

The Lebanese School of Qatar
Annual Education Report
August 2024

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Introduction

We are thrilled to present to you our latest annual report, showcasing the remarkable progress and achievements of our school over the past year. This comprehensive document offers insight into our ongoing commitment to delivering outstanding educational experiences for our students. Within these pages, you will discover detailed accounts of student enrollment trends, the expertise of our dedicated staff, innovative pedagogical approaches, enriching extracurricular initiatives, student accomplishments, and a transparent breakdown of our financial allocations. As we reflect on the past year's accomplishments and look ahead to future endeavors, we extend our gratitude to all who have contributed to our continued success. Together, we are shaping a bright future for our school community.

School Improvement Goals

Our School Improvement Plan focuses on two main goals: Academic Excellence and Physical & Emotional Wellbeing. Six objectives lie under the academic goal, three of which are prioritized, objectives 4, 5 and 6, while the rest are being monitored for sustainability, or embeddedness. On the other hand, the Physical & Emotional Well-Being Goal includes 4 measurable objectives; the first two (objectives 1 and 2) are monitored for sustainability while the remaining 2 for further progress.

GOAL # 1: All students at the Lebanese School of Qatar will achieve to high national and international academic levels. Objectives pertaining to Goal #1 include:

1. Sustain a minimum of 95% as a passing rate in Lebanese Official Exams.
2. Sustain a minimum success rate of 95% in the local assessment of grade 5-12 students by receiving a final average of 10 over 20 or higher for all instructed subjects at their grade level as measured by the student's final average of five sets of assessments, including 2 summative exams, distributed over three terms.
3. Sustain a minimum of 80% of our students attain a score that is equal or above the norms on the SAT.
4. Monitor the MAP results to ensure that the percentage of cycle 1 students at the 50th percentile increases by 3% from year to year.
5. Ensure that 100% of students score above 70% in DELF (Diplôme d'étude en langue française) for A1 (EB3) and A2 (EB6) while maintaining 100% success rate for B1 (EB8), and 90 % for B2 (ES2)

as measured by students' scores on the test and narrow the gap between levels B1 and B2 as not to exceed 5 points difference in the average. Also, 20% of students in Grade 6 will pass the A1.1 level of DELF while 15% of Grade 8 will pass the A1 level.

6. Improve the use of technology to enhance teaching and learning processes as measured by the improved results in relevant items found in surveys and staff appraisals.

GOAL # 2: Ensure a safe & orderly campus at LSQ where students, teachers, and other staff members engage in and support the teaching and learning environment without hindrance. Objectives pertaining to Goal #2 include:

1. Sustain the safety and maintenance of LSQ campuses as measured by the decrease in the number of incidents recorded each year due to the collaboration of LSQ Safety Committee and by the input of stakeholders on the items in the surveys pertaining to campus maintenance and safety.
2. Sustain the implementation of the school's counseling program that focuses on students' safety and well-being, relationships, careers, and college planning as measured by feedback from stakeholders' surveys and counselors' reports.
3. Monitor the effectiveness of the Behavior Policy as measured by the reduction in the number of disciplinary incidents recorded from year to year.
4. Increase parental involvement in school life as measured by feedback from stakeholders' surveys and the increase in the number of parents participating in the school's events/activities from year to year.

Student Enrollment Update

Below is a table illustrating the variation in student enrollment at LSQ over the past five years:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Preschool - English	526	330	329	242	208
Preschool - French	334	240	240	180	135
Primary - English	841	980	983	993	950
Primary - French	515	620	618	596	564
M&S	461	600	601	655	783
	2677	2770	2771	2666	2640

The total student enrollment data over the past five years indicates a consistent trend, with the total number of students remaining within a relatively stable range. This consistency underscores the school's ability to maintain its student population.

However, a closer examination reveals noteworthy shifts within specific departments. Over the years, there has been a decrease in the number of students in the lower grades, particularly in preschool. This decline can be attributed to the strategic decision to close nursery and PS classes, as well as to reduce the number of sections in the lower grades. These measures were implemented to accommodate students within the existing school infrastructure.

Conversely, there has been a corresponding increase in student enrollment in the middle and secondary departments. This trend reflects the reallocation of resources to accommodate the growing number of students in higher grade levels.

Looking ahead, the school remains committed to its mission of providing comprehensive education to students of all age groups. Plans are underway to open a new campus, which will include provisions for nursery classes. This strategic initiative aims to address the growing demand for early childhood education and is expected to lead to an increase in student enrollment in the lower classes in the coming years. We hope that this plan will come to life in the near future, further enhancing our ability to meet the educational needs of our community.

Faculty and Qualifications

Our faculty members are the cornerstone of our school, embodying excellence and dedication in their roles as educators and mentors. Comprising a diverse blend of academic backgrounds, professional experiences, and specialized expertise, our faculty team continually elevates the standard of education we provide. Both academic and administrative staff work collaboratively, contributing their unique skills and talents towards the shared goal of enhancing the school's success. This year, we proudly boast a total of 264 staff members. Below is a table that summarizes their qualifications over the past five years, showcasing the collective expertise and commitment that drive our school forward.

Qualifications	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PHD	5	5	5	7	7
MA	31	26	30	39	52
BA	162	171	179	175	170
LT License Technique	1	-	-	-	1
TS Technique Supérieur	13	16	14	11	11
BT Certificate Baccalaureate Technique	11	7	7	5	5
N/A Drivers & Support Staff	22	22	19	19	18
Grand Total	245	247	254	256	264

It is notable that the total number of staff has shown a consistent increase over the past five years. Last year, despite a slight decrease in student enrollment from 2666 to 2640, our commitment to providing exceptional opportunities and meeting the diverse needs of our students led to an increase in staff numbers from 256 to 264. This upward trend reflects our ongoing dedication to enhancing the educational experience and fostering a supportive environment for both students and staff alike.

Teaching and Learning

Building on the exciting progress outlined in last year's report, our teaching and learning approach has taken a step forward this year. We intentionally aligned our teaching and learning approach with the latest trends in education to ensure that students develop the critical skills required by the constantly evolving job market. Our focus emphasized the development of innovative thinking, perseverance, curiosity, risk-taking, and problem-solving skills. By nurturing a strong passion for learning in our students, we empowered them to become independent investigators who could thrive in a rapidly changing world. This report will explore the specific initiatives that help students refine these essential skills and prepare them for future success.

Transdisciplinary Learning

This year, we renewed our emphasis on conceptual learning, enabling students to develop transferable knowledge applicable in various contexts. Building on the success of the previous year's interdisciplinary project-based initiatives, thematic learning remained a core framework. However, this year, we increased the focus on exploration. Through hands-on activities and cross-curricular connections, students delved deeper into thematic concepts, fostering a richer and more holistic understanding of the world around them.

Active Learning in Middle and Secondary School

This year marks an exciting development in our approach to active learning for middle and secondary school students. Acknowledging the limitations of a traditional, fixed-pace model, we've launched a pilot program in selected subjects and grade levels. This initiative prioritized student choice and personalized exploration. Students could select activities and learning materials that align with their needs and learning goals. Teachers in these pilot programs acted as facilitators, posing stimulating questions and designing engaging scenarios that encouraged students to construct knowledge at their own pace. This initial phase focused on fostering self-directed learning and higher-order thinking skills, empowering students to become independent investigators. As we gather valuable data and refine our approach, we anticipate expanding this student-paced learning model across additional subjects in the upcoming year.

Reflection for Individual Growth

Building on last year's emphasis on a feedback culture, we're actively fostering a growth mindset through individual reflection. This initiative, currently in its development phase, prioritizes student self-assessment. We've implemented self-assessment exercises and peer review activities to encourage students to reflect on their learning journeys, identify areas for individual growth, and set personal goals for improvement. This approach empowers students to take ownership of their academic development and become more self-directed learners who are intrinsically motivated to succeed.

Technology as a Showcase for Learning

Last year, our focus was on integrating technology using the SAMR model. We have noticed a significant change in how students are using digital tools. They are utilizing technology more to enhance their learning and express their understanding in creative and compelling ways. This was evident through their creation of multimedia presentations, development of digital content, and engagement in STEM projects, particularly through the use of microcontrollers and coding in collaboration with other scientific subjects. As a result, our students have become more confident and skilled.

Leadership Initiatives

Cycle 3 and Cycle 4 students took on a more active role within the school community this year. Demonstrating a growing sense of responsibility, they delivered engaging lessons for primary students. These lessons focused on important topics like health and safety and developing effective habits. Through interactive activities and age-appropriate presentations, they aimed to raise awareness and instill valuable life skills in the younger grades. This initiative fostered a spirit of mentorship while providing Cycle 3 & 4 students with valuable leadership experience that will prepare them for future roles in the school community.

Seamless Integration of Values

Last year, we reported on the introduction of project-based learning initiatives that fostered self-directed learning and problem-solving skills. This year, we've built upon this foundation by successfully integrating core values into the fabric of the curriculum across all grade levels and themes. This ensured a consistent focus on ethical development throughout a student's journey at our school, complementing last year's emphasis on nurturing well-rounded individuals.

Learning Beyond the Classroom

Students from all grade levels participated in diverse, enriching experiences, such as field trips, local events, week-long off-campus programs, and academic/sporting competitions. These activities provided valuable opportunities for them to apply their knowledge and skills in real-world scenarios. Whether visiting historical sites, community venues, other countries, or industry facilities, students engaged with experts and gained firsthand insights.

Fostering Global Citizens

This year, we've strongly emphasized promoting the consideration of different perspectives and fostering global awareness. This includes encouraging students to critically analyze information, consider diverse viewpoints, and appreciate the richness of cultural experiences. Learning activities are integrated seamlessly across the curriculum, allowing students to connect with their immediate surroundings while appreciating the global context.

Professional Development

The Professional Development Committee at LSQ remains committed to providing a comprehensive and responsive program that caters to the diverse needs of all staff members. This report highlights the accomplishments and initiatives in the 2023-2024 academic year, demonstrating our commitment to continuous improvement and alignment with school priorities.

Investing in New Staff

LSQ recognizes the importance of a strong onboarding process for new staff members. This year, we implemented a thorough orientation program tailored to their needs. Sessions covered a diverse range of topics, including essential school policies and practices, fostering a collaborative environment through "Courageous Followership" training, and equipping educators with research-based strategies through "Brain-Friendly Teaching" sessions. Additionally, new staff learned about facilitating student collaboration through "Cooperative Learning" and catering to diverse learning styles through "Differentiated Instruction." Meetings with the leadership team further solidified their understanding of departmental needs and how they can contribute to achieving LSQ's vision.

Addressing Digital Literacy Needs

In response to the changing digital landscape, we identified and addressed the specific digital professional development needs of our new staff. After conducting a needs assessment survey, we offered a series of training sessions on various digital tools. These included Nearpod, a tool for creating engaging presentations; Canva, an AI-powered platform that assists with visual design and document creation; Edpuzzle, a tool for creating interactive video lessons; and a session on Artificial Intelligence in Education, which introduced the potential and challenges of AI in educational settings. We also covered other tools aimed at optimizing students' learning.

Empowering Leadership

Leadership development is a crucial element of school improvement. This year's PD program included a session on "Student Agency," equipping academic leaders to foster student empowerment and autonomy. New leaders received specific support through sessions focused on middle leader competencies and

duties. Both middle leaders and new leaders participated in a two-day "7 Habits" training program focused on personal and professional effectiveness.

Continuous Learning Throughout the Year

Beyond the initial orientation, we offered ongoing development opportunities through School Learning & Development Days. These sessions addressed emerging needs and allowed for collaboration across departments. This approach ensures that staff members are continuously learning and growing throughout the academic year.

Alignment with School Priorities and Educational Trends

Our PD program directly aligns with school improvement priorities and incorporates the latest educational trends through various initiatives. The Digital Committee's participation at Web Summit kept our digital infrastructure at the forefront by learning about future technologies. Coordinators' attendance at the WISE Summit focused on exploring the implications of AI for education and promoting responsible integration. Operational team members received dedicated Traffic and Transport Safety training, prioritizing student safety through this vital knowledge. IB DP training sessions ensured our DP and leaders staff are equipped with knowledge and skills to implement the DP programme. Inquiry-Based Learning sessions ensured teachers have the necessary skills to deliver rigorous and engaging programs.

French Teacher Training

Investing in professional development for French teachers included training from the French Institute to enhance their qualifications as examiners. Additionally, they participated in sessions focused on FLE teaching techniques, supporting them in effectively teaching French as a Foreign Language.

Conferences and Events

Several internal and external conferences and events catered to various staff needs:

- The Cognia Conference focused on continuous improvement and the four key characteristics of high-quality schools.
- The LSQ Conference, themed "Embracing Change," addressed diverse topics including AI in education, fostering creativity, assessment techniques, students' attention, navigating change, and more.

- Parents were invited to a session titled "Protecting Your Kids Online" presented by Kidproof Canada, engaging them in online safety practices.

Supporting All Staff Members

We recognize the importance of supporting all staff members in their professional growth. This translates into sessions such as "Team Building for Administrative Staff," which strengthened team cohesion and communication through personality assessments and interactive activities.

The nursing department training by HMC ensured nurses remain updated with ministry guidelines and best practices for student well-being.

Our counselors participated in professional development sessions focused on promoting positive student behavior. These sessions equipped them with evidence-based strategies to address student challenges, encourage self-regulation, and cultivate a culture of respect within the school community. Additionally, our M&S counselor attended a dedicated professional development session on career counseling. This session provided her with the latest resources and techniques to effectively guide students in exploring their academic and professional aspirations.

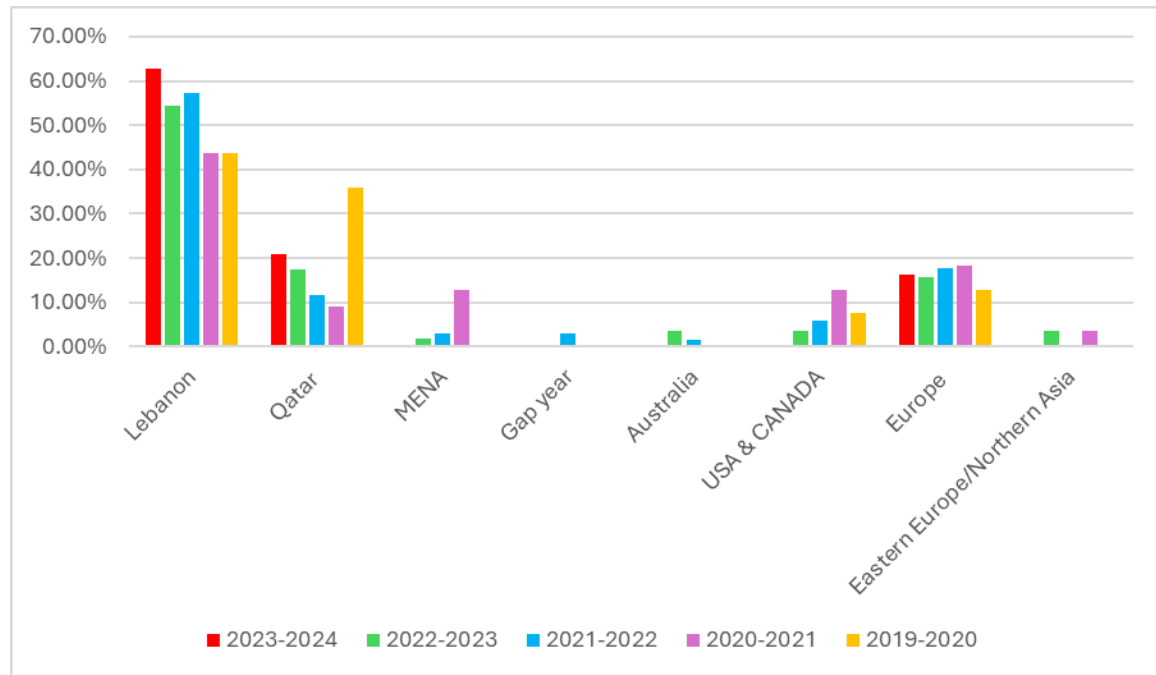
Career Counseling

At LSQ, our goal is to equip our graduates with the essential skills and knowledge imperative for thriving in the global workplace. To achieve this, we carefully tailor our career counseling program each year to align with updated industry requirements and emerging trends. Throughout the academic year, our students actively engage in many career orientation initiatives, meticulously designed to provide comprehensive guidance. These include personalized one-on-one sessions with our M&S counselor, immersive career orientation workshops, meticulous standardized test preparations, and enlightening meetings with esteemed university representatives.

In the academic year 2023-2024, our students were provided with extensive opportunities for career exploration and preparation for higher education. These initiatives were crafted to empower our students with the confidence and clarity needed to embark on their professional journeys. This year, we hosted our 4th Annual University Fair, facilitating interactions with 24 local and international universities and agencies. Private sessions with universities provided tailored guidance on admissions and applications. Seniors received assistance in collecting recommendation letters, while career assessments helped students align their strengths with suitable majors. Our counselor also ensured students remained informed about important university events and deadlines. These initiatives aimed to empower students with the confidence and clarity needed for their professional journeys.

University Enrollment Data:

During the academic year 2023-2024, all our graduating students have chosen to pursue higher education, reflecting a 100% university enrollment rate. Among them, 27 students have opted for Lebanese universities, 9 have selected institutions in Qatar, and 7 have decided to study in various universities across Europe and the UK. The below graph shows the distribution of students attending universities per country over the past five years, revealing a notable increase in the percentage of students selecting universities in Lebanon and Qatar this year.



Cocurricular and Extracurricular Activities

At LSQ, education extends beyond the boundaries of the classroom. We firmly believe in nurturing well-rounded individuals, and our strong extracurricular program serves as a testament to this commitment. Through a diverse range of activities, we provide students with opportunities to explore their passions, develop new skills, and cultivate lifelong interests. Below are some of the activities our students participated in this year, which have enriched their lives and contributed to our school community.

Independence Day 2024

As a Lebanese School in Qatar, our commitment to honoring our cultural heritage extends to commemorating significant events such as our Independence Day. This annual celebration serves as an emotional reminder of our roots and identity. The entire school community came together to mark this occasion, each department contributing in unique and meaningful ways. Through a variety of activities, including educational presentations, cultural performances, and thematic discussions, we paid tribute to the spirit of independence that binds us to our homeland. These celebrations are not only a reflection of our cultural pride but also deeply aligned with our school's vision and mission, which prioritize fostering a strong sense of identity and belonging among our students, regardless of their geographical location.

Qatar National Day

As a Lebanese school located in Qatar, we joyfully embrace the annual festivities of Qatar National Day, a cherished occasion that unites us in admiration of this remarkable country. Our school community came together in a delighted demonstration of cultural exchange, participating in activities that reflect our deep appreciation for Qatari heritage.

Go Green Day

Go Green Day was a school-wide initiative aimed at raising awareness about pollution and global warming. Students enthusiastically participated by engaging in various activities geared towards promoting sustainability and advocating for a cleaner environment. One highlight of the event was the creative and innovative approach taken by students from different grade levels, who crafted recyclable outfits reflecting the theme of “going green”.

Sports Day

LSQ celebrated Sports Day from KG1 till Grade 12. The students participated in various games and military activities that enhanced their sportsmanship and collaboration skills, in an atmosphere of enthusiasm and enjoyment. Parents' involvement added a special touch to the event, creating a positive and supportive educational experience and fostering a sense of unity with the school.

Schools Olympic Program

Our Primary and M&S teams competed against local and international schools in basketball, football as part of the School Olympic Program, and they have achieved the following:

Football (boys): 3rd place for the French Primary school team.

Basketball (boys): 4th place for the French Primary school team.

Mini Football Competition

The Al Manar International School hosted a mini-football competition, attracting teams from 12 different schools. Our boys' football team for Grades 5 and 6 won first place. Additionally, two of our students stood out: one was named the best goalkeeper, and the other was the top scorer.

Week Without Walls

This year, Week Without Walls was an exceptional experience for our 10th and 11th graders. A group of students had the opportunity to travel to SILC Camp in Gstaad, Switzerland while another group participated in a week of internships encompassing a variety of career paths. The purpose of this week is to enhance the students' learning experience outside the walls of the classroom. The SILC Academy exposed the students to a variety of experiences in nature and enabled them to think of solutions to various challenges. In the workplace, interns were exposed to real-life career obstacles and experiences which will help them in their future endeavors.

THIMUN and GMUN 2024

Just like every year, our students this year also had the opportunity to participate in the THIMUN and the GMUN conferences in which they debated and discussed global issues related to national security, human rights, sustainable development, and inclusion. This year's conference also included honorable mentions to students who shone among the delegations for their outstanding interventions.

Qatar Debate

Students from middle and high school took part this year in the annual Qatar Debate competition organized by the Ministry of Education and Higher Education in Qatar. The students were trained by their language teachers on how to formulate arguments and how to support them using valid evidence and research.

Qatar Leadership Conference

A group of G10 students participated in the annual Qatar Leadership Conference which is designed to train the students to be powerful participants in MUN conferences and provides them with training to foster debate skills, public speaking skills, argumentation skills, and research skills.

Reading Olympics

Cycle 2 and M&S students took part in the “Reading Olympics”, a national competition organized by the Ministry of Education and Higher Education in the State of Qatar, with the purpose of expanding the Arabic reading culture and enhancing students’ reading comprehension skills.

Francophonie

Francophonie Week offers a wonderful opportunity to celebrate the diversity of the French language. It serves as a platform to raise awareness about the language's significance and its ties to our community. Little learners from both the French Preschool and Primary Departments were encouraged to engage in a range of activities aimed at showcasing the richness of the French language. Additionally, they were encouraged to participate in cultural, artistic, and literary initiatives, highlighting the diverse and inclusive nature of French language and culture. Furthermore, parents of EB4 students were invited to join in and share interactive activities with their children.

Dis-moi dix mots

Dis-moi dix mots is a competition organized by the Agency of Francophonie and the French Institute in Qatar. It revolves around creating projects to represent ten words related to a specific theme. This year’s ten words were related to the theme “Olympic Games”, which our students represented through plays, poems, drawings, sketches, and more. A jury decided on the best projects, and students of cycle 2 were among the winners.

Mots en Or

“Mots en Or” is a vocabulary competition presented by the Voltaire Foundation. The main objective of this competition is to assess students' ability to memorize the meaning and spelling of new words related to a specific theme: sports. By participating in this competition, our student candidates benefited from free online training. In addition to that, the teacher accompanied them in their learning and enriched their vocabulary through other educational tools.

Oryx FM

In the context of our collaboration with Oryx FM, our students animated the show “Citoyens du monde” every Tuesday.

Chemistry Olympiad

Two students from Grade 12 took part in the Chemistry Olympiad Competition in which they were tested about their knowledge in Chemistry throughout their academic years in LSQ.

Qatar School Olympiad in Astronomy 2024

Four students from the French M&S Department, accompanied by their Physics Teacher, Mr. Khaldoun Abdel Kader participated this year in a competition related to the science of Astrophysics. The students performed very well and were able to achieve the bronze medal which was announced in a prestigious announcement ceremony.

Robotics Championship 2024

Our students always leave their amazing mark in the field of innovation and technology, and this is evident through their participation in the annual Robotics Competition. We are so proud to announce that our 12th and 11th graders were able to achieve 3rd and 4th place this year.

Two Arabic Performances in the Museum of Islamic Art

At the beginning and at the end of the year, our Arabic Department organized two performances about historical Arabic eras performed by students from Grade 10 and Grade 11 in both sections, English and French. Both performances received excellent reviews from the judges, and the second one was given the Best Decor Award in addition to valuable gifts to the students who participated.

مسابقة كتاب المستقبل

Our students participated in “Future Writers”, a competition organized by the Ministry of Education and Higher Education in Qatar in collaboration with Qatar Charity, which aims at promoting literary writing and refining students’ skills and creativity. The competition ended with our student, in EB6, reaching the final round.

مسابقة المحدث الصغير

A group of students from different sections of the school participated in a competition which tests their knowledge in the famous sayings of the Prophet Mohammad (pbuh). Our students were able to achieve high ranks in the competition, and they were commemorated in a ceremony held by the Ministry of Awqaf and the Ministry of education.

حملة رمضان بصحبة رسول الله صلى الله عليه وسلم صفاته وأخلاقه

The Department of Private Schools and Kindergartens at the Ministry of Education and Higher Education, in cooperation with the Center for the Education of Tomorrow’s Pioneers, launched a Ramadan campaign to strengthen religious values in the hearts of students, consolidate educational values, etiquette and morals, and build a healthy human being who represents his/her religion and country. Two students from the English Primary department won in this campaign and received certificates.

Values Competition

To encourage the students to appreciate the importance of the values assigned by the Ministry of Education this year and to better instill them in our students, a competition was held among our students where they were asked to express their ideas about the values in an innovative way, through emojis. The students flourished with amazing ideas and valuable gifts were given to the top scorers.

Survey Results

At LSQ, surveys serve as essential tools for gathering feedback from everyone involved in our school community. They help us understand various aspects better and address needs effectively. In this section, we'll focus on key surveys conducted throughout the year, providing insight into the perspectives of our entire school community.

School Vision and Mission Feedback Survey

This year marked a significant milestone for LSQ as we embarked on updating our vision and mission statements that define our collective aspirations and purpose. To ensure inclusivity and alignment with the aspirations of our stakeholders, we conducted surveys among our dedicated staff and engaged parents. These surveys aimed to gather invaluable insights into their perspectives on our current statements and their aspirations for the updated versions, marking the initial step in our collaborative journey towards refining our school's identity and direction.

Noteworthy findings from the surveys include:

- An impressive 92.60% of parents are aware of the school's current mission and vision, with 37% very familiar and 55.60% moderately familiar.
- A significant majority (72.20%) believe the current mission and vision align well with the overall educational experience, with 52.70% agreeing and 19.50% strongly agreeing.
- Top preferences for future aspirations include "strengthening our adherence to international educational standards and "cultivating critical thinking, problem-solving, and creativity in students".

The feedback we gathered from our surveys, along with insights from our stakeholder meeting involving the board, staff, parents, students, and alumni, will shape the new vision and mission statements for our school. We're blending all these perspectives to create statements that truly represent our entire community. The updated statements will be formally shared with everyone by the beginning of the 2024-2025 academic year.

Perception Surveys

Each year, we conduct comprehensive perception surveys to gauge the opinions and experiences of students, parents, teachers, and staff members. These surveys serve as a vital feedback mechanism,

enabling us to assess various aspects of our school community. By actively soliciting feedback, we strive to foster a culture of transparency, accountability, and continuous improvement. Below are the key findings derived from this year's perception survey, illuminating the collective voice of our school community.

Details of the survey:

Stakeholder Group	Number of Respondents	Percentage of Respondents
Grades 3-5 Students	682 out of 828	82.40%
M&S Students	783 out of 1031	80%
Parents	298 out of 1440	20.70%
Staff	183 out of 254	72%

Noteworthy findings from the surveys:

- 99% of staff agree that school leaders monitor data related to continuous improvement goals.
- 98% of staff believe that the school has a continuous improvement process based on data, goals, actions, and measures for growth.
- 98% of staff feel that school leaders provide opportunities for stakeholders to be involved.
- 97% of staff believe that teachers monitor and adjust curriculum, instruction, and assessment based on student assessment data and professional practice reviews.
- 95% of staff agree that the school has a professional learning program designed to build capacity among all professional and support staff.
- 90% of students in grades 3-5 agree that their teachers encourage them to do their best work.
- 88% of parents believe that the school's purpose statement is clearly centered on student success.
- 86% of parents agree that the school offers students a variety of information resources to support their learning.
- 85% of students in grades 3-5 feel that their teachers communicate with their families about their performance in school.
- 85% of students in grades 3-5 believe that the principal and teachers help them prepare for the next grade.
- 84% of parents feel that the school effectively communicates its goals and activities.

- 83% of parents think that teachers help them understand their child's progress.
- 80% of parents feel that administrators and teachers monitor and inform them about their child's learning progress.
- 78% of middle and high school students agree that the school provides multiple assessments to check their understanding of the material.

While our school community celebrates numerous successes and positive feedback, it's crucial to acknowledge areas where we can strive for improvement. The following findings from our perception surveys shed light on aspects that require attention and refinement:

Parental Perceptions:

- 69% of parents believe their child(ren) understand the learning expectations in all classes.
- 68% of parents feel their child(ren) have at least one adult advocate in the school.

Student Perceptions (Grades 3-5):

- 51% agree their teachers seek their opinions about school.
- 51% agree that students treat adults with respect.
- 38% feel they are treated fairly at school.

Student Perceptions (Middle & High School):

- 28% agree that all teachers adapt their teaching to meet students' learning needs.
- 21% agree that all students are treated with respect.
- 19% agree that students help each other, even if they are not friends.
- 18% believe students respect others' property.

These findings serve as valuable insights as we work collaboratively to address challenges and enhance the overall experience for every member of our school community. Through targeted efforts and strategic initiatives, we aim to create a more inclusive, supportive, and enriching educational environment for all.

Student Assessment Data

The following is a highlight of what has been achieved as a result of implementing the LSQ School Improvement Plan.

a. Official Exams Results:

The data presented in the table below demonstrates our remarkable achievement of maintaining a 100% success rate in the official exams throughout the past five years, for both the Brevet class and the 3rd Secondary class. This outstanding accomplishment underscores our commitment to academic excellence and the dictated efforts of both our students and educators.

It is important to note that in years when there is an (*), the students didn't sit for official exams due to a directive from the Lebanese Ministry of Education and Higher Education, which automatically promoted them to the higher level.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Brevet	100% *	100%*	100%	100%*	100%*
Grade 12/ES3	100% *	100%	100%	100%	100%

Distinction Rate:

Our students are not only attaining a 100% success rate but also achieving numerous distinctions, showcasing their exceptional dedication to academic excellence. The data reflecting the rate of distinction of the 2022-2023 and the 2023-2024 academic years is presented in the table below:

Class	2022-2023	2023-2024
GS	82%	100%
LS	79.31%	87.5%
SE	76%	70%
Total	78.95%	85.71%

This year, an impressive 85.71% of our Gr. 12 students achieved distinction in their exams, a remarkable jump from last year's 78.95%, showcasing our school's exceptional academic excellence and continued upward trajectory.

b. DELF Results – (Diplôme d'études en langue française):

The DELF is a diploma issued by the French Ministry of Education. The DELF examination and certification are meant to evaluate the students' skills in listening, reading, writing, and speaking the French language.

LSQ mandates the administration of the DELF Test in the French section for the following grades:

Class	Test
EB3	A1
EB6	A2
EB8	B1
ES2	B2

The data within the table below highlights our students' impressive performance over the last five years. EB3, EB6, and EB8 students have consistently maintained a perfect 100% success rate throughout this period. Notably, ES2 students achieved a 100% success rate in the 2021-2022 school year and maintained this rate until the academic year 2023-2024.

This achievement is a testament to the collective efforts invested in enhancing French language proficiency.

Class	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
EB3	100%	100%	100%	100%	100%
EB6	100%	100%	100%	100%	100%
EB8	x	100%	100%	100%	100%
ES2	x	87%	100%	100%	100%

While the A1-A2-B1 levels are important because they prepare students for communicative skills that are not necessarily found in the Lebanese curriculum, it is the DELF B2 that is the most important for our students because it is the minimum level required for university studies in French or for immigration applications in a French-speaking country. In fact, the level is higher and requires skills that are closer and closer to those of a native speaker because it could be a condition for obtaining a student-visa in a French-speaking country.

DELF Averages:

The table below illustrates students' averages in DELF for EB3, EB6, EB8 and ES2 for the past five years:

Class	2019-2020	2020-2021	2021-2022	2022-2023
EB3	87.2	90.2	90.5	89.6
EB6	89.2	90.3	92.2	94.5
EB8	-	78.4	77.58	81
ES2	-	68.7	76.94	77

Class	2023-2024
EB3	84.9
EB6	90.9
EB8	77.3
ES2	72.5

The results for the 2023-2024 academic year are presented in a separate table due to changes in the scoring criteria for the DELF exam. As a result, it is no longer meaningful to directly compare these scores with those from previous years, as the evaluation conditions have changed.

The tables above indicate that the objectives related to the DELF exams in the School Improvement Plan have been met. All students at the A2 level scored above 70%, and there was a 100% success rate at both the B1 and B2 levels. Additionally, the gap between B1 and B2 scores was reduced to less than 5 points.

At the A1 level, while we achieved a 100% success rate and an average score above 70%, 6% of the students scored below 70%. This issue is primarily due to the changes in the scoring criteria for the DELF exam. We will closely monitor these students and provide the necessary support to ensure that any gap is bridged in the coming academic year.

DELF in the English Section:

Starting from the 2022-2023 academic year, FLE students have been able to take the DELF exam on a voluntary basis. All students were invited to register for the DELF A1.1 examination. Details of registered students are provided in the table below:

School Year	Class	# of Students Registered	% of Students	Success Rate
2022-2023	G6	21	14%	100%
2023-2024	G6	25	17%	100%

In M&S, students were selected by their French teachers to sit for the DELF A1 (Grade 8) or A2 (Grade 10) exams, but only those whose parents consented to their participation took the test. Details of the registered students are provided in the table below

School Year	Class	# of Students Registered	% of Students	Success Rate
2022-2023	G8	5	3%	100 %
2023-2024	G8	19	18.25%	100 %

School Year	Class	# of Students Registered	% of Students	Success Rate
2022-2023	G10	x	0%	x
2023-2024	G10	3	4%	100 %

The data in both Primary and M&S indicates an increase in the percentage of students registered for the DELF exam. This increase reflects the efforts made in French as a Foreign Language (FLE) education starting from the primary years. It's particularly noteworthy that many students who took the A1.1 exam in G6 have now enrolled in the A1 exam, indicating a sustained engagement and progress in their French language learning journey.

We are close to achieving the SIP target in A1.1 participation goal, and with continued efforts, we are likely to meet or even exceed the 20% target in the future.

For A1, the school has already surpassed its goal, which is a strong indicator of the effectiveness of the SIP's initiatives in fostering greater student involvement in the DELF exams.

c. SAT Results:

The SAT examination underwent a significant transformation in the year 2023, making any direct comparisons between the data of SAT 2023 and previous years invalid. The SAT transitioned from paper-and-pencil format to a digital format in 2023. The change didn't only affect the format, but also the content. According to the College Board, the digital SAT is shorter, reading passages are more concise, questions are more direct, and passages reflect a wider range of topics.

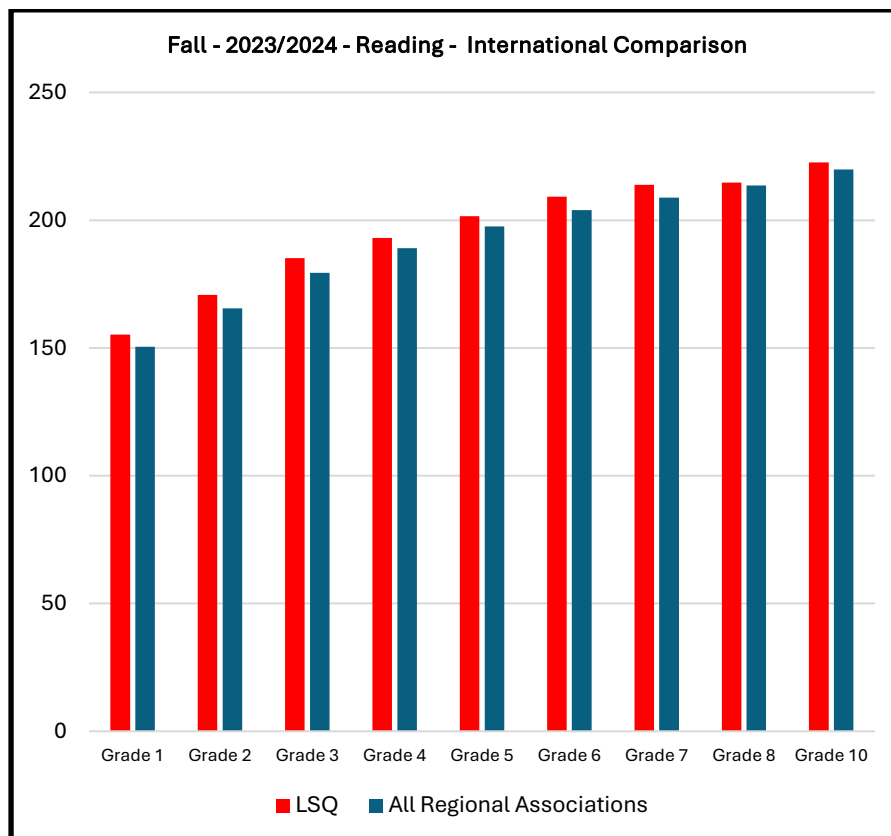
The data in the table below presents our students' performance on the SAT 2023 and SAT 2024.

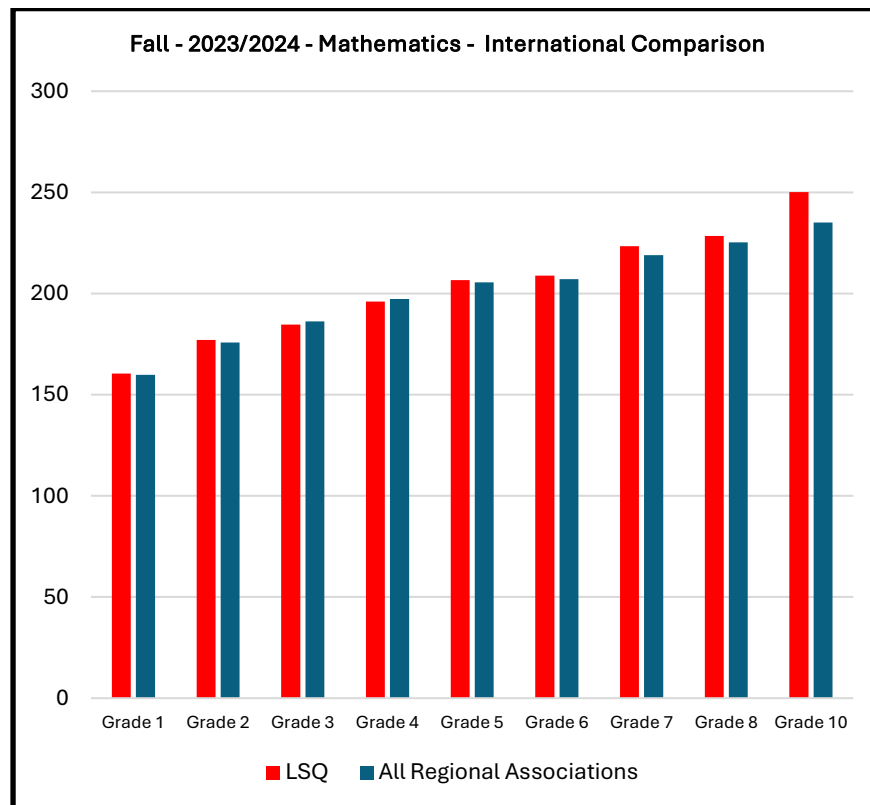
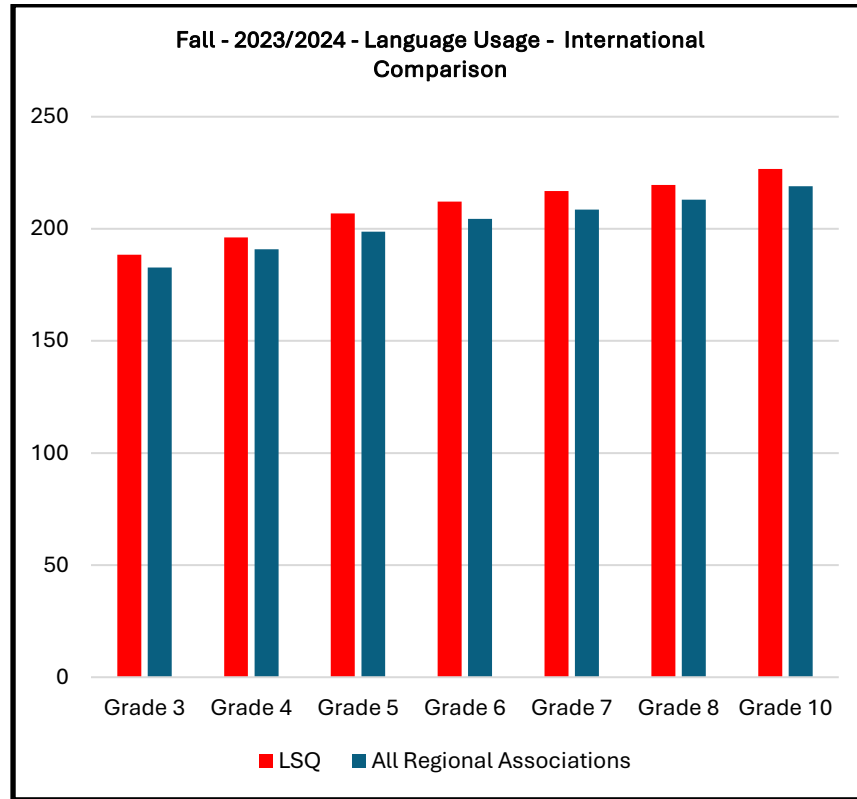
	Number Tested	> 1200	>1100	>1000	Below 1000	LSQ Average	World Average
2022-2023	29	44.82%	68.96%	86.20%	13.79%	1182.5	1050
2023-2024	49	40.81%	63.26%	81.63%	18.36%	1147.7	1028

As the table indicates, there is a slight decrease in the LSQ average, with the average score dropping marginally from 1182.5 to 1147.7. Despite this decline, LSQ students' scores remain well above the global average, which decreased from 1050 to 1028. Importantly, we have successfully met our school goal of having at least 80% of our students achieve a score equal to or above the norms on the SAT. These results will be further refined as our students take the test again in August and October.

d. MAP Results:

The following graphs illustrate the MAP scores of LSQ students compared to those of students worldwide in the Fall 2023-2024 academic year, across the subjects of Reading, Language Arts, and Math. Our Reading scores consistently exceed regional association means, reflecting the dedication and passion of our students and educators toward literacy. In Language Arts, LSQ students have showcased remarkable proficiency, consistently surpassing regional means, and demonstrating our commitment to nurturing strong communication skills. Moreover, while our Mathematics scores predominantly outshine regional averages across grades, we remain committed to continuous improvement, particularly in grades 3 and 4. These outstanding achievements reaffirm LSQ's position as a leader in educational excellence and inspire us to strive for even greater heights in the future.





e. Local Assessment:

In this type of data analysis, we consider two categories of students' achievement: those receiving a final average score of 11.99 and below and those receiving a final average score of 12 and above. The first category includes average, below-average, and failing students. The second category includes high-achieving students, ranging from good, very good, to outstanding.

The table below shows the percentage of students in both categories, for five consecutive school years, 2019-2020 to 2023-2024.

	11.99 & below	12 & above
2019 - 2020	10.22 %	89.78 %
2020 - 2021	12.5%	87.75%
2021-2022	12.63%	87.37%
2022-2023	10.17%	89.83%
2023-2024	14.01%	85.99%

The analysis of our assessment data reveals notable changes in student achievement in the 2023-2024 academic year. There has been an increase in the percentage of students with a final average score of 11.99 and below, rising from 10.17% in 2022-2023 to 14.01% in 2023-2024. Conversely, there is a decrease in the percentage of students achieving a final average score of 12 and above.

It is important to note that this year, Grade 4 students are not included in the average due to the implementation of standards-based reporting at this level. Historically, these students have achieved high scores, which impacts the comparison's validity. It is also important to note that, we will extend the standards-based reporting to Grade 5 next year. As a result, starting from the 2024-2025 academic year, comparisons will focus on students from Grade 6 to Grade 12 to ensure data consistency and validity.

f. Local Assessment - Final Average per Grade as a Measure of Program Impact: The final average for all grades 1-12, from 2019-2020 till 2021-2022 and Grades 4-12 in 2022-2023 and Grades 5-12 in 2023-2024 in both English and French sections, as a measure of program impact for the five school years, on the scale of 0 over 20, is as follows:

	Final Average
2019 – 2020	16.53
2020 - 2021	16.6
2021-2022	15.24
2022-2023	15.31
2023-2024	14.86

The data reveals a slight decrease in the final average score over the years, dropping from 16.53 in 2019-2020 to 14.86 in 2023-2024. This decrease is due to the shift to standards-based reporting and the exclusion of scores from Grade 4 in 2023-2024. These changes in reporting and data inclusion have impacted the calculation, leading to the observed decrease in the final average scores. Therefore, the comparison across these years may not be fully valid due to these reporting and data adjustments.

g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20: The percentage of “retained” students, grades 5-12, French and English, due to receiving a final average of below 10 on the scale of 0 - 20, for the last five school years, starting 2019-2020 till now is shown in the table below:

	Retained
2019 - 2020	0%*
2020 - 2021	1.11%
2021-2022	2.1%
2022-2023	0.57%
2023-2024	1.61%

The percentage of retained students over the 5 years is less than 5%, which meets our objective of maintaining a success rate of 95%.

Despite the fact that in 2019-2020, the retained rate was 0%, it must be noted that it was an exceptional year due to the pandemic and the automatic promotion issued by the Lebanese Ministry of Education and Higher Education.

h. Local Assessment - LSQ Dropout Rate: A student who gets retained two years in a row, at the same grade level, is not allowed to re-enroll at LSQ, the third year, at the same grade level, and is considered a dropout. The rate is calculated by dividing the number of students in this category for all grades (5 to 12) by the total number of students enrolled in those grades. The percentage of students in this category for five years, starting with 2019 – 2020 up to 2023 – 2024 is:

	Drop-out
2019 - 2020	0%
2020 - 2021	0%
2021-2022	0.00076%
2022-2023	0%
2023-2024	0%

In 2023-2024, our school maintained a commendable 0% dropout rate, ensuring that no student experienced grade retention in the same level for two consecutive years.

Expenses Breakdown

Academic Year	2020–2021		2021-2022		2022-2023	
Number of Students	2770		2771		2666	
	Amount (QR)	%	Amount (QR)	%	Amount (QR)	%
Payroll & Employee Benefits	41,341,552	68.20%	41,664,789	64.90%	45,142,518	67.00%
General & Administrative Expenses	7,037,774	11.60%	9,423,750	14.70%	10,322,010	15.30%
Depreciation Expenses	6,402,805	10.60%	5,890,975	9.20%	4,099,643	6.10%
Cost Related to Sales	5,848,626	9.60%	7,205,118	11.20%	7,825,067	11.60%
TOTAL	60,630,757	100%	64,184,632	100%	67,389,238	100%

Payroll & Employee Benefits:

The upward trend is driven by the school's proactive approach in recruiting new staff and elevating academic salaries to attract top-tier talent within the education sector. This sort of strategic investment ultimately promotes an environment where students can thrive.

General & Administrative Expenses:

The increase in G & A expenses is related to the high maintenance and renovation works that took place at the school in the efforts to keep the school a safe and enjoyable environment for our students.

Depreciation Expenses:

The decrease in depreciation expenses can be attributed to the completion of the depreciation cycle for assets at the old Hitmi Campus.

Cost Related to Sales:

The rise is a result of escalating costs of books and resources globally, compounded by the increase in shipping costs.

Closing

As we draw the curtains on another remarkable year, we are obliged to reflect on the collective achievements and the tireless dedication that have shaped our school community. The accomplishments showcased in this report are a testament to the consistent commitment and collaborative spirit of all involved stakeholders.

From the visionary guidance of our Board of Trustees to the diligent efforts of our senior leaders, faculty, staff, parents, and, above all, our students, each has played a vital role in our success story. We extend our sincerest appreciation to every individual whose passion and dedication have fueled our progress.

Looking ahead, we are determined to uphold excellence. With a commitment to continuous improvement, we embark on the journey ahead, driven by our shared vision and a spirit of unity. Together, we will continue to shape a brighter future, empowering our students with the skills and knowledge they need to thrive in an ever-changing world.