



DCS - QC CHRONICLER

Vol. III No. 1 Official Newsletter of the Division of City Schools, Quezon City www.cityschoolsqc.ph August 2008

Fuentes lauds students' phenomenal performance in NAT

Schools Division Superintendent Victoria Q. Fuentes lauded the students of Quezon City's public schools for their phenomenal performance in the 2008 National Achievement Test (NAT).

"Our students' phenomenal performance in the NAT deserves recognition," Superintendent Fuentes said. "Not only did they show they were well-prepared for the test, they too proved they can make it to the top," she stressed.

The city's public school students performed poorly in last year's NAT. But this year, the Division of Quezon City has proven its mettle in the elementary by raising its level of performance from the bottom to the top.

In high school, a significant increase in the mean percentage score (MPS) was also noted from 14th to 9th place in the Division Ranking of the National Capital Region (NCR).

The NAT scores in almost all subject areas in the elementary dramatically reached mastery level while in the secondary, the students got average mastery level in almost all subjects.

The NAT results revealed that the Divisions of Quezon City and Parañaque are the only two of the 14 divisions of the NCR which obtained mastery level in the elementary.

Superintendent Fuentes said that the exceptional improvement of Quezon City's performance in the NAT may be attributed to the collabora-



Pupils take the 2008 National Achievement Test (NAT).

tive efforts of parents, teachers, principals, non-teaching personnel, district and division supervisors, section chiefs, assistant schools division superintendents, the DepEd-NCR officials and staff headed by Director Teresita G. Domalanta and other stakeholders.

"The Division is extremely grateful to the Honorable Mayor Feliciano R. Belmonte Jr. and the City Council for boosting its morale by extending all-out support in its quest for quality education," Superintendent Fuentes said. (Please see analysis of the NAT results on page 8 & 9)

QCSHS wins top awards in int'l Science Olympiad



Quezon City delegation represents the Philippines in the 16th INEPO in Turkey.

Howell Henrian Bayona and Avril Bries of Quezon City Science High School bagged the top prizes at the 16th International Environment Project Olympiad (INEPO) held June 4, 2008 in Antalya, Turkey.

The two top prize winners each latched a gold medal in the 44-country competition in Environmental Chemistry category.

Avril Bries and Howell Henrian Bayona were the only two Filipinos who represented the country in the INEPO,

participated in by some 190 young scientists all over the world.

The student-contestants gathered in Istanbul's Cultural Center to present their scientific investigations geared towards possibly remedying the world's most serious environmental problem.

Bries' winning research was entitled, "The Extraction of Bioethanol from Pineapple (*Ananas comosus*) Peelings through Simultaneous Saccharification Using the Yeast *Saccharomyces Cerevisiae*." In her study, Bries explored the possibility of deriving biofuel from pineapple peelings to minimize the country's dependence on imported petroleum.

Bayona, meanwhile chose to tweak the chemical composition of cow manure to produce electricity. His scientific research was entitled: "Harvesting Electrical Energy Cellulose Using Cow Manure Microorganism as Biocatalysts in a Two Chamber Microbial Fuel Cell". This study was completed with fellow classmate Ian Kim Tabios. (BCC)

Sec. Lapus bats for environment education

Education Secretary Jesli A. Lapus vowed to push for the training of teachers in environment education to ensure DepED's continuous support to school and community-based Education for All (EFA) initiatives towards sustainable development through School-Based Management (SBM).

In a speech delivered during the Consultative Workshop on EFA towards Sustainable Development at Club Filipino, San Juan City, on July 18, Secretary Lapus said there is an urgent need to prepare Filipinos for a sustainable future.

"With the alarming effects of global warming that we are presently experiencing here and elsewhere in the world, it is now urgent for all of us to give sustainable development a serious thought," the Secretary said.



Sec. Lapus

Turn to page 13

British Council intensifies CLIL

The British Council, in partnership with the Division of City Schools, Quezon City (DCS-QC) intensified the teaching of Content and Language Integrated Learning among the city's elementary teachers of English.

Earlier, the Council, through DCS-QC, sent Porfiria B. Santos, District Supervisor in-charge of English; and Marimel Jane Polita to Kuala Lumpur, Malaysia for a ten-day training on CLIL.

"Our participation in that training updated us with the CLIL: theory and practice. We have to reecho what we learned, hence, the two-day training at Cubao Elementary School is set July 26-27," Santos said.

Participants to this initial training are teachers and principals of Batasan ES, Placido del Mundo ES, Lagro ES, Aurora A. Quezon ES, Project 6 ES, GSIS Village ES and Cubao ES.

The British Council is represented by Digi Castillo, British Council program specialist.

Aside from CLIL: theory and practice, other topics for discussion include: language learning in a content class, language learning in a language class, and methodology: scaffolding and language support, evaluating local materials and action planning to support CLIL. (Porfiria B. Santos)

SPED teachers undergo training

About 200 special education (SPED), regular and guidance teachers underwent a five-Saturday in-service training at P. Bernardo Elementary School on July 5, 12, 19, 26 and August 2, 2008.

The training was conducted by the Division of Quezon

edness proposed by educators and psychologists; teaching techniques and strategies for the gifted; learning activities designed for special children; assessment tools in identifying learning disabilities; managing attention deficit hyperactivity disorder (ADHD) children, mental

Batulan, Batasan ES, Joy Cristal, Renato G. Cruz and Zenaida Z. David of CMDP; Sister Maria Olympia P. Aquino of GDS; Evelyn Matienzo, Commonwealth HS and Louie Tagayun, principal of the National Orthopedic Hospital School for Crippled Children (NOHSCC).



Participants perform group dynamics on mental retardation.

City, headed by Superintendent Victoria Q. Fuentes, to maximize the development of the differently-abled children's potentials through maximizing teachers' efficiency and competency.

Among the topics covered were the right of differently-abled children to full access to quality and relevant education; insights on the Special Education Program; integration of differently-abled children in a regular classroom; different concepts and definitions of gift-

retardation, hearing and visual impairment.

The speakers were Antonia B. Blanca, NCR-SPED supervisor; Serafia C. Vargas, DCS-QC SPED coordinator; Michelle Sevilla and Marimel Jane Polita, teachers of Lagro ES; Leonor B. Belisario, General Roxas ES; Daisy Escoria, Bagong Silangan HS, Liza Suazo of General Roxas Elementary School; Edith Martelino, president of ADHD Society; Lilia Garcia, principal of San Gabriel ES, Maricon

The training was coordinated by Vargas under the supervision of Corazon C. Rubio, assistant schools division superintendent in-charge of SPED.

Aside from Garcia and Tagayun the other principals who participated and gave full support to the training were Thelma T. Co, Grace Parungao, Conchita Albano, Trinidad Ferrer, Merlin Villegas, Erlinda Bautista, Esperanza Caguioa, Adela Salvador, Milagros O. Luang, Sylvia Campos and Mercuria F. Ganaden, division guidance coordinator. (Serafia C. Vargas)

Cacanindin attends int'l confab

Assistant Schools Division Superintendent Rowena A. Cacanindin attended the 2008 American Society for Training and Development (ASTD) International Conference at San Diego, USA last May 29 to June 4.

The conference, with the theme "Destination: Information," underscored the value of information and communications technology and highlighted the latest trend in training and development methods.

The ASTD is a non-profit professional society whose mission is to help improve workplace learning and effectiveness



Assistant Schools Division Superintendent Rowena A. Cacanindin (2nd from left) is flanked by other ASTD delegates.

of employees and managers in governments, businesses, and other organizations throughout the world.

With more than 70,000 members representing public and private organizations, the ASTD is the authority in train-

ing and development.

Upon arrival, Cacanindin met the trainers of the SB Centrex and reechoed what she learned from the seminar. She distributed books, handouts and other materials from the seminar.

"With the knowledge gained from the seminar and with the availability of resource materials, the improvement and enrichment of learning methods and strategies are brought to the fore which in turn will redound to the holistic development of our student leaders under the SB Centrex program," Cacanindin said.

IT literacy course for principals set



Principals perform hands-on computer operations.

The Division of City Schools, Quezon City conducted a computer literacy training course for elementary and secondary school principals last summer at the ICT Laboratory of the Division Office.

The five-day training was aimed at orienting school heads on the importance of computerization in the school system and providing them hands-on training on computer operations

and troubleshooting.

About 133 principals participated in the training. They were grouped into four: Levels 1, 2, 3, and 4.

The Level 1 group studied Windows Environment and Word Processing, Level 2, Advanced Word Processing, and Introduction to Electronic Spreadsheet; Level 3, Advanced Electronic Spreadsheet, Powerpoint Presentation and Internet;

Math core group sets remedial, enrichment classes

The Math core group has set review and remedial classes for slow learners as well as enrichment classes for advanced learners.

Avelina P. Salvador, Mathematics supervisor, said the creation of remedial and enrichment classes has immensely contributed to the performance of pupils in the 2008 National Achievement Test (NAT). The Math NAT result increased from last year's 42% to this year's 73%.

With the cooperation of the Mathematics Teachers Association of the Philippines (MTAP), the core group initiated Saturday classes for Grade I to Grade VI pupils.

The Saturday Math program aims to give the learners the opportunity to explore math without the threat of tests; review the materials covered during the previous school year to enable pupils to do well in the subject during the current year.

Aside from the remedial and enrichment classes, the core group organized a write shop to draft sample questions using the Higher Order Thinking

Skills (HOTS) and an in-service training for Grade VI teachers which were supported by the Division and the City Government.

Superintendent Victoria Q. Fuentes, in her speech delivered during the opening program of the in-service training, encouraged all teachers, principals, district and division supervisors to continue implementing interventions to improve the

TIP work teams formed

In compliance with DepEd Memorandum No. 39, S.2008, the Division has organized the Congressional District Work Teams to facilitate its implementation of the Teacher Induction Program (TIP).

In a meeting with assistant schools division superintendents, division and district supervisors, leader principals and selected master teachers and department heads in English, Science and Math, Superintendent Victoria Q. Fuentes urged the teams to devise a work plan in support of the Division TIP mass implementation.

Each team is headed by an Assistant Superintendent, namely: Betty C. Cavo, CD-1,

Meleda H. Polita, CD II-A; Rowena A. Cacanindin, CD II-B; Corazon C. Rubio for CD III and IV. The members are division / district supervisors and selected principals and master-teachers.

The organization of the work teams aims to operationalize the accountability framework and delivery mode of the TIP, systematize the monitoring and evaluation of the beginning teachers' performances in the TIP modules and integrate TIP in experiential learning courses.

Under the TIP, teacher-inductees with zero to three years teaching experience will be assisted by master teacher mentors.

and Level 4 took up Powerpoint Presentation, Moviemaker, Internet and Introduction to Troubleshooting.

The training was initiated by Assistant Schools Division Superintendent Betty C. Cavo, in-charge of ICT, and the trainers were Anna Liezl C. Manarang, Albert C. Baloran, Jose Sigasig B. Macatangay, Jorge R. Oriola and Ceferino S. Vega Jr.

academic performance of pupils and students of Quezon City.

The Math core group is composed of well-trained and experienced teachers who meet once a month to discuss problems, issues and concerns in teaching mathematics and come up with innovative teaching strategies and techniques to address such problems. (Avelina P. Salvador)



The Php 4.3-million new covered court at Dr. Josefa Jara Martinez High School is a modern structure that can accommodate a big crowd during graduation and other important school events. This is a project of then QC Councillor Neneng Montilla through the request of Dr. Victoria B. Mangosong, school principal.

SFHS dance troupe off to Singapore

The San Francisco High School Dance Troupe, under trainer-coach Hedy C. Tuyen, represented the country in the Singapore Youth Festival (SYF) July 13 to 24, 2008.

The SYF is an annual event to celebrate the achievements of Singaporean youth in their co-curricular activities. For the entire month, students from schools across Singapore who are involved in the performing arts, sports, and similar activities participate in a series of performances.

The SFHS Dance Troupe performed at the Dance segment of the SYF. Their performance was well-applauded by the audience.

Schools Division Superintendent Victoria Q. Fuentes and Milagros A. San Juan, SFHS principal, encouraged the SFHS Dance Troupe's participation in the SYF to enable our local dancers showcase their talents internationally.

According to Milagros V. Referente, PEHM supervisor, the invitation was extended by the Singapore Ministry of Education through the Department of Education. (Milagros V. Referente)

Scientists bag 1st in DOST Quiz Challenge

The students of Quezon City Science High School - NCR Regional Science High School emerged as the champion in the first Department of Science and Technology (DOST) Quiz Challenge, regional level, held at the Philippine Trade and Training Center recently.

According to Zenaida P. Sadsad, principal, the team, composed of Nikita P. Bacalzo,

place, Valenzuela City Science High School.

The QCSHS's team garnered the highest points in the final round of questions culled from Integrated Science, Biology, Chemistry, and Physics posed by faculty members from the Philippine Science High School.

The competition was sponsored by the DOST in cooperation with the Philippine



QC winning team (in black) with DOST Undersecretary Fortunato Dela Peña (right) and coach-trainer Ian Mark Allas (second from left) and Executive Director Filma Brawner (extreme left).

Jr, 4th year, and Sebastian BV. Sagadal, 3rd year, bested 12 participating science high schools in the National Capital Region.

Manila Science High School got second and in third

place, Valenzuela City Science High School in observance of the DOST's 50th Anniversary

The winners receive trophy, medals and the cash prize of fifteen thousand pesos (P15,000.00).

Last wave of SSRW mass training ends



Rev. Patricia Capwell, International Director for Foundational Learning, Inc., demonstrates a learning step in SSRW to beginning reading teachers.

The Division of Quezon City conducted a mass training of Grades 1 and 2 teachers on Beginning Reading with Emphasis on Phonemic Awareness on July 26-27 at P. Bernardo Elementary School.

More than 400 teachers, the last of the four batches of trainees under the SSRW program, participated in the training

The training aimed at equipping all Grades 1 and 2 teachers with skills on beginning reading strategies in order to ascertain that all Grade 1 pupils can read at their level.

Sister Patricia Capwell, International Director for Foundational Learning, Inc., was the main speaker who emphasized the use of the unique 36-Step Learning to Read Curriculum,

Sing, Spell, Read and Write (SSRW).

"This was the fourth time that the Division conducted the SSRW training which started 2006-2007. By now, almost all Grades 1 and 2 teachers have been trained," said Porfiria B. Santos, Division Coordinator in English.

"The results of the 2008 Philippine Reading Inventory (Phil-IRI) disclosed that there is a remarkable decrease in the number of non-readers in the Division," she stressed.

Earlier, Honorable Mayor of Quezon City Feliciano R. Belmonte Jr. approved the purchase of 800 packages of SSRW for the 98 elementary schools for English language literacy and remediation. (Porfiria B. Santos)

PSL helps victims of child abuse

The Personal Safety Lessons (PSL), a school-based program of the Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA), began implementing sexual abuse prevention programs in the Division.

Zenaida S. Rosales, CPTCSA executive director, said the program, in coordination with teachers, guidance counselors, principals, supervisors and other school officials, aims to identify and observe students who need help and assure them of protection from abuse, violence and neglect.

Charelle Passion and Rachel Bacolor, CPTCSA overall coordinators, administered tests to find out if there are any disclosures of children who are



Mercuria F. Ganaden, Division Guidance Coordinator (left) and Antonia Blanca, DepEd-NCR Guidance Supervisor, attend the launching of the PLS program in Quezon City.

victims of abuse for them to get professional help.

Earlier, the PSL program started at Fort Aguinaldo ES, Camp General Emilio Aguinaldo Elementary and High School, and Juan Sumulong High School.

But with the success of the program, it has expanded to four other schools: Diosdado Macapagal ES, Gen. Roxas ES, Josefa Martinez HS, and Manuel Roxas High School.

Nimfa Tolentino, principal of Pura V. Kalaw ES, serves as the District PSL coordinator and Mercuria F. Ganaden, Division Guidance coordinator, takes charge of monitoring schools which are conducting the PSL program. (Cynthia G. Vidar)

30 principals, teachers study in Singapore

By Marvin L. Buan

Thirty principals, department heads, and teachers from nine public schools in Quezon City are enrolled at the National Institute of Education (NIE) in Singapore to uplift the city's education.

The participants came from five elementary schools: Sauyo, Pasong Tamo, Mines, Tandang Sora and Culiati and four secondary schools: San Bartolome, Ernesto Rondon, Ramon Magsaysay and Ismael Mathay.

The Leaders in Education in Asia Program (LEAP) aims to improve Asian education by establishing a strong network of leaders and educators.

LEAP is a joint project of NIE, Temasek Foundation and

innovation through the training of public school teachers.

Earlier, the principals of the said schools underwent leadership skills training for one month in Singapore. They were Ferlinda Rigo, Corazon Gabriel, Juanita Pangilinan, Amelia Ablen, Virginia Calosing, Lourdes E. Barlis, Romulo B. Rocena, Josefina T. Perlado and Jenilyn Rose B. Corpuz.

The department heads also availed themselves of the six-week training in Singapore from April to May.

Meanwhile, the teacher-participants left for Singapore this July and are expected to be back in 2009.



The LEAP scholars with Sup't. Victoria Q. Fuentes, Fr. Bienvenido Neres, president of ADMU and Prof. Philip Wong of NEI-Singapore.

Ateneo de Manila University. NIE is an autonomous Institute of Nanyang Technological University, which is the sole teacher preparation institute in Singapore. Temasek Foundation, a Singapore-based non-profit organization shelled out P600 million for the project. In collaboration with Ateneo de Manila University, it is expected to encourage the growth of

Barlis, one of the participants of LEAP, said "I was very fortunate to be a part of the Singaporean education. I was actually amazed with the system they have. Truly, our educational experiences in Singapore will definitely bring significant changes as far as teaching practices, leadership and professional development in our Division are concerned."

Knowledge Channel airs in QC schools

Quezon City's 95 public elementary and 45 secondary schools are recipients of Knowledge Channel Foundation Inc. (KCFI) TV lesson modules that make classroom learning fun, dynamic and innovative for both teachers and students.

The Knowledge Channel Program aims to give QC's students the gift of outstanding education through curriculum-based TV education.

Under this program, schools receive the Knowledge

Channel through cable TV or satellite dish. Each episode is shown depending upon the time chosen by each school-recipient. Some programs may also be synchronized with classroom lessons facilitation using the Channel to enhance learning.

The project is sponsored by ABS-CBN headed by Rina Lopez-Baustista, KCFI president; and Risa Muñoz, program managing director.

Alternative Learning System

eSkwela QC holds 1st graduation rites



Assistant Schools Division Superintendent Rubio

The eSkwela Program of the Division of Quezon City will hold its first graduation rites on August 10 this year at eSkwela QC Center at the ground floor of the Bureau of Telecommunications Office, Don Alejandro Roces Sr. Avenue, Roxas District, Quezon City.

Assistant Schools Division Superintendent Corazon C. Rubio, in-charge of the project, said more than three hundred will comprise the first batch of graduates.

eSkwela is a flagship project of the Commission on Information and Communications Technology (CICT), through its Human Capital Development Group (HCDG), which is envisioned to provide ICT-en-

hanced educational opportunities for Filipino out-of-school youth and adult.

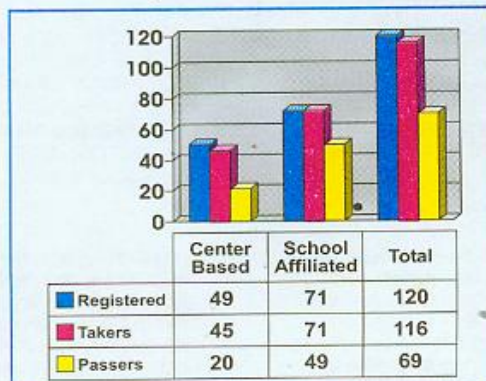
The primary objectives of the project are to provide access to learning opportunities through a non-formal, community-based e-learning program and to provide an alternative means of certification for literate youths 15 and above, who are unable to avail themselves of the formal school system.

The eSkwela project is initially implemented in four selected major urban areas of the country, namely: Quezon City, Cagayan de Oro City, Bulacan and Cebu City.

The eSkwela QC opened last September 2007 with 120 enrollees who underwent self-paced learning sessions. They were given modules designed to get them attracted to the subject matter and then to motivate them to discover and delve deeper in the wide range of rich learning resources available in each module stored in either CD or DVD.

Interested applicants may contact Maria Cristina D. Narag, Center manager, at 3713281 local 230. Requirements for admission are Form 137, barangay clearance, four pieces 1x1 ID picture and the applicant must at least be 15 years old and above.

No. of eSkwela and School Based A&E Registered/Takers/Passers



*** Center Based Learners achieved 44.4% Passing Rate
 *** School Affiliated Learners achieved 69% Passing Rate
 *** Total of 59% Passing Rate

Beating the odds

What are the chances for a low performing Division to surpass its own record?

Performance is usually measured in terms of high or dramatically improving scores on the National Achievement Test, often in difficult circumstances such as high levels of poverty and an ever increasing school population. No single factor can account for the dramatic increase or improvement in the National Achievement Test of the Quezon City Schools Division.

Several factors have led to the dramatic increase in student achievement and performance in schools traditionally viewed as low performing with a large number of students living in poverty. The following have contributed to better student achievement and performance.

A clear and shared vision and purpose. With the support of the Honorable Mayor Feliciano Belmonte Jr., the Schools Division Superintendent Victoria Q. Fuentes spearheaded the revision of the vision and mission of the Division. Participated in by both teaching and non-teaching personnel, said revision resulted in the attainment of a common goal - to be one in providing quality basic education to the city's public schools.

A strong leadership. This leadership took on many forms. Principals played a key role at the school level, but so did teachers and other staff, including those in the regional and division office. Truly effective leaders who were proactive found a way to get the job done.

Small is better. Eight out of the ten elementary schools ranked as higher performing had less than 400 examinees. Likewise, eight out of ten higher performing secondary schools had less than 500 examinees. Hence, to decongest crowded classrooms in the second district, the Judge Feliciano R. Belmonte High School was opened this school year.

A focus on academic achievement. Some schools spent as many as three hours per day in interventions designed to get students to reach the desired achievement levels.

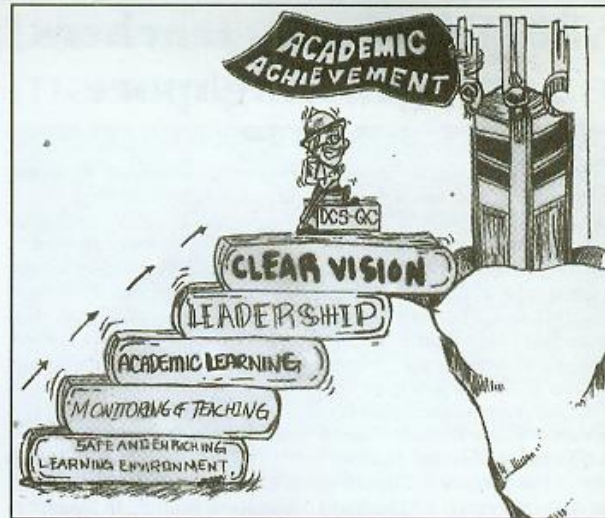
Others held Saturday review classes in preparation for the NAT. Educational field trips were shelved. A genuine increase in instructional hours of Science, Mathematics, English, Filipino and Araling Panlipunan paid off.

Frequent monitoring of learning and teaching. Close monitoring of learning and teaching by the regional and division office and the school administrative staff to ensure that curriculum, assessment, and instruction are aligned had greatly contributed to the Division's success.

A better and more conducive learning environment. Close to Php 3.7 billion for school infrastructure projects were earmarked for school year 2000-2008. With learning environments that are not only energy and resource efficient but also healthy, comfortable and well-ventilated, better performance in the classroom followed.

The evidence suggests that there are specific teaching, leadership, and curriculum strategies that will mitigate the impact of poverty on achievement as the Quezon City Schools Division has clearly shown.

Editorial



Reinventing the QC Schools Division

No stone was left unturned in bracing up for the National Achievement Tests (NAT) in the elementary and secondary levels. Undoubtedly, the previous school year result was a wake-up call for everybody.

At the helm of the "make-over" of the Division was the Schools Division Superintendent Victoria Q. Fuentes, the four assistant superintendents, the division and district supervisors who were assigned to take charge of the interventions for the different disciplines and endeavors.

In the school level, the principals worked overtime to fine tune their school vision and mission geared towards quality education.

Teachers needing more training were trained. From May 2007 to January 2008, priorities were set to build strong foundations for the challenge thrown by Dr. Fuentes to the school administrators and teachers: "Let us do something to improve our performance and work hard to enable our students to increase their performance, too."

Dr. Fuentes stressed that there is a need to institute innovative ways in schools so that teachers can deliver the goods. "Create a school culture that can encourage stakeholders to be more committed. Give them a strong and clear message that we have a common mission and therefore we should work together to realize it" Dr. Fuentes stressed.

In every meeting with the school heads and teachers, Dr. Fuentes never failed to


commend the people who initiated bright ideas done in every school to reinforce learning. "Post your school vision and mission in places where they are visible," she advised. "Make your stakeholders feel strongly that they are indispensable part of the organization," she added.

Problems were threshed out and solutions were raised. Reactions and suggestions were entertained. In the process, there was a meeting of minds and a demonstration of collaborative action. Consequently, the Division has managed to have aggressive and dynamic programs for continuous improvement.

Mayor Feliciano R. Belmonte, Jr. himself gave his all-out support for the trainings conducted for and on behalf of the Division by the University of the Philippines, Ateneo de Manila University, La Salle University and Miriam University who offered their resources for teacher training programs. Non-government organizations like Temasek of Singapore, British Council, Bright Minds and Aklat Sisikat and other cause-oriented groups did their part with deliberate intent to help. With all these great institutions behind the Division, failure found no place in its quest for quality education.

Remedial classes and review classes were also institutionalized to sustain learning in every student. School heads were empowered to formulate and implement their school

Turn to page 12



**DCS - QC
CHRONICLER**
www.cityschoolsqc.ph

Vol. III, No. 1
August 2008

VICTORIA Q. FUENTES
Publishing Director

MELEDA H. POLITA
ROWENA A. CACANINDIN

Consultants

LIGAYA A. REGIS
Editor

CORAZON C. RUBIO
BETTY C. CAVO

Consultants

ELIZABETH V. MENESES
VICTORIA A. MORTEL
SALVACION O. SALVE
ZENAIDA R. SAN DIEGO
MILAGROS A. SAN JUAN
PORFIRIA B. SANTOS
CYNTHIA G. VIDAD

Editorial Staff

LOURDES G. ABALOS
JUANITA C. ALAJAR
CARMELITA C. ALCALA
NOEL D. BAGANO
JENILYN ROSE B. CORPUZ
JOSE B. DIVIDINA
FLORENTINA S. GORROSPE

Editorial Staff

MELEDA H. POLITA
ROWENA A. CACANINDIN

Consultants

LIGAYA A. REGIS
Editor

Published semi-annually by the Division of City Schools, Quezon City

Empowering oneself through self-discipline

By Lourdes G. Abalos



Andrew Dubrin in his book "Getting It Done" observed that self-discipline, combined with the right talents and skills, is the master key to success and happiness. He noted

the first pay-off as higher productivity and quality. Top performing workers have above-average willpower and determination. They have perseverance that makes them succeed.

Self-discipline leads to better learning and higher grades in school. Self-disciplined people can work well without a strong need for group support. Having self-discipline enables students to build their competence and knowledge.

Self-disciplined people build a reputation of credibility and reliability.

Consequently, self-disciplined people move in the direction of deeper problem solving. Doing so makes them focused on the goal of probing until the true facts of the problem surface.

Another advantage of self-discipline is minimization of daydreaming on the job. Daydreaming is not totally wrong but

a self-disciplined person knows when and where to daydream, and when and where to stay focused.

Self-discipline teaches individuals to manage their personal finances wisely. They stick to a budget. They do not spend more than what they earn.

You won't be surprised with the next pay-off. It is having better relationships with loved ones. Because of the reliability of self-disciplined people, thoughtfulness and commitment will be their virtues.

Self-disciplined people tend to avoid altercations with the law. Most of all, they overcome socioeconomic disadvantages and discriminations. Political analysts reveal that self-reliance and self-discipline are the major factors that enable people to combat cultural and socioeconomic problems.

Can self-discipline be developed and improved upon? Dubrin suggests eight components. The first is formulating a mission statement. This will remind you most often of what you want to accomplish.

The second component is developing role models. Can you choose a person whose level of success will stretch your capacity? Is he a person whose level of achievement can lead you to completing your mission?

Developing goals for each task is the

third component of developing self-discipline. If you have a mission, support it with specific goals. Doing this will improve your performance. Goal-setting is as important to the self-disciplined achiever as an engine is to a vehicle. Dubrin insists that we specify what is going to be accomplished, who is going to accomplish it, when it is going to be accomplished, and how it is going to be accomplished.

The fourth component is developing action plans to achieve goals. Following action plans to make goal attainment possible is a must for disciplined people. This is the "how" in goal-setting.

Using visual and sensory simulation is the fifth component. Strange as it may sound, visualization helps the brain conceptualize images into reality. Do this regularly.

The fifth component is searching for pleasure within the task. You can find joy, excitement and involvement in the task at hand if you have self-discipline.

Compartmentalizing spheres of life is the seventh component. Can you concentrate on one task at a time? When you work, do it well and don't let domestic problems get in your way. Focus and focus more.

The last component is minimizing excuse making. You can do this when you have accomplished your work well. So... step forward and be self-disciplined.

Creating a School Community

Building a strong sense of community in school is important and doable.

There are basic psychological needs for emotional and physical safety; for close, supportive relationships - a sense of "connectedness" or "belongingness"; for autonomy and for a sense of competence - a belief that we are capable and able to learn.

These fundamental needs shape human motivation and have major implications for learning and development. We bond with people and institutions that help us satisfy our needs which makes the creation of caring.

When a school meets teachers and students psychological needs, they become increasingly committed to the school's norms, values and goals. Enlisting them in maintaining that sense of community, the school provides opportunities for students to learn skills and develop habits that will benefit them throughout their lives. (Eric Shaps, 2003)

The "sense of school community" has six dimensions or elements (Belenardo 2001):

Shared values. This refers to a core of common beliefs and expectations underlying the school vision and providing organizational direction, especially academic standards.

Commitment. This refers to the level of commitment and adherence of the people in the school community to the shared values of the school, shown in their behavior and action, especially their willingness to go beyond the participation or involvement expected of them.

A feeling of belonging. This refers to a shared emotional or psychological connection that gives the members of the school community "a sense of being part of something that is of value—that has a past, present, and future."

Caring. This is manifested in the mutual respect, support, and interest among the members of the school community. It is evident in the willingness of teachers and parents

to help each other, as well as to help the students.

Interdependence. There is a feeling of cooperation, rather than competition, among the people in the school community. Teachers coordinate with one another with respect to the school curriculum and exchange and share ideas, insights and notes of experience related to teaching practice and student learning. There is a strong sense of collegiality and complementation within the school.

Regular contact. This is assured by providing or creating opportunities for all members of the school community to meet, communicate and interact and develop strong reciprocal academic and social relationships beyond the classroom.

Schools can strengthen students' sense of community by adopting the following feasible, common sense approaches:

- Actively cultivate respectful, supportive relationships among students, teachers, and parents.
- Emphasize common purposes and ideals.

By Juanita C. Alajar



- Provide regular opportunities for service and cooperation.
- Provide developmentally appropriate opportunities for autonomy and influence.

Educational outcomes, especially student learning, are influenced by events in the home, by events in school, and by the continuity between home and school environments. A school sense of community is strengthened if the principal leads the school with strong administrative decision-making, and technical skills, and if teachers communicate effectively with parents about students' work and progress.

ANALYSIS OF THE RESULTS OF THE NAT

1. National Achievement Test is being used by the DepEd to determine the achievement levels of students and identify those who require remedial classes.

2. DepEd classifies students scores according to these levels of mean percentage scores (MPS):

15 - 34% 35 - 65% 66 - 85% 86 - 95% 96 - 100%

3. The city's public school students performed poorly in last year's National Achievement Test but this year, the Division of City Schools has proven its mettle in elementary by raising its level from the bottom to the top. In the case of secondary schools, significant increase in MPS was also noted from 14th to 9th place. See attached comparison of Division Ranking in National Capital Region for elementary and secondary levels.

4. DIVISION RANKING IN NATIONAL CAPITAL REGION

ELEMENTARY			
2006-2007		2007-2008	
DIVISION	TOTAL SCORE	DIVISION	TOTAL SCORE
1 Makati	68.19	Quezon City	73.45
2 Marikina	67.10	Parañaque	66.43
3 Taguig/Pateros	65.37	La Piñas	65.49
4 Las Piñas	64.12	Valenzuela	63.77
5 Mandaluyong	62.03	Caloocan	63.45
6 Valenzuela	61.60	Makati	62.13
7 Muntinlupa	60.02	Marikina	61.86
8 Caloocan	59.78	Mandaluyong	61.83
9 Pasay	59.00	Malabon/Navotas	59.01
10 Manila	57.98	Pasay	57.86
11 Malabon/Navotas	56.68	Pasig/San Juan	55.17
12 Pasig/San Juan	55.11	Manila	54.53
13 Parañaque	53.02	Taguig/Pateros	53.48
14 Quezon City	52.52	Muntinlupa	51.09

SECONDARY			
2006-2007		2007-2008	
DIVISION	TOTAL SCORE	DIVISION	TOTAL SCORE
1 Makati	49.89	Valenzuela	47.12
2 Las Piñas	48.86	Makati	45.82
3 Valenzuela	46.31	Malabon/Navotas	45.34
4 Muntinlupa	46.04	Muntinlupa	44.84
5 Parañaque	45.01	Parañaque	44.74
6 Marikina	44.74	Taguig/Pateros	44.55
7 Manila	44.44	Manila	44.17
8 Mandaluyong	43.42	Marikina	44.12
9 Pasig/San Juan	42.97	Quezon City	43.86
10 Taguig/Pateros	41.41	Las Piñas	43.69
11 Pasay	41.15	Caloocan	43.07
12 Malabon/Navotas	40.96	Pasay	41.57
13 Caloocan	40.38	Pasig/San Juan	41.18
14 Quezon City	40.36	Mandaluyong	41.17

5. It may be noted that in the elementary NAT, only two (2) divisions moving towards mastery level and they are Quezon City and Parañaque. On the other hand, all the divisions in NCR got an average mastery level.

National Achievement Test Results by Subject Area

ELEMENTARY

SUB-TEST (Subject-Area)	SY 03-04 (Gr.V)	SY 04-05 (Gr.VI)	SY 05-06 (Gr. VI)	SY 06-07 (Gr.VI)	SY 07-08 (Gr.VI)
English	43.82%	53.31%	43.98%	50.67%	70.90%
Science	43.08%	48.12%	39.08%	45.02%	68.80%
Mathematics	46.14%	51.72%	40.53%	50.31%	75.10%
Filipino	Not Tested	58.63%	56.17%	65.29%	77.38%
Hekasi	Not Tested	54.39%	45.54%	51.29%	75.09%
TOTAL TEST	44.35	53.23%	45.06%	47.67%	73.45%
RANK of QC in NCR	11th of 14	13th of 14	13th of 14	14th of 14	1st of 14

SECONDARY

SUB-TEST (Subject-Area)	SY 03-04 (4th Year)	SY 04-05 (4th Year)	SY 05-06 (4th Year)	SY 06-07 (4th Year)	SY 07-08 (4th Year)
English	50.02%	48.74%	44.72%	46.15%	47.97%
Science	34.71%	34.74%	31.75%	33.56%	39.04%
Mathematics	42.07%	43.66%	40.06%	30.19%	34.81%
Filipino	Not Tested	41.60%	39.55%	45.61%	44.87%
A. P.	Not Tested	47.05%	43.04%	46.28%	52.59%
TOTAL TEST	42.27%	43.16%	39.52%	40.36%	43.86%
RANK of QC in NCR	12th of 14	10th of 14	13th of 14	14th of 14	9th of 14

6. Scores in almost all subject areas in elementary dramatically increased moving towards mastery level. Although elementary got its lowest score in Science, the MPS garnered is still above average level. In the secondary level, significant increase was noted in the total point score by 3.50 points. Our students got average mastery level in all subject areas except in Math which signified the need to improve our low mastery level in this area. Our MPS in Filipino also slightly decreased by .74%.

7. Like last year, among the subject areas, Grade VI pupils scored highest in Filipino, while second year high school students scored best in Hekasi. Science was the least of the competencies in elementary and Mathematics in secondary.

8. The following are the least-mastered skills in Grade VI and second year high school in the different subject areas:

Percentage of Correct Responses by learning competency - Grade VI:

- Mathematics (Average Mastery)
 - Solve word problems, on measurement.
- English (Average Mastery)
 - Distinguish fact from opinion.
- Science (Low Mastery)
 - Identify factors that affect climate of a place.
- Filipino (Moving Towards Mastery)
 - Pagbasa
- Hekasi (Average Mastery)
 - Nasusuri ang pagpapangatili ng kalayaan ng bansa.

Percentage of Correct Responses by learning competency - Second Year:

- Mathematics (Low Mastery)
 - Division.
- English (Average Mastery)
 - Make inference.
- Science (Low Mastery)
 - Explain osmosis as a type of diffusion.
- Filipino (Low Mastery)
 - Persweysiv.
- Araling Panlipunan (Average Mastery)
 - Napaghahambing ang mga sinaunang kabihasan sa Asya (sumer, Indus, Tsina).

9 Hereunder are the Top 10 Schools with highest score, as well as the Lowest 10 schools in both elementary and secondary levels in NAT, to wit:

TOP 10 ELEMENTARY SCHOOLS IN NAT

1. San Jose ES-Pag-ibig sa Nayon ES	89.67
2. Manuel L. Quezon E/S	86.93
3. Dona Rosario E/S	86.83
4. Esteban Abada E/S	85.79
5. Payatas C E/S	85.56
6. Payatas B E/S	85.12
7. Ponciano Bernardo E/S	85.04
8. Dona Josefa E. Marcos E/S	85.02
9. Batino E/S	84.57
10. Project 3 E/S	84.14

TOP 10 SECONDARY SCHOOLS IN NAT

1. QC Science HS	74.84
2. National Orthopedic Hosp. - SCC	64.78
3. Judge Juan Luna HS	63.50
4. Flora Ylagan HS	56.78
5. Krus na Ligas HS	56.26
6. Don A. Roces Sr. Science & Tech HS	55.82
7. Maligaya HS	53.73
8. Manuel Roxas HS	51.17
9. Juan Sumulong HS	50.45
10. New Era HS	48.24

10 It may be noted that from the above-listed Top 10 schools in elementary, 2 schools came from District I, 3 from District III and 1 from District IV. These are where the classroom and teacher ratios are in good proportion. Surprisingly, 4 schools came from District II where there is a shortage of classrooms. Nonetheless, all point scores of top 10 elementary schools are moving toward mastery level. In the case of secondary schools, 3 schools got scores moving toward mastery level, namely: QC Science High School,

NOH-SSC and Judge Juan Luna High School, the rest got average mastery level. From the top 10 list, 3 came from District I, 2 from District II, 1 from District III and 4 from District IV.

LOWEST 10 ELEMENTARY SCHOOLS IN NAT

1. Project 6 ES	53.45
2. Commonwealth ES	57.56
3. Malaya ES	58.54
4. Fairview ES	60.97
5. San Vicente ES	61.90
6. NOH-SSC	61.96
7. San Jose ES	62.13
8. Damong Maliit ES	64.21
9. San Diego ES	64.30
10. Odelco ES	64.36

LOWEST 10 SECONDARY SCHOOLS IN NAT

1. Justice Cecilia Munoz Palma HS	37.21
2. Balara HS	38.13
3. Masambong HS	39.47
4. Tandang Sora National HS	39.76
5. Bagong Silangan HS	39.92
6. San Francisco HS	39.95
7. Quezon City HS	40.04
8. San Bartolome HS	40.21
9. Sergio Osmena HS	40.23
10. Ismael Mathay Sr. HS	40.24

11. It is noteworthy to mention that the point scores gotten by our lowest 10 Elementary schools still belong to average mastery level. Most of the schools which got the lowest scores are from District II (5 schools). In secondary level, all schools got average mastery level.

THE NAT SUCCESS STORY: WHAT MADE THE DIFFERENCE?

As a result of the active support, collaboration and cooperation of the city government, Division of city schools parents and other stakeholders, the Division ranked No. 1 over-all in the National Capital Region for Grade Six students and No. 9 for 2nd year high school students in the National Achievement Test for SY 2007-2008.

The following are its winning strategies:

1. The Quezon City Government consistently and steadfastly supported the Division of City Schools in uplifting the standard of education in Quezon City through the following:

Providing a better and more conducive learning environment by:

1.1 Addressing the basic needs of the schools particularly the shortage in classrooms by earmarking close to Php3.7 Billion for school infrastructure projects which provided 1,500 classrooms and additional 156 classrooms this year, resulting to a 32:1 student classroom ratio in District 1, 3 and 4;

1.2 Funding special program components for the QC Division of City Schools such as one-textbook per student program, e-libraries, SB Center for Excellence in Student Leadership, e-skwela, Madrasah Education, SB Negotech and the new IT Centrex Building;

1.3 Providing massive capability building programs that enhance the competency of public school teachers through its in-set trainings and continuous education program; and that of principals and supervisors on educational management and supervision;

1.4 Granting of cash incentives to students and teacher-advisers who won in various international, national and regional competitions;

1.5 Providing the budget for the printing of modules, lesson plans; printing of test materials for diagnostic test, mock test, PHIL-IRI Oral and Silent Reading and Achievement tests.

2. In the past school years, the Division of City School was into competing against itself only in terms of academic performance but it came to realize that it is not enough. It has to benchmark with other divisions to strive more. As a result:

2.1 The Division Superintendent spearheaded the revisiting of the vision and mission of the Division which was participated in by all its teaching and non-teaching personnel. Said revisiting resulted to a common goal- to be one in providing quality basic education for the city's public schools. The schools were guided in developing strategies to realize its goal. The performance goals were identified and aligned with strategies which included the following:

2.1.1. Key school officials conducted intensive monitoring scheme for teachers including the total school plant. The Division came up with a monitor-

ing device that would assess, monitor and evaluate every aspect of instruction;

2.1.2. The regional supervisors, together with the assistant schools division superintendents and supervisors, under the "A Day In School Program" (ADIS) went to schools to supervise and observe classes. They concentrated their efforts to closely monitor children and the conduct of classes;

2.1.3. Principals and Supervisors closely checked teachers if they have lesson plans and devices for teaching.

2.2 Meetings with parents, community leaders and other stakeholders were convened to inform them of the problems in basic education and to encourage them to take part in uplifting the academic standard of the city schools. Contracts were signed by parents with teachers to follow up on the assignments and lessons of their children.

2.3 Through the conduct of diagnostic, mock and achievement tests, the Division was able to determine the weaknesses and effectiveness of its previous instruction, employ appropriate interventions or remediation strategies to improve the academic performance of its pupils and students and to set performance targets in the delivery of effective instructions.

2.3.1 The Division prepared corresponding exercises based on the unmastered skills in NAT and these were used by teachers for the mastery of skills following the mastery learning technique.

2.3.2. The National Capital Region (NCR) likewise conducted mock test in which the Division's point score of 77% was congruent to the NAT results of the Division at 73.45%.

2.4 Conducted review sessions and key officials researched schemes in reviewing children. Pupils and students were required to come to school even on weekends and holidays.

2.5 Schools in districts I, II and IV with excess classrooms required their teachers to conduct classes on a single shift to the point of extending the number of class hours. Three shift classes were reduced to two shifts only.

2.6 The Local School Board and the Division provided for the food and drinks for the in-service trainings. Teachers who attended Saturday and Sunday trainings were given service credits. Principals provided transportation and meal allowances to their teachers during review classes.

Notwithstanding the results of the NAT last year where the city schools did not gain headway, the Mayor remained steadfast in his faith and belief that the Division would be able to rise above the situation and regain its academic standing in the NCR. This in a way boosted the morale of the Division. For this reason, the Division is extremely grateful to the Honorable Mayor for his wisdom, confidence and all-out support to the Division's quest for quality education. The Division also extends to NCR its appreciation for the ADIS program.

TEXT MESSAGING 'BASTARDIZING' language?

By Jose B. Dividina



With the Philippines being tagged as the "texting capital of the world", many wonder how the proliferation of mobile phones has affected the Filipino's facility of the language.

Reading students' essays with words like "4u or 2gthr, yrs. 18r" and looking at the signpost that read "Ped Xing" (meaning pedestrian crossing), one can tell that cellular text messaging or Short Messaging Services (SMS) has revolutionized the way Filipinos talk, write and read. But doesn't text messaging further thwart or impede the facility of the language?

Assistant Professor Mildred Rojo-Laurilla of De la Salle University Manila's Department of English and Applied Linguistics (DEAL), attempts to provide answer in her research entitled "A Preliminary Investigation on the Linguistic Aspects of Text Messaging"

Using the Dell Hymes Theory of "Ethnography of Speaking" that studies how culture, language and society interact, Laurilla was able to capture the existing and even underlying relationships between and among variables contained in the study.

Laurilla administered a questionnaire to 433 first year English students from DLSU (297) and from the University of the Philippines Los Baños in Laguna (136).

Laurilla's study establishes several facts. In the Philippines, the cellular phone industry widely caters to the younger market. The study shows that most of the respondents aged 16-21, majority of them 17 and 18 years old, have cellular phones (95% DLSU; 71% UPLB). Most of

them are prepaid phone users, each with an average spending profile of Php400 to 500.

Texting is part of the youth's cellular phone use, but students are generally low frequency texters (54% DLSU; 71% UPLB). Early to late evenings are the most preferred time for texting, owing perhaps to the fact that they are already out of school and use their time on leisurely activities including texting.

Students admit to abbreviating words (89% DLSU; 100% UPLB), citing convenience as the number one reason for doing so. Other reasons given: it is the "in" thing or fad, or that they do not know the spelling of the words.

In terms of language use, the 150 respondents who participated in the "actual texting" prefer to use "texted English" or the abbreviated form of English if they send messages or reply to messages that take the form of "pure" or straight English and the texted or abbreviated English.

Fifty percent of the respondents did not respond to text sent to them via "pure" Fili-

pino and Filipino/English pure or texted code-switched form. The rest of the respondents had missed preferences for the language to be used whether in pure Filipino, pure English or pure Filipino, English code-switched forms or their texted forms when responding to text sent to them via pure Filipino and English/Filipino pure or abbreviated code-switched forms.

There seems to be ambivalence on the effects of texting on their language competencies. Both DLSU and UPLB students believe that texting has no negative effects at all on their language competencies, such as grammar and spelling. Majority of both DLSU and UPLB respondents have a positive attitude toward texting (82 percent, DLSU; 79 percent, UPLB).

Statistical tests show that there are no significant differences in the grammar and spelling scores of both cellular phone owners and non-owners. It can be implied that the students performance in terms of their language skills or competencies is not related at all to the fact that they own cellular phones.

SIMPLE MONEY TALK

Many teachers are kiddingly called as "professionals from London" - (*loan dito, loan doon*). Apparently, this is because their monthly salary and other benefits cannot match their daily needs and consumption. Monthly salary is spent from paying the house rent, electric, water and telephone bills, groceries, and many more. No doubt not an extra amount is left to treat oneself to a new piece of blouse, or a new pair of shoes. As a result, the amount that should be allotted for "rainy days" is not anymore a priority.

If one has been going about managing his income this way, chances are he won't be able to build up enough savings and look forward to a comfortable retirement.

Why not turn it around and begin paying oneself first? This is one of the most powerful and effective strategies for building personal wealth.

Here's how to do it: Decide to save

The next time you budget your monthly salary to pay your bills, the first item on your list should be your savings. Decide on an amount you can remit and immediately pay that "bill" by depositing the money into your savings account. Make sure that the account will not be easily accessible so you won't be tempted to withdraw at every opportunity.

If you find that you do not have enough money for this, look for small luxuries you can give up like cutting down prepaid cellular phone spending, or you could bring lunch to work. You could also accept tutorial services after class hours.

You may start with 10% of your income and then gradually increase your contributions as your income increases. The first months maybe difficult but you can look at it this way - the government has collected taxes from your income even before you receive your salary. Paying yourself first is just another form of tax, except that this time, the beneficiary is you.

Make saving a habit

Don't be discouraged if you slip once in a while, or if it takes time for your savings pot to grow. All you have to do is make saving a habit, no matter how small the amount, and you'll soon be surprised at how much your small contributions have grown.

Taking control of your finances to give you a sense of empowerment that will reach into every area of your life. The feeling of security that comes from knowing that you and your family will be provided for regardless of what may come up cannot be quantified.

It is something you will experience for yourself when you make the decision

By Caroline S. Sonquit



that being financially independent is more important than impressing your neighbors, for instance, because you own the latest appliance model or electronic gadgets.

Make a promise to yourself

The secret to building your personal wealth is not so much the amount of money you are investing but the persistence with which you are doing it.

In order to be successful, simply honor your commitment. As soon as you miss one payment, double your contribution the following month. As this will be more difficult, you will learn to be stricter with paying yourself first the following month.

Eventually, with these simple tips, you will find yourself in the right financial track free from worries of an uncertain future.

4 Years of Madrasah/ ALIVE Program

Bringing Muslim Culture Into the Stream of Quezon City Education

By Meleda H. Polita

Asst. Schools Division Superintendent



Recognizing the need to establish Muslim culture in the Philippine education, the Division of City School of Quezon City continues to implement the Madrasah Arabic Language and Islamic Values (ALIVE) program.

In its 4th year of implementation, the Madrasah program continues to attain its three basic objectives. Firstly, to deliver quality education to children who are the right holders to better opportunities irrespective of race, color, religion or culture; secondly, to prepare learned and intellectual Muslims with Islamic Values; and lastly, to serve the interest of national unity in consonance with the 1996 Peace Agreement.

Accomplishment

During the last four years of the implementation of the program in Quezon City, advocacy on the program has been strengthened with the moral, psychological, and facilitative support of the Quezon City Consultative Council on Muslim Affairs, headed by Gen. Jameel Jaymalin. The Council composed of Muslim leaders including *Imams, Aleems* and *Asatidz* meets every month.

Other advocacy activity was through the Inter-Madrasah Division Competition in Arabic Language and Islamic Values. This competition gauge the children's learning in two subject areas. Also included in this contest are *Qur'an* Reading, *Suwar* (prayer) recitation and a quiz in Arabic Language and Islamic Values like showing belief in *Tauheed* (One-

ness of Allah.s.w.t.), explaining purpose of performing *salaah* (obligatory prayer), practicing of *sawm* (fasting), giving *zakat* and *sadaqah* (alms) and going on *haji*, (travel to Mecca).

Enrollment

For School Year 2008-2009, there is an enrollment of 1,276 students. These students are handled by 39 *Asatidz* (Muslim paraprofessional teachers). The students are distributed in the following schools as follows: Camp Crame Elementary School has newly opened Sunday Madrasah/ALIVE classes launched last July 6, 2008. The school has very active support from Muslim leaders in the community headed by Major Ebra M. Moxsir, who also serves as the president of the PTA in the Organization of Muslim Parents. Another active Muslim leader is Engineer Siradj Abantas who serves as president of the School Muslim PTA in Culiati ES and Culiati HS.

Books for these classes were a donation from Libya through the Libyan Embassy.

Currently, DepEd Central Office is giving six available permanent teacher items to qualified Muslim teachers in this Division.

The Madrasah/ ALIVE program has fostered a strong awareness and respect toward the Muslim community in particular and the Muslim people in general. Trainings of *Asatidz* also continues to enhance their teaching-learning competences especially in classroom management and discipline.

The success of the implementation of the program is due to the strong support of Mayor Feliciano R. Belmonte Jr. in close collaboration with DepEd officials led by Undersecretary of Education for Muslim Affairs Manaros Boransing and Division of City Schools Superintendent Victoria Q. Fuentes. The mayor's support is the life-blood that helps sustain the implementation of the program;

the DepEd sets the policy framework; and the Division monitors actual implementation at the field level.

Prospects and Future Thrusts

The Division resolves to strategically strengthen the *Asatidz* training focused on content in every grading period. Such calls for continuous training and retraining to hone their teaching skills, commitment and positive engagement in classroom teaching-learning processes.

A scholarship from the city mayor will be worked out

remedial classes in Arabic Language and Islamic Values. These classes are also aimed to prepare ready lesson plans and put up regular Madrasah/ALIVE classes in Camp Crame ES to reach and make up for higher levels.

The Division is confident that the program will continue to succeed with the close coordination of DepEd Central Office, the Local City Government and the Division of Quezon City including Muslim leaders lead by the QC Consultative Council for Muslim Affairs and networking with other concerned private sectors.

The future of this program comes from a vision to

Schools	Level 1	Level 2	Level 3	Level 4	Total	Asatidz
1. Commonwealth ES	62	23	22	24	131	5
2. Culiati ES	141	80	42	40	303	12
3. North Fairview ES	40	27	37	31	135	5
4. Fairview ES	10	13			23	1
5. Payatas A. ES	17	16	15	20	68	4
6. Holy Spirit ES	24	24	21	16	85	4
7. Rosa Susano ES	21	22	15		58	3
8. Diosdado Macapagal ES	10	13	17		40	2
9. Dona Josefa Marcos ES	18	19	29		66	3
Schools with Sunday Classes						
10. Camp Crame ES	250				250	7
11. Culiati High School	40	30	25	22	117	5
Grand Total					1276	(39)

Table 1. The Quezon City Madrasah/ALIVE Program
SY 2008-2009 (as of July 30, 2008)

for those willing to pursue academic teaching.

Further, the thrust of the Division for the next two years will be focused on quality screening for those who will be handling Sunday classes. DepEd has also put in place the Acceleration Education Program or ATEP for those who want to continue and pursue education studies.

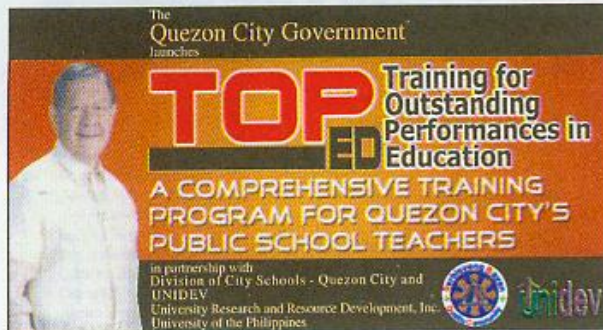
Also in the plan are summer classes to prepare instructional materials and conduct

realize a global commitment for a better quality of education for Muslims in partnership with Christians and other religious groups.

The Division remains with the ideals and values of Muslim manifested in Muslim greetings, *Bismillah* or Greetings in the name of Allah, *Subhanahu Wa Ta'allahu* (S.W.T), the compassionate, the merciful and *Assalaamu alaykum warahmatullaahi wabarakaatuhu* or greetings of peace to everyone!

UNIDEV training for outstanding performance in education

By Corazon C. Rubio
Asst. Schools Division Superintendent



The Quezon City Government through the Honorable Mayor Feliciano R. Belmonte Jr, in coordination with the University Research and Resource Development Inc. (UNIDEV) in cooperation with the Division of City Schools, Quezon City launched the Training for Outstanding Performance in Education (TOP-ED) last April 28, 2008, at the University of the Philippines-National Institute for Science and Mathematics Education Development (UP-NISMED).

The primary objective of the training is to make the teachers of Quezon City both in the elementary and secondary levels outstanding teachers. Participants to the eight days training program were given a pre-test and a post test to find out if their knowledge and attitudes towards teaching improved.

The first batch was conducted last April 28-30, May 5-9. It was participated by 131 elementary teachers and 257 secondary teachers. The second batch was conducted last May 19-29 with 171 elementary teachers and 376 secondary teachers. Still on-going is the third batch which started

last July 19, 2008, Saturday, and the succeeding Saturdays up to September 6. Attendees are 196 elementary teachers and 283 secondary teachers.

Inputs, lectures, group activities and assignments were given to develop the teaching competencies and the skills of the participants. Social interaction and sharing of ideas and insights became evident among teachers. It is hoped that these teachers who were trained by the UP-NISMED-UNIDEV will make a significant difference in the classroom. To make classroom alive and become agents of transformational change among students, teachers, administrators and even the community is likewise desired.

Reinventing the QC... From page 6

intervention plans. This gave school heads and teachers a chance to reenact their roles as team builders and mentors positively. It has stretched their knowledge and tested their wisdom on leadership. In the campaign for school improvement, the school partnered with the parents and the community.

The Division "experience" has taught school leaders not to be complacent even with the success they have at present. Rather, with the help of the stakeholders, they should continue the productive journey to promote the gains of the reinvented organization.

Reinventing the Division was like a virtual training organization in action. With the vision to have peak performance, every one's strength was invigorated and all efforts paid off. The Division ranked No.1 in the elementary and ninth in the secondary in this year's NAT among the 14 divisions of the National Capital Region (NCR). Overall, it is no. 1 in NCR. (LGAbalos)

Dyscalculia

By Jay V. Ureta



Have you experienced having a pupil who is good in all learning areas except mathematics? What did you do? Did you tell him that "you are not supposed to be in my class?"

Of course not. In fact, that child needs help as he is suffering from a learning disability in mathematics called dyscalculia.

What is dyscalculia?

Dyscalculia is a term referring to a wide range of life-long learning disabilities involving math. A pupil who has this difficulty may understand the needed math facts. But he has a difficulty putting them down on paper in an organized way. There is no single form of math disability, and difficulties vary from person to person and affect people differently in school and throughout life. This deficiency is hereditary and may have developed during pregnancy due to unhealthy lifestyle of the mother. The disability remains undetected until the child starts schooling.

In the early childhood stage, the child with dyscalculia has difficulty in:

- Learning the meaning of numbers (number sense)
- Sorting objects by shapes, sizes or color
- Recognizing groups and patterns
- Comparing and contrasting using concepts like smaller/bigger or taller/shorter
- Counting and recognizing numbers
- Matching numbers with amounts

As math learning progresses, school-age children with this disability may have difficulty in:

- Solving basic math problems using addition, subtraction, multiplication, and division
- Remembering and retaining basic math facts (i.e. multiplication table)
- Applying their knowledge and skills to solve math problems.

If basic math facts are not mastered, many teenagers and adults with dyscalculia may have difficulty moving on to more advanced math applications. Language processing disabilities can make it hard for a person to get a grasp of

the vocabulary of math. Without the proper vocabulary and clear understanding of what the words represent, it is difficult to build on math knowledge.

Since math disabilities are varied, the signs that a person may have a difficulty in this area can be just as varied. However, having difficulty learning math skills does not necessarily mean a person has a learning disability. All students learn at different paces, and particularly among young people, it takes time and practice for formal math and procedures to improve in math.

Helping a student identify his/her strengths and weaknesses is the first step to getting help. Parents, teachers and other educators can work together to establish strategies that will help the students learn more effectively.

'The Robo Arm' shines at robotics festivals

By Cynthia G. Vidad

"The Robo Arm" of Juan Sumulong High School (JSHS) continue to draw interest from organizers and spectators of national robotics festivals after it was featured in Balitang K, Umagang Kay Ganda TV programs and in the Whiz! Young Inventors' Exhibit at the Intellectual Property Rights Office in Makati City.

The unique and creatively-designed "The Robo Arm" is a miniature industrial-type robot. With a four-degree of freedom (DOF) manipulator and a gripper as its end effector, it can simulate work of its "bigger cousins".

Industrial robots are programmable multifunctional mechanical devices designed to move materials, parts, tools or specialized devices through variable programmed motions to perform a variety of tasks.

Cynthia G. Vidad, JSHS principal, said "The Robo Arm" came into existence out of a hobby of the members of the JSHS Robotics Club.

"Having noticed the students' great potential in robotics, the school gave them the opportunity to learn more in their subject of interest. They were taught

the concepts of robotics such as DOF, Robot Workspace, Motion Planning, and Programming, the students were then encouraged to engage in designing and making a robot," Vidad disclosed.

During the Robotics Festival at Shangri-la Plaza in Mandaluyong City, the students were invited to feature their work, "The Robo Arm".

The festival was organized as a creative event to enable interested robotics designers showcase their work. Other schools which have figured prominently in various national and international competitions were also invited to exhibit their robotics to the public.

Unknown to many, JSHS was the center for computer trainings and venue of computer competitions in the '90s. It had been a center for training of the Philippine Programming Teams which won 2nd and 3rd places in the Southeast Asia Regional Computer Confederation (SEARCC) in India (1997), and 3rd place in Australia (1998) and Singapore (1999).

Moreover, the JSHS Team placed third in the National Programming Competition (1997) and was given the chance to participate in the



The JSHS Robotics Team at work with their adviser Wilmar Lee (second from left, above photo) and Sonia Javier (extreme right, lower photo).

training of the Philippine Micromouse (Robotics) Team at the Armed Forces of the Philippines Computer Systems Center at Camp Aguinaldo.

Eventually, the JSHS students, together with students of Quezon City Science High School, who were all members of the Philippine Micromouse Team, won 4th place in the 2000 SEARCC International Micromouse Competition held at Westin Philippine Plaza, Manila.

Vidad said in addition to "The Robo Arm", the members of

the Robotics Club are developing other robots like the hexapod, an agricultural robot.

Recently, Betty Cavo, Assistant Schools Division Superintendent in-charge of Science and Technology, encouraged Sonia Javier, head of the Math department and Wilmar Lee, adviser of Robotics Club, to present an abstract on "The Robo Arm" which may pave the way for its inclusion in the forthcoming 3rd National ICT in Basic Education Congress at the Waterfront Hotel in Cebu in September.

DCS-QC issues guidelines on purchase of workbooks

In line with the Division's aim at improving the quality of students' academic performance, Superintendent Victoria Q. Fuentes organized a Tripartite Committee to oversee the formulation of guidelines that will govern the review and assessment of workbooks, worktexts and other instructional materials.

The committee is chaired by Assistant Schools Division Superintendent Rowena A. Cacanindin, with the Quezon City Parent-Teacher Community Association president Jossella Ellera and Quezon City Teachers Federation president France Castro as members.

According to the Superintendent, with the creation of a committee to oversee the selection of learning materials, the Division can thoroughly guide parents and students to be more discriminating in the choice of workbooks and textbooks.

The following are the guidelines:

1. Only those workbooks/worktexts that passed the final evaluation of the DepEd NCR Book Evaluation Committee based on the recommendation of the Division Evaluation Committee will be purchased for use in the public elementary and high schools in this Division this SY 2008-2009.

2. Purchase of workbooks/worktexts will

be on a 1:1 per pupil ratio in the five basic subject areas. Such purchase will be per grade and year level for the 10 lowest performing schools in both elementary and high school as shown in the 2008 National Achievement Test results. This purchase will be subsidized by the Quezon City Local School Board (LSB).

3. Purchase of workbooks/worktexts outside the 10 lowest performing schools in both elementary and high school will be done by parents on a voluntary basis. However, a 50% subsidy on the workbooks purchased by parents could be worked out with the help of the PTCAs, GOs, and NGOs through the schools' initiative.

4. All workbooks/worktexts to be purchased are to be made available in the children's store or in the schools' cooperative.

5. Prices of workbooks/worktexts will be uniform.

6. Teachers, head teachers and principals will not be involved in the selling of these workbooks/worktext to parents.

7. Complete stoppage of suppliers of workbooks/worktexts going to ES and HS, directly selling workbooks/worktexts to teachers, head teachers and to school principals is ORDERED.

SEC. LAPUS... From page 1

"For what good would a 100% functionally literate Filipino nation be if we would all be extinct in the future?" he asked.

He said the spirit of Education for Sustainable Development (ESD) is already incorporated in the Philippine Education for All 2015 National Plan of Action.

Meanwhile, the education department has already directed its efforts on the provision of basic learning tools that will promote environmental protection and education initiatives that will promote disaster preparedness and emergency management.

The Secretary commended the UNESCO National Commission and various government and non-government agencies for their all-out support in enhancing the capacity of the school system in its quest to provide schoolchildren safe and functional learning environment.

School-based reading marathon launched

The mission to make every child a reader has been stepped up through the launching of school-based reading marathon in all elementary schools of the Division.

The school-based reading marathon, a replication of Sa Aklat Sisikat reading marathon which was first launched at Project 6 and San Bartolome Elementary Schools, is a classroom activity designed to promote the love and habit of reading for Grade III to VI pupils who will take part in a fun and fast-paced race to read the most number of books during this period.

The reading marathon, according to Assistant Schools Division Superintendent Meleda H. Polita, in-charge of Communication Arts, wishes to respect the natural ways that children want to learn and teachers want to teach.

"With authentic literature as the focus for learning and teaching, this special reading program

would strategically approach what is natural in reading and reading instructions for total reading success," Assistant Superintendent Polita said.

The marathon is implemented in three steps: teacher training, 31-day training marathon, and finally "celebrate reading."

To ensure the sustainability of the reading program, the Division offers additional intensive training and support for highly-motivated teachers from each school for them to become reading advocates and mentors in their respective schools. (Rosemarie V. Salvador)



A Grade III pupil of Masambong Elementary School tells a story during the launching of the school-based reading marathon.

Special Report

SSES project gains headway

By Lourdes G. Abalos

The Special Science Elementary School (SSES) project is a special project of the Division that is focused not only for the betterment of science instruction but also for the holistic development of the pupils.

When Mrs. Shirley L. Guillermo, Science division supervisor, proposed the idea to Dr. Victoria Q. Fuentes, schools division superintendent, the latter did not have second thoughts because of the attainable objectives of the project. She supported it at once and gave Mrs. Guillermo the go-signal.

A school per congressional district was chosen to pilot the project. In other districts, there were district supervisors and principals who volunteered their schools for inclusion in the project. Feeling that this was a good start because of the educators' enthusiasm, Dr. Fuentes readily approved the inclusion of the schools in the SSES program.

With Project 6 Elementary School as the pilot school for the DepEd SSES project, the following were chosen to have special science classes in Grades Five and Six: San Francisco, GSIS Village,

San Bartolome, Batasan Hills, Lagro, Pura V. Kalaw, San Vicente, Cubao, and Aurora A. Quezon elementary schools.

This school year, Masambong Elementary School and Placido Del Mundo Elementary Schools are included in the select group.

The project entailed the employment of competent and concerned teachers who would be handling the special science classes and the selection of the pupils. On its first year, there were constraints. Some were opened to the idea that it would succeed but there were also many who said it won't considering the inadequacy of preparation for it, dearth of trained teachers and fa-

ilities in the selected schools. After a few months, the constraints were overcome and this was due to the interventions made in the SSES pilot schools.

The organization of special science classes in selected schools in the Division has provided many opportunities for the development of scientific attitudes, technological skills and higher order thinking skills among the participants. It has paved the way for a conducive and challenging learning environment where they could hone their multiple intelligences.

When interviewed, Mrs. Guillermo said that she considered the project a factor in help-



Pupils perform experiments in their special science classes.

DO reiterates guidelines on the suspension of classes

To avoid confusion during typhoons, heavy rains and floods, the Division Office reiterates the dissemination of the following guidelines issued by the Department of Education:

- Department Order No. 28 states that classes in pre-school level in all public and private schools will be automatically suspended with storm signal no. 1.
- Classes in pre-school, elementary and high school will be automatically suspended with storm signal no. 2.
- Classes in all levels are automatically suspended with storm signal no. 3.

In the absence of typhoon signal warnings from the Philippine Atmospheric, Geophysical and Astronomic Service Administration (PAGASA), localized suspension or cancellation of classes in public and private elementary and secondary schools may be implemented by the school principal.

DepEd Order No. 28 also states that the superintendent shall decide on the suspension of classes if such covers the entire division.

Parents wishing to ascertain whether or not to send their children to school should check for media advisories from PAGASA, DepEd, Disaster Coordinating Council and the Local Government Units.

In the absence of official storm warnings, parents have the ultimate responsibility for determining whether their children should go to school.

The required number of school days for the school year shall be considered especially in holding make-up classes to offset the days when classes are suspended.

Make up classes shall be held on Saturdays or on weekdays beyond the originally-set school calendar in both public and private schools.

ing pupils pass the science high school entrance exams and grab awards in various academic contests. She noted that there are more Quezon City passers in the Philippines Science High School and Quezon City Science High School tests this year than in the previous years.

Mrs. Guillermo reported that starting this year, Grade V and VI SSES classes will be using the enriched curriculum which was revised by different committees organized by the Division Superintendent. She expressed her hope that everyone involved in the SSES project will have concerted and continuous effort to upgrade and sustain the program in their respective schools.

The launching of SSES was at first frowned upon because many believed SSES is an ambitious project. But with the many positive outcomes on its first year of implementation, no one could say that it failed. The SSES schools have become virtual training organizations where shared purpose and high expectation are being realized through the cooperation and support of principals, teachers and stakeholders.

9th batch of student leaders train under SB Centrex

The SB Centrex Student Leadership Training for fourth year high school student leaders opened on July 5 in a simple but meaningful ceremony at Quezon City Science High School.

A total of 135 carefully selected students from 47 secondary schools of Quezon City comprised the 9th batch.

The batch underwent rigid screening procedures. The selected

students will undergo training for one school year which will end in March.

Dr. Salvador Enriquez, guest speaker of the opening ceremony, inspired the students to take advantage of the opportunity given to them by the Division and the City government.

"It is hoped that you will be the new breed of leaders who are morally upright and who will be advocates of honesty, industry and nationalism in the public service," Dr. Enriquez stressed.

The SB Centrex is now on its sixth year. Funds for it come from the Local School Board chaired and co-chaired by Mayor Feliciano R. Belmonte Jr. and Superintendent



SB Centrex Opening Ceremonies: Sec. Salvador Enriquez, KSH Foundation Director and guest speaker; with Dr. Betty Cavo, Dr. Victoria Q. Fuentes, Dr. Meleida H. Polita and Dr. Rowena A. Cacanindin.

Victoria Q. Fuentes, respectively.

The student-participants, who are called SB Centrex scholars, are given free training materials, food and transportation allowances every training session.

Assistant Schools Division Superintendent Rowena A. Cacanindin, training coordinator, said the primary aim of the training is to develop future leaders who are responsible, dynamic, productive, principled-centered and morally upright.

The training team is composed of selected education supervisors, principals and master teachers. (Adelina A. Sebastian)

QC's bet is NCR-FSSG president

A Quezon City student was elected president of the National Capital Region - Federation Supreme Student Government (NCR-FSSG) for this school year in an election held at Marikina Science High School recently.

Alexis Dua, fourth year student of Don Quintin Paredes High School and editor in chief of the school organ "The Guardian", won over other candidates from the different divisions of the National Capital Region (NCR).

The NCR-FSSG serves as the highest level of student government in the region that shall embody the ideals, principles and the practice of participatory democracy and citizenship. It also serves as a venue for high school students to develop their leadership skills.

Adelina A. Sebastian, supervisor of Araling Panlipunan said, Dua has now the chance to be elected national president for this school year.

ABBS demo gets kudos

The demonstration teaching on the use of Awit, Baybay, Basa at Sulat (ABBS) got the nod and appreciation of 623 Grade 1 teachers in Filipino during a seminar-workshop held at P. Bernardo Elementary School recently.

Cecilia DC Geronimo, Filipino supervisor, said "ABBS is an innovative teaching tool which enhances the learning of writing and reading of Grade 1 pupils."

This learning tool is composed of 28 lessons using Marungko technique with pag-awit, pagbaybay, pagbasa at pagsulat practice exercises.

The demonstration teaching was performed by selected Filipino teachers, namely: Juliet Garcia, Cecilia Romero, Gloria Tamayo, Clarissa Coronel, Tere Molina and Iderlina Lappay.

The seminar-workshop was aimed at improving teacher competencies in teaching the Filipino language and improving beginning reading proficiency in Filipino. (Cecilia DC Geronimo)

36 principals get BSP nat'l awards

The Court of Honor, Quezon City Council of the Boy Scout of the Philippines (BSP) conferred national awards to 36 principals in a ceremony held at the Quezon City Council BSP Headquarters at Scout Ybardolaza recently.

The awards were conferred to the recipients in recognition of their exemplary services to the Scouting Movement which were categorized as Bronze Service Award, Silver Service Award, Gold Service Award, Bronze Medal of Merit, Silver Medal of Merit and Gold Medal of Merit.

The awardees were: Gil T. Magbanua, Edgar V. Morales, Romulo B. Rocena and Milagros A. San Juan, Justina A. Farolan (ret.), Gold Medal of Merit; Lourdes G. Abalos, Antonio R. Abletes, Diego M. Amid, Sally B. Barcelona, Lourdes E. Barlis, Sylvia H. Campos, Pedro J. Nuestro, Getulio E. Oliveros, Levita U. Ramos and Grace A. Tariman, Josefina M. Pamplina (ret.), Adelaida C. Petipet (ret.), Silver Medal of Merit; Gloria E. Huera, Norma M. Arao, Melanio P. Austria, Elena B. Bote, Esperanza I. Caguioa, Jenilyn Rose B. Corpuz, Eladio A. Escolano, Cleotilde B. Fernandez, Liwanag F. Gloria, Mryna R. Irinco, Proceso T. Lera,

Robert B. Macasieb, Luningning A. Milan, Victoria A. Mortel, Grace C. Parungao, Adela S. Salvador, Salvacion O. Salve, Cynthia G. Vidad, and Modesto G. Villarín, Bronze Medal of Merit.

Sr. Supt. Carlito S. Romero, Director for Operation, Bureau of Fire, who was the guest speaker, lauded the awardees for their exemplary services and commitment in upholding the ideals of the Scouting Movement.

The Council is headed by Atty. Godofredo T. Liban II, Hon. Jorge L. Banal, vice chairman; Dr. Victoria Q. Fuentes, Dr. Josefina E. Santos, Hon. Elizabeth A. Medina and Hon. Eric Key Z. Medina, members; and Jorge J. Galang, secretary. (Cynthia G. Vidad)



Some principals who are recipients of the 2008 Boy Scout of the Philippines (BSP) national awards.

Belarmino Sports Complex proposed; BES merged with PVKES

By Milagros V. Referente



Proposed Master Development Plan of Belarmino Sports Complex.

The Division of Quezon City has proposed the conversion of Belarmino Elementary School (BES) into a modern Sports Complex in support of the Division's Physical Fitness and Sports Development Program.

In a hearing with the Committee on Education at the Sangguniang Panglungsod attended by concerned city officials and the Parent-Teacher Association of BES, Superintend-

ent Victoria Q. Fuentes underscored the rationale of the proposal.

Superintendent Fuentes said BES enrollment for the past five school years has been decreasing with an average

FLOOR AREAS	SQ.M.
1. GYMNASIUMS / TAEKWONDO (2-STORY)	615.00
2. ADMIN BUILDING AND CANTEN (2-STORY)	600.00
3. MULTI-PURPOSE BUILDING BADMINTON *BASKETBALL (W/O BLEACHERS) VOLLEYBALL COURT	716.00
4. OPEN TENNIS COURT AND COVERED BLEACHERS	586.36
5. MAINTENANCE QUARTERS, STORAGE ROOM, ELECTRICAL ROOM AND SECURITY OFFICE	39.00
6. PARKING AREA (31 SLOTS)	573.80
7. CIRCULATION	2,031.60
TOTAL SPORTS AREA	4,892.00

of 3.32% each year hence, out of its 20 academic classrooms only 11 are utilized.

"Considering that Pura V. Kalaw Elementary School (PVKES), which is separated from BES only by a fence, has also a downtrend enrolment and its physical facilities can accommodate BES pupils and teachers, the merger of BES with PVKES becomes necessary and inevitable," the Superintendent said.

"In fact, this school year, hundred percent of BES pupils and teachers have already been accommodated by PVKES and the transition has been reported to be smooth," she added.

Based on the Master Development Plan for the sports complex, the following will be constructed on the 9,969 square meters BES site: gymnasium for basketball, volleyball and badminton; open tennis court with covered bleachers, two-storey building for indoor sports such as gymnastics, boxing, taekwondo and arnis; open field for archery, high jump, pole vault, long and triple jump, two-storey administration building, canteen, circulation and maintenance headquarters, and a 63-slot parking area.

The funds for the construction of the sports complex will be taken from the Local School Board chaired by the Honorable Mayor Feliciano R. Belmonte Jr.

Meanwhile, Federico A. Laxa, general manager of the National Housing Authority, approved the proposal of the construction of the sports complex in Belarmino school site in his letter sent to the Honorable Mayor Feliciano R. Belmonte Jr. last March 30, 2008.

Judge Feliciano Belmonte Sr. HS opens with 1,650 enrolees

The Judge Feliciano Belmonte Sr. High school opened on June 10, 2008 with about 1,650 enrolees.

The school, which is named after the father of the Honorable Quezon City Mayor Feliciano R. Belmonte Jr., is located at AFP Road, Veterans Village, Quezon City. It has a lot area of 5,000 square meters.

Judge Belmonte Sr. was in his lifetime an epitome of professionalism, honesty, humility and integrity in public service.

"With his examples, our students will be truly inspired to pursue their aspirations not only for themselves but also for our country," said Zaida M. Padullo, school principal of Holy Spirit National High School (HSNHS), who oversaw the opening of the said school.

The opening of a new school is in response to the clamor of the residents of Barangay Holy Spirit to establish a school within the vicinity that will benefit about 330,000 residents.

The new school is now an annex of the newly independent HSNHS. Agapito T. Lera is officer in-charge of the said annex.

Padullo disclosed that with the operations of the new school, barangay residents headed by Chairman Estrella Valmorin lauded the City Mayor

and City Council as well as the City's Schools Division for the "gift of education" right at the heart of their barangay.

Parents can save a lot for fare and meal allowances of their children, Padullo added.

The inauguration of the new building is on August 28, 2008.



The new Judge Feliciano Belmonte Sr. HS. Building.

Project 6 ES pilots DepED's SSESP

By Paulina F. Platon

Project 6 Elementary School was selected by the Department of Education to spearhead the implementation of the Special Science Elementary School Project (SSESP) along with other 40 regular schools in selected divisions of the 17 regions of the country.

The SSES project is a research study to find out if it can be a regular program in the elementary level.

The project, which started last school year, aims to determine the qualities that Science-inclined learners possess; describe the characteristics of a good SSES that significantly contribute to the improved performance of the learners involved in the study.

Last year, the project was implemented in Grades 1 and 2 and this school year, it has expanded to Grades 3 and 4 and next year Grades 5 and 6 shall be included.

After the third year of implementation, there will be an evaluation to find out the impact of the project which shall be the basis for the expansion of the project to other schools all over the country.

Paulina F. Platon, school principal, said "Project 6 Elementary School, with the leadership, guidance and supervision of the DepEd Central Office, regional, division and district offices and with the support and cooperation of the principals, teachers, pupils and other stakeholders tries its best to follow the standards and indicators set to attain a successful pilot implementation of the project." (Please see related story on page 14)