

Department of Education		POSITION AND COMPETENCY PROFILE			
Position Title	Administrative Support	Effectivity Date	January 20, 2025		
Office Unit/School	Candadam Elementary School				
Reports to	School Head				
JOB SUMMARY					
To provide technical support and inputs in the preparation and updating of the schools division's 6-year strategic plan and annual work plans To provide technical assistance in the preparation of the strategic and operational work plans of schools and learning centers, and of the units in the division office.					
QUALIFICATION STANDARDS					
A. CSC Prescribed Qualifications					
Education	BSED Major in FILIPINO Graduate				
Experience	Administrative Support Staff				
Eligibility	N/A				
Trainings	N/A				
B. Preferred Qualifications					
Education	N/A				
Experience	N/A				
Eligibility	N/A				
Trainings	N/A				



Department of Education
Region VIII (Eastern Visayas)



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

CANDADAM ELEMENTARY SCHOOL

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Rating Period : CY 2024

Administrative Support

Name : ILAINE N. CAÑETE Position : Administrative Support				School/Office: CANDADAM ES Date of Review:				Rater : JANET G. RODRIGUEZ Position : MT-II							
KRA	OBJECTIVES	Target Outputs/ MOV's	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	Logbook, hard copy of Liquidation Report,	July-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.	100%	100%	4	5	4	4.33	1.73
					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%											

2. PPAs	Assisted the School Head in preparing and conducting programs, projects, and activities; and	ACR	July-December	40%	5	Assistance provided is highly effective, ensuring programs, projects, and activities are well-prepared, relevant, and impactful, exceeding expected outcomes.	Resources (time, personnel, tools) are utilized optimally, ensuring smooth preparation and execution of all programs, projects, and activities without delays.	All assistance was provided well ahead of schedule, ensuring ample time for adjustments and smooth implementation of programs, projects, and activities.	100%	100%	4	5	5	4.67	1.87
					4	Assistance is effective, resulting in well-prepared and relevant programs, projects, and activities, with minor areas for improvement.	Resources are effectively managed, with minor inefficiencies that do not disrupt preparation or execution.	Assistance was provided within the agreed timeline, enabling successful preparation and execution of programs, projects, and activities.							
					3	Assistance meets basic expectations, with programs, projects, and activities completed satisfactorily but lacking depth or innovation.	Moderate inefficiencies occurred during the preparation or execution, requiring additional time or effort to meet objectives.	Assistance was slightly delayed but did not significantly disrupt the preparation or execution of programs, projects, and activities.							
					2	Assistance is incomplete or insufficient, leading to gaps or inconsistencies in the preparation and conduct of programs, projects, and activities.	Resource inefficiencies led to delays or complications in preparing or conducting programs, projects, and activities.	Delays in assistance provision affected the timeline or quality of programs, projects, and activities.							
					1	Assistance provided is ineffective or absent, resulting in poorly prepared or failed programs, projects, and activities.	Poor resource management resulted in significant delays or failure in preparation and execution.	Significant delays or lack of assistance resulted in incomplete or failed programs, projects, and activities.							
KRA 3	Plus Factor			20%											
3. Plus Factor	Performed other administrative and clerical assistance as may be determined by the School Head	Documents reproduced, Logbook,	July-December	20%	5	All tasks are performed with exceptional accuracy, attention to detail, and professionalism, fully meeting or exceeding the School Head's expectations.	Tasks are performed with optimal use of resources, ensuring a seamless process that minimizes the School Head's need for follow-up or intervention.	All tasks are completed ahead of schedule, ensuring that they are ready for use or action without causing delays to the School Head's plans or priorities.	100%	100%	4	5	5	4.67	0.93
					4	Tasks are performed effectively, with minor errors or areas for improvement that do not significantly affect the overall quality of the work.	Resources are effectively managed, with minimal inefficiencies that do not impact the timely and satisfactory completion of tasks.	Tasks are completed within the agreed timeline, enabling smooth progress and workflow for the School Head.							
					3	Tasks are completed but with noticeable errors, inconsistencies, or lack of attention to detail, requiring moderate corrections or feedback.	Resource management is adequate but includes moderate inefficiencies, requiring extra effort or follow-up to meet task requirements.	Tasks are slightly delayed but completed within a reasonable timeframe, with minimal impact on the School Head's priorities.							
					2	Tasks are performed inconsistently or incompletely, with significant errors or omissions that hinder the School Head's operations.	Inefficient use of resources leads to delays, incomplete outputs, or significant need for corrections or additional support from the School Head.	Tasks are delayed significantly, causing disruptions or requiring adjustments to the School Head's plans or schedules.							



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



INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM (IPCRF)
CY 2024

Administrative Support

Name of Ratee: **ILAINA N. CANETE**
Position: **Administrative Support**

Name of Rater: **JANET G. RODRIGUEZ**
Position: **MT-II**

MFO	KRA	Objectives	WEIGHT PER KRA	ACTUAL RESULTS			RATING	SCORE
	KRA 1: Administrative and Clerical Support	1	40%	4	4		4.33	1.73
	KRA 2: PPAs		40%					
		2	40%	5	5		4.67	1.867
	KRA 3: Plus Factor		20%					
		3	20%	4	4		4.67	0.933
OVERALL SCORE								4.53
ADJECTIVAL RATING								0

ILAINA N. CANETE
Administrative Support
Ratee

Approved

LEAH M. BALDOS
School Head
Approving Authority

JANET G. RODRIGUEZ
MT-II
Rater

COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management

1	Sets personal goals and direction, needs and development.	5
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	Conduct and Ethical Standards for public officials and employee (RA 6713).	5
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
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	4
5	Makes specific changes in the system or in own work methods to set.	4

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

Teamwork

1	Willingly does his/her share of responsibility.	4
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
2	Takes personal responsibility for dealing with and/or correcting customer 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

1	Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).	5
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

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			
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 Dep'd goals, in order to create an effective work environment	4			
4.20					

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			
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			
5.00					

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

Prepared by:

ILAINÉ N. CANETE

Name of Employee

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

People Development					
1	Improves the skills and effectiveness of individuals through employing a range of development strategies.	5			
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			
4.40					

CORE BEHAVIORAL COMPETENCIES

LEADERSHIP COMPETENCIES

OVER ALL RATING

4.600

4.667

4.533

PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating
Accomplishments of KRAs and Objectives	4.53

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.

Name of Employee:	ILAINE N. CANETE	Name of Superior:	LEAH M. BALDOS
Signature:		Signature:	
Date:	21-Jan-25	Date:	21-Jan-25

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
Self-Management	People Performance Management	Attend trainings that would develop and enhance my coaching and performance management skills Attend management classes or workshops	July-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	July-December	School Head, Teachers and other Human Resource
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	July-December	School Head, Teachers and other Human Resource

ILAINE N. CANETE
Ratee

JANET G. RODRIGUEZ
MT-I

LEAH M. BALDOS
School Head