

Qatar Academy Doha  
**ANNUAL REPORT**  
**2021-2022**



أكاديمية قطر  
Qatar Academy

عضو في مؤسسة قطر  
Member of Qatar Foundation

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# PRIMARY SCHOOL

## Vision

Empowering students to achieve academic excellence and be responsible citizens.

## Mission

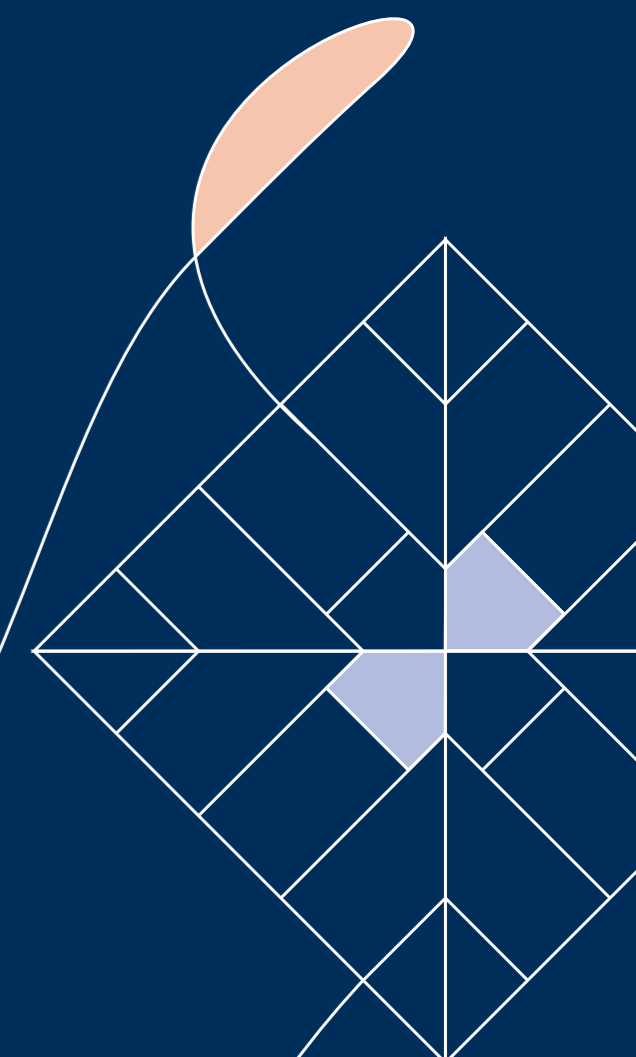
Qatar Academy offers a rigorous program encompassing international English-medium education, strong Arabic and Islamic Studies. The QA community supports and challenges students to be critical thinkers, and active and contributing members of society, through learning experiences serving the needs, interests, and learning styles of each student.

## International-Mindedness Statement

At Qatar Academy, we actively support the beliefs of the Learner Profile and seek to grow an understanding of cultural differences, to be open-minded, and respectful global citizens.

## Values

At Qatar Academy Doha we are SAFE, RESPECTFUL, and RESPONSIBLE learners





# DIRECTOR'S PERSPECTIVE

This year finally saw the restoration of normality into the school after the enforced changes brought about by the Coronavirus outbreak. It was not a year without interruptions as, once again, we went through the complete range of 100% online learning, blended learning and 100% in-person education. Moreover, it was not a smooth transition from online to in-person learning, as the country experienced a third wave of Covid-19 cases from January to April this year, resulting in 356 students and 65 staff testing positive during that time and the school having to return to 100% online learning for January 2022. Nevertheless, the year finished strongly with 100% in-person education and hopefully the disruptions of Covid-19 are behind us.

In November 2021, we were finally able to celebrate the 25th anniversary of the founding of the school in 1996. We were honoured by the presence of Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, Her Excellency Sheikha Hind bint Hamad Al Thani CEO of Qatar Foundation (and QAD alumna), His Excellency Sheikh Joaan bin Hamad Al Thani, the Chair of the Board of Advisors, Her Excellency Buthaina bint Ali Al Jabr Al Nuaimi, Minister of Education and Higher Education and Ms Abeer Al Khalifa the President of Pre-University Education. More than 500 Qatar Academy alumnae attended the event, re-connecting with their friends and former teachers in a celebration of QAD's exceptional first 25 years. In a letter to the school, Her Highness Sheikha Moza referred to the fact that QA "was the first brick in rebuilding the education infrastructure in this country" and that "Qatar Academy is an institution beyond compare."

During the year we had the five yearly re-authorization visit of the International Baccalaureate (IB), and the re-accreditation visits of the Council for International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). There was a preliminary visit in October 2021, followed by a full combined visit of the three Associations in February, 2022. Both visits were virtual due to the Covid-19 regulations. All three Associations re-authorized / re-accredited QAD and provided many commendations upon the work which the school is doing. There were also a number of recommendations for the school to follow up on. Overall, it was a strong endorsement of the school. These visits require a great deal of work from the entire staff in providing the Associations with a reflective self-study and I am grateful to all the staff for their immense contribution to the process.

There have been some wonderful achievements by our students in the course of the year. Six students won awards in this year's Amir's Education Excellence Awards, while three students represented the school at international overseas events. 2 students went to the

COP 26 conference in Glasgow in November 2021 to discuss with world leaders their view on conservation and preservation of our world. This was a huge world-wide event and it was a great honour for our students to attend. In addition, one student was selected to represent QF at TED 2022 last April in Vancouver.

With the easing of covid-19 restrictions, international school trips have been possible again. The Primary School undertook its first international trip when a group of Grade 5 students went to Tanzania at the end of the school year. This was a great success and will, hopefully, be the first of many trips. Some Senior School students are also travelling to Tanzania in the holidays to climb Mount Kilimanjaro.

The Primary School has continued to do great work in promoting awareness and action about the environment. It is fantastic that there are so many committed and dedicated Activists in Action, who do want to inspire others to follow their lead, so that together they can make a difference. This is one of the most remarkable aspects of the school and I do congratulate the students and staff for their energy and commitment.

I congratulate the Grade 12 students upon all they have achieved at the school and wish them well in the future. It has been a difficult two years for the DP course, with all of their Grade 11 year being either online or blended learning and their Grade 12 year having disruptions, as I have mentioned earlier. It was pleasing, at least, that there could be an in-person graduation ceremony at Multaqa and was a fitting conclusion to their time at the school. The Grade 5 Promotion Ceremony was also a very good occasion and I know that the Senior School is looking forward to welcoming these students into Grade 6.

Thank you to all the students, faculty, staff and Administrators for all their great contribution to the school throughout the year. I particularly want to thank the Principals, Marie Green in the Primary School and Steve Thompson and then Dr Christie Powell in the Senior School, for all their work, especially through the many challenges which the covid-19 pandemic created. Each of these issues caused escalating, additional problems and the team showed great resilience in dealing with these matters.

I am retiring as Director of Qatar Academy at the end of this term. I have greatly enjoyed working at the school, with some wonderful colleagues and engaging and committed students. I wish the school continued, great success in the future.

**Stephen Meek**  
QAD Director

# ACADEMICS

Our 2021-2022 topsy-turvy school year included blended learning, online learning, and fully face-to-face learning. Throughout the challenges faced in each of these situations, our staff stayed committed to providing the best learning provisions possible to enhance student engagement and learning. Teachers spent time prioritising and enhancing the curriculum using the Next Generation Science Standards (NGSS) for engineering and experimentation, the Shape America Standards for PE, and the National Core Arts Standards for Music and Visual Arts.

This academic year, QAD Primary had a goal for increased student growth and achievement as measured by the NWEA MAP assessments. To work towards this goal, teachers collaborated with their grade level teams to analyse their results each testing term, to reshape their learning engagements for students. Also our teachers incorporated applications such as Nearpod and IXL to engage and individualise instruction for students.



## Academic Highlights

### KG

The Unit of Inquiry that students enjoyed the most was the Creativity Unit where students expressed themselves through painting, mosaics, sculpture, watercolours and collages. Another favourite Unit of Inquiry was on Pushes and Pulls. Students extended their understanding by

learning about forces of nature. The students enjoyed the process of creating individual volcanoes and doing the science experiment to watch them erupt.



### Grade 1

During the “How We Organise Ourselves” UOI, Grade 1 inquired about the roles and responsibilities of QAD’s community workers. The students “tuned in” by interviewing some of the workers directly involved with supporting their classrooms. During the interviews, in addition to learning our workers’ names and where they come from, students asked them about their dreams and goals, as well as questions to better understand the importance and demands of the community workers’ jobs. After several thoughtful classroom discussions, the students reflected and decided to take action to assist our school community workers by taking care to clean up after themselves in order to lighten the load of the kind people who support us in keeping our school clean and beautiful.



### Grade 2

Grade 2 was thrilled to be able to welcome parents back into our classrooms this spring! After a long Covid pause, we held our Sharing The Planet display of learning in April. We welcomed over 100 parents, family members, and faculty into our classrooms where students proudly shared their learning around ecosystems, biodiversity, and the connections between living and nonliving things on Earth. Students also explained various aspects of human impact on the world’s ecosystems and reflected on possible action that they can take, or encourage others to take, to support a healthier, connected planet.



### Grade 3

In Grade 3, a highlight was inquiring into forces and interactions. The children were fascinated by magnets and investigated magnetic force in a variety of ways. They discovered that a magnetic field can travel through a variety of materials. They also used their knowledge of attraction and repulsion to suspend magnets on a wooden pole.



### Grade 4

In Grade 4 during the Technological Advances Communications Unit, students inquired into the different kinds of waves and how they transfer information. The students had an opportunity to do hands-on experiments with waves and they were able to construct simple objects to test various light and sound waves. Throughout the year all unit summatives had a dual-language aspect such as the booklets on earth’s processes, an advertisement, and a comic book for the globalisation unit.



Grade 5

Grade 5 finished their Exhibition in amazing fashion with their presentations to parents and the community. Many world wide issues were discussed including sustainability, animal welfare, racism, gender equality, plastic pollution and war. One student said, 'It was a wonderful opportunity for us to present our work to our parents and show them how much we have learned this year and through the whole primary school. From my perspective I think that it

was amazing, fun and an incredible opportunity to make a difference and show people that a small thing can go a long way, so I encourage that if you have something you want to fix or spread awareness about, you should put your mind to it and you can get it done just like I did. Thank you to all the teachers, all the members of the Human Library and our mentors for helping us over the last 6 weeks'. ~ Amina Zaidan 5B



Writing Competitions

This academic year students had the opportunity to take part in writing competitions to share their skills in various writing styles. There was a writing competition about how to keep Qatar clean and also Ramadan poetry. More than 75 students participated. Students were excited to find out the winners and they are ready for the competitions next year!

**QAD Primary Writing Competition**  
"How can YOU keep Qatar clean?"  
WINNERS are awarded in three categories:  
Most Persuasive, Most Informative, and Most Original  
All other entries receive an Honorable Mention certificate

**KG Winners**  
Most Persuasive: Rashid Al Naimi KGC  
Most Informative: Sarah Saleem KGC  
Most Original: Fahad Al Thani KGC

**Grade 1 Winners**  
Most Persuasive: Adam Khan 1C  
Most Informative: Hamza Issa 1E  
Most Original: Ahlan Issa 1E

**Grade 2 Winners**  
Most Persuasive: Fahad Al Hajri 2D  
Most Informative: Fatima Al Nabit 2D  
Most Original: Layan Al Hajri 2E

**Grade 3 Winners**  
Most Persuasive: Aamna Adnan 3C  
Most Informative: Sultan Naemi 3A  
Most Original: Aisha Al Thani 3B

**Grade 4 Winners**  
Most Persuasive: Nusaybah Khan 4C  
Most Informative: Maryam Al Nabit 4B  
Most Original: Haya Al Thani 4D

**Grade 5 Winners**  
Most Persuasive: Hajar Al Binail 5C  
Most Informative: Ali Al Thani 5C & Khalid AL Derham 5D  
Most Original: Abdullah Al Attiyah 5A & Shihab Shumaila 5E

**Primary Ramadan Poetry Competition Winners**

**KG**  
Fahad Al Thani KGC  
Nasir Al Salami KGC  
Nasir Al Taji KGC  
Lahia Al Mana KGC

**Grade 1**  
Ahmed Al Khalaf 1E  
Muhammad Al Khalaf 1E  
Amna Salah Al Nabit 1D  
Hamza Issa 1E  
Ahlan Issa 1E

**Grade 2**  
Fatima Salah Al Nabit 2D  
Aisha Al Thani 2B  
Layan Al Hajri 2E

**Grade 3**  
Aamna Adnan 3C  
Aisha Al Thani 3B  
Fatima Al Dhan 3C  
Aamna Adnan 3C

**Grade 4**  
Haya Al Thani  
Sara Salim  
Sara Al Qatani

**Grade 5**  
Amna Al Fahad  
Munira Al Muniri  
Walha Al Thani

ACADEMIC ACHIEVEMENT RESULTS (NWEA MAP)

The following chart indicates the percentage of students at or above the 41st Percentile in MAP for grades KG-5. Yellow and Red colour bands are not meeting MAP achievement norms.

Colour Key: Blue 67% and above, Green 50%-66%, Yellow 34%-49%, Red 33% or below

Grade Level	Subject	Fall 2021	Winter 2022	Spring 2022
KG	Mathematics	80%	71%	78%
KG	Reading	77%	62%	61%
G1	Mathematics	64%	55%	64%
G1	Reading	57%	47%	53%
G2	Mathematics	50%	38%	50%
G2	Reading	39%	36%	38%
G2	Language	47%	43%	47%
G3	Mathematics	54%	48%	52%
G3	Reading	50%	43%	46%
G3	Language	60%	52%	49%
G4	Mathematics	43%	49%	50%
G4	Reading	51%	46%	47%
G4	Language	54%	43%	53%
G5	Mathematics	35%	38%	40%
G5	Reading	40%	32%	45%
G5	Language	50%	44%	60%

Highlights include:

- Strong academic achievement in Spring KG mathematics with 78% of students at or above grade level
- Strong academic achievement in Spring G5 language with 60% of students at or above grade level
- Strong academic achievement in Spring G1, G2, G3, G4 mathematics. Each of these grade levels had 50% or more of their students at or above grade level. These results speak to the consistent school wide approach to mathematics that started in the 2020 school year.

Areas of development:

Support reading and language development for the incoming G3 (literature & informational texts & language mechanics), G4 & G5 (informational texts, & understand, edit mechanics) cohorts for the 2022-23 school year

# ACADEMIC GROWTH RESULTS (NWEA MAP)

The following chart indicates the percentage of students who meet their expected growth as calculated by NWEA MAP. Average growth is expected at 50%.

Colour Key: Blue 60% and above, Green 50%-59%, Yellow 40%-49%, Red 39% or below

Grade Level	Subject	Fall 21- Winter 22	Winter 21- Winter 22	Winter 22- Spring 22	Fall 21- Spring 22	Spring 21- Spring 22
KG	Mathematics	43%	NA	50%	38%	NA
KG	Reading	38%	NA	50%	40%	NA
G1	Mathematics	36%	NA	70%	58%	NA
G1	Reading	37%	NA	57%	42%	NA
G2	Mathematics	28%	42%	65%	41%	53%
G2	Reading	34%	29%	53%	33%	33%
G2	Language	28%	NA	54%	32%	NA
G3	Mathematics	33%	41%	53%	30%	61%
G3	Reading	32%	45%	58%	32%	60%
G3	Language	33%	32%	53%	37%	40%
G4	Mathematics	56%	48%	56%	53%	69%
G4	Reading	40%	56%	61%	51%	72%
G4	Language	41%	54%	57%	39%	68%
G5	Mathematics	59%	49%	47%	53%	49%
G5	Reading	45%	57%	62%	60%	74%
G5	Language	41%	57%	59%	51%	66%

Highlights include:

Almost all grade levels had 50% or more of their students make their predicted growth targets from Winter to Spring. Grades 3-5 showed strong growth from Spring of 2021 to Spring of 2022. 74% of G5 students met or exceeded their yearly projected yearly growth in Reading and 72% of G4 students met or exceeded their yearly projected growth.

Areas of development:

G3 and G4 Reading growth for the 2022-23 school year. Possibly target these grades for Leveled Literacy Intervention

# GIFTED EDUCATION

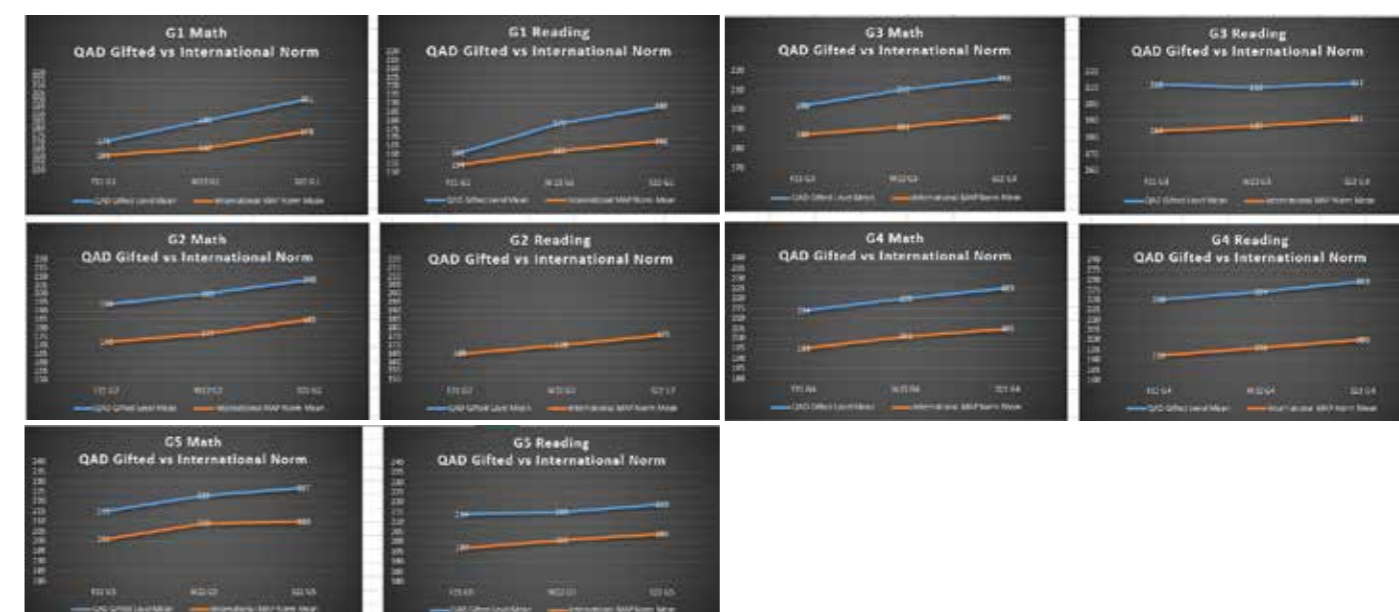
The Gifted Education provision at QAD Primary has gone from strength to strength in the 2021/22 academic year. As soon as the year started, the new Gifted Assessment Tracker was created to track and monitor the attainment and progress of every student in the Gifted cohort.

After careful analysis of the information generated, students were re-organized into high-quality Gifted Learning Groups which provided students with challenging learning opportunities within and beyond their homerooms. Because the students' previous attainment and progress data is used to inform planning throughout the year, the learning provision that students access is always personalised to their individual needs.

This consistent, data-driven approach has resulted in the average RIT attainment in Maths, Reading, and Language for Gifted being significantly higher than the international average in all Grades in the Spring 2022 MAP assessment. The RIT variation over one year is also overwhelmingly positive in Maths, Reading, and Language in all Grades. Personalised training on how to enhance and differentiate the learning provision for Gifted and Higher Ability students was provided to all staff. Constant guidance and support has also been given to homeroom teachers who teach Gifted students. This collaborative approach has resulted in visible improvements in homerooms and enabled students to make accelerated progress.

The Gifted Identification process was refined and completed in a more efficient and shorter timeframe this year. These necessary changes provided an improved experience for students, staff and parents during the testing process. Having witnessed the success of the revised provision for Gifted, new Higher-Ability Learning Groups were identified by significantly high attainment in MAP, and offered intervention. These learning opportunities, provided by members of our Admin Team, resulted in improved outcomes and learning attitudes from participating students.

Links with prestigious national and international educational institutions were established and strengthened this year. This enabled us to offer several learning experiences beyond the classroom including trips (such as Weill Cornell University), workshops (such as SparkLab), international competitions (such as the ECIS Math Quest), and other exciting events (such as WomBat Robotics or Street Child United). Gifted students founded 'The Inquirer', a new QAD school newsletter which provides a platform for learners to share their views, accomplishments, and initiatives. The passion and attention to detail that students dedicate to publishing every single edition is admirable. The overwhelmingly positive feedback received from our community proves that the students' effort to improve communication is greatly appreciated. The Challenge HQ, a new learning space for Gifted students, has been set up for and by students this year. Having an attractive and inspiring area at the heart of QAD really motivates students, reduces distractions, and allows students to solely focus on enhancing their learning skills. As a result of the many improvements listed above, the profile of QAD being a school that provides excellent provision for Gifted students has increased significantly. I am proud to see how our school has become a highly desired destination for Gifted students within Qatar Foundation and beyond. We look forward to driving further improvements in our Gifted Education provision next year.



# STUDENT LEADERSHIP & SERVICE LEARNING

The 2021-2022 school year provided many opportunities for student leadership and service learning at QAD Primary. Despite the rollercoaster of blended, face-to-face, online, then back to face-to-face classes, our students seized every opportunity to help our community and show us the type of leaders we can depend on now and in the future, as they looked forward to improving our world.

QAD Primary championed student agency this school year through the choice of four leadership groups: Junior Activists in Action, Activists in Action, Student Council, and House Captains and Vice Captains. All children were given a chance to have their voices heard through diverse groups that meet all levels of student interest from KG to G5.



Junior Activists in Action was represented by close to twenty students in Grades KG-3. They hosted guest speaker Aisha Ghani who taught our school community about the prevalence of food waste in our daily lives and how composting can be used to improve our impact on the environment. Many students were able to take their learning into the home where they started family composting habits. The Juniors also got the chance to beautify our new Green Lab by creating hanging decorations from recycled materials. The decorations not only make our Green Lab look wonderful, but they serve as tools to scare away the birds who might eat seeds and stop our garden from thriving.

Activists in Action had a very busy year, as I'm sure you saw from our social media. Many of their actions helped us to continue our profile as leaders in sustainability and community action, which are discussed at length in other parts of this report. Their proudest moment this year, however, was seeing their long-term campaigning come to fruition when HH the Amir agreed to hold a vote on banning single-use plastics in Qatar. Our Activists in Action were able to see how true passion can make a difference, no matter what your age!





The Student Council, represented by 17 students from Grades 2-5, made sure that all our pupils' voices were heard. Student representatives were able to be on the forefront of reporting and brainstorming how to problem-solve issues that students face on a daily basis. One of the priorities they tackled was to improve food choices at school. They took the initiative to meet with the cafeteria to discuss and contribute ideas to improving food choices that are healthy. Additionally, they made sure learning was fun for all by hosting "Silly Hair Day", "Funny Face Day", and other Spirit Day competitions.

Finally, our House Captains and Vice Captains were able to finish the year with a bang by helping to organize and promote our "QAD Road to 2022" football competition. Captains were instrumental in making sure that the school community stayed abreast of game results and created some very clever displays throughout the school.



The tournament was a huge success that will go down in school history. They are looking forward to next year when the limits of COVID-19 are hopefully lifted and they can plan and host more events.

Action does not begin and end with student leadership at QAD Primary, however. Many students took service learning to another level this year, showing us how empathy and connection can make change. A concerned group of students started the year with an inquiry into a current event at the time, the American withdrawal from Afghanistan. As Doha saw firsthand the effects of war by being the first recipient of refugees, students wondered how they could help. Thinking about the desperation of leaving behind everything you've ever known, our students got the idea to purchase a backpack and materials for students who would be starting a new life somewhere soon. They filled them up and distributed them to the



Afghan children refugees here in Doha. They included a souvenir of Doha and a personal letter in each backpack, expressing their hopes for a better future.

Students also led an inquiry into how animals are treated in Doha and how we can help the least of those among us. Students connected with PAWS, volunteered, saw first-hand the impact of neglect and abuse, and created a long-term partnership that has already been invaluable in improving life for animals in Qatar. The PAWS Animal Welfare group was instrumental in campaigning and fundraising to dissolve the 40,000+ QAR Royal Vet Bill, which was completely paid off by June! They also were the first group of students to hold an audience with HE the Minister of Labor Maryam AlMisnad and meet to discuss changing laws to make Qatar a more nurturing country for the care of animals.

Throughout the school, students felt inspired to take their learning out of the classroom. Grade 2 students focused on Sharing the Planet by learning from DEAP (Doha Environmental Action Project) about how we can protect the ecosystems and habitats of Qatar, such as the desert, mangroves, and oceans. Many other grades applied their skills and knowledge to improve the world around us.



Finally, QAD Primary is proud to announce our first ever international service learning trip! Grade 5 students spent the last week of school in Tanzania, where they were able to learn from the Maasai people about their culture, the connection between nature and humans, and how it is our responsibility to make sure our world continues on. Students learned about Eco-tourism and how to recycle plastics first-hand through shredding, melting, and reformation. Our G5's also got to volunteer at a Montessori school and run an arts class with the children.

Overall, it's been a full year that has expanded horizons for the students of QAD Primary! We finish this term with our hearts full and bursting with motivation to take on new challenges in the 2022-2023 school year!



# SUSTAINABILITY (ENVIRONMENTAL) & COMMUNITY ACTION AIA

Activists in Action is honoured to be featured in Q Life magazine's edition of "Students of Change." The article highlighted the journey of activists in action and their quest for environmental change in Qatar. While on a mission to spread awareness of the environmental dangers of single-use plastic, students created an online petition to unite voices and advocate for the banning of single-use plastic bags in Qatar.

Qatar Sustainability Week 2021 - was another action packed week! We continued the annual tradition of a school wide Bingo to encourage students to create awareness and action within our community. On Tuesday October 26th our school actively participated in the first Car Free day in Education City. Students walked, cycled or took the tram to school in order to make personal changes in support of climate change action. A group of Activists in Action students gave a 10 minute presentation on their mission. They even took over the QF Booth to help spread awareness of the dangers of single use plastic bags.

During Qatar Sustainability Week a group of grade 5 activists went from classroom to classroom to educate and create awareness about an E-Waste collection campaign. As an Eco-Schools member our school hosted one of the collection bins for Qatar Foundation from October to December 2021. Parents and anyone in the community could come to drop their e-waste gadgets.

In partnership with the QF Gift Shop a group of Activists in Action grade 5 students researched and spread awareness about Whale Sharks in Qatar. This initiative was to raise a greater global understanding for local animals and the impact of plastic pollution in the environment. Students created a special art exhibition to support this initiative, which also included launching a Whale Shark reusable bag.

## Green Lab

With the generous support of Qatar Foundation, we have created a "Live Green Lab" where students can get their hands in the soil! This micro-farm features a learning space and 11 raised beds for planting and exploration. Students have planted a range of seeds and plants: broccoli, tomatoes, peppers, sunflower. The students have created one sensory planting bed to support their inquiry about the concept of Autism Gardens and the benefits of plants to support humans.

In partnership with Qatar Foundation, the students are using PLA - cornstarch-based material to make sustainable trophies and medals using 3-D printers. We presented QF with various original designs and will be starting production with the aim of awarding the first sustainable QF medals and trophies during a sporting event in December 2021

# VISUAL ART AND MUSIC

Qatar Academy Doha Primary remains committed to ensuring all students receive Music and Art as part of the curriculum. Twenty five Grade 1- Grade 5 classes were provided with weekly music lessons, during which time they explored different media, built their skills and got creative whilst enhancing their Units of Inquiry. Our younger 6 kindergarten classes were provided with biweekly lessons on a yearlong basis. This gave them more opportunity to express themselves in all forms of media.

Music classes provided a variety of music learning experiences through general music, strings, band, ukulele, guitar, piano, music technology, songwriting, and choir. Students were provided with opportunities all year to showcase their musical learning, orchestral skills, Singing and theatrical skills at various events throughout the year.

## Partnerships

Qatar Academy Doha worked closely all year with the Qatar Music Academy. The music school provided highly specialized professional development for Qatar Foundation music teachers. The training focused specifically on Arab Percussion and Introduction to Arabic Singing. Training from both sessions were implemented immediately at Qatar Academy Doha with the launch of the schools first Arab Percussion Ensemble. Towards the end of the year,

both schools came together for a concert which showcased the talent of all of our students in the QAD Auditorium. The concert featured Qatar Academy Doha Junior Choir, the Qatar Academy Doha Arab Percussion Ensemble, the Qatar Academy Doha Junior Orchestra and Qatar Academy Doha Music Theatre students. The orchestra, made up of Grade 4 students, performed classic beginner musical pieces while the Musical Theatre students showed their skills singing excerpts from popular musicals. The Grade 3 Junior choir performed Choral, Pop and Arabic songs. The Orchestra, Choir and Musical Theatre students all came together for a finale presenting the popular song, Kun Anta. Both schools look forward to inviting music students from all the schools in Qatar Foundation for combined concerts and musical events in the future

## Live Performances

The music department provided many opportunities for students to showcase their talent once covid restrictions were lifted. Students sang at parent conferences, the Grade 5 PYP Exhibition,

The Promotion Ceremony and the joint QMA/QAD concert. Students also participated in singing the national anthem at the QF Convocation. Students performed in National Day, Dot Day, Garangao, and International Week events schoolwide.





## Launching the Primary Orchestra

It was with great pride to finally launch the Qatar Academy Doha String Orchestra and Musical Theater Program. Twenty Grade 4 students took the initiative to sign up and participate in this program that gives them the opportunity to further enrich their musical skills and passion.

## Musical Theatre

30 students signed up to be a part of the Musical Theatre club. These students showed their talents in singing, acting and choreographed movement.



## Junior Choir

The Grade 3 junior choir consisted of 70 auditioned singers. The choir sang all year and gave sterling performances. It was encouraging to see a higher number of boys participate in the choir.

## Celebrating the 25th Anniversary

On the occasion of Qatar Academy Doha's 25th Anniversary, 40 students from Grade 4 and Grade 5 performed a song that was especially written for this celebration. The evening event took place on Sunday, November 28th in the Senior School and was attended by many notable founders of the school including, Her Highness, Sheikha Moza bint Nasser. The event was also attended by more than 150 QAD alumni.

The song featured six talented Grade 5 soloists. The song was performed in Arabic and English, and composed by Mr. Nasser Nasseb (QPO). Merle Soodyall, Cheryl Heyres and Othman Al Omar wrote the lyrics. It featured beautiful movements choreographed by teachers, Mrs. Cheryl Heyres and Mrs. Aisha Al Hajri.

## Showtime Musical

Qatar Academy Doha students dominated the limelight in the fabulous Showtime Musical Production staged by PUE. All of the soloists were part of either the Grade 3 or

Grade 5 Choirs or the Grade 4 Musical Theatre Club. The staff were awesome too. The whole fabulous spectacle included performers from all of QF Schools. To add to the drama, the Qatar Philharmonic Orchestrated play accompaniment. It was outstanding.

Qatar Academy Doha Primary remains committed to ensuring all students receive Music and Art as part of the curriculum. In Visual Art, students received specialist lessons in Grades 2-5. Kindergarten and Grade 1 were taught by their Homeroom Teachers with support from the Art Specialist. There are two dedicated Art Studios. One was made available for KG to Grade 2 students, the other for Grades 3-5.

Throughout the year students gained experience with a wide range of art media including but not limited to drawing, painting, printmaking, 3D construction and sculpture, mixed media, collage and photography. Twenty five Grade 1- Grade 5 classes were provided with weekly art lessons, during which time they explored different media, built their skills and got creative whilst enhancing their Units of Inquiry. Our younger 6 kindergarten classes were provided with biweekly lessons on a yearlong basis. This gave them more opportunity to express themselves in all forms of media. Visual Art even continued during Online and blended learning.



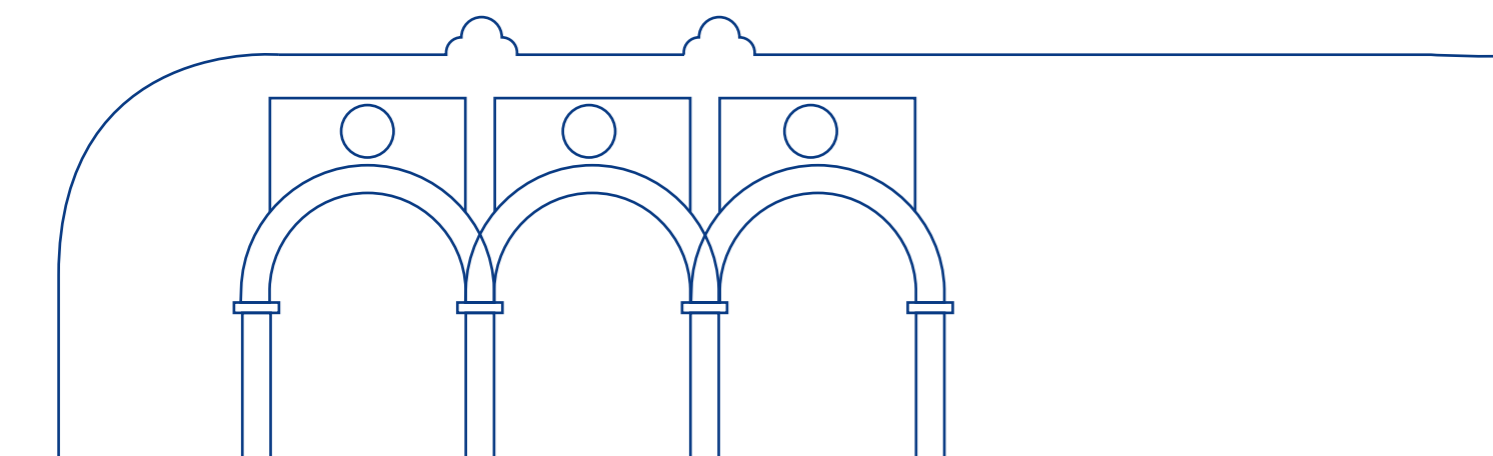
# THEME DAYS AND EXHIBITIONS

The year began with a school-wide Dot Day theme to celebrate creativity. Students throughout the school started with a mark and saw where it took them. International Dot Day is a global celebration of creativity, courage and collaboration based on the book by Peter H Reynolds. The book also speaks to the importance of teacher-student relationships, and our connections as human beings. The school provided copies of the book in English and Arabic. There were art lessons and displays based around this theme.

Units of work consisted of those connected to the Unit of Inquiry taught in the Homeroom as well as stand alone units. Collaboration also took place between the Islamic Department.

Initiatives in other areas of the school were also supported including sustainability projects.

A number of topics were based upon the Road to 2022 Fifa World Cup Football.



Students gained experience working on individual and collaborative projects. Upon completion of each unit, work was displayed in areas throughout the school.

Our main exhibition was based on Qatar Academy Doha's 25 Year Anniversary. The wider school community were invited to participate, culminating in an exhibition. Works from this exhibition were selected, framed, and have joined the Ramadan Art pieces on the walls leading to the Recreation Center and Coffee Bean.

A smaller exhibition took place as part of The Road to 2022 and International week with each class working on art pieces from the countries participating in The World Cup.



## Partnerships Museums, Libraries and Universities

The Qatar National Library invited a small group of Grade 5 students to participate in a 2 day virtual workshop. The theme was based around The World Cup Stadiums in Doha. The completed paintings were exhibited in the children's section of The Qatar National Library.

Post covid, Qatar Academy Visual Arts Department and Virginia Commonwealth University will re-establish their valuable partnership. We are hopeful that students will be able to participate in ongoing workshops in the next academic year.

Grade 2 students were given a guided tour of Mathaf: Arab Museum of Modern Art. Students were engaged whilst learning about works of art, both local and international. The Museum guide was spoken in Arabic and the students were transfixed to hear more!



# GRADE 5 EXHIBITION

Most students in Grade 5 completed an art piece based on their central idea for the PYP Exhibition. A wide range of media and topics were explored. Their work was displayed alongside their Exhibition displays.



## Visual Art Clubs

Students across all Grades & levels of ability, wishing to spend more time in the Art Studios were invited to continue work on classroom projects or explore new ones during break times. This meant a wider range of materials could be used with more personalized student support.



# IT (DIGITAL CITIZENSHIP)

These days, children are exposed to more technology and social media use than ever. This can have its advantages. For educational purposes during the COVID-19 pandemic and beyond, use of online tools is critical to ensure continuity of learning and to build student competencies for the 21st century. Furthermore, pandemic lockdowns meant that important social interaction became more difficult, meaning that social media played (and continues to play) an essential role in keeping people connected.

Below is a snapshot of the platforms and initiatives utilised and launched at QAD Primary School during the 2021-22 school year.

## Devices

At QAD Primary School, students from Grade 2 - Grade 5 receive 1-1 Chromebooks for educational use. These are brought to school every day to support student learning. Children are taught to log in and access learning materials, and they are expected to care for their device thus supporting the ATL skill of self-management.

KG - Grade 1 classes have shared iPads. Upper grades can check out iPads upon request.

## Use of platforms

Our students use the "Seesaw" platform as their e-portfolio. We also have reading e-platforms in Arabic and English and a maths platform (more on these below). Each student has a school Google account associated with them.

## IXL

We have used this to support teaching as reinforcement and extension activities, for all ranges of ability. The skills plan is used to develop the skills necessary to move forward with student learning linked to MAP. This specifically targets the areas in which children need to develop as identified by their MAP individual goals.

## RAZ Kids

This platform has provided a way of ensuring that children have books available (at their reading level) to read both at home and school. The assessment is aligned with PM so can be used as an alternative (whilst online) to PM readers.

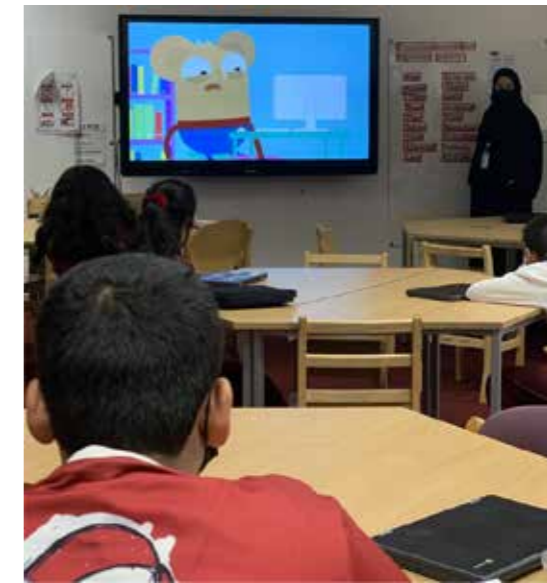
## Kutubee

Kutubee is an interactive reading platform for KG-5 that contains many children's stories and genres from different publishers. The platform is a supportive tool for learning to read in Arabic. The students can listen, read, record the story, as well as answering related questions. Each student has been given his/her own username and password.

Each student can read a story from his level. Levels are determined based on criteria Arabic 21: age, ability and competency. As the student's reading develops, his level changes and he moves to the next level, so it is adaptive according to their progress.

During the 2021-2022 academic school year, students achieved amazing progress due to their use of the Kutubee reading platform:





## Library

Library sessions are used to facilitate digital citizenship, online safety, and research skills lessons. Resources used include those found on the National Online Safety platform (more on that below). Qatar Academy- Doha Libraries provide learning support to students from nursery to diploma level, and promote reading in the school community.

21 century learning skills (which includes Critical Thinking, Information Literacy and Media Literacy skill lessons) are provided in collaboration with the primary technology integration facilitator and teachers. Our total collection comprises print and electronic (Primary 23,167 - ECE 20,000) resources in multiple languages, including: English, Arabic, French and Spanish.

We are also subscribing to 12 online resources specifically to meet our students' needs. Students are also able to use several other online resources provided by Qatar National Library.

Students are encouraged to read in both Arabic and English by visiting the library weekly and checking out books. Also, grade 2 - 5 students have access to e-books through the library system (Destiny). Additionally, during library lessons students were able to obtain online safety skills and knowledge, to understand online dangers through educational videos from <https://nationalonlinesafety.com/>.

### Book Week

The library also organizes Book Week annually; in 2022 book week was from 15th -19th May. Students and staff visited the annual school book fair where we had a huge range of books to choose from, both in Arabic and English. The topics varied from non-fiction and fiction for all ages. In addition, there were several contests for reading/

writing related student efforts, including: "book cover" door decoration contest, best student-created bookmark, best book review, and top readers.

### Visiting authors

In collaboration with HBKU Press, QAD hosted authors to read stories in both Arabic and English for all our students. Visiting authors helped to kindle a spark of creativity among students. They introduced the stories behind their stories, their efforts, and the skills needed to be an author.

This year we had the opportunity to host Noor Al Henzab, Dr. Fatema Al Mahadeed, Andulos Ibrahim, Matthias Krug, Dalal Al Rumaihi, Suha Abu shaqra, Muneera Al Romaihi and Ghenwa Yahya.

### One Book, One Doha

"One Book, One Doha " is a campaign that brings people together to celebrate Qatar's cultural heritage. To promote reading and literacy and to turn non-readers into lifelong readers, all students from grade 2-5 listen to at least one story of the book "Kalila wa Dimnah", a collection of fables featuring animals and powerful life messages.

### Hour of Code

Qatar Academy Doha hosted the annual "Hour of Code" during the Computer Science Education Week from December 6-12! The Hour of Code is a global movement reaching millions of students in over 180 countries. The Hour of Code started as a one-hour introduction to computer science, designed to show students how to become a computer "coder" through interactive games and activities. Our younger students learned to code using "Bee-bot" programmable robots or using iPad coding apps. Older students use a wide variety of coding games from the <https://hourofcode.com/> website.



## VR/Ar and Immersive Space

We are committed to providing children with these enhanced experiences and are in the process of upgrading the immersive space technology and purchasing VR headsets. These tools will enable children to experience an alternate reality in order to enhance creativity and provide context to new learning.

### Google

Google Classroom is utilised to maintain home/school links and provide a central place for allocating and submitting work. We also use Google Meet as a safe and user-friendly platform for online meeting.

### ClassDojo

We continue to use this as a messaging platform between school staff and parents. It is invaluable as it provides a

means for teachers to contact parents as individuals or as groups. Messaging can happen through computers or laptops without personal phone numbers being used. Whole-school communications are issued this way and they can be translated into the Arabic language.

### ClassLink

This is a new PUE IT initiative. All learning platforms are consolidated into one single page, with one single sign-in process. IT staff kindly supported children and teachers to set themselves up with this in the autumn. ClassLink is very user friendly as it eliminates the need to remember multiple passwords.

**Nearpod**

This platform is used to supplement what is happening in class. One teacher mentions it as a very useful tool to support, in particular, maths and UoI learning. It is interactive and can be used successfully for formative assessments. Student-paced lessons are available, which means that children can work independently and develop self-managements as well as digital technology skills. Nearpod helps children gain further skills in terms of observing, discussing, and forming hypotheses for science learning.

**Technology in the Early Years**

Within Qatar Academy's Early Education Centers technology is used in a purposeful way. Technology has allowed teachers the ability to record, save, and share what children learned in class that day, or more specifically for developments, observations and capture specific moments for children. This is then used as reflections for planning and assessing and as a communication tool with parents as they see what their child is doing at school.

In the EEC our main form of technology is the Daily Connect App. This is used to record observations and assessments using our learning framework and growth continuum shared across all 3 centers via the schools Google platform, prepare lesson plans and facilitate parent-teacher conferences with unique digital portfolios for every child.

Parents receive regular updates from their child's class teachers, including messages, reminders, photos, and videos.

The platform is used by all our parents to help keep track of their child's day and developments while also giving them the opportunity to share messages, photos, and updates about their child and keeping them engaged in their child's learning.

**Demonstrating learning in technology**

One Grade 4 class was able to teach other classes to create digital maths games, as a culmination of a unit of work. The games were created with the use of resources such as Blooket and Kahoot!

Children were taught how to use Google Forms, and then linked the Google Forms to the games that they created in order to collate useful feedback.

Students were also able to spend time learning how to create avatars and Google Slideshows, and design digital escape rooms. They demonstrated the Learner Profile attribute of risk-taker throughout these processes.



Technology resources and opportunities need to be used appropriately and efficiently in order for children to gain the greatest benefit and to avoid the pitfalls associated with technology use.

For this reason, we are pleased to announce that we have embarked on a partnership with National Online Safety (NOS). NOS is a content-sharing platform for schools that provides resources about keeping children safe online. QAD has subscribed to NOS and so we now have access to the following materials and more:

Online safety professional development for staff
Online safety lesson plans for teachers to use in class
Online safety guides for parents
Online safety guides for children
Online safety workshops for parents.

Another benefit of NOS is that they are developing more and more material in the Arabic language, and they are creating resources aimed at international schools in the Middle East.

Staff have been introduced to the platform and are starting to use the material in class. Over time, we will introduce the platform in more detail to parents. This will include an opportunity for parents to create their own NOS account, log in, and complete workshops of interest, with the purpose of learning more about how to keep your families safe online.

Further plans for 2022-23:

**Powerschool parent portal**

Our vision includes launching this for primary school parents next year. The aim is to provide increased opportunities for parents to engage with their children's learning and achievements with an easy to access platform that is updated in real time.

**Online and blended learning, and the PBH review**

We will be reviewing our comprehensive Positive Behaviour Handbook in order to ensure that clear guidance is included to support healthy and safe online practices and use of technology for all children.

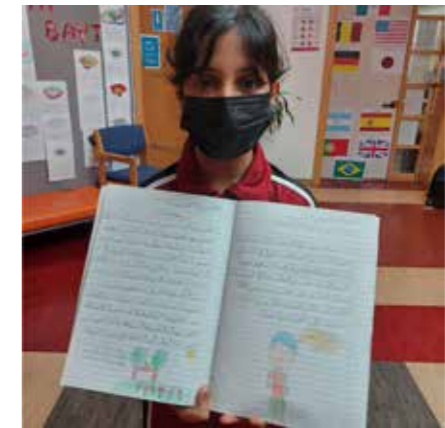
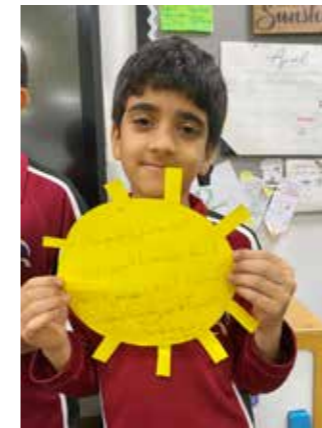
With help of contributors: Afaf Zaidan, Ryan Bishal, Labeeba Baba-Ahmed, Juliette MacDonald, Rozine Rizk, Metha Al Naemi, Muneera Al Mannai.

# ARABIC LANGUAGE

## Arabic Language Curriculum at QAD

The Arabic Language Curriculum at QAD is aligned using the MOE and the PYP standards. To achieve these standards, a variety of electronic & printed resources is used, such as Kutubee for reading, articles, MOE books, grade leveled stories located in the Arabic bookroom and the school library for additional Arabic resources.

The curriculum covers all language skills: Listening and Speaking, Reading, and Writing. This includes functional grammar and spelling



## Dual Language Programme

In line with the ongoing efforts of QAD to ensure that dual language is nurtured from the Early Years, through Preschool and into KG, QAD launched the Dual Language Program. Dual Language is a school goal and a long-term aspiration of PUE also. The Programme was implemented in two of our KG classes, as a project focus this year. Integrated curriculum was implemented, whereby unit concepts have been taught in both languages, none at the expense of the other. Arabic and English teachers combined their efforts to ensure full mastery of each concept in both languages English & Arabic. All other curriculum subjects (Math, Islamic Studies, Physical Education, Music, Library) have been taking place according to the schedule, like previous years. By learning the same unit concepts in 2 languages, our students' interest, and knowledge of the core values of their Qatari culture, its history, its societal norms, have been reinforced, beyond the simple vocabulary use. Moreover, students have been exposed to new cultures due to the second language.

Knowing that teaching the Arabic language in our KG class is primarily based on learning-through-play methods and hands-on activities, without the use of written worksheets at all, we are delighted that these new methods have shown great success, as shown by the parents' feedback. We have valued and carefully read their words through the three feedback communications that we have asked to receive throughout the year, where they have shown how grateful and happy they are about their children's progress in Arabic. Their remarks help us improve or amend in any aspect, and their compliments always motivate us to achieve more.



## Writing

The learners are taught different text types such as narrative, informative, persuasive, and explanatory writing. The writing process is developmental across the primary years. In the lower grades students start with writing sentences, which then develop into paragraphs in subsequent grade levels and in Upper Elementary students are taught how to write expanded texts and stories based on each grades' standards. Where possible the taught content is related to the unit of inquiry.

Learners are encouraged to reflect on their writing (grade appropriate) using a range of strategies. These include using a checklist, teacher, and peer feedback. In addition, learners are encouraged to write daily using different writing prompts.



## Partnership and Sustainability

Qatar Academy has established its partnership with a bilingual school in New York. The key focus being sustainability. The Arabic language is used in all forms of communication. Grade 5 learners are the targeted audience to attend meetings and take part in activities. The learner's communication with other societies, demonstrated open-mindedness, and embodied the learner profile attributes to represent QAD as its best. They had a deep understanding of sustainability through the activities that were presented, which enriched the learner's conversations with their environmental experiences.

## Partnership and Sustainability

The Arabic department is equally involved in whole school events. These include Autism Awareness Day where students wrote a letter to some children with Autism. They wrote a letter to their mothers-on-Mother's Day. Learner's also created posters in Arabic to raise awareness for diabetes. Students were able to celebrate their Exhibition journey in Arabic by presenting their actions to a large audience.

KG students celebrated the "Arabic Language Day", where they participated in different learning activities with their parents, and they passionately sang different songs to express their love and appreciation to their families. These opportunities allow our learners to enrich their Arabic language by using it with and beyond the curriculum.

The Arabic Department presented this year some workshops for Preschool and Primary teachers, such as: Play-Based learning and a mini- lesson on how to integrate technology in the classroom.



# ISLAMIC STUDIES AND QATAR HISTORY

In the Department of Islamic studies and Qatari History, we are interested in strengthening the identity, values and Islamic principles and linking them with the Primary Years Program through its practical activities, which appears through the classroom and extra-curricular activities carried out by students throughout the school year.

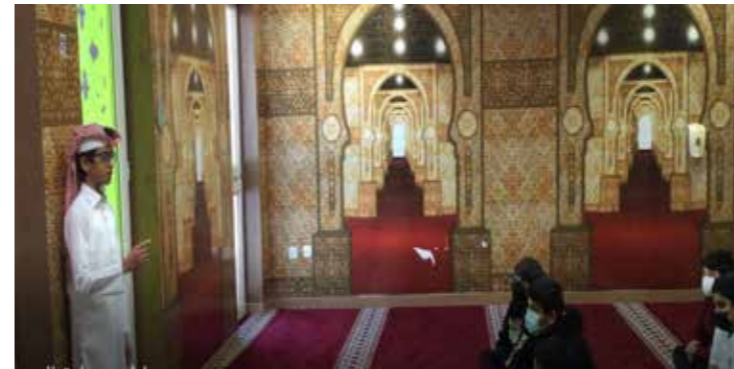
## Islamic Films

The fifth grade students showed the learner profile attributes. For example, how to be open-minded and show respect for other religions by participating in the making of Islamic films and participating in the representation of these films.



## Friday preacher

The students participated in the Friday speech initiative, where some students delivered the Friday speech in front of the students in the school mosque. They talked about honor one's parents, Prayer and more. [Link Friday speech](#)



## Islamic Values integrated with second step program

This year, the fourth and fifth grade students applied the Islamic values program, and these values were combined with the second step program, which was translated into Arabic so that it could be applied in Islamic Studies. Second Step is the school's Social/Emotional Learning programme that guides teachers on the concepts of wellbeing. Lessons on Respect, Anti-bullying, feelings and having a voice, are all in there for every age student.



## Design Islamic models

Through the study of the research unit How do we organize ourselves, grade 4 students worked in groups to design Islamic models such as the Kaaba and the mosque, and each group recorded clips to talk about them.



## Ramadan Activities

**Grade 5 Exhibition:** During the Exhibition journey, a group of fifth grade students collected foodstuffs and put them in boxes during the month of Ramadan and gave them to the workers in appreciation of their efforts in the school.



**Ramadan Recitation:** Students participated in the Ramadan Recitation Competition by choosing a short surah from the Qur'an and recorded themselves. While reciting they acted as critics, considering the improvement of the voice during reading and good performance free of language errors and trying to apply the provisions of intonation as much as possible. Certificates of thanks and appreciation had been distributed to all participants.

**Learner profile in the Holy Quran:** That was a competition for third-grade students with their families about searching for the learner profile in the Holy Qur'an. Many wonderful contributions had been received from students who sent hundreds of verses of Qur'an that talk about the learner profile. The students made a fabulous link between the holy quran and the learner profile and by the end of that competition the students were honored and handed out certificates and simple gifts.

**Giving is joy and happiness (Charity every day):** Due to the approaching month of Ramadan, we encouraged our students to feel the value of giving and charity as an essential part of their daily lives. The Islamic Education Department in cooperation with the Qatar Charity Association, had provided four containers in the school's tented area, through which the students donated clothes, stationery and old or new games.

**Grangaouh Day:** students celebrated this day and participated in many activities such as a corner called "dukan al fereej", it is like a shop for grangao's sweets and candies. The students explored the history of the event by re-enacting i

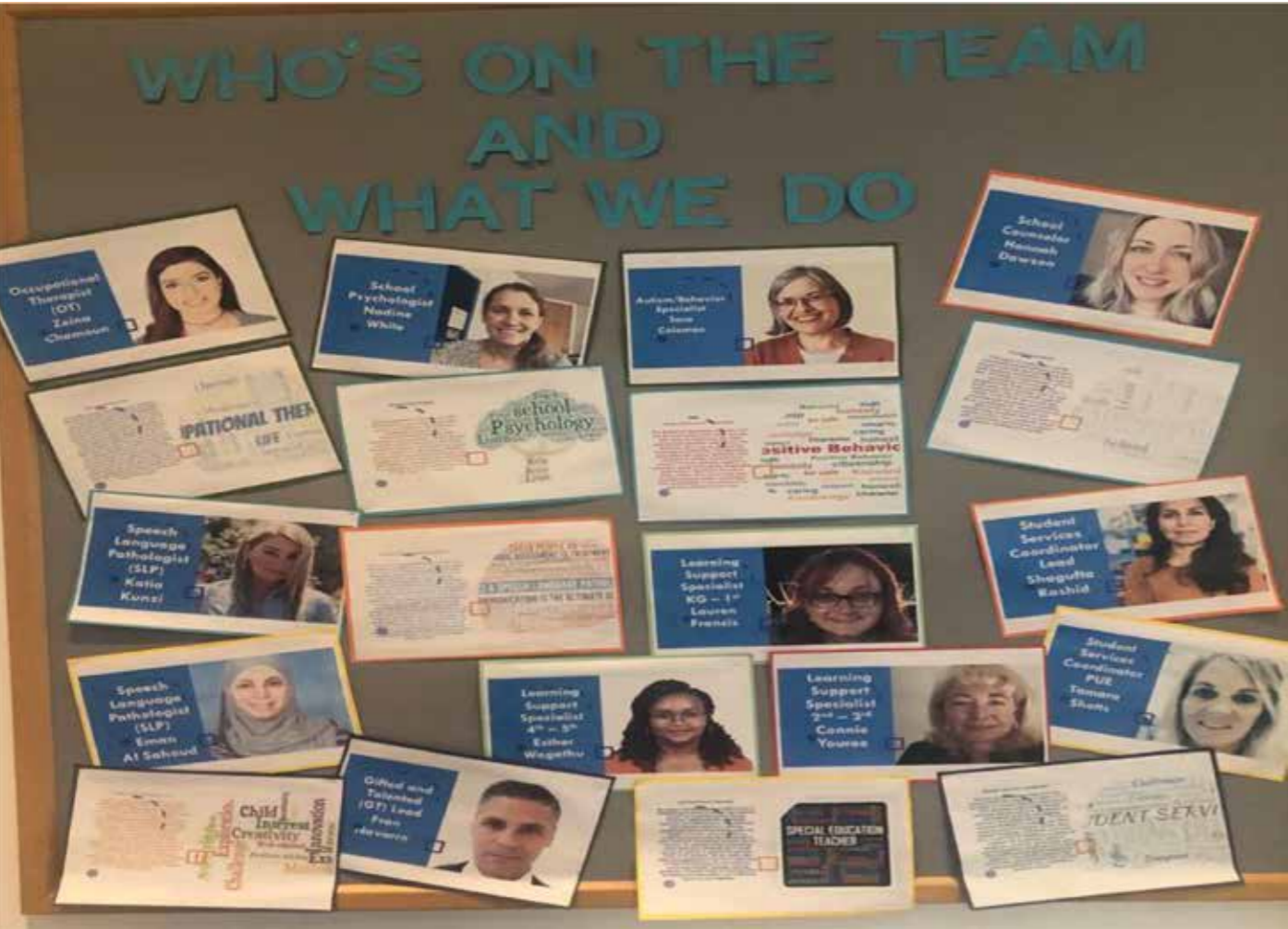
They wore their traditional clothes, drew "henna" and there was a corner "traditional games".

**Al Nafla Day:** QAD celebrated Al Nafla. Al Nafla is an old tradition that occurs in mid Shaaban for people to express their happiness about the holy month of Ramadan approaching. On Al Nafla day students wore traditional clothes and distributed various kinds of traditional foods.

**Qatar National Day:** QAD students came together to celebrate the rich cultural heritage of our beloved country, Qatar.



# LEARNING SUPPORT SERVICES



# LEARNING SUPPORT TEAM

The Learning Support Team at QAD-Primary supports the Preschool to Fifth Grade students who demonstrate challenges in accessing the core curriculum and grade level expectations in the areas of academics, speech and language, gross motor/fine motor/and sensory processing, social-emotional, and behaviour. The two Student Services Coordinators, Tamara Shotts (PUE) and Shagufta Rashid (QAD), oversee the support of students through the Learning Support Team at QAD and specialists from The Learning Centre (TLC). Student support services are managed through a multi-tiered system of support based on student needs.

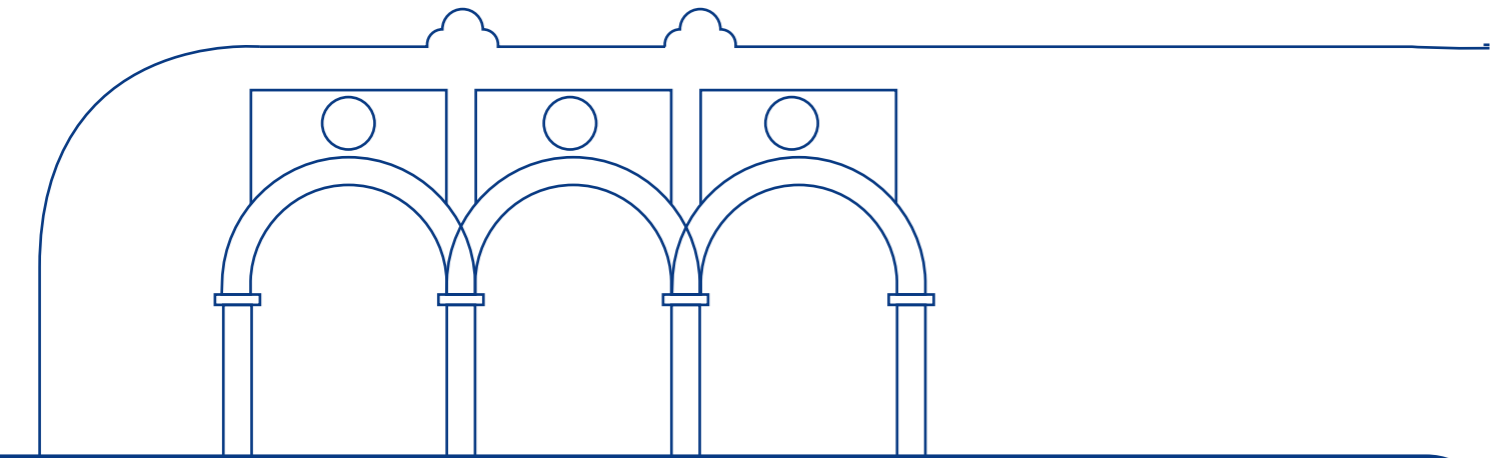
needs of students in the Gifted Program. The full-time Gifted Program Teacher supported the learning of students enrolled in the Gifted Program from First Grade to Fifth Grade. Students enrolled in the program received target specific interventions. Please see Mr. Fran Navvaros' report above.

This year, TLC specialists have offered a range of training for teachers, staff, and parents on the topics of Speech and Language Development, classroom strategies to support language growth, classroom strategies to support motor skills development, Language Acquisition and Play,



The Learning Support Team is composed of three Learning Support Teachers for Kindergarten to Fifth Grade, a School Counsellor, and Specialists from TLC (two Speech-Language Pathologists, a School Psychologist, an Occupational Therapist, and a part time Behaviour Specialist). Specialists have also provided consultation services and training to teachers, staff and parents for all three Early Education Centres attached to QAD. Specialists from TLC support the needs of students by identifying the areas of strengths and challenges through screenings and reviewing formal assessments, incorporating classroom accommodations and/or supports, and by providing short-term and intensive interventions either individually or in small groups. The Occupational Therapist and Speech-Language Pathologist assigned to preschool offer services approximately two days a week to preschool students.

This year, the Gifted Program was added under the umbrella of Student Support Services to address the





Developmental Behaviours (biting), reading assessment and intervention, and targeted phonics intervention for Kindergarten to First Grade.

A 'Carnival' was held for introduction to the services provided by the specialist at QAD and how these can be accessed by teachers and parents, SST referral process and how to identify children for referral, Tier 1 OT strategies for the classroom, Tier 1 strategies for social emotional supports in school, Kindergarten-First grade instructional assistants provide with literacy and math intervention training to further support Tier 1 practices, anxiety and strategies to support and develop well being. The team also played an integral part in promoting "Autism Awareness" in the month of April and "Better Speech and Hearing" in the month of May. The SST also contributed to the Weekly Updates with some online PD for staff to access and implement in class or their own personal wellbeing. Information was also shared via Akhbar.

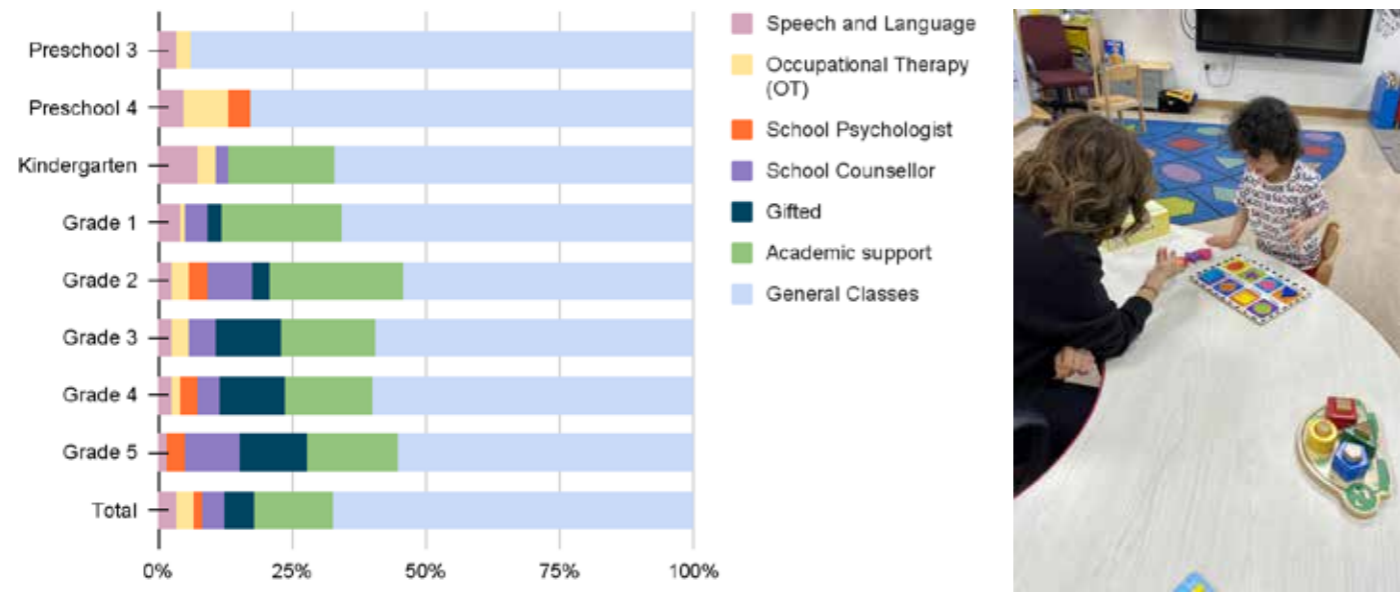


A total of approximately 314 different support slots (some students receive two or more services) were provided from Preschool to Fifth Grade have accessed support services from the SST for the academic year 2021-2022.

Grade	Number of Students Receiving a slot for Support	Admissions Screenings Completed by SST
Preschool 3	7	54
Preschool 4	21	15
Kindergarten	40	6
Grade 1	40	3
Grade 2	55	12 (partial support)
Grade 3	49	NA
Grade 4	49	NA
Grade 5	53	NA

Grade (Caseload Tier 2 and Tier 3 )	Speech and Language	Occupational Therapy (OT)	School Psychologist	School Counsellor	Gifted	Academic Support	Grand Total
Preschool 3	4	3	0	0	0	0	7
Preschool 4	6	10	5	0	0	0	21
Kindergarten	9	4	0	3	0	24	40
Grade 1	5	1	0	5	3	26	40
Grade 2	3	4	4	10	4	30	55
Grade 3	3	4	0	6	15	21	49
Grade 4	3	2	4	5	15	20	49
Grade 5	2	0	4	12	15	20	53
Total Students	35	28	17	41	52	141	314

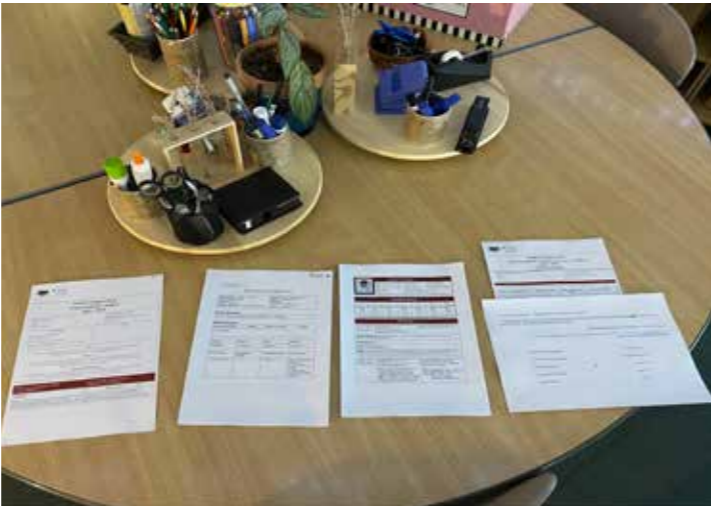
# DISTRIBUTION OF SERVICES ACROSS QAD SY 2021-2022



In addition to regular support services, the Learning Support Team (LST) with the Student Support Coordinators collaborated to compile, create, and administer screeners (across four major domains of development) for the Preschool 3 and Preschool 4 hopefuls for school year 2022-2023. Six different research-based developmental assessments were reviewed and most relevant aspects were applied to the new screeners. These screeners have been selected to be utilized at schools across Qatar. The team also supported the admissions screenings for Preschool, Kindergarten, First Grade, and Second Grade. A total of 90 students were screened for the next academic term 2022-2023. The SST team devised a specific screener for use at QAD and all data was collected and analyzed using a comment spreadsheet.

To increase transparency and clarity this year, the team has worked on streamlining our documentations for the

Learning Support Team services provided, as well as, the reports to parents and used across schools. These documentations include, but are not limited to, Online Consent of Services, Face- to-Face Consent of Services, Dismissal Form, Testing Form, Student Scheduling, Progress Reporting, Certificates of Achievement, Extended Students of Concern Documentation and a Students at A Glance Portfolio. The progress reporting was used to generate three sets of progress notes per year, with compiled input from each specialist for every child that has received services at QAD (Tier 2 and Tier 3). This has been a very successful new initiative for our team, which has helped parents and families be more aware of the specialised services students have access to as well as their students' current abilities in comparison with their grade level expectations.



# PROFESSIONAL DEVELOPMENT

QAD Primary staff are true exemplars of lifelong learning, a core tenant of the IB programme standards and practices. The 2021-2022 school year saw the completion of over thirty different workshops and training sessions with an approximate number of 70 teacher and staff participants from August to June.

EDI's Teaching and Learning Forum focused on "Personalizing Learning". Workshops included guest speakers from all over the world and highlighted the need for students to feel connected to others in this ever changing world. QAD Primary applied this topic throughout the year with a focus on differentiation, assessment, and student agency, which we continued to learn about after the Forum via the many in-house trainings we held. One highlight was the SST Carnival in which our Student Support Team hosted games and circuits to increase our knowledge and abilities about teaching differently abled students. Staff had a great time and were exposed to many new concepts, such as a simulation of what it may feel like to be differently abled. The day culminated with cotton candy and popcorn in true carnival style!

Our Arabic department was very busy attending, hosting, and sharing at many PDs this academic term as well. They had a strong focus on reading this year, with

workshops covering mini-lessons, as in the Reader's/ Writer's Workshop model, reading intervention strategies, play-based learning for our younger students, and visible thinking routines. Teachers felt the strong connection between their learning and the students' progression in class. Our Arabic department is stronger than ever and ready to be a leader in PYP schools!

All of the workshops and training our educators attend directly impact student learning and success, and PD is the gift that keeps on giving as our teachers pay it forward in staff-to-staff training and modeling as well. Some of the workshops teachers attended this year were "Your Exhibition", which facilitated our very successful Grade 5 Exhibition, "Autism Champions" which over 10 staff members attended and found very practical for all learners, "3 to 5-year-olds", which targets Early Years teachers and inquiry for the younger section of our school, and "Cognitive Coaching", which improved the leadership skills of 6 staff members and is highly sought out for next year.

QAD's staff continue to learn and grow, exemplifying the attitude and skills we hope our students will emulate throughout their lives.



One of the things educators write in their Philosophy of Education was about how to get children ready for the unforeseeable tomorrow – Distance Learning makes me feel like tomorrow is already here and we are having to shape up for it quite rapidly. Author and Yale medical historian Frank Snowden says that pandemics, like the coronavirus, “serve like looking glasses” that reflect society’s vulnerabilities. One of the things that this crisis has done is to serve like a looking glass in which societies see their own reflection. They reflect our deepest worries and concerns, and show us who we really trust, what our deep commitments are to our families, our friends, our neighbors. Hence, in the early years we have learned to prioritize the most important commitments we have.

- The Priority of Safety and Trust - If we have your trust, we have your children's trust
- The Priority of Emotional Well-being of Children - Emphatic neurons in the brains makes you happy when you see that others are happy around you, and this creates a culture of happiness
- The Priority of Social Interactions - All behavior is a form of communication
- The Priority of Giving Children back some Control - Creating mini maker spaces for each child

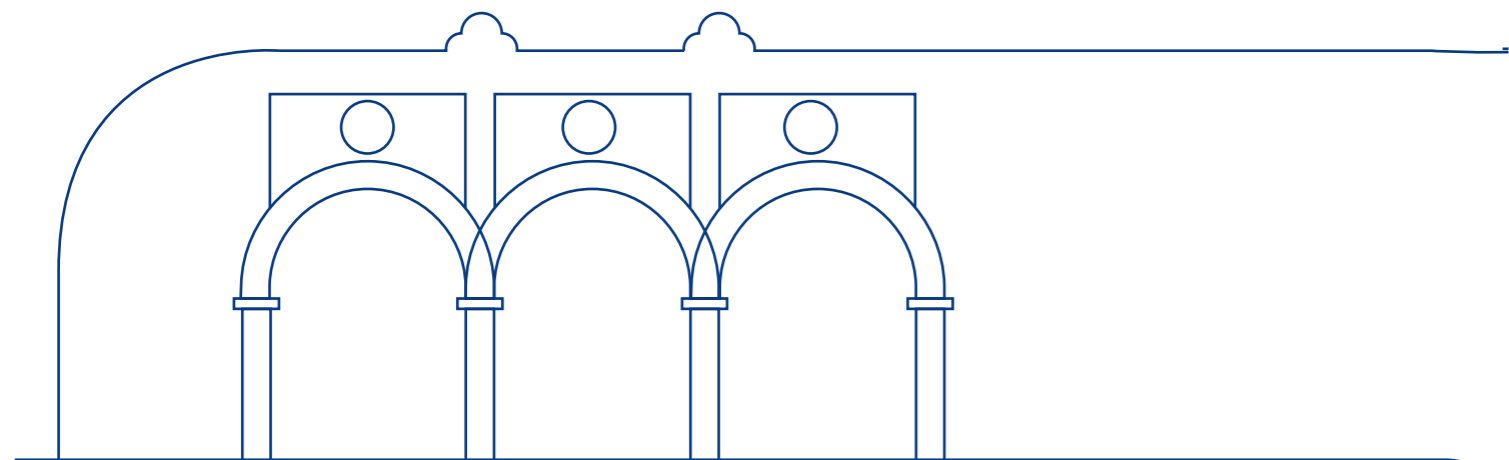
Trusting relationship with each child is crucial in helping them understand, adapt and thrive in this new normal. Remember that all behavior is a form of communication. I'll leave you with this quote that really resonates with me.

“Humans are prone to be kind to each other, to help, to cooperate and to love each other because every time we came close to each other, we lied or were mean to each other, we wouldn't have formed communities.”

-Nicholas Christakis, Yale University Professor

The relationship building we have done in the early years this year will definitely warm anyone's heart because children were seen to be learning, inquiring, playing with each other – and behind each of these lovely scenes is the amazing friendships that were being built. Learning happens in a social context as children learn from each other. It is when children hear another friend's idea, and then that triggers another idea in them and before

you know it, a little group of children start working on a project together. The role of the teacher here is to create opportunities for these friendships to take place so social learning happens on a daily basis – either it's a number game, or a circle time song that requires different instruments, or a parachute that all children can hold and fly in the air! These friendships and social play become such an important part of a child's life in the early years.



## Literature writing stories

- In QAD EEC Children's lives are enriched by literature. Picture books support children's understanding of the thoughts, feelings and motivations of peers, and teach them new facts about their world, which plays an important role in their linguistic, social, emotional and intellectual development. Teachers in EEC support children's learning by engaging in rich and interesting book written by EEC teachers ( 5 stores in total) for children-focused conversations in which they respond to children's questions and comments, discuss the meanings expressed by words and pictures, and guide children to look for print, letters and the sounds they make. Children's oral language is, therefore, central to their emerging understanding of written language and how it conveys meaning.

- My grandfather's house
- <https://youtube.com/shorts/eWf8mduXPuY?feature=share>
- Brown camel story
- [https://youtu.be/O\\_lxpqAo9eo](https://youtu.be/O_lxpqAo9eo)

Research shows that the amount and diversity of the words children use and understand prior to school age helps with their later academic achievement. That's why there has been a partnership with parents to promote the books written in Qatari dialect, the voices of QAD EEC parents tell these stories to children and community.

- communication with the QAD EEC parent.

Effective communication with the parents was QAD EEC goal this year. We were keen to involve the parents as much as possible in their children's learning.

- We created a survey to help us better understand the background, needs and interests of the children and to plan effectively. This survey also helped us to establish a routine within the class that would enable us to meet the needs of each child and included the interests in their environment.

A specific survey was created for the Arabic department in order to get feedback from the parents on their children's language development.

Survey  
<https://forms.gle/wVXjDtg1krLajn1HA>

- We found that we needed to undergo additional research to meet individual and special needs for some of our students who presented typical behaviours for their age but the behaviours were amplified. The information was shared with parents who we gave guidance then followed up on how they dealt with their children at home.

- Articles (for Akhbar) were shared with parents on a monthly basis.
- Parents were updated with their child's developments daily on Daily Connect. Entries with photos and videos were posted with a blurb that described to the parents the learning journey of each child on that day.
- Sending library books (1 Arabic book and 1 English book) home with the children. The feedback of this initiative was very positive, the majority of our families signed up and committed to the program.
- High attendance as a result of our constant communication with parents to encourage them to attend.
- Art Projects connecting to the parents through their culture: example: sadu patterns that are synonymous with majlis cushions.
- Parental Engagement: e.g. We created videos of stories with the narration of the parents in both languages.

Colours Qatari Dialect  
[https://youtu.be/NC\\_7exdkjXI](https://youtu.be/NC_7exdkjXI)

Colours English version  
<https://youtu.be/iWt0ZbfBsiU>

- Home-School collaborative project: e.g Soft toy camel was sent home with each child to visit for a week. Parents embraced the project and documented the visit enthusiastically, each family adding their personal touch. The children have thoroughly enjoyed reflecting on the visits and shared their pages with each other. The language development was rich.

## 2022 QAD Annual Gallery Walk “The Hundred Languages of Children”

We celebrated with family's and QAD school community an enriching learning journey

through encounters with a wide range of media and materials, children explore the sensuousness and beauty of color, texture, movement, lines and space. They learn to look carefully and discern nuances, to move with thoughtful intention, and to follow their intuition. As children become more comfortable and skillful with these media, they are able to use them to communicate their understanding, emotions, and questions .In line with our philosophy (process is the important not the end product). Their fluency in a range of art 'languages' in turn, opens new possibilities for collaboration and dialogue, for taking new perspectives and for deepening their relationships with each other.

Gallery walk video  
[https://youtu.be/x0G\\_Sv4DAe0](https://youtu.be/x0G_Sv4DAe0)

# EEC MULTAQA

This year we have celebrated 9 amazing years of opening our doors and arms to the children and their families. Multaqa EEC has built a trusted reputation with its homely enabling environment, created by each individual team member. From the commitment, quality of teaching and care and the supportive partnership with our families. We are humbled by the trust of the families who have entrusted us with the care of their children. It has been a privilege to educate them and watch them grow.

The children's year long journey to their exhibition - 'The One Hundred Languages' Loris Malaguzzi Process art encourages self expression, imagination, and self confidence in young children. All of which are important social-emotional skills. Teachers have provided open ended, creative art experiences where the children have engaged and been engrossed in the process of 'doing'. Every child is an artist. There's no right, there's no wrong way, it's what makes the child feel happy as they communicate through 'one hundred languages'.

## Weekly Bedtime Story

We are huge believers in children being read to daily. Each homeroom has recorded a story of the week for parents to have quality time with their child before they go to sleep in a cosy and relaxed space to enjoy: 'you and me time'.

Reading to children contributes significantly to their language development in general and their reading growth in particular. Children learn to comprehend and produce oral language through a variety of language experiences. Exposure to the world of books through a regular story time contributes to the child's knowledge store of language, concepts, and ideas. We as early childhood educators are in a unique position to educate parents about these developmental needs as well as language acquisition. Guiding parents in providing a rich literary experience in either English or Arabic or any language for that matter, contributes to the intellectual, social, and emotional growth of their children.



# EEC CLUBHOUSE

During this year our children had the opportunity to take part in lots of fun and special events that supported their learning and we celebrated their learning engagements as they developed this year. The school teaching team planned their annual professional goals to ensure children would accomplish growth. Through daily learning journeys and observational opportunities and constant research on latest world-wide early years practices, together we all experienced success.

Our children have had fun opportunities and experiences presented to them to succeed in their developmental education. All children have shown significant growth. Children's learning was assessed as their strengths and next steps were identified, and then tailored provisions were provided. Children shone in all Early Years learning domains of Social-Emotional Development, Physical Development, Cognitive Development and Language and communication skills

## The Color Fun Day

This year our children have shown great interest in messy play, so our team decided to give them a different experience with messy play where they can explore with their body, different textures, tools and different ways of mixing and painting.



## Qatar National Day

Our children celebrated the Qatar National Day with their friends, parents, and teachers with pride. The children took part in lots of activities that represent their culture and environment. They had the opportunity to learn about different places around Qatar and explore different materials. Our team was inspired by our school's vision to empower learners to be responsible citizens who are locally rooted and globally connected



## Garangao and Eid Al-Fitr celebration

The children celebrated Garangao and Eid Al-Fitr with their friends and teachers. The children came wearing their traditional attire for Garangao and Eid and they made Maamoul -Eid special cookies and shared it with their family.



## National Sports Day

This year the National Sports Day celebration was a special event for our children. Our team has collaborated with QF Clubhouse management, and we had the opportunity to use the QF Clubhouse facilities to celebrate the National Sports Day. We went into the basketball court to do multiple physical activities that supported the physical education and development of children's fine and gross motor skills as well as social and emotional skills.



# EEC CLUBHOUSE

## GALLERY WALK 2022

“The One Hundred Languages of Children” Loris Malaguzzi

The annual Gallery Walk at the EEC Clubhouse was the fruit of a long learning journey, and we were proud to celebrate our children’s masterpieces, creativity and learning.

It has been a great learning journey for our children. The children have played, explored and learned together. They have used different tools and were exposed to different textures. The children have shown how open-minded, risk-takers, knowledgeable, thinkers and inquirers they are. Our team has worked hard with the children to ensure and sustain providing unique messy play opportunities that promote the children’s identity, embrace their culture, and open their eyes to the world around them on a daily basis.

We have followed the children’s needs and interests; we’ve followed their lead because we believe in the importance of empowering young learners and giving them agency over their learning.

Our children have developed lots of skills. They have developed their language and communication skills, physical and cognitive skills as well as developing their social and emotional skills tremendously. During this journey the children have grown in their confidence, and they have a great sense of responsibility and belonging to each other and to their Center at the EEC Clubhouse.

It has been a great journey that was full of joy.

### EEC Clubhouse Road to Gallery Walk 2022



### EEC Clubhouse Gallery Walk 2022



### Graduation Day

There comes the time to celebrate the end of one journey and the beginning of another. The children have been responsive this year to reach their milestones and they have shown growth and development in all domains. We are so proud of all the children, and we feel grateful for the continuous support and collaboration between our team, the parents, and the community.

We are so proud of our young learners as they begin to demonstrate the Learner Profile attributes creating a strong foundation on which to grow

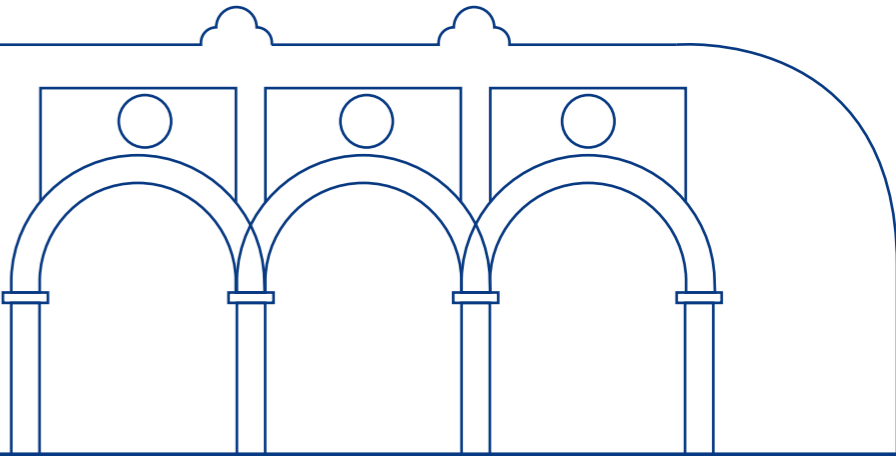


# HQ DAYCARE CENTER

Our fourth Center has opened in the QF Headquarters. HQ Daycare is exclusively for employees working at QF Headquarters. It’s a Daycare model where mothers are able to drop off children at their workplace and come to nurse and play with the babies on site. The comfort and reassurance that Mothers will feel, knowing that their child is in the same building as them as they work, is priceless.

Our expert and fully qualified QAD infant trained staff, have succeeded in launching this project. The Nurses facilitated Toddler Training refresher courses for the staff for example, ensuring a consistent approach to child care, safety and handling.

The facilities are aimed at children up to the age of 14 months, including a playroom, sleeping pods, a sensory room and educational centres. The Nurses clinic, tailor-made child-friendly bathrooms and changing spaces are expertly planned. There is even a facility for Mothers to come and Nurse their babies. Whatever their age, there is room for young children to have crawling space, toddling areas, visually stimulating equipment or calming tactile furnishings.





# SENIOR SCHOOL



# ACADEMICS

## Growth Data from MAP

This year, students in grades 6-9 completed the NWEA MAP assessments in Math, English, and Language Usage in the fall and spring. Small groups of students also completed these exams during the winter administration. Two areas for marked improvement were the grade 8 and grade 9 math results from the fall administration. In grade 8, 79.2% of the students, and in grade 9, 78.3% of the students showed growth from their previous administration test results. We also note that our students' strengths across the three subject areas are: Math-The Real and Complex

Number Systems, Reading-Vocabulary Acquisition and Use, Language Usage-Understand,Edit Mechanics. We look forward to continued growth after the spring MAP administration. Map data has also been utilised within the new online learning platform Exact Path. The program uses data from MAP to identify individual skills gaps in order to create individualised learning pathways for students.The program has been used within Learning Support for students with large learning gaps and across the school to support and push skill gap closure.

## Spotlight on Learner Profile

In grades 6-9, we have focused on the learner profile every month with our advisory lessons and Falcon Points (using the ClassDojo app). For example, during the month of February, our Learner Profile trait of focus was CARING. We kicked off this month with a short animated film exemplifying caring traits and discussed how they as IB learners could share this same trait while in school. Students engaged in a grade level/advisory challenge which required them to use their communication skills in a caring way. At the end of the month, the students participated in Random Acts of Kindness Day and found ways to display kindness to each other, their teachers, and primary staff. Also during this month, teachers awarded Falcon Points via ClassDojo to students that showed caring attributes. Having a Learner Profile focus each month really helped the students focus on their important skills.

## University Applications & Acceptances

90% of QAD students received an offer from one of their top five universities. 50% indicated they got an offer from their top choice! 84.7% of the class of 2022 applied to universities in Qatar, 46.6% in the UK, 22% in the USA, 0.07% in Canada, 0.05% in Europe and 0.08% in MENA countries.

In May, QAD hosted the first face-to-face University Fair in two years hosting five other QF schools on our campus.

## Acceptances: QF universities

University	Applied	Offers
CMU-Q	47	23
Texas A&M	19	14
Northwestern	31	27
Georgetown	31	19
Weill Cornell	7	4
VCU-Q	3	2
HBKU	10	7

## Gifted and Talented

Robotics, Innovation Coupon, G8-KG Collaboration

Despite the challenges with COVID, there have been a multitude of TAG opportunities for our students this year. Brett and Nicole Scott have led the helm with student engagement including robotics competitions, innovation coupon grants, G8-KG collaborations and much more.



# STUDENT LEADERSHIP

## Student Council

The Qatar Academy Student Council team consists of female and male

representatives elected each year by their peers in order to provide a means of

student voice, expression and assistance in school. This group of students,

represent QAD to various people and help organize several school events each year.

After nearly two years of limitations on face to face student activities, it was reinvigorating to connect with students in person, resume relationship/spirit building opportunities and promote student voice. The student council facilitated interactive events, organized and executed out of uniform fundraisers and drafted an anti-racism policy for consideration in the student-parent handbook moving forward.



## G11 Mentorship Program

The Peer Mentor Program, developed and led by Paul Taylor, was a new leadership initiative this year. It aims to enhance supportive relationships between Grade 11's and younger students. The first round of peer mentoring was led by 14 students who participated in a rigorous training program developing and enhancing skills such as listening, questioning, being empathetic, emotional awareness and safeguarding over the course of three months this spring. Throughout the program, students were given the opportunity to practice their mentor skills with each other in scenario based situations that allowed them to test their own abilities and understanding. They were also given the opportunity to connect with each other at a deeper level of understanding. They will begin the 2022-2023 school year as peer mentors to younger fellow QAD students supporting both academically and socially.



# SUSTAINABILITY GREEN FLAG AWARD WINNER JUNE 2022

After two years of stop-start progress, 2022 was the year the 'Green Team' were finally able to come together and push towards securing a greener, climate-friendly, learning environment for our students. Led by Junaid Hussain, the team applied for and were successful in attaining the Eco-schools Green Flag Award for QAD Senior School! The formal ceremony with the award will take place at the start of the 2022-2023 school year.

Other areas of focus include, the QAD Courtyard remodel is the brainchild of Alina Qaiser and Elana Firdous. Students do not have a natural playground in QAD and therefore it is difficult for students to breathe in fresh air and appreciate the natural beauty of their surroundings. The entire courtyard was remodeled, and inspiration taken from various recyclable sources leading to the development of an eco-friendly courtyard. The model represents our future, and gives students an opportunity to visit during breaks and lunch.

In addition, one of our 'Green Team' leaders, Maryam Al Hajri, was so inspired by our efforts, that she decided to develop a book aimed at children of ages 5 and up. This

was a short story, aimed at teaching children to recycle and help clean up their environment. She has since been invited on national TV and to several schools around Qatar, and had the opportunity to speak to young children and read her book to them.

Finally, integrated into the G6 curriculum was the annual 'Science Environmental Fair', where students were given an opportunity to make a difference to their local and global environment by identifying an air, water, or soil related issue and developing a solution. Some fantastic ideas were put to fruition, with students developing a 'sick sea turtle' model, made from plastic collected at beach clean ups. Others created a model jellyfish, made from littered cans around campus. Such models are proudly displayed in their science classrooms, to further create awareness of the ongoing battles we face to ensure a sustainable future.



# IB DP VISUAL ARTS EXHIBITION

5 Grade 12 Diploma Programme Students and a selection of Grade 9 & 10 students were able to exhibit their artworks in a group exhibition as part of their IB Visual Arts course. The exhibition took place in the Senior School Diamond area and was open to staff and students for over two weeks. The work was varied and showed a diversity of approaches to creating art outcomes. Work included large scale paintings and digital work, ceramics and large scale sculptures, as well as several installations and photography. The students were able to spend the week before the exhibition completing their work and planning their exhibition under the guidance of their Art teacher Mr. Hampton. Teaching staff allowed the students to take part in the annual Art Week and supported the students in their goal of creating an outstanding show of talent and creative thinking. Many of the students had been thinking and dreaming of their exhibition since they were in Grade 6. Once again our IB Visual Arts results were above the world average. Credit to our students for creating such a wonderful expectation for our future generation of young artists.



# ATHLETICS AND ACTIVITIES PROGRAMME

Once again we experienced a disrupted Athletics and Activities programme due to Covid19. Strict Covid19 measures closed down our After School Activities for the full year. However, we were able to provide some coaching for our sports teams delivered through a combination of dedicated QAD staff and QF sports programming coaches.

## Sporting Activities

Coaching for our Varsity and Junior Varsity Football and Basketball teams (male and female) started in early November. We also provided Football and Basketball activities for our Grade 6-8 students via the QAD Sports Academy.

### Sporting Tournaments and Fixtures

With the postponement of NESAC, QUESS and QFFSSA activities for the full year, opportunities for competition were limited. Fortunately, QAD was able to collaborate with the QF Sports Programming Team to offer a number of competitions during this time.

#### SHE-ro Cup (U14 Girls) -

The SHE-ro Cup was played inside Education City with the semi-final and final being played in the Education City Stadium. QAD reached the semi-final stage of the competition and had the opportunity to meet David Beckham and Sheikh Hind who were special guests on the day. Alia (Grade 8) Al Thani won the goalkeeper of the tournament award.

#### QF Junior Tournament (Girls U14)

The QF Sports Programming Team provided a second tournament for the U14 girls which was played in a league format (each of the 6 teams played each other once). The QAD girls finished in first place by winning all of their games, scoring 10 goals and conceding none.

#### QF Junior Tournament (Boys U14)

Conducted as a knockout competition, the team topped their group in the first week and qualified for the semi-finals as top seeds. The team won their semi-final convincingly but lost 1-0 in the final against QA Wakra. It was a fantastic effort and the future looks bright for this team.

#### Friendly Fixtures vs the American Community School (ACS):

This season we have developed a strong relationship with ACS and have played a number of friendly fixtures against them. Fixtures have included both male and female participants in football and basketball.

## Non Sporting Activities

### Robotics:

Five senior students took part in the First Tech Challenge Robotics Competition run by Texas A&M University. The QAD team designed, built, and programmed their robot to compete in an alliance format competition with and against other teams. They reached the Quarter Finals, which is outstanding for a team who only a few months earlier had no robotics experience.

## Students in the Community

### Generation Amazing (GA)

Qatar Foundation's close relationship with Generation Amazing has opened opportunities for our students to volunteer their services in a football coaching setting. A number of students have taken advantage of this and have assisted GA coaches to provide fun and educational football sessions to young children.

### QF Ability Friendly Football Programme

A number of QAD students have assisted on the Ability Friendly Program. This is a program which allows people with special needs and disabilities to participate in footballing activities.

### Primary School World Cup referees

The Grade 10 students supported the Primary School 'Road to 2022' World Cup Tournament by conducting refereeing duties.

### Amir Cup 2021 / Thumama stadium opening ceremony

QAD had the opportunity to join other QF School students as part of the grand opening ceremony of the Thumama World Cup Stadium, which coincided with the Amir Cup Final. Our students dedicated hours of preparation towards this event, which didn't disappoint on the day!

### Arab Cup Flag Bearers

QAD students were presented with an opportunity to be part of the FIFA Arab Cup through the FIFA Wanda Flag Bearer Project. Those who were successful in their application had the opportunity to visit some of the brand new World Cup stadiums, escort world class football players onto the pitch and to enjoy Arab Cup games from some of the best seats in the stadium.

## Special Events

### Meeting Neymar Jr inside Education City

Nine lucky QAD students were given the opportunity to attend the Neymar Jr Five Football Finals hosted inside Education City. The highlight of the evening was when Neymar took to the pitch to play against tournament winners Brazil. Three lucky QAD students were invited to interview Neymar Jr in the media room where he signed autographs and posed for selfies.

### 2022-23 Academic Year

The year of the Qatar FIFA World Cup is finally upon us. Next year, we must make the most of this and use the excitement of the World Cup to motivate and inspire our students.

The 2022-2023 Academic year should provide us with a wonderful opportunity to rebuild our Athletics and Activities program. Preparation for the upcoming NESAC, QUESS and QFFSSA have already begun. In addition, plans for a revamped and extensive activities programme are underway and we are confident that the QAD After Schools Programme will be vastly improved and delivered in a way that is of more benefit to our students. Furthermore, the QAD Sports Academy should continue to improve as we strengthen our working relationships with the QF Sports Programming team. The ever popular Week Without Walls will also be returning and this, along with opportunities to provide local trips, will help to enrich student learning and bring back another positive learning experience that has been missing for the last few years.

We would like to thank all of our admin team, coaching staff, students and parents for their continued effort and support. It's now onward and upward for the QAD Falcons and we are truly excited for the 2022-23 academic year!

## Mt. Kilimanjaro Climb

In June, 7 QAD students embarked on a once in a lifetime experience. Layan Al Ansari, Noor Al Obaidan, Sara Al Jaber, Ahmed Nasreldin, Kamel Zaghmout, Jassim Al Thani and Hamad Assad climbed Tanzania's Mt. Kilimanjaro, one of the famous 'Seven Summits' and the highest freestanding mountain in the world at 5,895 meters or 19,341 feet above sea level. Chaperoning them was Mr. & Mrs. Scott and Ms. Tracy Yates. The climb took 7 days. Congratulations on the summit!



## Community Action

### Creativity, Activity, Service - IBDP - Led by Ranata Davis

Grade 12 students began their CAS journey in the middle of a pandemic. This presented an opportunity to exhibit all of the wonderful Learner Profile attributes that are deeply rooted in the IB program. Through the various CAS experiences students have been principled, balanced, open-minded and risk-takers. CAS encourages students to demonstrate all strands; creativity, activity and services. In pursuit of these experiences students are required to meet the learning outcomes such as challenge and skills, initiative and planning, global engagement and ethics of choice. Students spend time reflecting on the outcome of their experiences and acknowledging future areas of growth.

The range of experiences included Ramadan Box, Instagram for Healthy Living, Senior Jacket Design, Friends of the Library, football games supporting Qatar Charity, Hamad Hospital volunteerism, assigning PHE classes, working on farms, participating in MUN and many other experiences.

Reading through the final CAS reflections it is quite evident that students have thoroughly enjoyed their impactful experiences:

"I demonstrated engagement with issues of global significance by joining MUN conferences and service opportunities. Through RCIMUN I had the opportunity to reflect on my time during the Kashmir lockdown and propose my ideas, feelings, and what I saw to other delegates to write a new resolution." Buthaina Abdulla Al Kuwari- Class of 2022

"My CAS experiences were Ramadan Suitcase, QLC and JV football. The CAS project was doing a gym workout for charity. CAS is important because by learning via experience, CAS allows students to improve their personal and interpersonal growth. It fosters a sense of success and happiness from their job by allowing for self-determination and engagement with others." Turki Al Marri- Class of 2022

"With my engagement in CAS over my two years of IB, I have broadened my horizons and enjoyed various things that I would not have otherwise. I can confidently state that the various activities I have participated in over the past two years have assisted me in becoming a more well-rounded individual, as the lessons learned from these activities have taught me everything from how to perform tasks as a group member, a team leader, and as an individual in my spare time." Fahad Abdulla Jaber- Class of 2022

# SERVICE AS ACTION - MYP

This year presented many wonderful opportunities of student service throughout our community. A variety of initiatives took place, which involved giving back to the community through many self-driven charitable donations, developing guided learning outcomes within classroom experiences and strengthening our own school community through individual interests and/or team building opportunities.

Incredible action took place this year with our 6th annual Sustainable Development Goals project, hosted by our Grade 8s. Here, students took on various United Nations' goals in which they targeted to better impact their school, local, and global community. Students took action in a variety of ways through local beach and desert clean-ups as well as awareness campaigns about gender equality, climate action, good health and sustainability. Students went as far as creating their own podcast shows to support student well-being, donated to local charities to help with hunger and poverty and even had a healthy food giveaway to promote a nutritious diet.

Lastly, there was a special group of 7th graders that created their very own book club. This was completely self-driven as the group had established their own learning outcomes, schedule and curriculum. The book chosen was published in 1985 and later made into a cult classic known as "The Goonies" by James Kahn. The self-motivation our students demonstrated truly represents "action" within the school community. Hopefully, this type of initiative will inspire others to do the same, knowing that each student can find a place where they feel welcomed by other like-minded people.

# RAMADAN SUITCASE

As accustomed, Qatar Academy Doha launched its 17th annual Ramadan Suitcase Initiative. This project has successfully continued over the past 17 years, with the support of our students as they take on this community service to help those less fortunate and to take responsibility for our society. With the support of Qatar Charity, our students managed to collect 1550 suitcases this year, a record number of packages filled with household necessities such as 2k of sugar, 2k of flour, 2k of rice, 2k powder milk, 2k oil, 2k dates, a doll and a toy. Moreover, our students took the time to prepare each and everyone of those suitcases followed by distributing them to those in need on March 31st, 2022. In fact, 600 families were provided with suitcases, as our students selflessly, respectfully, and generously distributed them. And in our way of encouraging our students, we provided the MYP students with Community & Service hours and CAS hours for our IB students.

We are proud of our students, for their continuous commitment to community service, awareness of their responsibilities towards their society and their consideration of others, all seeds planted in them from

childhood. Our students continue to stress the importance of community services, as well as the importance of reaching Goal 1 of the Sustainably Development Goals by 2030 of ending poverty in all its forms everywhere.

We would also like to take this opportunity to thank our long-time partner, Qatar Charity, for their constant support throughout the years, as we endeavor to continue our projects in the years to come.

## Celebrating the Holy Month of Ramadan

As the fragrances of this Holy month approached us, our students celebrated by showcasing some of the traditions and customs undertaken annually during this month. They congratulated their teachers, classmates and staff by distributing dates, loqaimat, Arabic coffee, Karak tea and many other types of sweets and drinks that are usually served on the Ramadan Iftar tables. More importantly, they put a smile on everyone's faces and began showcasing one of the many attributes of this Holy month: that of generosity and giving.



# FRIENDSHIP GAMES

We did not hold our annual Friendship Games events this academic year, celebrating our security guards, cleaners, and maintenance personnel. However, with the assistance of the student council and the administration, we did have a ceremony honoring the security guards who had ten years or more of service at Qatar Academy Doha. The security guards' dedication and service to our community were very much appreciated, and we will sorely miss them.



# ISLAMIC COMMUNITY ACTION

In QAD, Islamic studies department aims to develop internationally minded students who have a strong sense of their Islamic identity. The delivery of Islamic Studies curriculum in an IB school entails structuring educational activities where the philosophy of IB, embodied in the Learner Profile, and Islamic values are reinforced side by side.

Additionally, our activities intended to enrich the Islamic Studies curriculum by creating experiential learning opportunities, which were banned during the COVID-19 pandemic. Therefore, our department organized the following extracurricular activities this academic year :

## Dhuhr prayer

1- In addition to being a central pillar of Islam, prayers can be considered a daily educational activity. Prayers can promote the spiritual growth of adolescents and this will be reflected in their behavior and mental health. Therefore, we, Islamic Studies department, view prayer not only a form of worship but also as an enriching educational experience.

For all these reasons, we organized the daily prayer of Dhuhr over the span of this academic year. We had a group of volunteer students who called Adhan and some of them led the congregational prayer of Duhr in the diamond area.



## The rain prayer

2- In Islam, it is important to strike a balance between spiritual and rational aspects of our life. This can be achieved by thinking rationally and seeking the help of Allah simultaneously. Therefore, when Muslims have



drought, they ask Allah for rain. This year, we organized this prayer in the diamond area and the vast majority of our students participated in this activity.



## Dr Othman Al-Khamis's lecture

3- Our department invited the leading Muslim scholar (Dr Othman Al-Khamis) to give a lecture on the importance of moral values in Islam. He asserted that the ideal Muslim is the person who shows a high standard of morality. Worship such prayers and fasting are pointless if they will not develop a moral Muslim. Furthermore, he highlighted the necessity of demonstrating these values when we treat people regardless of their racial, religious and ethnic backgrounds.



## Communal fast-breaking meal (Iftar)

The month of Ramadan is an excellent opportunity to cultivate the concepts of solidarity and altruism. Additionally, Ramadan can be a great occasion for strengthening social bonds with the QAD community. For this reason, Islamic Studies department organized a communal fast-breaking meal, aiming to bring QAD teachers and students together. The QAD student planned this event collaboratively with Mr. Scott and Islamic Studies department. After having their meal, they prayed Isha and Taraweeh prayers. The whole school was in a festive mood this evening and the QAD community had an enjoyable experience.



# QAD MUN

QADMUN has had a banner year. Led by Hasan Ali in G12 and his team of deputies, including Noora Al Muftah and Abdallah Al Darwish as vice presidents, the program has spanned from the preparation of delegates for both online and in person MUN conferences, such as Doha College MUN, Northwestern University in Qatar MUN, and THIMUN Qatar, to attending Georgetown MUN in person in the fall, as well as an internal QAD MUN conference run by the team, to establishing QADMUN as an international player in the UN scene.

The QAD MUN executive team attended the UN Youth Envoy's pre-COP 26 YOUTH4CLIMATE event in Milan, Italy, and even joined world leaders at COP 26 in Glasgow, Scotland, with vice president Abdallah Al Darwish representing the club there. The youth voice honed in this club translated to a sphere of local and global influence.



The breadth of the club's youth led program also establishes club members as youth leaders in Qatar, with QAD MUN leaders from this year meeting with the Ministry of Youth and Sports focussed on drawing on youth voice in the direction of the provisions created by the ministry.

Youth led and youth driven, the club centered sustainability, gender equality, economic diversity, and humanitarian work. To reflect this work, club leaders created a children's book to teach sustainability to the next generation, and participated in beach clean ups and pledges to incorporate sustainability in their lives and communities, creating social media groups for banning plastics and saving our oceans. They also reached out to climate activists at ECO SOUK to show delegates how to build sustainable businesses. Club leaders also collaborated with professor of social work Alyaa Al Maaded to bring in activities that taught young delegates the relation between gender inequality and gender based violence, and created plans to overcome this in our own communities.

Twin superstars Shoug and Salem Khozestani were also on the interview panel with Malala Yousefazi, pushing forward the discourse on how to establish gender parity in education for girls in Afghanistan, connecting with youth leaders throughout Qatar to find better solutions for our most vulnerable.

Club Leaders Yassim Daymi and Khalid Al Nabti reconnected with a school founded by QADMUN's club in 2012 in Sri Lanka to work with the QAD School Council to raise resources, supporting the refurbishment work needed in the school which had fallen into disrepair in the



harsh rains and neglect from the long COVID-19 lockdown. Khalid also shared his love of the Arabic language in the ROTA Empower 2021 conference, shared with thousands of online viewers and participants worldwide.

Finally, Head Delegate Shoug Khozestani had the joyful experience of participating in TED 2022 in Vancouver. Bolstered by her experiences and leadership development in the QAD MUN club, Shoug was able to mix and learn from with the most exciting changemakers in the TED conference, and arguably in the world, including celebrities such as Bill Gates and Elon Musk, being both a learner and a leader, shaping and sharing her world view during the conference.



# LEARNING SUPPORT SERVICES

Due to Covid, the impact and structure of Learning Support was severely depleted and required a revamp in order to make it more successful for the following years to come.

This year Learning Support has focused on creating sustainable systems of support alongside structured systems. Initially this meant enhancing the Inclusion policy, Student Referral policy and Procedures and Learning Hub policy. It was important to ensure that an understanding of the structure of Learning Support was clearly identified in order to make it more sustainable. This also meant enhancing the referral process to include Grade level leaders as the first point of referral for concerns leading to a more robust identification of students with serious needs.

To work as an effective support structure, the multi-tiered structure was put in place with clear identification of students tiers. Student needs were identified and intervention was implemented for Tier 3 students to allow continuous support to be put in place to target weaker areas of learning.

Data analysis was a major focus of Learning Support in order to identify not just students' strengths and weaknesses who were already a part of Learning Support, but to identify further students who required support. Across the year, information has been collected in order to enhance the level of support and identify exact needs leading to personalized provision.

Targeted interventions were required to support the academic needs within language, reading and math. An online learning portal was identified and is currently

being trialed in order to give more focused support. The program has allowed individual identification of skills gaps in learning and is directing students towards closing those gaps.

Further students have been identified throughout the school as requiring potential support through the process of referral through Grade level leaders, followed by teacher referral. Students who were referred were entered into Tier 2 interventions as part of the analysis process to identify real needs. Progression tracking has allowed for the students to either develop a skill and return to the subject, continue on with further short term intervention or be referred for further academic and learning assessments.

This year we have developed student support profile documentation and a document profile site to make information related to each student easily shareable with teachers and in one place for easy reference. All information related to the student including ILP/IAP's, Map data, class grades, attendance, intervention information, teacher concerns, and student strengths and weaknesses.

In addition, this year QAD will be trial offering a summer credit recovery program in English and Math. Students will have the opportunity to connect through Learning Support with QF Sidra Credit recovery Virtual High School online. If the program is successful, this addition will be looked at for future development of online credit and credit recovery for failing students.

# LIBRARIES

Senior School Library at Qatar Academy Doha provides learning support to students from Grade 6 to 12, and promotes reading in the school community. 21c skills which includes Critical Thinking, Information Literacy and Media Literacy skill lessons are provided in collaboration with teachers. We are also subscribing to 12 online resources specifically to meet our students' needs. Students are also able to use several other online resources provided by Qatar National Library.

Students are taught to seek information using these online resources, evaluate them for credibility, take notes, paraphrase and summarize them in their research papers. These skills follow a scaffold starting at an introductory level at middle school, intermediary level by start of high school. By the time they graduate at Grade 12, students have mastered these skills and are ready for college.

Our total collection comprises print, electronic and audiovisual materials and stands at 41482 which includes resources in multiple languages, including: English, Arabic, French and Spanish. We are also subscribing to 12 online resources specifically to meet our students' needs. Students are also able to use several other online

resources provided by Qatar National Library. We also subscribe to approximately 24 periodicals and magazines in different languages to meet the information needs of our patrons. At the Senior School library, students are given opportunity for "Service as Action" by volunteering as library assistants.

## Visiting Authors

Visiting authors help to kindle a spark of creativity among students. The story behind their stories, their efforts, and the skills needed to be an author. All of this is shared, and our budding writers enjoy and learn from these talks. This year we had the opportunity to host our own author.

## Author Workshop

Dalal Al Romaihi, author of "Where is my teacher" published by HBKU Press shared her journey of being an author. From the day of inspiration, to writing and collaborating with the illustrator and then to the publisher to our Grade 7 students. Students were really intrigued at meeting one of their school mates as a published author and had several interesting questions for her.

## AUTHOR TALK - DALAL AL ROMAIHI MARCH 31 2022



AUTHOR OF "WHERE IS MY TEACHER?"  
PUBLISHED BY HBKU PRESS  
GRADE 7 STUDENTS AT QAD

## Book Fair

In cooperation with HBKU press, the QAD Senior School library organized a book fair on 30th & 31st March 2022 at the library. The collection included both fiction and non-fiction books in Arabic and English. Students visited the library during the school day and were able to browse and buy from the collection of books. The students who bought the books were given a chance to participate in a raffle.

### HBKU BOOK FAIR MARCH 30, 31 2022



### BROWSING AND READING IN THE WORLD OF BOOKS

## Learning at the library

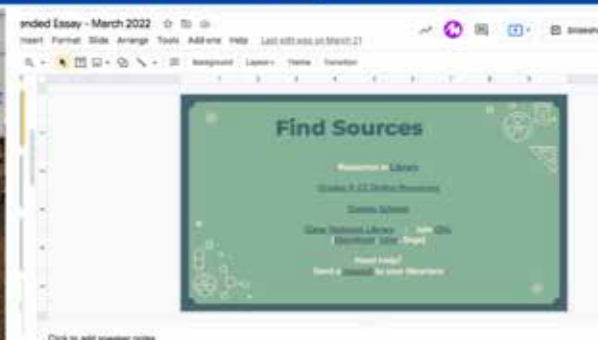
As the school started as blended learning, the libraries also utilized online platforms to share resources and give information literacy lessons. Follettshelf was used as an online platform to create and share resources for different units of inquiry. It was accessible 24/7 online. Classes on research methodology and academic integrity were done through Google Meets so that all students could make use of it. Recordings of the classes were shared with the students so that they can access it in their own time. Google forms were created and shared with students so that they could request printed resources for their general reading (Library Book Request) and request online resources and guidance for their research (Research/Resource Support Request). When the one to one learning was reinstated we were happy to have our students back in the library to read, research and relax.



### CLASSES & RESOURCES



### FOLLETT SHELF - ONLINE RESOURCES COMPILED FOR DIFFERENT UNITS OF INQUIRY



### INFORMATION LITERACY CLASSES QAD SENIOR SCHOOL LIBRARY



# PRESS CLIPPINGS

## 2021- 2022

### QF announces recipients of anniversary scholarships

TRIBUNE NEWS NETWORK  
DOHA

QATAR Foundation (QF) has awarded six students with full scholarships to its schools, enabling them to receive a learning experience that is set to prepare them for a bright future.

The initiative, part of the 25th Anniversary Scholarships programme, held in collaboration with Hamad Bin Khalifa University, a Qatar Foundation (QF) member, aims to offer quality, accessible educational opportunities for talented young people by covering all their tuition and admission costs.

The children – all high school students who will be supported in Grades 11 to 12 – started school this academic year after receiving Pre-University Education Merit Scholarships. They are attending Qatar Academy Doha (QAD), Qatar Academy Sidra (QAS) and Qatar



Tala Al Farra



Dion Baldsing



Richelle Escoto

Academy for Science and Technology (QAST), all of which come under the umbrella of QF's Pre-University Education.

Tala Al Farra, who joined QAD, said: "Most people like to feel a sense of challenge in their life that comes from an achievement they'd like to fulfil. Personally, one of my achievements would be to succeed and acquire knowledge. Motivation is needed to do so, which comes through being surrounded by well-

rounded students supported by the best education systems. The QF schools have portrayed those two things; it's evident through all their graduates.

"All these qualities drew me to be a part of the QF community and are what I anticipate experiencing myself. An overwhelming feeling of pride and personal recognition of my abilities arose when I found out I had been accepted."

Dion Baldsing, who is now at

QAST, said: "I am grateful to have been accepted to a Qatar Foundation school and for the hours of work and the roles played by the people close to me in helping me to seize this opportunity."

"Most of all, my family has gone through many sacrifices for me to reach the position I am today. I am happy to have made them proud through my accomplishment."

Richelle Escoto, who was accepted to QAS, said: "The QF community is nurturing and broad with knowledge, and I know that this is a society I'd love to be a part of for my following school years. This school's acceptance is my way of helping my family ease with saving up. It's heartwarming to finally be able to help my family, in this way at least."

Other students who have been awarded the scholarships are Ayesha Ghaila Abdullah (QAD), Wafaa Ismail (QAST) and Maria Foteini Prassou (QAS).

## QAD students urge action against plastic pollution crisis

Students from Qatar Academy Doha (QAD) urged members of the community to reduce their plastic consumption by detailing their devastating effects on the world during the second day of Qatar Sustainability Week 2021.

"Just two years ago, as a group of passionate young leaders, we decided to make an environmental change," said Khalid al-Shaibei, a student from QAD – part of Qatar Foundation's Pre-University Education – during a talk held in Msheireb Downtown Doha.

"Our aim was not only to raise awareness of the effects of plastic waste, but also to promote the concept of sustainability in our society."

Lena al-Khater, also a QAD student, explained that during their work on the campaign – titled Activists in Action – they learned that around 8mn tonnes of plastic end up in oceans every year, causing severe damage to marine life and increasing the risk of extinction of aquatic animals.

"Plastic bags are in fact a great invention, they make our life easier – they're lightweight, waterproof, and easy to carry around – making them very valuable and hard to give up.



QAD students want action from the community to reduce plastic consumption.

However, these exact features are what makes them a bigger problem to the environment, because while we are making our lives easier, we are ruining, and sometimes shortening, the lives of many creatures that deserve to thrive on earth as much as we do," al-Khater said.

The average time that a plastic bag is used for is only 12 minutes, but they can last in the environment for hundreds of years before decomposing.

There are many alternatives to plastic bags, such as reusable

and biodegradable bags.

"For a better tomorrow we need to build resilience today," said Rawda al-Qassabi, also a QAD student, explaining that reliance on single-use plastics dramatically increased during Covid-19, and this meant it was hard for the students to stay motivated. "But since the beginning of our campaign, we have been wonderfully supported by our school, Qatar Academy Doha, and the wider community, so we persevered and created an initiative using social media.

We launched an online petition and demonstrated that despite the challenges we faced, we only became stronger as leaders," al-Qassabi said.

Al-Anoud al-Hitmi, another member of Activists in Action said: "When we decided to start this campaign, Activists in Action, I never knew that that we could reach this many people. Participation in such events is very important because we are the future, and we have to start raising awareness or start taking action."

مساحة إعلانية

Sephora Qa

تسوقوا الآن على موقع سيفورا

الشرق

الرئيسية محليات اقتصاد عربي ودولي رياضة تقارير وحوارات منوعات فيديو هات ألبومات آراء الكتاب المزيد

2048

ثقافة وفنون

منهج تعليمي يتضمن مبادرات لتحفيز على الاستدامة



تابعونا: Google News

31 أكتوبر 2021 , 07:00 ص





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@QF

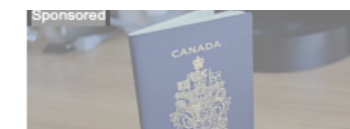


12:38 PM · Nov 1, 2021 · Twitter Web App

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## Qatar/Education

### Qatar Academy Doha celebrates 25 years of excellence

Published: 28 Nov 2021 - 09:01 am | Last Updated: 28 Nov 2021 - 09:04 am



A young Qatar Academy Doha pupil with a teacher.

Fans Invited to Attend Hayya Card Webinars Organized by SC

Home : Qatar

28 November 2021

## HH Sheikha Moza Attends Qatar Academy Doha's 25th Anniversary Celebration



Doha, November 28 (QNA) - Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, has attended the 25th anniversary celebration of Qatar Academy Doha - Qatar Foundation's first school, and the seed from which its ecosystem of education, research and innovation, and community development grew.

The event at Qatar Academy Doha's (QAD) Senior School was also attended by Her Excellency Sheikha Hind bint Hamad Al Thani, Vice Chairperson and CEO of Qatar Foundation, alongside VIPs and over 150 QAD alumni who, during their time at the school, were equipped to become future leaders and drivers of change.

Since its establishment in 1996 - the year after Qatar Foundation (QF) was founded - with just 24 students, QAD has nurtured over 1,200 graduates. Almost 1,900 students are currently studying at the Education City school, which offers an innovative and personalized academic program that has a strong focus on Arabic and Islamic studies, and opportunities for experiential, real-world learning.

## QF school students travel to Tanzania and learn more about sustainability

June 30 2022 10:02 PM

QATAR

RELATED STORIES



Snapshots from the trip to Tanzania.

Five Stars

Text Size: A A A A A

Students from Qatar Academy Doha (QAD) learned about world issues during a trip to Tanzania, where they met local students to learn more about education, eco-tourism, and the Maasai culture.

It is the first time a Qatar Foundation (QF) primary school has made an international trip. The QAD is a school under QF's Pre-University Education.

Organisers of the trip, QAD homeroom teacher Hanifa Rahman and curriculum co-ordinator Savannah Spillers, were thankful that the student's families had put their trust in the school.

"Both the children and their parents were out of their comfort zones during this trip, and really pushed their boundaries," said Spillers. "None of the students who came on this trip had ever been to Africa, so it was a thrill that they all got to experience something they'd never done before."

The 18 students, with chaperones from the school and several parents, visited schools run by Africa Amini Life in Momello, which is built on Maasai land in Tanzania, and run by the Maasai people.

The students were welcomed with a traditional Maasai dance, and learned about the Maasai tribe and their culture through stories, a spear throwing activity, and arts and crafts.

During their visit, students met children from the local community at their primary and secondary schools to talk about the differences in their cultures, schools, and how they learn, as well as take part in several activities together.

One activity involved students from the QAD and Worseg Vision English Medium Academy primary schools creating artwork that resonated with each of them, showing both Maasai and Qatari heritage and lifestyles, as they discussed the differences and similarities.



 **QAD students use communication skills in anti-bullying drive**

May 27 2022 08:48 PM

COMMUNITY » Education

## RELATED STORIES



The students were awarded certificates of recognition at a special event.

Text Size: ☐ A ☒ A ☐ A ☐ A

## Doha

Students at Qatar Academy Doha (QAD), a school under Qatar Foundation's (QF) Pre-University Education have been recognised for their work in leading an anti-bullying campaign that has run for over six months.

The students were awarded certificates of recognition at a special event, and their parents invited to witness the final outcome of a journey of advocacy and learning.

Empowered by a sense of agency and the desire to voice their ideas from an early age, students at QAD chose bullying as the topic they wanted to shine a spotlight on through an integrated media campaign called Bullying Hurts Everyone.

Led by students, designed for students, and supported by PUE, QF's Communications Directorate and QF alumni, the students harnessed their range of communication skills to address various types of bullying and emphasise its short and long-term impact on its victims through different types of media.

"Primary and senior school students met at a brainstorming session and, after discussions, we agreed that bullying is a major topic we need to address and to try to find a way to help stop this behaviour," said, Alia Ahmed al-Maadeed, a Grade 4 student at QAD.

The campaign focused on how bullying affects everyone, including those who are bullied, those who bully, and those who witness it, and how it reflects negatively on their mental health and wellness, leading to depression and anxiety as well as skipping school.

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[Home](#) / [Nation](#) / QF announces recipients of anniversary scholarships

## QF announces recipients of anniversary scholarships

24/09/2021 / Nation



Tala Al Farra

**عبر برنامج الدورات الإعلامية للشباب**

## طلاب مؤسسة قطر يواجهون ظاهرة التنمر في المدارس

« أفلام توعوية للتصدي لظاهرة التنمر الجسدي واللفظي والإلكتروني



📅 12:00 ص، الاثنين، 23 مايو، 2022



 **QF awards scholarships**

September 23 2021 10:52 PM

QATAR

## RELATED STORIES



Tala al-Farra, left, Richelle Escoto, centre, and Dion Baldsing

Text Size: ☐ A ☒ A ☐ A ☐ A

Qatar Foundation (QF) has awarded six students with full scholarships to its schools. The initiative, part of the 25th Anniversary Scholarships programme – held in collaboration with Hamad Bin Khalifa University, a QF member – aims to offer quality, accessible educational opportunities for talented young people by covering all their tuition and admission costs.

The children – all high school students who will be supported in Grades 11-12 – started school this academic year after receiving Pre-University Education Merit Scholarships. They are attending Qatar Academy Doha (QAD), Qatar Academy Sidra (QAS), and Qatar Academy for Science and Technology (QAST), all of which come under the umbrella of QF's Pre-University Education.

Tala al Farra, who joined QAD, said: "Most people like to feel a sense of challenge in their life that comes from an achievement they'd like to fulfill. Personally, one of my achievements would be to succeed and acquire knowledge."

"Motivation is needed to do so, which comes through being surrounded by well-rounded students supported by the best education systems. The QF schools have portrayed those two things; it's evident through all their graduates.

"All these qualities drew me to be a part of the QF community and are what I anticipate experiencing myself. An overwhelming feeling of proudness and personal recognition of my abilities arose when I found out I had been accepted."

Dion Baldsing, who is now at QAST, said: "I am grateful to have been accepted to a Qatar Foundation school – and for the hours of work and the roles played by the people close to me in helping me to seize this opportunity."

## Qatar

### QF awards scholarships to 6 high school students

Published: 25 Sep 2021 - 08:39 am | Last Updated: 04 Nov 2021 - 01:46 pm



From Left: Tala Al Farra, Dion Baldsing and Richelle Escoto



### مؤسسة قطر تعلن أسماء الفائزين بمنحها الدراسية احتفاءً بمرور 25 عاماً على تأسيسها

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التاريخ

9/23/2021 7:34:45 AM

(MENAFN- Qatar Foundation) الدوحة، قطر، .. سبتمبر 2021: قدّمت مؤسسة قطر للتربية والعلوم وتنمية المجتمع، ستة منح دراسية شاملة لطلاب رغبوا بالالتحاق في مدارسها وذلك حسب جدارتهم الأكاديمية، ومكّنّتهم من الحصول على تجربة تعليمية مميزة وإعدادهم لمستقبل واعد.

وقد هدفت تلك المبادرة، وهي جزء من برنامج "منح الذكرى الخامسة والعشرين" لمؤسسة قطر بالتعاون مع جامعة حمد بن خليفة، عضو مؤسسة قطر، إلى توفير فرص تعليمية عالية الجودة للطلبة الموهوبين على أن تشمل هذه المنح جميع الرسوم الدراسية وتكاليف القبول.

التحق طلاب الصفوف الـ 11 و 12 بالمرحلة الثانوية الحاصلين على منح الجدارة للتعليم ما قبل الجامعي بأكاديمية قطر- الدوحة، وأكاديمية قطر- السدرة، وأكاديمية قطر للعلوم والتكنولوجيا في العام الدراسي الحالي، والتي تندرج جميعها تحت مظلة التعليم ما قبل الجامعي في مؤسسة قطر.

## محليات

719

## مجلس قطر للمباني الخضراء يختتم النسخة السادسة من أسبوع قطر للاستدامة



تابعونا: Google News

03 نوفمبر 2021 , 04:26م



عضو في مؤسسة قطر  
Member of Qatar Foundation

شعار مجلس قطر للمباني الخضراء

+A -A

## مجلس قطر للمباني الخضراء

## الدوحة - قنا

اختتم مجلس قطر للمباني الخضراء عضو مؤسسة قطر للتربية والعلوم وتنمية المجتمع فعاليات النسخة السادسة من أسبوع قطر للاستدامة، وشملت مجموعة من الفعاليات التي أقيمت في مواقع مختلفة في جميع أنحاء قطر بهدف حث أفراد المجتمع على تبني أنماط حياة أكثر استدامة، وتقديم حلول مبتكرة وعملية للتغلب على التحديات البيئية التي تواجه قطر والمنطقة. وشهد أسبوع قطر للاستدامة هذا العام تنظيم 335 فعالية من الأنشطة، والمبادرات، والتعهدات من جانب الشركات، بمشاركة 250 من الشركاء الداعمين وأكثر من 150 ألفا من الحاضرين.





Home / Nation / Students from QF's schools conquer Mount Kilimanjaro

## Students from QF's schools conquer Mount Kilimanjaro

24/06/2022 / Nation



Select Sector ▾

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Quick Se



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### 13 students from Qatar schools conquer Kilimanjaro – The Peninsula



Date: 23-Jun-2022

Source: The Peninsula...

Sector: Education

Country: Qatar

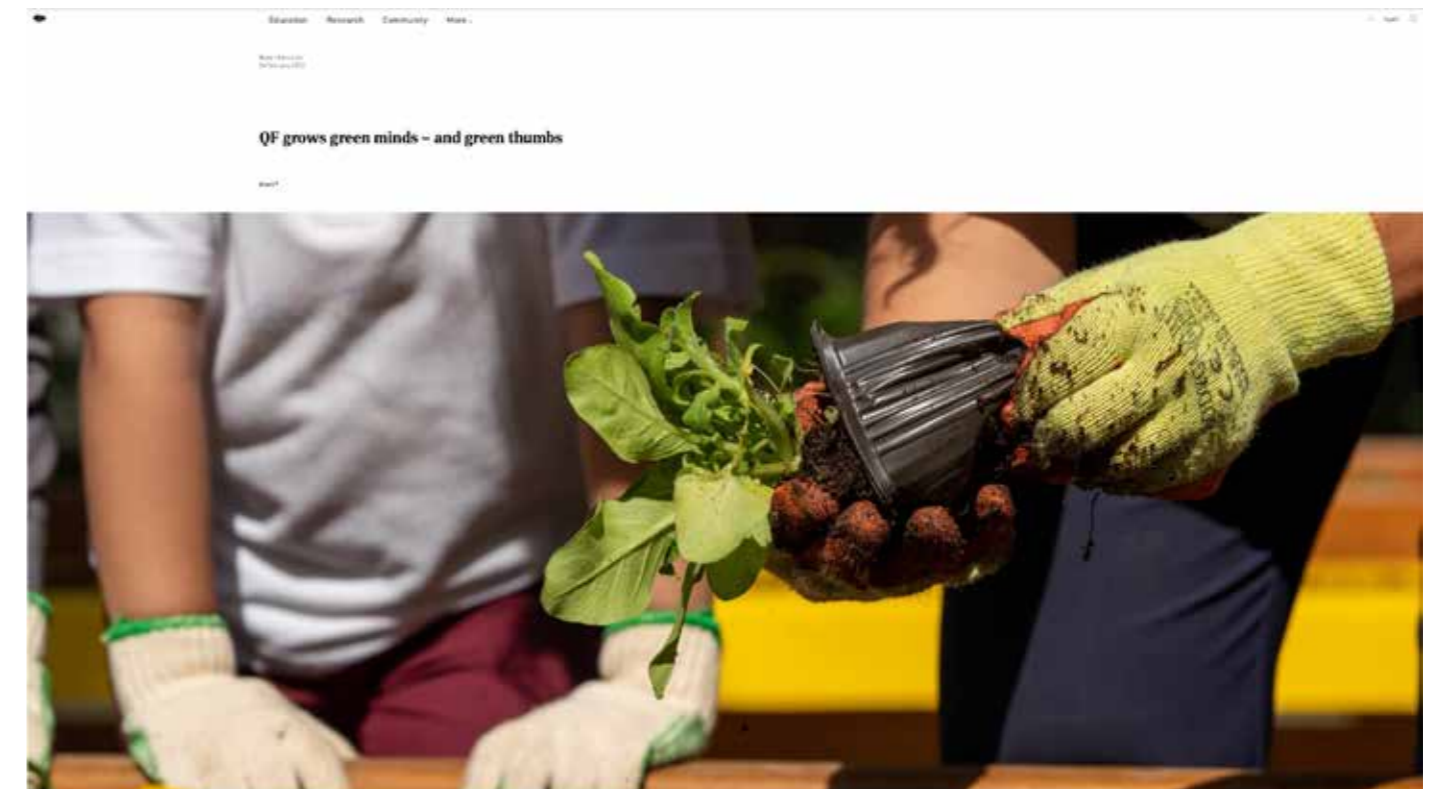
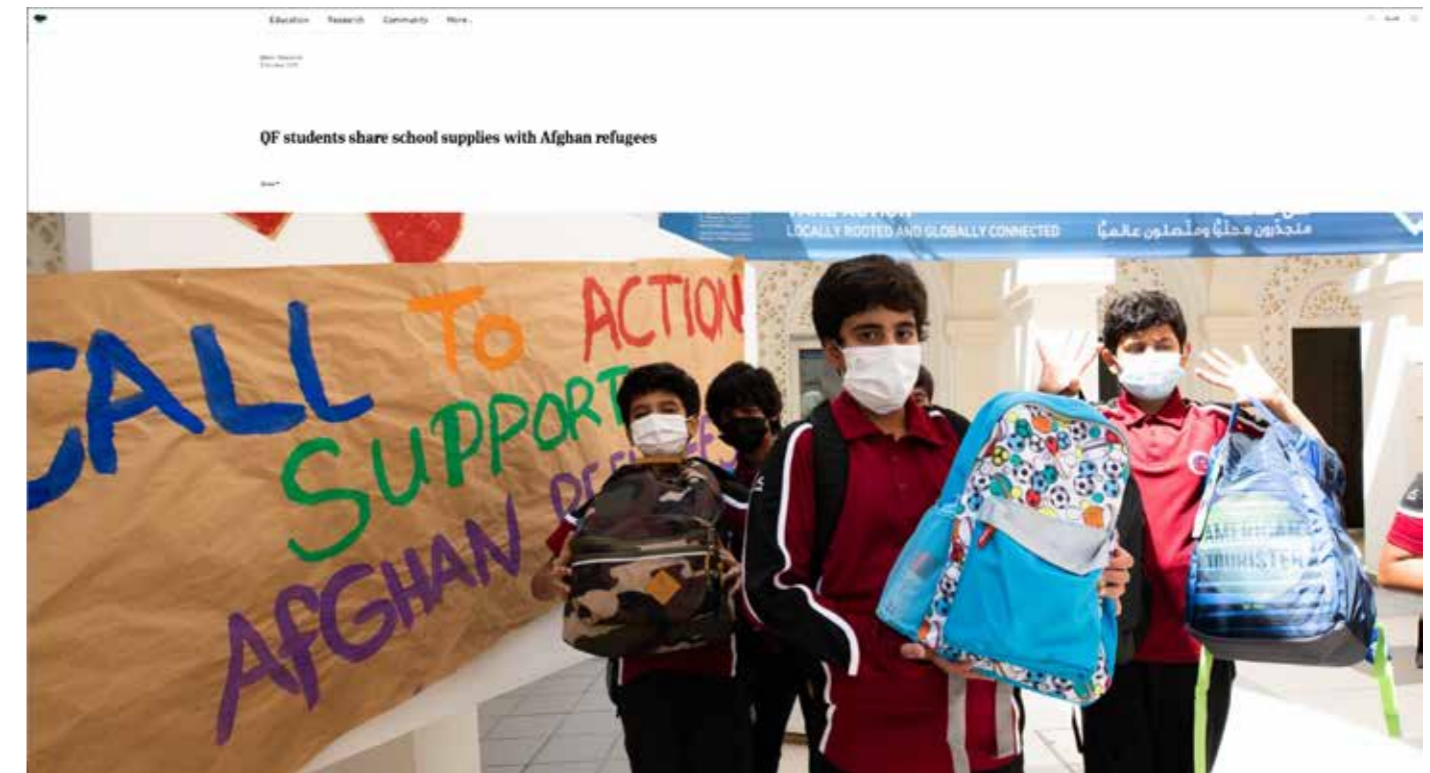
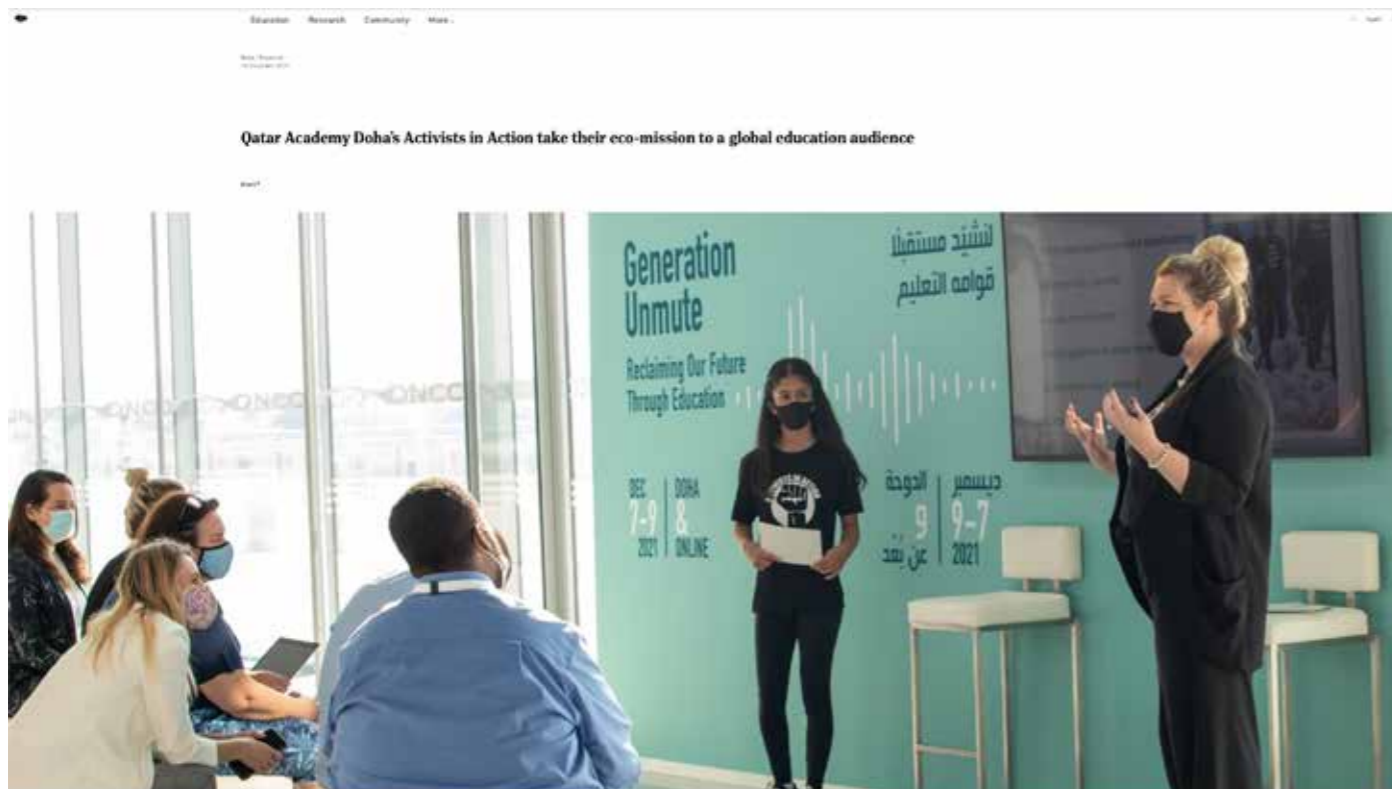
Who else needs to know?

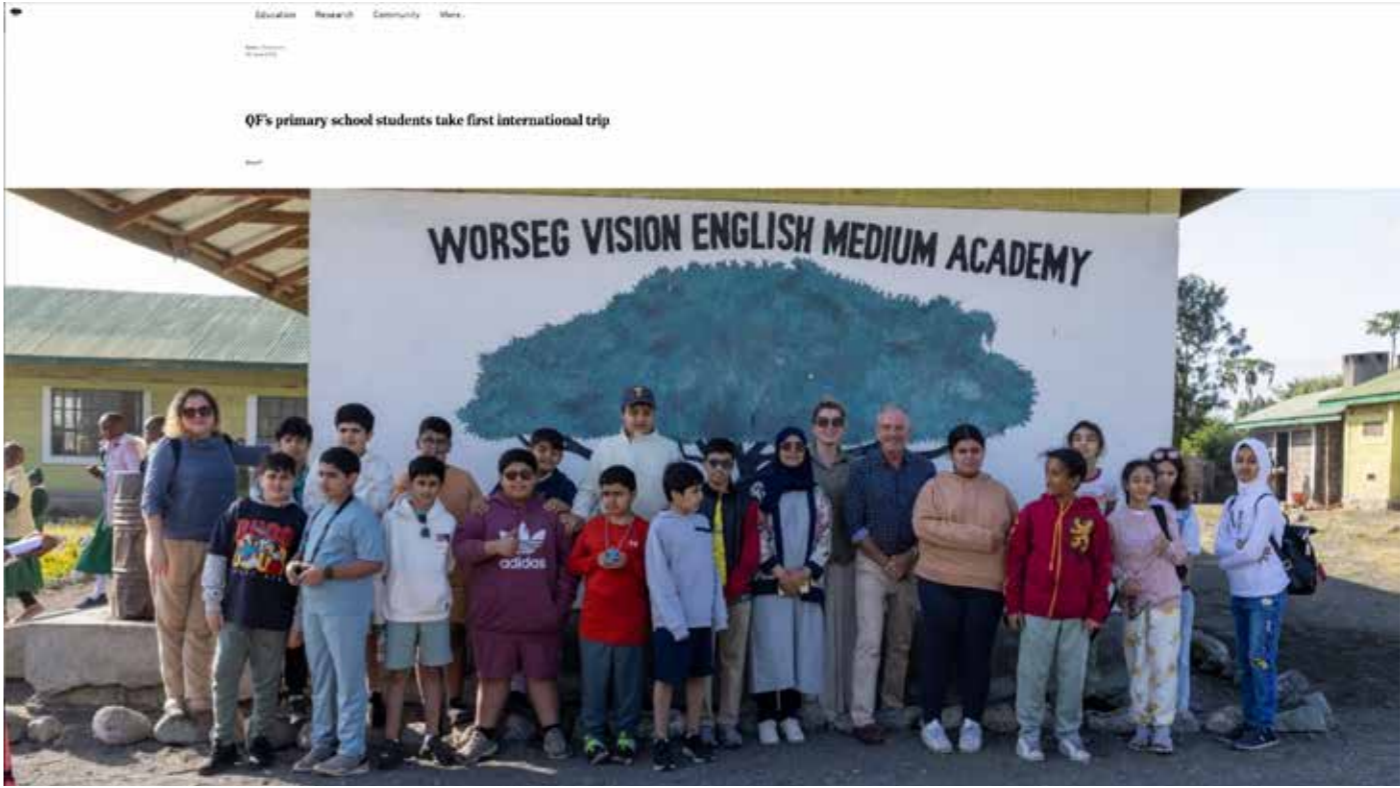
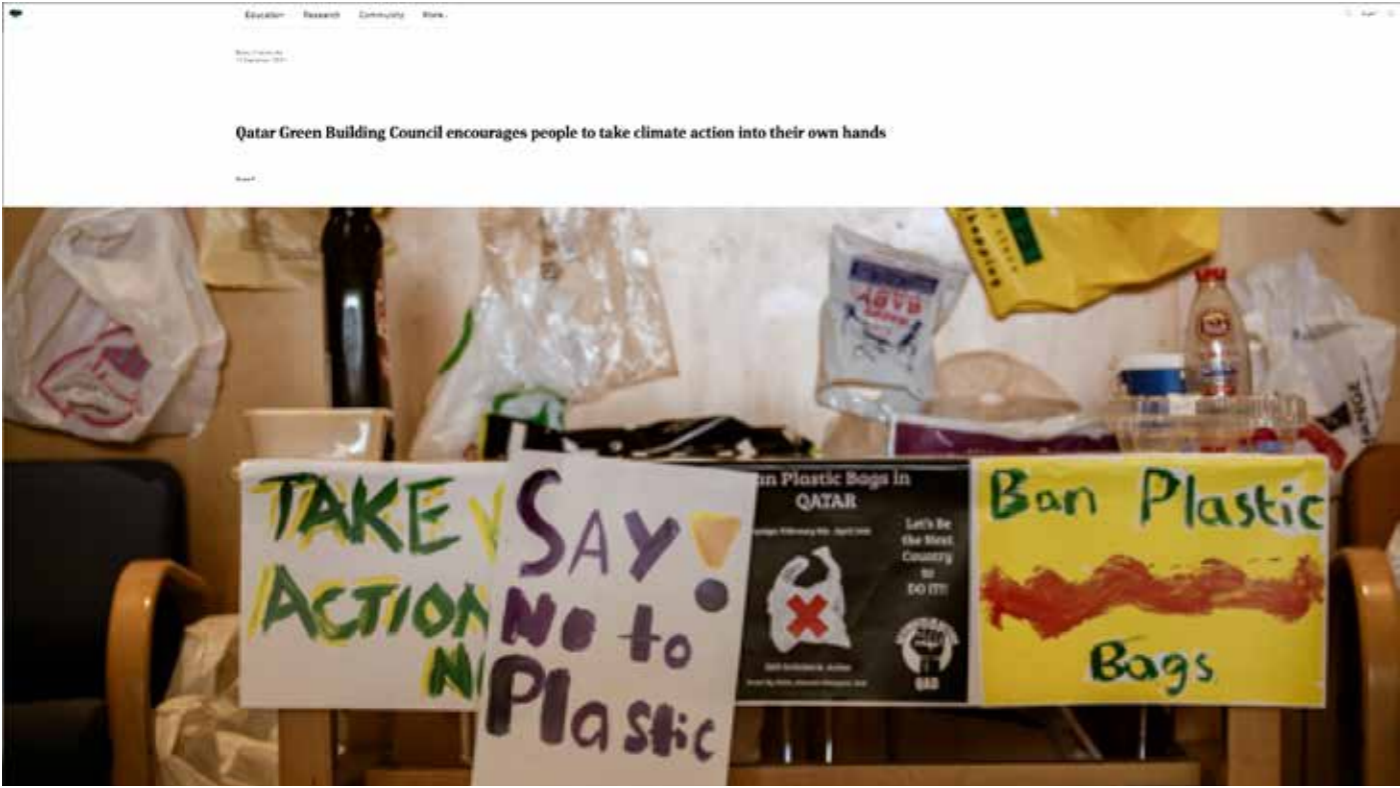
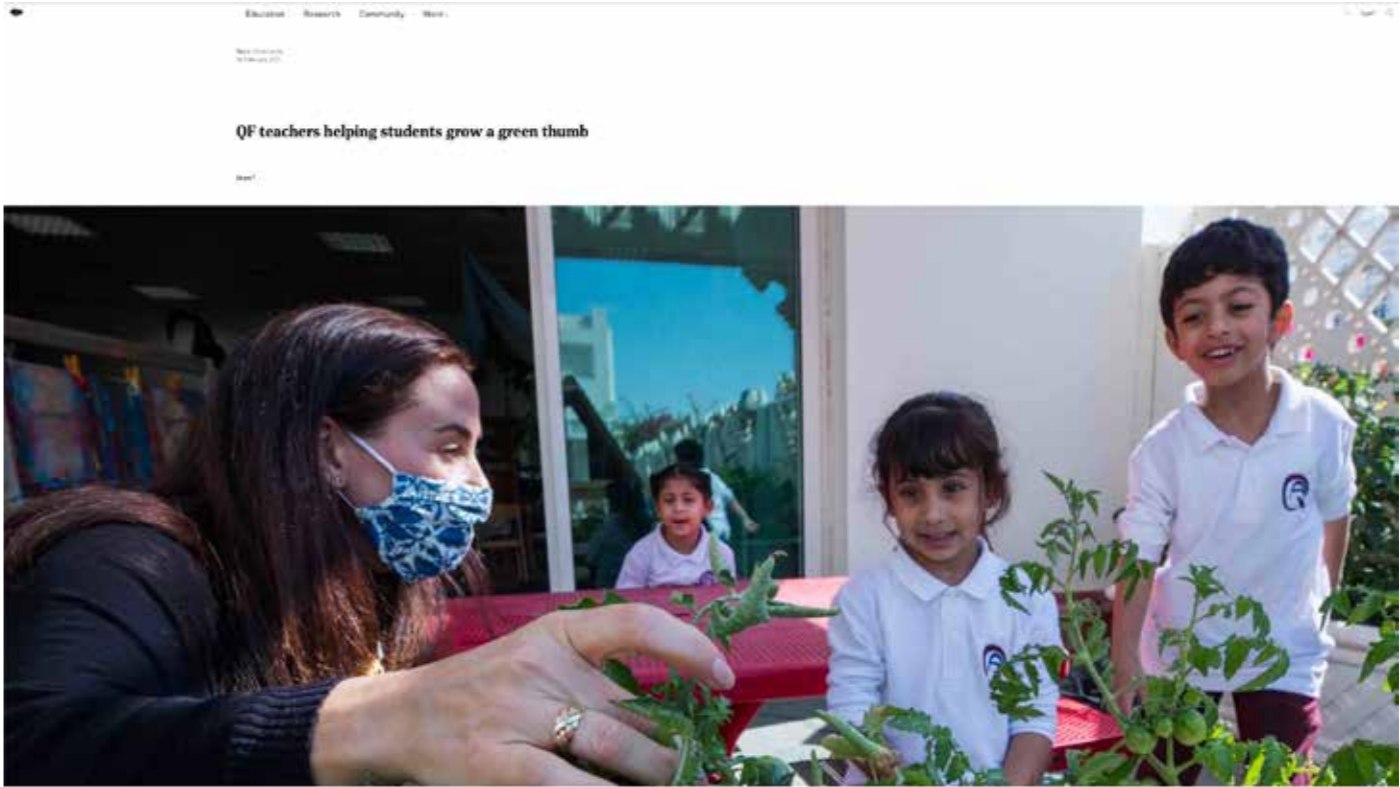
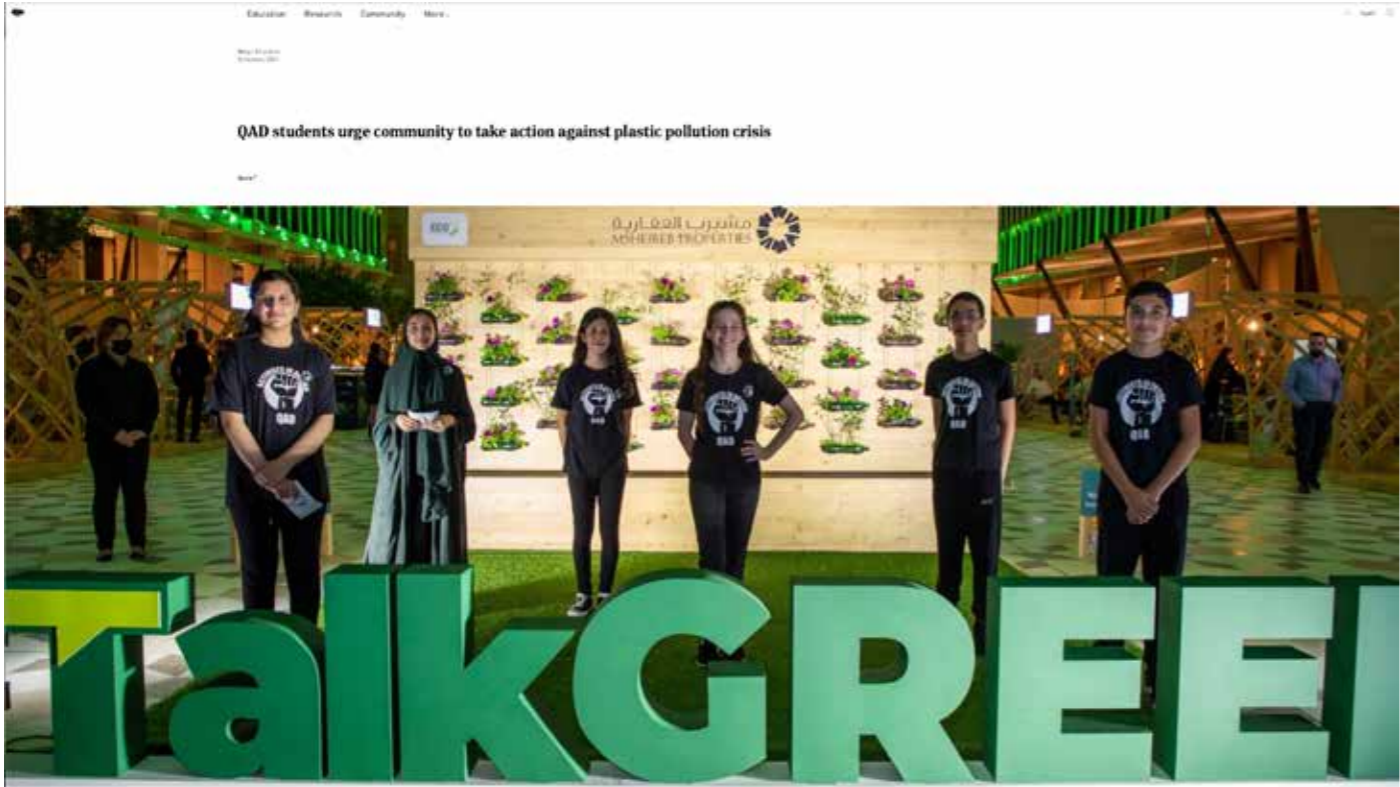
Doha: 13 students from Qatar Foundation schools have just returned from conquering Mount Kilimanjaro – the highest mountain in Africa. One of the students, 15-year-old Ali Mubarak, is now the youngest Qatari to climb Kilimanjaro.

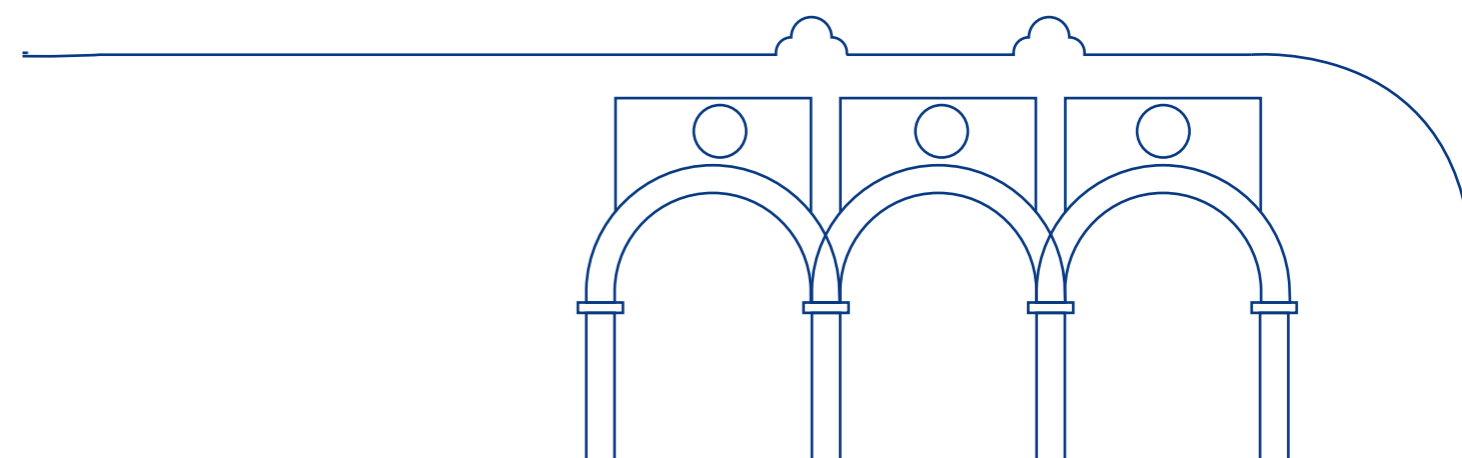
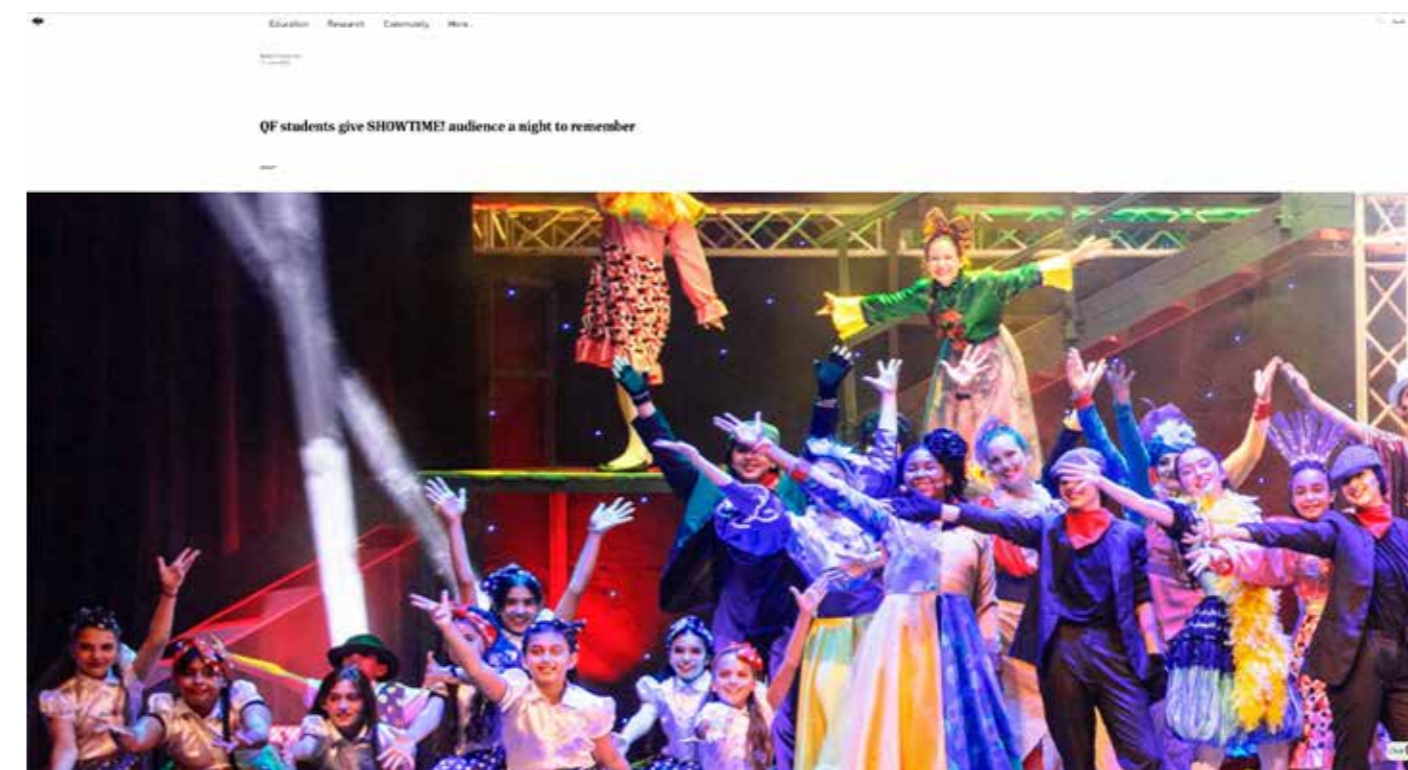
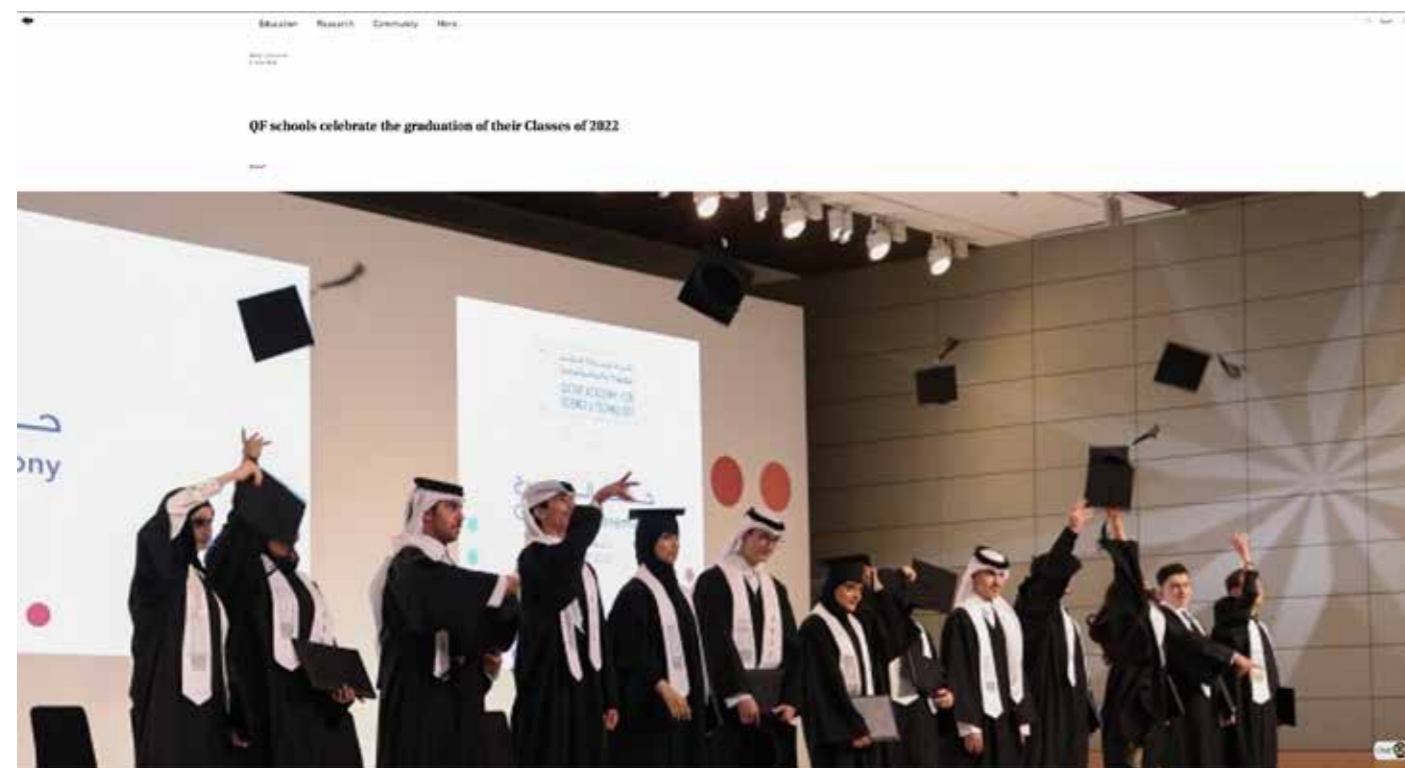
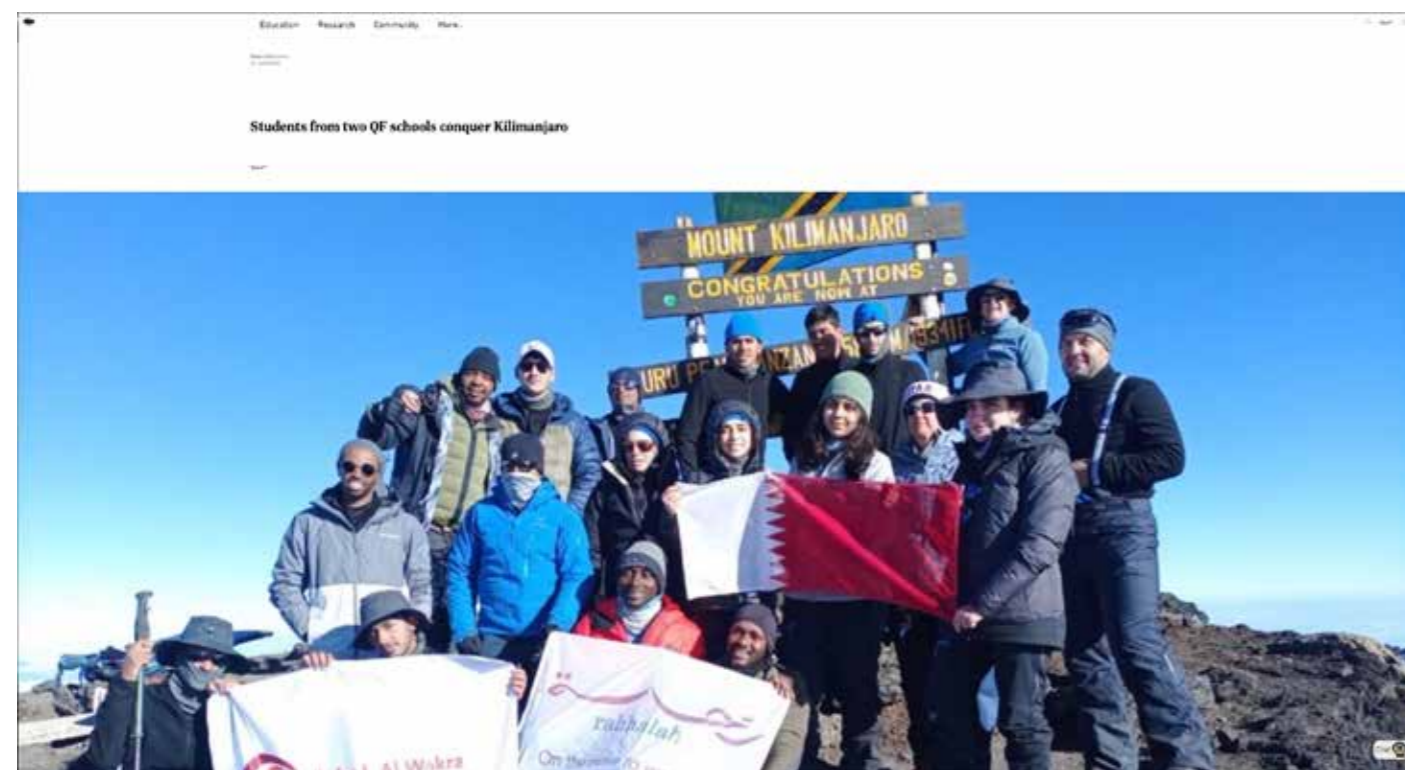
The cross-collaborative trip between students from Qatar Academy Al Wakra (QAW) and Qatar Academy Doha (QAD), both schools under Qatar Foundation's (QF's) Pre-University Education, offered students a life experience unlike any they would learn in the classroom when they set out to conquer Kilimanjaro, a dormant volcano in the United Republic of Tanzania, earlier this month.



# QF STORIES









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