Elsie Reyes, the division librarian.
- The winning schools were: Tanauan North CS as the Most Effective School Library for the central category and Ambulong ES as the Most effective School Library for the non-central category.
- The other winners were: Central School category second placer was Talaga CS and third placer was Bernardo Lirio CS

- For the non-central school categories, the second place was awarded to Santor Elementary School and the third place was garnered by Wawa Elementary School

b. DIVISION SCHOOLS PRESS CONFERENCE

- In preparation for the RSPC, the Division Schools Press Conference 2012 was held at Bernardo Lirio Memorial CS last November 20,21, 22, 2012.
- The theme was “*Communication media and the Future of Filipino Children*”.
- The objectives of the DSPC 2012 were :
 - to refresh the school paper advisers on the principles, strategies, expectancies and other related matters about campus journalism;
 - to provide the pupil and student- writers the opportunity to gain additional knowledge and to acquire better skills in journalistic writing as they listen to resource speakers; and
 - to conduct competitions and identify the pupils and the students who would represent the division in the Regional Schools Press Conference.
- All contests were done in English and in Filipino.
- The winners in the said DSPC 2012 were attached herewith.

c. OBSERVANCE OF THE NATIONAL READING MONTH IN SCHOOLS

- This city division promoted the Every Child a Reader Program (ECARP) to improve literacy among the school populace. The division reading program ALTRE (All Learners, Total Readers) inspired all school heads to support the ardent love for reading among the teachers and the pupils and students as well.
- All elementary and secondary schools supported the national reading Month through the holding of varied activities and competitions.
- Accomplishment/ Narrative and pictorial reports had been submitted to the division office through district consolidations.

- Districts were encouraged to submit soft copies of pictorial reports of activities done during the month-long celebrations in [thewww.facebook.com/arawngpagbasa2012](http://www.facebook.com/arawngpagbasa2012) as per guidelines from the central office.
- Submitted district consolidated narrative and pictorial reports of the observance of the reading Month are all compiled in the division office.

d. DIVISION REVIEW ON LANGUAGE PROFICIENCY FOR GRADES 1 AND 2 TEACHERS

- As an aftermath of the holding of the Division Semestral Break Training for Grades 1 and 2 Teachers last October 20-31, 2012, the holding of rigid review on language proficiency for the said teachers has been conducted every Friday at 3:00pm – 5:00pm.
- The review has been aimed to help the teaches to be more proficient in the use of English for their personal and professional undertakings.
- It has been focused to the skills in speaking, writing and reading
- There are 200 teacher-participants.
- The review has been held in the 4 central schools of the division.
- Pre-test, lectures and post tests had been done to monitor the teachers' learning progress.

1.2 SCIENCE

CHOP (Content, HOTS and Practical work Approach)- it is the banner program in Science being implemented in the division. This is designed to offer in service trainings for the purpose of upgrading teachers' competence in teaching science. The trainings put emphasis on the content updates, teaching strategies and maximum utilization of laboratory apparatuses and equipment through hands-on-minds-on activities and practical work approach.

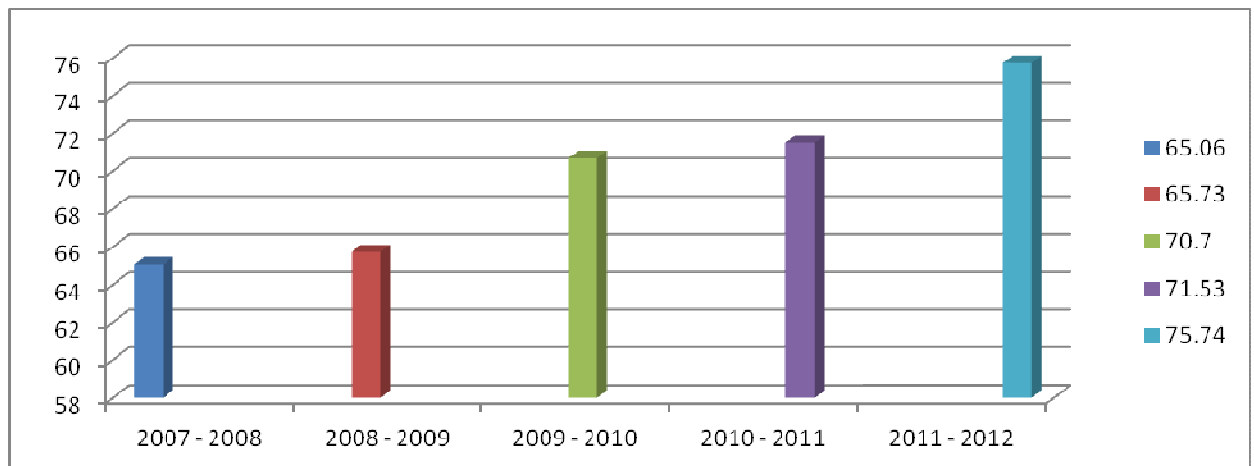
TEXTA (Technology Exposure and Application)-it is designed to expose students to information technology materials and facilities so as to improve learning outcomes . The use of internet connectivity, LCD's, films and knowledge channels in teaching learning-process help the teachers to improve the learning capabilities of the learners.

ACE (Actual Competition for Excellence)- it is a program designed to enhance student's learning performance through academic competition. It is being done also to promote academic excellence in science and to develop camaraderie and sportsmanship among learners and teachers.

SIP (Strategies Intervention Package) – it is a program designed to develop curriculum materials such as modules, pedagogical plans, activity work sheets and other intervention learning outcomes.

IMSIEP (Intensive Monitoring of Science Instruction and Enhancement Program) – it is a project designed to strengthen monitoring and evaluation of classes as well as remediation program. It aims to monitor intensively Science instruction through regular classroom evaluation/ visitation and monitor implementation of the science remediation and enhancement program.

The program and projects presented are all counterparts of the initiated program of the DepEd regional office which is PROJECT LEARNSS (Lead and Extend Assistance to Remedy Non – Mastered Skills in Science). These projects and programs were first introduced in the division on SY 2007-2008 which in turn brought significant impact on the NAT performance of pupils as indicated in the graph below.



It can be noted from the graph that science education in elementary level is gradually improving from year to year. The Mean Percentage Scores in NAT of Grade VI pupils in five consecutive school years are evidences of effective implementation of program and projects of DepEd Tanauan City in the field of science.

The accomplishments in science are presented below:

- Abigail Dulay, a grade V pupil from Bagumbayan Elementary School won 1st place in Sci-Art in the Regional Children Science Congress held at NEAP CALABARZON and participated in the national level on February at Puerto Princesa, Palawan
- Rowena G. Batuhan, Teacher III of Bagumbayan Elementary School is one of the awardees in the Search for C-STAR during the awarding ceremony on May at San Jose National High School, Antipolo City.

- John Bien Angelou Uy, a pupil from Montessori East Tanauan won Bronze Medal during the 10th International Math and Science Olympiad held in India on October 26-31, 2012.
- Mr. Adrian Guinto and Mrs. Lowela Guinto, teachers of Tanauan City High School were chosen by the Regional Office to present their research on the 1st national Research Conference on the K to 12 Education on December 12-14, 2012 at Villa Caceres Hotel, Naga City.
- Division Children Science Congress was conducted in the elementary level while Science Quest and Science camp were conducted in secondary level.
- Division in Service Training was conducted among the Grade 1 and Grade II teachers on Process Skills to enhance their capacity and competency.
- Learners' Materials and Modules in Science were distributed in Grades 1 and 7

1.3 MATHEMATICS

Project ELMTB (Enjoying Learning Mathematics Today and Beyond)
 - This is the division banner program in Mathematics which aims to improve performance in a “fearless” Mathematics classroom situation.

With this program the following accomplishments have been listed:

- Through the Double Exposure Program, Mathematics is taught twice in a day in Grade II and III classes using Filipino as the medium in the morning and English in the afternoon.
- Select key teachers developed and prepared lesson guides and activity sheets for double exposure for Grade II and III which are now being utilized by all schools.
- With the Project R-BOW (Revised Budget of Work), the budget of work developed four years ago wherein the competencies are to be taught for three quarters only instead of four was realigned to the Revised PELC. The realignment was done by select teachers from the four districts.
- K to 12 program is being implemented in Grade I and VII classes.
- Monitoring of schools was done to provide assistance to teachers needing support and encouragement.
- For the NAT administered to Grade VI pupils and fourth year students, this division obtained 81.48 and 48.75 MPS respectively.
- Under the Project WEMP (Weekend Mathematics Program), pupils from different schools took the screening test administered by the Mathematics Teachers' Guild (MTG) Tanauan Chapter. Thirty pupils in various grade levels from different

schools passed the test and are undergoing a 12-Saturday training program. Their registration fees are shouldered by their respective parents.

- In the Regional Quiz Bee and Math Challenge Competitions held at Lipa City in March, 2012, Justine Amadeus Opulencia of Tanauan North Central School emerged Champion in both categories.
- The Grade IV Team of Bagumbayan Elementary School and the Third Year Team of Tanauan City High School both got Second Place in the Regional Math Challenge while Danica Castillo also of Tanauan City High School placed Third in the Individual Category.
- Ms. Fedresita C. Natanauan, a Mathematics teacher of Tanauan North Central School was a regional awardee in the CALABARZON – STAR Awarding Ceremony held at Antipolo City in May 2012. Ms. Natanauan is the teacher-coach of Justine Amadeus Opulencia, a silver medalist in the International Math and Science Olympiad held at Naga City in November, 2011.
- Division Math Talino was conducted in the secondary level while the Division Math Skills Competition was conducted among the elementary pupils.
- A Division In-Service Training on Problem Solving and Process Skills among the Grade I and II teachers was conducted to enhance their skills and competence in teaching Mathematics.

1.4 ARALING PANLIPUNAN

LAMM-AP (Lakbay Aral sa Museo at Makasaysayang Pook) serves as the major launch for the Social Studies

This is an annual undertaking executed and coordinated with the Community Affairs Department of the city government. It also aims to expose the school children to historical sites, government agencies, and city sports worth visiting. These experiences provide the learners worthwhile learning participation and discussion which are vital for their youth.

In support, the teacher make it a point to integrate the teaching - learning process integration of nationalistic spirit through lessons depicting the heroic deeds of our hero Apolinario Mabini. Creative outputs are even asked pupils/students to submit as they are inspired to draw, poems and songs and write expressions based on the Lakbay-Aral. LAMM-AP has been found to be beneficial and advantageous to our learners

B.2 OTHERS

a. Computerization Program

b. ALS Programs

b.1 BASIC LITERACY PROGRAM

A community-based educational program for illiterate out-of-school children, youth, and adults, to develop basic literacy skills.

b.2 ACCREDITATION AND EQUIVALENCY PROGRAM

A certification of learning for out-of-school youth and adults aged 15 years old and above, who are unable to avail of the formal school system, or who have dropped out of formal school elementary or secondary education.

b.3 LITERACY CUM LIVELIHOOD PROGRAM

A program to equip learners with skills that will enable them to generate income to meet at least their basic needs/requirements.

b.4 PROJECT MMM- (Mag-aral, Magtapos, Makapagnegosyo sa ALS)

An initiated project for out-of-school youth and adults which they were given training on livelihood and literacy integrated with values education. It is designed to enable them to earn while they learn.

A. Enrolment

DepEd Delivered.

Basic Literary Program			Accreditation & Equivalency Elementary			Accreditation & Equivalency Secondary		
M	F	T	M	F	T	M	F	T
34	19	53	84	57	141	342	168	530

DepED Procured.

Basic Literary Program			Accreditation & Equivalency Elementary			Accreditation & Equivalency Secondary		
M	F	T	M	F	T	M	F	T
27	15	42	0	0	0	71	137	108

B. Completers and Actual Test Takers

Number of Completers						Number of Actual Test Taker					
Elementary			Secondary			Elementary			Secondary		
M	T	F	M	T	F	M	T	F	M	T	F
25	11	36	255	140	395	15	8	23	209	114	323

BJMP (Completers)						BJMP (Actual Test Takers)					
Elementary			Secondary			Elementary			Secondary		
M	T	F	M	T	F	M	T	F	M	T	F
2	0	2	17	0	17	2	0	2	17	0	17

Candle Making			Bag Making		
M	F	T	M	F	T
27	23	50	27	23	50

Reflexology and Body Massage			Beads Accessories in ALS		
M	F	T	M	F	T
45	30	75	45	30	75

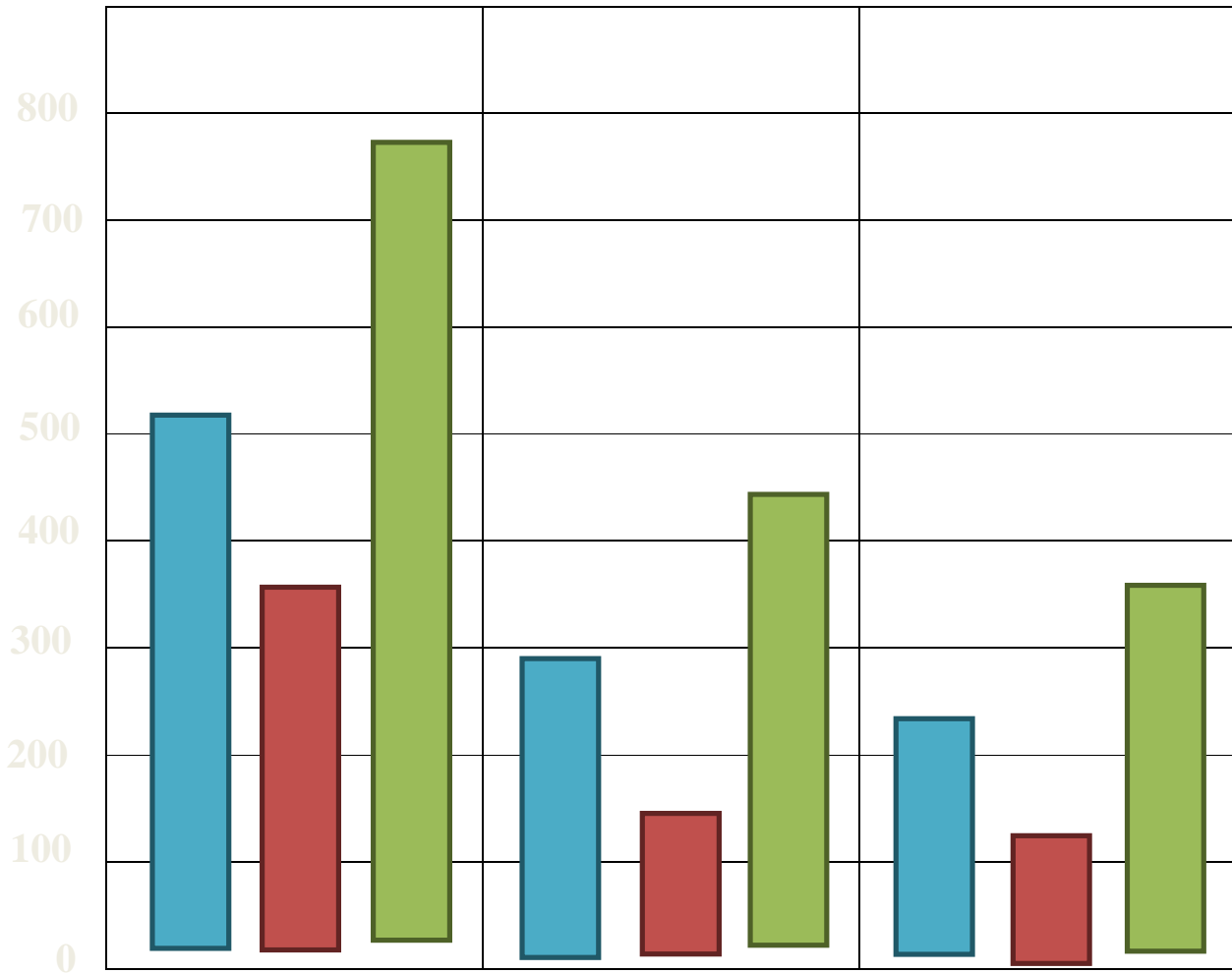
C. Graph

Accreditation & Equivalency Program Enrollees			Accreditation & Equivalency Program Completers			Accreditation & Equivalency Program Actual Test Takers		
M	F	T	M	F	T	M	F	T
516	362	798	299	151	450	243	122	365

Enrollees

Completers

Actual Test Takers



Legend:



- Male



- Female



-

Total

Analysis:

This graph shows that only 50% of the enrollees were the actual test takers based on their assessment made.

- a) Pencil and paper test
- b) Interview
- c) Portfolio assessment

c. Basic Education Madrasah

d. Status of SBM Level of Practice

School – Based Management which is one of the mandates of RA 9155 strengthens the decentralized the Governance of Basic Education at the school level. It empowers the school head to provide quality leadership in managing the school affairs thru the active partnership and involvement of stakeholders in the society. It also mobilizes the community as well as the local government to invest their resources to uplift the school performance and make it a place for excellence.

This Division adheres to the different programs of school-based management. For the current fiscal year elementary and secondary school heads maintain their level 2 of SBM practice.

DepEd Memorandum dated May 31 stressed the Moratorium on the Conduct of Assessment of SBM Level. In line with the Department's efforts to accelerate the gains of SBM practice, the Office of Planning Service (OPS), SBM and Philippine Accreditation System of Basic Education (PASBE) TWG is reviewing the Planning System and SBM framework with the end of view of simplifying processes and assessment tools used by the schools.

This action is based on the feedback from the field practitioners gathered through field visits/focus-groups discussion; review mission of development agency partners; and experts' review. It answers the clamor of our school administrators to streamline the report requirements at the school level and to address the diverse typology of our schools.

The revision of the assessment tool is in line with the Philosophy of A Community and Child- Centered Education System (ACCES), which advances the principles of shared governance and strong culture of effective and context-based leadership and management in the delivery of basic education as provided under RA 9155. ACCES is a re-statement of State policy that basic education is an inherent right of every Filipino and a responsibility of the entire society.

While the OPS and the SBM-TWG is finalizing the standards, tools, indicators, and implementation strategies alongside accreditation initiatives, this moratorium shall be effective immediately until rescinded by the central office.

At present school administrators keep on moving and striving better to reach their MDGs in their respective schools. They underwent different trainings and orientation on SBM updates and Basic Management Course. Monitoring and evaluation of SBM implementation was done by the division thru the leadership of the Division Superintendent. Different activities were conducted to ensure the quality implementation of SBM in the entire division.

SBM ACTIVITIES

Activities	Date	Venue	Participants
Revisit and Align SIP/AIP with the DEDP	July 11, 2012	Division Office	SDS, SBM Coordinator, EPS, SHs
Rapid Appraisal of SIP/AIP	August 22, 2012 – AM PM	Talaga CS BLMCS	West SHs East SHs
	August 23, 2012- AM PM	TSCS TNCS	South SHs North SHs

Trainings

Title of Trainings	Date	Venue	Participants
Round Table Discussion on SBM Grants Implementation	July 22 -23, 2012	NEAP, Malvar, Batangas	Edna U. Mendoza – ASDS Marina L. Robert – SBM Coordinator Ma. Teresa Urayan – Task

			Force Member Elenita T. Carandang – Division Accountant Maria Liza Faustino – Division Planning Officer
Basic Course on SBM for Passers of NQESHs and incumbent principals and OICs	November 15 to 18, 2012 and November 25 to 28, 2012	NEAP, Malvar, Batangas	Rowena G. Batuhan – HT 3, San Jose ES Michaello M. Medalla – HT 1, Suplang ES Vivian Petrasanta – HT 3, Sala ES Buenalyn M. Manuel – HT 3, Laurel ES Norma Sumague – OIC, Wawa NHS Leoncia Lopez – OIC, Boot NHS Elsa Lladoc – OIC, Banjo Laurel NHS Purificacion Agquis – OIC, M. Pulo NHS Merlita Trinidad – HT 3, JP Laurel NHS
Seminar-Workshop on Simplified Accounting Procedures	December 10- 13, 2012	NEAP, Malvar, Batngas	Dr. Nora G. Perez – P2, TSCS Zita Tolentino – P1, Janopol Oriental ES Moises Carvajal – Bagbag ES Dr. Maximo Custodio – P1, Tanauan City HS

SBM GRANTS

The Division belongs to GAA SBM Grants. In lieu of DepEd Order No. 69, s. 2012 which is the Multi-Year Guideline for SBM Grants FYs 2011 – 2013 the same recipients will receive the grants as follows.

School	Name of School Head
Elementary	
1. Laurel ES	Buenalyn Manuel – HT3
2. Pantay ES	Rowena Tercero – P1
3. Trapiche ES	German Lumban – P1
4. Bagumbayan ES	Natividad M. Javier – P1

5. Banadero ES	Maria Balahadia – OIC
6. Gonzales ES	Jose Cuaterno – HT3
7. Janopol Oriental ES	Zita C. Tolentino – P1
8. Janopol ES	Sopia M. Abril – OIC
9. TSCS	Dr. Nora G. Perez – P2
10. Balele ES	Marita Castillo – P1
11. BLMCS	Milanie V. De Castro – P1
12. Dr. Alcantara ES	Rowena Solomon - OIC
13. Maria Paz ES	Jocelyn De Leon- HTIII
14. Wawa ES	Luzminda L. Villa- PI
15. Altura ES	Royda P. Lumbres- HT III
16. Ambulong ES	Melodessa Verolla – OIC
17. Luyos ES	Irene L. Macalintal – HT III
18. Malaking Pulo ES	Cesar C. Natanauan – P1
Secondary	
A. NIUs without fiscal autonomy	
1. Banjo Laurel NHS	Elsa Lladoc – OIC
2. Boot NHS	Leoncia Lopez – OIC
3. Wawa NHS	Norma Sumague – OIC
B. IUs with fiscal autonomy	
1. BLMNHS	Adelio Balbin – P2
2. TSF	Dr. Gildo P. Mostajo – Vocational Administrator

The SBM grants of the above school were properly accounted, utilized and liquidated through the efforts of the school head grantees and guidance of the division accountant.

The Division is waiting for the release of SBM grants for FY 2012.

e. Kindergarten Education for All Children

f. Alternative Delivery Mode Program

Implementation

g. Indigenous Peoples Education

h. Mass Production of Science and Math Equipment

This City Division did not receive any equipment in Science and Mathematics for mass production in SY 2011-2012. But with regards to instructional materials, this division was able to reproduce and distribute learner's materials and teachers' modules for K to 12 curriculum to grade 1 and grade 7 teachers and students. The fund downloaded from the central office was utilized for the mass production of these materials.

i. Mother Tongue – Based Multilingual Education

Cale Elementary School is the pioneering school implemented the MTB-MLE in the Division of Tanauan City. The execution of the said program started since June, when the school year 2011-2012 started. Two grade one teachers of the school initiated the implementation. They were Mrs. Liza Romero and Mrs. Araceli Manalo who have 32 and 30 pupils respectively.

As a foundation, carrying out the theme, “ **Making Every Child a Reader and a Writer by Grade 1**”, is quite difficult but positively challenging to prestige of the school, to the functions of the teacher and to the progress of the pupils.

Basically, the teachers who implemented the program applied several methodologies and strategies learned from the training.

A. Using KEY WORD / KEY PICTURES (SUSING SALITA / SUSING LARAWAN)

Through the use of these materials, the pupils were more acquainted with the beginning letter and beginning sound of the new word.

B. Using BIG BOOKS and SMALL BOOKS

These develop not only the academic excellence of the pupils but also their moral values integrated in the story. The pupils become familiar with words found in the story. They relate the story to their own experiences in everyday life and develop their thinking skills and improve their comprehension ability.

C. Using BIG BOX

The pupils can create a new word by combination of each syllable found in this material. They can construct a simple phrase and can write short sentences.

D. GROUP ACTIVITIES

This practice can build harmonious relationship among the members of the class through sharing of ideas and talents. They learn best through peer interactions

in which they work together creatively. It provides plenty of opportunities for pupils to work in teams and compare their ideas.

Teaching Mother Tongue (Shared Reading) is the first subject to be taught in the morning of the first day. This is done with the use of BIG BOOKS which pupils practice to listen attentively for their full understanding.

“ PAGTUTURO NG TUNOG NG WIKANG TAGALOG ” , gamit ang PRIMER TRACK LESSON is the lesson to be taught in the afternoon. On the second day, the teacher teaches Mother Tongue (LISTENING STORY)

The pupils can comprehend in a story well and can share ideas based from it. They can also create their own story related to their learning experience. The afternoon session is just the continuation of the first day afternoon lesson.

At the end of the first quarter, majority of the grade one pupils should be able to read the word learned immediately and read well using phonics and phonemical awareness. They can create and interpret the new word learned. They can write the word, phrase and sentences dictated by the teacher and can create their own story. The second quarter focuses on the MODIFIED MOTHER TONGUE using INFORMATIONAL BIG BOOKS. It develops the art of questioning or the INQUIRY APPROACH SKILLS of the pupils. The teacher don't ask questions ,instead, the pupils make their own questions based on what they see from the pictures on each page of the book. At the end of the school year, the pupils are expected to write and read fully in English and in Filipino. Learning to read and write using Mother Tongue builds a strong foundation for reading and writing in other languages.

The MTB-MLE implementation in CALE elementary school is considered successful in achieving its goal because during the first and second quarter, 40 out of 62 pupils were a reader and writer. While on the third and the fourth quarter almost 62 pupils were already a reader and writer.

On the other hand,The BIG BOOK and the SMALL BOOKS written by the two grade one teachers in this City Division were approved and included in the REGIONAL BOOK LAUNCHING of the locally Crafted MTB-MLE materials which was held on November 29,2011 at Max's Restaurant, Quezon City.

j. Health and Nutrition Programs

Project HEALTH (Holistic Examination and Education to Achieve Longlife Through Healthcare)

The school health and nutrition programs and projects prioritizes E – UMDC (Expanded Universal Medical and Dental Check – up) as its main course. This is the physical examination of elementary and secondary students, treatment of ailments, and referral of cases needing further management to medical specialists. Deworming is also undertaken to reduce prevalence of soil – transmitted Helminthiases among children 6 to 12 years old, thus uprising their academic performance and cognitive skills. The medical team is also conducting health talks among the students regarding dengue, drug addiction, rabies, oral healthcare and the importance of handwashing and other health practices. Strict monitoring in the planting of malunggay and “gulayan” in every school is also undertaken.

IV. TARGETS AND STRATEGIES FOR 2013 (by MFO)

V. DIVISION SPECIFIC DEVELOPMENTS

In this Division, when a pupil/student is at risk, the teacher recommends to the parent that the child participates in the school's *Academic Intervention Program*. Each school has a plan. The school staff determines its Intervention Program based on the needs of the learners. The program is held after regular school hours and begins at the start of the second grading period. Pupils participating in the Academic Intervention Program focus their studies on five learning areas (English, Science, Mathematics, Filipino and Araling Panlipunan).

All teachers in their respective schools are involved. They take turns in handling the classes as schedule. They use the materials that they themselves prepare based on the least learned skills and other competencies which are difficult for the students to learn.

The primary purpose of the Academic Intervention Program is to promote retention and academic success. It is the Division's intention to identify pupils/students who are showing signs of significant academic struggle and provide support and services to assist them in meeting their educational goals.

The objectives of the plan were formulated in consonance to its purpose. Primarily to raise the academic achievement among pupils; foster love for reading and learning that extends beyond the school day and school walls and to extend literacy efforts to include parents and the community in attaining academic excellence.

Aside from providing assistance to pupils at risk, this Division also *celebrates success*. Through the initiative of the schools division superintendents - pupils, students, teachers and even school heads are given recognition for whatever achievements they have accomplished. This inspires the school and encourages everybody to work and strive more. This celebration of success may be school-based, district or division-based. Foremost of the division celebration of success was the World Teachers' Day Celebration at Gran Villa Resort in Bay, Laguna wherein outstanding teachers and school heads were awarded cash and plaques of recognition. In this celebration, teachers were able to show case their talents in dancing, music and sports.

The following provides a picture of the notable achievements of Tanauan City Division:

CONTESTANT	COACH	SCHOOL	ACTIVITY/ CONTEST	DATE	VENUE	RANK
Hanna Sophia L. Carandang	Anabel Maunahan	Cale ES	Vocal Solo Reg'l Kinder Festival of Talents (Pub)	Dec 15, 2012	NEAP, Malvar	First
Allysa Nicole Morte	Rochelle Lescano	Tapia ES	Drawing Reg'l Kinder Festival of Talents (Pub)	Dec 15, 2012	NEAP, Malvar	Second

Francis Barron Pio Manalo	Floris Eden Sarmiento	Bernardo Lirio MCS	Story Reading (Fil) Reg'l Kinder Festival of Talents (Pub)	Dec 15, 2012	NEAP, Malvar	Second
Janna Mae Upano	Rochelle Lescano	Tapia ES	Story Telling (Fil) - Reg'l Kinder Festival of Talents (Pub)	Dec 15, 2012	NEAP, Malvar	Fourth
Tanauan City Division		Regional Kindergarten Festival of Talents – Public Schools Category		Dec 15, 2012	NEAP, Malvar	Second Runner-up
Ruth Patricia Reyes	Aster Clarisse Montealto	Multiple Intelligence Learning Center of Tanauan	Story Reading (Fil) Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	First
Bea Elaine Amurao	Lormen Manaig	Multiple Intelligence Learning Center of Tanauan	Nursery Rhyme - Recitation Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	First
Multiple Intelligence Creative Dancers	Aster Clarisse Montealto Lormen Manaig	Multiple Intelligence Learning Center of Tanauan	Creative Dance Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	First
Rhianne Virge Luansing	Jocelyn Landicho	Montessori East Tanauan	Story Reading (Eng) Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	Second
Alexius Angelico Tapia	Juliet Magpantay	St. John Academy of Visual and Performing Arts	Drawing Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	Second
MET Chamber Theater	Josephine Cuaresma Crezelda Monsato Marie Cherie Anne Gregorio	Montessori East Tanauan	Chamber Theater Reg'l Kinder Festival of Talents (Priv)	Dec 14, 2012	NEAP, Malvar	Third
Tanauan City Division		Regional Kindergarten Festival of Talents – Private Schools Category		Dec 14, 2012	NEAP, Malvar	Overall Champion
Albriz Moore Binsic		Lilyrose School	Search for Asian Math Wizard	July 23-27, 2012	Hongkong	Gold Medalist
Floriza Mae Andaya	Susan Ignacio	FAITH	International Mathematics Competition	July 27-31, 2012	Hongkong	Silver Medalist
Engelica Perez	Susan Ignacio	FAITH	International	July 27-	Hongkong	Bronze

			Mathematics Competition	31, 2012		Medalist
Justine Marcus Opulencia	Fedresita Natanauan	Tanauan North CS	Reg'l Math Quiz Bee	March 16, 2012	PVMS, Lipa City	First
Justine Marcus Opulencia	Fedresita Natanauan	Tanauan North CS	Reg'l Math Challenge	March 16, 2012	PVMS, Lipa City	First
Danica Castillo	Florence Garcia	3 rd Year - Tanauan City HS	Reg'l Math Challenge (Individual-Pub)	March 16, 2012	PVMS, Lipa City	Third
Floriza Mei Andaya	Lovely Esguerra Gerardo Mista	2 nd Year -FAITH	Reg'l Math Challenge (Individual-Priv-Pub)	March 16, 2012	PVMS, Lipa City	Third
Roy Alvin Lumbres	Joerina Africa Susan Ignacio	3 rd Year - FAITH	Reg'l Math Challenge (Individual-Priv)	March 16, 2012	PVMS, Lipa City	First Place
FAITH – First Year Team	Mabel Hortaleza Francis Macuha	FAITH	Reg'l Math Challenge (Individual-Priv)	March 16, 2012	PVMS, Lipa City	Third Place
FAITH – Second Year Team	Lovely Esguerra Gerardo Mista	FAITH	Reg'l Math Challenge (Individual-Priv)	March 16, 2012	PVMS, Lipa City	First Place
FAITH – Third Year Team	Joerina Africa Susan Ignacio	FAITH	Reg'l Math Challenge (Individual-Priv)	March 16, 2012	PVMS, Lipa City	Second Place
Jhon Bien Angelo Uy	Marijo Lapinoso	Montessori East Tanauan	Science Category International Math & Science Olympiad	Oct 26- Nov 1, 2012	Luckchow, India	Bronze Medalist
Abigail Dulay	Rowena G. Batuhan	Bagumbayan ES	Regional Childrens' Science Congress	Jan 11-12, 2012	NEAP CALABARZON	First Place
Camile Erica Velasco	Antonio Lira	Tanauan Institute	National Schools Presscon (Feature Writing in Filipino)	April 13,2012	Puerto Princesa, Palawan	3 rd place
Ang Sinag		Bagumbayan E/S	Feature Page in Filipino (Reg'l Level)	Feb.1-3,2012	Lucena West, Lucena City	2 nd Place
Ang Sinag		Bagumbayan E/S	Over-all Best school paper in Filipino	Feb.1-3,2012	Lucena West, Lucena	8 th Place

			(Reg'l Level)		City	
Earyl Royce T. Robles	Dr. Analee Rosita	Tanauan South C/S	Road Safety Poster Making Contest	Oct. 15, 2012	Regional Office IV, Cainta Rizal	2 nd Place
Odle Wayne Obal	Ruben Sanchez	Pantay Bata ES	Table Tennis STCAA	Feb 19-27, 2012	Sta. Cruz, Laguna	First Place
Odree Lime Maldia	Ruben Sanchez	Pantay Bata ES	Table Tennis STCAA	Feb 19-27, 2012	Sta. Cruz, Laguna	First Place
Odle Wayne Obal	Ruben Sanchez	Pantay Bata ES	Table Tennis Palarong Pambansa	May 6-12, 2012	Lingayen Pangasinan	First Place
Odree Lime Maldia	Ruben Sanchez	Pantay Bata ES	Table Tennis Palarong Pambansa	May 6 – 12, 2012	Lingayen Pangasinan	First Place

VI. BUDGET UTILIZATION

a. By Level

Level	Amount
Kindergarten	
Elementary	
Secondary	
ALS	

b. By Allotment Class

Allotment Class	Amount
PS	
MOOE	
CO	
TOTAL	

Prepared by the Quality Management Team (QMT):

GUNDALINA C. GONZALES

Chairman, QMT
EPS, Mathematics

APPROVED:

JOSILY S. SOLANA, CEO V
Schools Division Superintendent