

Annual Report 2022/23

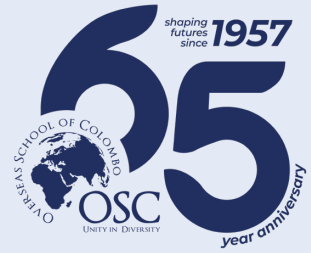


1957-2022

Our Progressive  
Spirit Continues



To find an online version of this annual report on the OSC website,  
please scan this QR code.



# 1957-2022: Our Progressive Spirit Continues

As the trailblazing pioneer of international education in Sri Lanka, OSC forges ahead into the future.

Committed to holistic learning, we aspire to shape the minds of tomorrow's leaders with an unwavering focus on progressive educational practices.



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Form of Proxy – Annual General Meeting

Inner Back Cover

Corporate Information



# Preamble

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05





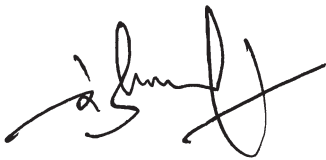
# Statement from the Directors

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

The following documents form part and parcel of the Annual Report of the Company for the year 2022/23:

- 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

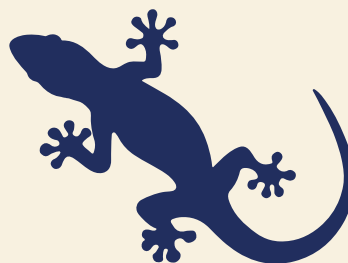
# OSC at a Glance



The Overseas School of Colombo is proud to mark 65 years of advancing a legacy of excellence, celebrating a vibrant past while looking ahead to a bright future. As a vanguard in the realm of education, OSC has the distinction of being Sri Lanka's first international school and remains the only IB World School in the country. Since its inception in 1957, the School has been home to an ever-growing multi-ethnic community of students and staff hailing from over 40 countries. It is no wonder then, that a core tenet of life here at OSC is the motto "Unity in Diversity".

This approach of embracing differences and striving to work collectively towards a common goal guides our philosophy of education. Authorised to offer all three International Baccalaureate (IB) Programmes, our globally-recognised comprehensive curricula focus on a student's academic learning as well as their skills in critical thinking and communication. With 63 educators from around the world, more than half with advanced degrees, our aim is to train our students to develop a mindset focused on the future. Academic excellence is consequently important, along with sustained efforts to bridge the gaps between communities as we help pave the way to an inclusive and environmentally-conscious world.

From our Early Years and PYP Programmes through the Middle and High School IB Diploma Programmes, we are determined to guide our students towards being intrepid, compassionate, responsible, and open-minded citizens of the world with an ardent wish to contribute to society on local and global levels. We encourage our students to engage in extracurricular activities such as sports, community service, and the arts to cultivate creativity and a collaborative spirit. Our teachers and students enjoy earnest and friendly relationships, making for a robust school community built on mutual trust.

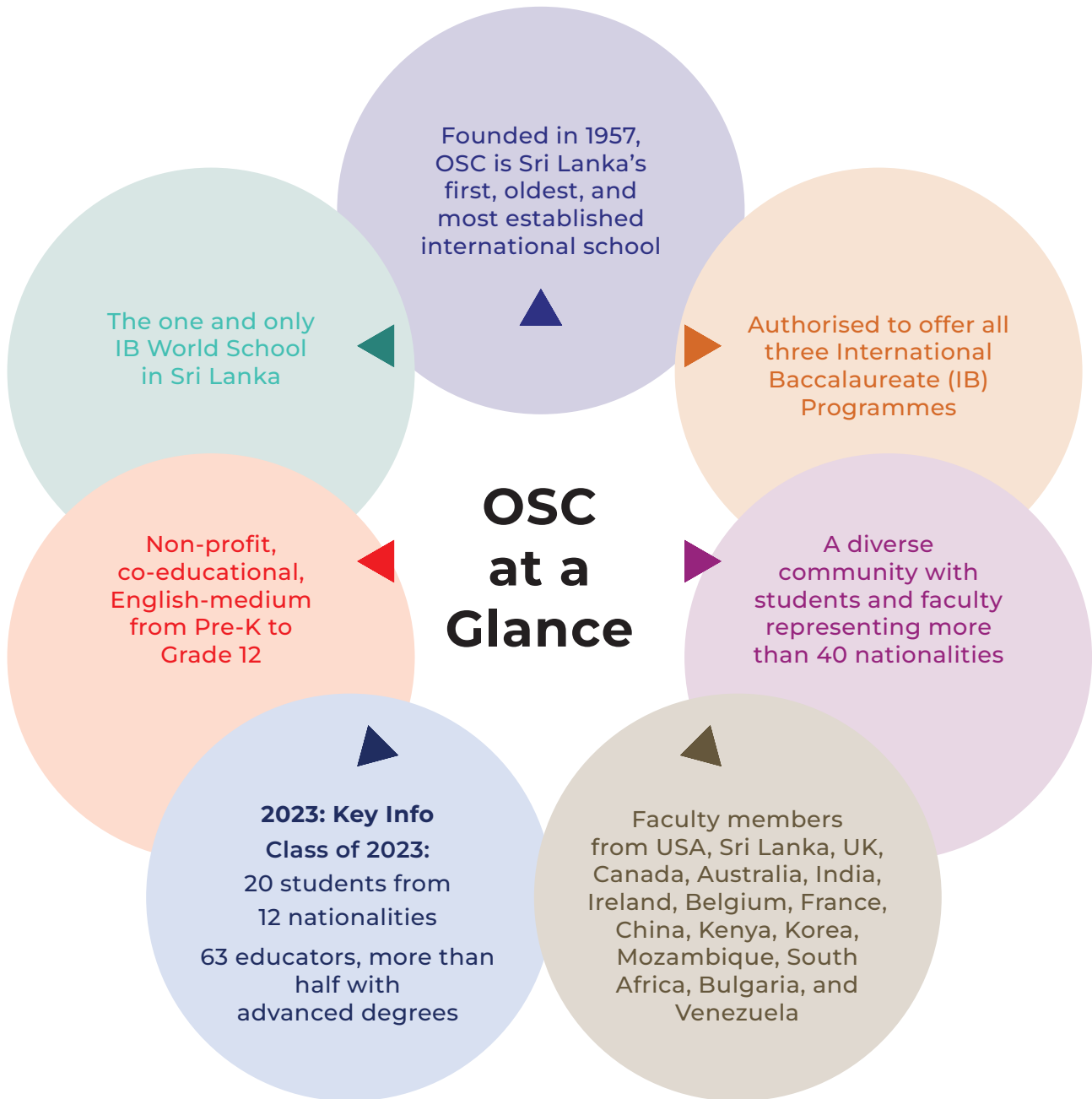


## The School mascot is the Gecko:

a quirky little creature that has delighted generations of students as a symbol of local culture. These critters are found everywhere, and are known to scurry up walls and upside down across ceilings, perfectly exhibiting the kind of intrepid tenacity that is true of the OSC spirit of climbing ever higher. They can even lose a tail and not worry about it—they simply grow a new one! Just like their namesake, our Geckos are dauntless in the face of change.

## Preamble

### OSC at a Glance



#### Accreditations



#### Memberships



Proud to deliver



## Preamble

# Our Renewed Guiding Statements



## Mission

Compassion, Courage, and Curiosity



## Motto

Unity in Diversity



## Vision

At OSC we live our mission by creating space and time for learners to engage in mutually respectful and enriching connections; teaching intercultural understanding, development and competencies; fostering a culture of learning that sparks joy, thinking and inquiry; nurturing personal identity so every learner feels a sense of belonging; and inviting all learners to persevere in their learning journey.



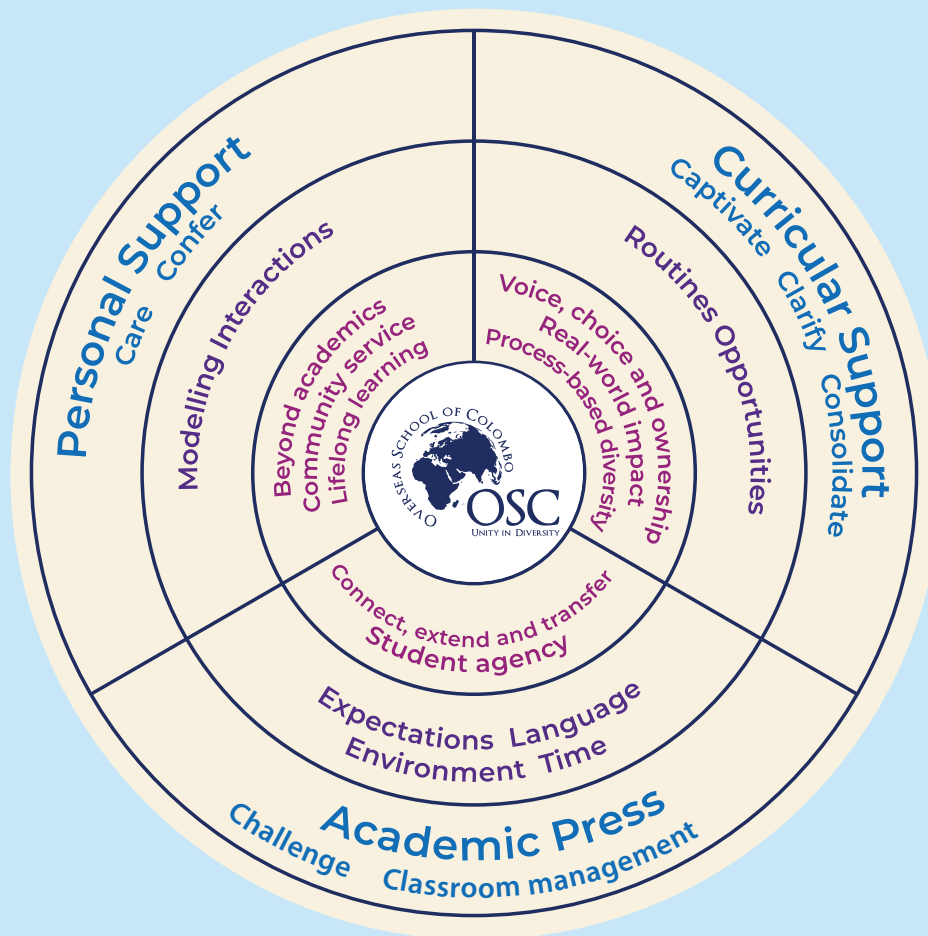
## Our Values

- We value community and relationships.
- We value process and growth.
- We value integrity and dignity.
- We value empowerment and taking action.
- We value sustainability.
- We value creativity and expression.



# 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.



● Teaching Standards  
Tripod 7Cs Framework

● Cultures of Thinking Project  
Zero's 8 Cultural Forces

● OSC Definition of  
Learning

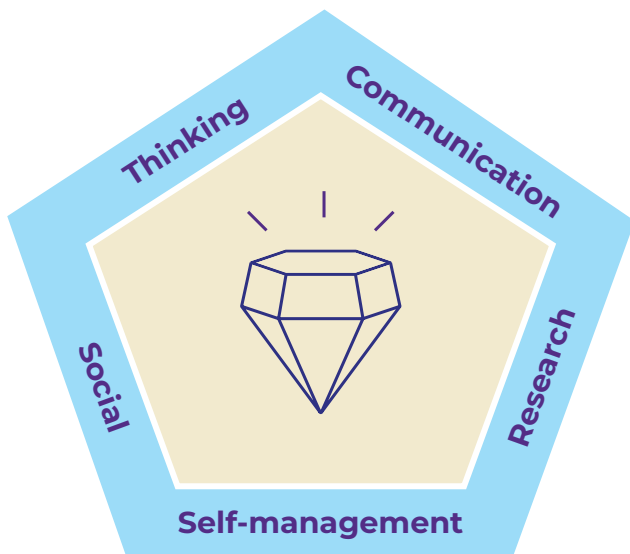
We derive high-quality learning from high-quality teaching which is:

- 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.

## Preamble

### Our Learning Model



### 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 wellbeing 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.

## Preamble

### Our Learning Model

#### IB Learner Profile

All IB programmes aim to develop internationally minded people who, recognise 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.



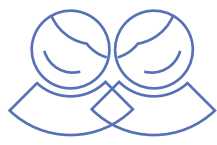
##### Risk-takers

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.

Preamble

# 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

Strategic Goal #1	Strategic Goal #2	Strategic Goal #3	Strategic Goal #4	Strategic Goal #5
<b>WORLD</b> 	<b>PURPOSE</b> 	<b>POWER</b> 	<b>CHANGE</b> 	<b>STORY</b> 
We will recognise global contexts so that our students learn as citizens of the world and of our local community.	We will strive to live a mission that centres relevance, justice, wellness and sustainability – centering our students as civilisation builders.	We will commit to examining how power is practised in our school community, and to building systems and a culture that encourage students and teachers to use their voice and power (“agency”) for learning and changemaking.	We will commit to an ethos of continuous improvement and centre dispositions of empathy, resilience, exploration, and hope-being able to confront a “no normal”.	We will develop and live a story of our School that has fidelity to our beliefs about how children learn most powerfully and deeply and to our values and commitments to all stakeholders.
OUR 5 STRANDS UNDER EACH GOAL				
				
<b>1.</b> OUR GUIDING STATEMENTS	<b>2.</b> INCLUSION AND BELONGING	<b>3.</b> A CULTURE OF THINKING	<b>4.</b> SYSTEMS THINKING	<b>5.</b> GOOD GOVERNANCE

# Message from the Board Chair



## Message from the Board Chair

As we celebrate an important milestone and reflect on the development of the School over the last 65 years, we are proud of the heights that OSC has reached and we are determined to look to the future with enthusiasm. It is immensely rewarding to note everything our students have been able to accomplish this year and we commend the School community for being close-knit and ever ready to advance together. As always, the Board is gratified with the success of our partnership with the Head of School (HOS), as together we made sure that the School is sustainable, well-governed, financially sound, and has a clear strategy for the future.

In collaboration with the HOS, our focus this year has been to implement our Strategic Plan 2022-2027. We are pleased to have had positive CIS Climate Community Survey Results — a source of pride as the Board continues to focus on the sustainability of the School. In addition, we endorsed the School's focus on Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) and its commitment to creating an inclusive and supportive learning environment for all, and fully support the development and implementation of Multi-Tiered Systems of Support (MTSS) and Social and Emotional Learning (SEL) frameworks, as they are vital to our goal of providing comprehensive support for students' academic, social, and emotional well-being.

The 2022/23 academic year was a resounding success! The return of whole-school field trips, experiential learning, a successful Week Without Walls, the well-attended Literary Festival, and the revitalised arts department and athletics teams all contributed to a vibrant and enriching learning environment. The Board's clear goals and the School's strategic actions provided a strong foundation for growth and achievement. Overall, it is clear that the School community is thriving and poised for continued success.

We are particularly proud of our parents' involvement in the prospective parent Open Day. This active participation from parents is a valuable asset to the School. Parents' positive testimonials and enthusiastic engagement can serve as powerful endorsements of the School's culture, programmes, and overall value proposition. By involving parents in the Open Day, the School not only showcases the supportive parent community but also demonstrates its commitment to open communication and collaboration between parents and the school administration. This open approach can foster a sense of transparency and trust among prospective families, making them more likely to consider the School for their children's education.


A challenge for the year has been ensuring that the School is financially sound and able to meet its current and future needs. Despite unforeseen circumstances, our commitment to maintaining a high-quality educational programme is evident in our thorough financial planning, judicious resource allocation, contingency plans, and preparation of reserve funds.

In collaboration with the HOS, our focus this year has been to implement our Strategic Plan 2022-2027. We are pleased to have had positive CIS Climate Community Survey Results — a source of pride as the Board continues to focus on the sustainability of the School.

Overall, the proactive approach to risk mitigation demonstrates our dedication to the School's long-term success and steadfast commitment to educational quality. The Board cares about the school community and has taken practical steps to support families facing financial difficulties through the implementation of a financial assistance programme.

It is evident that the Head of School and the Board of Directors (BOD) have established a strong collaborative relationship that prioritises student needs and aligns decision-making with the School's guiding statements and strategic priorities. We applaud Dr Michelle Kleiss's leadership, resilience, and accomplishments during a challenging period. Her positive impact on the school community will undoubtedly leave a lasting legacy at OSC. As a Board, we are giving our highest priority to hiring of a new Head of School for 2025 and are committed to finding the best possible candidate to lead the School into the future. As such, we have hired an internationally recognised and reputed firm to lead the process. We are committed to a thorough search process, stakeholder involvement, and honouring Dr Kleiss's contributions. Our approach to hiring a new HOS reflects our dedication to finding the right leader to guide OSC towards continued success and growth.

In conclusion, I wish to express my appreciation to all our members for their unfailing commitment to the School, and I am deeply grateful for my fellow Board members and their resolution, dedication, and massive contribution for good governance of the School. I am thankful for the indefatigable efforts of our exceptional Head of School and supporting administrative and teaching team for their untiring commitment to our students and families. By working together to ensure that our mission, vision, and values align with the evolving needs of students and the broader society, we are setting the stage for the School to remain relevant and effective in the years to come. I am proud to be a part of a strong community that thrives on expressing compassion, encourages curiosity, and is courageous in the face of challenges.



**Aishath Lu-U-lua Hassan**  
Board Chair

# Message from the Head of School



## Message from the Head of School

2023 was a grounding year that brought to the forefront the strength and resilience of our community. We are united more than ever by our desire for OSC to flourish as a school and grow into the future. We approached the year through the focus created by our reenvisioned mission, vision, and values that guided every aspect of our actions as we aspired to fully embody our valued precept of unity in diversity. A plan and timeline were formed to take tangible steps to continue transforming, improving, and revolutionising the culture of OSC to further foster mutual respect in the learning community, as we centre the nurturing of a child's curiosity, encouraging all of our learners to come into their own and consciously develop their personal identity, fully in the knowledge that acceptance and an authentic sense of belonging will always be extended to them.

At The Overseas School of Colombo, we view education as learning that is not bound to the world of academic knowledge but includes social, physical, and community interests that are vital to each individual's understanding of identity and sense of self. Our teaching is of high quality, made more so by our policy to incite our students to engage not just with the information they are imbibing, but to achieve thorough comprehension by being active in methods of instruction, resulting in opportunities for students to direct their own learning. Space is given for reflection, student voice, choice, and ownership. Learning is individualised to a great extent and fosters teamwork and collaboration. A new Teacher Growth and Improvement Framework was established to ensure that we are always reflecting on our teaching practice and improving ways to centre student learning.

In order to further prioritise our learners, we are in the process of creating pathways for students to exercise their agency and voice in matters that concern them. We are working in the Secondary School to examine power as it exists in structures of the learning journey so as to identify areas in which students can be brought in to have more of a voice and agency in the written, taught, and assessed curriculum. One of our principal goals is to formally adopt a Social/Emotional Learning (SEL) framework to ensure equitable learning environments and place inclusive practices across the School.

**At The Overseas School of Colombo, we view education as learning that is not bound to the world of academic knowledge but includes social, physical, and community interests that are vital to each individual's understanding of identity and sense of self.**

Interconnected knowledge, as gained through the concurrent study of several subjects, grounds our pupils in the real world as they gain the skills to comprehend how contexts shape and link different branches of learning. They are challenged to make connections, do research on their own, and transfer relevant knowledge and skills, opening them up to diverse local and global perspectives. The Secondary School engages students with meaningful and contextualised learning practices and assessments that are derived from and augment the OSC Learning Model, bringing the real world into classrooms, helping students better understand the mechanics of global constructs while showing them how they can use their newfound insights to impact the world.

OSC has always emphasised the importance of a global outlook, and as we look ahead, we want to grow in our awareness of global contexts so that our students learn both as members of our local community and as citizens of the world. To this end, a key focus of the School is Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) as we understand the importance of uniting against racism. Seeking to challenge and to dismantle implicit bias in curricula and assessment, we are identifying areas in the current curriculum that do not address multiple perspectives, cultures, and backgrounds and it is our goal to advocate for fair representation of these absent perspectives. In addition, we are committed to on-going training on DEIJB and anti-racism at OSC. One of the chief objectives of this effort was to create a DEIJB/Anti-racism Statement and propose it to the Board for community adoption. To best provide for our students, we want to explore the connections between SEL, intercultural learning, and DEIJB across our community and write a culturally responsive curriculum so all students can see themselves in the curriculum we teach.

## Message from the Head of School

We are immensely proud that this past year OSC has been accredited by the Foundation for Environmental Education and received the Eco-Schools Green Flag Award. Our wish is to fulfil all strategic projects as Sri Lanka's first Green Flag school and to become leaders and collaborators for other schools in the country. Our community is united in its effort to ensure that the three Eco-School themes and subsequent goals pertaining to biodiversity, pollution, and endangered species will be fulfilled over the next three to five years.

In order to promote and enrich engagement between our students, parents, and teachers during the year, measures were taken to foster relationships through Parent Focus Groups. The co-designed Parent Portal enables parents to be aware of school policies and actions. The new school website was also finalised this year, and it stands as a vital point of reference for parents and others to keep up-to-date with school activities. In order to emphasise the harmony of learning community as we look ahead, we hosted meetings about the future of the School, finances of the School, and the value of the School. In addition, an Open Day was held, whereby many families, parents, students, teachers and staff volunteered to talk about OSC.

As we mark a monumental 65<sup>th</sup> year, it is imperative that we look back over the years and recognise the strong-knit community that has worked together to bring us to where we are today. We are focused on continuing our story, building more inclusive spaces for all in our journey to a better world for everybody. Motivated greatly by our mission, vision, and values, we forge ahead with a sincere wish for unity in diversity.



**Dr Michelle Kleiss**

Head of School

# School Board



## **Ms Aishath Lu-U-lua Hassan**

Board Chair

Aishath 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. Aishath 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 three years, and the Board of Maldives Inland Revenue Authority for a five years term on its inception. Aishath 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.

Aishath 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 Heidi Hattenbach**

An American citizen, Heidi Hattenbach leads the Public Affairs Section at the US 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 US-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 King's 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.



### Ms Ahalya Chellaram

A Sri Lankan citizen, Ahalya has two daughters who are currently enrolled at OSC. She is a Chartered Architect with extensive experience as a consultant architect for an established architectural firm in the recent past. Her career experience in this field extends to over 20 years. She is also a co-founder of Greenfield Farm Organic Life, an award winning organic food brand with international presence and is the Creative Director at Greenfield Bio Plantations (Pvt) Ltd., a pioneer in organic regenerative agriculture in Sri Lanka and an exporter of organic produce. She is deeply passionate about a holistic approach to education and is looking forward to supporting OSC in fostering a value system in line with the School's vision that every stakeholder of the School carries through, especially the students into their adult life. Having worked on various sustainability certification projects for Greenfield Bio, she looks forward to supporting the School with the recent eco flag programme and other sustainability-focused programmes.



### Mr Kevin Price

Kevin Price is a Political Officer at the US Embassy in Colombo. Before coming to Sri Lanka, he completed assignments in India, Uganda, Nepal, Laos, and Washington, D.C. Kevin has a Bachelor's degree in Political Science and a Master's degree in International Development and is originally from Chico, California. He is married with two daughters.



### Mr Micah Olad

Micah Olad is an International Development expert with over 17 years of work experience. He has extensively worked with governments, leaders, and other stakeholders in both Africa and Asia, to push the agenda of the world's most marginalised women and children through public health and policy advocacy efforts. A strategist and change management expert, leading Save the Children's largest US grant as Chief of Party for the PALAMA project in Sri Lanka, supporting the ongoing government school feeding programme in over 850 schools, with funding from USDA.

He has worked in Laos, Sierra Leone, and Ghana. Micah, during his early career, conducted formative surveys and designed Social Behavioural Change Communication (SBCC) modules, to promote optimum school health and nutrition, particularly for rural schools. He is an active member of the World Public Health Nutrition Association. Mr Olad holds a Master of Public Health degree from the Mountcrest University, PgD in occupational health, safety and environmental management from Greenhill College, Bachelor of Science in Public Health from Catholic University College, all from his home country Ghana. He has three sons at OSC.



### Mr Andrew Traveller

A New Zealand citizen, Andrew is New Zealand's Deputy High Commissioner to Sri Lanka and Maldives. He and his wife, a dual NZ-Slovenian citizen, have two children at OSC. In 2021, Andrew led the establishment of New Zealand's first resident diplomatic mission in Sri Lanka, having previously served in New Delhi, and in the South/South East Asia and Pacific Divisions of the Foreign Ministry in Wellington. Andrew is passionate about the role education plays for individuals and societies. Before becoming a diplomat, Andrew worked for New Zealand's national innovation agency and as a consultant to multilateral, higher education and private sector organisations, including the World Bank and PwC, in Europe, Central Asia and Africa, focused on the development of national innovation systems, strategic public finance, skills policy, and leadership development. A lapsed musician, Andrew believes arts play an invaluable role in one's education. He holds a joint Master's in Public Administration from universities in Finland, Austria, and China, as well as music and commerce degrees from New Zealand. Having joined the Board in 2023, he is keen to support the School to continue to deliver a high-quality, holistic education.



### Dr Michelle Kleiss

Head of School

A Dutch/Canadian national, Dr Michelle Kleiss has built an international school career for the past 31 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, D.C., 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.



**Standing from left to right – Mr Romesh de Silva, Ms Heidi Hattenbach, Dr Michelle Kleiss, Mr Micah Olad**  
**Seated from left to right – Mr Andrew Traveller, Ms Aishath Lu-U-lua Hassan, Mr Kevin Price, Ms Ahalya Chellaram**



### **Ms Preeni Manjula Dunuwille Koralege**

Company Secretary

Joined OSC in January 2023 as Company Secretary.

Preeni is an Attorney-at-Law, Notary Public, and Company Secretary and brings with her over 30 years of experience. She started her career as an Attorney-at-Law in October 1988 at Messrs F J and G De Saram Attorneys-at-Law, one of the oldest law firms in the country where her forte was litigation. In 1995 August she joined ABN AMRO Bank NV. Thereafter she moved to Confifi Group of Companies as General Manager Legal and Corporate in 2002 and headed the Corporate Legal and Secretarial office. Subsequently in September 2005 she joined the Peoples' Bank as Legal Advisor to the Board and Special Executive Legal and was part of the Corporate Management team. She then moved on to Amana Investments Limited as Head of Legal and Company Secretary in 2009 and was responsible for handling all legal, company secretarial and regulatory matters relating to the licensing and establishment of Amana Bank PLC. She was subsequently appointed a Vice President of Amana Bank PLC and handled diverse portfolios as Chief Compliance Officer, Chief Legal Officer and Company Secretary. She retired from Amana Bank PLC in April 2019. During her career she has gained wide experience and expertise in Corporate and Commercial Law, Banking Law, Litigation, Governance and Risk, Company Secretarial practice and in Land/Property Law.

Apart from being an Attorney, she holds a LL.B. degree and a Master of Laws from the University of Colombo. She also holds a Chartered Institute of Securities and Investments (CISI) qualification in Global Financial Compliance and a Diploma in International Relations from the Bandaranaike Centre for International Studies.



# Our 65 Year Journey

Advancing a Legacy of Excellence – 28

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# Advancing a Legacy of Excellence

## School History

23 September 1957, marks the day that the Colombo School for Overseas Children was founded. Meant for children aged between 5 and 12 years whose residence on the island was temporary, the School was to assist these students to make the transition to and from the education systems of their own countries. Located at Queen's Street in Colombo Fort, the founders of this new school were from diplomatic missions and the business community, which still reflects the School population today.

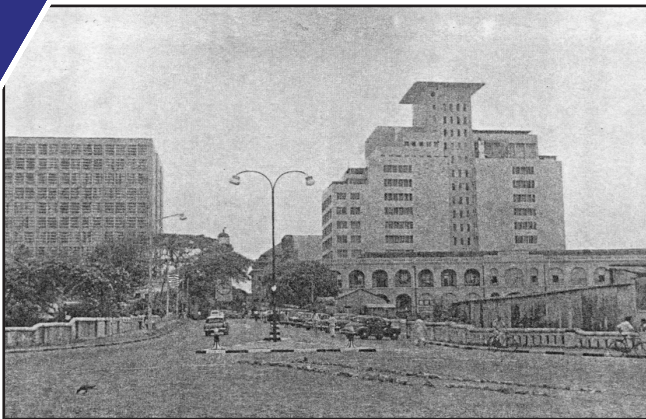
As the School grew, the premises known as "Rippleworth" at Turret Road (Dharmapala Mawatha) in Colombo 03 was leased, splitting up the younger children and the older students into the two buildings. Soon, however, another change was needed, and in 1971 the School was moved to the wholly new location of 51 Muttiah Road in Colombo 02 (Rivington) until finally in 1983 the School was relocated to its present address: Pelawatte, Battaramulla. At the time, the new location was barren land, however the campus blossomed as both the school buildings and the surrounding wildlife grew in tandem into the wonderful place we occupy

today. While the School has always offered After-school activities such as volleyball, football, and swimming, the site itself has evolved into a magnificent centre of activity, with a gymnasium, swimming pool, sports field, and performance arts facility sitting alongside state-of-the-art labs, and well-maintained libraries showcasing the School's commitment to developing multi-faceted individuals keen on expanding their minds with a natural curiosity that beckons them to explore the world around them.

The School took its present name, The Overseas School of Colombo, in 1996 and to date, remains Sri Lanka's oldest internationally accredited educational institution. Steeped in such rich history, we are proud of OSC's role as a home for internationally mobile expatriate children as well as Sri Lankan students. As a culturally diverse community, we look back on our journey and the challenges we've overcome together and face the future with fearless courage, knowing that adhering to the tenet of "unity in diversity" is the only way we can keep on advancing a legacy of excellence.

## Milestones

# 1957



The Colombo School for Overseas Children was established at Queen's Street in Colombo Fort by founders from diplomatic missions (British, Burmese, and the Dutch High Commissions) and the business community.

*Queen's Street, Colombo – Home of the first OSC campus (1957 – 1967)*

1961



▶ The School leased the “Rippleworth” premises at Turret Road (Dharmapala Mawatha) in Colombo 03, which came to be known as the Upper School.

*Some of our first students way back in the '60s at the second campus on Turret Road (Dharmapala Mawatha)*

1963



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

*Boarders in the '60s*

1967



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

*International Schools Association*

## Our 65 Year Journey

### Advancing a Legacy of Excellence

# 1971



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

*A group of seniors at the Muttiah Road campus*

# 1982



▶ The School was renamed Overseas Children's School (OCS).

*The Primary School at Coniston Place*

# 1983



*The new school campus in Pelawatte, Battaramulla*

▶ The School relocated to its current address in Pelawatte, Battaramulla. Situated on six acres of pristine land in Sri Lanka's administrative capital, Sri Jayawardenapura Kotte, the new campus was designed by the legendary Sri Lankan architect Geoffrey Bawa. It stands as a next-to-nature facility, boasting all modern amenities.



*IB World School*

▶ The School obtained accreditation by the International Baccalaureate (IB) Organisation as an IB World School, capable of offering the IB Diploma Programme.

1990



▶ The School received further accreditations from CIS (Council of International Schools) and MSA (Middle States Association of Colleges and Schools).

*Council of International Schools (formerly, European Council of International Schools)*



*Middle States Association of Colleges and Schools*

1992



▶ The gymnasium was declared open.

*Gymnasium*

## Our 65 Year Journey

### Advancing a Legacy of Excellence

# 1995



The swimming pool was opened to staff and students.

*Swimming Pool*

# 1996



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

*The Overseas School of Colombo (OSC)*

# 2005



A performance arts facility was built.

*Auditorium*

## 2008



The School introduced its Week Without Walls (WWW) programme – now known as Experience Sri Lanka! Where for one whole week, the great outdoors is transformed into one big classroom.

*Week Without Walls: Experience Sri Lanka!*

## 2009



A new sports facility was inaugurated.

*Indoor Sports Complex*

## Our 65 Year Journey

### Advancing a Legacy of Excellence

# 2013



OSC's Mother Tongue programme was first introduced, offering Hindi lessons to our students. The programme has now grown into a full-fledged offering of eight different languages including French, Hindi, Korean, Chinese, Slovene, German, Spanish and Swedish.

*OSC's Mother Tongue Programme*

# 2020-2021



Navigating the challenges of COVID-19, OSC pioneered a successful Distance Learning Plan, ensuring a seamless shift from physical to virtual classrooms. Embracing "Unity in Adversity" as our motto during this challenging period, we led the way in Sri Lanka's virtual education landscape. Our swift and safe return to face-to-face learning showcased OSC's resilience and commitment to excellence.

*Unity in Adversity*

2021



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

*Outdoor Basketball Court*



The Secondary and Middle School laboratories received a modern facelift, featuring a new layout for improved teacher-student interaction, upgraded equipment including a cutting-edge fume cabinet, enhanced air circulation, energy-efficient air conditioning, and safety-focused additions like power and gas cut-outs. Another stride in providing top-notch, state-of-the-art facilities for a dynamic learning environment at OSC.

*Secondary Science Lab*

## Our 65 Year Journey

### Advancing a Legacy of Excellence

# 2022



OSC made history as the first school in Sri Lanka to receive the prestigious Eco-Schools Green Flag Award from the Foundation for Environmental Education (FEE). Recognised for our unwavering commitment to sustainability and meeting global standards, OSC stands as a trailblazer in eco-conscious education, earning well-deserved international acclaim.

*OSC's Eco-Schools committee with the prestigious Green Flag*



OSC clinched a Silver Award at the 36th Annual ARC Awards in New York for its 2020/21 Annual Report, themed "Our A-Team Brings Its A-Game to School". Competing in the "Non-Profit Organisation" category, this prestigious recognition, known as the "Oscars" of Annual Reports, marked OSC as the first-ever IB School globally to receive an ARC Award. The report set new standards in excellence, reaffirming OSC's commitment to outstanding communication in the global educational arena.

*OSC Annual Report 2020/21: "Our A-Team Brings Its A-Game to School"*

2023



OSC achieved a milestone by formalising its DEIJB (Diversity, Equity, Inclusivity, Justice and Belonging) policy, showcasing our commitment to diversity and inclusion. Our dual accreditation by CIS and MSA underscores our dedication to transparency and excellence, emphasising our commitment to global citizenship and intercultural learning through a strategic DEIJB agenda for justice, belonging, and anti-racism.

*OSC's DEIJB team: Leading the charge toward a more inclusive future*



The completion of the New Front Entrance and Security Building Project marked a significant milestone. The Security Complex, with cutting-edge screening tools, ensures secure entry via a dedicated driveway. The Access Control System, commissioned across spaces, guarantees safety, and unique Turnstile Gates at main entrances permit authorised entry. The comprehensive Perimeter CCTV System covers the school perimeter for vigilant monitoring. These enhancements symbolise our ongoing commitment to safety and a welcoming school environment.

*New Front Entrance and Security Complex*



# Our School Structure

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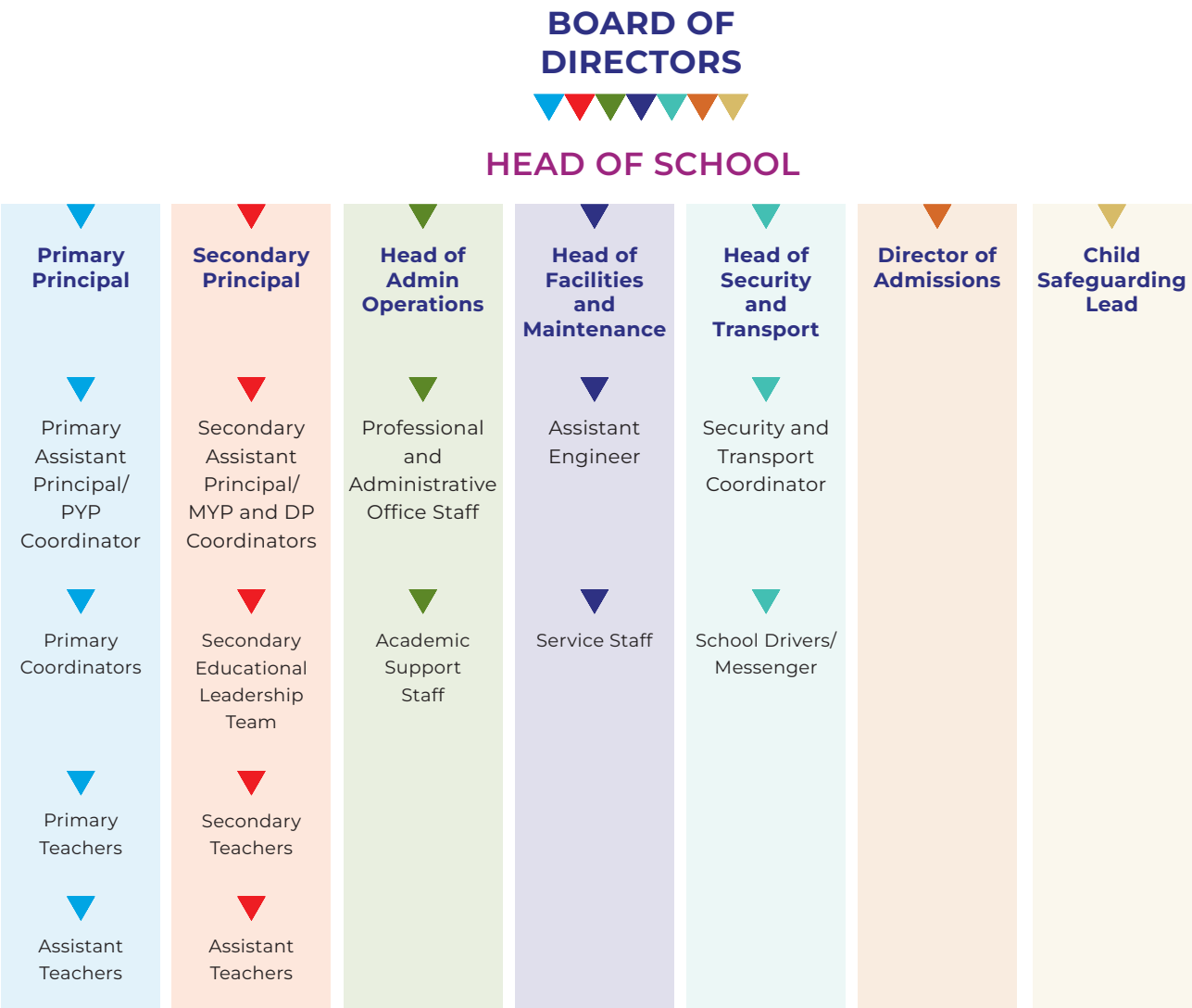
Our School Structure

# Organisational Structure

Education should open a child’s mind to the wonders of the world around them. At OSC we endeavour to provide personalised and holistic education that encourages a thirst for knowledge, receptivity to new ideas, and empathy. We conduct multiple programmes encouraging our learners to broaden their minds and embrace cultural diversity. At the end of their learning journey at OSC, our students bring to life a project inspired by their passions and developed with independent and analytical thinking.

Recognising that students learn in different ways, we utilise a comprehensive and balanced curriculum to cater to all individual learning styles delivered via an inclusive range of instructional methods. Our co-curricular activities and service-learning initiatives complement high-quality teaching and learning.

Fostering a relationship between student, parent, and teacher is vital to understanding and meeting the needs of our students. At OSC, we believe that parents are partners of the School, and we value and encourage the involvement of parents throughout the learning process. Our goal is to prepare our students by giving them the right tools, skills, and competencies to traverse the varied paths to success in life. We nurture their ability to think independently and are proud to have a community of problem solvers, decision-makers, and active participants in society with a global mindset and environmental consciousness.





## Primary School



**The Primary School comprises 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, students exercise their understanding of the world, gain new knowledge, and develop conceptual understanding, skills, and the attributes of the IB Learner Profile to grow in their own lives and contribute to their communities and beyond. A full-time English teacher is available as an Additional Language (EAL) teacher for students who need to improve their proficiency in the language. We have employed a Learning Support Teacher for students with learning differences. Our primary school students are supported by a primary school counsellor as well.



# Secondary School



## The Secondary School comprises students from Grades 6 to 12.

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 have a comprehensive education while providing opportunities that meet the needs of internationally mobile students. The Secondary School also 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.



## Our School Structure

# Projects Undertaken During 2022/23

### 1. Access Control System



To enhance the security of our students and staff, an access control system was installed on all doors in the School, including classrooms, offices, storerooms and common areas such as the canteen, auditorium, and library, etc. The system limits access to relevant individuals depending on the room, facilities, and intended use. This upgrade was completed at the end of January 2023.

### 2. Turnstile Gates



At the end of January, we commissioned the building of three new main entrances to the School that will function in addition to the main perimeter gates. To maintain the safety of the School, only permitted individuals will be allowed through the gates.

### 3. Expansion of the Senior Playground



The senior playground was expanded to reach the M Block, opening up a large area that can be used for PE and other outdoor activities. Completed at the end of August 2023, the project was handled by an experienced curator with global experience.

### 4. Sustainable Internal School Driveway



Since our internal asphalt driveway needed relaying, the School teamed up with AGC Innovate to devise a green solution. The result was Plastic Modified Asphalt Concrete, which incorporates a portion of recyclable plastic into traditional asphalt mixtures.

#### 5. Ground Drainage System



With the addition of the new ground, we installed a subsurface drain network along with concrete perimeter storm water drains to ensure that stormwater is properly and efficiently drained.

#### 6. Perimeter CCTV



A CCTV system was installed around the entire perimeter of the School to enhance security.

#### 7. Acoustic Developments in SMPR and PMPR



Both rooms were installed with acoustic panels made of aesthetic and lightweight materials.

#### 8. Security Building



A security complex was completed and operated in the first week of January 2023, when the School reopened. This building is fully fitted out with screening equipment, including baggage scanning machines and a CCTV monitoring room, providing a dedicated driveway for student drop off and safe entry to the school premises.

#### 9. Automatic Sprinkler System for the Senior Playground



Watering the grounds is difficult and time consuming; hence we invested in an automatic sprinkler system that was installed along the perimeter of the senior playground. The system was designed to uniformly and efficiently distribute water to every part of the ground, considerably reducing water usage.

# 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 31 years of experience in 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 focus on how culture influences communication styles across the international school landscape, and she strongly believes in parent engagement in schools, system thinking, inclusive education, strategic planning, and building a strong 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 integrative 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 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.

## Our School Structure

### Leadership Team



#### **Ms Samantha Wood**

Primary Assistant Principal/PYP Coordinator

Ms Wood began working at OSC in 2019. While she is originally from Colorado, USA, she has spent the last ten years overseas working in international schools in Saudi Arabia and Qatar. Ms Wood specialises in social and emotional learning and conceptually based elementary curricula. Her passion lies in helping 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 at 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 which will allow them to face challenges that come their way. He joins the OSC community with his wife, an amazing art teacher, his son, and his daughter who attend Secondary and Primary school respectively.



#### **Ms Vidya Niyangoda**

Head of Administrative Operations

Ms Niyangoda has been at OSC since 2013. She brings 27 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 for-profit sector in leading local and international companies such as the John Keells Group, Richard Pieris Group, and Aviva Global Services.

## Our School Structure

### Leadership Team



#### **Mr Crishan Fernando**

Head of Facilities and Maintenance

Mr Fernando has been at OSC since 2017 as Head of Facilities and Maintenance. He brings 19 years of engineering experience in mechanical engineering, project management, and operations. He holds a Bachelor of Engineering degree from the University of Peradeniya, followed by 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

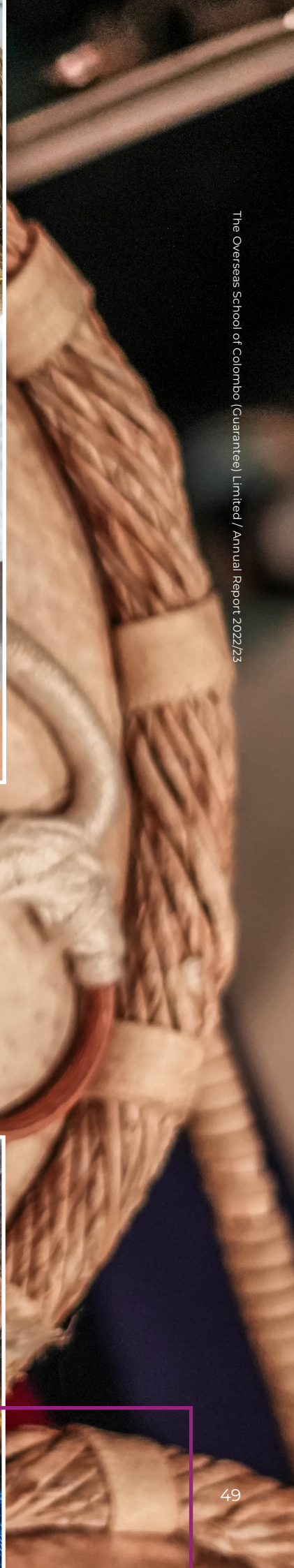
Mr Nathaniels has served at OSC since 2019. He served in the Sri Lankan Air Force for 23 years. He holds a master's degree in management. Mr Nathaniels has previously worked as the Head of Security for the National Development Bank (NDB) for 10 years and before that as an Administration Manager of Janashakthi Insurance for nearly two years.



#### **Ms Kanchana de Silva**

Director of Admissions

Ms de Silva joined OSC as Director of Admissions in 2021. She possesses 26 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.





# Our Students

Our Learning Process and  
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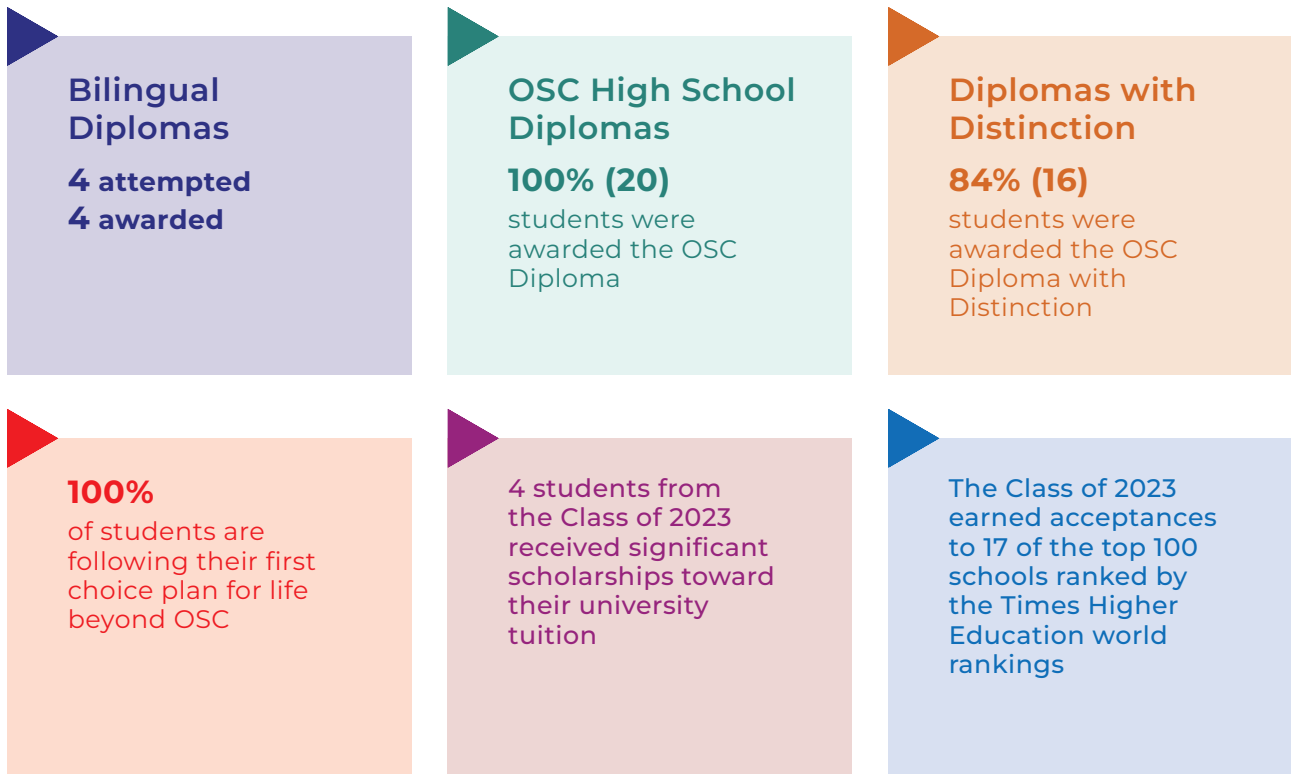
Noteworthy Events of the Year – 78

51



## Our Students

# Our Learning Process and Academic Performance



Having started with a student population of just 25 children at inception, The Overseas School of Colombo now counts 311 students in the 2022/23 academic year. The School has the most diverse student and teaching faculty in Sri Lanka, comprising over 40 nationalities altogether.

This diversity is a fundamental part of our philosophy, as we place high value on belonging and personal identity, and it echoes in our determination to give each generation of students that passes through our hallways a holistic education that emphasises the value of compassion, courage, and curiosity while encouraging the pursuit of knowledge and its practical applications in the world. As such, we deeply value our community, working hard to keep it a safe and happy place, and the same goes for other communities we interact with and the environments we impact.

The largest percentage of students at the School are American (27%), followed by Sri Lankan (17%), British (8%), Australian (7%), and Indian (7%). 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.

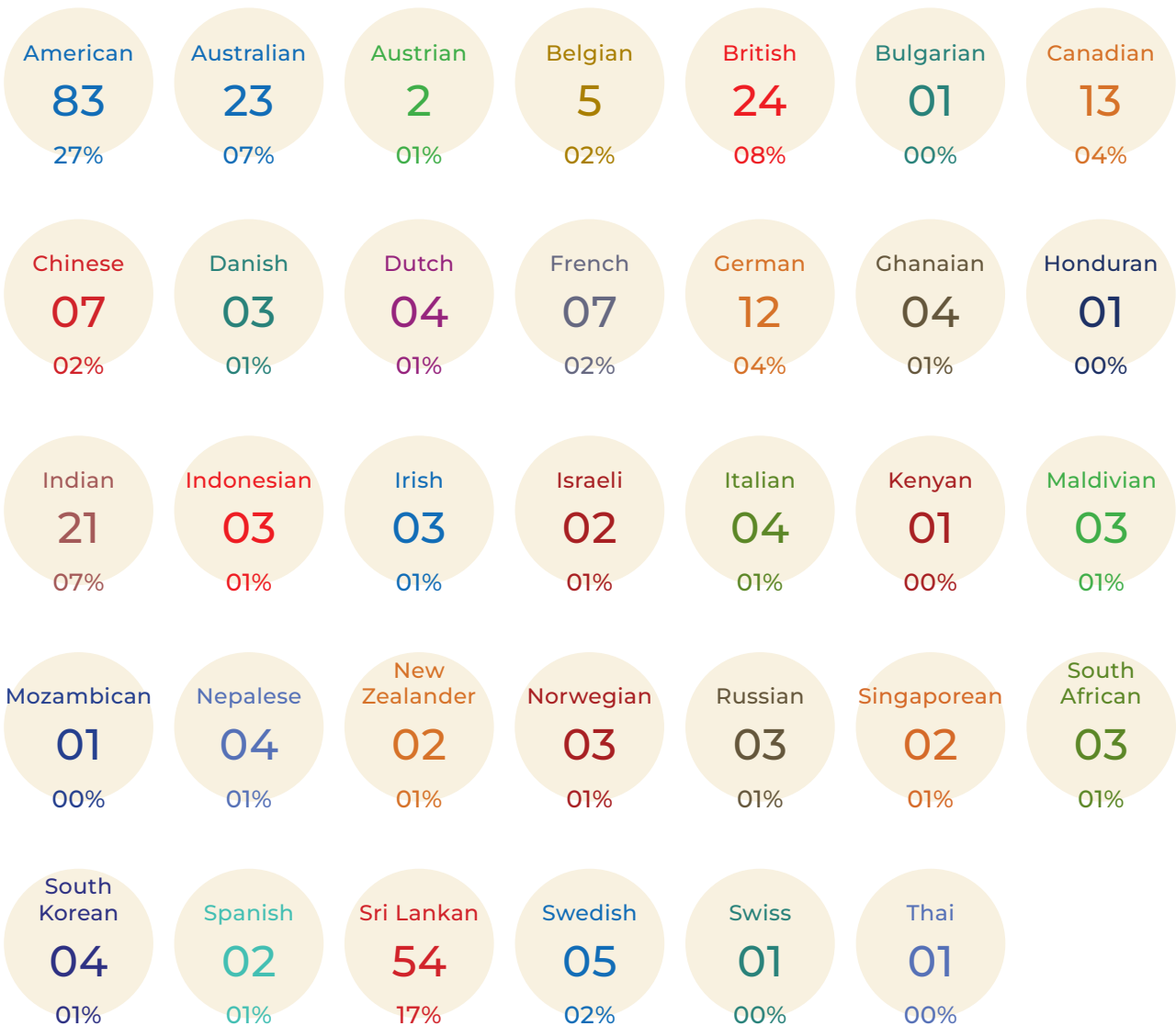
At OSC, we are committed to providing our students with a plethora of educational experiences that highlight the importance of learning within a classroom and beyond. This results in our students continuing to gain admissions to their best fit, and to respected universities in the USA, the UK, Canada, Australia, and Europe, among other countries of their choice.

Our students have the values of the IB Learner Profile (refer to page 13) deeply ingrained in them, as they cultivate these principles not only through the School's curriculum, but through every programme that the School conducts. As they grow older, our students learn how to apply these values in their lives and appreciate the importance of the contributions they can make as "global citizens".

## Our Students

### Our Learning Process and Academic Performance

#### Student Profile at OSC



Our Students

Our Learning Process and Academic Performance

Education at OSC is not restricted to academic pursuits, as we seek to nurture well-rounded individuals cognisant of their own value and the value of their actions as they grow alert to the myriad ways in which they can shape the world. This desire to contribute is cultivated as they learn about and develop responses to social, global, and environmental issues, and is fostered by relationships with the cultures and communities that surround them. Curiosity leads them down many paths of knowledge, resulting in qualities of leadership coming to the fore as they strive to make a difference in the world.

PYP Exhibition

The PYP Exhibition is a stimulating final project taken on by our Grade 5 Primary School students that requires them to delve into diverse areas of research and present actionable solutions to problems discovered in their findings. The areas explored in 2023 were under the topics of language and culture, animal welfare, poverty and child malnutrition, climate change, gender equality, and sustainability.

This project proves to be a worthy challenge for our Primary School students, who are tasked with determining their area of interest, documenting their research-based discoveries and then presenting their findings via components such as writing, the arts, and technology. Students opt to present their research through presentations, 3D models, and posters that highlight practical steps that can be taken to improve the problems they uncover.

Developmental Reading Assessment (DRA2) 2022/23

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.

DRA2 – Developmental Reading Assessment

FALL 2022 ALL PRIMARY STUDENTS KG – GRADE 5						
	Below grade	Beginning grade	Mid grade	End of grade	Significantly above grade	
All students (109)	17% (19 students)	43% (47 students)	22% (24 students)	12% (13 students)	6% (6 students)	<b>81% on or above grade level</b>
SPRING 2023 ALL PRIMARY STUDENTS GRADE 1 – GRADE 5						
All students (123)	6% (7 students)	9% (11 students)	26% (32 students)	52% (64 students)	7% (9 students)	94% on or above grade level

Push in and pull out interventions are in place for the 17% below grade level.

FALL 2022 GRADE 2-5 (73 Students)		
Below Grade Level	On Grade Level	Above Grade Level
66% (48)	27% (20)	7% (5)
SPRING 2023 GRADE 1-5 (101 Students)		
Below Grade Level	On Grade Level	Above Grade Level
17% (17)	48% (48)	35% (36)

At the end of the School year 83% of students were on or above grade level.

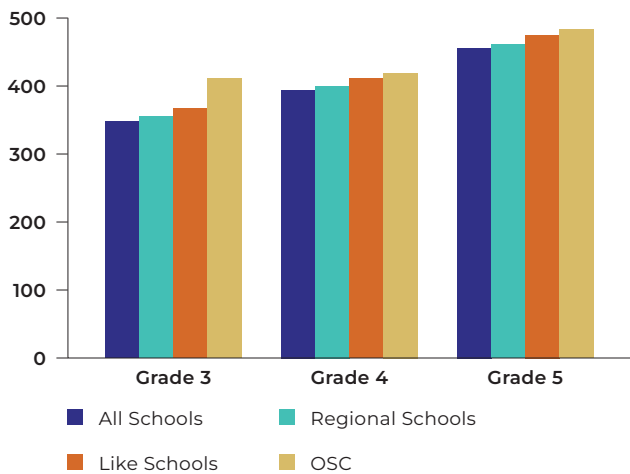
## Our Students

### Our Learning Process and Academic Performance

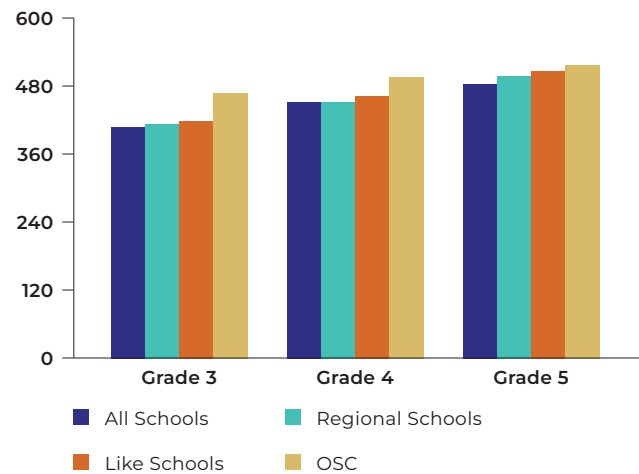
#### ISA: International Schools' Assessment

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	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18
Language and Literature	6.0	5.7	6.0	5.9	5.7	5.5
Language, Literature, and other	6.2	6.3	6.5	7.0	6.3	6.7
French B	5.6	5.7	6.1	5.9	5.1	5.5
Spanish B	5.0	4.5	6.0	5.0	5.6	5.5
Sinhala	6.6	6.0	6.0	5.9	5.7	
Individuals and Societies	5.9	6.2	6.0	6.0	6.2	5.9
Science	5.3	5.7	5.7	5.9	5.7	5.8
Ext. Mathematics	6.1	6.2	5.9	6.4	5.3	5.9
Mathematics	4.2	4.9	5.2	4.5	5.3	4.5
Theatre	6.5	6.1	6.3	6.1	6.3	6.5
Music	6.0	6.0	5.7	6.0	6.1	6.5
Visual Arts	5.8	6.0	6.0	6.3	6.0	7.0
Physical and Health Education	5.9	5.5	5.9	5.6	5.7	5.6
Design	6.4	5.9	6.0	6.5	5.7	6.5
Personal Project	5.6	5.1	4.9	5.1	5.2	4.6

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

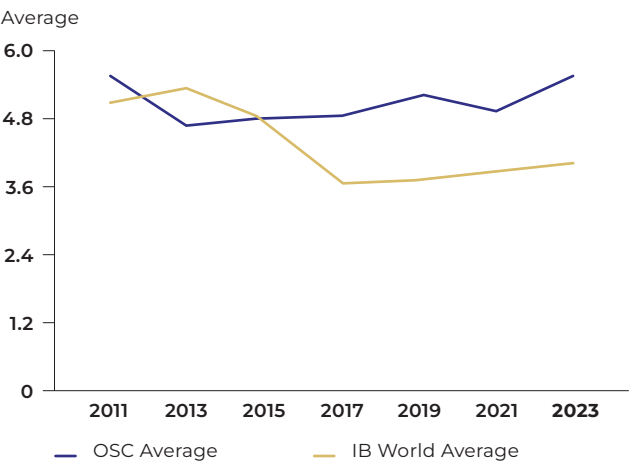
MYP subject grades – Class of 2025 (Internal assessment)

**OSC overall MYP average 2023 – 5.8/7**

Our Students

Our Learning Process and Academic Performance

OSC Average and IB World Average



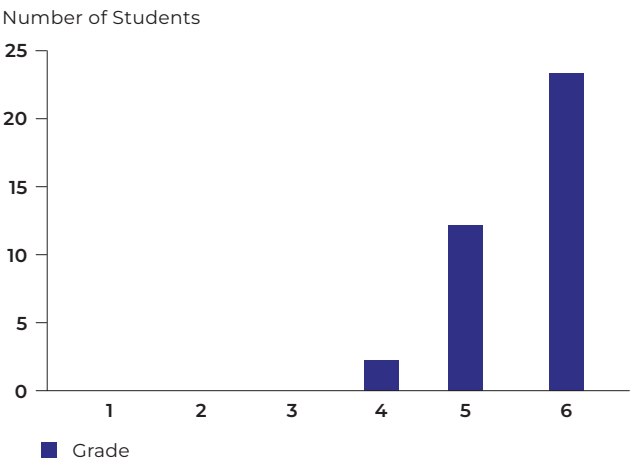
**MYP personal project**  
(External assessment)

**OSC PP average 2022 – 5.6**

OSC PP average 2021 – 5.1

World PP average 2022 – 4.1

Number of Students by Grade Awarded



**MYP personal project**

Class of 2024

(External assessment)

**OSC average 2023 – 5.6**

**IBDP 2023**

The pass rate at OSC for 2023 full diploma candidates was 100%, compared to the world average in 2023 of 80%.

**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 all students 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 is 45 which is achieved annually by less than 1% of students worldwide.

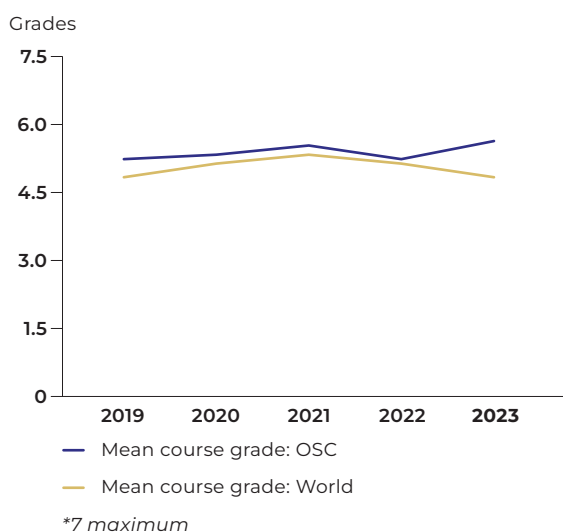
OSC also offers a thorough college counselling programme for all students, providing guidance and support in choosing a suitable path for their lives beyond high school, wherever that may take them.

## Our Students

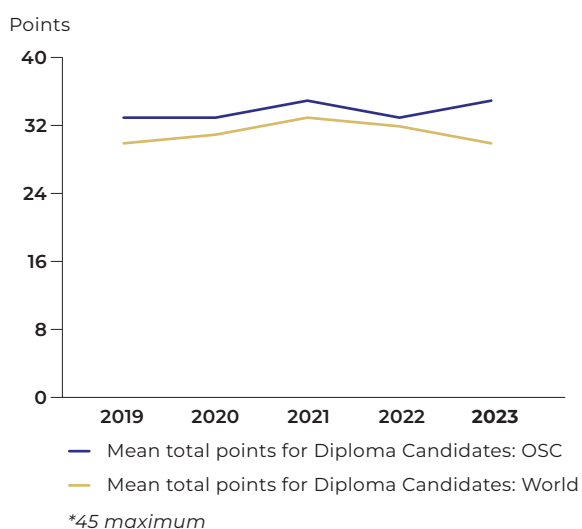
### Our Learning Process and Academic Performance

	IB Worldwide May 2023	OSC 2023	OSC 2022
<b>Registered IB Candidates</b>			
<b>Number of IB Diploma Programme Examination Candidates</b>	<b>173,704</b>	<b>19</b>	<b>24</b>
Number of students attempting the IB diploma	<b>91,421</b>	<b>19</b>	24
Percentage of students attempting the full diploma	<b>53%</b>	<b>100%</b>	100%
<b>Award of the IB Diploma</b>			
<b>Number of IB Diplomas awarded</b>	<b>73,146</b>	<b>19</b>	22
IB Diploma pass rate	<b>80</b>	<b>100%</b>	92%
Number of IB bilingual Diploma earners	<b>19,749</b>	<b>4</b>	3
Percentage of bilingual Diploma earners	<b>27%</b>	<b>21%</b>	13%
<b>The Distribution of IB Points</b>			
IB Diploma earners with 35 points and above	<b>28%</b>	<b>63%</b>	50%
IB Diploma earners with 40 points and above	<b>9%</b>	<b>5%</b>	8%
Mean IB Diploma Points	<b>30.2</b>	<b>34.8</b>	33
Mean Grade IB			
Mean grade for IB Candidates	<b>4.8</b>	<b>5.6</b>	5.2
Extended essay and TOK			
Students earning EE results of A	<b>10%</b>	<b>5%</b>	25%
Students earning EE results of B or higher	<b>35%</b>	<b>42%</b>	63%
Students earning TOK results of A	<b>9%</b>	<b>5%</b>	4%
Students earning TOK results of B or higher	<b>43.7%</b>	<b>47%</b>	33%

#### Last five years mean course grades



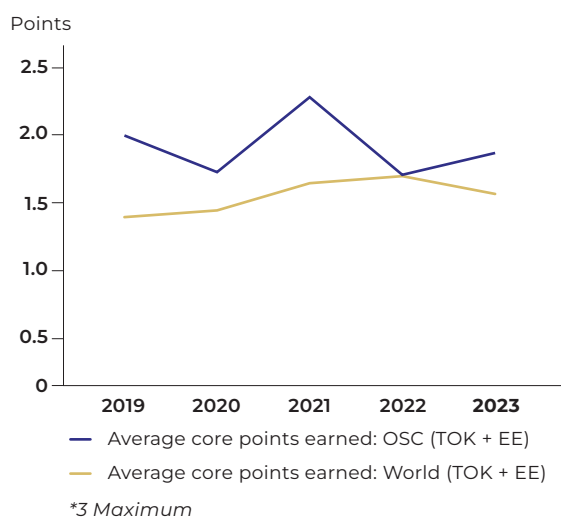
#### Last five years mean total points



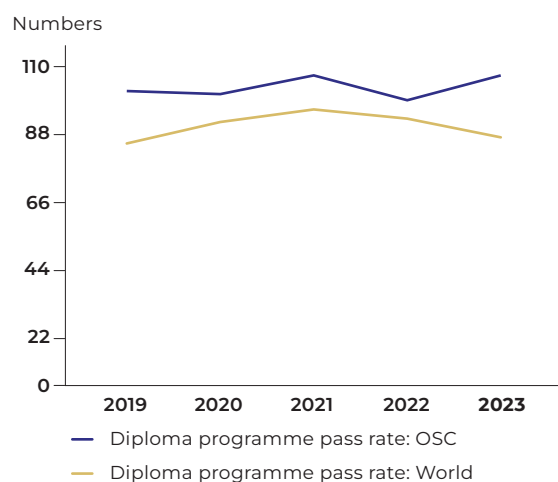
## Our Students

### Our Learning Process and Academic Performance

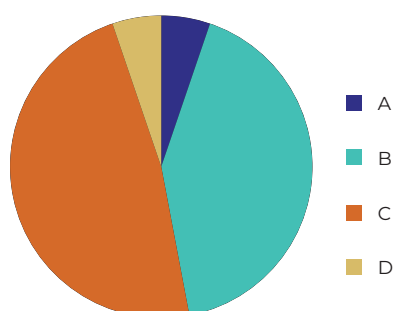
#### Last five years mean core points



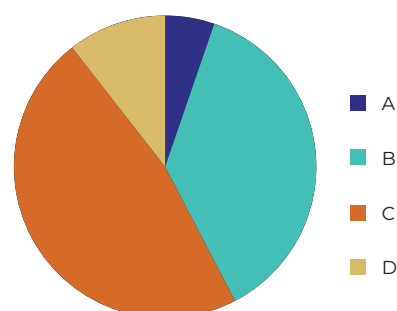
#### Last five years pass rate



#### TOK grade distribution – 2023



#### EE grade distribution – 2023



#### Total points distribution – Global

Total points	2019 %	2020 %	2021 %	2022 %	2023 %	OSC 2023 %
23 or fewer	18.14	11.51	8.42	10.92	16.10	0
24 to 29	30.42	26.59	20.59	23.09	28.30	5.26
30 to 34	26.11	28.05	26.94	27.81	26.95	31.57
35 to 39	17.73	22.86	25.66	23.48	19.78	57.89
40 to 45	7.61	10.99	18.39	14.70	8.87	5.26

## Our Students

### Our Learning Process and Academic Performance

#### IB exam results by subject

	Number of candidates	Average grade	
		School	World
Language and Literature			
English A: Language and Literature HL	14	5.6	4.8
English A: Language and Literature SL	3	6.3	4.9
English A: Literature HL	2	5	4.6
Language Acquisition			
French <i>ab initio</i> SL	7	5.1	4.8
French B SL	8	5.6	5
Individuals and Societies			
Economics HL	7	5.4	5.1
Economics SL	2	6.5	4.8
Env. Systems and Societies SL	7	6.1	4.2
Geography HL	7	5.4	5.3
History of Asia and Oceania HL	2	6	5.1
History SL	1	5	4.7
Experimental Sciences			
Biology HL	5	5.6	4.4
Biology SL	3	5	4.2
Chem HL	3	5.3	4.6
Chem SL	2	5	4.1
Physics HL	2	6.5	4.8
Physics SL	2	7	4.2
Mathematics			
Mathematics AA: HL	6	5.5	4.9
Mathematics AA: SL	9	5.2	4.6
Mathematics AI: SL	4	4.8	3.9
The Arts			
Music SL	1	6	4.2
Theatre HL	8	6.4	5
Visual Arts HL	5	5	4.4

## Our Students

### Our Learning Process and Academic Performance

#### Notable Class of 2023 Extended Essays

Extended essay projects that received grades of A or B

Subject	Topic	Research question
CHEMISTRY	Kinetics, Transitional Metals	What is the relationship between the electronegativity (1.9, 0.93, 1.55, 1.31, 1.83) of metal sulphates ( $\text{CuSO}_4$ , $\text{Na}_2\text{SO}_4$ , $\text{MnSO}_4$ , $\text{MgSO}_4$ , $\text{FeSO}_4$ ), respectively, and their catalytic ability in a Luminol-Sodium hydroxide oxidation reaction, as determined by the duration of chemiluminescence.
ENGLISH A	The rhetoric used by political figures to communicate meaning	To what extent does the language and rhetoric used by H E Mahinda Rajapaksa in his speech in 2009 communicate meaning?
ENGLISH A	An exploration of how the female protagonist, Jane Eyre, is empowered by the effective use of the narrative stance	How does Charlotte Brontë use the narrative perspective to convey the eponymous heroine, Jane Eyre's, developing empowerment throughout the novel?
GLOBAL POLITICS	The impact of European Union foreign policy on an asylum seeker's ability to enter the European Union	To what extent have asylum seekers attempting to enter the European Union been used as a geopolitical tool by neighbouring autocratic foreign nations, for their own economical benefit, within the last decade?
HISTORY	The impact of the 5th Hakka migration	In what ways did the arrival of Hakkas during the fifth Hakka diaspora impact the United States and Malaysia economically and culturally in the 20th century?
HISTORY	Examining the social events that led to the emergence of the Sri Lankan civil war	To what extent was the civil war in Sri Lanka a result of racially motivated events?
PHYSICS	Investigating the relationship between the eddy current drag force exerted on a conductor and its velocity	How does the velocity of a conductor entering a magnetic field affect the eddy current drag force exerted on it?
WLD. STUDIES ENV/ECO SUSTAINABILITY	Maldivian Tourism	To what extent did the post-pandemic economic recovery strategies of the Maldivian tourism industry impact the high-end resort sector and how did the source markets change relative to the ongoing globalisation of the leisure market?

#### OSC College and University Offers 2016-2023

##### The UK

Aberystwyth University

Aberdeen 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

## Our Students

### Our Learning Process and Academic Performance

#### **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 Andrews (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)

## 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, San Luis Obispo

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**

Creighton University, Nebraska

Denison University

DePaul University, Chicago

Drexel University (3)

#### **Emerson College (2)**

Eamun University

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 & Health Science (2)**

Milwaukee School of Engineering, Wisconsin

#### **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)

## Our Students

### Our Learning Process and Academic Performance

Pratt Institute, NY (2)

**Purdue University (2)**

Reed College (2)

**Rochester Institute of Technology**

**Sarah Lawrence College**

Savannah College of Art & 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**

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 (2)**

University of Cincinnati

University of Colorado Boulder (2)

University of Chicago

University of Denver (2)

University of Idaho

**University of Illinois Urbana-Champaign**

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 (2)**

**University of Oregon**

**University of Pennsylvania (2)**

University of Pittsburgh (3)

Rutgers University, New Brunswick

**University of San Diego (4)**

**University of San Francisco (2)**

University of South Carolina

University of South Florida

**University of Southern California (2)**

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 (12)**

University of Ottawa

University of Newfoundland (3)

University of Saskatchewan

**University of Toronto (17)**

University of Victoria (2)

**University of Waterloo (3)**

University of Western Ontario

Western University

York University (2)

#### Australia

Australian National University

Deakin University

**Monash University (1)**

**RMIT University**

**University of Melbourne (6)**

**University of New South Wales**

**University of Sydney (4)**

UTS LaTrobe

Western Sydney University

## Our Students

### Our Learning Process and Academic Performance

#### Belgium

**Brussels School of Governance**

#### Czech Republic

**Charles University**

#### China

New York University, Shanghai

#### France

**American University of Paris (3)**

**Université Toulouse**

**UTC, France**

#### Germany

Jacobs University

#### Hong Kong

**Hong Kong University of Science & Technology**

Hong Kong Polytechnic University

**University of Hong Kong (2)**

#### 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**

#### Netherlands

**Amsterdam University College**

Erasmus University Rotterdam (2)

**Leiden University (6)**

Maastricht University, Maastricht

Technische Universiteit Eindhoven

**University of Groningen (3)**

**University of Amsterdam (7)**

**University College Maastricht (2)**

**Utrecht University (2)**

Vrije Universiteit Amsterdam

#### New Zealand

**University of Auckland**

**University of Otago**

#### 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**

#### KEY

Listed = Acceptances

**Bold = Matriculated**

( ) = Number of Students Accepted

Our Students

Co-curricular Activities

Co-curricular activities complement academics and play an essential role in a well-rounded, holistic education and 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 (ASAs).

Gecko Athletics

2023 was an invigorating year for Gecko Athletics, the first year in a while that allowed for a normal and full calendar of competitive sports. We sent teams to all nine SAISA tournaments over the three seasons. Our uniforms became more visible around the School and were worn with pride by athletes from Grade 4 right through to our graduating class of 2023. Our athletes

rekindled old friendships and started new ones, swapped jerseys, hoodies, and swim caps, and were role models and sports stars for the primary classes that they visited. They will undoubtedly take our name to countries around the world in the coming months.

We said goodbye to athletes in our graduating class who have missed out on many of these opportunities during the pandemic. It was great to see them back in action as role models to our younger students. Many still attended practice and sports day during and after their Diploma exams, demonstrating their passion for sports here at OSC. At our leaving assembly, they were awarded certificates for their "Outstanding Contributions to Gecko Athletics".







## 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
- ▶ Karate
- ▶ Team Games
- ▶ Gymnastics and Jump Rope
- ▶ Karate
- ▶ Striking and Fielding
- ▶ 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
- ▶ Zumba
- ▶ French Drama
- ▶ Primary Production

#### Other activities

- ▶ Lego Club
- ▶ Indoor Board Games
- ▶ Construction Club
- ▶ Mindfulness and Mandalas
- ▶ Environmental Club
- ▶ Design Club
- ▶ PSGA
- ▶ Book Club
- ▶ Website Design
- ▶ Math Club



## Secondary

### Activities available for students:

- ▶ Lego Club
- ▶ French and Spanish Music
- ▶ Chess and Board Games
- ▶ Mindful Colouring
- ▶ Carrom
- ▶ Puzzle Building
- ▶ History Club
- ▶ Map Making
- ▶ Keyboard Playing
- ▶ Chinese Calligraphy
- ▶ Art Club
- ▶ Volleyball
- ▶ Kendama

### Middle School:

- ▶ MS Football
- ▶ MS Basketball
- ▶ Wall Climbing
- ▶ Gecko Robotics
- ▶ Coding Club
- ▶ MS Production
- ▶ MathCounts
- ▶ MS Voice

### High School:

- ▶ Volleyball
- ▶ Basketball
- ▶ Football
- ▶ HS Production
- ▶ Senior Voice

### Whole School:

- ▶ Swimming
- ▶ Track & 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
- ▶ Math Tutorials
- ▶ Private Music Lessons

## Our Students

### Co-curricular Activities

#### Visual and Performing Arts

Music and theatre add diversity and invigorate our academic calendar. Through music, theatre, and visual art, our 2022/23 calendar came to life, infusing OSC's campus with a vibrant energy. Our celebratory return to in-person events was a pivotal moment, showcasing the extraordinary talents of our students. Rooted in our School's mission of compassion, courage, and curiosity, these opportunities empower our young artists to express themselves boldly, take risks with their artistry, explore their passions, and enhance their collective gifts.

#### PYP Pop-up Art Exhibitions

The Primary Artists engaged in several pop-up art exhibitions over the course of the School year, particularly when their artwork was connected to their homeroom units of inquiry. These included the Grade 4's displays relating to Pattern and Structures and the Grade 3 display connected to the Art of Belief. Our Grade 5 artists learned about Art Activism as a part of their Grade 5 PYP Exhibition and created a large-scale art exhibit in the theatre that symbolically represented the global issue that they chose to inquire into.

#### DP Visual Arts Exhibition – March 2023

Over the past two years, five of our Grade 12 students here at OSC have been immersed in the Visual Arts course that forms a part of their IB Diploma Programme (IBDP). The end-of-year visual arts exhibition symbolised a proud conclusion to their two years of creative study that accounted for 40% of their final grade.

The exhibition illustrated their journey and artistic growth during their IB Diploma Programme. Each student curated their own cohesive body of artwork selected from work created throughout the course. They each provided a written rationale on the curatorial decisions made and an artistic statement for each artwork. Works by our talented students included acrylic, oil, and watercolour paintings, sculptures, photography, pen and ink drawings, graphic design, and mixed media.

#### MYP1-5 Visual Art Exhibitions

During our 3-way conferences, parents, family, and friends had the opportunity to view a wide range of artworks created by our MYP1-5 artists exhibited in the art studio. Works displayed included a collection of colourful abstract still life paintings (MYP4-5), awareness-raising landscape art pieces (MYP2-3), optical illusion and colour theory artworks (MYP2), and t-shirts inspired by Sri Lanka (MYP1).

#### We Are Monsters – November 2022

After three challenging years of multiple lockdowns, we were finally able to put on a Primary Production performance. This year our Grades 3, 4, and 5 students presented the musical *We Are Monsters*; a fun, original play that follows human children into a cabaret filled with quirky monster characters. The adventurous humans uncover vegetarian vampires and rock n' roll werewolves, gradually realising there may be more to these monsters than meets the eye! Most importantly the monsters and kids discover the importance of friendship and celebrate the attributes that make each of us unique.

#### Primary Band 2022/23

Right after the Primary Production, we started a new music club as an ASA, namely the Primary Band. It was completely student-initiated and a great success within the community. The band performed at many school events such as the Final Primary School Assembly in December 2022, the *Beyond the Screen* concert in April 2023, and the End of Year Primary Assembly in June 2023.

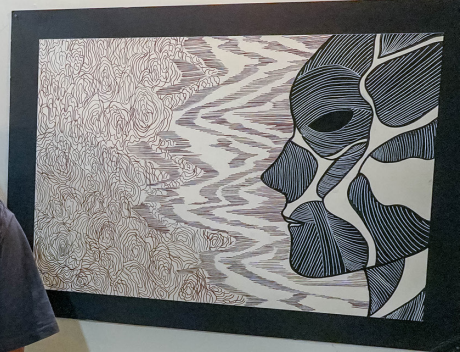
Other music, dance, and drama performances that took place in the 2022/23 school year included:

- Grades 3 and 4 jamming sessions with original songs composed by the students in April 2023. Performed at the courtyard cafe, the sessions attracted various audiences from students, parents, and teachers.
- A Grade 2 dramatic play based on the book *The Woman Who Outshone the Sun* in February 2023. Students had a chance to choose between the roles of musician, actor, or dancer and create their own original performance while delivering the book's strong message of kindness, understanding, and respect for those who are different to us, as well as the importance of our responsibility towards nature.
- A KG dramatic play based on the book *Giraffes Can't Dance* in February 23. A transdisciplinary project, students showcased their singing, dancing, and acting skills.

#### Songs of Hope – December 2022

In the spirit of unity and resilience, *Songs of Hope* was a tribute to the resilience and strength of the Sri Lankan community during a challenging time. The concert was a testament to the unifying power of music, creating an atmosphere of compassion and connection. We are grateful for the support and participation that made this musical voyage a memorable celebration of hope and harmony.





### Co-curricular Activities

#### Beyond the Screen – April 2023

Lights dimmed and the stage bristled with anticipation as *Beyond the Screen* unfolded. A musical trail through movies, Broadway musicals, and TV series, our students brought iconic themes and songs to life, bringing the magic of the silver screen to the stage. From timeless classics to contemporary favourites, the concert was a celebration of artistry. We extend our heartfelt appreciation to everyone who made this musical extravaganza a spectacular success!

#### Antigone Now by Melissa Cooper – November 2022

This year's senior production was a modern theatrical adaptation of Sophocles' well-known Greek tragedy, *Antigone*. The ancient epic tells the tale of our determined tragic hero, Antigone, who must survive life in the war-torn country of Thebes in the wake of the death of her two brothers. This play asks poignant questions: how are power, sexism, greed, and corruption, which existed in Sophocles' ancient Greece, still prevalent and relentless today? Is our current world as evolved as we think?

#### Chicken Bones for the Teenage Soup by Alan Haehnel – March 2023

This year's Middle School production was Alan Haehnel's short comedy, *Chicken Bones for the Teenage Soup*; a stage adaptation of the mega popular book series it parodies; *Chicken Soup for the Teenage Soul* by Jack Canfield, Mark Victor Hansen, and Kimberly Kirberger. In our performance, the numerous scenes and diverse characters illustrated various sentimental moments from everyday life, only to be repeatedly crushed by sardonic twists of cruel fate. Unlike the book series, this play was a comic ode to pessimism, which we felt every audience member could relate to! In March 2020, we were only two weeks away from the first performance of the play when we were forced to retreat into our homes due to the COVID-19 pandemic. Though it wasn't performed with its original cast, many of them made a special appearance in this 2023 production.

#### SAISA Art – Jordan, February 2023

In February 2023, a select group of OSC artists embarked on a cultural and artistic journey to the Kingdom of Jordan for the SAISA Arts Festival. The SAISA Arts festival includes multi-day workshops led by SAISA art teachers from the host or visiting schools or by community or visiting artists. One of the main aims is developing new skills and techniques, exposing our students to other ways of making and thinking about art. Interaction with the art community in the host city is another important part of the event, including visits to local museums, art galleries, and cultural sites. The festival culminated in an exhibition at our host venue, the American Community School in Amman, showcasing students' work.

#### ISTA TaPS Perspectives – Thailand, October 2022

This year's ISTA TaPS (Theatre Arts Programme Symposium) was held at Prem Traidhos International School, Chiang Mai. OSC's seven participants were guided through various theoretical and physical activities and practices via different mediums. They learned about and performed Thai Khon, explored the theories of Augusto Boal and his Theatre of the Oppressed, explored scenes from play texts, and manipulated elements of devised work through highly visual and sensory storytelling. These creative processes allowed the students to dig deeper into what it means to be a theatre-maker as well as to learn more about the four DP Theatre assessment components.

## Our Students

# Experiential Learning

Experiential learning is a vital facet 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 the different 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 nearby ecosystems. 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 the School's mission and vision.

## CAS at OSC

The Creativity, Activity, and Service (CAS) component is a vital part of the educational experience for all DP 1 and 2 students at OSC. Our School recognises, as stated in the mission statement, that education neither begins nor ends in the classroom or the examination hall. In fact, the essential aspects of education may exist outside both of these. An international education must go well beyond simply providing information and is inevitably involved in the development of attitudes and values that 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 OSC's 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. Students use online blogs as a reflective space while managing their activities and feedback through ManageBac. The reflective spaces are open to the community and offer a kaleidoscope of different styles and approaches to reflecting about the key aspects of the CAS programme. There are images, videos, written reflections and links to other sites. An effective CAS blog can provide important evidence of extra-curricular engagement that is useful for university applications. All student blogs going back to the Class of 2012 can be accessed on the School's 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 programme

The annual Experience Sri Lanka: Week Without Walls programme was successfully held in January 2023. In the 2022/23 school year, teachers, support staff, and the administration all worked hard to put on an exciting, learning-based programme that was appreciated by students and their parents. As has been the case in past WWW learning experiences, the success of this year's WWW programme was the product of effective organisation, planning, and excellent teamwork on the part of teachers and administration. The programme was divided into a larger group WWW experience (for MYP1-4) and smaller groups with an element of choice (for MYP5 and DP1). Students were involved in excursions such as visiting historical sites in Kandy and Galle, cycling in the Cultural Triangle, rafting on the Kelani River, scaling the three highest peaks on the island, and watching birds in Bundala. This year an OSC group journeyed to Jaffna for an immersive learning experience entitled Northern Narratives.

## Service Learning at OSC

Community service and service learning have a special place in OSC's philosophy of education. At OSC, students are encouraged to develop a positive and active approach towards service. In the Secondary School, specific programmes that emphasise an awareness, concern, and responsibility for service in the community are offered to students. Some of these happen on a weekly basis after school, while others are part of the Week Without Walls programme, scheduled at the beginning of the second term. OSC has been working with several local charities and programmes and has an excellent relationship with these community outreach programmes. DP students are also expected to take on leadership roles and are encouraged to initiate activities of their own. In the past, student-led initiatives have included medical clinics in the north of the country, planning Thursday service work, establishing recycling programmes in their neighbourhoods, and many more commendable projects.

## Our Students

# Service to the Community and the Environment

Every week at OSC, students are actively immersed in service learning. Embedded into the curriculum, students identify specific needs within the community and then design relevant actions to meet the needs of the community. With protected service time, OSC students work together to support the community. We believe that student leadership, regardless of age, is essential when proposing and conducting service projects.

OSC students have been actively involved in the following service-learning projects:

## Eco-Schools

Utilising the seven-step Eco-Schools programme, the club decreases the School's environmental impact through education, awareness, and action. After the successful completion of the two-year process, OSC has been accredited by the Foundation for Environmental Education with the Eco-Schools Green Flag. The club is now into its second two-year cycle and has begun the seven-step process with an environmental audit that will guide its actions over the next two years.

## Justice and Equality

The Justice and Equality Service group envisions a future where menstruation is destigmatised, where consent is understood and respected, and where every individual, regardless of their background, is empowered to thrive. Through the members' combined efforts, the club aims to create lasting societal change and contribute to a more just and equitable world. Last year, the club's name and logo were changed (from Girls for Girls) to encompass its inclusive mission. The club raised funds to provide sanitary products in the bathrooms at OSC, gave presentations raising awareness about harassment and consent and organised football matches to show that whoever we are, we can work together to play fair and have fun. The group is open to anyone passionate about justice and equality.

## Housing and Habitat

A practical and hands-on service group, this club works to improve the School and local communities, using collaborative skills to achieve goals. Due to its involvement with the Eco-Schools group, last year the club built school gardens in the Kindergarten, Primary School, and Secondary School. The club is financially self-sufficient through its annual Home Run fundraiser, with a large turn-out of runners from throughout the community that helped the club purchase necessary equipment to proceed with ongoing projects.

## Recycling and Sustainability

OSC's Recycling and Sustainability group has the overall goal of working to reduce the ecological footprint of the OSC campus. The club continues to coordinate weekly recycling campaigns, manage the biogas plant, and work to raise awareness in the community about what it means to be more sustainable. The club has campaigned against plastic waste on campus, promoted composting and is working to encourage the use of renewable energy at OSC. Recycling and Sustainability members collaborate with other service groups to achieve their goals.

## Care for Paws

The club works with two local community groups; Adopt a Dog in Sri Lanka and the Association of Veterinarians for Humane Management of Animal Population to provide local free sterilisation camps at least once an academic year. Funds are raised through T-shirt sales as well as an Annual Cookie fundraiser to cover the fees of these camps. The costs of the sterilisations and immunisations for families who bring their pets to the camp, as well as local street dogs, is covered by these camps.



### Service to the Community and the Environment

#### Hope for Kids

The club supports children and their families at the Maharagama Cancer Hospital. The club ran public awareness campaigns, food ration drives, the OSC community cricket game, and the collection of educational resources during the last year. Visits to the hospital, which were not possible during the pandemic, were resumed last year.

#### OSC's Room to Read

Room to Read helps develop libraries in the local communities, making reading for pleasure and learning available to all, while spreading the club's passion for books. The club has developed a strong partnership with two schools in the community; Vidyaloka Maha Vidyalaya and Vidyawardhana Maha Vidyalaya. The recently opened second hand bookstore near the reception is one way that the club continues to raise funds for supporting these two libraries for building and furnishing their library buildings. This academic year, the club plans to organise literary afternoons, community book sales, and other events to continue our support to these two schools.

#### Cultural Exchange programme

Students from four schools in Colombo meet with OSC students on Thursdays to discuss many elements of their cultures and lifestyles. The participants' schools are attended by Muslim, Tamil, and Sinhala groups. With the aim of enhancing students' English proficiency and building bridges between the various communities, the club meets each week with local students to discuss cultural elements of their lives and enjoy time together on the OSC school campus, where special activities and games are organised to bring the participants closer together.

Local students improve their command of the English language and all students develop their understanding of different cultures and lifestyles while being provided with a unique opportunity to make connections.

#### SOS Village

By working with children living in the SOS Village in Piliyandala, for whom SOS has become a home and family, the club's service opens the minds of everyone involved. The primary goal is to connect with friends

from SOS (middle school students) through the use of English, but these connections are supplemented with shared physical activities such as swimming and trips to the playground and library for games. SOS Village breaks down language and social barriers, nurturing a safe environment for the children with whom the club works. In doing so, we create shared OSC-SOS memories that are mutually enriching.

#### Gecko Network

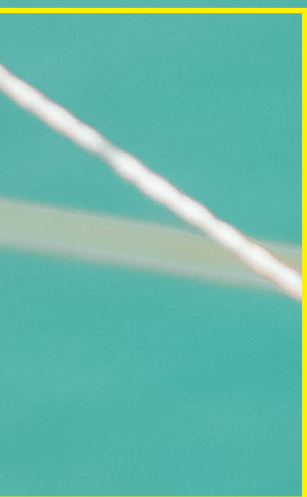
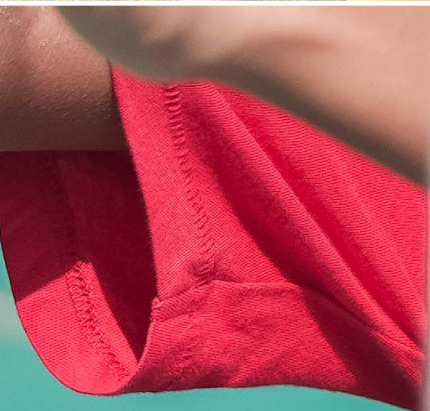
Gecko Network is a student-initiated service group which supports, shares, and celebrates OSC's numerous events and activities that take place throughout the School year, with the wider community particularly focusing on the service programme. The group also aims to provide support to its service members by helping them to learn, acquire, and develop their broadcasting skills and through using many different media tools and platforms.

#### Gecko Inc.

The club focuses on helping disadvantaged Sri Lankan children to develop basic water safety skills. Considering that Sri Lanka is an island, a child's ability to feel safe around water is critical to preventing drownings. Gecko Inc. works with a group of students from a local school who are very keen to learn and improve, visiting OSC every Thursday.

#### Young Reporters for the Environment (YRE)

YRE is an international journalism competition. Forty-three countries participate with 500,000 students involved. The club reports on local and global environmental issues and publishes their articles on the Eco-Schools network. Each week, YRE focuses on environmental stories happening right here at OSC, in the local area, or anywhere in Sri Lanka.



# 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. 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

The Overseas School of Colombo 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 70 Axis security cameras along with RFID access control systems for all doors, which are all connected to a state-of-the-art backbone network powered by Cisco Meraki network switches. Additionally, OSC utilises an enterprise-grade firewall, server systems, and integrated printing management systems to provide our school community with a wide range of integrated IT systems. The OSC Tech Department also takes necessary steps to protect users from data leaks and external network threats. It offers services and support to non-educational departments such as HR, Finance, and Maintenance. The Department also leverages 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 invests in educational technology apps and trains and monitors the effectiveness of such apps. This includes access to online databases, cloud-based applications, and local computer programmes. All students receive these applications as part of their tuition.

Our technology team has been working on a long-term technology strategy that integrates a systems thinking approach. This has resulted in innovative projects such

as the Student Data Dashboard, which helps make better teaching and learning decisions. We have also implemented internal tools and a few automations to improve the efficiency of our staff.

This year, we have also invested time and research into Artificial Intelligence and Machine Learning. We are looking at ways to safely integrate generative AI tools into our curriculum without compromising our students' and staff's data and privacy.

## Technology in PYP

Technology is integrated throughout the Primary School. Students are issued school-owned technology devices in Early Years through Grade 4. 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 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 primary learning platform.

## Technology in MYP and DP

Within the Secondary School, the technology programme aims to help students gain an expert or mastery level of many different applications, databases, and online tools that can help students research, create, and communicate new understandings and learnings. This knowledge will help better prepare students for meaningful impact. The BYOL programme requires students to bring their laptops to 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 is our primary learning management system. It gives our students and parents access to their curriculum and online learning 24 hours a day and provides another way for students and teachers to communicate. In addition to providing technology education, students engage in an extensive Digital Citizenship programme, grounded in the Common Sense Media curriculum. This programme is designed to guide students in creating a safer digital footprint and equip them with the necessary skills to ensure their safety online.

## Our Students

# Noteworthy Events of the Year

In the 2022/23 academic year, our community united to create a vibrant tapestry of on-campus events. From cultural celebrations to diverse festivities, we curated a rich calendar that reflects the essence of who we are. Each event, detailed below, contributed to the colourful mosaic of our school experience.



### Back to School

Our Geckos were excited to start a new year back at school, with renewed vigour and energy.



### UN Day

Together, our students embraced the vibrant tapestry of our diversity, celebrating the uniqueness that defines each of us, all while honouring the profound significance of peace.



### Primary Gymnastics Assembly

Our gifted young gymnasts put on a great show!



### Eco-Schools Baton Relay

OSC joined Eco-Schools and took part in **Running Out of Time**, a non-stop relay from Glasgow, Scotland to Sharm El-Sheikh, Egypt to bring attention to climate change.

## Our Students

### Noteworthy Events of the Year



#### Halloween

Students had a fang-tastic day dressing up as spooky characters.



#### Primary Invasion Games

Our youngsters had fun and learnt the power of teamwork.



#### Primary Production *We Are Monsters*

Our young actors brought to life a message of acceptance despite differences with humour and heart.



#### Songs of Hope

Music brought everyone together as we commemorated the resilience of the Sri Lankan community.



#### Senior Production *Antigone Now*

A profound production, where our seniors asked thought-provoking questions.



#### Hour of Code

Our primary school students were introduced to computer science and the power of coding.

## Our Students

### Noteworthy Events of the Year



#### MYP5 Personal Project Exhibition

Our students showcased a diverse range of projects, reflecting their five-year journey in the IB Middle Years Programme.



#### Week Without Walls Exhibition

Our students related their experiences of visiting historical sites, cycling, rafting, hiking, and birdwatching, exemplifying the importance of experiential learning.



#### Thai Pongal

Students united in a vibrant celebration of this special festival.



#### Book Week

Our annual endeavour to inspire children to read was greatly enjoyed and appreciated by all.



#### Spirit Week Celebrating Sri Lanka's 75th Independence Day

We marked this milestone of independence with appreciation and pride.



#### KG Production *The Jungle Dance*

Our Kindergarten students enchanted us with "The Jungle Dance", a vibrant production blending dance and creative storytelling.

## Our Students

### Noteworthy Events of the Year



#### COMUN XXIX

Demonstrating the power of their debating skills, the COMUN XXIX cohort had a successful 2023 experience.



#### Ramadan and St. Patrick's Day

Celebrating Unity in Diversity, we embraced a vibrant tapestry of cultures during our Ramadan and St. Patrick's Day festivities.



#### Primary Variety Show

Showcasing a variety of talents, our primary students put on a fantastic show.



#### Primary Track & Field

Our talented junior athletes made us all proud with their athletic feats.



#### Home Run

The "Home Run" charity event, a collaborative effort by the Housing and Habitat and Care for Paws service groups, successfully raised funds through an organised run.



#### IBDP Visual Arts Exhibition

The exhibition was a testament to the talents and artistic growth of our IB Diploma Visual Arts students.

## Our Students

### Noteworthy Events of the Year



#### MS Production *Chicken Bones for the Teenage Soup*

Our middle schoolers put on a tongue-in-cheek production that had everyone in stitches.



#### Community Iftar

The power of community was highlighted as the School came together in unity and fellowship during our Community Iftar.



#### OSC Literary Festival and SCN Carnival

Embarking on a literary journey with acclaimed Sri Lankan authors, our festival seamlessly intertwined words and festivities, ensuring an unforgettable experience for all who attended.



#### Earth Day Assembly

Earth Day illuminated our profound care and appreciation for the planet, a celebration echoing our commitment to environmental stewardship.



#### Sinhala and Tamil New Year

This important annual observance was celebrated with fun, games, and traditional foods.

## Our Students

### Noteworthy Events of the Year



#### Beyond the Screen

A magical musical journey from movies to Broadway, brought to life by our students, celebrated the captivating artistry of stage and screen.



#### PYP Exhibition 2023

PYPx at OSC unfolded as a remarkable journey, where Grade 5 students explored societal issues through diverse artistic expressions, culminating in a display of creativity, passion, and impactful initiatives.



#### DP2 Leavers Assembly

With heartfelt farewells and cherished memories, we bid adieu to our seniors, wishing them all the best for the exciting chapters awaiting in their futures.



#### Primary Vesak Assembly

In celebrating Vesak, our students united to craft radiant lanterns and share heartfelt performances, embodying the spirit of compassion and kindness.

## Our Students

### Noteworthy Events of the Year



#### Hope for Kids Charity Cricket Carnival

The OSC community banded together to support patients residing at the CCC House, a transit home for cancer patients.



#### OSC Class of 2023 Graduation Ceremony

With great pride, we bid farewell to the Class of 2023.



#### TEDxYouth@OSC

A stellar line-up of inspiring speakers at the inaugural TEDxYouth@OSC challenged and ignited the imagination of students, urging them to think outside the box.



#### Combined Arts Project

Exploring the theme "Barriers, Boundaries, Bridges", our students used art to inspire and visualise universal topics at the Combined Arts Project (CAP) showcase.

## Our Students

### Noteworthy Events of the Year



#### SGA Sports Day

Amidst spirited house competitions, athletes showcased their prowess, vying for glory and honour in a day filled with camaraderie and thrilling sportsmanship.



#### Grade 5 Promotion Ceremony

We watched with happiness as our Grade 5 students graduated, getting ready to face the next adventure in their lives.



# Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB)

What Does DEIJB Mean to OSC? – 88

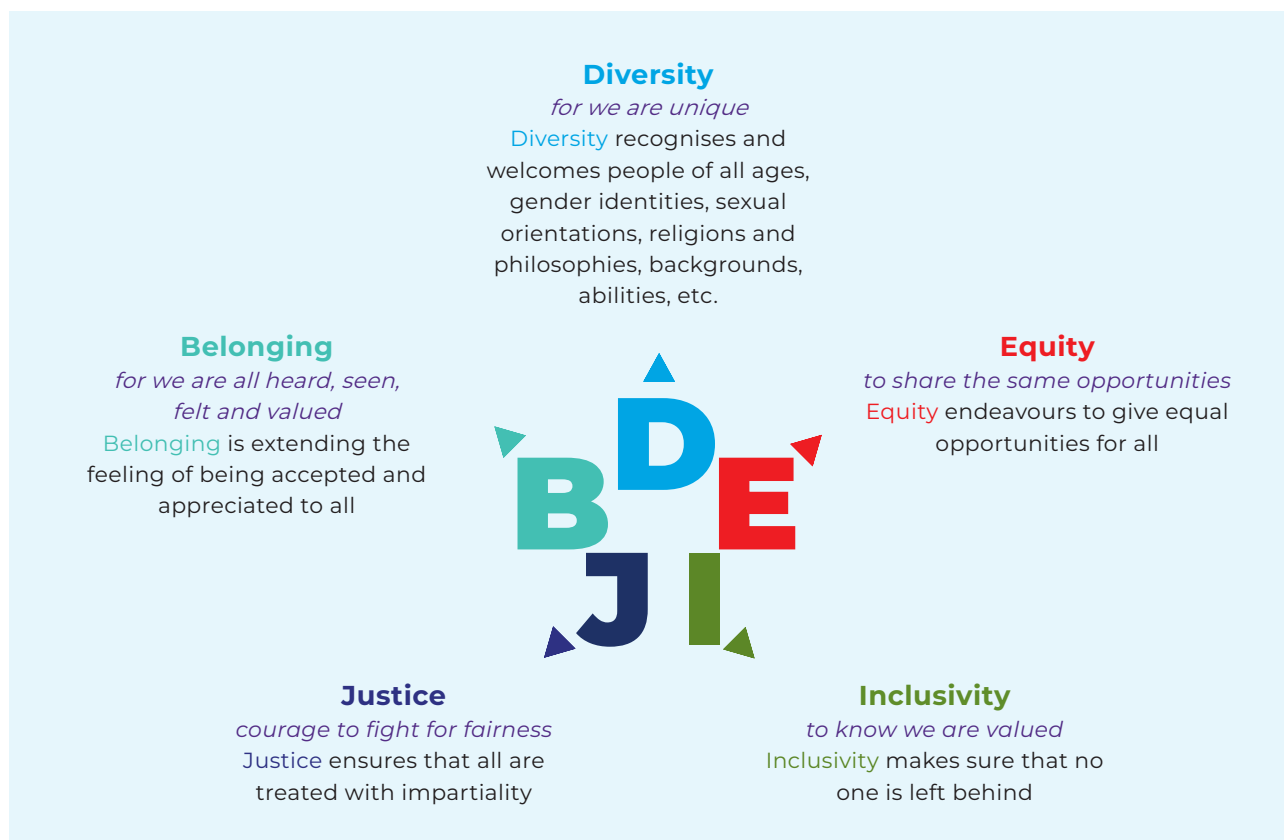
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## Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB)

# What Does DEIJB Mean to OSC?

## Diversity, Equity, Inclusion, Justice, and Belonging: Creating a Loving Sanctuary for All



As a school that is home to learners and educators of many nationalities, here at OSC we hold the belief that our strength lies in our ability to work well together because of our differences, not despite them. Within these differences, we find the intersection of authenticity and our individual uniqueness, resulting in each person's ultimate truth. It has always been important to us to consider OSC as more than just an institution of education but as a sanctuary that prioritises holistic, experiential learning. We are thus driven to integrate learning with multicultural acceptance, critical thinking, emotional intelligence, social responsibility, personal accountability, and civic duty. It is clear to us that the core essence of the culture at OSC is the goal of inspiring others with kind words and deeds, offering equal opportunities to all, and approaching every situation with care and deep respect so as to bring about meaningful change.

## What is DEIJB?

The community at OSC is made up of learners from over 40 nationalities, leading to a diverse group of persons of varying backgrounds who bring countless perspectives to the table. We have the privilege to count those in our community as progressive thinkers and intrepid innovators who embody the OSC mission of Compassion, Courage, and Curiosity. We are thus engaged in building upon those values to create a sanctuary for all our learners and educators.

What is meant when we use the words Diversity, Equity, Inclusion, Justice, and Belonging, often shortened to the acronym DEIJB? Diversity, Equity, Inclusion, Justice, and Belonging are each multifaceted and complex areas of discipline, study, and reflection. Each facet of DEIJB holds importance and is pivotal in the process of making meaningful progress in society. They are interconnected, functioning in tandem to promote safe, inclusive environments that empower learners to make their personal journeys towards cultural competency, anti-racist, anti-biased mindsets, behaviour, and practices.

### A Space to Belong

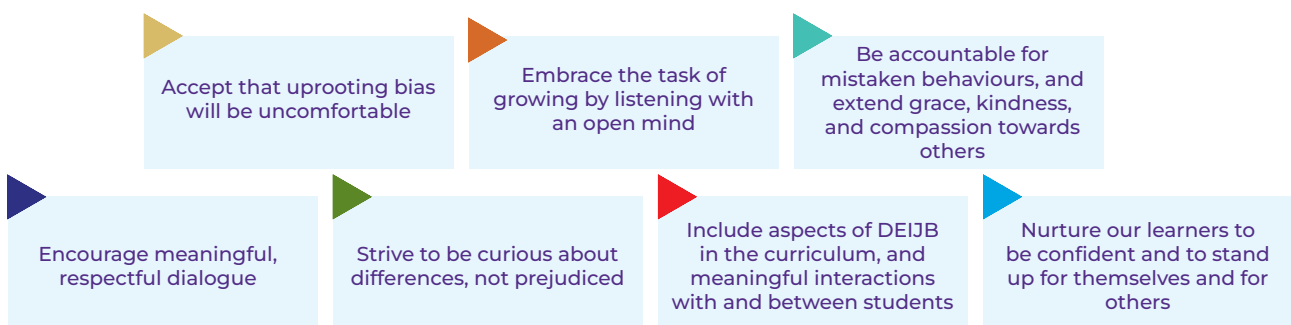
This school is a space where everyone is safe and receives personal care and support. There are many things OSC does in order to provide this safe space. One way is by ensuring that our community of learners receives the resources best suited for their needs. Language is a form of power, so here at OSC we make sure to use inclusive language in and out of our classrooms, educating learners and educators on how they can best respect the people around them. Making sure that the language we use avoids expressions or words that may alienate certain groups of people is integral to ensuring everyone feels a sense of belonging. With focus on an experiential curriculum, and building a true sense of community, OSC cherishes and celebrates our variety of ethnicities and cultures, as well as the myriad identities and values reflective and representative of the School.

It is not a truth that we shy away from, that taking these steps leads to some feelings of discomfort as we open our minds to new perspectives and grow to accept new positions. We believe that the key to building a strong community is to embrace that discomfort as a gift, to see it as an opportunity for growth and to fully take part in identifying and appreciating our differences so as to be able to confront our own prejudices head on, challenging our biases in the process. We strive to

manage discomfort carefully, taking pains to consider what is developmentally appropriate for young children and making sure that the space remains a safe one. It is a truth we must acknowledge that growth cannot happen without change.

Keeping this in mind, it is not at all our intention to imply that we are all perfect. In fact, we acknowledge that everyone is learning and growing, so sometimes mistaken behaviours will manifest themselves. Instead of then upholding structures of privilege, however, it is our goal at OSC to use these moments to teach our students that trust, understanding, and love are invaluable factors in the creation of a safe space, and we use these opportunities to fortify this space so that everyone in our unique community will feel a sense of belonging. This is the cornerstone of OSC's commitment to the principles of DEIJB: that all of us are welcome, all of us belong. Our students will thus receive holistic, life-informing education, and be treated with dignity regardless of cultural background, racial and gender identity, sexual orientation and religious or philosophical beliefs. These sentiments are backed by our actions, and we are determined not to overlook anyone as we unite and unify everyone under our umbrella of care so that all have a voice to speak for themselves and feel heard and can contribute to building a fair and inclusive world.

### Practical Steps



At OSC, Diversity, Equity, Inclusion, Justice, and Belonging are more than words. We provide our community with resources and opportunities to strengthen anti-biased and anti-racist competencies. Our commitment to DEIJB is not static but is ever-evolving as we respond to the needs of the community. We value every perspective, every thought, idea, word, and deed because we know that the sum of these as well as the whole, all contribute to our collective vision to grow and evolve. OSC provides an open environment where our valued parents and community intrinsically interact and have a strong bond, participating and assisting us in making OSC a better place.

In order to strengthen our community and in order to provide the best possible conditions for our learners and educators to practice, inculcate, and experience nurturing, empathy, understanding, systematic improvement, and positive action, we need to develop a thorough understanding of the obstacles of imbalance, social disparity, and ingrained prejudices that are harmful and impact learners in the long term. We cannot achieve this without grappling with identity, privilege, power, oppression, certain biases, bigotry, and intersectionalities that hinder our quest to make OSC a place that reflects and challenges assumptions and conventions and in addition, learns and takes meaningful action. We take our duty very seriously, because at the heart of our beliefs, Diversity, Equity, Inclusion, Justice, and Belonging are essential to moving towards a just world.



# Our Teachers

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Development (CPD) – 95

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# Our Faculty

## Teaching Faculty

63 **Total Number of Teaching Faculty**

03 Academic Heads

22 Primary Teachers

38 Secondary Teachers



25 Service Staff

28 Admin and Academic Support Staff



09 Leadership Team

11 Teacher Assistants

Gender Distribution of Teaching Faculty

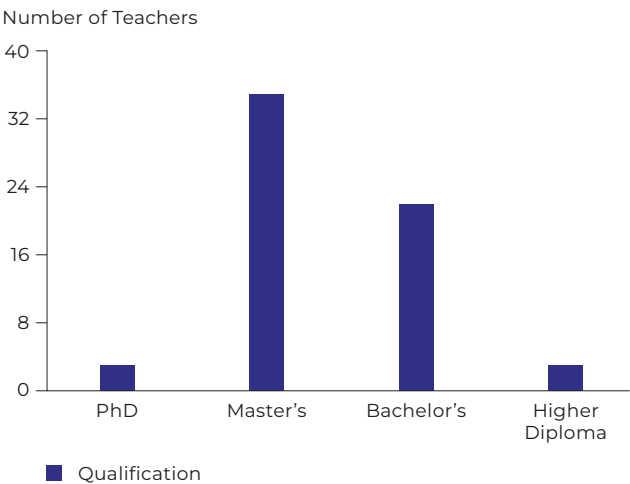
 Female 38  Male 25

Teacher to Student Ratio

   
Teachers : Students  
1 : 5

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, ready to join the international community as well-rounded individuals.

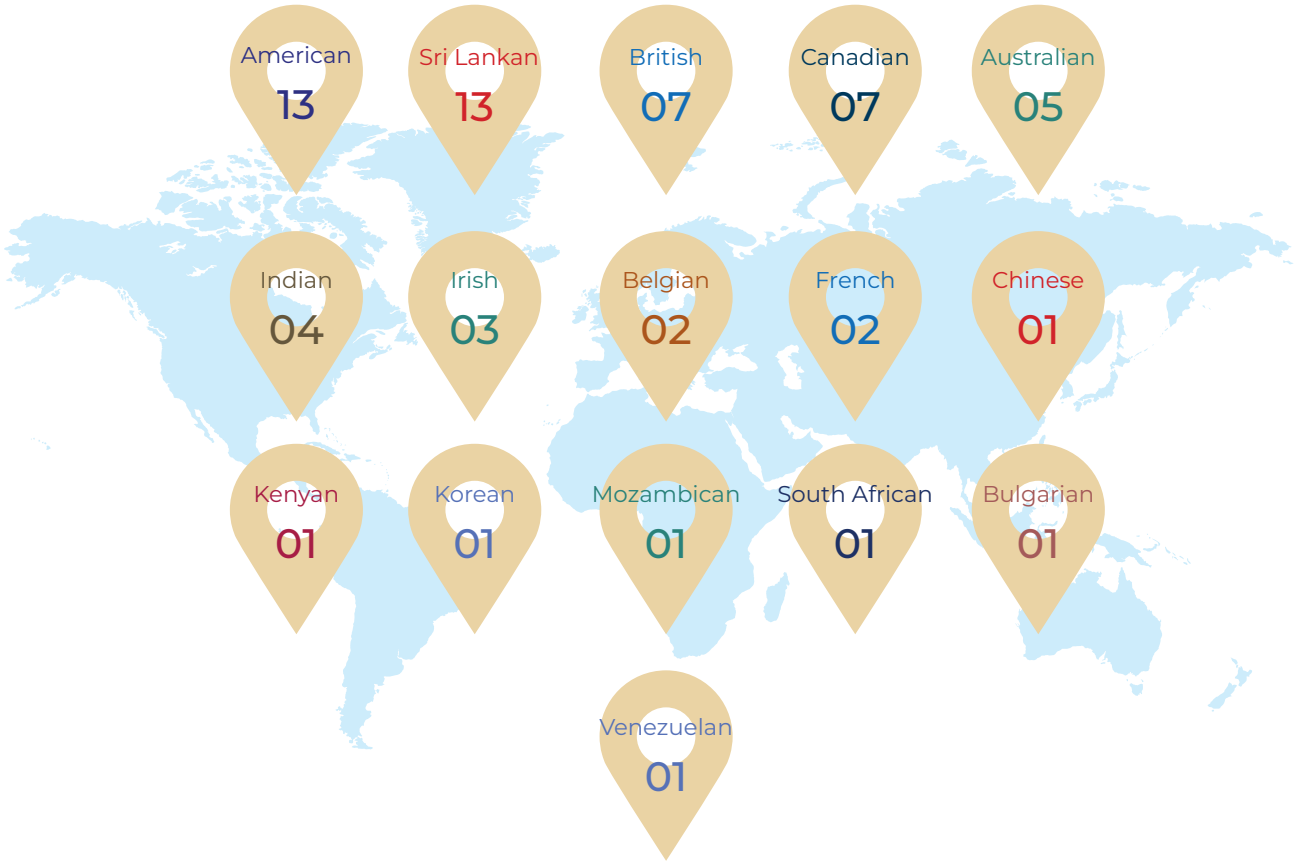
### Qualifications of Teaching Faculty



Our Teachers

Our Faculty

## Nationalities of Teaching Faculty



## Our Teachers

# Our Teacher Standards

The Seven 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### CLARIFY

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

## Our Teachers

# 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.

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

The DEIJ course conducted by NESA (Near East South Asia) Council of Overseas Schools provides schools with training to use collective reflection, dialogue, action planning, and resources to develop needed infrastructure to guarantee that the school environment will respect the dignity and humanity of all members of the school community. 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:

- Deepen DEI(B)J knowledge and skills through the lens of well-being
- Engage in constructive conversations around the systems necessary for authentic DEI(B)J
- Develop an action plan to develop and sustain school –specific systems related to DEI(B)J
- Develop knowledge around the inextricable relationship between DEI(B)J and well-being
- Co-curate resources supporting DEI(B)J

## NESA Leadership Conference

The NESA Leadership Conference is an engaging community learning experience focused on deep learning, thought leadership, collaboration, and human connection, on the theme of growth and change. Many of the talks focused on inclusivity and belonging.

## ICPA Child Safeguarding Training

This course reflects international standards of best practice in protecting children from harm in all areas of programmes, operations, and procedures. The training included group dialogue, reflections, presentations, and interactive scenarios that focused on equipping staff with safeguarding responsibilities and enable them to respond appropriately within the School's context to child protection concerns.

## CIS Global Citizenship and Intercultural Learning

With a focus on difference, as seen through the lens of global citizenship and within intercultural learning, CIS developed a new model of thinking and practice that was shared with participants. Focusing on Teaching and learning; Assessment; Leadership and staff development; and Community engagement.

## IB Workshops

International Baccalaureate professional development workshops are formulated to take educators through enlightening learning experiences, further illuminating the values and purpose of IB's mission. They also serve as a valuable means to ensure schools meet professional learning requirements.

- MYP Language and Literature (Amber Echols)
- MYP Individuals and Societies (Gary Hentz, Dulmini Fernando, Aaron Russo)
- MYP Mathematics (Benson Wallace)
- MYP Performing Arts (Young Kim)
- DP English Literature (Antoney Luvizu)
- DP Language and Literature (David Poulus)
- DP Biology (Liz Harrison)
- DP Chemistry (Robert LeBlanc)
- DP Mathematics Applications and Interpretations (David Harrison)
- DP French *Ab Initio* (Melinda Tondeur)

## Other workshops our educators participated in include:

- CIS Workshop: Mission Driven Inclusion (presenters – Kamila Sahideen and Samantha Wood)
- Designing Learning Spaces in the PYP
- American Safety and Health Institute Certification/ First Aid training



# Our Parents

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## Our Parents

# 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, performing, coming into be an audience, joining committees and through the very active School Community Network (SCN).

The input of our parents is of immense value to the School. As a school striving for parent engagement, we lead with our hearts — listening to what parents think, dream, and worry about; and we also hold dear the ethos to continually push ourselves to improve.

# 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 events.

### What does the 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



# Financial Statements

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## Financial Statements

# 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 2023.

## Nature of Business of the Company

The Company carries on an internationally affiliated and accredited International School in Colombo, Sri Lanka for provision of educational services to students from various countries, backgrounds and abilities, in English medium designed for the needs of the internationally mobile student.

## 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 significant 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 – in terms of Article 9.2 relinquished duties w.e.f. 26 January 2023 and re-elected on 26 January 2023
- Ms Heidi Hattenbach – Will relinquish her duties in terms of Article 9.2 w.e.f. 24 January 2024
- Mr Romesh De Silva – Will relinquish his duties in terms of Article 9.2 w.e.f. 24 January 2024

- Mr Dinesh Nagendra Sellamuttu – Appointed – 27 October 2022 and in terms of Article 9.2 of the Articles of Association relinquished office w.e.f. 26 January 2023
- Dr Ari Nathan – Designated Director – Resigned and Ceased to be Director w.e.f. 26 January 2023
- Ms Aminath Zahir – resigned w.e.f. 26 January 2023.
- Dr Ana Perez Zaldivar – in terms of Article 9.2 of the Articles of Association relinquished office w.e.f. 26 January 2023
- Mr Andrew Gary Traveller – Elected and appointed w.e.f. 26 January 2023 and has indicated that he will be relinquishing office w.e.f. 24 January 2024
- Mr Kevin Charles Price – Elected and appointed w.e.f. 26 January 2023
- Mr Micah Ayo Olad – Elected and appointed w.e.f. 26 January 2023
- Ms Ahalya Chellaram – Elected and appointed w.e.f. 26 January 2023

## Auditors

It is recommended to re - elect Deloitte Partners, Chartered Accountants (previously known as Messrs PriceWaterhouseCoopers) as Auditors of the Company and to authorise the Directors to determine their remuneration.

An audit fee of LKR 560,000/00 (excluding taxes and incidental expenses) was paid to Messrs PriceWaterhouseCoopers for the year ended 31 July 2023.

## 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 2023.

By order of the Board

(Sgd.)  
**Mrs P M Dunuwille**  
Company Secretary  
Colombo

15 December 2023

# Report from the Finance Committee

## 2022/23

The average enrolment was 311 with 257 full fee-paying students at the end of the academic year, which was 3% more than the prior year. The comprehensive loss for the year was LKR 476 million with an operating loss of LKR 514 million. The operating loss was mainly due to the unprecedented increase of taxes, exchange rate fluctuation and loss on enrolment. Included in the comprehensive loss are revaluation of currency (loss) of LKR 309 million and property and land valuation gain amounting to LKR 85 million.

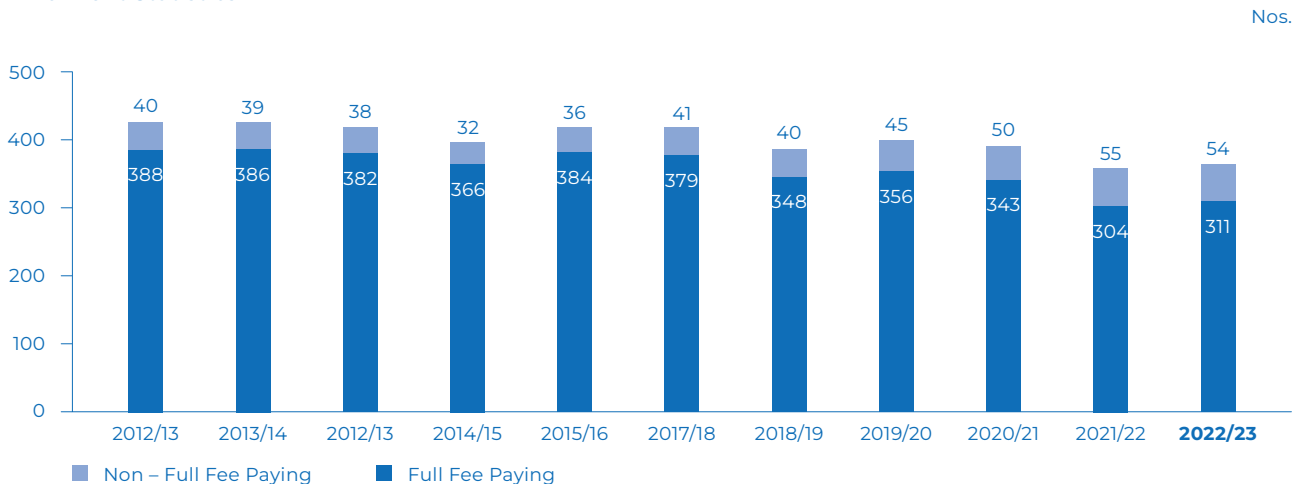
The rupee appreciated during the year with an opening rate of LKR 369 to a US Dollar at the beginning of the School year, to LKR 334 to a US Dollar by the end of the year. The exchange loss of LKR 309 million (USD 925,000) on the revaluation of the School's foreign currency reserves are unrealised losses and should not be considered as an additional cost since approximately 85% of school expenses are transacted in US Dollars.

Direct expenditure increased by LKR 901 million primarily due to the effective income tax increase on all expat staff salaries and benefits (48%). Other operating expenses were relatively less during the said school year.

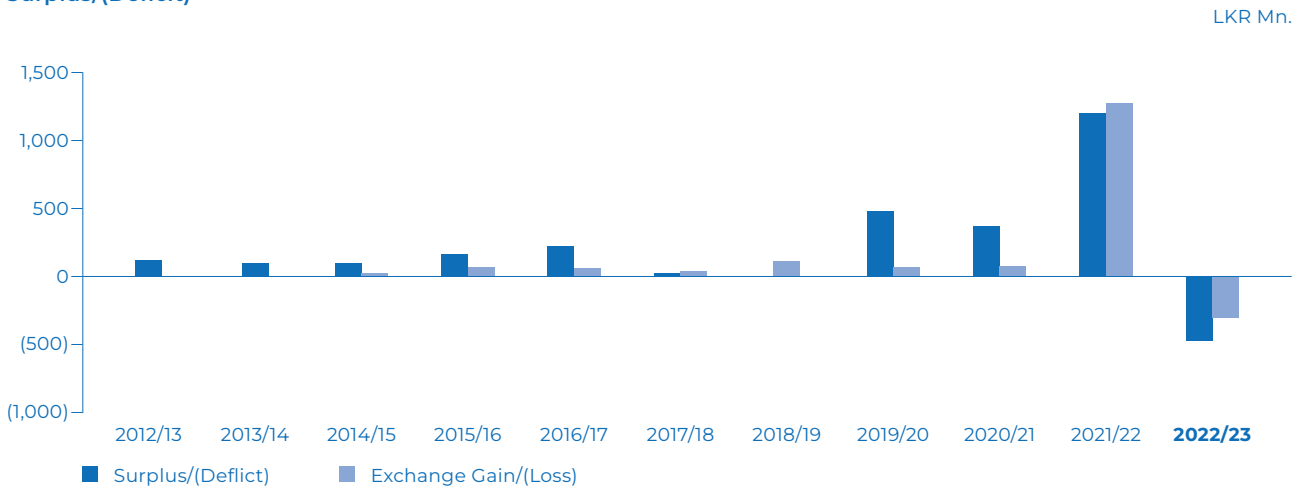
Capital expenditure was allocated towards the new security building and related upgrades, mainly funded by the US Embassy soft target grant. Due to the uncertainty created by the economic and political unrest, plans for constructing the new gymnasium were put on hold for a fourth year in a row.

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 learners.

### 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.

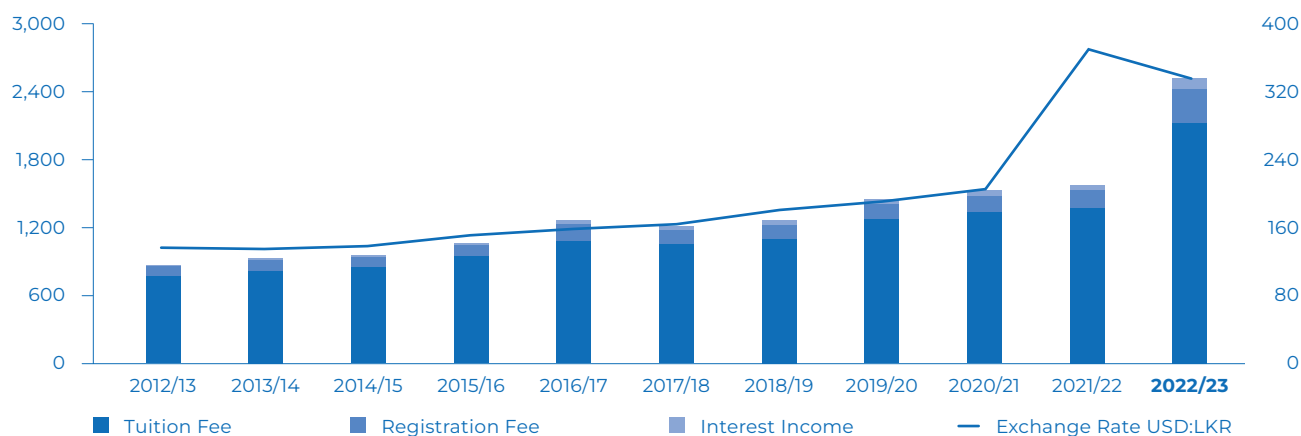
## Financial Statements

### Report from the Finance Committee 2022/23

#### Total Income and Exchange Rate

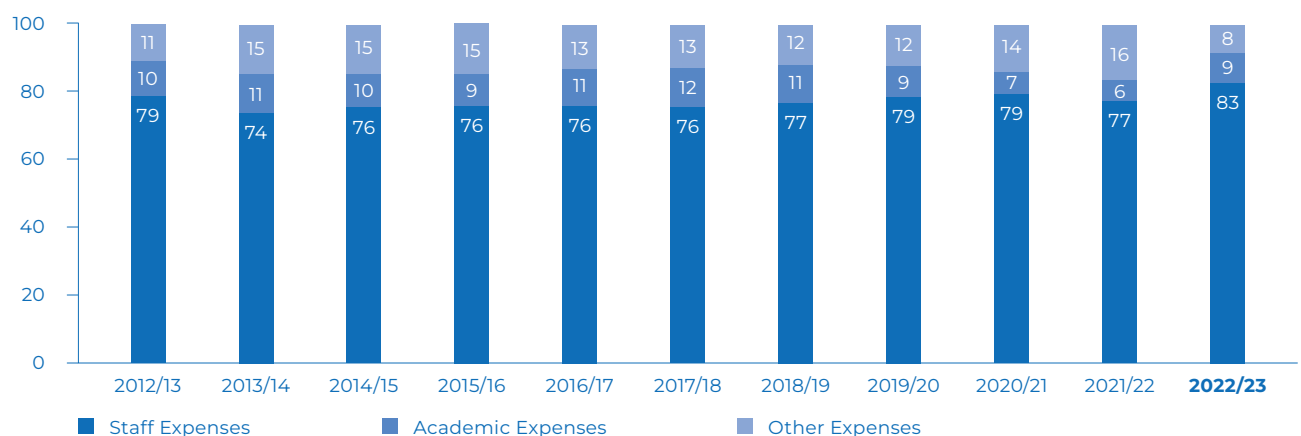
Income LKR Mn.

Exchange Rate – USD:LKR



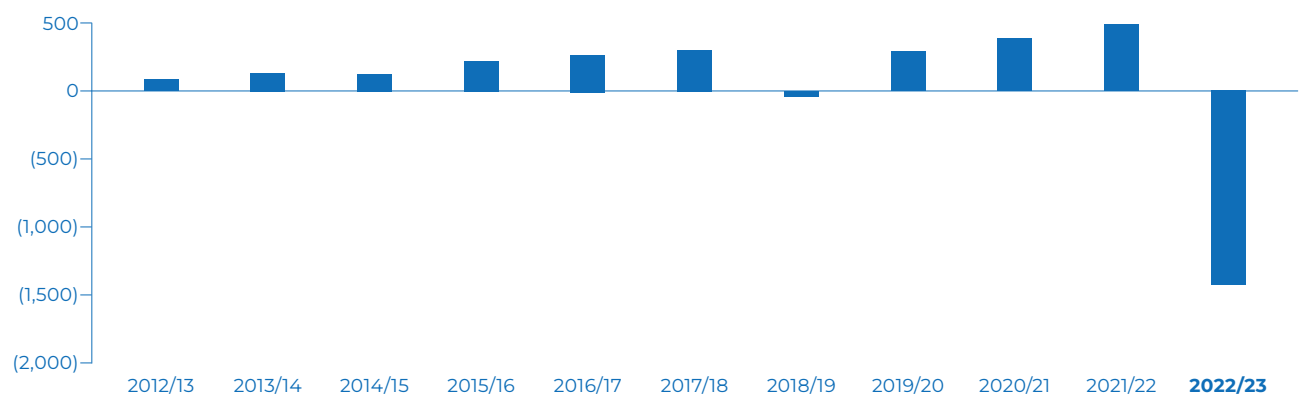
#### Operating Expenditure

% of Total Cost



#### Increase/(Decrease) in Cash and Cash Equivalents

LKR Mn.



# Independent Auditor's Report



## To the Shareholders of The Overseas School of Colombo (Guarantee) Limited

### Report on the audit of the financial statements

#### Our opinion

In our opinion, the financial statements give a true and fair view of the financial position of The Overseas School of Colombo (Guarantee) Limited ("the Company") as at 31 July 2023, 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").

#### What we have audited

The Company's financial statements comprise:

- the statement of financial position as at 31 July 2023;
- the statement of comprehensive income for the year then ended;
- the statement of changes in equity for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

#### 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 believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Independence

We are independent of the Company in accordance with the Code of Ethics for Professional Accountants issued by the Institute of Chartered Accountants of Sri Lanka ("CA Sri Lanka Code of Ethics"). We have fulfilled our other ethical responsibilities in accordance with the CA Sri Lanka Code of Ethics.

#### Other information

Management is responsible for the other information. The other information comprises the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### Other matter

The financial statements of the Company for the year ended 31 July 2022 were audited by another firm of auditors whose report, dated 26 November 2022 expressed an unmodified opinion on those statements.

*PricewaterhouseCoopers, P. O. Box 918, 100 Braybrooke Place, Colombo 2, Sri Lanka  
T: +94 (11) 771 9700, 771 9838, F: +94 (11) 230 3197, [www.pwc.com/lk](http://www.pwc.com/lk)*

**Partners** D T S H Mudalige FCA, C S Manoharan FCA, Ms S Hadgie FCA, N R Gunasekera FCA, TU Jayasinghe FCA, HP V Lakdeva FCA, M D B Boyagoda FCA, Ms W D A S U Perera ACA, Ms L A C Tillekeratne ACA, K M D R P Manatunga ACA

PricewaterhouseCoopers is a member firm of PricewaterhouseCoopers International Limited, each member firm of which is a separate legal entity.

## Financial Statements

### Independent Auditor's Report



#### Responsibilities of management 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 SLFRS for SMEs and for such internal control as management 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.

#### 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 judgement and maintain professional scepticism 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 Company 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.

**CHARTERED ACCOUNTANTS**  
COLOMBO

27 October 2023

## Statement of Financial Position

As at 31 July 2023	Note	2023 LKR	2022 LKR
<b>ASSETS</b>			
<b>Non-current assets</b>			
Property, plant and equipment	3.3	2,647,063,010	2,396,233,546
Assets under construction	3.4	24,567,938	17,178,567
Leasehold rights	4	37,461,535	38,096,476
		2,709,092,483	2,451,508,589
<b>Current assets</b>			
Receivables and prepayments	6	228,874,284	517,930,725
Income tax receivable	17.4	2,414,192	–
Short-term investment	7	1,396,729,157	872,753,383
Cash and cash equivalents	8	299,958,171	1,170,184,913
		1,927,975,804	2,560,869,021
<b>Total assets</b>		<b>4,637,068,287</b>	<b>5,012,377,610</b>
<b>RESERVES AND LIABILITIES</b>			
<b>Capital and reserves</b>			
Revaluation reserve		1,967,641,700	1,907,483,961
Accumulated reserve		1,708,593,813	2,245,200,897
<b>Total reserves</b>		<b>3,676,235,513</b>	<b>4,152,684,858</b>
<b>Non-current liabilities</b>			
Post employment benefit plan	9	229,344,733	162,072,151
Project funds	10	18,285,693	20,776,230
Deferred tax liabilities	17.2	276,467,240	411,427,993
		524,097,666	594,276,374
<b>Current liabilities</b>			
Payables and accruals	11	346,051,749	211,146,637
Income tax payable	17.4	–	2,914,461
Bank overdraft	8	90,683,359	51,355,280
		436,735,108	265,416,378
<b>Total reserves and liabilities</b>		<b>4,637,068,287</b>	<b>5,012,377,610</b>

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 109 through 123 form an integral part of the Financial Statements.

27 October 2023  
Colombo

## Statement of Comprehensive Income

Year ended 31 July 2023	Note	2023 LKR	2022 LKR
<b>Income</b>	12	<b>2,380,404,027</b>	1,533,002,589
Direct expenses	13	<b>(1,787,906,935)</b>	(1,065,403,342)
<b>Gross surplus</b>		<b>592,497,092</b>	467,599,247
Other income	16	<b>119,851,913</b>	65,952,056
Administrative expenses	14	<b>(1,169,660,910)</b>	(953,430,335)
Finance income/expense, gains/(losses)	15	<b>(208,448,482)</b>	1,332,369,902
<b>Surplus/(deficit) before tax</b>		<b>(665,760,387)</b>	912,490,870
Income tax reversal/(expense)	17	<b>151,265,839</b>	(124,067,126)
<b>Net surplus/(deficit)</b>		<b>(514,494,548)</b>	788,423,744
<b>Other comprehensive income</b>			
Defined benefit plan actuarial losses	9	<b>(31,589,338)</b>	(32,422,520)
Deferred tax on defined benefit plan actuarial losses	16.3	<b>9,476,801</b>	4,539,153
Revaluation surplus on property, plant and equipment	3.2	<b>85,939,627</b>	518,340,476
Deferred tax on property, plant and equipment revaluation	17.3	<b>(25,781,888)</b>	(72,567,667)
<b>Total comprehensive surplus/(deficit) for the year</b>		<b>(476,449,345)</b>	1,206,313,186

The Accounting Policies and Notes on pages 109 through 123 form an integral part of the Financial Statements.

## Statement of Changes in Equity

Year ended 31 July 2023	Revaluation reserve LKR	Accumulated reserves LKR	Total LKR
<b>Balance as at 31 July 2021</b>	1,461,711,152	1,484,660,520	2,946,371,672
Net surplus for the year	-	788,423,744	788,423,744
Defined benefit plan actuarial losses – net of tax	-	(27,883,367)	(27,883,367)
Revaluation surplus on property, plant and equipment – net of tax	445,772,809	-	445,772,809
<b>Balance as at 31 July 2022</b>	<b>1,907,483,961</b>	<b>2,245,200,897</b>	<b>4,152,684,858</b>
Net surplus for the year	-	(514,494,548)	(514,494,548)
Defined benefit plan actuarial losses – net of tax	-	(22,112,537)	(22,112,537)
Revaluation surplus on property, plant and equipment – net of tax	60,157,739	-	60,157,739
<b>Balance as at 31 July 2023</b>	<b>1,967,641,700</b>	<b>1,708,593,813</b>	<b>3,676,235,513</b>

The Accounting Policies and Notes on pages 109 through 123 form an integral part of the Financial Statements.

## Financial Statements

## Statement of Cash Flows

Year ended 31 July 2023	Note	2023 LKR	2022 LKR
<b>Cash flows from/(used in) operating activities</b>			
Surplus/(deficit) before tax		<b>(665,760,387)</b>	912,490,870
<b>Adjustments for</b>			
Depreciation of property, plant and equipment	3.2	<b>92,880,583</b>	73,591,863
Amortisation of Intangible assets	5	–	264,894
Amortisation of leasehold rights	4	<b>634,941</b>	634,941
Profit/(loss) on disposal of fixed assets	16	<b>(128,240)</b>	(1,937,587)
Income from investments	15	<b>(100,244,319)</b>	(47,569,837)
Provision for post employment benefit plan	9	<b>203,173,632</b>	136,555,288
<b>Operating profits before working capital changes</b>		<b>(469,443,790)</b>	1,074,030,432
<b>Changes in working capital</b>			
Decreased/(increased) in receivables and prepayments		<b>289,056,441</b>	(282,123,872)
(Decreased)/increased other payables		<b>134,905,112</b>	(5,440,863)
<b>Cash generated from operating activities</b>		<b>(45,482,237)</b>	786,465,697
Post employment benefit plan paid	9.1	<b>(167,490,388)</b>	(187,503,109)
Interest received	15	<b>100,244,319</b>	47,569,837
Income tax paid	17.4	<b>(5,328,653)</b>	–
ESC written-off	17.4	–	17,571,323
<b>Net cash generated from operating activities</b>		<b>(118,056,959)</b>	664,103,748
<b>Cash flows from/(used in) investing activities</b>			
Acquisition of building, property, plant and equipment	3.1	<b>(257,770,420)</b>	(61,206,689)
Addition of assets under construction	3.1	<b>(7,389,371)</b>	(808,713)
Proceeds from disposal of property, plant and equipment		<b>128,241</b>	3,170,747
Investments acquired		<b>(934,581,466)</b>	(497,877,032)
Investments redeemed/disposed		<b>410,605,691</b>	442,594,461
<b>Net cash from/(used in) investing activities</b>		<b>(789,007,325)</b>	(114,127,226)
<b>Cash flows from financing activities</b>			
Net receipts on school projects		<b>(2,490,537)</b>	(1,286,500)
<b>Net cash from in financing activities</b>		<b>(2,490,537)</b>	(1,286,500)
<b>Increase/(decrease) in cash and cash equivalents</b>		<b>(909,554,821)</b>	548,690,022
Cash and cash equivalents at the beginning of the year	8	<b>1,118,829,633</b>	570,139,611
<b>Cash and cash equivalents at the end of the year</b>	8	<b>209,274,812</b>	1,118,829,633

The Accounting Policies and Notes on pages 109 through 123 form an integral part of the Financial Statements.

# Notes to the Financial Statements

Year ended 31 July 2023

## 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, Pelawatte, Battaramulla, Sri Lanka.

### 1.1 Principal activities and nature of operations

The principal activity for which the Company was established is to carry out 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 2023 were authorised for issue by the Board of Directors on 27 October 2023.

## 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 assessed the Company's ability to continue as a going concern and is satisfied that it has the resources to continue in business for the foreseeable future. Therefore, the Financial Statements continue to be prepared on going concern basis.

#### 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 judgements, estimates and assumptions

### 2.2.1 Critical judgements 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.

## Financial Statements

### Notes to the Financial Statements

#### 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 9.

#### 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.

## Financial Statements

### Notes to the Financial Statements

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 Lease hold rights

Lease hold 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

Investments with maturities more than three months and less than one year from the date of the acquisition are considered short-term investments and initially recognised at fair value and subsequently measured at amortised 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 project committees.

#### 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.

## Financial Statements

### Notes to the Financial Statements

#### 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 School 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.

## Financial Statements

### Notes to the Financial Statements

## 3. Property, plant and equipment

### 3.1 Gross carrying amounts

	Balance as at 01.08.2022  LKR	Additions during the year  LKR	Increase due to revaluation  LKR	Disposal transfers/ adjustments during the year LKR	Balance as at 31.07.2023  LKR
<b>At valuation</b>					
Freehold land	538,590,000	–	(207,150,000)	–	<b>331,440,000</b>
Building	1,765,009,001	104,340,455	293,089,627	(44,132,373)	<b>2,118,306,710</b>
	2,303,599,001	104,340,455	85,939,627	(44,132,373)	<b>2,449,746,710</b>
<b>At cost</b>					
Plant and machinery	157,357,912	92,730,392	–	(850,416)	<b>249,237,888</b>
Computer equipment	181,439,945	48,841,198	–	–	<b>230,281,143</b>
Furniture and fittings	127,851,609	11,258,375	–	(287,449)	<b>138,822,535</b>
Motor vehicles	50,054,019	600,000	–	–	<b>50,654,019</b>
	516,703,485	153,429,965	–	(1,137,865)	<b>668,995,585</b>
<b>Assets under construction</b>					
Buildings	17,178,567	7,389,371	–	–	<b>24,567,938</b>
	17,178,567	7,389,371	–	–	<b>24,567,938</b>
	2,837,481,053	265,159,791	85,939,627	(45,270,238)	<b>3,143,310,233</b>

### 3.2 Accumulated depreciation

	Balance as at 01.08.2022  LKR	Charge for the Year  LKR	Disposal/ transfers during the year LKR	Balance as at 31.07.2023  LKR
<b>At valuation</b>				
Buildings	–	44,132,373	(44,132,373)	–
	–	44,132,373	(44,132,373)	–
<b>At cost</b>				
Plant and machinery	141,838,845	13,050,951	(850,416)	<b>154,039,380</b>
Computer equipment	166,177,733	16,423,815	–	<b>182,601,548</b>
Furniture and fittings	70,071,609	15,478,202	(287,449)	<b>85,262,362</b>
Motor vehicles	45,980,753	3,795,242	–	<b>49,775,995</b>
	424,068,940	48,748,210	(1,137,865)	<b>471,679,285</b>
	424,068,940	92,880,583	(45,270,238)	<b>471,679,285</b>

## Financial Statements

### Notes to the Financial Statements

#### 3.3 Net book value

	2023 LKR	2022 LKR
<b>At valuation</b>		
Freehold land	331,440,000	538,590,000
Buildings	2,118,306,710	1,765,009,001
	<b>2,449,746,710</b>	<b>2,303,599,001</b>
<b>At cost</b>		
Plant and machinery	95,198,508	15,519,067
Computer equipment	47,679,595	15,262,212
Furniture and fittings	53,560,173	57,780,000
Motor vehicles	878,024	4,073,266
	<b>197,316,300</b>	<b>92,634,545</b>
	<b>2,647,063,010</b>	<b>2,396,233,546</b>

#### 3.4 Assets under construction

	2023 LKR	2022 LKR
Balance as at the beginning of the year	17,178,567	16,369,854
Additions during the year	7,389,371	808,713
Balance as at the end of the year	<b>24,567,938</b>	<b>17,178,567</b>

**3.5** During the financial year, the Company acquired property, plant and equipment to the aggregate value of LKR 265,159,791/- (2022 – LKR 62,015,402/-) of which Cash payments amounting to LKR 265,159,791/- (2022 – LKR 62,015,402/-) 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:

	2023 LKR	2022 LKR
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

## Financial Statements

### Notes to the Financial Statements

**3.7** Property, plant and equipment includes fully depreciated assets having a gross carrying amounts of LKR 422,810,195/- (2022 – LKR 344,175,223/-).

Valuation of land and building were independently carried out by Trustus Consultants, Chartered valuation surveyors who have recent experience in valuing properties of similar location and categories. Fair value of the properties was determined using the income approach and market comparable method. The Land valuations are based on proprietary databases or proceeds of transactions for properties of similar nature, location and condition. The buildings are valued at an income approach.

Significant unobservable valuation input	Amount (LKR)
Price per perch – Land	4,000,000
Estimated net income per year	584,550,000
Capitalisation rate (%)	9.5

#### Sensitivity Analysis

The financial impact on the value appearing in the statement of financial position due to change of price per perch, estimated income and capitalisation rate is given below.

Impact on equity	Impact on Post Tax Profit	Impact on Other Components of Equity
Price per perch – Land – increase by LKR 10,000/-	–	828,600
Estimated net income per year – increase by LKR 1,000,000/-	–	3,142,968
Capitalisation rate – increase by 1%	–	(572,320,994)

**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	26,172,831	29,753,986
Building on leasehold land	453,220,921	111,099,299	342,121,622

## 4. Lease hold rights – land

	2023 LKR	2022 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
<b>Accumulated depreciation</b>		
Balance as at the beginning of the year	15,873,524	15,238,583
Charge for the year	634,941	634,941
Balance as at the end of the year	16,508,465	15,873,524
Carrying amount as at end of the year	37,461,535	38,096,476

## Financial Statements

### Notes to the Financial Statements

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.

### 5. Intangible assets

	2023 LKR	2022 LKR
<b>Cost</b>		
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
<b>Accumulated amortisation</b>		
Balance as at the beginning of the year	12,013,991	11,749,098
Amortisation for the year	-	264,893
Balance as at the end of the year	12,013,991	12,013,991
<b>Carrying amount as at end of the year</b>	-	-

#### 5.1 Useful life of Intangible assets

	2023	2022
Computer software	3 years	3 years

### 6. Receivables and prepayments

	2023 LKR	2022 LKR
Trade receivables	21,582,959	203,390,966
Provision for bad and doubtful debts	-	(13,293,660)
	21,582,959	190,097,306
Prepayments	113,425,838	141,016,250
Advances to suppliers	36,547,372	136,274,249
Deposits	50,105,191	43,420,046
Loans and advances to school staff	7,096,924	6,308,889
Other receivables	116,000	813,985
	228,874,284	517,930,725

## Financial Statements

### Notes to the Financial Statements

#### 7. Short-term investments

	2023 LKR	2022 LKR
Fixed deposits	1,396,729,157	872,753,383
	1,396,729,157	872,753,383

#### 8. Cash and cash equivalents in the statement of cashflows

	2023 LKR	2022 LKR
<b>Favorable cash and cash equivalent balance</b>		
Cash in hand	1,803,000	1,273,000
Cash at bank	298,155,171	1,168,911,913
	299,958,171	1,170,184,913
<b>Unfavorable cash and cash equivalent balance</b>		
Bank overdraft	(90,683,359)	(51,355,280)
<b>Total cash and cash equivalents for the purpose of statement of cashflows</b>	<b>209,274,812</b>	<b>1,118,829,633</b>

#### 9. Post employment benefit plan

	2023 LKR	2022 LKR
Defined benefit plan – Gratuity (Note 9.1)	215,507,291	150,527,333
Defined contribution plan – expatriate pension payable (Note 9.2)	13,837,442	11,544,818
	229,344,733	162,072,151

##### 9.1 Defined benefit plan – gratuity

	2023 LKR	2022 LKR
Defined benefit plan as at the beginning of the year	150,527,333	135,660,310
Adjustments due to actual census	–	8,098,119
Actuarial (gains)/losses	31,589,338	24,324,401
Benefits paid during the year	(22,896,276)	(49,924,446)
Current service costs and interest	56,286,896	32,368,949
Defined benefit plan as at the end of the year	215,507,291	150,527,333
<b>Expense on defined benefit plan</b>		
Current service cost	21,138,764	20,868,275
Interest cost	35,148,132	11,500,674
	56,286,896	32,368,949

## Principle assumptions

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

		2023 %	2022 %
Normal retirement age		60 years	60 years
Rate of discount		13.75	23.35
Salary increment rate	Sri Lankan staff	12.0	12.0
	Expatriate staff	12.0	12.0

In order to illustrate the significance of the discount rate and salary increment rate in this valuation as at 31 July 2023, a sensitivity analysis was carried out assuming the following discount rate and salary increment rate.

Discount rate	Salary Increment rate	LKR
<b>As at 31 July 2023</b>		
Increase by 1%	<b>As given above</b>	<b>(11,045,767)</b>
Decrease by 1%	<b>As given above</b>	<b>12,229,871</b>
As given above	<b>Increase by 1%</b>	<b>11,884,765</b>
As given above	<b>Decrease by 1%</b>	<b>(10,924,371)</b>
<b>As at 31 July 2022</b>		
Increase by 1%	As given above	(4,988,030)
Decrease by 1%	As given above	5,370,852
As given above	Increase by 1%	5,663,168
As given above	Decrease by 1%	(5,321,486)

	2023 LKR	2022 LKR
Defined contribution plan as at beginning of the year	11,544,818	44,937,142
Provision made during the year	70,736,153	54,781,671
Recovery made from salary	76,150,583	49,404,668
Payment made during the year	(144,594,112)	(137,578,663)
<b>Defined contribution plan as at end of the year</b>	<b>13,837,442</b>	<b>11,544,818</b>

## Financial Statements

### Notes to the Financial Statements

#### 10. Project funds

	2023 LKR	2022 LKR
Balance as at the beginning of the year	20,776,230	22,062,730
Fund receipts/collection	73,702,873	1,493,996
Fund disbursements	(76,193,410)	(2,780,496)
<b>Balance as at the end of the year</b>	<b>18,285,693</b>	<b>20,776,230</b>

#### 11. Payables and accruals

	2023 LKR	2022 LKR
Fees received in advance	219,790,487	91,254,468
Refundable deposits	19,796,006	20,646,226
Other creditors	69,224,980	70,584,681
Accrued expenses	4,484,541	4,790,534
Sundry creditors	18,972,822	19,333,484
Contractor retention	6,049,900	2,160,484
Other payables	7,733,013	2,376,760
	<b>346,051,749</b>	<b>211,146,637</b>

#### 12. Income

	2023 LKR	2022 LKR
Registration fees – gross	294,042,835	157,449,606
Tuition fees – gross	2,130,083,253	1,375,552,983
Income before indirect taxes	2,424,126,088	1,533,002,589
SSCL tax	(43,722,061)	–
	<b>2,380,404,027</b>	<b>1,533,002,589</b>

#### 13. Direct expenses

	2023 LKR	2022 LKR
Wages and salaries – expatriate	1,448,196,230	827,496,880
Wages and salaries – local	308,114,163	218,693,867
In – service training	31,596,542	19,212,595
	<b>1,787,906,935</b>	<b>1,065,403,342</b>

## Financial Statements

### Notes to the Financial Statements

#### 14. Administrative expenses

	2023 LKR	2022 LKR
Staff expenses	333,278,645	261,710,486
Depreciation on property, plant and equipment	92,880,582	73,591,863
Senior, primary and pre – school activities	98,287,400	50,161,132
Maintenance charges	85,120,533	67,568,595
Utilities, rent and rates, insurance	72,241,907	50,175,218
Stationery, computer, year book/publications and library books	91,550,093	53,607,147
Defined contribution plan	70,958,392	49,943,207
Expatriate pension provision	70,736,153	47,725,306
Defined benefit obligations	56,286,896	32,368,949
Local travelling expenses	64,820,715	25,797,131
Security charges	31,856,055	19,061,426
Physical education	34,398,664	1,897,607
Accreditation	5,501,107	1,101,864
Recruitment	2,086,196	9,225,598
Marketing expenses	11,444,589	16,690,444
Entertainment expenses	6,830,584	5,318,484
Board expenses	4,039,133	2,036,435
Bank charges	13,614,060	8,389,858
Amortisation of computer software	–	264,894
Medical and other activities	1,298,561	582,687
Professional and consultancy fees	5,372,513	8,558,047
Office supplies and sundry expenses	441,047	563,793
Amortisation of lease hold land	634,941	634,941
Postage, courier and stamp duty	285,833	558,555
Professional fees – audit fee and other	1,148,507	443,750
Campus renovations	4,862,814	22,156,227
Expenses for COVID-19	95,880	1,149,810
WHT Tax on foreign remittance	9,589,110	124,575,557
Irrecoverable ESC written-off	–	17,571,324
	<b>1,169,660,910</b>	<b>953,430,335</b>

#### 15. Finance income/(expenses), gains/(losses)

	2023 LKR	2022
Foreign exchange gain/(loss)	(308,692,801)	1,284,800,065
Interest income on fixed deposits	90,431,473	40,470,905
Interest income on saving accounts	9,812,846	7,098,932
	<b>(208,448,482)</b>	<b>1,332,369,902</b>

## Financial Statements

### Notes to the Financial Statements

#### 16. Other income

	2023 LKR	2022 LKR
Transport income	79,356,823	35,569,347
US Grant income	40,350,000	28,417,655
Other income	16,850	27,467
Gain on disposal of property, plant and equipment	128,240	1,937,587
	119,851,913	65,952,056

#### 17. Income tax expenses

	2023 LKR	2022 LKR
<b>Current income tax</b>		
Current tax expense on ordinary activities for the year (Note 17.1)	-	1,060,235
Under/(over) provision of current taxes in respect of prior years	-	(192,951)
Deferred tax charge/(reversal) (Note 17.3)	(151,265,839)	123,199,842
	(151,265,839)	124,067,126

##### 17.1 Reconciliation between current tax expense and the product of accounting profit multiplied by the statutory tax rate is as follows :

	2023 LKR	2022 LKR
Accounting profit/(loss)	(665,760,387)	912,490,870
Aggregate disallowed items	318,099,904	133,408,507
Aggregate allowable expenses	(342,997,036)	(1,184,510,559)
Assessable income from business	(690,657,519)	(138,611,182)
Investment income	11,665,377	4,417,645
Total taxable income	(678,992,142)	(134,193,537)
Investment income	11,665,377	4,417,645
Unrelieved Losses	(11,665,377)	-
Current income tax expense on taxable income @ 30% (2022 - 24%)	-	1,060,235
	-	1,060,235

## Financial Statements

### Notes to the Financial Statements

#### 17.2 Deferred tax assets/liabilities

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

	Statement of financial position		Statement of financial position	
	2023 LKR	2022 LKR	2023 LKR	2022 LKR
<b>Deferred tax liability</b>				
Property plant and equipment	123,501,986	5,640,290	117,861,696	5,607,133
Building – revaluation	(620,025,409)	(248,312,643)	(371,712,766)	(53,427,007)
Free hold land – revaluation	(97,623,000)	(74,558,400)	(23,064,600)	(19,140,660)
Unrealised exchange gain	–	(143,661,457)	143,661,457	(143,661,457)
	(594,146,423)	(460,892,210)	(133,254,213)	(210,621,991)
<b>Deferred tax assets</b>				
Defined benefit plans	64,652,187	21,073,827	43,578,360	2,081,384
Unutilised income tax losses	253,026,995	26,529,278	226,497,717	17,312,251
Provision for doubtful debts	–	1,861,112	(1,861,112)	–
Contingency provision	–	–	–	–
	317,679,182	49,464,217	268,214,965	19,393,635
Deferred income tax income/(expense)	–	–	134,960,753	(191,228,356)
Net deferred tax assets/(liabilities)	(276,467,240)	(411,427,993)	–	–

#### 17.3 Deferred tax liabilities

	2023 LKR	2022 LKR
Balance as at the beginning of the year	(411,427,993)	(220,199,637)
Reversal made from income statement during the year	151,265,839	(123,199,842)
Reversal made from OCI during the year – actuarial gains losses	9,476,801	4,539,153
Charge made from OCI During the year – property, plant and equipment revaluation	(25,781,888)	(72,567,667)
Balance as at the end of the Year	(276,467,240)	(411,427,993)

#### 17.4 Income tax payable

	2023 LKR	2022 LKR
Balance as at the beginning of the year	2,914,461	(15,524,146)
(Over) provision	–	(192,951)
Income tax expenses	–	1,060,235
Payments made during the year	(5,328,653)	–
ESC written-off	–	17,571,323
Balance as at the end of the year	(2,414,192)	2,914,461

#### 18. Commitments and contingencies

The Company does not have significant commitment and contingencies as at 31 July 2023.

#### 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

	2023 LKR	2022 LKR
<b>Short-term employee benefits</b>		
Termination benefits	97,992,300	58,183,673
Post employment benefits	9,501,540	6,375,638
	<b>107,493,840</b>	<b>64,559,311</b>

# Notice of Annual General Meeting

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

NOTICE IS HEREBY GIVEN THAT the Sixty Third Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited will be held on 24 January 2024 at 5:00pm in the OSC Auditorium.

### Agenda

1. To receive and consider the Audited Financial Statements for the year ended 31 July 2023, 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 re-elect Deloitte Partners, Chartered Accountants (previously known as Messrs PriceWaterhouseCoopers) as Auditors of the Company and to authorise the Directors to determine their remuneration.
4. To transact any other business of which notice has been given.

By order of the Board

**(Sgd.) Mrs P M Dunuwille**

Company Secretary  
Colombo

15 December 2023

### 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.

# Form of Proxy – Annual General Meeting

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

I .....

of .....

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

..... of .....

or failing him/her..... of .....

or failing him/her ..... of .....

as my proxy to vote for me and on my behalf at the **Sixty Third Annual General Meeting** of the Company to be held on Wednesday the 24th day of January 2024 at 5:00pm and any adjournment thereof.

Signed this ..... day of ..... Two Thousand and twenty .....

.....  
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 Pelawatte, 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  
10120, Sri Lanka

## Board of Directors

Ms Aishath Lu U Lua Hassan – Board Chair  
Ms Heidi Hattenbach – Director  
Mr Romesh de Silva  
Mr Andrew Gary Traveller – Director  
Mr Kevin Charles Price – Director  
Ms Ahalya Chellaram – Director  
Mr Micah Ayo Olad – Director

## Company Secretary

Mrs Preeni Manjula Dunuwille

## Lawyers

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

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

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

## Auditors

PricewaterhouseCoopers Sri Lanka and Maldives  
100, Braybrooke Place, Colombo 2,  
Sri Lanka

## Bankers

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



## This Annual Report is GHG-neutral

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