



# UNIVERSITY OF SANTO TOMAS JUNIOR HIGH SCHOOL

## HISTORY

Since its inception, the University of Santo Tomas High School has been shaping young men and women into competent, compassionate, committed, and functional members of the society. The School is cognizant of its role to share in UST's characteristic Catholic nature of formation. Its mission is geared toward the integral formation of students, cultivation of Christian values necessary for the formation of a right social conscience, development of professional sound expertise in guiding, counseling, and nurturing the students' passion for knowledge, appreciation, preservation, enrichment, and propagation of Filipino cultural heritage rooted in a sense of history and tradition, and the recognition of the role of individuals in the University, local, community, country, and the environment.

In order to realize its vision "to live up to its vocation as a Christian, Catholic, evangelizing, Filipino, and educational community, with its tradition of excellence, involving its academic and non-academic staff," the School inculcates in its stakeholders the distinct Thomistic formation, the noble Dominican ideals and its characteristic core values of competence, commitment and compassion. To steadily achieve this, the School implements an enhanced curriculum based on the mandates of the Department of Education. It puts into effect a comprehensive Student Activity Program, a comprehensive Community Service Program and a total spiritual formation firmly grounded on Catholic creed, code and cult. Further, its discipline system is based on correction and restoration principles, while its Guidance and Counseling Program stresses home-school collaboration.

To look back at the roots of the UST High School is to gaze upon the origins of the University of Santo Tomas. Interestingly, the University supervised the General Secondary Education Programs in the Philippine Islands during the Spanish Period. UST High School was formally founded in **1928** as a laboratory school for student teachers, opening its doors to 110 male students on **June 6, 1928** with Fr. Silvestre Sancho, O.P. as Director and Dr. Rafael Acosta as Principal.

1928- Fr. Silvestre Sancho, O.P. (Director) Mr. Rafael Acosta  
(Principal)

1930 – Government recognition was granted  
Dr. Mercedes Grau Santamaria - Principal, Girls Department  
Dr. Concepción Gil - Principal, Boys Department

1935 – Dr. Ricardo Sian - Principal, Boys Department

1937 – Fr. Tomás Martínez, O.P. - Director

- 1941 – Dr. Socorro Llanderal - Principal, Girls Department  
Dr. Fidel Colmenar - Principal, Boys Department
- 1946 – Dr. Bienvenido Sison - General Principal  
Dr. Socorro Llanderal - Principal, Girls Department  
Dr. Dominador Pérez - Principal, Boys Department
- 1947 – Mr. Amador Pérez - Principal, Boys' Department
- 1950 – UST High School becomes independent of the College of Education
- 1955 – Fr. Isidro Katigbak, O.P. - Director
- 1959 – Fr. Manuel Piñón, O.P. - Director
- 1963 – Fr. Maximiliano Rebollo, O.P. - Assistant Director  
Mrs. Aracelli Murillo - Principal, Girls Department  
Mr. Francisco Torres - Principal, Boys Department
- 1974 – Fr. Maximiliano Rebollo, O.P. - Director
- 1976 – New UST High School Building was inaugurated  
Mrs. Evangelina Teodoro - Principal  
Fr. Maximiliano Rebollo, O.P. - Regent
- 1977 – Mrs. Jacinta Constantino - Adm. Asst., Morning Session
- 1978 – Mr. Alexander Tagaro - Adm. Asst., Afternoon Session
- 1979 – UST High School adopted a co-educational policy
- 1980 – Fr. Pedro Escudero, O.P. - Regent
- 1981 – Fr. Exequiel Del Pino, O.P. - Asst. Regent
- 1982 – Fr. Braulio Peña, O.P. - Regent
- 1984 – Fr. Bonifacio García Solís, O.P. - Regent
- 1986 – Fr. Pablo Encinas, O.P. - Regent
- 1987 – Fr. Ermito de Sagon, O.P. - Officer-in-charge  
Mr. Alexander Tagaro - Acting Principal  
Fr. Ruben Córpuz, O.P. - Regent  
Fr. Dámaso Hierro, O.P. - Assistant Regent
- 1988 – Mr. Alexander Tagaro - Principal  
Mrs. Editha Fernández - Adm. Asst., Afternoon Session
- 1990 – Fr. Javier González, O.P. - Regent

Fr. Gallardo Bombase, O.P. - Assistant Regent

1991 – Mrs. Editha Fernández - Principal

1992 – Mrs. Ermelina Vitug - Asst. Principal  
Full implementation of Secondary Education Development  
Program (SEDP)

1993 – Fr. Ermito de Sagon, O.P. - Principal

1995 – Mrs. Ester Roxas - Asst. Principal

1997 – Mr. Mariano Carpio - Principal  
Fr. Ermito de Sagon, O.P. - Director

1998 – Mrs. Editha Fernandez – Principal Mrs. Zenaida Roda  
- Asst. Principal

1999 – Fr. John Funelas, O.P. - Regent

2002 – Mrs. Zenaida G. Roda – Principal

2003 – Mrs. Eden G. Tolentino – Asst. Principal

2005 – Mrs. Eden G. Tolentino – Principal  
- Fr. Rodel E. Aligan, O.P. – Regent  
- Fr. Allen de Guzman, O.P. – Asst. Regent  
- Atty. Rita P. Serranilla – Asst. Principal

2006 – Mrs. Evelyn B. Gregorio – Asst. Principal

In October 2008, the school, under the leadership of Mrs. Eden G. Tolentino, M.Ed. applied for a preliminary visit by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) to determine the school's level of preparedness for the accreditation process. In November 2010, a team of PAASCU accreditors composed of administrators from well-known high schools in the country conducted the first Formal Visit of UST High School. By January 2011, the school was happily informed that it is granted ACCREDITATION STATUS- LEVEL 1 of PAASCU for three years, 2010-2013.

2011- Assoc. Prof. Marishirl P. Tropicales, M.A – Principal  
Fr. Dexter A. Austria, O.P. – Regent  
Ms. Imelda S. Rosales, M. Bio. Ed. – Asst. Principal

2013 – Fr. Jesus Miranda, O.P. – Regent

2013- Fr. Louie Coronel, O. P. - Regent

On June 2012, the K to 12 Program, with its spiral progression approach was implemented in the grade 7 curriculum. To address collaboration and creativity in student's learning, independent and cooperative learning sessions became an integral part of the learning process in all learning areas. Gradual implementation of the K to 12 curriculum framework was undertaken, in anticipation of the impact of ASEAN 2015 and also in line with the University's internationalization effort.

In 2013, which is the second year of implementation of the K to 12 program, several projects were introduced to further strengthen the foundation of the 21<sup>st</sup> century skills development among the learners. These include a) introduction of the a new sectioning scheme for grade 7 and grade 8, which follows the heterogeneous grouping, b) introduction of the TOEFL Junior (Test of English as a Foreign Language) as a new assessment tool in determining students' proficiency in the English language with the inclusion of intervention tools to address specific learning difficulties, and c) pilot implementation of mobile learning project called Learning Anytime Anywhere (LAA) where tablet is used as a teaching-learning tool in a blended learning environment.

Considering a culture of continuing professional development among teachers, Mentoring Program was extended to all faculty members: newly-hired, mid-career, and seasoned faculty members.

With the availability of e-learning Access Program (eLeAP) as learning management portal, all faculty members underwent training for the optimization and integration of technology in the teaching-learning process through the assistance of the Educational Technology Center. Teachers started developing their respective coursewares that are carefully designed for their instructional needs via the *Blackboard* as learning management system.

Online resources are likewise utilized such as EBSCO, Science Direct, JSTOR etc. for the continuing knowledge management and production among teachers. Classroom Action Research (CAR) was revitalized for more focused and responsive inquiries on problem spaces on classroom instruction such as method, motivation, matter and mastery. Creative intervention designs in addressing said problem spaces were targeted to be tried out towards meaningful and relevant learning among the students and at the same time, to be shared among the academic community.

In terms of students' activities and exposures, students were given more opportunities to participate in contests, seminars and trainings outside the university, namely, leadership and talent fair, business planning, debating, national robotics competition, participation in international choir festival, among others. Towards developing another pillar of education, *learning to live together*, the UST HighSchool warmly welcomed foreign students from ASEAN countries and was graciously welcomed by prestigious secondary schools in Metro Manila through the School's benchmarking efforts.

In 2014, the UST High School, under the leadership of Assoc. Prof. Marishirl P. Tropicales is granted Level II Re- Accredited Status of PAASCU for 6 years , (2013 - 2019) .

2014 – Fr. Jannel N. Abogado, O.P. – Regent

2014- Mrs. Ma. Victoria L. Torres, M. Bio. Ed. – Asst. Principal

In school year 2015 - 2016, **UST JHS** became a member of **SEAMEO Schools' Network of Sharing and Development**, an organization among ASEAN elementary and secondary schools that promote sharing and development between schools across Southeast Asia. In the same academic year, the UST JHS was the first high school in Manila to use the global **TOEFL** test. The school also introduced the **Project SOAR** to address the needs of students who grapple with academic challenges or encounter learning difficulties. It consists of three (3) levels: Project SOAR 1 (peer coaching); Project SOAR 2 (intervention); and Project SOAR 3 (remediation).

2017- Rev. Fr. Rodel S. Cansancio, O.P. – Regent

2018- Rev Fr. Orlando C. Acheron, O.P.,Ed.D.- Regent

Like a diamond slowly being cut into perfection, UST Junior High School will definitely withstand the challenges of the times and pervade in the trends of the educative milieu. It shall do this by prudently incorporating sound pedagogic principles, reasonably maximizing available material, technological and human resources, and diligently employing effective teaching methodologies in order to facilitate authentic, constructive, practical and globalized learning among its millennial clients. In this way, the UST Junior High moves forward... ascending ever.

# **MISSION STATEMENT**

The mission of the UST Junior High School is to prepare students for Senior High School, to form them in faith, and to mold them as true Thomasians-competent, committed and compassionate, dedicated to serve God, the nation and the global community.

*Our mission is defined by the following goals:*

1. Integral formation of our students;
2. Cultivation of Christian values necessary for the formation of a right social conscience;
3. Nurturing our students' passion for knowledge through advancement of 21<sup>st</sup> century skills.
4. Appreciation, preservation, enrichment, and propagation of Filipino cultural heritage rooted in a sense of history and tradition;
5. Recognition of the role of individuals in the University, local community, country, and the environment

# **VISION STATEMENT**

The UST Junior High School envisions itself as a leading Junior High School in the country, committed to the holistic formation of its students and the cultivation of their potentials.

# **SCHOOL OBJECTIVES**

*It is the aim of the UST Junior High School:*

1. To mold the students into total human persons by providing them the best educational program possible in an atmosphere conducive to intellectual, spiritual, moral, social, cultural and physical development.
2. To provide the students with the necessary education in order that they may become well-disciplined persons whose deportment is in harmony with Christian ideals and teachings.
3. To help the students develop a sense of Christian leadership and service whose primary concern is the welfare of others.
4. To cultivate in the students a genuine and fervent nationalist sense.
5. To provide the adolescent students an all-around, sound, balanced and challenging curriculum, not only suited to their talents and abilities, but also determined to bring out the best in them and make them responsible adults in the future.

# GENERAL SCHOOL POLICIES AND PROCEDURES

## ADMISSION POLICIES AND ENROLMENT PROCEDURES:

1. Only graduating elementary school pupils of the current school year are qualified to apply for the Junior High School Entrance Examination.
2. Applicants (and transferees) are to submit two 2" x 2" ID pictures (colored) and photocopies of Birth and Baptismal certificates and pay the corresponding testing fee. Likewise, a certified true photocopy, signed by the Registrar or Principal, of Form 138 (Report Card) is to be submitted with the application form and ID pictures and certificate of candidacy for graduation signed by the Principal/ School Registrar.
3. The results of the entrance examination and the schedule for the interview will be posted on the bulletin boards located at the premises of the UST Junior High School building following the pre- arranged schedule of release of test scores.

**NOTE:** Non- Catholics must submit the following additional requirements **during** the interview date:

- certification indicating their religious denomination
  - letter addressed to the Father Regent expressing their acceptance of the Catholic education, with its norms and practices, to be received by them.
4. After the interview and on a scheduled date, the final list of successful applicants will be posted on the bulletin boards at the lobby of the UST Junior High School Building.
  5. After attending the scheduled orientation, qualified applicants who wish to pursue their enrollment in the UST Junior High School must submit the following credentials:
    - a. Original of Form 138 (Report Card)
    - b. Certificate of Good Moral Character signed by the Principal or Guidance Counselor
    - c. One (1) piece 2"x2" colored picture
    - d. Certified true photocopy of the **Alien Certificate of Registration (ACR)** for foreign applicants
  6. If one of the credentials is lacking/missing, the applicant has to pay the reservation fee of Php 5000 to reserve his/her enrollment slot.
  7. Failure to enroll on the scheduled date would mean forfeiture of the applicant's enrollment slot.
  8. Subject to availability of slots, UST Junior High School accepts transferees (incoming Grade 8 and Grade 9 students) with the following qualifications:
    - a. A grade of 80% and above for each subject in each quarter/grading period;
    - b. General average of at least 85%;

- c. Passing marks in the qualifying examination and interview; and
  - d. Of good moral character
9. The student applicants are to be accompanied by their parents or guardian during the enrollment process.

**Note: Steps 1-9 were revised due to the pandemic.**

10. For old students (incoming Gr. 8, Gr. 9 and Gr. 10), schedule for enrollment will be given before the end of the school year. **All students are required to pay the reservation fee of Php5000.00.**
11. Athletes who are enjoying scholarship grants including the children of UST faculty/employee and UST Hospital employee need not pay the reservation fee. However, they are still expected to process reservation of their children for security of slot.
12. If a student fails to meet the requirements set for his/her promotion to the next year level, the said fee shall be refunded while the reserved slot shall be automatically forfeited.

**CLASS SECTIONING:**

1. Grades 7 to 10 observe heterogeneous sectioning.
2. A deliberation on sectioning is held one (1) week after the distribution of report cards. Present in the deliberations are the Asst. Principal, Head Teachers, Homeroom Advisers, subject teachers, and the Guidance Counselors per grade/year level.
3. After the deliberation, the Head Teachers will submit the **recommended** sectioning for the approval of the Principal.
4. The Office of the Principal will finalize the recommended sectioning of the Head Teachers. **No request for change of section will be entertained by the Office of the Principal.**

**SCHOLARSHIP PROGRAM:**

Scholarships are awarded to deserving students who meet the following requirements:

1. **Valedictorian and Salutatorian (highest/ second to the highest weighted average academic grade)** elementary graduates may also be entitled to full and half tuition fee scholarships respectively provided that they:
  - a. rank among the **first ten** (10) in terms of score in the entrance examination
  - b. present a certification to the Office of the Principal attesting to their academic honors.

2. ***Residence Scholarships***

For incoming Grades 8-10, first two highest in general weighted average per year level at the end of the previous school year are given full and half tuition fee scholarships respectively for the next academic school year.

### 3. ***Athletic Scholarships***

Qualified students, determined by the Institute of Physical Education (IPEA), are beneficiaries of full/ partial tuition fee scholarships.

### 4. ***Alumni Scholarships***

A financially challenged but deserving student who is a child of USTJHS alumni may apply for partial or full defrayal on tuition fee, subject to pertinent conditions and procedure. Qualified students will be determined by a committee appointed by the Office of the Principal. Interested applicants under this category should submit: two (2) 2"x 2" ID pictures, a letter of application, a certified true copy of form 138 (Report Card), and a certified true copy of the latest Income Tax Return of the Parents.

## **FORMATIVE AND SUMMATIVE ASSESSMENTS AND OTHER RELATED REQUIREMENTS:**

### **Quarterly Assessment**

1. A departmentalized Quarterly Assessment is scheduled four (4) times a school year.
2. Examination permits of students, who paid in full, all scholars, or whose parents are employees of the University are released at least two (2) days before the scheduled examination date.
3. The school's "No permit, No exam" policy will be strictly implemented.
4. In case of a need to secure promissory notes, you may course your requests through the Treasurer's Office located at the 2nd floor of the Main Building.
5. The Office of the Asst. Principal will be issuing Temporary Test Permit for students with valid reasons. Student must submit **promissory letter** duly signed by the student and parent/ guardian. They are advised to secure Temporary Test Permit at least **one (1) day** before the scheduled examination.
6. Few days before the scheduled Quarterly Assessment, tellers in the High School building will be available to receive payments.
7. Any student who absents himself from the scheduled Quarterly Assessment must present a **letter of excuse** with a valid reason signed by the parent or guardian on the first day he reports back to school after the said absence. Said letter should be addressed to the Assistant Principal. Failure to do so will mean a score of zero for the examination missed.
8. Students whose reason for the failure to take the examination has been deemed valid by the Assistant Principal will be allowed to take the special assessment given the following conditions:
  - a. The Principal's Office will set a date for the special assessment and will be administered directly by the Office.
  - b. A Quarterly Special Test fee (Php50.00) will be charged the student on a per subject basis
  - c. The special permit will be issued only when payment of the corresponding examination fees has been made

- d. If the student fails to take Quarterly Assessment on the set date, he automatically receives a score of zero for that particular examination
9. The observance of school policies particularly on the prescribed haircut for boys, wearing of the proper uniform and ID are strictly enjoined. Students who violate any of the said policies will not be allowed to take the Periodical Test.
10. Use of cellphones or any electronic communication device is STRICTLY prohibited especially during quarterly examinations.

**Formative Assessments**

1. In case a student missed any formative assessment due to absences or any official school activity and is excused, s/he shall be given a completion period of five (5) school days from the day s/he reported back to school to take the formative assessment.
2. For unexcused absences, the teacher shall automatically record his/her score as zero.
3. If the student is present but did not take the formative assessment without valid reason, the teacher shall automatically record his/her score as zero.

**Performance Tasks and Other Related Requirements**

1. The teacher must set a reasonable deadline for the submission of Performance Task. A student who will not be able to meet such deadline shall be given a one-day extension only, provided that he/she secures a letter from parents/guardian citing a valid reason for failing to submit on time.
2. A student who fails to submit the requirement/s even after the given extension period will automatically get a zero grade.
3. In case of serious illness and extreme cases of absences due to other valid reasons, the teacher will give a reasonable extension for the completion period or deadline of submission of Performance Task.

**GRADING PROCEDURE:**

For all year levels, the UST Junior High School adopts the implementation of DepEd Order No. 8, s. 2015: Policy Guidelines on Classroom Assessment for the K-12 Basic

***Grading System of the Different Learning Areas***

***Filipino***

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Unit Test/ Long Test 25% Journal Writing 5%	20%	Portfolio 5% Peer Evaluation 4% Self Evaluation 3% Teacher's Evaluation 18% Mini Task 20%

**English**

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Journal Writing 30%	20%	Portfolio 5% Peer Evaluation 5% Self Evaluation 5% Teacher's Evaluation 30% Oral Performance 5%

**Mathematics**

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Long Test/ Unit Test 20% EMC ( Enhancing/ Extending Math Connections) 20%	20%	Portfolio 5% Peer Evaluation 3% Self Evaluation 2% Teacher's Evaluation 5% Mini Task 25%

**Science**

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Long Test/ Unit Test Seatworks 40%	20%	Portfolio 5% Activities and Experiments 30% Peer Evaluation 3% Self Evaluation 2%

**Christian Living Education (CLE)**

Written Works (30%)	Quarterly Assessment (20%)	Performance Assessment (PETA) (30 %)	Conduct (20%)
Long Test/ Topic Output Paper 30 %	20%	Portfolio 5% Peer Evaluation 3% Self Evaluation 2% Teacher's Evaluation 20%	Teacher 10% Self Evaluation 10%

**Social Science**

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Unit Test/ Long Test 30%	20%	Portfolio 5% Peer Evaluation 4% Self Evaluation 3% Teacher's Evaluation 20% Mini Task 18%

***Technology and Livelihood Education (TLE)***

Written Works or Student Output (20%)	Quarterly Assessment	Performance Assessment (PETA) (60%) ( The breakdown varies depending on the nature of the subject matter)	
Unit Test Layout Designs Plans Program Development Cycle Portfolio	Periodical Test ( written / practical) 20%	Culinary Arts	Portfolio (10%) Major PETA ( 20) Cooking Activities and Group Activities (30%)
		Computer	Major PETA (25%)  Laboratory Activities (35%)
		Computer	Major PETA (30%) Laboratory Activities (30%)
		Drafting/ Food Service	Major PETA (20%) Plates (40%)

***Music***

Written Works	Note Writing	Performance Assessment (PETA)
Unit Test/ Long Test 20%	20%	60%

***Physical Education and Health***

Written Works	Quarterly Assessment	Performance Assessment (PETA)
Unit Test/ Long Test 20%	20%	Portfolio 5% Peer Evaluation 5% Self Evaluation 5% Teacher’s Evaluation 45%

***NOTE: For Grades7, 8, 9 and 10***

1. There are four (4) grading periods or quarters.
2. Averaging is used to get the final grade of each subject.
3. The passing mark in any given subject is 75%. The highest grade possible is 100% whereas the lowest is 70%.
4. Promotion is by subject. The general average is not used as a basis for promotion.
5. Students who did not meet expectations ( with grades below 75 in any subject) at the end of the quarter/ grading period shall be required to undergo intervention classes after class hours so that they can immediately catch up as they move to the next grading period (SOAR 2).
6. If by the end of the school year, the student has a final average grade below 75 (in any subject) despite the interventions provided, then he/ she shall be required to take summer classes/ **remedial classes** (SOAR 3).

7. Credit units per learning area are listed below.

<b>Learning Areas</b>	<b><i>Credit Units</i></b>				
Filipino	1.3				
English	1.9				
Mathematics	1.9				
Science	1.9				
Christian Living Education	1.3				
Araling Panlipunan	1.3				
Technology and Livelihood Education	1.5				
Physical Education and Health	0.42				
Music	0.38				
CAdT	0.30				
Homeroom	(0)				
Club Grades	(0)				
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TOTAL UNITS	<table> <tr> <td><b>{ For Grades 7-9</b></td> <td><b>11.9</b></td> </tr> <tr> <td><b>{ For Grade 10</b></td> <td><b>12.2</b></td> </tr> </table>	<b>{ For Grades 7-9</b>	<b>11.9</b>	<b>{ For Grade 10</b>	<b>12.2</b>
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