



Department of Education  
Region VIII (Eastern Visayas)



Baybay City Division  
Brgy. Gaas Diversion Road, Baybay City, Leyte

**PANSAGAN ELEMENTARY SCHOOL**

**INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)**

Rating Period : CY 2024

**Administrative Support**

Name : <b>REMELYN S. ADLAWON</b>					School/Office: <b>Pansagan ES</b>			Rater : <b>FELY M. FLORES</b>							
Position : <b>Administrative Support</b>					Date of Review:			Position : <b>Teacher III</b>							
KRAs	OBJECTIVES	Target Outputs/ MOVs	TIMELINE	WEIGHT PER KRA	PERFORMANCE INDICATORS ( Quality, Efficiency, Timeliness )			Actual Results					RATING	SCORE	
KRA 1				40%	Q	E	T	TARGETS	Accomplishments	Q	E	T			
1. Administrative and Clerical Support	Provided overall administrative and clerical support to the School Head and other school personnel in the daily operations of the school		October-December	40%	5	Administrative and clerical support is delivered with exceptional accuracy, completeness, and attention to detail, ensuring seamless daily school operations.	Resources (time, tools, and personnel) are utilized optimally, ensuring all tasks are completed efficiently without any disruptions or delays.	All administrative and clerical tasks are completed ahead of schedule, proactively addressing the needs of the school head and personnel.			5	5	4	4.67	1.87
					4	Support is highly effective, with minor areas for improvement in accuracy or detail that do not disrupt daily operations.	Resources are effectively managed, with minimal inefficiencies that do not significantly affect the completion of tasks.	Tasks are completed within the agreed timeline, meeting the immediate needs of the school head and personnel.							
					3	Support meets basic requirements but includes some inconsistencies or minor errors that require corrections or additional effort from the school head/personnel.	Tasks are completed with moderate inefficiencies, requiring additional effort to ensure satisfactory outcomes.	Tasks are slightly delayed but completed within a reasonable timeframe, causing minimal disruption to daily operations.							
					2	Support is incomplete or contains multiple errors, impacting the efficiency and effectiveness of daily operations.	Resource inefficiencies cause delays or require repeated revisions, affecting the overall workflow of daily school operations.	Delays in completing tasks impact the school head's or personnel's ability to perform their duties efficiently.							
					1	Support is poorly executed, with frequent errors or omissions, severely hindering the school's daily operations.	Inefficient resource management leads to incomplete or poorly executed tasks, significantly disrupting school operations.	Significant delays or failure to complete tasks severely hinder daily school operations and the effectiveness of the school head and personnel.							
KRA 2	PPAs			40%											



					1	Tasks are poorly executed or not completed, showing lack of effort, professionalism, or adherence to instructions.	Resources are poorly utilized, causing delays, incomplete tasks, or requiring substantial intervention from the School Head to achieve results.	Tasks are not completed on time or at all, leading to major disruptions or failure to meet the School Head's expectations or requirements.						
										Final Rating		4.60		
										Adjectival Rating		O		

KEY TO DESCRIPTIVE RATING:  
4.500 - 5.000 - Outstanding (O)  
3.500 - 4.499 - Very Satisfactory (VS)  
2.500 - 3.499 - Satisfactory (S)  
1.500 - 2.499 - Unsatisfactory (US)  
below 1.499 - Poor (P)

Prepared by:

REMELYN S. ADLAWON

Administrative Support  
Ratee

Rater:

FELY M. FLORES

Teacher

Approving Authority:

MARIA MERLINA S. GALEOS

School Head



Republic of the Philippines  
Department of Education (DepEd)  
Region VIII (Eastern Visayas)  
**SCHOOLS DIVISION OF BAYBAY CITY**  
Diversion Road, Gaas, Baybay City, Leyte  
**PANSAGAN ELEMENTARY SCHOOL**



**INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM (IPCRF)**  
**CY 2024**

**Administrative Support**

Name of Ratee: **REMELYN S. ADLAWON**  
Position: **Administrative Support**

Name of Rater: **FELY M. FLORES**  
Position: **Teacher III**

MFO	KRA	Objectives	WEIGHT PER KRA	ACTUAL RESULTS	RATING	SCORE
	<b>KRA 1: Administrative and Clerical Support</b>		<b>40%</b>			
		1	40%	4.67	4.67	1.87
	<b>KRA 2:PPAs</b>		<b>40%</b>			
		2	40%	4.33	4.33	1.733
	<b>KRA 3: Plus Factor</b>		<b>20%</b>			
		3	20%	5.00	5.00	1.000
<b>OVERALL SCORE</b>						<b>4.60</b>
<b>ADJECTIVAL RATING</b>						<b>O</b>

**REMELYN S. ADLAWON**  
Administrative Support  
*Ratee*

**FELY M. FLORES**  
Teacher III  
*Rater*

Approved:

**MARIA MERLINA S. GALEOS**  
School Head  
*Approving Authority*

## COMPETENCIES

### CORE BEHAVIORAL COMPETENCIES

#### Self-Management

1 Sets personal goals and direction, needs and development.	5	<b>5.00</b>
2 Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	5	
3 Displays emotional maturity and enthusiasm for and is challenged by higher goals	5	
4 Prioritize work tasks and schedules (through gantt charts, checklists, etc.) to achieve goals.	5	
5 Sets high quality, challenging, realistic goals for self and others.	5	

#### Professionalism and Ethics

1 Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employee (RA 6713).	5	<b>5.00</b>
2 Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	5	
3 Maintains professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	5	
4 Makes personal sacrifices to meet the organization's needs.	5	
5 Acts with a sense of urgency and responsibility to meet the organization's needs, improves systems and help others improve their effectiveness.	5	

#### Result Focus

1 Achieves results with optimal use of time and resources most of the time.	4	<b>4.40</b>
2 Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	5	
3 Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	5	
4 Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4	
5 Makes specific changes in the system or in own work methods to	4	

improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, costumer satisfaction, morale, without setting any specific goal.

#### Teamwork

1 Willingly does his/her share of responsibilty.	4	<b>4.80</b>
2 Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization	5	
3 Applies negotiation principles in arriving at win-win agreements.	5	
4 Drives consensus and team ownership of decisions.	5	
5 Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	5	

#### Service Orientation

1 Can explain and articulate organizational directions, issues and problems.	4	<b>4.20</b>
2 Takes personal responsibilty for dealing with and/or correcting costumer service issues and concerns	4	
3 Initiates activities that promotes advocacy for men and women empowerment.	4	
4 Participates in updating of office vision, mission, mandates & strategies based on DepEd strategies and directions.	4	
5 Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	5	

#### Innovation

Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).	5	<b>4.60</b>
2 Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	5	
3 Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4	
4 Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4	
5 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	5	

5 - Role Model; 4 - Consistently demonstrates; 3 - Most of the time demonstrates; 2 - Sometimes demonstrates; 1 - Rarely demonstrates

**DEPED RPMS Form**

### LEADERSHIP COMPETENCIES

## LEADERSHIP COMPETENCIES

### Leading People

1	Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aid.	4	<b>4.20</b>
2	Persuades, convinces or influences others, in order to have a specific impact or effect.	4	
3	"Sets a good example", is a credible and respected leader; and demonstrates desired behavior.	4	
4	Forwards personal, professional and work unit needs and interests in an issue.	5	
5	Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment	4	

### People Development

1	Improves the skills and effectiveness of individuals through employing a range of development strategies.	5	<b>4.40</b>
2	Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	4	
3	Conceptualizes and implements learning interventions to meet identified training needs.	4	
4	Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	4	
5	Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals	5	

### People Performance Management

1	Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues)	5	<b>5.00</b>
2	Sets performance standards and measures progress of employees based on office and department targets.	5	
3	Provides feedback and technical assistance such as coaching for performance improvement and action planning.	5	
4	States performance expectations clearly and checks understanding and commitment.	5	
5	Performs all the stages of result-based performance management system supported by evidence and required documents/forms.	5	

CORE BEHAVIORAL COMPETENCIES 4.667

LEADERSHIP COMPETENCIES 4.533

OVER ALL RATING **4.600**

**Note: These ratings can be used for the developmental plans of the employee.**

Prepared by:

**REMELYN S. ADLAWON**

\_\_\_\_\_  
Name of Employee

5 - Role Model; 4 - Consistently demonstrates; 3 - Most of the time demonstrates; 2 - Sometimes demonstrates; 1 - Rarely demonstrates

**PART III: SUMMARY OF RATINGS FOR DISCUSSION**

<b>Final Performance Results</b>	<b>Rating</b>
<b>Accomplishments of KRAs and Objectives</b>	<b>4.60</b>

**Employee-Superior Agreement**

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

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<b>Name of Employee:</b>	<b>REMELYN S. ADLAWON</b>	<b>Name of Superior:</b>	<b>MARIA MERLINA S. GALEOS</b>
<b>Signature:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Date:</b>	

**PART IV: DEVELOPMENT PLANS**

<b>Strengths</b>	<b>Development Needs</b>	<b>Action Plan (Recommended Developmental Intervention)</b>	<b>Timeline</b>	<b>Resources Needed</b>
Self-Management	People Performance Management	Attend trainings that would develop and enhance my coaching and performance management skills Attend management classes or workshops	October-December	Training and travel funds
Professionalism and Ethics	Innovation	Benchmark from developed innovations created by other personnel/people presented during trainings and workshops, from books and from other relevant media	October-December	Copy of others' innovations, books, videos, internet connection
Service Orientation	People Development	Attend trainings and seminars that would enhance my ability to perceive training and learning needs and how to address such needs and to facilitate a training relevant to mitigating such needs	October-December	Training and travel funds

**REMELYN S. ADLAWON**

Ratee

**FELY M. FLORES**

Teacher III

**MARIA MERLINA S. GALEOS**

School Head