Dear Parent,

It is with pleasure that I present the 2013-2014 School Report Card (SRC) to you, as it is has a very important role in the evaluation and development of education in Qatar. Qatar’s educational initiative is designed to improve education through increased autonomy, accountability, choice and variety and the SRC is a key element in this process.

Collectively the information in the SRCs can be seen to foster variety in depicting school’s different features; to facilitate choice by informing parents; to ensure accountability by focusing on schools’ performance and allowing them to be held responsible for outcomes; and to support autonomy by providing schools with the opportunity to present their distinct features.

This is the tenth year in which SRCs have been distributed and, whilst some additional data are reported this time, the format is similar to that which has been used previously. The SRC presents a wide range of information about the school’s characteristics and performance in the 2013-2014 school year. 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.

The SRCs for Independent and some Private schools are published in Arabic and for other Private schools the SRCs are published in English. All the SRCs can be viewed or downloaded from the Supreme Education Council website www.sec.gov.qa.

I hope that the SRC supports you in your role as a parent and encourage you to use it as an opportunity to become more informed about, and involved with, your child’s school.

Khalid Abdullah Al-Harqan
Director of the Evaluation Institute
Basic school information

Overall satisfaction with the school
This school  
All schools*
Parents' overall satisfaction

Generally satisfied



Generally dissatisfied



Students' overall satisfaction

Generally satisfied



Generally dissatisfied



This school  
All schools

Total student enrolment
1136
721

Total number of teachers
78
59

Proportion of teachers : students
1 : 15
1 : 12

Average number of students per classroom
22
22

Grades covered by this school
1-12

Gender of student intake
Boys & Girls

Gender of teaching staff
Males & Females

Any mixed boys and girls classes?
Yes

The school has International and/or QNSA Accreditation
No

The school involved in the Educational Vouchers Programme
No

*All schools comprises the average of all Independent and Private schools of the same stage(s) as this school.
### Teachers’ approaches to teaching

- **Proportion teaching by talking or presenting to the class as a whole**
  - This school: 63%
  - All schools: 57%

- **Proportion teaching by involving the whole class in discussions or activities**
  - This school: 60%
  - All schools: 69%

- **Proportion teaching by having students work individually in the class**
  - This school: 48%
  - All schools: 46%

- **Proportion teaching by having students work with other students in the class**
  - This school: 28%
  - All schools: 50%

### Teachers’ approaches to helping students

- **Proportion of teachers who often teach LD students in the same way as their classmates**
  - This school: 46%
  - All schools: 47%

- **Proportion of teachers who often provide LD students with individual help**
  - This school: 74%
  - All schools: 76%

- **Proportion of teachers who often get other students in the class to help the LD students**
  - This school: 35%
  - All schools: 38%

- **Proportion of teachers who often organize out-of-class assistance for LD students**
  - This school: 22%
  - All schools: 19%

- **Proportion of teachers who often slow the pace of teaching the class to help the LD students**
  - This school: 42%
  - All schools: 42%

- **Proportion of teachers who often form different ability groups for different teaching in the class**
  - This school: 42%
  - All schools: 44%

### Languages of teaching used in the school

- **Arabic**
  - This school: x
  - All schools: 72%

- **English**
  - This school: ✓
  - All schools: 28%

- **A language other than Arabic or English**
  - This school: 
  - All schools: 

### Language of teaching used in selected curriculum areas

- **Mathematics classes in which the language of teaching is Arabic**
  - This school: No classes
  - All schools: No classes

- **Mathematics classes in which the language of teaching is English**
  - This school: All classes
  - All schools: All classes

- **Science classes in which the language of teaching is Arabic**
  - This school: No classes
  - All schools: No classes

- **Science classes in which the language of teaching is English**
  - This school: All classes
  - All schools: All classes

- **Computer/ICT classes in which the language of teaching is Arabic**
  - This school: No classes
  - All schools: No classes

- **Computer/ICT classes in which the language of teaching is English**
  - This school: All classes
  - All schools: All classes

- **Social Studies classes in which the language of teaching is Arabic**
  - This school: No classes
  - All schools: No classes

- **Social Studies classes in which the language of teaching is English**
  - This school: All classes
  - All schools: All classes
### Proportion of teachers who typically assign homework of three hours or more a week

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Facilities, services and extracurricular activities of the school

<table>
<thead>
<tr>
<th>Facilities/Activities</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosque(s)</td>
<td>✓</td>
<td>40%</td>
</tr>
<tr>
<td>Library/libraries</td>
<td>✓</td>
<td>96%</td>
</tr>
<tr>
<td>Science laboratory/laboratories</td>
<td>✓</td>
<td>90%</td>
</tr>
<tr>
<td>Computer laboratory/laboratories</td>
<td>✓</td>
<td>97%</td>
</tr>
<tr>
<td>Auditorium/auditoria</td>
<td>✓</td>
<td>85%</td>
</tr>
<tr>
<td>Art room(s)</td>
<td>✓</td>
<td>81%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School transport</td>
<td>✓</td>
<td>93%</td>
</tr>
<tr>
<td>Food/canteen</td>
<td>✓</td>
<td>86%</td>
</tr>
<tr>
<td>Personal/social counselling</td>
<td>x</td>
<td>47%</td>
</tr>
<tr>
<td>Academic counselling</td>
<td>✓</td>
<td>95%</td>
</tr>
<tr>
<td>Vocational counselling</td>
<td>✓</td>
<td>45%</td>
</tr>
<tr>
<td>Medical/health</td>
<td>✓</td>
<td>95%</td>
</tr>
<tr>
<td>Special financial assistance</td>
<td>x</td>
<td>75%</td>
</tr>
<tr>
<td>Remedial classes</td>
<td>✓</td>
<td>89%</td>
</tr>
</tbody>
</table>

### Parent's views on homework

- Proportion of parents indicating that the school assigns no homework for their child: This school 0%, All schools 1%
- Proportion of parents who report their child spends at least an hour a day on homework: This school 84%, All schools 74%
- Proportion of parents indicating that they believe their child's homework is worthwhile: This school 75%, All schools 83%

### Key

- ✓ Present
- x Not present
- n No Data
Parents' views on some aspects:

- Students' and Teachers' Nationalities
  - Qatari nationality
  - non-Qatari
  - Arabic nationalities
  - non-Arabic nationalities

- Parents' satisfaction with the school's curriculum
- Percentage of parents indicating that the school provides sufficient extra educational help to students needing it

**This school**

- Generally satisfied
- Generally dissatisfied

**All schools**

- Generally satisfied
- Generally dissatisfied

**Help to students needing it**

- This school: 38%
- All schools: 67%

---

**Qatari nationality**

- This school: 20%
- All schools: 42%

**non-Qatari**

- This school: 45%
- All schools: 28%

**Arabic nationalities**

- This school: 35%
- All schools: 31%

**non-Arabic nationalities**

- This school: 0%
- All schools: 19%
### Professional background features of the school's teachers

#### Aspects of teachers' professional background

- **Percentage of teachers' with a Provisional Licence**
  - This school: N/A
  - All schools: 84%

- **Percentage of teachers with an Entry Level Licence**
  - This school: N/A
  - All schools: 11%

- **Percentage of teachers with a Proficient Level Licence**
  - This school: N/A
  - All schools: 6%

- **Percentage of teachers with an Advanced Skills Level Licence**
  - This school: N/A
  - All schools: 0%

*The QORLA (Qatar Office of Registration Licencing and Accreditation) data in this display for 'All Schools' only pertains to Independent schools.*

### Other important aspects

- **Teachers' average years of teaching experience**
  - This school: 10
  - All schools: 11

- **Teachers' average hours spent on professional development in the previous twelve months**
  - This school: 10
  - All schools: 37

- **Proportion of teachers who attended professional development in the 2013-14 school year**
  - This school: 68%
  - All schools: 94%

- **Proportion of teachers indicating satisfaction with the professional development provided**
  - This school: 49%
  - All schools: 79%

- **Proportion of teaching staff with a formal, recognized teaching qualification**
  - This school: 72%
  - All schools: 71%

- **Proportion of teachers with a Master’s degree or higher**
  - This school: 24%
  - All schools: 12%

- **Proportion of teachers who are teaching subjects for the very first time**
  - This school: N/A
  - All schools: 9%
Parental participation and interactions with the school

- Some parents serve on the school governing body/committee
- Some parents help raise funds for the school
- Some parents participate in deciding how the school budget is spent

Parents' satisfaction with the school's communications

Generally satisfied

Generally dissatisfied

This school: 65%
All schools: 74%

Aspects of the school's educational environment

Student's enjoyment of learning and school

- Proportion of students indicating that they like their school
- Proportion of students indicating that they enjoy learning Arabic
- Proportion of students indicating that they enjoy learning English
- Proportion of students indicating that they enjoy learning Mathematics
- Proportion of students indicating that they enjoy learning Science

Proportion of students indicating the students and teachers get along well

Proportion of students indicating they understand teachers' schoolwork explanations

Proportion of students indicating their teachers encourage them to do their best
### Teaching and computers

- **Approximate number of computers for every 100 students in the school**
  - This school: 4.8
  - All schools: 26.4

- **Proportion of teachers who rated their computer skills as moderate or better**
  - This school: 62%
  - All schools: 77%

- **Proportion of teachers who were satisfied with their access to computers and other educational technology for their work as teachers**
  - This school: 32%
  - All schools: 80%

- **Proportion of students who reported using computers in their classrooms on most days or more frequently**
  - This school: 26%
  - All schools: 35%

### Aspects of the school’s climate and general environment

#### Student behaviour and discipline

<table>
<thead>
<tr>
<th>This school</th>
<th>63%</th>
<th>Proportion of parents reporting their child had no school absences in the last fortnight</th>
<th>All schools</th>
<th>54%</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>Proportion of parents satisfied with the school’s treatment of their child</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74%</td>
<td>Proportion of parents indicating that the school maintains good discipline and order</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44%</td>
<td>Proportion of students indicating that the school’s discipline approach is fair</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>Proportion of students indicating that they feel safe at their school</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62%</td>
<td>Proportion of students indicating they have not been bullied at school during the year</td>
<td>64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55%</td>
<td>Proportion of students indicating they have not had anything stolen at school during the year</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Teaching and computers

- **Approximate number of computers for every 100 students in the school**
  - This school: 4.8
  - All schools: 26.4

- **Proportion of teachers who rated their computer skills as moderate or better**
  - This school: 62%
  - All schools: 77%

- **Proportion of teachers who were satisfied with their access to computers and other educational technology for their work as teachers**
  - This school: 32%
  - All schools: 80%

- **Proportion of students who reported using computers in their classrooms on most days or more frequently**
  - This school: 26%
  - All schools: 35%
### Students' views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion who are happy with the school</td>
<td>59%</td>
<td>49%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who enjoy learning Arabic</td>
<td>62%</td>
<td>62%</td>
<td>▲</td>
</tr>
<tr>
<td>Proportion who enjoy learning English</td>
<td>78%</td>
<td>67%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who enjoy learning Mathematics</td>
<td>76%</td>
<td>69%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who enjoy learning Science</td>
<td>81%</td>
<td>70%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion indicating the school discipline is fair</td>
<td>53%</td>
<td>44%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who feel safe at the school</td>
<td>56%</td>
<td>50%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who feel teachers and students get along well together</td>
<td>66%</td>
<td>55%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion indicating their teachers’ schoolwork explanations are understandable</td>
<td>78%</td>
<td>65%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion indicating their teachers encourage them to do their best</td>
<td>78%</td>
<td>73%</td>
<td>▼</td>
</tr>
</tbody>
</table>

### Parents' views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion satisfied with the school generally</td>
<td>71%</td>
<td>73%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s curriculum</td>
<td>74%</td>
<td>76%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s extra-curricular activities</td>
<td>46%</td>
<td>47%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s communications with them</td>
<td>68%</td>
<td>65%</td>
<td>▼</td>
</tr>
</tbody>
</table>

### Teachers' views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion indicating the school is a good place to work</td>
<td>81%</td>
<td>69%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion indicating the school’s teachers and administrators work as a team</td>
<td>83%</td>
<td>80%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion who feel they are adequately involved in school decisions</td>
<td>61%</td>
<td>60%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion indicating that the school’s teachers and students treat each other with respect</td>
<td>75%</td>
<td>82%</td>
<td>▼</td>
</tr>
<tr>
<td>Proportion satisfied with their access to educational technology at the school</td>
<td>83%</td>
<td>32%</td>
<td>▼</td>
</tr>
</tbody>
</table>

**Key**

- **▲** Much higher
- **▲▲** Some what higher
- **▲▲▲** About the same
- **▼** Much lower
- **▼▼** Some what lower
- **■** No comparison possible
- **□** No data
### Key

- **▲▲** Much higher
- **▲** Some what higher
- **▲▲▲** About the same
- **▼▼** Much lower
- **▼** Some what lower
- **★** No comparison possible
- **○** No data

### TIMSS 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>School Compared to Qatar's Schools</th>
<th>All Schools in Qatar</th>
<th>This School</th>
<th>Schools in All 245, 824, 3/160×3,561 A Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>4s</td>
<td>▼</td>
<td>413</td>
<td>452</td>
<td>487</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td>4s</td>
<td>▼</td>
<td>394</td>
<td>421</td>
<td>483</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td>8s</td>
<td>▼</td>
<td>410</td>
<td>464</td>
<td>472</td>
</tr>
</tbody>
</table>

### PIRLS 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>School Compared to Qatar's Schools</th>
<th>All Schools in Qatar</th>
<th>This School</th>
<th>Schools in All 245, 824, 3/160×3,561 A Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>4s</td>
<td>▼</td>
<td>425</td>
<td>453</td>
<td>503</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td>4s</td>
<td>▼</td>
<td>413</td>
<td>452</td>
<td>487</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td>8s</td>
<td>▼</td>
<td>410</td>
<td>464</td>
<td>472</td>
</tr>
</tbody>
</table>

**Student's performance in recent international studies**

- **PIRLS**: Progress in International Reading Literacy Study
- **TIMSS**: Trends in International Mathematics and Science Study