It is our pleasure to present for you the School Report Card (SRC) for the Academic year 2014-2015, which is considered an important part of the evaluation system in the State of Qatar. We seek to raise the methods and assessment tools in order to achieve high-quality of educational outcomes. The SRCs are published in Arabic for all Independent and Private Arabic Schools, as well as in English for all International Private Schools.

For the successive eleventh year, the Evaluation Institute has been keen concerned to issue the SRCs annually. This year the issued SRCs are updated with some new data information to be aligned with the continuous progress of these SRCs. At the same time, they are similar in the format of previous SRCs. In addition, aspects of the school’s performance are compared with previous performance of the school, and with the performance of all other schools of the same stage.

Collectively, the information in the SRCs can be seen to foster variety in depicting school’s different features facilitating the chance for parents and the community at large to be assured that schools have accountability, by focusing on schools’ performance and responsibility for their educational outcomes.

The SRC is designed to provide essential information for schools and community at large in general; and in particular; the decision-makers about the various types of schools. We hope that the SRCs will enhance the community’s participation in the educational process.

All the SRCs can be viewed or downloaded from the Supreme Education Council website www.sec.gov.qa.

School Evaluation Office
Evaluation Institute
Basic school information

- **Total student enrolment**
  - This school: 949
  - All schools*: 739
- **Total number of teachers**
  - This school: 88
  - All schools*: 62
- **Proportion of teachers : students**
  - This school: 1 : 11
  - All schools*: 1 : 13
- **Average number of students per classroom**
  - This school: 18
  - All schools*: 25
- **Grades covered by this school**
  - This school: 1-11
- **Gender mix of student intake**
  - This school: Boys & Girls
- **Gender of teaching staff**
  - This school: Males & Females
- **Any mixed boys and girls classes?**
  - This school: Yes
- **The school has International and/or QNSA Accreditation**
  - This school: No
- **The school involved in the Educational Vouchers Programme**
  - This school: Yes

*All schools comprises the average of all Independent and Private schools of the same stage(s) as this school.

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Overall satisfaction with the school

### Parents’ overall satisfaction

- **Generally satisfied**
  - This school: 88%
  - All schools: 83%
  - 3%

### Students’ overall satisfaction

- **Generally satisfied**
  - This school: 77%
  - All schools: 74%
  - 5%

- **Generally dissatisfied**
  - This school: 7%
  - All schools: 12%
### Educational practices of the school

#### Teachers’ approaches to teaching

<table>
<thead>
<tr>
<th>Approach</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion teaching by talking or presenting to the class as a whole</td>
<td>0%</td>
<td>55%</td>
</tr>
<tr>
<td>Proportion teaching by involving the whole class in discussions or activities</td>
<td>40%</td>
<td>65%</td>
</tr>
<tr>
<td>Proportion teaching by having students work individually in the class</td>
<td>0%</td>
<td>45%</td>
</tr>
<tr>
<td>Proportion teaching by having students work with other students in the class</td>
<td>20%</td>
<td>48%</td>
</tr>
</tbody>
</table>

#### Teachers’ approaches to helping students with learning difficulties (LD)

<table>
<thead>
<tr>
<th>Approach</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of teachers who often teach LD students in the same way as their classmates</td>
<td>0%</td>
<td>44%</td>
</tr>
<tr>
<td>Proportion of teachers who often provide LD students with individual help</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>Proportion of teachers who often get other students in the class to help the LD students</td>
<td>60%</td>
<td>37%</td>
</tr>
<tr>
<td>Proportion of teachers who often organize out-of-class assistance for LD students</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Proportion of teachers who often slow the pace of teaching the class to help the LD students</td>
<td>40%</td>
<td>48%</td>
</tr>
<tr>
<td>Proportion of teachers who often form different ability groups for different teaching in the class</td>
<td>0%</td>
<td>42%</td>
</tr>
</tbody>
</table>

#### Teachers’ assignment of homework

Proportion of teachers who typically assign homework of three hours or more a week

<table>
<thead>
<tr>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Parent’s views on homework

<table>
<thead>
<tr>
<th>View</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of parents indicating that the school assigns no homework for their child</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Proportion of parents who report their child spends at least an hour a day on homework</td>
<td>84%</td>
<td>75%</td>
</tr>
<tr>
<td>Proportion of parents indicating that they believe their child’s homework is worthwhile</td>
<td>86%</td>
<td>84%</td>
</tr>
</tbody>
</table>
### Facilities, services and extracurricular activities of the school

#### Facilities

<table>
<thead>
<tr>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosque(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Library/libraries</td>
<td>✓</td>
</tr>
<tr>
<td>Science laboratory/laboratories</td>
<td>✓</td>
</tr>
<tr>
<td>Computer laboratory/laboratories</td>
<td>✓</td>
</tr>
<tr>
<td>Auditorium/auditoria</td>
<td>✓</td>
</tr>
<tr>
<td>Art room(s)</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Services

<table>
<thead>
<tr>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School transport</td>
<td>×</td>
</tr>
<tr>
<td>Food/canteen</td>
<td>×</td>
</tr>
<tr>
<td>Personal/social counselling</td>
<td>✓</td>
</tr>
<tr>
<td>Academic counselling</td>
<td>✓</td>
</tr>
<tr>
<td>Vocational counselling</td>
<td>×</td>
</tr>
<tr>
<td>Medical/health</td>
<td>✓</td>
</tr>
<tr>
<td>Special financial assistance</td>
<td>×</td>
</tr>
<tr>
<td>Remedial classes</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Extracurricular activities

<table>
<thead>
<tr>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports team(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Student’s council(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Scouts</td>
<td>×</td>
</tr>
<tr>
<td>Religious group(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Community service group(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Media club(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Fine/performing arts club(s)</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Key

- ✓ Present
- × Not present
- □ No Data

*All schools comprises the average of all International and Private schools of the same stage(s) as this school.

### Parents’ views on some aspects

#### Parents’ satisfaction with the school’s curriculum

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally satisfied</td>
<td>☺ 84%</td>
<td>80%</td>
</tr>
<tr>
<td>Generally dissatisfied</td>
<td>☹ 6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Parents’ satisfaction with the school’s extracurricular activities

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally satisfied</td>
<td>☺ 64%</td>
<td>65%</td>
</tr>
<tr>
<td>Generally dissatisfied</td>
<td>☹ 15%</td>
<td>13%</td>
</tr>
</tbody>
</table>

#### Percentage of parents indicating that the school provides sufficient extra educational help to students needing it

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>*All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>
### Students’ and Teachers’ Nationalities

#### Students’ nationality

- **Qatari nationality**
  - This school: 13%
  - All schools: 39%
- **non-Qatari Arabic nationalities**
  - This school: 10%
  - All schools: 25%
- **non-Arabic nationalities**
  - This school: 77%
  - All schools: 36%

#### Teachers’ nationality

- **Qatari nationality**
  - This school: 0%
  - All schools: 19%
- **non-Qatari Arabic nationalities**
  - This school: 11%
  - All schools: 56%
- **non-Arabic nationalities**
  - This school: 89%
  - All schools: 25%

### Professional background features of the school’s teachers

#### Teachers’ Qatar teaching licencing (QORLA)*

- **Percentage of teachers’ with a Provisional Licence**
  - This school: 84%
  - All schools: 11%
- **Percentage of teachers with an Entry Level Licence**
  - This school: 6%
  - All schools: 0%

*The QORLA (Qatar Office of Registration Licencing and Accreditation) data in this display for ‘All Schools’ only pertains to Independent schools.
### Professional background features of the school’s teachers

#### Aspects of teachers’ professional background

<table>
<thead>
<tr>
<th>Feature</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ average years of teaching experience</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Teachers’ average hours spent on professional development in the previous twelve months</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Proportion of teachers who attended professional development in the 2014-15 school year</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Proportion of teachers indicating satisfaction with the professional development provided</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Proportion of teaching staff with a formal, recognized teaching qualification</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>Proportion of teachers with a Master’s degree or higher</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Proportion of teachers who are teaching subjects for the very first time</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Parental participation and interactions with the school

#### School’s indications of actual parental participation

- Some parents serve on the school governing body/committee: ❌ 78%
- Some parents help raise funds for the school: ❌ 33%
- Some parents participate in deciding how the school budget is spent: 34%

### Parents’ satisfaction with the school’s communications

- Generally satisfied: 84% This school, 76% All schools
- Generally dissatisfied: 5% This school, 9% All schools
### Aspects of the school’s educational environment

#### Student’s enjoyment of learning and school

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of students indicating that they like their school</td>
<td>72%</td>
<td>63%</td>
</tr>
<tr>
<td>Proportion of students indicating that they enjoy learning Arabic</td>
<td>46%</td>
<td>67%</td>
</tr>
<tr>
<td>Proportion of students indicating that they enjoy learning English</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>Proportion of students indicating that they enjoy learning Mathematics</td>
<td>66%</td>
<td>72%</td>
</tr>
<tr>
<td>Proportion of students indicating that they enjoy learning Science</td>
<td>71%</td>
<td>76%</td>
</tr>
</tbody>
</table>

#### Students’ views on aspects of the school’s teachers

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of students indicating the students and teachers get along well</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Proportion of students indicating they understand teachers’ schoolwork explanations</td>
<td>86%</td>
<td>80%</td>
</tr>
<tr>
<td>Proportion of students indicating their teachers encourage them to do their best</td>
<td>83%</td>
<td>81%</td>
</tr>
</tbody>
</table>

#### Teaching and computers

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate number of computers for every 100 students in the school</td>
<td>52.8</td>
<td>14.6</td>
</tr>
<tr>
<td>Proportion of teachers who rated their computer skills as moderate or better</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Proportion of teachers who were satisfied with their access to computers and other educational technology for their work as teachers</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Proportion of students who reported using computers in their classrooms on most days or more frequently</td>
<td>56%</td>
<td>32%</td>
</tr>
</tbody>
</table>
### Aspects of the school’s climate and general environment

#### Student behaviour and discipline

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proportion of parents reporting their child had no school absences in the last fortnight</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Proportion of parents satisfied with the school’s treatment of their child</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Proportion of parents indicating that the school maintains good discipline and order</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Proportion of students indicating that the school’s discipline approach is fair</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Proportion of students indicating that they feel safe at their school</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Proportion of students indicating they have not been bullied at school during the year</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Proportion of students indicating they have not had anything stolen at school during the year</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on the school as a workplace

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>89%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on the school’s teachers and administrators working together as a team

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>87%</td>
<td>4%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on their involvement in decision-making in the school

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>66%</td>
<td>13%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on students and School’s Staff treating each other with respect

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>87%</td>
<td>4%</td>
</tr>
</tbody>
</table>
### Aspects of the school’s performance between 2013-14 and 2014-15

#### Students’ views on selected aspects of the school from 2013-14 to 2014-15

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion who are happy with the school</td>
<td>78%</td>
<td>77%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who enjoy learning Arabic</td>
<td>44%</td>
<td>46%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who enjoy learning English</td>
<td>73%</td>
<td>67%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who enjoy learning Mathematics</td>
<td>59%</td>
<td>66%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who enjoy learning Science</td>
<td>76%</td>
<td>71%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion indicating the school discipline is fair</td>
<td>67%</td>
<td>69%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who feel safe at the school</td>
<td>85%</td>
<td>86%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who feel teachers and students get along well together</td>
<td>75%</td>
<td>74%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion indicating their teachers’ schoolwork explanations are understandable</td>
<td>83%</td>
<td>86%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion indicating their teachers encourage them to do their best</td>
<td>87%</td>
<td>83%</td>
<td>≈</td>
</tr>
</tbody>
</table>

#### Parents’ views on selected aspects of the school from 2013-14 to 2014-15

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion satisfied with the school generally</td>
<td>84%</td>
<td>88%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s curriculum</td>
<td>81%</td>
<td>84%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s extra-curricular activities</td>
<td>71%</td>
<td>64%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s communications with them</td>
<td>78%</td>
<td>84%</td>
<td>≈</td>
</tr>
</tbody>
</table>

#### Teachers’ views on selected aspects of the school from 2013-14 to 2014-15

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion indicating the school is a good place to work</td>
<td>85%</td>
<td>100%</td>
<td>+</td>
</tr>
<tr>
<td>Proportion indicating the school’s teachers and administrators work as a team</td>
<td>78%</td>
<td>60%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion who feel they are adequately involved in school decisions</td>
<td>47%</td>
<td>40%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion indicating that the school’s teachers and students treat each other with respect</td>
<td>93%</td>
<td>80%</td>
<td>≈</td>
</tr>
<tr>
<td>Proportion satisfied with their access to educational technology at the school</td>
<td>74%</td>
<td></td>
<td>≈</td>
</tr>
</tbody>
</table>