

The Lebanese School of Qatar
Annual Education Report
August 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, students, families, and partners for their invaluable contributions. Together, we continue to build a vibrant and inspiring educational environment for all.

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.

Our Vision

To inspire life-long learners who embrace the Lebanese heritage and are global citizens of the evolving world.

Our Mission

To empower students to become independent learners and future leaders by fostering inquiry-based learning and critical thinking within a safe and supportive environment.

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 who have all 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.

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, although some faced challenges related to language test requirements.

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

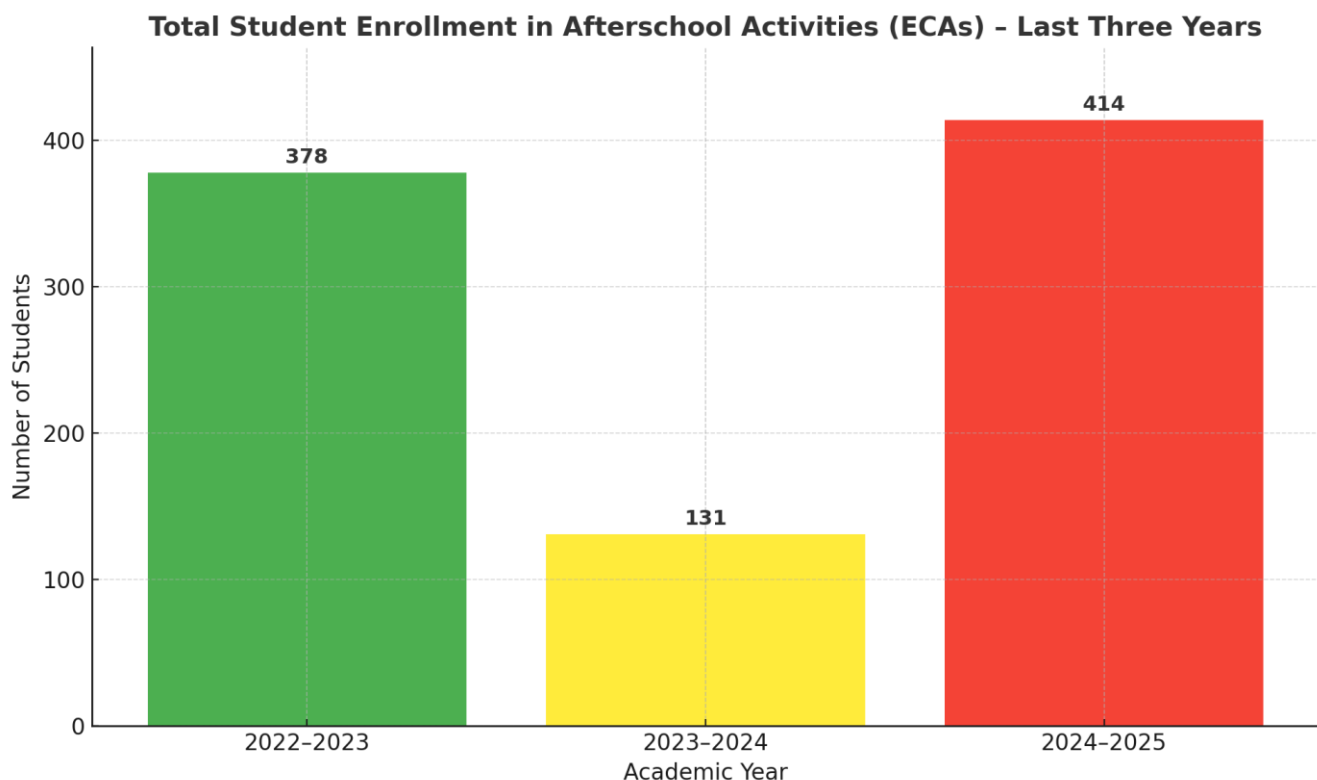
- Introduction of the Unifrog platform to enable students to independently explore global university options, access workshops, and participate in virtual internships.
- Implementation of enhanced time management and task scheduling training to assist students in meeting application deadlines effectively.
- 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, 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

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

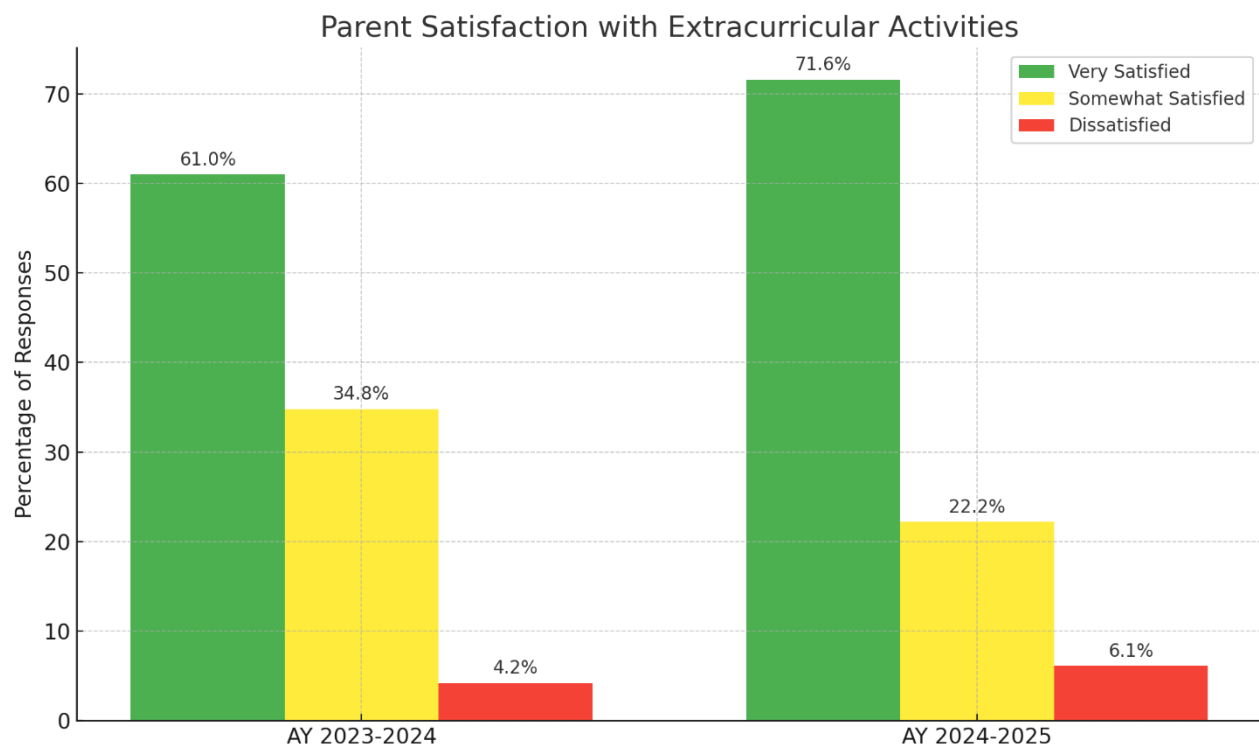
To encourage the students to appreciate the importance of the values assigned by the Ministry of Education this year and to better instill them in our students, a competition was held among our students where they were asked to express their ideas about the values in an innovative way, through emojis.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

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.

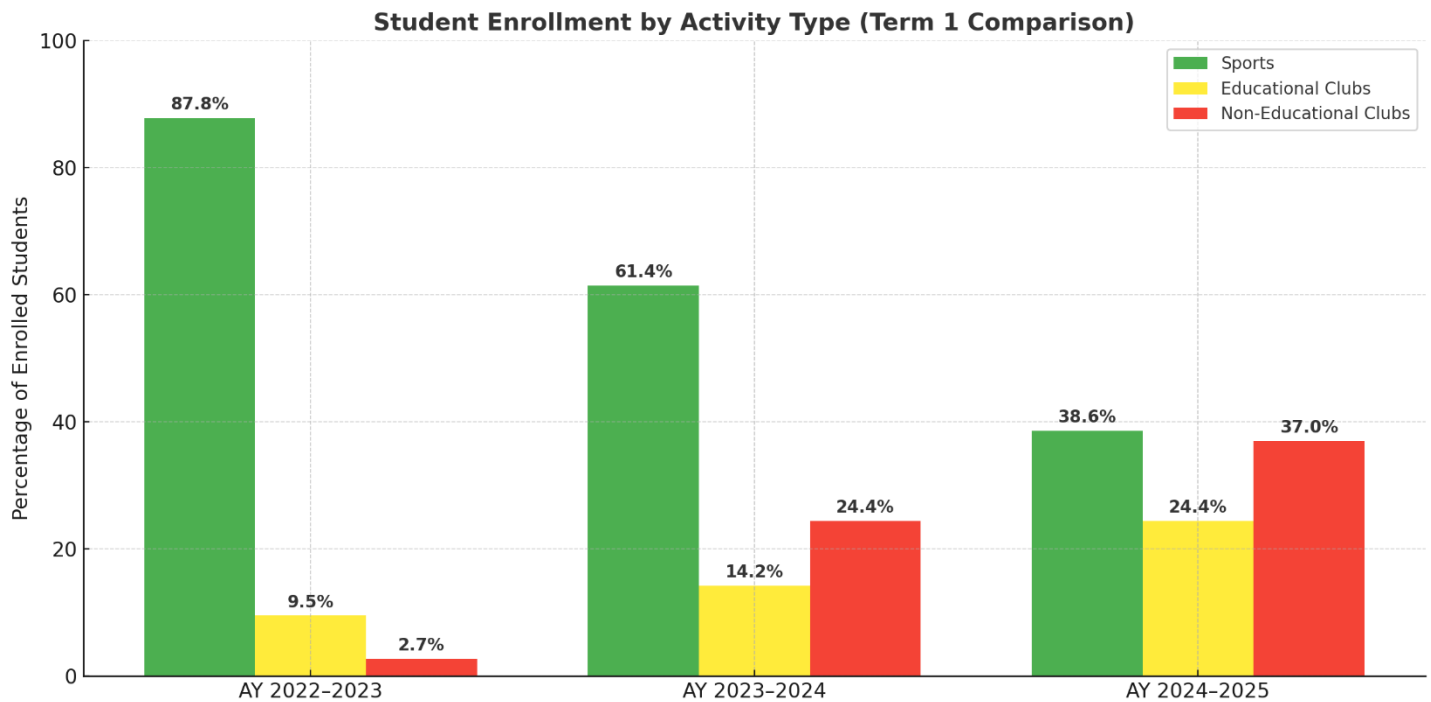
ECAs Survey

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

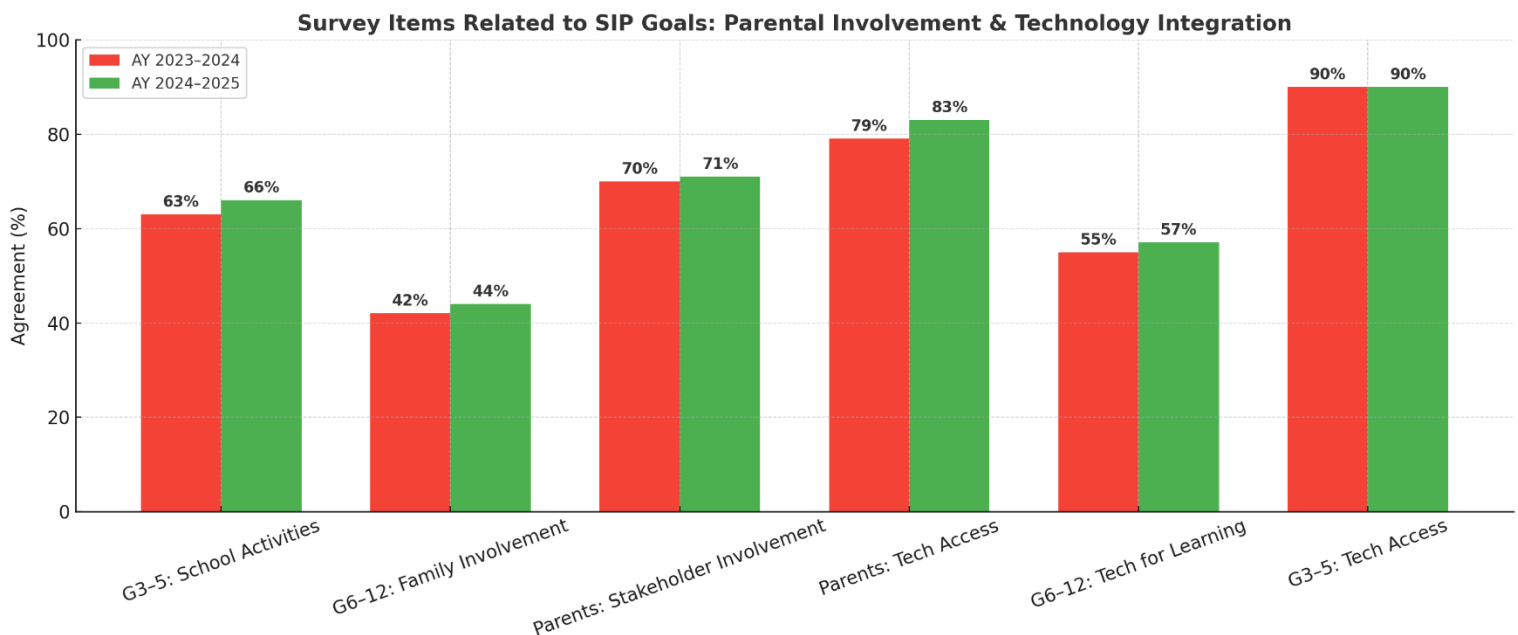
- **Purpose and Direction:** 99% of staff and 90% of parents affirmed the school’s mission prioritizes student success. Similarly, 90% of Grades 3–5 students believe their teachers and principal want them to succeed.
- **Governance and Leadership:** 97% of staff recognized collaborative and policy-driven 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:



Moving Forward

The results affirm that LSQ is progressing in key areas targeted by the SIP. Nevertheless, findings - particularly from M&S students - indicate that more effort is needed to make academic and emotional support systems more visible and personalized. In response, two SIP-aligned interventions are underway:

1. **Student Voice and Advocacy Initiatives** to promote inclusive engagement and peer connection.
2. **Improved Communication of Support Services**, especially in Middle and Secondary.

Through these data-driven actions, LSQ continues to refine its practices and ensure a supportive, informed, and future-ready educational environment for all stakeholders.

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 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.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Brevet	100%*	100%	100%*	100%*	100%*
Grade 12/ES3	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	2024-2025
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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EB3	100%	100%	100%	100%	
EB6	100%	100%	100%	100%	
EB8	100%	100%	100%	100%	
ES2	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	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

Class	2023-2024	2024-2025
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%
2024-2025				

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				

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

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.

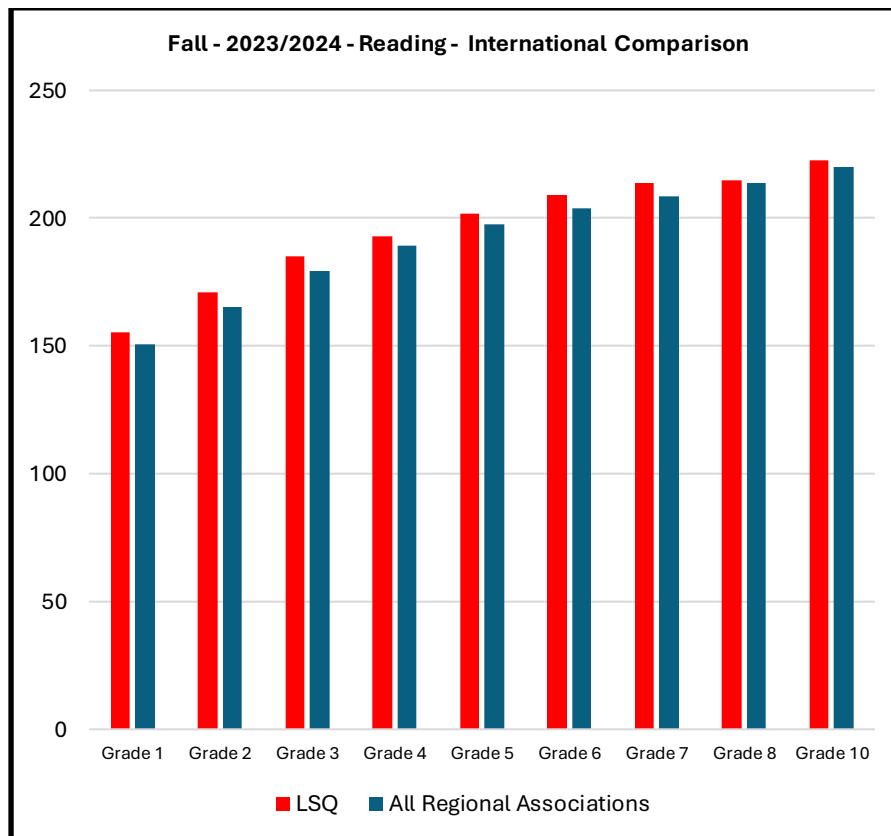
The data in the table below presents our students' performance on the SAT 2023 and SAT 2024.

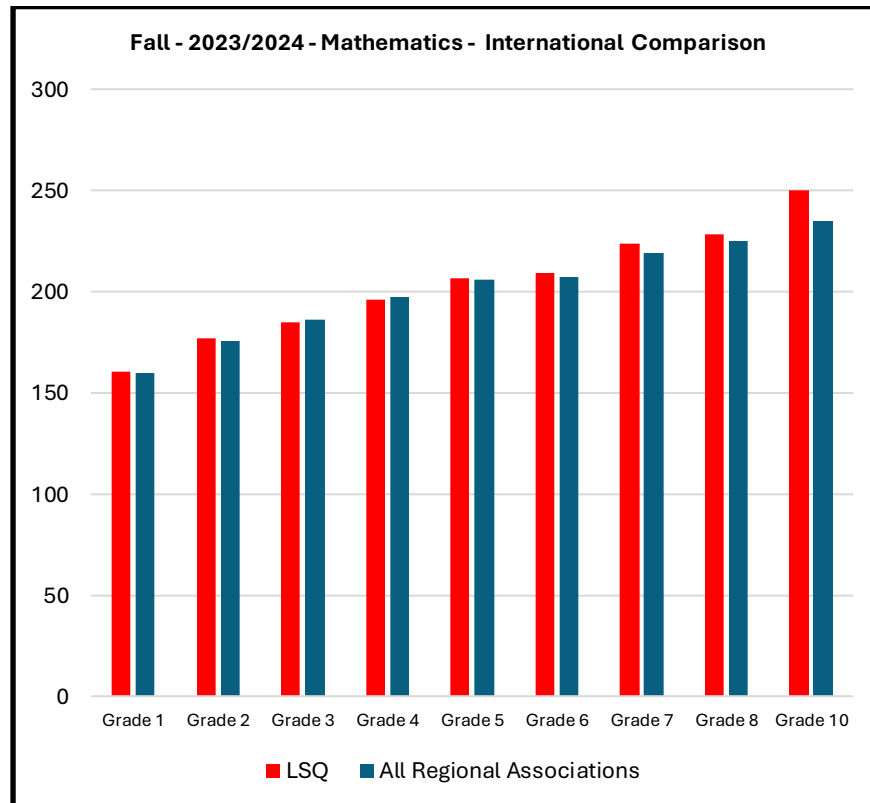
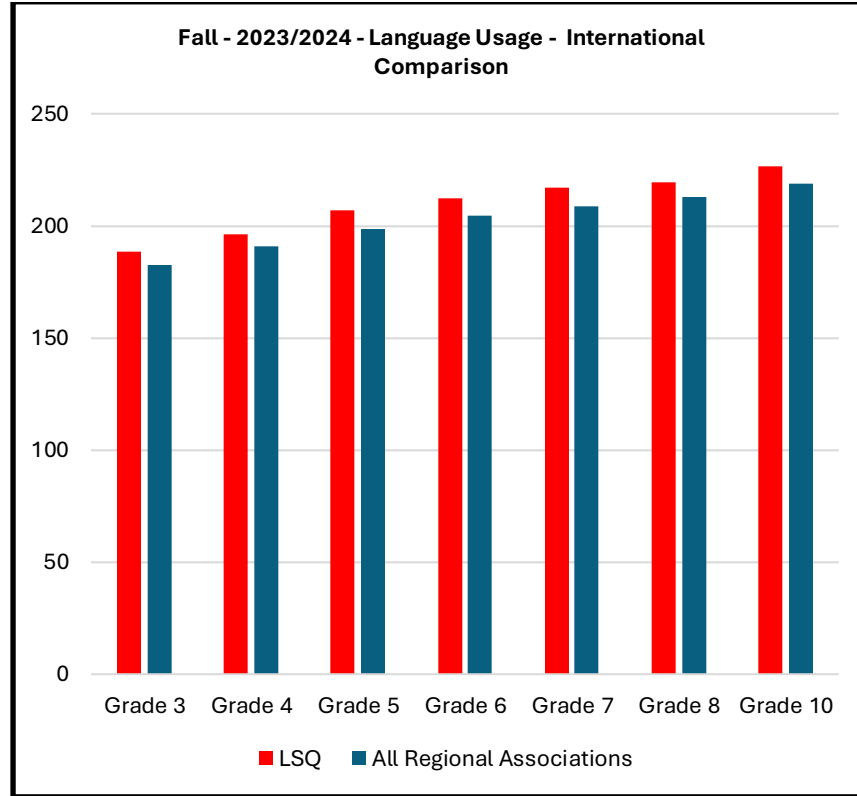
	Number Tested	> 1200	>1100	>1000	Below 1000	LSQ Average	World Average
2022-2023	29	44.82%	68.96%	86.20%	13.79%	1182.5	1050
2023-2024	49	40.81%	63.26%	81.63%	18.36%	1147.7	1028
2024-2025							

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
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		

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
2020 - 2021	16.6
2021-2022	15.24
2022-2023	15.31
2023-2024	14.86
2024-2025	

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

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

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%
2024-2025	

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 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.

We thank every member of the LSQ community for their ongoing trust, effort, and belief in our shared vision. Together, we will continue shaping an educational journey that inspires excellence and nurtures every learner.