

## 2022 SEAMEO-Japan ESD Award

Theme: Education Transformation through Partnership

### SUBMISSION FORM

The submission deadline is 31 July 2022

Full Information: <https://link.seameo.org/2022SEAMEOJapanESDAward>



• To

participate in the 2022 SEAMEO-Japan ESD Award, please submit the information of your school's programme on "Education Transformation through Partnership" by using this template of Submission Form on or before 31 July 2022.

- The **digital format of this Submission Form** can be requested by sending an email to: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- The **guidelines for submission** and the **judging criteria** are detailed in page 7-8 of this document.
- **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2022 SEAMEO-Japan ESD Award" and a "3-minute video clip" together with a maximum of 2 supporting documents (optional) to the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.
- More information, please visit: <https://link.seameo.org/2022SEAMEOJapanESDAward> or contact the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org) or Tel. +66-2391-0144.

#### PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: **POLOMOLOK NATIONAL HIGH SCHOOL**
2. Full address: **CANNERY SITE, POLOMOLOK, SOUTH COTABATO**
3. Postcode: **9504**
4. Country: **PHILIPPINES**
5. School's telephone number (country code+city code+telephone number): **(083) 878-8996**
6. School's Email Address: **304560@deped.gov.ph**
7. Name of the Head Master/Principal/School Director: **MURDY F. BAUTISTA PhDed**
8. Name of the Teacher Coordinator: **MADONNA L. SUA LPT**
9. Email address of the Coordinator: **madonna.sua@deped.gov.ph**
10. School website (if available): .....
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **GRADE 7 TO SHS GRADE 12**
12. Total number of teachers in your school: **141 TEACHERS**
13. Approximately number of teachers participated in this programme: 141 TEACHERS
14. Total number of students in your school: **3,954 students**
15. Approximate number of students participated in this programme: **ALL Students**

#### PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in **Times New Roman/Calibri font, font size 11**.

1. Title of the school's programme

**PROJECT MOVING FORWARD AND BEYOND (#MFB): OPENING CHINKS, BRIDGING LINKS**

2. Summary of the programme (a half page of A4)

"In the face of the COVID-19 crisis that the country is facing right now, the Department of Education's topmost priority is to ensure the health, safety and well-being of our learners while making sure there is continuance of basic education", DepEd Secretary Leonor Magtulis-Briones emphasized. In response to this call of the time and the challenges brought about by pandemic, Polomolok National High School adhered to DepEd Order 12, s. 2020, "Adoption of the Basic Education Learning Continuity to ensure Public Health Emergency, thus **PROJECT MOVING FORWARD AND BEYOND (#MFB): Opening Chinks, Bridging Links**, sprang up from within the hearts of the educators and stakeholders. The commitment to continuously keep moving forward and explore innovations where we make impossible possible and actively do something about the problem. With this thread of hope that runs through the fabric of our lives as educators, we find reason to continue and make way in this challenging time through these innovations under Project MFB:

1. **Bulig Mo, Kalipay Ko! Project LAB ME: "Libreng Tuli And Blood Letting Activity with free MEDical Check-Up, School Supplies, and Feeding Program"**
2. Polomolok NHS Online Distance Learning-**#EASE** Amidst Pandemic: "E-learning as an Adaptive, Systematic and Engaging way for 21<sup>st</sup> Century Learners"
3. Paaralan sa Radyo-**#RAPID** LEARNING: Radio Assisted Program Implementation in the Delivery of Learning
4. Summer Home Assistance on Reading by Parents (**SHARP**) MerryHome Storyhouse, A Novel Idea!
5. Best Learning Environment Implementation
6. Digitization Program (Distribution of Tablet Computers)
7. Strengthening School-Based Feeding Programs Through Flexible and Responsive Mechanism (**FARM**)

As a result, Polomolok National High School (PNHS) did not fall behind in meeting the department's mission and vision. The school tailored these innovative and practical programs to transform teaching and learning approaches through school-family-community-organization partnerships and help students succeed in social, emotional, and academic skills during and even POST COVID-19 pandemic. This is to ensure that quality education was delivered consistently. Teachers from PNHS have encountered difficulty but they were able to deliver effectively and efficiently to the clients using best practices.

The ability to keep moving forward in whatever programs and projects greatly depends on the shared responsibility and interest never allowing setbacks and difficulties to hinder the goals set, now progress can be made through the implementation of Project Moving Forward and Beyond (MFB).

3. Objectives/goals of the school's programme

The Project Moving Forward and Beyond (MFB): Opening Chinks, Bridging Links has the following objectives:

1. Strengthen the capacities of the regional, division, and district DepEd officials, local government organizations, parents, learners, community and school stakeholders in sustainable project planning and participation and to unlock and encourage everyone's participation;
2. Provide stakeholders and partners with an innovative opportunity and replicable services to the school;
3. support the development, upgrading, implementation and partnership schemes of the school by intensifying capacity building activities;
4. Promote sustainable partnership between and among the stakeholders;
5. contribute to the strengthening and expanding of the school's initiative and implementation of Brigada Eskwela Program; and
6. Capitalize the Programs, Projects and Activities' (PPAs) results and best practices through intensified monitoring and evaluation to implement relevant projects and programs of the school.

#DepEdmissionandvision

#DepEdcorevalues

4. Period of the time when the programme has been started

September 13, 2021 to be exact was the start of classes and so the Project MFB and will continue as it became the school's best practice.

5. Activities (strategies/activities of implementation, and brief information of each activity)

**1. Bulig Mo, Kalipay Ko! Project LAB ME: “Libreng Tuli And Blood Letting Activity with free Medical Check-Up, School Supplies, and Feeding Program”**

An outreach program that involves learners, parents, teachers, DepEd Officials in the regional, division and district levels, DepEd nurses, government organizations such as the Philippine National Police, 5<sup>th</sup> Special Force, local government units-the provincial, municipal and barangay local government units, Philippine Red Cross youth and volunteers, private organizations and individuals, alumni, retired teachers and other stakeholders. Project LAB ME offers free circumcision, blood donation, offers free medical check-up, and gives schools supplies and feeding program. The recipients of this program are the learners and teachers of Polomolok NHS. It is through mutual relationship that we all benefitted from each other’s services and philanthropic act.

**2. Polomolok NHS Online Distance Learning-#EASE Amidst Pandemic:“E-learning as an Adaptive, Systematic and Engaging way for 21<sup>st</sup> Century Learners”**

To meet the educational demands of students in this situation, Polomolok National High School has adopted the Online Distance Learning Modality for School Year 2020-2021 and 2021 to 2022. Junior High School Special Program for Journalism with 138 learners from Grade 7 to Grade 10 and Senior High School 43 STEM students, 97 HUMSS students, and 23 ICT students had also adapted the Online Distance Learning Modality both synchronous and asynchronous using platforms like Google Meet for synchronous and Google forms and Edmodo for asynchronous class. There were total of 301 learners undergone the Online Distance learning for the first school year it was implemented. For this year there are 393 learners who are currently enrolled who preferred Online Distance Learning. With this, the #EASE Amidst Pandemic – “E-learning as an Adaptive, Systematic and Engaging way for 21<sup>st</sup> Century Learners” was crafted.

This activity aims to: ensure that students' needs are met through the ODL modality; equip teachers with necessary skills and tools to deliver high-quality education to their learners; prepare the school and community with the new normal education through advocacy campaigns and other activities; strengthen partnership of the school, teachers, parents, learners and stakeholders; uplift learners’ performance despite of the challenges of new normal education; develop and strengthen school's best practices and improve the practices which need to be improved.

Furthermore, PNHS learners actively participated the Dreamweavers On Air which is aired via DepEd Tayo South Cotabato Division Facebook Page. The team is known as Scribe News Team. With this activity, learners are well-developed in using mediated online platforms.

For synchronous classes, teachers and learners use Google Meet, Zoom, and MS Teams applications. In making lessons and assessment, the teachers use Canva, Quizizz, Filmora, and Quizmaker applications.

**In Managing Online Classes:**

- Teachers provide Chat-box of Inquiry for the learners to ask freely to their teachers and may use local language.
- Improved schedules and strictly followed. Schedules of online classes are given a week. If there will be changes, learners must be notified 3 days before the schedule.
- Always align teaching and activities to the Most Essential Learning Competency.
- Immediate feedback to learners’ outputs.

**Additional Support to Learners’ In-need**

- Peer-learning is developed.
- Constant follow-up to learners and parents.
- Improved approached to learners.
- Teachers must give reminders to learners.
- Post reinforce lessons videos and PowerPoints.

The research shows that in addressing the problems encountered on the usage of Online Distance Learning Modality (ODLM) of Humanities and Social Sciences (HUMSS) Learners of

Polomolok National High School, the Teachers' Reinforced Instructional Practice (TRIP) is **Of Help** with a total mean of 4.002.

### **Being A Model: NATIONAL CONDUCT OF PILOT TESTING FOR ONLINE DISTANCE LEARNING (ODL) FOR GRADE 12 LEARNERS NATIONWIDE**

Polomolok National high School is ever grateful for the opportunity to be selected as one of those schools to conduct the NATIONWIDE pilot testing. The program was assessed and problems were given solution

#### **3. Paaralan sa Radyo-#RAPID LEARNING: Radio Assisted Program Implementation in the Delivery of Learning**

As we embark on distance learning modality initiative, we assured that we met the requirements and enhanced the delivery of education services at the midst of pandemic. Launched last July 21, 2021 through the assistance of Ruth L. Estacio, PhD, CESO VI, Schools Division Superintendent of the Division of South Cotabato through the Basic Education Learning Continuity Plan (BE-LCP) budget to assist the learning delivery modalities. Polomolok NHS radio-broadcast instruction was spearheaded by Madonna L. Sua, SPJ Coordinator and the SPJ curriculum as pilot learners. This RBI has been developed through Rapid Assisted Program Implementation in the Delivery of Learning (RAPID) which made us elevate learning amidst pandemic for having **PAARALAN SA RADYO**.

For the simultaneous and smooth implementation of this radio-based instruction, different programs were conducted for the teachers, learners and stakeholders' preparedness.

##### ***Programs for Teachers***

1. Launching Program
2. Orientation and Technical Guidance
3. Training-Workshop
4. Preparation of Materials
5. Scheduling
6. Facebook Live Streaming

##### ***Programs for Learners***

1. Information Dissemination-COVID-19 Health Information System
2. Schedule or Airtime
3. Laboratory for SPJ-9 Learners where they broadcast their reports, news and where they practice for the SPJ activities such as radio broadcasting and joining dreamweavers on air program of the Schools Division of South Cotabato.

##### ***Programs for Stakeholders***

1. Information Dissemination
2. Establishing Linkage/Networking
3. Provision of Income Generating Projects

Advocated with the principle COVID-19 had taught us, ***“Learn by all means, teach by all means”***, Radio-Based Instruction focused on learner development while making use of all available delivery modes to reach learners in different situations across Cannery Site. Currently, there were still areas where our learners were living that do not have internet connectivity and no gadget such as cellular phones. This remained a big challenge in the delivery of education in our locality, thus the future plan to put up another antenna which the Bureau of Fire Protection (BFP) and the school signed the memorandum of understanding that the latter will be the one to put up the antenna.

#### **4. Summer Home Assistance on Reading by Parents (SHARP) Storyhouse, A Novel Idea!**

According to Division Memorandum CID No. 067 s. 2022, in conformance with the thrust of the Schools Division of South Cotabato through the Curriculum and Implementation Division (CID), the reading gap should be addressed despite pandemic. With this, an annual summer reading program dubbed as Summer Home Assistance on Reading by Parents (SHARP) will be implemented through teaching reading this summer and the parents shall make a follow-up at home making parents, teachers and learners as partners for this endeavor but Polomolok NHS made it unique by giving

school supplies to the learners and some story books as supplementary materials for their reading journey. These materials were donated by the partners and stakeholders.

To improve non-readers and struggling learners' reading level to involve different sectors in the reading program of the school and to mobilize parents at home to assist their children in reading using contextually developed reading materials by the teachers.

5. Best Learning Environment Implementation

This activity aims to recognize and reward schools that implement best practices in terms of classroom structuring, school ground cleanliness and orderliness, and ensuring accountability in the use of school funds. The contest shall focus on a. classroom structuring based on Regional Memorandum 245, s. of 2013 entitled Implementing Guidelines on Revitalizing Classroom Structuring Cum Child-Friendly School System, b. learning environment using the Child-Friendly School Checklist stipulated in Division Memorandum SGOD No. 012, s. 2021 and c. transparency board using the School Transparency Board Monitoring Tool enclosed in Division Memorandum SGOD No. 080, s. 2021 entitled Reiteration of the School MOOE Transparency Board Monitoring.

Polomolok NHS adhered to this mandate and joined this advocacy but innovated through the contest per grade level-the Search for Best Performing Grade Level wherein learning environment through classroom restructuring had been identified and awarded. The needs of the school had been provided by the stakeholders particularly through each class Homeroom Parents-Teachers Association (HRPTA).

6. Digitization Program (Distribution of Tablet Computers)

Recently the school received one hundred (100) tablet computers from the Provincial Office of South Cotabato headed by Provincial Governor Hon. Reynaldo Tamayo Jr. These gadgets were distributed to one hundred (100) Grade 7 learner recipients with copies of the learning materials and videos downloaded in each unit.

7. Strengthening School-Based Feeding Programs Through Flexible and Responsive Mechanism (**FARM**)

The Flexible And Responsive Mechanism (FARM) was composed of strengthened innovations- "Gulayan sa Paaralan", "Pagkain Sa Paso" (Food in the pot), COVID-19 prevention protocols, provision of nutritional package, promotion of sanitary and hygiene capacities, food safety standards, and food distribution flow.

This was done through each Grade Level's Vegetable Garden (Gulayan) where the teachers and stakeholders joined together to plant vegetables for the learners. The harvested vegetables were cooked and prepared by the teachers and served to the learners. There were twelve (12) vegetable gardens in the school from Grade 7 to 12.

The initiative proved that even pandemic time, the school shared and implemented feeding program to the learners with extra services through **Flexible And Responsive Mechanism (FARM)**.

6. Teaching and learning approaches/strategies that the school has integrated into the programme

Since the advent of pandemic, the school had been resilient in implementing its tailored programs, projects and activities (PPAs) especially on the impact of the PPAs to the teaching and learning aspect.

1. 21<sup>st</sup> Century Reskilling and Upskilling-the curriculum goals, content, skills, performances and skills are vertically and horizontally inclined with the 21<sup>st</sup> century skills in the program:
  - a. Computerization Program for both synchronous, asynchronous and blended learning
  - b. Intensifying Special Programs which are one of the beneficiaries of the abovementioned project: Special Program in Journalism (SPJ), Special Program for the Arts (SPA), Special Program for Sports (SPS), and Science, Technology and Engineering (STE) through Project MFB
  - c. Radio-Based Instruction (RBI) -teaching learners and teachers to perform as anchors, reporters, news writers, script writers, researchers and deliver news in LTP 104.5 the school's radio. Stakeholders can disseminate information using the medium.
  - d. Online Distance Learning
  - e. Blended Learning
  - f. Modular Print Learning Modality

- g. Constructivism, Progressivism, and Naturalism were evident in the implementation of Project MFB as learners were given all the chances to learn in a way that they find it best for them. Adherence to child-friendly school system was also observed.
- 2. Inclusive Education- Project MFB follows the core principle of the K to 12 Basic Education Program. This promotes the right of every Filipino to quality, equitable, culture-based, and complete basic education. Through inclusive education, all Filipinos will realize their full potential and meaningfully contribute to building the nation. The inclusiveness of the K to 12 Education is also expressed through existing programs of the school such as Special Education (SPED), Indigenous People's Education (IPEd), and Alternative Learning System (ALS), which addresses the needs of particular learners. The principle of inclusion promotes institutional sensitivity and responsiveness nature, situation, and realities of our country's learners and directs the Department to proactively address these through the curriculum and the said program.

7. Details of partnership and community participation in the school's programme

- 1. **Bulig Mo, Kalipay Ko! Project LAB ME: "Libreng Tuli And Blood Letting Activity with free Medical Check-Up, School Supplies, and Feeding Program"**
  - a. Learners-received school supplies, recipients of health orientations and advocacies, circumcision, documenters both written, videos and news writing
  - b. Parents-attended the program, claimed school supplies and listened to health orientations teachers and availed free check-up
  - c. DepEd Officials in the regional, division and district levels-approved the project and sent health personnel and donated medicines
  - d. DepEd nurses-rendered circumcision, and medical check-ups
  - Philippine National Police
  - e. 5<sup>th</sup> Battalion Special Force-rendered circumcision
  - local government units-the provincial, municipal and barangay local government units-attended the program, donated feeding food and supplies, assisted in the distribution of food
  - f. Philippine Red Cross youth and volunteers-assisted in the bloodletting activity
  - g. private organizations and individuals-supported the program
  - h. alumni-donated school supplies and health kits
  - i. retired teachers and other stakeholders-donated school supplies and other supplies for the operation
- 2. Polomolok NHS Online Distance Learning-#EASE Amidst Pandemic:"E-learning as an Adaptive, Systematic and Engaging way for 21<sup>st</sup> Century Learners"

**Partnership with the Stakeholders**

Memorandum of Understanding was executed as a proof of full support of the stakeholders. This is duly represented By Antonio B. Octavio, Barangay Captain; Elizabeth Solis, PTA President; April Dave B. Sorioso, SK Chairperson; Fe C. Robleza , Faculty And Staff Club President; Emily Octa, SSG Adviser; Johnly Passigna, SSG President; Monena B. Garingo, Parent's Representative; Joshua Dirk B. Garingo , Student's Representative.

It was agreed that, the stakeholders of the institution will give their full support on the E-Learning Program of the School; the school is open for sharing and nurturing the learners through ICT literacy education; and the school and stakeholders will collaboratively engage any ICT activities in educating the learners.

**Partnership with Sangguniang Kabataan (SK) – Sama-sama at Katuwang**

Even amidst the ongoing battle against COVID 19, students continue to strive hard in reaching their dreams by taking up the challenge of online learning.

With this, the Sangguniang Kabataan of Barangay Cannery Site, headed by Hon. April Dave Sorioso took the initiative to help the students in coping with the new mode of learning by giving away essential materials for online learning.

There were **94 PIECES 16GB FLASHDRIVES, 100 PIECES STUDY TABLES** given to the student-beneficiaries.

More than that, Polomolok National High School is one of the three (3) Public Schools in the barangay that received one **(1) DESKTOP** which will be used for online distance learning modality and this can be accessed by the students.

## **PARTNERSHIP PROGRAM OF THE SCHOOL AND THE PARENTS OF LEARNERS WHO LACK GADGETS FOR ONLINE DISTANCE LEARNING**

Due to the effect of the pandemic, many teachers cannot buy a brand-new laptop. With this dilemma, the school allowed the teachers to use the DepEd laptops to help them do the task quickly and accurately.

Laptops were used by the teachers in conducting research, developing teaching learning materials, managing the student information, and communicating with colleagues, the students, and the parents and significant stakeholders.

### **Strong Partnership of Parents and Teachers**

There were many proposed solutions to the problem of continuing the students' education amidst pandemic and the stakeholders were the best solution.

With the new normal situation, it was not easy for the teachers to have face-to-face meet-ups with the parents. Online education needed strong communication and partnership of teachers and parents. There may be some challenges like the lack or limited access to the internet and the poor performance of the internet connection in our country, but this does not limit the Polomolok National High school to have a strong partnership among the parents, teachers, and the school.

### **3. Paaralan sa Radyo-#RAPID LEARNING: Radio Assisted Program Implementation in the Delivery of Learning**

For the simultaneous and smooth implementation of this radio-based instruction, different programs were conducted for the teachers, learners and stakeholders.

#### ***Programs for Teachers***

- a. Launching Program
- b. Orientation and Technical Guidance in teaching RBI
- c. Training-Workshop for the benchmarkers
- d. Preparation of Materials for RBI
- e. Facebook Live Streaming of the school's activities such as the STATE OF THE SCHOOL ADDRESS

#### ***Programs for Learners***

- a. Information Dissemination-COVID-19 Health Information System
- b. Schedule or Airtime
- c. Laboratory for SPJ-9 Learners where they broadcast their reports, news and where they practice for the SPJ activities such as radio broadcasting and joining Dreamweaver's on air program of the Schools Division of South Cotabato.

#### ***Programs for Stakeholders***

- a. Information Dissemination
  - b. Establishing Linkage/Networking
  - c. Provision of Income Generating Projects
4. Summer Home Assistance on Reading by Parents (**SHARP**) MerryHome Storyhouse, A Novel Idea! Participated by parents, teachers, learners and stakeholders who donated school supplies, reading materials, snacks, and summer time services of the teachers to the learners.
  5. Best Learning Environment Implementation  
It takes a village to educate a child-participated by learners, teachers, and stakeholders who helped in the cleaning of the classroom and school areas, participated in "bayanihan" or "dagyaw" activities (cleaning together), donated classroom facilities.
  6. Digitization Program (Distribution of Tablet Computers)  
The provincial government of South Cotabato headed by Hon. Reynaldo Tamayo Jr. donated 100 tablet computers to the Grade 7 learners to be used for the distance learning program. Parents attended the program and claimed the said gadgets together with their children which was facilitated by the teachers and the Division of South Cotabato Education Supervisors headed by Dr. Lalaine SJ Manuntag, Chief of the Curriculum and Instruction Division.
  7. Strengthening School-Based Feeding Programs Through Flexible and Responsive Mechanism (**FARM**)

A noble act as the teachers, parents and stakeholders through "Gulayan sa Paaralan" Vegetable Garden under Project PGL planted vegetables, donated seeds and fed learners.

#### 8. Monitoring and evaluation mechanisms

The Project Moving Forward and Beyond (MFB): Opening Chinks, Bridging Links primarily aims to strengthen educational transformation through partnership and innovative practical ideas to transform teaching and learning approaches through community partnerships and evidence-based decision making through the oversight, promotion, and conduct of policy development, research, and multidisciplinary monitoring and evaluation of the following programs:

1. Created School Planning Team (SPT)
2. Updated the School's Basic Education Continuity Plan (BE-LCP)
3. Submitted the School-Based Management (SBM) of the school, validated as Advanced level by the Regional Office
4. Aligned Projects, Programs and Activities (PPAs) in the School Improvement Plan (SIP) evaluated and validated by the Schools Division of South Cotabato
5. Reported report of progress and discuss catch-up plans through quarterly reporting to the School Monitoring, Evaluation, Plan and Adjustment (SMEPA)
6. Reported the school report card through the STATE OF THE SCHOOL ADDRESS (SOSA)
7. Intensifying communication vertically and horizontally through SCHOOL INFORMATION COMMUNICATION (SIC) Coordinator
8. Conducted Exit Conference (EXICON) after the PPAs.
9. Monitored and evaluated programs through the voice of the stakeholders through pulse, surveys, drop boxes in the conspicuous areas, and through google forms
10. Master Teachers and Grade Level Chairpersons monitoring and evaluation were evident.
11. Awarded stakeholders for the unrelenting support, cooperation and participation to the school's PPAs.

#### 9. Effectiveness of the school's programme to learners, teachers, families, and community

PROJECT MOVING FORWARD AND BEYOND (MFB)-as the umbrella of these seven PPAs had proven effective as the school garnered the following awards:

- a. School Head won as 2<sup>nd</sup> PLACE MOST OUTSTANDING SECONDARY SCHOOL HEAD in the Division of South Cotabato
- b. CHAMPION IN ONLINE DISTANCE LEARNING CONTEST-DIVISION LEVEL CATEGORY-sustained program amidst pandemic; benchmarked by other schools.
- c. CHAMPION IN RADIO BROADCASTING INSTRUCTION (RBI)-DIVISION LEVEL CATEGORY
- d. Learners exhibit their expertise in reporting on air radio and facebook live. Participated the South Cotabato program Dream weavers on air through reporting, few eight (8) teachers were members of the SCRIBE NEWS TEAM (SNT) OF THE DIVISION OF SOUTH COTABATO.
- e. Distance Learning Programs save the students who are risk of dropping out.
- f. Literacy rate were increasing. General Average of learners were all PASSED.
- g. Participation of the learners, teachers, families and community were evident through schools PPAs thereby gaining huge amount of donations for services and supplies.
- h. PILOTED by other schools both in academic and leadership and governance practices through School-Based Management.
- i. Performance Rating of 85% of the teachers are on OUTSTANDING LEVEL.
- j. Visited by National Office through Director Gudoy for the implementation of the RBI.
- k. Awarded by the local offices for the service rendered of the school.

#### 10. Plan for future

With the Project MFB Initiatives and interventions that strengthen organizational and office effectiveness in the areas of performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture and involvement of the internal and external stakeholders, the said project will be continued and adapt another PPAs to capacitate building



initiatives and interventions that develop individual competencies and values of learners, focus on core, managerial leadership and non-teaching functional competencies and intensify the application of different learning methodologies such as structured & experiential learning experiences and coaching & mentoring to better facilitated transformational education with the help of the stakeholders.

11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

It takes an active approach to move forward in life as the mantra of the Project MFB. It is a must to continue this project as it is implemented and part of other Sustainable Development Goals (SDGs). The SDGs were the reason why the school kept on moving forward and beyond in all its plans and initiatives. With the evident support of the stakeholders and the religious implementation of the monitoring and evaluation most of the PPAs were sustained. Professional development programs offered to teachers creates significant impact to the lives of the learners. Leadership and governance of the school head realized DepEds vision, mission, goals and core values.

12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

School Facebook: DepEd Tayo Polomolok NHS  
School Courier: Courier  
Dream weavers on Air; DepEd Dose sa Ere

13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are written in local language, please provide a brief description in English language.

Maximum of two (2) supporting documents can be submitted with this submission form. Each supporting document should be less than or equal to **twenty (20) pages**.

Document 1) (File name) .....

Document 2) (File name) .....

14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo 1



Volunteer Medical & Dental Team (Left) and the Provincial Red Cross Team with the volunteer blood Donor during the Project LAB ME in cooperation with the DepEd Schools Division of South Cotabato 'Bulig Mo Kalipay Ko' (Your Help, My Happiness).

(PROJECT LAB ME)  
#PROJECTMFB

Photo 2



Demonstration teaching on Radio Based Instruction Delivery of Learning (Left). Meanwhile, the Special Program in Journalism (SPJ) Learners performing the radio broadcasting as the performance task in Basic Journalism subject.



Teachers attending the training in Online and RBI Learning Modality Delivery.

(ONLINE DISTANCE LEARNING: ODL & RBI-PAARALAN SA RADYO)  
#PROJECTMFB

Photo 3



Volunteer Teachers and Parents conducting the reading activities for identified learners specifically the Non-reader learners.

(MERRYHOME STORYHOUS, A NOVEL IDEA)  
#PROJECT MFB

Photo 4



Teachers of Grade 12 who planted vegetables at their classroom back yard utilize the products in preparing for a lunch meals for the learners.



Student-recipients of the cooked food with veggies.

(Note: All grade level from Grade 7-12 did the same initiatives)

(STRENGTHENING SCHOOL-BASED FEEDING PROGRAMS THROUGH FLEXIBLE AND RESPONSIVE MECHANISM-FARM)  
GULAYAN SA PAARALAN, FEEDING PROGRAM  
#PROJECT MFB

Photo 5



Stakeholders were being given awards and recognition during the Appreciation Program.

(APPRECIATION PROGRAM)  
#PROJECTMFB