



03  
Langages

02  
Sections

01  
Objective

Excellence



# Strategic Plan

“ Grow, learn, and thrive in a demanding and caring school. ”

2023 / 2026



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# School's history

## 95 YEARS OF EXPERIENCE, AND THIS IS JUST THE BEGINNING ...

1925

As emphasized in the "Traité de Versailles", the French Protestant Presence in Lebanon (PPFL) is a French non-profit association established in November 1925 to take over the German Protestant missions in Lebanon.

The "traité de Versailles" clearly states that the primary mission of the Association is to preserve the Protestant character of the concerned missions and institutions.

1927

In October 1927, PPFL took over the existing Protestant school in Lebanon, which became the current French Protestant College (CPF) of Beirut.

2019

In 2019, after establishing the French Protestant College (CPF) of Beirut as one of the most reputable and prestigious French schools in Lebanon, the French Protestant Presence in Lebanon aimed to expand its educational offerings into a new Lebanese region by acquiring Montana International College, which became the Montana French Protestant College.

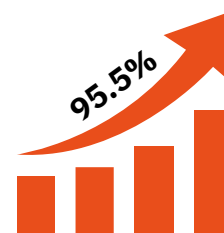
This acquisition allows PPFL to promote Protestant educational values not only within the French educational system but also in the English-speaking educational system.

The main principle of CPF schools is to bring together individuals from different backgrounds, cultures, or religions to work together and succeed as a group, forming one family—the CPF family.

## RECENT HISTORY OF A SCHOOL IN DEVELOPMENT

CPF Montana becomes an accredited (conventionnée) school for all its levels in the French section in 2019 and is an IB World school in its English section authorized to offer the Diploma Programme in 2020 and authorized to offer the PYP as of November 2024.

The number of enrollment has been continuously evolving since 2019. At the start of the 2022 school year, there has been a remarkable growth of 95.5% across the entire school compared to September 2021.



# CPF Montana - Mission, Vision & Values

## VISION

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

## MISSION

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

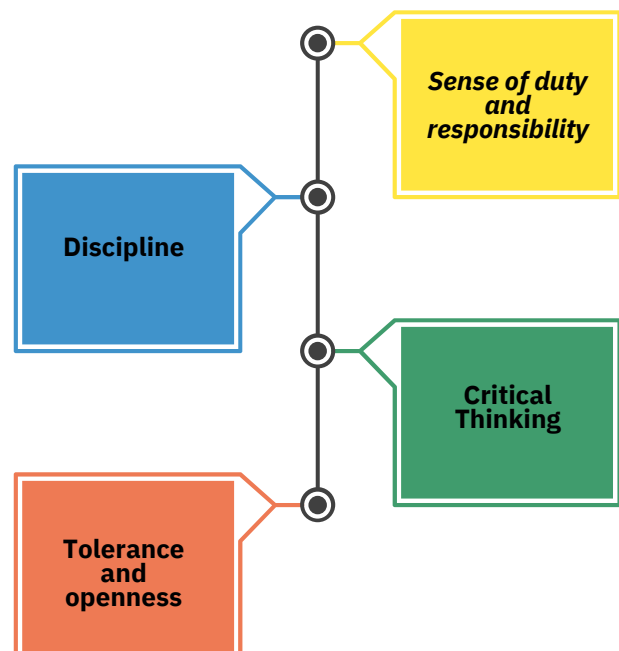
Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

## VALUES

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the Protestant values of education. They have enabled PPFL to transform the individual differences into a collective strength.



# The Development of the Project

The development of the project was the result of collaborative work among the pedagogical team, including meetings with representatives of the broader educational community. All staff members contributed to the process, engaging in reflective discussions to shape a clear roadmap.

The objectives outlined in the project are designed to be achieved within three years. Interim documents highlighting the primary objectives were shared with the school council and parent committee to ensure transparency and alignment with the school mission, the one of PPFL, and that of the IB.

**A**

To develop our initial assessment, we began by examining the current context of our institution, and conducting a community satisfaction survey. Additionally, meetings with families were held to better understand their expectations and identify strengths and areas requiring further development. As a result, we identified and finalized four strategic pillars for improvement.

**B**

By identifying four priority areas, each supported by multiannual sub-objectives:

- **Academic Achievement:** Strengthen and expand multilingual pathways while ensuring language proficiency.
- **Holistic Education:** Cultivate engaged, responsible citizens.
- **International Mindedness:** Deepen integration within the local context while fostering global connections.
- **Outreach:** Improve the quality of life for all and develop dynamic partnerships with the surrounding community.

**C**

By incorporating the below four transferrable domains to ensure the fulfillment of the identified pillars:

- a. A comprehensive plan to enhance the school's learning environment (facilities and resources)
- b. A sustainable development project aligned with the sustainable development goals, the school's mission, the one of PPFL, and that of the IB.
- c. Use of digital platforms to improve communication, engagement and transparency.





# Overall Needs Assessment

## A

### **THE HUMAN RESOURCES**

The structure of our institution follows the pyramid model, with the majority of enrollment in preschool. To enhance the quality of learning across the programmes offered at the school, we created new positions, such as assistant preschool teachers, clinical psychologist, speech therapist, middle and high school librarian, laboratory assistant, and assistant to the DP coordinator. We also redefined the roles of primary school teachers, identified learning support specialists for the middle and high school learning support unit, and subject leads for the various offerings to enhance the progression of learning and transition between middle and high school, and across grade levels.

## B

### **FACILITIES AND RESOURCES**

The school identified major areas of improvement for its facilities to further enhance the learning environment for all students. This is a five-year plan that focuses on:

- improving the existing indoor basketball court
- increasing the availability of green space
- introducing a new library management system through acquiring Follet Destiny
- increasing the availability of resources, restructuring the existing laboratories
- increasing the number of classes through acquiring a new building to meet the increasing capacity
- installing a solar system
- equipping classes with technology facilities such as smart boards in the primary school and LCD projectors for the middle and high school
- acquiring a learning management system (Managebac) for the english section

## C

### **HOLISTIC EDUCATION THROUGH SERVICE LEARNING**

Service learning is a vital aspect of CPF Montana's mission, encouraging students to address real-world community needs by applying their academic knowledge and skills. It goes beyond performing a service; it is a reflective and transformative process that connects classroom learning with practical, real-life situations.

As an AEFÉ school actively engaged in the EFE3D labeling process, CPF Montana has reached Level 2 and is working toward Level 3. This reflects the school's dedication to integrating sustainable development and environmental education into its programs.

Through service learning, students experience personal, social, and academic growth while developing a sense of responsibility toward their community and the broader world. To support these efforts, the school has designated a Coordinator of Education



for Sustainable Development, who ensures that students are equipped to take meaningful actions. Initiatives such as awareness sessions, workshops, and community engagement activities offer students opportunities to participate in projects that promote environmental stewardship, waste reduction, creative recycling, and advocacy.

At CPF Montana, service learning aligns closely with the school's focus on sustainability and environmental responsibility. The school's initiatives address key global challenges connected to the United Nations Sustainable Development Goals (SDGs), particularly:

- **SDG 12: Responsible Consumption and Production**
- **SDG 13: Climate Action**
- **SDG 15: Life on Land**

By engaging in these efforts, CPF Montana empowers students to become informed, reflective, and active contributors to a more sustainable and equitable world.

## D

### **OUTREACH INITIATIVES**

The school has participated in numerous AEFÉ projects across a variety of themes, including SLFM, the anti-bullying award, EDD labeling, and the children's opera, among others.

Sports, artistic, cultural, and civic experiences with CPF in Beirut are also underway, such as Union National du Sport Scolaire, the joint choir of the two CPFs, and various solidarity actions.

Partnerships with the French Institute in Beirut have been established, including initiatives like hosting authors, organizing a book fair, and celebrating the Arabic language day and Francophonie Week.

Several NGOs are contacted on a yearly basis to organize visits, donation campaigns, and humanitarian actions that involve all students. All actions are developed and overseen by the Club Solidarite - *Anamel Lubnan*.

The school plays an active role in the IB community in Lebanon and the region. It has been serving the association of IB World Schools since 2019 with its DP coordinator being the Chair. It has participated in all meetings, hosted professional development sessions for educators in Lebanon on its premises, organized in-school IB recognized professional development workshops, and organized in collaboration with 19 IB World Schools the first festival of hope in the region. It has participated in IB Global conferences since 2019. It has recently facilitated a breakout session in the IB Global conference in Budapest focused on programme development planning.



## STRENGTHS AND AREAS REQUIRING FURTHER DEVELOPMENT

### A

#### THE STRENGTHS

CPF Montana offers a diversified and rigorous academic programs, primary years programme, diploma programme, and the French Baccalaureate program.

Class sizes are limited to an average of twenty students per class, ensuring a personalized learning environment. The school is conveniently located, with close geographical proximity for families.

Teachers are highly committed to the school, focused on the success of their students, and demonstrate innovation in ways that benefit all students.

The school maintains a very calm atmosphere and has an active school life. It is equipped with modern facilities and housed in a pleasant building.

Internal and external communication is handled with care, and safety is prioritized, with regulated Safety and Security plans, certified by the French Embassy, in place.

### B

#### AREAS REQUIRING FURTHER DEVELOPMENT

The context in which CPF Montana operates presents significant challenges. Lebanon has faced a series of crises over the last six years, starting with the October Revolution in 2019, followed by the collapse of the banking system, the severe depreciation of the Lebanese currency (losing over 100% of its value), the devastating explosion at the Beirut Port in August 2020, and most recently, the September 2024 war. These compounding events have created immense challenges for the country's education sector, with financial pressures affecting the retention of students and teachers across all schools, including IB World Schools. Rising operational costs for fuel, heating, and electricity further exacerbate the situation. Political instability continues to weaken the country, making it even harder to navigate these difficulties.

## CONCLUSION

CPF Montana enjoys a strong reputation and has significant potential for growth, supported by its managing entity, PPFL, as well as the support of AEFÉ and the IB organization

The prospects for development are promising, even within a complex environment.

The quality of the educational and pedagogical offerings is highly valued by families, with the international network of the French and IB World schools.

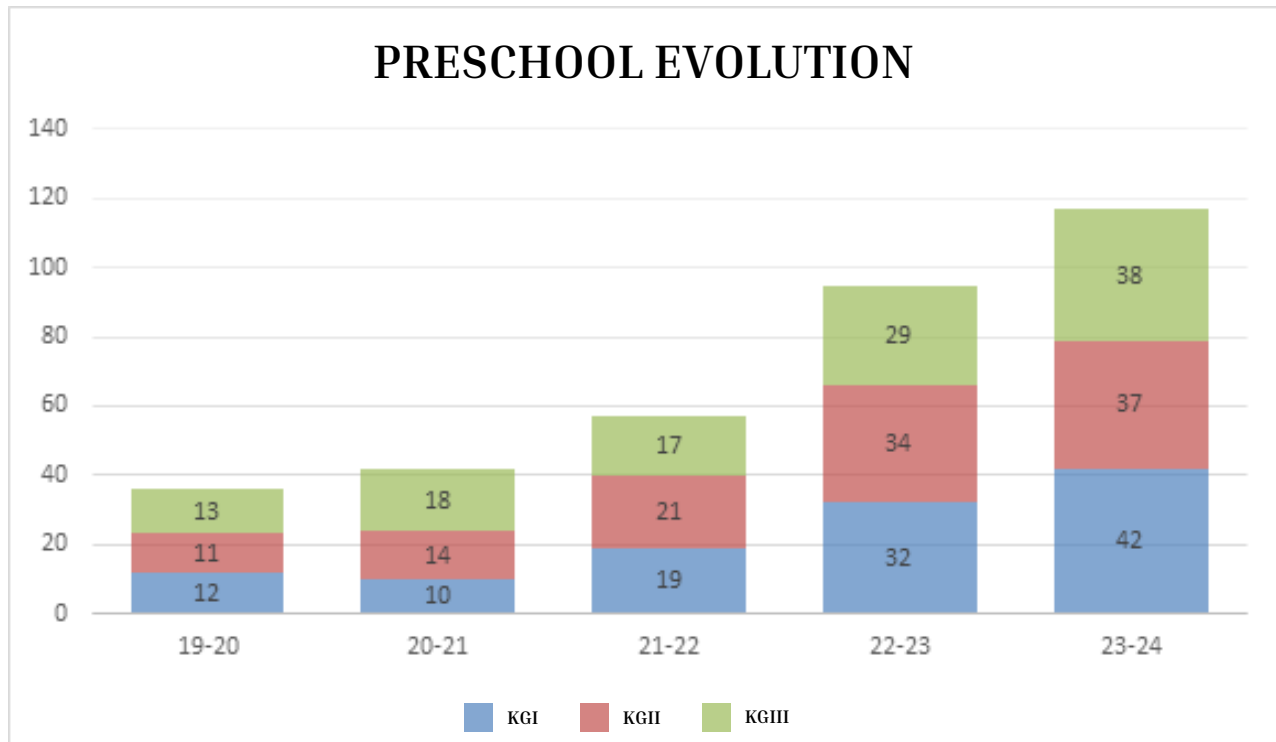




# A Status Report- January 2023

## SOME ELEMENTS OF SITUATION AND REFLECTION (FORECAST 2023-2024)

For the upcoming school year, we estimate a total of 459 students, compared to 393 students this year (2022-2023). This reflects a 23.1% growth in preschool enrollment across these two sections compared to the previous year.



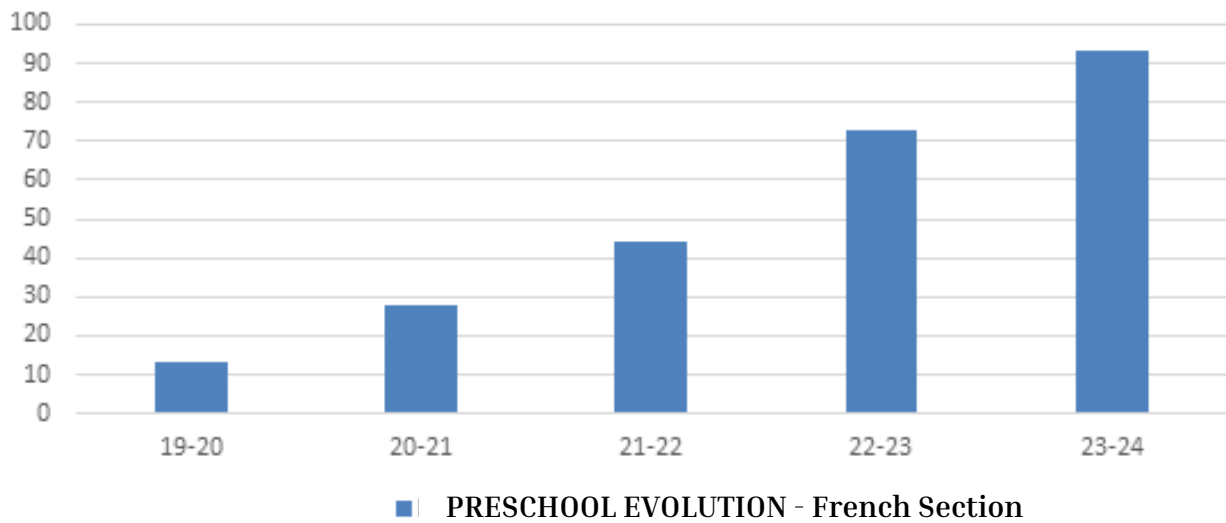
## DISTRIBUTION OF STUDENTS BY SECTION

For the upcoming school year, we estimate a total of **459** students, compared to 393 students in the current year (2022-2023). This represents a 23.1% growth in preschool enrollment across both sections compared to the previous year.

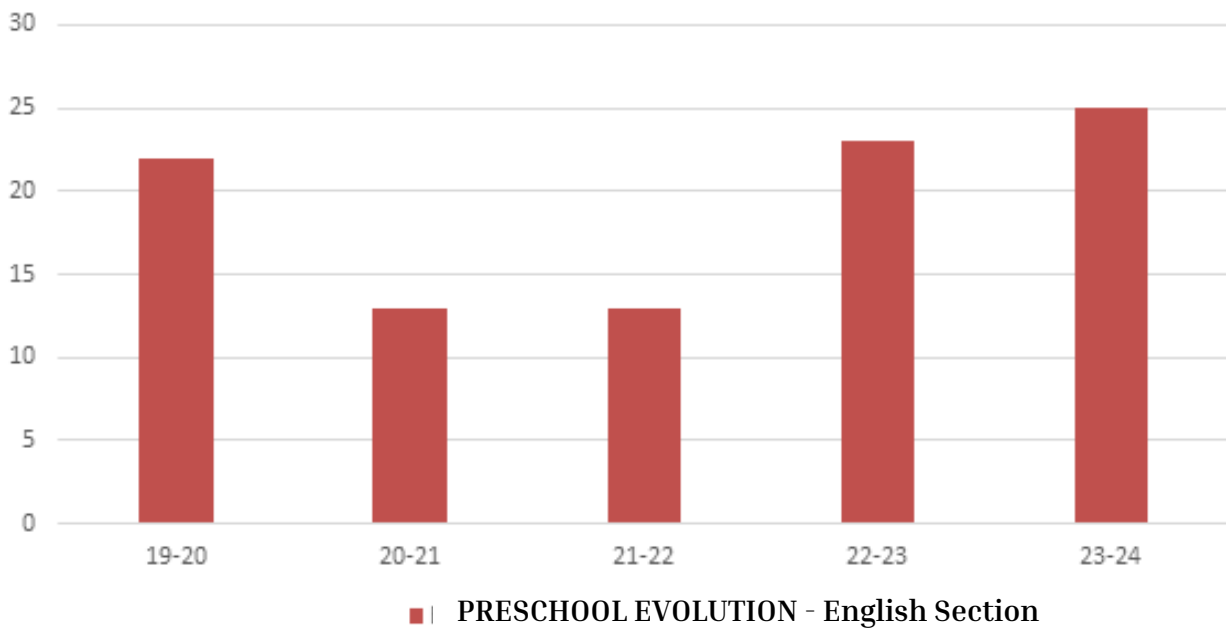
	KGI	KGII	KGIII	
<b>French Section</b>	36	30	26	<b>92</b>
<b>English Section</b>	6	7	12	<b>25</b>
	42	37	38	<b>117</b>



## PRESCHOOL EVOLUTION - French Section



## PRESCHOOL EVOLUTION - English Section



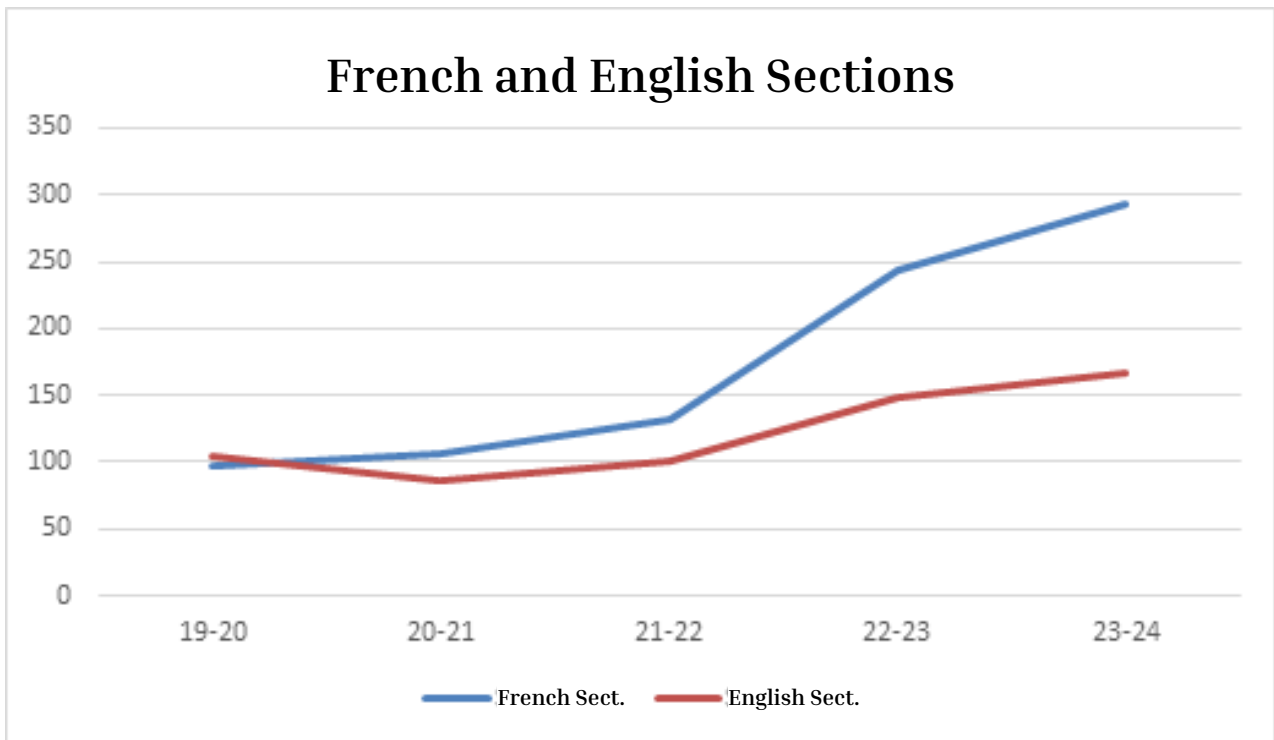
## DISTRIBUTION OF STUDENTS ACROSS THE ENTIRE INSTITUTION

Growth of 16.8% across the entire establishment compared to 2022-2023.

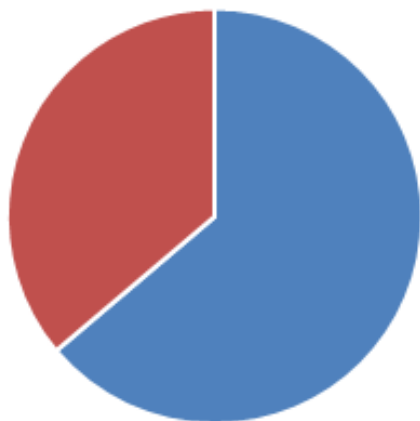
	19-20	20-21	21-22	22-23	23-24
<b>French Section</b>	97	106	132	244	293
<b>English Section</b>	104	87	100	149	166



## French and English Sections



2023-2024



■ French Section ■ English Section

20% growth of the French Section across the entire institution compared to 2022-2023.

11.5% growth of the English Section across the entire institution compared to 2022-2023.



## FIRST DEGREE STRUCTURE

In red, the new enrollments.

French Section : 198 students {145 (53)}

PS	MS	GS	CP	CE1	CE2	CM1	CM2
0 (36)	23 (5)	20 (2)	24 (2)	21 (1)	21 (3)	12 (3)	18 (1)

Growth of 23% in the primary level – French Section compared to 2022-2023.

English Section : 76 students {60 (16)}

KG1	KGII	KGIII	G1	G2	G3	G4	G5
0 (6)	9 (0)	10 (6)	5 (0)	9 (2)	7 (3)	14 (2)	8 (1)

Growth of 38.1% in the primary level – English Section compared to 2022-2023.

## SECOND DEGREE STRUCTURE

In red, the new enrollments.

French Section : 96 students {85 (11)}

6 <sup>e</sup>	5 <sup>e</sup>	4 <sup>e</sup>	3 <sup>e</sup>	2 <sup>nde</sup>	1 <sup>ère</sup>	T <sup>le</sup>
12 (1)	16 (5)	9 (0)	19 (1)	0 (4)	14 (0)	15 (0)

Growth of 10.3% in the secondary level – French Section compared to 2022-2023.

English Section : 89 students {80 (9)}

G6	G7	G8	G9	G10	IBDP1	IBDP2
0 (0)	11 (1)	11 (4)	13 (1)	17 (2)	14 (1)	14 (0)

Growth of 1.1% in the secondary level – English Section compared to 2022-2023.

These figures confirm that the enrollment recovery dynamic that began in September 2022 is continuing into the 2023 school year. This can be attributed to several promotional actions:

- Meetings with local daycare centers
- Two open house days in November and January
- Information sessions for families about the school's future
- Support from AEFÉ and SCAC
- Guidance and advice from PPFL
- Harmonization of certain practices, actions, and tools with CPF in Beirut
- The ability to innovate in a new context



# THE PILLARS: Priority areas in line with the objectives outlined by AEFÉ.

## OBJECTIVES SPANNING MULTIPLE YEARS.

### 1

#### ACADEMIC ACHIEVEMENT

- Promote and structure the development of multilingual pathways with proficiency in the language of instruction
- Introducing Spanish in Grade 6 for Middle school students.
- Utilize multilingual children's literature books.
- Assigning subject leads for all offerings to ensure proper progression of learning between the middle and high school
- Integrating research methods sessions in students' weekly timetables for all grade levels.
- Cultivating a culture of academic integrity by focusing on its five fundamental values (honesty, respect, responsibility, fairness, and trust)
- Improving student support services including social emotional needs and barriers to learning.
- Ensuring professional development opportunities (in school and IB recognized workshops) for educators and staff.
- Ensuring structured weekly collaborative planning and reflection meetings for educators.
- Reviewing philosophy of assessment, types of assessments, and approaches to grading student performance.
- Offering students starting in Grade 10 internship opportunities to gain hands-on experience in their fields of interest and bi-weekly orientation sessions with the career counselor to guide students through their choices for post-secondary education.

### 2

#### HOLISTIC EDUCATION

- Plan and implement various projects focused on Education for Sustainable Development:
  - Recycling and waste Reduction (e.g., digital formats, Zero Paper campaigns, waste sorting).
  - Resource and energy conservation (e.g., energy-efficient lighting, reuse of materials).
  - Environmental projects (e.g., composting, solar system, and educational garden).
  - Community Well-Being (e.g., indoor plants, health programs, nature outings).
- Enhance students' wellbeing by offering sessions on social emotional learning (individual and group)
- Engage in projects and actions to combat all forms of discrimination.



- Enhance student agency by activating the School Life Council through representative bodies.
- Foster a sense of belonging by involving all students in activities such as open house days, sports and artistic events, and multicultural festivals.
- Build an alumni network to strengthen connections and support the school community.

### 3

#### **INTERNATIONAL MINDEDNESS**

- Integrate into the local context and open up to the world.
- Set up a web radio station at the high school level and a newspaper at the primary level.
- Discover local heritage and enrich understanding of different cultures, promoting the value of otherness.
- Implement language certifications to broaden linguistic proficiency (e.g. DELF certification)
- Support students in their personal orientation projects, guiding them through their educational journey.
- Organize school cultural trips at the local and international level.

### 4

#### **OUTREACH**

##### **Enhance the quality of life for everyone and establish.**

- Adapt the facilities to accommodate the growing number of students while ensuring pedagogical coherence.
- Modify spaces for different age groups, such as exhibition areas, the preschool library, the CCC, sports facilities, and the student center.
- Implement the professional equity plan to ensure equal opportunities for all staff.
- Collaborate with the parent association and student committee by organizing meetings and sharing initiatives.
- Organize extracurricular activities by establishing clubs to foster student engagement.
- Open the school to external educational and associative partners to enrich the educational experiences






# Communication and Digital Technology

## 9 PLATFORMS OF COMMUNICATION

**01**  
**PRONOTE**




**Purpose** → Grades, circulars, Information & Messages

**Users** → French Section Teachers 6e-> Tle, Administration

**Recipients** → French Section Parents  
Parents 6e-> Tle

**02**  
**GOOGLE CLASSROOM**




**Purpose** → Homework, Teachers/Parents' Communication, Documents and educational resources

**Users** → Teachers  
Gr1 -> Gr9

**Recipients** → Parents and Students  
Gr1 -> Gr9

**03**  
**MANAGEBAC**




**Purpose** → Homework, Grades, Documents and educational resources

**Users** → Teachers  
KGI to IBDP2

**Recipients** → Parents and Students  
KGI to IBDP2

**04**  
**GMAIL**




**Purpose** → Circulars, Information and Messages

**Users** → Directors, Administration, School Life Department and Career Counselor

**Recipients** → Teachers, Parents and Students  
KGI -> IBDP2

**05**  
**MAILCHIMP**



**Usage** → Circulars, Information and Messages

**Users** → Administration

**Recipients** → Parents and CPFM Team

**06**  
**WEBSITE**



**Usage** → Circulars, Information, News, and Educational Actions

**Users** → Communication Executive

**Recipients** → Public



# Communication and Digital Technology

## 9 PLATFORMS OF COMMUNICATION

**07** 


### SOCIAL MEDIA

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**Usage** Information, News, and Educational Actions

**Users** Communication Executive

**Recipients** Public

**08** 


### LIVREVAL

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**Usage** Livret de compétences - Numérique

**Users** Teachers  
CP -> CM2

**Recipients** Parents  
CP -> CM2

**09** 

### EDUKA

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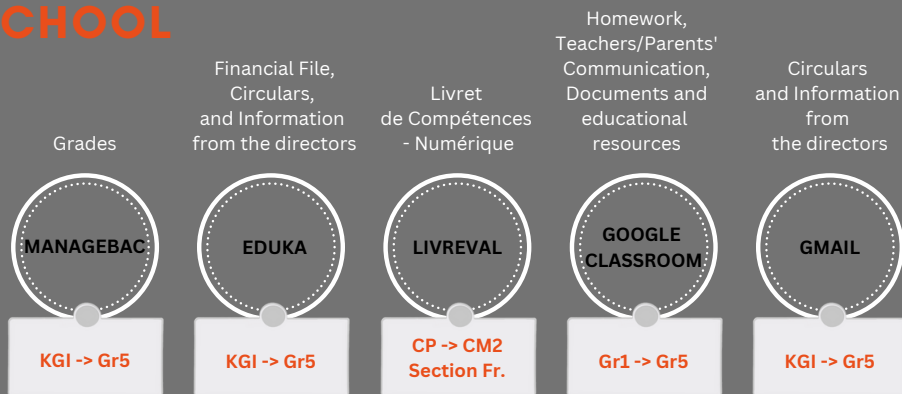
**Usage** Information, News, Financial, Admissions

**Users** Communication Executive

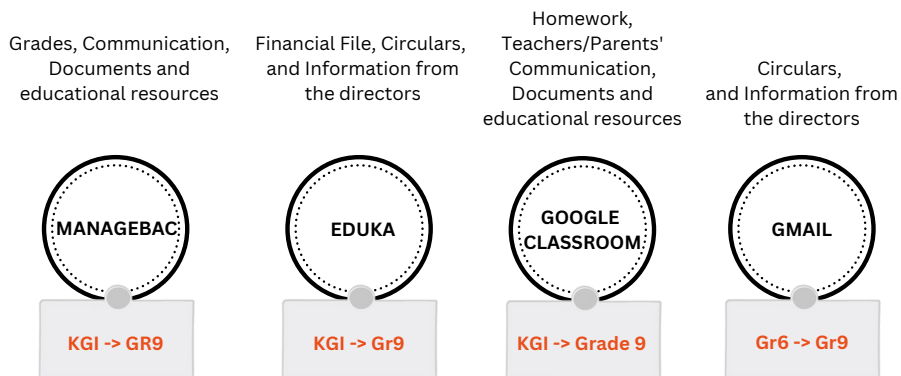
**Recipients** Parents & Future Parents



## PRIMARY SCHOOL



## MIDDLE SCHOOL



## HIGH SCHOOL

