

The Lebanese School of Qatar
Annual Education Report
2024-2025

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Introduction

We are proud to present this year's Annual Education Report, highlighting the key milestones, growth, and collective achievements of our school community. This report reflects our dedication to academic excellence, student well-being, and continuous improvement. It offers a comprehensive overview of enrollment patterns, staff qualifications, innovative teaching practices, extracurricular enrichment, student success stories, and transparent financial management. As we celebrate the progress made over the past year and set our sights on future goals, we sincerely thank our educators, administrative staff, school leadership, students, families, and Board of Trustees for their invaluable contributions.

Our Updated Vision and Mission

This academic year, LSQ proudly launched its updated Vision and Mission, marking a significant step forward in our journey of continuous improvement. These renewed statements reflect our evolving identity, our global orientation, and our deep commitment to student well-being and excellence.

This update was the result of a collaborative process that began last year. We collected feedback through targeted surveys with parents and staff and held a reflective workshop with a diverse group of representatives - including students, teachers, leaders, parents, and board members - ensuring that voices from across our community helped shape the final statements.



IB Diploma Program Authorization: A Strategic Milestone

This year, LSQ reached a significant academic milestone with the successful authorization by the International Baccalaureate Organization to offer the IB Diploma Programme. This achievement directly supports our updated vision and mission, affirming our school's commitment to providing inclusive, globally recognized, and future-ready education.

The authorization was granted **without any points for improvement**, a highly commendable outcome that reflects the school's exceptional level of preparedness, clarity of purpose, and institutional alignment with IB philosophy. The official verification visit took place in November 2024, during which the visiting team acknowledged the school's strategic leadership, professional training efforts, and cohesive academic planning.

This accomplishment was the result of a rigorous multi-year journey, including:

- The development and implementation of policies on assessment, language, academic integrity, and inclusion, in full compliance with IB standards.
- Targeted professional development for all DP subject teachers, coordinators, and leadership teams, with an emphasis on core components such as Theory of Knowledge (TOK), Creativity-Activity-Service (CAS), and the Extended Essay.
- Structural and scheduling adjustments to ensure the school is equipped to deliver the program effectively.
- Widespread engagement across departments to embed the IB learner profile and approaches to teaching and learning into existing school practices.

The first cohort of Grade 11 students will begin the IB Diploma Programme in August 2025, bringing a new dimension of academic challenge, interdisciplinary thinking, and international mindedness to our high school program.

As we move forward, this authorization positions LSQ to offer students a highly respected academic qualification that opens doors to top-tier universities worldwide and prepares them to thrive as compassionate, critical, and principled global citizens. It is a proud moment for our entire school community that has contributed to making this achievement possible.

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 6-12 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 MAP results to ensure at least 50% of students from Grade 1 to Grade 10 meet their growth projections in Math and Reading with a focus particularly on the progress of students meeting their growth projections in Reading, especially in Grades 1 and 2.
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 four years:

	2021-2022	2022-2023	2023-2024	2024-2025
Preschool - English	329	242	208	206
Preschool - French	240	180	135	109
Primary - English	983	993	950	904
Primary - French	618	596	564	545
M&S - English	384	404	480	562
M&S French	217	251	303	364
	2771	2666	2640	2690

The total student enrollment data over the past four years indicates relative stability, with overall numbers fluctuating within a close range—from 2,771 in 2021–2022 to 2,690 in 2024–2025. This consistency highlights the school’s ability to sustain its student population through intentional planning and internal transitions.

A closer analysis of the data reveals significant trends within specific divisions. Notably, there has been a gradual decline in the number of students in the preschool grades. This decline was a result of a deliberate decision to close Nursery and PS classes and reduce the number of sections in the lower grades in recent years, in order to optimize space within the existing infrastructure.

Meanwhile, enrollment in the M&S sections has steadily increased. This growth is a natural result of more students progressing from Primary into M&S. This reflects improved student retention and internal continuity, reinforcing the strength of our academic programs and the trust our community places in our school through the upper years.

Looking ahead, LSQ is expanding the Hitmi campus starting in the 2025–2026 academic year. As part of this growth, nursery and PS classes will reopen with new sections. This move aims to reverse the decline in early years enrollment and meet the rising demand for early childhood education. The school remains committed to delivering quality education at all levels and is well-positioned to grow in line with its long-term vision.

Faculty and Qualifications

Our dedicated faculty lies at the core of our school's success, bringing professionalism, expertise, and a passion for education to every classroom. With diverse academic backgrounds and specialized training, our team upholds high standards of teaching and learning. This year, our faculty and staff total **278 members**, all working collaboratively to support the school's mission. The table below provides a five-year overview of their qualifications, reflecting our ongoing commitment to professional growth and academic excellence.

Qualifications	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PHD	5	5	7	7	8
MA	26	30	39	52	60
BA	171	179	175	170	177
License Technique (LT)	-	-	-	1	2
Technique Supérieur (TS)	16	14	11	11	9
Baccalaureate Technique (BT)	7	7	5	5	3
N/A - Drivers & Support Staff	22	19	19	18	19
Grand Total	247	254	256	264	278

Over the past five academic years, the number of staff members at our school has steadily increased from **247 in 2020–2021 to 278 in 2024–2025**, despite student enrollment remaining relatively stable. This deliberate growth reflects our commitment to improving the **teacher-to-student ratio**, thereby enhancing individualized support and the overall quality of education.

We have also seen a significant rise in staff holding advanced academic degrees. The number of faculty members with a **Master's degree** has more than doubled, from **26 to 60**, and those with a **PhD** have increased from **5 to 8**. This upward trend highlights our ongoing focus on attracting and retaining highly qualified educators dedicated to academic excellence. The number of staff holding a **Bachelor's degree** has remained consistently strong, forming the backbone of our teaching team. Together, these trends reflect the school's efforts to strengthen instructional capacity and sustain high standards of teaching and learning.

Teaching and Learning

Throughout the 2024–2025 academic year, LSQ has strengthened its commitment to innovative, student-centred teaching and learning. Building on the foundation laid in previous years, the school has continued to implement inquiry-based practices, transdisciplinary approaches, and meaningful use of technology, while embedding core values and ethical learning throughout the curriculum. These efforts are not only aligned with LSQ’s mission and vision but also reflect the principles of the IB approach to teaching and learning, particularly in fostering international-mindedness, student agency, and reflective practice.

The following section outlines the key developments and highlights in teaching and learning across all cycles, showcasing how LSQ is nurturing independent thinkers, responsible citizens, and lifelong learners.

Transformative Teaching Learning Approaches

This year, the school deepened its commitment to inquiry-based learning, particularly in Preschool and Primary, where students are actively encouraged to ask questions, conduct investigations, and draw their own conclusions. Teachers redesigned lessons to focus on student curiosity, gradually shifting the teacher’s role from knowledge provider to facilitator and coach. In M&S, the transition to inquiry-based approaches is ongoing. Students are increasingly expected to formulate research questions, pursue projects independently or in groups, and reflect critically on their learning process.

Transdisciplinary and Thematic Learning

The school also strengthened its emphasis on transdisciplinary learning, which is fully integrated into Preschool and Primary education and continues to develop in Middle and Secondary. This approach promotes horizontal and conceptual learning, enabling students to make connections across subjects and apply their knowledge in a more integrated and meaningful way.

In Preschool and Primary, the curriculum is successfully organized around thematic units that address significant questions relevant to students’ lives and the world around them. This thematic approach deepens students’ understanding and engagement by linking multiple disciplines. In Middle and Secondary schools, we remain committed to expanding transdisciplinary practices through

interdisciplinary projects and collaborative planning, aiming to provide a holistic educational experience that reflects real-world complexities.

Real-World Learning Experiences

Connecting learning to real-life contexts was a focus across all grade levels. Students participated in diverse experiences, including field trips, local events, and academic and sporting competitions. The "Week Without Walls" program and various internship opportunities have consistently contributed to the formation of well-rounded individuals. These activities allow students to apply their knowledge and skills in real-world scenarios, enhancing their learning through connections with experts and firsthand insights. Participation in competitions and internships reinforces academic experiences while encouraging personal growth and global awareness.

Fostering a Culture of Formative Assessment

This year, formative assessment was emphasized as a central element of teaching and learning across all cycles. Students were trained to actively engage with assessment processes by reflecting on their progress, identifying areas for improvement, and using teacher feedback to guide their next steps. This approach promoted deeper learning and supported a sustained culture of continuous improvement in the classroom.

Reflection and Growth Mindset

Building on last year's focus on developing a feedback culture, the school has continued to promote a growth mindset through structured opportunities for individual reflection. Student-led conferences, particularly in Cycle 1, provided a platform for learners to articulate their progress, identify areas for improvement, and celebrate their achievements. Reflection activities were also integrated across other cycles, encouraging students to think critically about their learning, question assumptions, and engage meaningfully with their academic development.

Harnessing Technology for Education

Advances in technology continue to reshape the ways in which knowledge is created, communication is conducted, and collaboration occurs. At LSQ, we have adopted a deliberate and thoughtful approach to

integrating technology, ensuring that students are equipped for the future while carefully considering its implications. Students now assume more active roles in navigating large volumes of information, critically evaluating sources, and applying their knowledge across diverse contexts to innovate and problem-solve. With the growing influence of artificial intelligence and large language models, we are re-examining our educational expectations, particularly for students in the upper cycles. Learners in Cycles 2, 3, and 4 have engaged in research activities that reflect age-appropriate standards, with an emphasis on academic integrity through proper citation and referencing practices.

Enhancing Language Learning and Literacy

This year, LSQ placed strong emphasis on enriching language learning across all cycles. Our language departments introduced a wider selection of age-appropriate novels in both French and English, fostering a love for reading and exposing students to diverse literary voices. Teachers also incorporated more in-depth literary analysis, critical discussions, and guided research-writing projects, particularly in the upper cycles. These activities helped students strengthen their analytical thinking, enhance their writing proficiency, and develop a more nuanced understanding of texts. The integration of research-based tasks also supported the development of academic integrity and citation skills, preparing students for advanced studies.

Advancing ICT and Computing Skills

This year, students across the Primary, Middle, and Secondary levels continued to develop their programming skills through the use of advanced robotics kits. This initiative provides learners with essential digital competencies that are increasingly important in today's technology-driven world. Our ICT and computing curricula are regularly updated to reflect rapid technological advancements, ensuring students are well-prepared to innovate and adapt in diverse contexts.

Core Values and Ethical Development

Our core values were embedded through five distinct initiatives aligned with Qatar National Vision 2030 and the school's vision. This year, these values were further reinforced through age-appropriate activities and projects, ensuring a consistent and meaningful focus on ethical development at every stage of the student journey. These efforts build on last year's emphasis on nurturing well-rounded, responsible individuals.

Promoting Global Awareness and Diverse Perspectives

This year, we placed greater emphasis on nurturing global awareness and encouraging the consideration of diverse perspectives, including among our younger students. We observed students actively engaging with different points of view, even when these perspectives challenged their own assumptions. Across all cycles, students were guided to critically analyze information, value diversity of thought, and appreciate the richness of various cultural experiences.

Professional Development

Building upon the successes of the 2023-2024 academic year, the Professional Development Committee at LSQ continues to deliver a comprehensive and responsive program tailored to the evolving needs of all staff members. This report outlines the year's key initiatives, reflecting our commitment to educational excellence and alignment with institutional goals.

Investing in New Staff

LSQ recognizes the importance of a strong onboarding process for new staff members. This year, we implemented a thorough orientation and preparation program for both current staff and new hires, designed to ensure alignment with LSQ's policies, improvement plans, and teaching strategies. New employees participated in a structured series of sessions covering HR topics, Courageous Followership, Brain-Friendly Teaching, Cooperative Learning, and Differentiated Instruction. These sessions were complemented by meetings with the leadership team to align departmental goals with LSQ's vision.

Addressing Digital Literacy Needs

In partnership with the Digital Committee, professional development included hands-on training in tools such as Padlet, WordWall, Quizlet, Nearpod, and Canva, as well as sessions focused on AI-driven tools for education, including video editing and content generation. These tools supported teachers in delivering more engaging, personalized, and technology-integrated instruction.

Empowering Leadership

Leadership development remained a core priority. While one formal session was dedicated to Assessment, a significant number of middle and senior leaders were also involved in the IB DP authorization process, attending both internal and external training sessions. These initiatives equipped leaders with the necessary skills to lead the implementation of the DP program effectively.

Moreover, coordinators played a more active role in training their teachers during the orientation period, offering targeted and practice-oriented support.

IB DP Training

All Diploma program teachers participated in a comprehensive series of training sessions focused on the International Baccalaureate Diploma Programme. These sessions included essential topics such as approaches to teaching and learning, assessment for learning, Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay.

In addition, teachers received training aimed at integrating and promoting language development across various subjects. Other key areas of focus included academic integrity, transdisciplinary learning, and conceptual understanding. This training equipped educators with the skills and knowledge necessary to enhance the overall educational experience for their students.

Continuous Learning Throughout the Year

Professional development extended throughout the year via weekly School Learning & Development (SLD) Days, covering a wide range of topics, including:

- Inquiry-based learning
- Student Led Conferences
- Assessment practices
- Curriculum planning
- IB programme implementation
- Innovative teaching approaches
- Data use in instruction
- Thematic and interdisciplinary learning

These regular sessions fostered collaborative reflection and shared practices across teams.

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

Professional development initiatives this year were strongly aligned with LSQ's improvement priorities and current educational trends. Staff participated in a range of high-impact conferences such as WISE, Web Summit, Qatar Smart Education Conference, and Cognia, gaining insights into the integration of emerging technologies and the role of AI in education. Engagement with Hadiqa further reinforced our commitment to eco-education and sustainable practices. Notably, participation in a Harvard Education School workshop introduced the Question Formulation Technique, enhancing our approach to inquiry-based teaching and learning. Internally, the LSQ Conference, themed "*Making Learning Visible: Fostering a Holistic Education*," provided a platform for teachers, counselors, and

staff to share effective strategies that support academic rigor and social-emotional development. These opportunities collectively strengthened our capacity to innovate and respond proactively to the evolving educational landscape.

Supporting All Staff Members

Tailored professional development opportunities were offered to support all staff members in their specific roles. Nurses received updated training from HMC, ensuring alignment with current ministry health guidelines. Counselors participated in sessions focused on promoting positive behavior, student self-regulation, and well-being, with additional training in career counseling for the M&S level. Additionally, our Operation Manager attended a specialized workshop on leveraging AI to improve procurement operations, reflecting our commitment to innovation and continuous improvement across all areas of the school.

Career Counseling

At LSQ, we are committed to equipping our students with the knowledge, skills, and guidance necessary to confidently navigate their future careers and higher education pathways. This academic year, we successfully established a dedicated Career Counseling position to enhance and expand support services for students in Grades 10 through 12.

Key Initiatives and Services

- Students in Grades 10, 11, and 12 participated in personalized career counseling sessions, including flexible one-on-one and group meetings.
- Career interest assessments and academic track alignment were employed as essential tools to assist students in selecting suitable academic programs and university majors.
- Comprehensive support was provided throughout the university application process, including workshops on essay and CV writing, scholarship opportunities, and standardized test preparation (SAT, IELTS, DELF).
- The Career Counselor organized multiple university fairs and visits, inviting representatives from local and international institutions to inform students about admission requirements, scholarships, and career prospects.
- Special emphasis was placed on IB Diploma Programme students through targeted information sessions conducted in collaboration with the IB coordinator and teaching staff.

University Enrollment and Student Outcomes

- The graduating cohort achieved a 100% university enrollment rate, with students enrolling in institutions across Lebanon, Qatar, Europe, the UK, the USA, Canada, MENA, Australia, and Eastern Europe.
- Destination breakdown: 42 students to Lebanon, 12 in Qatar, 16 in Europe, 5 in the USA and Canada, 1 in MENA, 1 in Australia, and 1 in Eastern Europe.
- Among 78 graduates, 36 students received scholarships ranging from 10% to 100%, demonstrating the effectiveness of our preparation efforts.
- Applications through Campus France were robust, with 17 students applying and 13 acceptances.

Collaboration and Community Engagement

- The Career Counselor collaborated closely with teaching staff, parents, and alumni to provide comprehensive support and utilize community resources.
- Internship opportunities and career exploration activities were expanded through parental involvement and partnerships with external organizations.

Future Development Plans

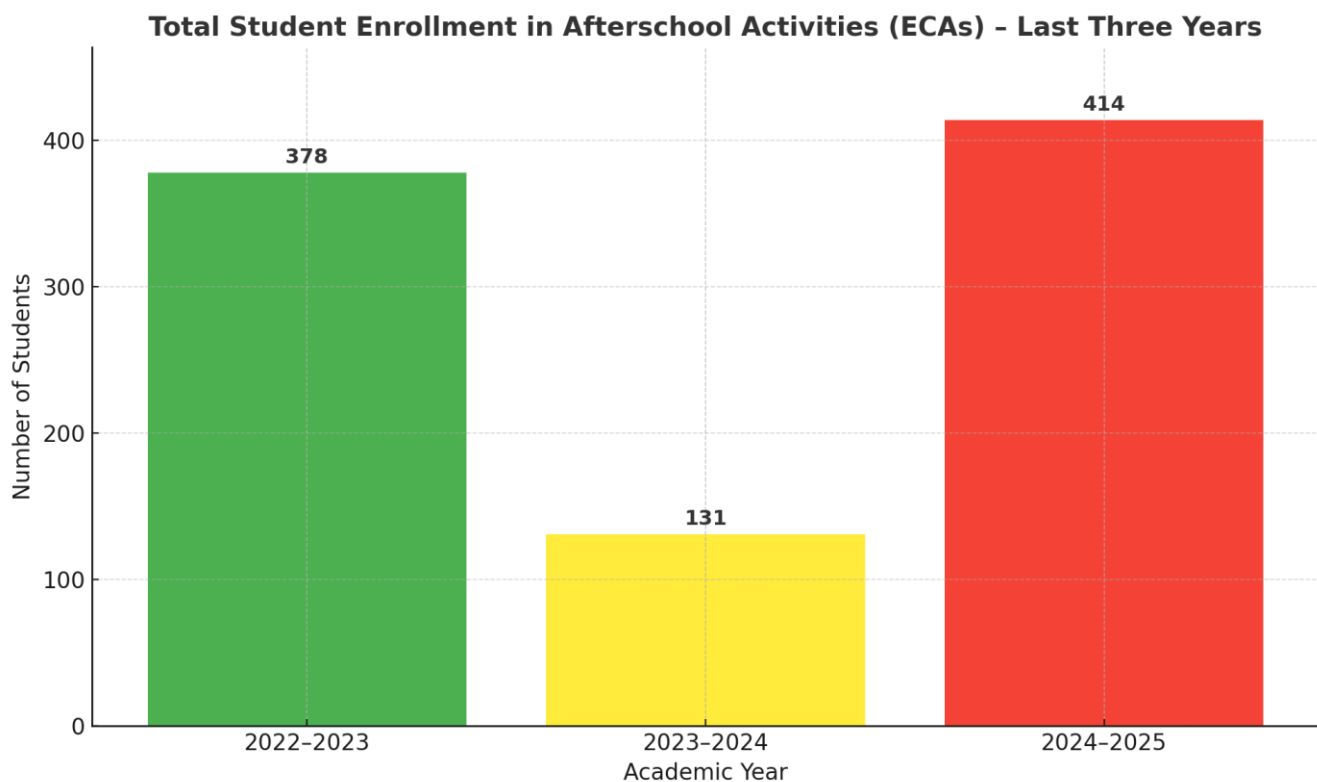
- Introduction of the Unifrog platform to enable students to independently explore global university options, access workshops, and participate in virtual internships.
- Implementation of enhanced time management and task scheduling training to assist students in meeting application deadlines effectively.
- Organization of Career Day events, university campus visits, and informal coffee mornings to strengthen counselor-parent relationships and community engagement.
- Expansion of orientation sessions to include Grade 9 students, preparing them early for high school and career planning.

Through these initiatives, LSQ continues to cultivate an informed and proactive student body, prepared to pursue meaningful academic and career paths aligned with both global trends and local opportunities.

Afterschool Activities

This year marked a significant turnaround in LSQ's afterschool extracurricular program. Following parent feedback from last year's ECA survey, the school introduced a series of targeted improvements: the appointment of an Activities Coordinator, expanded club variety led by LSQ staff, and the organization of the first "ECA Night" to enhance communication and transparency. These changes had an immediate impact.

Enrollment rose from just 131 students in 2023–2024 to 414 in 2024–2025 - a 216% increase - indicating a renewed trust in the program and broader student engagement. Compared to 378 students in 2022–2023, this year saw the highest participation in three years.



This growth also reflects a shift in student interests. Sports activities, which previously dominated, now represent only 38.6% of enrollment, while educational clubs and creative, non-educational clubs grew to 24.4% and 37% respectively. This balanced distribution signals that students are exploring new interests and benefiting from a more diverse, well-supervised program.

Together, these developments reflect LSQ's strong commitment to student well-being, engagement, and the cultivation of a vibrant school culture beyond academic hours.

Cocurricular and Extracurricular Activities

At LSQ, we recognize that learning does not end when students leave the classroom. Beyond academic achievement, we are committed to nurturing creativity, leadership, empathy, and a strong sense of identity. Our extracurricular and cocurricular activities are intentionally designed to provide meaningful experiences that foster personal growth, civic engagement, and global awareness. This year, students across all divisions engaged in a wide range of activities that enriched their educational journey and reflected our school's mission and values.

I. Cultural Celebrations

Independence Day

As a Lebanese school in Qatar, we proudly honor Lebanon's Independence Day each year. The entire LSQ community—students, teachers, and parents—came together to celebrate this important national event through educational presentations, cultural performances, and thematic discussions. These activities served as a powerful reminder of our shared heritage and underscored our commitment to fostering belonging and identity, no matter where we are in the world.

Qatar National Day

Our respect and appreciation for Qatar were reflected in our joyful celebration of Qatar National Day. Through student-led performances, traditional Qatari activities, and classroom discussions, the LSQ community engaged in a meaningful cultural exchange that deepened our ties to our host country.

Francophonie Week

Francophonie Week offered a platform for students to explore the richness of the French language and culture. Students from both the French and English departments participated in a variety of cultural, artistic, and literary activities. Parents of EB4 students were invited to join interactive classroom sessions, creating memorable experiences and reinforcing the home-school connection.

II. Sports and Physical Wellness

Sports Day

From KG1 to Grade 12, students participated in Sports Day, an event that emphasized teamwork, discipline, and school spirit. Military drills, friendly competitions, and parent involvement made this day both lively and memorable, reinforcing our commitment to physical wellness and inclusive community participation.

Schools Olympic Program

Our students showcased exceptional talent and sportsmanship in the national Schools Olympic Program, achieving remarkable results:

- **Football (Girls – Secondary):** 1st place
- **Basketball (Boys – French Primary, Cycles 1 & 2):** 2nd place
- **Basketball (Boys – Middle & Secondary):** 1st place
- **Basketball (Girls – Middle):** 2nd place
- **Basketball (Girls – Secondary):** 1st place
- **Table Tennis (Boys – Middle):** 2nd place
- **Judo (Boys – Middle):** 2nd and 3rd place
- **Taekwondo (Boys – Primary):** 3rd place

III. Leadership, Debate, and Innovation

Week Without Walls

Grade 10 students traveled to Gstaad, Switzerland, where they joined the Swiss Leadership Camp and Academy. Through workshops and outdoor challenges, they strengthened their communication, collaboration, and leadership skills. Students who remained in Qatar participated in Injaz workshops on sustainability and innovation.

Grade 11 students engaged in one-week internships aligned with their academic interests, exploring careers in fields such as medicine, engineering, business, and marketing. Others took part in a “Harvard”

course on artificial intelligence, developing projects like a distracted driver detection tool and a smart budget tracker.

Qatar Leadership Conference

G10 students from both sections attended the Qatar Leadership Conference, where they participated in sessions designed to develop MUN-related skills including public speaking, argumentation, and research.

THIMUN & GMUN 2025

Our English and French students represented LSQ at the THIMUN and GMUN conferences, debating global issues including national security, human rights, and sustainable development. Several students received honorable mentions for their impactful interventions.

Qatar Debate

Middle and high school students trained by their language teachers took part in the national Qatar Debate competition, sharpening their research and critical thinking abilities while building confidence in public speaking.

Ambassadeurs, Ambassadrices en Herbe

Students from the Middle and Secondary levels participated in this international public speaking competition, debating the theme of "La Francophonie" and demonstrating eloquence, critical thinking, and cultural awareness.

Oryx FM

As part of our ongoing collaboration with Oryx FM, students produced and hosted the weekly radio segment "Citoyens du monde," sharing their insights on civic and global topics.

Student-Led Conferences – Grades 1 to 3

This year marked the introduction of Student-Led Conferences in Cycle 1 (Grades 1 to 3) for both English and French Primary. Focusing on literacy in English, French, and Arabic, these conferences empowered students to present their learning to parents, share reading and writing strategies, and reflect on personal

progress. The initiative encouraged autonomy, self-awareness, and confidence, setting a strong foundation for lifelong learning.

IV. Academic Competitions and Creative Expression

Reading Olympics

Students from Cycle 2 and M&S participated in this national competition aimed at fostering Arabic reading culture. They developed deeper comprehension skills and expanded their love for reading.

Dis-moi dix mots

In this annual creative competition organized by the Francophone Agency and the French Institute, students explored the theme of the environment by creating plays, poems, and illustrations. Several Cycle 2 and Middle School students won top prizes.

Mots en Or

A vocabulary challenge focused on the theme of sports, this contest tested students' understanding and spelling of advanced vocabulary. Participants benefited from both online and teacher-guided training.

Qatar School Olympiad in Astronomy 2025

Two students from each section (English and French M&S) participated in this astrophysics competition, winning the gold medal in a ceremony that recognized their scientific excellence.

Robotics Championship 2025

At the ABP Annual Robotics Competition, our students earned the “Mastermind of Robotics” award for their innovative design, once again highlighting LSQ’s strength in technology and engineering.

Short Film Project at the Museum of Islamic Art

Grade 10 students from both sections took part in a cultural project organized in collaboration with the Doha Film Institute. After attending workshops on short film production, students created a film showcasing the heritage of the Museum of Islamic Art. The film received high praise and awards from a professional jury.

Toyota Dream Car Competition 2025

Primary students participated in this international drawing contest by Toyota. Five LSQ students were selected as national winners, advancing to the international level and demonstrating creative potential and environmental awareness.

V. Religious and Values-Based Participation

مسابقة المحدث الصغير

Students competed in this Islamic competition centered on the Hadiths of Prophet Muhammad (pbuh), earning top ranks and recognition from the Ministry of Awqaf and the Ministry of Education.

مسابقة القرآن الكريم السنوية

LSQ students were honored for their memorization and recitation of the Holy Qur'an, receiving certificates from the Ministry of Awqaf and Education.

Values Competition: “Your Kindness Leaves a Trace”

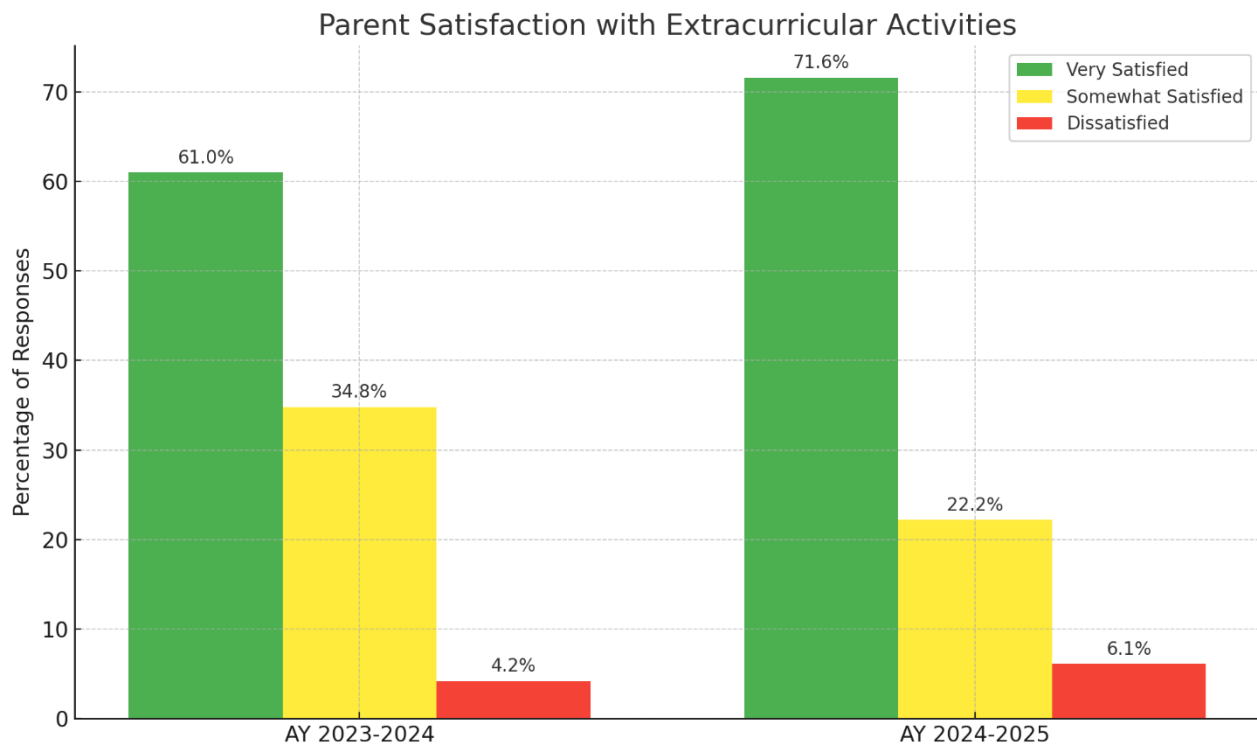
As part of the Ministry's “My Values Shape My Identity” campaign, one student was selected as a winner for presenting a powerful embroidery project inspired by Palestinian culture. This initiative allowed students to engage deeply with the value of kindness and reflect on its role in building compassionate communities.

Surveys Results

At LSQ, surveys are important tools for collecting feedback from all members of our school community. We conduct both targeted surveys focused on specific programs or initiatives, as well as broader perception surveys. Our annual perception surveys provide a general measure of school experience and also include items related to the goals outlined in our School Improvement Plan. Additionally, surveys help us follow up on and measure the effectiveness of new programs and initiatives, ensuring we respond to the needs of our community and continuously improve.

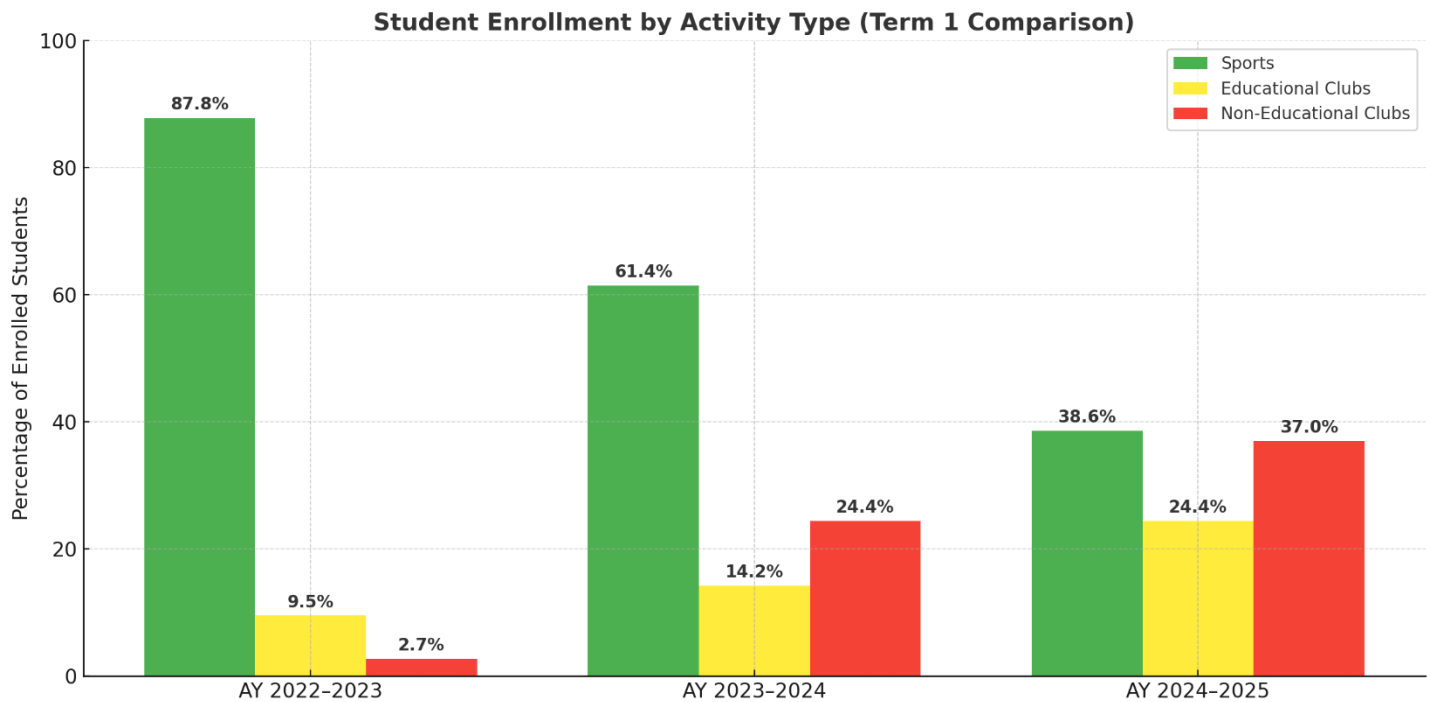
ECAs Survey

Following the implementation of several targeted improvements to our extracurricular activities program based on last year's survey feedback, a follow-up survey was conducted this year to evaluate their effectiveness. Notable actions included appointing an Activities Coordinator, bringing all clubs under internal supervision, expanding the variety of offerings, and enhancing communication through initiatives like ECA Night. The results indicate a significant increase in parent satisfaction, with 71.6% reporting they were "very satisfied"—up from 61% last year—while dissatisfaction remained minimal. This positive trend is highlighted in the accompanying satisfaction comparison graph.



In addition to improved satisfaction scores, student enrollment data revealed a clear shift in engagement patterns. As illustrated in the second graph, participation in sports activities decreased as students explored new options, while educational and non-educational clubs saw steady growth. This reflects the program's increased diversity and appeal and confirms the positive impact of the enhancements introduced this year. These results will continue to inform our planning as we build on this momentum and strive to offer an even more dynamic and enriching extracurricular experience.

These enhancements were well received, as reflected in improved satisfaction levels and increased participation. Enrollment in afterschool activities more than tripled compared to last year, confirming that the targeted actions directly addressed key parent concerns.



Perception Surveys

At LSQ, perception surveys are essential tools for gathering stakeholder feedback and monitoring progress toward our School Improvement Plan. The April 2025 surveys involved students (Grades 3–12), parents, and staff, and focused on five key domains: Purpose and Direction, Governance and Leadership, Teaching and Learning, Resources and Support Systems, and Use of Results for Improvement. Additionally, targeted items were analyzed to assess progress on SIP interventions such as **technology integration** and **parental involvement**.

Overall Highlights by Domain

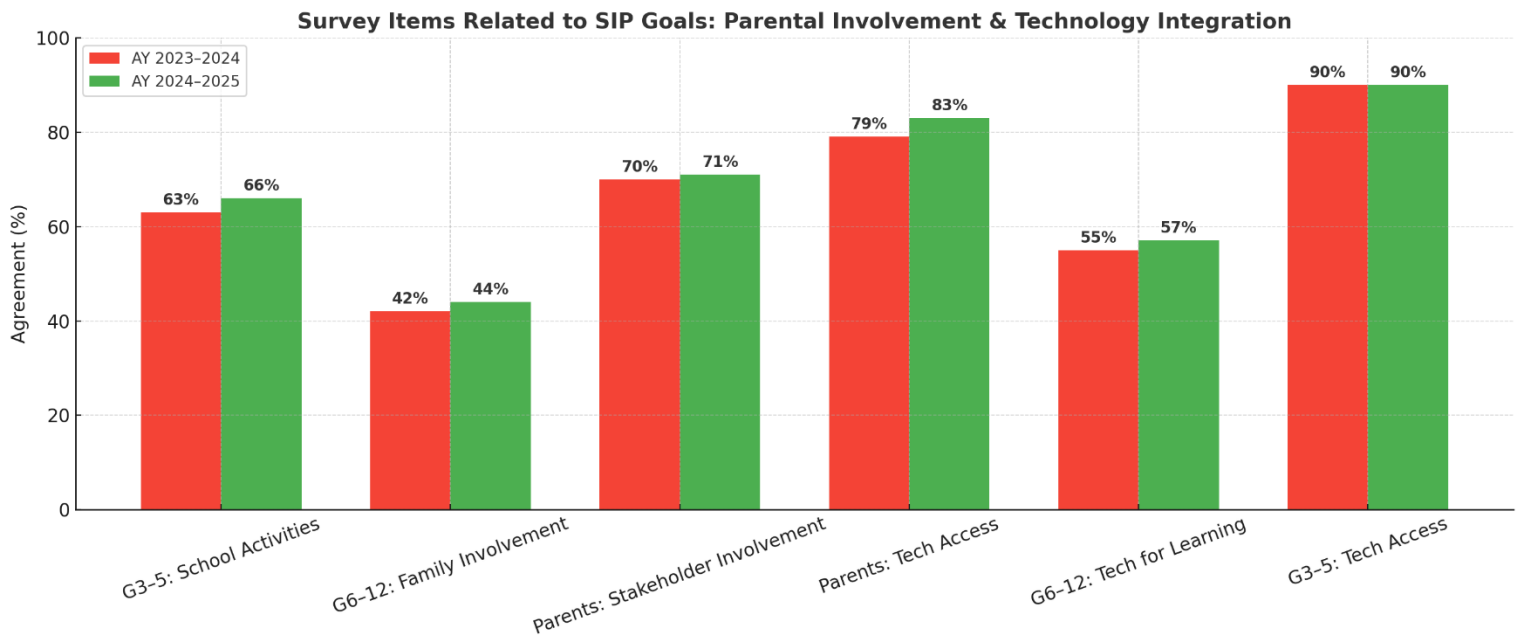
- **Purpose and Direction:** 99% of staff and 90% of parents affirmed the school’s mission prioritizes student success. Similarly, 90% of Grades 3–5 students believe their teachers and principal want them to succeed.
- **Governance and Leadership:** 97% of staff recognized collaborative and policy-driven leadership. 85–86% of parents expressed confidence in governance transparency and high expectations for students.
- **Teaching and Learning:** 94% of staff affirmed the curriculum supports life skills, while 83% of parents noted the use of varied assessment tools. Among students, 78% of those in M&S agreed assessments help monitor their learning.
- **Resources and Support Systems:** Staff satisfaction remained high (97%) regarding safety and resource adequacy. Parents (88%) and younger students (90%) reported strong access to tools and learning environments. However, only 61% of M&S students reported awareness of available counseling and career planning services.
- **Use of Results for Continuous Improvement:** 99% of staff agreed leadership uses data to monitor progress. 80% of parents felt informed about their child’s academic development, and 88% of younger students believed they were well prepared for the next grade.

SIP-Related Focus: Parental Involvement and Technology Integration

In alignment with SIP objectives, this year’s survey included a focused comparison of items related to **parental involvement** and **technology use** between AY 2023–2024 and AY 2024–2025.

- **Parental Involvement:** There were slight but consistent improvements across all student age groups in how often families are invited to participate in school activities and how regularly they are informed about student progress. For example, 66% of G3–5 students reported their families were invited to school events (up from 63%), and 66% of M&S students felt their teachers kept families informed (up from 63%). Staff perceptions were overwhelmingly positive, with 99% agreeing they regularly engage families in learning.
- **Technology Integration:** Parent confidence in digital resource availability grew from 79% to 83%, and more M&S students now recognize the use of technology in instruction (rising from 55% to 57%). Younger students continue to report high access to computers (steady at 90%). Staff maintained 97% agreement that technology acquisition and support plans are in place.

These improvements are illustrated in the graph below, which compares select SIP-aligned items over two consecutive years:



Additional Surveys Conducted in 2024–2025

In addition to our annual perception surveys, LSQ regularly conducts a range of **targeted surveys** throughout the year to collect timely and focused feedback from students, staff, and parents. These surveys are designed to support continuous improvement by helping us monitor specific initiatives and respond quickly to stakeholder needs.

Key surveys conducted this year included:

- A **Student-Led Conferences survey**, conducted with parents after launching this new initiative for the first time. The survey helped evaluate the experience and gather suggestions for improvement ahead of next year's implementation.
- **Teacher professional development surveys**, used to plan internal training based on staff interest and perceived needs.
- **Subject-specific follow-up surveys**, conducted with students and teachers to assess the effectiveness of curriculum changes in areas such as Sciences and Social Studies.
- A **homework perception survey**, conducted with parents to evaluate workload balance across subjects and grades.
- A **behavior policy effectiveness survey**, conducted with teachers to gather their insights on the clarity, consistency, and overall impact of the policy on classroom practices and student conduct.

These data collection efforts have been instrumental in informing real-time decisions and ensuring that stakeholder voices remain at the heart of LSQ's school improvement process.

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 highlights our consistent record of excellence in the Lebanese official exams for both the Brevet class and the 3rd Secondary class. Over the past five years, our students have demonstrated outstanding performance, achieving a 100% success rate in all years except the current academic year, where one student did not meet the passing requirement in Grade 12. This brings the success rate for 2024–2025 to 98.73%, which remains a remarkable achievement and a testament to the commitment and perseverance of our students and educators.

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

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Brevet	100%*	100%	100%*	100%*	100%*
Grade 12/ES3	100%	100%	100%	100%	98.73%

Distinction Rate:

In addition to the high success rate, many of our students have attained distinctions, reflecting their dedication and exceptional academic performance. The table below presents the distinction rates for the 2024–2025 academic year:

Class	2024-2025
GS	86.67%
LS	80%
SE	12.5%
Total	60.76%

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 table below highlights our students' strong performance over the last five years. EB6 and EB8 students have consistently maintained a 100% success rate throughout this period. ES2 students achieved a 100% success rate from 2021–2022 to 2023–2024, with a slight drop to 97.5% in 2024–2025. EB3 students also maintained a perfect record until this year.

Class	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EB3	100%	100%	100%	100%	99%
EB6	100%	100%	100%	100%	100%
EB8	100%	100%	100%	100%	100%
ES2	87%	100%	100%	100%	97.5%

This achievement is a testament to the sustained efforts made by students and teachers to enhance French language proficiency at all levels.

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 Average Scores (2020–2023):

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

DELF Average Scores (2023–2025)

As of the 2023–2024 academic year, DELF scoring criteria changed. The following scores are not directly comparable to previous years.

Class	2023-2024	2024-2025
EB3	84.9	86.88
EB6	90.9	93.85
EB8	77.3	84
ES2	72.5	71

The data demonstrates strong and consistent performance across all levels. The School Improvement Plan targets have been met for A2 and B1-B2. Notably, the average at A1-A2-B1 continues to improve, reflecting the long-term impact of strengthened language instruction in the primary years.

- **A1:** One student did not pass the exam, resulting in a 99% success rate. This was due to an isolated incident where the student received a *note éliminatoire* (0) in the written production component (PE), automatically disqualifying the overall result.
- **B2:** One student did not pass, bringing the success rate to 97.5%. While the average remained satisfactory at 70%, around 10% of students, typically high achievers, received unexpectedly low results. All were assigned to the same jury. Despite a formal complaint submitted to the organizing institute, no corrective action was taken. Nonetheless, the B2 average held steady compared to the previous year, underscoring the cohort's overall resilience and solid proficiency level, with 20% of students scoring above 80%.

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%
2024-2025	G6	34	20.5%	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 %
2024-2025	G8	22	15.5%	100%

School Year	Class	# of Students Registered	% of Students	Success Rate
2022-2023	G10	x	0%	x
2023-2024	G10	3	4%	100 %
2024-2025	G10	16	21%	100%

The data demonstrates a steady increase in the percentage of students taking the DELF exam across both Primary and M&S sections. This positive trend reflects the impact of strengthened French as a Foreign Language (FLE) instruction, beginning in the early years.

Notably, many students who sat for the A1.1 exam in Grade 6 have since progressed to the A1 exam, showing continued engagement and language development. This year, the school successfully met the SIP participation target of 20% for A1.1—an improvement over last year.

While there was a slight decrease in the A1 registration percentage in Grade 8 compared to 2023–2024, it is important to note that a greater number of students were nominated by their teachers this year. However, only those whose parents agreed to cover the exam fees and proceed with registration were ultimately enrolled. Despite this, the overall trajectory remains positive, reflecting growing interest and commitment to French language certification.

c. SAT Results:

This report presents a comprehensive analysis of SAT results at the Lebanese School of Qatar over three academic years, from 2022–2023 to 2024–2025. The goal is to examine trends in student performance and achievement in relation to international benchmarks.

The number of students sitting for the SAT has increased each year, which reflects the natural growth in Grade 11 enrolment, as all students at LSQ are required to take the exam.

The data highlights LSQ's strong academic standards and the effectiveness of its college readiness initiatives. By comparing our students' performance with global averages, this report underscores LSQ's position as a high-achieving school within an international context and provides insight into areas of continued strength and opportunity.

Overall Performance:

	SAT First Attempt (May Test)						
	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
2024-2025	62	54.83 %	70.96 %	91.93 %	8.06%	1211.75	1024

Performance Bands (% of Students Scoring Above a Threshold):

- **2023–2024 showed a slight decline** in performance across all score brackets compared to the previous year.
- **2024–2025 marked the strongest performance:**
 - Highest percentage of students scoring above 1200.
 - Lowest percentage of students scoring below 1000.

This suggests notable improvement in academic preparation and support, especially with a larger cohort.

Average Scores Comparison:

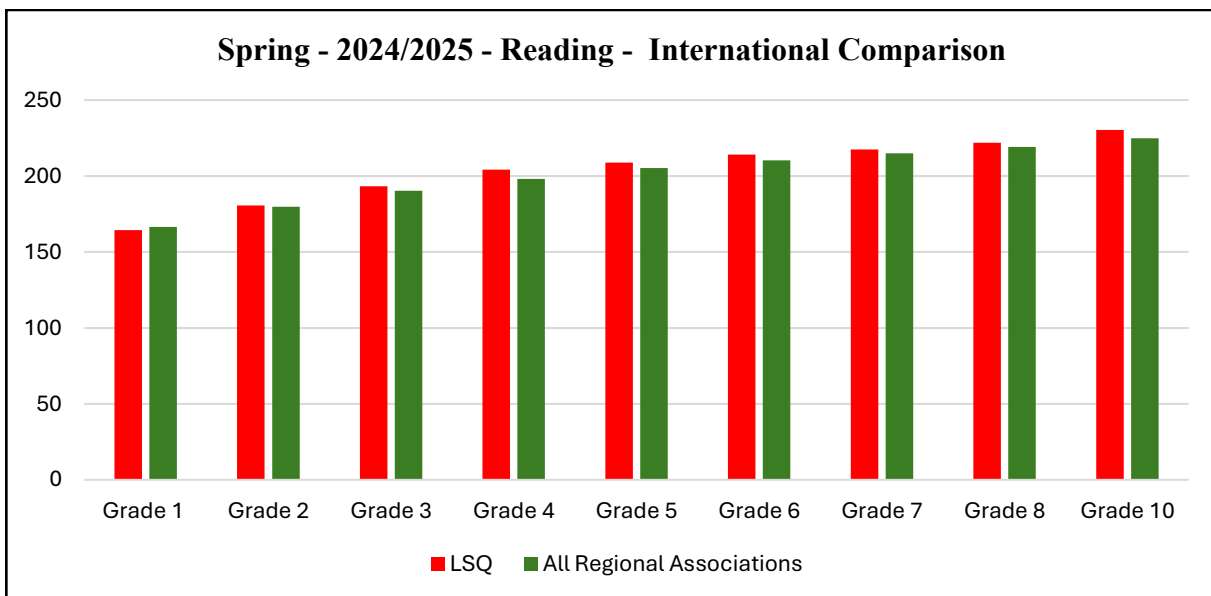
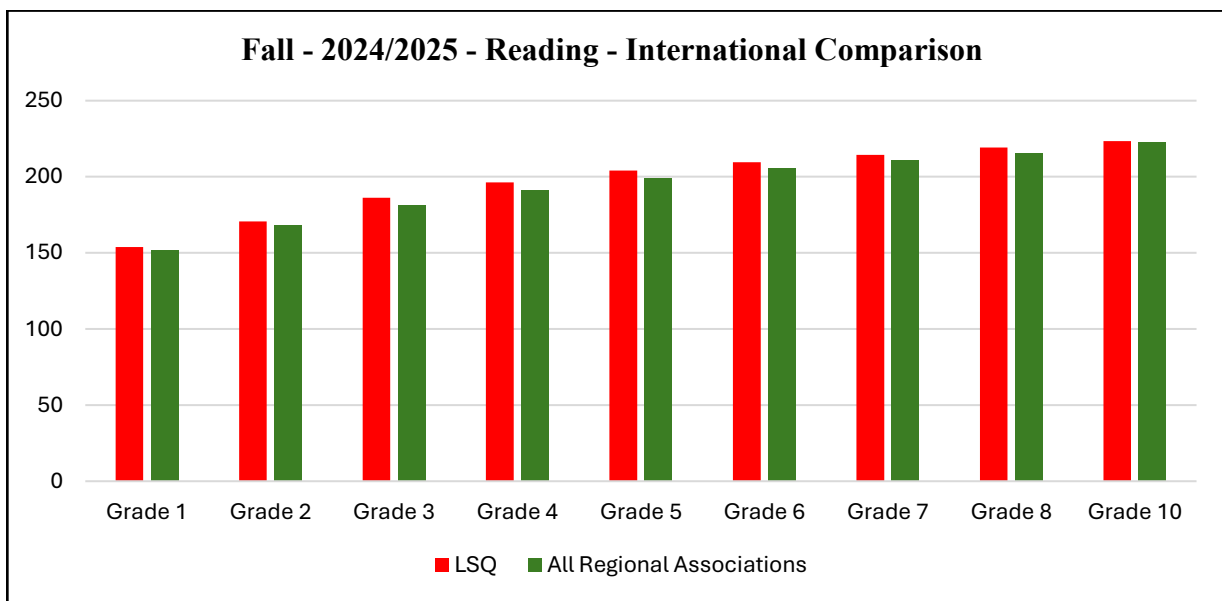
- LSQ's average SAT score has consistently remained **well above the world average**, by over 100 points each year.
- After a slight dip in 2023–2024, the **average score rebounded in 2024–2025**, reaching the highest recorded level in the past three years.

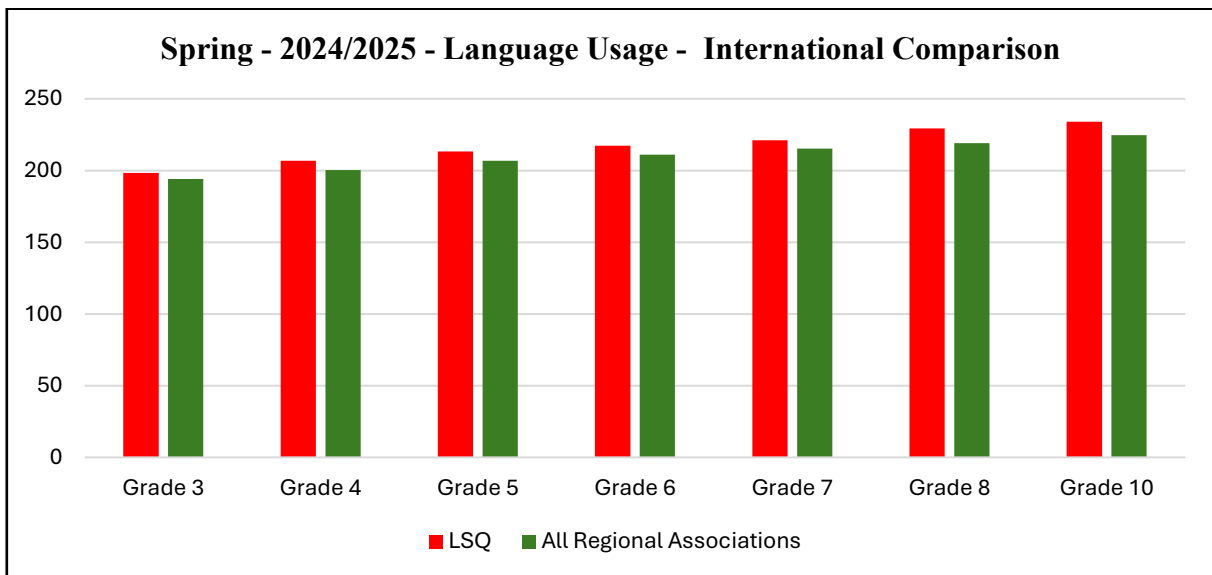
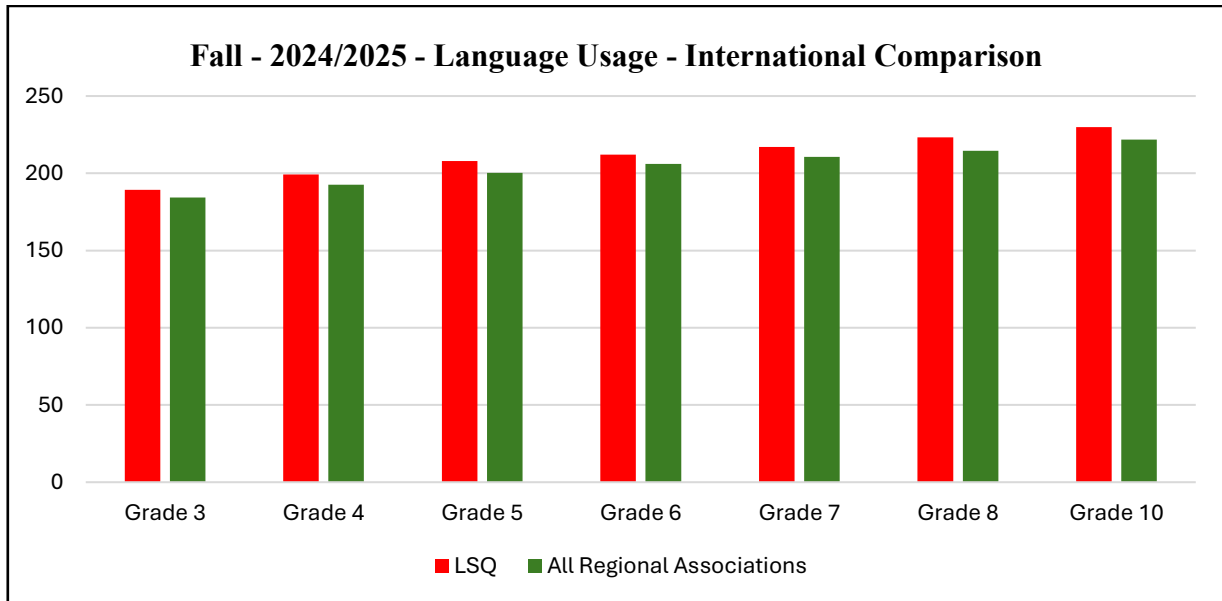
Key Insights:

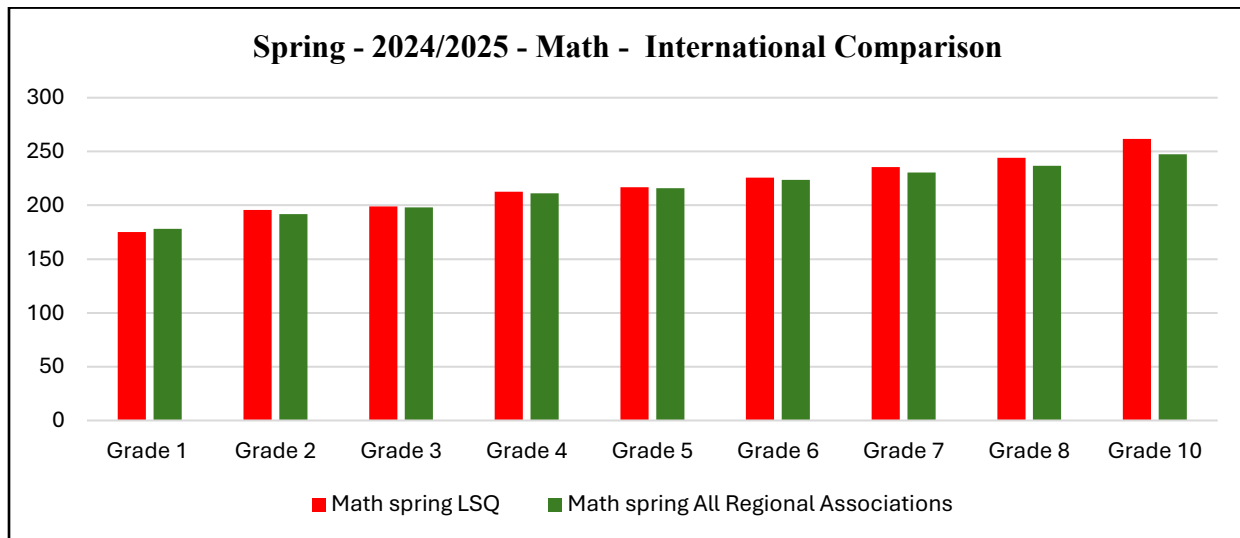
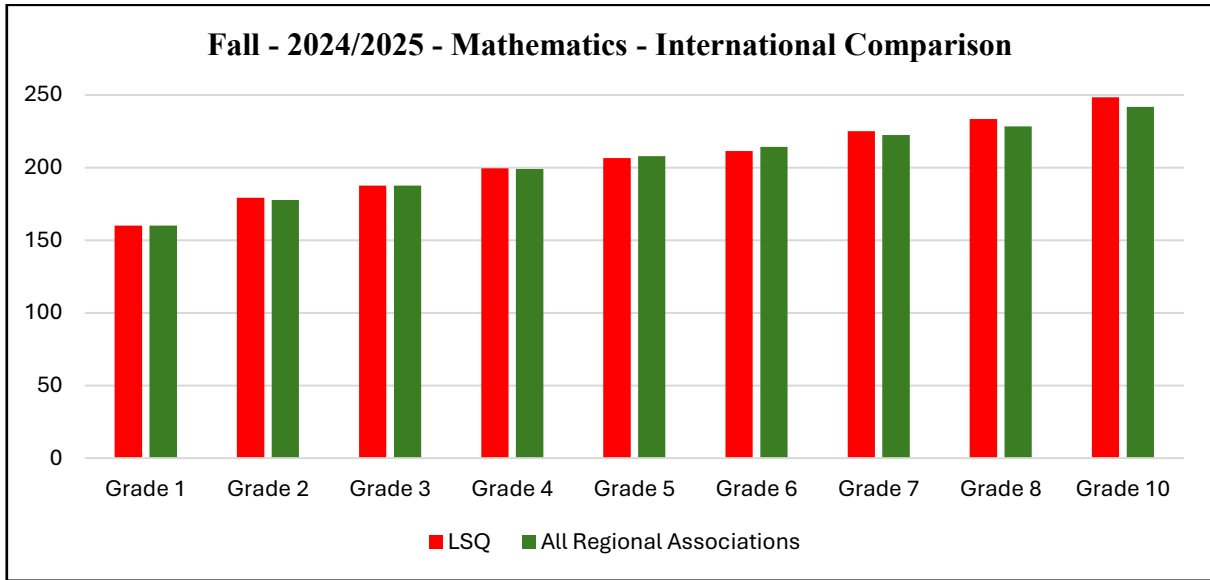
- Grade 11 enrollment is increasing, resulting in more students sitting for the SAT each year.
- LSQ continues to outperform global averages significantly, affirming the effectiveness of the school's academic and college readiness programs.
- The percentage of students scoring below 1000 has declined steadily, while the percentage of students scoring above 1200 has risen, indicating a positive overall shift in performance.
- The strong performance in 2024–2025, despite a larger cohort, is a clear sign of growing academic readiness and instructional effectiveness.

d. MAP Results:

The MAP results for the 2024–2025 academic year show that LSQ students continue to perform strongly across all three core areas: Reading, Language Usage, and Math. In Reading, the majority of students scored at or above the international benchmark, with average RIT scores surpassing global norms and reflecting steady growth in comprehension and critical thinking. In Language Usage, our students similarly outperformed international peers, demonstrating advanced vocabulary development, grammatical mastery, and writing skills. Math results also highlight a positive trend, with LSQ students meeting or exceeding international averages in problem-solving, reasoning, and application of mathematical concepts. Taken together, these outcomes illustrate not only the effectiveness of LSQ’s academic program but also our students’ ability to compete confidently at an international level.







e. Local Assessment:

In this type of data analysis, students' achievement is categorized into two groups based on their final average scores.

- **11.99 and below:** This category includes average, below-average, and failing students.
- **12 and above:** This category includes high-achieving students, ranging from good and very good to outstanding.

The table below presents the percentage of students in both categories over five consecutive school years, from 2020–2021 to 2024–2025.

	11.99 & below	12 & above
2020 - 2021	12.5%	87.75%
2021-2022	12.63%	87.37%
2022-2023	10.17%	89.83%
2023-2024	14.01% *	85.99%
2024-2025	18.13% *	81.87%

The data reveals fluctuations in student achievement across the five-year span. The proportion of high-achieving students (12 and above) peaked in 2022–2023 at nearly 90%, before showing a downward shift in subsequent years. However, it is important to note that this apparent decline is influenced by structural changes in assessment. In 2023–2024, Grade 4 students, who typically record higher averages, were not included in the calculation as they had transitioned to standard-based assessment. Similarly, in 2024–2025, Grade 5 students were excluded for the same reason. Since younger students generally achieve higher averages, their absence from the data contributes to the higher percentage of students in the 11.99 and below category during these two years.

f. Local Assessment - Final Average per Grade as a Measure of Program Impact:

	Final Average
2020 - 2021	16.6
2021-2022	15.24
2022-2023	15.31
2023-2024	14.86
2024-2025	14.53

In 2020–2021 and 2021–2022, the final averages included all grade levels (Grades 1–12). Starting in 2022–2023, younger grades were progressively excluded as they transitioned to standard-based assessment:

- **2022–2023:** Grades 1–3 excluded
- **2023–2024:** Grades 1–4 excluded
- **2024–2025:** Grades 1–5 excluded

Since younger students typically achieve higher averages, their gradual removal from the dataset contributes to the downward trend in both the overall final average and the proportion of students achieving 12 and above.

g. Local Assessment - Percentage of “Retained” students:

According to LSQ’s promotion policy, students whose **final average falls below 10** are not promoted to the next grade level and are therefore classified as retained. The table below shows the percentage of retained students across five academic years, from 2020–2021 to 2024–2025.

	Retained
2020 - 2021	1.11%
2021-2022	2.1%
2022-2023	0.57%
2023-2024	1.61%
2024-2025	1.01%

Retention rates at LSQ have remained consistently low, fluctuating between 0.57% and 2.10% across the five-year period. The highest rate was recorded in 2021–2022 (2.10%), while the lowest was in 2022–2023 (0.57%). In the two most recent years, retention stabilized around 1%.

Most importantly, the retention rate has remained **well below 5%** throughout the five-year period. This aligns with the school’s objective of maintaining a **success rate of at least 95%**, confirming that the overwhelming majority of students meet promotion requirements and progress successfully through grade levels. This consistency reflects both the school’s academic support structures and the effectiveness of intervention strategies targeting at-risk students.

h. Local Assessment - LSQ Dropout Rate:

According to LSQ's policy, a student who is **retained for two consecutive years at the same grade level** is not permitted to re-enroll for a third year at that level and is therefore classified as a dropout.

The table below shows the dropout rate across five academic years, from 2020–2021 to 2024–2025.

	Drop-out
2020 - 2021	0%
2021-2022	0.00076%
2022-2023	0%
2023-2024	0%
2024-2025	0%

The dropout rate at LSQ has remained **virtually nonexistent** over the past five years, never exceeding 0.001%. With only an isolated case recorded in 2021–2022 (0.00076%), LSQ has consistently ensured that students remain enrolled and supported in their educational journey.

This outcome highlights the effectiveness of both the **promotion and retention policies** and the school's **early intervention strategies**, which identify at-risk learners and provide them with the necessary support to avoid consecutive retentions. By keeping dropout rates at or near zero, LSQ upholds its commitment to ensuring access to continuous education for all students.

Expenses Breakdown

Academic Year	2021-2022		2022-2023		2023-2024	
Number of Students	2771		2666		2693	
	Amount (QR)	%	Amount (QR)	%	Amount (QR)	%
Payroll & Employee Benefits	41,664,789	64.90%	45,142,518	67.00%	48,812,662	66.59%
General & Administrative Expenses	9,423,750	14.70%	10,322,010	15.30%	13,025,012	17.77%
Depreciation Expenses	5,890,975	9.20%	4,099,643	6.10%	4,088,919	5.58%
Cost Related to Sales	7,205,118	11.20%	7,825,067	11.60%	7,372,923	10.06%
TOTAL	64,184,632	100%	67,389,238	100%	73,299,516	100%

Payroll & Employee Benefits:

The increase in payroll & employee benefits reflects the school management's strategic long-term vision to enhance the quality of education and elevate learning to internationally recognized standards, ensuring academic excellence.

General & Administrative Expenses:

The increase in G&A expenses is primarily attributed to ongoing maintenance and renovation efforts undertaken by the school to ensure a safe, welcoming, and high-quality learning environment for our students. These enhancements reflect our commitment to the students' well-being and overall school experience.

Depreciation Expenses:

No remarkable change in depreciation because there is not much increase in the investment in new assets for the specific academic year.

Cost Related to Sales:

The drop in cost related to sales is the result of the efforts the school has made in arranging the highest quality resources and finding alternative ways to procure these resources at a lower cost from the previous year.

Closing

As we close the chapter on the 2024–2025 academic year, we proudly reflect on a year marked by academic achievement, community growth, and a renewed commitment to student well-being. The successes documented in this report are a direct result of the passion and collaboration demonstrated by our entire school community.

Looking ahead, we are poised to build on this momentum. With new initiatives such as the IB Diploma Programme, campus expansion, and targeted SIP interventions, we reaffirm our mission to provide a future-focused, inclusive, and empowering learning environment.

As we prepare to celebrate LSQ’s 50th anniversary in 2025–2026, we look forward to honoring our rich legacy while embracing the opportunities that lie ahead. Together, we will continue shaping an educational journey that inspires excellence and nurtures every learner.