QUALITY MANUAL

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PHILIPPINE HIGH SCHOOL FOR THE ARTS

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CERTIFICATION

This is to certify that the Philippine High School for the Arts Quality Manual Revision 2 prepared by the QMS Core Team, Reviewed by the Quality Management Representative and **APPROVED** by the Director IV.

PROF. JOSUE GREG M. ZUNIEGA
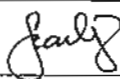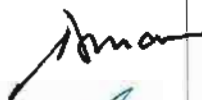Director IV
Date: **November 4, 2022**

QUALITY MANUAL

APPROVAL SHEET

ACTION TAKEN	NAME/DESIGNATION	SIGNATURE	DATE
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A. INTRODUCTION

Philippine High School for the Arts (PHSA), in its commitment to provide quality secondary education and intensive artistic training in the field of Creative Writing, Dance, Music, Theater and Visual Arts, formulated this Quality Manual to ensure that all its services and processes meet the specific requirements of its clients and stakeholders.

This Quality Manual likewise provides the manner by which PHSA implements its quality management system that satisfies the requirements of the internationally recognized ISO 9001 Standard and a documentary guide to the School's quality system.

Maintenance of the Quality Manual is the responsibility of PHSA's Quality Management Representative. All questions regarding the document shall be directed to

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B. PHSA PROFILE

Amidst the forest of Mt. Makiling, the young former President Ferdinand E. Marcos yearned for a people born to greatness and envisioned a society worthy of the heritage of the Filipino people.

Thus, under his governance, the **National Arts Center (NAC)** atop Mt. Makiling was conceptualized as a tribute to the Filipino artists. On the 7th day of April in 1976, the National Arts Center was formally dedicated to the pursuit of the Good, the True, and the Beautiful. Since then, the NAC played a pivotal role in the cultural upliftment of the nation through the development of young talents.

On June 11, 1977, the NAC became the official home of the **Philippine High School for the Arts (PHSA)** and continues to evolve as a training venue for artistically inclined students. In the same manner, it pursues to explore learning approaches that focus on the arts.

PHSA implements a general secondary program which is integrated with a special curriculum in the arts. It aims to develop cultural leaders who promote the preservation of the environment and dynamic evolution of the Philippine Arts and Culture (P.D. 1287, 1978). It is committed to the conservation and promotion of the Filipino artistic and cultural traditions and makes every effort to develop the

potentials of its young arts scholars as future cultural leaders with a nationalistic orientation.

During the former President Corazon Aquino's administration, PHSA as a special arts school was converted into a regular government institution on September 7, 1990, under Executive Order 420.

PHSA is presently attached to the Department of Education (DepEd). It consults with the Cultural Center of the Philippines (CCP) for policy and program implementation pertaining to the arts. The institution offers five courses of specialization in the arts: Creative Writing, Dance, Music, Theater, and Visual Arts. While students are specializing in specific arts field, PHSA also provides general education curriculum as prescribed by DepEd.

1. **The Management Team**

   The Director IV (D IV) as Executive Director of PHSA implements the general policies lay down by the Executive Order and supervises and controls the day-to-day operation of the school and has the general responsibility for the maintenance of high academic and artistic standards of PHSA.

   The Director III (D III) performs such functions as the D IV may assign, coordinate and monitor instruction, research, outreach and other academic activities of the school.

   The PHSA Executive Committee (ExeCom) is composed of the D IV as chairman, and the D III, Administrative and Finance Officers, Arts and Basic Education Coordinators, Student Services Coordinator, Employees' Association (EA) President as members. The Executive Committee recommends academic and administrative policies and procedures; requirements for admission and graduation; guidelines for appointment and promotion, research, outreach, and extension policies and programs; as well as the rules for operation consistent with the provisions of pertinent laws.

2. **Organizational Structure**

   The administration of PHSA and the exercise of its powers are vested exclusively in the Advisory Council (AC) and the Director of the School in so far as authorized by law. The AC comprises the President of the CCP as the Chair, DepEd Undersecretary as Vice Chair, with the Artistic Director of CCP, DepEd Director for Bureau of Secondary Education, PHSA D IV and representatives such as: Creative Writing, Dance, Music, Theater and Visual Arts, as members while the PHSA D III as Secretary, Ex-Officio.

C. MISSION, VISION, AND QUALITY POLICY & OBJECTIVE

The vision, mission, and quality policy are anchored on the School's philosophy of providing quality secondary education and intensive artistic training in the fields of creative writing, dance, music, theater, and visual arts.

Aside from academic and artistic training, PHSA provides its students with opportunities for cultural appreciation that will contribute to their development as artists for others. The experience of living away from home and integrating with peers in this special residential high school cultivates in the young artists an attitude of independence tempered by the spirit of cooperation as they create art together. The mystical mountain of Maria Makiling is deemed to be a powerful source of inspiration for artistic endeavors among young artists and their mentors. Local and foreign artists hold interaction sessions with the scholars of PHSA to firm up their resolve to work for national understanding through culture and art education. Determined in its belief that artists play a key role in national development, the PHSA continuously innovates programs that directly address the educational, social, emotional, economic, and cultural realities in the country.

1. Vision

PHSA envisions a national center of excellence in secondary arts education producing Exceptionally creative artists- leaders who preserve and develop Filipino Cultural Heritage towards the social transformation of the nation

Isang pambansang sentro ng kahusayan sa sekundaryang pag-aaral ng sining na humuhubog ng mga natatanging kabataang artista at pinunong kultural upang magpanatili at magpaibayo ng pamana ng bayan tungo sa panlipunang pagbabago

2. Mission

PHSA aims to *develop excellent Filipino youth artists-leaders through a values-driven, arts- Across the-curriculum, and culture-based education.*

Linangin ang mga natatanging kabataang Pilipino upang maging namumukod na mga mamumunong artista sa pamamagitan ng edukasyong humuhubog ng pagpapahalagang etikal, nakasalikop ang kurikulum sa sining, at nakabatay sa kulturang bayan.

3. Quality Policy

PHSA is committed to the development of artistically talented and globally competitive students and future cultural leaders by providing quality education

and intensive artistic training in the field of creative writing, dance, music, theater and visual arts.

The provision of quality service is foremost to PHSA. To uphold this commitment, the school shall:

- Institute an environment conducive to comprehensive, cooperative, and culture-based education;
- Build strong relationships with clients and community partners;
- Assess performance indicators to continually identify areas for improvement;
- Respect the age, gender, health, socio-economic, racial, and religious concerns of the people;
- Adhere to the requirements of the Philippine integrated system of education and other government regulatory bodies and stakeholders;
- Nurture the spirit of excellence and sense of patriotism among the students and the employees;
- Generate and synthesize programs and projects ensuring inclusive and quality education for all as well as promoting lifelong learning.

4. Quality Objectives

- Provide proper conditions for the development of corps of prospective artists and cultural leaders for the country's moral, social and cultural development;
- Harness socio-cultural awareness and lifelong learning in preparation for a competent and stable workforce, in compliance with quality standards of governance and operations;
- Secure the implementation of a culturally-sensitive and socially responsive integrated art-based secondary education;
- Advance research, conservation, and promotion of and inculcate a sense of pride in Filipino art and in the Filipino artists.

INSTITUTIONAL OBJECTIVES (Note: the IPCRF Objectives satisfy the Quality Objectives)

- To develop a culturally-sensitive and socially responsive, integrated arts-across-the curriculum education
- To develop well-rounded youth artists and cultural leaders
- To establish the PHSA as an eco-cultural destination and creative hub in the region
- To raise the quality of the management system to international standards towards administrative competence and proficiency

- To raise environmental and sociocultural awareness within the PHSA community
- To engage the PHSA alumni in policy and program development
- To attract the best potential client system of students, partners, and patrons
- To develop partnerships with the different arts and culture institutions through programs and services

D. QUALITY MANAGEMENT SYSTEM

The Quality Management System defines the scope as well as the management, core, and support processes.

1. Scope of the Quality Management System (QMS)

The Quality Management System of PHSA embodies all processes needed to **provide Quality secondary education and intensive artistic training in the field of creative writing, dance, music, theater, and visual arts through the "Selection of Scholars through the Annual Nationwide Search for Young Arts Scholars (ANSYAS)."**

PHSA's QMS satisfies the full range of requirements specified by ISO 9001 standards with exception on fulfilling the requirement within ISO 9001:2015 clause 7.1.5.2 – *Measurement Traceability*.

PHSA does not employ measuring equipment to determine conformity of its services to specified requirements. Monitoring and measurement relevant to the services will include:
   a. Assessment and evaluation of learners
   b. Teacher evaluation
   c. Curriculum development and review

2. Managing the Quality Management System

The Quality Management Representative (QMR) is responsible for managing the PHSA's QMS. The QMR is duly authorized through a Special Order which specifies the responsibilities which are as follows:

- Ensure that the QMS processes are established, implemented, and maintained;
- Report to top management how well or poorly the QMS is performing including the identification of any need for improvement;

- Ensure that the faculty and staff are aware of the customer requirements and their role in satisfying the latter's needs; and
- Liaises with external parties (e.g. consultant and certifying bodies) on matters related to QMS.

The QMR is assisted by a Core Team whose main responsibility is to establish and implement a QMS of all the PHSA processes. The members of the Core Team are likewise designated through a Special Order.

3. Process-Based Quality Management System

PHSA adheres to the principle that desired results can be achieved more efficiently when activities and related resources are managed as a process, and that the management of the interrelated processes leads to the efficient and effective realization of PHSA's vision, mission, and objectives.

Consistent with this principle, PHSA adopted the process-based quality management system model as shown on the next page:

MANAGEMENT PROCESS

Institutional Planning Management

Performance Review Management

Internal Audit Management

Improvement Management

Feedback Management

CORE PROCESS

CLIENT REQUIREMENTS

Curriculum Development

ANSYAS Audition Screening Selection Identification

Instruction

Admission and Enrollment

Moving up and Graduation

Globally Competitive, Artistically Talented Secondary Graduates and future Cultural Leaders in the field of:
Creative Writing
Dance
Music
Theater Arts
Visual Arts

CLIENT SATISFACTION

SUPPORT PROCESS

Student Services Management

Financial Services Management

General Services Management

Procurement Services Management

PHSA CONTROLLED COPY

The processes are classified into three; Management, Core, and Support.

a. Management Processes

These include processes on institutional planning, performance review, internal audit, improvement management, and feedback management.

b. Core Processes

These relate to the provision of the School's major final output addressing clientele requirements which are academics and student development.

c. Support Processes

These processes ensure that the requirements of the management and core processes are addressed to provide efficient and effective services.

4. MANAGEMENT PROCESS

a. Institutional Planning

Institutional planning is composed of strategic and operational planning to ensure that PHSA fulfill and continue to fulfill its mission and purposes. Strategic Planning conducted every 5th or 10th year while Operational Planning conducted every year before the beginning of the current year. Coordinators and section heads are required to present accomplishments of their program as per their plan, problems encountered, constraints and success factors. Evaluation may be done by the Evaluation and Monitoring Committee constituted by the Director IV with representatives coming from the three divisions.

This covers activities from facilitating the process of crafting agency goals, identifying plans, and programs to achieve those goals, cascading of agency performance goals to contributing delivery units, and identifying financial resource for each program, project and activities associated with the achievement of agency goals.

Reference: Institutional Planning Procedure; Executive Committee Resolutions and Minutes of the Meeting

b. Performance Review (Quality Management System)

PHSA management review the performance of the QMS at planned intervals. On a monthly basis, the Executive Committee convenes to deliberate and discuss pertinent information that would ensure the continuing suitability, adequacy, effectiveness, with the strategic direction of the organization.

Effective reviews require assembly of meaningful information to allow factual-based decision making. The reviews cover in whole or in part the following inputs:

a) the status of actions from previous management review;
b) changes in external and internal issues that are relevant to the quality management system;
c) information on the performance and effectiveness of the quality management system, including trends in
    1) client satisfaction and feedback from relevant interested parties;
    2) the extent to which targets have been met;
    3) process performance and conformity of products and services;
    4) nonconformities and corrective actions;
    5) monitoring and measurement results;
    6) audit results;
    7) the performance of external services providers
d) the adequacy of resources;
e) the effectiveness of actions taken to address risks and opportunities;
f) Opportunities for improvement.

The reviews are fully recorded, and at a minimum formulated formal conclusion and recommendation and improvement within all levels of the organization as appropriate to issues examined.

Reference: Performance Review Procedure

c. Internal Audit Management

Internal audit is undertaken to ensure that School's QMS conforms to the planned arrangements, corresponds to the requirements of ISO 9001 and QMS requirements of the School, and is effectively implemented and maintained.

Internal Audits cover the entire management systems and processes and are scheduled according to a yearly auditing plan in consideration of the status and importance of the activities to be audited with reference to the previous audits.

The summary of the results of the internal audit is reviewed as part of the performance review meetings. Following each audit, the results are recorded and brought to the attention of the personnel who is responsible for the activity under audit.

   Reference: Internal Audit Procedure

d. Improvement Management

Continuous improvement of PHSA's systems is managed through the establishment and implementation of Corrective Action and control of the nonconforming outputs.

1.1 Corrective Action

Non-fulfillment of the PHSA's established procedures and guidelines and negative feedback from the clients affecting the School's quality system can be reported by its faculty and staff to the QMR, internal auditors and division/section/unit heads whenever appropriate using the prescribed form.

The process owners who are noted as responsible for the corrective or preventive action analyze, evaluate, and devise a plan of action to eliminate the identified cause/s of nonconformity. The plan is implemented and verified as to its effectiveness. The records of corrective actions are maintained by the Lead Auditor and their status is considered during the performance reviews.

   Reference: Nonconforming Outputs and Corrective Action Procedure

1.2 Control of Nonconforming Output

Immediate countermeasures are established for nonconformities that may arise during the implementation PHSA's QMS processes. Whenever appropriate, the identified nonconformities are documented. For nonconformities that have occurred, remedial actions are carried out to contain their effects and to avoid further problems.

   Reference: Nonconforming Outputs and Corrective Action Procedure

e. Feedback Management

Continuous improvement is ensured through clientele feedbacks.

1.1 Internal Feedback

PHSA strongly encourages feedbacks from its students and stakeholders as a mechanism for enhancing the learners' experience of learning and teaching, and monitoring and review of PHSA's quality and standards.

To gather student and stakeholders' feedbacks, the following mechanisms are used:
- Faculty evaluation
- Student evaluation
- Focus Group Discussion
- Seminars/Workshops

Reference: Feedback Management Procedure

1.2 External Feedback

PHSA recognizes the importance of feedback from its clients as a way of enhancing the delivery of its services. This is undertaken through the use of Citizen/Client Satisfaction Survey forms administered by all delivery units. Internal clients are requested to rate their satisfaction level as regards the service/s provided and to provide suggestions on how the service can be enhanced. Results of the survey are discussed during the Management Review and or Executive Committee meetings.

Reference: Feedback Management Procedure

5. CORE PROCESSES:

a. Curriculum Development

Curriculum Development aims to design, construct, and implement a curriculum guide that delineates the philosophy, goals, objectives, outline, curriculum standard, content standard, performance standard, instructional resources and assessments that comprise a specific subject. It is a guide of what students should know and be able to do and supports teachers in knowing how to achieve these goals.

Curriculum Development Process

The process progresses from evaluating the existing program, to designing improved program, to implementing new program, and back to evaluating the revised program.

1.1 Planning

The Curriculum and Instruction Division (CID), together with the Directors, and curriculum experts will convene at the end of the school year to plan, review, evaluate, revise the curricula based on the past academic year and policies from the Department of Education. This is necessary to identify key issues and trends in the specific content area. Also, planning is done to assess needs, issues, and success of every subject and program implemented.

1.2 Articulating

After having studied curriculum trends and assessed the current program, the CID, Directors, and faculty, and other curriculum experts prepare to construct a draft philosophy guided by the K-12 program considering the key cognitive and affective content expectations of the program and which PHSA curriculum has been striving to reflect.

1.3 Review and Evaluating

The curriculum guide is periodically updated through faculty meetings in which teachers share materials, performance tasks, assessments, instructional practices, and even students' works that support the achievement of the curriculum goals. In this way, the teachers are given the opportunity to assume ownership of the curriculum and hold themselves responsible for the implementation. Hence, a growing resource for more effective program implementation.

The information gathered from the review of the program's impact, its strengths and weaknesses, forms the basis for the next round of curriculum development and improvement.

Reference: A Guide to Curriculum Development: Purposes, Practices, Procedures

b. ANSYAS

The Annual Nationwide Search for Young Arts Scholars (ANSYAS) is the process of auditioning, screening, selecting and identifying applicants who

desire to enter and enroll at PHSA based from their artistic interests and talents.

1.1 Audition

The **Audition** process is based per art discipline and requires submission and performance of the following to determine the applicant's capacity in their chosen art field:

- The **Creative Writing** *Discipline* requires applicants the submission of a neatly presented portfolio containing writings in any of the following genres: short story, poem, essay, play and written in Filipino and/or English.

- The **Dance (Ballet)** *Discipline* requires applicants the submission of a videotape containing Ballet barre and Ballet center work like adage, pirouette, allegro, and across-the-floor combination which the applicants introduce at the beginning.

- The **Dance (Folk)** *Discipline* requires applicants the submission of a full body shot and a videotape containing solo performances such as *Binasuan for girls* and *Maglalatik for boys* and any *Pangalay Dance Style for both.*

- The **Music** *Discipline* requires applicants the submission of a video recording according to their respective field of specialization:

  ○ *Music major in* **Voice** is open to female applicants only. The applicants perform the following from memory: an anthology of an Italian song of the 17th and 18th centuries or any foreign classical song and a kundiman or any Filipino classic piece.

  ○ *Music major in* **Piano** requires applicants to perform the following from memory: scales and arpeggios in at least three (3) octaves; one (1) etude (*Carl Czerny* School of Velocity Opus 299 or 740), *Johann Baptist Cramer* Short Studies Opus 100, *Ignaz Moschelle's* Etudes or *Moritz Moskowski* 15 Etudes of Velocity Opus 70); *Johann Sebastian Bach's* Two or Three-Part Invention or well-tempered Clavier Band I or II (Prelude and Fugue); one (1) complete Sonatina by *Clementi, Kuhlau,* or *Dussek* or one (1) complete sonata by *Haydn, Mozart* or *Beethoven;* one (1) romantic piece by *Schumann, Schubert, Chopin, Beethoven, Tchaikovsky* or *Mendelssohn;* one (1) piece

by a *Filipino* composer; and one (1) contemporary piece by *Debussy, Bartok, Prokofieff, de Falla,* or *Ravel.*

o *Music major in **Guitar*** requires applicants to perform the following from memory: one (1) piece from the Renaissance or Baroque period; one (1) piece from the Classical period, and one (1) piece from the Romantic period or later.

o Music major in ***Other Instrument*** requires applicants to perform the following from memory: two (2) contrasting movements of a sonata or concerto written for the instrument.

- The ***Theater Arts*** *Discipline* requires applicants to perform monologues in both English and Filipino; sing a simple music piece to assess the applicant's phrasing ability, capacity to hold a tune, and sense of musicality, and demonstrate some basic dance elements by swinging or grooving or moving to a music of own choice.

- The ***Visual Arts*** *Discipline* requires applicants to submit a neatly presented photographs of not less than ten (10) works that include sketches, drawings, painting, printmaking, digital imaging, installation, sculpture, and or pottery.

1.2 Screening

The ***Screening*** of applicants is conducted in identified Regional Test and Audition Centers (RTAC's) representing major provinces across the country. The PHSA collaborates with the Department of Education's Special Program in the Arts schools and other Arts-Oriented School to identify coordinators, locations and host school.

In the screening process, the expertise of PHSA is shared with the SPA or the Host school. The conduct of audition across art disciplines is done by Audition Masters. The General Scholastic and Diagnostic test is then administered by PHSA Basic Education faculty.

1.3 Selection

The ***Selection*** process involves the scored responses of applicants in both audition and general scholastic test. The scores in both tests are computed in a weighted average of sixty (60) and forty (40) percent respectively. After the test results were evaluated and analyzed,

applicants are ranked according to their respective disciplines based from individual combined scores for both tests.

The members of the ANSYAS team, the PHSA faculty and the Directors deliberate on the ranking of applicants.

1.4 Identification

The *Identification* process of the successful applicants as new PHSA scholars will include the official release of qualifiers for every art discipline. They will be offered the full scholarship of a Secondary Basic Education specialize in Arts track.

Qualified applicants will be notified of acceptance and offer them the scholarship. Upon confirmation, the new batch of student artists is prepared for the academic life in PHSA. This is followed by the profiling of each student in preparation for admission to PHSA.

Reference: PHSA Manual of Operation for Selection

c. **Admission and Enrollment**

Official enrolment of students is necessary for them to be finally admitted as scholars of the Philippine High School for the Arts.

The enrolment process begins with the dissemination of the master list of required documents for final admission as scholar at the Philippine High School for the Arts. During the enrolment day, the personnel involved are the Registrar who takes charge of collecting the students' birth certificate, report card, scholarship agreement, student information sheet and legal guardianship form; the nurse who evaluates the students' medical history and laboratory examination results; the Class Advisers who collect the students' data sheet and countercheck it in the temporary enrolment list; the cashier, who collects payment of fees; and the houseparents, who collect the students' intake sheet and assigns room at the dormitory.

Reference: PHSA Scholars' Manual and Scholarship Agreement

d. **Instruction**

PHSA offers double curricula, Basic Education and Arts Education. The Basic Education adheres to the curriculum prescribed by the Department of Education. The Arts Education offers courses in the fields of Creative

Writing, Dance (Ballet and Folk), Music (Voice and Instrument, Theater Arts, and Visual Arts).

The **BE Program** in the Junior High School offers 8 subjects: Filipino, English, Mathematics, Science, Araling Panlipunan, Music, Allied Arts, and Edukasyon sa Pagpapahalaga across all four (4) grade levels.

The Senior High School, on the other hand, offers Oral Communication, Reading and Writing; Media Literacy and Information Literacy; 21st Century Literature from the Philippines and the World; Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino; Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik for Filipino; Contemporary Philippine Arts from the Regions; General Mathematics; Statistics and Probability; Earth and Life Science; Physical Science; Introduction to Philosophy of the Human Person/Pambungad sa Pilosopiya ng Tao; Physical Education and Earth; Personal Development/Pansariling Kaunlaran; Understanding Culture, Society, and Politics; Earth Science; and Disaster Readiness and Risk Reduction as per DepEd Senior High School Program.

These subjects are taught in support of the Arts curriculum by establishing the relevance of the general education concepts/subjects with arts concepts and integrating them through creative outputs.

Interrelated Courses such as Kite Flying, Shadow Play, Chorus, and Basic Creative Writing are offered on semestral basis.

The **Arts Education** program in the Junior High School offers "specialized studies for creative expressions" in 5 disciplines namely Creative Writing (Poetry and Fiction, Literary Appreciation, Playwriting, and Campus Journalism in English and Filipino); Dance (Classical Ballet, Tap Dance, Modern Dance, Repertoire, Contemporary, Folk Dance With Production, Folk Dance Theory and Practicum, Staging and Directing, and Music Theory for Dance); Music: Voice and Instrument (Music Theory, Chamber Music, and Applied Music); Theater Arts (Acting, Theater Arts Performance, company Class, Improvisation, Stage Management, Technical Theater, History of the Theater, Theater Theory and Directing); and Visual Arts (Visual Perception, Art Appreciation, Studio Practice, Materials and Techniques, and Figuration).

Arts Education in the Senior High School offers Research in the Arts, Applied Imagination, Applied Language in the Arts, Developing Filipino Identity in the Arts, and Personal and Physical Development in the Arts across the different art disciplines.

Reference: Arts and Basic Education Curriculum Guide and Course Syllabi

1.1 Preparation of Lessons

Before the actual classroom teaching, necessary academic preparations are made by the faculty to achieve maximum benefits from the teaching and learning process.

1.1.1 Designing Course Syllabi

The course syllabi are designed in reference to the Department of Education curriculum guide per subject in Basic Education. The Arts syllabi, on the other hand, are designed by the arts faculty in their respective fields.

1.1.2 Making Course Outlines

Outlines provide the blueprint of the course both in the Basic and Arts Education. The students are furnished with copies of the outlines during the first meeting in class stating the topics that are covered for each grading period. In this way, the students are guided accordingly as to the lessons that are taken up. This is particularly helpful when they conduct off campus activities like outreach, and local and international performances and cultural festivals.

1.1.3 The Lesson

Using the approved curriculum guide, the teacher submits weekly lesson log to the Director III for approval. The weekly lesson log is a template that contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection. It provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.

1.2 Facilitation of Lessons

Learning standards comprised of content standards, performance standards, learning competencies, and concept development are taken into account to help learners perform well in the classroom.

Content standards set and establish the essential knowledge and understanding that should be acquired by the learners. These standards cover a particular scope of topics arranged sequentially in line with the learning strand, domain, theme, or component.

Performance standards refer to the abilities and skills that are expected of the learners to demonstrate in consonance with the content standards. The students' learning and understanding in different situations are manifested through their creation, innovation, and assigning of meaning to products and performances when they do independent or collaborative works. Performance standards also refer to the manner by which the learners use tools and measures to demonstrate what they know and how they relate their newly acquired knowledge to real-life situations.

Learning competencies deal with the knowledge, understanding, skills, and attitudes that the students need to demonstrate in every lesson or learning activity.

Concept development refers to the strategies that the learners can use in learning basic to complex concepts. Cognitive processes dimensions include remembering, understanding, applying, analyzing, evaluating, and creating.

Reference: DO No. 08 s. 2015 on Policy Guidelines on Classroom Assessment for the K 12 Basic Education Program

1.3 Assessment and Evaluation

Assessment is a joint process that involves both teacher and the learners. It is a process that keeps track of the learner's progress in relation to learning and in the development of 21st century skills; promotion of self-reflection and personal accountability among students about their own learning; and profiling of student performances on learning competencies and standards of the curriculum implement by the Department of Education.

1.3.1. Formative Assessments

Formative assessment can be given any time during the teaching and learning process. The results of this assessment help the teachers to make adjustment in their methods of teaching to maximize students' learning and help them determine their

strengths and weaknesses in order to learn. Results of formative assessment are included in the computation of summative assessment.

1.3.2 Summative Assessments

Summative assessment occurs at the end of unit of a lesson. It determines whether the learners met the content and performance standards. Teacher must design, construct, and implement this assessment to measure and assess how the student learned and were able to apply these standards in different contexts. Results of summative assessments are recorded and reported to the learners, and guardian or parents.

Reference: DO No. 8 s. 2015, Policy Guidelines on Classroom Assessment for the K 12 Basic Education Program

e. Moving Up and Graduation

1.1 Promotion

Promotion is an activity that supports or provides active encouragement for the furtherance of a grade level. Before the school promotes a student to a higher grade level, it ensures that the students are able to comply with all academic requirements prescribed by the DepEd's curriculum.

A careful deliberation by the BE and Arts faculty is conducted quarterly regarding the student's academic progress to determine if he/she will be promoted to the next year level. Factors that are considered in the deliberation include (but are not limited to) attendance and participation in classes and workshops, completion of assigned works, and the progress demonstrated in his/her works.

Reference: PHSA Scholars' Manual (Section 4.5 Graduation and Commencement Exercises, Pages 18-19)

1.2 Moving Up

As mandated by the DepEd, instead of the traditional graduation ceremonies which students receive diplomas for completing secondary or high school education, there will be a "**Moving Up**" or "**Completion**"

ceremony wherein which each will receive Junior High School (JHS) certificate.

The process of moving up in PHSA is different from other schools. The completers wear Insignia as a symbol of honor and excellence and for holding on to the wealth of Filipino arts and culture, the integration of such wrought the knowledge of time that will later on lead to efficiency.

The Insignia are of different colors because it symbolizes the identity of each piece of art.

- **Dance (Ballet & Folk Dance)** receives the Orange color insignia which connotes energy or vitality that is inherent in each dancer.

- **Creative Writing** receives the Green color insignia, which symbolizes nature or environment; it refers to a writer's thorough examination and keen observations of his surrounding to produce fictional or poetic work.

- **Music** receives the Blue color insignia which represents symbol peace, subsequently no more than stimulation of the soul but enchanting and peaceful music in the ears.

- **Theater Arts** receives the Red color insignia, which symbolizes intense emotions, fun, and complexity of human life.

- **Visual Arts** receives the Yellow color insignia, which correspond to imagination and creativity. Often this marks the conception of an artwork.

All colors when combined will create a masterpiece. Hence, PHSA graduates
are considered not only as scholars but more of an *Obra Maestra*.

Reference: DO No. 7, s. 2016 - School Year (SY) 2015-2016 End of School Year Rites 2016 PAGTATAPOSIMULA script

1.3 Graduation

The **Graduation** of students manifests the successful completion of their respective senior academic programs, as prescribed by DepEd.

However, no student shall be recommended for graduation unless he/she has complied with all academic and other requirements prescribed for graduations. A careful deliberation by the BE and Arts faculty is conducted to evaluate the academic records of the students and to ascertain fulfillment of all requirements. After the evaluation, the names of candidates for graduation are then submitted to DepED. The diploma is awarded during the commencement exercises.

Reference: PHSA Scholars' Manual (Section 4.5. Graduation and Commencement Exercises, Pages 18-19)

6. SUPPORT PROCESS

a. Student Services Management

The **Student Services** process refers to the facilitation and provision of basic services and programs needed for the well-being, artistic and holistic development of the students. These services are headed by the Director III and the implementation of the services and programs is coordinated by the Student Services Division Coordinator.

The Student Services Division consists of the Dormitory Manager, Houseparent, Guidance Counselor, Librarian, Nurse, and Registrar.

1.1 Dormitory Management

The **Dormitory Management** aims at keeping a safe, happy, and positive dormitory atmosphere for the residents that is highly conducive to learning through the effective implementation of a comprehensive Dormitory Program consistent with the existing rules and regulations of the school as stipulated in the PHSA Scholars' Manual.

Reference: Dormitory Management Procedure

1.2 Guidance and Counseling

The **Guidance and Counseling** Unit of PHSA involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs.

The Guidance and Counseling Section offers the following services:

Counseling

Students, faculty, staff, and alumni may schedule themselves individually or in groups. It is offered to clients in formulating ways of behaving, feeling, and thinking for problem resolution and development growth.

Psychological Testing

The service includes administration and scoring of objective personality tests, structured personality tests, excluding projective tests and other higher level forms of psychological tests; interpretation of results of the same and preparation of a written report on these results; and conduct of preparatory intake interviews of clients for psychological intervention sessions

Placement

This service provides students with options that enable them to act on their choices and help them adjust to the chosen environment. The Guidance and Counseling Section also organizes Career Talks with Alumni and Speakers from different colleges and universities to address the students' concern about their future career tracks.

Consultation

Students, faculty, and staff and other members of the PHSA community who may be facing difficulties may consult. The service is also offered to the internal and external stakeholders who need immediate resolution on their concern.

Reference: Republic Act 9258 Art. I Sec. 3.a (Guidance and Counseling Act of 2004) Republic Act 10029 Art. III Sec. 3.d (Philippine Psychology Act of 2009)

1.3 Library

The **Library** is responsible for supporting information literacy including reading, writing, and technological skills. The library is committed to providing a student centered learning environment that fosters creativity and encourages critical thinking. Inclusive in its program are library resources management, information dissemination, and community service, the last being an initiative of the librarian to donate

books, journals, magazines, and other resources to other schools that need additional library resources for their students.

Reference: Library Manual

1.4 Office of the Registrar

The **Office of the Registrar** provides the PHSA students and alumni the sytematic student records management for easy access of credentials whenever they need them for enrolment to colleges and universities in and out of the country. In order to provide a more efficient and effective service to the clients, the Registrar implements a systematic storage, control, classification, use, maintenance, and disposition of scholastic records and documents of permanent and historical value (e.g. alumni tracking, profiles, and statistical data). The Registrar ensures that confidentiality of students records is respected.

The Office of the Registrar issues certificates of enrolment, graduation and ranking, to students and candidates for graduation. Transcript of Records (F137), and Certified, Authenticated,Verified (CAV) documents, on the other hand are released to graduates.

This office also takes charge of annual student enrolment and ensures students compliance with the required documents for final admission to the PHSA.

Reference: School Governance and Operations Division Competency Profile; DepEd Memo No. 381, s. 2007

1.5 Medical

The **Medical Services Unit** provides quality medical services to develop the PHSA students' physical and psychological health to effectively ensure their readiness to learn. Aside from this, the nurse maintains the students and personnel's medical records and takes charge of purchase and inventory of medical supplies. Included in the service is the establishment of linkage with nearby hospitals in the community to facilitate services during medical emergencies.

The Medical Services Unit also conducts lectures and demonstration seminars on healthy lifestyle, personal hygiene, first aid, and proper nutrition of a student.

The Unit helps in the prevention of diseases, treatment of illness, or maintenance of optimal health and improved quality of life through comprehensive health care services, and proper evaluation of existing condition. Extension services include professional counseling for students who have medical concerns and confidentiality issues particularly in the family.

Reference: Medical Procedure

1.6 Meal Services

The **Meals Services Unit** is coordinated by the Houseparents. The service ensures the cleanliness and proper hygiene in food handling and preparation, quality of food served to students in terms of nutrients and food restriction due to religious belief and health reasons.

Reference: Meal Services Procedure

b. Financial Management

The key objective of PHSA's financial management process is to ensure the availability of funds and proper utilization of resources to realize the goals and objectives set by the school while strictly implementing accounting and auditing rules and regulations.

All expenditures and disbursements are in accordance with the approved budget as stipulated in the General Appropriations Act (GAA). Collections from the donations are deposited in Trust Receipts from the General Funds.

To facilitate the expenditure and disbursement process, the forms, guidelines, procedures and controls provided in the Electronic National Government Accounting System (eNGAS), Government Accounting and Auditing Manual, Volume I to III (GAAM) and Government Accounting Manual (GAM) are strictly and uniformly implemented.

References: National Government Accounting System (NGAS); Government Accounting and Auditing Manual Vol. I to III (GAAM); Government Accounting Manual Vol. I to III (GAM)

1.1 Accounting Services

The **Accounting Services** Unit deals with the systematic recording, analysis and interpretation of financial transactions of the school. It maintains the books of accounts and other accounting records. It facilitates the preparation of financial statements and other reports for internal and/or external reporting purposes in conformity with the generally accepted accounting Standards and auditing rules and regulations.

Reference: Chapter 6, Volume 1, Government Accounting

1.2 Budget Services

The **Budget Services** Unit provides direction to the budget and fiscal staff of the school. It also provides the school with economical, efficient and effective budgeting services and reliable and timely financial information for decision-making towards the cost-effective utilization of financial resources of the institution. It includes the preparation and consolidation of budget requests and justifications, establishment of budget controls and reporting of budget status and program accomplishments.

Reference: Chapter 3, Volume 1, Government Accounting Manual

1.3 Cash Services

The **Cash Services** Unit manages, controls, and conducts cash collections deposited to the National Treasury through the school depository bank; disbursements through check and List of Demandable Accounts Payable – Advice of Debit Account (LDDAP-ADA) for all goods and services rendered to the agency in conformity with the existing accounting and auditing rules and regulations; maintenance of Petty Cash Fund for purchases or reimbursements too small to be worth submitting to the more rigorous purchase and reimbursement procedures of the school and other cashiering functions in the school.

Reference: Chapter 6, Volume 1, Government Accounting Manual

c. General Services Management
1.1 Human Resource Management

The *Human Resource Management Unit* (HRMU) assists PHSA in attaining high organizational performance by fostering a healthy and equitable work environment and relations that shall attract, develop, and maintain a quality and dynamic workforce.

It ensures uniformity and consistency in the interpretation and application of human resource policies specifically on matters concerning recruitment, selection, placement and promotion; performance evaluation; appointments, preparation; leave administration; and employee relations, discipline, benefits, awards and incentives, retirement, and career development

1.1.1 Recruitment, Selection, and Placement

Opportunity for government employment shall be open to all qualified citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the position.

Reference: Sec 1, Rule II of the Omnibus Rules Implementing Book V of EO No. 292

1.1.2 Performance Management

There shall be established performance evaluation systems in every department or agency on national and local governments, including state universities and colleges and government-owned and controlled corporations with original charters.

Hence, in line with this stipulation, PHSA conforms to CSC MC No. 6, s. 2012,
Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System.

The PHSA-SPMS is aimed at aligning and linking individual's performance with that of the agency's mission, vision, and strategic goals.

Reference: Sec. 1, Rule IX of the Omnibus Rules Implementing Book V of EO No. 292

1.1.3 Learning and Development

Every official and employee of the government is an asset or resource to be valued, developed, and utilized in the delivery of basic services to the public. Hence, the development and retention of a highly competent and professional workforce in the public service shall be the main concern of every department or agency.

Every department or agency shall therefore establish a continuing program for career and personnel development for all agency personnel at all levels, and shall create an environment or work climate conducive to the development of personnel skills, talents, and values for better public service.

Reference: Section 1, Rule VIII, of the Omnibus Rules Implementing Book V of EO No. 292

1.1.4 Rewards and Recognition

The System is designed to encourage creativity, innovativeness, efficiency, Integrity, and productivity in the public service by recognizing and rewarding
officials and employees, individually or in groups, for their suggestions, inventions, superior accomplishments, and other personal efforts, which contribute to the efficiency, economy or other improvement in government operations, or for other extra ordinary acts or services in the public interest.

The Program on Awards and Incentives for Service Excellence (PRAISE) is implemented to recognize outstanding delivery units and employees based on performance and contribution to the overall accomplishment of the PHSA goals.

Reference: Sec. 2, Rule X, of the Omnibus Rules Implementing CODE:_Book V of EO No. 292

1.1.5 Human Resource Records Management

The Human Resource Management Unit maintains an updated record of the following: service records, copies of documents included in 201 files, leave and attendance records, and reports on appointments Issued.

Reference: Sec. 5 HR Records Management and Other HR Programs of Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)

1.2 Information Technology Management

The *Information and Technology Management Unit* provides computer user support and maintenance, database development and access, PHSA web page and Local Area Network (LAN) development and maintenance. It is also responsible for ensuring the maintenance of standard and licensed computer application.

The function of the ITM is to maintain a reliable, scalable and secured Information & Communication technology (ICT) infrastructure and to provide the necessary technical support to faculty, students and staff using technology for instruction, research and delivery of administrative programs and services. It oversees the daily IT operations of the school ensuring integrity and availability of critical information systems and adopts relevant policies and procedures to effectively manage IT resources. It also supports the implementation of the ICT strategic objectives and initiatives as outcomes of the school's annual institutional planning.

In line with this is the continual improvement of ITC services, including development and provision of appropriate computing and information systems environment, intra/internet work facility and user support to these services.

1.2.1 Service Operation

Information is vital in making timely and effective decisions. To this end, PHSA established a documented system for effective planning, operation, and control of the various processes of the school from document creation, review and approval, registration and issuance including documents of external origin.

In the same manner, PHSA devised procedures and controls to ensure that records are readily identifiable, and easily retrievable; accessible when needed; provided with adequate and suitable storage; protected from physical deterioration, loss or damage; secured from data tampering and/or unauthorized access; retained as long as they are needed; and properly disposed when no longer needed.

These processes are managed by the Records Office and the document controllers at the level of the delivery units. The school's information system is managed by the Information Technology Center charged in providing timely, reliable, accurate, and comprehensive information to the PHSA Director.

References: Control of Documents Procedure and Control of Records Procedure

1.3 Transport Management

The *Transport Management Unit* provides the transportation need of the school. It keeps and maintains an assortment of vehicles such as buses, truck, and passenger vans needed for the day-to-day operations. This unit also supervises the operations of the Motorpool which includes dispatching, acquisition, maintenance, repair, and storage of all vehicles; and ensuring safety, reliability, and fuel efficient motor vehicles.

Transportation services are provided to faculty, staff and students and other stakeholders upon request. Trips are scheduled based on the availability of vehicles. The requesting party ensures proper observance of the itinerary.

Reference: Transport Management Procedure

1.4 Facility and Infrastructure Management

The *Facility and Infrastructure Management Unit* is primarily responsible for the upkeep and preservation of property, machinery, systems, and facilities including buildings, infrastructure, equipment, roads, grounds, and general utilities required to maintain a facility in a condition adequate to support the school's mission. This unit also provides coordination of the physical workplace with the people and work of the organization

1.4.1 Preventive Maintenance

The maintenance process includes **Preventive Maintenance**, and minor and major repairs of facilities and equipment like buildings, workspace, transport, communication, and associated utilities.

Preventive maintenance refers to periodic servicing of equipment, machinery, and automotive to anticipate damage and extend their useful lives. This is done regularly based on planned schedules.

Requiring minimal time and resources, minor repair works are undertaken due to normal wear and tear during operation. Major repair works, on the other hand, are done when the extent of damage may result in breakdown of equipment.

The Facility and Infrastructure Management Unit under the General Services Section ensures that all requests for repairs are promptly attended to.

1.4.2 Corrective Maintenance

Corrective Maintenance is a maintenance task performed to identify, isolate, and rectify a fault so that the failed equipment, machine, or system can be restored to an operational condition within the tolerances or limits established for in-service operations.

Corrective maintenance performed due to a breakdown could be either planned or unplanned. In this case, planned corrective maintenance is likely to be the result of a run-to-failure maintenance plan, while unplanned corrective maintenance could be due to a breakdown not stopped by preventative maintenance, or a breakdown due to a lack of a maintenance plan (this is the same as reactive maintenance). Unplanned, maintenance, like reactive maintenance, is much costly than planned maintenance.

Reference: Facility Management Procedure

1.4.3 External Services Provider Management

The **External Service Provider** (ESP) is a legally independent firm that performs certain activities (services) for the school. It is expressly agreed and understood that the employees of ESP are in no case employees of the school, and as such, the school shall not be responsible in any manner for any claim for personal injury or damage, and for any other claims of any nature arising out of their duties as employees of the ESP. The ESP was chosen through a public bidding. The External Services Provider covers janitorial, manpower, security, meal concession and services.

Reference: External Services Provider Management Procedure

1.5 Theater Operations Management

The *Theater Operations Unit* is responsible for the operation and maintenance of the performance venues of the PHSA; implements and ensures a safe environment within the venues and provide technical service particularly lighting and sound aspects for the PHSA's various activities while being equally responsive to the needs of the artist/performer.

Reference: Theater Operation Management Procedure

1.6 Safety and Security Management

The *Safety and Security Management Unit* is responsible for the maintenance of peace and order of the school; safety and protection of the students, officers and employees, visitors and guests from assault or bodily harm and enforcement and implementation of pertinent rules and regulations including that of the entity aimed at maintaining security and safety.

This unit also manages the effectiveness, deployment, and performance of the contract security personnel and collaborates with school administrators to assure the safety and protection of government property and personnel against injury or death, molestation, harassment or intimidation and loss or damage from any preventable cause including fire, theft, embezzlement, damage, or destruction, trespass, espionage, or sabotage.

1.6.1 Safety Inspections

A **Safety Inspection** is a formalized and properly documented process of identifying hazards in PHSA and it is often carried out by a safety specialist. It is being done to ensure that PHSA is within acceptable safety limits.   It involves a checklist, which helps inspectors to thoroughly assess each area of the school or potential hazard and pinpoint specific instances that may cause safety issues. It is important to document the results of the inspection and any action taken in resolving or addressing safety hazards.

Reference: Safety Inspection Procedure

1.6.2 Disaster Management

The **Disaster Management** is a fundamental method of reducing the impact of disasters. To ensure that PHSA is ready to deal with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters, the school established a Disaster Control Group (DCG) which develops emergency plan. This group is composed of the following teams: Security, Supply, Transport, Communication, Warning, Evacuation, Fire Brigade, Rescue, Medical and Damage Control Team.

Reference: Disaster Management Procedure

1.6.3 Security Operations

Maintenance of peace and order within the PHSA premises is a primordial
concern. Hence, the school has a pool of security officers who keep a 24hour watch over the lives and properties of students, faculty members, non-academic staff, visitors and campus residents.

Incidents of violations that would compromise peace and order, and the safety of the constituents and their properties are reported to the school's Security Force which immediately conducts a thorough investigation. The corresponding report is then addressed to the Agency Head who will make the necessary action.

The security force maintains hotline numbers for easy communication when needed. The security officers are also equipped with needed gears and equipment to easily apprehend violators.

Reference: Security Operation Procedure

1.7 Messengerial and Photocopying Services

The **Messengerial and Photocopying Unit**, performs the logistical function of ensuring that all activities and programs of the school are effectively communicated to all relevant stakeholders. This unit also serves as a main dispatch center for all calls and communications and is responsible for the reproduction and distribution of school's official documents.

Reference: Communication and Document Reproduction Procedure

d. Procurement Services Management

1.1 Procurement Management

Procurement Management is one of the basic functions of the government to ensure that supplies, materials, equipment, services and infrastructures are acquired to support its core service operations. Government procurement must comply with the Government Procurement Reform Act (RA 9184). As a support process, procurement may include activities such as procurement planning, supplier accreditation, and purchasing, among others. Purchasing typically includes activities such as requisitioning, canvassing and/or bidding, supplier selection, ordering and inspection/verification of delivered goods and services.

Processing of purchases depends on factors such as the nature of the goods/services being purchased, the purchase amount, and other considerations. Whenever purchase requests are made, complete specification and description of items are stated to ensure that only the required items are purchased. No purchases are made without the approval of the Agency Head or his Authorized Representative.

The procurement plans of the various units are consolidated into an Annual Procurement Plan (APP) which is submitted to the Budget Office for fund allocation and then approved by the Agency Head for implementation. The approved APP guides the Bids and Awards Committee (BAC) in the actual procurement process.

The BAC monitors the procurement process and prepares the Procurement Monitoring Report (PMR). The school adopts the Agency Procurement Compliance and Performance Indicators (APCPI) to monitor, evaluate, and improve procurement activities.

Reference: RA 9184 on Government Procurement Reform Act

1.2 Supply and Property Management

The **Supply and Property Management Unit** recommends and operationalizes policies, programs, and services essential to procurement, property and supply management which include purchase, receipt, storage, distribution, repair and maintenance, disposal, payment of property taxes and insurance of supplies, property and equipment. Its primary task is to maintain a procurement, property and supply system that

is responsive to the PHSA's needs and operates with flexibility, reliability, timeliness and economy.

The property and supply management is the responsibility of the Property and Supply Unit. Inspection is carried out by determining if deliveries meet technical specifications. The accepted goods are then placed in the storage room for safekeeping, monitoring and control. The supplies, materials and equipment are issued to the end-users. Actual accounting, coding and tagging of equipment are done annually by the Inventory Committee.

PHSA properties are insured by the Government Service Insurance System (GSIS) pursuant to R.A. 656 otherwise known as the Property Insurance Law. This is done to indemnify or compensate the school for any damage of its properties due to fire, earthquake, storm, or other casualty. The Disposal Committee acts on equipment which are no longer recyclable or beyond economic repair.

1.2.1 Inventory Management

Inventory Management is primarily about specifying the placement of stocked goods. It is the practice of overseeing and controlling of agency's supplies and materials. Inventories that are mismanaged can create significant problems on accounting and supply records, either the mismanagement results in an inventory glut or an inventory shortage.

Successful inventory management involves the creation of a purchasing plan to ensure that items are available when they are needed and to keep track of existing inventory and its use.

Effective inventory management is at the core of Supply and Property Management Unit.

Reference: Chapter 10, Volume I, Government Accounting Manual