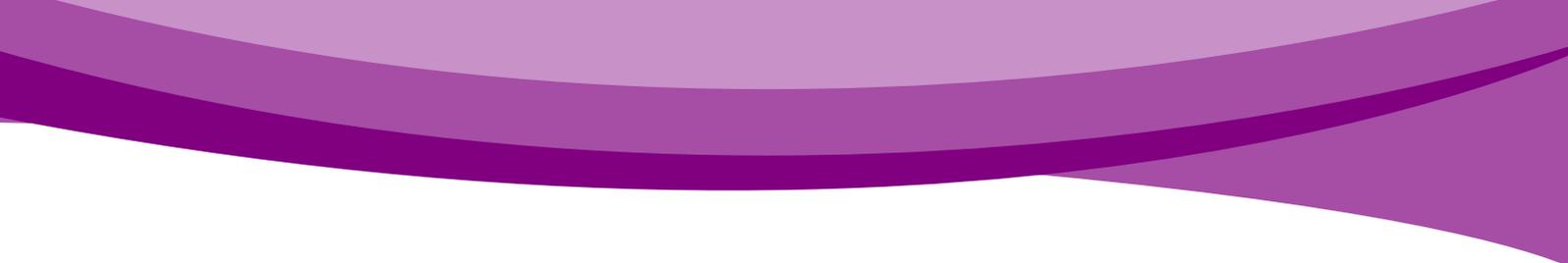# Education In The Schools of Qatar

Annual Report for the Academic Year 2012/2013

Education in the Schools of the State of Qatar

Annual Report for the Academic Year 2012/2013

Foreword

This annual report compendium is designed to provide those who are involved in, and others who are interested in, school education in Qatar with an array of summary information about Qatar's schools, principals, and its students and their parents.

The compendium provides an overview of many important aspects of Qatar's schools and is designed to provide readers with an understanding of schooling in Qatar as well as being a useful data source. The information is extensive, but indicative, in nature. It allows for the identification of what is similar as well as that which is different between the stages and types of schools operating.

This year's edition is the ninth one in the series has been produced annually since 2005. It contains the latest information covering the 2012-13 school-year for the same aspects which were reported in the 2011-12 school-year edition.

I commend this collection to you and also take the opportunity of particularly recognising the efforts of officers of the School Evaluation Office, Data Collection & Management Office, IT Department and Communications Office who contributed in many different and substantial ways to the collection, compilation and preparation of the material for this publication.

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Qatar

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Introductory and explanatory notes

The information is presented in a series of tables and displays that are intended to be essentially self-explanatory and self-contained. Some shaping of the data has been undertaken in order to simplify and standardise the presentation and facilitate understanding. As such, readers are urged to be careful in drawing any conclusions and also to refer the notes accompanying the tables to better understand the table entries.

The tabulations and the selected pictorial presentations typically provide separate information based on the three stages of schooling (primary, preparatory and secondary) and on three school types (referred to as Independent, Private Arabic, and International) as well as for schools of these types overall. For ease of presentation the abbreviations **Ind, PA,** and **Int** have been used for the three types respectively within the graphical displays.

Care should be taken particularly when examining the data presented by school stage as there are many situations where respondents, and their information, relate to more than one stage. In such instances the respondents' data contributes to all of the stages to which they pertain. Thus, for example, teachers who work in both primary and preparatory schooling stages will be reported separately in each of the primary and the preparatory categories. For this reason, the information presented by school stage may not always seem to be consistent with the totals or overall figures as it may well be based on multiply-allocated cases and/or responses

The main data sources for information selected for presentation in this report are listed and briefly outlined in the following table.

Main data sources: 2012/13 Schools Annual Report

S.	Data Source	Date Collected	Collection Method
1	DCM School Enumeration	October to December 2012	Supreme Education Council Database
2	DCM School Profile	October to December 2012	School visit
3	QCSS School Questionnaire	December 2012	Completed electronically through the web
4	QCSS Principal Questionnaire	December 2012	Completed electronically through the web
5	QCSS Parent Questionnaire	March to April 2013	Paper surveys completed at home
6	QCSS Student Questionnaire	March to April 2013	Paper surveys completed at school
7	QCSS Teacher Questionnaire	March to April 2013	Completed electronically through the web
8	QCEA Student Assessment	June 2013	Standardized tests administered at school

DCM Data Collection and Management; QCSS Qatar Comprehensive School Surveys; QCEA Qatar Comprehensive Educational Assessment.

The bulk of these data covers the 2012-13 school-year and has been independently compiled by the Evaluation Institute based on a variety of data sources. The data are presented essentially as provided by the various respondents. In one sense verification occurs through triangulation: by juxtaposing the various perspectives on the same concept from different groups (eg parents, principals and teachers have each independently provided their views about what was transpiring with respect to parent-school involvement).

Examining the data sources table above, it can be seen that the information comes from a range of approaches and data sources ensuring that the description of the schools involved are not dependent upon a single viewpoint, and that the information is broad and robust. The student questionnaires were only administered to students in Grades 4 to 12 inclusive so any data which are reported as being sourced from 'primary stage students' is, in fact, only from those students in Grades 4 to 6 inclusive, and so for the other grades.

It is also important to note, as indicated, that the data are sourced from various times in the 2012-13 school-year and thus are a little dated and do not depict a single fixed situation nor necessarily the present situation with respect to schools. Schools are dynamic entities with their resources, students, staff and operations undergoing change. However, whilst not necessarily currently accurate, these data are usefully indicative and over time, together with up-to-date schools information serves to inform conversations and considerations about schooling in Qatar. Whilst not definitive, collectively they provide a rich depiction of Qatar's school education contexts.

It should be noted that, as most data have been presented in rounded form, the individual component percentages will not always sum to 100%. In addition, there will be occasions where the individual components sum to less than 100% with this occurring where not all response categories for a particular area were chosen for reporting within the tables. In addition, there will be instances where the data genuinely exist, but they are shown as 0% or 0 in the table because the actual values are so small that rounding has reduced the presentation figure to zero.

This is the ninth report of this nature; the inaugural report presented data from the 2004-05 school-year. This current report contains the same tables and displays as those in last year's edition. However, prior to that, whereas the information presented is similar to that previously presented, some minor changes in content or presentation have occurred (particularly when compared to the inaugural 2004-05 report). These differences have arisen as a consequence of refinements to data collection instruments and/or variations in data availability. The overall pervading similarity of presentation allows interested readers to compare the contents across the nine reports to gain an understanding of the broad changes that may have occurred over time.

The report also contains a number of tables, which have been compiled and displays which have been created on selected aspects, which present the information over the three (or occasionally less) years in which the data were available. These selected aspects have been chosen for their interest and relevance as useful indicators of effective schools and schooling They have been presented in order to facilitate comparison of these specific key aspects and to help identify potential trends.

Students' Enrolment Standards at Schools

Table (1): School enrolment practices [by school type]

Frequency of use of selected criteria in determining students' enrolment at the school	Independent	Private Arabic	International	All Schools
Residence in a particular area	2.9	2.1	1.5	2.3
Student's gender	2.9	2.0	1.3	2.3
Student's academic performance record	1.7	1.9	2.2	1.9
Passing an entrance test	1.2	1.9	2.4	1.7
Student requires a special program	2.4	2.1	2.3	2.3
Student has siblings enrolled at the school	2.1	2.2	2.4	2.2
Student's nationality	1.7	1.3	1.2	1.5
Student's behavioural record	1.7	2.2	2.3	1.9
Parent's ability to pay	1.5	2.0	1.8	1.7
Availability of space at the school	2.9	2.9	2.8	2.9

The averages may be broadly interpreted as follows: 1.0 to 1.6 indicating 'never'; 1.7 to 2.3 indicating 'sometimes'; and, 2.4 to 3.0 indicating 'always'.

Table (2):School enrolment practices [by school stage]

Frequency of use of selected criteria in determining students' enrolment at the school	Primary	Preparatory	Secondary	All Schools
Residence in a particular area	2.2	2.0	2.0	2.3
Student's gender	2.1	1.9	1.8	2.3
Student's academic performance record	1.9	2.0	2.1	1.9
Passing an entrance test	1.8	2.0	2.0	1.7
Student requires a special program	2.3	2.3	2.3	2.3
Student has siblings enrolled at the school	2.2	2.2	2.2	2.2
Student's nationality	1.5	1.3	1.3	1.5
Student's behavioural record	2.0	2.1	2.2	1.9
Parent's ability to pay	1.7	1.8	1.8	1.7
Availability of space at the school	2.9	2.8	2.8	2.9

The averages may be broadly interpreted as follows: 1.0 to 1.6 indicating 'never'; 1.7 to 2.3 indicating 'sometimes'; and, 2.4 to 3.0 indicating 'always'.

Principals

Table (3): Principals' age [by school type and school stage]

	Age in years	Average Age
Type	*Independent*	44.4
	Private Arabic	50.6
	International	47.8
Stage	*Primary*	46.5
	Preparatory	48.0
	Secondary	48.0
	All Schools	**46.2**

Table (4): Principals' Formal Teaching Qualifications [by school type and school stage]

	Proportions of principals with education-related qualifications	The Percentage
Type	*Independent*	78%
	Private Arabic	59%
	International	77%
Stage	*Primary*	79%
	Preparatory	74%
	Secondary	73%
	All Schools	**76%**

Table (5): Principals' experience in school positions [by school type and school stage]

	Average years in school positions	As a Principal/Deputy in Present School	As Principal/Deputy in Any School	As a Teacher in Any School
Type	*Independent*	4.9	7.5	10.0
	Private Arabic	12.0	13.1	9.2
	International	4.7	11.0	13.6
Stage	*Primary*	5.7	9.4	11.7
	Preparatory	6.6	11.2	11.7
	Secondary	6.6	11.2	11.5
	All Schools	**5.6**	**9.2**	**11.1**

Principals

Table (6): **Principal self-rating: English language skills [by school type and school stage]**

"Level of language skills"		*Listening*	*Speaking*	*Reading*	*Writing*
Type	*Independent*	3.7	3.5	3.6	3.4
	Private Arabic	3.4	3.3	3.4	3.4
	International	4.8	4.7	4.8	4.7
Stage	*Primary*	4.1	3.9	4.0	3.9
	Preparatory	4.3	4.1	4.2	4.1
	Secondary	4.3	4.1	4.2	4.1
	All Schools	**4.1**	**3.9**	**4.0**	**3.8**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'very low'; 1.8 to 2.5 indicating 'low'; 2.6 to 3.3 indicating 'moderate'; 3.4 to 4.1 indicating 'good'; and, 4.2 to 5.0 indicating 'excellent'.

Teachers

Table (7): Teachers' age [by school type and school stage]

	Age in years	Average Age
Type	*Independent*	32.1
	Private Arabic	31.2
	International	29.0
Stage	*Primary*	30.2
	Preparatory	30.9
	Secondary	32.3
	All Schools	**31.4**

Table (8): Principal opinion: satisfaction with teachers subject preparation [by school type and school stage]

"The subject preparation of the school's teachers"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	93%	1%	4.3
	Private Arabic	97%	0%	4.6
	International	95%	2%	4.5
Stage	*Primary*	93%	1%	4.4
	Preparatory	96%	1%	4.5
	Secondary	97%	1%	4.5
	All Schools	**94%**	**1%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (9): Principal opinion: satisfaction with instructional quality of school's teachers [by school type and school stage]

"The instructional skills and abilities of the school's teachers"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	92%	2%	4.3
	Private Arabic	100%	0%	4.6
	International	96%	1%	4.5
Stage	*Primary*	94%	1%	4.4
	Preparatory	96%	0%	4.5
	Secondary	98%	0%	4.5
	All Schools	**94**%	**1**%	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Teachers

Table (10): Teacher opinion: satisfaction with prior subject preparation of students [by school type and school stage]

"The prior subject preparation of the students you have"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	64%	20%	3.6
	Private Arabic	60%	19%	3.5
	International	65%	14%	3.7
Stage	*Primary*	69%	14%	3.8
	Preparatory	61%	20%	3.5
	Secondary	59%	21%	3.5
All Schools		**64%**	**18%**	**3.6**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (11): Teachers' teaching experience [by school type and school stage]

Teachers who are teaching a course or subject for the first time		*Percentage of Teachers*
Type	*Independent*	10%
	Private Arabic	11%
	International	21%
Stage	*Primary*	15%
	Preparatory	14%
	Secondary	14%
All Schools		**13%**

Table (12): Teachers' years of teaching experience [by school type and school stage]

		Average Years of Teaching Experience
Type	*Independent*	11.1
	Private Arabic	13.7
	International	11.9
Stage	*Primary*	10.3
	Preparatory	12.3
	Secondary	13.6
All Schools		**11.4**

Table (13): Teachers' native language [by school type and school stage]

Native language of teachers		*Percentage Arabic Language*	*Percentage English Language*	*Percentage Other Language*
Type	*Independent*	98%	0%	2%
	Private Arabic	96%	3%	1%
	International	24%	41%	35%
Stage	*Primary*	73%	14%	13%
	Preparatory	64%	20%	16%
	Secondary	64%	19%	16%
	All Schools	**81%**	**10%**	**9%**

Table (14): Teacher self-rating: Arabic language skills [by school type and school stage]

"Level of language skills"		*Listening*	*Speaking*	*Reading*	*Writing*
Type	*Independent*	4.8	4.9	4.9	4.8
	Private Arabic	4.7	4.8	4.8	4.8
	International	2.3	2.4	2.3	2.2
Stage	*Primary*	3.9	4.0	4.0	3.9
	Preparatory	3.6	3.7	3.7	3.6
	Secondary	3.7	3.7	3.7	3.6
	All Schools	**4.2**	**4.3**	**4.3**	**4.2**

The 4.8averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'very low'; 1.8 to 2.5 indicating 'low'; 2.6 to 3.3 indicating 'moderate'; 3.4 to 4.1 indicating 'good'; and, 4.2 to 5.0 indicating 'excellent'.

Table (15): Teacher self-rating: English language skills [by school type and school stage]

"Level of language skills"		*Listening*	*Speaking*	*Reading*	*Writing*
Type	*Independent*	3.6	3.7	3.8	3.7
	Private Arabic	3.6	3.6	3.7	3.6
	International	4.6	4.6	4.6	4.6
Stage	*Primary*	3.9	4.0	4.0	4.0
	Preparatory	4.1	4.1	4.2	4.1
	Secondary	4.2	4.1	4.2	4.1
	All Schools	**3.9**	**3.9**	**4.0**	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'very low'; 1.8 to 2.5 indicating 'low'; 2.6 to 3.3 indicating 'moderate'; 3.4 to 4.1 indicating 'good'; and, 4.2 to 5.0 indicating 'excellent'.

Students

Table (16): Students' gender [by school type and school stage]

		Percentage Male	Percentage Female
Type	**Independent**	43%	57%
	Private Arabic	69%	31%
	International	52%	48%
Stage	**Primary**	49%	51%
	Preparatory	47%	47%
	Secondary	46%	46%
	All Schools	**47%**	**53%**

Graph (1): Students' gender [by school type and school stage]
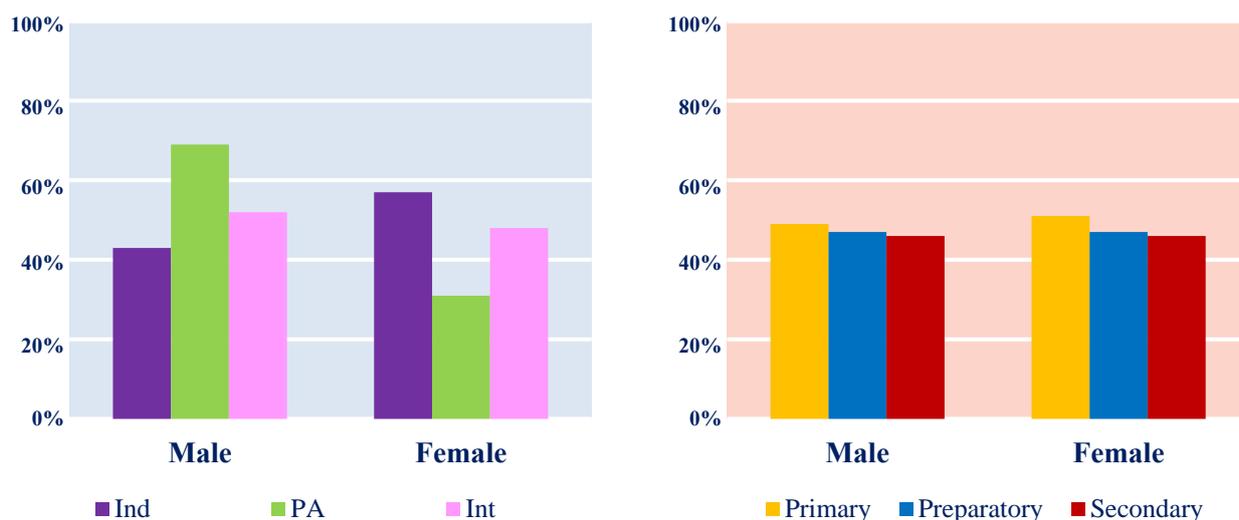
Table (17): Students' nationality [by school type and school stage]

		Percentage Qatari	Percentage Other Arab	Percentage Non-Arab
Type	**Independent**	56%	36%	8%
	Private Arabic	44%	51%	5%
	International	25%	30%	45%
Stage	**Primary**	42%	33%	24%
	Preparatory	36%	34%	31%
	Secondary	35%	34%	30%
	All Schools	**45%**	**35%**	**%20**

9

Graph (2): Students' nationality [by school type and school stage]
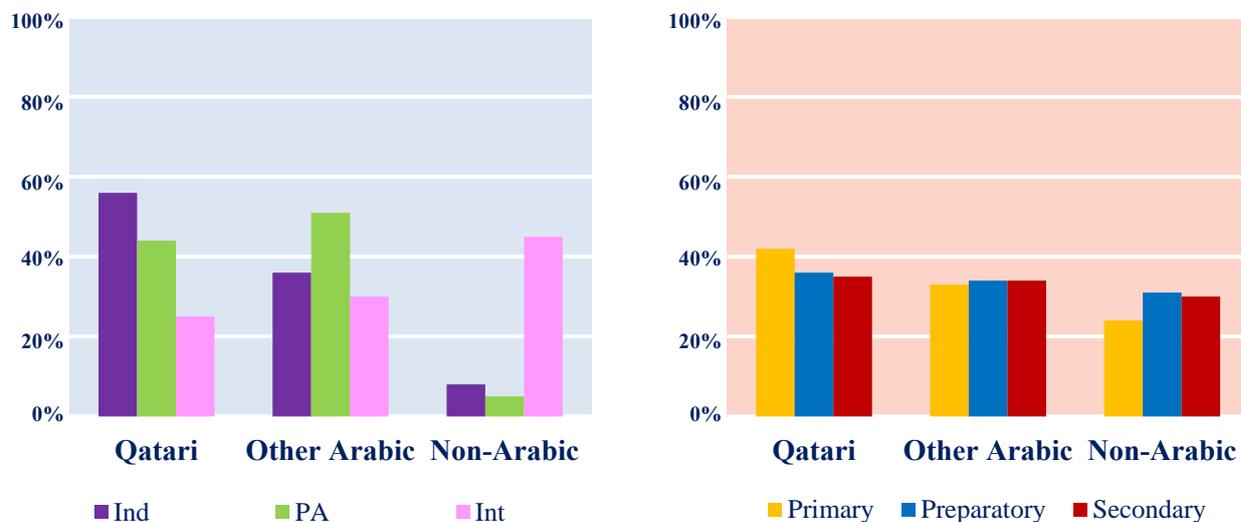
Table (18): Student report: Languages spoken by students [by school type and school stage]

Main languages which students report they can speak		*Percentage Arabic*	*Percentage English*	*Percentage Other*
Type	*Independent*	93%	5%	2%
	Private Arabic	93%	5%	3%
	International	59%	39%	3%
Stage	*Primary*	75%	22%	3%
	Preparatory	76%	22%	2%
	Secondary	77%	21%	2%
All Schools		**83%**	**15%**	**3%**

Table (19): Student report: Languages spoken in students' homes [by school type and school stage]

Main languages reported by students as being spoken at their home		*Percentage Arabic*	*Percentage English*	*Percentage Other*
Type	*Independent*	93%	2%	4%
	Private Arabic	93%	3%	3%
	International	58%	25%	16%
Stage	*Primary*	75%	14%	11%
	Preparatory	76%	14%	10%
	Secondary	77%	14%	9%
All Schools		**83%**	**9%**	**8%**

Table (20): Parent report: children with learning disabilities at school [by school type and school stage]

Students with learning disabilities or handicapping conditions		Percentage of Students
Type	Independent	2%
	Private Arabic	1%
	International	2%
Stage	Primary	2%
	Preparatory	2%
	Secondary	2%
All Schools		**2%**

Graph (3): Students' with learning disabilities [by school type and school stage]

■ Primary ■ Preparatory ■ Secondary   ■ Ind ■ PA ■ Int
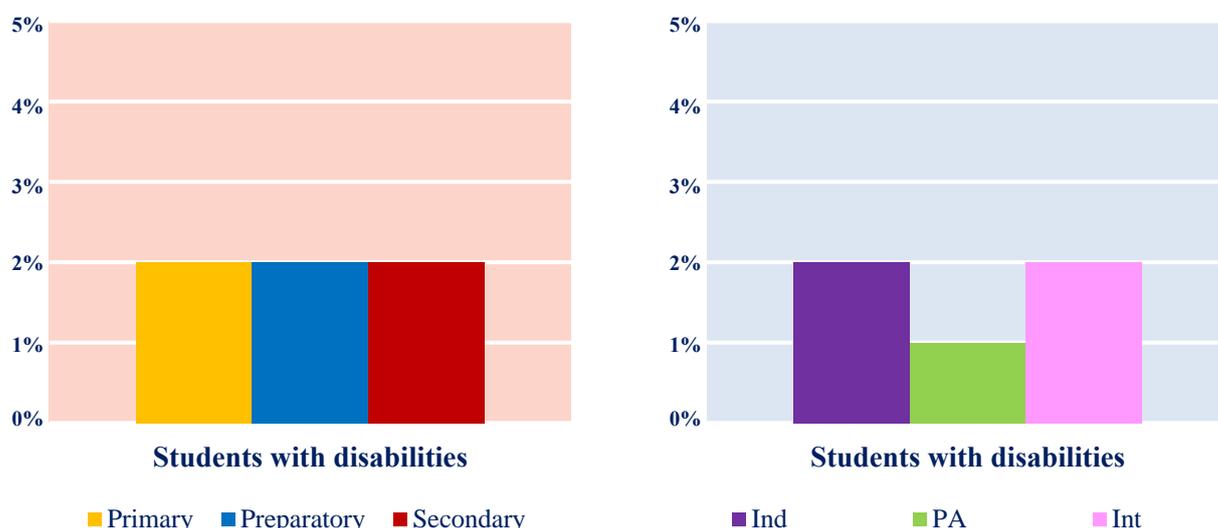
Table (21): Students receiving school financial and/or resource assistance [by school type and school stage]

Students provided financial and/or resource assistance by their school		Percentage of Students
Type	Independent	2%
	Private Arabic	2%
	International	4%
Stage	Primary	3%
	Preparatory	4%
	Secondary	4%
All Schools		**3%**

Graph (4): **Students' receiving school financial assistance [by school type and school stage]**

| Ind | PA | Int |

| Primary | Preparatory | Secondary |
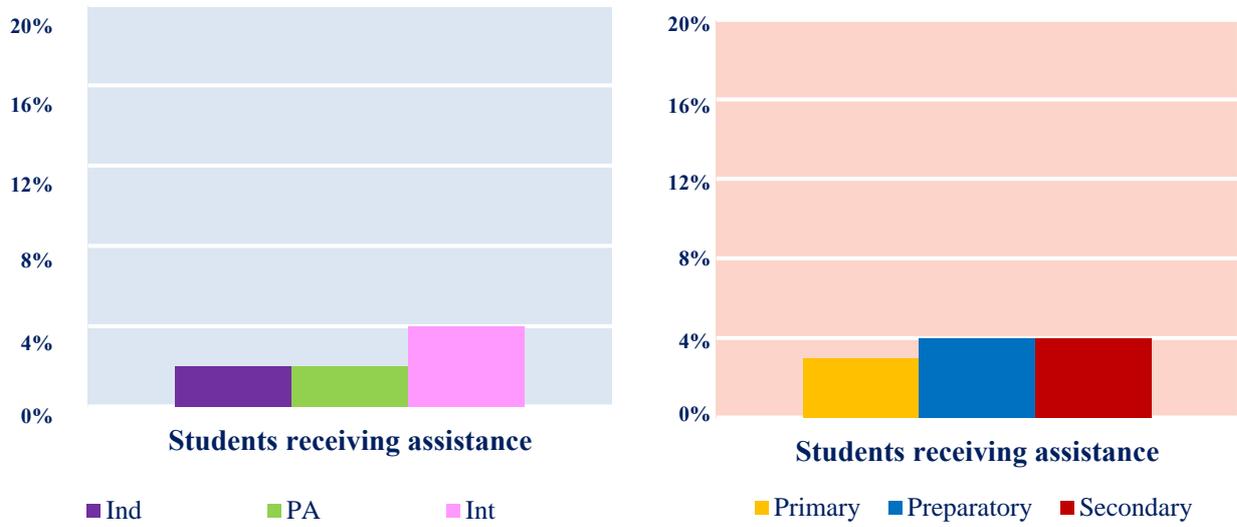
Students' Household and Education

Table (22): Students' household size [by school type and school stage]

		Average number of family members in students' households
Type	*Independent*	8.4
	Private Arabic	7.3
	International	5.6
Stage	*Primary*	7.1
	Preparatory	6.6
	Secondary	6.5
	All Schools	**7.4**

Table (23): Mothers' educational qualifications

Highest level of education completed		*Percentage Below a Bachelor's Degree*	*Percentage Bachelor's Degree*	*Percentage Above a Bachelor's Degree*
Type	*Independent*	69%	28%	3%
	Private Arabic	57%	39%	5%
	International	36%	53%	12%
Stage	*Primary*	54%	40%	6%
	Preparatory	48%	43%	9%
	Secondary	48%	43%	9%
	All Schools	**57%**	**37%**	**6%**

Table (24): Fathers' educational qualifications

Highest level of education completed		*Percentage Below a Bachelor's Degree*	*Percentage Bachelor's Degree*	*Percentage Above a Bachelor's Degree*
Type	*Independent*	66%	25%	9%
	Private Arabic	48%	36%	16%
	International	28%	50%	22%
Stage	*Primary*	49%	37%	14%
	Preparatory	41%	41%	18%
	Secondary	40%	42%	19%
	All Schools	**52%**	**34%**	**14%**

Student's Household and Education

Table (25): Annual educational expenditure in students' households [by school type and school stage]

		Average annual expenditure (in Qatari Riyals)
Type	*Independent*	8309
	Private Arabic	16317
	International	21503
Stage	*Primary*	14301
	Preparatory	16775
	Secondary	17641
	All Schools	**13026**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (5): Annual household educational expenditure [by school type and school stage]

Average annual expenditure

◆ Ind   ◆ PA   ◆ Int

Average annual expenditure

◆ Primary   ◆ Preparatory   ◆ Secondary
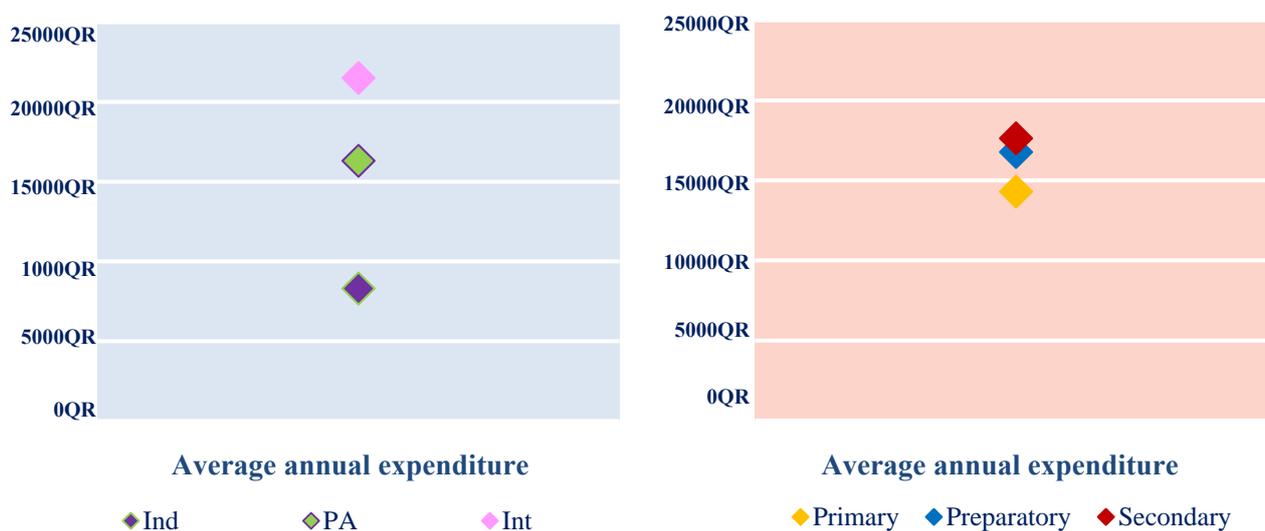
Table (26): Education-related resources in students' households [by school type and school stage]

Percentage of students' households with education-related resources		*Dedicated Student Study Area(s)*	*Computer(s)*	*Internet Access*	*Study Tutor(s)*
Type	*Independent*	83%	88%	89%	29%
	Private Arabic	87%	92%	92%	31%
	International	92%	97%	98%	27%
Stage	*Primary*	86%	91%	92%	26%
	Preparatory	89%	95%	95%	28%
	Secondary	91%	96%	96%	31%
	All Schools	**86%**	**91%**	**92%**	**28%**

Involvement of Students, Parents and Staff in the School Governance

Table (27): Principal report: student involvement in official school committees, groups or councils [by school type and school stage]

Percentage of schools in which students are involved in official committees, groups or councils		*Percentage of schools*
Type	*Independent*	83%
	Private Arabic	32%
	International	41%
Stage	*Primary*	57%
	Preparatory	56%
	Secondary	56%
All Schools		**64%**

Table (28): Student report: participation in school elections [by school type and school stage]

"Percentage of students reporting having voted or run for office in elections at school"		*Percentage of Students*
Type	*Independent*	26%
	Private Arabic	34%
	International	40%
Stage	*Primary*	40%
	Preparatory	31%
	Secondary	29%
All Schools		**31%**

Table (29): Principal report: policy matters on which students participate [by school type]

Percentage of schools in which students have the right to participate in decisions about the following school policy matters	*Independent*	*Private Arabic*	*International*	*All Schools*
School planning policy	44%	25%	48%	**44%**
School financial policy	13%	0%	10%	**12%**
School curriculum policy	25%	8%	38%	**27%**
School activities policy	95%	100%	92%	**94%**
Teacher hiring and/or deployment policy	13%	17%	15%	**14%**
Teacher professional development policy	19%	17%	19%	**19%**
Policy on student enrolment at the school	15%	8%	17%	**15%**
Student discipline policy	89%	92%	85%	**88%**
Student evaluation policy	32%	25%	44%	**34%**
Parent's communications policy	77%	58%	44%	**69%**
Community relations policy	76%	75%	63%	**73%**

(30): Principal report: policy matters on which students participate [by school stage]

Percentage of schools in which students have the right to participate in decisions about the following school policy matters	*Primary*	*Preparatory*	*Secondary*	*All Schools*
School planning policy	44%	49%	42%	**44%**
School financial policy	12%	9%	9%	**12%**
School curriculum policy	27%	27%	32%	**27%**
School activities policy	94%	95%	96%	**94%**
Teacher hiring and/or deployment policy	13%	16%	17%	**14%**
Teacher professional development policy	18%	22%	21%	**19%**
Policy on student enrolment at the school	15%	18%	18%	**15%**
Student discipline policy	90%	89%	87%	**88%**
Student evaluation policy	34%	40%	37%	**34%**
Parent's communications policy	66%	63%	64%	**69%**
Community relations policy	%69%	72%	73%	**73%**

Table (31): Principal report: parental involvement in official school committees, groups or councils [by school type and school stage]

Percentage of schools in which parents are involved in official committees, groups or councils		*Percentage of schools*
Type	*Independent*	87%
	Private Arabic	43%
	International	53%
Stage	*Primary*	67%
	Preparatory	65%
	Secondary	66%
All Schools		**72%**

Table (32): Principal report: policy matters on which parents participate [by school type]

Percentage of schools in which parents have the right to participate in decisions about the following school policy matters	*Independent*	*Private Arabic*	*International*	*All Schools*
School planning policy	73%	63%	61%	**70%**
School financial policy	41%	0%	16%	**33%**
School curriculum policy	38%	6%	48%	**38%**
School activities policy	96%	88%	85%	**93%**
Teacher hiring and/or deployment policy	26%	13%	18%	**23%**
Teacher professional development policy	46%	25%	43%	**44%**
Policy on student enrolment at the school	27%	19%	28%	**27%**
Student discipline policy	94%	69%	79%	**89%**
Student evaluation policy	35%	13%	48%	**37%**
Parent's communications policy	97%	88%	95%	**96%**
Community relations policy	92%	88%	90%	**91%**

Table (33): Principal report: policy matters on which parents participate [by school stage]

Percentage of schools in which parents have the right to participate in decisions about the following school policy matters	Primary	Preparatory	Secondary	All Schools
School planning policy	67%	71%	68%	**70%**
School financial policy	27%	29%	26%	**33%**
School curriculum policy	39%	43%	43%	**38%**
School activities policy	92%	91%	91%	**93%**
Teacher hiring and/or deployment policy	21%	22%	22%	**23%**
Teacher professional development policy	45%	42%	42%	**44%**
Policy on student enrolment at the school	25%	31%	31%	**27%**
Student discipline policy	87%	84%	82%	**89%**
Student evaluation policy	37%	42%	41%	**37%**
Parent's communications policy	96%	95%	96%	**96%**
Community relations policy	91%	91%	91%	**91%**

Table (34): Principal report: community involvement in official school committees, groups or councils [by school type and school stage]

Percentage of schools in which community representatives are involved in official committees, groups or councils		Percentage of schools
Type	Independent	87%
	Private Arabic	27%
	International	40%
Stage	Primary	60%
	Preparatory	52%
	Secondary	53%
All Schools		**66%**

Table (35): Principal report: policy matters on which the community participate [by school type]

Percentage of schools in which community members have the right to participate in decisions about the following school policy matters	Independent	Private Arabic	International	All Schools
School planning policy	75%	70%	76%	**75%**
School financial policy	44%	10%	29%	**39%**
School curriculum policy	36%	10%	47%	**37%**
School activities policy	92%	90%	78%	**89%**
Teacher hiring and/or deployment policy	31%	20%	36%	**31%**
Teacher professional development policy	51%	50%	44%	**50%**
Policy on student enrolment at the school	26%	40%	47%	**30%**
Student discipline policy	87%	80%	69%	**83%**
Student evaluation policy	39%	30%	47%	**40%**
Parent's communications policy	96%	100%	91%	**95%**
Community relations policy	93%	100%	91%	**93%**

Table (36): Principal report: policy matters on which the community participate [by school stage]

Percentage of schools in which community members have the right to participate in decisions about the following school policy matters	Primary	Preparatory	Secondary	All Schools
School planning policy	74%	78%	74%	**75%**
School financial policy	36%	38%	34%	**39%**
School curriculum policy	40%	41%	40%	**37%**
School activities policy	88%	87%	87%	**89%**
Teacher hiring and/or deployment policy	33%	34%	30%	**31%**
Teacher professional development policy	53%	47%	47%	**50%**
Policy on student enrolment at the school	32%	39%	40%	**30%**
Student discipline policy	83%	84%	79%	**83%**
Student evaluation policy	40%	47%	44%	**40%**
Parent's communications policy	96%	95%	95%	**95%**
Community relations policy	94%	94%	95%	**93%**

Table (37): Principal report: school staff involvement in official school committees, groups or councils [by school type and school stage]

Percentage of schools in which school staff are involved in official committees, groups or councils		Percentage of schools
Type	*Independent*	92%
	Private Arabic	73%
	International	79%
Stage	*Primary*	83%
	Preparatory	83%
	Secondary	84%
All Schools		**86%**

Graph (6): Proportions of schools in which students, parents, school staff, and community members are involved in school decision-making committees [by school type]
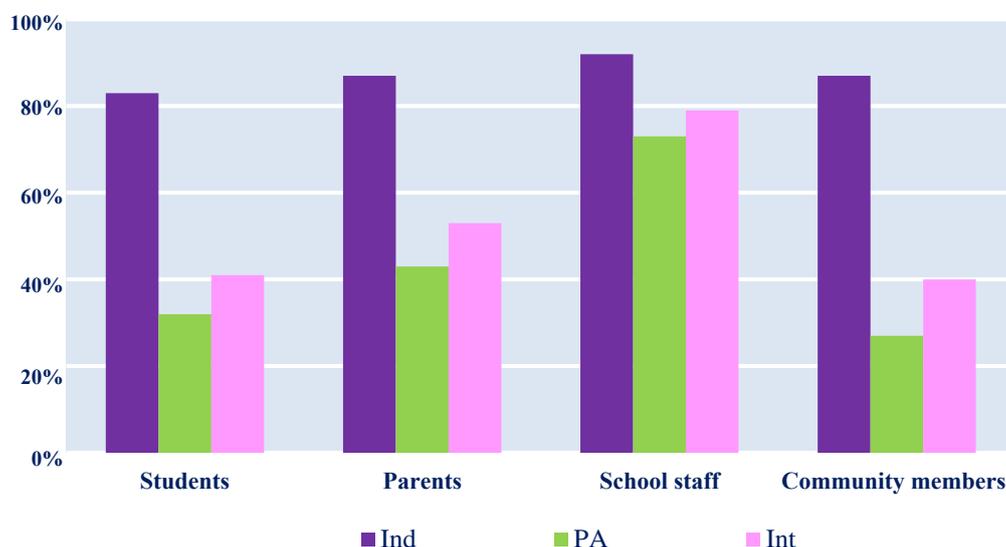
Graph (7): **Proportions of schools in which students, parents, school staff, and community members are involved in school decision-making committees [by school stage]**
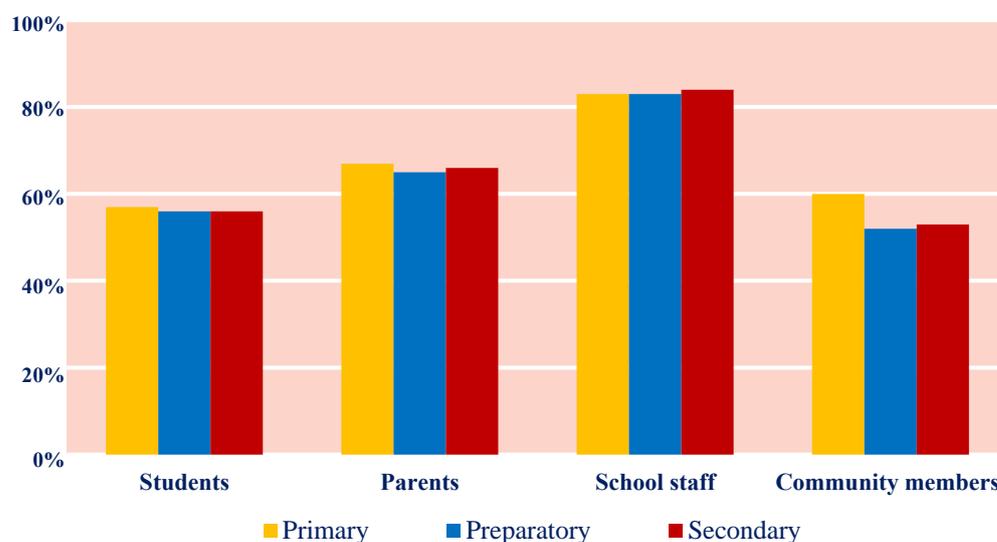
Table (38): **Principal report: policy matters on which school staff participate [by school type]**

Percentage of schools in which school staff have the right to participate in decisions about the following school policy matters	*Independent*	*Private Arabic*	*International*	*All Schools*
School planning policy	90%	96%	95%	**92%**
School financial policy	48%	22%	36%	**42%**
School curriculum policy	71%	89%	97%	**81%**
School activities policy	99%	100%	97%	**98%**
Teacher hiring and/or deployment policy	68%	48%	61%	**64%**
Teacher professional development policy	94%	100%	88%	**92%**
Policy on student enrolment at the school	41%	59%	69%	**51%**
Student discipline policy	97%	96%	95%	**96%**
Student evaluation policy	70%	96%	96%	**80%**
Parent's communications policy	98%	96%	90%	**96%**
Community relations policy	96%	85%	82%	**91%**

Table (39): Principal report: policy matters on which school staff participate [by school stage]

Percentage of schools in which school staff have the right to participate in decisions about the following school policy matters	*Primary*	*Preparatory*	*Secondary*	*All Schools*
School planning policy	93%	94%	93%	**92%**
School financial policy	41%	39%	35%	**42%**
School curriculum policy	84%	90%	86%	**81%**
School activities policy	98%	98%	97%	**98%**
Teacher hiring and/or deployment policy	63%	64%	62%	**64%**
Teacher professional development policy	93%	90%	91%	**92%**
Policy on student enrolment at the school	54%	58%	59%	**51%**
Student discipline policy	96%	96%	95%	**96%**
Student evaluation policy	84%	88%	87%	**80%**
Parent's communications policy	95%	94%	94%	**96%**
Community relations policy	90%	88%	89%	**91%**

Table (40): Teacher opinion: the valuing of their opinion in school decision-making [by school type and school stage]

"My opinion matters in school decision-making"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	64%	12%	3.8
	Private Arabic	56%	24%	3.4
	International	49%	23%	3.3
Stage	*Primary*	58%	16%	3.6
	Preparatory	56%	18%	3.6
	Secondary	55%	18%	3.5
	All Schools	**60%**	**15%**	**3.7**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (41): Teacher report: frequency of involvement in school committees and meetings [by school type and school stage]

Frequency in a year with which teachers have been involved		*Average for School-wide Staff Meetings*	*Average for Grade or Department Meetings*	*Average for School Committees*
Type	*Independent*	7.2	8.7	4.1
	Private Arabic	6.5	7.4	5.3
	International	7.5	8.1	4.5
Stage	*Primary*	7.4	8.4	4.1
	Preparatory	7.1	8.5	4.5
	Secondary	7.2	8.5	4.5
	All Schools	**7.3**	**8.6**	**4.2**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

School leadership

Table (42): Principal opinion: their autonomy [by school type and school stage]

	"My being allowed to change the things at the school that need changing"	*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	87%	3%	4.4
	Private Arabic	95%	5%	4.6
	International	89%	4%	4.4
Stage	*Primary*	88%	4%	4.4
	Preparatory	92%	3%	4.5
	Secondary	91%	3%	4.5
	All Schools	89%	4%	**4.4**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (43): Teacher opinion: satisfaction with school leadership [by school type and school stage]

	"The quality of the school's leadership"	*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	89%	4%	4.4
	Private Arabic	70%	16%	3.8
	International	61%	17%	3.6
Stage	*Primary*	79%	9%	4.1
	Preparatory	76%	11%	4.0
	Secondary	76%	11%	4.0
	All Schools	**82%**	**7%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (44): Teacher opinion: whether the school is a well-organised place to work [by school type and school stage]

	"The school is a well-organised place to work"	*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	86%	5%	4.3
	Private Arabic	70%	14%	3.8
	International	61%	19%	3.6
Stage	*Primary*	76%	11%	4.0
	Preparatory	74%	12%	4.0
	Secondary	74%	12%	4.0
	All Schools	**80%**	**8%**	**4.1**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

School leadership

Teaching staff

Table (45): Teacher turnover indicators [by school type and school stage]

Average proportions of schools' teaching staff changes at the beginning of the school year		*Percentages of Teachers New to the School*	*Percentages of Teachers Who Left the School*	*Percentages of Total Changes to School's Teaching Numbers*
Type	*Independent*	24%	15%	38%
	Private Arabic	39%	26%	64%
	International	26%	26%	52%
Stage	*Primary*	27%	20%	47%
	Preparatory	28%	22%	49%
	Secondary	29%	22%	51%
All Schools		**26%**	**19%**	**45%**

Table (46): Principal opinion: satisfaction with the staff turnover rates [by school type and school stage]

"The frequency of staff changes for the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	92%	4%	4.3
	Private Arabic	97%	0%	4.4
	International	82%	8%	4.1
Stage	*Primary*	87%	5%	4.2
	Preparatory	87%	6%	4.2
	Secondary	88%	5%	4.2
All Schools		**89%**	**5%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (47): Principal opinion: satisfaction with teacher absenteeism rates [by school type and school stage]

"The frequency of teacher absences from the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	84%	8%	4.1
	Private Arabic	95%	3%	4.5
	International	92%	4%	4.4
Stage	*Primary*	85%	7%	4.1
	Preparatory	93%	4%	4.4
	Secondary	95%	3%	4.4
All Schools		**88%**	**6%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Teaching staff

Table (48): Teacher report: time spent on teaching [by school type and school stage]

Average amount of time (in hours) spent as reported by teachers		*Average Number of Hours a Week Classroom Teaching*	*Average Number of Hours a Week - All Teaching Activities*
Type	*Independent*	13.6	39.7
	Private Arabic	16.5	35.0
	International	21.0	41.6
Stage	*Primary*	16.1	39.3
	Preparatory	17.0	41.0
	Secondary	16.8	42.1
	All Schools	**15.3**	**40.0**

Table (49): Teacher opinion: satisfaction with teacher salary levels at the school [by school type and school stage]

"The teacher salary levels at this school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Private Arabic*	85%	8%	4.2
	Independent	23%	67%	2.1
	International	34%	41%	2.8
Stage	*Primary*	66%	20%	3.7
	Preparatory	60%	25%	3.5
	Secondary	61%	24%	3.5
	All Schools	**72%**	**17%**	**3.8**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Within-school relationships

Table (50): Student opinion: student and teacher interactions [by school type and school stage]

"In my school teachers and students get along well together"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	61%	19%	3.6
	Private Arabic	62%	20%	3.6
	International	68%	10%	3.8
Stage	*Primary*	72%	11%	3.9
	Preparatory	62%	16%	3.6
	Secondary	60%	16%	3.6
All Schools		**63%**	**16%**	**3.7**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (51): Principal opinion: school's administration and Teachers teamwork [by school type and school stage]

"The school's administration and teachers work as a team"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	%98	%0	4.7
	Private Arabic	%97	%0	4.8
	International	%97	%2	4.8
Stage	*Primary*	%97	%1	4.7
	Preparatory	%98	%1	4.8
	Secondary	%98	%1	4.8
All Schools		**%98**	**%1**	**4.8**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (52): Teacher opinion: school's administration and teachers teamwork [by school type and school stage]

"The school's administration and teachers work as a team"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	90%	3%	4.5
	Private Arabic	83%	7%	4.2
	International	70%	12%	3.8
Stage	*Primary*	82%	7%	4.2
	Preparatory	80%	8%	4.2
	Secondary	80%	8%	4.2
All Schools		**85%**	**5%**	**4.3**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Within-school relationships

Table (53): Principal opinion: staff-student respect at the school [by school type and school stage]

"The school's staff and students respect each other"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	97%	0%	4.6
	Private Arabic	100%	0%	4.8
	International	97%	1%	4.7
Stage	*Primary*	97%	0%	4.7
	Preparatory	97%	1%	4.7
	Secondary	98%	1%	4.7
All Schools		**97%**	**0%**	**4.7**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (54): Teacher opinion: staff-student respect at the school [by school type and school stage]

"The school's staff and students respect each other"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	86%	5%	4.3
	Private Arabic	84%	6%	4.2
	International	74%	9%	3.9
Stage	*Primary*	83%	6%	4.2
	Preparatory	80%	7%	4.1
	Secondary	81%	7%	4.1
All Schools		**83%**	**6%**	**4.2**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (55): Parent opinion: how well their child gets on with other students [by school type and school stage]

"My child gets along well with other students"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	*Independent*	90%	3%	4.3
	Private Arabic	88%	3%	4.2
	International	92%	2%	4.3
Stage	*Primary*	90%	3%	4.3
	Preparatory	91%	3%	4.3
	Secondary	92%	3%	4.3
All Schools		**90%**	**3%**	**4.3**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (56): Teacher opinion: principals' support of their work [by school type and school stage]

"The school principal helps the school staff and teachers in their work"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	92%	3%	4.5
	Private Arabic	80%	11%	4.1
	International	70%	12%	3.9
Stage	*Primary*	84%	6%	4.3
	Preparatory	81%	7%	4.2
	Secondary	81%	7%	4.2
All Schools		**87%**	**5%**	**4.4**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (57): Teacher opinion: the value of their contribution to the school [by school type and school stage]

"My contribution to the school is valued"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	82%	6%	4.2
	Private Arabic	71%	16%	3.8
	International	66%	13%	3.8
Stage	*Primary*	76%	9%	4.1
	Preparatory	75%	10%	4.0
	Secondary	74%	10%	4.0
All Schools		**78%**	**8%**	**4.1**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (58): Teacher opinion: school as a workplace [by school type and school stage]

"This school is a good place to work"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	90%	4%	4.4
	Private Arabic	74%	13%	3.9
	International	76%	10%	4.0
Stage	*Primary*	84%	6%	4.2
	Preparatory	83%	7%	4.2
	Secondary	83%	7%	4.2
All Schools		**86%**	**5%**	**4.3**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Teacher professional support and development

Table (59): Schools' provisions to enhance its teachers' skills [by school type]

Percentages of schools providing selected activities to enhance the skills of its classroom teachers	*Independent*	*Private Arabic*	*International*	*All Schools*
Offering seminars on instructional methods	95%	68%	94%	**92%**
Offering training with teachers from other schools	86%	24%	49%	**68%**
Assigning mentors to its teachers	57%	59%	82%	**65%**
Organising observation of experienced teachers	99%	82%	93%	**96%**

Table (60): Schools' provisions to enhance its teachers' skills [by school stage]

Percentages of schools providing selected activities to enhance the skills of its classroom teachers	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Offering seminars on instructional methods	90%	90%	91%	**92%**
Offering training with teachers from other schools	63%	55%	55%	**68%**
Assigning mentors to its teachers	69%	70%	71%	**65%**
Organising observation of experienced teachers	94%	93%	93%	**96%**

Table (61): Teacher report: participation in professional practices to enhance classroom skills [by school type and school stage]

Frequency with which teachers have engaged in the selected activities		*Working with a Mentor*	*Observing an Experienced Teacher*	*Being observed by a colleague*	*Being observed by an experienced teacher*
Type	*Independent*	3.4	3.3	3.6	3.3
	Private Arabic	3.0	3.1	3.4	3.0
	International	2.3	2.7	2.6	2.5
Stage	*Primary*	3.0	3.1	3.3	3.0
	Preparatory	2.9	3.0	3.1	2.9
	Secondary	2.8	3.0	3.1	2.9
	All Schools	**3.1**	**3.2**	**3.4**	**3.1**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Teacher professional support and development

Table (62): Teacher report: professional development time [by school type and school stage]

	Time (hours) spent in year on professional development	Average Time
Type	*Independent*	43.2
	Private Arabic	32.7
	International	34.5
Stage	*Primary*	37.8
	Preparatory	39.7
	Secondary	40.6
	All Schools	**41.0**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (63): Teacher opinion: satisfaction with the quality of professional development [by school type and school stage]

	"The quality of the professional development available in this school"	Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	*Independent*	83%	83%	4.2
	Private Arabic	64%	64%	3.6
	International	60%	60%	3.5
Stage	*Primary*	74%	74%	3.9
	Preparatory	72%	72%	3.9
	Secondary	72%	72%	3.9
	All Schools	**77%**	**10%**	**4.0**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (64): Schools regularly evaluating their classroom teachers [by school type and school stage]

	Percentage of schools with some form of classroom teachers' performance evaluation type	Percentage of Schools
Type	*Independent*	97%
	Private Arabic	91%
	International	85%
Stage	*Primary*	91%
	Preparatory	90%
	Secondary	90%
	All Schools	**93%**

Graph (8): Schools with teacher performance review [by school type and school stage]

Schools regularly reviewing its teachers

■ Ind   ■ PA   ■ Int

Schools regularly reviewing its teachers

■ Primary   ■ Preparatory   ■ Secondary
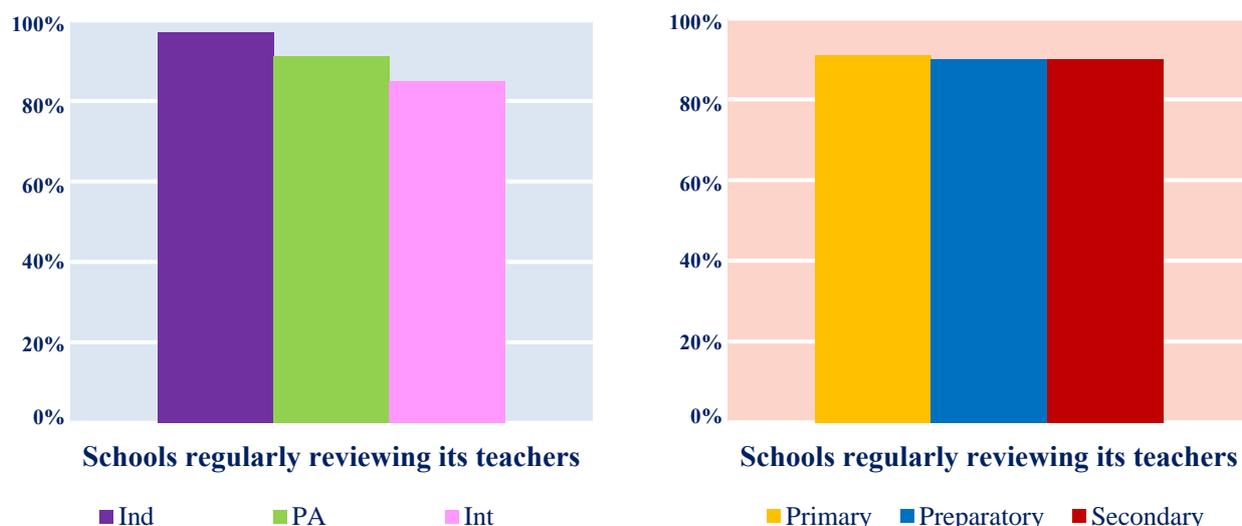
Table (65): Schools' approaches to evaluating its teachers [by school type]

Percentages of schools using selected approaches to evaluating its teachers	Independent	Private Arabic	International	All Schools
Administrator observes teachers in class	100%	100%	100%	**100%**
Supervisor observes teachers in class	100%	74%	88%	**94%**
Person external to school observes teachers	94%	31%	41%	**71%**
Students' test results reviewed	94%	66%	89%	**89%**
Teachers' lesson plans reviewed	100%	100%	100%	**100%**
Teacher self-evaluation	97%	91%	85%	**93%**
Utilises parent and student judgements	98%	97%	96%	**97%**

Table (66): Schools' approaches to evaluating its teachers [by school stage]

Percentages of schools using selected approaches to evaluating its teachers	Primary	Preparatory	Secondary	All Schools
Administrator observes teachers in class	100%	100%	100%	**100%**
Supervisor observes teachers in class	92%	89%	89%	**94%**
Person external to school observes teachers	63%	56%	57%	**71%**
Students' test results reviewed	86%	88%	88%	**89%**
Teachers' lesson plans reviewed	100%	99%	100%	**100%**
Teacher self-evaluation	91%	90%	90%	**93%**
Utilises parent and student judgements	97%	97%	97%	**97%**

Table (67): Teacher opinion: quality of feedback received at the school on their work [by school type and school stage]

"I receive helpful feedback on my work at this school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	90%	3%	4.4
	Private Arabic	70%	15%	3.8
	International	65%	14%	3.7
Stage	*Primary*	80%	7%	4.2
	Preparatory	78%	9%	4.1
	Secondary	78%	9%	4.1
	All Schools	**84%**	**6%**	**4.2**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

School facilities

Table (68): Ratio of students to classrooms available [by school type and school stage]

Average of schools' ratios of students to classrooms available		Average Numbers of Students
Type	*Independent*	23.2
	Private Arabic	20.2
	International	17.9
Stage	*Primary*	20.7
	Preparatory	20.4
	Secondary	20.8
	All Schools	**21.2**

Table (69): Ratio of total students to total teachers [by school type and school stage]

Average of schools' ratios of total students to total teachers		Average Numbers of Students
Type	*Independent*	9.0
	Private Arabic	13.3
	International	15.9
Stage	*Primary*	12.0
	Preparatory	13.4
	Secondary	13.8
	All Schools	**11.5**

Table (70): School facilities [by school type and school stage]

Average numbers of various facilities		Mosques	Libraries	Auditoria	Science Labs	Computer Labs	Language Labs	Gymnasia
Type	*Independent*	0.3	1.0	1.2	2.0	1.7	0.4	1.0
	Private Arabic	0.2	0.7	0.4	0.6	0.6	0.1	0.4
	International	0.6	1.2	0.8	1.8	1.6	0.7	1.3
Stage	*Primary*	0.4	1.1	1.0	1.5	1.5	0.5	1.1
	Preparatory	0.5	1.1	0.9	1.9	1.6	0.6	1.1
	Secondary	0.5	1.1	0.9	2.0	1.6	0.5	1.1
	All Schools	**0.4**	**1.0**	**1.0**	**1.8**	**1.6**	**0.5**	**1.0**

School facilities

Graph (9): **Schools' average numbers of various selected facilities [by school type]**

◆Ind ◆PA ◆Int

Graph (10): **Schools' average numbers of various selected facilities [by school stage]**

◆Primary ◆Preparatory ◆Secondary
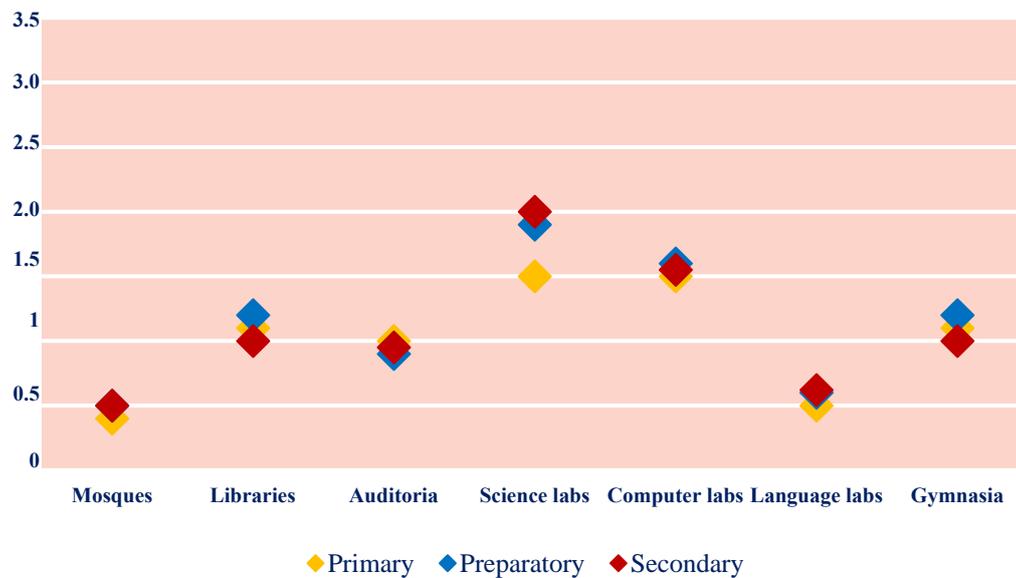
Table (71): **School library holdings [by school type and school stage]**

		Average Number of Books in the School Library	Average Number of School Library Books per Student
Type	Independent	5346.6	17.4
	Private Arabic	1056.3	5.4
	International	7567.6	12.7
Stage	Primary	5885.9	16.2
	Preparatory	6256.3	13.0
	Secondary	6100.8	11.8
	All Schools	**5625.1**	**14.8**

Graph (11): Numbers of school library books [by school type and school stage]

Average number of library books

◆Ind ◆PA ◆Int

Average number of library books

◆Primary ◆Preparatory ◆Secondary
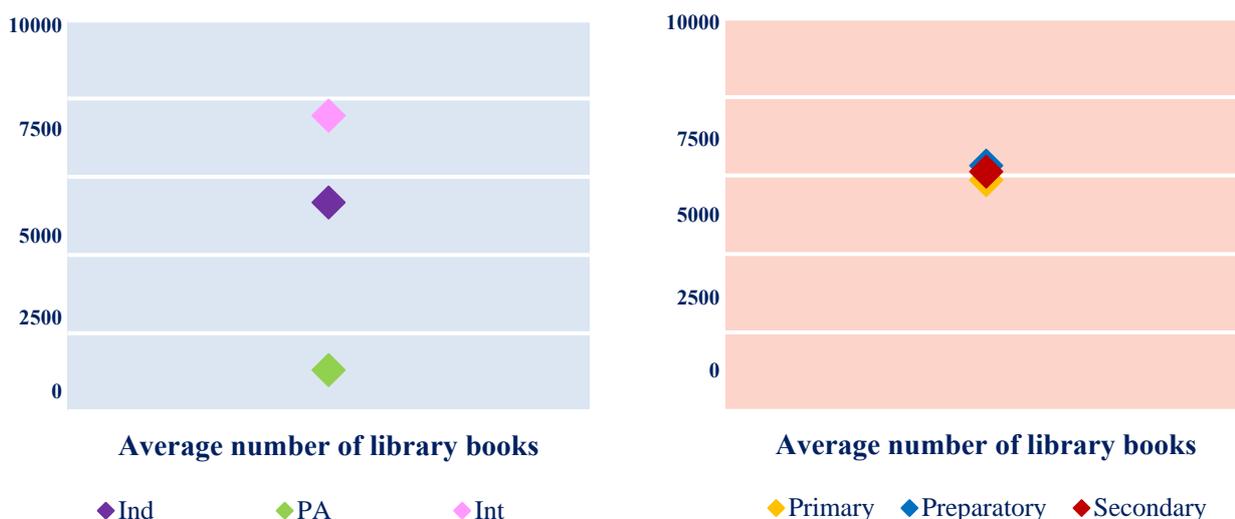
Graph (12): Numbers of school library books per student [by school type and school stage]

Average number per student

◆Ind ◆PA ◆Int

Average number per student

◆Primary ◆Preparatory ◆Secondary
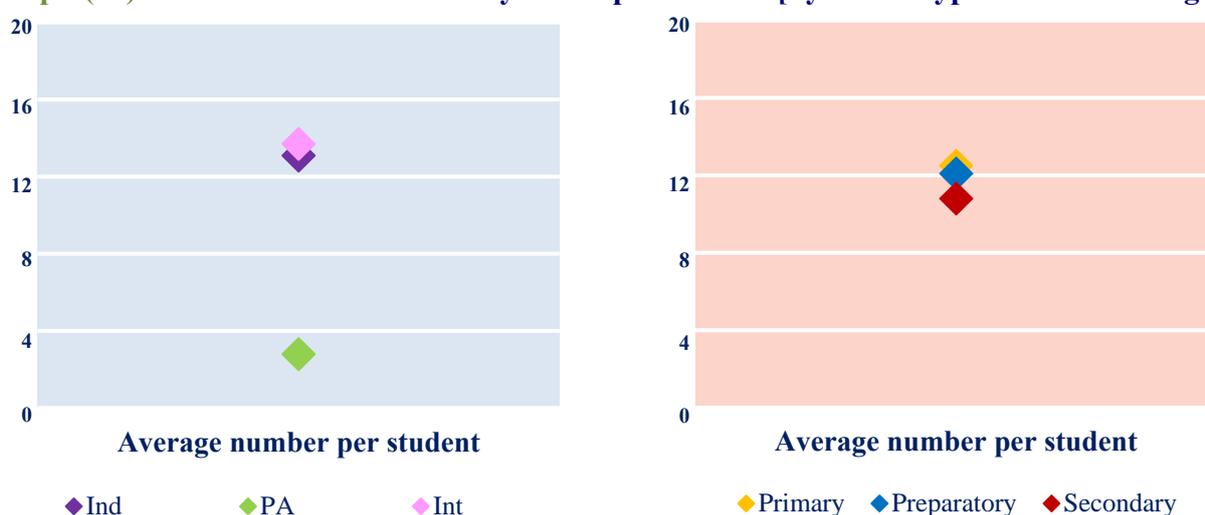
Table (72): Principal opinion: satisfaction with the quality of library facilities [by school type and school stage]

"The quality of the school's library"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	96%	2%	4.5
	Private Arabic	78%	5%	4.1
	International	82%	6%	4.2
Stage	*Primary*	88%	4%	4.3
	Preparatory	86%	4%	4.3
	Secondary	86%	4%	4.3
	All Schools	**90%**	**4%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they re 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (73): Teacher opinion: satisfaction with the quality of library facilities [by school type and school stage]

"The quality of the school's library"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	89%	5%	4.4
	Private Arabic	80%	9%	4.0
	International	64%	17%	3.7
Stage	*Primary*	79%	9%	4.1
	Preparatory	79%	10%	4.1
	Secondary	78%	10%	4.0
	All Schools	**83%**	**7%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (74): Principal opinion: satisfaction with the quality of science laboratories [by school type and school stage]

"The quality of the school's science laboratories"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	85%	9%	4.3
	Private Arabic	81%	11%	4.0
	International	80%	9%	4.1
Stage	*Primary*	81%	10%	4.1
	Preparatory	84%	8%	4.2
	Secondary	83%	7%	4.1
	All Schools	**83%**	**9%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (75): Principal opinion: satisfaction with the quality of computer facilities available [by school type and school stage]

"The quality of computer facilities available"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	88%	7%	4.3
	Private Arabic	68%	14%	3.8
	International	77%	12%	4.0
Stage	*Primary*	79%	12%	4.1
	Preparatory	80%	10%	4.1
	Secondary	79%	10%	4.1
	All Schools	**82%**	**9%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (76): Principal opinion: satisfaction with the amount of space available in the school [by school type and school stage]

"The amount of space available for the school's activities"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	67%	27%	3.7
	Private Arabic	76%	16%	3.9
	International	72%	14%	3.9
Stage	*Primary*	69%	22%	3.8
	Preparatory	73%	16%	3.9
	Secondary	71%	17%	3.8
All Schools		**70%**	**22%**	**3.8**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (77): Teacher opinion: satisfaction with the quality of classrooms [by school type and school stage]

"The quality of classroom space available for your classes"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	81%	12%	4.2
	Private Arabic	63%	21%	3.6
	International	66%	21%	3.7
Stage	*Primary*	73%	17%	3.9
	Preparatory	76%	15%	4.0
	Secondary	75%	15%	4.0
All Schools		**77%**	**14%**	**4.0**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (78): Principal opinion: satisfaction with the quality of instructional materials [by school type and school stage]

"The quality and availability of textbooks and instructional materials"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	97%	0%	4.5
	Private Arabic	97%	3%	4.6
	International	95%	1%	4.5
Stage	*Primary*	95%	1%	4.5
	Preparatory	97%	1%	4.6
	Secondary	97%	1%	4.6
All Schools		**96%**	**1%**	**4.5**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (79): Teacher opinion: provision of the materials necessary to do their work [by school type and school stage]

"This school provides me with the necessary materials to do my work"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	89%	4%	4.4
	Private Arabic	66%	15%	3.8
	International	68%	16%	3.8
Stage	*Primary*	80%	9%	4.1
	Preparatory	79%	9%	4.1
	Secondary	80%	9%	4.1
All Schools		**84%**	**7%**	**4.3**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (80): Principal opinion: satisfaction with the condition of the school building [by school type and school stage]

"The condition of the school's buildings"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	75%	15%	4.0
	Private Arabic	86%	5%	4.3
	International	84%	5%	4.3
Stage	*Primary*	79%	11%	4.1
	Preparatory	82%	8%	4.2
	Secondary	83%	6%	4.2
All Schools		**79%**	**11%**	**4.1**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (81): Teacher opinion: satisfaction with the condition of the school building [by school type and school stage]

"The condition of the school's buildings"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	82%	12%	4.2
	Private Arabic	70%	17%	3.8
	International	73%	14%	3.9
Stage	*Primary*	76%	14%	4.0
	Preparatory	79%	12%	4.1
	Secondary	78%	12%	4.1
All Schools		**80%**	**13%**	**4.1**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

School services and activities

Table (82): School services provided [by school type]

Percentages of schools with selected services available for students	Independent	Private Arabic	International	All Schools
Medical services	99%	77%	92%	**94%**
School transport services	98%	89%	81%	**91%**
Canteen or food services	87%	49%	54%	**73%**
Remedial services	81%	43%	64%	**72%**
Student charity or financial assistance	79%	43%	36%	**62%**
Personal counselling services	96%	91%	94%	**95%**
Vocational counselling services	96%	80%	67%	**82%**
Educational counselling services	93%	80%	90%	**91%**

Graph (13): Proportions of schools providing various selected services [by school type]
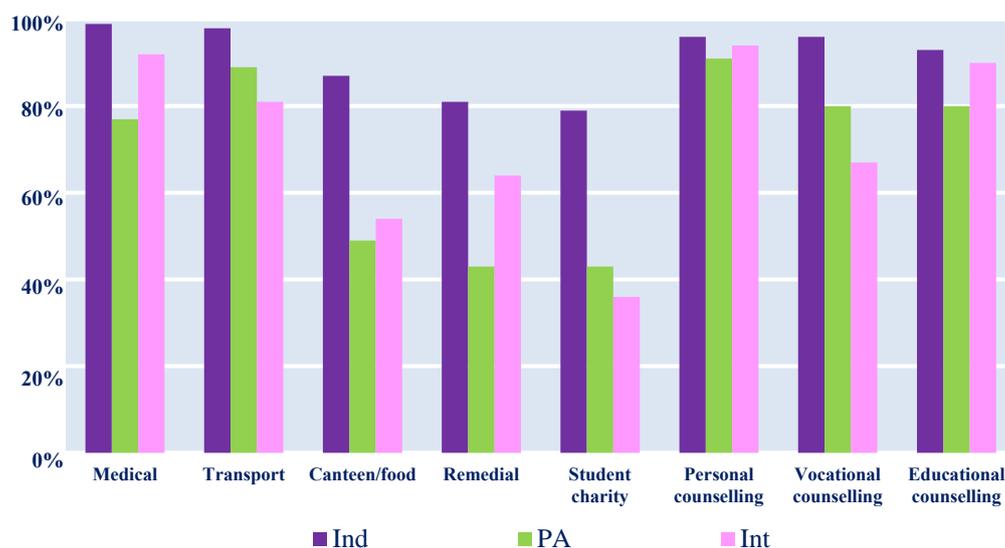
Table (83): School services provided [by school stage]

Percentages of schools with selected services available for students	Primary	Preparatory	Secondary	All Schools
Medical services	93%	90%	91%	**94%**
School transport services	89%	87%	87%	**91%**
Canteen or food services	65%	67%	66%	**73%**
Remedial services	64%	68%	68%	**72%**
Student charity or financial assistance	52%	52%	54%	**62%**
Personal counselling services	93%	95%	95%	**95%**
Vocational counselling services	73%	76%	82%	**82%**
Educational counselling services	88%	90%	91%	**91%**

School services and activities

Graph (14): Proportions of schools providing various selected services [by school stage]
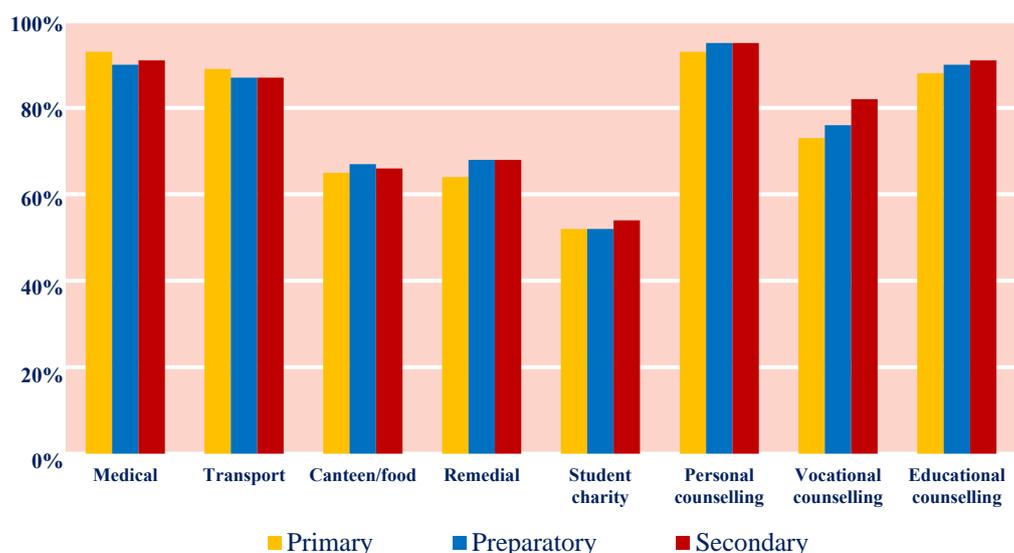
School (84): School extra-curricular activities provided [by school type]

Percentages of schools providing selected extra-curricular activities	*Independent*	*Private Arabic*	*International*	*All Schools*
Sports teams	78%	43%	82%	**76%**
Arts (including theatre and music)	61%	57%	72%	**64%**
Media club (including school newspaper)	51%	26%	47%	**47%**
Academic club (including debating)	68%	37%	68%	**65%**
Boy or girl scouts	50%	20%	28%	**40%**
Community service or environment groups	59%	23%	53%	**53%**
Student council	73%	37%	65%	**67%**
Religious groups	64%	63%	67%	**65%**

Graph (15): Proportions of schools offering various selected extra-curricular activities [by school type]
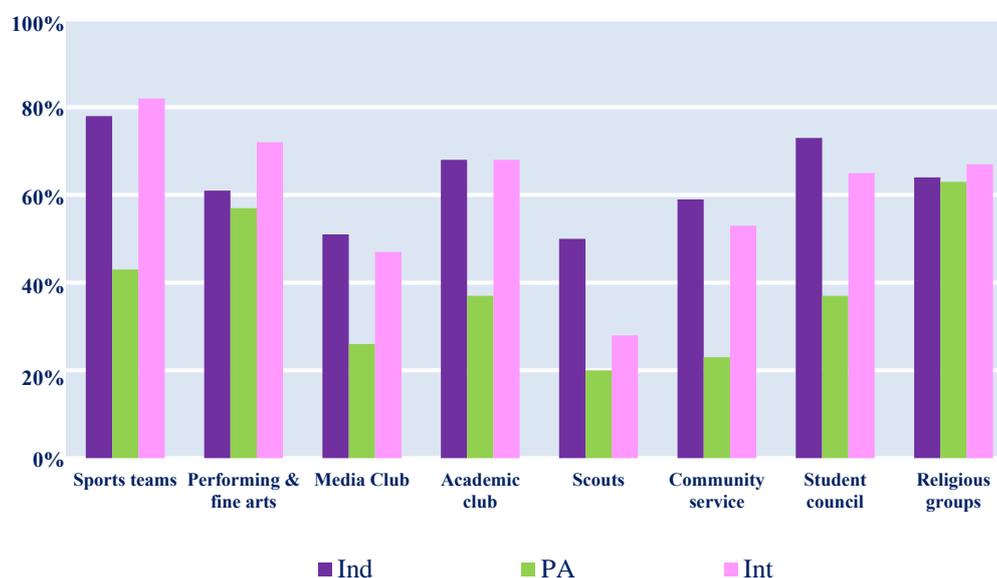
Table (85): School extra-curricular activities provided [by school stage]

Percentages of schools providing selected extra-curricular activities	Primary	Preparatory	Secondary	All Schools
Sports teams	71%	79%	77%	**76%**
Arts (including theatre and music)	63%	71%	67%	**64%**
Media club (including school newspaper)	41%	49%	49%	**47%**
Academic club (including debating)	58%	69%	68%	**65%**
Boy or girl scouts	31%	38%	36%	**40%**
Community service or environment groups	47%	55%	53%	**53%**
Student council	61%	67%	66%	**67%**
Religious groups	61%	69%	69%	**65%**

Graph (16): Proportions of schools offering various selected extra-curricular activities [by school stage]
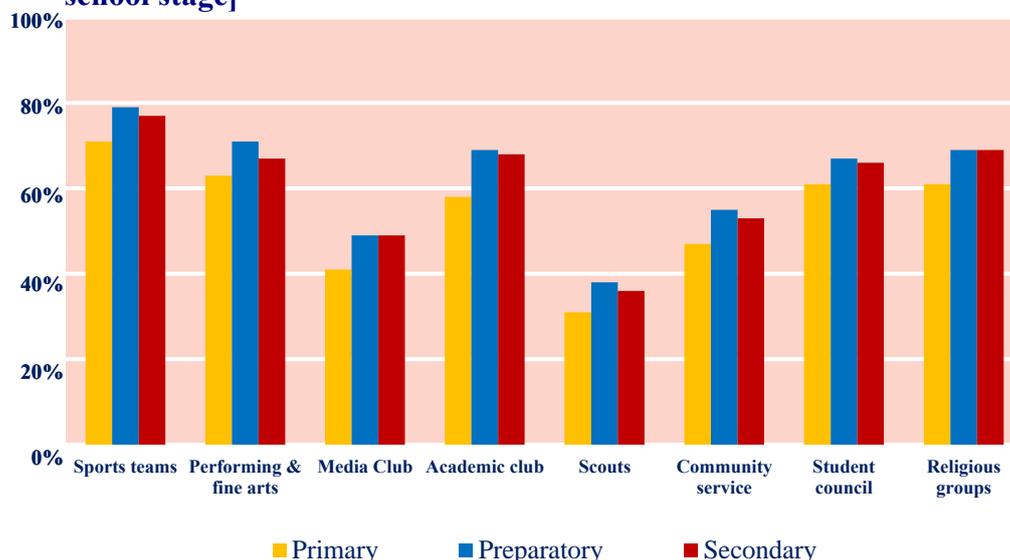
Table (86): Student opinion: satisfaction with activity range [by school type and school stage]

"The range of activities available at the school"		Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	Independent	61%	21%	3.6
	Private Arabic	56%	28%	3.4
	International	61%	20%	3.6
Stage	Primary	70%	15%	3.8
	Preparatory	59%	21%	3.5
	Secondary	51%	26%	3.3
	All Schools	**61%**	**21%**	**3.6**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction..

Table (87): Parent opinion: satisfaction with the extracurricular activities available [by school type and school stage]

"The extracurricular activities that the school provides"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	60%	14%	3.5
	Private Arabic	55%	19%	3.4
	International	60%	18%	3.5
Stage	*Primary*	63%	14%	3.6
	Preparatory	59%	17%	3.5
	Secondary	55%	20%	3.4
	All Schools	**60%**	**15%**	**3.5**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (88): Principal opinion: satisfaction with school transport services [by school type and school stage]

"The transportation for students to and from the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Levelof Satisfaction*
Type	*Independent*	95%	4%	4.6
	Private Arabic	89%	8%	4.3
	International	72%	6%	4.1
Stage	*Primary*	85%	5%	4.3
	Preparatory	83%	5%	4.3
	Secondary	83%	5%	4.3
	All Schools	**87%**	**5%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (89): Principal opinion: satisfaction with amount of instructional time available by school type and school stage]

"The amount of instructional time in the school day available"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	89%	7%	4.3
	Private Arabic	95%	3%	4.5
	International	94%	3%	4.4
Stage	*Primary*	92%	5%	4.4
	Preparatory	93%	4%	4.4
	Secondary84	93%	5%	4.4
	All Schools	**91%**	**6%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (90): Teacher opinion: satisfaction with amount of instructional time available [by school type and school stage]

"The amount of instructional time in the school day available"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	87%	7%	4.2
	Private Arabic	80%	12%	3.9
	International	77%	10%	3.9
Stage	*Primary*	83%	8%	4.1
	Preparatory	83%	8%	4.1
	Secondary	83%	8%	4.1
	All Schools	**85%**	**8%**	**4.1**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Provisions for students with special needs and learning difficulties

Table (91): **Schools' access for physically handicapped students [by school type and school stage]**

	Schools having special access provisions (eg ramps, elevators) to accommodate physically handicapped students	Percentage of Schools
Type	Independent	86%
	Private Arabic	19%
	International	28%
Stage	Primary	54%
	Preparatory	44%
	Secondary	42%
	All Schools	**60%**

Graph (17): **Schools with special access provisions for the physically handicapped**
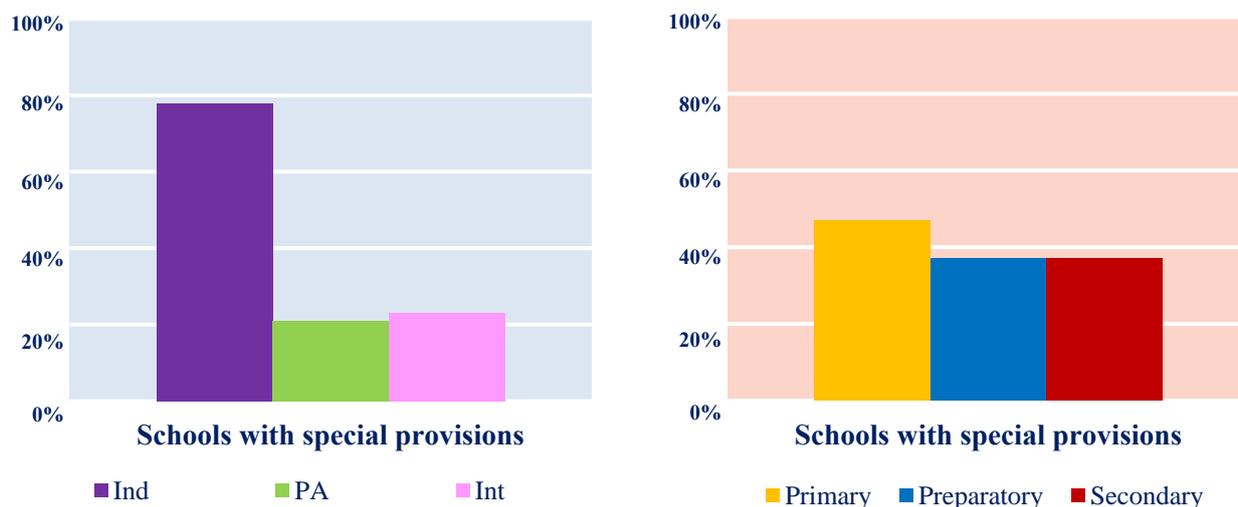
Table (92): **Principal opinion: satisfaction with school's resources for special needs students [by school type and school stage]**

	"The school's resources and facilities to cater for special needs students"	Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	Independent	81%	11%	4.2
	Private Arabic	36%	17%	3.3
	International	35%	11%	3.4
Stage	Primary	55%	13%	3.7
	Preparatory	48%	12%	3.6
	Secondary	48%	12%	3.6
	All Schools	**62%**	**11%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (93): Teacher opinion: Satisfaction with school's catering for special needs students [by school type and school stage]

"The school's capacity to cater for special needs students"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	80%	6%	4.2
	Private Arabic	46%	28%	3.2
	International	41%	32%	3.1
Stage	*Primary*	64%	16%	3.7
	Preparatory	63%	19%	3.7
	Secondary	62%	18%	3.7
All Schools		**71%**	**12%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (94): Schools' general approaches to students with learning difficulties [by school type]

Frequency of schools using various approaches to catering for learning difficulties students	*Independent*	*Private Arabic*	*International*	*All Schools*
Treat exactly the same as all students	3.2	2.9	3.2	**3.1**
Teacher makes special provisions in exams	3.6	2.9	3.2	**3.4**
Teachers to provide extra help in class	3.7	3.4	3.7	**3.7**
Teacher to form ability groups in class	3.5	3.1	3.4	**3.4**
Provide extra person to help child in class	3.4	2.6	3.1	**3.2**
Provide remedial classes	3.4	2.6	3.1	**3.3**
Place in special classes	1.6	1.6	2.1	**1.8**
Help student's parent assist their child	3.8	3.5	3.7	**3.8**
Advise them to enrol elsewhere	1.5	2.3	2.1	**1.8**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (95): Schools' general approaches to students with learning difficulties [by school stage]

Frequency of schools using various approaches to catering for learning difficulties students	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Treat exactly the same as all students	3.2	3.1	3.1	**3.1**
Teacher makes special provisions in exams	3.3	3.3	3.2	**3.4**
Teachers to provide extra help in class	3.6	3.7	3.7	**3.7**
Teacher to form ability groups in class	3.4	3.4	3.4	**3.4**
Provide extra person to help child in class	3.1	3.1	3.1	**3.2**
Provide remedial classes	3.1	3.2	3.2	**3.3**
Place in special classes	1.8	1.9	1.9	**1.8**
Help student's parent assist their child	3.7	3.7	3.7	**3.8**
Advise them to enrol elsewhere	1.8	2.0	2.0	**1.8**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (96): Teacher report: approaches to students with learning difficulties (LD) [by school type]

Frequency with which teachers use various approaches to cater for learning difficulties students	Independent	Private Arabic	International	All Schools
Treats them exactly the same as all students	3.1	2.8	3.1	**3.1**
Provides individualised help	3.8	3.7	3.8	**3.8**
Slows the pace of lesson for the whole class	3.4	3.3	2.8	**3.3**
Arranges extra activities outside of class	2.8	2.7	2.7	**2.8**
Forms different ability groupings in class	3.2	3.0	3.2	**3.2**
Gets other students to assist the LD students	3.4	3.1	3.2	**3.3**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (97): Teacher report: approaches to students with learning difficulties (LD) [by school stage]

Frequency with which teachers use various approaches to cater for learning difficulties students	Primary	Preparatory	Secondary	All Schools
Treats them exactly the same as all students	3.1	3.1	3.1	**3.1**
Provides individualised help	3.8	3.7	3.7	**3.7**
Slows the pace of lesson for the whole class	3.3	3.1	3.1	**3.3**
Arranges extra activities outside of class	2.8	2.7	2.7	**2.8**
Forms different ability groupings in class	3.3	3.2	3.1	**3.2**
Gets other students to assist the LD students	3.3	3.3	3.3	**3.3**

The entries in the table represent averages of reported occurrences. The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (98): Principal opinion: satisfaction with school's catering for low-performing students [by school type and school stage]

"The availability of support for the school's low-performing students"		Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	*Independent*	96%	1%	4.4
	Private Arabic	92%	3%	4.4
	International	87%	3%	4.3
Stage	*Primary*	92%	2%	4.3
	Preparatory	91%	2%	4.3
	Secondary	91%	2%	4.4
	All Schools	**93%**	**2%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (99): Teacher opinion: satisfaction with school's catering for low-performing students [by school type and school stage]

"The availability of support for the school's low-performing students"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	80%	8%	4.1
	Private Arabic	57%	22%	3.4
	International	50%	27%	3.3
Stage	*Primary*	67%	16%	3.7
	Preparatory	66%	17%	3.7
	Secondary	66%	16%	3.7
	All Schools	**72%**	**13%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Computers and computing

Table (100): School computers [by school type and school stage]

		Average Number of All Computers in the School	*Average Number of Students per Each School Computer*
Type	*Independent*	177.1	7.0
	Private Arabic	31.8	23.9
	International	135.0	19.2
Stage	*Primary*	134.0	13.6
	Preparatory	140.9	16.5
	Secondary	140.0	17.6
	All Schools	**148.7**	**12.1**

Table (101): Principal opinion: satisfaction with the school's access to computers [by school type and school stage]

"The school's access to computing and other educational technology		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average of Overall Level of Satisfaction*
Type	*Independent*	93%	4%	4.5
	Private Arabic	73%	14%	3.9
	International	78%	11%	4.1
Stage	*Primary*	85%	8%	4.3
	Preparatory	83%	9%	4.2
	Secondary	80%	10%	4.2
	All Schools	**86%**	**7%**	**4.3**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (102): Student opinion: satisfaction with computer access [by school type and school stage]

"The availability of computers for student use at the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	65%	20%	3.7
	Private Arabic	50%	36%	3.1
	International	57%	23%	3.5
Stage	*Primary*	68%	17%	3.8
	Preparatory	61%	21%	3.6
	Secondary	50%	30%	3.2
	All Schools	**62%**	**21%**	**3.6**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (103): Teacher opinion: satisfaction with access to computers in school [by school type and school stage]

"Teacher access to computer and other educational technology at school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	86%	7%	4.3
	Private Arabic	64%	24%	3.6
	International	62%	24%	3.6
Stage	*Primary*	77%	13%	4.0
	Preparatory	75%	16%	4.0
	Secondary	74%	16%	3.9
All Schools		**80%**	**11%**	**4.1**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (104): Principal report: their computer skill levels [by school type and school stage]

		Average Computer Skill Levels
Type	*Independent*	4.0
	Private Arabic	3.3
	International	3.9
Stage	*Primary*	3.9
	Preparatory	3.8
	Secondary	3.8
All Schools		**3.9**

The entries in the table represent averages of reported responses. The averages may be broadly interpreted as follows: 1.0 to 1.8 indicating 'not at all skilled'; 1.9 to 2.6 indicating 'little skilled'; 2.7 to 3.4 indicating 'somewhat skilled'; 3.5 to 4.2 indicating 'moderately skilled'; and, 4.3 to 5.0 indicating 'very highly skilled'.

Table (105): Teacher report: their computer skill levels [by school type and school stage]

		Average Computer Skill Levels
Type	*Independent*	3.9
	Private Arabic	3.8
	International	3.8
Stage	*Primary*	3.8
	Preparatory	3.8
	Secondary	3.8
All Schools		**3.8**

The entries in the table represent averages of reported responses. The averages may be broadly interpreted as follows: 1.0 to 1.8 indicating 'not at all skilled'; 1.9 to 2.6 indicating 'little skilled'; 2.7 to 3.4 indicating 'somewhat skilled'; 3.5 to 4.2 indicating 'moderately skilled'; and, 4.3 to 5.0 indicating 'very highly skilled'.

Table (106): Teacher report: use of computers in the classroom [by school type and school stage]

	Teachers who report using computers within their classrooms	Percentage of Teachers
Type	Independent	100%
	Private Arabic	100%
	International	100%
Stage	Primary	100%
	Preparatory	100%
	Secondary	100%
	All Schools	**100%**

Table (107): Student report: students' use of the internet for school purposes [by school type and school stage]

	Reported frequency of student use of the internet	The Average
Type	Independent	3.6
	Private Arabic	3.4
	International	3.8
Stage	Primary	3.7
	Preparatory	3.7
	Secondary	3.6
	All Schools	**3.6**

The entries in the table represent averages of reported occurrences. The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'no days'; 1.8 to 2.5 indicating 'few days'; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (108): Student report: students' use of the internet school and elsewhere [by school type and school stage]

	Reported frequency of student use of the internet	Frequency of using the internet in the school	Frequency of using the internet at places other than at school
Type	Independent	2.7	4.1
	Private Arabic	2.0	4.0
	International	2.5	4.2
Stage	Primary	2.7	4.0
	Preparatory	2.7	4.2
	Secondary	2.4	4.2
	All Schools	**2.6**	**4.1**

The entries in the table represent averages of reported occurrences. The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'no days'; 1.8 to 2.5 indicating 'few days'; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Student academic achievement — Independent schools

Table (109): Average QCEA Arabic subject scale scores

	Average Scores
Grade 4	**496**
Grade 5	**506**
Grade 6	**527**
Grade 7	**541**
Grade 8	**534**
Grade 9	**552**
Grade 10	**559**
Grade 11	**561**

The scales have been constructed so that individual student's scores are typically within the range from 190 to about 940. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Table (110): Percentages of students at each Standard Level in QCEA Arabic subject

	Below Standards (Level 1)	*Below Standards (Level 2)*	*Below Standards (Level 3)*	*Approaching Standards*	*Meets Standards*
Grade 4	9%	5%	26%	40%	21%
Grade 5	7%	7%	25%	37%	24%
Grade 6	7%	4%	18%	42%	30%
Grade 7	12%	2%	19%	36%	31%
Grade 8	17%	7%	16%	42%	19%
Grade 9	10%	5%	25%	40%	22%
Grade 10	12%	6%	23%	37%	23%
Grade 11	14%	9%	23%	38%	16%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Table (111): Average QCEA English subject scale scores

	Average Scores
Grade 4	**534**
Grade 5	**544**
Grade 6	**552**
Grade 7	**556**
Grade 8	**558**
Grade 9	**567**
Grade 10	**569**
Grade 11	**573**

The scales have been constructed so that individual student's scores are typically within the range from 385 to about 715. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Student academic achievement - Independent schools

Table (112): Percentages of students at each Standard Level in QCEA English subject

	Below Standards (Level 1)	Below Standards (Level 2)	Below Standards (Level 3)	Approaching Standards	Meets Standards
Grade 4	5%	5%	21%	36%	33%
Grade 5	6%	4%	26%	37%	28%
Grade 6	5%	7%	20%	36%	32%
Grade 7	5%	4%	29%	33%	29%
Grade 8	8%	5%	28%	37%	22%
Grade 9	6%	5%	26%	35%	28%
Grade 10	5%	6%	32%	34%	23%
Grade 11	5%	7%	43%	26%	20%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Table (113): Average QCEA Mathematics and Science subjects scale scores

	Average Mathematics Scores	Average Science Scores		
Grade 4	517	596		
Grade 5	567	576		
Grade 6	552	556		
Grade 7	563	577		
Grade 8	576	567		
Grade 9	564	568		
Grade 10	639	**Biology**	**Chemistry**	**Physics**
		619	619	630
Grade 11	658	**Biology**	**Chemistry**	**Physics**
		666	669	639

The scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance. For each curriculum area there are different scales, so the scores cannot be directly compared across curriculum areas. Moreover, within the Mathematics and Science curriculum areas, the scales have different underlying bases for each grade and thus the scores can also not be directly compared across grades.

Table (114): Percentages of students at each Standard Level in QCEA Mathematics subject

	Below Standards (Level 1)	Below Standards (Level 2)	Below Standards (Level 3)	Approaching Standards	Meets Standards
Grade 4	16%	0%	30%	33%	20%
Grade 5	9%	4%	35%	39%	13%
Grade 6	6%	3%	37%	36%	18%
Grade 7	4%	3%	29%	45%	20%
Grade 8	7%	4%	30%	44%	15%
Grade 9	10%	4%	28%	37%	21%
Grade 10	26%	8%	20%	32%	15%
Grade 11	23%	2%	31%	27%	19%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Table (115): Percentages of students at each Standard Level in QCEA Science subject

	Below Standards (Level 1)	Below Standards (Level 2)	Below Standards (Level 3)	Approaching Standards	Meets Standards
Grade 4	5%	6%	16%	22%	51%
Grade 5	10%	5%	28%	27%	29%
Grade 6	5%	7%	25%	45%	18%
Grade 7	3%	2%	19%	57%	20%
Grade 8	6%	4%	22%	57%	11%
Grade 9	4%	4%	20%	52%	20%
Grade 10 (Biology)	12%	11%	22%	41%	13%
Grade 10 (Chemistry)	12%	11%	16%	38%	23%
Grade 10 (Physics)	24%	6%	19%	27%	24%
Grade 11 (Biology)	7%	4%	21%	28%	40%
Grade 11 (Chemistry)	16%	8%	26%	26%	24%
Grade 11 (Physics)	6%	12%	17%	22%	44%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Table (116): Average QCEA Islamic Studies subject scale scores

	Average Scores
Grade 4	481
Grade 5	469
Grade 6	489
Grade 7	479
Grade 8	458
Grade 9	493
Grade 10	483
Grade 11	483

The scales have been constructed so that individual student's scores are typically within the range from 300 to about 600. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Table (117): Percentages of students at each Standard Level in QCEA Islamic Studies subject

	Below Standards (Level 1)	Below Standards (Level 2)	Below Standards (Level 3)	Approaching Standards	Meets Standards
Grade 4	4%	3%	8%	6%	79%
Grade 5	4%	1%	8%	12%	74%
Grade 6	2%	1%	4%	13%	79%
Grade 7	2%	1%	5%	12%	79%
Grade 8	4%	2%	7%	20%	66%
Grade 9	3%	2%	6%	16%	73%
Grade 10	12%	7%	20%	23%	38%
Grade 11	13%	8%	25%	25%	29%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Table (118): Average QCEA Social Studies subject scale scores

	Average Scores
Grade 4	496
Grade 5	497
Grade 6	495
Grade 7	499
Grade 8	498
Grade 9	498
Grade 10	497
Grade 11	497

The scales have been constructed so that individual student's scores are typically within the range from 305 to about 875. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Table (119): Percentages of students at each Standard Level in QCEA Social Studies subject

	Below Standards (Level 1)	*Below Standards (Level 2)*	*Below Standards (Level 3)*	*Approaching Standards*	*Meets Standards*
Grade 4	20%	19%	20%	22%	19%
Grade 5	19%	17%	19%	26%	19%
Grade 6	20%	16%	18%	27%	20%
Grade 7	17%	19%	15%	29%	20%
Grade 8	18%	15%	17%	31%	19%
Grade 9	16%	16%	14%	33%	20%
Grade 10	14%	17%	15%	34%	21%
Grade 11	15%	16%	16%	35%	19%

There are five standards levels used within the QCEA about student overall performance in the Qatar National Curriculum Standards: *Meets Standards*; *Approaching Standards*; *Below Standards (Level 3)*; *Below Standards (Level 2)*; and, *Below Standards (Level 1)*.

Teachers' expectations of students

Table (120): Principal opinion: satisfaction with teachers' expectations of student performance [by school type and school stage]

"The school's teachers' expectations of how well students will perform"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	90%	4%	4.1
	Private Arabic	97%	0%	4.3
	International	96%	2%	4.3
Stage	*Primary*	93%	3%	4.2
	Preparatory	95%	1%	4.3
	Secondary	95%	1%	4.3
	All Schools	**93%**	**3%**	**4.2**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (121): Student opinion: teachers' encouragement [by school type and school stage]

"My teachers encourage me to do my best"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	73%	11%	3.9
	Private Arabic	72%	14%	3.9
	International	82%	5%	4.2
Stage	*Primary*	82%	7%	4.2
	Preparatory	76%	9%	4.0
	Secondary	74%	9%	3.9
	All Schools	**76%**	**10%**	**4.0**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Teaching practices

Table (122): **School use of Arabic as the language of instruction: Mathematics classes [by school type and school stage]**

Percentages of schools in which Arabic is the language of instruction		*Used for All Classers*	*Used for Some Classes*	*Used for No Classes*
Type	*Independent*	50%	14%	2%
	Private Arabic	28%	11%	28%
	International	3%	6%	90%
Stage	*Primary*	27%	10%	41%
	Preparatory	22%	7%	53%
	Secondary	18%	10%	55%
	All Schools	32%	11%	33%

Table (123): **School use of Arabic as the language of instruction: Science classes [by school type and school stage]**

Percentages of schools in which Arabic is the language of instruction		*Used for All Classers*	*Used for Some Classes*	*Used for No Classes*
Type	*Independent*	50%	14%	2%
	Private Arabic	40%	14%	17%
	International	3%	3%	93%
Stage	*Primary*	28%	9%	41%
	Preparatory	24%	6%	53%
	Secondary	20%	10%	54%
	All Schools	**34%**	**10%**	**33%**

Table (124): **School use of Arabic as the language of instruction: Computer classes [by school type and school stage]**

Percentages of schools in which Arabic is the language of instruction		*Used for All Classers*	*Used for Some Classes*	*Used for No Classes*
Type	*Independent*	52%	17%	6%
	Private Arabic	46%	8%	19%
	International	5%	5%	91%
Stage	*Primary*	31%	11%	42%
	Preparatory	28%	6%	54%
	Secondary	25%	8%	55%
	All Schools	**36%**	**12%**	**34%**

Table (125): School use of Arabic as the language of instruction: Social Studies classes [by school type and school stage]

	Percentages of schools in which Arabic is the language of instruction	*Used for All Classers*	*Used for Some Classes*	*Used for No Classes*
Type	*Independent*	99%	0%	0%
	Private Arabic	90%	3%	3%
	International	14%	29%	53%
Stage	*Primary*	64%	11%	22%
	Preparatory	53%	14%	30%
	Secondary	52%	14%	31%
	All Schools	**72%**	**10%**	**17%**

Table (126): Teacher description of classroom practices [by school type]

Frequency with which various approaches are used in class	*Independent*	*Private Arabic*	*International*	*All Schools*
Whole class work lead by the teacher	4.7	4.6	4.5	**4.6**
Group work in class	4.5	4.0	3.9	**4.4**
Individual work in class	4.0	3.7	4.2	**4.0**
Teachers lectures to class	4.1	4.1	4.5	**4.2**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'no days'; 1.8 to 2.5 indicates 'few days'; 2.6 to 3.3 indicates 'some days'; 3.4 to 4.1 indicates 'most days'; and, 4.2 to 5.0 indicates 'every day'.

Graph (18): Teachers: Frequency with which they use various approaches in class [by school type]
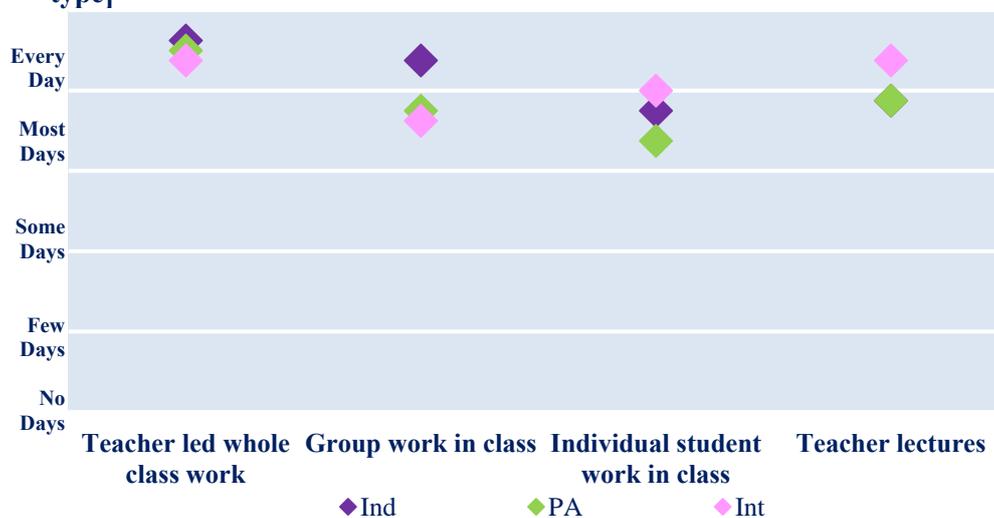
Table (127): Teacher description of classroom practices [by school stage]

Frequency with which various approaches are used in class	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Whole class work lead by the teacher	4.7	4.5	4.5	**4.6**
Group work in class	4.4	4.2	4.1	**4.4**
Individual work in class	4.2	3.9	3.9	**4.0**
Teachers lectures to class	4.3	4.2	4.2	**4.2**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'no days'; 1.8 to 2.5 indicates 'few days'; 2.6 to 3.3 indicates 'some days'; 3.4 to 4.1 indicates 'most days'; and, 4.2 to 5.0 indicates 'every day'.

Graph (19): Teachers: Frequency with which they use various approaches in class [by school stage]

Primary ◆ Preparatory ◆ Secondary
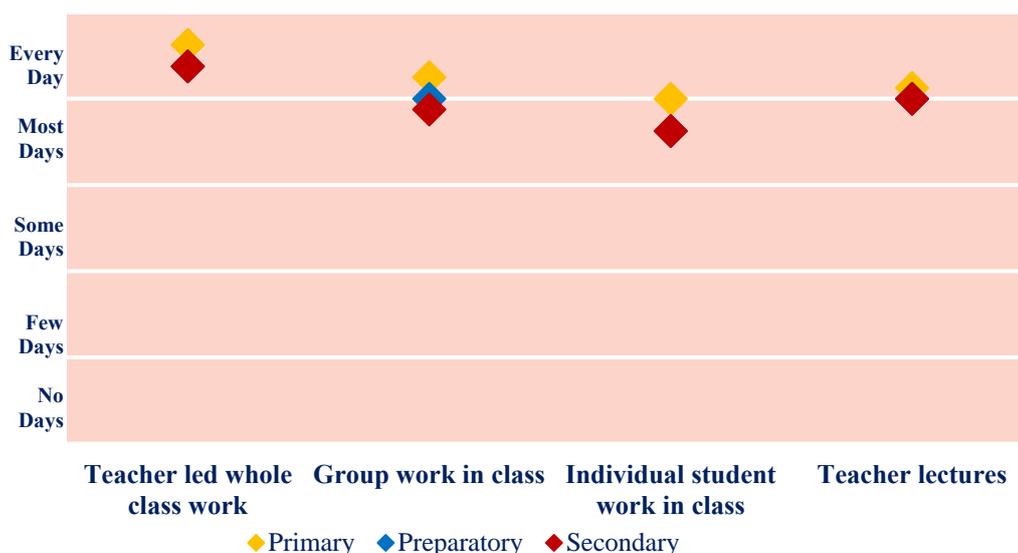
Table (128): Teacher description of nature of work assigned in classes [by school type]

Frequency with which various approaches are used by students in class	Independent	Private Arabic	International	All Schools
Completing worksheets or workbooks	4.2	4.1	3.8	**4.1**
Reading supplementary materials or text books	4.1	4.0	3.7	**4.0**
Short writing assignments or tasks	3.3	3.1	3.5	**3.3**
Working on long-term projects	3.1	3.0	2.7	**3.0**
Undertaking extended writing tasks	2.6	2.5	2.8	**2.6**
Presenting individual or small group oral reports	3.7	3.4	3.4	**3.6**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'no days'; 1.8 to 2.5 indicates 'few days'; 2.6 to 3.3 indicates 'some days'; 3.4 to 4.1 indicates 'most days'; and, 4.2 to 5.0 indicates 'every day'.

Graph (20): Teachers: Frequency of nature of work assigned in classes [by school type]

◆ Ind ◆ PA ◆ Int

Table (129): **Teacher description of nature of work assigned in classes [by school stage]**

Frequency with which various approaches are used by students in class	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Completing worksheets or workbooks	4.1	3.9	3.9	**4.1**
Reading supplementary materials or text books	4.0	3.9	3.9	**4.0**
Short writing assignments or tasks	3.3	3.4	3.4	**3.3**
Working on long-term projects	3.0	2.9	2.8	**3.0**
Undertaking extended writing tasks	2.6	2.7	2.7	**2.6**
Presenting individual or small group oral reports	3.6	3.5	3.5	**3.6**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'no days'; 1.8 to 2.5 indicates 'few days'; 2.6 to 3.3 indicates 'some days'; 3.4 to 4.1 indicates 'most days'; and, 4.2 to 5.0 indicates 'every day'.

Graph (21): **Teachers: Frequency of nature of work assigned in classes [by school stage]**
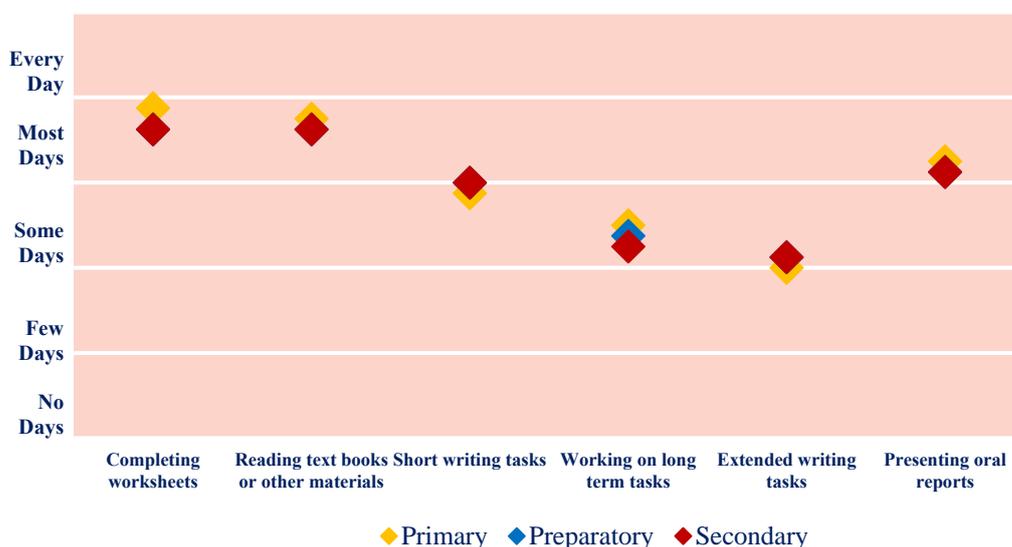
Table (130): **Teachers' use of textbooks with their classes [by school type and school stage]**

Number of different textbooks used by the teacher with their classes		*Average number of textbooks used*
Type	*Independent*	2.3
	Private Arabic	2.2
	International	2.5
Stage	*Primary*	2.4
	Preparatory	2.4
	Secondary	2.3
	All Schools	**2.3**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (131): Teacher report: teaching/learning aids used in classes [by school type]

Frequency with which various teaching/learning aids are employed within the class	Independent	Private Arabic	International	All Schools
Text books	3.8	3.8	3.3	**3.7**
Audio-visual equipment	3.7	3.3	3.2	**3.6**
Calculators	1.9	1.8	1.7	**1.9**
Computers	3.6	3.2	3.0	**3.5**
Realia	3.2	2.9	2.4	**3.0**
Charts, flash cards and/or manipulative	3.5	3.2	3.3	**3.5**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'never'; 1.8 to 2.5 indicates 'rarely'; 2.6 to 3.2indicates 'sometimes'; 3.3 to 4.0 indicates 'often'.

Table (132): Teacher report: teaching/learning aids used in classes [by school stage]

Frequency with which various teaching/learning aids are employed within the class	Primary	Preparatory	Secondary	All Schools
Text books	3.6	3.6	3.6	**3.7**
Audio-visual equipment	3.5	3.5	3.4	**3.6**
Calculators	1.7	1.9	2.0	**1.9**
Computers	3.4	3.3	3.3	**3.5**
Realia	3.1	2.7	2.7	**3.0**
Charts, flash cards and/or manipulative	3.6	3.3	3.3	**3.5**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'never'; 1.8 to 2.5 indicates 'rarely'; 2.6 to 3.2indicates 'sometimes'; 3.3 to 4.0 indicates 'often'.

Table (133): Student description of classroom practices [by school type]: Arabic classes

Frequency with which various approaches are used in class	Independent	Private Arabic	International	All Schools
Whole class work lead by the teacher	3.7	3.5	2.1	**3.3**
Group work in class	3.6	2.8	1.5	**3.0**
Individual work in class	3.6	3.8	2.5	**3.3**
Teacher lectures to class	4.0	3.9	2.4	**3.5**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'almost never'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (134): Student description of classroom practices [by school stage]: Arabic classes

Frequency with which various approaches are used in class	Primary	Preparatory	Secondary	All Schools
Whole class work lead by the teacher	3.0	2.9	2.9	**3.3**
Group work in class	2.7	2.4	2.4	**3.0**
Individual work in class	3.1	3.0	3.0	**3.3**
Teacher lectures to class	3.3	3.2	3.1	**3.5**

The entries in the table represent averages of reported occurrences. The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'almost never'; 2.6 to 3.2 indicating 'sometimes'; and, 3.3 to 4.0 indicating 'often'.

Table (135): Student description of extended work within Arabic classes

Number of times extended work has been assigned		Average Number of Times in a Year When Extended Reading Work Assigned	Average Number of Times in a Year When Extended Writing Work Assigned
Type	*Independent*	4.0	3.3
	Private Arabic	4.1	3.3
	International	4.2	3.2
Stage	*Primary*	4.5	3.5
	Preparatory	4.0	3.1
	Secondary	3.8	3.1
All Schools		**4.1**	**3.3**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (136): Student description of classroom practices [by school type]: English classes

Frequency with which various approaches are used in class	Independent	Private Arabic	International	All Schools
Whole class work lead by the teacher	3.7	3.5	3.8	**3.7**
Group work in class	3.6	2.8	3.0	**3.4**
Individual work in class	3.5	3.8	3.9	**3.6**
Teacher lectures to class	3.9	4.0	4.1	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (137): Student description of classroom practices [by school stage]: English classes

Frequency with which various approaches are used in class	Primary	Preparatory	Secondary	All Schools
Whole class work lead by the teacher	3.8	3.7	3.7	**3.7**
Group work in class	3.4	3.3	3.2	**3.4**
Individual work in class	3.7	3.7	3.7	**3.6**
Teacher lectures to class	4.0	4.0	3.9	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (138): Student description of extended work within English classes

Number of times extended work has been assigned		Average Number of Times in a Year When Extended Reading Work Assigned	Average Number of Times in a Year When Extended Writing Work Assigned
Type	*Independent*	3.4	3.1
	Private Arabic	3.4	3.0
	International	5.2	4.8
Stage	*Primary*	4.6	4.1
	Preparatory	4.2	3.9
	Secondary	4.1	3.8
All Schools		**3.9**	**3.6**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (139): Student description of classroom practices [by school type]: Mathematics classes

Frequency with which various approaches are used in class	Independent	Private Arabic	International	All Schools
Whole class work lead by the teacher	3.7	3.6	3.7	**3.7**
Group work in class	3.3	2.8	2.6	**3.1**
Individual work in class	3.8	4.0	4.2	**3.9**
Teacher lectures to class	3.9	4.0	4.1	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (140): Student description of classroom practices [by school stage]: Mathematics classes

Frequency with which various approaches are used in class	Primary	Preparatory	Secondary	All Schools
Whole class work lead by the teacher	3.8	3.7	3.7	**3.7**
Group work in class	3.2	2.8	2.8	**3.1**
Individual work in class	4.0	4.0	4.0	**3.9**
Teacher lectures to class	4.0	3.9	4.0	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (141): Student description of classroom practices [by school type]: Science classes

Frequency with which various approaches are used in class	Independent	Private Arabic	International	All Schools
Whole class work lead by the teacher	3.7	3.3	3.7	**3.7**
Group work in class	3.6	2.6	2.9	**3.3**
Individual work in class	3.4	3.6	3.8	**3.5**
Teacher lectures to class	3.9	3.7	4.0	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (142): Student description of classroom practices [by school stage]: Science classes

Frequency with which various approaches are used in class	Primary	Preparatory	Secondary	All Schools
Whole class work lead by the teacher	3.8	3.7	3.5	**3.7**
Group work in class	3.4	3.2	3.0	**3.3**
Individual work in class	3.7	3.6	3.5	**3.5**
Teacher lectures to class	4.0	4.0	3.8	**3.9**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'never'; 1.8 to 2.5 indicating 'rarely; 2.6 to 3.3 indicating 'some days'; 3.4 to 4.1 indicating 'most days'; and, 4.2 to 5.0 indicating 'every day'.

Table (143): Student opinion: how well schoolwork is understood [by school type and school stage]

"I understand what my teacher explains in class"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	Independent	71%	9%	3.8
	Private Arabic	73%	10%	3.9
	International	79%	4%	4.0
Stage	Primary	81%	5%	4.1
	Preparatory	72%	7%	3.9
	Secondary	71%	7%	3.8
All Schools		**73%**	**8%**	**3.9**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (144): Parent report: appropriateness of the difficulty of the schoolwork given their child [by school type and school stage]

Percentages of parents judging the difficulty of the schoolwork assigned to their children		Schoolwork Assigned Is Too Easy	Schoolwork Assigned Is About Right	Schoolwork Assigned Is Too Difficult
Type	Independent	9%	77%	14%
	Private Arabic	9%	81%	10%
	International	11%	81%	7%
Stage	Primary	10%	79%	11%
	Preparatory	10%	80%	10%
	Secondary	10%	80%	10%
All Schools		**10%**	**78%**	**12%**

Table (145): Parent opinion: provision of additional help needed by their child [by school type and school stage]

"The school provides any additional help my child needs to do well"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	Independent	70%	12%	3.7
	Private Arabic	61%	18%	3.5
	International	59%	18%	3.5
Stage	Primary	65%	15%	3.6
	Preparatory	63%	16%	3.6
	Secondary	62%	17%	3.5
All Schools		**%66**	**14%**	**3.6**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Assessment practices and uses of assessment information

Table (146): Schools' use of different assessment instruments/approaches [by school type]

Percentages of schools using selected assessment instruments/approaches	Independent	Private Arabic	International	All Schools
QCEA tests	2.7	2.0	1.4	2.2
Other standardised tests	1.4	1.4	1.9	1.5
Other external developed tests	2.2	1.9	2.0	2.1
Within-school developed tests	2.8	2.9	2.9	2.9
Student projects or portfolios	2.7	2.8	2.7	2.7
Student performance (music, science, art)	2.4	2.2	2.6	2.4
Individual oral, interview or observation	2.6	2.6	2.8	2.7

The averages may be broadly interpreted as follows: 1.0 to 1.6 indicating '2never'; 1.7 to 2.3 indicating 'sometimes'; and, 2.4 to 3.0 indicating 'usually'.

Table (147): Schools' use of different assessment instruments/approaches [by school stage]

Percentages of schools using selected assessment instruments/approaches	Primary	Preparatory	Secondary	All Schools
QCEA tests	2.0	2.0	1.9	2.2
Other standardised tests	1.5	1.7	1.7	1.5
Other external developed tests	2.0	2.1	2.2	2.1
Within-school developed tests	2.8	2.9	2.9	2.9
Student projects or portfolios	2.7	2.7	2.7	2.7
Student performance (music, science, art)	2.4	2.4	2.5	2.4
Individual oral, interview or observation	2.7	2.7	2.7	2.7

The averages may be broadly interpreted as follows: 1.0 to 1.6 indicating 'never'; 1.7 to 2.3 indicating 'sometimes'; and, 2.4 to 3.0 indicating 'usually'.

Table (148): Purposes for which schools' use student assessment [by school type]

Percentages of schools reporting using student assessment for selected purposes	Independent	Private Arabic	International	All Schools
Informing parents about child's progress	100%	100%	100%	100%
Making adjustments to instructional practices	97%	93%	92%	95%
Comparing its performance with other schools	83%	72%	57%	74%
Tracking the school's performance over time	98%	100%	94%	97%
School planning and development	93%	93%	93%	93%
Making school effectiveness judgements	95%	86%	81%	90%
Making teacher effectiveness judgements	99%	100%	97%	99%

Table (149): Purposes for which schools' use student assessment [by school stage]

Percentages of schools reporting using student assessment for selected purposes	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Informing parents about child's progress	100%	100%	100%	**100%**
Making adjustments to instructional practices	93%	94%	94%	**95%**
Comparing its performance with other schools	69%	72%	70%	**74%**
Tracking the school's performance over time	96%	97%	97%	**97%**
School planning and development	92%	95%	95%	**93%**
Making school effectiveness judgements	87%	87%	86%	**90%**
Making teacher effectiveness judgements	98%	98%	98%	**99%**

Table (150): Frequency with which schools' evaluate student progress [by school type]

Number of evaluations of students' progress undertaken in a year as reported by the school for each curriculum area	*Independent*	*Private Arabic*	*International*	*All Schools*
Arabic	4.6	4.3	4.8	**4.6**
English	4.6	4.3	5.2	**4.8**
Mathematics	4.6	4.3	5.2	**4.8**
Science	4.6	4.3	5.1	**4.7**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (22): Frequency of formal student evaluation in selected curriculum areas [by school type]
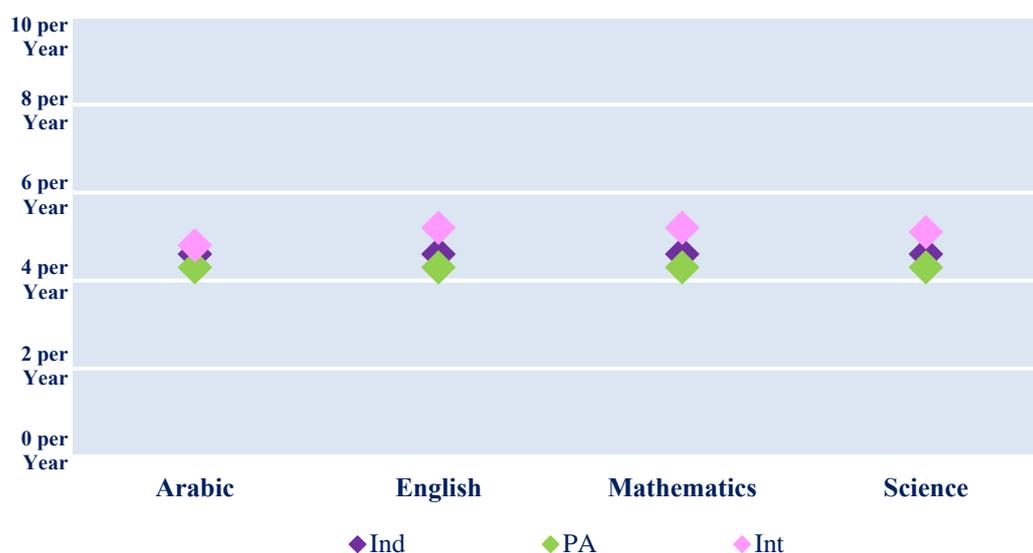
Table (151): Frequency with which schools' evaluate student progress [by school stage]

Number of evaluations of students' progress undertaken in a year as reported by the school for each curriculum area	*Primary*	*Preparatory*	*Secondary*	*All Schools*
Arabic	4.7	4.5	4.5	**4.6**
English	4.8	4.7	4.7	**4.8**
Mathematics	4.8	4.7	4.7	**4.8**
Science	4.8	4.7	4.7	**4.7**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (23): Frequency of formal student evaluation in selected curriculum areas [by school stage]
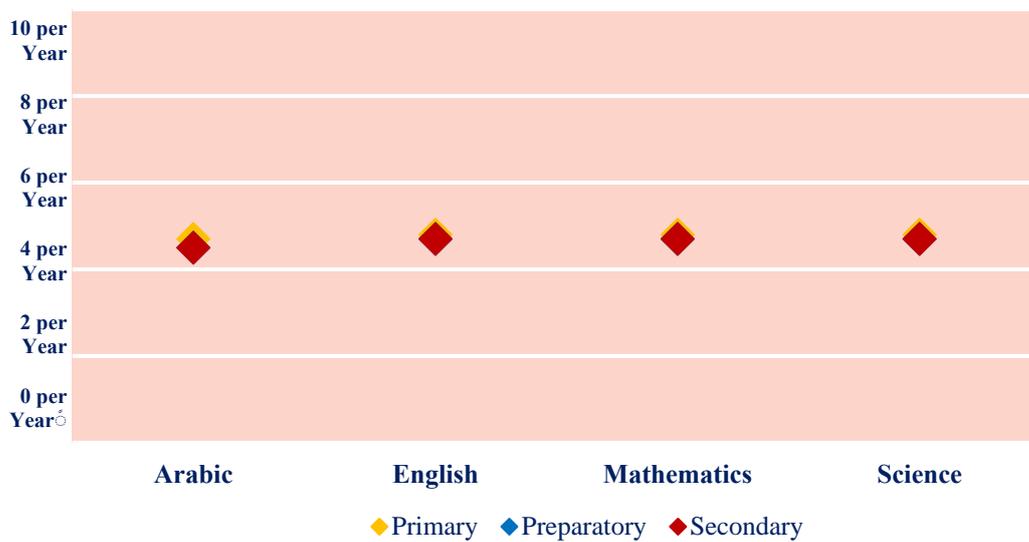
Homework

Table (152): Teacher report: assignment of homework to students [by school type and school stage]

		Average Number of Days a Week on which Homework Assigned	*Average Number of Hours a Week that Homework is Assigned*
Type	*Independent*	1.1	1.2
	Private Arabic	1.3	1.4
	International	0.9	1.3
Stage	*Primary*	1.1	1.2
	Preparatory	1.0	1.3
	Secondary	1.0	1.3
	All Schools	**1.1**	**1.2**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (153): Parent report: amount of homework done by child [by school type and school stage]

		Average Number of Hours
Type	*Independent*	1.9
	Private Arabic	2.2
	International	2.7
Stage	*Primary*	2.2
	Preparatory	2.4
	Secondary	2.6
	All Schools	**2.2**

Table (154): Student report: amount of homework done [by school type and school stage]

		Average Number of Hours
Type	*Independent*	5.9
	Private Arabic	6.4
	International	7.2
Stage	*Primary*	6.9
	Preparatory	6.5
	Secondary	6.4
	All Schools	**6.3**

Graph (24): Students and Parents: Time students spend on homework (hours per week) [by school type]

Students: Amount done   Parents: Amount students do

◆ Ind   ◆ PA   ◆ Int
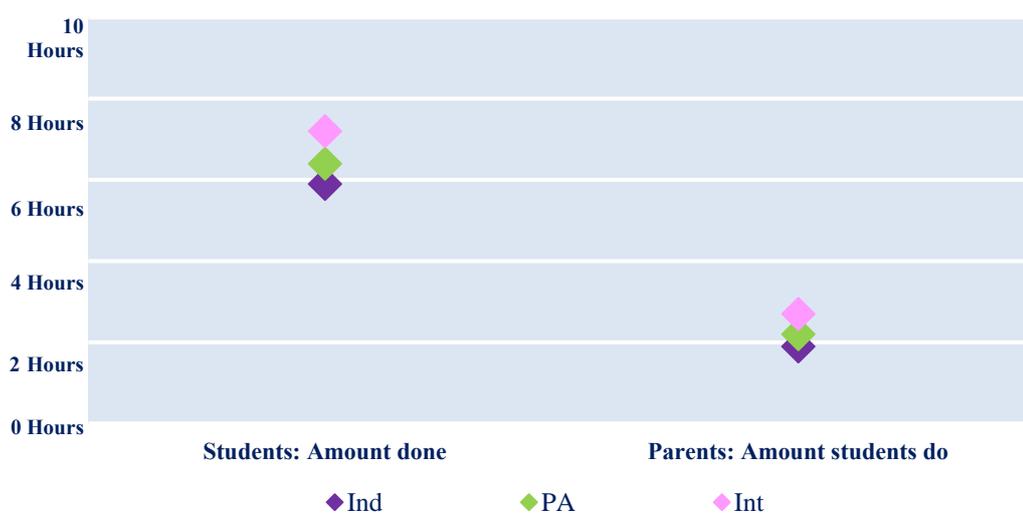
Graph (25): Students and Parents: Time students spend on homework (hours per week) [by school stage]

Students: Amount done   Parents: Amount students do

◆ Primary   ◆ Preparatory   ◆ Secondary
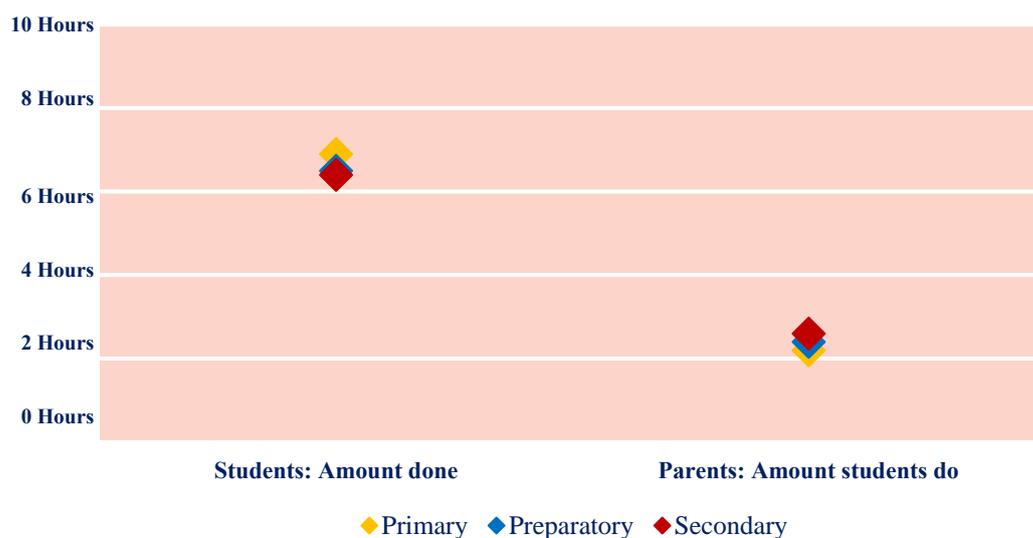
Table (155): Student report: proportion of set homework completed [by school type and school stage]

		Proportion of Homework
Type	Independent	3.0
	Private Arabic	3.0
	International	3.3
Stage	Primary	3.2
	Preparatory	3.2
	Secondary	3.1
	All Schools	**3.1**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'almost none of the homework'; 1.8 to 2.5 indicating 'some of the homework'; 2.6 to 3.2 indicating 'most of the homework'; and, 3.3 to 4.0 indicating 'almost all of the homework'.

Graph (26): **Students: Report on the proportion of assigned homework they complete [by school type and school stage]**

Set homework completed   Set homework completed

◆Ind   ◆PA   ◆Int   ◆Primary   ◆Preparatory   ◆Secondary
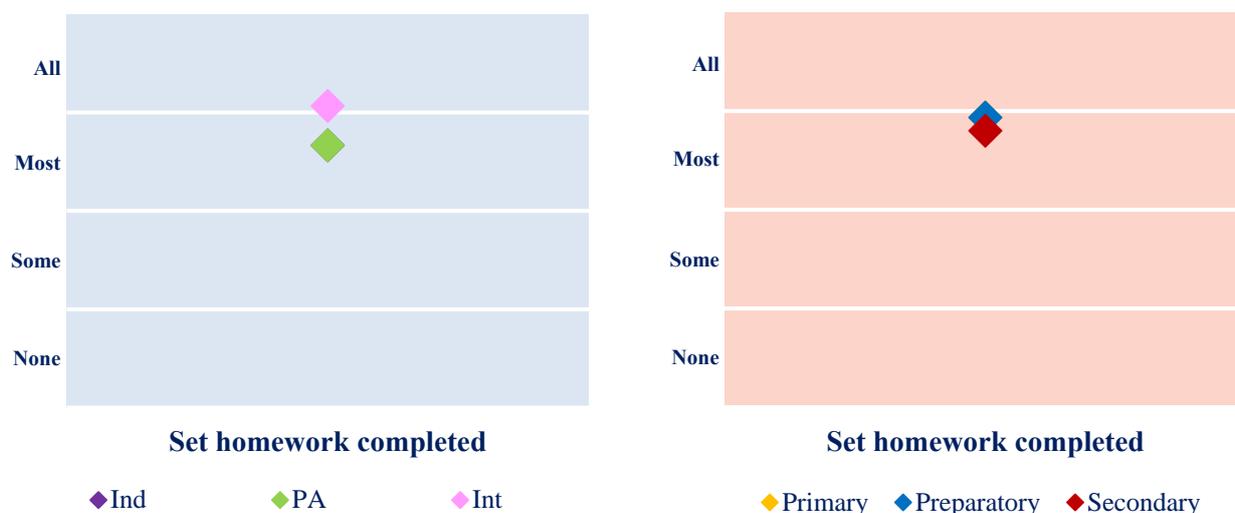
Table (156): **Student report: parental checking of homework [by school type and school stage]**

		The Average
Type	*Independent*	3.6
	Private Arabic	3.6
	International	3.6
Stage	*Primary*	3.8
	Preparatory	3.6
	Secondary	3.3
	All Schools	**3.6**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'never'; 1.8 to 2.5 indicates 'rarely'; 2.6 to 3.3 indicates 'sometimes'; 3.4 to 4.1 indicates 'most times'; and, 4.2 to 5.0 indicates 'almost always'.

Table (157): **Assignment of homework as reported by teachers, students and parents [by school type and school stage]**

Percentages of various groups which report that homework is assigned		*Teachers*	*Students*	*Parents*
Type	*Independent*	97%	97%	99%
	Private Arabic	95%	94%	99%
	International	94%	98%	99%
Stage	*Primary*	96%	98%	99%
	Preparatory	96%	98%	99%
	Secondary	96%	97%	98%
	All Schools	**96%**	**97%**	**99%**

Table (158): Parent report: family involvement with their children's homework [by school type and school stage]

		Proportion of Homework with which the Child is Helped	*Proportion of Homework which is Checked by a Family Member*
Type	*Independent*	2.5	2.9
	Private Arabic	2.6	3.0
	International	2.5	3.0
Stage	*Primary*	2.7	3.2
	Preparatory	2.3	2.8
	Secondary	2.2	2.7
	All Schools	**2.5**	**3.0**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicating 'almost none of the homework'; 1.8 to 2.5 indicating 'some of the homework'; 2.6 to 3.2 indicating 'most of the homework'; and, 3.3 to 4.0 indicating 'almost all of the homework'.

Table (159): Parent opinion: the value of the homework assigned [by school type and school stage]

"The homework assigned in school is worthwhile"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	80%	6%	3.9
	Private Arabic	82%	6%	4.0
	International	86%	4%	4.0
Stage	*Primary*	85%	4%	4.0
	Preparatory	83%	5%	4.0
	Secondary	80%	7%	3.9
	All Schools	**82%**	**6%**	**4.0**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Student attitudes

Table (160): Student opinion: enjoyment of Arabic classes [by school type and school stage]

"I enjoy Arabic classes"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	65%	19%	3.7
	Private Arabic	68%	18%	3.7
	International	59%	20%	2.3
Stage	*Primary*	69%	16%	3.1
	Preparatory	60%	21%	2.9
	Secondary	57%	22%	2.8
All Schools		**64%**	**19%**	**3.2**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (161): Student opinion: enjoyment of English classes [by school type and school stage]

"I enjoy English classes"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	67%	18%	3.7
	Private Arabic	66%	20%	3.7
	International	78%	7%	4.0
Stage	*Primary*	79%	9%	4.0
	Preparatory	71%	14%	3.8
	Secondary	67%	16%	3.7
All Schools		**70%**	**15%**	**3.8**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (162): Student opinion: enjoyment of Mathematics classes [by school type and school stage]

"I enjoy Mathematics classes"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	63%	22%	3.6
	Private Arabic	69%	17%	3.8
	International	69%	14%	3.8
Stage	*Primary*	72%	15%	3.9
	Preparatory	63%	21%	3.6
	Secondary	63%	19%	3.6
All Schools		**65%**	**20%**	**3.6**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Student attitudes

Table (163): Student opinion: enjoyment of Science classes [by school type and school stage]

"I enjoy Science classes"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	71%	14%	3.7
	Private Arabic	66%	19%	3.5
	International	78%	8%	4.0
Stage	*Primary*	80%	9%	4.1
	Preparatory	73%	13%	3.9
	Secondary	70%	12%	3.6
All Schools		**73%**	**12%**	**3.8**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (164): Parent opinion: the degree to which their child works hard at school [by school type and school stage]

"My child puts in much effort at school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	77%	8%	3.9
	Private Arabic	73%	9%	3.8
	International	84%	5%	4.1
Stage	*Primary*	82%	6%	4.1
	Preparatory	80%	7%	4.0
	Secondary	80%	7%	4.0
All Schools		**79%**	**7%**	**4.0**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (165): Principal opinion: satisfaction with students' motivation to learn [by school type and school stage]

"The school's students' motivation to learn"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	76%	14%	3.9
	Private Arabic	92%	3%	4.5
	International	91%	3%	4.4
Stage	*Primary*	87%	6%	4.2
	Preparatory	84%	8%	4.2
	Secondary	84%	7%	4.2
All Schools		**83%**	**9%**	**4.1**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (166): Teacher opinion: satisfaction with students' motivation to learn [by school type and school stage]

"My students' motivation to learn"		Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	*Independent*	63%	24%	3.5
	Private Arabic	64%	20%	3.5
	International	79%	10%	4.0
Stage	*Primary*	75%	14%	3.9
	Preparatory	66%	21%	3.6
	Secondary	64%	22%	3.6
All Schools		**66%**	**20%**	**3.6**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (167): Students' further educational aspirations [by school type and school stage]

Highest level of education to which students aspire		Percentage Below a Bachelor's Degree	Percentage Bachelor's Degree	Percentage Above a Bachelor's Degree
Type	*Independent*	15%	13%	72%
	Private Arabic	12%	13%	75%
	International	9%	12%	79%
Stage	*Primary*	10%	13%	77%
	Preparatory	13%	11%	76%
	Secondary	12%	14%	74%
All Schools		**13%**	**13%**	**74%**

Graph (27): Students' educational level aspirations [by school type and school stage]
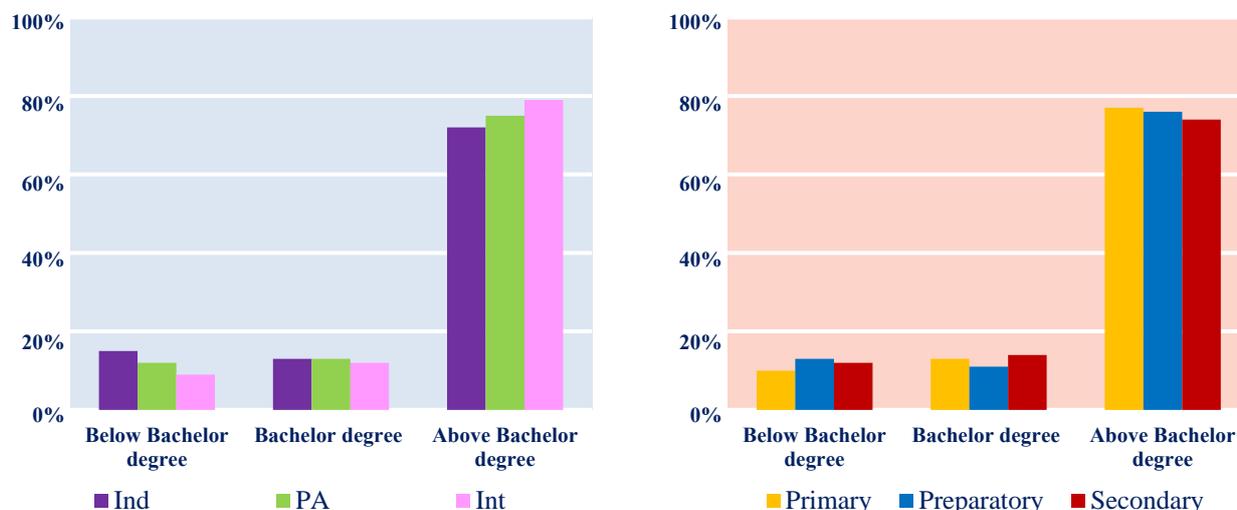
Table (168): Parents' further educational aspirations for their child [by school type and school stage]

Highest level of education to which parents aspire for their child		Percentage Below a Bachelor's Degree	Percentage Bachelor's Degree	Percentage Above a Bachelor's Degree
Type	*Independent*	9%	18%	72%
	Private Arabic	4%	18%	77%
	International	3%	18%	80%
Stage	*Primary*	6%	18%	76%
	Preparatory	5%	18%	77%
	Secondary	6%	18%	76%
All Schools		**7%**	**18%**	**75%**

Graph (28): Parents' further educational aspirations for their children [by school type and school stage]
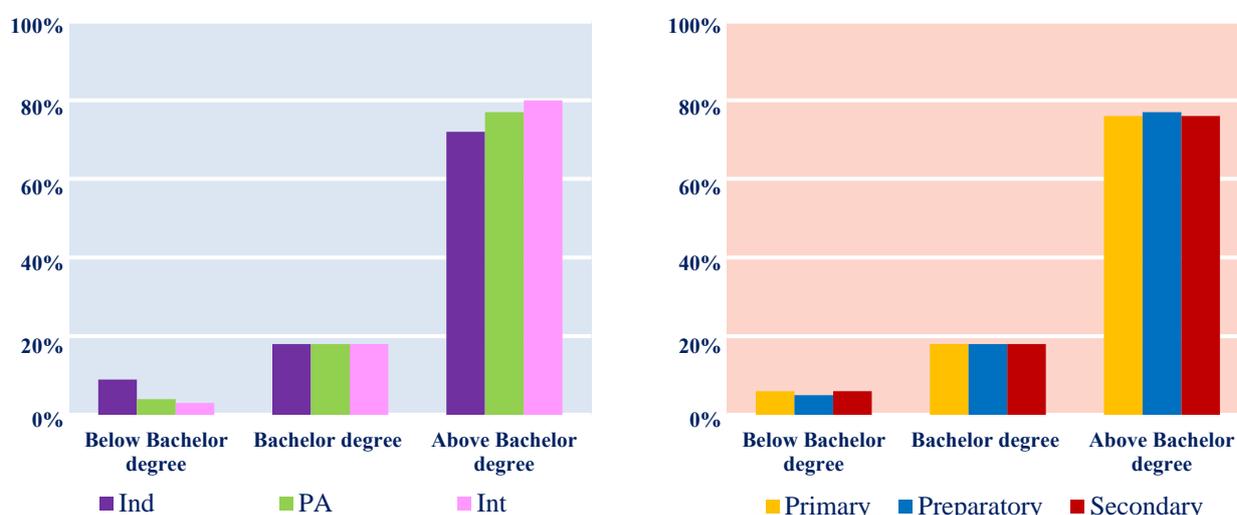
Table (169): Student opinion: satisfaction that school prepares for the future [by school type and school stage]

"How well the school is preparing me for the future"		Percentage Satisfied	Percentage Dissatisfied	Average for Overall Level of Satisfaction
Type	*Independent*	75%	12%	4.0
	Private Arabic	69%	16%	3.8
	International	80%	7%	4.1
Stage	*Primary*	81%	8%	4.2
	Preparatory	76%	10%	4.0
	Secondary	74%	11%	3.9
All Schools		**76%**	**11%**	**4.0**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Student Attendance and Punctuality

Table (170): Parent report: student absenteeism [by school type and school stage]

		Average Percentage Days
Type	*Independent*	9%
	Private Arabic	8%
	International	7%
Stage	*Primary*	7%
	Preparatory	8%
	Secondary	8%
	All Schools	**8**%

These average percentages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (171): Principal opinion: satisfaction with students' attendance and punctuality [by school type and school stage]

"The levels of student attendance and punctuality at the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	81%	12%	3.9
	Private Arabic	84%	14%	3.9
	International	69%	17%	3.7
Stage	*Primary*	78%	13%	3.8
	Preparatory	76%	15%	3.8
	Secondary	74%	15%	3.8
	All Schools	**77%**	**14%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Student Behaviour and Discipline

Table (172): **Student opinion: fairness of school discipline [by school type and school stage]**

"Discipline is fair at my school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	53%	29%	3.4
	Private Arabic	54%	29%	3.4
	International	58%	19%	3.5
Stage	*Primary*	62%	19%	3.6
	Preparatory	53%	25%	3.4
	Secondary	50%	28%	3.3
All Schools		**55%**	**26%**	**3.4**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (173): **Parent opinion: school discipline [by school type and school stage]**

"The school maintains good discipline and order"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	80%	7%	4.0
	Private Arabic	79%	8%	4.0
	International	80%	7%	3.9
Stage	*Primary*	82%	6%	4.0
	Preparatory	79%	8%	3.9
	Secondary	76%	9%	3.9
All Schools		**80%**	**7%**	**4.0**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (174): **Teacher opinion: views on the principal's enforcement of behaviour policy [by school type and school stage]**

"That the principal enforces rules about student behaviour"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	89%	4%	4.4
	Private Arabic	71%	16%	3.8
	International	71%	12%	3.9
Stage	*Primary*	82%	6%	4.2
	Preparatory	79%	9%	4.1
	Secondary	80%	8%	4.1
All Schools		**84%**	**6%**	**4.3**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (175): Parent opinion: satisfaction with how the school treats their child [by school type and school stage]

"How well the school treats their child"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	81%	8%	3.9
	Private Arabic	80%	8%	3.9
	International	84%	5%	4.0
Stage	*Primary*	84%	6%	4.0
	Preparatory	82%	7%	3.9
	Secondary	80%	8%	3.9
	All Schools	**82%**	**7%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (176): Principal opinion: satisfaction with student behaviour and discipline [by school type and school stage]

"The behaviour and discipline of the students at the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	93%	2%	4.3
	Private Arabic	97%	0%	4.5
	International	96%	3%	4.4
Stage	*Primary*	96%	2%	4.4
	Preparatory	94%	2%	4.4
	Secondary	95%	3%	4.4
	All Schools	**94%**	**2%**	**4.4**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (177): Teacher opinion: satisfaction with students' behaviour and discipline [by school type and school stage]

"My students' behaviour and discipline"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	63%	21%	3.6
	Private Arabic	64%	17%	3.5
	International	72%	14%	3.8
Stage	*Primary*	71%	15%	3.7
	Preparatory	65%	20%	3.6
	Secondary	65%	19%	3.6
	All Schools	**65%**	**19%**	**3.6**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (178): Student opinion: safety at school [by school type and school stage]

"My school is a safe place to be"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	69%	15%	3.8
	Private Arabic	65%	20%	3.6
	International	72%	12%	3.9
Stage	*Primary*	74%	12%	4.0
	Preparatory	69%	14%	3.8
	Secondary	67%	15%	3.7
	All Schools	**70%**	**14%**	**3.8**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (179): Student report: frequency of being subject to theft or bullying [by school type and school stage]

Frequency in a year with which student have been subject to negative actions"		*Average Times Something Has been Stolen*	*Average Times Subject to Threat of Physical Violence*
Type	*Independent*	0.9	0.8
	Private Arabic	0.9	1.0
	International	1.1	1.1
Stage	*Primary*	1.0	1.2
	Preparatory	1.0	0.8
	Secondary	0.9	0.7
	All Schools	**0.9**	**0.9**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (180): Student report: disobeying school rules [by school type and school stage]

Frequency in a year with which student has been sent to the principal's office for disobeying school rules		*Average Times*
Type	*Independent*	0.7
	Private Arabic	0.8
	International	0.6
Stage	*Primary*	0.7
	Preparatory	0.7
	Secondary	0.7
	All Schools	**0.7**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (181): Student report: school contacts parents about behaviour

Frequency in a year with which student's parents have been contacted by the school for wrongdoing		Average Times
Type	Independent	0.5
	Private Arabic	0.5
	International	0.5
Stage	Primary	0.5
	Preparatory	0.5
	Secondary	0.5
All Schools		**0.5**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Parent-School Communications

Table (182): Schools' parent reporting practices [by school type and school stage]

Percentages of schools which use selected approaches to parent reporting		Report at End of Each Term	Report at Defined Time in Each Term	Report on an As-Requested Basis
Type	Independent	99%	97%	92%
	Private Arabic	100%	83%	100%
	International	98%	58%	80%
Stage	Primary	99%	79%	87%
	Preparatory	98%	75%	86%
	Secondary	99%	74%	89%
	All Schools	99%	83%	89%

Graph (29): Proportions of schools using selected parent reporting frequencies [by school type]

Graph (30): Proportions of schools using selected parent reporting frequencies [by school stage]

Table (183): Parent report: frequency of parental-school contacts [by school type and school stage]

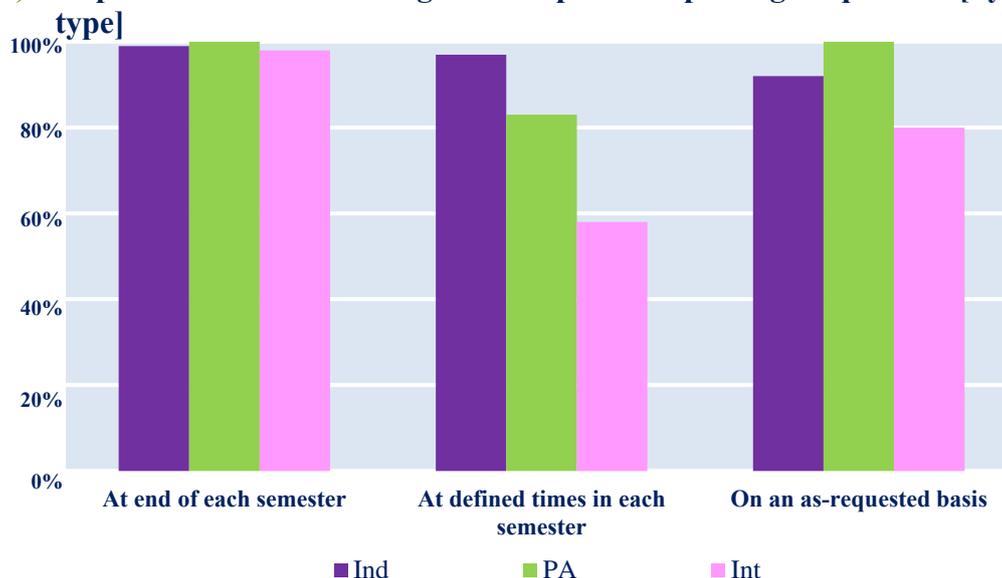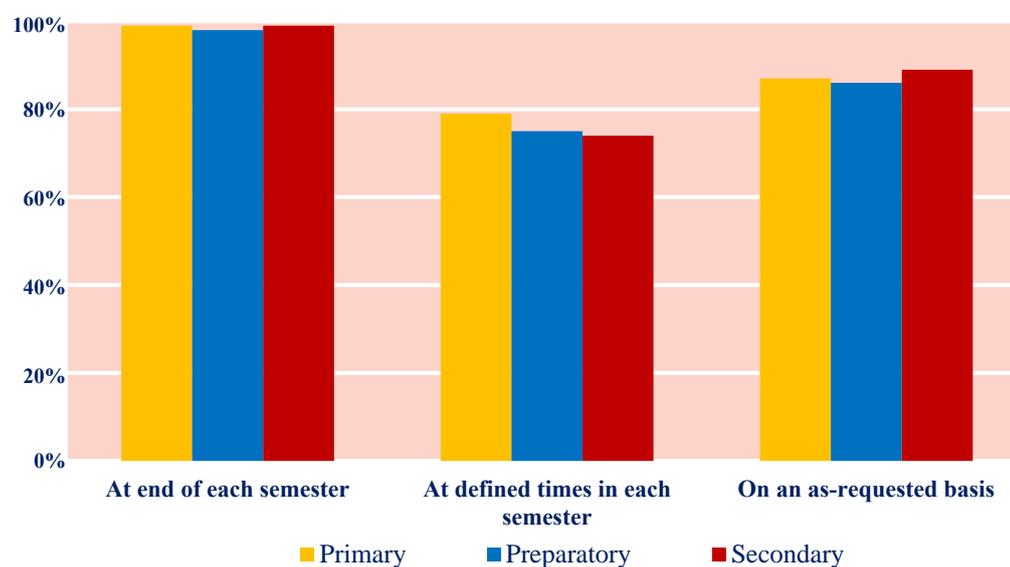| *Frequency in a year with which there has been personal home-school contact*		*Average Times Parents Have Contacted the School*	*Average Times School Has Contacted the Parents*
Type	*Independent*	2.5	1.4
	Private Arabic	3.2	1.5
	International	3.2	1.5
Stage	*Primary*	3.1	1.5
	Preparatory	2.8	1.4
	Secondary	2.6	1.3
All Schools		**2.8**	**1.4**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (31): Parents: Numbers of parent–school contacts in a school year [by school type and school stage]

Table (184): Parent report: frequency of receiving student report cards from the school [by school type and school stage]

Frequency in a year with which parents have received student report cards from the school		*Average Times*
Type	*Independent*	1.7
	Private Arabic	1.6
	International	1.7
Stage	*Primary*	1.8
	Preparatory	1.7
	Secondary	1.6
All Schools		**1.7**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (32): Parents: Numbers of student report cards received from the school in a school year [by school type and school stage]

Student report cards received

♦ Ind ♦ PA ♦ Int

♦ Primary ♦ Preparatory ♦ Secondary
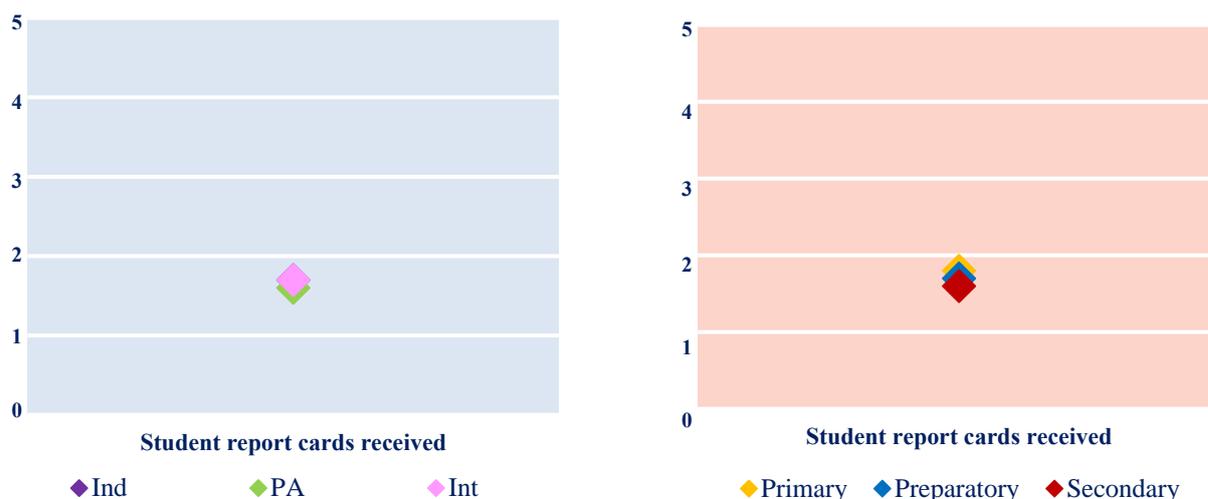
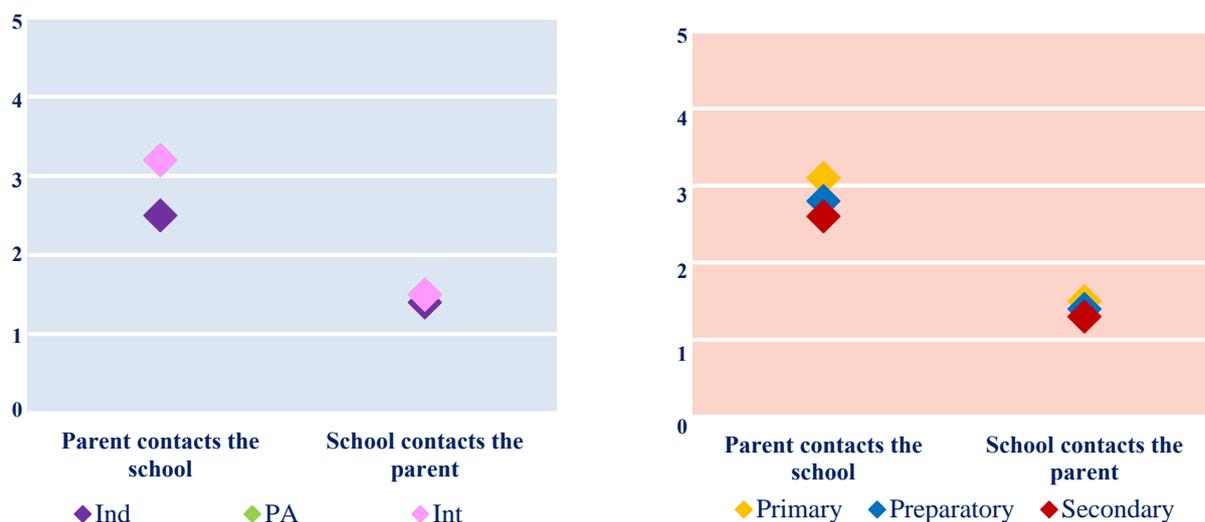**Table (185): Parent report: frequency of receiving information from the school [by school type and school stage]**

Frequency with which parents have received information (eg publications, circulars, newsletters) from the school		*The Average*
Type	*Independent*	15.4
	Private Arabic	15.7
	International	26.9
Stage	*Primary*	22.0
	Preparatory	21.1
	Secondary	19.8
All Schools		**19.3**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (33): Parents: Numbers of sets of information received from the school in a school year [by school type and school stage]
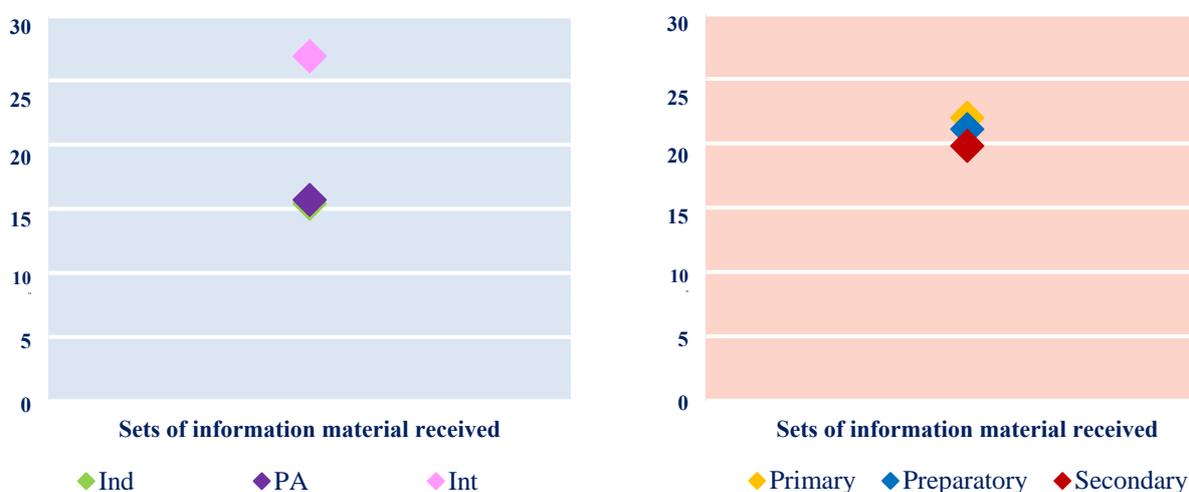

Sets of information material received

♦ Ind ♦ PA ♦ Int

♦ Primary ♦ Preparatory ♦ Secondary

Table (186): Teacher report: frequency of teacher communications with students' parents [by school type and school stage]

		The Average
Type	*Independent*	3.1
	Private Arabic	3.2
	International	3.4
Stage	*Primary*	3.2
	Preparatory	3.2
	Secondary	3.1
	All Schools	**3.1**

The averages may be broadly interpreted as follows: 1.0 to 1.7 indicates 'never'; 1.8 to 2.5 indicates 'rarely'; 2.6 to 3.3 indicates 'some days'; 3.4 to 4.1 indicates 'most days'; and, 4.2 to 5.0 indicates 'every day'.

Table (187): Parent report: frequency of involvement in educational activities [by school type and school stage]

Frequency in a year with which parents have been involved in selected activities		*Average Times Observing Classroom Activities*	*Average Times Talking with a Teacher or Principal*
Type	*Independent*	0.5	1.7
	Private Arabic	0.4	2.4
	International	0.3	2.8
Stage	*Primary*	0.5	2.3
	Preparatory	0.3	2.3
	Secondary	0.3	2.1
	All Schools	**0.5**	**2.1**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Table (188): Parent opinion: satisfaction with the school's communications [by school type and school stage]

"How well the school communicates with them"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	72%	11%	3.8
	Private Arabic	67%	14%	3.7
	International	71%	12%	3.7
Stage	*Primary*	72%	11%	3.8
	Preparatory	71%	11%	3.7
	Secondary	69%	12%	3.7
	All Schools	**71%**	**11%**	**3.7**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Parents' involvement in, and interactions with, school

Table (189): Schools' expectations of its students' parents [by school type]

Percentages of schools indicating selected expectations of its students' parents	Independent	Private Arabic	International	All Schools
Notify it of student's home problems	70%	76%	90%	77%
Notify it if student has problem with peers	98%	100%	96%	98%
Inform teacher if child has lesson problems	95%	100%	97%	96%
Help their child with homework	23%	14%	11%	18%
Raise funds for school	33%	5%	16%	24%
Volunteer for school projects/programs	77%	49%	85%	77%
Respond to school enquiries	92%	100%	99%	95%
Attend school-wide events	96%	95%	98%	96%
Attend teacher interviews about child	95%	100%	98%	97%
Observe their child's classroom	91%	84%	42%	75%
Attend parent council meetings	93%	95%	89%	92%

Table (190): Schools' expectations of its students' parents [by school stage]

Percentages of schools indicating selected expectations of its students' parents	Primary	Preparatory	Secondary	All Schools
Notify it of student's home problems	78%	82%	82%	77%
Notify it if student has problem with peers	98%	97%	97%	98%
Inform teacher if child has lesson problems	97%	97%	95%	96%
Help their child with homework	16%	14%	15%	18%
Raise funds for school	19%	23%	20%	24%
Volunteer for school projects/programs	78%	74%	74%	77%
Respond to school enquiries	95%	98%	98%	95%
Attend school-wide events	97%	96%	96%	96%
Attend teacher interviews about child	97%	96%	97%	97%
Observe their child's classroom	73%	64%	61%	75%
Attend parent council meetings	92%	91%	91%	92%

Table (191): Principal opinion: parental involvement in their child's education [by school type and school stage]

"Parents are involved with their child's education at this school"		Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	Independent	78%	7%	4.1
	Private Arabic	73%	5%	4.0
	International	84%	3%	4.2
Stage	Primary	79%	5%	4.1
	Preparatory	81%	3%	4.2
	Secondary	80%	5%	4.1
	All Schools	**79%**	**5%**	**4.1**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Parents' involvement in, and interactions with, school

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Table (192): Principal opinion: satisfaction with parental support for learning [by school type and school stage]

"The parental support at your school for student learning"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	68%	16%	3.7
	Private Arabic	78%	3%	4.1
	International	83%	4%	4.1
Stage	*Primary*	76%	10%	3.9
	Preparatory	77%	5%	4.0
	Secondary	79%	7%	4.0
	All Schools	**74%**	**11%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (193): Teacher opinion: satisfaction with parental support for learning [by school type and school stage]

"Parental support at your school for student learning"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	56%	22%	3.4
	Private Arabic	56%	19%	3.5
	International	67%	11%	3.7
Stage	*Primary*	62%	17%	3.6
	Preparatory	60%	18%	3.5
	Secondary	59%	18%	3.5
	All Schools	**58%**	**20%**	**3.5**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (194): Parents' description of frequency of involvement in aspects of school [by school type]

Frequency in a year with which parents have participated in selected school activities	*Independent*	*Private Arabic*	*International*	*All Schools*
Participate in parent council	1.4	1.0	1.1	**1.3**
Serve on school committees	0.6	0.4	0.6	**0.6**
Volunteer to help in the classroom	0.4	0.4	0.2	**0.3**
Help with school activities and/or fundraising	0.8	0.9	0.8	**0.8**
Attend a school event	0.8	0.8	1.5	**1.1**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

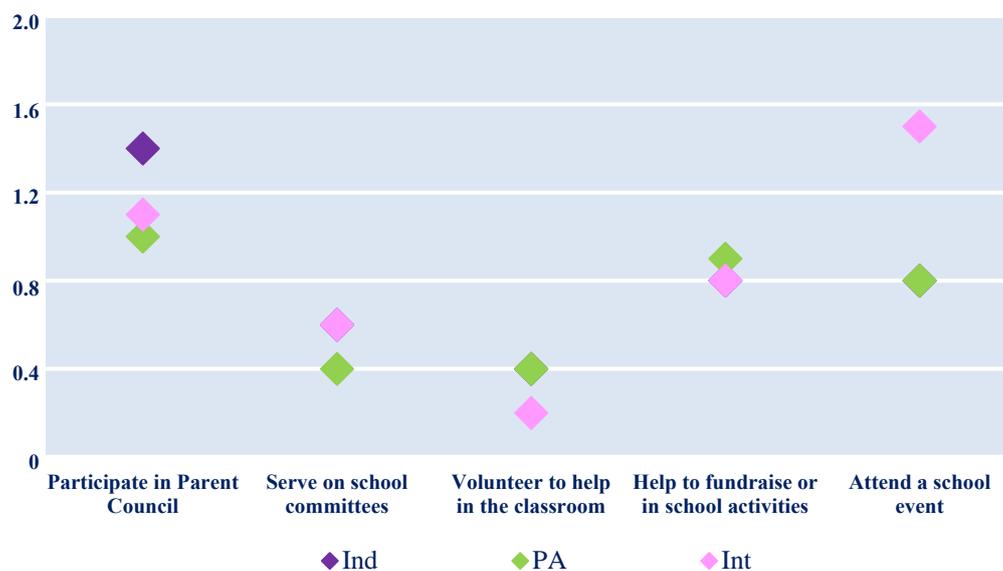**Graph (34):** **Parents: Frequency of involvement in aspects of the school in the year [by school type]**

Legend: ◆ Ind   ◆ PA   ◆ Int

Table (195): **Parents' description of frequency of involvement in aspects of school [by school stage]**

Frequency in a year with which parents have participated in selected school activities	Primary	Preparatory	Secondary	All Schools
Participate in parent council	1.3	1.1	1.0	**1.3**
Serve on school committees	0.7	0.6	0.6	**0.6**
Volunteer to help in the classroom	0.3	0.3	0.3	**0.3**
Help with school activities and/or fundraising	0.8	0.8	0.8	**0.8**
Attend a school event	1.3	1.2	1.1	**1.1**

These averages have been computed using weighted appropriately interpolated values for the response categories in order to obtain indicative estimates of the actual figures.

Graph (35): **Parents: Frequency of involvement in aspects of the school in the year [by school stage]**

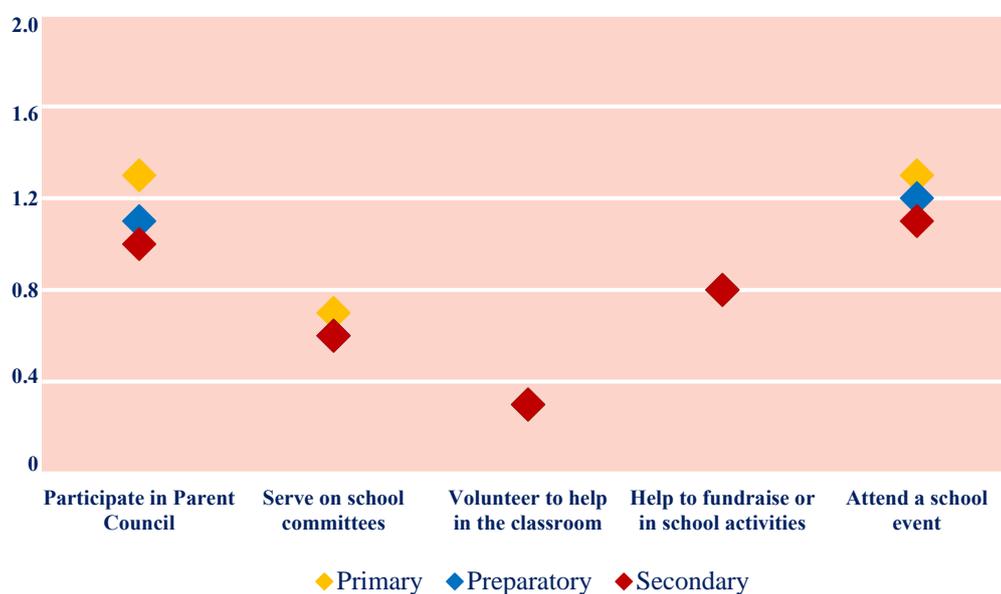Legend: ◆ Primary   ◆ Preparatory   ◆ Secondary

Table (196): Parent opinion: involvement in school decisions [by school type and school stage]

	"I have an adequate say in school decisions affecting my child"	Percentage Agreeing	Percentage Disagreeing	Average for Overall Level of Agreement
Type	**Independent**	39%	29%	**3.1**
	Private Arabic	34%	34%	**2.9**
	International	33%	34%	**2.9**
Stage	**Primary**	37%	32%	**3.0**
	Preparatory	35%	32%	**3.0**
	Secondary	34%	33%	**3.0**
	All Schools	**37%**	**31%**	**3.0**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Table (197): Schools' reporting of parent participation in its activities [by school type]

Percentages of schools reporting that parents actually participate in selected activities	Independent	Private Arabic	International	All Schools
Attending parent council	98%	93%	85%	**94%**
School fund raising activities	37%	3%	18%	**28%**
Volunteering in the classrooms	39%	23%	38%	**37%**
Assisting with other school programs	85%	63%	83%	**83%**
Serving on school committee/board	84%	47%	56%	**72%**
Deciding how school budget will be spent	35%	13%	8%	**25%**
Advising on special programs	86%	67%	65%	**78%**

Table (198): Schools' reporting of parent participation in its activities [by school stage]

Percentages of schools reporting that parents actually participate in selected activities	Primary	Preparatory	Secondary	All Schools
Attending parent council	92%	92%	92%	**94%**
School fund raising activities	25%	24%	23%	**28%**
Volunteering in the classrooms	39%	32%	34%	**37%**
Assisting with other school programs	82%	80%	79%	**83%**
Serving on school committee/board	66%	66%	67%	**72%**
Deciding how school budget will be spent	16%	22%	25%	**25%**
Advising on special programs	75%	75%	72%	**78%**

Table (199): Principal opinion: students' parents' involvement in the school [by school type and school stage]

"The parents of students are involved with this school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	65%	12%	3.8
	Private Arabic	41%	32%	3.2
	International	45%	23%	3.4
Stage	*Primary*	53%	21%	3.5
	Preparatory	52%	19%	3.5
	Secondary	51%	21%	3.5
All Schools		**56%**	**18%**	**3.6**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (200): Principal opinion: school's welcoming of parents [by school type and school stage]

"That the parents are welcome at this school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	100%	0%	4.9
	Private Arabic	100%	0%	4.9
	International	99%	0%	4.8
Stage	*Primary*	100%	0%	4.9
	Preparatory	99%	0%	4.9
	Secondary	99%	0%	4.9
All Schools		**100%**	**0%**	**4.9**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (201): Teacher opinion: school's welcoming of parents [by school type and school stage]

"That the parents are welcome at this school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	97%	0%	4.7
	Private Arabic	95%	3%	4.6
	International	92%	2%	4.4
Stage	*Primary*	95%	1%	4.6
	Preparatory	95%	1%	4.6
	Secondary	94%	1%	4.6
All Schools		**96%**	**1%**	**4.6**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (202): Principal opinion: teachers' relationship with students' parents [by school type and school stage]

"The school's teachers have a good relationship with the students' parents"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	97%	0%	4.7
	Private Arabic	100%	0%	4.8
	International	97%	1%	4.6
Stage	*Primary*	97%	0%	4.7
	Preparatory	96%	1%	4.7
	Secondary	97%	1%	4.7
	All Schools	**97%**	**0%**	**4.7**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (203): Teacher opinion: teachers' relationship with students' parents [by school type and school stage]

"The school's teachers have a good relationship with the students' parents"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	92%	2%	4.5
	Private Arabic	91%	3%	4.3
	International	82%	4%	4.1
Stage	*Primary*	89%	2%	4.3
	Preparatory	87%	3%	4.3
	Secondary	87%	3%	4.3
	All Schools	**90%**	**2%**	**4.4**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Aspects of client satisfaction

Table (204): Student opinion: satisfaction with school [by school type and school stage]

"That the school is a good one"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	68%	16%	3.7
	Private Arabic	64%	21%	3.6
	International	71%	13%	3.9
Stage	*Primary*	74%	13%	3.9
	Preparatory	67%	15%	3.8
	Secondary	65%	16%	3.7
All Schools		**68%**	**15%**	**3.8**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (205): Parent opinion: satisfaction with education provided by the school [by school type and school stage]

"My child is getting a good education at the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	79%	7%	3.9
	Private Arabic	78%	8%	3.9
	International	81%	6%	3.9
Stage	*Primary*	81%	6%	4.0
	Preparatory	80%	6%	3.9
	Secondary	78%	7%	3.9
All Schools		**80%**	**7%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (206): Parent opinion: satisfaction with the quality of the school's curriculum [by school type and school stage]

"The quality of the curriculum provided by the school"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	72%	10%	3.8
	Private Arabic	73%	10%	3.8
	International	81%	6%	3.9
Stage	*Primary*	78%	7%	3.9
	Preparatory	77%	7%	3.9
	Secondary	75%	9%	3.8
All Schools		**75%**	**9%**	**3.8**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Aspects of client Satisfaction

Table (207): Parent opinion: satisfaction with school as preparation for the future [by school type and school stage]

"The school's preparation of your child for their future"		*Percentage Satisfied*	*Percentage Dissatisfied*	*Average for Overall Level of Satisfaction*
Type	*Independent*	77%	8%	3.9
	Private Arabic	74%	9%	3.8
	International	75%	8%	3.8
Stage	*Primary*	77%	7%	3.9
	Preparatory	75%	8%	3.8
	Secondary	73%	9%	3.8
All Schools		**76%**	**8%**	**3.9**

The **percentage satisfied** comprises respondents who indicated they were 'satisfied' or 'very satisfied'; the **percentage dissatisfied** comprises respondents who indicated they were 'dissatisfied' or 'very dissatisfied'; and, the percentage indicating they were neither satisfied nor dissatisfied are not represented in the table. For **overall level of satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Table (208): Student opinion: how well they like school [by school type and school stage]

"I like my school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	55%	25%	3.4
	Private Arabic	55%	27%	3.4
	International	65%	15%	3.7
Stage	*Primary*	67%	16%	3.7
	Preparatory	57%	21%	3.4
	Secondary	54%	22%	3.4
All Schools		**58%**	**22%**	**3.5**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement

Table (209): Parent opinion: how well their child enjoys school [by school type and school stage]

"My child enjoys going to school"		*Percentage Agreeing*	*Percentage Disagreeing*	*Average for Overall Level of Agreement*
Type	*Independent*	71%	12%	3.8
	Private Arabic	71%	12%	3.8
	International	82%	6%	4.1
Stage	*Primary*	80%	7%	4.0
	Preparatory	76%	9%	3.9
	Secondary	72%	11%	3.8
All Schools		**75%**	**10%**	**3.9**

The **percentage agreeing** comprises respondents who 'agreed' or 'strongly agreed'; the **percentage disagreeing** comprises respondents who 'disagreed' or 'strongly disagreed'; and, the percentage expressing a neutral view are not represented in the table. For **overall level of agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Comparative information 2011 to 2013: Selected indicators

Table (210): Teachers' formal teaching qualifications 2011 to 2013 [by school type and school stage]

Percentage of teachers with formal teaching qualifications		Percentage in 2011	Percentage in 2012	Percentage in 2013
Type	*Independent*	66%	67%	65%
	Private Arabic	68%	66%	70%
	International	82%	82%	85%
Stage	*Primary*	71%	71%	72%
	Preparatory	72%	74%	75%
	Secondary	74%	75%	75%
All Schools		**72%**	**70%**	**70%**

Graph (36): Proportions of teachers with formal teaching qualifications [by school type]

Graph (37): Proportions of teachers with formal teaching qualifications [by school stage]

97
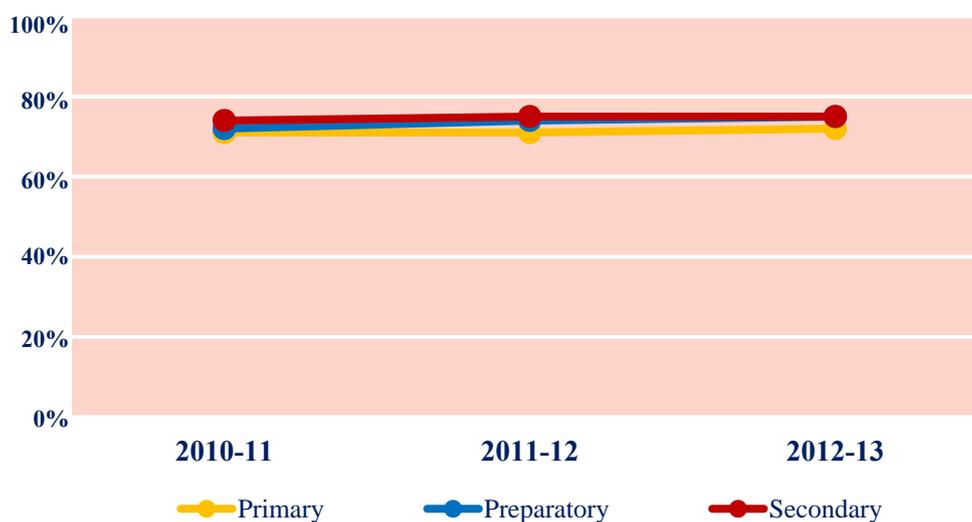
Table (211): Principal opinion: satisfaction with instructional quality of school's teachers 2011 to 2013

"The instructional skills and abilities of the school's teachers"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	4.3	4.3	4.3
	Private Arabic	4.4	4.5	4.6
	International	4.6	4.5	4.5
Stage	*Primary*	4.3	4.4	4.4
	Preparatory	4.4	4.5	4.5
	Secondary	4.4	4.5	4.5
	All Schools	**4.4**	**4.4**	**4.4**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (38): Principal satisfaction with the quality of the school's teachers [by school type]

Graph (39): Principal satisfaction with the quality of the school's teachers [by school stage]
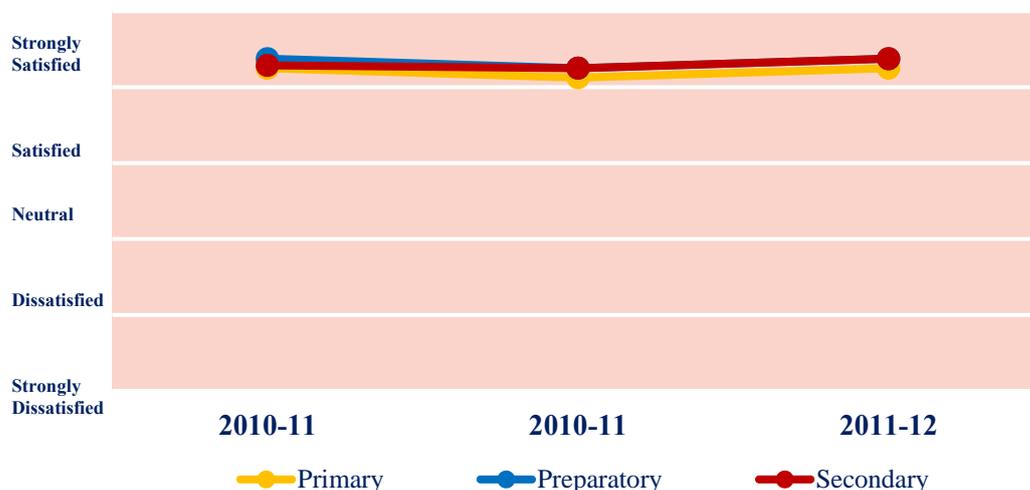
Table (212): Principal opinion: their autonomy 2011 to 2013 [by school type and school stage]

	"My being allowed to change things at the school that need changing"	*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	4.4	4.5	4.7
	Private Arabic	4.5	4.5	4.4
	International	4.2	4.5	4.4
Stage	*Primary*	4.3	4.5	4.4
	Preparatory	4.5	4.5	4.5
	Secondary	4.4	4.5	4.5
	All Schools	**4.4**	**4.5**	**4.4**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction

Graph (40): Principal view: "*I have the freedom to change things in the school requiring change*" [by school type]
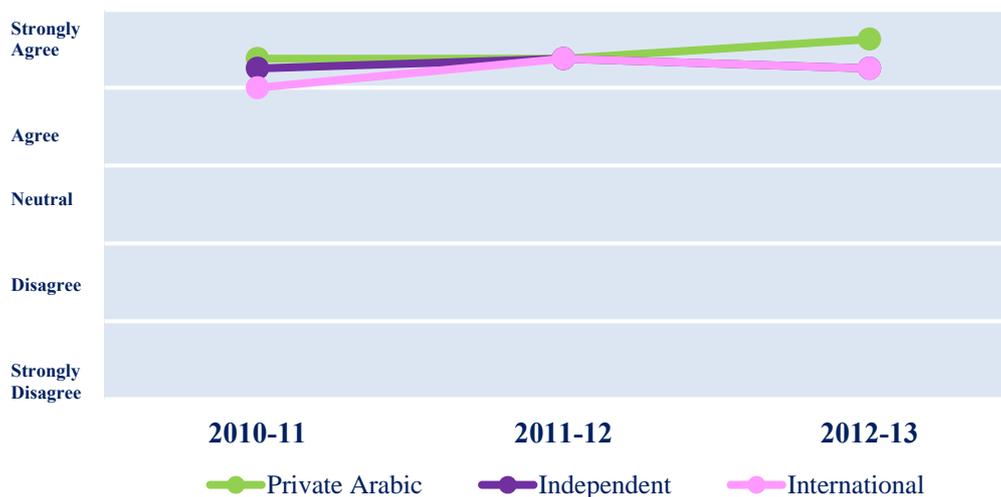
Graph (41): Principal view: "*I have the freedom to change things in the school requiring change*" [by school stage]
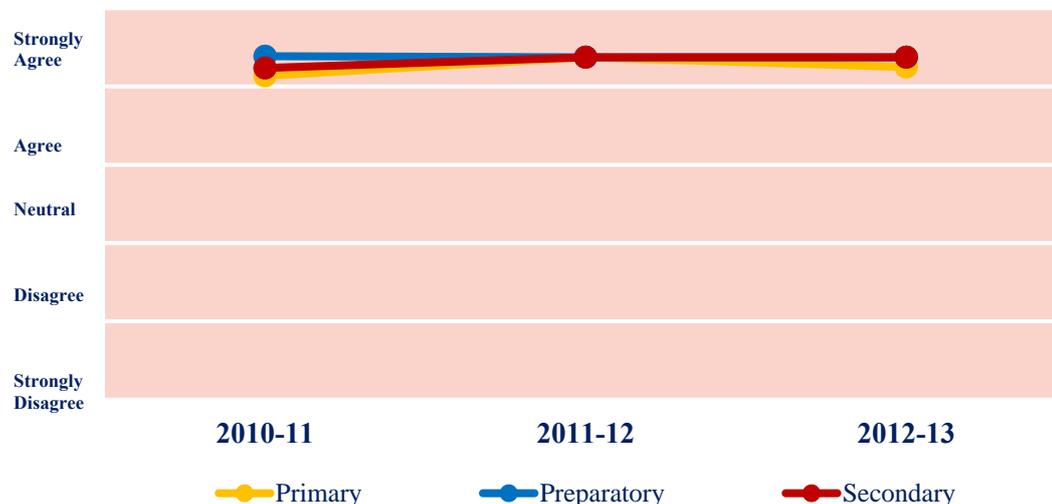
Table (213): Teacher opinion: satisfaction with school leadership 2010 to 2013 [by school type and school stage]

"The quality of the school's leadership"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	4.2	4.3	4.4
	Private Arabic	3.7	3.8	3.8
	International	3.5	3.5	3.6
Stage	*Primary*	3.9	3.9	4.1
	Preparatory	3.9	3.9	4.0
	Secondary	3.9	3.9	4.0
All Schools		**4.0**	**4.1**	**4.2**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (42): Teacher satisfaction with school leadership [by school type]
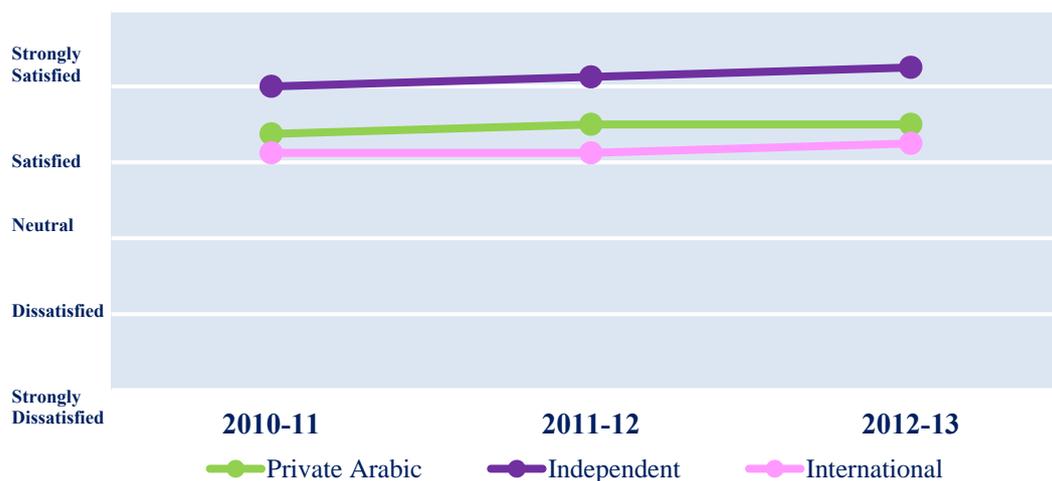
Graph (43): Teacher satisfaction with school leadership [by school stage]
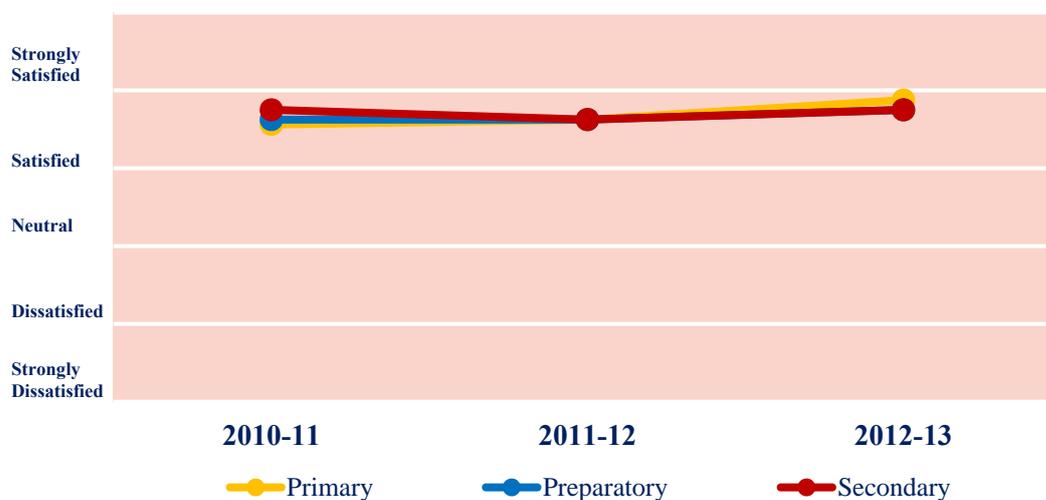
Table (214): Teacher opinion: valuing of their opinion in school decisions 2010 to 2013 [by school type and school stage]

	"My opinion matters in school decision-making"	*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	3.5	3.6	3.8
	Private Arabic	3.4	3.4	3.4
	International	3.2	3.2	3.3
Stage	*Primary*	3.4	3.4	3.6
	Preparatory	3.4	3.4	3.6
	Secondary	3.4	3.4	3.5
	All Schools	**3.4**	**3.5**	**3.7**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (44): Teacher view: *"My opinion matters in school decision-making"* [by school type]
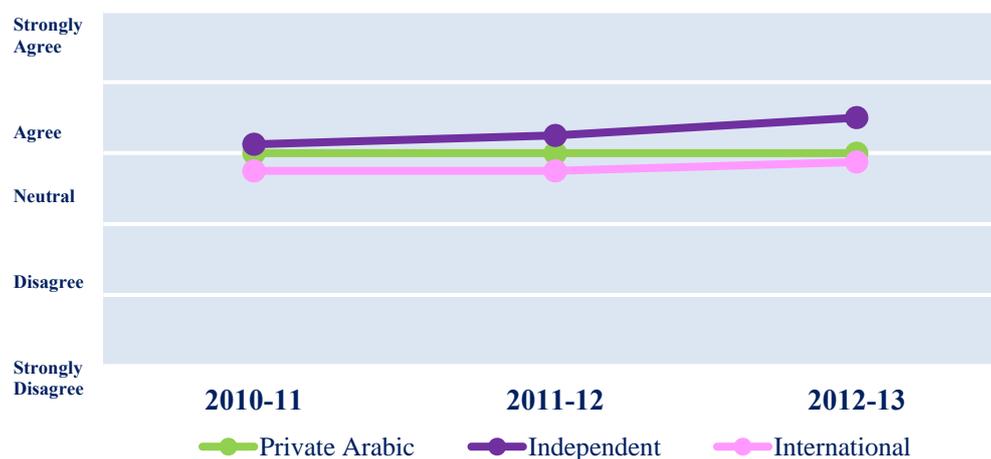
Graph (45): Teacher view: *"My opinion matters in school decision-making"* [by school stage]
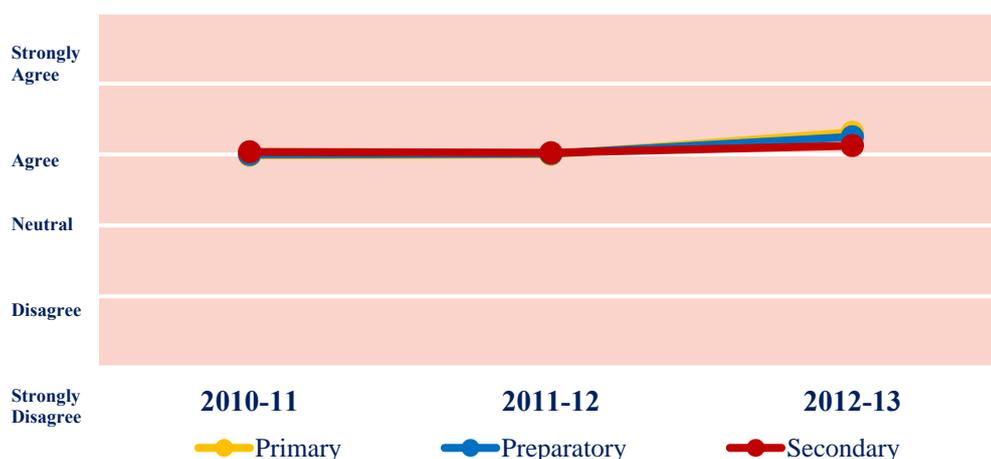
Table (215): Teacher opinion: whether the school is a well-organised place to work 2011 to 2013 [by school type and school stage]

"The school is a well-organised place to work"		*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	4.1	4.2	4.3
	Private Arabic	3.7	3.8	3.8
	International	3.4	3.5	3.6
Stage	*Primary*	3.8	3.9	4.0
	Preparatory	3.9	3.9	4.0
	Secondary	3.8	3.8	4.0
	All Schools	**4.0**	**4.0**	**4.1**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (46): Teacher view: *"The school is a well-organised place to work"* [by school type]
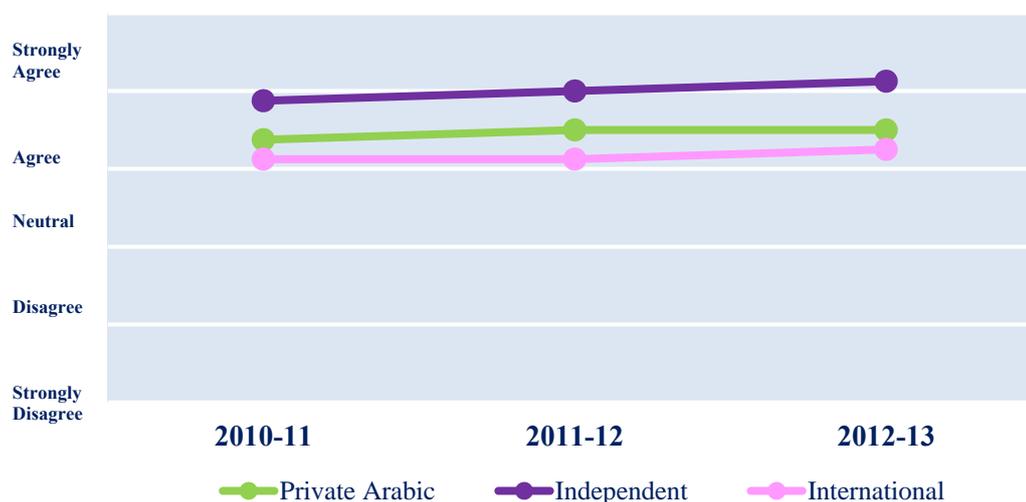
Graph (47): Teacher view: *"The school is a well-organised place to work"* [by school stage]
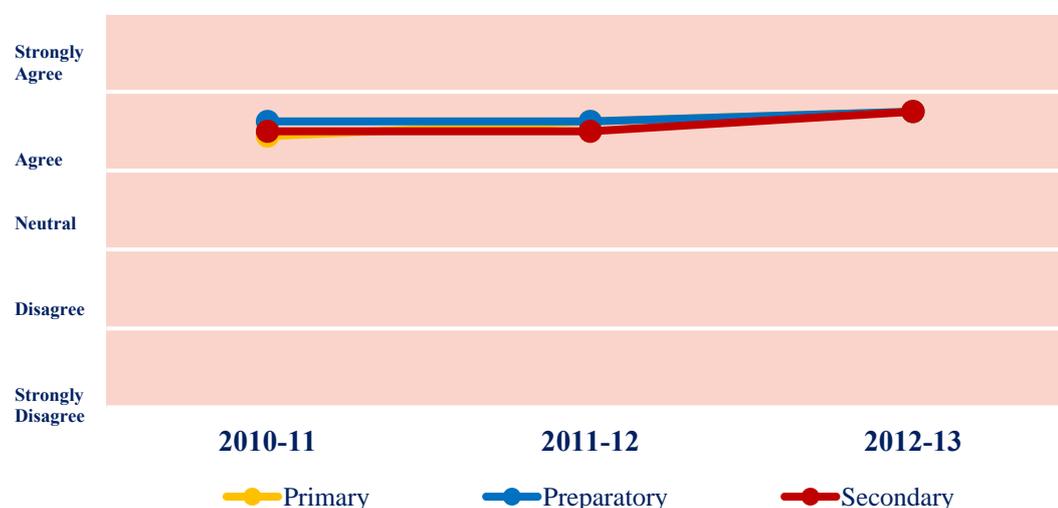
Table (216): Teacher report: professional development time 2011 to 2013

Time (hours) spent in year on professional development		Average Time in 2011	Average Time in 2012	Average Time in 2013
Type	*Independent*	60.8	56.2	43.2
	Private Arabic	47.4	32.6	32.7
	International	33.1	27.5	34.5
Stage	*Primary*	48.6	43.6	37.8
	Preparatory	48.7	41.7	39.7
	Secondary	51.5	43.8	40.6
	All Schools	**54.1**	**49.2**	**41.0**

Graph (48): Teacher professional development time [by school type]
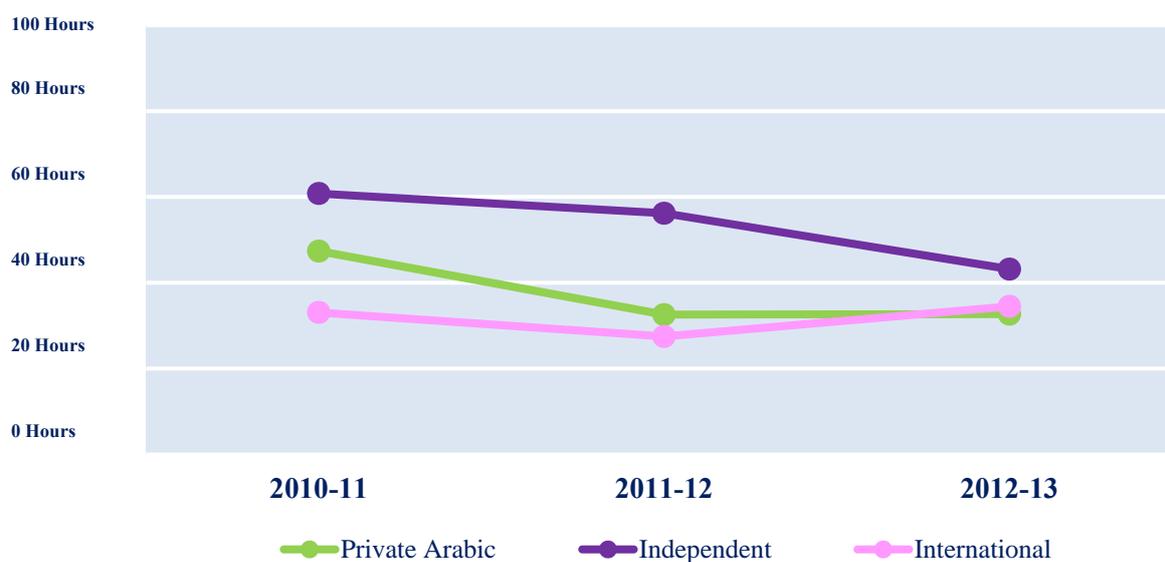
Graph (49): Teacher professional development time [by school stage]
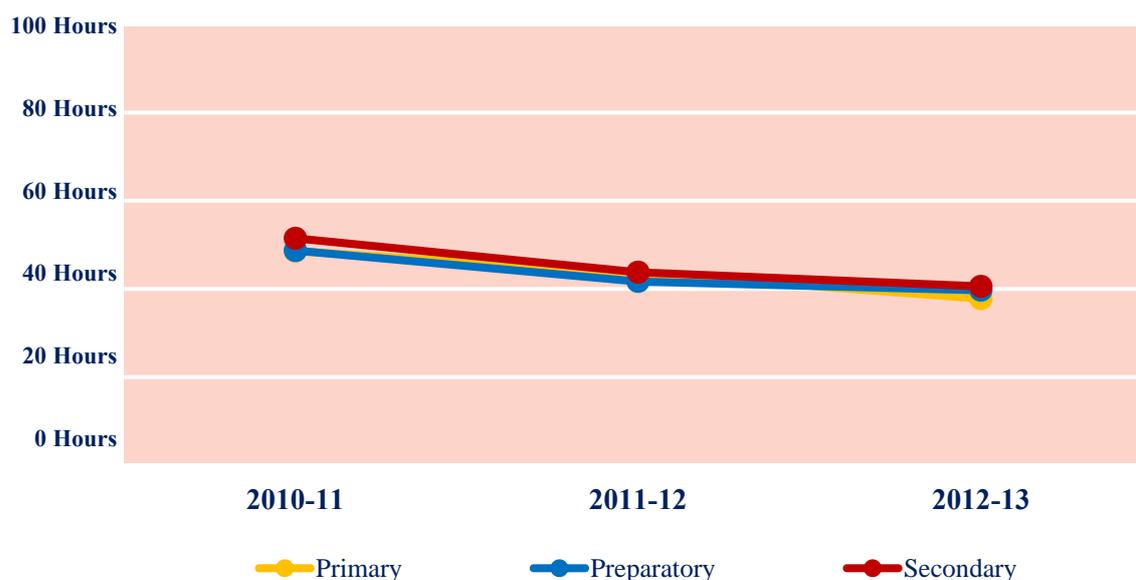
Table (217): Teacher opinion: satisfaction with the quality of professional development 2011 to 2013 [by school type and school stage]

"The quality of the professional development available in this school"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	4.1	4.2	4.2
	Private Arabic	3.5	3.5	3.6
	International	3.3	3.4	3.5
Stage	*Primary*	3.8	3.9	3.9
	Preparatory	3.8	3.8	3.9
	Secondary	3.7	3.8	3.9
All Schools		**3.9**	**4.0**	**4.0**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (50): Teacher satisfaction with professional development quality [by school type]
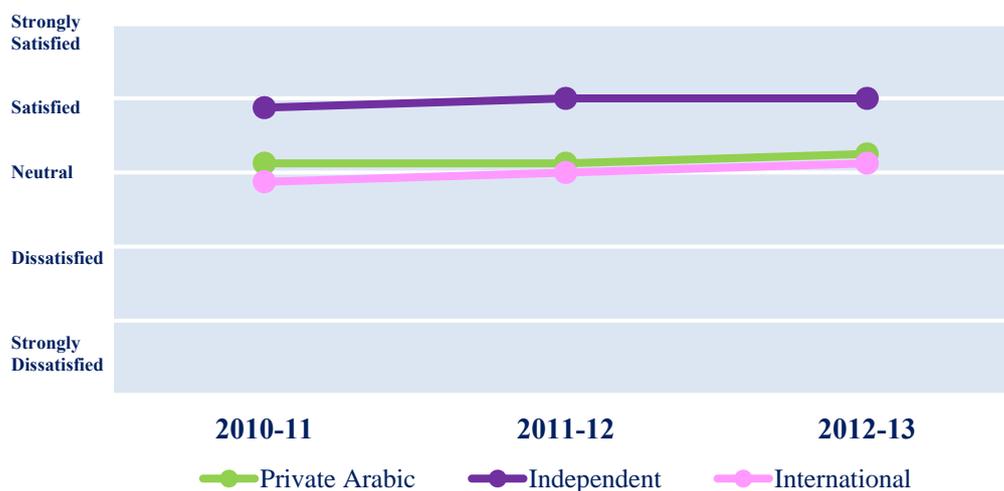
Graph (51): Teacher satisfaction with professional development quality [by school stage]
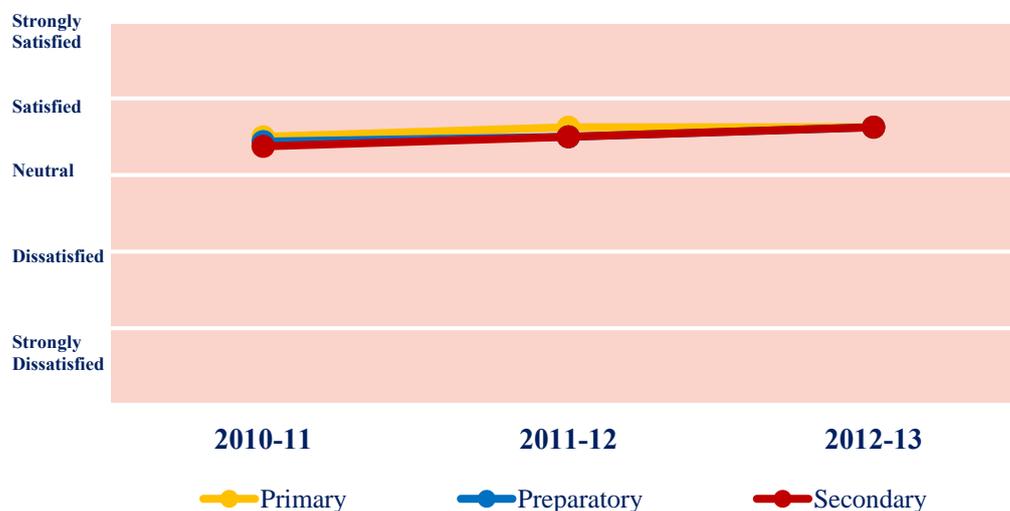
Table (218): **Student opinion: teacher encouragement 2011 to 2013 [by school type and school stage]**

"My teachers encourage me to do my best"		*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	3.9	3.9	3.9
	Private Arabic	4.0	4.0	3.9
	International	4.2	4.2	4.2
Stage	*Primary*	4.2	4.2	4.2
	Preparatory	4.0	4.0	4.0
	Secondary	3.9	3.9	3.9
	All Schools	**4.0**	**4.0**	**4.0**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (52): **Student view:** *"My teachers encourage me to do my best"* **[by school type]**
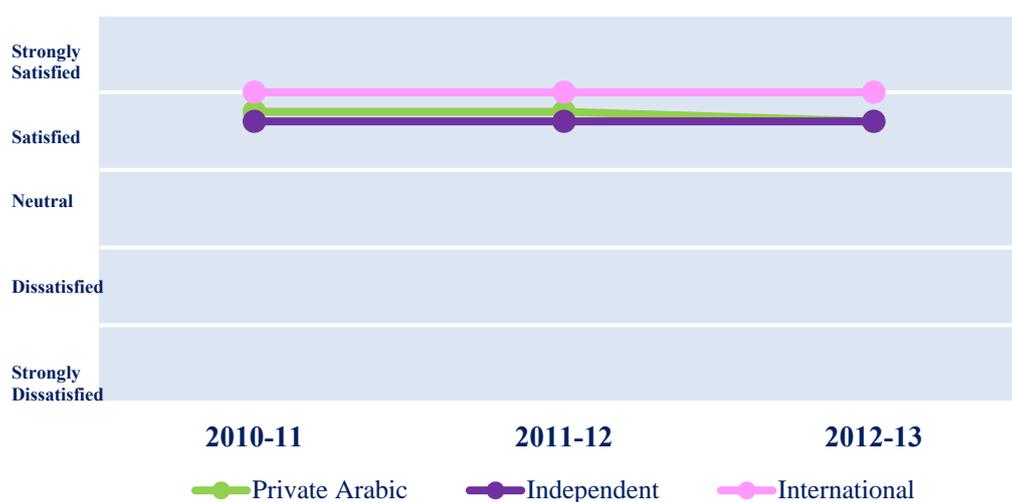
Graph (53): **Student view:** *"My teachers encourage me to do my best"* **[by school Stage]**
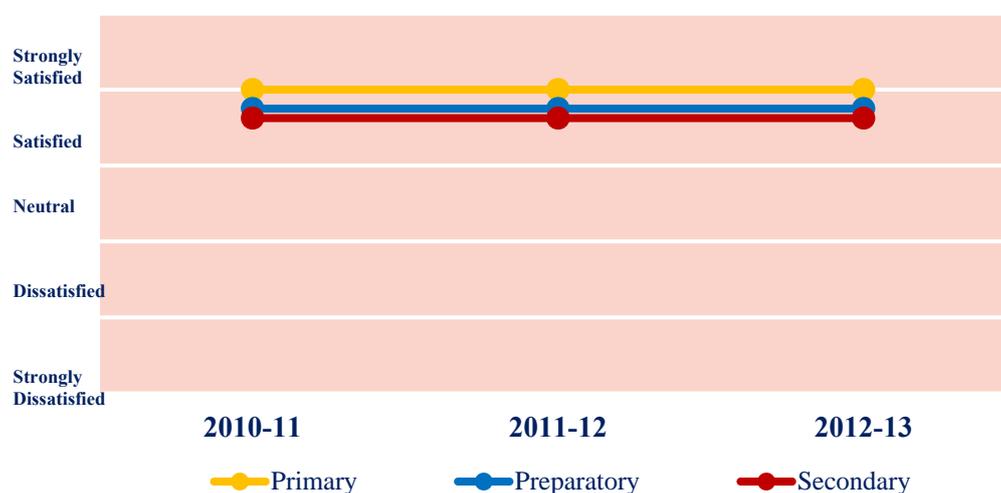
Table (219): Student opinion: satisfaction with activity range 2011 to 2013 [by school type and school stage]

"The range of activities available at the school"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	3.7	3.6	3.6
	Private Arabic	3.3	3.4	3.4
	International	3.6	3.6	3.6
Stage	*Primary*	3.9	3.9	3.8
	Preparatory	3.6	3.6	3.5
	Secondary	3.3	3.3	3.3
All Schools		**3.7**	**3.6**	**3.6**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (54): Student satisfaction with the school's range of activities [by school type]

Graph (55): Student satisfaction with the school's range of activities [by school stage]
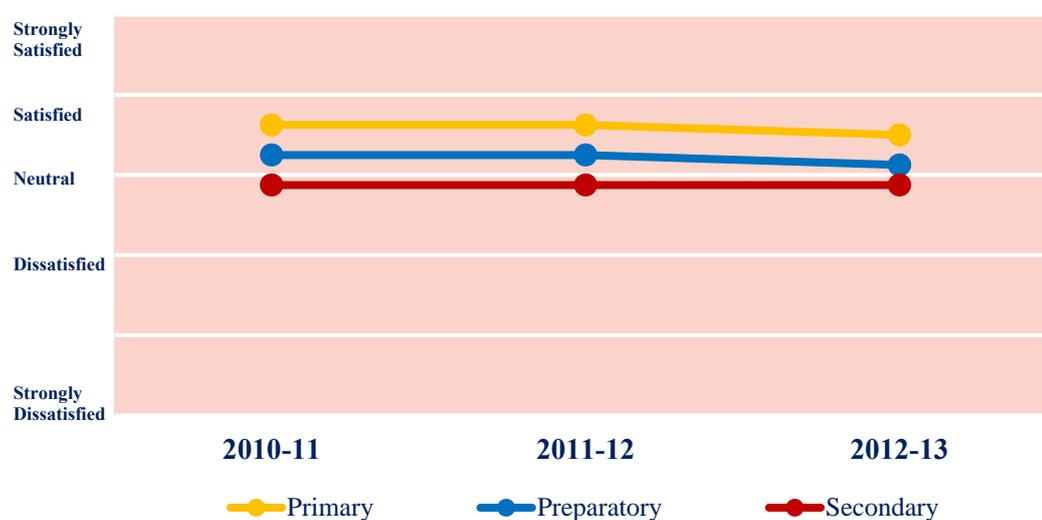
Table (220): School computers 2011 to 2013 [by school type and school stage]

Average number of students per school computer		*Average in 2011*	*Average in 2012*	*Average in 2013*
Type	*Independent*	6.8	7.3	7.0
	Private Arabic	15.7	23.5	23.9
	International	6.1	19.2	19.2
Stage	*Primary*	7.0	13.6	13.6
	Preparatory	6.1	16.0	16.5
	Secondary	6.5	16.5	17.6
All Schools		**6.8**	**12.3**	**12.1**

Graph (56): Average number of students per school computer [by school type]

Graph (57): Average number of students per school computer [by school stage]
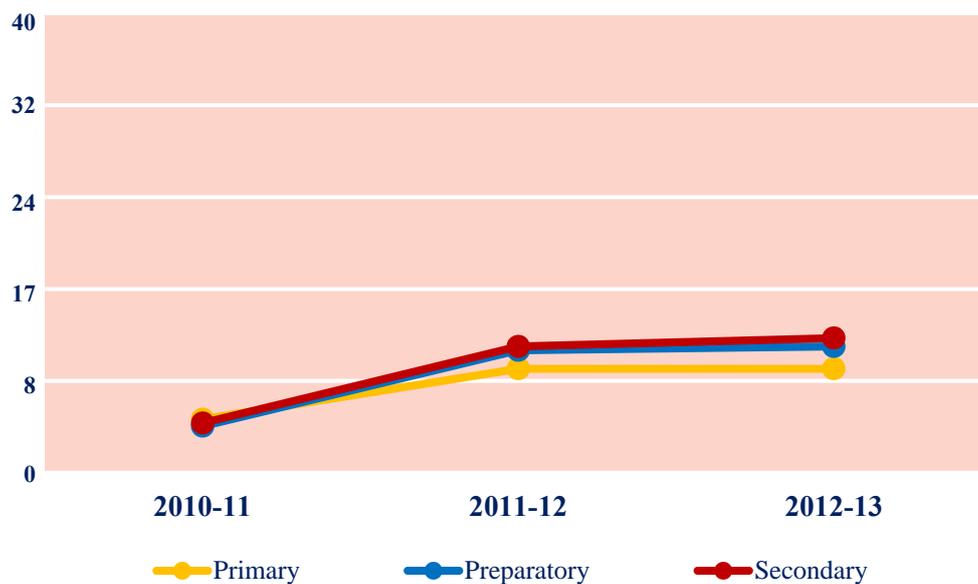
Table (221): Student opinion: satisfaction with computer access 2011 to 2013 [by school type and school stage]

"The availability of computers for student use at the school"		Overall Satisfaction in 2011	Overall Satisfaction in 2012	Overall Satisfaction in 2013
Type	*Independent*	3.8	3.7	3.7
	Private Arabic	3.3	3.3	3.1
	International	3.6	3.5	3.5
Stage	*Primary*	3.9	3.9	3.8
	Preparatory	3.8	3.7	3.6
	Secondary	3.4	3.3	3.2
	All Schools	**3.8**	**3.7**	**3.6**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (58): Student satisfaction with access to computers at school [by school type]
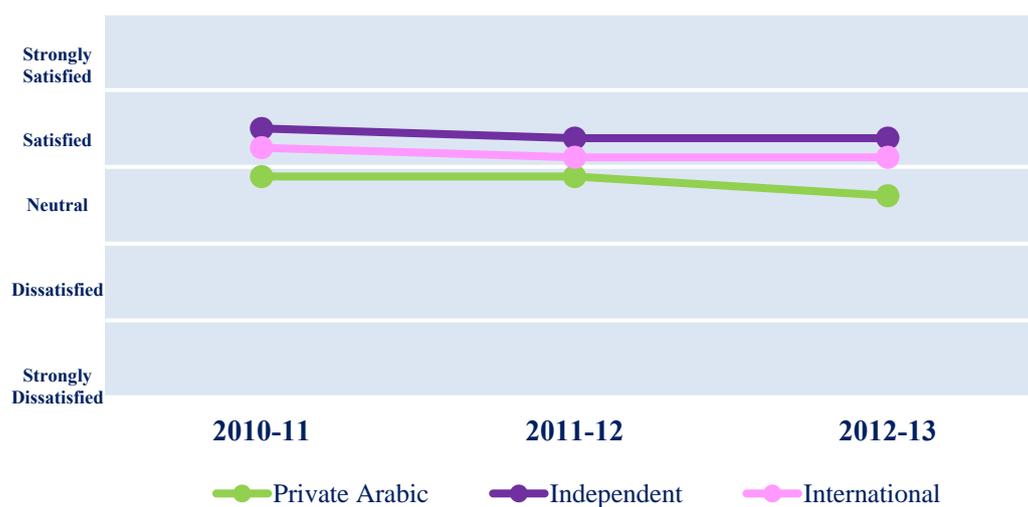
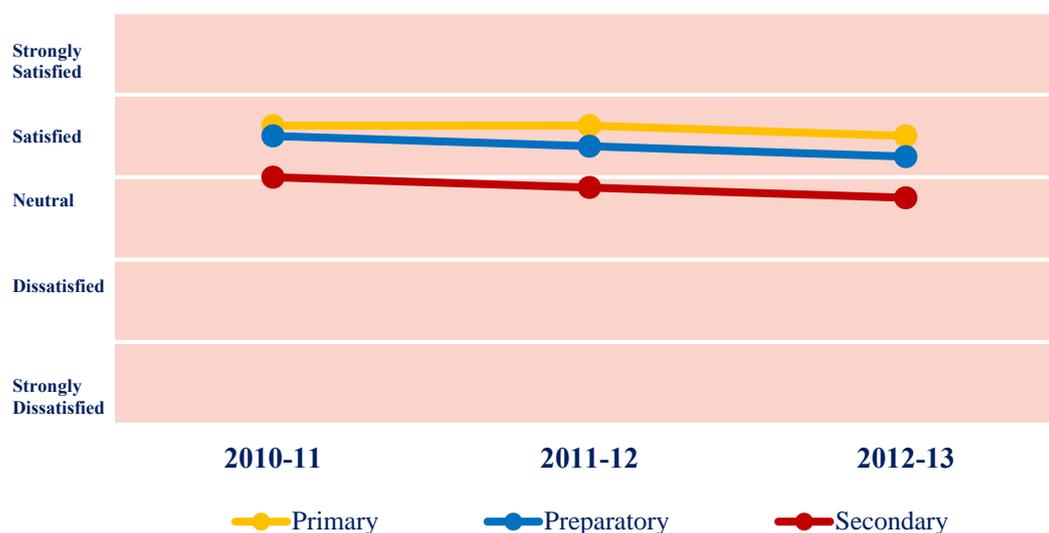**Graph (59): Student satisfaction with access to computers at school [by school stage]**
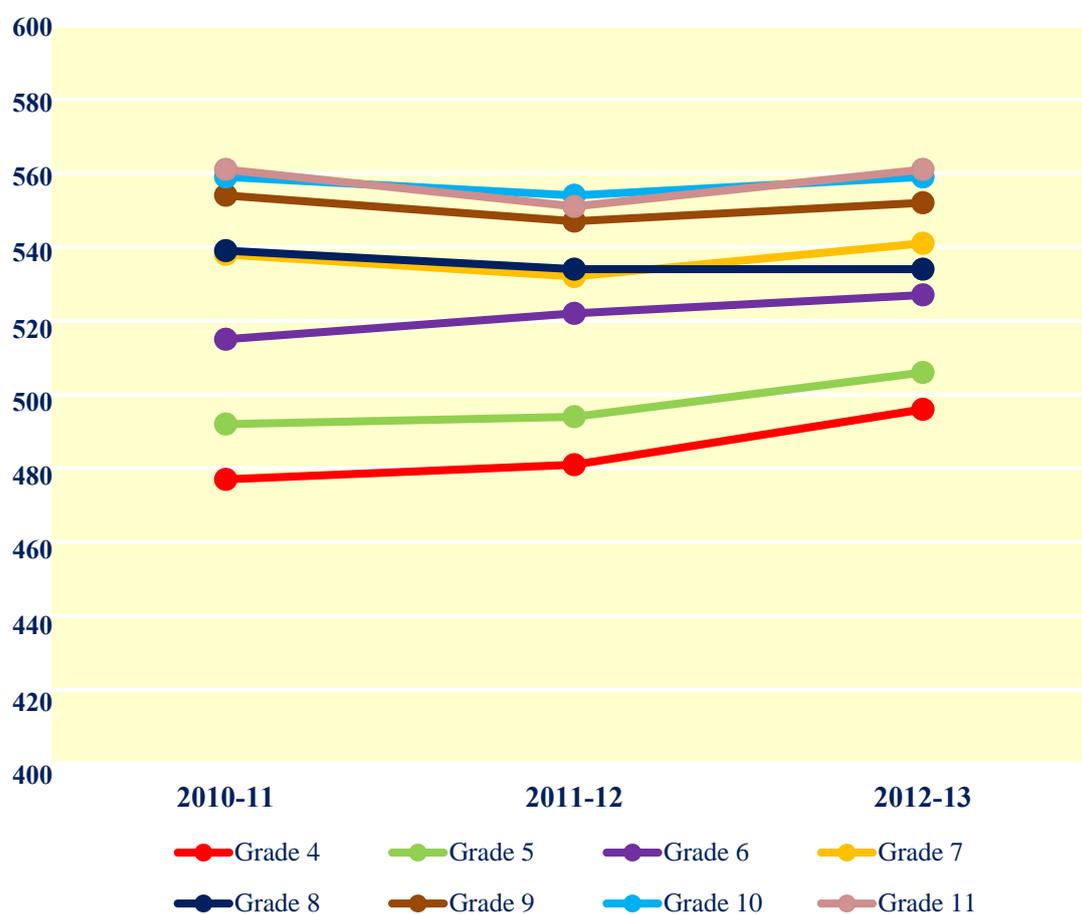
Table (222): Average QCEA Arabic subject scale scores 2011 to 2013

	Average Scale Score in 2011	*Average Scale Score in 2012*	*Average Scale Score in 2013*
Grade 4	477	481	496
Grade 5	492	494	506
Grade 6	515	522	527
Grade 7	538	532	541
Grade 8	539	534	534
Grade 9	554	547	552
Grade 10	559	554	559
Grade 11	561	551	561

The scales have been constructed so that individual student's scores are typically within the range from 190 to about 940. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance. For each curriculum area there are different scales, so the scores cannot be directly compared across curriculum areas.

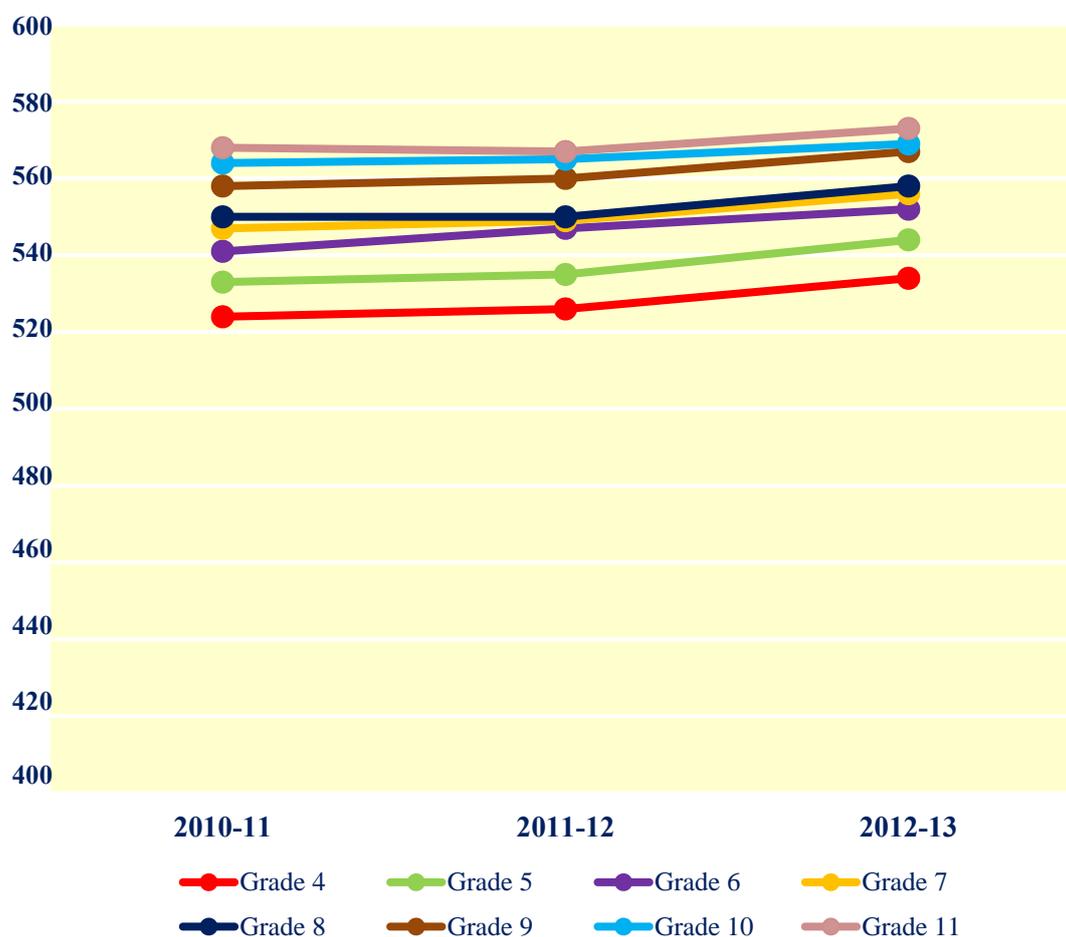**Graph (60): Average QCEA Arabic subject scale scores [Independent Schools]**
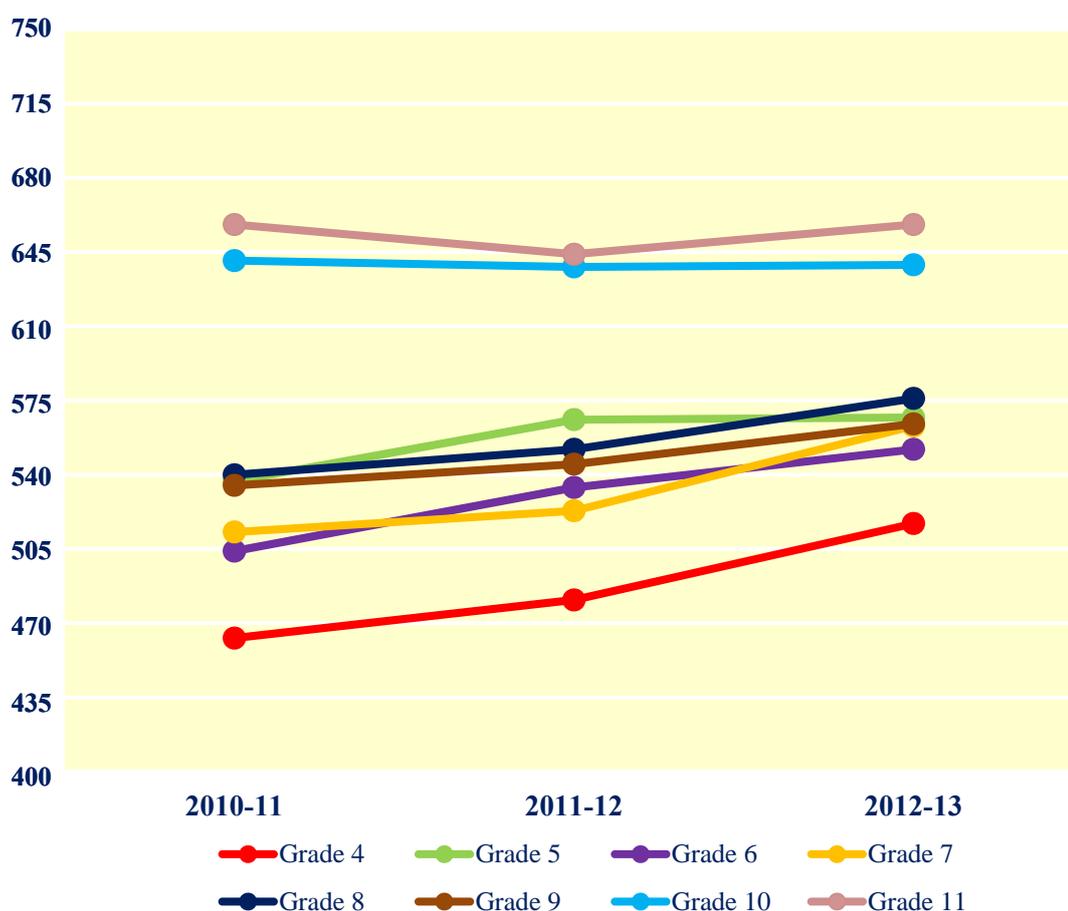
Table (223): Average QCEA English subject scale scores 2011 to 2013

	Average Scale Score in 2011	Average Scale Score in 2012	Average Scale Score in 2013
Grade 4	524	526	534
Grade 5	533	535	544
Grade 6	541	547	552
Grade 7	547	549	556
Grade 8	550	550	558
Grade 9	558	560	567
Grade 10	564	565	569
Grade 11	568	567	573

The scales have been constructed so that individual student's scores are typically within the range from 385 to about 715. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance. For each curriculum area there are different scales, so the scores cannot be directly compared across curriculum areas.

Graph (61): Average QCEA English subject scale scores [Independent Schools]

Table (224): Average QCEA Mathematics subject scale scores 2011 to 2013

	Average Scale Score in 2011	Average Scale Score in 2012	Average Scale Score in 2013
Grade 4	463	481	517
Grade 5	537	566	567
Grade 6	504	534	552
Grade 7	513	523	563
Grade 8	540	552	576
Grade 9	535	545	564
Grade 10	641	638	639
Grade 11	658	644	658

The scales have been constructed so that individual student's scores are typically within the range from 350 to about 875. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance. For each curriculum area there are different scales, so the scores cannot be directly compared across curriculum areas. Moreover, within the Mathematics curriculum area, the scales have different underlying bases for each grade and thus the scores can also not be directly compared across grades.

Graph (62): Average QCEA Mathematics subject scale scores [Independent Schools]
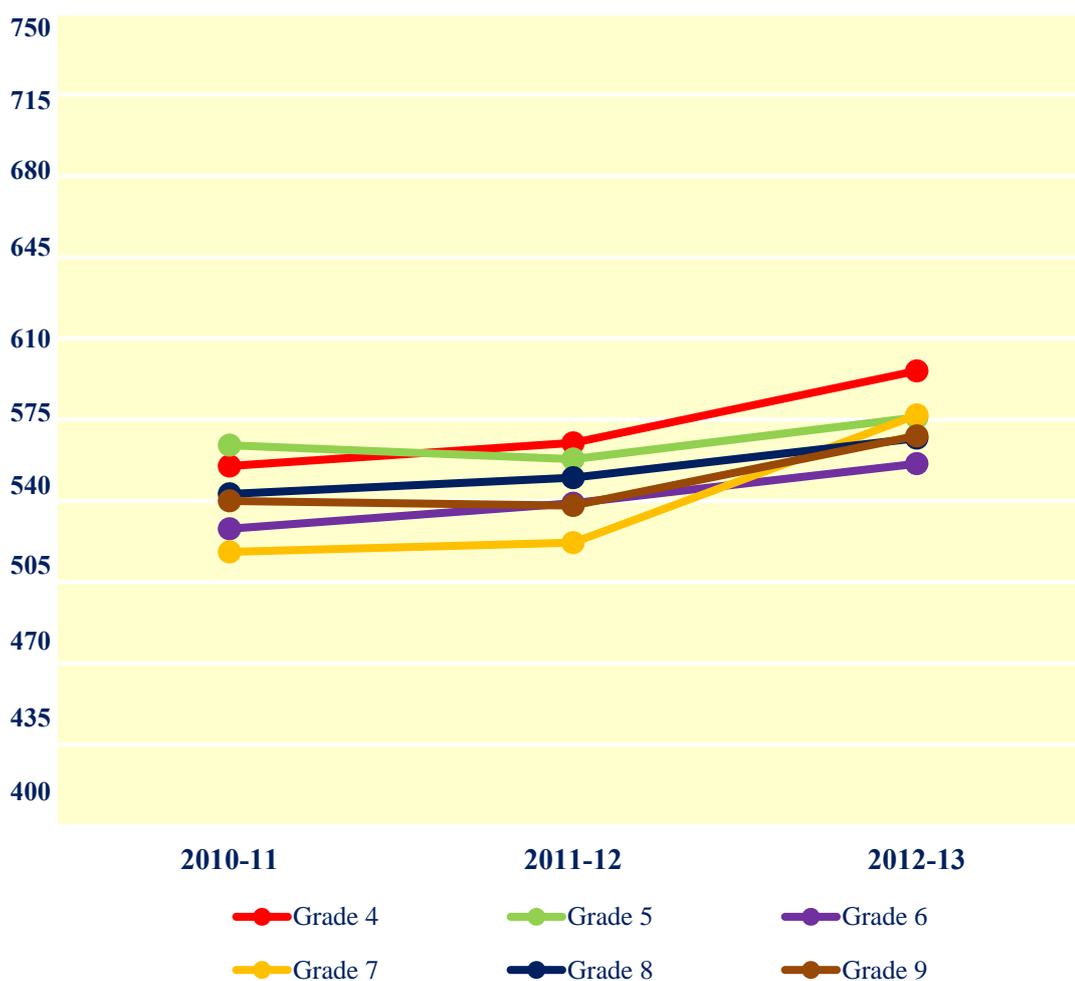

Note that QCEA Mathematics scores can't be directly compared a cross grades

Table (225): Average QCEA Science subject scale scores 2011 to 2013

	Average Scale Scores in 2011			Average Scale Scores in 2012			Average Scale Scores in 2013		
Grade 4	555			565			596		
Grade 5	564			558			576		
Grade 6	528			539			556		
Grade 7	518			522			577		
Grade 8	543			550			567		
Grade 9	540			538			568		
Grade 10	*Biology*	*Chemistry*	*Physics*	*Biology*	*Chemistry*	*Physics*	*Biology*	*Chemistry*	*Physics*
	617	612	626	519	609	616	619	619	630
Grade 11	*Biology*	*Chemistry*	*Physics*	*Biology*	*Chemistry*	*Physics*	*Biology*	*Chemistry*	*Physics*
	654	668	621	586	660	612	666	669	639

The scales have been constructed so that individual student's scores are typically within the range from 350 to about 825. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance. For each curriculum area there are different scales, so the scores cannot be directly compared across curriculum areas. Moreover, within the Science curriculum area, the scales have different underlying bases for each grade and thus the scores can also not be directly compared across grades.

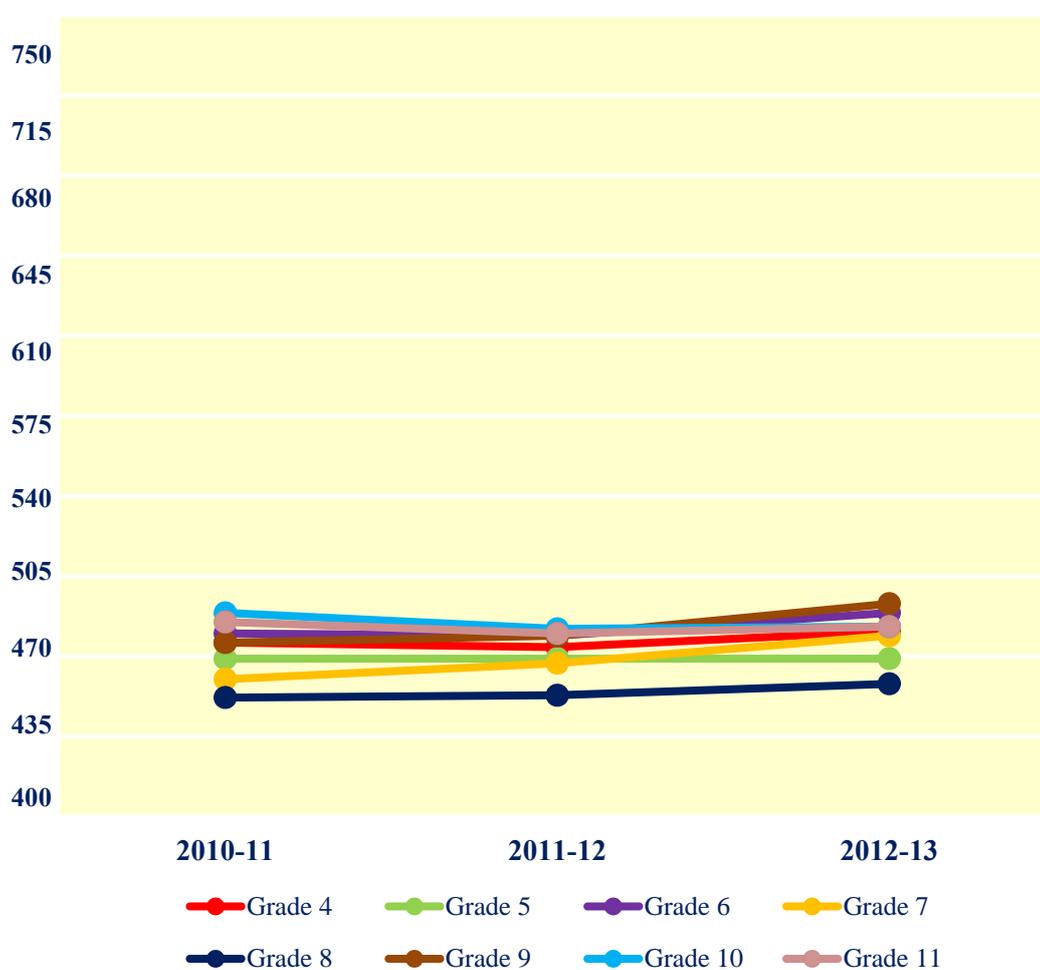**Graph (63): Average QCEA Science subject scale scores [Independent Schools]**

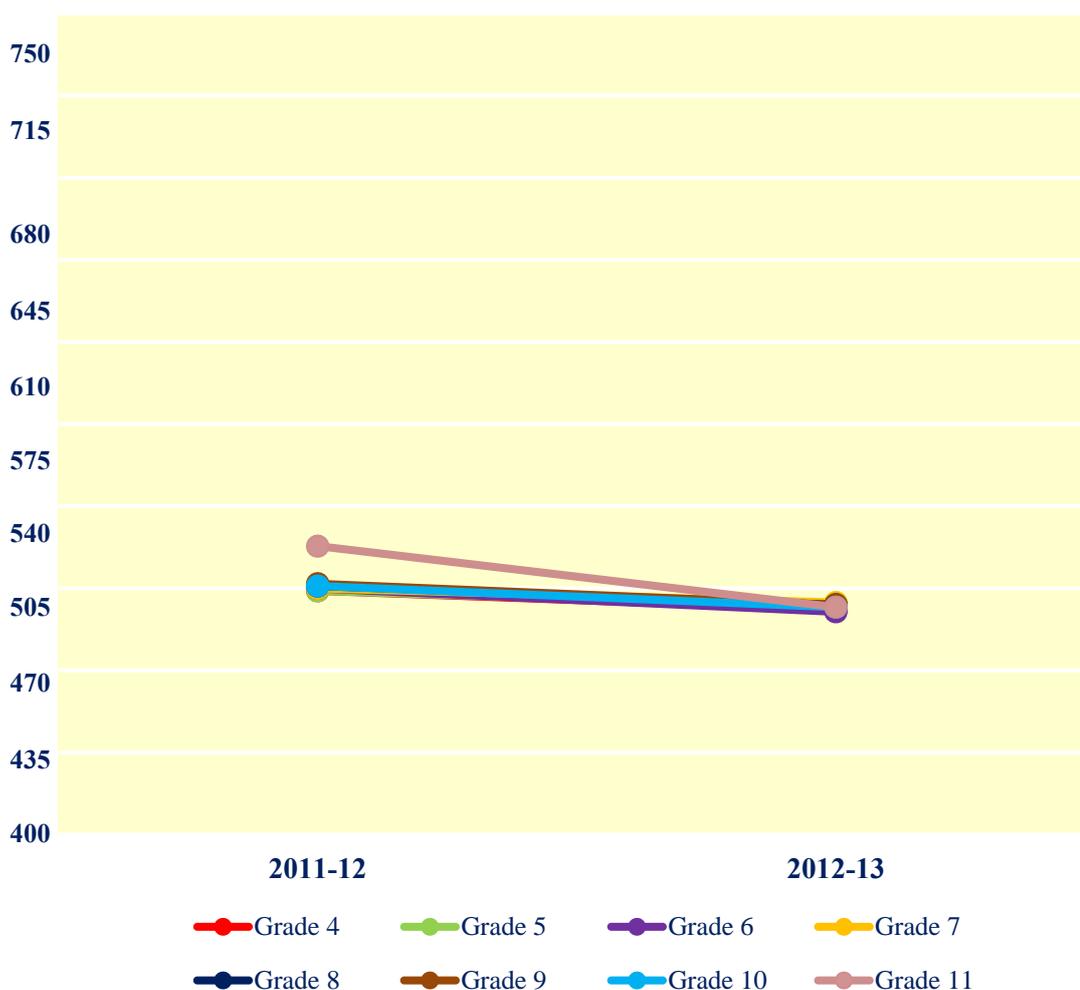

Note that QCEA Science scores can't be directly compared a cross grades

Table (226): Average QCEA Islamic Studies subject scale scores 2011 to 2013

	Average Scale Score in 2011	*Average Scale Score in 2012*	*Average Scale Score in 2013*
Grade 4	476	474	481
Grade 5	469	469	469
Grade 6	480	479	489
Grade 7	460	467	479
Grade 8	452	453	458
Grade 9	476	479	493
Grade 10	489	482	483
Grade 11	485	480	483

The scales have been constructed so that individual student's scores are typically within the range from 300 to about 600. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Graph (64): Average QCEA Islamic Studies subject scale scores [Independent Schools]


Note that QCEA Islamic Studies scores can't be directly compared a cross grades

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Table (227): Average QCEA Social Studies subject scale scores 2012 to 2013

	Average Scale Score in 2012	*Average Scale Score in 2013*
Grade 4	504	496
Grade 5	504	497
Grade 6	505	495
Grade 7	505	499
Grade 8	506	498
Grade 9	507	498
Grade 10	506	497
Grade 11	523	497

The scales have been constructed so that individual student's scores are typically within the range from 305 to about 875. These scale scores provide a broad indication of the students' performance, with the higher the score being indicative of stronger performance.

Graph (65): Average QCEA Social Studies subject scale scores [Independent Schools]

Note that QCEA Social Studies scores can't be directly compared a cross grades

Table (228): Parent opinion: satisfaction with the school's communications 2011 to 2013 [by school type and school stage]

"How well the school communicates with them"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	3.7	3.8	3.8
	Private Arabic	3.5	3.6	3.7
	International	3.8	3.6	3.7
Stage	*Primary*	3.7	3.7	3.8
	Preparatory	3.7	3.7	3.7
	Secondary	3.7	3.6	3.7
All Schools		**3.7**	**3.7**	**3.7**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (66): Parent satisfaction with the school's communications [by school type]
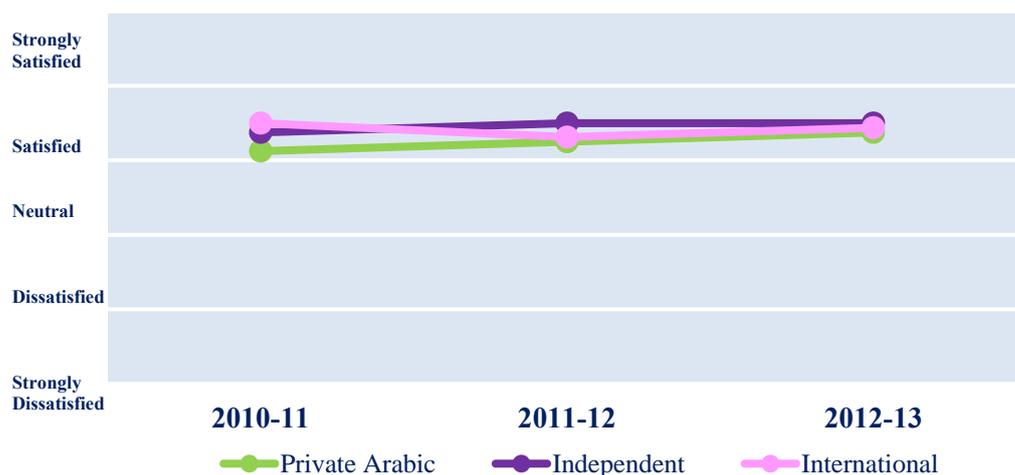
Graph (67): Parent satisfaction with the school's communications [by school stage]
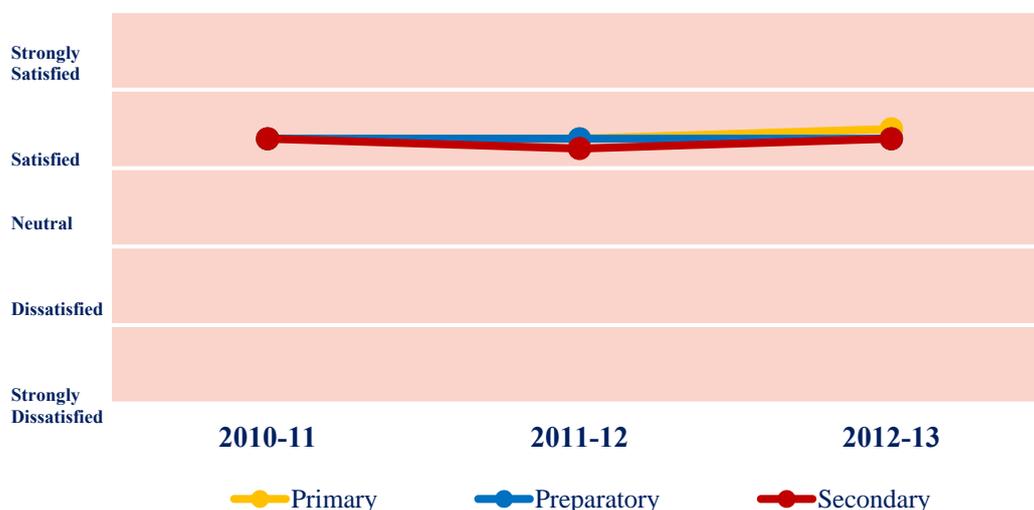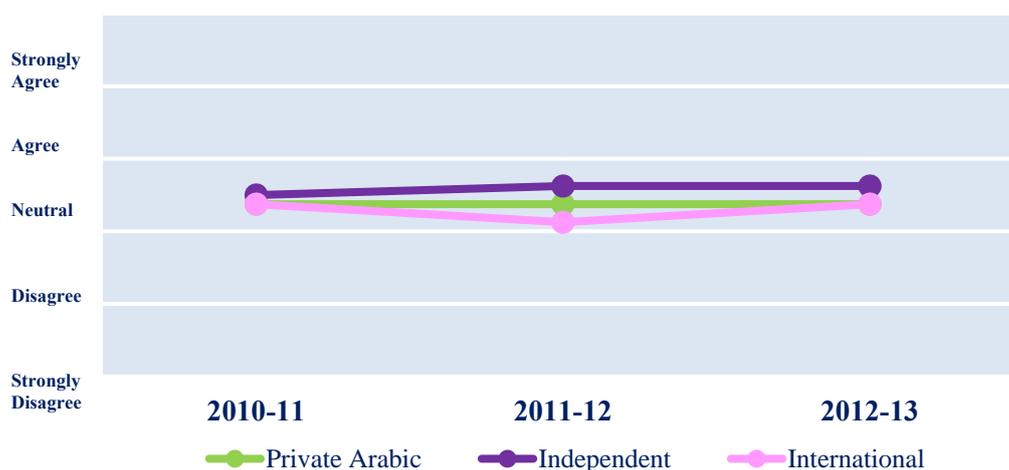
Table (229): Parent opinion: involvement in school decisions 2011 to 2013 [by school type and school stage]

"I have an adequate say in school decisions affecting my child"		*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	3.0	3.1	3.1
	Private Arabic	2.9	2.9	2.9
	International	2.9	2.7	2.9
Stage	*Primary*	3.0	3.0	3.0
	Preparatory	3.0	2.9	3.0
	Secondary	3.0	2.9	3.0
	All Schools	**3.0**	**3.0**	**3.0**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (68): Parent view: *"I have an adequate say in school decisions about my child"* [by school type]

Graph (69): Parent view: *"I have an adequate say in school decisions about my child"* [by school stage]
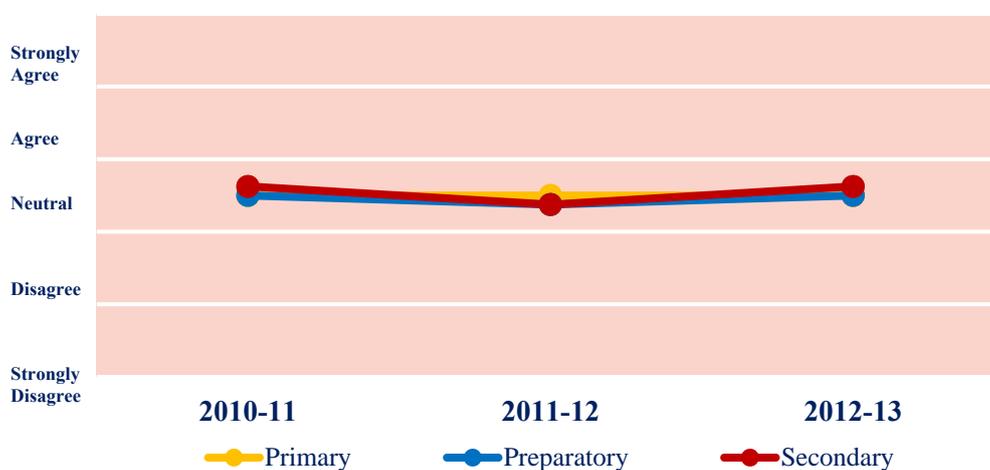
Table (230): Parent opinion: satisfaction with how well the school treats their child 2011 to 2013 [by school type and school stage]

"How well the school treats their child"		*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type	*Independent*	3.9	3.9	3.9
	Private Arabic	3.9	3.9	3.9
	International	4.0	3.9	4.0
Stage	*Primary*	4.0	4.0	4.0
	Preparatory	4.0	3.9	3.9
	Secondary	3.9	3.8	3.9
	All Schools	**4.0**	**3.9**	**3.9**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (70): Parent satisfaction with how well the school treats their child [by school type]

Graph (71): Parent satisfaction with how well the school treats their child [by school stage]
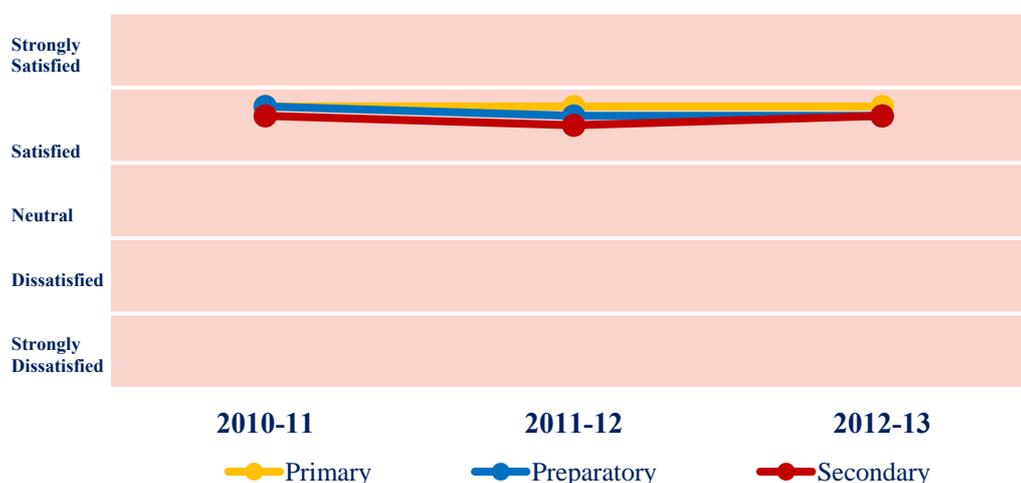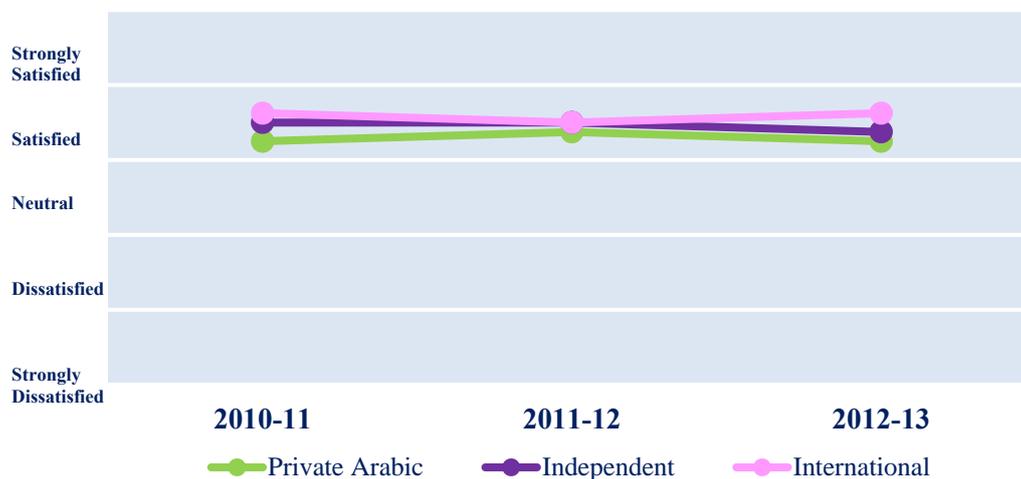
Table (231): Student opinion: satisfaction with school 2011 to 2013 [by school type and school stage]

"That the school is a good one"		*Overall Satisfaction in 2011*	*Overall Satisfaction 2012*	*Overall Satisfaction 2013*
Type	*Independent*	3.8	3.8	3.7
	Private Arabic	3.6	3.7	3.6
	International	3.9	3.8	3.9
Stage	*Primary*	4.0	3.9	3.9
	Preparatory	3.8	3.8	3.8
	Secondary	3.6	3.6	3.7
All Schools		**3.8**	**3.8**	**3.8**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (72): Student satisfaction with the school [by school type]

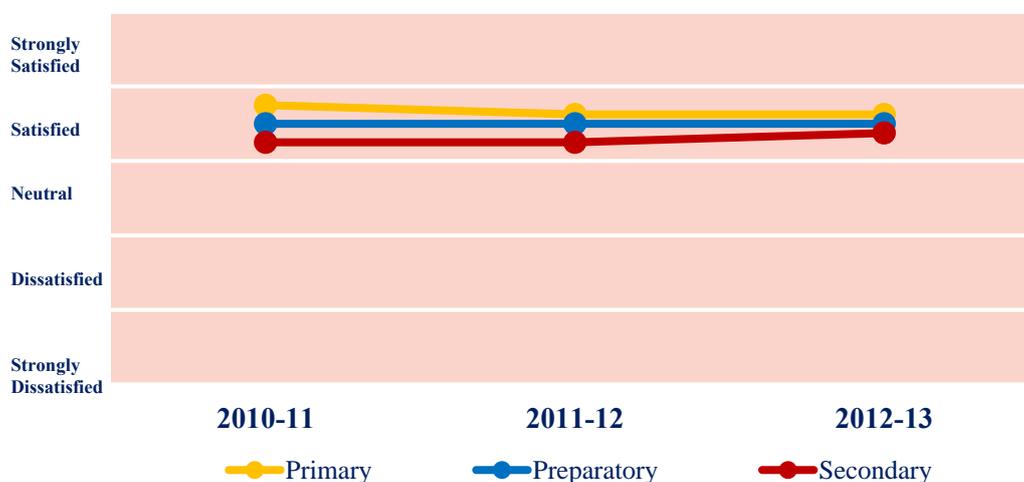**Graph (73): Student satisfaction with the school [by school stage]**

Table (232): Student opinion: how well they enjoy school 2011 to 2013 [by school type and school stage]

"I enjoy going to school"		*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	3.6	3.4	3.4
	Private Arabic	3.5	3.5	3.4
	International	3.7	3.7	3.7
Stage	*Primary*	3.8	3.7	3.7
	Preparatory	3.6	3.5	3.4
	Secondary	3.4	3.3	3.4
	All Schools	**3.6**	**3.5**	**3.5**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (74): Student view: *"I enjoy school"* [by school type]
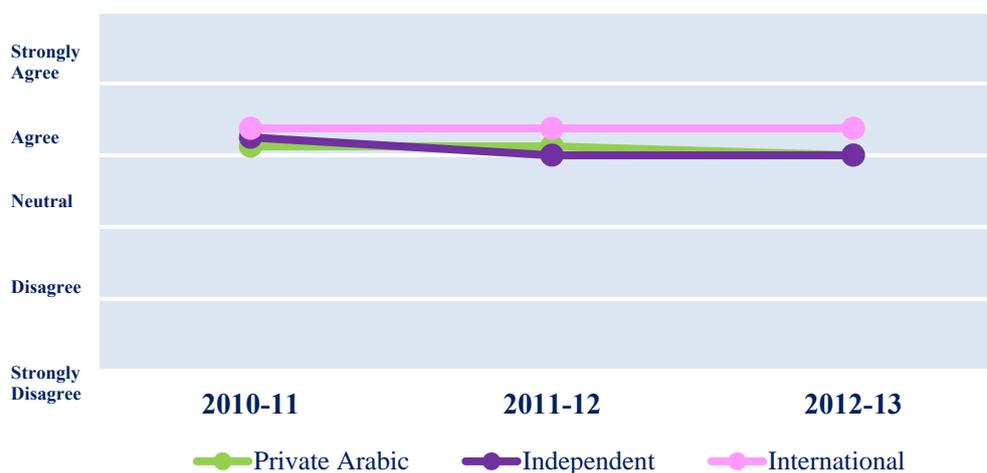
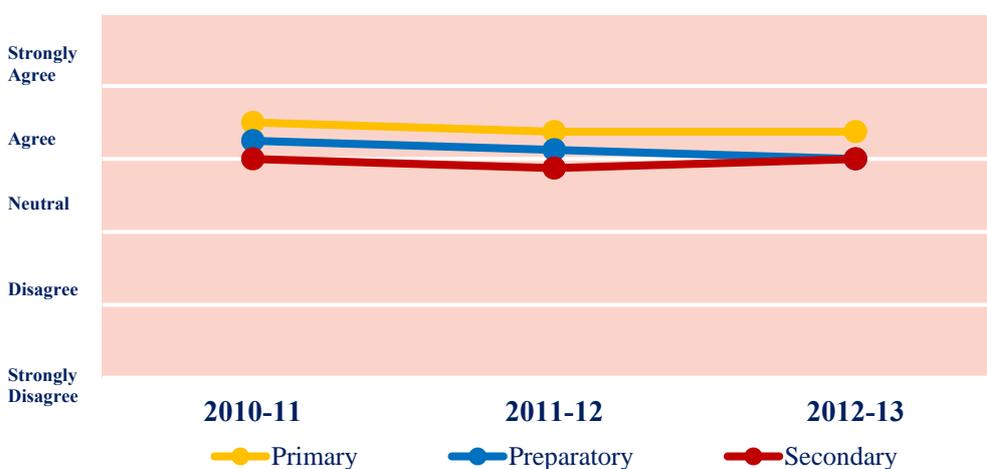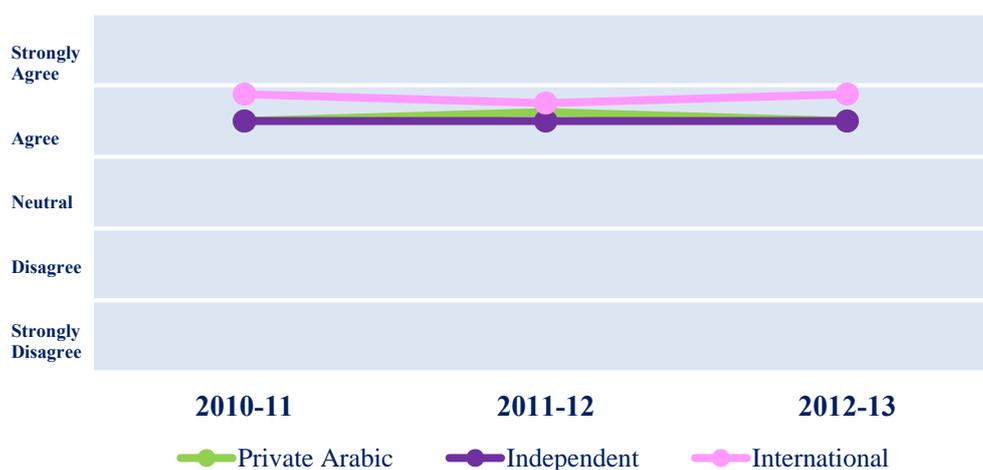

Graph (75): Student view: *"I enjoy school"* [by school stage]

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Table (233): Parent opinion: how well their child enjoys school 2011 to 2013

"My child enjoys going to school"		*Overall Agreement in 2011*	*Overall Agreement in 2012*	*Overall Agreement in 2013*
Type	*Independent*	3.8	3.8	3.8
	Private Arabic	3.8	3.9	3.8
	International	4.1	4.0	4.1
Stage	*Primary*	4.0	4.0	4.0
	Preparatory	3.9	3.8	3.9
	Secondary	3.8	3.6	3.8
	All Schools	**3.9**	**3.8**	**3.9**

For **overall agreement**: 1.0 to 1.7 indicates strong disagreement; 1.8 to 2.5 indicates disagreement; 2.6 to 3.3 indicates a neutral view; 3.4 to 4.1 indicates agreement; and, 4.2 to 5.0 indicates strong agreement.

Graph (76): Parent view: *"My child enjoys school"* [by school type]

Graph (77): Parent view: *"My child enjoys school"* [by school stage]
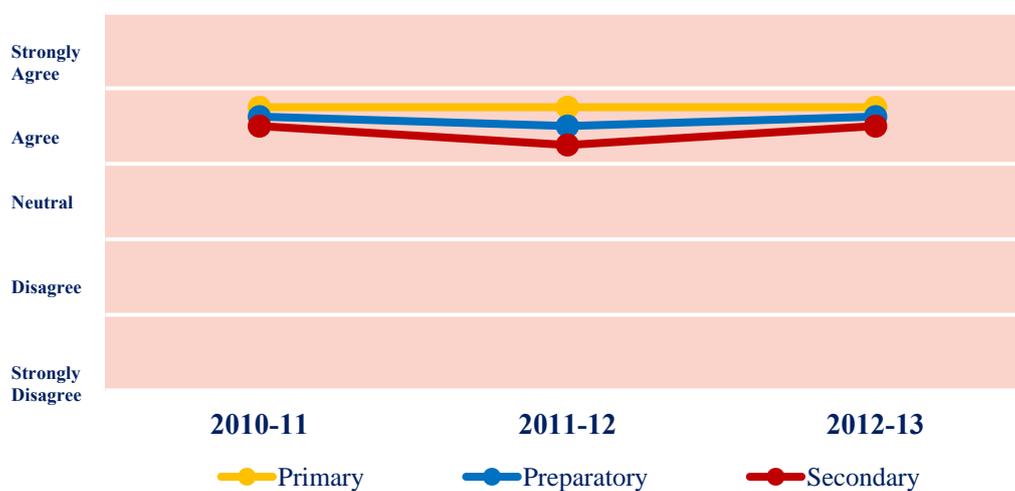
Table (234): Parent opinion: satisfaction with the education provided by the school 2011 to 2013 [by school type and school stage]
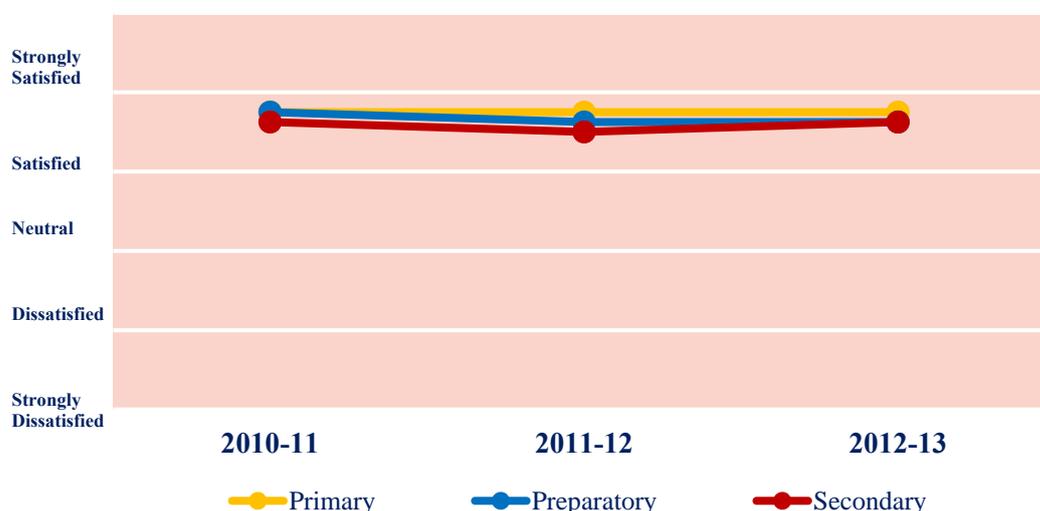
"My child is getting a good education at this school"	*Overall Satisfaction in 2011*	*Overall Satisfaction in 2012*	*Overall Satisfaction in 2013*
Type *Independent*	3.9	4.0	3.9
Private Arabic	3.9	3.9	3.9
International	4.0	3.9	3.9
Stage *Primary*	4.0	4.0	4.0
Preparatory	4.0	3.9	3.9
Secondary	3.9	3.8	3.9
All Schools	**4.0**	**3.9**	**3.9**

For **overall satisfaction**: 1.0 to 1.7 indicates strong dissatisfaction; 1.8 to 2.5 indicates dissatisfaction; 2.6 to 3.3 indicates neither satisfied nor dissatisfied; 3.4 to 4.1 indicates satisfaction; and, 4.2 to 5.0 indicates strong satisfaction.

Graph (78): Parent satisfaction with the school providing good education [by school type]
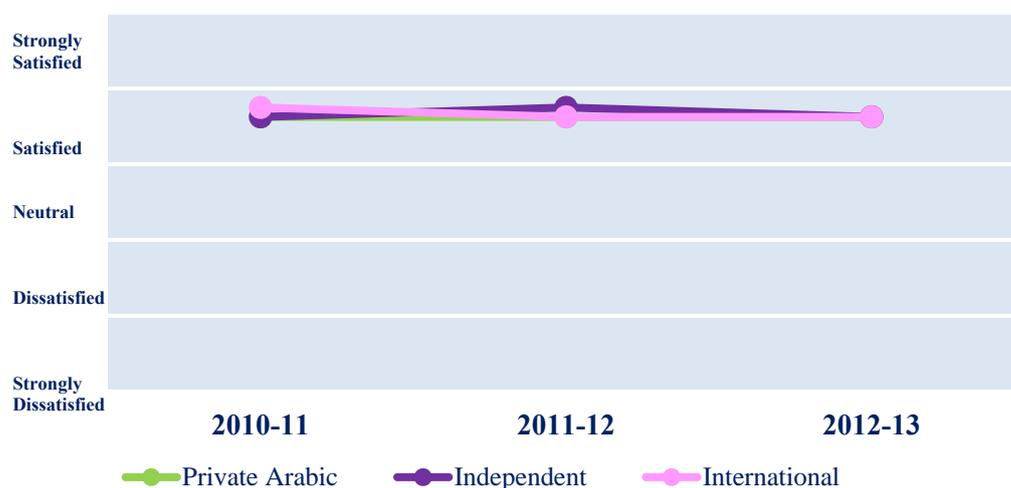
Graph (79): Parent satisfaction with the school providing good education [by school stage]

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