

OUR



TEAM...

**...BRINGS ITS**



**GAME TO SCHOOL**

There's nothing quite like a good challenge to bring out the best in us all. It was a difficult year — one which required us to espouse an educational model that looked beyond parochial boundaries to seek answers to the challenge of keeping curricula and school activity flowing with minimum disruption. Our “A” team — our “superhero” group of students, parents and faculty worked as one, ensuring the School adapted well to the new road ahead. Simply stated, the success we’ve tasted this year is testament to the exemplary cooperation shared amongst us all.





Sri Lanka's oldest  
internationally  
accredited educational  
institution

## An *IB World School*

The one and only in  
Sri Lanka

**64**  
Years of excellence

**40+**  
Nationalities  
represented





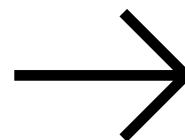
# 1:6

Teacher to  
student ratio

# 100%

Pass rate

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



# CONTENTS

## 05

### PREAMBLE

Statement from the Directors – 05  
Vision and Mission – 08  
IB Learner Values – 09  
Making History – 10

## 12

### MESSAGE FROM THE BOARD CHAIR

## 14

### MESSAGE FROM THE HEAD OF SCHOOL

## 16

### SCHOOL BOARD

## 20

### SCHOOL STRUCTURE AND FACILITIES

Organisational Structure – 21  
Primary School – 22  
Secondary School – 23  
Facilities – 24

## 29

### REUNITING IN ADVERSITY

Returning to School: Unity in Adversity Inspires Excellence – 30  
Returning to School – 33  
The Distance Learning Plan (DLP) – 35

## 36

### STUDENTS

Student Body – 37  
Learning Processes and Academic Performance – 39  
IBDP 2021– 44  
Co-Curricular Activities – 52  
Visual and Performing Arts – 56  
Experiential Education – 58  
Learning with Technology – 61  
Service to the Community and the Environment – 63

## 65

### TEACHERS

Teaching Faculty – 66  
Continuous Professional Development (CPD) – 68

## 69

### PARENTS

Parents as Partners – 70  
Support During the COVID-19 Pandemic – 71  
Networking Opportunities – 72

## 73

### FINANCIAL STATEMENTS

The Report of the Directors – 74  
Report from the Finance Committee 2020/21 – 76  
Independent Auditor's Report – 78  
Statement of Financial Position – 80  
Statement of Comprehensive Income – 81  
Statement of Changes in Equity – 82  
Statement of Cash Flows – 83  
Notes to the Financial Statements – 84

## 103

### NOTICE OF ANNUAL GENERAL MEETING

### Enclosed

#### FROM OF PROXY – ANNUAL GENERAL MEETING

#### GUIDELINES AND REGISTRATION PROCESS FOR THE ANNUAL GENERAL MEETING

### Inner Back Cover

#### CORPORATE INFORMATION



# STATEMENT FROM THE DIRECTORS

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

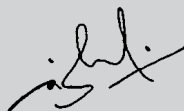
The following documents form part and parcel of the Annual Report of the Company for the year 2021:

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

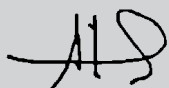
Signed for and on behalf of the Board of Directors of the Company.



Director



Director



Company Secretary

# ABOUT THE OVERSEAS SCHOOL OF COLOMBO (OSC)

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

OSC's approach to education is founded on the understanding that our student community needs to be future-ready. Importance is placed not only on achieving academic excellence, but also paving pathways for inclusivity among communities and a sustainable planet.

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





SCHOOL MOTTO:

## UNITY IN DIVERSITY

*“The COVID-19 pandemic has taught us the importance of standing together, building resilience, and being innovative in the face of change. Our motto serves as a guiding light during these times and has helped us harness the diverse strengths of our community to propel our vision for the School.”*

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 (CIS) and authorised by the International Baccalaureate (IB). We have full membership status with the Near East South Asia Council of Overseas Schools (NESAS), Association of International Schools, the Educational Collaborative for International Schools (ECIS), the Association for the Advancement of International Education (AAIE), the Principals' Training Centre (PTC), and are also part of the South Asian Inter-scholastic Association (SAISA).

Middle States Association  
(MSA)



Council of International Schools  
(CIS)

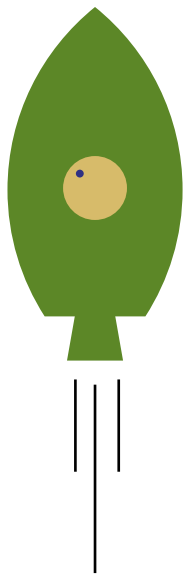


International Baccalaureate  
(IB)



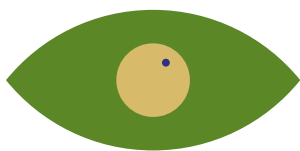
Our triple accreditation process is rigorous and based on top notch standards of international schools. The standards cover critical areas of governance, finance, staffing qualifications, academic programme and results, pedagogical practices, student life, health and safety, operations, facilities, and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

We are the only 3-program continuum IB World School in Sri Lanka authorised to offer all three programmes – Primary Years Programme (PYP), Middle Years Programme (MYP), and IB Diploma (DP).



## MISSION

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



## 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.



# 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:



### Inquirers

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



### Communicators

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



### Knowledgeable

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



### Principled

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



### Risk-takers

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



### Open-minded

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



### Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



### Balanced

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



### Thinkers

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

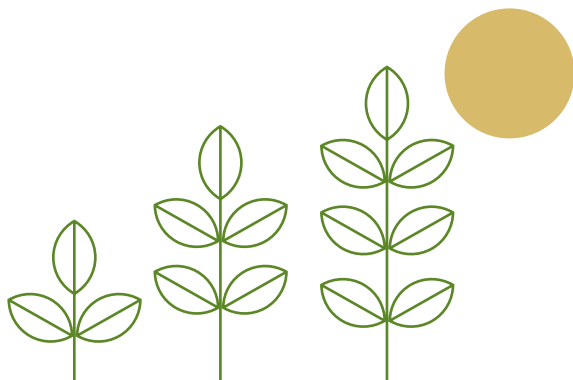


### Caring

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

# MAKING HISTORY

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



## 1957

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

## 1961

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

## 1963

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

## 1967

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

## 1971

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



## 1982

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

## 1983

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

## 1990

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

## 1992

The gymnasium was declared open.

## 1995

The swimming pool was opened to staff and students.

## 1996

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

## 2005

A performance arts facility was built.

## 2009

A new sports facility was inaugurated.

## 2021

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

## MESSAGE FROM THE BOARD CHAIR



***Our focus includes, but is not limited to, achieving academic excellence. We also look to self-improvement of the whole student and empowerment of the broader communities and environments we interact with.***



## MESSAGE FROM THE BOARD CHAIR

Dear OSC family,

The challenges brought about by the COVID-19 pandemic have forced us to reflect on the future of education, helped us build resilience in the face of very challenging hurdles, and made us more responsive to the requirements of those who are most in need. We further developed these qualities and aspects – reflection, resilience, and responsiveness – as a community throughout the year and it is worth discussing these in more detail.

We commenced the academic year with the hope of returning to school. However, as we navigated the multiple waves of the pandemic, we had to shift between Face-to-Face Learning, a Hybrid Plan, and the Distance Learning Plan (DLP). These learning models, which are structured around varying levels of in-school presence, are discussed further in this Annual Report. The changes we implemented required both reflection and action on the part of our community. These shifts also made us increasingly aware of the role digital platforms play in education and have helped us better integrate technology into our methods of teaching and learning. Our task is now to think even more creatively about the possibilities of information technology within education, an area we look to focus on in the coming year.

Building resilience in the face of change is not easy but it is critical. I am happy to say that our community – including the administration, teachers, parents, and most of all students – successfully adapted to the multiple learning models. I understand that the changes required different things from each of us: the administration had to implement systems and procedures to provide quality education regardless of the learning model, our teachers had to make learning exciting by introducing activities to keep students motivated, parents often engaged more in their children's education, and our students had to adjust to shifting between learning environments and models. While this was not easy for any of us, as I noted in my address (virtual via zoom) to graduating seniors, in many ways this gave us all and especially our students, a preview and an introduction into ways of engaging that will become the norm as we move into the future.

The pandemic also made us aware that there are many who don't have all the opportunities the OSC community is fortunate to have. From an educational perspective, many of those adversely impacted by the pandemic are students from impoverished backgrounds and those who attend schools in rural Sri Lanka. For these students, maintaining educational momentum during the pandemic was especially challenging. OSC responded by distributing books and other learning essentials to other schools through the Room to Read Programme.

At OSC, we view teachers, students, and parents as partners in learning. Our teachers individualise educational programmes to meet the needs, passions, and strengths of their students. Our students develop an appreciation for local and global issues, understand different perspectives, and learn about different world views and cultures. And our parents provide a network and community of support that allows us to honour our mission and vision. Maintaining this collaborative approach to education during the pandemic, when our normal patterns and rhythms of schooling were frequently disrupted, was especially critical.

Together, we are a community that believes in transformative education. Our focus includes, but is not limited to, achieving academic excellence. We also look to self-improvement of the whole student and empowerment of the broader communities and environments we interact with. At the Board level, a primary focus for the academic year 2020/21 was, of course, to safeguard the physical and mental well-being of our community. We were also particularly fortunate to have an outstanding Head of School and supporting administrative and teaching team. I am also deeply grateful and appreciative of the collegiality and professionalism of my fellow Board members who played such an important role during this last year.

Dr Ari Nathan  
Board Chair  
March-August 2021

## MESSAGE FROM THE HEAD OF SCHOOL



***We are grateful for the adversity we had to face as a result of the COVID-19 pandemic. It taught us the importance of thinking “out of the box”.***

## MESSAGE FROM THE HEAD OF SCHOOL

As a community, we grew tremendously during the 2020/21 academic year as we became more resilient, innovative and resourceful. We shifted between learning models (details on page 31) and transformed challenges into opportunities. During the pandemic, we took measures to ensure the physical and mental well-being of our community while continuing to provide a solid education complemented by co-curricular activities. The success achieved was due to the support we received from our phenomenal staff and parents.

We are grateful for the adversity we had to face as a result of the COVID-19 pandemic. It taught us the importance of thinking “out of the box”. For example, we tapped into one of our most valuable resources, our Primary Teacher Assistants. Having such a well-qualified group of dedicated and creative assistants allowed us to put our students into small groups and build better online engagement with younger learners.

Another fantastic resource that we relied heavily on was our counselling team. With three full time counsellors in our school, we were able to provide significant support and guidance to our families, students, and staff. Our counsellors were pillars of stability while the COVID-19 storm raged. The opportunity of having three full-time counsellors in such a small school was also an inspiration for all other schools to realise the importance of social-emotional care for all learners.

Since we had to move to online teaching for the better half of the year, we also learnt new technologies to stay connected with each other, to become even more creative, and to strengthen those important executive functioning skills in our students. Our students polished their media literacy, research, and organisational skills throughout the year making the experiences worthwhile.

Since most of the year was spent on the Distance Learning Plan (DLP), we also took the opportunity to renovate many physical areas of our school. We refurbished all our secondary science labs, installed a state of the art and Federation-approved basketball court, landscaped the gardens, created additional outdoor seating for our community, and renovated the staff room and community coffee shop area. We also renewed several secondary classrooms and opened new design spaces.

Moreover, we understood that substantial attention had to be paid to the physical and mental health of our community. When returning to school we took all recommended measures to minimise exposure to the virus, installing ventilation systems in every classroom, air filters, and adhering to all protocols.

To OSC, emotional health is as important as academic achievements, and in fact, is a precursor to deep learning. Therefore, we developed all aspects of a student, and did our best to build their strengths, passions, and interests throughout each stage of the lockdown. We continue to celebrate diversity, and work towards inclusion, and international-mindedness

in all aspects of our school. These aspects cultivate a sense of belonging and nurture the physical and mental well-being of a school community.

The Class of 2021 was very successful in the IB Diploma and had a 100% pass rate. Achievements were made throughout the entire school too, especially with the formal MYP Personal Project and the PYP Exhibition processes. These projects encouraged independent and deep thinking and helped achieve academic excellence while spurring personal growth as students were allowed to explore areas of individual interest.

While sporting activities took a back seat, we explored ways of continuing co-curricular activities through virtual platforms. For example, we organised a drama workshop with the French American International School in San Francisco, planned musical ensembles, and virtual art exhibitions. We also continued our service initiatives – we supported the education of students from impoverished backgrounds and continued to help parents whose children are receiving treatment at the Maharagama Cancer Hospital.

Throughout the year it was a joy to see our teaching staff adopt innovative teaching methods. The leadership team encouraged staff to share best practice through internal professional development programmes. These practices equipped our teachers with knowledge on new technology to engage students and management software that allowed them to communicate instruction and provided evidence of learning. It is exciting, and at times exhilarating, to know that we are using cutting-edge technology to deliver our programmes.

Much like our teachers, our parents too have been superheroes. We maintained a strong relationship with our parents throughout the year. As a result, we were able to adjust our programmes, our delivery, and our services to meet the needs of the children. I believe this is one of the most important take-aways of the year – our parents must be genuine partners in the education we offer.

I would like to thank everyone who is part of our community for contributing their time and effort towards manifesting our vision of providing a holistic education. The success we have achieved despite the multiple challenges reminds us of the importance of teamwork.

As I look ahead, I see a very positive future for OSC supported by its strong community. Our ethos of teamwork and continuous improvement is palpable and our desire to be better than before is strong. We are research-based in all we do, caring and student-centred, and will continue to work exceptionally hard to instil the importance of diversity, equity, inclusion, and justice for all.

**Michelle Kleiss, EdD**  
Head of School



# SCHOOL BOARD



**Dr Ari Nathan**  
(Board Chair)

Ari is an American citizen and parent of two children who receive their education at OSC - he currently works at the US Embassy. Prior to joining the State Department, he worked for the United Nations in a regional seas programme, and as legal counsel for the pacific island nation of Palau. Ari has a law degree and a PhD in International Relations. Ari brings to the Board almost four years on the school Board at the Lincoln School in Kathmandu during which time the school completely upgraded its infrastructure, significantly modernised its governance policies, and chose a new Head of School. He appreciates serving on the Board as it allows him to support the children of OSC in reaching their full potential. Moving forward, he hopes to ensure that OSC continues to provide an outstanding international education, to support upgrading the School's physical infrastructure, and that OSC's governance structure and practice is fully aligned with parents' needs and concerns.



**Mr Rahul Bhan**

Rahul Bhan and his wife Nidhi are parents of two children who receive their education at OSC. He moved to Sri Lanka in 2016 and joined the Board in 2019. Rahul is a qualified Chartered Accountant (ICAI-India), holds an MBA (University Nyenrode – 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 Nations' Sustainable Development Goals (SDGs) and are funded by the 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.



**Ms Tiia Juhkam**

Tiia Juhkam is an Estonian citizen. She joined the Board in September 2020. Tiia is married with three children, the youngest is attending OSC. Tiia is a certified IB PYP Early Years teacher and has worked at international schools in Bangkok and Dhaka. Tiia also has extensive experience working with not-for-profit and non-governmental educational organisations 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.

## SCHOOL BOARD



**Mr Jelmer Kuyvenhoven**

Jelmer is a Dutch citizen - he moved to Colombo in 2019 with his wife and two children who study at OSC. Jelmer has been active in the telecommunications industry since the start of his working career. He has worked for various telecommunications 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 telecommunications after arriving in Colombo. He has a Master's Degree in Public Policy and Public Administration from University of Twente in the Netherlands. He is also an active field hockey and squash player.



**Ms Aishath Lu-u-lua Hassan**

Aishath Lu-u-lua Hassan is a Maldivian citizen and parent of two children who receive their education at OSC. She is currently working as an Independent Director on the Board of Maldives Pension Administration Office. Aishath is the co-founder of Avahteri Gallery, a social business promoting art and culture. She previously served a five-year term on the Board of Maldives Inland Revenue Authority, was a Manager at CARE Ratings Maldives Branch, and has also worked for the Maldives Stock Exchange and Security Depository. Aishath holds a BA (Hons) Business Management from the University of Westminster, UK. Aishath brings to the Board a strong understanding of the work of the Board and its committees, gained from previous experiences in governing non-profit independent institutions, formulating strategic policies, appointing and evaluating top international expertise, appraising organisational resources, and adhering to ethical and legal requirements. She looks to support the Board's work in ensuring that OSC delivers excellence in education for students from diverse countries and backgrounds.

## SCHOOL BOARD



Mr Kumar Sangakkara

Kumar is a Sri Lankan citizen and the parent of two children who study at OSC. He is currently working as: Director of Cricket at Rajasthan Royals; a regular broadcaster for SKY Sports and STAR Sports; a member of the National Sports Council in Sri Lanka, of the Sri Lanka Cricket Technical Advisory Committee, and of the influential World Cricket Committee for over a decade; the appointed player's representative on the ICC Cricket Committee; Trustee of the Foundation of Goodness, Colours of Courage, Ayati and British Asian Trust; and as Co-Founder of the Ministry of Crab and an active Board member for several companies. Kumar is a former international cricketer who played 594 matches for Sri Lanka and was national captain from 2009 to 2011. Kumar brings to the Board leadership and strategic decision-making skills under pressure with experience being on boards and being a principal member of the main committee of the Marylebone Cricket Club. His career has given him insight into how to successfully manage and navigate environments of diverse interests and diverse individuals. He looks to ensure shareholder trust by encouraging and creating a Board



Mr Stephen Wilson

Steve is a South African citizen and the parent of two children who receive their education at OSC. He is currently working as Senior Vice-President Human Resources at Cinnamon Hotels & Resorts. Having worked in human resources and talent development for over 30 years with people from various cultures and nationalities, Steve has a well-developed ability to understand people, their strengths and weaknesses, and how they can best fit into a work environment. Steve brings to the Board a skillset in human resources, labour relations, talent acquisition, and learning and development. He looks to contribute to the needs of our OSC families and students by ensuring families' investments in OSC provide a top-tier quality of education and facilities, and that international values of education and standards of teaching and curriculum choices are achieved.



## SCHOOL BOARD



**Ms Aminath Zahir**

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



**Mr Peter Coolen**

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



**Dr Michelle Kleiss**  
(Head of School)

A Dutch/Canadian national, Dr Michelle Kleiss has built an international school career for the past 27 years. She started her Headship at OSC in July 2019, after ten 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 a 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.



# SCHOOL STRUCTURE AND FACILITIES

ORGANISATIONAL STRUCTURE – 21

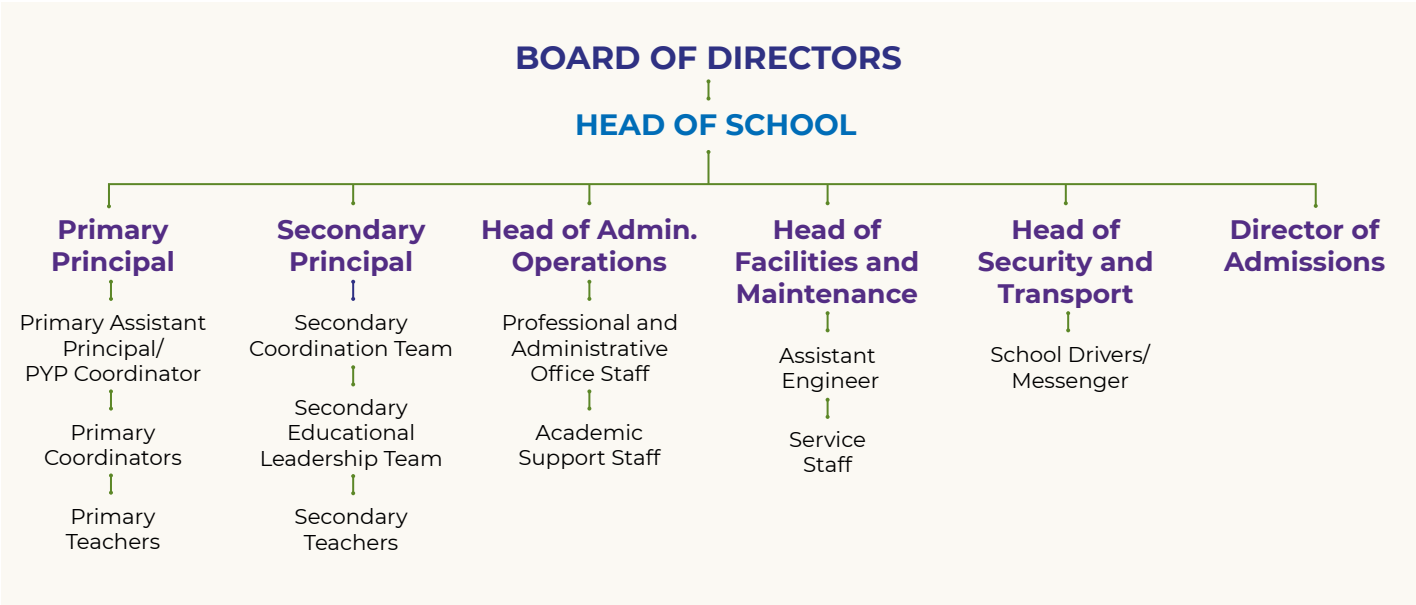
PRIMARY SCHOOL – 22

SECONDARY SCHOOL – 23

FACILITIES – 24



# ORGANISATIONAL STRUCTURE



At OSC, we strive to offer a holistic and transformative education. We believe education must be personalised in order to encourage our students to be curious about all aspects of the world around them. The programmes and activities we offer nurture open-mindedness, inquiry, compassion and kindness - our students embrace cultural diversity and multiple worldviews. Moreover, all our learning programmes culminate in projects that inspire students to pursue their passions while developing independent and analytical thinking.

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 methods. This is enhanced by a strong emphasis on high quality learning and teaching, our 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 our Early Years Programme to Grade 5 students (ages 3-11) with two classes per grade. The Primary School follows the International Baccalaureate's Primary Years Programme (PYP). It is a student-centred, inquiry-based programme that encourages students to take a central role in their own learning. For those students not yet proficient in English, the Primary School is supported by a full-time English as an Additional Language (EAL) teacher. For students who have learning differences, OSC employs a Learning Support Teacher. All students in the Primary School are supported by a Primary School Counsellor.

***The Primary School follows a student-centred, inquiry-based programme that encourages students to take a central role in their own learning.***



# SECONDARY SCHOOL



The Overseas School of Colombo's Secondary School is made up of students from Grades 6 to 12. Students in Grades 6 to 10 follow the IB Middle Years Programme (MYP), and students in Grades 11 and 12 follow the university preparation IB Diploma Programme. As in the Primary school, the Secondary School has a EAL and Learning Support Team, and all students are supported by two full-time counsellors, for social emotional support, career and university guidance.

***All students are supported by two full time Counsellors, for social-emotional support, career, and university guidance.***





# FACILITIES

The spaces we have created for learning, engaging in co-curricular activities, and leisure meet international school standards. While most of our community spent the better half of the year on the Distance Learning Plan (DLP), we took the opportunity to create some new social and outdoor educational spaces and refurbished our facilities. We also made every effort to maintain all other spaces and amenities throughout the year.

***During the year, we created some new social and outdoor educational spaces and refurbished our facilities.***





## FACILITIES



***Purpose-built 5-acre self-contained green campus***



***Six main buildings - fully air-conditioned***



***48 general classrooms***



***Three design labs***



***Newly renovated state-of-the-art science labs***



***Specialist rooms for art, drama, and music***



***IT labs***



***Two libraries with over 25,000 volumes and computer facilities***



***Counselling office***



***Auditorium and black box studio theatre***



***Cafeteria***



***Gymnasium – a rock-climbing wall, basketball, badminton, and volleyball courts, a movement room, and cardio/weight room***



***25-metre swimming pool***



***Professional level outdoor basketball court***



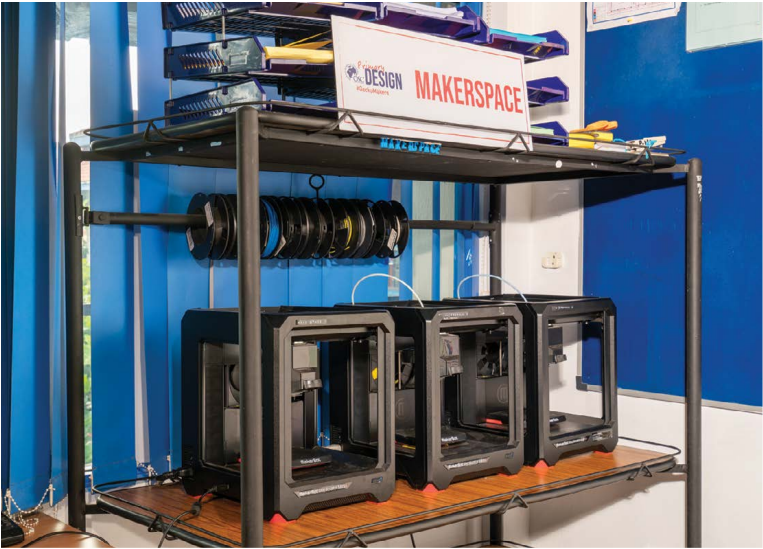
***Spacious football field***



***Primary School playground with sunshade***



FACILITIES





FACILITIES





## FACILITIES

### Projects Undertaken during the Academic Year 2020/21



#### ***Renovation of the Secondary and Middle School science laboratories***

- New orientation to enhance teacher-student interaction
- New equipment including a new fume cabinet
- New air circulation system
- Energy-saving air conditioning
- Safety cut-outs for power and gas



#### ***Secondary School classrooms were upgraded***

- New furniture for better interaction
- Adequate storage and lighting



#### ***Preschool classrooms modified and new lavatories fitted***



#### ***Air purifiers with HEPA filters installed in every classroom***



#### ***Renovation of changing rooms in the gymnasium***



#### ***Renovation of Secondary School Design Room***



#### ***Renovation of Gecko Coffee Shop***



#### ***Renovation of staffroom***



#### ***Refurbishment of outdoor basketball court***

- New FIBA approved flooring
- New backboard
- Surroundings landscaped and enhanced seating provided





# REUNITING IN ADVERSITY

RETURNING TO SCHOOL: UNITY IN ADVERSITY  
INSPIRES EXCELLENCE – 30

RETURNING TO SCHOOL – 33

THE DISTANCE LEARNING PLAN (DLP) – 35





# RETURNING TO SCHOOL: UNITY IN ADVERSITY INSPIRES EXCELLENCE

*Today, we are a resilient community that's ready to meet the challenges of tomorrow with hopeful hearts and sturdy minds.*



# RETURNING TO SCHOOL: UNITY IN ADVERSITY INSPIRES EXCELLENCE



The COVID-19 pandemic caused significant disruption to the status quo. It made us dig deep, pushing us to look beyond traditional boundaries to bring students, parents, and faculty together and seek answers to the challenge of keeping curricula and school activity flowing. The success we've tasted is testament to meaningful collaboration amongst us all.

As we commenced the academic year, we were well prepared to navigate the multiple waves of the ongoing COVID-19 pandemic. While we were keen on returning to school, it was also important to be prepared to study and teach from home. Every plan that was implemented prioritised the physical and mental well-being of our community.

## Our Academic Year

<b>12 August 2020</b>	School reopened and all health and safety measures were operational. We brought our students back in a hybrid set up based on house colours to reduce the number of students on campus at any one time.
<b>12 October 2020</b>	Community spread and full Distance Learning Plan (DLP)** implemented again.
<b>10 November 2020</b>	Preschool students and Kindergarten students returned to campus.
<b>4 January 2021</b>	DLP for all students.
<b>February 2021</b>	Grade 12 students returned to campus for IB mock exams and all other students remained in DLP.
<b>29 March 2021</b>	The Government of Sri Lanka (GoSL) permitted Grade 5, Grade 11 and Grade 13 (equivalent to our Grade 12) students back on campus to continue their education. The campus opened for Face-to-Face (F2F)* Learning.
<b>27 April - August 2021</b>	The campus closed and everyone was back to Distance Learning.



# RETURNING TO SCHOOL: UNITY IN ADVERSITY INSPIRES EXCELLENCE

## A Guide to Our Learning Models

### Face to Face (F2F)\*

**F2F** is our natural model of on-campus education with everyone present in the classrooms at school. For F2F instruction, we adhered to the COVID-19 Prevention Strategies detailed on page 34. We also had to implement “blended learning activities” for students. Blended learning refers to instances when F2F and Distance Learning have to be combined only for the purpose of completing activities such as practical science work and collaborative discussions.

### Hybrid

The **Hybrid** plan was implemented when the school felt it was safe to only bring back half of its students at a time. In this case, the house colour system was utilised to create learning cohorts. In the event OSC decided to call a Hybrid Learning Programme (HP), the students were attending school F2F approximately 50% of the time while the remaining time was spent learning from home. While one group was being taught the other group was working at home on their Distance Learning Plan (DLP). For example, students who belonged to the red and blue houses would be on campus for two weeks, while their classmates from the green and yellow houses would follow the DLP from home, and vice versa for the following two weeks.

It’s also important to note that during this period the school supported parents who were apprehensive about sending their children to school by giving them the option of being on the DLP full-time as well.

### Distance Learning Plan (DLP)\*\*

The **DLP** shifts learning to a home environment and learning is delivered online. This could happen at any time of the year depending on government regulations and COVID-19 infection rates. The DLP is a tried and tested model (designed by OSC) that helped us navigate the previous academic year. To learn more about what we have achieved through this model, read pages 35 of this report.



# RETURNING TO SCHOOL

Our academic and personal journeys experienced a few unexpected twists and turns as a result of the COVID-19 pandemic. However, we lifted each other's spirits and made sure we stood strong despite constant changes. Today, we are a resilient community that's ready to meet the challenges of tomorrow with hopeful hearts and sturdy minds.

The concept of the 'Resilient Gecko' is a constant source of inspiration for our community. The etymology of the word "resilience" (and one of its Latin meanings) is "the act of rebounding" or "to rebound". Just like in basketball; when you retrieve the ball after a missed shot, you're rebounding the ball. It seems to us that we will be living in uncertainty for quite some time – to extend our metaphor, our best planned shots may not always go into the basket. Therefore, our community will have to do a lot of rebounding: trying again and again.

In August 2020, after a prolonged lockdown period following the COVID-19 outbreak, OSC welcomed students back to school under the comprehensive Returning to School Plan. The plan prioritised the physical and emotional wellbeing of the community while covering key curricula and conducting extracurricular activities in safe environments.

## Our Rights and Responsibilities

We believe every student, teacher, and staff member with their uniqueness and differences, should be known, valued, and cared for. This is a fundamental right at OSC and implies we all have a right to emotional and physical safety. During this pandemic, members of our community can reasonably expect a heightened level of concern for their health and wellbeing.

Our commitment also means that members of our community should know, value, and care for others. Interactions with others – friends and strangers, students, and adults – should be self-aware, respectful, and courteous. We understand the importance of complying willingly with rules and policies designed to keep our community safe and healthy. We constantly think of others, understanding that their risk tolerance might be lower than ours, and adjusting our behaviour with sensitivity and respect.

## Ensuring the Physical and Mental Well-being of Our Community

We always prioritise a child's well-being over academics. We know that without a healthy body, a healthy mind, and a sense of belonging, optimal learning cannot take place. Whatever learning models are utilised, our students' social-emotional health will be at the forefront of all we do. Throughout this pandemic, we have made a concerted, community-wide effort to attend to the emotional welfare of our students, staff and parents in order to facilitate an optimal and safe educational environment for all.

We have an experienced, highly capable counseling team to ensure wellness remains our priority for students, parents, and staff alike.

## Emotional Health during the COVID-19 Pandemic

OSC is a trauma-informed school; the adults who are part of the school community are prepared to recognise and respond to those who have been impacted by trauma or 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.

In September 2020, all staff members were trained in *Psychological First Aid–Listen, Protect, Connect* (PFA–LPC), a five-step crisis response strategy designed to reduce the initial distress of students and adults and to help them return to school, stay in school, and resume their teaching and learning. Teachers were trained to identify and understand the impact of trauma on students, threat assessment, responding to inappropriate student behaviour, secondary traumatic stress, bullying, and cyberbullying.



# RETURNING TO SCHOOL

## Our Infection Prevention Strategies to Mitigate COVID-19

- Meticulous hand hygiene protocols were enforced.
- Everyone wore the school's signature face mask.
- Everyone maintained a one-meter distance when wearing masks.
- Students were taught how to disinfect their equipment.
- Students were screened at the entrance of the school.
- Physical distancing was maintained at all times.
- The school did not allow textbooks or other school related material to go to and from home. Homework was only assigned digitally.
- Students were put into groups based on house colours.
- A short, staggered start schedule was implemented.
- Reduced access to high-risk areas.
- Families who travelled into Sri Lanka from abroad were required to self-quarantine at home for a two-week period before entering the school.
- Installed air purifiers with HEPA filters in every classroom and windows were kept open to let in fresh air.
- Our community received training on preventive measures and health guidelines by the Samana Health Medical Advisory Team.



# THE DISTANCE LEARNING PLAN (DLP)

Given that the country was in lockdown a number of times during the academic year, we had to operationalise our time-tested DLP. The purpose of the DLP was to maintain the planned curriculum content and skills development for students in all grade levels, ensuring a smooth transition back to classroom learning and the completion of grade-level expectations. At all times, the Head of School consulted the Board and The Integrated Leadership Team and together, decisions were made in the best interest of the students and the community.

## 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 the 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).

It was recommended that teachers use Teacher Dashboard (Hapara) for management of student files.

## Attributes of Success

- Clear policies and expectations for all staff – Our community knew how to operationalise the plan when campus closed.
- Nurturing caring and innovative teachers – Our teachers jumped in with new ideas, creative solutions, online videos, projects, themes, websites, and interactive games.
- Cultivating a healthy parent/school partnership – Our parents help us by providing feedback to ensure our students receive a rounded education and the schedules allow room for flexibility.
- Implementing a solid technology plan – Our web-based software licenses allowed us to streamline education and our tech team was ready to provide remote support for all families and staff.
- Embracing ambiguity – Our community understands the importance of being critical thinkers and staying open to diverse opinions.
- Compassion for all.



# STUDENTS

STUDENT BODY – 37

LEARNING PROCESSES AND  
ACADEMIC PERFORMANCE – 39

IBDP 2021 – 44

CO-CURRICULAR ACTIVITIES – 52

VISUAL AND PERFORMING ARTS – 56

EXPERIENTIAL EDUCATION – 58

LEARNING WITH TECHNOLOGY – 61

SERVICE TO THE COMMUNITY AND  
THE ENVIRONMENT – 63



# STUDENT BODY

***Our student body comprises over 40+ different nationalities. As a community, we believe in holistic education and aspire to achieve academic excellence.***



We opened our doors in 1957 with 25 students; today our student body consists of 393 for the 2020/21 academic year. OSC is home to the most diverse student and teaching faculty in our host country, Sri Lanka. Our student body comprises over 40+ different nationalities. As a community, we believe in holistic education and aspire to achieve academic excellence. We prioritise the well-being of our own community as well as that of the communities and environments we interact with and impact.

The largest percentage of students are American (22%), followed by Sri Lankan (17%), British (9%), Australian (7%), and Indian (7%). The majority of our families come from diplomatic missions, United Nations (UN) organisations, and NGOs, while the remaining families have joined us from the corporate and private sectors. Our average annual turnover of students is 25% due to families being transferred to other posts abroad.

Many of our students continue to gain admission to respected universities in the USA, the UK, Canada, Australia, and Europe, among other countries of their choice. At OSC, we provide our students with a variety of educational experiences both within and outside the classroom. Although most co-curricular activities were disrupted during the academic year due to the COVID-19 pandemic, we managed to continue a majority of activities through virtual platforms.

Our students are imbued with values of the IB Learner Profile (refer to page 9) that transcends the School's curriculum and permeates every aspect of the programme delivery throughout the school. In time, our students learn to develop a better understanding of these values and how they contribute to be a "global citizen".



STUDENT BODY

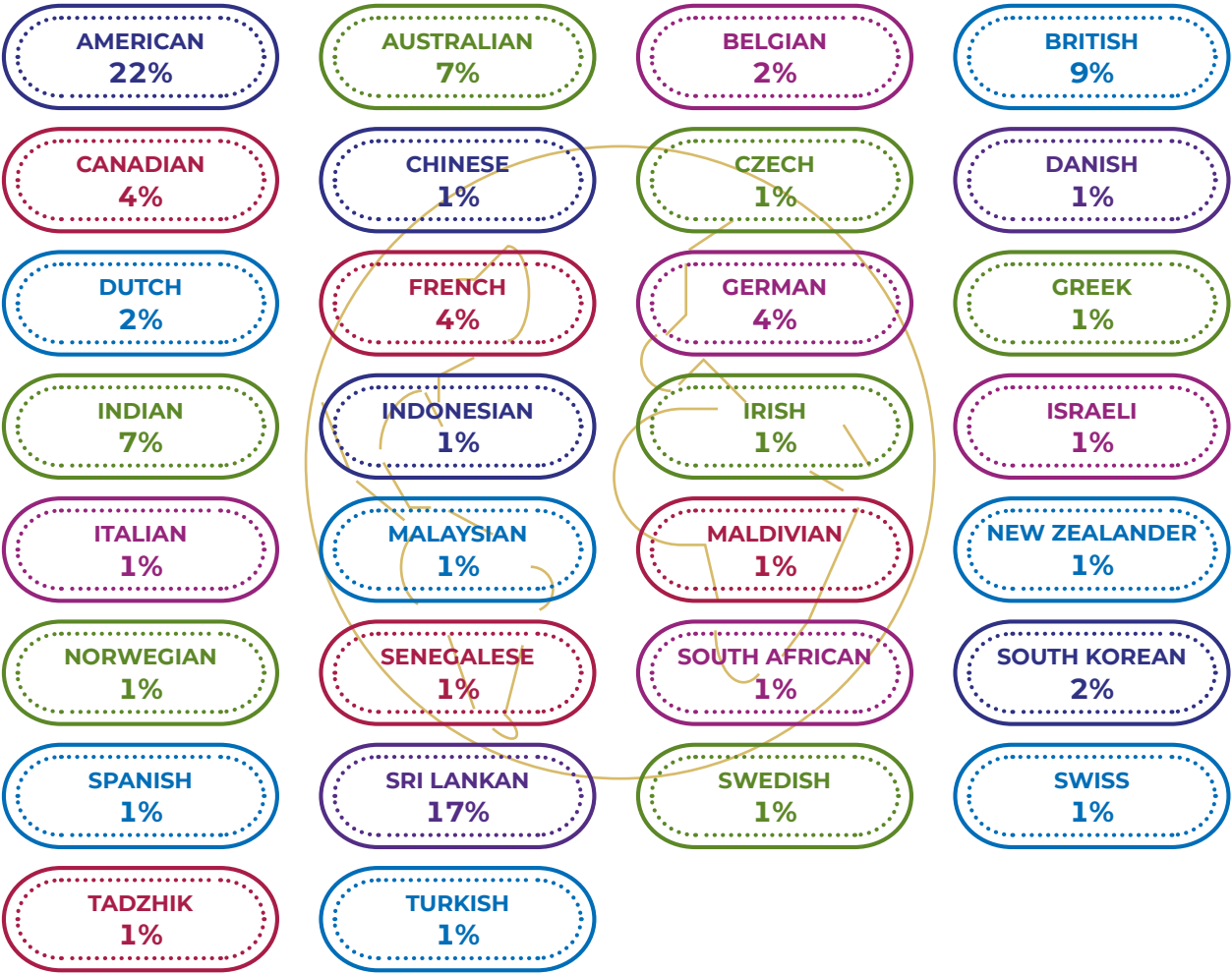
Student Profile at OSC

393

Students

29

Graduates from the  
Class of 2021



# LEARNING PROCESSES AND ACADEMIC PERFORMANCE

*The learning we offer is process-based and grounded in the real world, providing a platform for exploring and accommodating diverse local and global outlooks.*



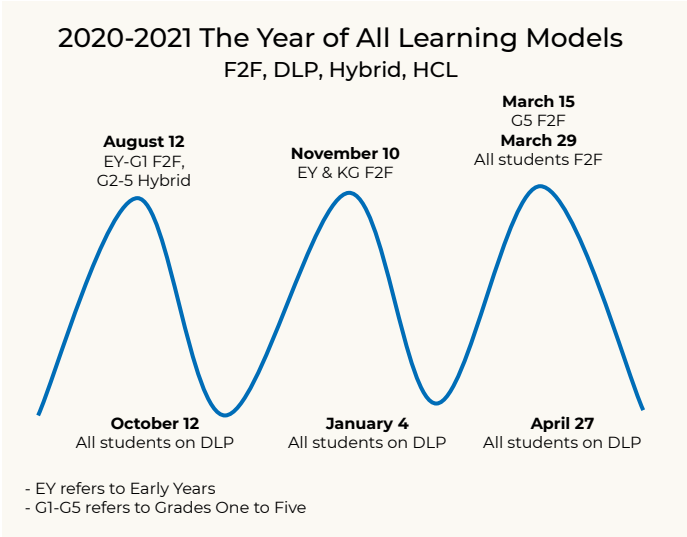
At OSC, learning goes far beyond the academic life of students, developing sensitivity towards social issues, global issues, and the environment. The learning we offer is process-based and grounded in the real world, providing a platform for exploring and accommodating diverse local and global outlooks.

Our educational journey:

- **Learning Process:** We integrate the latest teaching methods and use the most suitable platforms to educate our students. The learning process also includes workshops and co-curricular activities offered by the School.
- **Learning Impact:** We inculcate values that empower students to make an impact among local communities and develop sensitivity to the environments they inhabit.
- **Learning Evidence:** All programmes we offer culminate in a project that helps students explore the practical knowledge gained and encourage them to examine issues we face in the modern world.

Our academic year was challenging as we had to shift between multiple learning models. However, we met these challenges with open minds and a resilient spirit. The multiple learning models included: the Face-to-Face Method (F2F), the Hybrid Method, the Distance Learning Plan (DLP), and the Home Learning Plan (formerly called HCL). To gain an in-depth understanding of these models refer to page 32 in this Annual Report.

The learning models used for the multiple waves of the COVID-19 pandemic are demonstrated below:



## LEARNING PROCESSES AND ACADEMIC PERFORMANCE

### PYP Learning Process, Impact, and Evidence

Last year was a year of much virtual learning. Students, teachers and parents in the PYP became experts in Seesaw – the School's digital learning platform. Our teachers became Seesaw Pioneers, and two experienced educators at OSC trained to be Seesaw Ambassadors. Teachers trained parents on how to use the interface to include them in the process as well.

To ensure we continued to honour our programme, we went on virtual field trips and invited expert guest speakers to our Zoom rooms. We also organised virtual activities to support our Host Nation Programme. Our teachers continued to assess and report, using online platforms and methods, on the performance and development of our PYP students.

### PYP Exhibition

Before Grade 5 students exit the PYP Programme, they participate in the PYP Exhibition. The process involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. The PYP Exhibition (PYPX) is a culmination of the entire PYP learning experience and includes the entire community.

Our PYPX falls under the Sharing the Planet Unit, with the central idea, “Explorations of issues and opportunities inspire learning and action”. Under this umbrella, students tune into a problem or issue of their choice, they find information through research, interviews, and mentor meetings. They sort their information and findings by using their data handling skills, and use this information to draw conclusions that will aid them in their final actions.

For the second consecutive year, the exhibition was held online and each student group created their own Google Site to share and showcase their exhibition process. We encourage you to visit the [students' website](#). Our Grade 5 Team continues to raise the ceiling when it comes to creativity with our PYP Exhibition – they exemplify the wisdom of our future and a shared love for our planet.

Several students proposed initiatives to the School's leadership team which included:

- Days designated at OSC when plastics are not brought to school.
- Ban all one-time plastic drinking bottles across the school.
- Go to the ocean, or a park and organise an OSC clean-up of the park or beach on that special day with families and staff.

- Reuse the water that is captured under the water filters in the school for a purpose that is useful to the environment.
- Create competitions through the School Houses or classes for being environmentally conscious.



# LEARNING PROCESSES AND ACADEMIC PERFORMANCE

## MYP Learning Process, Impact, and Evidence

Students following the Middle Years Programme (MYP) had around three months of Face-to-Face teaching and the remainder was conducted online through the DLP model. For the purpose of teaching, Google Classrooms and ManageBac were used. We also encouraged students to explore topics independently and develop an analytical mind when reading up on global and local issues.

Service learning and initiatives to encourage social welfare took place regardless of the hurdles encountered as a result of the pandemic. Personal Projects – undertaken as a final study by MYP students were also successfully completed.

## MYP Overview

**100%**  
of Grade 10 students (30/30) 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

**5.88/7**  
The average end of year grade for all Grade 10 students

## Longitudinal OSC Subject Results (2016-2021)

MYP Subjects	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Language & Literature	6.00	5.90	5.69	5.47	5.80	5.40
Language & Literature Other	6.50 *	7.00 *	6.25 *	6.67 *		
French B	6.10	5.94	5.08	5.50	5.11	5.80
Spanish B	6.00	5.00	5.57	5.50	5.55	5.50
Sinhala	6.00 *	5.86 *	5.67 *			
Individuals & Societies	6.00	6.00	6.22	5.89	5.60	5.24
Science	5.70	5.93	5.74	5.79	5.48	5.30
Ext. Mathematics	5.90	6.36	5.33	5.91	6.00	5.16
Mathematics	5.20	4.53	5.27	4.50	4.50	4.50
Drama	6.30	6.07	6.27	6.46	6.00	5.90
Music	5.70	6.00	6.11	6.46		
Visual Arts	6.00	6.28	6.00	7.00	6.83	6.43
Physical and Health Education	5.90	5.59	5.67	5.63	5.68	5.60
Design	6.00	6.50	5.65	6.50	6.44	5.56
Personal Project	4.90	5.10	5.20	4.56	4.86	5.33
Highlighted cells represent courses where marks were moderated down or up						
*Sample size less than 5						



# LEARNING PROCESSES AND ACADEMIC PERFORMANCE

## MYP Mother Tongue

The Overseas School of Colombo has a diverse student body with native speakers of many different languages. The Mother Tongue programme in the Middle Years Programme and the School Supported Self-taught (SSST) in the Diploma Programme provides students with an opportunity to study their mother tongue within the existing school system. OSC supports this programme by providing logistics, teaching space, training of tutors, and time within the School's timetable. Students who are interested in studying their mother tongue must possess a high degree of skills and accuracy in their mother tongue. Students take this course in Language and Literature and must be at MYP Phase 5 or above where they are considered "proficient" and use the language at home as the main mode of communication.

The Mother Tongue lessons commenced during the regular school schedule with some after school classes depending on the availability of the tutor. Students and their tutors meet regularly; they are expected to meet at least 50 hours in the academic year in the MYP if not more. Throughout the academic year, students' progress is monitored and reported in the interim and semester reports. The OSC Mother Tongue syllabus closely follows the MYP Language and Literature course.

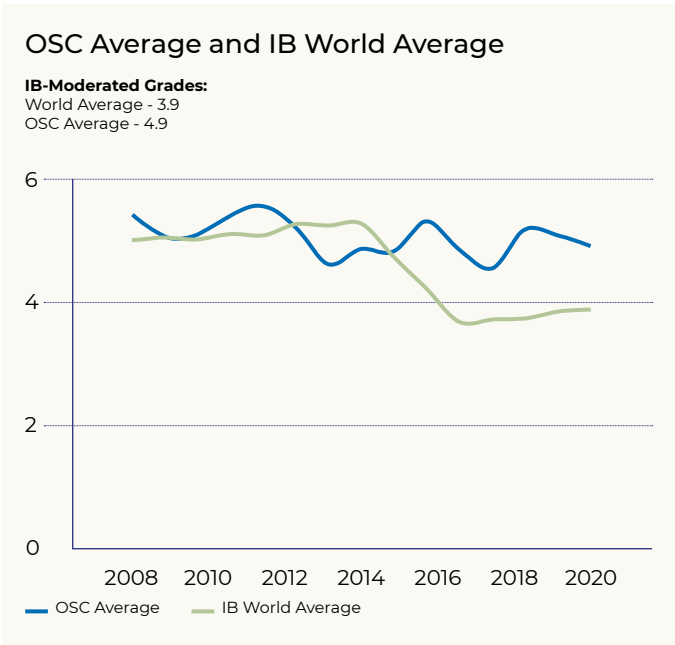
In the DP, students follow a syllabus provided by the International Baccalaureate. The course is often referred to as School Supported Self-taught (SSST) and comes under Group 1: Language A. It is also taught by an external tutor. Some embassies provide tutors via their cultural centres and this has been helpful in supporting the programme at OSC. At the end of the programme, the IB provides externally graded examinations in which students are assessed on their oral and written skills.

In the Diploma Programme, by taking the SSST: Language A, students may earn the Bilingual Diploma. This is an option that OSC encourages and is chosen by students who need the mother tongue skills when moving back to their home countries.

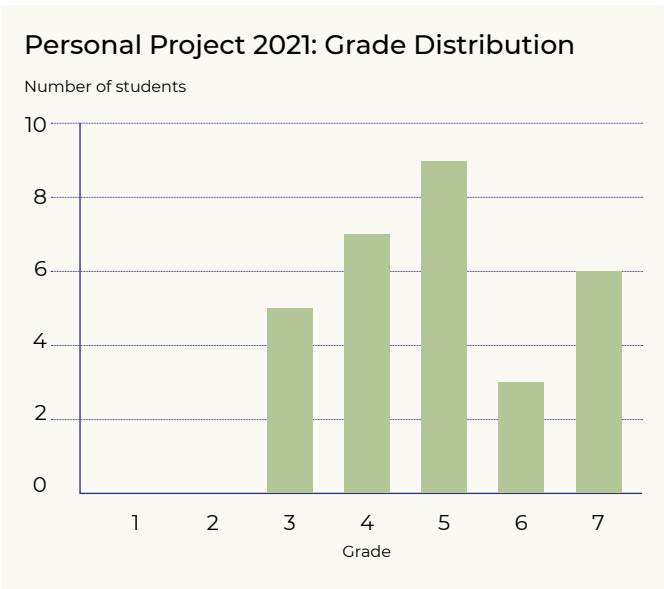
## MYP Overview: Personal Project

The Personal Project showcases MYP students' broad understanding of issues of sociocultural, environmental, scientific, or political significance. Students are encouraged to explore their passions and demonstrate critical and analytical thinking in their examination of the topic they undertake.

During the past academic year, students used interactive, digital mediums to present their Personal Projects and engage with their peers and teachers.



# LEARNING PROCESSES AND ACADEMIC PERFORMANCE



Some areas explored in Personal Projects submitted by the class of 2023 include:

- Urban agriculture
- Basketball, from scratch
- The symbolism of dreams
- Body strengthening and fitness
- Cooking for college students
- Sonnets on sleep – poetry and well-being
- Key biodiversity areas
- Cooking on a budget
- Climate justice ambassadors
- Gender neutral clothing
- Inclusivity in children’s literature
- Hand sanitiser composition
- Social anxiety infographics
- 3D modelling of plastics collectors
- Cricket in Sri Lankan culture
- Mental health advice

## MYP: Beyond Academia

### Meaningful Learning

We understand that learning is not only important to make sense of the external world; it should help students understand themselves better and also be accepting of people regardless of their gender, religion, or social standing.

We provide our students with a multicultural experience and encourage them to demonstrate their learning using a multiplicity of mediums, including visuals, movement, and written formats.

This year, we organised the Antigone Project – students from three schools across the world (San Francisco, Bogota, and Colombo) shared their experiences of producing the play in their respective countries. Learn more about this project on page 56 of this Annual Report.

### Service Learning

Stemming from our understanding of diversity is our willingness to nurture underprivileged communities. OSC is also steadfast in its goal to promote sustainability. Although we had to surmount a few hurdles as a result of the COVID-19 pandemic, we managed to continue the service-related projects we had undertaken.

- **Sustainability and Recycling** – We cleared school waste, conducted research on scrap metal yards, and visited them to dispose of the recyclables we had collected.
- **Hope for Kids** – We raised spirits by donating goods for children with cancer.
- **Room to Read** – We have established partnerships with two local schools that are in need.
  - We donated books, desks, and stationery to the Vidyawardhena School in Pelawatte.
  - We raised LKR 250,000/- to build a library at the Vidyaloka Vidyalaya School in Hokandara.
  - Together with Mr Mahinda (the bicycle librarian), we donated books and school supplies to children in rural Sri Lanka.

A complete list of the service-learning initiatives we undertake is provided on page 63 of this Annual Report.

# IBDP 2021

***The pass rate at OSC for 2021 full diploma candidates was 100%, compared to the world average in 2021 of 89%.***



## The IB Diploma Programme

Since 1983, we have continuously offered the two-year IB Diploma Programme at OSC to Grade 11 and 12 students. All students at our school are enrolled as IB Courses candidates with almost all students opting to take the full IB Diploma. Students who complete the IB Diploma will have studied 6 subjects, with three of these at Higher Level, earning a minimum of 24 IB Diploma points. In addition, students must meet the IB criteria in the following core components of the programme:

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

Whereas CAS is an essential but ungraded component of the IB Diploma, a student's grades in TOK and the EE contribute up to 3 additional points to their IB Diploma points total. The maximum available points is 45 which is achieved annually by less than 1% of students worldwide.

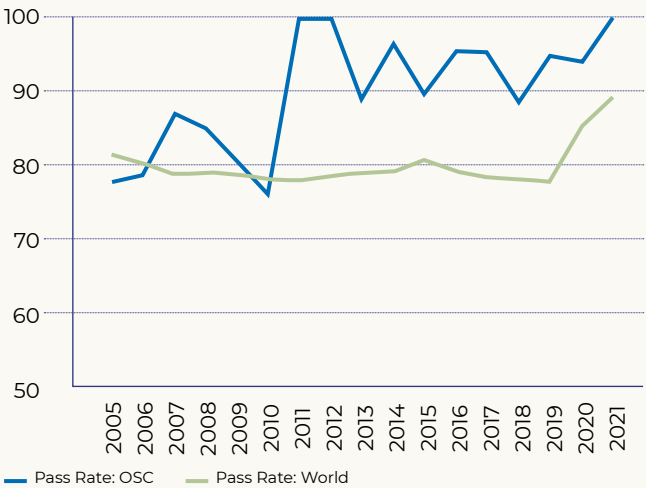
For the second consecutive year, students at OSC were not able to sit for their final IB Diploma examinations. This year, the COVID-19 situation in Sri Lanka forced us to move to the IB's non-exam track just before the exam session began. Final IB Diploma course grades were determined using teacher predicted grades and IB-marked student coursework.

OSC also offers a thorough college counseling programme for all students, providing guidance and support in choosing a suitable path for their higher and tertiary studies.

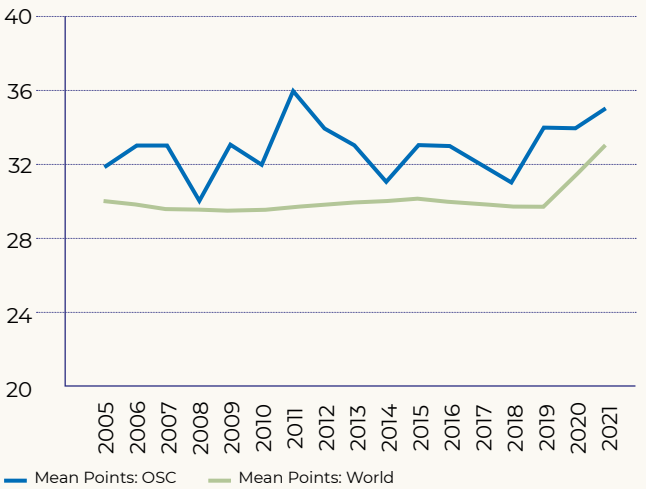
	IB Worldwide May 2021	OSC May 2020	OSC May 2021
<b>Registered IB Candidates<sup>1</sup></b>			
Number of IB Diploma Programme examination candidates	165,857	18	29
Number of students attempting the IB Diploma	87,484	16	28
Percentage of students attempting the full IB Diploma	53%	89%	97%
<b>Award of the IB Diploma</b>			
Number of IB Diplomas awarded	77,801	14	28
IB Diploma pass rate	88.9%	89%	100%
Number of IB Bilingual Diploma earners	21,006	1	1
Percentage of IB Bilingual Diploma earners	27%	7%	4%
<b>The Distribution of IB Points<sup>2</sup></b>			
IB Diploma earners with 36 points and above	43%	31%	50%
IB Diploma earners with 40 points and above	20%	19%	29%
Mean IB Diploma Points	33	31	35
<b>Mean IB Grade (7 highest)</b>			
Mean grade for IB Diploma earners	5.33	5.21	5.53
<b>Extended Essay (EE) and Theory of Knowledge (TOK)</b>			
Students earning Extended Essay results of A	15%	12%	21%
Students earning Extended Essay results of B or higher	41%	41%	55%
Students earning Theory of Knowledge results of A	11%	12%	28%
Students earning Theory of Knowledge results of B or higher	39%	47%	69%



IB Diploma Pass Rate

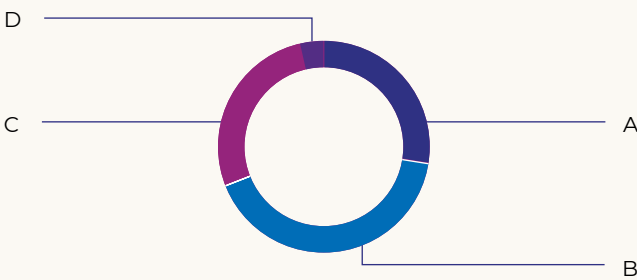


Average Number of Points (Max=45)



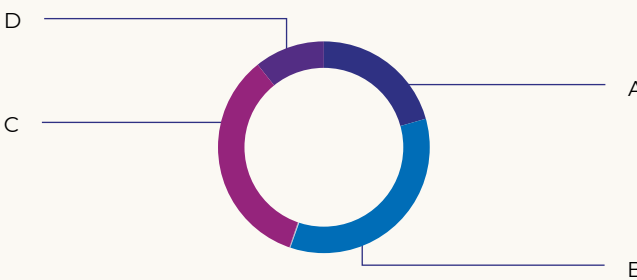
TOK OSC 2021

Grades (A - E)

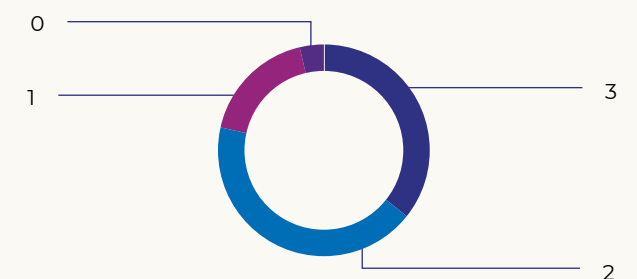


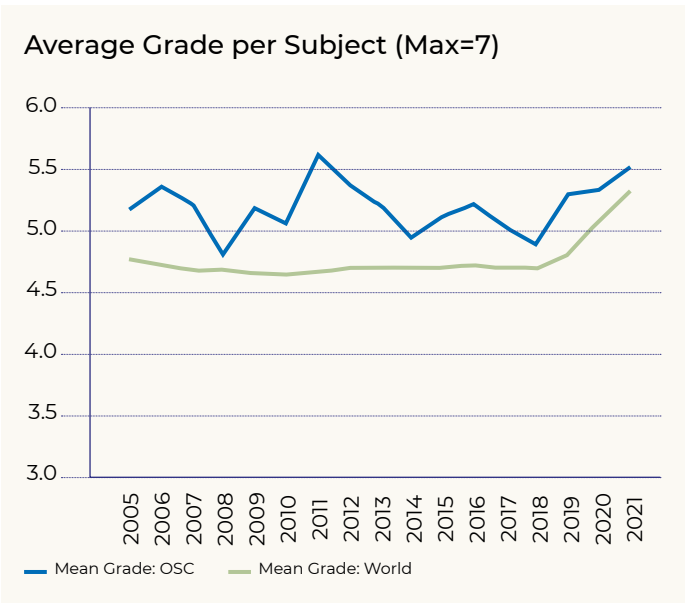
EE OSC 2021

Grades (A - E)



Additional Points OSC 2021





Total Points Distribution - Global

Total Points	2017 %	2018 %	2019 %	2020 %	2021 %
23 or Fewer	17.37	17.82	18.14	11.51	8.41
24 to 29	28.97	29.87	30.42	26.59	20.59
30 to 34	27.06	26.56	26.11	28.05	26.94
35 to 39	18.68	18.12	17.73	22.86	25.66
40 to 44	7.57	7.33	7.29	10.61	16.87
45	0.35	0.31	0.32	0.39	1.53

IB Exam Results 2021

	Number of candidates	Average Grade	
		school	world
Language and Literature			
English A: Language and Literature HL	16	5.44	5.11
English A: Language and Literature SL	5	5.40	5.43
English A: Literature HL	3	5.33	4.86
English A: Literature SL	5	6.00	5.32
French A: Literature Self-taught SL	1	6.00	5.66
Hindi A: Literature Self-taught SL	2	7.00	5.88
Language Acquisition			
French <i>ab initio</i> SL	10	5.60	5.18
French B SL	11	5.27	5.22
Spanish B SL	5	5.80	5.28
Spanish <i>ab initio</i> SL	1	5.00	5.30
Spanish B SL	1	7.00	5.89
The Arts			
Music SL	1	7.00	4.96
Film HL	1	7.00	4.64
Theatre HL	5	6.60	5.18
Visual Arts HL	7	4.86	4.56
Visual Arts SL	4	4.25	4.24
Individuals and Societies			
Economics HL	9	5.78	5.63
Economics SL	2	6.00	5.35
Env. Systems and Societies SL	7	5.43	4.70
Geography HL	4	5.75	5.79
Geogrphay SL	4	6.00	5.37
History of Asia and Oceania HL	9	5.44	5.56
Psychology HL	1	4.00	5.29

	Number of candidates	Average Grade	
		school	world
Experimental Sciences			
Biology HL	10	5.80	5.04
Biology SL	4	4.50	4.68
Chemistry HL	4	5.75	5.38
Chemistry SL	7	5.14	4.99
Physics HL	6	5.67	5.34
Physics SL	2	4.00	4.91
Mathematics			
Mathematics AA: HL	7	5.57	5.44
Mathematics AA: SL	10	5.10	5.18
Mathematics AI: HL	4	5.50	5.18
Mathematics AI: SL	8	5.00	4.75

#### Notable Class of 2021 Extended Essays

Quantum Supremacy	How do the mathematical differences between quantum and classical computing facilitate efficiency in terms of time complexity?
Green Architecture	To what extent is green architecture and sustainable planning/development in a Colombo neighbourhood effective in helping the ecosystems around it?
Lowry's The Giver	How and to what effect did Jonas's perception of pleasure change throughout his journey with The Giver?
Solvatochromism	To what extent does the change in solvent polarity measured by the dielectric constant, varied by adjusting the percentage volume of acetone in water, affect the absorption maxima ( $\lambda_{max}$ ) (nm) of the $n \rightarrow \pi^*$ absorption band of methylene blue?
Parachutes	To what extent does the terminal velocity of a vertically descending mass attached to a parachute depend on the surface area of the parachute?

#### • Bilingual diplomas:

**1 attempted**

**1 awarded**

#### • OSC high school diplomas

**100% (29) students were awarded the OSC Diploma**

**59% (17) students were awarded the OSC Diploma with Distinction**

#### • 73% attending first-choice university

#### • 1/3 of the class of 2021 was offered scholarships amounting to USD 641,866.69

## OSC College and University Offers 2016-2021

### THE UK

Aberystwyth University  
 Anglia Ruskin University  
**Bangor University (2)**  
**Bournemouth University (2)**  
 Brunel University (3)  
 Canterbury Christ Church University  
**Cardiff University (3)**  
**City University, London (3)**  
**Durham University (3)**  
 Goldsmiths College, University of London (2)  
 Imperial College London  
**King's College London (9)**  
**Kingston University (3)**  
 Lancaster University (2)  
 Leeds Beckett University  
 Leeds College of Art & Design  
**London School of Economics**  
 Newcastle University (2)  
**Nottingham Trent University (3)**  
 Oxford Brookes University  
**Queen Mary, University of London (5)**  
 Queen's University Belfast (2)  
 SOAS University of London  
 Swansea University (2)  
 St George's, University of London  
 University of Aberdeen (3)  
 University of Bath (2)  
 University of Birmingham  
 University of Bradford (2)  
 University of Brighton (4)  
 University of Bristol (3)  
 University of Central Lancashire  
**University College London**  
 University of Creative Arts  
**University of Dundee**  
 University of East Anglia (2)  
 University of East London (4)  
**University of Edinburgh (8)**  
 University of Edinburgh Napier  
**University of Essex (4)**  
**University of Exeter (3)**

**University of Glasgow**  
 University of Greenwich (2)  
 University of Hull (2)  
**University of Kent (8)**  
 University of 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 (11)  
 University of Nottingham (8)  
**University of Plymouth (3)**  
 University of Portsmouth (2)  
 University of Reading  
**University of Roehampton (3)**  
**University of Sheffield (5)**  
 University of Southampton (5)  
 University of St Andrew's (2)  
 University of Surrey (2)  
**University of Sussex (3)**  
 University of the Arts London (2)  
**University of Warwick (4)**  
 University of the West of England Bristol  
 University of West London  
**University of Westminster (3)**  
 University of York (3)

### KEY

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

### THE USA

Amherst College  
 Bard College  
 Bates College  
 Beloit College  
 Bennington College  
**Boston University (9)**  
**Brown University**

**Carnegie Mellon University**  
 California Lutheran  
 California Polytechnic State University, San Luis Obispo  
 California State University Fullerton  
**California State University Northridge**  
 California State University San Diego  
 California State University San Francisco  
**Carleton College**  
 Case Western Reserve University  
 Claremont McKenna College  
**Clark University (5)**  
 Clemson University  
**College of William & Mary (3)**  
**College of Wooster**  
 Colorado College  
 Columbia College  
**Cornell College**  
 Denison University  
 Drexel University (3)  
**Emerson College (2)**  
 Emory & Henry College  
 Eugene Lang College  
 Florida Atlantic University  
**Florida International University (2)**  
**Florida Institute of Technology (2)**  
 Florida State University  
**Fordham University (7)**  
 Georgetown University  
 Georgia Institute of Tech  
 George Washington University (3)  
**Goucher College**  
 Hofstra University (2)  
 Ithaca College (2)  
**Iowa State University**  
 James Madison University (2)  
 Juniata College  
**Knox College (2)**  
 Lewis & Clark College (2)  
**Lynn University (3)**  
**Macalester College**  
**Marymount Manhattan College (2)**  
**Mass.College of Pharmacy & Health Science (2)**

**Montgomery College**  
**New York University (10)**  
 North Carolina State University  
 Northeastern University (2)  
**Northwestern University (2)**  
 Occidental College (2)  
**Oregon Institute of Technology**  
**Parsons NYC**  
 Pepperdine University  
 Penn State University (3)  
 Pratt Institute, NY (2)  
**Purdue University (2)**  
 Randolph-Macon College  
 Reed College (2)  
**Sarah Lawrence College**  
 Savannah College of Art & Design (2)  
 School of the Museum of Fine Arts  
 State University of New York  
 Plattsburgh  
 Suffolk University (2)  
 Syracuse University (4)  
 Texas A&M University, Corpus Christi  
 The New School, NY  
 The University of Iowa  
 The University of Wisconsin – Madison (2)  
 Tufts University  
 University of Arizona  
**University of California Berkeley (4)**  
 University of California Davis (8)  
 University of California Irvine  
 University of California Los Angeles  
 University of California San Diego (4)  
 University of California Santa Cruz (2)  
**University of California Santa Barbara**  
 University of Cincinnati  
 University of Colorado Boulder (2)  
 University of Connecticut  
 University of Chicago  
 University of Denver (2)  
 University of Idaho  
 University of Illinois at Urban-Campaign  
 University of Maryland  
 University of Massachusetts Amherst



University of Massachusetts Boston (4)  
 University of Massachusetts  
 Dartmouth  
**University of Massachusetts Lowell (2)**  
 University of Miami  
**University of Michigan**  
 University of Minnesota Duluth  
**University of New Hampshire**  
 University of New Haven  
**University of North Carolina,  
 Chapel Hill**  
**University of Oregon**  
**University of Pennsylvania (2)**  
 University of Pittsburgh (2)  
**University of San Diego (4)**  
**University of San Francisco (2)**  
 University of South Carolina  
 University of South Florida  
 University of Southern California  
 University of the Pacific  
 University of Tampa (3)  
**University of Texas at Austin**  
**University of Washington (3)**  
 University of West Lafayette  
 University of Wisconsin, Madison (4)  
 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 (4)  
**Concordia University (5)**  
**Dalhousie University (4)**  
**HEC Montreal**  
 Ryerson University (2)  
**McGill University (9)**  
 McMaster University  
**Memorial University of  
 Newfoundland (4)**

Ontario Tech University  
 Queen's University  
**Saint Mary's University**  
**Simon Fraser University**  
 Trent University  
**University of Alberta (2)**  
 University of Calgary (2)  
**University of British Columbia (11)**  
 University of Ottawa  
 University of Newfoundland (3)  
 University of Saskatchewan  
**University of Toronto (17)**  
 University of Victoria (2)  
**University of Waterloo (2)**  
 University of Western Ontario  
 Western University  
 York University (2)

## OTHERS

## AUSTRALIA

Australian National University  
 Deakin University  
 Monash 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

## FRANCE

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

## GERMANY

Jacobs University

## HONG KONG

Hong Kong University of Science &  
 Technology  
 Hong Kong Polytechnic University  
**University of Hong Kong (2)**

## HUNGARY

Corvinus University of Budapest

## INDIA

Christ University, Bangalore  
 ISDI Parsons, Mumbai  
**Nirma University**  
**NIS Allahabad (2)**  
**Indraprastha Institute of Information  
 Technology**  
**Manipal University**

## JAPAN

International Christian University  
**Tokyo International University**  
 Temple University  
 Waseda University

## KOREA

Yonsei University

## LATVIA

Riga Stradins University

## THE NETHERLANDS

Amsterdam University College  
 Erasmus University Rotterdam (2)  
 Fontys Hogescholen  
**Leiden University (5)**  
 Technische Universiteit Eindhoven  
**University of Groningen (3)**

**University of Amsterdam (7)**  
**University College Maastricht (2)**  
**Utrecht University (2)**  
 Vrije Universiteit Amsterdam

## NEW ZEALAND

**University of Auckland**  
**University of Otago**

## PHILIPPINES

Ateneo de Manila

## SINGAPORE

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

## SPAIN

ESADE University  
**EU Business School, Barcelona**  
 IE University

## SWITZERLAND

Les Roches School of Hospitality

## THE UAE

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





# CO-CURRICULAR ACTIVITIES

OSC believes that co-curricular activities complement academics and play an essential role in providing a holistic education. We provide students with unique opportunities to participate in different co-curricular activities such as sports, music, painting, acting, or joining an After School Activity (ASA).

## Gecko Athletics

The 2020/21 school was yet another testing year for the world of sports. The lockdowns imposed as a result of the ongoing COVID-19 pandemic brought after-school and inter-school activities and sports to a complete halt in many parts of the world. In our region, both TISS (The International Schools of Sri Lanka) and SAISA (South Asian Inter-Scholastic Association) competitions were postponed and eventually cancelled. Many of the sporting activities were held online.

In October 2020, the SAISA Schools Athletics Directors organised a variety of virtual football, basketball, and volleyball challenges for students at our school. These were showcased in the first-ever Virtual SAISA Conference which took place on

Saturday, 9 November, 2020. The conference brought together a host of experts from different sporting backgrounds to share their experiences with our SAISA athletes. Our very own OSC parent, Kumar Sangakkara, generously gave his time to share a few words of wisdom and encouragement with the student-athletes.

As a spin-off from this conference, a few of our older students participated in the Student Leadership Conference run by the Globetrotting ADs in February 2021.

## 2020/21 Highlights

The SAISA Athletics Directors continued to meet on a monthly basis throughout the year to share experiences, ideas and put together tentative plans for sporting opportunities for the 2021/22 School Year.

We look forward to resuming the multiple sporting and extracurricular activities we usually offer.

**GECKOS, WE NEED YOUR HELP!**

INTRODUCING THE...

## SAISA CHALLENGES 2020!

**SUBMIT YOUR SKILLS AND TRICK SHOT VIDEOS OF THE SAISA CHALLENGES FOR VOLLEYBALL, BASKETBALL AND VOLLEYBALL BY FRIDAY 13TH NOVEMBER @ 3:30PM**



**SAISA CHALLENGES LINK:**

**SHOW YOU GECKO SPIRIT BY SHOWCASING YOUR SKILLS TO THE OTHER SAISA SCHOOLS**

**VIRTUAL SAISA CONFERENCE**  
NOVEMBER 21, 2020  
15:30 NEPAL TIME

15:30 - Q & A with Cricket Legend Kumar Sangakkara

16:05 - Servant Leadership  
Nick DeForest  
Educator, Athletic Director  
Pro Baseball Player  
Co host of Globetrotting ADs

16:35 - Every Run has a Purpose  
Brendan Madden  
Teacher at ACS  
Sports Adventure Enthusiast  
Everest Summiteer

17:05 - Introduction to Self, Team & Others Awareness  
Lynn Kachmarik  
President, Equilibria in Sports & Education  
Collegiate Coaches Hall of Fame

18:10 - Video Celebrations

18:45 - Panel Discussion  
SAISA ALUMNI

Hosted by  
Luke Davis, Athletic Director (LS)  
& Chip Nielsen, Voice of the Snow Leopard

**IT'S BACK!**

**GLOBETROTTIN' ATHLETES NETWORK**

## STUDENT ATHLETE LEADERSHIP CONFERENCE

March 24, 2022

with Keynote Speaker David Nurse

NBA Life Optimization Coach  
Motivational Speaker  
Best Selling Author  
[davidnurse.com](http://davidnurse.com)

### Call for Student Sessions

This unique online event will give HS students from around the world a chance to stretch beyond their school walls. Contact us for more details.

**CONTACT:**  
CHRIS TO SUBMIT A SESSION  
[chris@globetrottingathletesnetwork.com](mailto:chris@globetrottingathletesnetwork.com)  
DAVE FOR ANY QUESTIONS  
[dave@globetrottingathletesnetwork.com](mailto:dave@globetrottingathletesnetwork.com)

**10 AM - 5 PM CET SESSIONS FOR ALL TIME ZONES**

[globetrottingathletesnetwork.com](http://globetrottingathletesnetwork.com)

Fine Print  
All sessions are live  
1 session per school maximum  
GAN members have a reserved spot until Jan 1st  
Limited number of session spaces available  
Recordings only available to GAN members

# CO-CURRICULAR ACTIVITIES

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

Due to COVID-19-related health & safety protocols/restrictions, we unfortunately weren't able to conduct any after school activities (ASAs) even during periods when students were allowed on campus for F2F learning.

Found below, is a full list of after school activities (ASAs) that we usually offer, which form an integral part of our curriculum:

### Primary

#### Sports

- 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

#### Performing Arts

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

#### Visual Arts/Crafts

- 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

#### Other Activities

- 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







# CO-CURRICULAR ACTIVITIES

## Secondary

Activities offered throughout Blocks 1, 2, and 3.

### Creative

- 3D Modelling and Printing
- Arts Club
- Print making
- Creative Clay
- Beginning Sinhala
- Boys Voice
- Chess
- Colouring
- 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
- Recycling and Sustainability
- Reef Keepers
- SOS Village
- Temple School
- RCCI (Rehabilitation Centre for the Communication Impaired)

### Academic Support

- MYP Survival
- DP Survival
- Math Club
- EAL HW Club
- HW Club
- SAT Verbal
- SAT Maths
- Study Hall
- College Readiness



# VISUAL AND PERFORMING ARTS



Music and theatre add diversity and excitement to our academic calendar. However, as a result of the COVID-19 pandemic we had to reduce all events or modify them to suit health regulations. Nevertheless, we are happy to say that we found ways to keep spirits soaring throughout the year.

## ISTA TaPS

OSC 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 (OSC hosted the MS festival in 2016, and were due to host in November 2020). ISTA is an excellent organisation that seeks to bring drama and theatre students from around the world together to engage in three-day intensive practical workshops, led by first-rate theatre professionals and teachers.

This year's annual ISTA event took place online in early December with ISTA artist Joachim Matschoss. Based in Melbourne, Australia, Joachim guided and supported our nine DP1 theatre students through various theoretical and physical activities, and practices via different mediums: creating and performing with Japanese Bunraku puppets, exploring the theories of Bertolt Brecht (Epic Theatre) and Anne Bogart's Viewpoints (this was a one-off masterclass with Shane Anthony based in Sydney), diving into scenes from play texts, and manipulating elements of devised work and scenography were the creative ways in which the students learned more about the four DP Theatre assessment components. Over the three days (Friday 4th – Sunday 6th December), participants had the opportunity to work together (via breakout rooms) creating and making connections and opportunities for artistic inspiration. They gained new insights into how artists incubate concepts from seedlings into fully grown performances, and as always, the event ended with everyone feeling exhausted but empowered and deeply enriched.

## Sophocles' Antigone

This project was organised in collaboration with students and teachers at the French American International School in San Francisco (FAIS) USA, and the Liceo Frances Louis Pasteur School in Bogota. Students from OSC's DP1 Theatre and Music classes took part in several online practical workshops based on the ancient Greek tragedy "Antigone" (written around 441 BC) and engaged in cross-cultural dialogue to explore how the

## VISUAL AND PERFORMING ARTS

play could be further interpreted and performed. Students then shared their experiences of performing certain moments, and composing music for the play text, as an introduction to the play's final production when it was performed live in the digital frame in the USA in May 2021. Michelle Haner, the Theatre Director at FAIS, played a leading role in the workshop and initiated this wonderful opportunity.

### Music

As many students were personalising their music lessons online (through the DLP), we were able to conduct a Classical Guitar Ensemble online. Students produced a couple of recordings of their performances and these were edited to create a harmonious ensemble.

### Virtual Art Show

Our IBDP Visual Arts students created virtual exhibitions of their artwork. Ordinarily, the IBDP Visual Arts exhibition is a culmination and a celebration of the amazing work students have developed during the two-year course. Despite the change in exhibition format, students rose to the challenge of curating their work using various virtual gallery tools and templates. Each created their own unique gallery displaying artwork that was well connected thematically and yet their individual styles shone through.





# EXPERIENTIAL EDUCATION

***Our students learn skills that are needed in cross-cultural interactions, critical for success in the globalised world.***



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

The Creativity Activity and Service (CAS) component is a vital part of the educational experience for all DP 1 and 2 students at OSC. Our school recognises, as stated in the mission statement, that education neither begins nor ends in the classroom or the examination hall. In fact, the essential aspects of education may exist outside both. An international education must go well beyond the provision of information and is inevitably involved in the development of attitudes and values which transcend barriers of race, class, religion, gender, and politics. As per the IB design, CAS encompasses a broad range of extracurricular activities including SAISA sports, creative pursuits, activities like COMUN and service to the community.

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:**

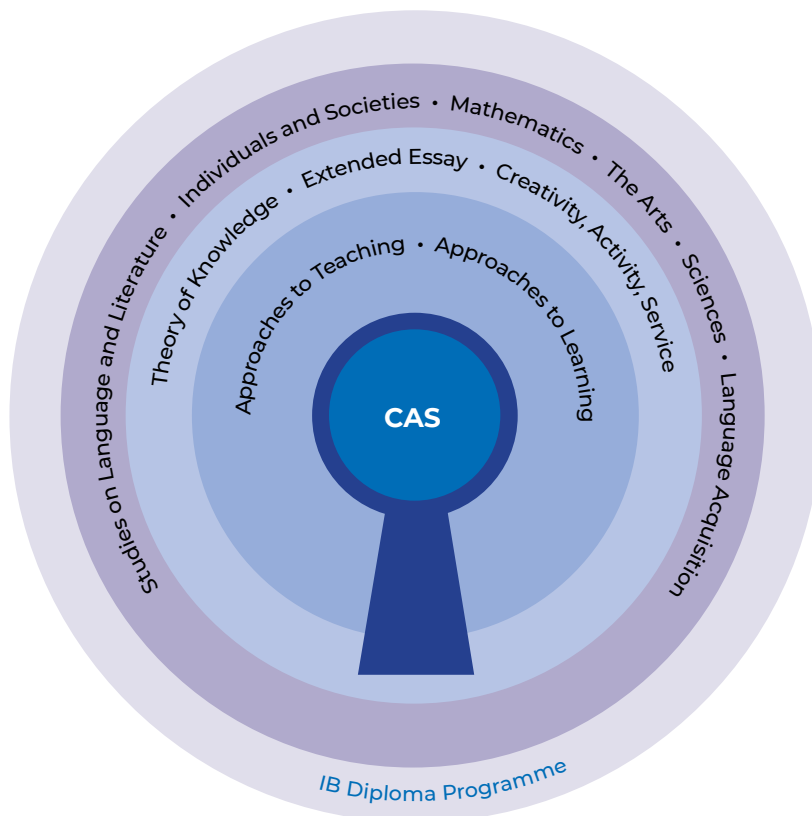
Physical exertion contributing to a healthy lifestyle.

**Service:**

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

All Diploma Programme students participate in these three course requirements that make up the core of the hexagon.

## EXPERIENTIAL EDUCATION



During the academic year, as part of CAS, students engaged in the following activities:

Creativity (Dance Project), Activity (DOE Journey, Personal Fitness Routines), Service (Room to Read, Recycling & Sustainability, Care for Paws, Eco Schools, Hope for Kids, and others).

For more information about CAS at OSC, please visit [www.osc.lk/cas](http://www.osc.lk/cas)

Community service and service learning have a special place in OSC's philosophy of education. At OSC students are encouraged to develop a positive and active approach towards service. In the Secondary School, specific programmes are

offered to students which emphasise an awareness, concern, and responsibility for service in the community. Some of these happen on a weekly basis (Thursday after school) while others are part of the Week Without Walls programme (scheduled at the beginning of the 2nd term). OSC has been working with several local charities and has an excellent relationship with these community outreach programmes. The destructive 2004 tsunami was a catalyst for the School's long-term involvement with several primary schools in Hambantota and Galle. DP students are also expected to take on leadership roles and are encouraged to initiate activities of their own. In the past, students have organised and led medical clinics in the North of the country, played a key role in planning Thursday service work, established recycling programmes in their neighbourhoods, and much more.

## EXPERIENTIAL EDUCATION

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

1. Identify your own strengths and develop areas for growth.
2. Demonstrate challenges that have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognise the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognise and consider the ethics of choices and actions.

### Our Students' CAS Experiences as Reported in Their Blogs:

*"I plan on dedicating my time to service, as it is introduced to me through school. It's important that schools look at service activities and activate students to participate as much as possible, because it is one of the most effective ways of making a change and inspiring everyone else to do the same. Service helps me notice how lucky and unlucky some people are, so I am willing to help those who need it most. I would like to be included in a service that allows me to help and provide necessary resources for everyone and take care of nature, as well as animals."*

- Sara reports on her future plans

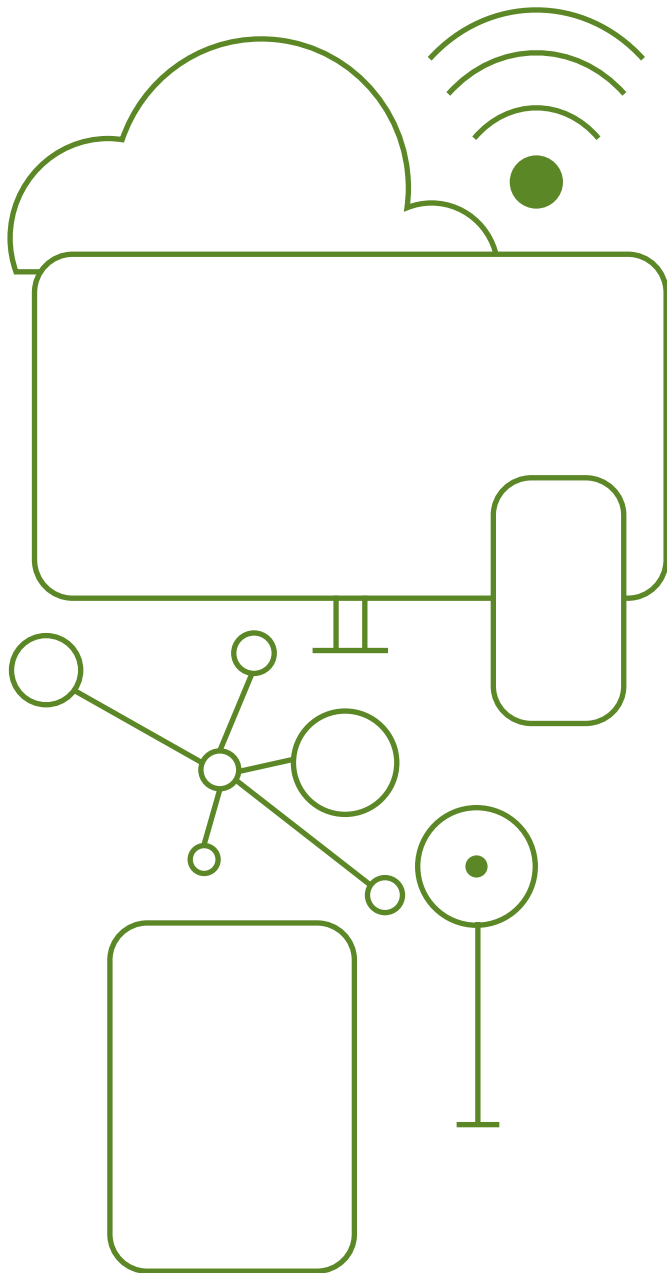
*"Instruments and music have always been an area of interest for me. I've played the piano since I was 5, but due to restrictions for the past year or so, I have been unable to formally attend my class, where I do both practical and theory. So, I took it upon myself to continue studying music, but instead of simply practising my playing, I decided to do something slightly different to improve my aural performance. I chose to listen to a piece of music that I liked and then transcribed it."*

- Eleez discusses an activity she undertook

*"I want to maintain my physical health through different types of video workouts and I would like to try making my own full body workout that I enjoy doing."*

- Yangki discusses an activity she enjoys and her plans for the future

# LEARNING WITH TECHNOLOGY



Technology at The Overseas School of Colombo aims to engage students, strengthen student learning and foster creativity, collaboration, and communication within and beyond the classroom. Technology has transformed education and OSC recognises the importance of keeping up with the latest innovations for our students to acquire the necessary skills to become leaders in today's globalised world. They must become innovative thinkers, ask questions, research, and find solutions in response to the fastest-changing industries in the world today. At OSC, we effectively integrate the latest technologies and teaching methods to leverage and enhance our students' learning process.

In this regard, we believe the COVID-19 pandemic has been a blessing in disguise. Since we had to resort to the Distance Learning Plan on many occasions throughout the year, as a community we have fine-tuned our digital capabilities and are ever-ready to share this knowledge with those around us.

## Technology Infrastructure at OSC

The Overseas School of Colombo is equipped with over 80 Cisco Meraki Access Points to support the Wi-Fi needs of the Bring Your Own Laptop (BYOL) programme from Grades 5 through 12, and over 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 utilises 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. The OSC Tech Department also leverages cloud-based technologies to provide disaster mitigation and data recovery capabilities. Classrooms are integrated with touch-enabled interactive displays and projectors to further enhance student learning.

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



# LEARNING WITH TECHNOLOGY

## Technology in PYP

Technology is integrated throughout the Primary School. Students are issued school-owned technology devices in Early Years through Grade 4. This year, our Grade 5 students began to use their own laptops.

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

## Technology in MYP and DP

Within the Secondary School, the goal of the technology programme is to help students have an expert or mastery level of many different applications, databases, and online tools that can help students research, create, and communicate new understanding and learnings. This knowledge will help better prepare students for meaningful impact. The Secondary School has introduced the Bring Your Own Laptop (BYOL) programme where students are required to bring a laptop to every class daily and use technology on a regular basis.

Our students are provided with the necessary Apps and cloud storage to do their classwork digitally while collaborating with their peers and communicating with their teachers. ManageBac is our 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 THE ENVIRONMENT

***Service is a requirement at all grade levels where students recognise specific needs within the community, work with members of this community to plan appropriate responses to those needs, and act ethically to meet them.***



Service Learning is part of the IB curriculum and is an integral aspect of the culture at OSC. Service is a requirement at all grade levels where students recognise 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 context for students to initiate service and the school provides a protected time for students to focus on their service work.

All students in the MYP and DP are expected to participate in projects organised by the school, or to participate in service outside school. In MYP 1-5, students are required to serve for one semester although many choose to serve all year. In the DP, the commitment is year long. 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.

Students at OSC actively participate in the following service projects:

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

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

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

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

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

**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 programme for affected mothers at the Maharagama Cancer Hospital.

## SERVICE TO THE COMMUNITY AND THE ENVIRONMENT

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

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

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

**Young Reporters for the Environment (YPR):** Our group of young reporters focus on environmental issues in the local and national context to publish through the Eco-Schools network.

**Rehabilitation Center for the Communication Impaired (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:** 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!

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

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

### **Memory Project – Creating a kinder world through art:**

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





# TEACHERS

TEACHING FACULTY – 66

CONTINUOUS PROFESSIONAL  
DEVELOPMENT (CPD) – 68



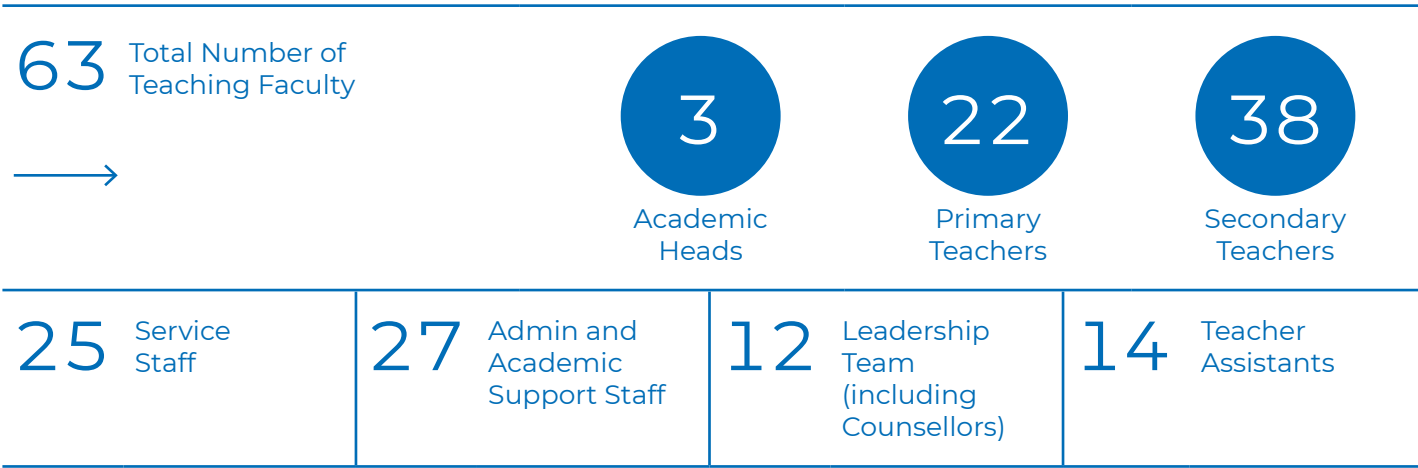


# TEACHING FACULTY

***Our teachers do not limit themselves to covering syllabi alone but also enable the overall development of students.***



Our teachers play an invaluable role in our community. As educators they do not limit themselves to covering syllabi alone but also enable the overall development of students. OSC teachers hail from all parts of the world and have undergone a stringent recruitment process before joining the school. They guide students for six to eight hours a day, five days a week. The skill and care they possess help us work towards our vision of providing a holistic education that contributes towards the development of internationally minded persons.



## Gender Distribution of Teaching Faculty



# TEACHING FACULTY

## Teaching Experience of Teaching Faculty

Count	Years of Experience	Count	Years of Experience
1	2 years	2	11 years
1	5 years	4	12 years
1	6 years	1	13 years
2	7 years	5	14 years
3	8 years	42	Over 15 years
1	9 years		

## Nationalities of Teaching Faculty



## Teacher/Student Ratio

Based on enrolment of 393  
Teacher : Students  
**1 : 6**  
(without Teacher Assistant)

# CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Our teachers are also encouraged to develop their competencies 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.

Although the COVID-19 pandemic disrupted certain training programmes that required physical participation, our teachers attended virtual programmes that covered a variety of subject areas and skills.

## Training Session Organised by the Principal Training Centre (PTC)

An extensive training programme is organised annually by the Principal Training Centre, tailored to developing leadership in the context of international schools. The programme which was held online was attended by three members of the OSC leadership team. The training covered the following areas:

- Creating an effective school
- Instructional supervision and evaluation
- Leadership and team dynamics

## MYP and DP

A number of Secondary School teachers were keen to undergo training in a range of subject areas. This year, online training programmes helped teachers adapt to new teaching methods and were given insights on how to maximise their students' creative potential through the power that technology can bring to the classroom. As we continue to contend with the pandemic, this training is proving to be very useful.

Teachers also gained training on continuing theatre and music practices through virtual platforms. The programmes equipped teachers with activities and methods to ensure continued interactivity and creativity through co-curricular activities such as Drama and Music.



# PARENTS

PARENTS AS PARTNERS – 70

SUPPORT DURING THE COVID-19 PANDEMIC – 71

NETWORKING OPPORTUNITIES – 72





# PARENTS AS PARTNERS

***“As a school striving for parent engagement, we lead with our hearts and heads - listening to what parents think, dream, and worry about.”***

At OSC, our parents are our partners and their feedback and engagement play an integral role in the achievements of our students and our school.

During the academic year, we had to switch between learning models and so did our parents. Their feedback was important

when we made plans to return to school with Face-to-Face Learning and their support ensured the success of the Distance Learning Plan (DLP) and Hybrid Plan (more information on learning models can be found on page 32).



Support  
learning

Develop fruitful  
relationships with teachers

Encourage students to engage in  
co-curricular activities

***We have a close relationship with our parents.  
However, the pandemic urged us to be even more  
sensitive to their needs.***

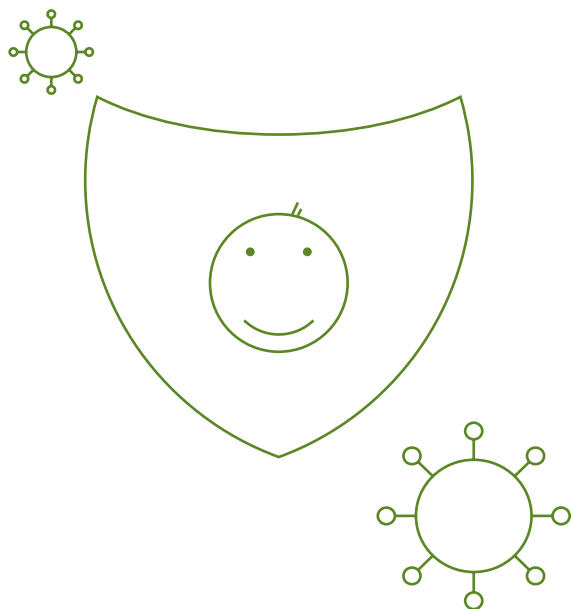


# SUPPORT DURING THE COVID-19 PANDEMIC

We have a close relationship with our parents. However, the pandemic urged us to be even more sensitive to their needs and they in turn extended their untiring support for their children, the staff, and school throughout the year.

**As a community**, we made sure our parents were comfortable with the learning models in use. When Face-to-Face Learning was implemented, we gave parents the freedom of choosing the DLP for their children so they could learn from the safety of their homes. We also provided our parents with the necessary tech support when children were working on the DLP.

**Our parents** were tremendously helpful to our teachers throughout the year. They supported education by guiding students on a day-to-day basis and provided their feedback on the learning models in use.



# NETWORKING OPPORTUNITIES

## The School Community Network (SCN)

The School Community Network (SCN) are our parent volunteers whose main role is to support the school's sense of community, cultivate a spirit of diversity, and promote a feeling of belonging for all families in alignment with the mission and vision of the school. Occasionally, they also get involved in helping administration, faculty and students with projects, but much of what they do is focused on supporting other parents and guardians.

Throughout the year, the network aims to provide the OSC Community with fun, family-friendly activities, as we celebrate traditions, languages, and multiculturalism. Support for SCN activities directly comes from parent/guardian volunteers, and financially from donations by sponsors and revenue from our events.

## What does the SCN do?

- Supports strong communication to promote an atmosphere of goodwill, cooperation, and community spirit to further endorse the OSC mission and vision.
- Assists with the integration of the new parents into the OSC community.
- Encourages active participation from parents in events organised by SCN.
- Provides support to the Student Government Association.
- Motivates and guides both Primary and Secondary Class Representatives to share important class-level and school-level information, organise events/activities that will promote cohesiveness within the grade.
- Works hard to establish a healthy sense of belonging for all families within the community.

During the 2020/21 academic year, the SCN moved their activities online, and promoted fun-filled activities like bringing in a author for the Primary School, and online cooking lessons for the community. They also hosted a number of safe and socially-distanced family get-togethers and did their level best to ensure all parents connected with each other within a safe environment.

# FINANCIAL STATEMENTS

THE REPORT OF THE DIRECTORS – 74

REPORT FROM THE FINANCE COMMITTEE 2020/21 – 76

INDEPENDENT AUDITOR'S REPORT – 78

STATEMENT OF FINANCIAL POSITION – 80

STATEMENT OF COMPREHENSIVE INCOME – 81

STATEMENT OF CHANGES IN EQUITY – 82

STATEMENT OF CASH FLOWS – 83

NOTES TO THE FINANCIAL STATEMENTS – 84



# 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 2021.

## 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 were 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:

Mr Rahul Bhan

Mr Jelmer Jort Kuyvenhoven – Appointed – 15 September 2020

Mr Chokshanada Kumara Sangakkara – Appointed – 25 March 2021

Mr Stephen James Wilson – Appointed – 25 March 2021

Ms Aminath Zahir – Appointed – 25 March 2021

Ms Aishath Lu U Lua Hassan – Appointed – 25 March 2021

Ms Tiia Juhkam – Designated Director – Appointed 15 September 2020

Mr Peter Coolen – Appointed 11 October 2021

Mr Ari Nathan – Resigned 17 August 2021

Mr Ari Nathan – Designated Director – Appointed 13 October 2021

Mr Sudath N P Perera – Retired 25 March 2021

Mr Kanapathipillai Omprasadam – Retired 25 March 2021

Mr Jonas Henrik Bridgwater – Retired 25 March 2021

Ms Amena Arif – Retired – 25 March 2021

Ms Nancy Taylor VanHorn – Resigned 03 May 2021

Ms Aruni Goonetilleke – Resigned 10 June 2021

In terms of Article 9.2 of the Articles of Association, Mr Jelmer Jort Kuyvenhoven will relinquish office and is an eligible nominee to stand for election.

In terms of Article 9.2 of the Articles of Association, Mr Peter Coolen will relinquish office and is an eligible nominee to stand for election.

# THE REPORT OF THE DIRECTORS

## Auditors

The accounts for the year have been audited by Messrs Ernst & Young (Chartered Accountants) who being eligible offer themselves for reappointment as Auditors of the Company in respect of the financial year 2021/22.

An audit fee of LKR 385,900/- (excluding taxes and incidental expenses) was paid to Ernst & Young for the year ended 31 July 2021. (2019/20 – LKR 350,900/-)

A tax consultancy fee of LKR 239,580/- (excluding taxes and incidental expenses) was paid to Ernst & Young for the year ended 31 July 2021.

## 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 2021.

By order of the Board

(Sgd.)  
Mrs S N D Fernando  
Company Secretary

Colombo  
2 December 2021

# REPORT FROM FINANCE COMMITTEE – 2020/21

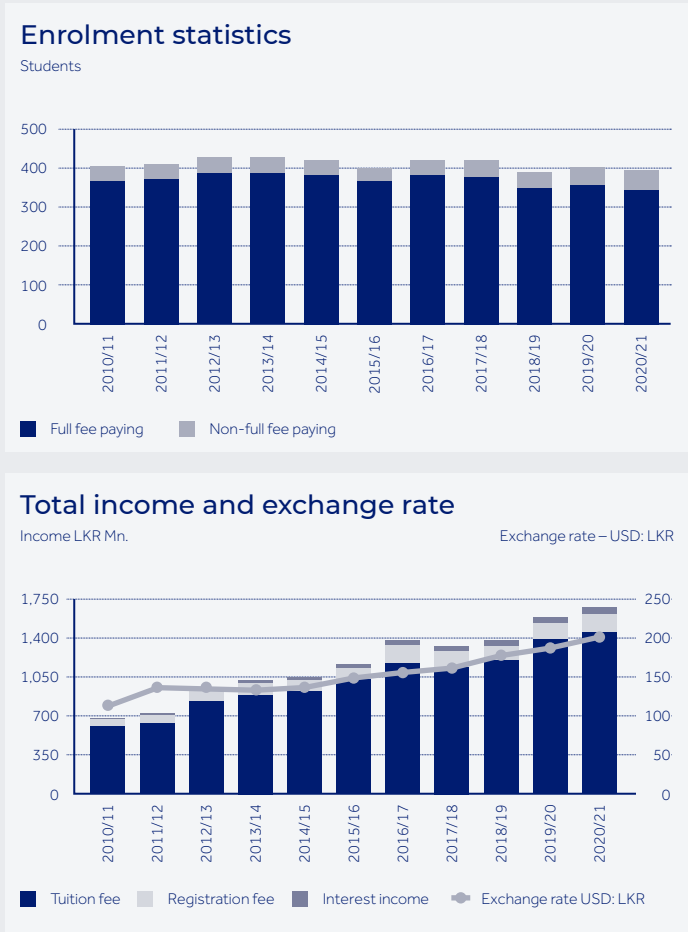
The enrolment was 343 full fee-paying students at the end of the year, which was 4% less than the prior year. The comprehensive surplus for the year was LKR 375.3 Mn. with an operating surplus of LKR 132.3 Mn. The operating result was better than expected primarily due to other income consisting of interest income, exchange gain and additional grants received. Included in the comprehensive surplus are revaluation of property and land amounting to LKR 275.6 Mn. (excluding deferred taxes) as per the assessment of an independent valuer.

The rupee depreciated during the year with an opening rate of LKR 188.26 to a US dollar at the beginning of the school year and LKR 203 at the end. There was an exchange gain of LKR 82.3 Mn. (USD 405,000) on the revaluation of the School's foreign currency reserves.

Direct expenditure increased by LKR 138.7 Mn. primarily due to the rupee depreciating against the US dollar. Increases in other operating expenses mainly reflects protocols implemented to create a safe and secure environment with the pandemic.

Capital expenditure was mainly allocated towards renovating the middle school and high school science labs, basketball court and primary school play area. Security upgrades of perimeter fencing and lighting and CCTV installation was also completed, funded by the US Embassy soft target grant. Due to the uncertainty of school operations amidst the COVID-19 pandemic, the plans for constructing a new gymnasium was put on hold for a second year in a row.

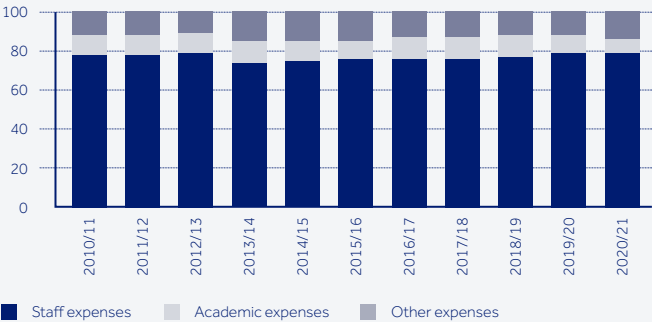
The Board will continue to focus on the financial stability of the school and ensuring adequate resources are available for maintaining and improving the school's infrastructure whilst providing an excellent academic experience for our pupils.



# REPORT FROM FINANCE COMMITTEE – 2020/21

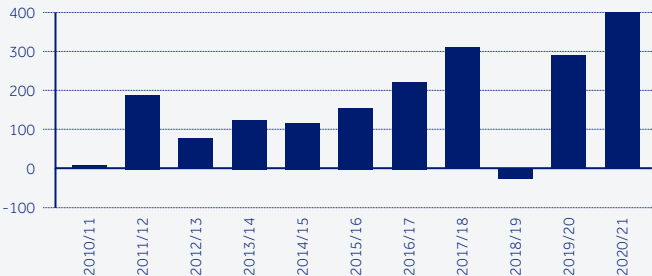
## Operating expenditure

Percentage of total cost



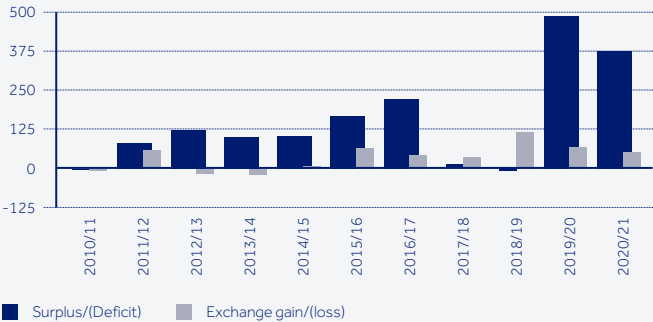
## Increase/(Decrease) in cash and cash equivalents

LKR Mn.



## Surplus/(Deficit)

LKR Mn.



\* 2019-20 surplus contains a property revaluation writeback of LKR 453.6 Mn.  
2020-21 surplus contains a property revaluation writeback of LKR 275.6 Mn.



# INDEPENDENT AUDITOR'S REPORT



**Building a better  
working world**

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Chartered Accountants  
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[ey.com](http://ey.com)

APAG/DSM/JJ

## **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 2021, 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 2021, and of its financial performance and its cash flows for the year then ended in accordance with Sri Lanka Accounting Standards for Small and Medium-Sized Entities (SLFRS for SMEs).

#### **Basis for opinion**

We conducted our audit in accordance with Sri Lanka Auditing Standards (SLAuSS). Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Company in accordance with the Code of Ethics issued by CA Sri Lanka (Code of Ethics) and we have

fulfilled our other ethical responsibilities in accordance with the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### **Responsibilities of Board and those charged with governance for the financial statements**

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

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

#### **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

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

Principals: G B Goudian ACMA, Ms. P S Paranavitana ACMA LLB (Colombo), T P M Ruberu FCMA FCCA

A member firm of Ernst & Young Global Limited

# INDEPENDENT AUDITOR'S REPORT



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.

A handwritten signature in blue ink, appearing to be 'W. J. X.', is written over a horizontal line.

5 November 2021  
Colombo

# STATEMENT OF FINANCIAL POSITION

As at 31 July	Note	2021 LKR	2020 LKR
<b>Assets</b>			
<b>Non-current assets</b>			
Property, plant and equipment	3.3	1,891,511,404	1,653,870,388
Assets under construction	3.4	16,369,854	14,460,217
Leasehold rights	4	38,731,417	39,366,358
Intangible assets	5	264,893	2,251,811
		1,946,877,569	1,709,948,774
<b>Current assets</b>			
Receivables and prepayments	6	235,806,853	179,296,003
Income tax receivable	17.4	15,524,146	15,903,701
Short-term investment	7	817,470,811	886,195,827
Cash and cash equivalents	8	615,666,845	261,065,209
		1,684,468,655	1,342,460,740
<b>Total assets</b>		3,631,346,223	3,052,409,514
<b>Reserves and liabilities</b>			
<b>Capital and reserves</b>			
Revaluation reserve		1,461,711,151	1,224,646,723
Accumulated reserve		1,484,660,519	1,349,613,496
<b>Total reserves</b>		2,946,371,669	2,574,260,219
<b>Non-current liabilities</b>			
Post-employment benefit plan	9	180,597,452	160,980,779
Project funds	10	22,062,730	22,036,385
Deferred tax liabilities	17.2	220,199,637	179,336,978
		422,859,819	362,354,142
<b>Current liabilities</b>			
Payables	10	216,587,500	93,628,755
Bank overdraft	8	45,527,234	22,166,400
		262,114,734	115,795,155
<b>Total reserves and liabilities</b>		3,631,346,223	3,052,409,515

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 84 through 102 form an integral part of the Financial Statements.

5 November 2021

Colombo

# STATEMENT OF COMPREHENSIVE INCOME

Year ended 31 July	Note	2021 LKR	2020 LKR
<b>Income</b>	12	<b>1,481,362,777</b>	1,394,348,617
Direct expenses	13	<b>(816,667,322)</b>	(777,392,095)
<b>Gross surplus</b>		<b>664,695,456</b>	616,956,522
Other income	16	<b>112,648,213</b>	48,926,325
Administrative expenses	14	<b>(779,070,327)</b>	(643,935,869)
Investment income	15	<b>134,037,748</b>	115,632,827
<b>Surplus/(deficit) before tax</b>		<b>132,311,090</b>	137,579,804
Income tax reversal	17	<b>1,334,587</b>	21,613,617
<b>Net surplus</b>		<b>133,645,677</b>	159,193,421
<b>Other comprehensive income</b>			
Defined benefit plan actuarial losses	9.1	<b>5,386,263</b>	(39,967,507)
Deferred tax gain on defined benefit plan	17.3	<b>(754,077)</b>	5,595,451
Revaluation surplus on property, plant and equipment	3.7	<b>275,656,313</b>	453,608,202
Deferred tax on property, plant and equipment revaluation	17.3	<b>(38,591,884)</b>	(90,825,366)
<b>Total comprehensive surplus/(deficit) for the year</b>		<b>375,342,292</b>	487,604,201

The Accounting Policies and Notes on pages 84 through 102 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
<b>Balance as at 31 July 2019</b>	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	–
<b>Balance as at 31 July 2020</b>	1,224,646,723	1,346,382,656	2,571,029,377
Net surplus for the year	–	138,277,863	138,277,863
Revaluation surplus on property, plant and equipment – Net of tax	237,064,429	–	237,064,429
<b>Balance as at 31 July 2021</b>	<b>1,461,711,151</b>	<b>1,484,660,519</b>	<b>2,946,371,669</b>

The Accounting Policies and Notes on pages 84 through 102 form an integral part of the Financial Statements.

# STATEMENT OF CASH FLOWS

Year ended 31 July	Note	2021 LKR	2020 LKR
<b>Cash flows from/(used in) operating activities</b>			
Surplus/(deficit) before tax		<b>132,311,090</b>	137,579,804
Adjustments for			
Depreciation of property, plant and equipment	3.2	<b>83,180,603</b>	81,498,400
Amortisation of intangible assets	5	<b>1,986,917</b>	2,361,044
Amortisation of leasehold rights	4	<b>634,941</b>	634,941
Profit/(Loss) on disposal of fixed assets	16	<b>(2,386,547)</b>	(53,785)
Income from investments	15	<b>(51,785,983)</b>	(48,499,253)
Provision for post-employment benefit plan	9	<b>106,408,517</b>	96,868,090
Provision for bad and doubtful debtors	14	<b>1,116,855</b>	3,335,016
Payable written back	16	<b>(4,935,415)</b>	(9,578,984)
<b>Operating profits before working capital changes</b>		<b>266,530,978</b>	264,145,273
<b>Changes in working capital</b>			
Decreased/(Increased) in receivables and prepayments		<b>(57,627,702)</b>	486,443
(Decreased)/Increased other payables		<b>127,894,160</b>	(147,939,125)
<b>Cash generated from operating activities</b>		<b>336,797,437</b>	116,692,590
Post-employment benefit plan paid	9.1	<b>(81,405,581)</b>	(101,687,786)
Interest received		<b>51,785,979</b>	48,499,253
ESC paid	17.4	<b>-</b>	(2,967,842)
<b>Net cash generated from operating activities</b>		<b>307,177,835</b>	60,536,215
Cash flows from/(used in) investing activities			
Acquisition of property, plant and equipment	3.1	<b>(46,658,963)</b>	(26,800,313)
Addition of assets under construction	3.1	<b>(1,909,637)</b>	(2,749,531)
Proceeds from disposal of property, plant and equipment		<b>3,880,205</b>	103,220
Investments recovered (made)		<b>68,725,016</b>	110,469,708
<b>Net cash from/(used in) investing activities</b>		<b>24,036,621</b>	81,023,084
<b>Cash flows from financing activities</b>			
Net receipts on school projects		<b>26,346</b>	3,387,806
<b>Net cash used in financing activities</b>		<b>26,346</b>	3,387,806
<b>Increase/(Decrease) in cash and cash equivalents</b>		<b>331,240,802</b>	144,947,104
Cash and cash equivalents at the beginning of the year	8	<b>238,898,809</b>	93,951,705
<b>Cash and cash equivalents at the end of the year</b>	8	<b>570,139,611</b>	238,898,809

The Accounting Policies and Notes on pages 84 through 102 form an integral part of the Financial Statements.

# NOTES TO THE FINANCIAL STATEMENTS

## 1. Corporate information

### 1.1 General

The Overseas School of Colombo (Guarantee) Limited is a Company limited by guarantee, which incorporated and domiciled in Sri Lanka. The registered office and the principal place of business of the Company is located at No. 325, 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 2021 were authorised for issue by the Board of Directors on 5 November 2021.

## 2. Basis of preparation

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited have been prepared in accordance with Sri Lanka Accounting Standard for Small and Medium-sized Entities (SLFRS for SMEs) issued by The Institute of Chartered Accountants 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 Lanka Rupees, the Company's functional and presentation currency, which is the primary economic environment in which the Company operates.

## 2.2 Significant accounting judgements, estimates and assumptions

### 2.2.1 Critical judgements in applying the accounting policies

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

#### (a) Deferred taxation

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

# NOTES TO THE FINANCIAL STATEMENTS

## (b) Allowance for doubtful debts

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

## 2.2.2 Estimates and assumptions

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

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

## (a) Defined benefit plans

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

## (b) Useful lives of property, plant and equipment

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

## 2.3 Summary of significant accounting policies

### 2.3.1 Foreign currency translation

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

### 2.3.2 Taxation

#### Current taxes

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

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

#### Deferred taxation

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

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



# NOTES TO THE FINANCIAL STATEMENTS

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 the Comprehensive Income from the date when the asset is available for use, over the best estimate of its useful economic life. The amortisation period and the amortisation method for intangible assets are reviewed at least at each financial year end.

## 2.3.5 Receivables

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

## 2.3.6 Cash and cash equivalents

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

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

## 2.3.7 Property, plant and equipment

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

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

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

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

# NOTES TO THE FINANCIAL STATEMENTS

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.

## NOTES TO THE FINANCIAL STATEMENTS

### 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.

## NOTES TO THE FINANCIAL STATEMENTS

### 3. Property, plant and equipment

#### 3.1 Gross carrying amounts

	Balance as at 1.8.2020 LKR	Additions during the year LKR	Increase in revaluation LKR	Disposal/ Transfers/ Adjustments during the year LKR	Balance as at 31.7.2021 LKR
<b>At valuation</b>					
Freehold land	331,440,000	–	70,431,000	–	<b>401,871,000</b>
Buildings on freehold land	334,989,000	–	45,595,725	(8,374,725)	<b>372,210,000</b>
Buildings on leasehold land	909,763,500	–	159,629,588	(22,744,088)	<b>1,046,649,000</b>
	1,576,192,500	–	275,656,313	(31,118,813)	<b>1,820,730,000</b>
<b>At cost</b>					
Plant and machinery	140,466,397	13,659,305	–	(141,908)	<b>153,983,794</b>
Computer equipment	166,031,197	5,389,178	–	(4,619,251)	<b>166,801,125</b>
Furniture and fittings	63,545,362	27,610,480	–	(594,771)	<b>90,561,070</b>
Motor vehicles	50,054,019	–	–	–	<b>50,054,019</b>
	420,096,975	46,658,963	–	(5,355,930)	<b>461,400,008</b>
<b>Assets under construction</b>					
Buildings	14,460,217	1,909,637	–	–	<b>16,369,854</b>
	14,460,217	1,909,637	–	–	<b>16,369,854</b>
	2,010,749,692	48,568,600	275,656,313	(36,474,743)	<b>2,298,499,862</b>

#### 3.2 Accumulated depreciation

	Balance as at 1.8.2020 LKR	Charge for the year LKR	Disposal/ Transfers during the year LKR	Balance as at 31.7.2021 LKR
<b>At valuation</b>				
Buildings on freehold land	–	8,374,725	(8,374,725)	–
Buildings on leasehold land	–	22,744,088	(22,744,088)	–
	–	31,118,813	(31,118,813)	–



## NOTES TO THE FINANCIAL STATEMENTS

	Balance as at 1.8.2020 LKR	Charge for the year LKR	Disposal during the year LKR	Balance as at 31.7.2021 LKR
<b>At cost</b>				
Plant and machinery	122,312,887	14,221,763	(141,908)	<b>136,392,742</b>
Computer equipment	128,450,823	26,183,671	(3,125,593)	<b>151,508,901</b>
Furniture and fittings	56,746,967	5,438,432	(594,771)	<b>61,590,628</b>
Motor vehicles	34,908,410	6,217,923	–	<b>41,126,333</b>
	342,419,087	52,061,789	(3,862,272)	<b>390,618,604</b>
	342,419,087	83,180,602	(34,981,085)	<b>390,618,604</b>

### 3.3 Net book value

	2021 LKR	2020 LKR
<b>At valuation</b>		
Freehold land	<b>401,871,000</b>	331,440,000
Buildings on freehold land	<b>372,210,000</b>	334,989,000
Buildings on leasehold land	<b>1,046,649,000</b>	909,763,500
	<b>1,820,730,000</b>	1,576,192,500
<b>At cost</b>		
Plant and machinery	<b>17,591,052</b>	18,153,510
Computer equipment	<b>15,292,225</b>	37,580,375
Furniture and fittings	<b>28,970,441</b>	6,798,394
Motor vehicles	<b>8,927,686</b>	15,145,609
	<b>70,781,404</b>	77,677,888
	<b>1,891,511,404</b>	1,653,870,389

# NOTES TO THE FINANCIAL STATEMENTS

## 3.4 Assets under construction

	2021 LKR	2020 LKR
Buildings	16,369,854	14,460,217
	16,369,854	14,460,217

**3.5** During the financial year, the Company acquired property, plant and equipment to the aggregate value of LKR 48,568,600/- (2020 – LKR 29,545,844/-) of which cash payments amounting to LKR 48,568,600/- (2020 – LKR 29,545,844/-) 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:

	2021	2020
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 252,914,298/- (2020 – LKR 25,668,888/-).

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	4,850,000
Price per sq. ft. – Buildings	8,500
Price per sq. ft. – Gymnasium	9,500
Price per sq. ft. – Auditorium	10,000

## NOTES TO THE FINANCIAL STATEMENTS

**3.8** The carrying amounts for revalued land and buildings that would have been included in the Financial Statements had 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	23,376,490	32,550,327
Building on leasehold land	348,880,467	93,655,276	255,225,191

### 4. Leasehold rights – Land

	2021 LKR	2020 LKR
Balance as at the beginning of the year	<b>53,970,000</b>	53,970,000
Additions during the year	–	–
<b>Balance as at the end of the year</b>	<b>53,970,000</b>	53,970,000
<b>Accumulated depreciation</b>		
Balance as at the beginning of the year	<b>14,603,642</b>	13,968,701
Charge for the year	<b>634,941</b>	634,941
Balance as at the end of the year	<b>15,238,583</b>	14,603,642
<b>Carrying amount as at end of the year</b>	<b>38,731,417</b>	39,366,358

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.

# NOTES TO THE FINANCIAL STATEMENTS

## 5. Intangible assets

	2021 LKR	2020 LKR
<b>Cost</b>		
Balance as at the beginning of the year	12,013,991	12,013,991
Additions during the year	–	–
Balance as at the end of the year	12,013,991	12,013,991
<b>Accumulated amortisation</b>		
Balance as at the beginning of the year	9,762,180	7,401,136
Amortisation for the year	1,986,917	2,361,044
Balance as at the end of the year	11,749,098	9,762,180
<b>Carrying amount as at end of the year</b>	<b>264,893</b>	<b>2,251,811</b>

### 5.1 Useful life of intangible assets

	2021	2020
Computer software	3 years	3 years



# NOTES TO THE FINANCIAL STATEMENTS

## 6. Receivables and prepayments

	2021 LKR	2020 LKR
Trade receivables	17,672,202	25,166,239
Less: Provision for bad and doubtful debts	(13,293,660)	(12,176,805)
	4,378,541	12,989,434
Prepayments	152,215,475	108,503,172
Advances to suppliers	43,173,291	28,959,995
Deposits	32,200,423	23,576,568
Loans and advances to school staff	2,472,978	4,276,298
Other receivables	1,366,146	990,536
	235,806,853	179,296,004

## 7. Short-term investments

	2021 LKR	2020 LKR
Investments	817,470,811	886,195,827
	817,470,811	886,195,827

## 8. Cash and cash equivalents in the cash flow statement

	2021 LKR	2020 LKR
<b>Favourable cash and cash equivalent balance</b>		
Cash at bank	615,666,845	261,065,209
	615,666,845	261,065,209
<b>Unfavourable cash and cash equivalent balance</b>		
Cash at bank	(45,527,234)	(22,166,400)
<b>Total cash and cash equivalents for the purpose of cash flow statement</b>	<b>570,139,611</b>	<b>238,898,809</b>

# NOTES TO THE FINANCIAL STATEMENTS

## 9. Post-employment benefit plan

	2021 LKR	2020 LKR
Defined benefit plan – Gratuity (Note 9.1)	<b>135,660,310</b>	152,410,295
Defined contribution plan – Expatriate pension payable (Note 9.2)	<b>44,937,142</b>	8,570,484
	<b>180,597,452</b>	160,980,779

### 9.1 Defined benefit plan – Gratuity

	2021 LKR	2020 LKR
Defined benefit plan as at the beginning of the year	<b>152,410,295</b>	111,019,007
Adjustments due to actual census	<b>(4,604,143)</b>	20,678,134
Actuarial (gains)/losses	<b>(782,120)</b>	19,289,373
Benefits paid during the year	<b>(39,971,892)</b>	(28,988,066)
Current service costs and interest	<b>28,608,170</b>	30,411,847
<b>Defined benefit plan as at the end of the year</b>	<b>135,660,310</b>	152,410,295
<b>Expense on defined benefit plan</b>		
Current service cost	<b>17,939,450</b>	15,925,162
Interest cost	<b>10,668,720</b>	14,486,685
	<b>28,608,170</b>	30,411,847

# NOTES TO THE FINANCIAL STATEMENTS

## Principle assumptions

An actuarial valuation of the gratuity liability was carried out as at 31 July 2021 by Mr Piyal S Goonetilleke FSA, of Piyal S Goonetilleke and Associates.

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

		2021	2020
Normal retirement age		<b>55 years</b>	55 Years
Rate of discount		<b>8.0%</b>	7.0%
Salary increment rate	Sri Lankan staff	<b>6.0%</b>	6.0%
	Expatriate staff	<b>6.0%</b>	6.0%

## 9.2 Defined contribution plan – Expatriate pension payable

	2021 LKR	2020 LKR
Defined contribution plan as at beginning of the year	<b>8,570,484</b>	14,813,961
Provision made during the year	<b>37,174,765</b>	32,734,391
Recovery made from salary	<b>40,625,583</b>	33,721,852
Payment made during the year	<b>(41,433,689)</b>	(72,699,720)
<b>Defined contribution plan as at end of the year</b>	<b>44,937,142</b>	8,570,484

## 10. Project funds

	2021 LKR	2020 LKR
Balance as at the beginning of the year	<b>22,036,384</b>	18,648,579
Fund receipts/collection	<b>2,519,380</b>	7,182,202
Fund disbursements	<b>(2,493,039)</b>	(3,794,396)
<b>Balance as at the end of the year</b>	<b>22,062,730</b>	22,036,385

# NOTES TO THE FINANCIAL STATEMENTS

## 11. Payables

	2021 LKR	2020 LKR
Fees received in advance	143,903,051	50,763,746
Refundable deposits	18,621,226	20,994,226
Other creditors	22,561,065	9,976,935
Accrued expenses	9,301,063	7,337,697
Sundry creditors	20,514,490	3,315,563
Contractor retention	633,426	–
Other payables	1,053,179	1,240,587
	216,587,500	93,628,755

## 12. Income

	2021 LKR	2020 LKR
Registration fees – Gross	143,654,345	129,875,416
Tuition fees – Gross	1,337,708,433	1,277,378,509
Income before indirect taxes	1,481,362,777	1,407,253,925
Less: NBT	–	(12,905,308)
	1,481,362,777	1,394,348,617

## 13. Direct expenses

	2021 LKR	2020 LKR
Wages and salaries – Expatriate	617,444,780	556,605,145
– Locals	193,203,010	199,752,964
In-service training	6,019,532	21,033,986
	816,667,322	777,392,095

# NOTES TO THE FINANCIAL STATEMENTS

## 14. Administrative expenses

	2021 LKR	2020 LKR
Staff expenses	239,228,810	172,435,526
Depreciation on property, plant and equipment	83,180,603	81,498,400
Senior, primary and preschool activities	39,232,353	56,002,551
Maintenance charges	109,980,429	48,140,670
Utilities, rent and rates, insurance	46,712,988	45,048,426
Stationery, computer, year book/publications and library books	53,074,294	42,539,665
Defined contribution plan	42,392,274	41,233,172
Expatriate pension provision	37,174,765	32,123,560
Defined benefit obligations	28,608,170	30,411,847
Local travelling expenses	10,676,137	26,574,494
Security charges	23,560,075	15,239,215
Physical education	4,637,190	10,427,241
Accreditation	2,462,324	7,496,250
Recruitment	3,988,199	7,339,171
Marketing expenses	12,781,156	5,089,942
Entertainment expenses	4,369,710	4,888,094
Board expenses	2,611,464	3,355,585
Provision for bad and doubtful debtors	1,116,855	3,335,016
Bank charges	1,707,690	2,872,892
Amortisation of computer software	1,986,917	2,361,044
Medical and other activities	355,536	1,624,688
Professional and consultancy fees	8,745,139	1,458,508
Office supplies and sundry expenses	310,172	733,009
Amortisation of leasehold land	634,941	634,941
Postage, courier and stamp duty	145,801	473,591
Professional fees – Audit fee and other	402,322	598,372
Expenses for COVID-19	18,928,600	–
WHT Tax on foreign remittance	65,413	–
	779,070,327	643,935,869



# NOTES TO THE FINANCIAL STATEMENTS

## 15. Investment income

	2021 LKR	2020 LKR
Foreign exchange gain	82,251,765	67,133,574
Interest income on fixed deposits	43,968,181	43,260,261
Interest income on saving accounts	7,817,802	5,238,992
	134,037,748	115,632,827

## 16. Other income

	2021 LKR	2020 LKR
Transport income	12,293,288	28,325,556
US grant income	93,032,962	10,968,000
Payable written back	4,935,415	9,578,984
Gain on disposal of property, plant and equipment	2,386,547	53,785
	112,648,213	48,926,325

## 17. Income tax expenses

	2021 LKR	2020 LKR
<b>Current income tax</b>		
Current tax expense on ordinary activities for the year (Note 17.1)	379,555	–
Under/(over) provision of current taxes in respect of prior years	–	184,408
Deferred tax charge/(reversal) (Note 17.3)	(1,714,142)	(24,660,049)
	(1,334,587)	(24,475,641)

## NOTES TO THE FINANCIAL STATEMENTS

**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	<b>132,311,090</b>	137,579,804
Aggregate disallowed items	<b>120,361,820</b>	123,218,762
Aggregate allowable expenses	<b>(251,091,432)</b>	(245,214,808)
Assessable income from business	<b>1,581,478</b>	15,583,758
Less: Tax credits (unutilised tax losses)	–	(15,583,758)
<b>Total taxable income</b>	<b>1,581,478</b>	–
Current income tax expense on taxable income 24% (2020 – 14%)	<b>379,555</b>	–
	<b>379,555</b>	–

### 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	
	2021 LKR	2020 LKR	2021 LKR	2020 LKR
<b>Deferred tax liability</b>				
Property plant and equipment	<b>33,157</b>	(2,797,246)	<b>2,830,403</b>	31,073,514
Building – Revaluation	<b>(194,885,636)</b>	(166,154,093)	<b>(28,731,543)</b>	(77,880,311)
Freehold land – Revaluation	<b>(55,417,740)</b>	(45,557,400)	<b>(9,860,340)</b>	(12,945,055)
	<b>(250,270,219)</b>	(214,508,739)	<b>(35,761,480)</b>	(59,751,852)
<b>Deferred tax assets</b>				
Defined benefit plans	<b>18,992,443</b>	21,337,441	<b>(2,344,998)</b>	5,794,780
Unutilised income tax losses	<b>9,217,027</b>	8,346,006	<b>871,021</b>	(7,632,416)
Provision for doubtful debts	<b>1,861,112</b>	1,704,754	<b>156,358</b>	466,902
Contingency provision	–	552,720	<b>(552,720)</b>	552,720
	<b>30,070,582</b>	31,940,921	<b>(1,870,339)</b>	(818,013)
Deferred income tax income/(expense)			<b>(37,631,819)</b>	(60,569,865)
Net deferred tax assets/(liabilities)	<b>(220,199,637)</b>	(182,567,818)		

# NOTES TO THE FINANCIAL STATEMENTS

## 17.3 Deferred tax liabilities

	2021 LKR	2020 LKR
<b>Balance as at the beginning of the year</b>	<b>(182,567,818)</b>	(118,767,112)
Reversal made from income statement during the year	<b>1,714,142</b>	21,429,209
Reversal made from OCI during the year – Actuarial gains losses	<b>(754,077)</b>	5,595,451
Charge made from OCI during the year – Property, plant and equipment revaluation	<b>(38,591,884)</b>	(90,825,366)
<b>Balance as at the end of the year</b>	<b>(220,199,637)</b>	(182,567,818)

## 17.4 Income tax movement

	2021 LKR	2019 LKR
<b>Balance as at the beginning of the year</b>	<b>(15,903,701)</b>	(12,751,451)
(Over) Provision	–	(184,408)
Economic Service Charges paid	<b>379,555</b>	(2,967,842)
<b>Balance as at the end of the year</b>	<b>(15,524,146)</b>	(15,903,701)

## 18. Commitments and contingencies

The Company does not have significant commitment and contingencies as at 31 July 2021.

## 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.

# NOTES TO THE FINANCIAL STATEMENTS

## 20. Impact on COVID-19

Throughout the multiple lockdowns during the 2021/22 academic year, The Overseas School of Colombo (OSC) continued to deliver the curriculum via the Distance Learning Plan (DLP). The DLP maintained the planned curriculum content and skills development for students in all grade levels, ensuring a smooth transition back to classroom learning at various times of the year, and completion of grade-level expectations as per the school's calendar. OSC has crafted a well-documented Distance Learning Plan with supplemental software and hardware to manage the school during the pandemic. Furthermore, the school continued to ensure that all protocols to mitigate COVID-19 were put in place including renovations to the facility, ventilation projects, amongst other cleaning programmes regularly supervised. Details of which can be found on <https://sites.google.com/osc.lk/osc-roadmap-to-reopening>.

The Board continued to provide financial support for families in need. The management team revisited the budgets continuously to manage costs and reallocate funding on a needs-basis to maintain safety and security. Throughout the pandemic OSC made a concerted, community-wide effort to attend to the emotional welfare of students, staff, and parents in order to facilitate an optimal and safe educational environment for all through the OSC IBeWell initiative.

## 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

	2021 LKR	2019 LKR
Short-term employee benefits	40,802,820	31,765,325
Post-employment benefits	4,696,386	4,764,799
	45,499,206	36,530,124

# NOTICE OF ANNUAL GENERAL MEETING

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

NOTICE IS HEREBY GIVEN THAT the Sixty First Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited will be held on 21 January 2022 at 5.00pm at the Hilton Hotel, Colombo 1, the place at which the Board of Directors meet to conduct matters pertaining to the Annual General Meeting.

Taking into consideration the current regulations/restrictions prevailing due to the COVID-19 pandemic, participation by Members of THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED shall be by way of virtual conference.

## AGENDA

1. To receive and consider the Audited Financial Statements for the year ended 31 July 2021, together with the Report of the Auditors thereon and the Report of the Directors for the said year.
2. To elect Directors to the Board of Directors of the Company.
3. To re-elect Messrs Ernst & Young, Chartered Accountants as Auditors of the Company and to authorise the Directors to determine their remuneration.
4. To transact any other business of which notice has been given.

By order of the Board

(Sgd.)  
Mrs S N D Fernando  
Company Secretary

Colombo  
14 December 2021

### NOTE:

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





# FORM OF PROXY – ANNUAL GENERAL MEETING

## THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

I/We ..... of .....  
being a member/s of THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED, hereby appoint .....  
..... of ..... or failing him/her  
..... of .....  
..... or failing him/her ..... of .....  
..... as my/our Proxy to represent me/us and to vote/speak  
on my/our behalf at the SIXTY FIRST ANNUAL GENERAL MEETING of the Company to be held on 21 January 2022 and at any  
adjournment thereof and at every poll which may be taken in consequence thereof.

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

.....  
Signature

### INSTRUCTIONS AS TO COMPLETION

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



# GUIDELINES AND REGISTRATION PROCESS FOR THE ANNUAL GENERAL MEETING

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

Members/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 smartphone or a desktop computer.

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

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. Members 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 through the [ONLINE 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 5.00pm on 19 January 2022. 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's Register and accept the registrations for the Virtual AGM if it is satisfied with the request and supporting documents (if any).

Members whose registration requests are accepted will receive an email confirmation from the Company acknowledging the acceptance of their request.

4. The Members 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 weblink 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 Members/Proxy holders are requested to use the weblink, 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**”, Members/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/Passport 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.

# GUIDELINES AND REGISTRATION PROCESS FOR THE ANNUAL GENERAL MEETING

6. The Members 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 calls 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 Members/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. After completion of the process outlined in 05 above in respect of all eligible Members and Proxy holders, the Company will forward a separate email to the Members/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 14 December 2021.
10. Members/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.
11. When declaring the voting on a resolution, Chairman will take into account the voting of the Members/Proxy holders participating virtually.
12. **Five (5) minutes** will be allocated for Members/Proxy holders to cast their vote in respect of resolution numbers 1 and 3 and **ten (10) minutes** for resolution number 2.
13. The results will be processed and announced by the Chairman **60 seconds** after the end of the time slot allocated for voting.
14. In a situation where a Poll is demanded and Members 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.



# CORPORATE INFORMATION

## Registration Number

GL 77

## Registered Office

Pelawatte  
P O Box 9,  
Battaramulla

## Board of Directors

Mr Rahul Bhan – Interim Board Chair  
Mr Jelmer Jort Kuyvenhoven – Director  
Mr Chokshanada Kumara Sangakkara – Director  
Mr Stephen James Wilson – Director  
Ms Aminath Zahir – Director  
Ms Aishath Lu U Lua Hassan – Director  
Mr Peter Coolen – Director  
Ms Tiia Juhkam – Designated Director  
Mr Ari Nathan – Designated 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

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

Kanchana S Pieris  
Attorney-at-Law  
20/4, Kassapa Road,  
Colombo 05.

## Auditors

Messrs Ernst & Young  
(Chartered Accountants)  
No. 201, De Saram Place,  
Colombo-10

## Bankers

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



## This Annual Report is GHG-neutral

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*Net-zero GHG since 2011*



The  
ANNUAL REPORT  
Company

[www.SmartAnnualReport.com](http://www.SmartAnnualReport.com)



[www.carbonfund.org](http://www.carbonfund.org)



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