



Inspiring Excellence

Uniting in Pride

Annual Report 2019/20





An IB World School

The one and only
in Sri Lanka

63

Years of excellence

1:7

Teacher to
student ratio

100%

Pass rate

Reaccredited for 5 more years

By Middle States Association
(MSA), Council of International
Schools (CIS) and International
Baccalaureate (IB)



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CORPORATE INFORMATION Inner back cover



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Also accessed at
<http://osc2019-20.annualreport.plus/>

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 2020:

- Corporate Information
- Notice of Annual General Meeting
- The Report of the Directors
- Independent Auditor's Report
- Audited Financial Statements

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



Amena Arif
Board Chair



Aruni Goonetilleke
Chair – Governance Committee



Mrs S N D Fernando F C I S
Secretary

ABOUT THE OVERSEAS SCHOOL OF COLOMBO (OSC)



The Overseas School of Colombo (OSC) strives to be a model of excellence delivering an academically rigorous yet holistic education enhanced by rich co-curricular activities. The “OSC experience” provides an abundance of service – learning activities and projects in support of our vision and mission. Our small class sizes allow for personalized attention and our warm and friendly relationships provide positive and trusting teacher-student rapport.

With more than 40+ nationalities across our school, we are an international family that lives and breathes our motto every day, Unity in Diversity. We build intercultural awareness, fluency and collaboration skills through our curriculum units and project design. The experiential learning opportunities we offer our students instill responsibility, empathy, and sustainable practices in our co-shared fragile world. To us, teaching is much more than just covering the curriculum objectives, it is shaping a human being to be a contributing citizen – a responsibility we hold dear.

Unity in Diversity

Our students and teachers greatly appreciate the richness and heritage of Sri Lankan culture because our commitment to international education starts with the understanding that we have to know our local context and culture before we can appreciate someone else's.

Dr Michelle Kleiss
Head of School

Accreditation and Memberships

The Overseas School of Colombo (OSC) is dually accredited by the Middle States Association of Colleges and Schools (MSA) and the Council of International Schools and authorized by the International Baccalaureate (IB). We have full membership status with the Near-East and South Asia (NESA) Association of International Schools, the Educational Collaborative for International Schools (ECIS), the Association for the Advancement of International Education (AAIE), the Principal's Training Centre (PTC), and are also part of the South Asian Interscholastic Association.

OSC fulfilled all standards of reaccreditation and reauthorisation from Middle States Association of Colleges and Schools (USA), Council of International Schools (Netherlands) and International Baccalaureate (Geneva) during its 5 day, 3-agency visit in February 2020.



Middle States Association
(MSA)



Council of International Schools
(CIS)



International Baccalaureate
(IB)

Our triple accreditation process is rigorous and based on top notch standards of international schools. The standards cover critical areas of governance, finance, staffing qualifications, academic program and results, pedagogical practices, student life, health and safety, operations, facilities, and more.

We are the only 3-program continuum IB World School in Sri Lanka authorised to offer all three programs, PYP, MYP and DP.

VISION

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

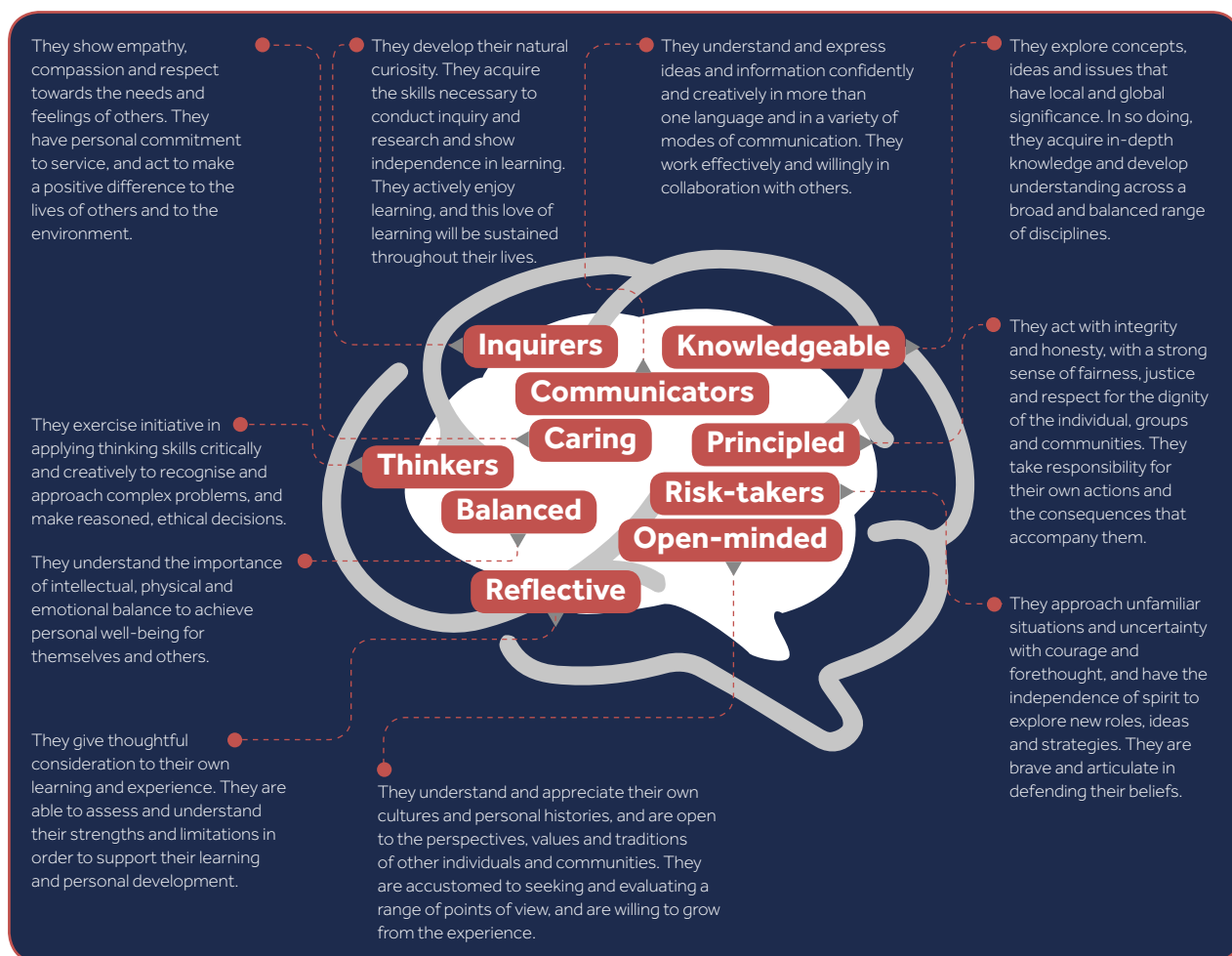
MISSION

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

IB LEARNER VALUES

IB learner profile

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



HISTORY

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEED UNIT) - ANNUAL REPORT 2019/20



Founded on 23 September 1957, The Overseas School of Colombo (OSC) is Sri Lanka's oldest internationally accredited educational institution. Originally, named the Colombo School for Overseas Children, it was located at Queen's Street in Colombo Fort. The founders were from diplomatic missions (British, Burmese, and the Dutch High Commissions) and the business community.



In September 1961, the school leased the premises known as "Rippleworth" at Turret Road (Dharmapala Mawatha) in Colombo 3. In August 1963, the school in Fort had 100 children, while the Upper School at Rippleworth, had about 72 children. In 1967, the school gained accreditation by the International Schools Association in Geneva, Switzerland.

In 1971, the school relocated to 51 Muttiah Road in Colombo 2 (Rivington) until finally in 1983 the school was relocated to its present address in Pelawatte, Battaramulla. During

the same year, the school obtained accreditation by the International Baccalaureate (IB) Organisation as an IB World School, capable of offering the IB Diploma Programme. In 1982, the school changed its name to Overseas Children's School (OCS).

In 1990, the school received further accreditations from ECIS (European Council of International Schools) and MSA (Middle States Association of Colleges and Schools) and over the next five years opened its gymnasium and swimming pool. As the school developed it became recognised as an Office of Overseas sponsored school and has built close ties with the US Embassy while maintaining links with the other diplomatic missions. In 1996, the school took its present name, The Overseas School of Colombo. Continuing its campus development programme, the school built a new performing arts facility in 2005,

renovated its primary and secondary libraries, and inaugurated a new sports facility in 2009.

At present, OSC is the only school in Sri Lanka to offer the International Baccalaureate Programme from Pre-school to Grade 12. OSC is a multinational, English-medium international school catering to the needs of the internationally mobile expatriate community and Sri Lankan students. At OSC we provide an educational setting that is focused on developing each student to achieve their full potential. That degree of personal excellence can only come with highly qualified teachers committed to the needs of all students on a campus which balances nature with state-of-the-art technology, facilities, and resources. OSC is a culturally diverse community with students, parents and staff working in harmony.

MESSAGE FROM THE BOARD CHAIR

"

Like other international schools, OSC has dealt with unprecedented challenges during this past school year.

"



An ethos of continuous improvement is the cornerstone of OSC, and we strive to improve at every level to meet the highest bar.

Dear OSC family,

The 2019-2020 academic year was challenging year for us all. It has been inspiring to see how students, teachers, and parents have stepped up to make sure the essence of the educational experience at OSC is continued. Our students remain the focal point for our school, and they have shone throughout these difficult circumstances.

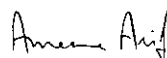
The OSC leadership team provided much needed stability and a steady hand to lead us through an intensive re-accreditation process. They led us through the most challenging time in the spring lockdown by creating

a distance learning program that intentionally put the needs of the students first. We thank the teaching staff and OSC leadership team for their support, and in particular, we are grateful to our families for being a core of strength for the school.

Like other international schools, OSC has dealt with unprecedented challenges during this past school year. Our community's expectations of its school are varied and diverse, just like our community itself. An ethos of continuous improvement is the cornerstone of OSC, and we strive to improve at every level to meet the highest bar. The Board is certainly part of that constant and continuous effort

and we remain committed to helping the school grow in every way. We can only do this with your support and active involvement.

Thank you for your trust. Wishing for easier times for the community and for our children to be back on campus soon.



Amena Arif
Board Chair

MESSAGE FROM THE HEAD OF SCHOOL

“

It was a remarkable and
challenging year for all of us,
on both a professional and
personal level.

”



The impact of the COVID-19 pandemic to operations was countered through our Distance Learning Plan (DLP), where the teachers and leadership team conjointly mobilised to move educational services online.

As 2019-20 academic year draws to a close, we reflect on this remarkable year with positivity and success. We can take pride in our unity, our perseverance, and what we have accomplished as a school community. At the outset, I would like to thank the OSC community for your compassion, patience, and support during this challenging year.

During the fall months, our students engaged in various co-curricular activities apart from the academic program which included the productions of Alice in Wonderland and Oliver, SAISA international and local sports competitions, Gecko Robotics, environmental campaigns, and leadership programs. Our students were engaged in RCCI, SOS

Children's Village, and interacted with all aspects of our local community. Though experiential learning, field trips were organised field trips across Sri Lanka which were a great success. Our Counselor hosted a number of university visits to facilitate higher education aspirations of our students.

In November, our teachers were provided with opportunities for continuous professional development, through a workshop conducted by Dr Mark Church from Harvard University titled 'Cultures of Thinking'. In the primary school, our IB PYP teachers underwent the most up to date training in the IB and participated with Katy Romero in a week long professional development in best practices

in teaching math in the PYP. The entire school prepared for its winter reaccreditation synchronised visit from CIS/MSA and IB, and in February 2020 held a successful one-week long visit from three accreditation/authorisation bodies.

Recognising that a pandemic was growing worldwide, by January 2020 our leadership team started working on a Distance Learning Plan (DLP) to build from what was created in May 2019 after the Easter attacks. The teachers and leadership team conjointly mobilised to provide a high-quality online experience for all. Within two days of the government calling for a closure of all schools across Sri Lanka, OSC moved its educational services

online. From 13 March 2020 until 11 June 2020, the DLP allowed for continuity of our educational program for all classes Preschool to Grade 12.

The Graduating Class of 2020 performed very well under the challenging times, and we are very proud of our students' academic results as well as their university offers and acceptances. Our externalised standardised testing scores indicate that our students performed well above the world-wide American and international norms. The pages ahead will describe in more detail how our students performed academically while they developed their interests and passions in our co-curricular programs, in service for others, and their chosen creative enterprises.

OSC gives back to the community in immeasurable ways which widens the metric of excellence at OSC. We believe that a real measure of a school is not the outcome of testing results, rather that our students become agents of their own learning who recognise that together, along with all of our differences, we can impact change. The DP1 student created, organised and led Zoom-a-thon for UNICEF and Children's Education in Sri Lanka.

It was a four-hour Zoom-a-thon to raise awareness and funds to support children's educational access across our host country was testimony to our students' international-mindedness.

Our exceptional teaching staff is highly qualified and fully committed to our students and their families. We invest in them knowing our staff is our greatest asset. The loyalty of the staff was exhibited throughout the pandemic and into the summer where 88% stayed in Sri Lanka, knowing if they left, they may not have been able to get back for their students. The loyalty of the OSC teaching staff is inspiring.

Finally, we have immense pride in our parents who invest in their children's education and believe in the home-school partnership. Without them our DLP would not have been so smooth. Thank you to our parents who showed amazing resilience during a difficult time. A further thank you goes out to our School Community Network (SCN) members, and all of our parents who continue to work hard volunteering their time by providing input to policies, practices and supporting events across the school. Their sense of community helps us realise our goals.

After such a remarkable and challenging year for all of us, on both a professional and personal level, I wish to thank you for your partnership and your support. All I can do is to humbly assure you that as always, your child remains our greatest priority.

The underbelly of a school is an ethos for continuous improvement. Crafting plans for improvement is our bread and butter. We work with students so they may continually improve and get better. "Better than before" should be the heart of any accredited school striving for excellence.

Be proud you are part of this school.
Be a proud Gecko – always.



Michelle Kleiss, EdD
Head of School

SCHOOL BOARD



1. Ms Amena Arif (Board Chair)

Amena moved to Sri Lanka with her two children in 2016 and joined the OSC board the next year. She is an experienced banker working in the area of development finance as the Country Manager, Sri Lanka and Maldives for the International Finance Corporation. Amena is a Pakistan national and has prior board experience with financial sector entities.

2. Mr Raj K Omprasadham

Raj K. Omprasadham is a Sri Lankan national and joined the OSC board in September 2015. He also serves on the Finance Committee. He has a degree in Electrical Engineering from the Indian Institute of Technology, Madras (IITM) and has over 30 years of experience in businesses varying from genetics to computer software. He serves on the boards of commercial companies as well as non-profit organizations. He has two children at OSC.

3. Ms Nancy VanHorn

Nancy VanHorn has two children at OSC. She joined the board in September 2018 and works at the U.S. Embassy. Prior to joining the U.S. Foreign Service, Nancy consulted on message development for political campaigns, coordinated internal communications for a Caspian Sea oil project, conducted civic advocacy programs in Russia and worked on a Presidential Inaugural Committee. She has served extensively in Eastern Europe and South Asia.

4. Ms Aruni Goonetilleke

Aruni Goonetilleke has over 25 years' experience in Banking and Finance in international and local Banks and worked in Singapore for 15 years. She is currently a Board Director of Tea Smallholder Factories PLC, Sunshine Holdings PLC and Softlogic Finance PLC. She has a Master's in Law from Harvard University, USA and a Bachelor of Laws (Honours) from the University of Colombo, Sri Lanka. She has also been a visiting lecturer in Law at the University of Colombo. She is currently the Chair of the Governance Committee and has previously been the Chair of the Finance Committee.

5. Mr Rahul Bhan

Rahul Bhan and his wife Nidhi are parents of two children, both are students at OSC. He moved to Sri Lanka in 2016 and joined the OSC board in 2019. Rahul is a qualified Chartered Accountant (ICAI-India), holds an MBA (Nyenrode Business University – Netherlands), and is a Certified Internal Auditor (IIA-USA). Rahul serves as Director – Internal Audit for seven international diplomatic agricultural research organisations (donor driven, non-profit, scientific research organisations) i.e. WorldFish – Malaysia, IRRI - Philippines, IWMI – Sri Lanka, WorldVeg – Taiwan, AfricaRice – Ivory Coast, World Agroforestry (ICRAF) – Kenya and CIFOR – Indonesia. These organisations contribute strongly to the United Nation's Sustainable Development Goals (SDGs) and are funded by World Bank, USAID, European Union, DFID, ADB, AfDB, Governments of various

countries and other International donors e.g. Gates Foundation. Rahul has lived in and travelled to over 50 countries including Netherlands, South Africa, Kuwait, UAE, and India.

6. Mr Sudath Perera

Sudath Perera is a Sri Lankan citizen and the founder of Sudath Perera Associates and the Managing Partner. Sudath has crafted a unique brand of legal services which ensured the success of the Firm since its inception. He was called to the Bar of the Supreme Court of Sri Lanka in 1991. He gained invaluable experience working with several senior lawyers, including a leading President's Counsel of the Colombo Bar. He has also served as a Director on the Export Development Board under the purview of the Board of Investment Sri Lanka. Further, he currently serves on the Board of the investment firm Investrust Capital (Private) Limited. Sudath has three daughters attending OSC.

7. Mr Jonas Bridgwater

Jonas Bridgwater is a Swedish citizen. He joined the Board in 2016 and has one child at OSC. Jonas has worked in the software industry for 25 years and has co-founded and serves on the Boards of several software companies. He has lived in Sri Lanka since 1998.

8. Mr Ari Nathan

Ari and his wife Monique are the parents of two children at OSC. Ari is the Indo-Pacific regional coordinator for South Asia at the American Embassy. Ari has previously served with the Department

of State in Washington D.C., Nepal, Spain, Iraq, Colombia, and Mexico. Prior to joining the Department, he worked for the United Nations in a regional seas program, and as legal counsel for the pacific island nation of Palau. Ari has a law degree and a Ph.D. in international relations.

9. Ms Tiia Juhkam

Tiia Juhkam is an Estonian citizen. She joined the Board in September 2020. Tiia is married with three kids, the youngest is attending OSC. Tiia is a certified IB PYP Early Years teacher and she has worked at international schools in Bangkok and Dhaka. Also, Tiia has broad experience working with not-for-profit and non-governmental educational organizations in Estonia as a project leader and manager. She has served as a board member of the Adult Education Association of Estonia (EVHL). Before moving to Colombo in October 2019, Tiia worked as an Executive Assistant to the Consul General of the Republic of Estonia in New York.

10. Mr Jelmer Kuyvenhoven

Jelmer is a Dutch citizen and moved to Colombo in 2019 with his wife and two children who are at OSC. Jelmer has been active in the telecommunication industry since the start of his working career. He has worked for various telecommunication companies in Europe and West Africa for 20 years. He serves on the Board of the Lideke Wery Educational Institute and has been active as a consultant on

telecommunication after arriving in Colombo. He has a master's degree in Public Policy and Public Administration from Twente University in the Netherlands. He is also an active field hockey and squash player.

11. Dr Michelle Kleiss (Head of School)

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

SCHOOL STRUCTURE



Administrative structure



At OSC, we believe in the development of the whole person in an environment that emphasises excellence and achievement, actively embraces cultural diversity and acknowledges the needs of the students.

Integral to our philosophy is the recognition that students learn differently and that individual needs are best served by a broad and balanced curriculum, delivered using a wide range of instructional techniques. This is enhanced by a strong emphasis on co-curricular activities and community service.

The relationship between student, parent and teacher is critical in serving the learning needs of our students. Schools are no longer islands where classroom doors are closed. Rather, parents are our partners. At OSC, we value and cherish parental involvement in all stages of the learning process.

We believe that our students should be equipped with the skills and competencies necessary for success in life. They should be independent thinkers, problem solvers, decision-makers and active participants in society and yet at the same time, exhibit international mindedness, concern for the environment and demonstrate responsibility.





Primary School

The Overseas School of Colombo's Primary School is made up of Pre-school 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-centred, inquiry-based programme that encourages students to take a central role in their own learning. For those students not proficient in English, the Primary School is supported by a full-time English as an Additional Language (EAL) teacher.

Secondary School

The Overseas School of Colombo's Secondary School is made up of students from Grade 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.



DISTANCE LEARNING PLAN: UNITY IN ADVERSITY

The Distance Learning Plan (DLP) is designed to describe the actions and approaches that OSC will take in the event the campus has to close, and has to switch to an alternative method for a period of time. At all times, the Head of School will consult with the Board and The Integrated Leadership Team, and together a decision will be made in the best interest of the students and community.



TOGETHER
“Unity In Adversity”



The purpose of the DLP is to maintain the planned curriculum content and skills development for students in all grade levels, ensuring a smooth transition back to classroom learning, and completion of grade-level expectations.

During the lockdown period following the COVID-19 outbreak, OSC was able to transition to the DLP facilitating school's operations with minimal impact. The following are some of the integral components of the DLP.

DLP 2020: Unity in adversity

Key DLP guidelines

Unity in adversity – Let's stick together

In the event of a campus closure, we change our motto from "Unity in Diversity", to "Unity in Adversity". We need to come together and work together to support our students.

Use what is familiar

In moving into a DLP we should only use the software and communication channels that are familiar.

Embrace new opportunities for students and families

OSC families and staff should see DLP as a new opportunity. We will implement daily journaling, create new spaces for personalized learning at home, include chores and responsibilities to bring families closer together in a time of need.

Teachers as facilitators

In a DLP, teachers are facilitators and students are learning more independently. Students will work towards mastery, and teachers are challenged to design experiences and use a flip classroom environment where they are checking understanding and misconceptions from the students' personalized distance learning experiences.

Thinking outside the box

In a DLP environment everyone can think outside the box. We can be creative and think about the end goal differently than a traditional assessment. This creativity will help us all develop grit, resilience, perseverance, and a can-do attitude and will create a positive learning experience.

OSC expectations

- Create and distribute the OSC Distance Learning Plan (DLP)
- Establish clear communication channels between families and school
- Prepare and support faculty and staff in shifting to a DLP
- Support faculty in implementing high-quality learning experiences, feedback, planning and assessment in a DLP mode
- Make the DLP Schedule available to all students and parents
- Support teachers with different strategies to differentiate their instruction
- Collaborate as team, including EAL teachers, Learning Support Teachers, in planning students' DLP as needed
- Ensure supplemental material is ready to fill gaps, or enrich students
- Administer wellness surveys to gather data on students well being
- Provide guidance and support for students to aid in monitoring and supporting their well-being
- Ensure social-emotional lessons are implemented
- Set time for Counselors to check in with students and families
- Evaluate timeline for graduation requirements, class credit, IB testing deadlines, and SAT testing periods. Support students and their university application processes virtually
- Librarians will collaborate to ensure that high-quality distance learning experiences and research is supporting teachers and families
- Maintain and update online library site for obtaining resources
- Specialist teachers across the school will collaborate with teachers on how to connect and integrate music, art, physical and health education, design, into their units of inquiry in the DLP
- Language teachers will develop high-quality learning experiences
- Teaching Assistants will be in a supportive role for all families, teachers and staff
- The OSC Tech Team will come together to review and develop "how-to" tutorials in order to ensure that teachers, students and parents have the necessary manuals to excel in the DLP
- Continually monitor the needs of teachers, students and parents and troubleshoot their challenges as needed
- Be available remotely to provide on-demand tech support help
- Audit usage to identify students and parents who may be struggling or out of reach

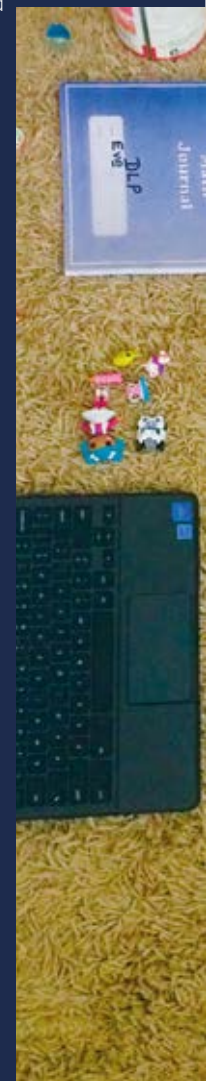
Our systems and resources

Primary

Our primary means of communication of the DLP schedule is through Seesaw, which forms a record of that communication and a portfolio of student work. Our primary tools for learning include, but are not limited to, Seesaw, Google Suite, Blogger, Teacher Dashboard, and Flipgrid.

Secondary

Our primary means of academic communication is through Managebac which is helpful in that it forms a record of that communication and a portfolio of student work. Our primary tools for completion of tasks are Google tools, used for writing (Google Docs), data collection and analysis (Google Forms and Sheets), presentations (Google Slides) and video discussions (Zoom/ Google Meet).



OSC's guiding principles during the COVID-19 pandemic

OSC mission

We will implement the OSC Mission and Vision with fidelity in all circumstances we face to the best of our ability.

Well-being

We will prioritise student, faculty, staff health and safety well-being over all other principles.

Access

We will offer different learning models to ensure all of our students can access an OSC education.

Safety

We will aim to implement and enforce all proven COVID-19 risk mitigation interventions.

Flexibility

We will support capacity and be responsive and agile when facing changing health circumstances.



OSC's Infection prevention strategies to mitigate COVID-19

- Meticulous hand hygiene curriculum program, protocols, and facilities in place across the school
- Everyone must wear an OSC signature face mask covering nose and mouth
- Everyone must be separated by 1 meter apart when wearing masks
- Building student capacity and teaching students of how to disinfect their equipment
- School entrance screening
- Physical distancing at all times
- The school will not allow textbooks or other school related materials to go to and from home. Homework will only be assigned digitally
- Student groupings based on house colours
- A short-staggered start schedule
- Reduced access to high-risk areas
- Families who travel into Sri Lanka from abroad will be required to self-quarantine at home for a two-week period before entering the school
- Fresh-air ventilation

OSC's risk levels

OSC will assess risks regularly by focusing on multiple specific areas across the school. All risk levels will be regularly evaluated. Any school facilities closed due to Moderate Risk A and B will be determined by our Task Force, including our Medical Advisory Team.

Risk level	Description of operations	Learning program
Low risk	<ul style="list-style-type: none">• Campus is open• School operates in existing campus condition• Modifications as needed to preserve guiding principles	Face to Face (F2F) or Optional Distance Learning Plan (DLP)
Moderate risk A	<ul style="list-style-type: none">• Conditional operations only when recommendations are fully met• Parts of facility remains closed• Modifications are needed to preserve guiding principles	Face to Face (F2F) or Optional Distance Learning Plan (DLP)
Moderate risk B	<ul style="list-style-type: none">• Highly discouraging operations & risks/ benefits must be analyzed• Parts of facility remains closed• Significant modifications are needed to preserve guiding principles	Face to Face (F2F) or Optional Distance Learning Plan (DLP)
High Risk	<ul style="list-style-type: none">• OSC has determined the risk is too high and closes campus• Government has called for school closures	Mandatory Distance Learning Program (DLP)

School-wide employee training on health practices and prevention

All employees received specialized training on preventive measures and health guidelines by Samana Health Medical Advisory Team. All employees received specific training instructions for how to keep their school, classrooms, and office spaces disinfected, as well as mandatory instructions for staff while at school in terms of regular handwashing, wearing of masks, cleaning methodology and protocols, and correct use of disinfectants. Every employee, and sub-contracted company employees hired for auxiliary services, underwent training to gain knowledge and skills in how to keep themselves safe and how to keep others safe.

Emotional health in the time of COVID-19

OSC prioritizes well-being over academics. Our students' social-emotional health is paramount, and we made a concerted, community-wide effort to attend to the emotional welfare of our students and staff to facilitate an optimal and safe educational environment.

OSC is a *trauma-informed school*. In a trauma-informed school, the adults in the school community are prepared to recognise and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, and parents. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations.

Standing together in challenging times

The School revisited its budgets for the academic year 2020/21 and reallocated funds amounting to USD 84,140 for COVID-19 related operational requirements and related training.

The Board also identified the need for creating a financial support system during this period and revised the budget in May 2020, offering a USD 200,000 financial aid package to affected parents and withholding the fee increase for the first semester of SY 2020/21.

Students

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CREATIVITY, ACTIVITY, AND SERVICE (CAS)	44	CO-CURRICULAR ACTIVITIES	46
EXPERIENTIAL LEARNING	54	LEARNING WITH TECHNOLOGY	56
SERVICE TO THE COMMUNITY AND ENVIRONMENT	58	NOTEWORTHY EVENTS OF THE YEAR	60

STUDENT BODY

THE OVERSEAS SCHOOL OF COLOMBO GUARANTEE LIMITED ANNUAL REPORT 2019/20

STUDENT BODY

True to our mission of guiding our global community toward international and intercultural understanding, we have created an engaging, culturally diverse community within the school.

A student body comprising of over

40

different nationalities

Our student body, comprising over 40 different nationalities, is the most diverse student body in our host country of Sri Lanka. While our students come from diverse backgrounds, they are united in the common purpose of achieving academic excellence.

As the oldest international school, we began in 1957 with 25 students and today our student body numbers 401 (2019/20 school year). The largest percentage of students are American (18%), followed by Sri Lankan (16%), British (9%), Australian (9%), and Indian (8%). 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. Many of our students continue to gain admission to respected universities in the USA, the UK, Canada, Australia, and Europe, among other countries.

At OSC, we provide our students with a variety of educational experiences both within and outside of the classroom across the discipline areas.

Our students are imbued with values of the IB learner profile (refer to page 7) that transcends the school's curriculum and permeates through every aspect of the program delivery throughout the school. In time, our students learn to develop a better understanding of these values and how they contribute to be a "global citizen".

Student profile at OSC

Students according to nationality



ACADEMIC RESULTS

THE OVERSEA-CHINESE SCHOOL OF COLOMBO (GUARANTEED) LIMITED ANNUAL REPORT 2019/20



The Graduating Class of 2020 performed very well under the challenging times. Our externalised standardised testing scores indicated that our students performed well above the world-wide American and international norms.

94%

Class of 2020 IB Diploma
pass rate



ACADEMIC RESULTS



PYP DRA reading results 2019-2020

The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool used by teachers to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, teachers use this information

for instructional planning purposes. This is not a test compared to other students around the world, it is an assessment that helps us track individualized growth within the same student over time which allows us to determine the effectiveness of our instructional strategies.

28%
(42 students)

were below grade level in September 2019

57%
(24 students)

of these students are identified as EAL or LS

These students were tested again in December 2019

67%

of students performing below grade level in fall showed growth on their winter assessment.



**PYP ISA writing results
2019-2020**

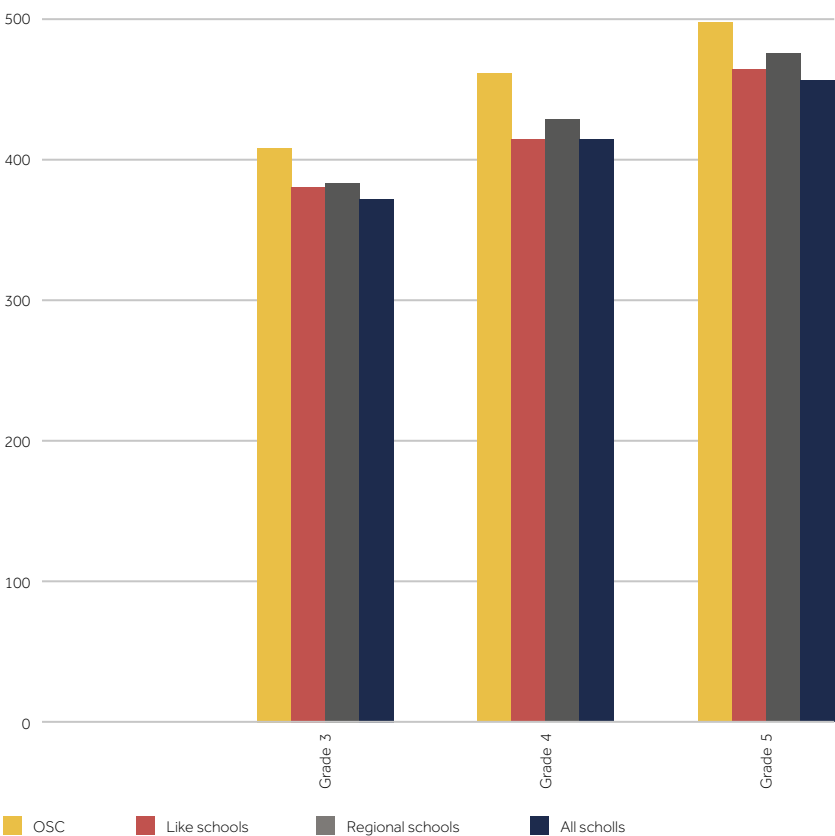
The International School's Assessment (created by ACER, Australia) is a writing assessment evaluating our students' narrative and expository writing abilities. We use ISA in the primary school to determine our students' growth and abilities in writing. ISA is compared to like-international schools (schools with similar demographics), regional schools (Asia) and all schools (the world).

Narrative/Reflective task

For this task students write a story or a reflective piece in response to a prompt, which is usually a picture. Students' writing is assessed according to three criteria:

- Content – ideas generated and quality of thinking and reflection
- Language – sentence and paragraph structure, vocabulary and punctuation, and writer's voice
- Spelling – accuracy and range of vocabulary.

Domain: Narrative/Reflective



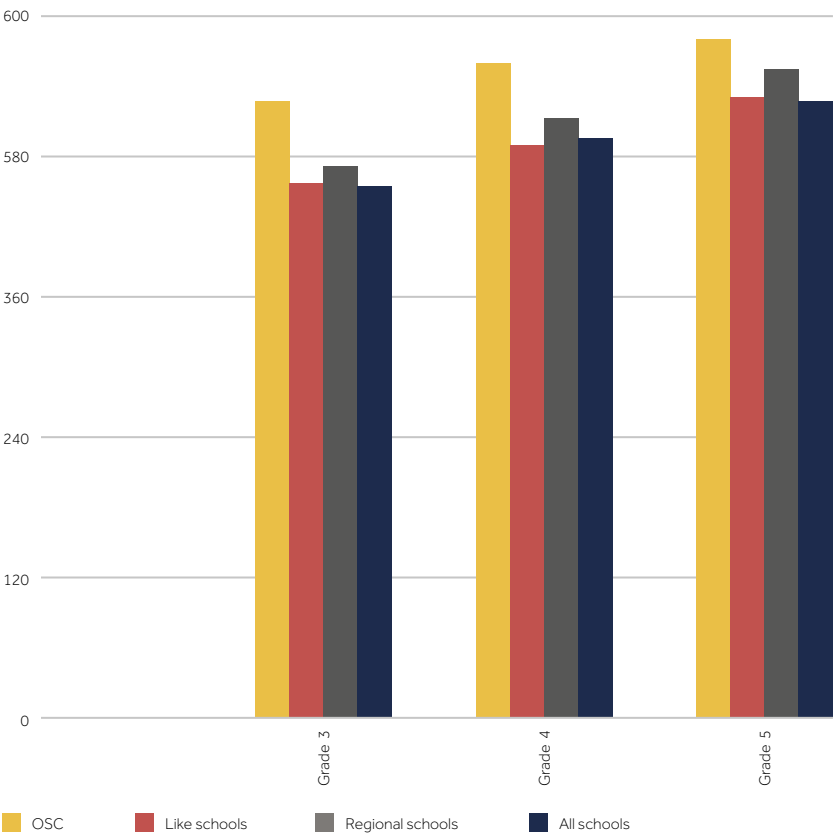


Exposition/Argument task

For this task students write a piece setting out ideas about a proposition. A few sentences or a short dialogue are usually provided as a prompt. Students may take an explanatory approach (exposition) or a persuasive approach (argument). Students' writing is assessed according to three criteria:

- Content – the ideas generated and the quality of thinking demonstrated about the issue
- ESOL language – grammatical correctness and command of English syntax, sentence fluency and variation, and vocabulary (applied to all students' writing regardless of language background)
- Structure and organisation – the overall structure of the writing and its internal coherence.

Domain exposition/Argument



Measures of academic progress

Measures of Academic Progress (MAP) is an external standardised test that provides us with a data point to learn how our students are doing in Math and Reading in comparison to students in our like-international schools counterparts (NESA Schools), all schools in the USA, and all schools in the world.

MAP achievement status and growth summary – Grades 2-5

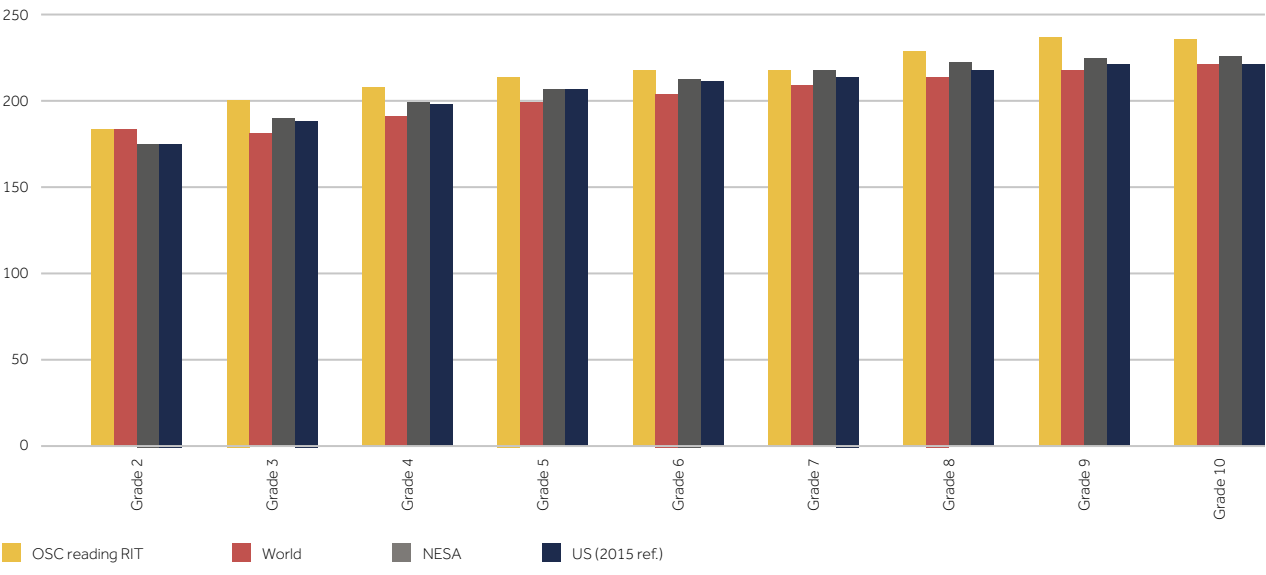
Fall19 to Fall20 (Number of students)			
Low achievement/High growth		High achievement/High growth	
Reading 7% (6)		Reading 58% (48)	
Mathematics 24% (20)		Mathematics 66% (55)	
Low achievement/Low growth		High achievement/Low growth	
Reading 13% (11)		Reading 22% (18)	
Mathematics 8% (7)		Mathematics 1% (1)	
Reading: 87% (72) high achievement or high growth			
Math: 91% (76) high achievement or high growth			

MAP achievement status and growth summary – Grades 6-10

Fall19 to Fall20 (Number of students)	
Low achievement/High growth	High achievement/High growth
Reading 6% (8)	Reading 46% (60)
Mathematics 6% (8)	Mathematics 35% (44)
Low achievement/Low growth	High achievement/Low growth
Reading 8% (10)	Reading 39% (51)
Mathematics 11% (14)	Mathematics 47% (58)
<i>Reading: 91% (119) high achievement or high growth</i>	
<i>Math: 89% (110) high achievement or high growth</i>	
<i>(171 MYP students enrolled in Fall 2020)</i>	

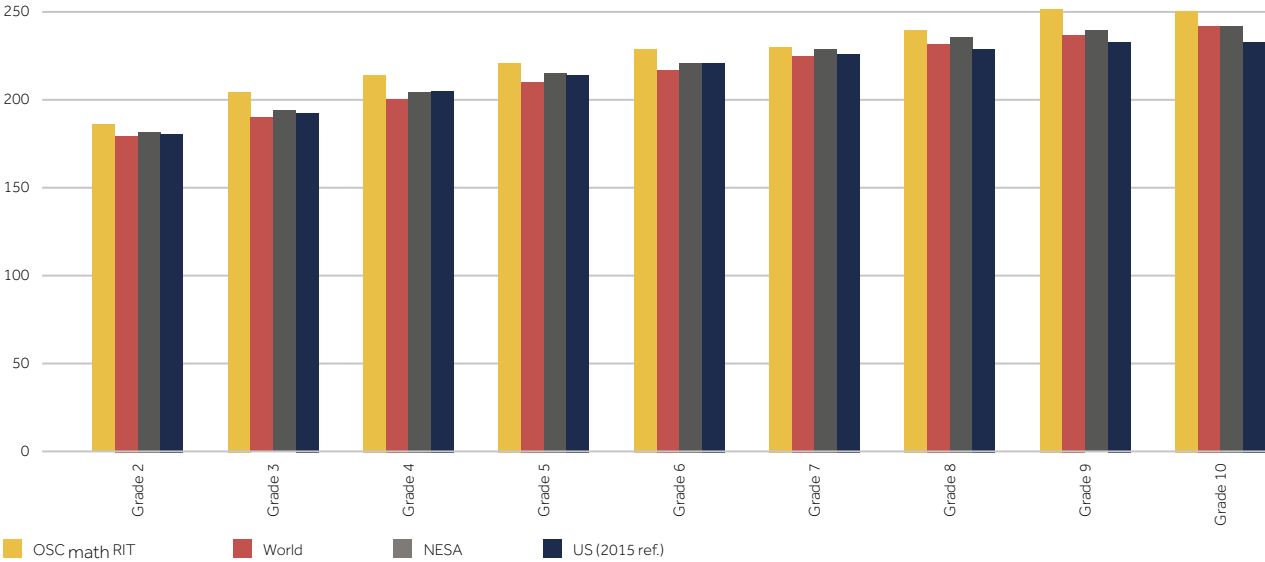
PYP/MYP MAP reading results

Mean comparisons – Reading – Fall 2019



PYP/MYP MAP math results

Mean comparisons – Math – Fall 2019



The primary school (PYP) exhibition

All our students in Grade 5 engage in one unit of inquiry entitled 'The Exhibition' as part of their six units of inquiry throughout the year. The PYP Exhibition provides the culminating experience of the learner's engagement with the PYP. It unites the teachers, learners, and parents of the class in an activity that captures the essence of the PYP transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. The Exhibition represents a significant event in the life of a school, encapsulating the essence of the PYP and encouraging younger students to look forward to their final year in the program.



Our students and teachers created a [Virtual Museum](#) for students to organize and showcase their work. The exhibition falls under the Sharing the Planet Unit, with the central idea, "Explorations of issues and opportunities inspires learning and action." Our students inquired into pollution, sustainability, animal welfare, wellbeing, COVID19, and equality.

Students held weekly Zoom meetings with their mentors, making connections to subject areas like math, writing, and the arts. Students wrote blog posts, created song lyrics, and crunched numbers in graphs to present their research findings.

Students also took action by asking people to pay it forward with their reusable bag campaign. Students asked people to pledge to give reusable bags to others in the checkout line and to

repeat the process. They created visual graphics, and songs to spread their message and promote their action. They also met with administrators to gather and share data on costs and benefits of OSC adding solar panels to the new sports complex.

Our PYP Virtual Exhibition Museum has been posted as an example by the IB and was showcased through many different online international platforms gaining much attention. Now, our teachers are mentoring others around the world through the same process.





MYP overview

93%

of Grade 10 students (26/28) were registered as IB MYP5 Course Candidates and received the OSC Middle Years Certificate

100%

of students participating in the Personal Project achieved a passing mark of 3 or above

5.8/7

The average end of year grade for all Grade 10 students

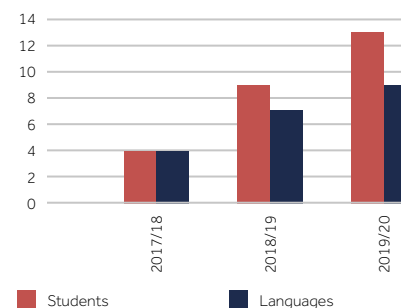
Longitudinal OSC Subject Results (2016-2020)

MYP Subjects	2019/20	2018/19	2017/18	2016/17	2015/16
L and L	5.9	5.69	5.47	5.8	5.4
L and L other	7*	6.25*	6.67*		
French B	5.94	5.08	5.5	5.11	5.8
Spanish B	5	5.57	5.5	5.55	5.5
Sinhala	5.86*	5.67*			
I and S	6	6.22	5.89	5.6	5.24
Science	5.93	5.74	5.79	5.48	5.3
Ext. Mathematics	6.36	5.33	5.91	6	5.16
Mathematics	4.53	5.27	4.5	4.5	4.5
Drama	6.07	6.27	6.46	6	5.9
Music	6	6.11	6.46		
Visual Arts	6.28	6	7	6.83	6.43
PHE	5.59	5.67	5.63	5.68	5.6
Design	6.5	5.65	6.5	6.44	5.56
Personal Project	5.1	5.2	4.56	4.86	5.33

MYP mother tongue

Our Mother Tongue programme in MYP has been growing over the last three years. Last year we had students studying French, Korean, Norwegian, Japanese, Mandarin, German, Sinhala, and Hindi.

MYP Mother tongue



MYP overview: Personal project

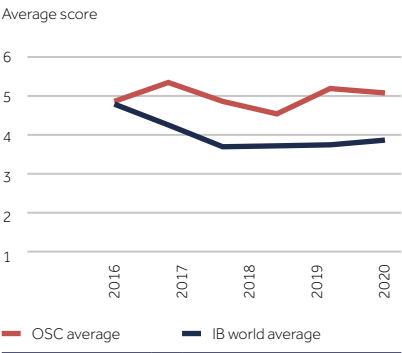
Subject: Personal project	Number of candi- dates	Grade							Average grade (school)	Average grade (world- wide)	Highest grade	Lowest grade
		7	6	5	4	3	2	1				
IB moderation	29	1	7	15	6	0	0	0	5.1	3.86	7	4
OSC internal assessment	29	6	6	9	8	0	0	0	5.28		7	4

Some Personal Project topics submitted by the class of 2022 include:

- A video on using sports to prevent and treat depression in teens.
- An informative journalism piece on racism in football, with the purpose of convincing fans not to perform racist acts towards players.
- A deck of cards, featuring ideas and inspiration for teens, of activities that they can do to increase both their physical and mental wellbeing.
- A photo-book documenting endemic animals in Sri Lanka.
- Warli-styled artworks used to depict the culture and lifestyle of the people of the Warli tribe from different villages.

- A unit plan for the 4th and 5th graders educating students on Women's Empowerment, through an interactive series of lessons using creativity and performance.

Personal project



IBDP 2020

18

Students

2

students took IB Courses with an average grade of 5.1

16

Diploma Programme candidates (89% of cohort)

15

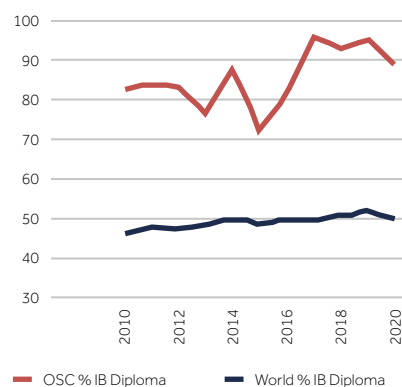
students achieved the requirements for an IB Diploma (94% of full Diploma candidates)



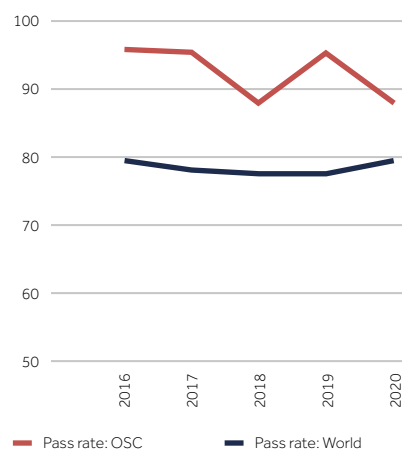


% Students attempting the full IB Diploma

% IB diploma students

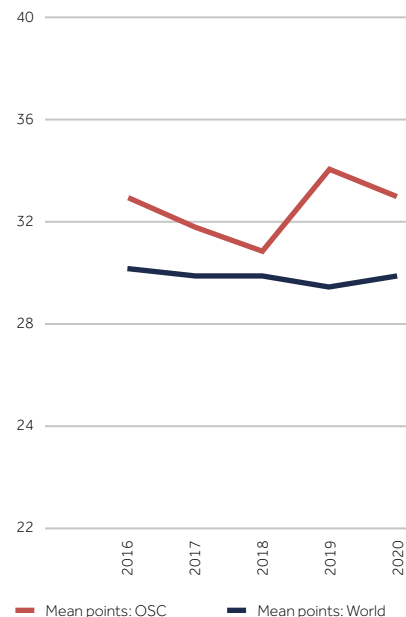


IB Diploma pass rate



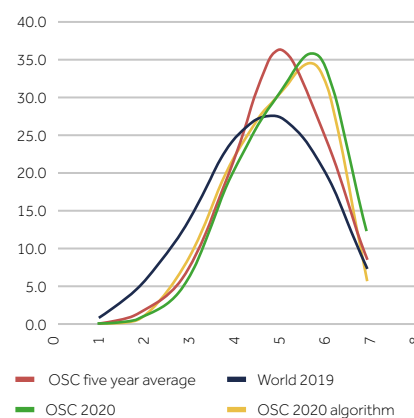
Average subject grades

Average number of points (Max=45)



Subject points distribution

Percent of grades awarded

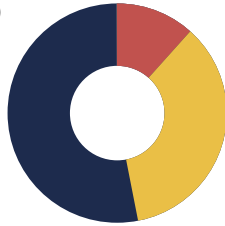


Averages by subject (2016-2020)

	2020			2019			2018			2017			2016			% classes above average
	Number of candi-dates	Average grade (school)	Average grade (world-wide)	Number of candi-dates	Average grade (school)	Average grade (world-wide)	Number of candi-dates	Average grade (school)	Average grade (world-wide)	Number of candi-dates	Average grade (school)	Average grade (world-wide)	Number of candi-dates	Average grade (school)	Average grade (world-wide)	
Subject group 1																
English A: Land and Literature HL	8	5.4	5.1	8	5.0	5.0	16	4.9	5.0	12	4.7	5.0	9	5.1	5.1	80
English A: Land and Literature SL	4	5.5	5.5	6	5.3	5.1	6	5.2	5.1	6	5.2	5.2	6	5.2	5.2	
English A: Literature HL	3	6.0	4.8	1	6.0	4.7	4	4.8	4.7	4	5.5	4.8	6	5.3	4.8	
English A: Literature SL	2	5.5	5.2	4	5.5	5.0	2	4.0	5.0	1	6.0	5.0	5	4.6	5.0	
Subject group 2																
French AB, SL	5	5.2	5.0	1	6.0	4.9	8	4.5	4.9	6	5.3	4.9	5	5.8	4.9	78
French B HL	1	6.0	5.3	1	7.0	5.2	1	4.0	5.2	2	5.5	5.2	2	5.0	5.3	
French B SL	5	5.4	5.1	4	5.0	5.0	9	5.2	5.0	6	5.0	5.0	8	5.0	4.9	
Spanish B HL	0			0			3	5.7	5.4	1	5.0	5.4	0			
Spanish B SL	1	6.0	5.1	5	4.4	5.0	3	4.7	5.1	6	5.2	5.1	7	4.4	5.1	
Subject group 3																
Economics HL English	3	5.3	5.3	9	5.1	5.1	12	4.4	5.1	8	5.6	5.2	5	5.6	5.1	55
Economics SL English	2	4.5	5.0	0			0			1	5.0	4.7	1	7.0	4.6	
Env. and Soc. SL English	2	5.0	4.3	2	5.0	4.2	7	4.1	4.2	6	4.8	4.2	5	5.2	4.2	
Geography HL English	7	5.3	5.4	4	5.5	5.2	7	4.7	5.2	3	4.7	5.2	6	5.0	5.2	
Geography SL English	1	5.0	5.0	1	6.0	4.8	0			2	5.0	4.8	1	5.0	4.7	
History SL English	1	5.0	4.7	1	4.0	4.4	0			1	5.0	4.6	4	4.5	4.7	
History Asia and Oceania HL English	3	4.7	5.3	4	5.0	5.1	8	4.5	5.0	6	4.8	5.2	8	4.9	5.1	
Subject group 4																
Biology HL English	6	5.8	4.7	10	5.6	4.3	5	5.0	4.3	5	5.2	4.3	7	4.9	4.3	72
Biology SL English	4	5.5	4.4	1	4.0	4.2	8	5.0	4.2	3	5.0	4.2	2	5.0	4.2	
Chemistry HL English	5	5.2	4.9	8	5.1	4.5	4	4.3	4.5	4	4.3	4.5	7	4.1	4.5	
Chemistry SL English	0			1	5.0	4.0	6	3.2	4.0	5	4.4	4.0	4	3.5	3.9	
Physics HL English	3	5.7	5.3	4	5.5	4.7	6	4.0	4.6	4	5.0	4.7	7	4.7	4.6	
Physics SL English	3	4.3	4.7	2	4.0	4.0	3	4.3	4.1	4	5.8	4.1	7	5.0	4.0	
Subject group 5																
Math. Studies SL English	3	4.3	4.5	3	5.0	4.2	8	4.7	4.2	6	3.5	4.3	6	5.0	4.4	67
Mathematics HL English	1	6.0	5.0	4	5.5	4.7	2	5.5	4.8	5	4.6	4.7	4	4.3	4.5	
Mathematics SL English	14	5.2	4.8	12	4.8	4.2	19	4.0	4.3	11	4.6	4.4	16	5.3	4.4	
Subject group 6																
Music HL English	1	6.0	4.9	1	6.0	4.7	1	5.0	4.6	3	6.7	4.5	1	6.0	4.5	91
Music Creating SL English	1	6.0	4.4	1	6.0	4.3	0			1	5.0	4.0	1	5.0	3.9	
Theatre HL English	4	6.5	4.9	3	7.0	4.9	11	6.3	4.9	3	6.3	4.9	2	6.0	4.9	
Theatre SL English	0			0			2	6.0	4.3	0			0			
Visual Arts HL English	3	5.0	4.2	3	5.0	4.3	1	4.0	4.5	2	6.0	4.6	6	5.5	4.8	
Visual Arts SL English	0			2	4.5	3.8	0			1	5.0	4.2	3	4.3	4.4	
% classes above average	81			86			46			77			66			

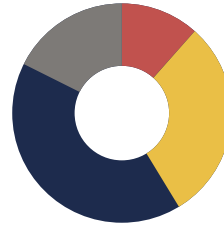
TOK, EE and additional points

TOK OSC 2020



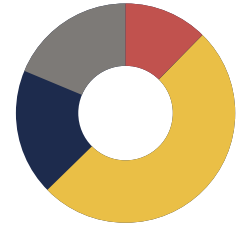
A B C D

EE OSC 2020



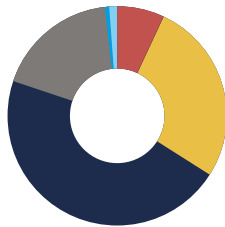
A B C D

Additional points OSC 2020



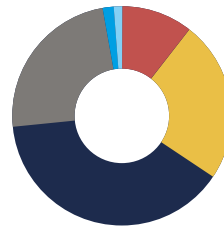
A B C D

TOK world 2020



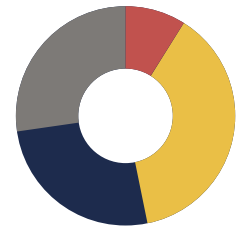
A B C D E N

EE world 2020



A B C D E N

Additional points world 2020



3 2 1 0

Notable class of 2020 extended essays

Economic Security

Using Machine Learning to Predict Volatile Vegetable Prices and Improve Sri Lankan Smallholder Farmers' Economic Security (Econ and Comp Sci)

King of Thorns (English)

Mark Lawrence's Characterisation of Jorg Ancrath as a Byronic Hero in King of Thorns (English)

Women of the Media

Oppressed women of the media (English)

The Effectiveness of the Introduction of Reusable Bags

The effectiveness of the introduction of reusable bags in reducing the negative externality of consumption caused by plastic bags at the Arpico shops in Colombo, Sri Lanka (Economics)

Bilingual diplomas:

1 attempted, 1 awarded.

OSC high school diplomas

100% (18)

students were awarded the
OSC Diploma

61% (11)

students were awarded the
OSC Diploma with Distinction

OSC college and university offers 2015-2020

UK



Aberystwyth University
Anglia Ruskin University
Bangor University
Bournemouth University (2)
Brunel University (3)
Cardiff University
City University, London (3)
Coventry University
Durham University (2)
Goldsmiths College,
University of London (2)
Hull York Medical School
King's College London (4)
Kingston University (3)
Lancaster University
Leeds Beckett University
Leeds College of Art and Design
London School of Economics
London Southbank University
Manchester University
Middlesex University (3)
Newcastle University (2)
Nottingham Trent University (2)
Plymouth University (2)
Queen Mary,
University of London (5)
Swansea University
St George's, University of London
Thames Valley University-London
College of Music
The Academy of Contemporary
Music in Guildford
University of Aberdeen (3)
University of Bath (2)
University of Birmingham
University of Bradford
University of Brighton (3)
University of Bristol (2)
University of Chester
University College London
University of Creative Arts
University of Dundee
University of East Anglia (2)

University of East London (4)
University of Edinburgh (7)
University of Edinburgh Napier
University of Essex (4)
University of Exeter
University of Glasgow
University of Greenwich (2)
University of Hull
University of Kent (8)
University of Keele
University of Leeds (5)
University of Leicester
University of Limerick
University of Lincoln (2)
University of London (2)
University of Loughborough (5)
University of Manchester (5)
University of Nottingham (7)
University of Portsmouth
University of Reading
University of Roehampton
University of Sheffield (3)
University of Southampton (5)
University of St Andrew's (2)
University of Stirling (3)
University of Surrey (2)
University of the Arts London (2)
University of Warwick (3)
University of West London
University of Westminster (3)
University of York (2)

USA



Adelphi University
Amherst College
Bard College
Beloit College
Bennington College
Boston University (9)
Bowie State University
Brown University
Carnegie Mellon University
California Polytechnic State
University
Carleton College
Claremont McKenna College
Clark University (5)
College of William & Mary (3)
College of Wooster
Columbia College
Cornell College
Denison University
Dickinson College
Drexel University (3)
Eckerd College
Emerson College (2)
Emory & Henry College
Endicott College
Eugene Lang College
Florida Atlantic University
Florida International University (2)
Florida Institute of Technology (2)
Florida State University
Fordham University (5)
Georgetown University
Georgia Institute of Tech
George Washington University (3)
Goucher College
Hampshire College
Hanover College
Hawaii Pacific University (2)
Hofstra University (2)
Ithaca College (2)
Iowa State University
James Madison University (2)
Juniata College
Knox College (2)
Lewis & Clark College
Lesley University
Lynn University (2)
Marymount Manhattan
College (2)
Mass. College of Pharmacy and
Health Science (2)
Merrimack College
Montgomery College
New York University (9)
North Carolina State University
Northern Arizona University



North-Eastern University (2)
North-Western University (2)
Occidental College

Oregon Institute of Technology
Pace University
Parsons NYC

Pepperdine University
Penn State University (3)
Pratt Institute, NY (2)

Purdue University (2)
Randolph-Macon College
Reed College
Saint Louis University

Sarah Lawrence College
Savannah College of Art and Design (2)

School of the Museum of Fine Arts
Seattle University
Suffolk University (2)

Syracuse University (4)
Texas A and M University,
Corpus Christi

The New School, NY
The University of Iowa
The University of Wisconsin - Madison (2)

Tufts University
University of Arizona
University of California, Berkeley (4)

University of California, Davis (6)
University of California, Irvine
University of California, Los Angeles

University of California, San Diego (2)
University of California, Santa Cruz

University of California, Santa Barbara
University of Cincinnati

University of Colorado
University of Connecticut
University of Chicago

University of Denver (2)
University of Idaho
University of Illinois at Urban-Campaign

University of Maryland
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 New Haven
University of North Carolina, Chapel Hill

University of Oregon
University of the Pacific

University of Pennsylvania (2)
University of Pittsburgh (2)
University of San Diego (3)

University of San Francisco (2)
University of South Florida
University of Southern California
University of the Pacific
University of Tampa, Florida (2)

University of Washington (2)
University of West Lafayette
University of Wisconsin, Madison (3)
Ursinus College
Utah State University
Vassar College

Virginia Tech (2)
Wake Forest University
Washington University in St Louis
Wesleyan University
Worcester Polytechnic Institute

Canada

Brock University
Carleton University (2)
Concordia University (4)

Dalhousie University (3)
HEC Monreal
Lakehead University

Laurentian University
Ryerson University
McGill University (8)

McMaster University
Memorial University of Newfoundland (3)

Ontario Tech University
Saint Mary's University
Simon Fraser University

Trent University
University of Alberta
University of Calgary

University of British Columbia (8)
University of Ottawa
University of Newfoundland (3)

University of Toronto (10)
University of Victoria
University of Waterloo

University of Western Ontario
Western University
York University

Others

Australia

Australian National University
La Trobe University
Macquarie University

RMIT University
University of Melbourne (4)
University of New South Wales
University of Sydney (4)

Western Sydney University

Czech Republic

Charles University

China

New York University, Shanghai

Finland

Helsinki School of Economics

France

American University of Paris (3)
Universite Toulouse
UTC, France

Germany

Jacobs University
University of Communication Studies

Hong Kong

Poly University of Hong Kong
University of Hong Kong

Hungary

Corvinus University of Budapest

India

Christ University, Bangalore
ISDI Parsons, Mumbai
Nirma University

NIS Allahabad (2)
Indraprastha Institute of Information Technology

Lady Shri Ram College,
University of Delhi
Manipal University

Indonesia

Binus University - Anggrek

Japan

International Christian University
Tokyo International University
Temple University
Waseda University

Korea

Yonsei University

Netherlands

Amsterdam University College
University of Amsterdam (2)
Fontys Hogescholen

Leiden University (4)
University of Groningen
Utrecht University (2)

University College Maastricht
Technische Universiteit Eindhoven

New Zealand

University of Auckland

Philippines

Ateneo de Manila

Singapore

National University of Singapore
LaSalle College of the Arts
Yale-NUS College

Spain

EU Business School, Barcelona

Sri Lanka

South Asian Institute of Technology and Medicine (3)
Aquinas College
American National College

Switzerland

Les Roches School of Hospitality

UAE

New York University, Abu Dhabi
University of Birmingham, Dubai

KEY

Listed = Acceptances

Bold = Matriculated

() = Number of Students Accepted

* Due to the pandemic some students are taking a gap year.

CREATIVITY, ACTIVITY, AND SERVICE (CAS)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

Creativity:

Exploring and extending ideas leading to an original or interpretive product or performance.

Activity:

Physical exertion contributing to a healthy lifestyle.

Service:

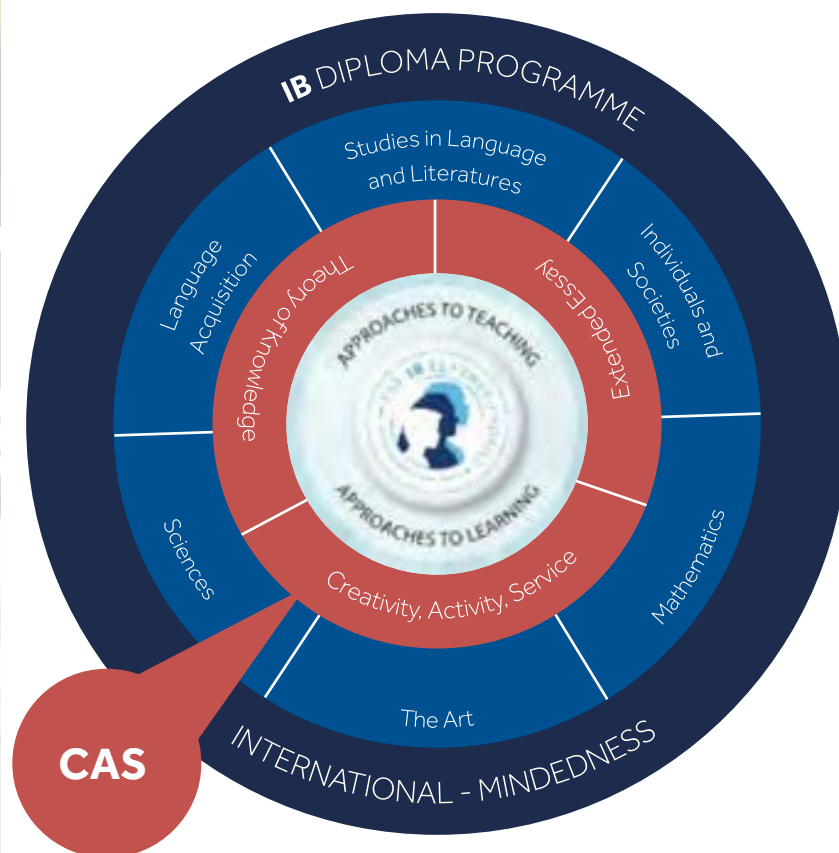
Collaborative and reciprocal engagement with the community in response to an authentic need.





CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to

the academic pressures of the rest of the Diploma Program. All Diploma Programme students participate in the three course requirements that make up the core of the hexagon.



For more information about CAS at OSC, please refer to the following link <https://osc.lk/cas>

CO-CURRICULAR ACTIVITIES

OSC believes that co-curricular activities complement academics and plays an essential role in providing a wholistic education. The CAS provides students with unique opportunities to participate in different co-curricular activities such as sport, broaden their creativity through music, painting, or acting, or being part of an After School Activity (ASA).

Sports

OSC believes that participating in sports inculcates in students a sense of sportsmanship and fair play, leadership, teamwork, as well as competitive spirit. All students at OSC participate in weekly physical education classes which includes swimming. In 2019/20,

the OSC Geckos excelled in a number of competitive sporting events. Our students competed in SAISA (South Asian International Schools Association) Sports Conference which includes swimming, basketball, soccer, and athletics. Further, we participate in local sports events against other schools in Colombo.

Gecko athletics

It was yet another exciting, but short year for Gecko Athletics and it will go down in history as the year we were affected by the world pandemic COVID-19, which brought season three to a halt almost before it started. Yet the student participation was commendable. Over 140-student

athletes joined our teams and learnt what can be achieved through commitment and training. Our coaching teams have set high standards, spent long hours planning, training and managing competition, all with the goal of helping our students to learn and develop their athletic selves. The Gecko Athletics uniforms continue to be more visible around the school, and are worn with pride by athletes from grade 5 right through to our graduating class of 2020. They will undoubtedly take our name to countries around the world in the coming months. Our students have represented their universities in track, court, and the pool in the UK, USA, and Czech Republic.

2019/20 Highlights



Football

U19 Girls Football -
SAISA Second Place

We also had teams and individuals represent us at various TISSL competitions. The Senior Boys Football team just failed to qualify for the knockout stages in a rain hit competition and our swimmers did us proud at the Inter International School Swimming Championships.

The team won 9 medals (3 Gold, 3 Silver, and 3 bronze) with the senior boys winning gold in both freestyle and medley relays.



Volleyball

Boys Volleyball Team -
Fourth Place



Track and field

Track and Field Team -
SAISA Second Place
(0.25 points difference between them and the first place)



Swim

Swim Team -
SAISA Third Place

Three of our swimmers competed in the **National Age Group Championships** two made finals in all of their events.



Football friendly with Gateway College Colombo

New to us this year was an Invitation for our Senior Girls Football team to play Gateway College Colombo in an exhibition game as part of their Neville De Alwis-Ralph Alles Challenge Trophy afternoon at the Racecourse. The ladies put on a great game and beat Gateway 5-4 in a penalty shootout.

Co-curricular activities: Primary

The Primary after school activities form an integral part of the student's curriculum at OSC. We have had active participation from our primary students in the varied activities offered by OSC. The following tables indicate the different activities offered by OSC and student participation statistics for the year 2019/20.



- Football
- Cricket
- Team games
- Zumba
- Karate
- Water polo
- Basketball
- Yoga
- Beginner swimming
- Gecko Swim Club

- SAISA swimming
- Wall climbing
- Track and field
- SAISA track and field
- Ball games
- Floor hockey

- Clay work
- Festive craft
- Fun craft
- Shell craft
- Fabric painting
- Card making
- Soft toy Making
- Wool embroidery
- Art lab
- Mural painting
- Glass painting
- Sand craft
- Paper plate craft



Sports



Visual arts/Crafts



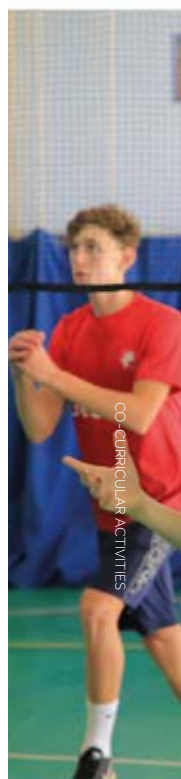
Performing arts



Other activities

- Oriental dance
- Primary production
- Choir
- French drama
- Creative dance

- Homework club
- Indoor board games
- Brick club
- Mindfulness
- Environmental club
- Fun French
- PSGA
- Book club
- Fun cooking
- Indoor games
- Assembly hosts
- Sinhala
- Gecko net
- 3D Modelling and printing
- Quiz club
- Stop motion
- Yoga and relaxing art
- Tech club
- Young critics



Block 1	Number of activities 2019/20	Number of students signed up for activities 2019/20	Number of students in the grades
Block 1			
KG	9	14	15
Gr. 1-5	37	124	141
Block 2			
KG	12	14	15
Gr. 1-5	40	126	141
Block 3			
KG	12	13	15
Gr. 1-5	37	124	141

Co-curricular activities: Secondary

In the Secondary School, the co-curricular activities program continues to be an essential feature of the educational opportunities provided to our students. This year's focus was on developing a broader choice for students in activities they could participate in. This included the introduction of lunchtime activities and the Duke of Edinburgh program.

We also introduced Gecko Robotics, which worked on preparing a team to participate in the First Lego League competition in Singapore (due to the COVID-19 pandemic this competition was held remotely). The level of teacher involvement continues to be excellent, with 90% of teaching staff participation.

Overview of ASA activity for 2019/20*

Percentage (%) of students engaging in types of ASA activities over three terms

	Secondary	MYP	DP**
Creative	73	83	75
Active	92	90	91
Service	99.5	99	100

Percentage (%) of students engaging in multiple types of ASA Activities over three terms

	Secondary	MYP	DP
Only 1 type	3	3	1
Only 2 types	43	50	28
All 3 types	54	47	71

*Data is based on 208 secondary students (161 MYP, 47 DP)

*Data is formulated from ASA student sign-ups only

*Data does NOT include Block 4 due to COVID-19 pandemic

**DP students can qualify for CAS credit through other programs beyond ASA





Overview of ASA offerings for 2019/20

	Activities offered throughout Block 1, 2, and 3	
Creative	3D Modelling and Printing Arts Club Print making Creative Clay Beginning Sinhala Boys Voice Chess Coloring COMUN COMUN Exec Concert Band The Art of Pie making	Dungeons and Dragons Instrumental Lessons Gecko Robotics The Advocate Minecraft* Whole School Production Middle School Voice Photography Senior Voice Star Wars Coding Steam Gaming String Ensemble Yearbook
Active	Badminton* Basketball Batting games Duke of Edinburgh Football SCUBA* Table Tennis* Wall Climbing* Body Conditioning	Cricket GA Badminton- G/B GA Basketball - G/B GA Football- G/B GA Swim Club- G/B GA Track and Field- G/B GA Volleyball G/B Swim Club – for skill building Ultimate Frisbee Zumba
Service	ASA - Gecko Events Crew ASA - MS Student Council ASA - Student Council Care for Paws Checkmates Community Film Deaf-Hearing Exchange Gecko Inc. Girls for Girls	Helping Hands Hope for Kids Housing and Habitat RCCI (Rehabilitation Center for the Communication Impaired) Recycling and Sustainability Reef Keepers SOS Village Temple School
Academic Support	MYP Survival DP Survival Math Club EAL HW Club HW Club SAT Verbal SAT Math Study Hall College Readiness	

*Activities reaching full registration.
 Bold activities are new this year.

Performing arts

An integral part of OSC's curriculum, the performing arts not only provide opportunities for students to develop creative passions but also teach communication, language and leadership in unique ways that inspire individualism.

Alice in wonderland

This year's Primary Production 'Alice in Wonderland' featured a cast of 170 students and was held on 14th and 18th November. It was presented through special arrangement with Music Theatre International (MTI) and featured all primary school students from PS to Grade 5. The young performers presented outstanding singing, acting and dancing skills to a sellout crowd on both nights.

The show must go online!

OSC presented the first-ever virtual musical by a Sri Lankan school in May 2020 – 'The Show Must Go Online!' The virtual production featured 12 students from grade 3, 4 and 5. This was a novel experience for both the cast and the audience and was presented through special arrangement with Beat by Beat Press.

SAISA music and art

In February 2020, around 18 students from Grades 8-12 participated in a joint SAISA Music and Art event, at ASB In Mumbai, India. We were very fortunate that we were able to complete this trip before COVID-19 really hit. In fact, at

the time we went to India, there were only 3 cases of COVID-19 in the whole country! The Music students enjoyed a fantastic weekend of rehearsals, culminating in a final concert on the last afternoon, which was live streamed around the world, as well as performed to the local ASB community. It was a wonderful opportunity for them to play as part of a much larger ensemble. For the Art students, they enjoyed participating in gallery visits in downtown Mumbai, as well as a host of workshops during the event, and their time finished in an Art exhibition in the central atrium, along with an afternoon tea buffet. As at any SAISA event, our students enjoyed the chance to meet new friends from other SAISA schools, and catch up with old ones. Unlike the sports trips, however, the Arts trips are not competitive, just a chance to meet up and make music and art together.

Oliver! by Lionel Bart

Winning the Tony Award for Best Original Score in 1963, Lionel Bart's *Oliver!* is based upon the novel *Oliver Twist* by Charles Dickens. It premiered in the West End in 1960, enjoying a long run (2,618 performances in London), before further success on Broadway when it was brought to the US by producer David Merrick in 1963. Additionally, its 1968 film adaptation, directed by Carol Reed, was hugely successful, winning six Academy Awards including Best Picture. OSC's production of *Oliver!* was performed by forty students across Grades 6 to 12 and supported by a live 12-piece dynamic band. This spectacularly





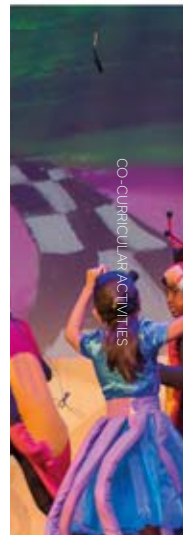
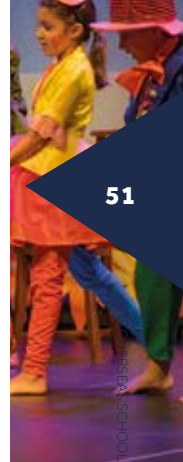
wonderful performance, through plenty of action, solos and chorus numbers and a unique thrust stage, brought forth several provocative themes: society and class, poverty, and criminality. The final performance culminated in a special Gala event, with a 3-course meal provided by Mount Lavinia Hotel.

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***Chicken Bones for Teenage Soup* by Alan Haehnel**

This event could not happen due to COVID-19, and having to go into lockdown 3 weeks prior to opening night. The Middle School production was to be Alan Haehnel's short comedy, ***Chicken Bones for the Teenage Soup*** (2004); 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 (1997). In the book series, it states, "...every teenager can relate to and learn from its 101 stories without feeling criticized or judged; the stories contain important lessons on the nature of friendship and love, the importance of belief in the future, and the value of respect for oneself and others." However, 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...so, unlike the book series, this play was to be a comic ode to pessimism which we felt every audience member could relate to.

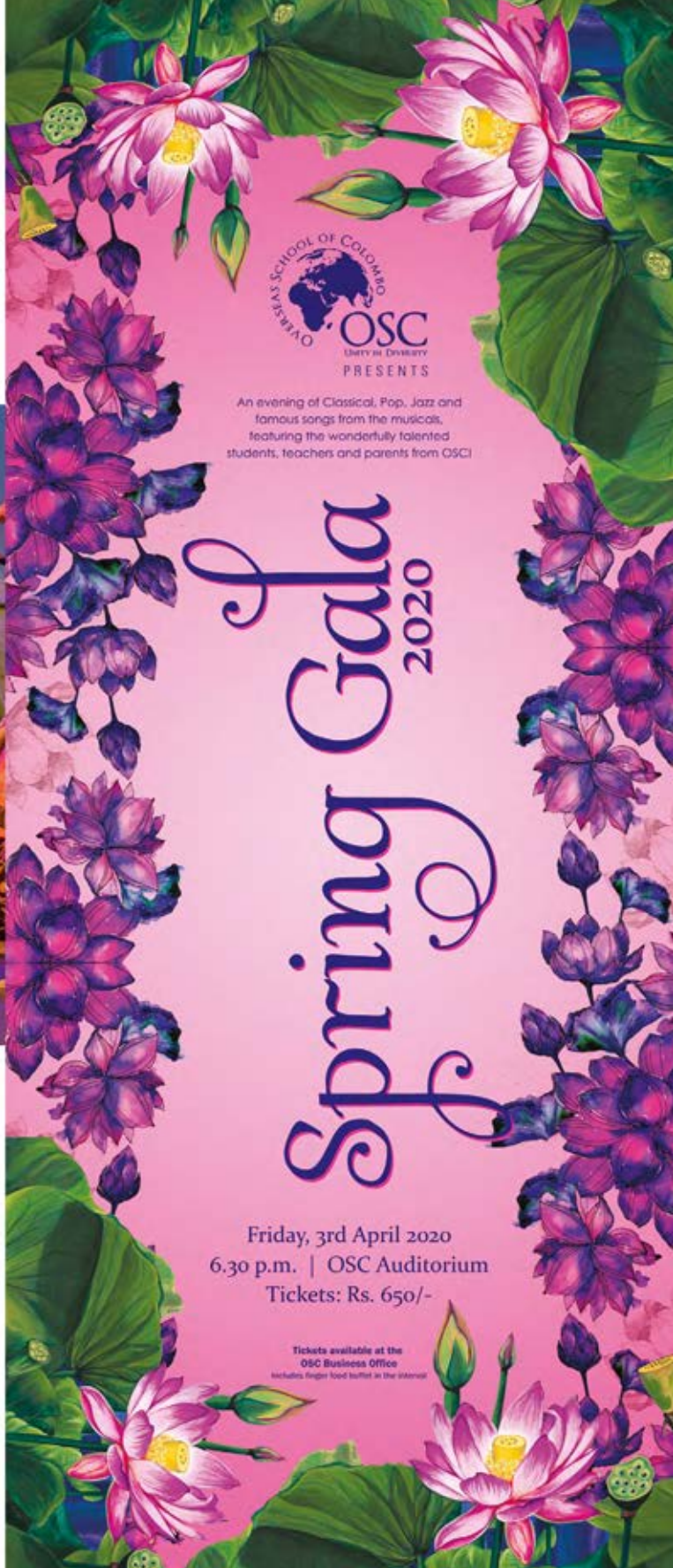


ISTA TaPS, Kuala Lumpur

The Overseas School of Colombo has had a long and happy relationship with the International Schools Theatre Association (ISTA), having been host to the occasional festival over the past two decades (more recently, we hosted the MS festival in 2016, and were due to host November 2020). ISTA is an excellent organisation that seeks to bring Drama students from around the world together in order to engage in three-day intensive practical workshops, led by first-rate theatre professionals and teachers.

This year, eight OSC participants from DP1 and DP2 Theatre were exposed to various theatre traditions and practices via different mediums: Balinese Topeng, Wayang Kulit, Japanese Butoh, Silat Tua: The Malay Dance of Life, elements of scenography, and much more. Over the three days, participants had the opportunity to work in ensembles creating connections and opportunities for artistic inspiration. They collaborated with a range of theatre practitioners as well as with other like-minded young people and gained new insights into how artists incubate concepts from seedlings into fully grown performances. As always, at the end of every ISTA, everyone returned to OSC feeling empowered and deeply enriched!





Spring Gala

Over 80 students from grade 6-12 were due to perform in the annual Spring Gala, which was very sadly cancelled due to COVID-19. All the main OSC ensembles had rehearsed diligently since August 2019, so it was a great pity that they were unable to share their wonderful music. Ensembles that were going to perform were the Concert Band, Middle School Voice, Boys' Voice, Senior Voice, The Gecko Singers and the Classical Guitar Ensemble. There was also an amazing array of soloists lined up to perform, including singers and instrumentalists, playing and singing a range of musical styles including classical, jazz and popular. There was also a combination number involving a ballet dancer being accompanied by violinists. It was hoped that this event could go ahead later in the semester, but the lockdown put pay to that. The students, however, were able to gain a lot from the rehearsal process, even if they were not able to share their work with an audience in the end.



EXPERIENTIAL LEARNING

Experiential learning is an invaluable part of our teaching and learning program. Our students learn skills that are needed in cross-cultural interactions, critical for success in the globalized world. Therefore, experiential learning is a quintessential element of an IB education because of its capacity to change mindsets and enrich behavioral dimensions. Students at OSC enhance their experiential learning through CAS. The function of CAS is to allow students to learn through experience and take action in the service of others. Students pursue their own interests and skills through projects, clubs, community service, sports, and other co-curricular activities. CAS helps to shape students into well-rounded, motivated, engaged individuals prepared to contribute to others. CAS is central to our programs and our teaching.

Week without walls programme: Experience Sri Lanka!

In Semester 2 of each school year, OSC's secondary school implements its annual off-campus Week Without Walls (WWW) program. Experience Sri Lanka! is a program of experiential education designed to facilitate learning experiences outside of the traditional classrooms in our host nation Sri Lanka.

The WWW program grew out of a desire to better expose OSC students to our host nation Sri Lanka and its varied natural and cultural treasures. There were OSC trips into Sri Lanka and an ambitious outdoor education program at the dawn of the millennium. These coalesced into the WWW program which was launched in January 2008. The learning experiences are organized and planned by teaching and advisory teams with varying degrees of support from local tourist providers. The MYP 5 (Grade 10) and DP1 (Grade 11) WWW learning experiences are designed around "choice programs" where students have a role in choosing the program that they will be going on. Several of these trips have been running since we first offered choice trips in 2012-13. Microtrips are designed as IDUs but have explicit aspects Creativity, Activity or Service (CAS) incorporated in them. We typically offer five micro trips that have roughly 10-15 students each.

We continue to build the program and connect our WWW experience to MYP Interdisciplinary Units (IDUs) and the Creativity Activity and Service (CAS) program in the Diploma Program. Experience Sri Lanka! is driven by four distinct goals:

- Fulfill mission statement of developing the whole person within a safe environment.





- Expose students to our host country Sri Lanka's culture and environment.
- Enable opportunities for service learning and outdoor education.
- Use Interdisciplinary Units (IDUs) to support and strengthen existing secondary curriculum (including the DP CAS program) for the benefit of student learning.

Duke of Edinburgh International Award

The Overseas School of Colombo introduced the Duke of Edinburgh International Award (DofE) for grades 9-12 in the 2018-19 school year. OSC is a licensed award center and an initial cohort of teachers have been trained as award leaders to initiate the program. The DofE program fits in closely with what OSC students already do and the Award helps to recognize these efforts in a way promotes promoting self-discovery and is helpful in the university admissions process.

The Duke of Edinburgh (DofE) is designed to encourage and recognize student participation in extracurricular activities. This year we are going to be introducing the DofE's Bronze Award for Grades 9-12 and in subsequent years we plan to offer the more demanding Silver and Gold awards. Students need to demonstrate engagement in four segments:

- Physical recreation
- Skills
- Service
- Adventurous journey

The close association with the IB Diploma a Creativity Activity and Service program makes the DofE a natural fit for our school. Some of the DofE segments are addressed in other After School Activities (SAISA sports for example) and in OSC's robust service program. The adventurous journey segment is addressed on two designated weekend trips. The practice adventurous journey was planned for the beginning of December and the final adventurous journey was booked for mid-March, 2019. In the 2019-20 school year the school offered the Silver and Bronze Award.

The Duke of Edinburgh International Award program helps recognize the amazing array of extracurricular activities that OSC students are already engaged in.



LEARNING WITH TECHNOLOGY

Technology has transformed education and OSC recognizes the importance of keeping up with the latest innovations for our students to acquire necessary skills to become leaders in today's globalized world. They must become innovative thinkers, ask questions, research, and find solutions in response to the fastest-changing industry in the world today. At OSC, we effectively integrate the latest technologies and teaching methods into the education of our students and the learning processes.

Technology infrastructure at OSC

Overseas School of Colombo is equipped with over 80 Cisco Meraki Access Points to support the WiFi needs of the Bring Your Own Laptop (BYOL) program from grades 6 through 12, and Over 50 Cisco Meraki Security cameras, which are all connected to a state of the art backbone network powered by Cisco Meraki Network Switches. Additionally, OSC utilizes an enterprise-grade Firewall, server systems, and NAS to protect our users from external network threats and offer services to the non-educational departments like HR, Finance, and Maintenance.

In addition to diagnostic services, the OSC technology department will frequently purchase site licenses or

class application software. This includes access to online databases, cloud-based applications, and local computer programs. All students will receive these applications as part of their tuition and certain applications are required in order to use a laptop at school.

Technology in PYP

Technology is integrated throughout the Primary School (PYP) in many meaningful ways. Students are issued school-owned technology devices to be used within the classroom. The goal of the technology program within the primary years is to introduce a wide variety of technology devices and operating systems in order for students to develop a strong foundational understanding of how the technology works within an educational system.

Teachers carefully make use of our 1-1 laptop program (Apple iPADS, Chromebooks, Windows computers) to enhance learning and reinforce healthy digital habits and routines. PYP uses Seesaw as their main learning and teaching tool.

The Primary MakerSpace and Design activities encourage the building of collaborative, creative, and problem-solving skills. Students will engage in hands-on activities that enrich their curiosity. The MakerSpace will allow them to develop these skills





and understand how design thinking can help them create solutions. The MakerSpace is available to all classroom teachers to help supplement learning engagements throughout the year.

Students in Primary and Secondary also have opportunities after school to learn about programming, filming, and robotics through activities.

Technology in MYP and DP

Within the secondary school, the goal of technology program is to help students have an expert or mastery level of many different applications, databases, and online tools that can help students research and create reports and dynamic presentations. This knowledge will help better prepare students for college-level studies to compete against other students as well as in the workforce. The secondary school has introduced the Bring Your Own Laptop (BYOL) program where students are required to bring a laptop to every class daily and use technology on a regular basis.

All students and teachers are provided with a Google Suite for Education account, allowing students and teachers to collaborate, communicate, and do classwork digitally along with cloud storage. Managebac is our learning management system, which 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.



SERVICE TO THE COMMUNITY AND ENVIRONMENT

OSC is committed to the values that are developed in our students through experience in service learning. Service Learning is part of the IB curriculum and part of the culture at the Overseas School of Colombo (OSC). Service is a requirement at all grade levels where students recognize specific needs within the community, work with members of this community to plan appropriate responses to those needs, and act ethically to meet them. At OSC the curriculum provides ideas, opportunities and the context for students to initiate service as action independently and the school provides a protected time for students to focus on service.

All students in the MYP and DP are expected to participate in projects organized by the school, or to participate in service outside school. In the MYP years 2-5, students are required to serve for one semester, while in the DP the commitment is yearlong. MYP1 students are introduced to the service program through a quarter long commitment. We believe that student leadership is vital to initiate and plan each service project, regardless of student age, so opportunities for leadership are offered throughout.

OSC's continued commitment to the following Service Learning projects is at the core of developing the knowledge

and awareness, skills and attitudes our students will need to provide ethical and meaningful service now and in the future. Students at OSC actively participate in the following fifteen service projects. Their goals and achievements are described here.

Care for Paws: We hope to fulfil our goal to help homeless dogs get adopted, fostered or sponsored by the OSC community and others. They have also regularly run awareness-raising campaigns focusing on animal rights. The group has run two successful sterilization camps for local street dogs and is planning for the third.

Checkmates: Through chess, we strive to instil confidence and foresight in planning and strategy, which we hope will open new opportunities for our visiting students; especially for the girls, who are often under-represented in chess.

Gecko Inc.: By teaching swimming skills, we strive to build confidence in local school students who are not comfortable in water. We help them to be safe whenever they are with friends or family, playing in a river, or in a swimming pool. The students have initiated fundraisers to purchase swimsuits for the group with whom they work.

Gecko Network: We are a student-initiated Service, aiming to support a variety of OSC events and activities throughout the year by broadcasting them across our community, using many forms of media. The students have created several Gecko News productions. The group has continued to train new members to provide technical and photographic support at school functions and to the other service programs.

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

Grade 6 Project: Roots and Shoots: In order to introduce Grade 6 students to Service Learning at OSC, they participate in a programme focused on the Roots and Shoots model linked to the curriculum through their studies in Science.

Hope for Kids: We address and relieve the impact of cancer on not only the patient but their family also, by implementing a guidance and therapy program for affected mothers at the Maharagama Cancer Hospital. Housing and Habitat: We enhance the quality of life of local communities by building essential homes, facilities, and





furniture for them, and by implementing creative solutions to address their energy needs.

OSC's Room to Read: We are a new service, and our goal is to build libraries in the local community, making reading for pleasure and learning available to all, and spreading our passion for books. We are continuing our collaboration with Vidyawardene School, in School Lane, Pelawatte.

Peer Helpers: We provide emotional support as needed to our peers and other members of our community. Peer counselors receive training in active listening skills as well as learn how to respond to signs of social/emotional distress. Peer Helpers are also working on developing videos and resources for incoming students to OSC.

RCCI: We help differently abled students to enhance their physical, mental and social skills by giving them opportunities to interact with and be part of our culturally diverse community.

Recycling and Sustainability: Through 'Train to Sustain', we strive not only to train our members in investigating potential solutions for the ecological footprint of our school, but also to train the school community in how they may do their part to aid our service, their school and Colombo itself. Recycling is our role, and sustainability is our goal!

Reef Keepers: We lobby to reduce the use of plastic consumable products in the OSC community, sell reusable shopping bags, and have assisted the OSC canteen committee in purchasing

reusable plates, cups and cutlery. We have been collecting plastic bags to be recycled into pencil cases and conducted beach clean ups.

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

Temple School: We collaborate to give young children from the local community fun, interactive experiences that they are unlikely to have the opportunity for in their daily lives.



NOTEWORTHY EVENTS OF THE YEAR

September 2019

- Welcome Back Picnic
- Secondary Sports Day
- DP1 Orientation
- Primary Gymnastics Assembly
- Founders Day
- ISTA TaPS – Kuala Lumpur, Malaysia
- Spirit Week – SGA

October 2019

- UN Day
- SAISA Boys Volleyball – Muscat, Oman
- SAISA Girls Volleyball – Amman, Jordan
- SAISA Swimming – Kathmandu, Nepal

November 2019

- Primary Production – Alice in Wonderland
- DoFE Preliminary Adventurous Journey

December 2019

- Invasion Games – Primary
- The Hour of Code
- Secondary Musical – Oliver!
- MYP Personal Project Presentation Night

January 2020

- Home Run
- Week Without Walls
- Sri Lanka National Day

February 2020

- Primary Track and Field
- Gecko Factor
- SAISA Math Counts – Chennai, India
- SAISA Music – Mumbai, India
- SAISA Arts – Mumbai, India
- Book Week
- Mother Language Day
- SAISA Girls Football – Muscat, Oman
- SAISA Boys Basketball – Amman, Jordan
- SAISA Track & Field – Chennai, India

March 2020

- *FIRST*® LEGO® League
- COMUN XXVI
- Secondary Art Show
- Visual Arts – Primary

April 2020

- Primary Talent Show
- Virtual Spirit Week – SGA
- Earth Spirit Week – ReefKeepers, Recycling & Sustainability, and the PYP Environmental Club

May 2020

- The Show Must Go Online!

June 2020

- Virtual PYP Exhibition
- COVID-19 Relief Zoom-a-thon

Teachers

STAFF
REVIEW

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CONTINUOUS
PROFESSIONAL
DEVELOPMENT (CPD)

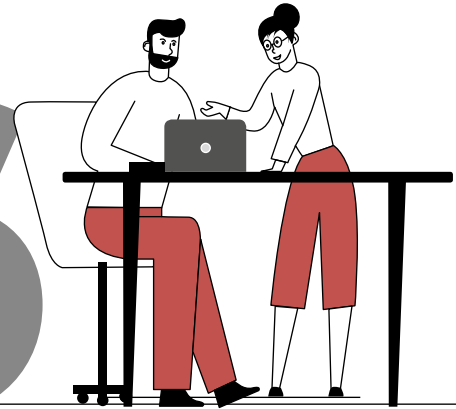
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STAFF REVIEW

We are blessed with a passionate group of highly skilled teachers who are recruited from a stringent selection process. The teachers at OSC follow our students through each pivotal stage of development, from six to eight hours a day, five days a week. The OSC curriculum requires the role of teachers to be multifaceted from educators to counsellors helping our students to use knowledge and to become global citizens.

Teaching faculty

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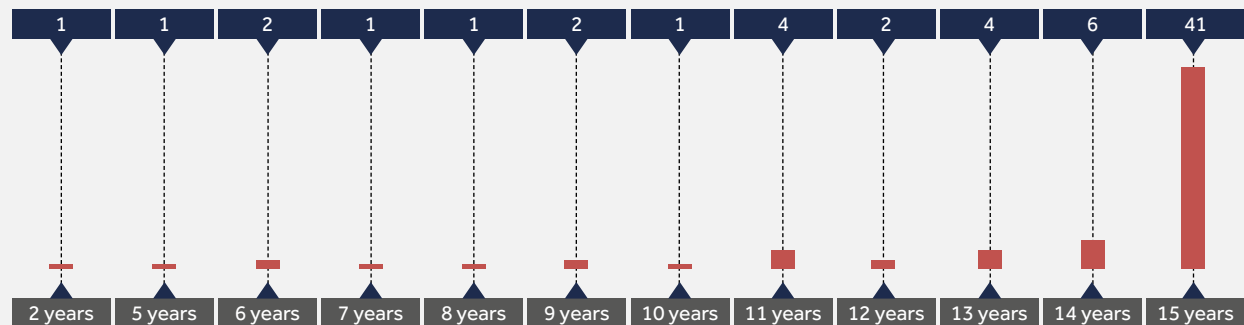


		Primary Teachers	Secondary Teachers	Teacher Assistants
Admin and Academic Support Staff	25	25	38	15
Service Staff	29			
Leadership Team (including Counsellors)	12			

Gender distribution of teaching faculty



Teaching experience of teaching faculty



Nationalities of
teaching faculty





**Teacher/
student ratios**

**Based on
Enrolment of 401**

Teacher without
Teacher Assistant : Students

1 : 7

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Our teachers are also encouraged to develop their competences by undertaking formal courses and taking part in our training programmes. We have designed tailor-made training programmes under our continuous professional development, to cater to the training needs of our teachers.

Professional Development with Mark Church

Mark Church works with educators throughout the world striving to create cultures of thinking in their classrooms and schools. Mark challenges teachers to foster thinking dispositions in students in service of deep understanding. He invites teachers to promote a discourse of thinking in their classrooms that communicates value for student sense-making. Mark encourages teachers to make their classroom environments rich with the documents of student thinking processes.

Mark is currently a consultant with Harvard Project Zero's Making Thinking Visible and Cultures of Thinking initiatives worldwide, drawing upon his own classroom teaching experience and from the perspectives he has gained working with educators throughout North America, Australia, Asia, and Europe. Mark enjoys helping teachers examine opportunities for student thoughtfulness, use thinking

routines as supports and scaffolds, interact with students in ways that demonstrate interest in and respect for students' thinking, and send clear expectations about the importance and value of thinking in learning.

Together with Ron Ritchhart and Karin Morrison, Mark is co-author of the book *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (Jossey-Bass, 2011).

During the week of November 25th, OSC was excited to welcome Mark Church for a 3-day, whole school workshop focused on "Cultures of Thinking". The visit kicked off with all staff in a full-day workshop and Mr. Church took them through a number of interactive sessions and build a framework around the Cultures of Thinking. The following two days were set-up as "snapshot" sessions, whereby teachers observed other colleagues at work and followed a set of professional protocols to examine the 8 Cultures of Thinking areas. Following on from the observations, teacher discussion, feedback, reflection and praise were highlighted sections of the protocol that enabled teacher growth.

Whole school professional development is invaluable when looking to bring an initiative forward in a sustainable fashion. Today, most of our students will be able

to explain a "visible thinking routine" as it has now become a part of the OSC culture and teacher toolbox.

PYP

Last year, all primary school teachers attended IB PYP category workshops, focused on different areas of pedagogy. We also hosted math consultant Katy Romero for a school workshop.

MYP/DP

Secondary teachers attended IB DP and MYP Category workshops, Subject Specific Seminars or workshops that focused on areas of pedagogy to ensure that our faculty are fully prepared to deliver the curricula.

There was also CPR/First Aid training conducted for teachers and students.

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THE REPORT OF THE DIRECTORS

The Directors of the Overseas School of Colombo (Guarantee) Limited (OSC) have pleasure in presenting to the Members their Report together with the Audited Financial Statements for the Financial Year ended 31 July 2020.

Nature of Business of the Company

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

Review of Business

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

Change in Accounting Policy

There were no changes to the Accounting Policies during the year under review.

Interests Register

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

Directors' Remuneration

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

Donations

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

The Directorate

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

Ms Amena Arif

Mr U Sudath N P Perera

Mr Kanapathipillai Omprasadam

Mr Jonas Henrik Bridgwater

Ms Aruni Goonetilleke

Ms Nancy Taylor VanHorn

Mr Rahul Bhan

Mr Ari Nathan –

Appointed: 12 June 2020

Mr Jelmer Jort Kuyvenhoven –

Appointed: 15 September 2020

Ms Tiia Juhkam – Designated Director –
Appointed: 15 September 2020

Mr Michael Patrick Cragun –
Resigned: 12 June 2020

Mr Aaron Russell-Davison – Resigned:
12 June 2020

Mr Jerome Auvity –
Appointed: 12 June 2020 Resigned:
15 September 2020

In the spirit of proposed amendments to the Articles of Association Mr. Jonas Henrik Bridgwater, Mr. U. Sudath N. Perera, Mr. Kanapathipillai Omprasadam and Ms. Aruni Goonetilleke will retire at the forthcoming Annual General Meeting.

In terms of Article 9.2 of the Articles of Association Mr Ari Nathan and Mr. Jelmer Jort Kuyvenhoven will retire and being eligible are recommended by the Board for re-election.

Ms Tiia Juhkam, Designated Director, is recommended by the Board for election to the Board of Directors of the Company.

Auditors

Messrs Ernst & Young, Chartered Accountants have are recommended by the Board for re-election as Auditors of the Company.

An Audit fee of LKR 350,900/= (excluding Taxes and incidental expenses) was paid to Ernst & Young for the year ended 31 July 2020.
(2018/19 – LKR 319,000/=)

A Tax Consultancy fee of LKR 250,000/= (excluding Taxes and incidental expenses) was paid to Ernst & Young for the year ended 31 July 2020.

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 2020.

By order of the Board

(Sgd.)

Mrs S N D Fernando

Company Secretary

Colombo

17 November, 2020

REPORT FROM THE FINANCE COMMITTEE

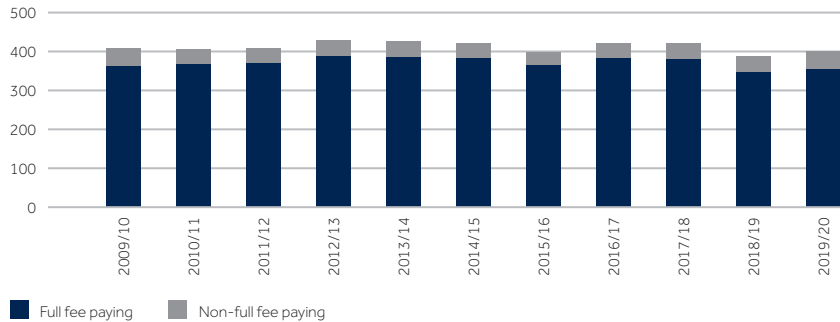
The enrolment was 356 full fee-paying students at the end of the year, which was 2% more than the prior year. The comprehensive surplus for the year was LKR 487.6 Mn. with an operating surplus of LKR 137.5 Mn. The operating result was better than expected primarily due to currency gains and savings on income tax due to statutory changes. Included in the comprehensive surplus are revaluation of property and land amounting to LKR 453.6 Mn. (excluding deferred taxes) as per the assessment of an independent valuer.

The rupee depreciated during the year with an opening rate of LKR 178.26 to a US dollar at the beginning of the school year and LKR 188.26 at the end. There was an exchange gain of LKR 67.1 Mn. (USD 356,600) on the revaluation of the School's foreign currency reserves.

Direct expenditure increased by LKR 63.2 Mn. primarily due to the Rupee depreciating against the US dollar. Increases in other operating expenses reflects the re-accreditation process which the School successfully completed during the 2019/20 school year.

Enrolment statistics

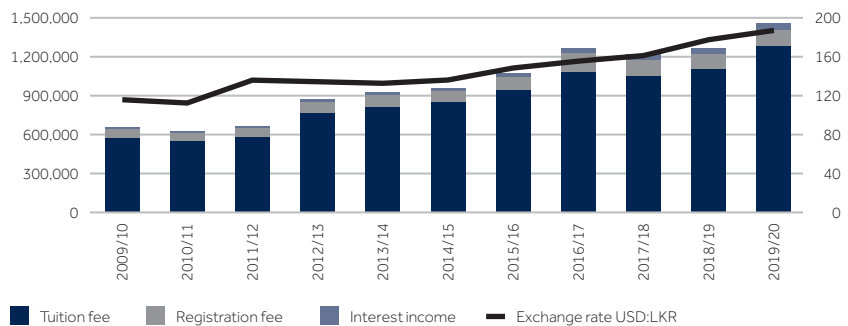
Students



Total income and exchange rate

Income LKR '000s

Exchange rate – USD:LKR



“

OSC salaries for expatriate teachers are regularly benchmarked against other international schools.

OSC expat teacher salaries are in the mid-range, ensuring the quality of education and the school's financial sustainability.

”

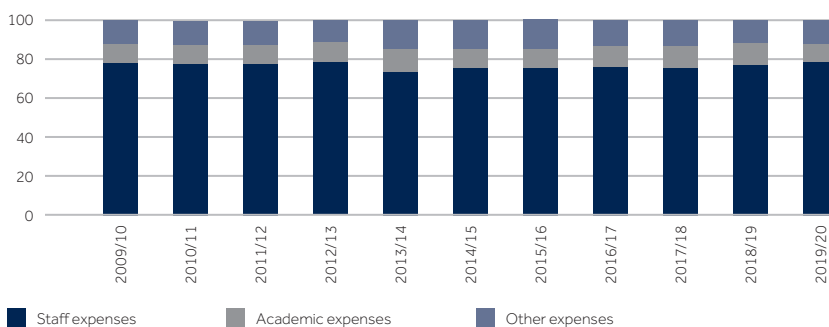
Capital expenditure was mainly allocated towards improving the IT infrastructure of the School which included upgrading instructional technology items, upgrading safety and security of the premises and operationalising COVID-19 requirements on campus. The security improvements are covered mostly by the Security Grant provided by the US Embassy.

During the year a five year financial plan was developed with a view to maintaining financial stability while at the same time investing in the school to improve the overall academic experience. As an outcome the Board approved the total renovation of the School's science labs and upgrading the front entrance of the School with enhanced security measures. These projects will be completed in the current school year. In view of the uncertainty created by COVID-19 the plans for constructing a new gymnasium were put on hold.

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

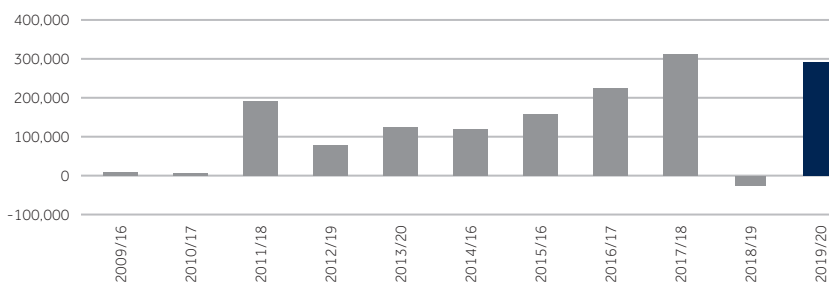
Operating expenditure

% of Total Cost



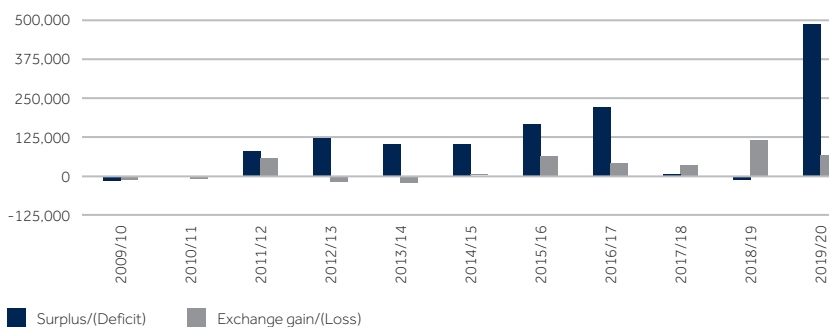
Increase/(Decrease) in cash and cash equivalents

LKR 000's



Surplus/(Deficit)

LKR 000's



* 2019-20 surplus contains a property revaluation writeback of LKR 453.6 Mn.

INDEPENDENT AUDITOR'S REPORT



**Building a better
working world**

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Chartered Accountants
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Sri Lanka

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eysl@lk.ey.com
ey.com

TO THE BOARD OF DIRECTORS OF THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

Report on the audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of The Overseas School of Colombo (Guarantee) Limited ("the Company") which comprise the statement of financial position as at 31 July 2020, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory notes.

In our opinion, the accompanying financial statements give a true and

fair view of the financial position of the Company as at 31 July 2020, and of its financial performance and its cash flows for the year then ended in accordance with Sri Lanka Accounting Standards for Small and Medium-sized Entities (SLFRS for SMEs).

Basis for opinion

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

Responsibilities of the Board and those charged with governance for the Financial Statements

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

In preparing the financial statements, Management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless

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

Principals: G B Goudian ACMA A A J R Perera ACA ACMA T P M Ruberu FCMA FCCA

A member firm of Ernst & Young Global Limited

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 skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is

sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

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

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

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

Report on other legal and regulatory requirements

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

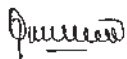


5 November 2020
Colombo

STATEMENT OF FINANCIAL POSITION

As at 31 July	Note	2020 LKR	2019 LKR
Assets			
Non-current assets			
Property, plant and equipment	3.3	1,653,870,388	1,255,009,709
Assets under construction	3.4	14,460,217	11,710,686
Leasehold rights	4	39,366,358	40,001,299
Intangible assets	5	2,251,811	4,612,855
		1,709,948,774	1,311,334,549
Current assets			
Receivables and prepayments	6	179,296,003	183,117,458
Income tax receivable	17.4	15,903,701	12,751,451
Short-term investment	7	886,195,827	996,665,535
Cash and cash equivalents	8	261,065,209	127,950,979
		1,342,460,740	1,320,485,423
Total assets		3,052,409,514	2,631,819,972
Reserves and liabilities			
Capital and reserves			
Revaluation reserve		1,224,646,722	862,498,827
Accumulated reserve		1,346,382,656	1,220,926,349
Total reserves		2,571,029,377	2,083,425,176
Non-current liabilities			
Post-employment benefit plan	9	160,980,779	125,832,966
Project funds	10	22,036,385	18,648,579
Deferred tax liabilities	17.2	182,567,818	118,767,112
		365,584,982	263,248,657
Current liabilities			
Payables	11	93,628,755	251,146,865
Bank overdraft	8	22,166,400	33,999,274
		115,795,155	285,146,139
Total reserves and liabilities		3,052,409,514	2,631,819,971

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 78 through 94 form an integral part of the Financial Statements.

5 November 2020

Colombo

STATEMENT OF COMPREHENSIVE INCOME

Year ended 31 July	Note	2020 LKR	2019 LKR
Income	12	1,394,348,617	1,197,860,721
Direct expenses	13	(777,392,095)	(775,516,687)
Gross surplus		616,956,522	422,344,034
Other income	16	48,926,325	38,941,973
Administrative expenses	14	(643,935,870)	(623,210,964)
Investment income	15	115,632,827	161,402,568
Surplus/(deficit) before tax		137,579,804	(522,388)
Income tax reversal	17	21,613,617	832,126
Net surplus		159,193,421	309,738
Other comprehensive income			
Defined benefit plan actuarial losses	8.1	(39,967,507)	(9,215,120)
Deferred tax gain on defined benefit plan	17.3	5,595,451	1,290,117
Revaluation surplus on property, plant and equipment	3.7	453,608,202	—
Deferred tax on property, plant and equipment revaluation	17.3	(90,825,366)	—
Total comprehensive surplus/(deficit) for the year		487,604,201	(7,615,265)

The Accounting Policies and Notes on pages 78 through 94 form an integral part of the Financial Statements.

STATEMENT OF CHANGES IN EQUITY

Year ended 31 July	Revaluation reserve LKR	Accumulated reserves LKR	Total LKR
Balance as at 1 August 2018	863,133,768	1,227,906,673	2,091,040,441
Net surplus for the year	–	(7,615,265)	(7,615,265)
Released during the year on leasehold rights	(634,941)	634,941	–
Balance as at 31 July 2019	862,498,827	1,220,926,349	2,083,425,176
Net surplus for the year	–	124,821,365	124,821,365
Revaluation surplus on property, plant and equipment – Net of tax	362,782,836	–	362,782,836
Released during the year on leasehold rights	(634,941)	634,941	–
Balance as at 31 July 2020	1,224,646,722	1,346,382,656	2,571,029,377

The Accounting Policies and Notes on pages 78 through 94 form an integral part of the Financial Statements.

STATEMENT OF CASH FLOWS

Year ended 31 July	Note	2020 LKR	2019 LKR
Cash flows from/(used in) operating activities			
Surplus/(deficit) before tax		137,579,804	(522,388)
Adjustments for			
Depreciation of property, plant and equipment	3.2	81,498,400	81,658,904
Amortisation of intangible assets	5	2,361,044	2,088,962
Amortisation of leasehold rights	4	634,941	634,941
Profit/(Loss) on disposal of fixed assets	16	(53,785)	(706,061)
Income from investments	15	(48,499,253)	(43,623,580)
Provision for post-employment benefit plan	9	96,868,090	49,632,278
Provision for bad and doubtful debtors	12	3,335,016	6,055,307
Payable written back	16	(9,578,984)	–
Operating profits before working capital changes		264,145,273	95,218,364
Changes in working capital			
Decreased/(Increased) in receivables and prepayments		(16,722,590)	(3,082,978)
(Decreased)/Increased other payables		(147,939,126)	47,951,729
Cash generated from operating activities		99,483,557	140,087,115
Post-employment benefit plan paid	9.1	(101,687,786)	(88,760,119)
Interest received		30,180,058	26,414,547
Income tax paid	17.4	–	(29,047,344)
ESC paid	17.4	(2,967,842)	(6,050,594)
Net cash generated from operating activities		25,007,987	42,643,605
Cash flows from/(used in) investing activities			
Acquisition of property, plant and equipment	3.1	(26,800,313)	(57,006,951)
Addition of assets under construction	3.1	(2,749,531)	(6,312,021)
Purchase of intangible assets	5	–	(5,961,348)
Proceeds from disposal of property, plant and equipment		103,220	1,480,261
Investments made during the year		145,997,935	(207,253,899)
Net cash from/(used in) investing activities		116,551,311	(275,053,958)
Cash flows from financing activities			
Net receipts on school projects		3,387,806	1,423,148
Net cash used in financing activities		3,387,806	1,423,148
Increase/(Decrease) in cash and cash equivalents		144,947,104	(230,987,205)
Cash and cash equivalents at the beginning of the year	8	93,951,705	324,938,910
Cash and cash equivalents at the end of the year	8	238,898,809	93,951,705

The Accounting Policies and Notes on pages 78 through 94 form an integral part of the Financial Statements.

NOTES TO THE FINANCIAL STATEMENTS

1. CORPORATE INFORMATION

1.1 General

The Overseas School of Colombo (Guarantee) Limited is a Company limited by guarantee, which incorporated and domiciled in Sri Lanka. The registered office and the principal place of business of the Company is located at No. 09, Pelawatte, Battaramulla, Sri Lanka.

1.2 Principal activities and nature of operations

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

1.3 Date of authorisation for issue

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited for the year ended 31 July 2020 were authorised for issue by the Board of Directors on 5 November 2020.

2. Basis of preparation

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited have been prepared in accordance with Sri Lanka Accounting Standards 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

Due to the significant uncertainty arising from the COVID-19 pandemic, the Management has assessed the existing and anticipated effects of COVID-19 on the Company and the appropriateness of the use of the going concern basis. The Company evaluated the resilience of its businesses considering a wide range of factors, relating to expected revenue, cost management, profitability, ability to defer non-essential capital expenditure, debt repayment restatements, and the amount of undrawn borrowing facilities, and potential sources of financing facilities.

The Directors, after due consideration of the range and likelihood of outcomes are satisfied that the Company have adequate resources to continue

in operational existence for the foreseeable future and continue to adopt the going concern basis in preparing and presenting these Financial Statements.

In determining the above significant management judgements, estimates and assumptions the impact of COVID-19 pandemic has considered as of reporting date.

The Directors have made an assessment of 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 Lankan 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.

(a) Defined benefit plans

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

(b) Useful lives of property, plant and equipment

The Company reviews the assets' residual values, useful lives and methods of depreciation or

amortisation at each reporting date; judgement by Management is exercised in the estimation of these values, rates and methods.

2.3 Summary of significant accounting policies

2.3.1 Foreign currency translation

The Financial Statements are presented in Sri Lankan Rupees, which is the Company's functional and presentation currency. Transactions in foreign currencies are initially recorded at the functional currency rate ruling at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are retranslated at the functional currency rate of exchange ruling at the date of the statement of financial position. All differences are taken to profit or loss. Non-monetary items that are measured in terms of historical cost in a foreign currency are translated using the exchange rates as at the dates of the initial transactions. Non-monetary items measured at fair value in a foreign currency are translated using the exchange rates at the date when the fair value was determined.

2.3.2 Taxation Current taxes

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

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

Deferred taxation

Deferred income tax is provided, using the liability method, on temporary differences at the date of the statement of financial position between the tax bases of assets and liabilities and their carrying amounts for financial reporting purposes.

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

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

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

Sales tax

Revenues, expenses and assets are recognised net of the amount of sales tax except where the sales tax incurred on a purchase of assets or service is not recoverable from the taxation authorities in which case the sales tax is recognised as a part of the cost of the asset or part of the expense items as applicable and receivable and payable that are stated with the amount of sales tax included. The amount of sales tax recoverable and payable in respect of taxation authorities is included as a part of receivables and payables in the statement of financial position.

2.3.3 Borrowing costs

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

2.3.4 Intangible assets

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

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

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

2.3.5 Receivables

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

2.3.6 Cash and cash equivalents

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

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

2.3.7 Property, plant and equipment

Property, plant and equipment except for freehold land and buildings are stated at cost, excluding the costs of day-to-day servicing, less accumulated depreciation and accumulated

impairment in value. Such cost includes the cost of replacing part of the plant and equipment when that cost is incurred, if the recognition criteria are met.

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

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

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

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

2.3.8 Leasehold rights

Leasehold rights represent a contract in which the right-of-use of a land is conveyed for a period of a time in exchange for consideration. At the date of commencement of a lease, the lessee recognised in the statement of financial position as right-of-use of land

and a liability to make lease payments. Leasehold rights are amortised over the remaining leased period.

2.3.9 Short-term investments

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

2.3.10 Project funds

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

2.3.11 Employee benefits

(a) Defined benefit plan – Gratuity

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

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

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

The liability is not externally funded.

(b) Defined contribution plans – Employees' Provident Fund and Employees' Trust Fund

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

2.3.12 Impairment of non-financial assets

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

considered impaired and is written down to its recoverable amount. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

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

2.3.13 Revenue recognition

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

(a) Tuition fee income

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

(b) Interest

Interest income is recognised on an accrual basis.

(c) Others

Other Income is recognised on an accrual basis.

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

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

2.3.14 Expenditure recognition

- (a) Expenses in carrying out the school and other activities of the Company are recognised in the statement of comprehensive income during the year in which they are incurred. Other expenses incurred in administering and running the trust and in restoring and maintaining the property, plant and equipment to perform at expected levels are accounted for on an accrual basis and charged to the statement of comprehensive income.
- (b) For the purpose of presentation of the statement of comprehensive income, the Management is of the opinion that the function of expenses method, presents fairly the elements of the Company's performance, and hence such a presentation method is adopted.

3. Property, plant and equipment

3.1 Gross carrying amounts

	Balance as at 1.8.2019 LKR	Additions during the year LKR	Increase in revaluation LKR	Disposal/ Transfers/ Adjustments during the year LKR	Balance as at 31.7.2020 LKR
At valuation					
Freehold land	236,151,000	–	95,289,000	–	331,440,000
Buildings on freehold land	292,184,849	–	42,804,151	–	334,989,000
Buildings on leasehold land	692,816,000	–	216,947,500	–	909,763,500
	1,221,151,849	–	355,040,651	–	1,576,192,500
At cost					
Plant and machinery	137,341,830	3,193,568	–	(69,001)	140,466,397
Computer equipment	147,047,295	22,017,468	–	(3,033,566)	166,031,198
Furniture and fittings	61,956,085	1,589,277	–	–	63,545,361
Motor vehicles	50,054,019	–	–	–	50,054,019
	396,399,229	26,800,313	–	(3,102,567)	420,096,975
Assets under construction					
Buildings	11,710,686	2,749,531	–	–	14,460,217
	11,710,686	2,749,531	–	–	14,460,217
	1,629,261,764	29,549,844	355,040,651	(3,102,567)	2,010,749,692

3.2 Accumulated depreciation

	Balance as at 1.8.2019 LKR	Charge for the year LKR	Disposal/ Transfers during the year LKR	Balance as at 31.7.2020 LKR
At valuation				
Buildings on freehold land	21,913,864	7,324,634	(29,238,498)	–
Buildings on leasehold land	51,961,200	17,367,853	(69,329,053)	–
	73,875,064	24,692,487	(98,567,551)	–

	Balance as at 1.8.2019 LKR	Charge for the year LKR	Disposal during the year LKR	Balance as at 31.7.2020 LKR
At cost				
Plant and machinery	107,376,819	14,955,634	(19,566)	122,312,887
Computer equipment	100,493,516	30,990,873	(3,033,566)	128,450,823
Furniture and fittings	53,282,118	3,464,849	–	56,746,967
Motor vehicles	27,513,853	7,394,557	–	34,908,410
	288,666,306	56,805,913	(3,053,132)	342,419,087
	362,541,370	81,498,400	(101,620,683)	342,419,087

3.3 Net book value

	2020 LKR	2019 LKR
At valuation		
Freehold land	331,440,000	236,151,000
Buildings on freehold land	334,989,000	270,270,985
Buildings on leasehold land	909,763,500	640,854,800
	1,576,192,500	1,147,276,785
At cost		
Plant and machinery	18,153,510	29,965,011
Computer equipment	37,580,375	46,553,779
Furniture and fittings	6,798,394	8,673,967
Motor vehicles	15,145,609	22,540,166
	77,677,888	107,732,923
	1,653,870,388	1,255,009,709

3.4 Assets under construction

	2020 LKR	2019 LKR
At valuation		
Buildings	14,460,217	11,710,686
	14,460,217	11,710,686

3.5 During the financial year, the Company acquired property, plant and equipment to the aggregate value of LKR 29,545,844/- (2019 – LKR 57,722,736/-) of which cash payments amounting to LKR 29,545,844/- (2019 – LKR 57,722,736/-) were made during the year for purchase of property, plant and equipment.

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

	2020	2019
Buildings	40 years	40 years
Plant and machinery	4 years	4 years
Furniture and fittings	5 years	5 years
Computer equipment	3 years	3 years
Motor vehicles	6 2/3 years	6 2/3 years

3.7 Property, plant and equipment includes fully depreciated assets having a gross carrying amounts of LKR 25,668,888/- (2019 – LKR 24,334,205/-).

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

Significant unobservable valuation input	Amount LKR
Price per perch	4,000,000
Price per sq. ft. – Buildings	7,500
Price per sq. ft. – Gymnasium	8,000
Price per sq. ft. – Auditorium	8,000

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	21,978,320	33,948,497
Building on leasehold land	348,880,467	84,933,264	263,947,203

4. Leasehold rights – Land

	2020 LKR	2019 LKR
Balance as at the beginning of the year	53,970,000	53,970,000
Additions during the year	–	–
Balance as at the end of the year	53,970,000	53,970,000
Accumulated depreciation		
Balance as at the beginning of the year	13,968,701	13,333,760
Charge for the year	634,941	634,941
Balance as at the end of the year	14,603,642	13,968,701
Carrying amount as at end of the year	39,366,358	40,001,299

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 1996/97 by P B Kalugalagedera, an independent professional valuer on current market value basis. The valuation amount of LKR 52,866,300/- was recognised in the Financial Statements and amortised over the lease period. No subsequent revaluation were carried out in relation to the leasehold right in accordance with the SoAT issued by CA Sri Lanka.

5. Intangible assets

	2020 LKR	2019 LKR
Cost		
Balance as at the beginning of the year	12,013,991	6,052,643
Additions during the year	–	5,961,348
Balance as at the end of the year	12,013,991	12,013,991
Accumulated amortisation		
Balance as at the beginning of the year	7,401,136	5,312,174
Amortisation for the year	2,361,044	2,088,962
Balance as at the end of the year	9,762,180	7,401,136
Carrying amount as at end of the year	2,251,811	4,612,855

5.1 Useful life of intangible assets

	2020	2019
Computer software	3 years	3 years

5.2 During the financial year, the Company has acquired Intangible assets to the aggregate value of LKR NIL (2019 – LKR 5,961,348/-) of which cash payments amounting to LKR NIL (2019 – LKR 5,961,348/-) were made during the year for purchase of intangible assets.

6. Receivables and prepayments

	2020 LKR	2019 LKR
Trade receivables	25,166,239	33,297,501
Less: Provision for bad and doubtful debts	(12,176,805)	(22,532,238)
	12,989,434	10,765,263
Prepayments	108,503,172	125,103,259
Advances to suppliers	28,959,996	7,474,561
Deposits	23,576,568	18,659,320
Loans and advances to school staff	4,276,298	3,614,543
Interest receivable	–	17,209,033
Other receivables	990,536	291,480
	179,296,003	183,117,458

7. Short-term investments

	2020 LKR	2019 LKR
Investments	886,195,827	996,665,535
	886,195,827	996,665,535

8. Cash and cash equivalents in the cash flow statement

	2020 LKR	2019 LKR
Favourable cash and cash equivalent balance		
Cash at bank	261,065,209	127,950,979
	261,065,209	127,950,979
Unfavourable cash and cash equivalent balance		
Cash at bank	(22,166,400)	(33,999,274)
Total cash and cash equivalents for the purpose of cash flow statement	238,898,809	93,951,705

9. Post-employment benefit plan

	2020 LKR	2019 LKR
Defined benefit plan – Gratuity (Note 9.1)	152,410,295	111,019,006
Defined contribution plan – Expatriate pension payable (Note 9.2)	8,570,484	14,813,960
	160,980,779	125,832,966

9.1 Defined benefit plan – Gratuity

	2020 LKR	2019 LKR
Defined benefit plan as at the beginning of the year	111,019,007	105,636,541
Actuarial loss	39,967,507	9,215,120
Benefits paid during the year	(28,988,066)	(27,594,004)
Current service costs and interest	30,411,847	23,761,349
Defined benefit plan as at the end of the year	152,410,295	111,019,006
Expense on defined benefit plan		
Current service cost	15,925,162	12,141,330
Interest cost	14,486,685	11,620,019
	30,411,847	23,761,349

Principle assumptions

An actuarial valuation of the gratuity liability was carried out as at 31 July 2020 by Mr Piyal S Goonetilleke FSA, of Piyal S Goonetilleke and Associates.

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

		2020	2019
Normal retirement age		55 years	55 Years
Rate of discount		7.0%	11.0%
Salary increment rate	Sri Lankan staff	6.0%	5.3%
	Expatriate staff	6.0%	5.3%

9.2 Defined contribution plan – Expatriate pension payable

	2020 LKR	2019 LKR
Defined contribution plan as at beginning of the year	14,813,961	13,690,978
Provision made during the year	32,734,391	25,870,929
Recovery made from salary	33,721,852	36,418,169
Payment made during the year	(72,699,720)	(61,166,116)
Defined contribution plan as at end of the year	8,570,484	14,813,961

10. Project funds

	2020 LKR	2019 LKR
Balance as at the beginning of the year	18,648,579	17,225,431
Fund receipts/collection	7,182,202	6,362,448
Fund disbursements	(3,794,396)	(4,939,300)
Balance as at the end of the year	22,036,385	18,648,579

11. Payables

	2020 LKR	2019 LKR
Fees received in advance	50,763,746	169,191,344
Refundable deposits	20,994,226	22,361,409
Other creditors	9,976,935	29,149,693
Accrued expenses	7,337,697	13,325,362
Sundry creditors	3,315,563	11,022,105
Contractor retention	–	2,692,956
Other payables	1,240,588	1,588,945
NBT payables	–	1,815,052
	93,628,755	251,146,865

12. Income

	2020 LKR	2019 LKR
Registration fees – Gross	129,875,416	119,385,988
Tuition fees – Gross	1,277,378,509	1,102,911,092
Income before indirect taxes	1,407,253,925	1,222,297,080
Less: NBT	(12,905,308)	(24,436,359)
	1,394,348,617	1,197,860,721

13. Direct expenses

	2020 LKR	2019 LKR
Wages and salaries - Expatriate	556,605,145	545,263,446
- Locals	199,752,964	204,292,760
In-service training	21,033,986	25,960,481
	777,392,095	775,516,687

14. Administrative expenses

	2020 LKR	2019 LKR
Staff expenses	172,435,526	166,002,903
Depreciation on property, plant and equipment	81,498,400	81,658,904
Senior, primary and pre-school activities	56,002,551	55,473,001
Maintenance charges	48,140,670	50,411,693
Utilities, rent and rates, insurance	45,048,426	48,965,582
Stationery, computer, year book/publications and library books	42,539,665	51,737,521
Defined contribution plan	41,233,172	40,687,475
Expatriate pension provision	32,123,560	25,870,929
Defined benefit obligations	30,411,847	23,761,349
Local travelling expenses	26,574,494	21,295,705
Security charges	15,239,215	10,517,989
Physical education	10,427,241	8,454,543
Accreditation	7,496,250	997,665
Recruitment	7,339,171	8,862,079
Marketing expenses	5,089,942	6,870,869
Entertainment expenses	4,888,094	4,298,039

	2020 LKR	2019 LKR
Board expenses	3,355,585	1,208,236
Provision for bad and doubtful debtors	3,335,016	6,055,307
Bank charges	2,872,892	2,876,953
Amortisation of computer software	2,361,044	2,088,962
Medical and other activities	1,624,688	2,045,221
Professional and consultancy fees	1,458,508	917,044
Office supplies and sundry expenses	733,009	270,551
Amortisation of leasehold land	634,941	634,941
Postage, courier and stamp duty	473,591	514,301
Professional fees – Audit fee and other	598,372	733,201
	643,935,870	623,210,964

15. Investment income

	2020 LKR	2019 LKR
Foreign exchange gain	67,133,574	117,778,989
Interest income on fixed deposits	43,260,261	38,104,606
Interest income on saving accounts	5,238,992	5,518,974
	115,632,827	161,402,568

16. Other income

	2020 LKR	2019 LKR
Transport income	28,325,556	25,351,888
US grant income	10,968,000	12,846,625
Payable written back	9,578,984	–
Gain on disposal of property, plant and equipment	53,785	706,061
Other income	–	37,399
	48,926,325	38,941,973

17. Income tax expenses

	2020 LKR	2019 LKR
Current income tax		
Current tax expense on ordinary activities for the year (Note 16.1)	–	–
Under/(over) provision of current taxes in respect of prior years	184,408	–
Deferred tax charge/(reversal) (Note 16.3)	21,429,209	832,126
	21,613,617	832,126

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

	2020 LKR	2019 LKR
Accounting profit	137,579,804	(522,388)
Aggregate disallowed items	123,218,762	145,872,862
Aggregate allowable expenses	(245,214,808)	(353,024,514)
Assessable income from business	15,583,758	(207,674,040)
Less: Tax credits (unutilised tax losses)	(15,583,758)	–
Total taxable income	–	–
Current income tax expense on taxable income @ 14%	–	–
	–	–

17.2 Deferred tax assets/liabilities

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

	Statement of financial position		Statement of comprehensive income	
	2020 LKR	2019 LKR	2020 LKR	2019 LKR
Deferred tax liability				
Property plant and equipment	(2,797,246)	(33,870,761)	31,073,515	(19,078,416)
Building – Revaluation	(166,154,093)	(88,273,782)	(77,880,311)	–
Freehold land – Revaluation	(45,557,400)	(32,612,345)	(12,945,055)	–
	(214,508,739)	(154,756,888)	(59,751,851)	(19,078,416)
Deferred tax assets				
Defined benefit plans	21,337,441	15,542,661	5,794,780	753,545
Unutilised income tax losses	8,346,006	17,292,600	(8,946,594)	17,292,600
Provision for doubtful debts	1,704,754	3,154,513	(1,449,759)	3,154,513
Contingency provision	552,720	–	552,720	–
	31,940,921	35,989,774	(4,048,853)	21,200,658
Deferred income tax income/(expense)			(63,800,705)	2,122,243
Net deferred tax assets/(liabilities)	(182,567,818)	(118,767,112)		

17.3 Deferred tax liabilities

	2020 LKR	2019 LKR
Balance as at the beginning of the year	(118,767,112)	(120,889,356)
Reversal made from income statement during the year	21,429,209	832,126
Reversal made from OCI during the year – Actuarial gains losses	5,595,451	1,290,117
Charge made from OCI during the year – Property, plant and equipment revaluation	(90,825,366)	–
Balance as at the end of the Year	(182,567,818)	(118,767,112)

17.4 Income tax movement

	2020 LKR	2019 LKR
Balance as at the beginning of the year	(12,751,451)	22,346,487
Over provision in respect of previous years	(184,408)	–
Income tax paid	–	(29,047,344)
Economic Service Charges paid	(2,967,842)	(6,050,594)
Balance as at the end of the year	(15,903,701)	(12,751,451)

18. Commitments and contingencies

The Company does not have significant commitments and contingencies as at 31 July 2020.

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. Impact on COVID -19

Pursuant to the Ministry of Education's directive dated 12.3.2020, The Overseas School of Colombo (OSC) was required to close campus for all students, parents, and visitors starting from Friday, 13 March 2020 and roll out its Distance Learning Plan (DLP). OSC was proactive in designing and implementing its DLP programme which moved all educational services online. The DLP maintained the planned curriculum content and skills development for students in all grade levels, ensuring a smooth transition back to classroom learning, and completion of grade-level expectations as per the School's schedule upon lockdown closure. After a successful 52-day DLP programme OSC concluded its academic cycle on 11 June 2020.

During this period, OSC worked very closely with an external medical advisory team from Samana Health, namely Dr Changa Kurukularatne, (MD FAMS) specialising in infectious diseases, internal medicine and tropical medicine and Dr Aseni Wickramatillake (MBBS MPH) specialising in Public Health with a focus on Occupational Health and Safety to create a safe environment and robust operating framework for students, staff and visitors of OSC with the COVID- 19 pandemic. The School revisited its budgets for the academic year 2020/21 and reallocated funds amounting to USD 84,140 for COVID- 19 related operational requirements and related training. The Board also identified the need for creating a financial support system during this period and revised the budget in May 2020, offering a USD 200,000 financial aid package to affected parents and withholding the fee increase for the first semester of SY 2020/21.

21. 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

	2020 LKR	2019 LKR
Short-term employee benefits	31,765,325	44,128,362
Termination benefits	–	6,200,932
Post-employment benefits	4,764,799	7,334,412
	36,530,124	57,663,706

NOTICE OF ANNUAL GENERAL MEETING

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

NOTICE IS HEREBY GIVEN THAT the Sixtieth Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited will be held 30 January 2021 immediately after the Extraordinary General Meeting at 5.30 p.m. by video conference (via Zoom) for the following purposes:-

AGENDA

1. To receive and consider the Audited Financial Statements for the year ended 31 July 2020, together with the Report of the Auditors thereon and the Annual Report of the Board for the said year.
2. To re-elect Mr Ari Nathan who retires in terms of Article 9.2 of the Articles of Association of the Company.
3. To re-elect Mr Jelmer Jort Kuyvenhoven who retires in terms of Article 9.2 of the Articles of Association of the Company.
4. To elect Ms Tiia Juhkam as a Director of the Company.
5. To elect one additional Director to the Board of Directors of the Company.
6. To re- elect Messrs Ernst & Young, Chartered Accountants as Auditors of the Company and to authorise the Directors to determine their remuneration.
7. To transact any other business of which notice has been given.

By order of the Board

(Sgd.)
Mrs S N D Fernando
Company Secretary

Colombo
31 December 2020

NOTE:

- (1) A member entitled to attend and vote at the meeting is entitled to appoint a Proxy to attend in his/her stead and to vote on a poll. A Form of Proxy accompanies this notice.
- (2) A Proxy need not be a member of the Company.
- (3) The completed Form of Proxy must be deposited at the Registered Office of the Company at Pelawatte, P. O. Box 9, Battaramulla not less than 48 hours before the time fixed for the meeting.

FORM OF PROXY – ANNUAL GENERAL MEETING

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

I/We of
being a member of THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED, hereby appoint
..... of or failing him
..... of
..... or failing him
of as my/our Proxy to represent me/us and to
vote/speak on my/our behalf at the **SIXTIETH ANNUAL GENERAL MEETING** of the Company to be held on 30 January 2021
and at any adjournment thereof and at every poll which may be taken in consequence thereof.

Signed this day of, Two Thousand and

.....
Signature

Instructions as to completion are noted on the reverse hereof.

INSTRUCTIONS AS TO COMPLETION

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

GUIDELINES AND REGISTRATION PROCESS FOR THE ANNUAL GENERAL MEETING

GUIDELINES AND REGISTRATION PROCESS FOR THE SIXTIETH ANNUAL GENERAL MEETING OF THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED (AGM) VIA ONLINE MEETING PLATFORM

Member/Proxy holders who wish to participate in the Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited to be held via an Online Meeting Platform (Virtual AGM), could do so by using a smart phone or a desktop computer.

If a Member/Proxy holder intends to join the Virtual AGM via a smart phone, it is necessary for him/her to download the “**Zoom Mobile App**” onto his/her smart phone.

Similarly if a Member/Proxy holder wishes to attend the Virtual AGM via a desktop computer, the link can be opened by downloading the “**Zoom Desktop App**” to the respective desktop computer (compatible web browser: **Google Chrome**).

1. Member who wish to participate in the Virtual AGM of The Overseas School of Colombo (Guarantee) Limited either by themselves or through their Proxies are requested to forward their details to the Company as per the attached **REGISTRATION FORM**.
2. The duly completed and signed **REGISTRATION FORM** should be delivered to the Company, Address/Email to be received by the Company by 28 January 2021, 5.30 pm. If participation in the meeting through a Proxy, the duly completed and signed **FORM OF PROXY** should accompany the **REGISTRATION FORM**.

Note:
If a Proxy is appointed, the information set out in the **REGISTRATION FORM** pertaining to the Proxy holder should tally with the information indicated in the duly completed **FORM OF PROXY** submitted by the Member.
3. The Company will verify all registration requests and identification details received as aforesaid, against the details of Member set out in the Member’ Register and accept the registrations for the Virtual AGM if it is satisfied with the request and supporting documents (if any).

Member whose registration requests are accepted will receive an email confirmation from the Company acknowledging the acceptance of their request.
4. The Member whose registration requests have been accepted will receive a further email from the Company 24 hours prior to the commencement of the AGM. This email will provide a web link for online registration referred to as “**Virtual AGM Registration**”. If the Member has appointed a valid Proxy this email will be forwarded to the relevant Proxy holder.

5. (i) The Member/Proxy holders are requested to use the web link, which will be forwarded by the Company as referred to in 4 above and click on **"Virtual AGM Registration"** in order to complete online registration for the Virtual AGM.
- (ii) On clicking the link **"Virtual AGM Registration"**, Member/Proxy holders will be redirected to an interface where they will be requested to enter their **first name, last name, email address, re- enter email address and National Identity Card Number**. (In entering these details the participants are required to ensure that correct details as included in the **REGISTRATION FORM** referred to in 2 above are entered in the said online registration process, since any mismatch will be considered as an unsuccessful log in)
- (iii) After successful completion of entering of the details as referred to in 5 (ii) above, the participants are requested to click on **"REGISTER"** which will be prompted on their screens enabling them to receive the meeting link.
6. The Member who successfully complete their online registration as set out in 5 above, will receive the log in link for participation in the meeting referred to as **"Join the Virtual AGM of The Overseas School of Colombo (Guarantee) Limited"** and credentials.
7. In order to join the Virtual AGM, participants are required to click on **"Join the Virtual AGM of The Overseas School of Colombo (Guarantee) Limited"**. In some instances the system call for the credentials and if that is required, please enter the credentials to gain access to the Virtual AGM.
8. On completion of this process, you will be directed to the Virtual AGM Zoom Platform, where you can participate in the Virtual AGM.

It is recommended that the Member / Proxy holders complete the process outlined in 5, 6, 7 and 8 above and join the AGM at least ten (10) minutes before the start of the AGM. The Online Meeting Platform will be active thirty (30) minutes before the time appointed for the commencement of the meeting.

9. Member/Proxy holders may use the Q & A tab or the **Hand Raise (🙋)** icon appearing on the screen respectively, to submit their questions or concerns in typed format or verbally. The system will allow a pop up message to **unmute the microphones and to allow video options**.
10. After completion of the process outlined in 7 above in respect of all eligible Member and Proxy holders, the Company will forward a separate email to the Member/Proxy holders or representatives (as applicable) who are entitled to vote, providing a separate link to vote on all resolutions included in the Notice of Annual General Meeting dated 31 December 2020.
11. Member/Proxy holders who intend participating in the meeting are requested to open the said link and be prepared to cast their vote when each resolution is taken up for voting by the Chairman. Participants are advised to **"refresh"** the voting page and cast the vote as per their discretion in the given space and click **"SUBMIT"** enabling the Company to receive the responses.
12. When declaring the voting on a resolution, Chairman will take in to account the voting of the Member/Proxy holders participating virtually
13. **60 seconds** will be allocated for Member/Proxy holders to cast their vote in respect of each resolution.
14. The results will be processed and announced by the Chairman **15 seconds** after the end of the time slot allocated for voting.
15. In a situation where a Poll is demanded and Member are required to vote on the Poll, a mechanism similar to that referred to for voting, will be applicable. This will be moderated by the Chairman of the meeting.

It is advised to check the online AGM access at least 3 hours prior and also ensure that your devices have an audible sound system so that you could be participate in the AGM comfortably.

Annexure

60TH ANNUAL GENERAL MEETING OF THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

REGISTRATION OF MEMBER DETAILS FOR ONLINE VIRTUAL MEETING

To:

The Overseas School of Colombo (Guarantee) Limited
Pelawatte, P. O. Box 9, Battaramulla.

1. Full Name of the Member:
2. Member's Address:
3. Member's NIC No./Passport No./Co. Reg No.:
4. Member's Contact No.: (Residence) (Mobile).....
5. Name of the Proxy Holder:
6. Proxy holder's NIC No./Passport No./Co. Reg. No.:
7. Proxy holder's Contact No.: (Residence) (Mobile).....
8. Member's/ Proxy holder's E-mail:
9. Participation at the AGM Via an online platform: YES /NO
10. Name of Joint holder/s (If any):
 - (i)
 - (ii)
11. National Identity card number/s of Joint holder/s:
 - (i)
 - (ii)

.....
Member's signature/Date	1st Joint holder's signature/Date	2nd Joint holder's signature/Date

Note:

1. Member are requested to provide their email address in the space provided in order to forward the Virtual AGM Zoom link & necessary instruction, if they wish to attend the AGM through the online platform.
2. In the case of a Company/Corporation, the Member details form must be under its Common Seal which should be affixed and attested in the manner prescribed by its Articles of Association.
3. In the case of a Power of Attorney, the Member Details Form signed by the Power of Attorney must be deposited at the Registered Office of the Company for registration.

CORPORATE INFORMATION

Registration number

GL 77

Registered office

Pelawatte, P. O. Box 9
Battaramulla, Sri Lanka

Board of Directors

Ms Amena Arif – Chair

Mr U S N P Perera – Director

Mr Kanapathipillai Omprasadam –
Director

Mr Jonas Henrik Bridgwater – Director

Ms Aruni Goonetilleke – Director

Ms Nancy Taylor VanHorn – Director

Mr Rahul Bhan – Director

Mr Ari Nathan – Director

Mr Jelmer Jort Kuyvenhoven – Director

Ms Tiia Juhkam – Director

Company Secretary

Mrs. S.N.D. Fernando
Company Secretary
No. 391/5, Thimbirigasyaya Road,
Colombo 05

Lawyers

De Livera Associates
Attorneys-at-Law
No. 33 1/2, Shrubbery Gardens,
Colombo 04.

Auditors

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

Bankers

Hatton National Bank Limited
Commercial Bank of Ceylon Limited
Peoples Bank
Nations Trust Bank
Standard Chartered Bank



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