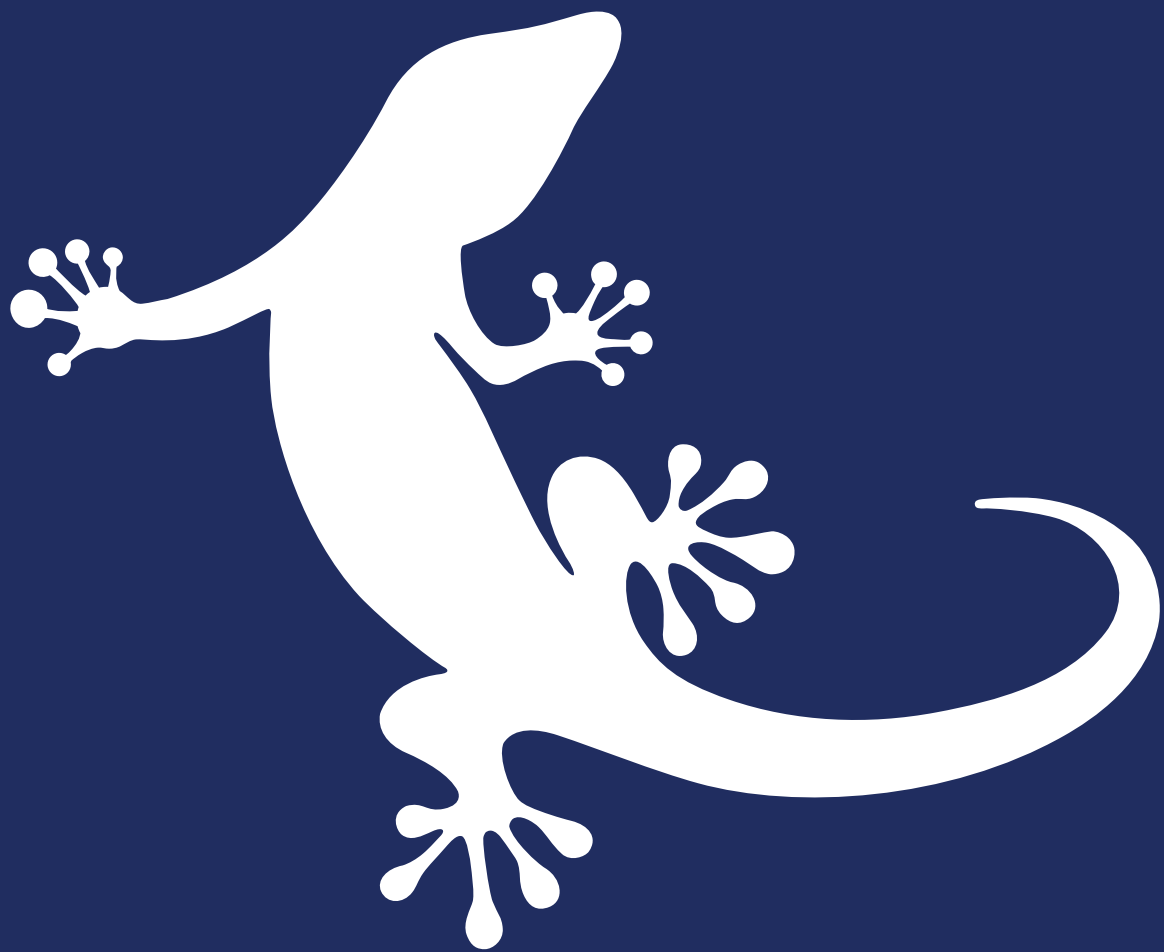
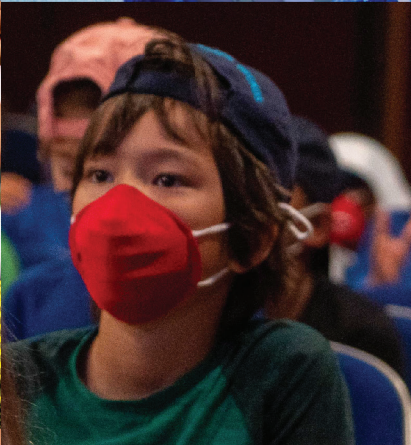
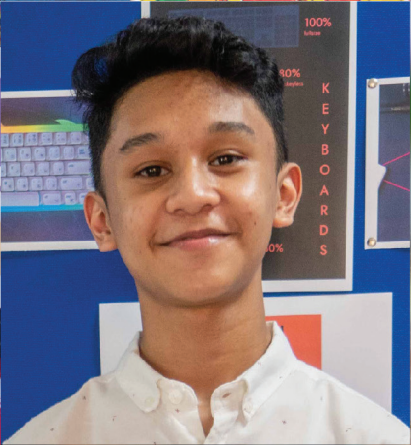




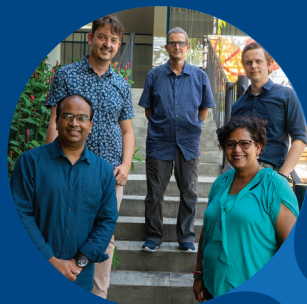
The Resilient Geckos

Annual Report 2021/22





After years of disrupted learning due to reasons we are all too familiar with, it was a real and shared joy for OSC to physically welcome back the Gecko Community: students, faculty, staff, parents and alumni – everyone who makes us who and what we are. Last year, we kept ticking by, largely with great Gecko spirit and tremendous resilience. We all missed our extended family, learning on campus, taking part in sports, assemblies and other events, and growing and being with one another. The “can do” spirit that multiplied within us was magical. The 2021/22 Annual Report is dedicated to all the Geckos in our community who stood by one another during this challenging time. It also celebrates the inner strength and fortitude of all. There is great joy in celebrating...our Resilient Geckos.





**Sri Lanka's oldest
internationally accredited
educational institution**

**The only IB school in
Sri Lanka**

Accredited by the Middle
States Association of
Colleges and Schools
(MSA), the Council of
International Schools (CIS),
and the International
Baccalaureate (IB)

**40+
Nationalities
represented**

**64 Years of
excellence**

**Faculty
members
represent 13
nationalities**

**1:6
Teacher to
student ratio**

**100%
Pass rate**

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STATEMENT FROM THE DIRECTORS

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

The following documents form part and parcel of the Annual Report of the Company for the year 2021/22:

- ▶ Corporate Information
- ▶ Notice of Meeting
- ▶ Report of the Directors
- ▶ Report of the Auditors
- ▶ Audited Financial Statements

Signed for and on behalf of the Board of Directors of the Company.



Director



Director



Secretary

OSC AT A GLANCE



The Overseas School of Colombo (OSC) is culturally diverse. Our community consists of 40+ nationalities and together we aim to live up to our motto – “Unity in Diversity”. Our curricula, while being rigorous and internationally recognised, are focused on the development of well-rounded individuals using a personalised approach.

Our approach to education is founded on the understanding that our student community needs to be future-ready. We place importance not only on achieving academic excellence, but also paving pathways for inclusivity among communities

and a sustainable planet. Starting from our Early Years and PYP Programmes and moving into the Middle and High School IB Diploma Programmes, we are steadfast in our vision to build independent, caring, and responsible world citizens who integrate perspectives, think critically and are unwavering in contributing at both local and global levels. We inspire all of our students to use their impact and ideas to help shape a more sustainable, kind, and peaceful world. Our students are agents of their learning who recognise that “together, by embracing our differences, we are better.”

The “OSC experience” provides an abundance of service-learning activities and projects in support of our vision and mission. Students are encouraged to engage in extracurricular activities including sports, community service, and the Arts, to cultivate creativity and a collaborative spirit. Our small class sizes allow for personalised attention, and our warm and friendly relationships provide positive and trusting teacher-student rapport.

OUR GUIDING STATEMENTS



OUR MISSION

The Overseas School of Colombo shall be a model of excellence in education, nurturing and empowering our community of learners to achieve global success.



OUR VISION

The Overseas School of Colombo, an IB World School, is committed to guiding our global community towards international and intercultural understanding. OSC develops the whole person as a responsible learner, striving for personal excellence within a culturally diverse environment.

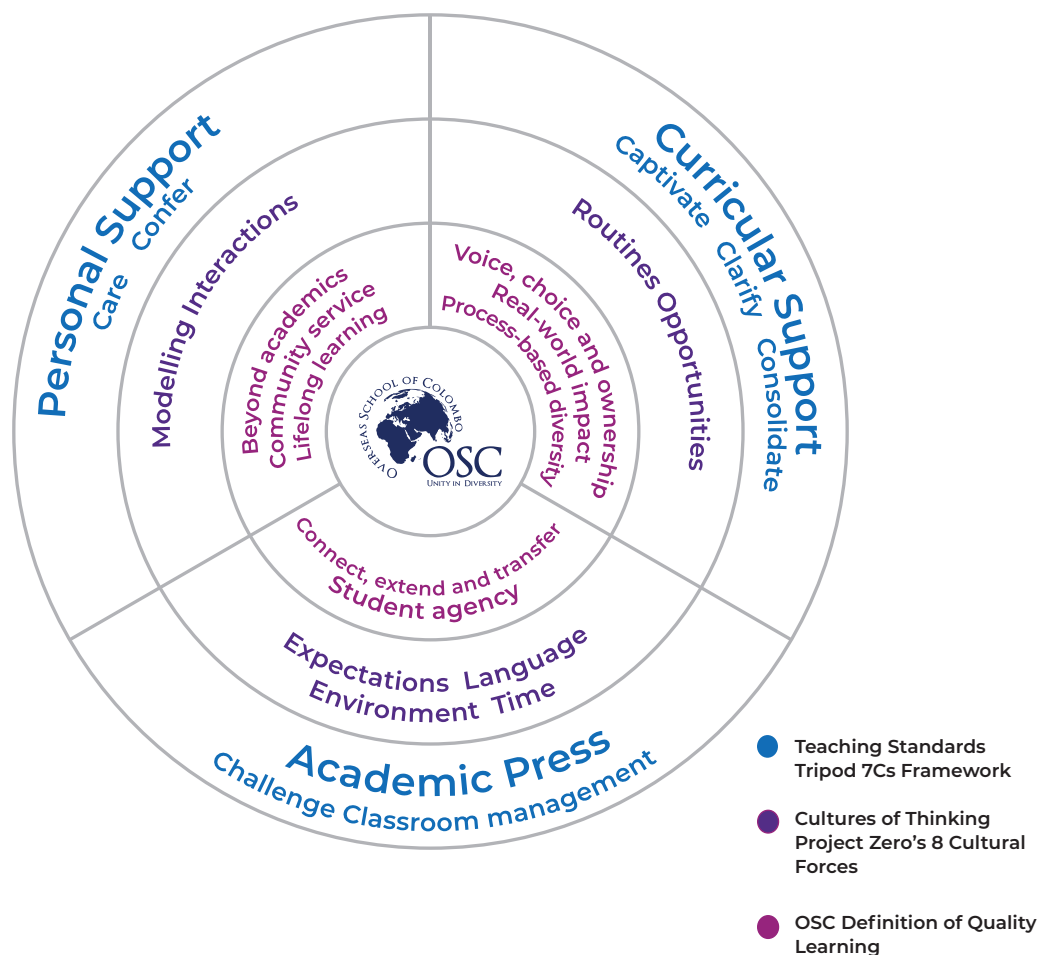


OUR MOTTO

Unity in Diversity

OUR LEARNING MODEL

We are committed to high-quality learning which we define as learning that goes beyond the academic life of students encompassing academic, social, physical, and community interests that result in shaping an individual who embraces learning throughout their life. It is engaging, with opportunities for self-direction, reflection, student voice, choice, and ownership. The learning is process-based and grounded in the real world, providing a platform for exploring diverse global perspectives. Our students are challenged to connect, extend, and transfer relevant knowledge and skills.



We derive high-quality learning from high-quality teaching which is:

- ▶ based on inquiry;
- ▶ focused on conceptual understanding;
- ▶ developed in local and global contexts;
- ▶ focused on effective teamwork and collaboration;
- ▶ differentiated to meet the needs of all learners;
- ▶ informed by formative and summative assessment.

Our students are encouraged to develop skills in the following Approaches to Learning (ATL) throughout their learning.



The International Baccalaureate Programmes

The International Baccalaureate (IB) Programmes aim to do more than other curricula. It develops inquiring, knowledgeable, and caring

young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity, and their ability to solve complex problems.

The Primary Years Programme (PYP)

Prepares students to be active participants in a lifelong journey of learning.

The PYP is designed for students aged 3 to 12. It focuses on the development of the child as an inquirer, both in the classroom and in the world beyond. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills with an emphasis on inquiry.

The Middle Years Programme (MYP)

Prepares students to be successful in school and to be active, lifelong learners

The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP focuses on intellectual growth,

encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills such as communication, intercultural understanding, and global engagement – qualities that are essential for leading a meaningful life in the 21st century.

The Diploma Programme (DP)

Prepares students for success in higher education and life in a global society.

The Diploma Programme (DP) is an academically challenging and balanced programme that includes final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from some of the world's leading universities. The DP has been running successfully at OSC for over 20 years. It is a comprehensive rigorous, broad-based programme of study. Along with six academic subjects, students are involved in community service, engage in a piece of original research that culminates in an extended essay, and follow a philosophy course called Theory of Knowledge.

IB Learner Profile

All IB programmes aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:



Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.



Communicators

They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.



Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their actions and the consequences that accompany them.



Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.



Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.



Reflective

They give thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.



Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.



Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned ethical decisions.



Caring

They show empathy, compassion, and respect toward the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and the environment.

OUR JOURNEY

Our journey has been eventful from the very beginning. In 1957, founders from diplomatic missions (British, Burmese, and the Dutch High Commissions) and the business community, declared open the School which was originally named the Colombo School for Overseas Children. Since then, we've taken steps to make our journey meaningful for all those who have been a part of it.

1957

The Colombo School for Overseas Children was founded – it is Sri Lanka's oldest internationally accredited educational institution and was located at Queen's Street in Colombo Fort.

1961

The School leased the premises known as "Rippleworth" at Turret Road (Dharmapala Mawatha) in Colombo 03.

1963

The School in Fort had 100 children, while the Upper School at Rippleworth, had about 72 children.

1967

The School gained accreditation from the International Schools Association in Geneva, Switzerland.

1971

The School relocated to 51, Muttiah Road in Colombo 02 (Rivington).

1982

The School changed its name to Overseas Children's School (OCS).

1983

The School was relocated to its present address in Pelawatte, Battaramulla. The School obtained accreditation from the International Baccalaureate (IB) Organization as an IB World School, capable of offering the IB Diploma Programme.

1990

The School received further accreditations from the European Council of International Schools (ECIS) and the Middle States Association of Colleges and Schools (MSA).

1992

The gymnasium was declared open.

1995

The swimming pool was opened to staff and students.

1996

The School took its present name, The Overseas School of Colombo.

2005

A performance arts facility was built.

2009

A new sports facility was inaugurated.

2020

The science labs were renovated to meet ultramodern standards.

2021

The School's outdoor basketball court was re-laid with a state-of-the-art, FIBA-approved playing surface.

2022

Commenced renovation of the front entrance of the School including the new security building and front entrance drop off area.

A RENEWED VISION

To renew our guiding statements, we hired the Big Questions Institute to inspire us to reflect on the future of education through the 5 lenses: World, Purpose, Power, Change, and Story.

Following an inclusive process, an OSC Guiding Coalition was formed, comprising our parents, teachers, non-teaching staff, students, and alumni. We deliberated on two main points – what we hold sacred, and what kinds of stories reflect our school and community. Following a series of discussions and taking into account the responses of the coalition, the new Mission, Vision, and set of Values were drafted while keeping to our original Motto. The new guiding statements that will be unveiled in 2022/23 were approved by the Board in May 2022.

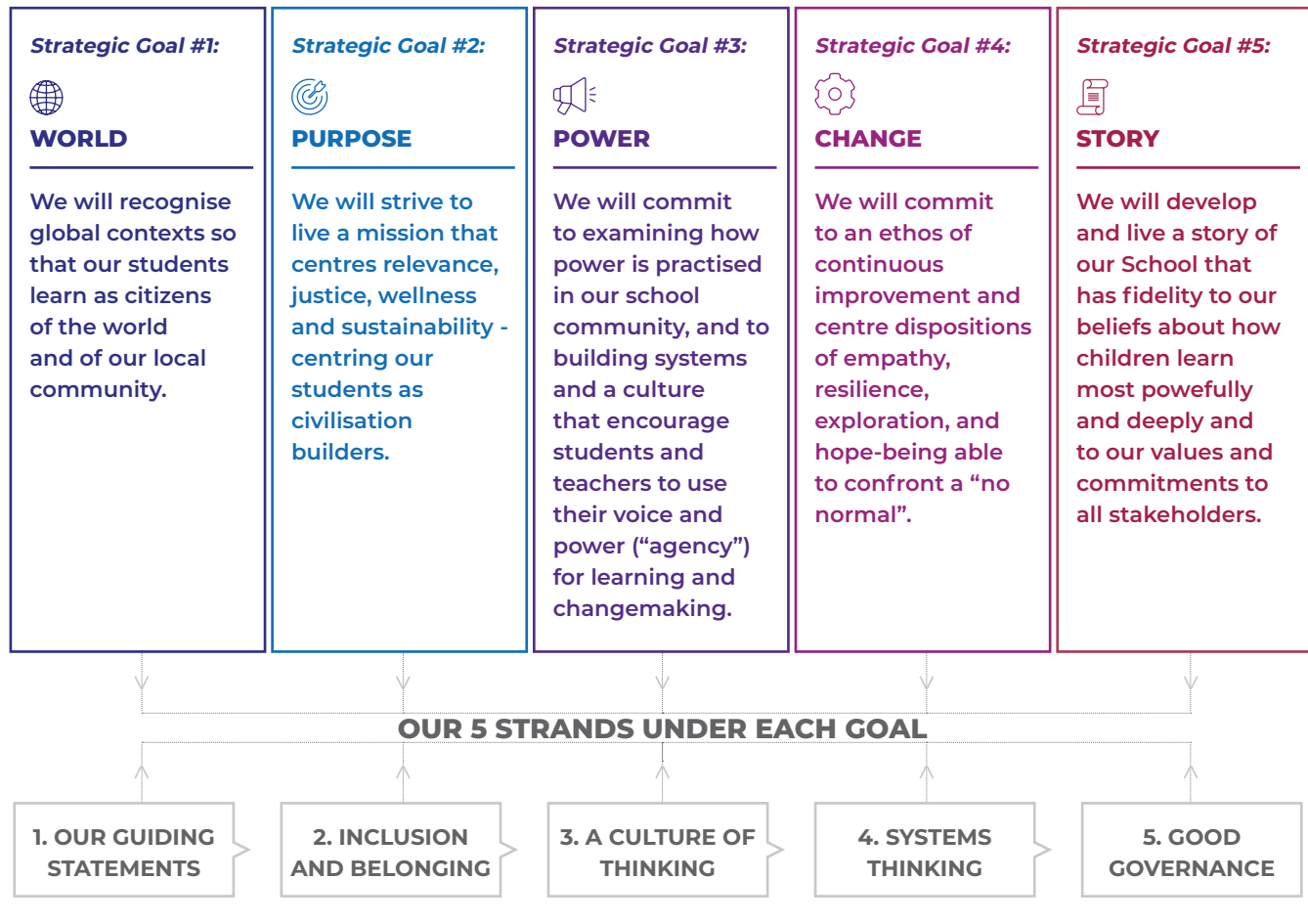
Our guiding statements were re-imaged based on creating a Culture of Care and a Culture of Action that spur compassion and courage, and Creating a Culture of Real-World Connections that spurs curiosity.



OUR STRATEGIC PLAN 2022 – 2027

In our 2022-2027 Strategic Plan, we aim to nurture trust across our community, build a culture of thinking, and cultivate deep and relevant learning in support of our mission, vision, and values. We do this by focusing on the five lenses - World, Purpose, Power, Change, and Story.

OUR FIVE GOALS



A TAIL OF A MASCOT

Truth or Urban Legend?

The '70s were a time of bell bottoms, slick hairstyles, disco, cultural change and technological innovation...But it was also the era where school mascots became famous in America. It became a cultural trend where mascots became a sensation, a phenomenon associated with universities and schools, brands and services, companies, communities, sports teams... you name it!

Our lore speaks of a *very cool* teacher from America who'd arrived in Sri Lanka in the 1970s (at the height of the mascot revolution in the US) and was employed at OSC. This gentleman had mused candidly why schools in Sri Lanka, and of course OSC, did not have their own mascot.

Soon mascot-related *tete-a-tete* occurred, conversations were rife and finally it was agreed that having a mascot would be a great idea.

Of course, the mascot needed to be something special, truly unique and a true representation reinforcing what OSC is, its values and what it stands for.

But then...

What would be the perfect mascot? It had to be something authentic, rare, symbolic, quirky, and easily identifiable.

Legend has it, that it was at this moment that a group of students, many of European and American heritage, suggested a creature that had left them in sheer awe.

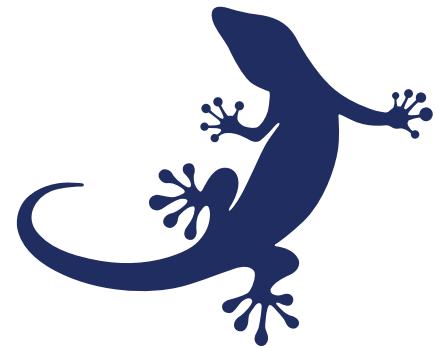
A small but agile, quick, mysterious wonder that the students all discovered not in their gardens, or out in the wild, no sir! But inside their homes.

And the rest, as they say, is history!

A Mascot is Important

A mascot wasn't just some trending fad, but a *bona fide* symbol that represented the School, its culture, philosophy, the prevalent characteristics and attributes of the students, staff and community. A mascot speaks volumes about a brand; it sheds light on the culture, quirks, superstitions and beliefs of a community, while it creates an undisputable sense of belonging.

A mascot unites all students under one symbol. It connects our OSC community, parents, educators, students and alumni to the school in a deeply personal way.



Gooooooooo Geckos!

Many expatriate kids discovered a variety of house geckos in Sri Lanka for the first time in their lives – and especially within their homes!

They were drawn to and fascinated by these amazing lizards. For one thing the kids all observed how perseverant and persistent the little creatures were. They were in awe of how geckos always kept climbing up, going higher and higher!

But that's not all. Geckos have incredible agility, speed and are nature's best climbers. They have extraordinary skill in climbing vertical walls and upside-down ceilings, and pretty much any surface that's rough or smooth, under any condition.

This spoke volumes to the kids as it was a perfect representation of the OSC spirit, attitude and mindset. After

all, at OSC our own Geckos aspire to keep climbing higher and higher. To rise above every challenge and obstacle, to reach unprecedented terrain. To achieve goals and tirelessly make it to their destinations.

The kids were astonished by how geckos could lose their tails and could still regrow them. This showcased a real character spirit of OSC learners who regrow their willpower, determination and drive when faced with challenges themselves. Today, scientists have discovered that the stem cells that help regrow geckos tails can be used to treat human spinal injuries – amazing indeed!

Unlike most lizards, geckos are able to vocalise. They make clicks, chirps, barks, and a range of other sounds to communicate with fellow geckos.

The purpose of the sounds may vary, but one thing for sure is that OSC being an IB World School and a multinational institute that embodies harmony and diversity, have students from around the world who speak multiple languages. Yet, no matter what country our own Geckos are from and what language they speak – they all stand united as a truly tight-knit community.

Geckos are also masters of colour – able to blend perfectly with their habitat. Geckos sense, rather than

see, and use their surroundings to camouflage themselves, using light-sensitive proteins in the skin known as opsins. Likewise, our Geckos are also able to adapt to any situation and environment, adopting new skills, techniques and talents to thrive and endure.

It is said that geckos tend to find their way into our bags and luggage when we move house. Which resonates with our OSC Geckos; as many kids tend to be *travelling nomads* who journey through different countries.

Ultimately, geckos are humble and docile – just like our students. They are never in a hurry, tend to mind their own affairs and are considered sacred in some cultures, even believed to bring good luck!

Geckos you see are cool, courageous and calm creatures. They are unique, awe-inspiring and diverse.

OSC is proud to stand by our motto: *Unity in Diversity, because our Geckos are truly and unequivocally One of a Kind and a Breed Apart.*

Fun Facts



Geckos are wonderful and unique creatures. There are over 1,850 species of geckos around the world. This docile and fascinating lizard is full of mind-boggling surprises. Whether it's the ability to scurry and stick to almost any surface, fly through trees, change colour or call to each other with "barks" and a range of sounds, geckos are amazing creatures with a load of tricks up their sticky webbed feet!

MESSAGE FROM BOARD CHAIR



*I feel a deep sense of pride
in our school and what we have
accomplished collectively in
creating an engaging and joyful
educational experience for all our
learners amidst the adversity this
past year*

Dear OSC Family,

The 2021/22 School Year challenged us with uncertainties and interruptions in learning due to the economic, political, and social crisis in Sri Lanka. Our community including the Board, administration, teachers, parents, and students stood united and rose above the challenges together to make it a memorable school year.

Our greatest opportunities during the year were building on relationships and resilience as a community. The Head of School, and her leadership team frequently communicated on how to traverse our ever-changing landscape. Our sense of care, and our ability to truly reflect and respond to the needs of our students, teachers, parents, and learning community as a whole, and putting the needs of our learners at the heart of our decision-making, was instrumental to our success. A sense of community was nurtured by involving all OSC stakeholders in reflections, obtaining feedback, and forming focus groups such as the Parent Focus Groups, or through the OSC Guiding Coalition. It is encouraging how the leadership team actualises unity in diversity, by creating space for the School community to share their concerns, and diverse perspectives and add value to the School.

One of the key achievements during the year was the development and finalising of the OSC Strategic Plan 2022-2027. The plan is geared to prepare our students, and our next generation of students, for the forthcoming future which is the greatest reform responsibility of every school. The new Strategic Goals – WORLD – PURPOSE – POWER – CHANGE – STORY is our response to the ever-evolving operating context. The Strategic Goals are evolutionary and transformational, and we believe will impact our School's future in ways that will benefit and contribute to humanity as a whole. Furthermore, using an inclusive process, we drafted a new mission, vision, and set of values while keeping to our original motto. The OSC Guiding Coalition, represented by a wide group of stakeholders, worked together on re-examining the guiding statements to ensure our mission work is aligned with the Strategic Goals. Accordingly, the Four Strategic Pillars include: Living our Mission and Vision; Diversity, Equity, Inclusion and Justice; A Culture of Thinking, and Systems Thinking.

I would also like to acknowledge the tremendous efforts of the Board members for remaining faithful to our mission and values and ensuring that the School thrives into the future. We formulated the new School Policy Manual, and by-laws

to provide broader guidelines to the administration, enhance institutional integrity, promote good stewardship, and maintain the trust of our community. This entailed establishing a nominations policy, and a healthy and ongoing School Board evaluation process, enhancing the Board member orientation programme and training in the Near East South Asia Council of Overseas Schools (NESA) Good Governance Series. Furthermore, we improved the efficiency of the Board meetings through establishing priorities and goals for the year and laying out an annual plan of meetings and agenda items, ahead of the year. We reviewed and approved the Board norms and agreements, and established an appeal process to facilitate independence of decision-making and minimise exposure to legal risk. All Board members have signed a conflict-of-interest policy, and have complied with all legal and regulatory requirements. Diligent records of meetings and policies have been maintained whilst communicating the decisions widely and keeping deliberations confidential.

We have also established a sound Financial Management process through oversight of the periodic review of the budget, financial reports, and the annual audit. Furthermore, we engaged closely in financial planning and the external audit

including reassessing the campus redevelopment plan, assessing the impact of COVID-19 on our operations, and continuously monitoring the School's financial status. The accreditation results were reviewed by the Board this year.

Our support extended to the Head of School in conducting the biannual performance evaluation in support of our mutual goals, her job description, and OSC's Strategic Priorities. We are very excited to fulfil our Strategic Priorities under the Board strand and be supportive of our leadership team on their quest to promote Diversity, Equity, Inclusion, and Justice which we will embark upon as a community.

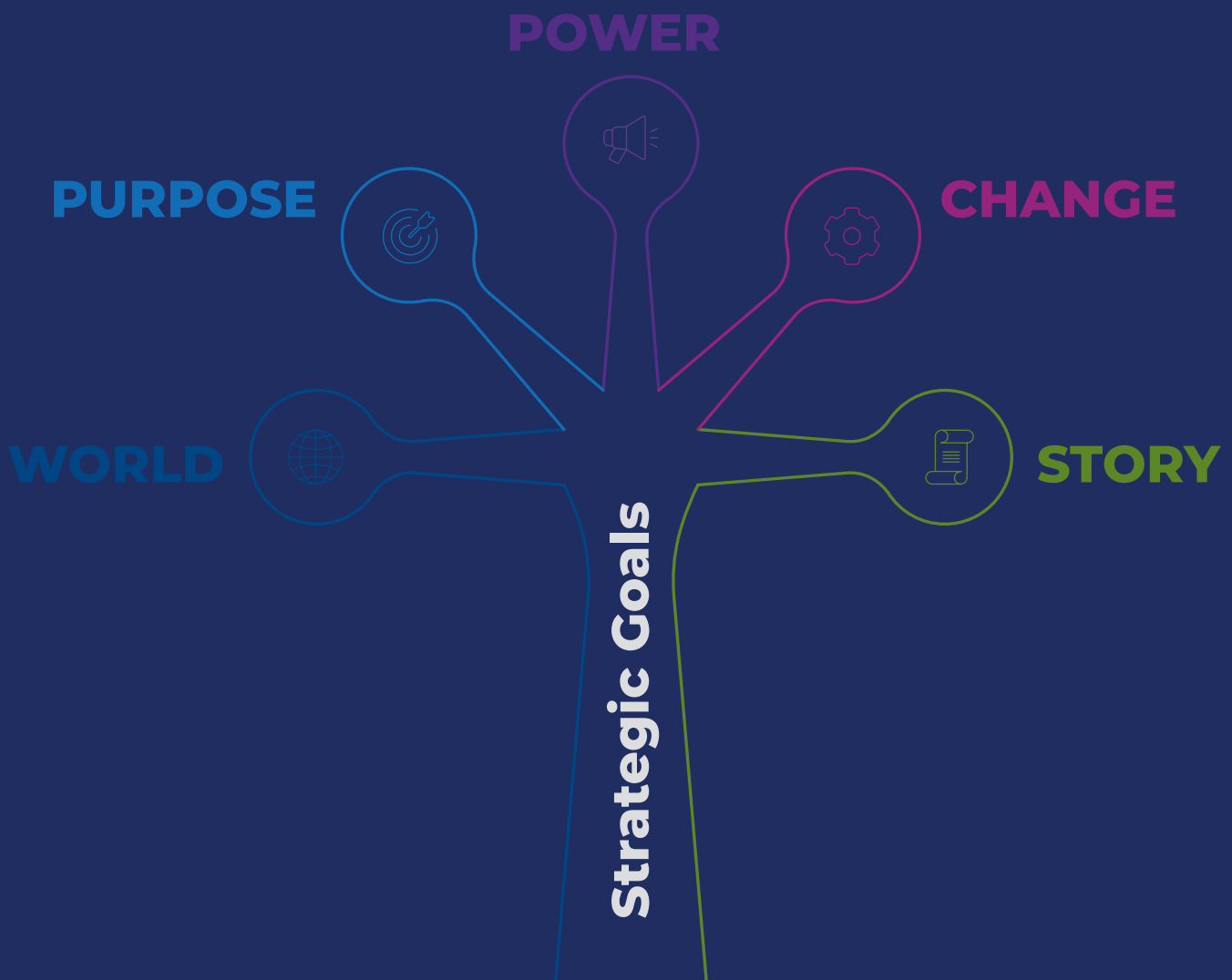
In conclusion, I wish to extend my heartfelt gratitude to all our members for their trust and contributions to the School, and my fellow Board members for their continued support and dedication, strength and sense of professionalism. I deeply appreciate

the untiring efforts of our outstanding Head of School and supporting administrative and teaching team for their unwavering dedication to our students and families. I have great confidence in the future of our School as we forge ahead in the spirit of collaboration, of caring for the wellbeing of all, and with a commitment to build compassionate, curious, and courageous learners!



Aishath Lu-U-lua Hassan

Board Chair



MESSAGE FROM THE HEAD OF SCHOOL



“Our aim was to bring back the joy of learning by normalising the school day and enabling students to reengage positive connections with other students and staff, all of which are essential to creating a conducive environment for learners to thrive”

After many months of silent hallways and empty classrooms, it was a delight to welcome our students back to school. Extensive planning and preparation went into making school re-entry safe and welcoming as much as possible. It was truly rewarding to see shining eyes peeking over the tops of masks, as students arrived back to school. I am deeply grateful to our OSC community for their untiring efforts to make returning to school safe – both emotionally and physically for our students.

Our aim was to bring back the joy of learning by normalising the school day and enabling students to reengage positive connections with other students and staff, all of which are essential to creating a conducive environment for learners to thrive. We prioritised the Social and Emotional Curriculum, which is a crucial aspect of our learning model. To make the transition smooth and easy, additional social and flexible time was allocated for students to engage with each other. We were extremely flexible with our academics and programmes as well during the year. The students spent time getting to know each other again, recognising similarities and differences, and understanding each other's cultures. Our teachers worked closely with the students to help them process their feelings and emotions. In Primary School, our favourite green frog, Kelso, helped even our youngest

students to learn how to make good choices. Our secondary counselors and staff ensured that social, and emotional learning remained at the heart of our programmes for all middle and high school students. Furthermore, we connected all our inquiry-based learning back to our learner profile attributes, which are at the heart of our IB framework.

Physical well-being was emphasised within our inquiry units by providing several after-school activities and sports for students to engage in. Our learners inquired about healthy lifestyle choices, including food and exercise. In Physical Education (PE), students were enabled to track their overall progress, and through self-reflection, set goals and make improvements. During the year under review, our learners extended their well-being experiences outside of the classroom into after-school activities. These activities ranged from mindfulness and yoga to gymnastics and basketball.

We continued to make a difference every day by developing compassion, curiosity, and courage in our students. We foster the concept of community to provide a deep sense of belonging by teaching our students how to respect differences, lead with purpose and impact, and build intercultural understanding.

We also continued to maintain strong relationships and enhanced engagement between students, parents, and teachers during the year through ongoing communication, workshops, conferences, and meetings. Weekly meetings were conducted with the parents from each grade via Zoom throughout the year. Several parent workshops were organised through online platforms and onsite covering numerous topics that were relevant to face the challenging times. Parent Focus Groups were held to attend on areas of improvement. We included our parents every step of the way to keep them updated on the child's education and well-being, making available curriculum plans and goals, and through frequent reporting and online grading portals to make assessing reports transparent. The three full-time counselors, one for each section of the School, proved to be invaluable. To further strengthen parent engagement, we subscribed to the NESA Parent Engagement Series - Parents as Partners. Furthermore, we used multiple learning management systems and communication tools and conducted additional training for our teachers in social, emotional, and wellness. The OSC School Board conducted Meet the Board and Open Sessions to ensure transparency throughout the year.

We continued to nurture the leaders of tomorrow with a learning model that extends above and beyond the realm of academia. We instilled values that foster diversity and inclusion and encouraged students and adults alike to strive towards making a difference in their communities and the world around them. The numerous co-curricular activities strengthened the interests of our students, built on their strengths, and motivated them to take risks with new opportunities. Our students continued to actively participate in several service projects that add value to the community around them. These projects are detailed on pages 62 to 64 of this Report.

As per our school motto, “Unity in Diversity,” our students and staff truly believe that it is only when we integrate the perspectives of everyone in our community do we create something new and something better than what we had before. OSC families hail from more than 40 countries and with so many diverse backgrounds, values, and beliefs, we work hard at connecting and developing a sense of belonging for all families. At OSC we are teaching our students to have a growth mindset by integrating other people’s perspectives. This is because only when we truly practice unity in our diversity can we be all we can be as human beings joined together in our common humanity.

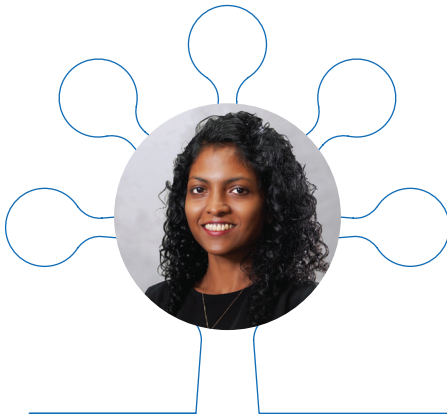
Last year saw impressive achievements including, one of our students earning a Gold Award for the Queen’s Commonwealth Essay Competition 2021, two of our seniors achieving early conditional admissions to universities in the UK for BioChemistry and Economics/Politics, and our High School Counsellor, being selected to the International School Counseling Association (ISCA) Task Force. Furthermore, I am truly proud of the outstanding academic results, including OSC’s International Baccalaureate Diploma Programme students securing an average point score of 33 out of a possible 45, above the world average of 32 points. The OSC PP average score for 2022 was 5.1 compared to the world average of 4.2.

OSC’s success over the years is a collective effort of all members of our community, and I thank each one of them for their strong and consistent support. By focusing on the five lenses of World, Purpose, Power, Change, and Story, we will forge ahead nurturing trust across our community, building a culture of thinking, and cultivating deep and relevant learning in support of our mission, vision, and values.



Michelle Kleiss, EdD
Head of School

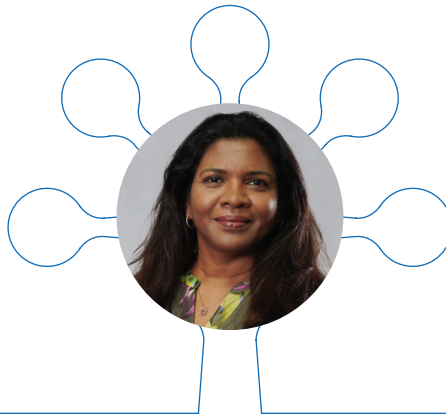
SCHOOL BOARD



Ms Aishath Lu-u-lua Hassan
(Interim Board Chair)

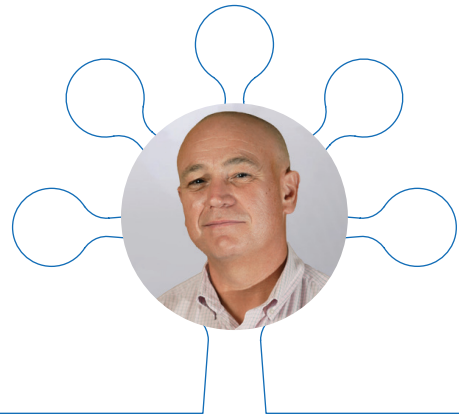
Aisha is a Maldivian citizen and parent of two children at OSC, currently serving the School Board since March 2020 as an elected director. She is a co-founder of Avahteri Gallery, a social business promoting art and culture. Aisha brings her governance expertise and collaborative leadership skills through her previous experiences governing non-profit institutions that constituted to high regulations and standards. She has served the Board of Maldives Pension Administration Office as an independent director for almost 3 years, and the Board of Maldives Inland Revenue Authority for a 5-year term on its inception. Aisha developed her finance/investment literacy through her work at the Maldives Stock Exchange and Care Ratings Maldives (Indian Rating Agency). She was also a part time lecturer at the Faculty of Management and Computing, Maldives. She holds a BA (Hons) Business Management (Finance) from the University of Westminster, London.

Aisha looks to support the Board in ensuring that OSC delivers excellence in education for students from a diverse set of countries and backgrounds, and stays true to its mission, vision and values.



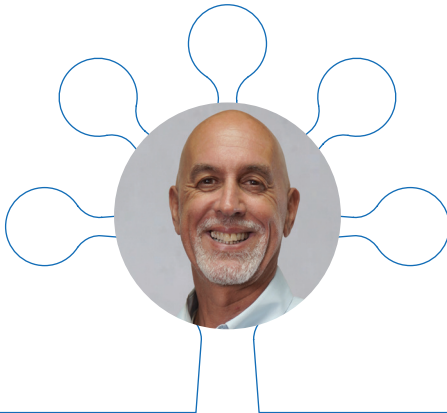
Ms Aminath Zahir

Aminath is a Maldivian citizen and the parent of a child at OSC who is actively involved in the School Community Network, working as Treasurer since 2017. Aminath has worked in a family-owned businesses in Maldives and Sri Lanka and in the Maldives Monetary Authority with responsibilities in the areas of Bank Supervision and Public Debt. Aminath holds a Bachelor Degree in Business from Monash University, Australia and a Master of Commerce Degree from the University of New South Wales, Australia. Aminath brings to the Board a financial background and international experience helping her understand the OSC's focus on unity in diversity. She looks to support the Board in prioritising the needs and interests of our student environment to ensure that OSC functions effectively and efficiently in achieving our shared vision.



Mr Peter Coolen

Peter hails from Canada. He works with the Canadian High Commission in Colombo in a management capacity. He arrived in Sri Lanka in 2020. Peter is married and he and his wife have three children, two of which attend OSC. Peter has a Bachelor of Commerce Degree and a Master's Degree in adult education and human resource management. He has worked in many different countries and has spent 19 out of the last 22 years working in Asia. He has a keen interest in education and embraces the lifelong learner idea. Peter hopes his experience in education, management and multicultural environments will help the OSC Board achieve its vision.



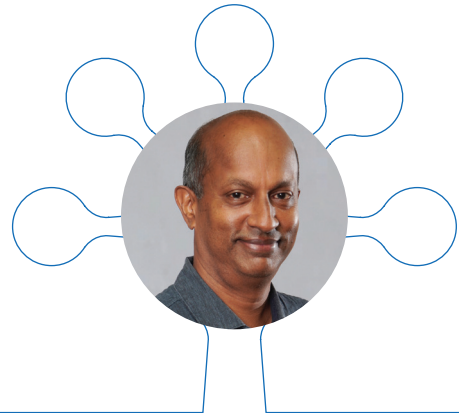
Dr Ari Nathan

Ari is an American citizen and parent of two children at OSC currently working at the United States Embassy. Prior to joining the State Department, he worked for the United Nations in a regional seas programme, and as legal counsel for the pacific island nation of Palau. Ari has a Law Degree and a PhD in International Relations. Ari brings to the Board almost four years on the School Board at the Lincoln School in Kathmandu – during which time the school completely upgraded its infrastructure, significantly modernised its governance policies, and choose a new head of school. He appreciates that serving on a school board is a great privilege that allows one to support the children of the OSC community in reaching their full potential. Moving forward, he looks to work to ensure that: OSC continues to provide an outstanding international education, that OSC's physical infrastructure is upgraded, and that OSC's governance structure and practice is fully aligned with parents' needs and concerns.



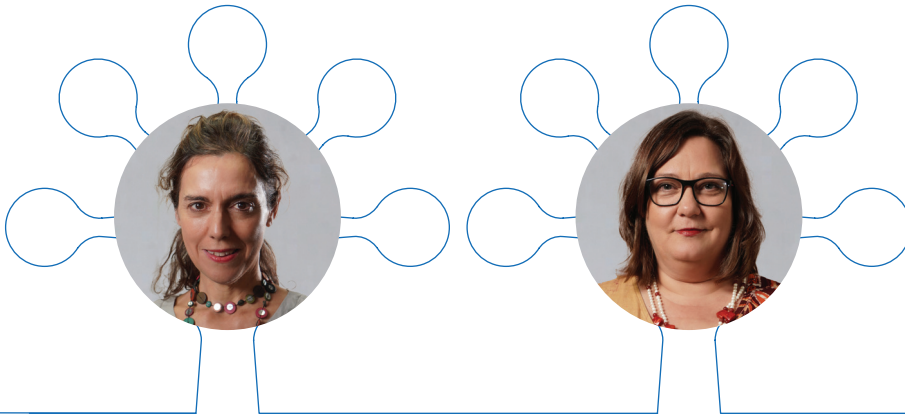
Ms Heidi Hattenbach

An American citizen, Heidi Hattenbach leads the Public Affairs Section at the United States Embassy in Sri Lanka. She joined the Board in 2022 after arriving in Sri Lanka in late 2021. Heidi is married and has three children, two currently at OSC and one at university after attending four different international schools. An experienced advocate for international education, Heidi is committed to supporting OSC towards continued success as a diverse and inclusive community that encourages young learners to embrace curiosity and excellence. Heidi also serves as the Chairperson of the United States - Sri Lanka Fulbright Commission, a binational commission which works to promote understanding between the United States and Sri Lanka through mutual educational and professional exchanges.



Mr Romesh de Silva

Romesh de Silva is a British Sri Lankan dual citizen and is a parent of two boys. He has one child in OSC MYP and an older child who is currently studying at the University of California, Berkeley. Romesh is engaged as a Business Development Advisor to a US Silicon Valley IT company called Array Networks Inc and a Singaporean cybersecurity software company called CySecurity Pte. He is a Board Director of a leading value-added IT distributor in Sri Lanka called Connex IT. In addition to these three advisory roles, he also runs his own sourcing and exporting company called Global Trading Point Pvt Ltd. He obtained a First-Class Joint Honours Degree in Maths and Computer Science from Kings College London and is a Fellow of the Institute of Chartered Accountants of England and Wales. He has worked with Coopers & Lybrand London and Sri Lanka offices. Romesh specialises in import export and in developing IT business in South East Asian region. Romesh captained the King's College First XI cricket team and his school chess team, enjoys playing tennis and table tennis and is a hands-on parent to his boys and a dog named Bruno.



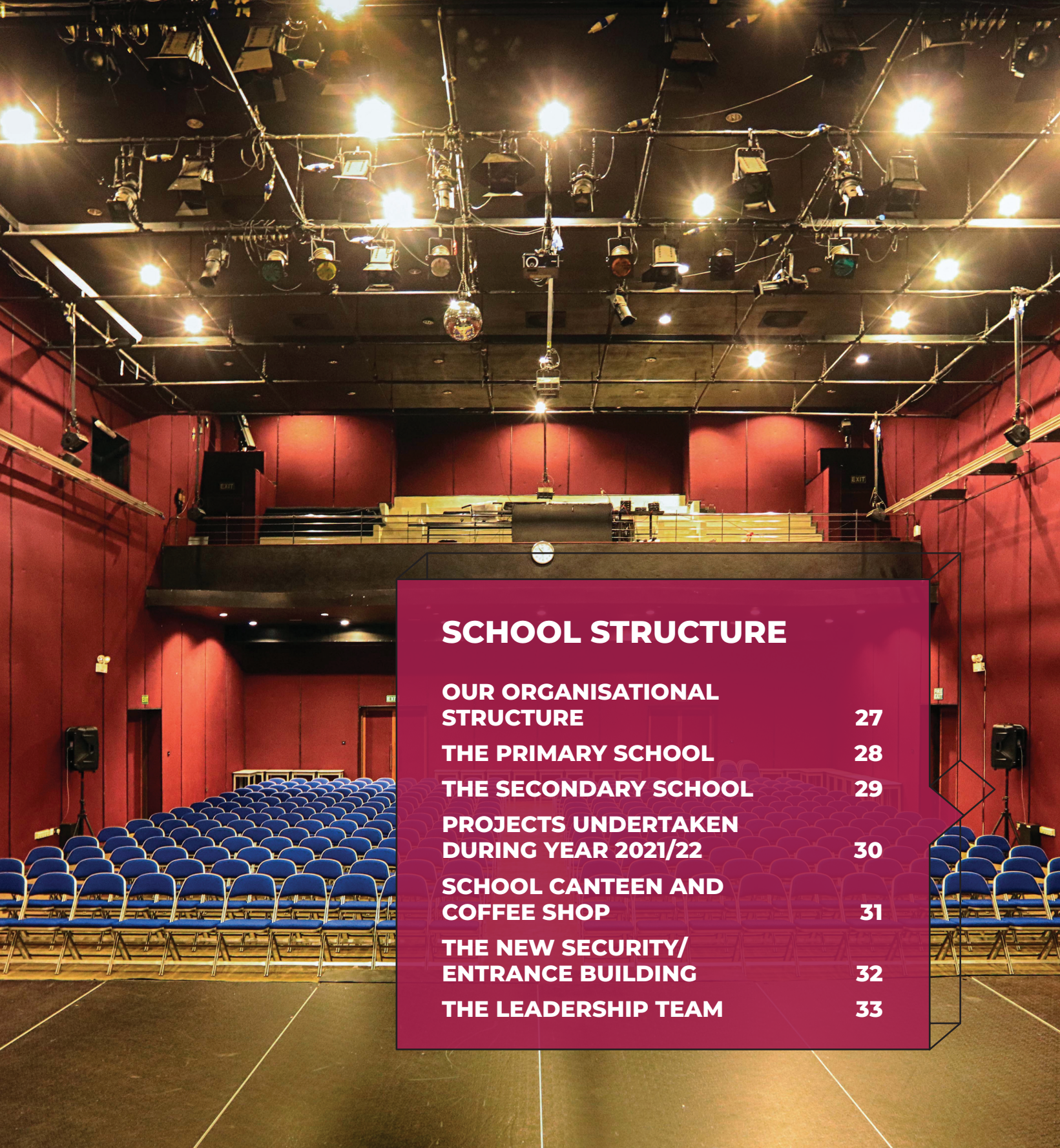
Dr Ana Perez Zaldivar

Ana is a Spanish citizen and parent of two children, the oldest attending OSC. She moved with her family to Colombo in August 2021. Ana works as an independent public health consultant for international organisations and academia. She has a Bachelor's and postgraduate Degree in Business Administration from Oviedo University and the Copenhagen Business School; two Master's Degrees in development and cooperation agents from the Basque Country University, and in public health from the London School of Hygiene and Tropical Medicine; and a doctorate degree in public health from the National Institute of Public Health in Mexico. Ana has written three children's books addressing discrimination, nutritional habits and gender equality published in Guatemala, Honduras and El Salvador. Ana brings to the Board management, analytical and problem-solving skills after having worked internationally in management and technical positions in the private sector and international and civil society organisations for the past 20 years. She looks forward to supporting the school governance and school community and social commitment to ensuring that OSC meets its mission and vision.

Dr Michelle Kleiss

(Head of School)

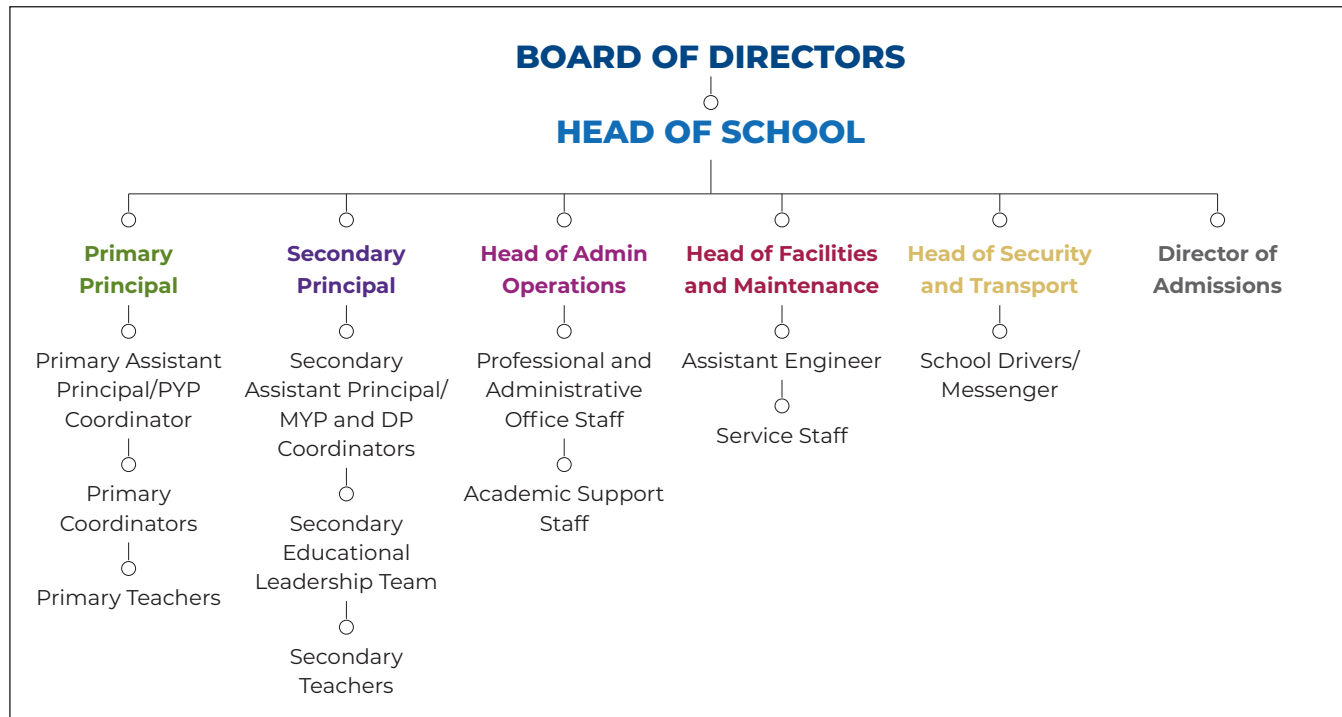
A Dutch/Canadian national, Dr Michelle Kleiss has built an international school career for the past 27 years. She started her Headship at OSC in July 2019, after 10 years as Head of School in Cyprus – another CIS/MSA and IB authorised school. Prior to Cyprus, she was a Head of School in Saudi Arabia, and an Early Childhood Principal as well as Middle School Principal in Cairo – Egypt. She has worked as a classroom teacher in Munich – Germany, in São Paulo – Brazil, and in the Dominican Republic. She has an Undergraduate Degree in Education from The American University in Washington DC – USA, a Master's Degree in Education in School Administration and Instructional Supervision from Bowie State University, Maryland – USA, and a Doctorate Degree in Educational Leadership from Lehigh University, Pennsylvania – USA.



SCHOOL STRUCTURE

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OUR ORGANISATIONAL STRUCTURE



At OSC, we believe in providing personalised education to students that spark curiosity about the world around them. Hence, we strive to offer a holistic and transformative education that nurtures open-mindedness, inquiry, compassion, and kindness. Through our multiple programmes, we enable students to embrace cultural diversity and varied worldviews. All our learning programmes culminate in projects that inspire students to pursue their passions while developing independent and analytical thinking.

An integral aspect of our philosophy is the recognition that students learn differently, and individual needs are best served by a broad and balanced curriculum, delivered using a wide range of instructional methods. This is enhanced by a strong emphasis on high-quality learning and teaching, our co-curricular activities, and community service.

Nurturing a close relationship between the student, parent, and teacher is critical in serving the learning needs of our students. This is because schools

are no longer islands where classroom doors are closed, but rather, parents are partners of the School. At OSC, we value parental involvement in all stages of the learning process. We strive to equip our students with the skills and competencies necessary for success in life. We nurture them to be independent thinkers, problem solvers, decision-makers, and active participants in society with a global mindset, environmental consciousness, and responsible citizens of society.

THE PRIMARY SCHOOL

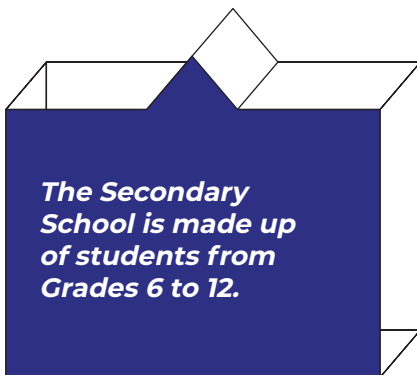


The Primary School is made up of our Early Years Programme to Grade 5 students (ages 3-11) with two classes per grade.

The Primary School follows the International Baccalaureate's Primary Years Programme (PYP). It is a student-centric, inquiry-based programme that encourages students to be agents of their learning, and partners in the learning process. Through this programme, the students gain knowledge, and develop conceptual understanding, skills, and the attributes of the IB Learner Profile to make a difference in their own lives, their communities, and beyond. We have employed a fulltime English teacher as an Additional

Language (EAL) teacher for students who need to improve their proficiency in English. For students who have learning differences, we have employed a Learning Support Teacher. Our Primary School students are supported by a Primary School Counsellor as well.

THE SECONDARY SCHOOL



Students in Grades 6 to 10 follow the IB Middle Years Programme (MYP), and students in Grades 11 and 12 follow the university preparation IB Diploma Programme enabling them to benefit from a continuum of education while providing opportunities that meet the needs of internationally mobile students. As in the Primary School, the Secondary School has an EAL and Learning Support Team, and all students are supported by two full-time counsellors, for social-emotional support, and career and university guidance.

As a fully accredited school by the Middle States Association, our OSC High School Diploma is equivalent to a US-style diploma and is accepted by universities and colleges worldwide. Our students in Grades 9 to 12 accumulate credits towards the successful completion of the OSC High School Diploma and most students complete the IB Diploma Programme as well. Our IB Diploma results have been consistently high and well above world averages.

PROJECTS UNDERTAKEN DURING 2021/22



The following projects were completed during the year under review:

- ▶ Renovation of the lavatories
- ▶ Refurbishment of two secondary classrooms
- ▶ Ventilation project of the whole school classrooms
- ▶ Renovation of changing rooms in the gymnasium
- ▶ Renovation of the design room
- ▶ Renovation of the Gecko Coffee Shop
- ▶ Renovation of the staff room
- ▶ Gardening and landscaping
- ▶ Structural repair of the auditorium
- ▶ Primary Playground Tensile Canopy
- ▶ Construction of the new front entrance and security building – in progress

SCHOOL CANTEEN AND COFFEE SHOP



Parents can view the menu and canteen updates in the Friday **“Gecko Times”** newsletter. A special app has been created for OSC parents to register themselves and their children using a QR code. This has facilitated cashless transactions.

The students simply need to print their QR code and paste it on their ID card or show the QR code on their mobile phone at the cashier counter. The option to pre-order is also available.

THE NEW SECURITY/ENTRANCE BUILDING

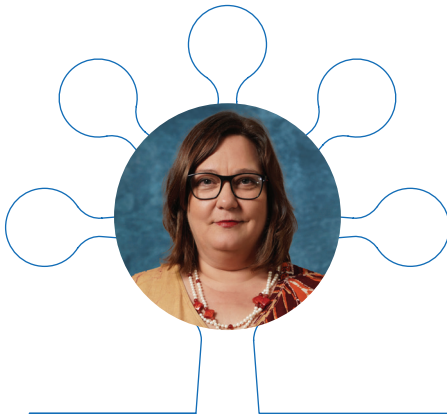


We broke ground on a brand-new security/entrance building on 2 December 2021, with the project slated to be completed on 28 December 2022. This new building will house all the security-related services of the School, including the screening of visitors and goods, and will

be the entry point for authorised persons to be allowed inside the School. In addition, the entrance will provide a secure driveway where students can be dropped off and picked up. PWA Architects acted as the project architect, and the main contractor was Crystal Construction Consortium. The

structural engineer and MEP consultant was NCD Consultants (Pvt) Ltd. and Haritha Consultants (Pvt) Ltd. The awarded project cost was LKR 80,098,183.46.

THE LEADERSHIP TEAM



Dr Michelle Kleiss
Head of School

Dr Kleiss has been at OSC since 2019. Originally from Toronto, Ontario, she started her career at international schools in 1994. She brings 28 years of experience serving and leading accredited international schools across eight countries: the USA, Dominican Republic, Brazil, Germany, Egypt, Saudi Arabia, Cyprus, and now Sri Lanka. Her research interests are on how culture influences communication styles across the international school landscape, and she strongly believes in parent engagement in schools, system thinking, inclusive education, and developing an ethos for continuous improvement. She volunteers her time to chair accreditation visits worldwide for MSA and CIS. Dr Kleiss lives and breathes the motto “Unity in Diversity” and values integrated thinking and distributed leadership. She is a proud mom with a Gecko attending OSC.



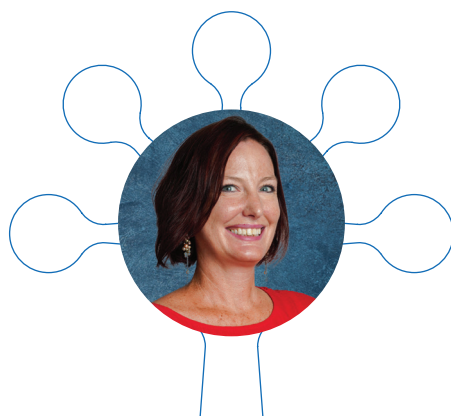
Mr Jason Grandbois
Primary Principal

Mr Grandbois has been a proud OSC Gecko since 2011. Born and raised in Kenora, ON, Canada, Mr Grandbois has a passion for the outdoors, and he loves to explore and learn about new cultures. He began his teaching career in Canada and then moved into international education in Egypt, Peru, Tanzania, and then Sri Lanka. He is joined by his wife, Kelly, and his three children, one of whom graduated from OSC and is now attending The University of British Columbia (UBC) in Canada.



Dr Mechum Purnell
Secondary Principal

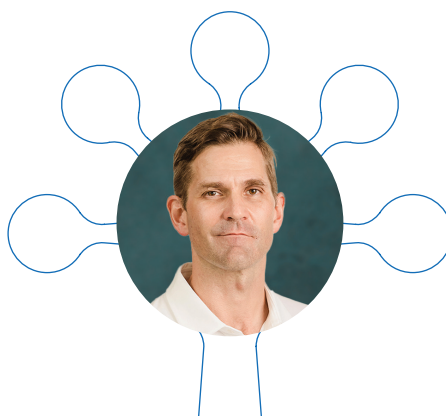
Dr Purnell joined OSC as the Secondary Principal in 2022. Originally from the United States, he started his career in international schools in 2000 and has worked in Thailand, Bolivia, South Korea, the USA, and India. Professionally, he is interested in adolescent social-emotional development, inclusive education, experiential and inquiry-oriented pedagogy, creative assessment practices, group facilitation, and adult learning. Outside of school, he is passionate about music, travel, food, motorcycles, and jiu-jitsu. Dr Purnell has a strong focus on community and believes that we all learn and work best when we feel valued, supported, and respected.



Ms Samantha Wood

*Primary Assistant Principal/
PYP Coordinator*

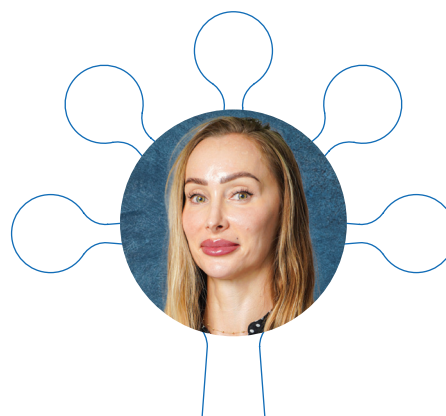
Ms Wood began working at OSC in 2019. Although she is originally from Colorado, USA, she has spent the last 10 years overseas, working in international schools in Saudi Arabia and Qatar. Ms Wood specialises in social and emotional learning and conceptually based elementary curriculum. Her passion is to help learners to inquire and take action on the issues that matter the most to them. In her free time, she enjoys travelling with her husband, reading fiction books, and exercising outdoors.



Mr Jake Eagle

*Secondary Assistant Principal/
MYP Coordinator*

Mr Eagle joined OSC in August 2021 as the MYP Coordinator and Secondary Assistant Principal. He has been working in IB schools around the world for the last 18 years before arriving on the beautiful island of Sri Lanka. Originally an English Language and Literature teacher, he has taught in both Hong Kong and Germany as a curriculum coordinator, projects coordinator, and department leader. He is passionate about building a school culture in which students learn the skills, knowledge, and dispositions that allow them to face challenges that comes their way. He joins the OSC community with his wife, an amazing art teacher, and his son and his daughter who attend Secondary and Primary School respectively.



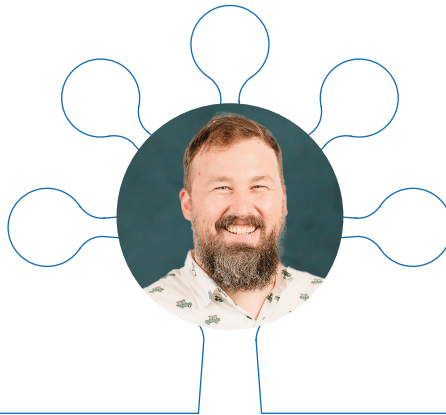
Ms Heather Lee

*Head of Learning Support/
Primary Counsellor*

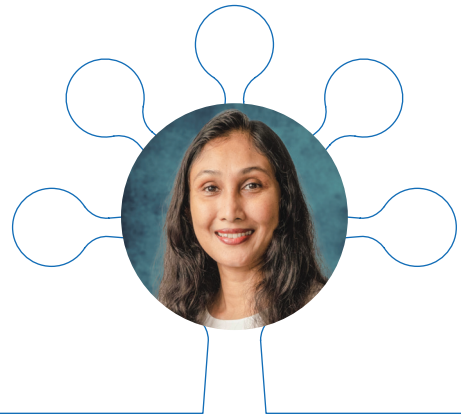
Ms Lee has been at OSC since 2021 and brings a broad range of international experience in Educational Psychology, Counselling, Community Mental Health, and Psychotherapy. In the past 15 years, Ms Lee has worked in numerous countries in the Middle East, Europe, and North America in both school and clinical settings. She brings a passion for bridging social-emotional learning with the academic setting.

**Ms Françoise De Cock***Middle School Counsellor*

Ms De Cock has been at OSC since 2022 and brings a broad range of experience in School Counselling, Community Mental Health for children and adults in the 3rd sector of the UK specialised in discrimination. She brings a passion for providing emotional creative therapeutic support for the well-being of students, parents, and the community where she has lived with her family amongst IB schools in the UK, USA, Saudi Arabia, Angola, Bahrain, and Mexico.

**Mr Tyler Echols***High School Counsellor*

Mr Echols joined the OSC Secondary School as the high school counsellor in 2022. He began as a classroom teacher in 2006 in the United States and has been teaching internationally since 2010 in Saudi Arabia, Kuwait, and Australia. He received his Master of Counselling from Monash University in 2015 and has been working since then as a comprehensive counsellor in South Korea and now Sri Lanka. He is joined at OSC by his wife, Amber, and three children, Sadie, Naomi, and Ryman. He believes that student wellness is crucial to student learning and achievement, and is thrilled to be a part of a school community that prioritises student well-being.

**Ms Vidya Niyangoda***Head of Administrative Operations*

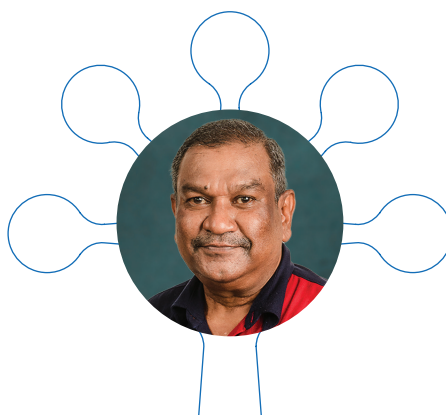
Ms Niyangoda has been at OSC since 2013. She brings 26 years of experience in managing and leading operations in the areas of Financial Services, Business Analysis, and General Management. She holds a Master's in Business Administration and is an Associate Member of the Chartered Institute of Management Accountants. Ms Niyangoda has previously worked in the private sector in leading local and international companies such as the John Keells Group, Richard Pieris Group, and Aviva Global Services.



Mr Crishan Fernando

Head of Facilities and Maintenance

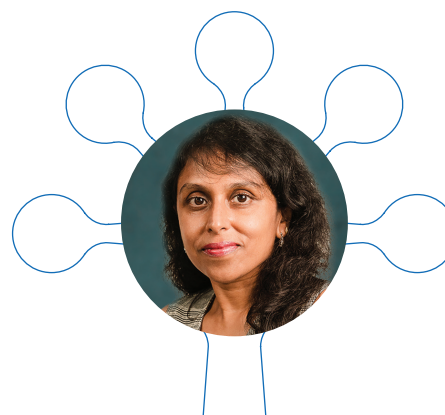
Mr Fernando has been at OSC since 2017 as Head of Facilities and Maintenance. He brings 18 years of engineering experience in mechanical engineering, project management, and operations. He holds a Bachelor of Engineering Degree from the University of Peradeniya, and a Master's in Business Administration from the University of Colombo. He is an Associate Member of the Institute of Engineers of Sri Lanka. Mr Fernando has previously worked for multinational companies in the sustainable energy sector, and in the apparel sector in leading local and international companies such as Kramski and Brandix.



Mr Ajith Nathaniels

Head of Security and Transport

Mr Nathaniels has served at OSC since 2019. He served in the Sri Lanka Air Force for 23 years and holds a Master's Degree in Management. Mr Nathaniels has previously worked as the Head of Security for the National Development Bank (NDB) for 10 years and as the Administration Manager of Janashakthi Insurance for nearly two years.



Ms Kanchana de Silva

Director of Admissions

Ms de Silva joined OSC as Director of Admissions in 2021. She has 25 years of experience serving higher education institutions and foreign missions. Originally from Sri Lanka, she has lived in the USA, UK, Italy, and India. She enjoys listening to music and reading in her spare time.



RESILIENT GECKOS

The previous academic year saw the students, staff, and parents of OSC face challenging experiences ranging from the debilitating effects of the pandemic and lockdowns to political and economic upheaval. In addition to the possibility of detrimental learning loss, we saw that there was a clear need to focus on the physical, emotional, and social needs of our student body. We believe that all of us at OSC adapted to these difficult circumstances, through flexibility that allowed us to balance an understanding of the effects of these demanding life experiences along with resilience that allowed us to transition between face-to-face learning and distance learning with relative ease.

“Resilience” has long been an important aspect of the OSC community. To us, resilience goes beyond strength or hardiness to include flexibility and agility. To be resilient is to acknowledge hardship and adapt, to bend but not break, and ultimately, to bounce back into shape. Thanks to the relationship that our Head of School and her leadership team fostered with our community through open, clear, and often speedy communication, OSC was able to navigate the ever-changing landscape that surrounded us. We focused on making learning enjoyable for our students, keeping in mind that social and emotional aspects were integral to our programmes.

“The Return of the Geckos”

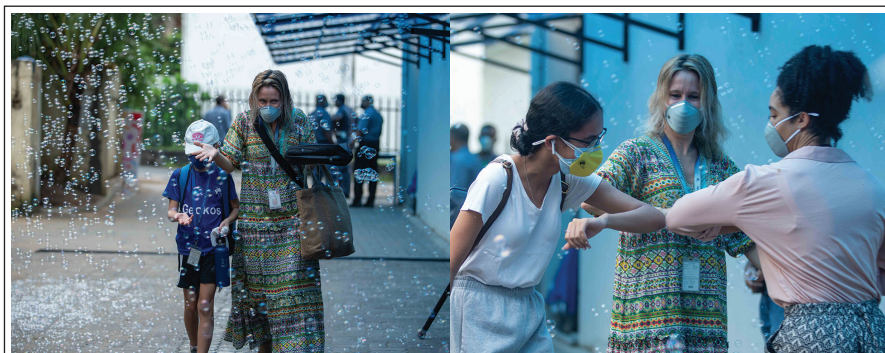
Making sure our students were excited to come back to school was a priority. Each student was welcomed back with a gift that nurtured community spirit: a baseball cap triumphantly emblazoned with the words “Return of the Geckos”. The day was reserved for celebration, with music, bubble machines, and opportunities to take photographs that would serve as lasting memories of the special day.

In addition, we also made it our goal to facilitate adaptability in the long run by adding social time into our schedule, allowing students to ease themselves into their learning and social environments. We welcomed new students with special breakfasts and lunches to instill a sense of belonging. To make the transition back to in-person teaching easier, we introduced our after-school activities and athletics programmes gradually

to ensure they were safely in place by January 2022. This provided students an opportunity to engage in activities that aid their physical health as well as an opportunity to interact with their fellow schoolmates.

Ensuring the Physical and Mental Well-being of our Community

Academics are an important aspect of education, however, we always prioritise our students’ overall well-being, knowing that a sound body and a sound mind are essential to make learning enjoyable. This was increasingly important during the pandemic, as we made community-wide efforts to address the emotional welfare of our students, staff, and parents in order to facilitate an ideal and safe educational environment for all. Our highly experienced and capable counselling team is crucial to ensuring wellness and remains our priority for students, parents, and staff alike.



Rising to the Challenge

We have numerous programmes that allow our students to express themselves, providing opportunities for them to build one another up as they experience working together. These programmes also give them leadership opportunities and the chance to be involved in planning and taking action for their communities.

The morning meeting is one such endeavour. This is an engaging way to begin each day, build a strong sense of community, and set our students up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes to interact with one another. They greet each other and share their thoughts, setting a positive intention for the day. The meetings also help students work on empathy, decision-making, and responsibility.

The Primary Student Government Association (PSGA) is our student-based civic organisation formed to promote the OSC spirit and extend opportunities for leadership among students. Members are elected by their classmates and the meetings are held weekly throughout the school year. Some activities include bake sales to raise money for service groups, as well as variety shows and book week.

Advisory in the MYP consists of meeting for 90 minutes, three times every eight-day cycle to rebuild students' social skills. This includes team-building activities, a focus on digital citizenship, identity building and awareness, as well as Comprehensive Sexuality Education (CSE) that highlights rights, responsibilities, and respect. The MYP also has service groups that meet every Thursday and provide a framework for students to collaborate and take action and connect with the community.

Overall, OSC considers the well-being of the community to be of utmost importance.

Noteworthy Events of the Year

Despite our 2021/22 school year being fraught with uncertainty and challenges, the school had a calendar overflowing with events as our students and staff enjoyed their return to school. Various programmes fostered a strong community spirit, letting our "resilient Geckos" know that their friends and teachers would always be beside them.



Book Character Parade – Kids enjoyed dressing up as their favourite characters from books they love, at our annual Book Character Parade.



Book Week Closing Assembly – A programme was held to commemorate the end of Book Week, an endeavour that encourages children to read.



Bringing Back the Joy – We welcomed back our students with hearts full of joy, celebrating with music, bubble machines, and opportunities to take lots of photographs!



Grade 12 Last Day Assembly – We bid farewell to our Grade 12 students on their last school day, wishing them success in their journey through life.



Halloween – Halloween was an exciting opportunity for our kids to don amusing and quirky outfits and have fun with their friends.



IBDP Visual Arts Exhibition Opening Ceremony – The IBDP Visual Arts Exhibition 2022 illustrated the journey and artistic growth of nine of our Grade 12 students, showcasing their creativity and unique style.



Independence Day – Our students came in traditional attire to celebrate the rich history of Sri Lanka on its Independence Day.



International Mother Language Day – Story books in different languages lined the tables as our students absorbed the beauty of each other's mother tongues.



Mini Winter Gala – Secondary students had the opportunity to perform live in front of an audience for the first time in two years, and we also celebrated the opening of our new Gecko Coffee Shop at the Mini Winter Gala.



MYP Personal Project Exhibition – MYP students proudly displayed their personal projects ranging from custom mechanical keyboards and electronic music, to works of art such as poetry books and photographs printed as postcards.



Foundation Stone Laying Ceremony, New Front Entrance Project – OSC held a foundation stone laying ceremony for the New Front Entrance Project, a brand-new security/entrance building, on 2 December 2021.



PSGA Year-End Variety Show – The PSGA year-end variety show featured our students displaying their amazing talents.



PYP Art Exhibition – A wonderful opportunity for our PYP students to showcase their creativity, the PYP art exhibition featured colourful works of art as well as various musical performances.



PYP Exhibition and Promotion Ceremony – Our PYP students presented their personal projects, the culmination of much hard work and research.



Secondary Year End Assembly –
With artificial snow floating down from the sky, there was a true sense of fellowship at the secondary year end assembly.



Sinhala and Tamil New Year –
A testament to the power of sunshine, our students came dressed in bright yellow renditions of traditional Sinhala and Tamil attire to celebrate this quintessential Lankan festival.



Sporting Events – OSC saw success in the realm of football and volleyball as our students enjoyed getting back onto the field after the pandemic.



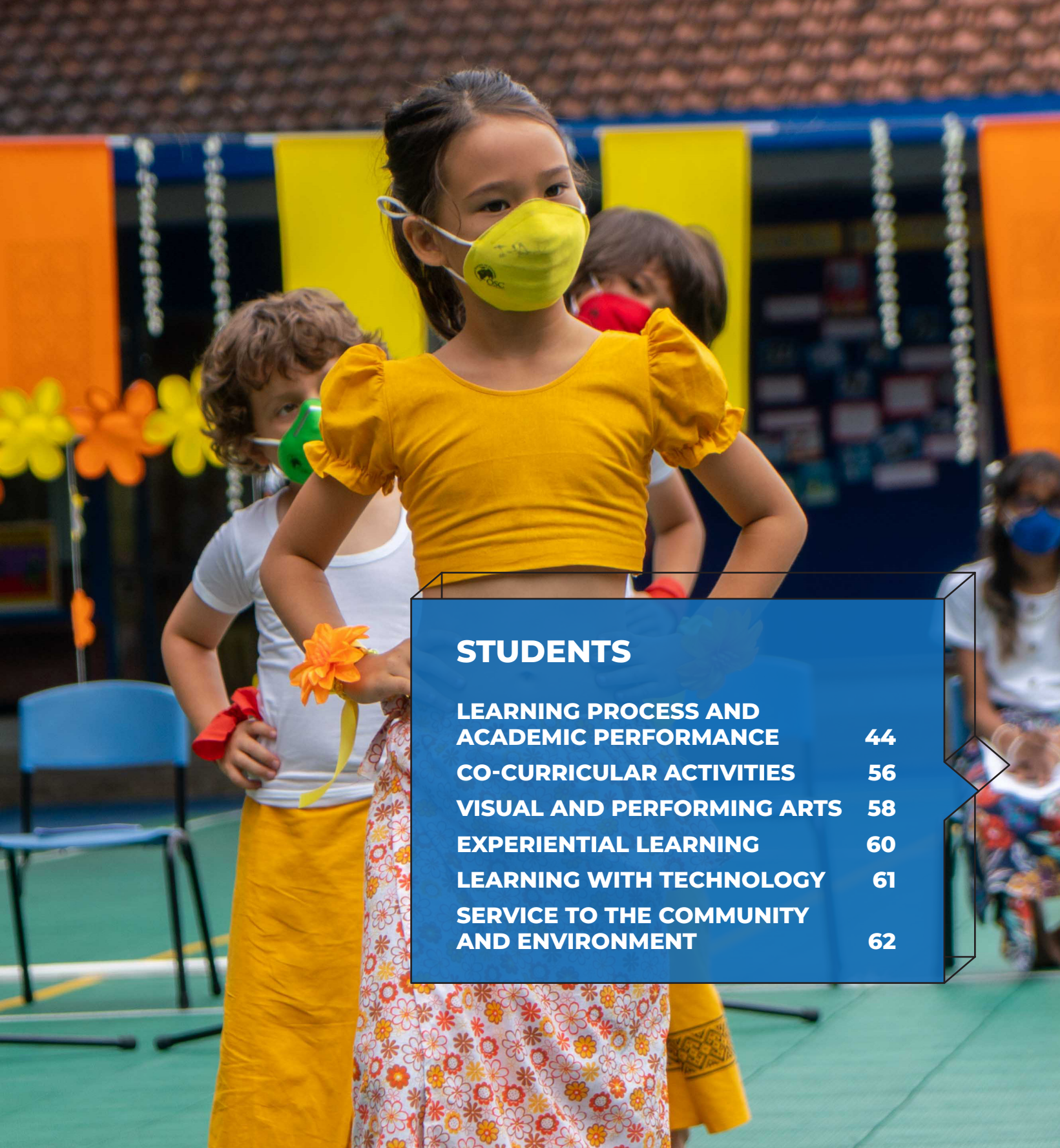
Spring Gala – The Spring Gala is one of the many ways our school demonstrates the value we place on the Arts.



Thai Pongal – Celebrating this festival included making decorative and colourful patterns (or kolam) on the floor.



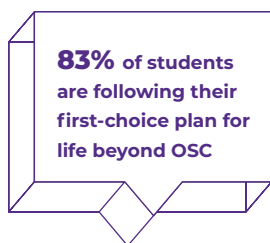
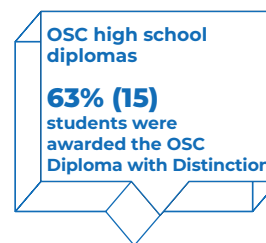
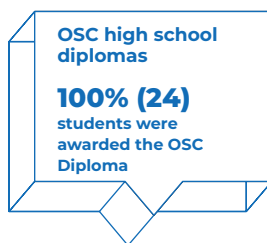
UN Day – Our students celebrated our community by waving flags, and showcasing unity in diversity.



STUDENTS

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LEARNING PROCESS AND ACADEMIC PERFORMANCE



We opened our doors in 1957 with 25 students; today our student body consists of 354 for the 2021/22 academic year. OSC is home to the most diverse student and teaching faculty in our host country, Sri Lanka. Our student body comprises over 40+ different nationalities. As a community, we believe in holistic education, belonging and personal identity, compassion, courage and curiosity, and aspire to achieve academic excellence.

We prioritise the well-being of our own community as well as that of the communities and environments we interact with and impact.

The largest percentage of students are American (24%), followed by SriLankan (19%), British (8%), Australian

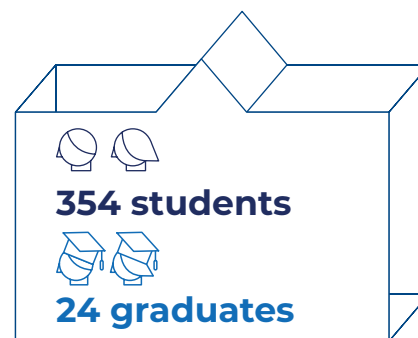
(7%), and Indian (6%). The majority of our families come from diplomatic missions, United Nations (UN) organisations, and NGOs, while the remaining families have joined us from the corporate and private sectors. Our average annual turnover of students is 25% due to families being transferred to other posts abroad.

Our students continue to gain admissions to their best fit, and to respected universities in the USA, the UK, Canada, Australia, and Europe, among other countries of their choice. At OSC, we provide our students with a variety of educational experiences both within and outside the classroom.

Our students are imbued with the values of the IB Learner Profile (refer

to page 10) that transcend the School's curriculum and permeate every aspect of the programme delivery throughout the school. In time, our students learn to develop a better understanding of these values and how they contribute to being a "global citizen".

Student Profile at OSC



Nationality	Number of students	Percentage of students
American (United States)	84	24
Australian	25	7
Belgian	6	2
British	27	8
Bulgarian	1	0
Canadian	17	5
Chinese	4	1
Czech	2	1
Danish	3	1
Dutch	6	2
Estonian	1	0
French	12	3
German	14	4
Greek	2	1
Honduran	1	0
Indian (India)	23	6
Indonesian	4	1
Irish	3	1
Israeli	2	1
Italian (Italy)	4	1
Kenyan	1	0
Malaysian	4	1
Maldivian	5	1
Mexican	1	0
Nepalese	1	0
New Zealander	2	1
Norwegian (Norway)	4	1
Omani	1	0
Russian	1	0
Senegalese	2	1
Serbian	1	0
Singaporean	1	0
South African	2	1
South Korean	7	2
Spanish	2	1
Sri Lankan	66	19
Swedish (Sweden)	5	1
Swiss	3	1
Turkish	2	1
Uzbekistani	1	0
Venezuelan	1	0

The scope of education at OSC is not limited to the academic pursuit of knowledge but also includes developing an awareness of and compassion towards social issues, global issues, and the environment. Our students thrive through our process-based approach, cultivating a deep respect for the diverse people and cultures around them, with curiosity driving their learning and an alertness to their impact on the world, stirring them to develop leadership skills.

The year 2022 marked our students' return to the exam track after two years of COVID restrictions that prevented them from sitting for their exams. However, the May 2022 examinations were not without challenges. Due to economic and political turmoil, many of our students had to navigate through tense situations as they commuted to School to sit for their examinations. Some students were completely unable to attend school on days of intense unrest. The resilience our students showed over the past three years as they persevered and succeeded through unprecedented challenges, just like a "resilient Gecko", was truly remarkable. We are extremely proud of our group of students who achieved impressive results despite the severe disruptions to face-to-face learning with their teachers and peers for six semesters out of the total eight

semesters at OSC. We also offer a comprehensive college counselling programme for all our students, to provide guidance and support in selecting a suitable path for their lives beyond high school, wherever the path may take them.

PYP Exhibition

The PYP Exhibition is a final project that our primary school students undertake that challenges them to explore different areas of research and come up with actionable ideas to improve issues they have uncovered in their areas of interest. The areas explored last year were under the topics of animal welfare, pollution, climate change, equality, and sustainability.

With most of the decision-making in the hands of our students, they first chose what they wanted to learn about, then carefully documented their research, finally presenting their findings using a variety of components including writing, the arts, and technology. In addition, students organised community service projects, including a beach clean-up in Mt. Lavinia as a part of combating climate change and ocean pollution and participating in the Embark Adoption Day to learn about animal welfare and the plight of street dogs. Their research was turned into presentations, 3D models, and posters

that highlighted what actions can be taken to improve these problems.



Developmental Reading Assessment (DRA2) 2021/22

The KG-Grade 5 Developmental Reading Assessment (DRA2) allows teachers to determine whether students are reading on, above, or below grade level. Teachers can use DRA2 levels to plan appropriate teaching materials. The Fall DRA2 gives our teachers a baseline for where our students are when entering their grade while the Spring DRA2 reports reading progress at the end of the academic year.

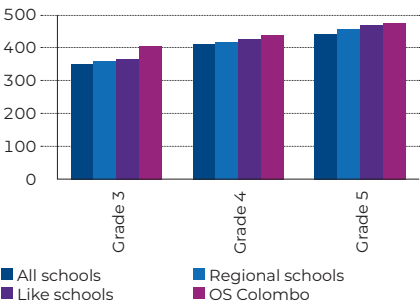
FALL 2021 ALL PRIMARY STUDENTS KG – GRADE 5						
	Below grade	Beginning grade	Mid grade	End of grade	Significantly above grade	
All students (109)	24% (26 students)	49% (53 students)	17% (19 students)	10% (11 students)	(0 students)	76% on or above grade level
SPRING 2022 ALL PRIMARY STUDENTS GRADE 1 – GRADE 5						
All students (113)	5% (6 students)	10% (11 students)	20% (23 students)	58% (65 students)	7% (8 students)	95% on or above grade level

82% of students made progress between the Fall of 2021/22

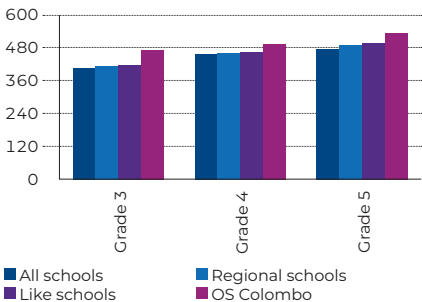
International Schools' Assessment (ISA)

The International Schools' Assessment (ISA) is designed for students in Grades 3-10. The ISA writing assessment comprises two writing tasks: one Narrative/Reflective task which involves writing a story in response to a prompt, and one Exposition/Argument task which prompts students to write out their ideas based on a proposition.

Narrative/Reflective writing



Expository/Argument writing



Middle Years Programme (MYP)

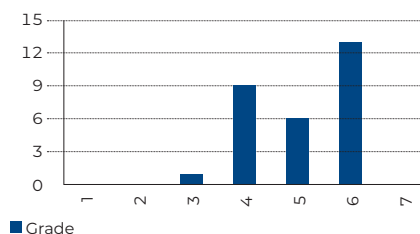
MYP Subjects	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Language and Literature	5.7	6.0	5.9	5.7	5.5	5.8
Language, Literature, and other	6.3	6.5	7.0	6.3	6.7	
French B	5.7	6.1	5.9	5.1	5.5	5.1
Spanish B	4.5	6.0	5.0	5.6	5.5	5.6
Sinhala	6.0	6.0	5.9	5.7		
Individuals and Societies	6.2	6.0	6.0	6.2	5.9	5.6
Science	5.7	5.7	5.9	5.7	5.8	5.5
Ext. Mathematics	6.2	5.9	6.4	5.3	5.9	6.0
Mathematics	4.9	5.2	4.5	5.3	4.5	4.5
Theatre	6.1	6.3	6.1	6.3	6.5	6.0
Music	6.0	5.7	6.0	6.1	6.5	
Visual Arts	6.0	6.0	6.3	6.0	7.0	6.8
Physical and Health Education	5.5	5.9	5.6	5.7	5.6	5.7
Design	5.9	6.0	6.5	5.7	6.5	6.4
Personal Project	5.1	4.9	5.1	5.2	4.6	4.9

Yellow highlighted cells represent courses where marks were moderated, down, or up

MYP subject grades – Class of 2024 (Internal assessment)

OSC overall MYP average 2022 – 5.7

Number of students per grade



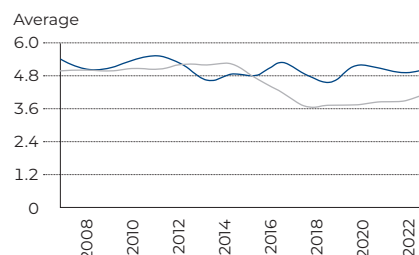
MYP personal project

Class of 2024

(External assessment)

OSC average 2022 – 5.1

OSC average and IB world average



MYP personal project

(External assessment)

OSC PP average 2022 – 5.1

OSC PP average 2021 – 4.9

world PP average 2022 – 4.2

IB Diploma Programme 2022

The pass rate at OSC for 2022 full diploma candidates was 92%, compared to the world average of 86% in 2022.

The IB Diploma Programme

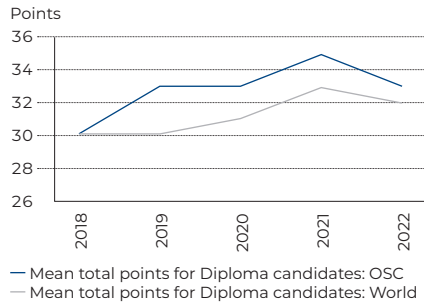
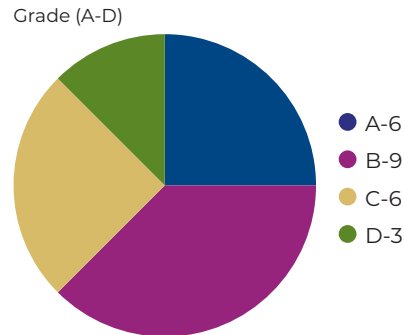
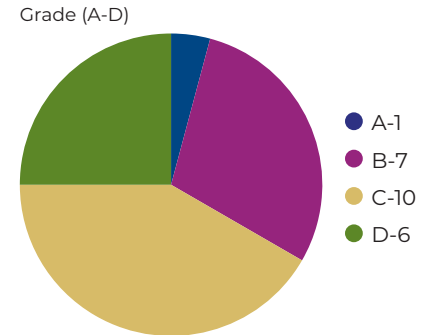
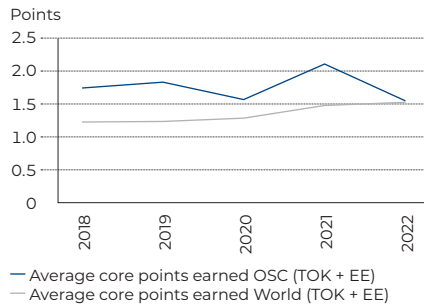
Since 1983, we have continuously offered the two-year IB Diploma Programme at OSC to Grades 11 and 12 students. All students at our school are enrolled as IB Courses candidates with almost every student opting to take the full IB Diploma. Students who complete the IB Diploma will have studied six subjects, with three of these at Higher Level, earning a minimum of 24 IB Diploma points. In addition, students must meet the IB criteria in the following core components of the Programme:

- ▶ Extended Essay (EE): A 4000 - word independent research essay that helps develop research skills, academic essay writing, and time-management skills.
- ▶ Theory of Knowledge (TOK): This course promotes critical thinking and enquiry skills, connecting knowledge developed in the six subject groups.
- ▶ Creativity, Activity, and Service (CAS): Encourages a balanced approach to extracurricular activities beyond OSC's taught curriculum.

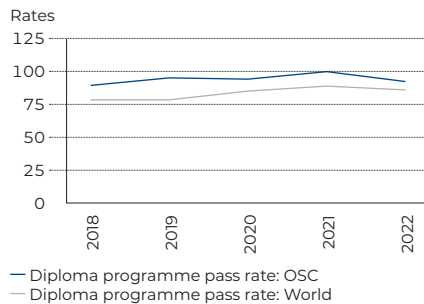
Whereas CAS is an essential but ungraded component of the IB Diploma, a student's grades in TOK and the EE contribute up to three additional points to their IB Diploma points total. The maximum available points are 45, a feat achieved annually by less than 1% of students worldwide.

IB Diploma Programme 2022

	IB worldwide May 2022	OSC May 2021	OSC 2022
Registered IB candidates			
Number of IB Diploma Programme examination candidates	168,035	29	24
Number of students attempting the IB Diploma	88,330	28	24
Percentage of students attempting the full Diploma	53%	97%	100%
Award of the IB Diploma			
Number of IB Diplomas awarded	75,828	28	22
IB Diploma pass rate	86%	100%	92%
Number of IB Bilingual Diploma earners	21,231	1	3
Percentage of Bilingual Diploma earners	28%	4%	13%
The distribution of IB points			
IB Diploma earners with 36 points and above	38%	50%	46%
IB Diploma earners with 40 points and above	14%	29%	13%
Mean IB Diploma points	32	35	33
Mean grade IB			
Mean grade for IB candidates	5.1	5.5	5.2
Extended Essay and TOK			
Students earning EE results of A	13.8%	21%	25%
Students earning EE results of B	42.2%	55%	63%
Students earning TOK results of A	9%	28%	4%
Students earning TOK results of B or higher	43.7%	69%	33%

Last five years mean total points**EE grade distribution – 2022****TOK grade distribution – 2022****Last five years mean core points****Total Points Distribution World**

Total points	2018 %	2019 %	2020 %	2021 %	2022 %
23 or fewer	17.82	18.14	11.51	8.41	10.96
24 to 29	29.87	30.42	26.59	20.59	23.08
30 to 34	26.56	26.11	28.05	26.94	27.96
35 to 39	18.12	17.73	22.86	25.66	23.64
40 to 44	7.33	7.29	10.61	16.87	13.62
45	0.31	0.32	0.39	1.53	0.74

Last five years pass rate

IB Exam Results by Subject

	Number of candidates	Average grade	
		OSC	World
Language and Literature			
English A: Language and Literature HL	14	5.6	5.1
English A: Language and Literature SL	5	5.6	5.3
English A: Literature HL	3	5.3	4.7
English A: Literature SL	2	5.5	5.3
Language Acquisition			
French <i>ab initio</i> SL	7	3.9	5
French B SL	10	5.5	5.1
Spanish B SL	4	5.5	5
Individuals and Societies			
Economics HL	8	4.5	5.4
Economics SL	3	6	5
Env. Systems and Societies SL	10	4.7	4.5
Geography HL	9	5.7	5.5
Geography SL	1	5	5.3
History of Asia and Oceania HL	1	5	5.3
Experimental Sciences			
Biology HL	6	5.5	4.7
Biology SL	2	6	4.6
Chemistry HL	4	5.8	5
Physics HL	2	6	5.1
Physics SL	4	4.3	4.6
Mathematics			
Mathematics AA: HL	3	5.7	5.2
Mathematics AA: SL	10	5	5
Mathematics AI: HL	3	5.3	4.8
Mathematics AI: SL	8	5	4.4
The Arts			
Music HL	2	6.5	5
Music SL	1	4	4.7
Theatre HL	7	6.3	5
Visual Arts HL	9	4.4	4.5

Notable Class of 2022 Extended

Extended Essay Projects that Received Grades of A or B

Subject	Topic	Research question
Psychology	Sexual violence in adolescence years and psychological manifestations	To what extent are females aged 6-18, in the United States, who have endured sexual violence, probable to develop chronic depression in adulthood?
English A	A study of symbols and motifs as tools to explore the concepts of race, identity, and womanhood	How does Sue Monk Kidd employ symbols and motifs in her coming-of-age novel "The Secret Lives of Bees" to explore the themes of race, identity, and womanhood?
Chemistry	Stability of ascorbic acid in skincare products	How does changing the mass of tocopherol in a solution with L-ascorbic acid affect the amount of L-ascorbic acid present after 24 hours of exposure to UV light?
Literature and performance	Adaption	To what extent does the difference in medium and context explain the directorial choices made in the 2013 film "adaptation" <i>Snowpiercer of Le Transperceneige</i> by Jacques Lob?
Theatre	Theatre's use of costume and make-up	How the use of costume and make-up plays a role to influence the Director's intention of the audience in the play <i>Midsummer Night's Dream</i> Directed by Trea Hicks from OSC and Jerome De Silva?
Physics	Operational amplifiers	To what extent does the input frequency of an AC signal affect the voltage gain of a LM358N operational amplifier in a non-inverting configuration?
Physics	Aerodynamics, Reynolds number, lift coefficient	To what extent does varying the airfoil chord length and camber affect the reynolds number and lift coefficient.
English a	Use of Language in contrasting media networks	How are the effects of current events (BLM) portrayed within contrasting medias?
Psychology	Perception: the psychology of visual perception to create optical illusions	To what extent does the work of Bridget Riley utilise the psychology of visual perception to create optical illusions?
Visual Arts	An exploration into contemporary fashion taking inspiration from history	To what extent are the innovative garment designs by Andi Arnovitz, Isabelle de Borchgrave and Rimzim Dadu representative of the historical designs of each artist's culture?
Geography	Patterns of visitation at beach tourist destinations in sri lanka	To what extent is Butler's Model of Tourism applicable to the patterns of visitation in three different Sri Lankan tourist beach destinations at once?
Wld. Studies env/eco sustainability	Wind turbine generation and electricity consumption in Arugam bay	What is the potential for wind turbines to meet electricity demands within a small Sri Lankan tourist settlement?

Subject	Topic	Research question
Geography	Domestic abuse of females across districts in Sri Lanka	To what extent are the rates of domestic abuse across a spatial distribution in Sri Lanka, correlated to the education rates and access to sanitation facilities?
History	Use of chemical warfare during the second battle of Ypres (WW1)	To what extent did Germany fail to exploit their advantage when using poison gas during the second battle of Ypres in World War 1?
Visual Arts	Art and design	To what extent are Tharshana and Asanka de Mel innovating traditional Sri Lankan fashion through their designs while remaining true to cultural traditions?

OSC College and University Offers 2016-2022

THE UK

Aberystwyth University
 Anglia Ruskin University
Bangor University (2)
Bournemouth University (2)
 Brunel University (3)
 Canterbury Christ Church University
Cardiff University (3)
City University, London (3)
Durham University (3)
European Business School London
 Goldsmiths College, University of London (2)
 Imperial College London
King's College London (9)
Kingston University (3)
 Lancaster University (2)
 Leeds Beckett University
 Leeds College of Art & Design
London School of Economics
 London Metropolitan University
 Liverpool University
 Newcastle University (2)

Nottingham Trent University (3)
Queen Mary, University of London (5)
 Queen's University Belfast (2)
 Swansea University (2)
 Sussex University
 St George's, University of London
University of the Arts London
 University of Aberdeen (3)
 University of Bath (2)
 University of Birmingham
 University of Bradford (2)
 University of Brighton (4)
 University of Bristol (3)
University of Central Lancashire
University College London
 University of Creative Arts
University of Dundee
 University of East Anglia (2)
 University of East London (4)
University of Edinburgh (8)
University of Essex (4)
University of Exeter (3)
University of Glasgow
 University of Greenwich (2)
 University of Hull (2)
University of Kent (8)

University of Leeds (5)
 University of Leicester
 University of Lincoln (2)
University of London (2)
University of Loughborough (5)
 University of Manchester (11)
 University of Nottingham (8)
University of Plymouth (3)
 University of Portsmouth (2)
 University of Reading
University of Roehampton (3)
University of Sheffield (5)
 University of Southampton (5)
 University of St Andrew's (2)
 University of Surrey (2)
University of Sussex (3)
 University of the Arts London (2)
University of Warwick (4)
University of Westminster (3)
 University of York (3)

KEY

Listed = Acceptances
 Bold = Matriculated
 () = Number of Students Accepted

THE USA

Amherst College

Arizona State University

Bard College

Bates College

Beloit College

Boston University (9)

Brown University

Carnegie Mellon University

California Polytechnic State University,

California State University Fullerton

California State University

Northridge

California State University San Diego

California State University San

Francisco

Carleton College

Case Western Reserve University

Claremont McKenna College

Clark University (5)

Clemson University

College of William & Mary (3)

College of Wooster

Colorado College

Columbia College

Cornell College

Denison University

DePaul University, Chicago

Drexel University (3)

Emerson College (2)

Emory & Henry College

Embry Riddle University

Florida Atlantic University

Florida International University (2)

Florida Institute of Technology (2)

Florida State University

Fordham University (7)

Georgetown University

Georgia Institute of Tech

George Washington University (3)

Goucher College

Hofstra University (2)

Ithaca College (2)

Iowa State University

James Madison University (2)

Knox College (2)

Lewis & Clark College (2)

Lynn University (3)

Macalester College

Marymount Manhattan College (2)

**Massachusetts College of Pharmacy
and Health Science (2)**

Montgomery College

New York University (10)

North Carolina State University

Northeastern University (2)

Northwestern University (2)

Occidental College (2)

Oregon Institute of Technology

Parsons NYC

Pepperdine University

Penn State University (3)

Pratt Institute, NY (2)

Purdue University (2)

Reed College (2)

Rochester Institute of Technology

Sarah Lawrence College

Savannah College of Art and Design (2)

Stanford University

Suffolk University (2)

Syracuse University (4)

Texas A&M University – Corpus Christi

The New School, NY

The University of Iowa

The University of Wisconsin – Madison (2)

Tufts University

University of Arizona

University of California Berkeley (4)

University of California Davis (8)

University of California Irvine

University of California Los Angeles

University of California San Diego (4)

University of California Santa Cruz (2)

University of California Santa

Barbara

University of Cincinnati

University of Colorado Boulder (2)

University of Chicago

University of Denver (2)

University of Idaho

**University of Illinois at Urban-
Campain**

University of Maryland

University of Massachusetts Amherst

University of Massachusetts Boston (4)

University of Massachusetts

Dartmouth

University of Massachusetts Lowell (2)

University of Miami

University of Michigan

University of New Hampshire

University of North Carolina, Chapel

Hill

University of Oregon

University of Pennsylvania (2)

University of Pittsburgh (2)

University of Rutgers, New Brunswick

University of San Diego (4)

University of San Francisco (2)

University of South Carolina

University of South Florida

University of Southern California

University of the Pacific

University of Tampa (3)

University of Texas at Austin

University of Washington (3)

University of Wisconsin, Madison (4)

Utah State University

Vassar College

Virginia Tech (2)

Western Washington University

Wake Forest University

Washington University in St Louis

Wesleyan University

Worcester Polytechnic Institute

CANADA

Brock University

Carleton University (4)

Concordia University (5)

Dalhousie University (4)

HEC Montreal

Laurentian University

Queen's University

Ryerson University (2)

McGill University (9)

McMaster University

Memorial University of

Newfoundland (4)

Queen's University

Saint Mary's University

Simon Fraser University

Trent University

University of Alberta (2)

University of Calgary (2)

University of British Columbia (11)

University of Ottawa

University of Newfoundland (3)

University of Saskatchewan

University of Toronto (17)

University of Victoria (2)

University of Waterloo (2)

University of Western Ontario

Western University

York University (2)

AUSTRALIA

Australian National University

Deakin University

Monash University (1)

RMIT University

University of Melbourne (4)

University of New South Wales

University of Sydney (4)

Western Sydney University

CZECH REPUBLIC

Charles University

CHINA

New York University, Shanghai

FRANCE

American University of Paris (3)

Universite Toulouse

UTC, France

GERMANY

Jacobs University

HONG KONG

**The Hong Kong University of Science
and Technology**

Hong Kong Polytechnic University

HUNGARY

Corvinus University of Budapest

INDIA

Christ University, Bangalore

Nirma University

NIS Allahabad (2)

**Indraprastha Institute of Information
Technology**

Manipal University

IRELAND

University of Limerick

ITALY

Bocconi University

JAPAN

International Christian University

Tokyo International University

Temple University

Waseda University

KOREA

Yonsei University

LATVIA

Riga Stradins University

THE NETHERLANDS

Amsterdam University College

Erasmus University Rotterdam (2)

Leiden University (5)

Maastricht University, Maastricht

Technische Universiteit Eindhoven

University of Groningen (3)

University of Amsterdam (7)

University College Maastricht (2)
Utrecht University (2)

NEW ZEALAND

University of Auckland
University of Otago

THE PHILIPPINES

Ateneo de Manila

SINGAPORE

National University of Singapore
LASALLE College of the Arts

SPAIN

ESADE University
EU Business School, Barcelona
IE University

SWITZERLAND

Les Roches School of Hospitality

TURKEY

Koc University
Bahçeşehir University

UAE

American University of Sharjah
New York University, Abu Dhabi
University of Birmingham, Dubai
Zayed University



CO-CURRICULAR ACTIVITIES

OSC believes that co-curricular activities complement academics and play an essential role in a well-rounded, holistic education as well as the well-being of every student. The School provides students with many opportunities to engage in various co-curricular activities including sports, music, painting, acting, and After School Activities (ASA).

2.1 Gecko Athletics

With a stunning return to form, Gecko Athletics enjoyed a short but rewarding season after being on pause for much of the previous year. Starting with a full programme of activities in January, we ran sessions for all our SAISA sports (South Asian Inter-Scholastic Association), namely swimming, basketball, volleyball, football, badminton, and track and field. These sessions were designed to get students moving again, honing a spirit of friendly competition. We entered football tournaments and organised friendly basketball and volleyball fixtures against other schools.

2021/22 highlights

U20 Girls Football –

Annual Encounter vs Gateway College

U20 Girls COMBOS – Futsal Champions

U17 Boys Football – TISSL 11-a-side

Champions and RAISE Futsal 5-a-side Champions

U10 Football Team – Barcelona

Academy 7-a-side Champions

U20 Boys 4 x 100m –

Gateway Relay Carnival Finalists

Reintroduction to Gecko sport teams

From January to March 2022, all teams had an hourly session once a week to be reintroduced to their sport and rekindle the dynamics of team play after much time spent apart during the long lockdown.

- ▶ Middle School Football
- ▶ Middle School Basketball
- ▶ Senior Boys Football
- ▶ Senior Girls Football
- ▶ Senior Boys Volleyball
- ▶ Senior Girls Volleyball
- ▶ Track and Field (5-12)



Achievements

- ▶ U12 and U14 Football teams took part in the Barcelona Academy Invitational Tournament, placed 1st and 3rd respectively
- ▶ U16 and U20 football teams took part in TISSL football. U16 were Champions, placing 1st
- ▶ U20 boys and girls took part in a COMBOS Futsal Tournament and placed 1st (Girls) and 2nd and 3rd (Boys)

2.2 Co-curricular Activities and After-School Activities (ASAs)

Found below, is a full list of After-School Activities (ASAs) that we offer, which form an integral part of our curriculum:

Primary

Sports/Active activities

- ▶ Football
- ▶ Cricket
- ▶ Team games
- ▶ Zumba
- ▶ Karate
- ▶ Wall climbing
- ▶ Basketball
- ▶ Yoga
- ▶ Beginner swimming
- ▶ Gecko Swim Club
- ▶ Track and Field

Visual Arts/Crafts activities

- ▶ Origami
- ▶ Jewellery making
- ▶ Mandala colouring
- ▶ Ribbon Embroidery
- ▶ Comic Book making
- ▶ Puppet making
- ▶ Art Club
- ▶ Bookmark making

Performing arts activities

- ▶ Oriental dance
- ▶ Ukulele
- ▶ French drama

Other activities

- ▶ Sinhala fairy tales
- ▶ Indoor board games
- ▶ Construction Club
- ▶ Mindfulness and Mandalas
- ▶ Environmental Club
- ▶ Drama in French
- ▶ PSGA
- ▶ Book Club
- ▶ Bird Club

Secondary

Middle School:

- ▶ MS football
- ▶ Ms basketball
- ▶ Wall climbing
- ▶ Gecko robotics

- ▶ Coding Club
- ▶ Pieces of performance
- ▶ MS voice

High School:

- ▶ Volleyball
- ▶ Basketball
- ▶ Football
- ▶ Pieces of Performance
- ▶ Senior voice

Whole School:

- ▶ Swimming
- ▶ Track and Field
- ▶ Badminton
- ▶ COMUN
- ▶ Kattha Magazine
- ▶ Yearbook
- ▶ SDG Book Club
- ▶ Concert band
- ▶ String ensemble
- ▶ Guitar ensemble
- ▶ Dungeons and dragons
- ▶ Chinese Culture Club
- ▶ Art Club
- ▶ Academic support clubs
 - MYP Survival
 - Maths (BrE) tutorials
- ▶ Private music lessons

VISUAL AND PERFORMING ARTS

Music and theatre add diversity and invigorate our academic calendar. From virtual events to a stirring return to in-person concerts, the year was ripe for exploring the talents of our students. The various events held emboldened our students, allowing them to express themselves and explore and strengthen their gifts, giving them new opportunities to challenge themselves.

Could You Hug a Cactus – Virtual Musical

Students in Primary School from Grades 3-5 put on a virtual musical show titled “Could You Hug a Cactus?” presented through a special agreement with Beat by Beat Press. This intriguing initiative sprung from the idea to involve students in art by putting on an online production during unsettling lockdowns. The show featured children expressing themselves through poems and the cast worked tirelessly for weeks both in school and at home to put on an incredible performance.

IBDP Visual Arts Exhibition 2022

The IBDP Visual Arts Exhibition 2022 illustrated the journey and artistic growth of nine of our Grade

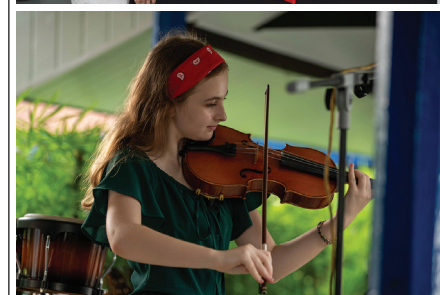
12 students as they immersed themselves in the visual arts course that forms a part of their IB Diploma Programme (IBDP). Each student worked hard to curate a cohesive body of artwork, showcasing their creativity and unique style.

Mini-Winter Gala

In December, OSC Secondary students had the opportunity to perform live in front of an audience again. The courtyard was strung with fairy lights and giant baubles, making a beautiful informal setting for our afternoon tea concert, celebrating the opening of our Gecko Coffee Shop.

PYP Art Exhibition

The coffee shop space was transformed into a gallery by our Primary artists as they set up various pieces ranging from a 7-foot-tall ceramic totem pole to wind chimes strung in the trees. The diversity of the artwork that the students chose to share was representative of the emphasis on student voice, choice, and ownership in our PYP arts classes. Primary students volunteered to provide musical entertainment for the event, with some students sharing self-composed songs, highlighting their creativity, growth, and confidence.



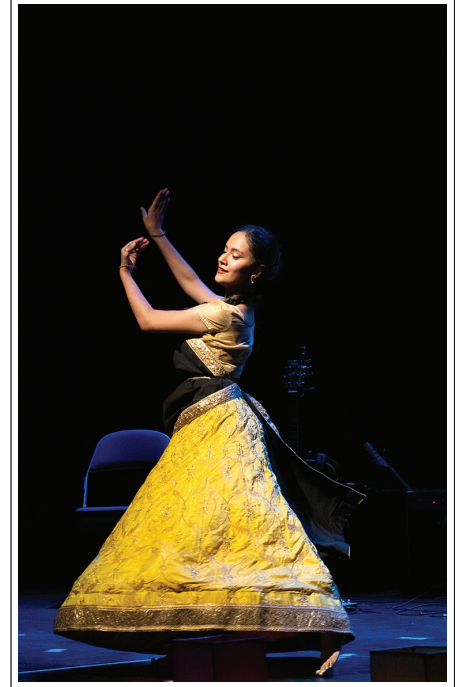
SAISA Virtual Music Festival

OSC co-hosted an online SAISA Music event with Lincoln School, Nepal. Nine SAISA schools were involved, with over 150 students taking part, demonstrating the enthusiasm our students had to reconnect with our wider community, re-establish friendships, and make new ones. The event included synchronous workshops on a variety of topics such as vocal breathing techniques, jazz improvisation, musical analysis, ukulele, guitar, brass playing tips, and musical technology.

Spring Gala 2022

The OSC Annual Gala is one of the many ways our school demonstrates the value we place on the Arts. Performers this year ranged in age from Grades 5 to 12. The last Gala at OSC was in April 2019, thus the chance to play live in a formal setting again was something both students and teachers looked forward to. The students had been incredibly resilient and positive in their outlook, and had continued to practice at home and school, waiting for the chance to bring music alive for an audience once more. The line-up included four solo violinists, wonderful vocalists and ensemble performances from

Senior Voice, Middle School Voice, the Concert Band, the Classical Guitar Ensemble, a string quartet, a vocal duet, and the Grade 10 Stomp. For some students, this was their first appearance in a Gala; others were seasoned performers, having taken part in multiple editions.



EXPERIENTIAL LEARNING

Experiential learning is an invaluable aspect of our teaching and learning programme. Our students learn skills that are needed in cross-cultural interactions that are critical for success in the globalised world. Students at OSC enhance their experiential learning in multiple ways both in the classroom and beyond.

Experiential education encompasses service as learning in PYP and MYP, and Creativity, Activity, and Service (CAS) in the Diploma Programme. It also includes various learning experiences beyond the classroom. The Secondary School's "Experience Sri Lanka! Week Without Walls" is a key aspect of this. Individual classes conduct field studies and fieldwork in our neighbourhood and in close proximity to the ecosystems in Sri Lanka. Highlights include long-term socio-economic surveys near the Sinharaja rainforest, urban wetland system studies in *Diyasaru* park, tourism studies in Galle Fort, and energy studies in the Central Highlands. These all contribute to a holistic approach to education and fulfil our School's mission and vision.

CAS at OSC

The CAS component is a vital part of the educational experience for all DP 1 and DP 2 students at OSC. As stated in the OSC mission statement, we recognise that education neither begins nor ends in the classroom or the examination hall. The essential aspects of education may exist outside both of these. An international education

must go well beyond the provision of information and is inevitably involved in the development of attitudes and values which transcend barriers of race, class, religion, gender, and politics. As per the IB design, CAS encompasses a broad range of extracurricular activities including SAISA sports, creative pursuits, activities such as the Colombo Operated Model United Nations (COMUN), and service to the community.

The defining aspect of our CAS programme is the use of blogs to channel student reflections. These are public spaces that DP students maintain to keep a running record of their goals and learning in the CAS programme. A look through OSC's blogs from this year illustrates the diversity and wealth of experiential learning of our DP students. Our students' blogs going back to the Class of 2012 can be accessed through the OSC website, <https://www.osc.lk/learning/secondary-geckos/diploma-programme/reflective-spaces>.

DP students structure their CAS experience around seven learning outcomes stipulated by the IB. These are broad ideas that help students to focus their learning in the CAS programme and guide them effectively in goal setting, action, and reflection.

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience

4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

Experience Sri Lanka! Week Without Walls (WWW) Programme

Following a challenging period brought about by the COVID-19 pandemic, the annual Experience Sri Lanka: Week Without Walls programme was successfully held in January 2022. Holding this programme of diverse learning excursions after a lapse of one year was nothing short of a miracle. The teachers, support staff, and administration worked tirelessly during the year to organise an excellent learning-based programme that was appreciated by students and their parents. As in previous WWW learning experiences, the success of this year's programme was the outcome of effective organisation, planning, and excellent teamwork on the part of teachers and administration. The programme is divided into a large group WWW experience (for MYP1-4) and smaller groups with an element of choice (for MYP5 and DP1). The students visited historical sites in Kandy and Galle, cycled in the Cultural Triangle, rafted on the Kelani River, hiked the three highest peaks in the island, watched birds in Bundala and participated in many more rewarding experiences.

LEARNING WITH TECHNOLOGY

Technology at The Overseas School of Colombo aims to engage students, strengthen student learning, and foster creativity, collaboration, and communication within and beyond the classroom. Technology has transformed education and OSC recognises the importance of keeping up with the latest innovations for our students to acquire the necessary skills to become leaders in today's globalised world. They must become innovative thinkers, ask questions, research, and find solutions in response to the fastest-changing industries in the world today. At OSC, we effectively integrate the latest technologies and teaching methods to leverage and enhance our students' learning process. In this regard, we believe the COVID-19 pandemic has been a blessing in disguise. Since we had to resort to the Distance Learning Plan (DLP) on a few occasions in the past few years, as a community we have fine-tuned our digital capabilities and are ever-ready to share this knowledge with those around us.

Technology Infrastructure at OSC

Our School is equipped with over 80 Cisco Meraki Access Points to support the Wi-Fi needs of the Bring Your Own Laptop (BYOL) programme from Grades 5 through 12, and over 50 Cisco Meraki security cameras, that are all connected to a state-of-the-art backbone network powered by Cisco Meraki network switches.

Additionally, we utilise an enterprise-grade firewall, server systems, integrated printing management systems, and access control systems to provide a wide range of integrated IT systems to our school community. The OSC Tech Department also takes necessary steps to protect our users from data leaks and external network threats, whilst offering services and support to non-educational departments such as HR, Finance, and Maintenance. They also leverage cloud-based technologies to provide disaster mitigation and data recovery capabilities. Classrooms are integrated with touch-enabled interactive displays and projectors to further enhance student learning.

In addition to diagnostic services, the OSC Technology Department frequently purchases site licences or class application software. This includes access to online databases, cloud-based applications, and local computer programmes. All students receive these applications as part of their tuition and certain applications are required to use a laptop at school.

Technology in PYP

Technology is integrated throughout the Primary School. Students are issued school-owned technology devices in Early Years through Grade 4. Since the last academic year, our Grade 5 students have been successfully integrated into the BYOL programme and have begun to use their own laptops.

All students and teachers are provided with a Google Workspace for Education Account, allowing students and teachers to collaborate, communicate, and do classwork digitally along with cloud storage. Teachers carefully make use of our 1-1 laptop programme (Apple iPads, Chromebooks, Windows, and Mac computers) to enhance learning and reinforce healthy digital habits and routines, using Seesaw as our main learning platform.

Technology in MYP and DP

Within the Secondary School, the goal of the technology programme is to help students master many different applications, databases, and online tools that can help them to do research, create and communicate new understandings and learnings. The Secondary School has introduced the BYOL programme, requiring students to bring a laptop to every class daily and use technology regularly.

Our students are provided with the necessary apps and cloud storage to do their classwork digitally while collaborating with their peers and communicating with their teachers. ManageBac, our learning management system, gives students and parents access to their curriculum and online learning 24 hours a day, providing an alternative avenue for students and teachers to communicate.

SERVICE TO THE COMMUNITY AND ENVIRONMENT

Service Learning is an integral part of the IB curriculum as well as an important aspect of the culture and education at OSC, where service is a requirement at all grade levels. Students are encouraged to identify specific needs within the community, plan suitable responses, and act ethically to meet them. This is embedded into the curriculum itself, as OSC provides opportunities for students to participate in service and even has a designated time for students to concentrate on their service work. In MYP 1-5, students are required to serve for one semester, participating in projects organised by the School or engaging in service outside of school, and many opt to serve all year. In the DP, the commitment is year-long. We believe that student leadership, regardless of age, is essential when proposing and initiating each service project. Leadership opportunities are thus offered throughout.

Since 4 November 2021, our students have been actively participating in the following service projects:

Care for Paws: To fulfil our goal to help homeless dogs get adopted, fostered, or sponsored by the OSC community and others.

Gecko Inc.: By teaching swimming skills, we strive to build confidence in local school students who are not comfortable in the water.

Gecko Network: A student-initiated service, our aim is to support a variety of OSC events and activities throughout the year by broadcasting them across our community, using many forms of media.

Girls for Girls: We continue to increase our connection to the local community by becoming mentors to young female survivors of abuse and by building a curriculum for a transitional centre for them under the Emerge Lanka Foundation.

Grade 6 Project – Sustainable

Gardens: To introduce Grade 6 students to Service Learning at OSC, they participate in a programme focused on creating sustainable gardens at home and school.

Hope for Kids: We address and relieve the impact of cancer on not only the patient but their family as well, by implementing a guidance and therapy programme for affected mothers at the Maharagama Cancer Hospital.



Housing and Habitat: We enhance the quality of life of local communities by building essential homes and facilities, and by implementing creative solutions to address their energy needs.

OSC's Room to Read: A service that builds libraries in the local community, making reading for pleasure and learning available to all and spreading our passion for books.

Eco-Schools: Through the seven-step Eco-Schools programme, we decrease the School's environmental impact through education, awareness, and action. After the successful completion of the two-year process, OSC will be accredited by the Foundation for Environmental Education with the Eco Schools' green flag.

Recycling and Sustainability: OSC's Recycling and Sustainability is one of the oldest campus-based service groups, working hard on a mission to reduce the ecological footprint of the community. The group organises weekly recycling runs, sells materials to a local scrap dealer, manages a biogas plant, and helps identify areas that the school can work on to reduce solid waste and conserve energy.

Education and outreach are important areas of growth. Student leaders and participants work with their faculty supervisors to achieve these goals.

SOS Village: By working with orphaned children, our service opens the minds of everyone involved. Through swimming and other interactive experiences, we create memories for a lifetime. We break down language and social barriers, nurturing a safe environment for the children with whom we work.

The Margin: The Margin is a Diversity, Equity, Inclusion, and Justice (DEIJ) group that aims to bring awareness to our school community on a wide range of topics focusing on non-dominant communities that hold power within societies. It is committed to upholding our motto through educational campaigns, discussions, guest speakers, presentations, documentaries, and more. It also aims to sustain Overseas School of Colombo's vision and mission to empower our community of learners toward an intercultural understanding of all groups of people, as well as strive to make an even more inclusive and equitable climate for everyone.



Memory Project – Creating a kinder world through art:

We create artwork for children in different parts of the world who are facing many kinds of challenges, such as children in Cameroon whose lives have been severely impacted by an ongoing civil war, children in northern Nigeria who face the risk of being kidnapped by extremists when attending school, children in Sierra Leone who are striving to overcome the challenges of extreme poverty, and many more. By making these connections with other children, we aim to build cultural understanding and nurture kindness whilst also having fun and being creative.

U.S. Peace Corps “Cultural Exchange Programme”:

This Service Group involves our students working with students in rural villages in Sri Lanka in a virtual cultural-exchange programme. With guidance from the US Peace Corps and partner English teachers, we have been teaming up one Tamil student and a Sinhala student from rural villages with one of our OCS students to converse in English language conversation and help create bridges. We explore aspects of each other's cultures through these conversations.





TEACHERS

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TEACHING FACULTY

Our Faculty

63
Total Number of
Teaching Faculty

3
Academic Heads

22
Primary Teachers

38
Secondary
Teachers

26
Service Staff

Teacher to
Student Ratio
Teachers :
Students
1 : 6

Gender
Distribution of
Teaching Faculty
Female 41
Male 22

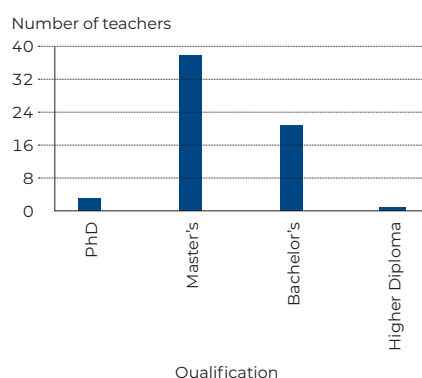
14
Teacher
Assistants

12
Leadership Team
(including
Counsellors)

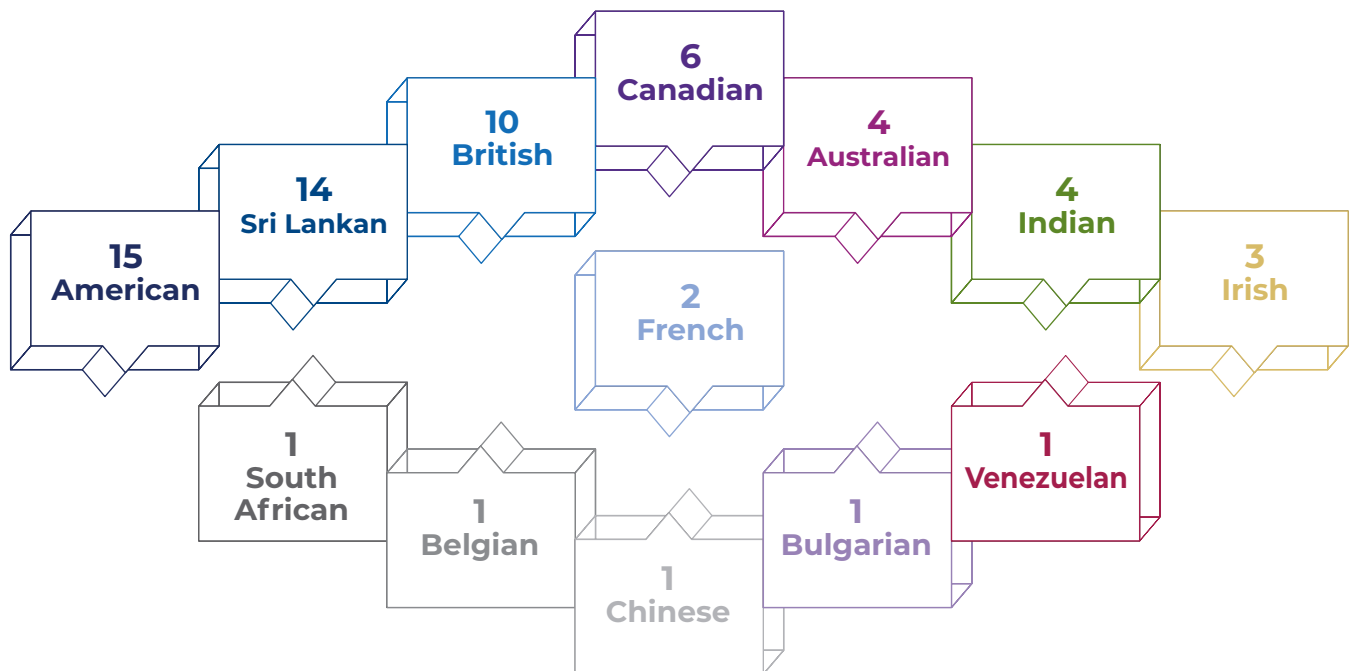
29
Admin and
Academic
Support Staff

Our teachers are indispensable members of our community, playing a vital role in the education of our students. At OSC, teachers are invested in the holistic development of our students, helping them to develop in both academia and beyond. Our teachers are from various parts of the globe and have undergone a stringent recruitment process before joining the School. Teachers guide students with diligence and care, helping us work towards our vision of training our students to be sensitive to the world around them, and ready to join the international community as well-rounded individuals.

Qualifications of Teaching Faculty



Nationalities of Teaching Faculty



OUR TEACHER STANDARDS

The 7 Cs approach helps to foster a culture of learning that sparks joy, deep and critical thinking, and inquiry, and personalise our educational programme to meet the interests and strengths of our students.



CARE – Teachers who care show concern for our students' emotional and academic well-being. They develop supportive, personalised relationships with students, cultivate an emotionally safe environment and respond consistently to students' social, emotional, and academic learning needs.



CONFER – Teachers who confer encourage and value students' ideas and views. They seek and respect students' thoughts, opinions, and input as part of the learning process.



CAPTIVATE – Teachers who captivate spark and maintain student interest in learning. They stimulate and engage students by cultivating curiosity and inquiry and by making lessons interesting, relevant, and enjoyable.



CLARIFY – Teachers who clarify help students understand the content and resolve the confusion. They explain ideas and concepts in a variety of ways, check frequently for understanding, address misconceptions, and provide useful feedback.



CONSOLIDATE – Teachers who consolidate help students integrate and synthesise key ideas. They summarise and make connections in ways that help students see relationships within and across lessons, remember ideas, and build understanding over time.



CHALLENGE – Teachers who challenge students insist that they persevere and do their best work. They hold students to high academic standards, encourage persistence, and monitor student effort.



CLASSROOM MANAGEMENT –

Teachers who are effective at classroom management foster orderly, respectful, and on-task classroom behaviour. They create conditions that enable learning, including establishing a positive classroom climate, teaching self-management skills, monitoring student conduct, and redirecting unproductive behaviour.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

We support and encourage our teachers to take formal courses to develop their abilities. We have designed training programmes under our Continuous Professional Development to cater to the training needs of our teachers.

Staff/Teacher Professional Development

We continued to engage with high-quality professional development consultants and trainers to meet our mission and vision in striving to become a model of excellence to support and enhance student learning.

The Leadership Team completed a massive two-year project on developing new Teacher Standards, along with an accompanying OSC Teacher Growth and Improvement Framework that connects research-based standards on what makes an effective teacher with our definition of learning and our work in cultures of thinking. This framework includes goal setting, snapshots into classroom visits, and coaching and evaluation.

Other professional development activities include:

- ▶ Safer Recruitment Training with all OSC School Leaders
- ▶ Continued work with Mark Church and Project Zero on Cultures of Thinking

- ▶ Presentation/Workshop with all staff members on the new OSC Teacher Standards and Growth and Improvement Framework
- ▶ Twenty staff members earned the American Safety and Health Institute Certification by undergoing a refresher First Aid training

Staff Achievements

Our High School Counsellor, Andrea Fleming, was chosen to be on the International School Counselling Association (ISCA) Task Force. The ISCA Taskforce is tasked with supporting the needs of international school counsellors and ISCA in its growth and development.

Anti-racism and Diversity, Equity, Inclusion, and Justice (DEIJ) Course

DEIJ course conducted by Near East South Asia (NESA) Council of Overseas Schools seeks to help schools be inclusive and culturally sustaining for students. This training offers promising practices related to developing visions, consensus, skills, motivation, resources, and action plans. The learning series is a dynamic experience that allows participants to collaborate with their peer institutions to make a safer,

more inclusive community of schools. As the work of anti-racism, equity, inclusion, belonging, and social justice is an ongoing learning process, NESA believe their work will help manage complex change and create culturally sustaining professional learning communities. The training included the following learning objectives:

- ▶ Create a vision for why DEIJ is needed
- ▶ Build DEIJ knowledge and skills
- ▶ Develop value and commitment for DEIJ
- ▶ Co-curate resources supporting DEIJ
- ▶ Develop DEIJ plans to enact change

The list of participants who underwent this training is given below:

- ▶ Jake Eagle
- ▶ Michelle Kleiss
- ▶ Samantha Wood
- ▶ Jason Grandbois
- ▶ Claire McQuillan
- ▶ Rachel Jackson
- ▶ Dulmini Fernando
- ▶ Heather Lee
- ▶ Kristin Anson
- ▶ Vijini Samaraweera
- ▶ Desline Attanayake
- ▶ Kamila Sahideen
- ▶ Vidya Niyangoda
- ▶ Shanika De Alwis

Erin Kent Consulting (EKC) Reader's Workshop

Reader's workshop hosted by EKC included four customised courses, specific to students' developmental bands. Each course included five 90-120 minute customised sessions.

The participants of this workshop are given below:

- ▶ Phil Leigh
- ▶ David Poulus
- ▶ Andry de Jong
- ▶ Elissa Francemone
- ▶ Coert van Zijl
- ▶ Ivonne Capuano
- ▶ Tharushi Fernando
- ▶ Chee Wan Yuen
- ▶ Deborah George
- ▶ Dulanjali Gunawardana
- ▶ Josiah Boehlke
- ▶ Vijini Samaraweera
- ▶ Shyamie Jayawardena
- ▶ Vyomi Bertus
- ▶ Prashani Gamage
- ▶ Tanuja Senanayake
- ▶ Sabrina Dole
- ▶ Inakshi Polgampola
- ▶ Michelle LeBlanc
- ▶ Sandamini Jayasinghe
- ▶ Scott Hawkins
- ▶ Paaramee Gurusinghe

- ▶ Shehara Weerasinghe
- ▶ Stella Damir
- ▶ Tassy Dahlan
- ▶ Vanessa Benedict
- ▶ Danielle van Zijl
- ▶ Tharushi Nanayakkara
- ▶ Nushkiya Cader
- ▶ Sureshnie Dissanayake
- ▶ Jason Grandbois
- ▶ Samantha Wood

Big Questions Institute Guiding Coalition and Strategic Planning

The Guiding Coalition for OSC worked with the School and its external consultants to re-examine the School's current mission and vision to determine if we need to re-envision the statements in any way to reflect the nature and purpose of our school in the current climate we live in and to strive for a future we all dream of.

The list of participants who were part of the Guiding Coalition are:

- ▶ Michelle Kleiss
- ▶ Claire McQuillan
- ▶ Jason Grandbois
- ▶ Samantha Wood
- ▶ Jake Eagle
- ▶ Antony Rappai
- ▶ Will Duncan
- ▶ Andrea Fleming

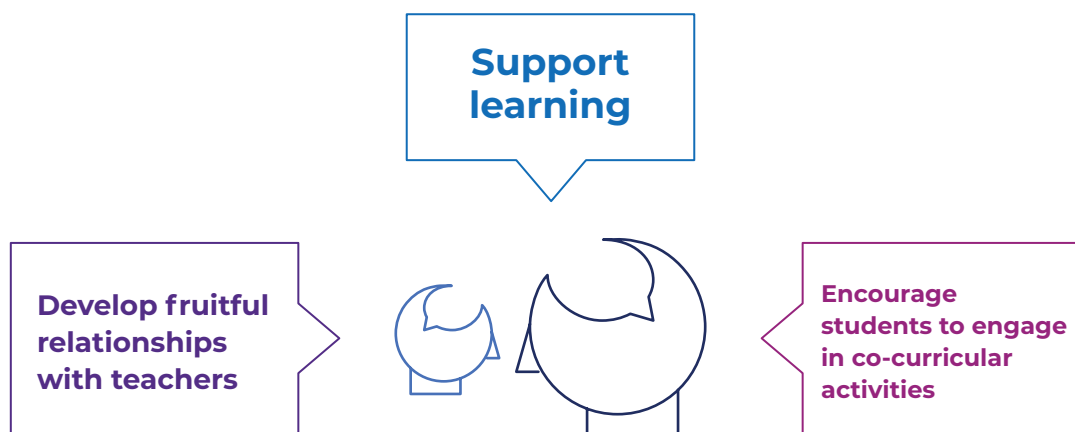
- ▶ Lauren Lundin
- ▶ Tharushi Nanayakkara
- ▶ Scott Hawkins
- ▶ Patrick Eysers - Parent
- ▶ Ahalya Chellaram - Parent
- ▶ Murtaza Esufally - Parent
- ▶ Morgan Loosli - Parent
- ▶ Susie Brown - Parent
- ▶ Jarle Eskedal - Parent
- ▶ Marie Diouf - Parent
- ▶ Tiia Juhkam - Board member
- ▶ Aisha Lu Lua Hassan - Board member
- ▶ Iris Carpenter (Grade 4)
- ▶ Luis Salas (Grade 5)
- ▶ Nayara Lamade (Grade 9)
- ▶ Pep Fernando (Grade 10)
- ▶ Anya Bhatia (Grade 12)
- ▶ Kamila Sahideen
- ▶ Prashani Gamage
- ▶ Phil Leigh
- ▶ Rachel Jackson
- ▶ Ian Lockwood
- ▶ Jake Eagle
- ▶ Nushkiya Cader
- ▶ Anjolie Grimm - Alumni
- ▶ Anuda Weerasinghe - Alumni
- ▶ Louis Gunaratne - Alumni
- ▶ Thianyi Riddihough - Alumni



PARENTS

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PARENTS AS PARTNERS



Our parents are crucial partners in our journey of growth and development, as they play an integral role in the success of our close-knit community. Their involvement is a vital contributing factor to the achievements of our students and our school. Parents contribute in a variety of ways, including listening to children read, acting as

chaperones on field trips, and through the very active School Community Network (SCN).

The input of our parents is of immense value to the School. In the past year, we had 11 meetings where parents shared their concerns with the school leadership team, and Parent Focus Groups are in place to hold discussions

on our athletic programme, PHE curriculum, and sports philosophy. We also held four Guiding Coalition Sessions with parents as we reassessed OSC's Mission, Vision, and Values with Big Questions Institute (BQI).

NETWORKING OPPORTUNITIES

School Community Network (SCN)

The School Community Network (SCN) is a group of parent volunteers whose main role is to support the School's sense of community, cultivate a spirit of diversity, and promote a feeling of belonging for all families in alignment with the mission and vision of the School. While the SCN organises events that celebrate the multiculturalism of our community, the primary focus is supporting parents and guardians. Support for SCN activities is from parent/guardian volunteers, and financially from donations by sponsors and revenue from our events.

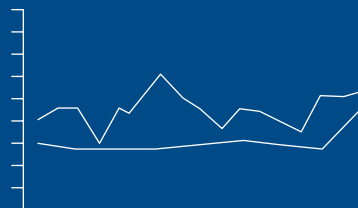
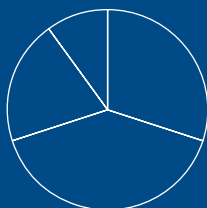
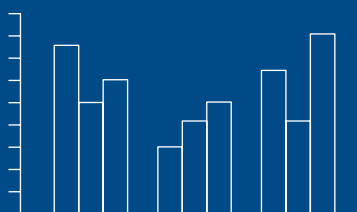
What does SCN do?

- ▶ Supports strong communication to promote an atmosphere of goodwill, cooperation, and community spirit to further endorse OSC's Mission and Vision
- ▶ Assists with the integration of new parents into the OSC community
- ▶ Encourages the active participation of parents in events organised by SCN
- ▶ Supports the Student Government Association
- ▶ Motivates and guides both Primary and Secondary Class Reps to share important class-level and school-level information, and organises events/activities that promote cohesiveness within the grade
- ▶ Works hard to establish a healthy sense of belonging for all families in our community

PARENT COMMUNICATION

OSC-based parent workshops since November 2021 include:

- ▶ Assessment in the PYP
- ▶ Literacy in the PYP: Early Years - Grade 2
- ▶ MYP5 Personal Project Exhibition
- ▶ Introduction to OSC Diploma Programmes for MYP5
- ▶ "Meet the Board" Session Topic: Finance Committee Goals/How the School Ensures Internal Controls, 29 November 2021
- ▶ AGM, 21 January 2022
- ▶ All School Child Safeguarding: What We Do at OSC and What You Can Do at Home (OSC Counsellors explained Child Safeguarding Policy, the Comprehensive Sexual Education Curriculum and safeguarding protocols on campus/field trips.)
- ▶ OSC has subscribed to the NESA Parent Series "Parents as Partners" series for all OSC parents so that our parents can stay abreast of the most recent research in educational and social-emotional development to support our students and our school.



FINANCIAL STATEMENTS

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THE REPORT OF THE DIRECTORS

The Directors of the Overseas School of Colombo (Guarantee) Limited (OSC) have pleasure in presenting to the Members their Report together with the Audited Financial Statements for the Financial Year ended 31 July 2022.

Nature of Business of the Company

The Company carries on an internationally affiliated and accredited International School in Sri Lanka for provision of educational services to children aged 3 to 18.

Review of Business

There was no change in the nature or the principal activity of the Company during the year under review.

Change in Accounting Policy

There were no changes to the accounting policies during the year under review.

Interests Register

An interest register as required by Companies Act No. 07 of 2007 is maintained for the Company.

Directors' Remuneration

The Company has not paid any remuneration to the Directors in their capacity as Directors during the year under review.

Donations

No donations have been made by the Company during the year under review.

The Directorate

The Directors of the Company as at date is set out under "Corporate Information" on the Inner Back Cover. The Directors of the Company who held office during the year are set out below together with the respective dates of changes which occurred during the year:

Ms Aishath Lu U Lua Hassan

Ms Aminath Zahir

Mr Peter Coolen

Ms Heidi Hattenbach

Mr Romesh De Silva

Dr Anna Perez Zaldivar –

Appointed - 2 June 2022

Mr Dinesh Nagendra Sellamuttu –

Appointed - 27 October 2022

Dr Ari Nathan – Designated Director

Mr. Stephen James Wilson –

Resigned - 26 January 2022

Mr. Chokshananda Kumara

Sangakkara – Resigned - 21 April 2022

Ms Tiia Juhkam – Designated Director - Resigned – 10 June 2022

Mr Peter Coolen has intimated his resignation as a Director with effect from 31 December 2022.

Ms Aishath Lu U Lua Hassan has intimated her resignation as a Director with effect from 26 January 2023.

Ms Aminath Zahir has intimated her resignation as a Director with effect from 26 January 2023.

Dr Ari Nathan has intimated his resignation as a Designated Director with effect from 26 January 2023.

In terms of Article 9.2 of the Articles of Association Dr Anna Perez Zaldivar will relinquish office on 26 January 2023.

In terms of Article 9.2 of the Articles of Association Mr Dinesh Nagendra Sellamuttu will relinquish office on 26 January 2023.

Auditors

Messrs Ernst & Young, Chartered Accountants have indicated that they will not stand for re-election at the Annual General Meeting.

It is recommended that Messrs PriceWaterhouseCoopers, Chartered Accountants be elected as the Auditors of the Company.

An audit fee of LKR 443,000/-
(excluding taxes and incidental
expenses) was paid to Ernst & Young
for the year ended 31 July 2022.
(2020/21 – LKR 385,900/-)

A tax consultancy fee of LKR 300,000/-
(excluding taxes and incidental
expenses) was paid to Ernst & Young
for the year ended 31 July 2022.

Auditors' Relationship with the Company

The Company did not have any other
relationship with the Auditors other
than that of the Auditor, during the
Financial Year ended 31 July 2022.

By order of the Board

(Sgd.)

Mrs S N D Fernando
COMPANY SECRETARY

Colombo
13 December 2022

REPORT FROM FINANCE COMMITTEE – 2021/22

The average enrollment was 304 and 299 full fee-paying students at the end of the academic year, which was 11% less than the prior year. The comprehensive surplus for the year was LKR 1,206 Mn. with an operating surplus of LKR 912 Mn. The operating surplus was positive due to the unprecedented exchange rate fluctuation. Included in the comprehensive surplus are revaluation of currency reserves and property and land amounting to LKR 1,285 Mn. and LKR 518 Mn. respectively (excluding deferred taxes) as per statutory valuations required.

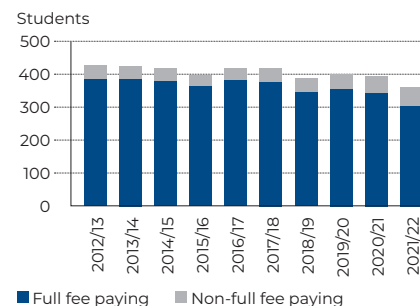
The rupee depreciated during the year with an opening rate of LKR 203/- to a US dollar at the beginning of the school year, to LKR 369/- to a US dollar at the end of the year. The exchange gain of LKR 1,285 Mn. (USD 4.9 Mn.) on the revaluation of the School's foreign currency reserves are unrealised gains and cannot be considered as additional income since approximately 85% of school expenses are transacted in US dollars.

Direct expenditure increased by LKR 445 Mn. primarily due to the rupee depreciating against the US dollar. In actual dollar terms expenses were 9% less than the prior year. Increases in other operating expenses reflect upgrades to school facilities that were initiated to maintain safety and security of the campus. These include repairs on the auditorium structure, student washroom renovations, classroom renovations and the newly installed anti-slip walkways.

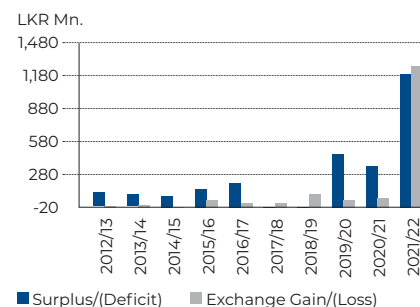
Capital expenditure was allocated towards the new security building and related upgrades, mainly funded by the US Embassy soft target grant. Due to the uncertainty created by economic and political unrest, plans for constructing the new gymnasium was put on hold for a third year in a row.

The Board will continue to focus on the financial stability of the school, ensuring adequate resources are available for maintaining and improving the School's infrastructure whilst providing an excellent academic experience for our pupils.

Enrolment statistics

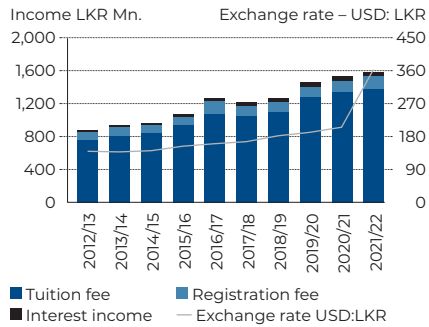


Surplus/(Deficit)

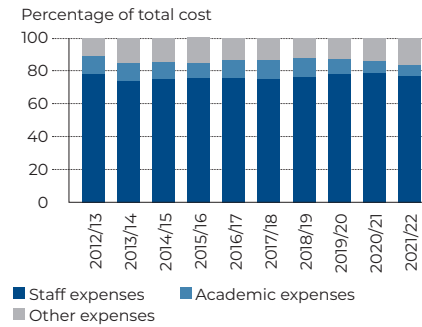


*2019-20 surplus contains a property revaluation writeback of LKR 453.6 Mn.
 2020-21 surplus contains a property revaluation writeback of LKR 275.6 Mn.
 2021-22 surplus contains currency and property revaluation writebacks of LKR 1,285 Mn. and 518 Mn.

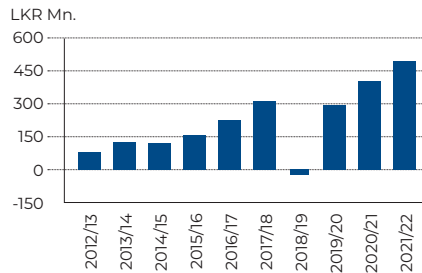
Total income and exchange rate



Operating expenditure



Increase/(Decrease) in cash and cash equivalents



INDEPENDENT AUDITOR'S REPORT



Building a better
working world

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To the Board of Directors of The Overseas School of Colombo (Guarantee) Limited

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying Financial Statements of The Overseas School of Colombo (Guarantee) Limited ("the Company") which comprise the Statement of Financial Position as at 31 July 2022, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, and a summary of significant accounting policies and other explanatory notes.

In our opinion, the accompanying Financial Statements give a true and fair view of the financial position of the Company as at 31 July 2022, and of its financial performance and its cash flows for the year then ended in accordance with Sri Lanka Accounting Standards for Small and Medium-Sized Entities (SLFRS for SMEs).

Basis for Opinion

We conducted our audit in accordance with Sri Lanka Auditing Standards (SLAuSs). Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Company in accordance with the Code of Ethics issued by CA Sri Lanka (Code of Ethics) and we have fulfilled our other ethical responsibilities in accordance with the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Board and those Charged with Governance for the Financial Statements

Management is responsible for the preparation of Financial Statements that give a true and fair view in

accordance with Sri Lanka Accounting Standards for Small and Medium-Sized Entities (SLFRS for SMEs) issued by The Institute of Chartered Accountants of Sri Lanka, and for such internal control as Board determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the Financial Statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so. Those charged with governance are responsible for overseeing the Company's financial reporting process.

Partners: H M A Jayasinghe FCA FCMA, R N de Saram ACA FCMA, Ms. N A De Silva FCA, W R H De Silva FCA ACMA, Ms. Y A De Silva FCA, Ms. K R M Fernando FCA ACMA, N Y R L Fernando ACA, W K B S P Fernando FCA FCMA, Ms. L K H L Fonseka FCA, D N Gamage ACA ACMA, A P A Gunasekera FCA FCMA, A Herath FCA, D K Hulangamuwa FCA FCMA LLB (London), Ms. G G S Manatunga FCA, A A J R Perera ACA ACMA, Ms. P V K N Sajeewani FCA, N M Sulaiman ACA ACMA, B E Wijesuriya FCA FCMA, C A Yalagala ACA ACMA

Principals: W S J De Silva BSc (Hons)-MIS MSc-IT, G B Goudian ACA, D L B Karunathilaka ACA, Ms. P S Paranavitane ACA ACMA LLB (Colombo), T P M Ruberu FCMA FCCA

A member firm of Ernst & Young Global Limited



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SLAuSs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these Financial Statements.

As part of an audit in accordance with SLAuSs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- ▶ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement

resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- ▶ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- ▶ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ▶ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up

to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.

- ▶ Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on other Legal and Regulatory Requirements

As required by section 163 (2) of the Companies Act No. 07 of 2007, we have obtained all the information and explanations that were required for the audit and, as far as appears from our examination, proper accounting records have been kept by the Company.

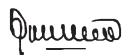
26 November 2022
Colombo

STATEMENT OF FINANCIAL POSITION

As at 31 July 2022

	Note	2022 LKR	2021 LKR
Assets			
Non-current assets			
Property, plant and equipment	3.3	2,396,233,546	1,891,511,404
Assets under construction	3.4	17,178,567	16,369,854
Leasehold rights	4	38,096,476	38,731,417
Intangible assets	5	-	264,893
		2,451,508,589	1,946,877,569
Current assets			
Receivables and prepayments	6	517,930,725	235,806,853
Income tax receivable	17.4	-	15,524,146
Short term investment	7	872,753,383	817,470,811
Cash and cash equivalents	8	1,170,184,913	615,666,845
		2,560,869,021	1,684,468,655
Total assets		5,012,377,610	3,631,346,223
Reserves and liabilities			
Capital and reserves			
Revaluation reserve		1,907,483,961	1,461,711,151
Accumulated reserve		2,245,200,897	1,484,660,519
Total reserves		4,152,684,858	2,946,371,669
Non-current liabilities			
Post-employment benefit plan	9	162,072,151	180,597,452
Project funds	10	20,776,230	22,062,730
Deferred tax liabilities	17.2	411,427,993	220,199,637
		594,276,373	422,859,819
Current liabilities			
Payables	11	211,146,637	216,587,500
Income tax payable		2,914,462	-
Bank overdraft	8	51,355,280	45,527,234
		265,416,379	262,114,734
Total reserves and liabilities		5,012,377,610	3,631,346,223

These Financial Statements are in compliance with the requirements of the Companies Act No. 07 of 2007.



Head of Administrative Operations

The Board of Directors is responsible for these Financial Statements. Signed for and on behalf of the Board by;



Director



Director

The Accounting Policies and notes on pages 86 through 104 form an integral part of the Financial Statements.

26 November 2022

Colombo

STATEMENT OF COMPREHENSIVE INCOME

Year ended 31 July 2022

	Note	2022 LKR	2021 LKR
Income	12	1,533,002,590	1,481,362,777
Direct expenses	13	(1,065,403,342)	(816,667,322)
Gross surplus		467,599,248	664,695,456
Other income	16	65,952,056	112,648,213
Administrative expenses	14	(953,430,335)	(779,070,327)
Investment income	15	1,332,369,902	134,037,748
Surplus before tax		912,490,870	132,311,090
Income tax reversal	17	(124,067,125)	1,334,587
Net surplus		788,423,745	133,645,677
Other comprehensive income			
Defined benefit plan actuarial losses	9.1	(32,422,520)	5,386,263
Deferred tax gain on defined benefit plan	17.3	4,539,153	(754,077)
Revaluation surplus on property, plant and equipment	3.1	518,340,476	275,656,313
Deferred tax on property, plant and equipment revaluation	17.3	(72,567,667)	(38,591,884)
Total comprehensive surplus for the year		1,206,313,187	375,342,292

The Accounting Policies and notes on pages 86 through 104 form an integral part of the Financial Statements.

STATEMENT OF CHANGES IN EQUITY

Year ended 31 July 2022	Revaluation reserve	Accumulated reserves LKR	Total LKR
Balance as at 31 July 2020	1,224,646,723	1,346,382,656	2,571,029,378
Net surplus for the year	–	138,277,863	138,277,863
Revaluation surplus on property, plant and equipment – Net of tax	237,064,429	–	237,064,429
Balance as at 31 July 2021	1,461,711,151	1,484,660,520	2,946,371,671
Net surplus for the year	–	760,540,377	760,540,377
Revaluation surplus on property, plant and equipment – Net of tax	445,772,809	–	445,772,809
Balance as at 31 July 2022	1,907,483,961	2,245,200,897	4,152,684,857

The Accounting Policies and notes on pages 86 through 104 form an integral part of the Financial Statements.

STATEMENT OF CASH FLOWS

Year ended 31 July 2022

	Note	2022 LKR	2021 LKR
Cash flows from/(used in) operating activities			
Surplus/(deficit) before tax		912,490,870	132,311,090
Adjustments for			
Depreciation of property, plant and equipment	3.2	73,591,864	83,180,603
Amortisation of intangible assets	5	264,894	1,986,917
Amortisation of leasehold rights	4	634,941	634,941
Profit/(Loss) on disposal of fixed assets	17	(1,937,587)	(2,386,547)
Income from investments	15	(47,569,837)	(51,785,983)
Provision for post-employment benefit plan	9	136,555,288	106,408,517
Provision for bad and doubtful debtors	14	–	1,116,855
Payable written back	15	–	(4,935,415)
Operating profits before working capital changes		1,074,030,433	266,530,978
Changes in working capital			
Decreased/(increased) in receivables and prepayments		(282,123,872)	(57,627,702)
(Decreased)/increased other payables		(5,440,863)	127,894,160
Cash generated from operating activities		786,465,698	336,797,437
Post-employment benefit plan paid	9.1	(187,503,109)	(81,405,581)
Interest received		47,569,837	51,785,979
Economic Service Charge (ESC) written-off	17.4	17,571,324	–
Net cash generated from operating activities		664,103,750	307,177,835
Cash flows from/(used in) investing activities			
Acquisition of property, plant and equipment	3.1	(61,206,689)	(46,658,963)
Addition of assets under construction	3.1	(808,713)	(1,909,637)
Proceeds from disposal of property, plant equipment		3,170,747	3,880,205
Investment recovered/(made)		(55,282,572)	68,725,016
Net cash from/(used in) investing activities		(114,127,227)	24,036,621
Cash flows from financing activities			
Net receipts on school projects		(1,286,501)	26,346
Net cash from in financing activities		(1,286,501)	26,346
Increase/(decrease) in cash and cash equivalents		548,690,022	331,240,802
Cash and cash equivalents at the beginning of the year	8	570,139,611	238,898,809
Cash and cash equivalents at the end of the year	8	1,118,829,633	570,139,611

The Accounting policies and notes on pages 86 through 104 form an integral part of the Financial Statements.

NOTES TO THE FINANCIAL STATEMENTS

1. Corporate Information

1.1 General

The Overseas School of Colombo (Guarantee) Limited is a Company limited by guarantee, which incorporated and domiciled in Sri Lanka. The registered office and the principal place of business of the Company is located at No. 325, Pannipitiya Road, Battaramulla, Sri Lanka.

1.1 Principal Activities and Nature of Operations

The principal activity for which the Company was established is to carry on the educational services.

1.2 Date of Authorisation for Issue

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited for the year ended 31 July 2022 were authorised for issue by the Board of Directors on 26 November 2022.

2. Basis of Preparation

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited have been prepared in accordance with Sri Lanka Accounting Standard for Small and Medium sized Entities

(SLFRS for SMEs) issued by The Institute of Chartered Accounts of Sri Lanka.

2.1 Statement of Compliance

The Financial Statements have been prepared on a historical cost basis. The Financial Statements are presented in Sri Lankan Rupees. The preparation and presentation of these Financial Statements is in compliance with the Companies Act No. 07 of 2007.

2.1.1 Going Concern

The Directors have made an assessment of the Company's ability to continue as a going concern and they do not intend either to liquidate or to cease the operation.

Having presented the outlook and after due consideration of the range and likelihood of outcomes, the Directors are satisfied that the Company, has adequate resources to continue in operational existence for the foreseeable future and continue to adopt the going concern basis in preparing and presenting theses Financial Statements

2.1.2 Comparative Information

The accounting policies have been consistently applied by the Company are consistent with those used in previously.

2.1.3 Presentation and Functional Currency

The Financial Statements are prepared in Sri Lanka Rupees, the Company's functional and presentation currency, which is the primary economic environment in which the Company operates.

2.2 Significant Accounting Judgments, Estimates and Assumptions

2.2.1 Critical Judgments in Applying the Accounting Policies

In the process of applying the Company's accounting policies, Management has made the following judgements, which have the most significant effect on the amounts recognised in the Financial Statements.

(a) Deferred Taxation

Deferred tax assets are recognised for all unused tax losses to the extent that it is probable that taxable profit will be available against which the losses can be utilised. Significant management judgement is required to determine the amount of deferred tax that can be recognised based upon the likely timing and the levels of future taxable profits together with future tax planning strategies.

(b) Allowance for Doubtful Debts

The Company reviews at each date of the Statement of Financial Position all receivables to assess whether an allowance should be recorded in the profit or loss. The Management uses judgement in estimating such amounts in the light of the duration of outstanding and any other factors management is aware of that indicate uncertainty in recovery.

2.2.2 Estimates and Assumptions

The key assumptions concerning the future and other key sources of estimation of uncertainty at the reporting date, that have a significant risk of causing material adjustments to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The Company based its assumptions and estimates on parameters available when the Financial Statements were prepared. Existing circumstances and assumptions about future developments, however, may change due to market changes or circumstances arising beyond the control of the Company. Such changes are reflected in the assumptions when they occur.

(a) Defined Benefit Plans

The cost as well as the present value of the defined benefit plan, gratuity is determined using actuarial valuations. The actuarial valuation involves making assumptions about discount rates, future salary increases and other important related data. Due to the long term nature of employee benefits, such estimates are subject to significant uncertainty. Further details of assumptions are given in Note 12.

(b) Useful Lives of Property, Plant and Equipment

The Company reviews the assets' residual values, useful lives and methods of depreciation or amortisation at each reporting date; judgement by management is exercised in the estimation of these values, rates and methods.

2.3 Summary of Significant Accounting Policies**2.3.1 Foreign Currency Translation**

The Financial Statements are presented in Sri Lanka Rupees, which is the Company's functional and presentation currency. Transactions in foreign currencies are initially recorded at the functional currency rate ruling at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are

retranslated at the functional currency rate of exchange ruling at the date of the Statement of Financial Position. All differences are taken to profit or loss. Non-monetary items that are measured in terms of historical cost in a foreign currency are translated using the exchange rates as at the dates of the initial transactions. Non-monetary items measured at fair value in a foreign currency are translated using the exchange rates at the date when the fair value was determined.

2.3.2 Taxation*Current Taxes*

Income tax is measured at the amounts expected to be recovered from or paid to the taxation authorities. The tax rates and tax laws used to compute the amounts are those that are enacted or substantively enacted by the balance sheet date.

The provision for income tax is based on the elements of income and expenditure as reported in the Financial Statements and computed in accordance with the provisions of the Inland Revenue Act.

Deferred Taxation

Deferred income tax is provided, using the liability method, on temporary differences at the date of the Statement of Financial Position between the tax bases of assets and

liabilities and their carrying amounts for financial reporting purposes.

Deferred income tax assets are recognised for all deductible temporary differences, carry-forward of unused tax assets and unused tax losses, to the extent that it is probable that taxable profit will be available against which the deductible temporary differences, and the carry-forward of unused tax assets and unused tax losses can be utilised.

The carrying amount of deferred income tax assets is reviewed at each date of the Statement of Financial Position and reduced to the extent that it is no longer probable that sufficient taxable profit will be available to allow all or part of the deferred income tax asset to be utilised.

Deferred income tax assets and liabilities are measured at the tax rates that are expected to apply to the year when the asset is realised or the liability is settled, based on tax rates (and tax laws) that have been enacted or substantively enacted at the date of the Statement of Financial Position.

Sales Tax

Revenues, expenses and assets are recognised net of the amount of sales tax except where the sales tax

incurred on a purchase of assets or service is not recoverable from the taxation authorities in which case the sales tax is recognised as a part of the cost of the asset or part of the expense items as applicable and receivable and payable that are stated with the amount of sales tax included. The amount of sales tax recoverable and payable in respect of taxation authorities is included as a part of receivables and payables in the Statement of Financial Position.

2.3.3 Borrowing Costs

Borrowing costs are recognised as an expense in the period in which they are incurred.

2.3.4 Intangible Assets

All computer software cost incurred, licensed for use by the Company which is not integrally related to the associate hardware, can be clearly identified, reliably measured and it is probable that they will lead to future economic benefits are included in the statement of financial position under the category intangible assets and carried at the cost less accumulated amortisation and accumulated impairment losses if any.

Expenditure incurred on intangible assets is capitalised only when it future economic benefits embodied in the specific assets to which it relates.

All other expenditure is expensed as incurred.

Intangible assets are amortised on a straight-line basis over a period of 3 years in the Statements of the Comprehensive Income from the date when the asset is available for use, over the best estimate of its useful economic life. The amortisation period and the amortisation method for intangible assets are reviewed at least at each financial year end.

2.3.5 Receivables

Receivables are stated at the amounts they are estimated to realise net of provisions for doubtful receivables.

2.3.6 Cash and Cash Equivalents

Cash and short term deposits are cash in hand, demand deposits and short-term highly liquid investments, readily convertible to known amounts of cash and subject to insignificant risk of changes in value.

For the purpose of cash flow statement, cash and cash equivalents consist of cash in hand and deposits in banks net of outstanding bank overdrafts. Investments with short maturities i.e. three months or less from the date of acquisition are also treated as cash equivalents.

2.3.7 Property, Plant and Equipment

Property, plant and equipment except for freehold land and buildings are stated at cost, excluding the costs of day to day servicing, less accumulated depreciation and accumulated impairment in value. Such cost includes the cost of replacing part of the plant and equipment when that cost is incurred, if the recognition criteria are met.

Revaluation of land and buildings are carried out with sufficient frequency to ensure that the fair value of the land does not materially differ from its carrying amount and professionally qualified valuer undertakes it.

Depreciation is calculated on a straight-line basis over the useful life of the assets.

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected from its use or disposal. Any gain or loss arising on derecognising of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the asset) is included in the Statement of Comprehensive Income in the year the asset is derecognised.

The asset's residual values, useful lives and methods of depreciation are reviewed, and adjusted if appropriate, at each financial year-end.

2.3.8 Leasehold Rights

Leasehold rights represent a contract in which the right of use of a land is conveyed for a period of a time in exchange for consideration. At the date of commencement of a lease, the lessee recognised in the statement of financial position as right-of-use of land and a liability to make lease payments. Lease hold rights are amortised over the remaining leased period.

2.3.9 Short-term Investments

Short-term Investments comprise investments in fixed deposits and are initially measured at transaction cost.

2.3.10 Project Funds

Project funds wholly consist of funds collected by the pupils and teachers of the school for various social activities and projects which are maintained by the school, for administrative purposes of collection, retention and disbursement as required by the projects.

2.3.11 Employee Benefits

(a) Defined Benefit Plan – Gratuity

Defined benefit plan is a Post-employment benefit plan other than a defined contribution plan. The company's obligation in respect of defined benefit plans is calculated by estimating the amount of future benefits that employees have earned in return for their service in the current and prior periods. The benefit is discounted to determine its present value.

The discounted rate is yield at the reporting date on Government Bonds that have maturity dates approximating to the terms of the Company's obligations. The calculation is performed by a qualified actuary using the project Unit Credit Method.

However, under the payment of Gratuity Act No. 12 of 1983, liability to an employee arises only on completion of five years of continual service.

The liability is not externally funded.

(b) Defined Contribution Plans – Employees' Provident Fund and Employees' Trust Fund

Employees are eligible for Employees' Fund Contributions and Employees' Trust Fund Contributions in line with the respective statutes and regulations. The Company contributes 12 % and 3% of gross emoluments of employees to Employees' Provident Fund and Employees' Trust Fund respectively.

2.3.12 Impairment of Non-Financial Assets

The Company assesses at each reporting date whether there is an indication that an asset may be impaired. If any such indication exists, or when annual impairment testing for an asset is required, the Company makes an estimate of the asset's recoverable amount. An asset's recoverable amount is the higher of an asset's or cash-generating unit's fair value less costs to sell and its value in use and is determined for an individual asset, unless the asset does not generate cash inflows that are largely independent of those from other assets or groups of assets. Where the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount. In assessing value in use,

the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

Impairment losses of continuing operations are recognised in the statement of profit or loss and other comprehensive income in those expense categories consistent with the function of the impaired asset. For assets, an assessment is made at each reporting date as to whether there is any indication that previously recognised impairment losses may no longer exist or may have decreased. If such indication exists, the Company makes an estimate of recoverable amount. A previously recognised impairment loss is reversed only if there has been a change in the estimates used to determine the asset's recoverable amount since the last impairment loss was recognised. If that is the case the carrying amount of the asset is increased to its recoverable amount. That increased amount cannot exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years. Such reversal is recognised in the statement of profit or loss and other comprehensive income.

2.3.13 Revenue Recognition

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the Company and the revenue and associated costs incurred or to be incurred can be reliably measured. Revenue is measured at the fair value of the consideration received or receivable net of trade discounts and sales taxes. The following specific criteria are used for the purpose of recognition of revenue.

(a) Tuition Fee Income

The main source of revenue for the Company is tuition fee which is recognised on accrual basis for each semester.

(b) Interest

Interest income is recognised on an accrual basis.

(c) Others

Other income is recognised on an accrual basis.

Net gains and losses of a revenue nature on the disposal of property, plant and equipment are accounted for in the Income Statement, having deducted from proceeds on disposal, the carrying amount of the assets and related selling expenses.

Gains and losses arising from incidental activities to main revenue generating activities and those arising from a group of similar transactions which are not material, are aggregated, reported and presented on a net basis.

2.3.14 Expenditure Recognition

(a) Expenses in carrying out the School and other activities of the Company are recognised in the Statement of Comprehensive Income during the year in which they are incurred. Other expenses incurred in administering and running the Trust and in restoring and maintaining the property, plant and equipment to perform at expected levels are accounted for on an accrual basis and charged to the Statement of Comprehensive Income.

(b) For the purpose of presentation of the Statement of Comprehensive Income, the Management is of the opinion that the function of expenses method, presents fairly the elements of the Company's performance, and hence such a presentation method is adopted.

3. Property, Plant and Equipment

3.1 Gross Carrying Amounts

	Balance as at 1.8.2021	Additions during the year	Increase in revaluation	Disposal/ transfers/ adjustments during the year	Balance as at 31.7.2022
	LKR	LKR	LKR	LKR	LKR
At valuation					
Freehold land	401,871,000	–	136,719,000	–	538,590,000
Buildings on freehold land	372,210,000	–	102,357,751	(9,305,250)	465,262,501
Buildings on leasehold land	1,046,649,000	–	279,263,725	(26,166,225)	1,299,746,500
	1,820,730,000	–	518,340,476	(35,471,475)	2,303,599,001
At cost					
Plant and machinery	153,983,794	6,718,291	–	(3,344,173)	157,357,912
Computer equipment	166,801,125	16,079,372	–	(1,440,551)	181,439,948
Furniture and fittings	90,561,070	38,409,025	–	(1,118,488)	127,851,606
Motor vehicles	50,054,019	–	–	–	50,054,019
	461,400,008	61,206,689	–	(5,903,212)	516,703,485
Assets under construction					
Buildings	16,369,854	808,713	–	–	17,178,567
	16,369,854	808,713	–	–	17,178,567
	2,298,499,862	62,015,402	518,340,476	(41,374,687)	2,837,481,053

3.2 Accumulated Depreciation

	Balance as at 1.8.2021	Charge for the year	Disposal/ transfers during the year	Balance as at 31.7.2022
	LKR	LKR	LKR	LKR
At valuation				
Buildings on freehold land	–	9,305,250	(9,305,250)	–
Buildings on leasehold land	–	26,166,225	(26,166,225)	–
	–	35,471,475	(35,471,475)	–

	Balance as at 1.8.2021 LKR	Charge for the year LKR	Disposal During the year LKR	Balance as at 31.7.2022 LKR
At cost				
Plant and machinery	136,392,742	8,573,776	(3,127,673)	141,838,845
Computer equipment	151,508,901	15,634,240	(965,408)	166,177,733
Furniture and fittings	61,590,628	9,057,953	(576,972)	70,071,609
Motor vehicles	41,126,333	4,854,420	–	45,980,753
	390,618,604	38,120,389	(4,670,053)	424,068,940
	390,618,604	73,591,864	(40,141,528)	424,068,940

3.3 Net Book Value

	2022 LKR	2021 LKR
At valuation		
Freehold land	538,590,000	401,871,000
Buildings on freehold land	465,262,501	372,210,000
Buildings on leasehold land	1,299,746,500	1,046,649,000
	2,303,599,001	1,820,730,000
At cost		
Plant and machinery	15,519,067	17,591,052
Computer equipment	15,262,215	15,292,225
Furniture and fittings	57,779,997	28,970,441
Motor vehicles	4,073,266	8,927,686
	92,634,545	70,781,404
	2,396,233,546	1,891,511,405

3.4 Assets Under Construction

Buildings	17,178,567	16,369,854
	17,178,567	16,369,854

3.5 During the financial year, the Company acquired property, plant and equipment to the aggregate value of LKR 62,015,402/- (2021 – LKR 48,568,600/-) of which Cash payments amounting to LKR 62,015,402/- (2021 – LKR 48,568,600/-) were made during year for purchase of property, plant and equipment.

3.6 The useful lives of the assets of the Company are estimated as follows:

	2022	2021
Buildings	40 years	40 years
Plant and machinery	4 years	4 years
Furniture and fittings	5 years	5 years
Computer equipment	3 years	3 years
Motor vehicles	6 2/3 years	6 2/3 years

3.7 Property, plant and equipment includes fully depreciated assets having a gross carrying amounts of LKR 344,175,223.13/- (2021 – LKR 252,914,298 /-).

Valuation of land and building were independently carried out by Mr Siri Nissanka, a Chartered and Incorporated valuer who has recent experience in valuing properties of similar location and categories. Fair value of the properties was determine using the market comparable method. The valuations have been performed by the valuer and are based on proprietary data bases of process of transactions for properties of similar nature, location and condition.

Significant unobservable valuation input

	Amount LKR
Price per perch	6,500,000
Price per sq. ft. – Buildings	10,500
Price per sq. ft. – Gymnasium	12,000
Price per sq. ft. – Auditorium	12,500

3.8 The carrying amounts for revalued land and buildings that would have been included in the Financial Statements has the asset been carried at cost is as follows:

Asset	Cost LKR	Accumulated depreciation LKR	Net book value LKR
Land	4,381,439	–	4,381,439
Building on freehold land	55,926,817	24,774,660	31,152,157
Building on leasehold land	348,880,467	102,377,288	246,503,179

4. Lease Hold Rights – Land

Year ended 31 July 2022

	2022 LKR	2021 LKR
Balance as at the beginning of the year	53,970,000	53,970,000
Additions during the year	–	–
Balance as at the end of the year	53,970,000	53,970,000
Accumulated depreciation		
Balance as at the beginning of the year	15,238,583	14,603,642
Charge for the year	634,941	634,941
Balance as at the end of the year	15,873,524	15,238,583
Carrying amount as at end of the year	38,096,476	38,731,417

The Overseas School of Colombo entered into a 99 Year Land Lease agreement with the Urban Development Authority in 1983 for the purpose of erecting buildings for school use. A ground rent of LKR 1,103,700 was paid as ground lease rent in advance for 99 Years. The Company will pay LKR 500 as annual lease rental. Leasehold land was revalued in 1996/1997 by P.B Kalugalagedera, an independent professional valuer on current market value basis. The valuation amount of to LKR 52,866,300 was recognised in the Financial Statement and amortised over the lease period. No subsequent revaluation were carried out in relation to the lease hold right in accordance with the SoAT issued by CA Sri Lanka.

5. Intangible Assets

	2022 LKR	2021 LKR
Cost		
Balance as at the beginning of the year	12,013,991	12,013,991
Additions during the year	–	–
Balance as at the end of the year	12,013,991	12,013,991
Accumulated amortisation		
Balance as at the beginning of the year	11,749,097	9,762,180
Amortisation for the year	264,894	1,986,917
Balance as at the end of the year	12,013,991	11,749,097
Carrying amount as at end of the year	–	264,894

5.1 Usefull Life of Intangible Assets

	2022	2021
Computer software	3 years	3 years

6. Receivables and Prepayments

	2022 LKR	2021 LKR
Trade receivables	203,390,966	17,672,202
Less: Provision for bad and doubtful debts	(13,293,660)	(13,293,660)
	190,097,305	4,378,541
Prepayments	141,016,250	152,215,475
Advances to suppliers	136,274,250	43,173,291
Deposits	43,420,046	32,200,423
Loans and advances to school staff	6,308,889	2,472,978
Other receivables	813,986	1,366,146
	517,930,725	235,806,854

7. Short Term Investments

	2022 LKR	2021 LKR
Investments	872,753,383	817,470,811
	872,753,383	817,470,811

8. Cash and Cash Equivalents in the Cash Flow Statement

	2022 LKR	2021 LKR
Favorable cash and cash equivalent balance		
Cash at bank	1,170,184,913	615,666,845
	1,170,184,913	615,666,845
Unfavorable cash and cash equivalent balance		
Cash at bank	(51,355,280)	(45,527,234)
Total cash and cash equivalents for the purpose of cash flow statement	1,118,829,633	570,139,611

9. Post Employment Benefit Plan

	2022 LKR	2021 LKR
Defined benefit plan – Gratuity (Note 9.1)	150,527,333	135,660,310
Defined contribution plan – Expatriate pension payable (Note 9.4)	11,544,818	44,937,142
	162,072,151	180,597,452

9.1 Defined Benefit Plan – Gratuity

	2022 LKR	2021 LKR
Defined benefit plan as at the beginning of the year	135,660,310	152,410,295
Adjustments due to actual census	8,098,119	(4,604,143)
Actuarial (gains)/losses	24,324,401	(782,120)
Benefits paid during the year	(49,924,446)	(39,971,892)
Current service costs and interest (Note 9.2)	32,368,949	28,608,170
Defined benefit plan as at the end of the year	150,527,333	135,660,310

9.2 Expense on Defined Benefit Plan

	2022 LKR	2021 LKR
Current service cost	20,868,275	17,939,450
Interest cost	11,500,674	10,668,720
	32,368,949	28,608,170

9.3 Principle Assumptions

An Actuarial Valuation of the gratuity liability was carried out as at 31 July 2022 by Mr Piyal S Goonetilleke FSA, of Piyal S Goonetilleke and Associates.

The following are the principal actuarial assumptions at the reporting date.

		2022	2021
Normal retirement age		60 years	55 years
Rate of discount		23.35%	7.0%
Salary increment rate	Sri Lankan staff	12.0%	6.0%
	Expatriate staff	12.0%	6.0%

9.4 Defined Contribution Plan - Expatriate Pension Payable

	2022 LKR	2021 LKR
Defined contribution plan as at beginning of the year	44,937,142	8,570,484
Provision made during the year	54,781,671	37,174,765
Recovery made from salary	49,404,668	40,625,583
Payment made during the year	(137,578,663)	(41,433,689)
Defined contribution plan as at end of the year	11,544,818	44,937,142

10. Project Funds

	2022 LKR	2021 LKR
Balance as at the beginning of the year	22,062,730	22,036,384
Fund receipts/collection	1,493,996	2,519,385
Fund disbursements	(2,780,496)	(2,493,039)
Balance as at the end of the year	20,776,230	22,062,730

11. Payables

	2022 LKR	2021 LKR
Fees received in advance	91,254,468	143,903,051
Refundable deposits	20,646,226	18,621,226
Other creditors	70,584,681	22,561,065
Accrued expenses	4,790,534	9,301,063
Sundry creditors	19,333,484	20,514,490
Contractor retention	2,160,484	633,426
Other payables	2,376,760	1,053,179
	211,146,637	216,587,500

12. Income

	2022 LKR	2021 LKR
Registration fees – Gross	157,449,607	143,654,345
Tuition fees – Gross	1,375,552,983	1,337,708,433
	1,533,002,590	1,481,362,777

13. Direct Expenses

	2022 LKR	2021 LKR
Wages and salaries – Expatriate	827,496,880	617,444,780
– Locals	218,693,867	193,203,010
In-service training	19,212,595	6,019,532
	1,065,403,342	816,667,322

14. Administrative Expenses

	2022 LKR	2021 LKR
Staff expenses	261,710,486	239,228,810
Depreciation on property, plant and equipment	73,591,863	83,180,603
Senior, primary and preschool activities	50,161,132	39,232,353
Maintenance charges	67,568,595	109,980,429
Utilities, rent and rates, insurance	50,175,218	46,712,988
Stationery, computer, year book/publications and library books	53,607,147	53,074,294
Defined contribution plan	49,943,207	42,392,274
Expatriate pension provision	47,725,306	37,174,765
Defined benefit obligations	32,368,949	28,608,170
Local travelling expenses	25,797,131	10,676,137
Security charges	19,061,426	23,560,075
Physical education	1,897,607	4,637,190
Accreditation	1,101,864	2,462,324
Recruitment	9,225,598	3,988,199
Marketing expenses	16,690,444	12,781,156
Entertainment expenses	5,318,484	4,369,710
Board expenses	2,036,435	2,611,464
Provision for bad and doubtful debtors	–	1,116,855
Bank charges	8,389,856	1,707,690
Amortisation of computer software	264,894	1,986,917
Medical and other activities	582,687	355,536
Professional and consultancy fees	8,558,047	8,745,139
Office supplies and sundry expenses	563,793	310,172
Amortisation of lease hold land	634,941	634,941
Postage, courier and stamp duty	558,555	145,801
Professional fees – audit fee and other	443,750	402,322
Expenses for COVID-19	22,156,227	18,928,600
Withholding tax on foreign remittance	1,149,810	65,413
Campus renovations	124,575,557	–
Irrecoverable Economic Service Charge (ESC) written-off	17,571,324	–
	953,430,335	779,070,327

15. Investment Income

	2022 LKR	2021 LKR
Foreign exchange gain	1,284,800,065	82,251,765
Interest income on fixed deposits	40,470,905	43,968,181
Interest income on saving accounts	7,098,932	7,817,802
	1,332,369,902	134,037,748

16. Other Income

	2022 LKR	2021 LKR
Transport income	35,569,347	12,293,288
US grant income	28,417,655	93,032,962
Payable written back	–	4,935,415
Gain on disposal of property, plant and equipment	1,937,587	2,386,547
Other income	27,467	–
	65,952,056	112,648,213

17. Income Tax Expenses

	2022 LKR	2021 LKR
Current income tax		
Current tax expense on ordinary activities for the year (Note 16.1)	1,060,235	379,555
Under/(over) provision of current taxes in respect of prior years	(192,951)	–
Deferred tax charge/(reversal) (Note 16.3)	123,199,842	(1,714,142)
	124,067,125	(1,334,587)

17.1 Reconciliation between Current Tax Expense and the Product of Accounting Profit Multiplied by the Statutory Tax Rate is as follows:

	2022 LKR	2021 LKR
Accounting profit	912,490,870	132,311,090
Aggregate disallowed items	133,408,507	120,361,820
Aggregate allowable expenses	(1,184,510,559)	(251,091,432)
Assessable income from business	(138,611,182)	1,581,478
Investment income	4,417,645	-
Total taxable income	(134,193,537)	1,581,478
Investment income	4,417,645	-
Current income tax expense on taxable income @ 24% (2021 – 24%)	1,060,235	379,555
	1,060,235	379,555

17.2 Deferred Tax Assets/Liabilities

Deferred tax assets, liabilities and income tax relates to the followings:

	Statement of Financial Position		Statement of Comprehensive Income	
	2022 LKR	2021 LKR	2022 LKR	2021 LKR
Deferred tax liability				
Property plant and equipment	5,640,290	33,157	5,607,133	2,830,403
Building – revaluation	(248,312,643)	(194,885,636)	(53,427,007)	(28,731,543)
Free hold land – revaluation	(74,558,400)	(55,417,740)	(19,140,660)	(9,860,340)
Unrealised exchange gain	(143,661,457)		(143,661,457)	
	(460,892,210)	(250,270,219)	(210,621,991)	(35,761,480)
Deferred tax assets				
Defined benefit plans	21,073,827	18,992,443	2,081,384	(2,344,998)
Unutilised income tax losses	26,529,278	9,217,027	17,312,251	871,021
Provision for doubtful debts	1,861,112	1,861,112	-	156,358
Contingency provision	-	-	-	(552,720)
	49,464,217	30,070,582	19,393,635	(1,870,339)
Deferred income tax income/(expense)			(191,228,356)	(37,631,819)
Net deferred tax assets/(liabilities)	(411,427,993)	(220,199,637)		

17.3 Deferred Tax Liabilities

	2022 LKR	2021 LKR
Balance as at the beginning of the year	(220,199,637)	(182,567,818)
Reversal made from income statement during the year	(123,199,842)	1,714,142
Reversal made from OCI during the year – Actuarial gains losses	4,539,153	(754,077)
Charge made from OCI During the year – Property, plant and equipment revaluation	(72,567,667)	(38,591,884)
Balance as at the end of the year	(411,427,993)	(220,199,637)

17.4 Income Tax Movement

	2022 LKR	2021 LKR
Balance as at the beginning of the year	(15,524,146)	(15,903,701)
(Over) provision	(192,951)	–
Income tax expenses	1,060,235	–
Economic Service Charge (ESC) written-off	17,571,324	379,555
Balance as at the end of the year	2,914,462	(15,524,146)

18. Commitments and Contingencies

The Company does not have significant commitment and contingencies as at 31 July 2022.

19. Events Occurring after the Reporting Date

There have been no material events occurring after the end of the reporting date that require adjustments to or disclosure in the Financial Statements.

20. Related Party Disclosures

Transactions with Key Management Personnel of the Company

The Key Management Personnel of the Company are the members of its Board of Directors and Head of School.

Key Management Personnel Compensation

	2022 LKR	2021 LKR
Short-term employee benefits	58,183,673	40,802,820
Post employment benefits	6,375,638	4,696,386
	64,559,311	45,499,206

NOTICE OF ANNUAL GENERAL MEETING

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

NOTICE IS HEREBY GIVEN THAT the Sixty Second Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited will be held on 26 January 2023 at 5.00pm at the OSC Auditorium.

Agenda

1. To receive and consider the Audited Financial Statements for the year ended 31 July 2022, together with the Report of the Auditors thereon and the Annual Report of the Board for the said year.
2. To elect Directors to the Board of Directors of the Company.
3. To elect Messrs PriceWaterhouseCoopers, Chartered Accountants as Auditors of the Company and to authorise the Directors to determine their remuneration. Messrs Ernst & Young, Chartered Accountants have indicated that they will not be standing for re-election.
4. To transact any other business of which notice has been given.

By order of the Board

(Sgd.)

Mrs S N D Fernando

COMPANY SECRETARY

Colombo,

13 December 2022

Note:

1. A member entitled to attend and vote at the Meeting is entitled to appoint a proxy to attend and vote instead of him/her.
2. A Proxy need not be a member of the Company.
3. A Form of Proxy accompanies this notice.
4. To be valid the completed Form of Proxy must be lodged at the Registered Office of the Company not later than 48 hours before the time appointed for the holding of the Meeting.

FROM OF PROXY – ANNUAL GENERAL MEETING

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

I/We,..... of being a member of THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED, hereby appoint

..... of or failing

him of

or failing him of

..... as my/our Proxy to represent me/us and to vote/speak on my/our behalf at the SIXTY SECOND ANNUAL GENERAL MEETING of the Company to be held on 26 January 2023 and at any adjournment thereof and at every poll which may be taken in consequence thereof.

Signed this day of Two Thousand and

.....
Signature

INSTRUCTIONS AS TO COMPLETION

1. A Proxy need not be a member of the Company.
2. Kindly perfect the Form of Proxy by filling in legibly your full name and address, and by signing in the space provided and please fill in the date of signature.
3. If the Proxy Form is signed by an Attorney, the relevant Power of Attorney should also accompany the completed Form of Proxy if it has not already been registered with the Company.
4. In the case of a company/corporation, the Proxy must be under its Common Seal, which should be affixed and attested in the manner prescribed by its Articles of Association or other Constitutional documents.
5. To be valid this Form of Proxy must be deposited at the Registered Office of the Company at Pelawatta, Battaramulla not less than 48 hours before the time fixed for the Meeting.

CORPORATE INFORMATION

Registration number

GL 77

Registered office

Pelawatte
P O Box 9,
Battaramulla

Board of Directors

Ms Aishath Lu U Lua Hassan – Interim
Board Chair
Ms Aminath Zahir – Director
Mr Peter Coolen – Director
Ms Heidi Hattenbach – Director
Mr Romesh De Silva – Director
Dr Anna Perez Zaldivar – Director
Mr Dinesh Nagendra Sellamuttu –
Director
Dr Ari Nathan – Designated Director

Company Secretary

Mrs S N D Fernando
Company Secretary
No. 4/3, Sri Sumangala Road,
Ratmalana

Lawyers

De Livera Associates
Attorneys-at-Law
No. 33 ½, Shrubbery Gardens,
Colombo 4

D L & F De Saram
Attorneys -at-Law & Notaries Public
47, Alexandra Place,
Colombo 7

Kanchana S. Pieris
Attorney-at-Law
20/4, Kassapa Road,
Colombo 5

Auditors

M/s. Ernst & Young
(Chartered Accountants)
No. 201, De Saram Place,
Colombo – 10

Bankers

Hatton National Bank PLC
Commercial Bank of Ceylon PLC
People's Bank
Nations Trust Bank PLC
Standard Chartered Bank PLC



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