



Annual  
Report 2023/24

# Timeless Dedication:

Celebrating the Faces Behind  
Our Progress

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# Timeless Dedication: Celebrating the Faces Behind Our Progress

For 66 incredible years, The Overseas School of Colombo has stood as a beacon of education, growth, and community, built on the shoulders of extraordinary individuals whose unwavering dedication shaped our path.

**Timeless Dedication: Celebrating the Faces Behind Our Progress** pays tribute to both the often sung and at times unsung heroes; the passionate teachers, steadfast administrators, and selfless staff - who have devoted decades to nurturing our students, preserving our legacy, and fostering a spirit of excellence.

This year, we honour not just their long-standing service but the spirit behind it: the countless early mornings, many daily hurdles, tireless efforts, and heartfelt moments that turned a place of learning into a thriving home for generations. These stories are more than recollections of time; they are testaments to compassion, courage, and curiosity, our guiding values, and the driving forces behind every phase of our progress.

These featured profiles reflect a much larger legacy, embodying the countless dedicated souls who have woven their lives into OSC's enduring story. Their journeys inspire us, reminding us that the heart of OSC is not just found in our milestones, but in the people who made every achievement possible.

This is their moment - and our chance to salute them and truly say "Thank You".

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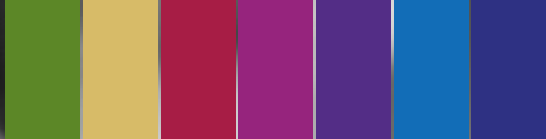
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Form of Proxy – 64 <sup>th</sup> Annual General Meeting	
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Corporate Information	
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# About Us












# 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 2023/24:

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

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



Director



Director



Secretary

# OSC at a Glance

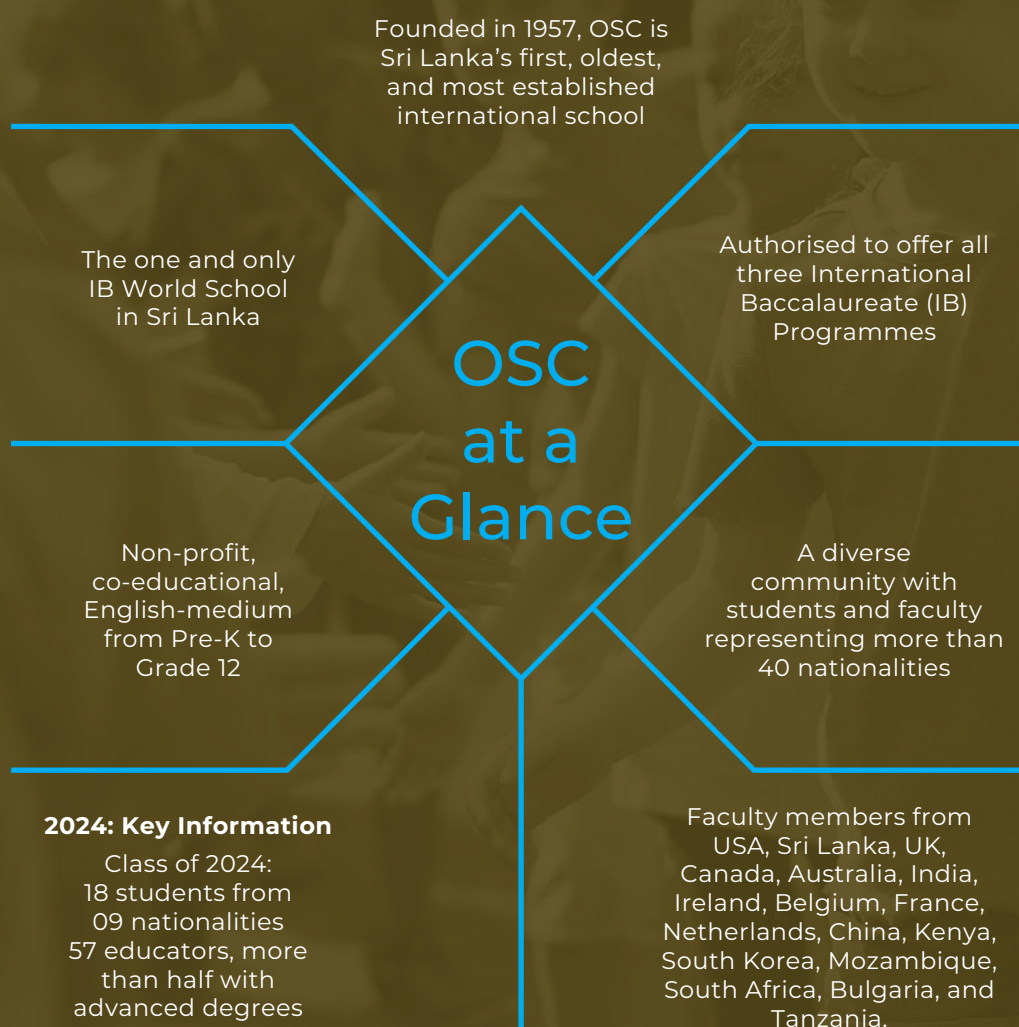
The Overseas School of Colombo is honoured to mark 66 years of a trailblazing legacy of education and growth, spurred on by the support and vitality of a community of exceptional individuals whose tireless efforts helped mould OSC as we know it today. These teachers, administrators, and staff have enriched us with immeasurable hours of tireless devotion and unwavering passion with the goal of nurturing our ever-growing multi-ethnic community of students and paving the way for OSC to be an institution embodying the values of "Unity in Diversity".

Our philosophy of education is emblematic of a keen spirit of progress that embraces differences and surges forward with collective effort. Authorised to offer all three International Baccalaureate (IB) Programmes, our globally-recognised comprehensive curricula focus on a student's academic education along with skills in critical thinking and communication. With 57 educators from

around the world, more than half with advanced degrees, our aim is to train our students to develop a mindset that looks ever-forward. Academic excellence is thus important, along with sustained efforts to bridge the gaps between communities as we look towards an inclusive and environmentally-conscious world.

From our Early Years and PYP Programmes through the Middle Years and High School IB Diploma Programmes, we are determined to guide our students to being tenacious, brave, empathetic, responsible, and open-minded citizens of the world who wish to contribute to society at both local and global levels. Our students are encouraged to experience a wide range of extracurricular activities such as sports, community service, and the arts to cultivate curiosity, creativity, and a collaborative spirit. The bond between our teachers and students is sincere and friendly, ensuring that the community is built on mutual trust.







# Our Guiding Statements

## Our Mission

Compassion, Courage, and Curiosity

## Our Vision

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

## Our Values

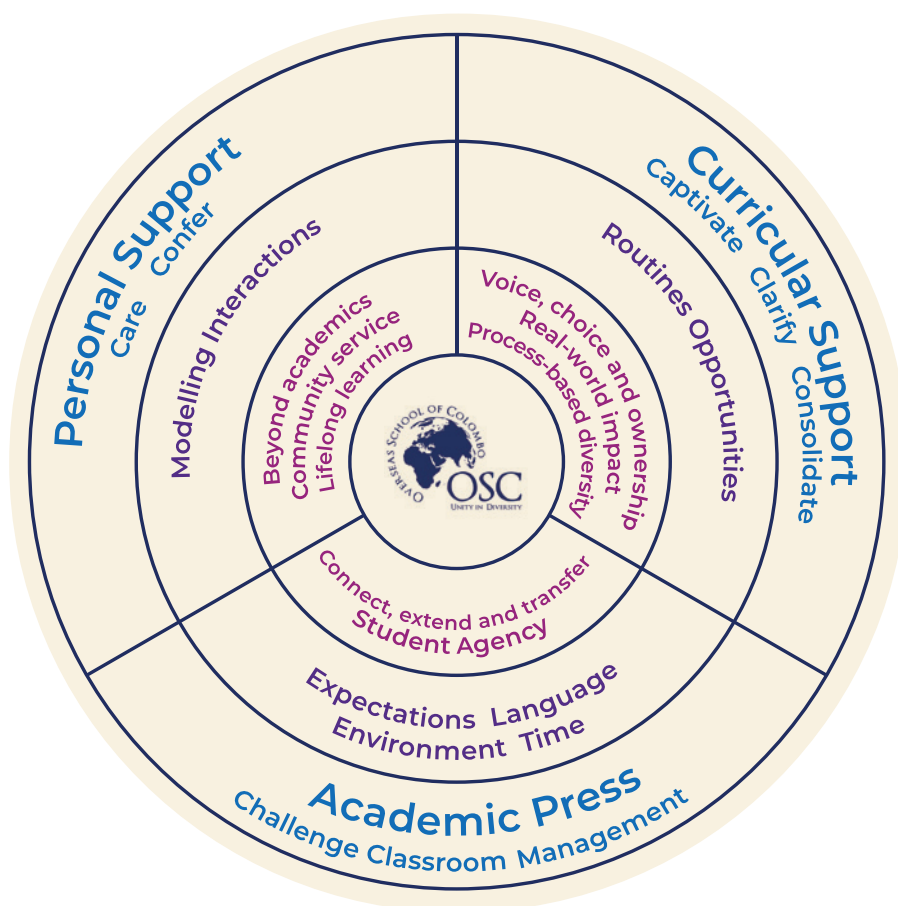
- We value community and relationships.
- We value process and growth.
- We value integrity and dignity.
- We value empowerment and taking action.
- We value sustainability.
- We value creativity and expression.

## Our Motto

Unity in Diversity

# Our Learning Model

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



● Teaching Standards  
Tripod 7Cs Framework

● Cultures of Thinking Project  
Zero's 8 Cultural Forces

● OSC Definition  
of Learning

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

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



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





## Our Learning Model

### The International Baccalaureate Programmes

The International Baccalaureate (IB) Programmes aim to do more than other curricula. The IB develops inquiring, knowledgeable, and caring young people who are motivated to succeed. It gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems.

### The Primary Years Programme

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

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

### The Middle Years Programme

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

The Middle Years Programme (MYP) is designed for students aged 11-16. It provides a framework

of learning which encourages students to become creative, critical, and reflective thinkers. The MYP focuses on intellectual growth, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills such as communication, intercultural understanding, and global engagement – qualities that are essential for leading a meaningful life in the 21st century.

### The Diploma Programme

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

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



# IB Learner Profile

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. Our learners are:

## 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.

## THINKERS

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

## 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.



## 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.

## CARING

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

## BALANCED

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

## 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.

## 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.

**“Anything is  
achievable if  
you’re passionate  
and love what  
you do.”**

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**Kularatne Fernando**

Senior Service Staff Member





## Kularatne Fernando

### Senior Service Staff Member

When you meet Kularatne, you encounter a man with a story of resilience, love, and unwavering commitment. For 44 years, this extraordinary individual has walked the countless facilities of The Overseas School of Colombo (OSC), not merely as a member of its staff but as the heart and soul of its community.

His journey began on 23 September 1980 – on OSC's Founder's Day. At just 18 years old, a young man from Tissamaharama stepped into OSC, carrying little more than a fierce determination to rewrite his story. Life had not been kind; his family struggled to put food on the table. Yet, within the gates of OSC, he found not just a job but a sanctuary – a place where his dreams began to take root.

"I have starved, but I have never let anyone in my life starve," he says, his voice filled with quiet pride. And that promise – born of hardship and grit became the foundation of a life transformed.

At OSC, Kularatne discovered an insatiable thirst for learning. He became a self-taught master of everything he touched. "OSC gave me the opportunity to learn various skill sets and develop my capabilities. I learned also to do certain things myself – fixing, improving, finding solutions," he shares. From mastering the art of photocopying and printing to repairing equipment no one else could, he became indispensable. Yet, for Kularatne, his greatest achievement wasn't professional – it was deeply personal.

Despite never having access to formal education, he ensured that his children did. Today, his son thrives at a top multinational, one daughter leads in the baking industry, and another heads a government institution. "Anything is achievable if you're passionate and love what you do," he believes. And in moments of reflection, his voice trembles with gratitude. "OSC made this life possible. I owe everything to OSC."

But the road hasn't been easy. There was an anthrax scare in the 1990s, during which his dedication never wavered. He remained committed to his duties, armed with the necessary precautions and safety measures, to check all correspondence the School received. There was even a time when a workplace accident left him hospitalised for a month. Yet through it all, the School stood by him, just as he stood by OSC with devotion and commitment. 'They even salvaged my eyesight when the years took their toll. I wouldn't see my children's faces today without them,' he shares, his eyes glistening with emotion.

For Kularatne, OSC is not just a workplace; it is a family. For over four decades, he has worked with countless educators and leaders, each leaving an indelible mark on his life. "The teachers here are dignified, compassionate, and kind," he says, speaking of a community that mirrors the values he holds dear.

He embodies the essence of duty and gratitude. "Children are our greatest asset," he says, his philosophy grounded in the belief that education shapes not just individuals but entire generations.

Today Kularatne's story stands as a testament to the transformative power of compassion, courage, and curiosity. It's the story of a man who turned struggle into strength, service into legacy, and gratitude into a life that inspires.

# Our Journey

The Overseas School of Colombo (OSC) has a distinguished history dating back to 1957, when its founders – representatives from foreign diplomatic missions and leaders of the local business community – established the Colombo School for Overseas Children. The School was envisioned to support students in navigating the transitions between diverse international education systems. Over the years, OSC evolved and expanded across several locations before settling in Pelawatte, Battaramulla. The current campus harmoniously integrates modern facilities with the surrounding natural environment. Today, OSC stands as a model of educational excellence and inclusivity, celebrating a legacy shaped by generations of dedicated individuals.

## 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 "Rippleworth" premises at Turret Road (Dharmapala Mawatha) in Colombo 03, which came to be known as the Upper School.

## 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

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 relocated to its current address in Pelawatte, Battaramulla and the new campus was designed by the legendary Sri Lankan architect Geoffrey Bawa as a next-to-nature facility with all modern amenities.
- The School obtained accreditation from the International Baccalaureate (IB) Organisation as an IB World School, capable of offering the IB Diploma Programme.

## 1990

The School received further accreditations from Council of International Schools (CIS) 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.

### 2008

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

### 2009

A new sports facility was inaugurated.

### 2013

OSC's Mother Tongue programme was first introduced, offering Hindi lessons to our students. The programme has now grown into a full-fledged offering of eight different languages.

### 2020/21

Navigating the challenges of COVID-19, OSC pioneered a successful Distance Learning Plan, ensuring a seamless shift from physical to virtual classrooms.

### 2021

- The School's outdoor basketball court was re-laid with a state-of-the-art, FIBA-approved playing surface.
- The Secondary and Middle School laboratories received a modern facelift.

### 2022

- OSC made history as the first school in Sri Lanka to receive the prestigious Eco-Schools Green Flag Award from the Foundation for Environmental Education (FEE).
- OSC becomes the first-ever IB School globally to receive an ARC Award. The School clinched a Silver Award at the 36th Annual ARC Awards in New York for its 2020/21 Annual Report, themed Our "A-Team" Brings Its "A-Game" to School.

### 2023

- OSC achieved a milestone by formalising its DEIJB (Diversity, Equity, Inclusivity, Justice, and Belonging) policy.
- The completion of the New Front Entrance and Security Building Project marked a significant milestone.

### 2024

- The Overseas School of Colombo became the first and only school worldwide to receive the prestigious MSA Programme of Distinction in Sustainability.
- OSC won Gold at the 38th International ARC Awards for its 2022/23 Annual Report, themed "1957 – 2022: Our Progressive Spirit Continues".

# Our Strategic Plan 2022-2027

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

## Our Five Goals









“OSC is truly a  
testament to  
what collaboration  
and dedication  
can achieve.”

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**Geraldine Rasiah**

Former Primary School Teacher and  
Longest-Serving Faculty Member





## Geraldine Rasiah

Former Primary School Teacher and  
Longest-Serving Faculty Member

Geraldine Rasiah's remarkable journey with The Overseas School of Colombo (OSC) spans over four decades, embodying a legacy of dedication, resilience, and profound impact. Her connection to OSC began through her father, who worked as an accountant when the School was situated on Muttiah Road. Inspired by the School's mission, she joined as a Teacher's Aid (Assistant Teacher), and in 1991, as OSC expanded, her exceptional dedication saw her promoted to teaching Grade 2. Mentored by senior educators Zaira de Zilwa and Visaka Samarasinha, Geraldine's early years were shaped by their guidance and encouragement.

When OSC relocated to Coniston Place, Colombo 07, Geraldine continued to teach Grade 2, and under the leadership of then-Head of School Jim Ambrose, she benefited from transformative professional development opportunities. One such opportunity was an internship at the International School Bangkok (ISB), where she gained invaluable insights and honed her skills. As OSC made its final move to Pelawatte, Geraldine embraced her role across various primary grades, including Kindergarten, Grade 1, Grade 2, and Grade 3. In 1992, she was entrusted with the role of Primary Years Programme (PYP) Coordinator, a pivotal position she held for seven years, shaping the foundation of OSC's IB curriculum.

Geraldine's professional achievements are a testament to her relentless pursuit of growth and excellence. She became an IB Trainer, conducting workshops in Hyderabad, Bangalore, and Chiang Mai, and also served as a Council of International Schools (CIS) Evaluator – a role she continues to fulfil with pride. She recalls with gratitude how OSC nurtured her development, allowing her to clock an extraordinary 42 years of service. She initiated innovative curriculums and mentored countless educators, leaving an ineffaceable mark on OSC's academic legacy.

One of Geraldine's most poignant memories is from the 1980s when tragedy struck, and the School was ravaged by fire. What could have been a moment of despair became a testament to the unwavering spirit of the OSC community. Parents, teachers, staff, and community united with love and commitment to rebuild the School, ensuring it reopened on time for the new term. "It was a profound moment," she says, "OSC is truly a testament to what collaboration and dedication can achieve."

Her journey also took her to Teachers College, Columbia University, where she trained in the Readers and Writers Workshop, further enriching her teaching methods. Geraldine reflects on the personal and professional growth she experienced at OSC, crediting the School's leadership for providing her with the space to blossom.

Even in retirement, Geraldine remains a valued member of the OSC family, often called upon to share her expertise. Her advice to future educators is heartfelt: "Teamwork and collaboration are essential. They are the keys to building something truly meaningful. Always embrace opportunities to learn and grow together."

Geraldine's legacy at OSC is one of unwavering dedication, profound humility, and a deep love for education. She embodies the very spirit of OSC, reminding us all of the power of commitment, community, and collaboration.



# Leadership









# Message from the Board Chair



## Message from the Board Chair

The driving force behind OSC is a strong focus on community, giving importance to the well-being of students through inclusive social and emotional learning. Value is given to approaches to teaching and diverse methods of learning, focusing on the process of education in a manner that encourages personal growth over prioritising academic results. Additionally, OSC is committed to professional development for both parents and teachers, incorporating strategies such as Positive Discipline to enhance the mutual respect that exists within the community. This multifaceted support system not only nurtures students but also empowers educators and families, creating a collaborative and supportive learning atmosphere. Highlighting the importance of the involvement of countless staff and teachers over the decades who helped build OSC into the exceptional education institution that it is today, we deeply appreciate all efforts made to provide an excellent learning environment for our students.

This year also brought with it the task of hiring of the new Head of School. Focusing on the inclusive process used to gather input from the community ensured a collective approach to the selection of this new leader. Stakeholder involvement in the recruitment process was a pivotal opportunity to incorporate community input in order to identify a leader that embodies the School's values and vision. This shared decision-making process helped build trust and commitment within the School community as everyone worked together towards a common goal.

The successful CIS/MSA preparatory visit reflected the School's dedication to maintaining high standards. Firstly, the reflection process for the CIS/MSA preparatory visit provided a valuable opportunity for the School to evaluate its practices and align them with the standards set by the accrediting organisations. This process encouraged a culture of continuous improvement and fostered a collaborative approach among staff. Secondly, stakeholder participation in the preparatory visit allowed for diverse insights and feedback from various members of the

School community, including parents, teachers, and administrators. This engagement not only strengthened relationships but also ensured that multiple perspectives were considered in the School's strategic planning.

During the year, the School encountered several significant opportunities that contributed to its growth and development. In addition, OSC experienced challenges, particularly due to economic conditions and unexpected tax policies implemented by the Government of Sri Lanka (GOSL). To overcome these challenges, the management team executed effective expense management strategies. According to Deloitte, the team demonstrated exceptional control over costs, contributing to minimising tuition increases compared to previous years. This careful financial management helped the school navigate these difficult circumstances effectively.

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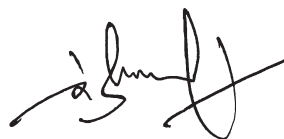
## Message from the Board Chair

Significantly, the steady 10% increase in enrolment was a sign of the school's expanding reach and the growing confidence of families in its educational offerings. Overall, these opportunities facilitated a stronger sense of community, accountability, and alignment with the school's mission, ultimately contributing to its success.

The Strategic Plan for 2023/24 and beyond emphasises the importance of global citizenship, sustainability, and agency among students and faculty. The School aims to embed empathy, resilience, exploration, and hope into its ethos to foster a culture of continuous improvement. Key objectives include dismantling any curricular bias by 2025, enhancing the application of Approaches to Learning (ATL) skills, and re-examining the School's global citizenship and intercultural learning definitions. Additionally, the School plans to align its programmes and policies with the CIS Global Citizenship/Intercultural Learning/I-DEA Model by 2027, ensuring that students understand and articulate the connections between social-emotional learning, anti-racism, and Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB).

The Board is also highly optimistic about the implementation of the Teacher Growth and Improvement Framework. This initiative is vital to ensure that our teaching staff receives the guidance, coaching, and support necessary to excel in their roles. Moreover, we recognise the importance of ongoing professional development for both our teachers and leadership team.

In conclusion, I deeply appreciate all of our members for their commitment to the School, and I am grateful to my fellow Board members for their hard work and professionalism. I am thankful for the contributions of our extraordinary Head of School as well as our team of steadfast administrators and passionate teachers who demonstrate commitment to our students and families. As a community, we strive to stay true to our mission, vision, and values, progressing in our ongoing effort to ensure that the School will always remain, not just a bastion of education, but a beacon of light as a place that is truly inclusive. I am proud to be a part of a strong community that thrives on expressing compassion, encourages curiosity, and is courageous in the face of challenges.



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









# Message from the Head of School



## Message from the Head of School

Bustling with a steady thrum of activity that was heartening to witness, 2024 saw The Overseas School of Colombo magnify the values embedded in our deeply rooted motto “Unity in Diversity”, marching ever forward in our evolving journey of making the School a safe and inclusive space for all. This year, more than ever, we reflect on the selfless contributions of our dedicated staff, determined administrators, and of course, passionate teachers who have helped build OSC into the beacon of education it is today.

It is thanks to their collective efforts that the School continues to develop positive relationships with, and between, our students and parents, resulting in a tight-knit community of Geckos whose camaraderie and care for each other extend beyond the realm of school. This atmosphere of mutual respect was fostered in many ways during the year, such as the School taking steps to comprehensively implement Positive Discipline by training and providing resources for teachers so that classrooms can progress further into places where children can expect to feel included, respected, and where they can develop a healthy mindset that teaches them how to solve problems through communication and community, learning how to advocate both for themselves and for others. The School continued to prioritise the development of systematic approaches to support student mental health and well-being, viewing our duty in this regard as a holistic approach to education that goes beyond the classroom. In line with this, DEIJB (Diversity, Equity, Inclusion, Justice, and Belonging) initiatives progressed, and in order to encourage student participation in shaping well-being initiatives, subcommittees were formed that allowed them to share their ideas. In addition, parents were also trained in understanding and applying Positive Discipline, and a new Parent Code of Conduct was shared with the OSC parent community to ensure that an open line of communication remained.

Our Mission of Compassion – Courage – Curiosity continues to determine our education practices, as evidenced by our emerging understanding of the relationship between belonging and readiness to learn, leading to our implementing a Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning across the

School. Recognising that children learn in multiple ways, our desire is to use a wide range of teaching practices in order to equip our students with the tools required to cultivate their curiosity and apply their researching skills in an inquiry-based approach. With the “Pathways to Inclusive Education” professional development programme, and Behavioural and Well-being Policy development, our students’ diverse methods of learning are always foremost in our mind. Our teachers are hardworking and always looking for opportunities to enhance

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## Message from the Head of School

their own skills. To that end, we worked on our Teacher Growth and Improvement Framework. Our outlook on education is forward-based, and technology continues to play a role in augmenting student experiences and facilitating inclusive learning. Our Technology Plan thus outlines our approach to using technology to leverage learning.

Our connection to both local and external communities remains as strong as ever, driven by our commitment to fostering close relationships through a robust culture of service. This commitment is reflected in our achievement of the Middle States Association of Colleges and Schools' Programme of Distinction in Sustainability and our efforts to integrate the UN Sustainable Development Goals into the MYP Individuals and Societies curriculum. Through these initiatives, students deepen their understanding of their roles within the community, recognising the power they hold to positively shape the world around them. The school has empowered students to amplify their voices and make their actions visible, contributing to initiatives that enhance sustainability within the school.

As our Geckos leave the School and take their duty as responsible citizens seriously in the wider world, we are dedicated to maintaining contact with our alumni, and are proud to include the *Alumni News* section in the Gecko Times. An Alumni Portal was also created in order to maintain connections with graduates, ensuring a lifelong connection that spans generations.

With our dedication to the well-being of our students, uplifting the contributions of our staff and teachers, and to bettering the community that surrounds us, we are determined to uphold our vision and continue to foster an environment centred on belonging and exceptional holistic education that truly reflects "Unity in Diversity."



**Dr Michelle Kleiss**  
Head of School







# School Board

as of 2024/25



Ms Aishath Lu-U-lua Hassan



Ms Heidi Hattenbach



Ms Ahalya Chellaram



Mr Kevin Price



Mr Micah Olad



Mr Justin Hawkins



Ms Michelle Hervy



Mr Santosh Pandey



Dr Michelle Kleiss



## School Board as of 2024/25

### Ms Aishath Lu-U-lua Hassan

Board Chair

Aisha is a Maldivian citizen and parent of two children at OSC, currently serving the School Board since March 2021 as an elected Director. She is a co-founder of Avahteri Gallery, a social business promoting art and culture. Aisha brings her governance expertise and collaborative leadership skills through her previous experiences governing non-profit institutions that constituted to high regulations and standards. She has served the Board of Maldives Pension Administration Office as an Independent Director for almost three years, and the Board of Maldives Inland Revenue Authority for a five-year term on its inception. Aisha developed her finance/investment literacy through her work at the Maldives Stock Exchange and Care Ratings Maldives (Indian Rating Agency). She was also a part time lecturer at the Faculty of Management and Computing, Maldives. She holds a BA (Hons) Business Management (Finance) from the University of Westminster, London.

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

### Ms Heidi Hattenbach

An American citizen, Heidi Hattenbach leads the Public Affairs Section at the US Embassy in Sri Lanka. She joined the Board in 2022 after arriving

in Sri Lanka in late 2021. Heidi is married and has three children, two currently at OSC and one at university after attending four different international schools. An experienced advocate for international education, Heidi is committed to supporting OSC toward continued success as a diverse and inclusive community that encourages young learners to embrace curiosity and excellence. Heidi also serves as the Chairperson of the US-Sri Lanka Fulbright Commission, a binational commission which works to promote understanding between the US and Sri Lanka through mutual educational and professional exchanges.

### Ms Ahalya Chellaram

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

projects for Greenfield Bio, she looks forward to supporting the School with the recent Eco-Schools programme and other sustainability-focused programmes.

### Mr Kevin Price

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

### Mr Micah Olad

Micah Olad is an International Development expert with over 17 years of work experience. He has extensively worked with governments, leaders, and other stakeholders in both Africa and Asia, to push the agenda of the world's most marginalised women and children through public health and policy advocacy efforts. He is a strategist and change management expert, leading Save the Children's largest US grant as Chief of Party for the PALAM/A project in Sri Lanka, supporting the ongoing Government school feeding programme in over 850 schools, with funding from the USDA. He has worked in Laos, Sierra Leone, and Ghana. Micah, during his early career, conducted formative surveys and designed SBCC (social behavioural change communication) modules, to promote optimum school health and nutrition, particularly for rural schools. He is an active member of the World Public Health Nutrition

Association. He holds a Master of Public Health degree from the Mountcrest University, a PgD in occupational health, safety and environmental management from Greenhill College, and a Bachelor of Science in Public Health from Catholic University, all from his home country Ghana. He has 3 sons at OSC.

### Mr Justin Hawkins

Justin is an Australian and New Zealand dual citizen, an accompanying diplomatic spouse, and a parent with two children attending OSC in grades 5 and 7.

Justin has returned to full-time university studies after a 27-year career with the Department of Foreign Affairs and Trade in the Australian Government.

A former coach and player of multiple sports at the amateur and professional levels, Justin has extensive experience in cultivating and fostering individual and team growth, advocating an active lifestyle of "healthy bodies, healthy minds".

Justin looks forward to learning and supporting the students, faculty, parents, and School Board in our continued development of The Overseas School of Colombo.

### Ms Michelle Hervy

Michelle, a British citizen, settled in Sri Lanka in 2020 with her two sons and husband. Originally from the Northwest of England, Michelle has lived and worked in England, the US, and India. Originally starting out in childcare, Michelle switched

paths and has spent most of her career in global outsourcing for companies based in both the US and the UK. Her experience lies in the Learning and Leadership development arena, working for various markets in retail, financial, and telecommunication, involving conducting regular risk assessments, implementing appropriate controls, and monitoring financial performance.

Since settling in Sri Lanka, Michelle started the company MH Academy, a training academy specialising in women's well-being into midlife, based in Colombo and working in both corporate and individual settings.

As a Board member, Michelle is passionate about equality within OSC. She is driven by a fervent belief in creating an inclusive and supportive learning environment where every student feels valued and empowered to succeed. Michelle is keen to use her experience in the global community to support the School in delivering its mission.

### Mr Santosh Pandey

A Nepali national, Santosh Pandey has more than 27 years of experience in the financial sector across commercial banks and the World Bank Group. Santosh is currently working as the Senior Investment Officer for International Finance Corporation (IFC), World Bank. In his current role, he oversees IFC's investments in the financial sector of Sri Lanka with primary focus on private sector players. Prior to this, Santosh served as

the Country Officer for IFC in Nepal and Country Coordinator for IFC Bhutan. Santosh has extensive experience in the financial sector. Prior to joining IFC, Santosh spent 15 years in the banking industry. Santosh holds a Master's degree in Business Studies from Nepal and a Master of Science in International Banking and Finance from The United Kingdom. Santosh has two children, a daughter and a son and both study at OSC. Santosh is committed to share his knowledge and experiences and contribute to the school's inclusive and sustainable well-being.

### Dr Michelle Kleiss

Head of School

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



## School Board as of 2024/25



**Ms Preeni Manjula  
Dunuwille Koralege**

Company Secretary

Joined OSC in January 2023 as Company Secretary.

Preeni is an Attorney-at-Law, Notary Public, and Company Secretary and brings with her over 30 years of experience. She started her career as an Attorney-at-Law in October 1988 at Messrs F J and G De Saram

Attorneys-at-Law, one of the oldest law firms in the country where her forte was litigation. In 1995 August she joined ABN AMRO Bank N.V. Thereafter she moved to Confifi Group of Companies as General Manager Legal and Corporate in 2002 and headed the Corporate Legal and Secretarial office. Subsequently in September 2005 she joined the People's Bank as Legal Advisor to the Board and Special Executive Legal and was part of the Corporate Management team. She then moved on to Amana Investments Limited as Head of Legal and Company Secretary in 2009 and was responsible for handling all legal, company secretarial and regulatory matters relating to the licensing and establishment of Amana Bank PLC. She was subsequently appointed a Vice President of Amana Bank PLC and handled diverse

portfolios as Chief Compliance Officer, Chief Legal Officer and Company Secretary. She retired from Amana Bank

PLC in April 2019. During her career she has gained wide experience and expertise in Corporate and Commercial Law, Banking Law, Litigation, Governance and Risk, Company Secretarial practice and in Land/Property Law.

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

**“It’s never felt like  
a day of work!”**

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**Jason Grandbois**  
Principal





## Jason Grandbois

### Principal

For Jason Grandbois, The Overseas School of Colombo (OSC) is more than a workplace – it's a home, a calling, and a place where passion meets purpose. His journey to OSC began in 2011, a year that would forever change his life. Working in Tanzania at the time, Jason heard glowing testimonials about OSC from peers at international conferences. Intrigued and inspired, he travelled to Sri Lanka, where a meeting with Areta Williams, the head of the School, solidified his decision. He was captivated by the School's ethos – a blend of academic excellence, mindfulness, and a profound commitment to nurturing every member of its community.

Born and raised in the picturesque town of Kenora, Ontario, Canada, Jason's heart has always been drawn to the great outdoors and the rich tapestry of global cultures. His career has taken him to the deserts of Egypt, the mountains of Peru, the savannahs of Tanzania, and finally to the lush landscapes of Sri Lanka. At OSC, Jason found a place where his values align seamlessly with the School's core pillars of compassion, courage, and curiosity.

Reflecting on his time as principal, Jason's voice fills with warmth: *"When you're surrounded by professionals who pour their hearts into inspiring children and spreading the joy of learning, it's impossible to call it work. I love walking through the gates of this School every day."*

Beyond the principal's office, Jason treasures his role as a husband and father. His wife, Kelly, and their three children have been integral to his journey, two of whom have graduated from OSC and are now attending University in Canada.

For Jason, OSC is not just a school – it's a beacon of hope and a testament to what education can be when rooted in love, empathy, and a genuine desire to make the world a better place. Every day, he's reminded of the privilege of being part of a community that not only teaches but also inspires.



# Our School Structure





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# Organisational Structure

## BOARD OF DIRECTORS

## HEAD OF SCHOOL

Head of Administration and Finance	Child Safeguarding Lead	Director of Student Support	Technology Director	Head of Facilities and Maintenance
Professional and Admin Staff	The Child Safeguarding Committee	Primary and Secondary School Counsellors	IT Staff	Project Engineer
Academic Support Staff		Primary and Secondary Learning Support Teachers		Service Staff (Maintenance)
		Primary and Secondary EAL Teachers		
		Primary and Secondary Learning Support Teacher Assistants		
		School Doctor		

## Our School Structure

At OSC, we strive to cultivate the spark of curiosity that each student possesses, emboldening them to equip themselves with the right tools to use analytical thinking to carry out research-based learning. This inquisitive mindset is nurtured through a holistic, transformative approach to education that encourages open mindedness, inquiry, compassion, and kindness. With the fundamental understanding that each child learns in different ways, our comprehensive

and balanced curriculum is delivered through a wide range of instructional methods, allowing for every individual style. Our co-curricular activities, and community service complement high-quality teaching and learning. The journey at OSC culminates in a magnum opus: a project our students passionately work on that brings together their personal interests with the competencies they have developed in their years of learning here.



## Organisational Structure

EY-12 Principal			Head of Security and Transport	Director of Admissions
Assistant Primary Principal		Assistant Secondary Principal	Security and Transport Coordinator	
PYP Coordinator	MYP Coordinator	DP Coordinator	Service Staff (Drivers and Messengers)	
Learning Leaders and Coordinators				
Primary and Secondary Teachers, Teacher Assistants and Lab Technicians				

Fostering a relationship between student, parent, and teacher is vital to understanding and meeting the needs of our students. At OSC, we believe that parents are partners of the School, and we value and encourage the involvement of parents throughout the learning process.

We are proud to have a community of independent thinkers, problem-solvers, decision-makers, and active participants in society with a global mindset and environmental consciousness.

“OSC empowers students to embrace inclusivity, diversity, and a global perspective, inspiring them to be the change they wish to see by becoming critical thinkers and active participants in creating positive transformation.”

---

Aishath Lu-U-lua Hassan  
Board Chair





## Aishath Lu-U-lua Hassan

### Board Chair

Under the stewardship of Aishath Lu-u-lua Hassan, The Overseas School of Colombo (OSC) Board is dedicated to governing the School to the highest standards of international school governance. Aishath is committed with the rest of her Board to fostering excellence in education while celebrating the diversity of a community that represents over 40 nationalities. With a focus on long-term goals, the Board ensures that decisions align with OSC's mission, vision, and values, creating a lasting impact for current and future generations.

Aisha is a Maldivian citizen and parent of two OSC students, serving on her second term as an elected Director on the School Board since March 2021. As one of OSC's longest-serving expatriate Board Chairs, she is widely recognised for her charismatic and hands-on leadership style. A familiar presence on campus, Aisha is deeply involved in the life of the School, embodying her belief that Board service is about accountability and action, and not just a title to hold.

Reflecting on her family's journey, the decision to relocate to Sri Lanka was OSC, its holistic education programme based on inquiry and critical thinking, and Sri Lanka's natural environment. She believes OSC has the power to inspire not just children but entire families, fostering an enduring culture of learning and strong values.

Aisha's tenure as Board Chair coincided with some of OSC's most challenging times, the COVID-19 pandemic, and Sri Lanka's recent economic crisis. During these critical periods, she skilfully navigated the complex needs of families and the broader community, striking a delicate balance between addressing immediate concerns and safeguarding the School's long-term stability. Her leadership emphasised the importance of building an open and transparent relationship with the community.

Having spent years in governance roles in the Maldives, Aisha brought a wealth of experience to OSC. She co-founded Avahteri Gallery, a social enterprise promoting art and culture, and served as an Independent Director on the Board of the Maldives Pension Administration Office and the

Maldives Inland Revenue Authority. Her financial expertise, honed through roles at the Maldives Stock Exchange and Care Ratings Maldives, complements her passion for education, which she also channelled as a lecturer at the Faculty of Management and Computing in the Maldives.

Despite her extensive experience, Aisha admits that her early days as Chairperson were not without challenges. Scepticism and pushback tested her resolve, but she met these hurdles with patience, active listening, and a commitment to understanding diverse perspectives. Through collaboration and persistence, she earned the trust of the community and enacted meaningful change. She describes her tenure as a deeply fulfilling experience, one that allowed her to contribute to the educational journeys of countless students – a role she cherishes profoundly.

For Aisha, OSC has been more than a professional commitment; it has been a space of personal growth. The challenges she has faced have strengthened her resilience and deepened her belief in the transformative power of education.

Moreover, she understood the importance of her role in nurturing and building a strong and trusting relationship with the Head of School (HoS) as vital to the success of the School. Her respect and admiration for HoS Dr Michelle Kleiss is evident, as she credits their constructive partnership with driving many of OSC's achievements. She describes Michelle's leadership as instrumental in creating forward-thinking policies that ensure OSC's stability and excellence for years to come. She appreciates the efforts of Michelle for implementing these policies and laying a solid foundation for OSC's future.

She emphasises the School's remarkable ability to bring together individuals from a wide range of ethnic backgrounds, transcending national identities to form a unified community, with compassion, courage, and curiosity. For her, OSC is a model for the wider world striving for "Unity in Diversity".

Aisha describes the opportunity to be a part of OSC as "a space to enact meaningful change" and takes pride in working with a forward-thinking team, in a progressive space, that truly makes a difference.

# Primary School



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

The Primary School follows the International Baccalaureate's Primary Years Programme (PYP). Students are the focus of this programme, as inquiry-based learning promotes investigation and problem-solving. This approach encourages students to hone their ability to research, allowing them to play a part in their own learning. Students utilise their understanding of the world, grow in knowledge, and attain a keen grasp of

conceptual ideas, new skills, and the attributes of the IB Learner Profile. A full-time English teacher is employed as an Additional Language (EAL) teacher in order to guide students who need to improve their English proficiency. A Learning Support Teacher has also been employed to accommodate students who have learning differences. A Primary School Counsellor is available to support our Primary School students.

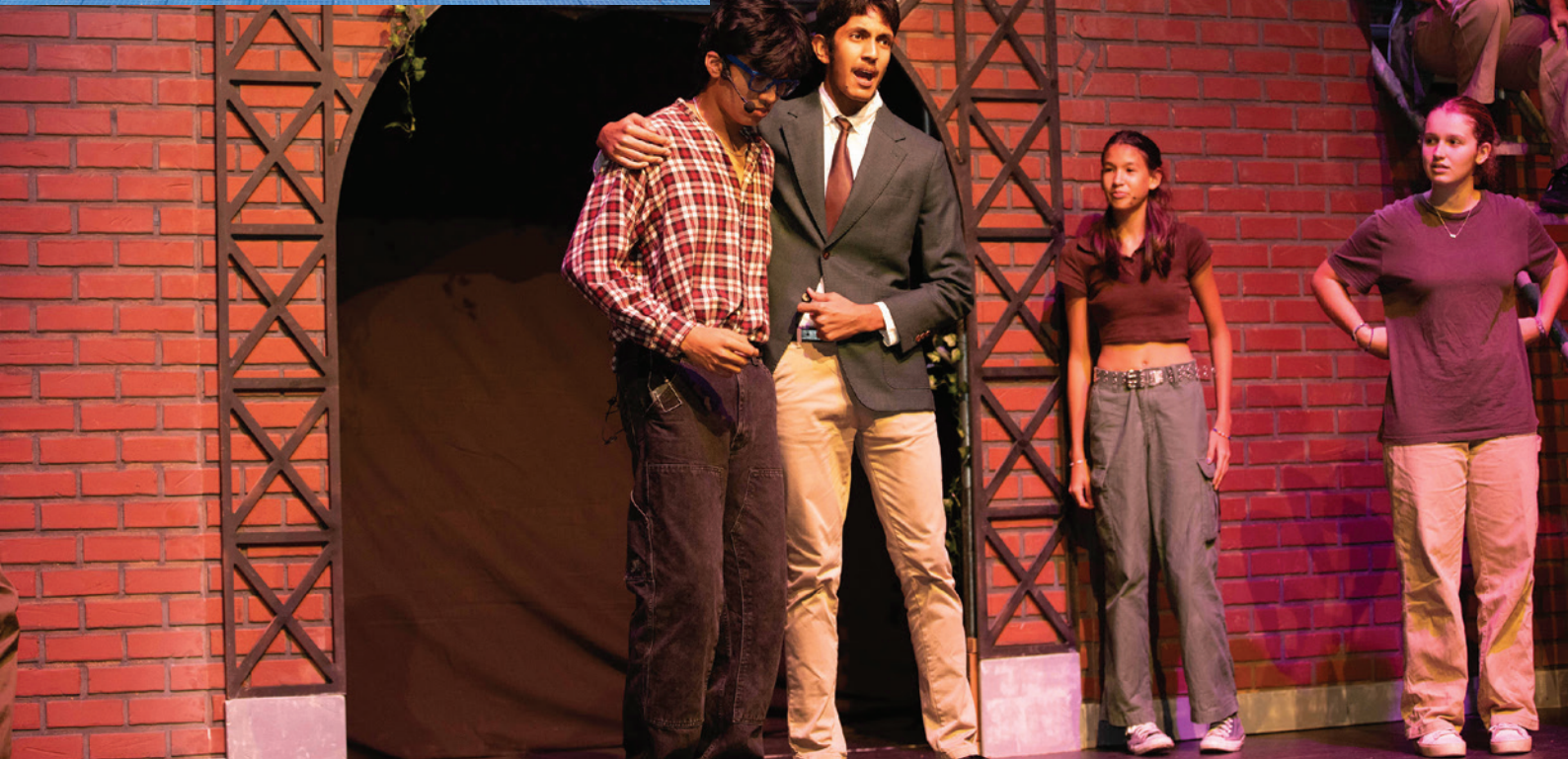


# Secondary School

The 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 IB Diploma Programme, a preparatory course with university in mind that allows them to experience a holistic education with acute attention paid to academics as well as opportunities that suit the needs of students with a global outlook. Similar to the Primary School,

the Secondary School has the support of an EAL and Learning Support Team, and two full-time counsellors who provide social and emotional support as well as career and university guidance. As a fully accredited school by the Middle States Association, our OSC High School Diploma is equivalent to a US-style diploma and is accepted by universities and colleges worldwide. Our students in Grades 9 to 12 collect credits towards successfully completing the OSC High School Diploma and most students complete the IB Diploma Programme as well. Our IB Diploma results have consistently been high and well above world averages.





“You have to catch  
every child’s  
heartbeat – and  
feel their pulse!”

---



**Prashani  
Gamage**

Primary Teacher –  
Grade 1



## Prashani Gamage

### Primary Teacher – Grade 1

A passionate and dedicated primary educator, Prashani Gamage is known for her boundless compassion, deep empathy, and unwavering commitment to her students. A spirited charity worker and an enduring presence at OSC, she is affectionately regarded as one of its most beloved “faces.”

Her journey at OSC began in 1997 when she joined as a Teacher Assistant, a role that planted the seeds of a lifelong love for education. Over the years, she has become a cherished pillar of the school, recognised for her infectious energy, vibrant personality, and heartfelt enthusiasm. Prashani’s cheerful voice and unwavering positivity leave an indelible mark on everyone she meets.

For Prashani, teaching is more than a career; it is pure joy. “I love coming to work,” she says with a bright smile. Every day, she draws inspiration from the students, parents, and leadership team, describing OSC as a perfect marriage of home and work life, intertwined like an immaculate braid. “OSC isn’t just a workplace,” she reflects. “It’s a family.”

Her professional growth mirrors her dedication. Starting in the preschool, she soon assisted in Grade 3 when OSC’s second preschool was opened by Mr. Buckley during Peter Gittins’ time as the head of school. By 2000, she had found her stride teaching Grade 1, where her passion for literacy and literature flourished. “Reading is a skill before it becomes an art,” she explains, underscoring her passion for helping students find joy and confidence in their abilities.

After a two-year stint at Jakarta International School in 2009, she returned to OSC with renewed purpose, contributing to professional development and mentoring. In 2023, her hard work and leadership were recognised when she became the Primary Learning Leader – a role she proudly embraces.

Prashani’s connection with her students is profound. “Whoever walks into my classroom is my kid,” she says with conviction. She believes deeply in the power of kindness and holistic education, emphasising that her role is not just to teach the curriculum but to nurture the whole child.

Her most cherished memories are rooted in the moments that highlight the depth of her relationships with students and parents. Watching her students graduate often brings her to tears, a testament to her heartfelt investment in their growth. She treasures the trust parents place in her, likening her role to that of a coach leading a team, ensuring each child reaches their full potential.

Behind her cheerful demeanour lies a profound dedication. She credits OSC for availing her the stepping stones to evolve, allowing her to weave her learning and experiences back into the school. “It’s spontaneous,” she says of her work. “You never know how your day is going to go, but you must always be ready – for the students, for their needs, and to give your very best.”

Her advice to future educators is heartfelt and clear: “Be honest. Care about, and love what you do. Bring passion into your classroom and let it ignite you and your students.”

For Prashani, OSC is a place of endless possibilities – a community where personal joy and professional fulfilment blend seamlessly. She credits the school for allowing her to grow, as an educator, a parent, and a person. She says she is grateful to OSC for inspiring her to dedicate her life to what she loves most: shaping the lives of her students with empathy, passion, and purpose.

# Development Highlights 2023/24

## New Indoor Floor at the Gymnasium



The existing vinyl carpet, having worn out its grip, was removed along with the underlying damaged layer of grout. An FM2-levelled, power-trowelled concrete floor was laid atop the original concrete to attain a level, solid floor. An 8 mm vinyl carpet was then installed atop the concrete. Lines were marked on the carpet to facilitate the sports of basketball, volleyball, and badminton.

## New Addressable Fire Call Point System



The call point system was expanded to cover the entire school premises. It can now be used to warn of a fire emergency from any school building and is equipped with the latest type of call point, featuring a buzzer and an emergency indicator light. This upgrade contributed to the School receiving a fire clearance certificate.

## Fire Hydrant and Hose Reel System



Having introduced a new hydrant system that facilitates fire hydrant pillars and hose reels to adequately cover all school buildings, the School obtained a fire clearance certificate from the fire brigade.

## Lightning Protection System



Three lightning arresters were installed at different locations on the School premises to ensure full coverage. This improvement enhances protection against both direct lightning strikes and indirect lightning surges.



### Introducing the New Multi-Sensory Room



The multi-sensory room is a therapeutic space equipped with a variety of sensory equipment, providing a controlled environment where students can regulate sensory experiences and develop critical processing skills. By integrating facilities for online occupational and speech therapy services, the School ensures students can access additional therapeutic support regardless of geographic barriers. This innovative hybrid space not only addresses students' immediate therapeutic needs but also reflects the School's commitment to inclusive education, helping all students thrive.

# Leadership Team

as of 2024/25



**Dr Michelle Kleiss**

Head of School

Dr Kleiss has been at OSC since 2019. Originally from Toronto, Ontario, she started her career at international schools in 1994. She brings 31 years of experience in serving and leading accredited international schools across eight countries: the USA, Dominican Republic, Brazil, Germany, Egypt, Saudi Arabia, Cyprus, and now Sri Lanka. Her research interests focus on how culture influences communication styles across the international school landscape, and she strongly believes in parent engagement in schools, system thinking, inclusive education, strategic planning, and building a strong ethos for continuous improvement. She volunteers her time to chair accreditation visits worldwide for MSA and CIS. Dr Kleiss lives and breathes the motto “Unity in Diversity” and values integrative thinking and distributed leadership. She is a proud mom with a Gecko attending OSC.



**Mr Jason Grandbois**

Principal

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



**Ms Heather Lee**

Director of Student Support and Educational Psychologist

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



## Leadership Team as of 2024/25



### Ms Samantha Wood

Primary Assistant Principal/PYP Coordinator

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



### Mr Jake Eagle

Secondary Assistant Principal/MYP Coordinator

Mr Eagle joined OSC in August 2021 as the MYP Coordinator and Secondary Assistant Principal. He has been working in IB schools around the world for over 20 years before arriving at the beautiful island of Sri Lanka. Originally an English Language and Literature teacher, he has taught in both Hong Kong and Germany as a curriculum coordinator, projects coordinator, and department leader. He is passionate about building a school culture in which students learn the skills, knowledge, and dispositions which will allow them to face challenges that come their way. He joins the OSC community with his wife, an amazing art teacher, his son, and his daughter who attend Secondary School.



### Ms Vidya Niyangoda

Head of Administrative Operations

Ms Niyangoda has been at OSC since 2013. She brings 29 years of experience in managing and leading operations in the areas of Financial Services, Business Analysis, and General Management. She holds a Master's in Business Administration and is an Associate Member of the Chartered Institute of Management Accountants. Ms Niyangoda has previously worked in the for-profit sector in leading local and international companies such as the John Keells Group, Richard Pieris Group, and Aviva Global Services.

## Leadership Team as of 2024/25



### Mr Crishan Fernando

Head of Facilities and Maintenance

Mr Fernando has been the Head of Facilities and Maintenance at OSC since 2017. He brings over 20 years of expertise in mechanical engineering, maintenance engineering, and project management.

He holds an MBA from the University of Colombo and a BSc in Engineering from the University of Peradeniya. He is also an Associate Member of the Institute of Engineers of Sri Lanka (IESL).

Prior to joining OSC, Mr Fernando gained extensive experience working with a multinational company in Sri Lanka, whose parent organisation is based in Germany. He has also contributed to the manufacturing industry in the sustainable energy sector and held various management and engineering roles in Sri Lanka's leading apparel sector companies.



### Mr Ajith Nathaniels

Head of Security and Transport

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



## Leadership Team as of 2024/25



**Ms Kanchana de Silva**

Director of Admissions

Ms de Silva joined OSC as Director of Admissions in 2021. She possesses 26 years of experience serving higher education institutions and foreign missions. Originally from Sri Lanka, she has lived in the USA, UK, Italy, and India. She enjoys listening to music and reading in her spare time.



**Mr Antony Rappai**

Director of Technology

Mr Rappai has been at OSC since 2019 and brings over 13 years of experience in educational technology. Originally from India, he worked at an international school in Qatar for 13 years and specialises in systems integration, data analysis, ed-tech and process automation, bridging the gaps between teaching, learning, and operations. Antony enjoys jogging, video games, and cooking in his free time. He is also a proud dad, with a Gecko attending OSC.

“Nothing is more important than a child’s healthy journey. I will go to the ends of the earth for a child.”

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Dr Michelle Kleiss

Head of School





## Dr Michelle Kleiss

### Head of School

Dr Michelle Kleiss is not just a leader; she is a force of nature who has redefined what it means to inspire, innovate, and lead with purpose. As the Head of School at The Overseas School of Colombo (OSC), Dr Kleiss has championed embracing diversity, to listen to all perspectives, and to love one's own identity while respecting and loving all identities.

Michelle became a beacon of hope and transformation, steering the institution through some of its most tumultuous times with fortitude, kindness, and an unparalleled vision. A proud mother with her own child at OSC, Dr Kleiss lives the school's mission of compassion, courage, and curiosity every day. Her leadership, grounded in integrity and empathy, has created a harmonious environment where students, families, and staff can thrive.

Appointed as Head of School in 2019, Dr Kleiss has navigated OSC through some of its most challenging times, leaving an indelible mark on its legacy. Widely regarded as one of the finest leaders in the school's history, she has led with a keen sense of interlacing a rare blend of intellect, heart, and unshakable commitment to building a brighter future for all.

With a distinguished career spanning 28 years and eight countries – including the USA, Brazil, Germany, Egypt, and now Sri Lanka – Dr Kleiss has brought a wealth of global experience to OSC. Her passion for education and the International Baccalaureate (IB) philosophy is matched only by her extraordinary ability to connect with people. Whether crafting sustainable systems, championing equity and diversity, or empowering individuals to reach their fullest potential, Dr Kleiss leads with open mindedness and a strategic outlook, possessing an uncanny knack for understanding and valuing individuals, ensuring that every student, family, and staff member feels recognised and appreciated.

Dr Kleiss's tenure began at a pivotal moment in OSC's history, yet her leadership turned challenges into opportunities for growth. During the recent Sri Lankan economic crisis, she crafted an innovative “fuel dashboard”, working closely with the U.S. Embassy to ensure the community's stability. This exemplifies her ability to think strategically under pressure while prioritising the well-being of those she serves.

Her most meaningful accomplishments are rooted in sustainability and equity. She has championed

OSC's focus on sustainability, inspired by watching the school's Eco-Schools Committee and students drive impactful change. Dr Kleiss also worked closely with the School Board to implement sustainable governance systems and authored the school's Policy Manual – a cornerstone document she developed from scratch. This legacy of forward-thinking leadership provides a strong foundation for the school's future.

As a former field hockey athlete, Dr Kleiss embodies the values of teamwork, resilience, and determination, which permeate her leadership style. Her dynamic and inclusive vision has helped OSC thrive as a fully IB-authorised institution, offering the Primary Years, Middle Years, and Diploma Programmes. She is steadfast in her focus on student-centred decision-making, empowering every child to become an independent thinker, compassionate collaborator, and responsible global citizen.

Inclusivity and diversity are at the heart of Dr Kleiss's leadership philosophy. She introduced the celebration of Iftar at OSC, a tradition that has enriched the school's cultural tapestry by fostering respect for religious practices and creating a space for unity. Her groundbreaking Teacher Equity Project, which aligns local Sri Lankan teachers' salaries with international standards, has empowered staff and set a precedent for fairness in education.

These initiatives are a testament to Dr Kleiss's dedication to ensuring that OSC remains a model of equity, diversity, and belonging. Under her guidance, the school's service groups have also strengthened their contributions to local communities, creating meaningful partnerships that uplift society while fostering global citizenship among students.

Beyond OSC, Dr Kleiss is a recognised leader in the global education community. She chairs accreditation visits for prestigious organisations such as the Middle States Association (MSA) and the Council of International Schools (CIS). Her research into how culture influences communication within international schools reflects her deep commitment to fostering intercultural understanding and inclusive education.

Dr Michelle Kleiss has exemplified what it means to lead with a steadfast mind, an open heart, and a bountiful spirit. Her legacy is truly one of compassion, courage, and curiosity – living and breathing the mission of the school daily at OSC. From implementing innovative governance systems to advocating diversity and sustainability, Dr Kleiss's tenure is a masterclass in visionary leadership.

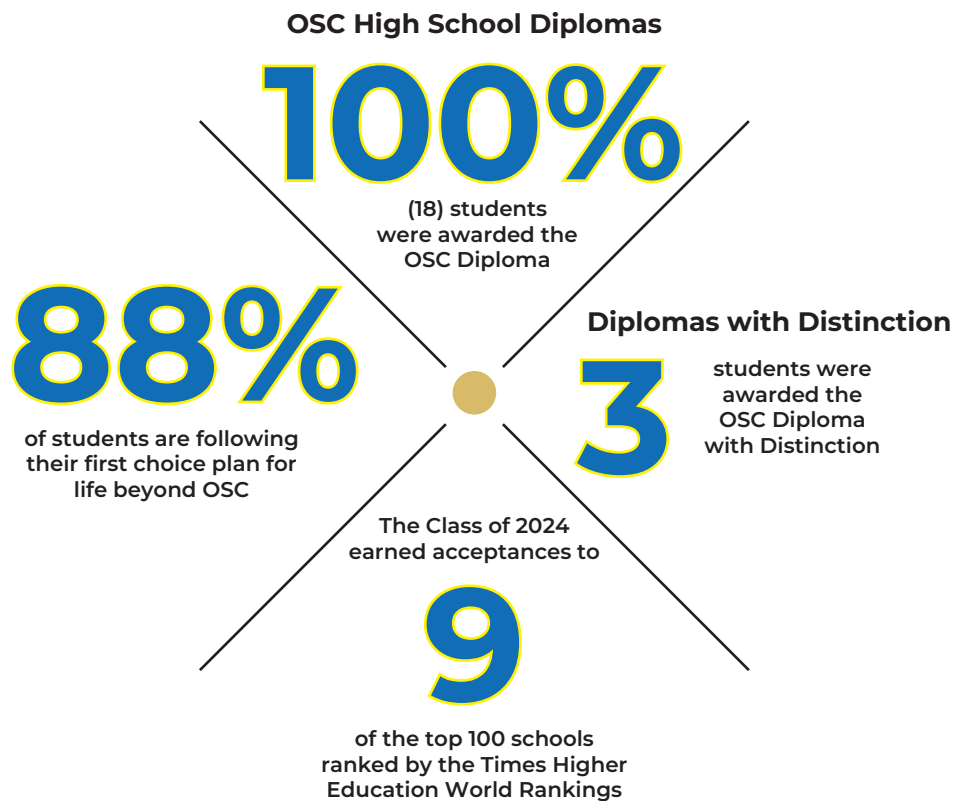


# Our Students





# Learning Processes and Academic Performance



The Class of 2024 earned over 1 million USD in scholarships

The Class of 2024 earned acceptances to 9 of the top 100 schools ranked by the Times Higher Education World Rankings, including the University of Oxford, the #1 ranked university in the world.

## Our Students

The Overseas School of Colombo, home to just 25 students at inception, has grown to 328 students in the 2023/24 academic year. The diversity of the student and teaching facility, comprising over 40 nationalities, speaks to our inclusive philosophy of valuing identity and perpetual investment in making the School a place of belonging. Every generation of children here at the School experiences a holistic education informed by compassion, courage, and curiosity and is encouraged to pursue knowledge in all forms, in the spheres of both academia and art.

The OSC community is deeply valued, and we work hard to ensure the safety and happiness of every member, and this is reflected in our interactions with other communities and environments.







Student Profile at OSC

328

Students

78

American

27

Australian

5

Belgian

19

British

1

Bulgarian

14

Canadian

14

Chinese

3

Danish

8

Dutch

6

French

13

German

4

Ghanaian

1

Honduran

28

Indian

1

Indonesian

3

Irish

2

Israeli

3

Italian

2

Kenyan

2

Maldivian

Our Students



# 18

## Graduates

1

Mozambican

2

Nepalese

2

New Zealander

2

Norwegian

4

Omani

3

Pakistani

2

Portuguese

2

Russian

2

Singaporean

3

South African

5

South Korean

3

Spanish

57

Sri Lankan

4

Swedish

1

Swiss

1

Thai

Our Students



## Learning Processes and Academic Performance

The largest percentage of students at the School are American (24%), followed by Sri Lankan (17%), Indian (9%) and Australian (8%). The majority of our families come from diplomatic missions, United Nations (UN) organisations, and NGOs, while the remaining families have joined us from the corporate and private sectors. Our average annual turnover of students is 25% due to families being transferred to other posts abroad.

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

Our students have the values of the IB Learner Profile (refer page 14) deeply ingrained in them, as they cultivate these principles not only through the School's curriculum, but through every programme that the School conducts. As they grow older, our students learn how to apply these values in their lives and appreciate the importance of the contributions they can make as "global citizens".

Education at OSC spans academic, athletic, and creative pursuits with the aim of nurturing well-rounded individuals with a keen desire to shape the world. This wish to contribute is cultivated as they learn about and develop responses to social, global, and environmental issues, and is fostered by relationships with the cultures and communities that surround them. Curiosity leads them down many avenues of knowledge, resulting in leadership qualities that are well-suited to their journey to make a difference in the world.

### PYP Exhibition

The PYP Exhibition is an invigorating final project taken on by our Primary School students that requires them to conduct research in various areas and present actionable ideas to the issues they have discovered in their findings. The areas explored in 2024 were the topics of stray animals, coral bleaching, gender equality, overfishing, life below water and poverty. The overarching theme for the PYP Exhibition was "Arts for Advocacy", with students demonstrating their learning under the transdisciplinary theme of "How We Express Ourselves".

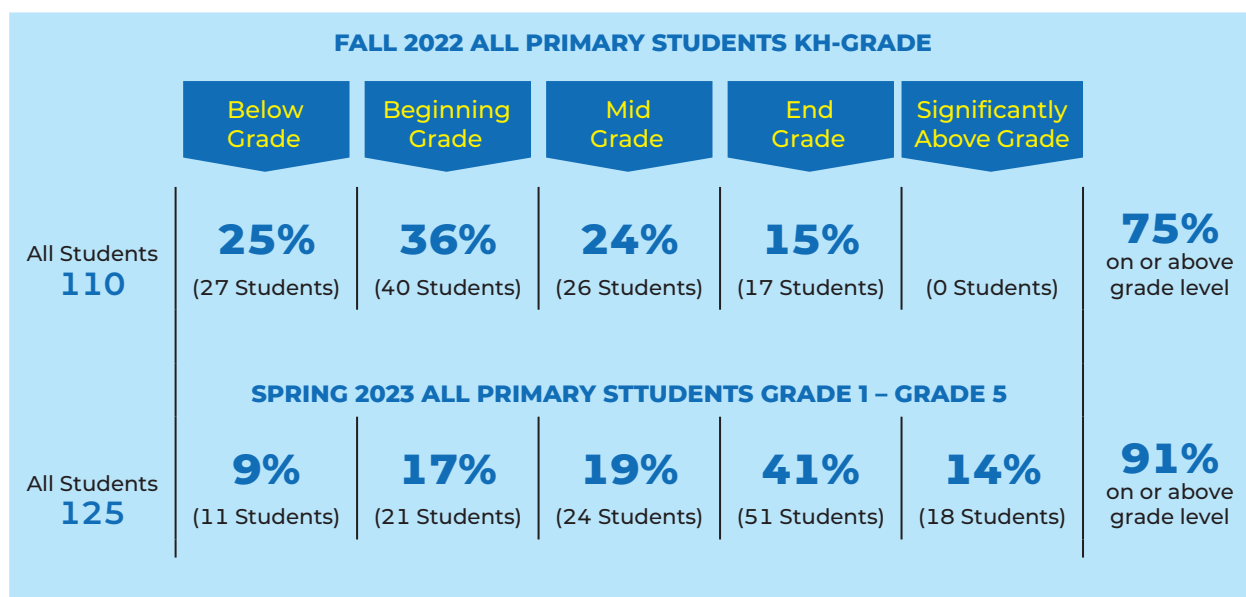
This project proves to be a worthy challenge for our Primary School students, who are tasked with determining their area of interest, documenting their research-based discoveries and then presenting their findings via components such as writing, the arts, and technology. Students opt to present their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

### Developmental Reading Assessment (DRA2) 2023/24

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

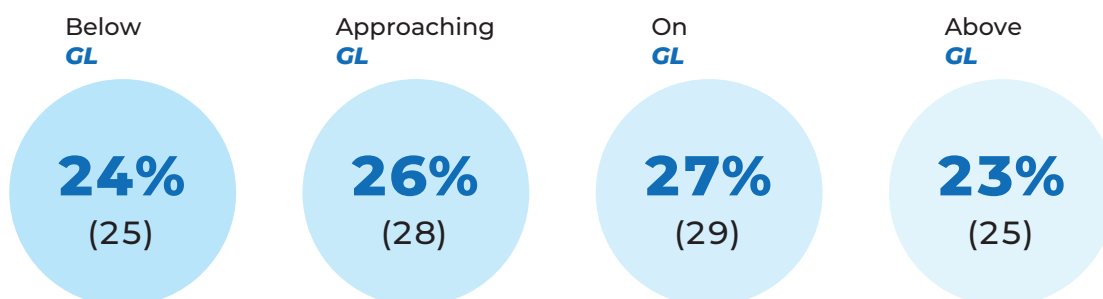


## DRA2 – Developmental Reading Assessment

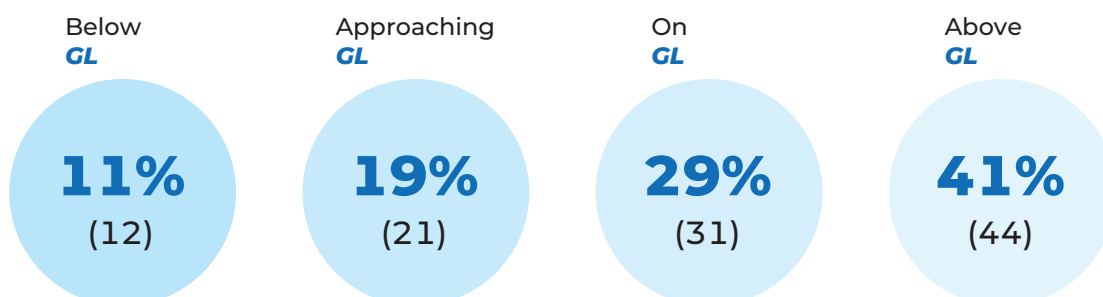


\*Push in and pull out interventions are in place for the 11% below grade level.

### FALL 2023: GRADE 1-5 (107 Students)



### SPRING 2024 : GRADE 1-5 (108 Students)



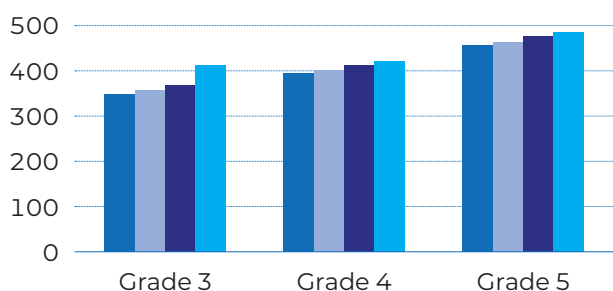
\*At the end of the school year 70% of students were on or above grade level (GL).

## ISA: International Schools' Assessment

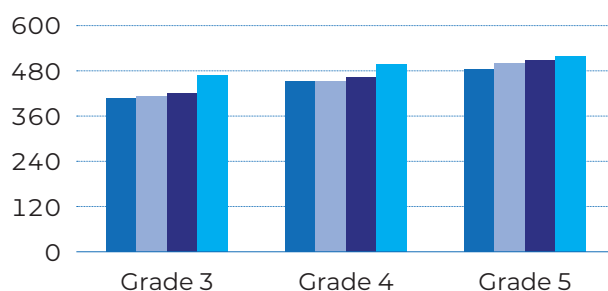
The International Schools' Assessment (ISA) is designed for students in Grades 3-10. The ISA writing Assessment comprises two writing tasks: one Narrative/Reflective task which involves writing a story in response to a prompt, and one Exposition/Argument task which prompts students to write out their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

## Learning Processes and Academic Performance

### Narrative/Reflective Writing



### Expository/Argument Writing



## Middle Years Programme (MYP)

MYP Subjects	2023/24	2022/23	2021/22	2020/21	2019/20
Language and Literature	5.5	6	5.7	6	5.9
Language and Literature Other		6.2	6.3	6.5	7
French Language Aquisition	5.4	5.6	5.7	6.1	5.9
Spanish Language Aquisition	5.2	5	4.5	6	5
Sinhala Language Aquisition		6.6	6	6.0	5.9
Mandarin Language Aquisition	5				
Individual and Societies	5.5	5.9	6.2	6	6
Science	5.4	5.3	5.7	5.7	5.9
Ext. Mathematics	6	6.1	6.2	5.9	6.4
Mathematics	4.1	4.2	4.9	5.2	4.5
Theatre	5.5	6.5	6.1	6.3	6.1
Music	6.2	6	6	5.7	6
Visual Arts	6	5.8	6	6	6.3
Physical and Health Education	4.8	5.9	5.5	5.9	5.6
Design	5.7	6.4	5.9	6	6.5
Personal Project	4.8	5.6	5.1	4.9	5.1

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

### MYP Subject Grades

Class of 2026 (Internal Assessment)

OSC Overall MYP Average **5.4**

IB World Average **4.7**

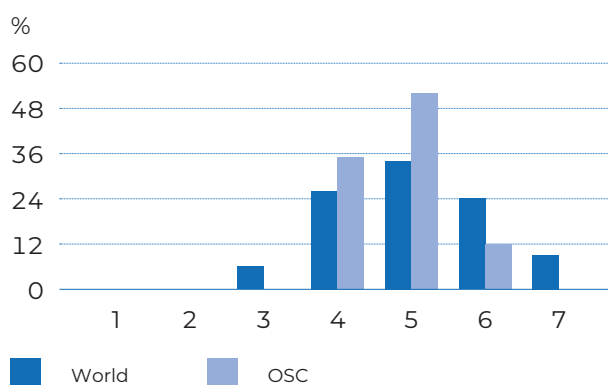
### MYP Personal Project

Class of 2026 (External Assessment)

OSC Average 2024 **4.8**

World Average 2024 **4.0**

### World and OSC





## Learning Processes and Academic Performance

### IBDP 2024

The pass rate at OSC for 2024 full diploma candidates was 93%, compared to the world average in 2024 of 80%.

### The IB Diploma Programme

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

- Extended Essay (EE): A 4000-word independent research essay that helps develop research skills, academic essay-writing, and time-management skills.

- Theory of Knowledge (TOK): This course promotes critical thinking and enquiry skills, connecting knowledge developed in the six subject groups.
- Creativity, Activity, and Service (CAS): Encourages a balanced approach to 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 three additional points to their IB Diploma points total. The maximum available points is 45 which is achieved annually by less than 1% of students worldwide.

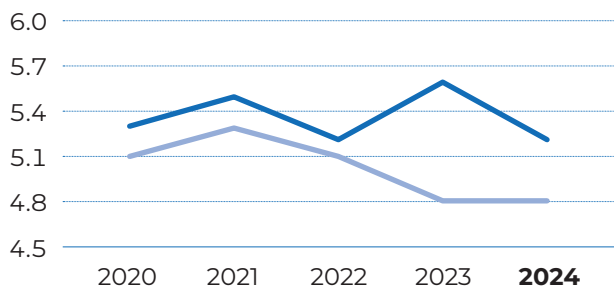
OSC also offers a thorough college counselling programme for all students, providing guidance and support in choosing a suitable path for their lives beyond high school, wherever that may take them.

	IB Worldwide May 2024	OSC 2024	OSC 2023	OSC 2022
<b>Registered IB Candidates</b>				
<b>Number of IB Diploma Programme Examination Candidates</b>	192,866	18	19	24
Number of students attempting the IB Diploma	121,945	15	19	24
Percentage of students attempting the full diploma (%)	63	83	100	100
<b>Award of the IB Diploma</b>				
<b>Number of IB Diplomas awarded</b>	121,945	14	19	22
IB Diploma pass rate	80.1%	93%	100%	92%
<b>The Distribution of IB Points</b>				
IB Diploma earners with 35 points and above (%)	36	47	63	50
IB Diploma earners with 40 points and above (%)	9	13	5	8
Mean IB Diploma Points	30.3	33	34.8	33
<b>Mean Grade IB</b>				
Mean grade for IB Candidates	4.8	5.2	5.6	5.2
<b>Extended Essay and TOK</b>				
Students earning EE results of A (%)	11	7	5	25
Students earning EE results of B or higher (%)	37	15	42	63
Students earning TOK results of A (%)	10	13	5	4
Students earning TOK results of B or higher (%)	46	47	47	33

## Learning Processes and Academic Performance

### Last 5 Years Mean Course Grades

Grades

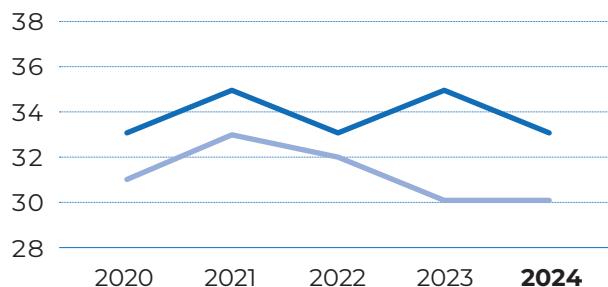


— Mean course grade: OSC  
— Mean course grade: World

\*Seven Maximum

### Last 5 Years Mean Total Points

Points

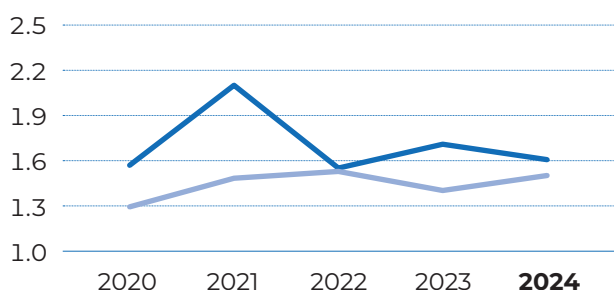


— Mean total points for diploma candidates: OSC  
— Mean total points for diploma candidates: World

\*Forty-five Maximum

### Last 5 Years Mean Core Points

Points

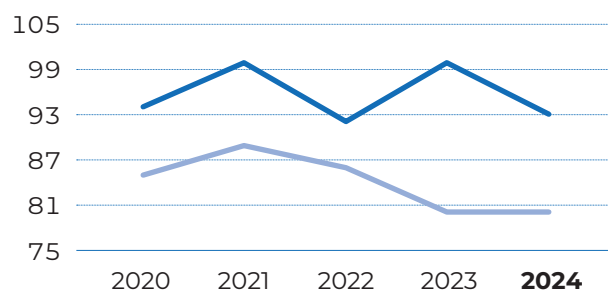


— Average core points earned OSC (TOK + EE)  
— Average core points earned World (TOK + EE)

\*Three Maximum

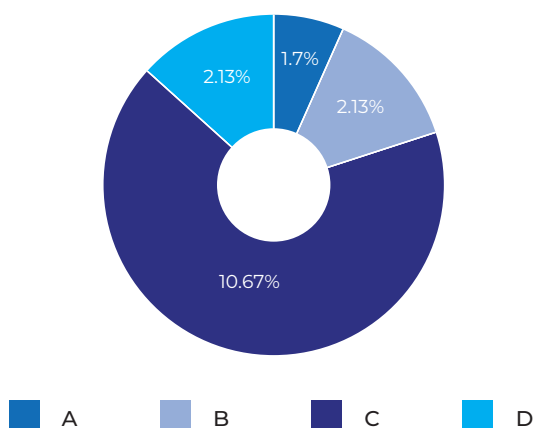
### Last 5 Years Pass Rate

Numbers

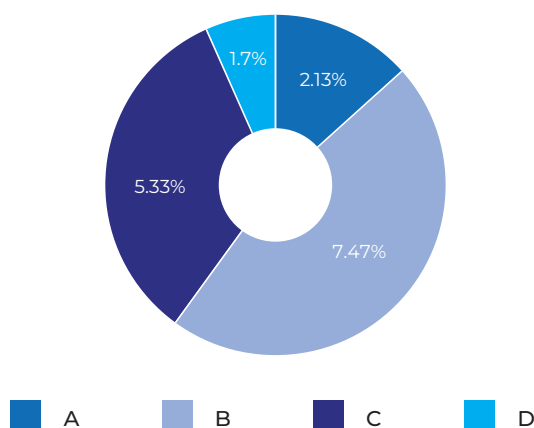


— Diploma programme pass rate: OSC  
— Diploma programme pass rate: World

### EE Grade Distribution – 2023



### TOK Grade Distribution – 2024





## Learning Processes and Academic Performance

### IB Exam Results by Subject

Subject results – Grade distribution														
Subject	Number of candidates	Grade									Average grade (school)	Average grade (worldwide)	Highest grade	Lowest grade
		7	6	5	4	3	2	1	P	N				
Subject Group 1														
ENGLISH A: Language and Literature HL	11	2	3	3	3	0	0	0	0	0	5.36	4.73	7	4
ENGLISH A: Language and Literature SL	3	1	1	1	0	0	0	0	0	0	6	4.92	7	5
ENGLISH A: Literature HL	3	0	0	2	1	0	0	0	0	0	4.67	4.56	5	4
FRENCH A: Literature self-taught SL	3	0	0	2	0	1	0	0	0	0	4.33	4.73	5	3
GERMAN A: Literature self-taught SL	1	0	0	1	0	0	0	0	0	0	5	4.81	5	5
KOREAN A: Literature self-taught SL	1	0	1	0	0	0	0	0	0	0	6	5.62	6	6
SPANISH A: Literature self-taught SL	1	0	0	1	0	0	0	0	0	0	5	4.59	5	5
Subject Group 2														
FRENCH AB. SL	7	0	2	1	3	1	0	0	0	0	4.57	4.71	6	3
FRENCH B SL	4	1	2	1	0	0	0	0	0	0	6	5.1	7	5
SPANISH B SL	6	0	0	5	1	0	0	0	0	0	4.83	4.92	5	4
Subject Group 3														
ECONOMICS HL ENGLISH	6	2	1	2	1	0	0	0	0	0	5.67	5.13	7	4
ECONOMICS SL ENGLISH	2	0	2	0	0	0	0	0	0	0	6	4.81	6	6
ENV. SYSTEMS AND SOCIETIES SL ENGLISH	6	0	3	1	0	1	1	0	0	0	4.67	4.18	6	2
GEOGRAPHY HL ENGLISH	6	0	1	3	1	1	0	0	0	0	4.67	5.27	6	3
HISTORY SL ENGLISH	1	0	0	1	0	0	0	0	0	0	5	4.7	5	5
HISTORY AMERICAS HL ENGLISH	2	0	1	1	0	0	0	0	0	0	5.5	4.26	6	5
Subject Group 4														
BIOLOGY HL ENGLISH	2	0	2	0	0	0	0	0	0	0	6	4.42	6	6
BIOLOGY SL ENGLISH	4	0	1	2	1	0	0	0	0	0	5	4.19	6	4
CHEMISTRY HL ENGLISH	7	1	1	2	1	1	1	0	0	0	4.57	4.7	7	2
PHYSICS HL ENGLISH	1	1	0	0	0	0	0	0	0	0	7	4.86	7	7
PHYSICS SL ENGLISH	2	0	1	0	1	0	0	0	0	0	5	4.24	6	4
Subject Group 5														
MATHEMATICS ANALYSIS AND APPROACHES HL ENGLISH	5	1	2	1	1	0	0	0	0	0	5.6	4.87	7	4
MATHEMATICS ANALYSIS AND APPROACHES SL ENGLISH	4	0	1	0	2	1	0	0	0	0	4.25	4.55	6	3
MATHEMATICS APPLICATIONS AND INTERP SL ENGLISH	7	0	2	3	1	1	0	0	0	0	4.86	3.92	6	3

## Learning Processes and Academic Performance

### Subject results – Grade distribution

Subject	Number of candidates	Grade										Average grade (school)	Average grade (worldwide)	Highest grade	Lowest grade
		7	6	5	4	3	2	1	P	N					
Subject Group 6															
MUSIC HL ENGLISH	2	0	1	1	0	0	0	0	0	0	5.5	4.84	6	5	
THEATRE HL ENGLISH	5	3	1	1	0	0	0	0	0	0	6.4	5.01	7	5	
VISUAL ARTS HL ENGLISH	1	0	0	1	0	0	0	0	0	0	5	4.25	5	5	

## Notable Class of 2024 Extended Essays

Extended essay projects that received grades of A or B

Subject	Topic
Biology	Feeding Behaviours of <i>Haemadipsa zeylanica</i>
World Studies	Economic Viability of Renewables in Sri Lanka
	Colonial Impacts on Sri Lanka's Tea Industry: Ceylonese Tea Pluckers as an Enduring Symbol of Sri Lanka
Language and Literature	Media Coverage of the Sri Lanka Protests
	Billie Eilish's Lyric Analysis and Themes of Depression
	Racism in Sports Media
	An Examination of How Muslim Women Are Presented Across Global Media Organisations
Design	Discussing the Effects of Changing the Design and Materials of the Golf Ball on Maximum Distances and Course Records
Psychology	Importance of Sleep
	How Do Authorities Detect Serial Killers and Psychopaths?
	Music Therapy
History	To What Extent Did the Power of Women in Ancient Egypt Show Feminism?
Economics	Economic Impact of Political Events
	The Effect of the Agrochemical Ban on Sri Lanka's Tea Exportation Industry
Mathematics	Game Theory and Chess



## College and University Offers 2024

University	Region
University of Melbourne	Australia
<b>University of Alberta</b>	Canada
<b>Carleton University</b>	Canada
<b>University of British Columbia</b>	Canada
Universitätsmedizin Neumarkt – A. M. Campus Hamburg	Germany
Trinity College Dublin – The University of Dublin	Ireland
Temple University – Japan	Japan
University of Groningen	Netherlands
<b>University College Maastricht</b>	Netherlands
<b>Leiden University</b>	Netherlands
University College Maastricht	Netherlands
EU Business School	Spain
Imperial College London	UK
Loughborough University	UK
Nottingham Trent University	UK
<b>Royal Holloway, University of London</b>	UK
SOAS University of London	UK
University College London	UK
University of Bath	UK
University of Birmingham	UK
University of Bristol	UK
University of Manchester	UK
<b>University of Oxford</b>	UK
University of Reading	UK
University of the West of England	UK
<b>University of Warwick</b>	UK
<b>University of Southern Mississippi</b>	USA
SUNY College at Geneseo	USA
SUNY Oswego	USA
<b>Binghamton University</b>	USA
SUNY at Albany	USA
SUNY University at Buffalo	USA
Bath Spa University	USA
Louisiana State University	USA
Appalachian State University	USA
University of Utah	USA

## Learning Processes and Academic Performance

University	Region
<b>Binghamton University</b>	USA
Foothills – De Anza Community College	USA
Glenville State University	USA
Hesston College	USA
Illinois College	USA
Purdue University – Northwest	USA
University of Mount Union	USA
University of South Dakota	USA
Wartburg College	USA
Western Michigan University	USA
Vanderbilt University	USA
UC San Diego	USA
Purdue University – Ft. Wayne	USA
Hofstra University	USA
Augustana College	USA
Binghamton University	USA
California Baptist University	USA
Eastern Michigan University	USA
Embry-Riddle University	USA
Florida International University	USA
Fraser International College	USA
Goucher College	USA
Hobart and William Smith Colleges	USA
<b>George Mason University</b>	USA
Temple University	USA

### KEY

Listed = Acceptances / **Bold = Matriculated**



# Co-Curricular Activities

Co-curricular activities play a vital role in holistic education and ensuring the well-being of each student. As the perfect complement to academics, the School provides students with many opportunities to engage in various co-curricular activities including sports, music, painting, acting, and After-School Activities (ASAs).

## Gecko Athletics

2024 was yet another great year for Gecko Athletics. The School sent teams to all nine SIASA tournaments over the three seasons and successfully hosted two tournaments at OSC, for the first time since 2018. All of the other nine SAISA schools visited OSC in November for Boys Volleyball and later in February for Girls football.

OSC's Gecko Athletes strengthened the bond of old friendships and created new ones, swapped

jerseys, hoodies, and swim caps, and were role models and sports stars for the primary classes that they visited.

Gecko Gear, featuring original OSC designs and merchandise items sold to support the service programme "Kids on Campus", became more visible around the School and the region. It was worn with pride by athletes from Grade 4 through to the graduating Class of 2024, as well as by visitors who purchased the newly marketed Gecko Gear as a memento of their experience of OSC hospitality.

It was with sadness that the School bid farewell to athletes in the graduating class who enjoyed two normal years of competition in their Diploma years. At their leaving assembly, they were awarded certificates for their "Outstanding Contributions to Gecko Athletics".

## 2023/24 HIGHLIGHTS





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

Found below, is a full list of ASAs that we offer, which form an integral part of our curriculum:

### Primary

#### Sports/Active activities

Football  
Team Games  
Gymnastics and Jump Rope  
Striking and Fielding  
Basketball  
Yoga  
Beginner Swimming  
Gecko Swim Club  
Track and Field

#### Visual Arts/Crafts activities

Origami  
Jewellery Making  
Mandala Colouring  
Ribbon Embroidery  
Prop Design and Making  
Art Club

#### Performing Arts activities

Senior Kandyan Dance Troupe  
Junior Kandyan Dance Troupe  
Primary Production

#### Other activities

Lego Club  
Indoor Board Games  
Construction Club  
Mindfulness and Mandalas  
Environmental Club  
Design Club  
PSA  
Book Club  
Math Club  
English Club





## Secondary

### Activities available for students

Lego Club  
 French and Spanish Music and Reading Club  
 Chess and Board Games  
 Mindful Colouring  
 Carrom  
 Puzzle Building  
 History Club  
 Baking Club  
 Jewellery Making  
 Ghibli Movie Club  
 Chinese Calligraphy  
 Art Club  
 Volleyball  
 Netball  
 Kendama

### Middle School

MS Football  
 MS Basketball  
 Wall Climbing  
 Gecko Robotics  
 Coding Club  
 MS Production  
 MathCounts

### High School

Volleyball  
 Basketball  
 Football  
 HS Production  
 HS Robotics  
 Senior Voice

### Whole School

Swimming  
 Track and Field  
 Badminton  
 COMUN  
 Yearbook  
 Dungeons and Dragons  
 Chinese Culture Club  
 Art Club  
 Academic Support Clubs  
 MYP Survival  
 Math Tutorials  
 Private Music Lessons

“OSC is a great place to be a father, a parent, a teacher, a coach, a friend, and a mentor.”

“As teachers we must not be afraid of change, to be creative, to ensure every lesson is memorable so that it will have a lasting impact.”

**Steve  
Turner**  
Director of  
Athletics



**Elves  
Tembe**  
PHE-MYP  
Teacher and  
Learning  
Leader,  
Secondary  
School





## Steve Turner

### Director of Athletics

For Steve Turner, The Overseas School of Colombo (OSC) is far more than just a workplace – it's a community where every role he cherishes comes to life. Originally from the UK, Steve brings over 30 years of teaching experience, a deep well of wisdom, and an infectious passion for nurturing young people and honing them into well-rounded and capable individuals. Since joining OSC in 2012, his impact as Director of Athletics has been profound, shaping generations of students to embrace resilience, teamwork, and a love for movement that extends far beyond the sports field.

Steve's love of Sri Lanka began in the late 1990s when he visited the island as a tourist and was captivated by its beauty and spirit. Fate brought him back years later, this time to become part of OSC's thriving community. Reflecting on his journey, he marvels at the School's growth, from world-class sports facilities to its ethos of collaboration and compassion.

Steve's approach to athletics transcends the physical. *"We don't just teach sports we teach how to survive in water, and the value of teamwork and collaboration,"* he explains. Under his leadership, OSC's athletic programme has flourished, with students excelling in international competitions like South Asian Inter-Scholastic Association and securing 13 championship titles. Yet his proudest moments are deeply personal – watching his own son graduate from OSC, and seeing his daughter flourish into a highly competitive, caring role model are moments of pride. Further to this he says witnessing the transformation of his students into confident, capable individuals is always rewarding.

The challenges of COVID-19 brought out the best in OSC's community, and Steve played a pivotal role in reimagining physical education for an online world. His dedication and creativity ensured that students remained engaged and connected, embodying the resilience and unity that makes OSC special.

Outside of work, Steve treasures the life he's built in Sri Lanka, just minutes from the School and surrounded by the natural beauty of the island. He describes OSC as a sanctuary where every role he holds – father, mentor, coach, and friend – thrives in harmony.

To future educators, Steve offers words of wisdom: *"Make the most of it, enjoy what you can. With the right mindset and the right support, you can achieve anything."*

## Elves Tembe

PHE-MYP Teacher and  
Learning Leader, Secondary School

In 2022, Elves Tembe left behind the familiar landscapes of Mozambique, driven by a relentless dream to join the international teaching community. It wasn't an easy path – on some days he applied to up to five schools a day, having to endure through countless rejections until The Overseas School of Colombo (OSC) offered him a job, and also a life-changing opportunity.

The journey began on 8 December 2022, with a single interview. By 11 December, the dream became a reality as Elves accepted his place in the OSC family. The moment he landed in Sri Lanka, he was met with warmth and professionalism – welcomed at the airport, guided through the induction process, and given the time to settle into his new life. He felt, for the first time, that he belonged to a community committed to learning, growth, and mutual care.

Adjusting to a new culture, a progressive curriculum, and an English-speaking environment came with its challenges. Yet, with resilience and an open heart, Elves embraced the hurdles. "Innovation is my name!" he says, passionately describing his drive to create dynamic, meaningful experiences for his students.

One of his most powerful projects, "Expression of Self," is a testament to his creativity. Combining aerobics with poetry, this unique unit explored movement, emotion, and individuality, leaving students inspired and deeply engaged. Each year, Elves challenges himself to introduce fresh ideas, always asking, "What will benefit my students the most?"

But teaching isn't just about innovation – it's about humanity. A moment of heartbreak shaped Elves's journey profoundly when he first started teaching. Due to a personal oversight, he witnessed first-hand the emotional weight of his actions even if it was an accident. Coming from a cultural background where identity and inclusivity conversations were rare, he used this moment to adapt and transform himself.

Elves reflected deeply, apologised with sincerity, and used the experience to rebuild trust and understanding. He even wrote an article aimed at African educators, urging them to embrace empathy and inclusivity in their classrooms. "That moment changed how I connect with my students. It taught me the power of listening, of respect, of compassion."

Elves's journey isn't only professional; it's deeply personal. He has overcome unimaginable strife, incomprehensible circumstances, and immense plight to achieve the impossible.

Born into extreme poverty, his tale is truly an embodiment of "rags to riches". Everything he has achieved in life; Elves has had to fight against insurmountable odds to build himself a life of purpose. Elves is a three-time world jump rope champion, a respected author, a fitness aficionado, sports instructor and teacher. With the support of the OSC community, he wrote and launched his debut book, sharing his extraordinary story of resilience. His words have inspired students and colleagues alike, proving that even the most impossible dreams can come true.

Working within the International Baccalaureate (IB) World Curriculum, Elves has discovered that education extends far beyond the classroom. "It's about life itself," he says. At OSC, he has found a place that values courage, compassion, and creativity – qualities he exemplifies every day.

Through his teaching, innovative physical education programmes, global championships, his writing, and unyielding belief in the transformative power of education, Elves Tembe is more than just a teacher. He is a changemaker, a guide, an innovator, and a living testament to the strength of the human spirit.



# Visual and Performing Arts

Through music, theatre, and visual art, our 2023/24 calendar came to life, infusing OSC's campus with a vibrant energy seen in several live performances, productions, mini-concerts, and art exhibitions. These events marked a pivotal moment, showcasing the extraordinary talents of our students. Rooted in our School's mission of compassion, courage, and curiosity, these opportunities empower our young artists to express themselves boldly, take risks with their artistry, explore their passions, and enhance their collective gifts, ultimately refining their creative skills.

## Primary

### Pop-up Art Exhibitions

Throughout the school year, Primary students showcased their creativity in several pop-up art exhibitions, often tied to their homeroom units of inquiry. For example, Grade 4 students shared artwork inspired by their exploration of Structures, while Grade 3 artists presented pieces connected to The Art of Belief. Grade 5 students delved into Art Activism as part of their PYP Exhibition, creating installations in the theatre that symbolically represented the global issues they investigated.

### All-School Art Exhibition

The entire school came together to host an art exhibition in the beautiful outdoor venue near the coffee shop. From early ceramic creations to advanced DP-level paintings, artists of all ages had the opportunity to showcase their creative talents.

### Primary Production 2023/24

This year, our Grade 2 to Grade 5 students presented the brand-new musical *The Island That Rocks!*, by Steve Titford. With its irresistibly fun summer atmosphere and a hope-filled vision for the future, *The Island That Rocks!* was full of wit and contemporary flair. The musical's captivating storyline resonated with OSC's culture of unity in diversity, care for the environment, well-being, and balance. Its catchy tunes and modern style not only captivated our students and audience but also inspired them to embrace sustainability and foster camaraderie, drawing parallels with our own little island of Sri Lanka.

### Primary Band 2023/24

The Primary School Music Band is a vibrant community where students learn to play instruments in an ensemble, collaborate with peers, and express themselves through music. This year, the OSC Primary Band continued its growth. Our young musicians matured and shone as they performed their hearts out at many school events, including the final Primary School Assembly in December 2023, the Variety Show in March 2024, and the end-of-year Primary Assembly in June 2024.

Other music, dance, and drama performances throughout the year 2023/24 included:

- Grade 5's PYPx in April 2024 comprised individual and group performances that demonstrated significant artistic growth. Their various performances were a testament to their hard work, dedication, and talent.
- Grade 4 students staged jamming sessions in May 2024, performing original songs composed by the students themselves at the courtyard cafe, attracting various audiences including students, parents, and teachers.
- The Grade 3 Wannam Dance performance saw students interpreting nature through the art of dance, drawing inspiration from Sri Lanka's traditional Wannam dances. Their graceful movements beautifully captured both the essence of nature and the cultural richness of Sri Lanka.
- Grade 2's Celebration of Learning gave students the opportunity to showcase their versatile skills and creativity as musicians, actors, composers, and authors.
- Grade 1 performed a dance in which students explored elements of nature through movement, demonstrating an understanding of the fundamentals of dance. Through gestures, rhythm, and flow, they brought the natural world to life.
- KG staged a dramatic play based on the book *Where the Wild Things Are* in February 2024. A transdisciplinary project, the play showcased their creativity and musicality.

## Visual and Performing Arts

### Secondary

#### DP Visual Arts Exhibition – March 2024

The exhibition illustrates a student's journey and artistic growth during their IB Diploma Programme. Each student curates their own cohesive body of artwork selected from work created throughout the course. They provide a written rationale on the curatorial decisions made and an artistic statement for each artwork. Works by our talented artists include acrylic and watercolour paintings, sculptures, pen and ink drawings and mixed media. Our IB Diploma Visual Arts class of 2024 consisted of just a single student. However, this did not deter her from fully immersing herself in the Visual Arts course. The end-of-year visual arts exhibition symbolised a proud conclusion to her two years of creative study and accounted for 40% of her final grade.

#### MYP1-5 Visual Art Exhibitions

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

#### Visiting Artist Workshops

As part of our SGA Games and Arts day, students had the opportunity to explore different artmaking techniques and ideas with professional local artists. The workshops on offer included urban sketching with Sandeepa Vithanage, experimental watercolour painting with Lilian Boehlke and Ed Thomson, and iPhone/iPad photography with Elise Hanna. Students learnt about these approaches with hands-on activities around the campus, gaining new perspectives on their surroundings and inspiration for art.

#### *Little Shop of Horrors* – December 2023

This year's senior production was a cult-classic musical extravaganza that blended dark comedy, science fiction, romance, and catchy tunes to create an unforgettable theatrical experience. Originally created by Howard Ashman and Alan Menken, this off-Broadway sensation tells the tale of Seymour, a down-and-out florist who stumbles upon a mysterious, human-eating plant named Audrey II. As Seymour's ambition for success grows, so does Audrey II's appetite, leading to a series of hilarious and macabre events. With its unforgettable characters, toe-tapping songs, and a plant with an insatiable craving for blood, *Little Shop of Horrors* kept audiences laughing, singing along, and on the edge of their seats.

#### *Between Hours* – March 2024

*Between Hours* was a journey through the mundane yet magical moments that fill our days. As the play delved into the lives of the characters, each chapter unfolded like pages in a storybook, revealing the surprises, struggles, celebrations, and unexpected connections that occur within a single day. In this devised production, the cast brought to life an array of emotions, experiences, and interactions that resonated with the universal themes of friendship, family, school, the working world, growing up, and the passage of time. Accompanied by well-known songs that punctuated the scenes, *Between Hours* invited the audience to immerse themselves in the rhythm of daily life, where every moment holds the potential for discovery and transformation.

#### SAISA Art – Dhaka, March 2024

A select group of OSC artists embarked on a cultural and artistic journey to Dhaka, Bangladesh for the annual SAISA Arts Festival. Schools from around the region participated, giving students the chance to make new friends. The SAISA Arts festival focuses on multi-day workshops led by SAISA art teachers from the host or visiting



## Visual and Performing Arts

schools or by community or visiting artists. One of the main aims is developing new skills and techniques, exposing our students to other ways of making and thinking about art. Interaction with the art community in the host city is another important part of the event, including visits to local museums, art galleries and cultural sites. The students, Vicky (DP1), Darya (DP1), Sevara (MYP4), Mali (DP1), Amy (DP1), Vasilissa (MYP5), Arlina (MYP4) and Liraya (MYP4), enjoyed a variety of local experiences including sightseeing and a street photography workshop at Gulshan market, viewing historic architecture at the Armenian Church and Star Mosque, a visit to a rickshaw garage to see artists at work, a printmaking workshop at Cosmos Gallery and a tour of the fantastic contemporary art collection at the Durjoy Foundation. There was also ample opportunity for artmaking, with many workshops on offer from local artists.

### ISTA TaPS Perspectives – Singapore, October 2023

This year's ISTA TaPS (*Theatre Arts Programme Symposium*) was held at Dulwich College,

Singapore. OSC's nine participants were guided through various theoretical and physical activities, and practices via different mediums. They learned about, and performed Thai Khon, explored the world of Clowning, engaged in the theories of Jerzy Grotowski and his Poor Theatre, created scenes from play texts, and manipulated elements of devised work through highly visual and sensory storytelling. These creative processes allowed the students to dig deeper into what it means to be a theatre-maker as well as learn more about the four DP Theatre assessment components. Participants also had the incredible opportunity to work with like-minded theatre enthusiasts from different schools around the Asia region, and OSC is proud that in attending this event and working with theatre professionals, we were able to contribute to the cultural and economic ecology of the city we were visiting.

OSC ISTA participants: Eloise Golding (DP2), Zachary Dean (DP2) Yethmin Nanayakkara (DP1), Jed Bishop (DP1), Alex Conconi (DP1), Dilith Weerasinghe (Grade 10), Naomi Omprasadham (Grade 10), Olau Dahlgaard (Grade 10), Vasilissa Munasinghe (Grade 10).









# Experiential Education

*Submission by Ian Lockwood*

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

## CAS at OSC

The Creativity, Activity and Service (CAS) component is a vital part of the educational experience for all DP 1 and 2 students at OSC. Our School recognises, as stated in the mission statement, that education neither begins nor ends in the classroom or the examination hall. In fact, the essential aspects of education may exist outside both. 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 defining aspect of OSC's CAS programme is the use of blogs to channel student reflections. These are public spaces that DP students maintain to keep a running record of their goals and learning in the CAS programme. A look through OSC's blogs from this year illustrates the diversity and wealth of experiential learning of our DP students. All students' blogs going back to the Class of 2012 can be accessed on the School's website.

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

OSC has a unique and innovative approach to student reflection in the CAS programme. Students use online blogs as a reflective space while managing their activities and feedback through ManageBac. The reflective spaces are open to the community and offer a kaleidoscope of different styles and approaches to reflecting about the key aspects of the CAS programme. There are images, videos, written reflections and links to other sites. An effective CAS blog can provide important evidence of Extra-Curricular engagement that is useful for university applications.

## Experience Sri Lanka! Week Without Walls Programme

The annual *Experience Sri Lanka! Week Without Walls* programme was successfully held in January 2024. In the 2023/24 school year, teachers, support staff, and the administration all worked hard to put on an exciting, learning-based programme that was appreciated by students and their parents. As has been the case in past WWW learning experiences, the success of this year's WWW programme was the product of effective organisation, planning and

excellent teamwork on the part of teachers and administration. The Programme is divided into the large group WWW experience (for MYP1-4) and smaller size groups where there is an element of choice (for MYP5 & DP1). Students visited historical sites in Kandy and Galle, cycled in the Cultural Triangle, rafted on the Kelani River, hiked several of the Pekoe Trails, and much more. This year the Jaffna group took groundbreaking visits to Delft and Mannar Islands.

### Service-Learning at OSC

Community service and service-learning have a special place in OSC's philosophy of education. At OSC, students are encouraged to develop a positive and active approach towards service. In the Secondary School specific programmes 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 afternoons) after school while others are part of the "Week Without Walls" programme (scheduled at the beginning of the 2nd semester). OSC has been working with several local charities and programmes and has an excellent relationship with these community outreach programmes. DP students are also expected to take on leadership roles and are encouraged to initiate activities of their own. In the past 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.





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# Service to the Community and the Environment

Service-Learning is an integral part of the IB curriculum as well as an important aspect of the culture and education at OSC, where service is a requirement at all grade levels. With a robust service-learning programme embedded into the curriculum and a designated time for students to concentrate on their service work, the School offers students mutually enriching connections and opportunities to impact the local and global communities. Students are encouraged to identify specific needs within the community, plan suitable responses, and design relevant actions to meet the needs of the community.

In MYP 1-5, students are required to serve for one semester, participating in projects organised by the School or engaging in service outside of school, and many opt to serve all year. In the DP, the commitment is year-long. We believe that student leadership, regardless of age, is essential when proposing and initiating each service project.

Our students are involved in the following service projects:

**Care for Paws** works with two local community groups, Adopt a Dog in Sri Lanka and the Association of Veterinarians for Humane Management of Animal Population, to provide two local free sterilisation and immunisation camps. Care for Paws raises funds to cover the costs of sterilisations and immunisations for families who bring their pets to the camp and for local street dogs. Students in Care for Paws work hands-on during the camps to care for animals and do necessary administrative work.

**Cultural Exchange** interacts with students from four local schools in Colombo. Each Thursday, students meet to learn about each other's cultural similarities and differences. The participating schools are attended by Muslim, Tamil, Catholic, and Sinhala groups. With the aim of enhancing students' English proficiency and building bridges between the various communities, the Cultural Exchange Programme is an essential group in bringing about cultural awareness and intercultural understanding.

**Justice and Equality** envisions a future where consent is understood and respected and every individual, regardless of background, is empowered to thrive. Through the members'

combined efforts, the club aims to create lasting societal change and contribute to a more just and equitable world. Students build understanding around positive body image, healthy masculinity, inclusion, and consent.

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

**Hope for Kids** supports the children and their families at the Maharagama Cancer Hospital. Our activities include public awareness campaigns, food ration drives, the OSC community cricket game, and the collection of educational resources.

**Eco-Club**, formally known as Eco-Schools, is a dynamic group that focuses on decreasing the School's environmental impact through education and action. Examples of the types of activities that Eco-Club is involved with include gardening projects and composting while also tackling environmental issues in the local community. The Foundation for Environmental Education has accredited OSC with the Eco-Schools Green Flag, and the Eco-Club works towards continual accreditation.

**OSC's Room to Read** helps develop libraries in the local communities, making reading for pleasure and learning available to many people by spreading our passion for books. We have created a strong partnership with two schools in the community: Vidyaloka Maha Vidyalaya and Vidyawardhana Maha Vidyalaya. Our recently opened second-hand bookstore near the reception is one way we continue raising funds to support these two libraries in building and furnishing their library buildings. We are planning to complete the library for Vidyaloka Maha Vidyalaya this academic year. Our English language programme is up and running, with 15 students from Vidyaloka Maha Vidyalaya coming to OSC each week.



## Service to the Community and the Environment

### Recycling and Sustainability

investigates potential solutions for our School's ecological footprint and trains the community to do their part to aid our service, their school, and Colombo. Recycling is our role, and sustainability is our goal!

**Gecko Inc.** focuses on helping Sri Lankan children from the local area develop basic water safety skills. Considering that Sri Lanka is an island, a child's ability to feel safe around water is critical to preventing drownings. We hope to invite students back to the OSC campus this year.

**Gecko Network** serves as the publishing arm of the service programme. We focus on publicising and promoting OSC's many service events and initiatives. Our students are reporters and photographers who cover the latest news in the service programme. While reporting, Gecko Net students actively engage in the other service groups. The Gecko Net remit also provides valuable services to its members by helping them develop their writing and photography skills for use in various media tools and platforms.

**Housing and Habitat** improves our school and the surrounding community by building sustainable elements at OSC and local schools. As a very hands-on service group connected with the Eco-Schools programme, the group is engaged building raised garden beds, benches, and trellises around OSC and at a local school close to our campus. We aim to remain financially self-sufficient by holding an annual Home Run fundraiser to help us purchase the necessary equipment for our ongoing projects.

**Mandala Music 108's** mission is to help disadvantaged schools build a music programme and to supply them with the instruments they need so that children can learn music and connect through the power of sound.

### Young Reporters for the Environment (YRE)

service group is part of an international journalism competition involving 43 countries and more than 500,000 students. The OSC Young Reporters take action to improve the local environment and to report on what they achieve. They focus on environmental issues at OSC or surrounding areas. Last year, the OSC Young Reporters won the international award in the 11-14 year-old Article category.

**Gecko Gear** is redefining the OSC attire world and supporting the "Kids on Campus" service programme. Each week, Gecko Gear works together to create OSC designs and merchandise items, and through the sales of these items, we support "Kids on Campus". Many kids from the local community visit OSC on Thursday afternoons as part of our service programme. "Kids on Campus" share the OSC swimming pool and learn valuable swimming skills. Other students join each week to improve their English language skills. Gecko Gear will provide resources to help these young people thrive in the service programme and beyond.

**Hands for Humanity** is a new service focused on creating awareness and taking action against various forms of human rights and modern slavery, including worker exploitation and the ethical concerns surrounding the fast fashion industry. The group focuses on *SDG 1, No Poverty; SDG 8, Decent Work and Economic Growth; and SDG 12, Responsible Consumption and Production*. Providing opportunities for student activism through activities such as the A21 Walk for Freedom, the Dressember Campaign, #WearBlueDay for human trafficking awareness, and #MyFreedomDay, students liaise with local Union Groups here in Sri Lanka while actively contributing to a more just and equitable society.

**“Leave this  
amazing place  
better than you  
found it.”**

**“In life, the most  
important lessons  
happen outside the  
classroom.”**

**David  
Poulus**

DP1 and DP2  
Language and  
Literature Teacher  
and Learning  
Leader/Service  
Coordinator



**Ian Lockwood**

DP1 and DP2  
Geography,  
Environmental  
Systems and  
Societies Teacher/  
DP CAS Coordinator



## David Poulus

DP1 and DP2 Language and Literature  
Teacher and Learning Leader/Service  
Coordinator

For David Poulus, teaching is much more than delivering lessons – it's a dance of connection, curiosity, and shared growth. Since joining The Overseas School of Colombo (OSC) five years ago, David has found a profound sense of purpose, drawn to Sri Lanka's rich heritage, awe-inspiring scenery, and the warmth of its people. Having visited the island twice before, when the opportunity to work at The Overseas School of Colombo propped up it felt like destiny to him.

David's journey at OSC has been both personally and professionally rewarding. For him, teaching is all about the students – their boundless curiosity, respectfulness, and spirited engagement are key motivators for him. "The success of every project is because of the kids," he says judiciously, emphasising their commitment as the driving force behind the School's many achievements. David takes pride in nurturing their individual strengths, likening the teacher-student relationship to a seamless dance of collaboration; one of rhythmic harmony, symphonic synchronicity, and mutual chemistry.

One of David's proudest accomplishments at OSC has been his role in working passionately with the students in achieving the prestigious Eco-Schools Green Flag Award. This global recognition of sustainability was made possible through the leadership and dedication of OSC's students. From the initial committee meeting, attended by 65 eager volunteers, to designing and maintaining the School's sustainable gardens, students spearheaded every aspect of the initiative. These efforts didn't just meet environmental goals – they cultivated a culture of ownership and stewardship among the students.

David's involvement in OSC's service groups further underscores his commitment to sustainability and community. He focuses on designing, maintaining, and spearheading service projects that address real-world challenges. These service groups concentrate on sustainability and supporting disadvantaged communities in the local area, where OSC students can interact and engage with others, learning from one another and bridging cultural differences.

These initiatives embody OSC's mission of compassion, courage, and curiosity, enabling students to learn, act, and make a tangible difference.

Beyond academics, David values the connections built through the aforesaid OSC service groups, where students engage with the local community through recycling, clean-ups, and sustainability advocacy. These projects have not only enriched the community but have also instilled in students a deeper sense of responsibility and global citizenship.

For David, sustainability-centric service initiatives at OSC are the ultimate bridge between learning and action. It enriches the students' education journey whilst also instilling values, emboldening kids to cultivate team spirit and responsibility. These programmes also forge meaningful connections between OSC and the local community, providing mutual learning opportunities while addressing critical environmental challenges.

David Poulus embodies a passion for holistic education and personal growth, seamlessly blending his professional and personal interests. At The Overseas School of Colombo, he champions sustainability into experiential education, integrating environmental stewardship into meaningful learning experiences. Outside the classroom, David's pursuits reflect his dedication to balance and exploration – whether it's reading for this PhD, enjoying a swim or a surf to rejuvenate himself, or tending to gardens that symbolise growth and sustainability.

It is through his passion for sustainability and dedication to nurturing compassionate, curious learners, that David Poulus embodies the transformative power of education at OSC, helping to create a lasting legacy for both the School and the world beyond its gates. His advice for future educators at OSC is simple yet profound: "Leave this amazing place better than you found it."

## Ian Lockwood

DP1 and DP2 Geography, Environmental Systems and Societies Teacher/DP CAS Coordinator

For Ian Lockwood, The Overseas School of Colombo (OSC) is a bountiful canvas for exploration, discovery, and personal growth. As a passionate educator and adventurer, Ian found his calling in blending the richness of the International Baccalaureate (IB) framework with the boundless opportunities offered by Sri Lanka's natural beauty and vibrant culture.

Ian grew up in Bangladesh and India, and from his early years fell in love with the great outdoors, and the lavish, historic sceneries of Asia. Having visited Sri Lanka on numerous occasions, Ian fell in love with Sri Lanka; its breathtaking landscapes, rich cultural heritage, and warm hospitality, offering an unparalleled blend of natural beauty and timeless charm which enchanted him. So much so that Ian's familiarity with the island is truly remarkable; he knows the country like the crux of his palm, with a vast knowledge of Sri Lanka's sites and landscapes, enchanting geography and natural layout surpassing that of most Lankans.

Ian's connection to Sri Lanka runs deep, is rooted in its natural beauty, aesthetic marvels, mesmerising heritage, and the hospitality and warmth of its people who he feels a strong kinship towards.

Whether he's guiding students through the island's natural wonders or diving into classroom discussions, Ian finds inspiration in the cycles of learning and growth that make his journey at OSC one of a kind, and really extraordinary.

Having commenced his inspirational journey at OSC in 2005, Ian is one of the longest serving expatriate teachers with 20 years under his belt. Ian has found his perfect abode in OSC as both a teacher and a parent, this assiduously travelled gent treasures the School's mission of compassion, courage, and curiosity. These values resonate deeply in his teaching, where he encourages students to develop their academic skills along with an intimate understanding of culture, heritage, and history. Ian imparts experiential learning that builds character, a

love for nature that's interwoven with patience, empathy, and consideration – essential for navigating life's complex challenges.

From the moment he joined OSC, Ian was drawn to its ethos – a space where teaching transcends the walls of a classroom and learning becomes a lifelong journey. *"When you love what you do and do what you love, time fades away,"* Ian reflects. He believes in the transformative power of experiential education, where the deepest lessons are learned not from textbooks but from moments of exploration, connection, and hands-on discovery in the wide, wild world.

Ian Lockwood beams with pride when speaking about two of his most transformative contributions to The Overseas School of Colombo: spearheading the *Experience Sri Lanka!* Week Without Walls (WWW) programme and revolutionising CAS (Creativity, Activity, Service) reflections in the Diploma Programme through the innovative and comprehensive use of student blogs.

In 2023, Ian's commitment to this philosophy came to life during a field study in the Sinharaja Rainforest. Guiding a small group of students alongside Professor Nimal Gunathilake, Ian watched their curiosity ignite as they measured towering trees, studied ecological restoration, and grasped the importance of preserving Sri Lanka's wet ecosystems. He recalls these moments as magical opportunities to inspire a love for environmental stewardship. Another memorable journey to Ella recently further affirmed Ian's belief in the power of outdoor learning to foster resilience, empathy, and wonder.

Ian Lockwood's 20-year journey at OSC is a testament to the transformative power of holistic education that transcends boundaries. From the adventurous travels rife with vibrant wonders of natural exquisiteness, to the hearts and minds of his students, Ian has created a legacy brimming with life lessons, and unwavering belief that the most profound knowledge is gained through exploration and connection, inspiring students to see the world not just as it is but as it is truly meant to be seen.



# Learning with Technology

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

## Technology Infrastructure at OSC

The Overseas School of Colombo is equipped with over 80 Cisco Meraki Access Points to support the Wi-Fi needs of the Bring Your Own Laptop (BYOL) program from Grades 5 through 12 and over 70 Axis security cameras along with RFID access control systems for all doors, which are all connected to a state-of-the-art backbone network powered by Cisco Meraki network switches. Additionally, OSC utilises an enterprise-grade Firewall, server systems, and integrated printing management systems to provide our School community with a wide range of integrated IT Systems. The OSC tech department also takes necessary steps to protect users from data leaks and external network threats. It offers services and support to non-educational departments such as HR, Finance, and Maintenance. The Department also leverages cloud-based technologies to provide disaster mitigation and data recovery capabilities. Classrooms are integrated with touch-enabled interactive displays and projectors to further enhance student learning.

In addition to diagnostic services, the OSC technology department invests in educational technology apps and trains and monitors the effectiveness of such apps. This includes access to online databases, cloud-based applications, and local computer programmes. All students receive these applications as part of their tuition.

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

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

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

## Technology in PYP

Technology is integrated throughout the Primary School. Students are issued school-owned technology devices in Early Years through Grade 4. Our Grade 5 students have been successfully integrated into the BYOL programme and have begun to use their own laptops. All students and teachers are provided with a Google Workspace for Education Account to collaborate, communicate, and do classwork digitally, along with cloud storage. Teachers carefully make use of our 1:1 laptop programme (Apple iPads, Chromebooks, Windows, and Mac computers) to enhance learning and reinforce healthy digital habits and routines, using Seesaw as our primary learning platform.

## Technology in MYP and DP

Within the Secondary School, the technology programme aims to help students gain an expert or mastery level of many different applications, databases, and online tools that can help students research, create, and communicate new understandings and learnings. The BYOL programme requires students to bring their laptops to class daily and use technology regularly. Our students are provided with the necessary apps and cloud storage to do their classwork digitally while collaborating with their peers and communicating with their teachers. ManageBac is our primary learning management system. It gives our students and parents access to their curriculum and online learning 24 hours a day and provides another way for students and teachers to communicate. In addition to providing technology education, students engage in an extensive Digital Citizenship programme, grounded in the Common Sense Media curriculum. This programme is designed to guide students in creating a safer digital footprint and equip them with the necessary skills to ensure their safety online.

# Noteworthy Events of the Year

Our Geckos dived into the year's events with gusto, banding together and giving every opportunity their all in a testament to the strong community spirit at OSC. Whether it was honing their athletics and artistic skills or celebrating togetherness, everyone certainly enjoyed themselves!



## Back to School

Our Geckos started their new year with infectious excitement.



## TOK Exhibition

Our inspiring DP2 students took the stage to showcase their TOK Exhibitions.



## SCN Welcome Back Picnic

The SCN hosted a wonderful picnic for OSC families.



## Children's Rights Advocates Aniva Clarke and Kartik Verma Visit OSC

Aniva and Kartik empowered OSC students to champion children's rights and climate action, sparking inspiration for a sustainable future.



## Noteworthy Events of the Year



### Primary Gymnastics Assembly

Our Primary students proudly showcased their skills to the entire community.



### Unity in Diversity Day

The School celebrated unity through diversity.



### Primary Halloween Parade

The little ones enjoyed dressing up as their favourite spooky characters!



### SAISA Boys' Volleyball 2023

OSC hosted the SAISA Boys' Volleyball 2023 tournament and a friendly competitive spirit prevailed.



### Primary Production "The Island That Rocks!"

The show was full of wit, carrying a message that was both fun and hopeful.



### "The Dreamer" Book Launch

Highlighting the moving tale of Elves Tembe's transformative journey, "The Dreamer" book launch was inspiring.



## Noteworthy Events of the Year



### Senior Production “Little Shop of Horrors”

Darkly funny, this production was one to remember.



### OSC's RTR සහයෝගයෙන් Joint Concert

The concert celebrated the connection between the OSC community and Vidyalyoka Vidyalaya as they came together through music.



### “The Greatest Show” by Grade 6

Grade 6 students celebrated Unity in Diversity through creative and skillful performances in The Greatest Show.



### Primary Invasion Games

Our primary students enjoyed developing teamwork and strategy through innovative games.



### MYP5 Personal Project Exhibition

Our students showcased projects reflecting their growth in the IB Middle Years Programme.



### Thai Pongal

The School came together to celebrate this vibrant festival.



## Noteworthy Events of the Year



### Hope for Kids Cricket Carnival

The OSC community came together for a good cause, and a fun game of cricket.



### Sri Lankan Independence Day Celebrations

History was honoured and local culture and heritage were celebrated.



### SAISA Girls' Football 2024

OSC hosted a spectacular tournament appreciated by all visiting teams.



### Week Without Walls Exhibition

Our students shared their experiences from historical site visits and outdoor activities, underscoring the value of experiential learning.



### Home Run

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



### Book Week 2024 Opening Ceremony

The annual drive to encourage children to read was great fun!



## Noteworthy Events of the Year



### Book Character Dress-up Day

The children had fun dressing up as their favourite literary characters.



### Gecko Factor

The annual talent show had some stellar performances that captivated the audience.



### "Tiger and the Girl" Book Launch

OSC parent Jonathan Geense presented his heartwarming tale of a tiger's budding friendship with humans.



### Home Language Celebration Assembly

Students shared the languages of their heart in celebration of cultural diversity.



### COMUN XXX

The COMUN XXX cohort had a rewarding experience as they debated with passion.



### Books n' Cookies Guest Speaker Session with Devika Salomon From the Sambol Foundation

Ms Salomon's message inspired all in attendance, highlighting the important work done by the Foundation.



## Noteworthy Events of the Year



### IBDP Visual Arts Exhibition

The end-of-year visual arts exhibition symbolised a proud conclusion to two years of creative study.



### SCN Food and Fun Fair

A fun gathering that united friends and a love of good food.



### Chadwick International School Visit to OSC

New bonds were formed as the two schools connected in cultural exchange and knowledge-sharing.



### OSC's Room to Read Literary Festival

A series of exciting activities ensured that the 2024 festival was a resounding success.



### OSC Community Iftar

Friends came together to honour community in celebration.



### Host Nation-Themed Puppet Show

Local talent and artistry were on full display.



## Noteworthy Events of the Year



### Middle School Production “Between Hours”

Our MYP performers gave it their all in this theatrical exploration.



### OSC Open Day 2024

The Open Day showed prospective families what the School has to offer when it comes to high-quality education.



### SGA Oscars 2024

Our seniors enjoyed a memorable experience at this signature red carpet-style event.



### Primary Track and Field End of Unit Celebration

Celebrating athleticism and the Gecko spirit!



### Sinhala and Tamil New Year Celebrations

The community came together to celebrate new beginnings.



### DP2 Leavers Assembly

We bid fond goodbyes to our eldest students, wishing them the best on their journeys.



## Noteworthy Events of the Year



### PYP Exhibition

Grade 5 students presented impactful projects on “Arts for Advocacy”, showcasing their creativity and commitment to positive change.



### Chinese Cultural Art Event

Primary art students participated in a workshop with the China Cultural Centre, where they explored museum artifacts and created miniature keychain replicas.



### Gecko Swimming Gala

Our Gecko swimmers came together to have a splash!



### Student-Led Conferences

Our primary students presented their work, building their confidence in themselves and their learning.



### “The Distance” Community Art Exhibition

The community united to share heartfelt moments captured in art.



### Grade 6 Session with Hesh de Silva

Grade 6 students engaged with local news personality Heshan (Hesh) de Silva in a dynamic discussion on the Port City project, showcasing their knowledge and curiosity.

## Noteworthy Events of the Year



### **“Justice and Equality” Service Group Session with Founder and CEO of Emerge Global**

The CEO of Emerge Global spoke at length about the work of the foundation and its mission, highlighting why its work is important.



### **Whole-School Art Show**

The whole school had a meaningful opportunity to express their thoughts through art.



### **Vesak**

Celebration of the festival fostered a sense of community.



### **TEDxYouth@OSC**

Inspiring talks gave our students much food for thought.



## Noteworthy Events of the Year



### SEL Exhibition

Grade 6 students showcased their growth in Social and Emotional Learning and teamwork through a dynamic exhibition.



### Primary Promotion Ceremony

Parents and teachers alike were proud of the growth that our Primary students displayed over the years.



### Secondary Awards Assembly

We celebrated the special achievements of our Secondary students.

“Once a Gecko,  
always a Gecko.”

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**Samantha Wood**

Primary Assistant Principal  
and PYP Coordinator



## Samantha Wood

Primary Assistant Principal  
and PYP Coordinator

For Samantha Wood, The Overseas School of Colombo (OSC) isn't just a place of work – it's a place of transformation, belonging, and profound connection. Originally from Colorado, USA, Samantha joined OSC in 2019, bringing with her a wealth of experience from Saudi Arabia and Qatar and a deep passion for shaping young minds. Specialising in social and emotional learning and a conceptually based elementary curriculum, she finds her greatest joy in empowering children to explore, inquire, and take meaningful action on the issues closest to their hearts.

Samantha's approach blends innovation with empathy, nurturing students into compassionate, globally conscious citizens. For her, OSC has been a sanctuary – a space where personal passions and professional purpose align seamlessly. "OSC lets you fall into where your passions and strengths truly are," she shares, her voice filled with gratitude. It's a school where kindness thrives, and the sense of community offers unwavering support. *"Whatever happens outside the walls of OSC, inside these walls you are safe, always protected and fortified,"* she says, capturing the unique warmth of this extraordinary place.

Samantha fondly recalls her early days at OSC and the kindness of Geraldine, the School's longest-serving faculty member, who became a guiding light and a living example of the selflessness that defines OSC's culture. From her colleagues' collaborative spirit to the countless small gestures of care, Samantha has found a second family at OSC.

When she's not immersed in the vibrant life of the School, Samantha spends her time travelling with her husband, losing herself in the pages of a good novel, or embracing the outdoors to recharge her soul. Her journey at OSC is a testament to living out the School's core values of compassion, courage, and curiosity every single day.

She offers a simple yet powerful message to future educators: *"Bring kindness above all else – you never know the battles others are fighting."*

At OSC, Samantha found her purpose, people, and place to thrive. While it is Sam's final year, she reflects that some of the best years of her life were at OSC. For Samantha, being part of OSC is a lifelong bond, and she sums it up emotionally with tears filling her eyes, expressing her heartfelt belief with unadulterated pride: *"Once a Gecko, always a Gecko."*

# DEIJB

## **Diversity, Equity, Inclusion, Justice, and Belonging: Ensuring That All Belong.**

### **DEIJB at OSC**

The history of The Overseas School of Colombo forms a rich, multifaceted tapestry that embodies our motto of “Unity in Diversity”. With a community of learners, teachers, and staff from all over the world, we have the privilege of belonging to a community of global perspectives, each, uniquely insightful. Entrusted with this community, we are beholden to examining the ways in which Diversity, Equity, Inclusion, Justice, and Belonging are interconnected, and utilising these principles to set up practices and systems that create a safe, inclusive space for all, empowering all our students to grow in their journey to becoming responsible, mindful, and compassionate citizens. One way we do this is by melding learning with multicultural acceptance, critical thinking, emotional intelligence, social responsibility, personal accountability, and civic duty.

To begin with, we re-evaluated our Mission, Vision, and Values in order to take steps towards creating an inclusive environment. We collaborated with the Big Questions Institute and experts such as Homa Tavangar and Will Richardson, and sought the help of our diverse community by forming a guiding coalition made up of students, staff, parents, and alumni. Together, we were drawn towards new understandings of our core OSC philosophy that reflected our clear, purpose-driven wish to create a sanctuary where every individual feels like they truly belong, becoming an inclusive community committed to anti-racism and social justice.

### **Resolved to Evolve**

At OSC, we view discomfort and mistakes as opportunities for growth, encouraging everyone in our community to identify and appreciate differences so as to confront any biases we might unconsciously hold. Individual action plays a large role in erasing prejudice; however, our goal includes challenging structures that uphold

## **osC's Values**

### **COMPASSION**

fosters the responsibility to take action: we actively work to dismantle dominant power structures and amplify marginalised voices.

### **COURAGE**

is displayed when we are resilient and confident in our beliefs. We are not afraid to address our struggles and we acknowledge that mistakes are part of our learning journey.

### **CURIOSITY**

moves us to seek out diverse perspectives, understand different cultures, religions, and values, and recognise and address our own implicit biases.



## DEIJB

privilege, teaching our learners that trust, mutual understanding, and love are pillars of a safe space. Our students receive holistic education, and are treated with dignity regardless of cultural background, racial and gender identity, sexual orientation and religious or philosophical beliefs.

In order to truly evolve, we began comprehensive professional development programmes that highlight self-awareness, knowledge, and understanding. Introducing and using tools such as the Identity Wheel, Teacher Surveys, and the Implicit Bias Test, we aimed to deeply examine and internalise DEIJB concepts. This process has required building trust in our community and having open, honest conversations about the presence of oppression in our School. Our goal throughout this journey is to identify and dismantle implicit biases in our curriculum and assessments, giving credence to our aim to make OSC a truly inclusive space that welcomes all.

The values of DEIJB have been entrenched into our hiring practices as well. We recognise the need for diverse leadership, and so a search committee including DEIJB Committee members was formed. This cultural shift was further highlighted in the training sessions conducted for every school employee by experts such as Darnell Fine, Alysia Perreras, and Jennifer Beckwith who spoke on topics such as implicit bias and white supremacy. This initiative has led to significant changes in our community. DEIJB values at OSC are not simply an ideal but a practiced reality. Our commitment to DEIJB principles is unwavering, as we continue to work towards a future where every member of our community feels valued and included.

## Committed to Progress

The language used at OSC is inclusive, both in and outside of our classrooms. We strive to avoid expressions that may alienate groups of people, ensuring that everyone truly feels like they belong. Our curriculum is reviewed regularly in order to uphold standards of inclusivity. Using the lenses of Windows, Mirrors, and Sliding Doors, critical questions are asked about whose stories emerge and whose are sidelined. By identifying gaps where perspectives and cultures are absent and then supporting their inclusion, our goal is to let our students see themselves and their experiences reflected in the curriculum while expanding their viewpoints to encompass backgrounds and cultures they may be unfamiliar with. Incorporating fair representation into our curriculum enriches our students' understanding of the world. This creates a learning environment where every student feels valued and celebrated for who they are.



# Our Faculty





# Teaching Faculty

**57**

Total number of  
Teaching Faculty

**3**

Academic  
Heads

**26**

Primary  
Teachers

**28**

Secondary  
Teachers

**10**

Leadership  
Team

**13**

Teacher  
Assistants

Gender Distribution of the  
Teaching Faculty

**36** **18**

Female

Male

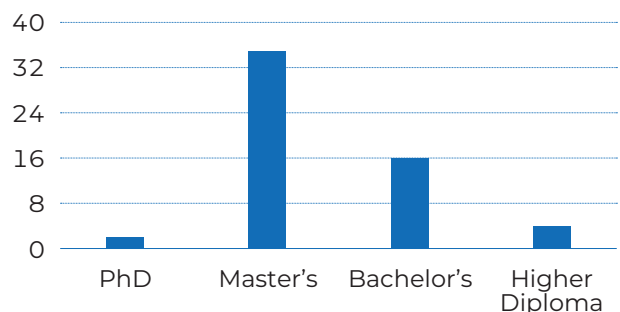
Teacher to Student  
Ratio

**1:6**

Our teachers are integral to the OSC community, tasked with the responsibility of leading the education of our students. Our teachers are dedicated to ensuring that the classroom is an inclusive environment that caters to various types of learning, understanding that each child is different and deserves to be taught effectively. They work tirelessly to give our students a well-rounded education that will allow them to grow within and beyond the classroom. A diverse team that hails from all around the world, our teachers undergo a rigorous recruitment process before joining the School. Our teachers then train our students not just in academia, but to be involved in their communities, ever-ready to step up and help others.

## Qualifications of Teaching Faculty

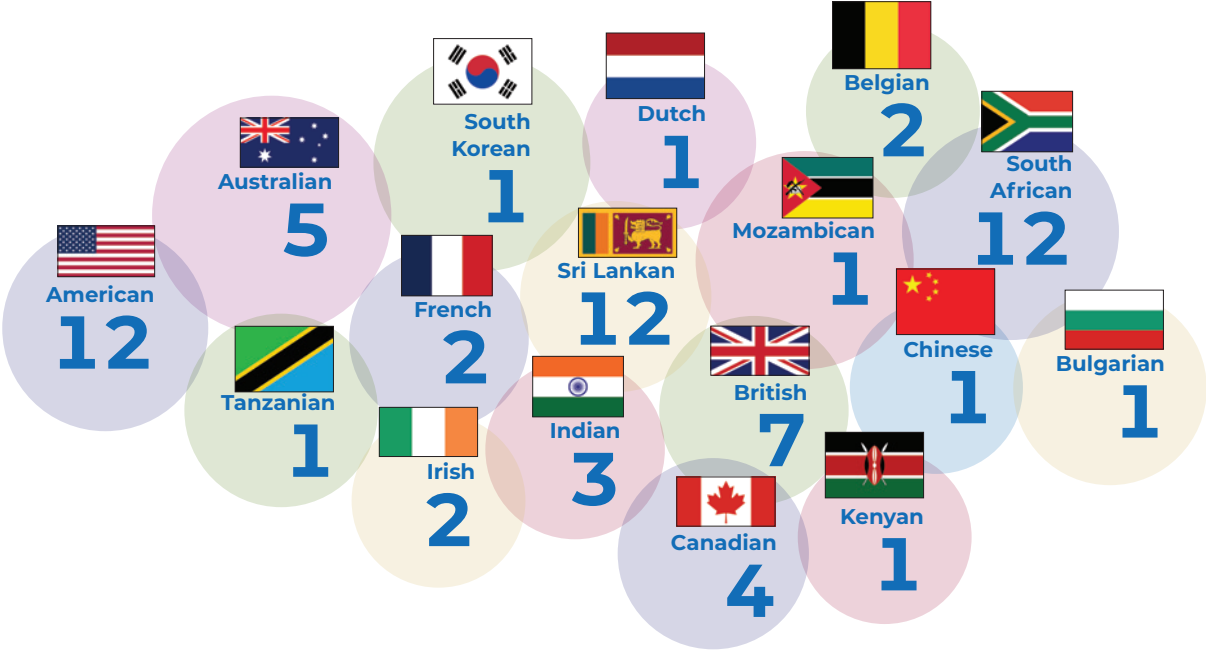
Number of Teachers





Teaching Faculty

Nationalities of Teaching Faculty



“OSC gives us  
balance, and  
what a privilege  
it is to work in  
a world-class  
environment.”

---



**Rangika Kuruppu**  
Learning Leader, Design



## Rangika Kuruppu

### Learning Leader, Design

These heartfelt words from Rangika perfectly capture the essence of her eleven-year journey at The Overseas School of Colombo (OSC).

In a world driven by technology, robotics stands as a gateway to innovation, problem-solving, and creativity. At The Overseas School of Colombo (OSC), robotics enables students to delve into a hands-on learning process where science, technology, engineering, and mathematics (STEM) converge with creativity and teamwork. Robotics challenges students to design, build, and programme, but it also teaches invaluable lessons in resilience, adaptability, and collaboration.

Rangika's story begins on 1 August 2014, when she stepped into OSC with a powerful blend of academic excellence and domestic international school experience. Coming from an academically qualified background that ranges from Information Systems Management to having obtained a Master of Research degree, she arrived to OSC with a vision: to inspire students and lead them into a future defined by robotics. To her, robotics is a transformative tool that prepares students for the complexities of tomorrow, blending technical mastery with ethical awareness to shape compassionate, innovative leaders.

Starting as a Middle Years Programme (MYP) Design Teacher, Rangika found her passion in integrating cutting-edge technology into education. Her journey evolved as she took on the role of Tech Integration Specialist, guiding both students and staff to embrace the limitless possibilities of educational technology. In 2022, her dedication and prowess led her to become the Learning Leader of the Design Department, where she now shapes a generation of thinkers, creators, and innovators.

For Rangika, OSC is a special place that nurtures balance and provides a platform for educators to thrive. She speaks with pride about competing in two prestigious international robotics competitions; the FIRST LEGO League and the World Robot Olympiad, making OSC the first and only international school in Sri Lanka to represent the country on a global stage. "This school opens doors to the world," she muses, acknowledging how OSC's diverse, multi-ethnic environment fosters empathy, inclusivity, and collaboration.

Rangika cherishes the freedom to share her unique perspectives while exploring the ever-evolving world of robotics. It is this mutual respect and regard, of balancing learning and understanding that she believes strengthens the OSC community and prepares students for the complexities of the world. "The IB curriculum builds the little things that form the bigger picture," she shares, emphasising the transformative power of progressive holistic education that goes beyond conventional academics.

OSC has not only allowed Rangika to grow professionally but has also deepened her belief in the importance of lifelong learning and global citizenship. "Working here is both a privilege and an opportunity," she says, grateful for a community that values advancement, discovery, and exploration.

# Our Teacher Standards

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

## CARE

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

## CONFER

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

## CAPTIVATE

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

## CLARIFY

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

## CONSOLIDATE

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

## CHALLENGE

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

## CLASSROOM MANAGEMENT

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



# Continuous Professional Development (CPD)

We support and encourage our teachers to take formal courses to develop their abilities.

We have designed training programmes under our Continuous Professional Development to cater to the training needs of our teachers.

## Pathways to Inclusion

A whole-school collaboration was held with consultants Kim Bane and Jason Hicks in order to carry out a deep dive focus on Universal Design for Learning and our Multi-Tiered Support System. The approach included coaching conversations with grade-level leaders, team leaders, and teachers to promote professional learning and reflection. This work has enhanced our existing model, proving a meaningful experience that informed our ever-expanding approach to inclusive education.

## Positive Discipline

The whole school benefited from a workshop with Joy Marchese, who spoke about and provided tools and methods of implementing Positive Discipline, which focuses on belonging, inclusion, and restorative practices.

## NESA Leadership Conference

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

## Teacher Leadership Institute Coaching and Supervising Teams

All Learning Leaders are required to take this course, learning how to:

- Collect meaningful evidence of: instructional strategies; planning approaches; assessment tools; and student learning
- Use data to guide coaching and instructional decisions that promote teacher growth
- Provide meaningful feedback to team members on specific teaching and assessment strategies
- Lead reflective processes with colleagues, using evidence of student learning, which lead to improved teaching practices
- Identify and support the needs of team members as adult learners
- Align instructional practices to teacher standards
- Leverage AI tools to enhance the coaching process

The curriculum for all TLI courses is rooted in the “Standards for International Teacher Leaders”, which include an elevated emphasis on applying the practices associated with anti-racism and inclusion.

## IB Workshops

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

Other workshops our educators participated in include:

- Jolly Phonics (Early Years)
- American Safety and Health Institute Certification/First Aid training



# Our Parents





## Parents as Partners

Our parents are crucial partners in our journey of growth and development as they play an integral role in the success of our close-knit community. Their involvement is a vital contributing factor to the achievements of our students and our school. Parents contribute in a variety of ways, including, listening to children read, performing, coming in to be an audience, joining committees and through the very active School Community Network (SCN). The input of our parents is of immense value to the School. As a school striving for parent engagement, we lead with our hearts – listening to what parents think, dream, and worry about; and we also hold dear the ethos to continually push ourselves to improve.

## Networking Opportunities

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

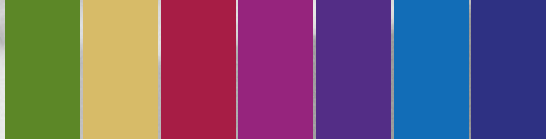
What does the SCN do?

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









# Financial Statements







# 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 2024.

## Nature of Business of the Company

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

## Review of Business

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

## Change in Accounting Policy

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

## Interests Register

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

## Directors' Remuneration

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

## Donations

No donations 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 that occurred during the year:

- Ms Aishath Lu U Lua Hassan – who was re-elected to the Board w.e.f. 23 January 2023 and will be retiring from the Board at the end of the AGM 2025 in terms of articles 9.2 as she has served the maximum consecutive term for an elected Director

- Ms Heidi Hattenbach who was re-elected to the Board on 24 January 2024 will relinquish office at the end of AGM 2025.
- Mr Kevin Price who was elected to the Board on 26 January 2023 will be retiring at the end of AGM 2025
- Mr Micah Ayo Olad who was elected to the Board on. 26 January 2023 will be finishing his first term and is eligible to contest again at the AGM 2025 for a second term.
- Ms Ahalya Chellaram – who was elected to the Board on. 26 January 2023 will be retiring at the end of AGM 2025.
- Mr Justin Hawkins – who was elected on 7 March 2024, will be relinquishing his duties at the end of the AGM 2025
- Mr Snatosh Pandey – who was appointed as a Designated Director on 12 May 2024, relinquished his duties on 18 October 2024 as he was leaving the country.

## Auditors

It is recommended that Deloitte Partners, Chartered Accountants, be re-elected as the Company's Auditors for FY 2024-2025 and that the Directors be authorised to determine their remuneration.

An audit fee of LKR 563,500/- (excluding taxes and incidental expenses) was paid to Deloitte Partners for the audit for the financial year ended 31 July 2024.

## Auditors' Relationship with the Company

During the financial year ended 31 July 2024, the Company had no other relationship with the Auditors other than that of the Auditor.

By order of the Board

(Sgd.)

**Mrs P M Dunuwille**  
Company Secretary  
Colombo

30 November 2024



# Report from the Finance Committee 2023/24

This year saw a 10% growth in student enrolment and the number of full fee-paying students increased to 282 at the end of the academic year. The comprehensive loss for the year was LKR 190.2 Mn. with an operating loss of LKR 206.2 Mn. The operating loss was mainly due to increased taxes and exchange rate fluctuation. Included in the comprehensive loss are revaluation of defined benefit obligation and deferred tax of LKR 16 Mn.

The rupee appreciated during the year with an opening rate of LKR 334 at the beginning of the school year to close at LKR 306 to the US Dollar by the end of the year. The exchange loss was recorded as LKR 230.7 Mn. at the end of the year.

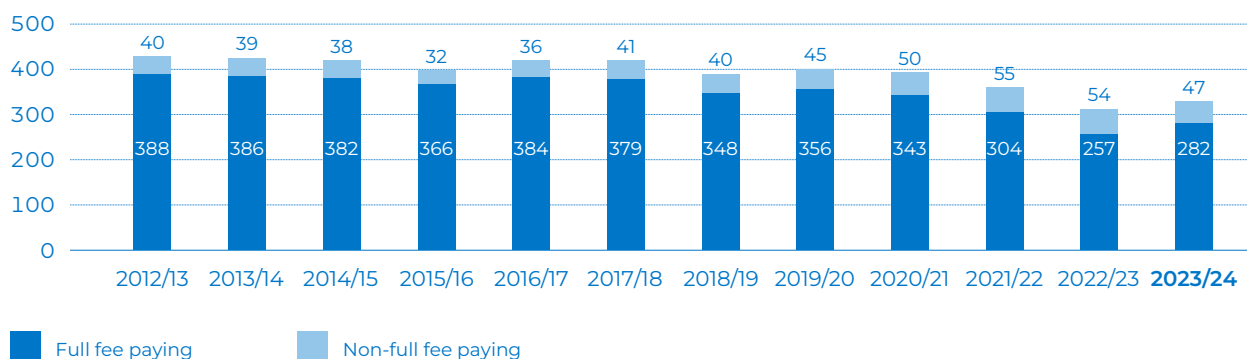
Overall expenditure decreased by LKR 129 Mn. (5%) and this was achieved by diligently planning resources including staffing and adhering to tight controls. These measures strengthened the schools' cash position after the adverse cash loss last year.

Capital expenditure was allocated towards renovating the gym floor as the first choice of the Campus Redevelopment Plan. Other project work included installing a fire hydrant and hose reel system, which was essential for maintaining safety with an addressable fire call point system and improving the school's lightning protection system.

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

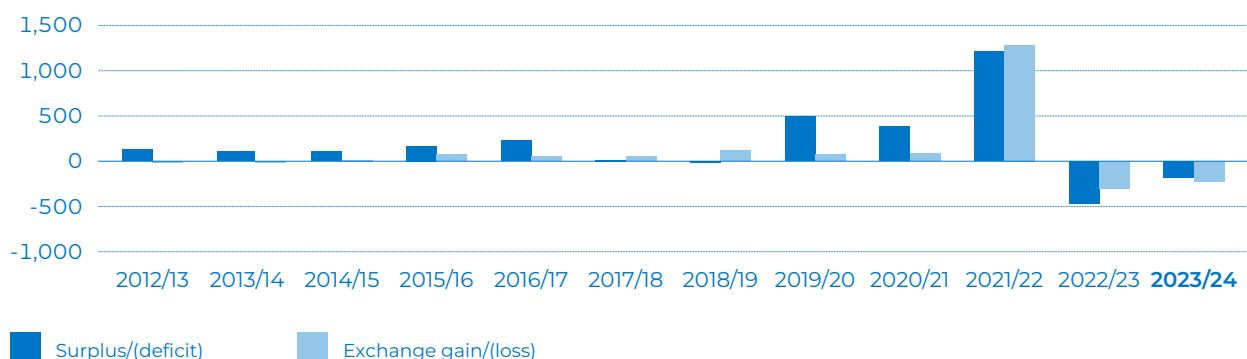
## Enrolment Statistics

Students



## Surplus/(Deficit)

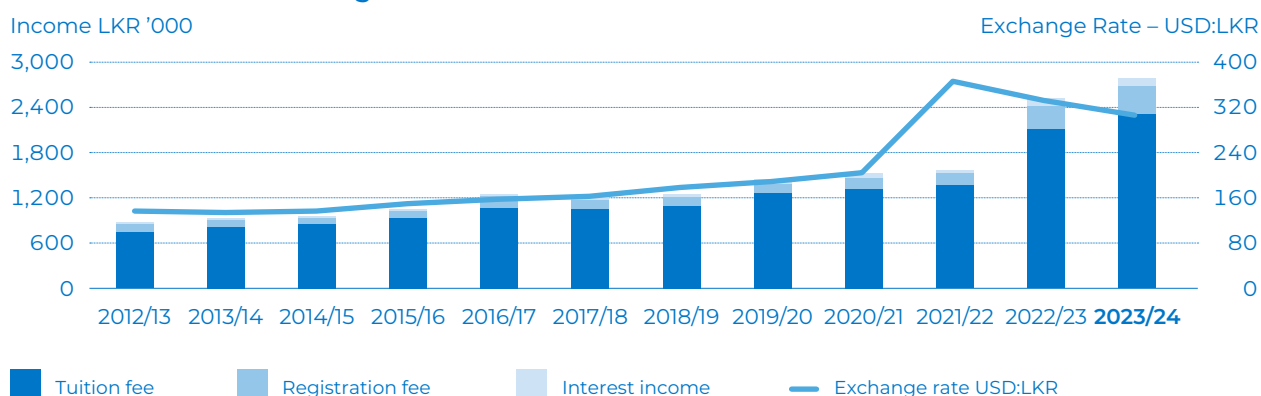
LKR '000



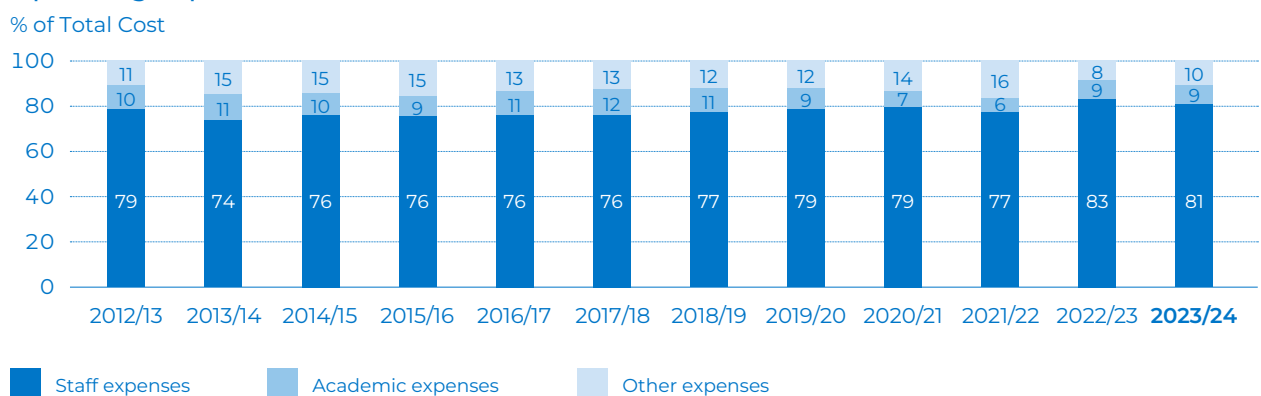
- \* 2019-20 surplus contains a property revaluation writeback of LKR 453.6 Mn.
- 2020-21 surplus contains a property revaluation writeback of LKR 275.6 Mn.
- 2021-22 surplus contains currency and property revaluation writebacks of LKR 1,285 Mn. and LKR 518 Mn.

## Report from the Finance Committee 2023/24

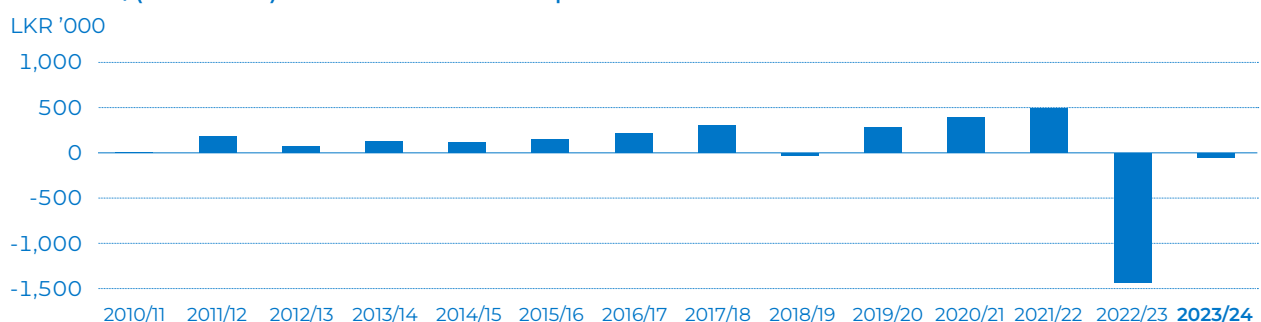
### Total Income and Exchange Rate



### Operating Expenditure



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





# Independent Auditor's Report



**Deloitte Partners**  
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Colombo 2  
Sri Lanka

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+94 11 771 9838  
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[www.deloitte.com](http://www.deloitte.com)

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

### Report on the Audit of the Financial Statements

## Opinion

We have audited the financial statements of The Overseas School of Colombo (Guarantee) Limited. The financial statements of the Company comprise the statement of financial position as of 31 July 2024, and the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended; and the notes to the financial statements, including material accounting policy information.

In our opinion, the accompanying financial statements give a true and fair view of the financial position of the Company as at 31 July 2024, 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 for Professional Accountants issued by the Institute of Chartered Accountants of Sri Lanka ("CA Sri Lanka Code of Ethics") and we have fulfilled our other ethical responsibilities in accordance with the CA Sri Lanka Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon. The annual report is expected to be made available to us after the date of this auditor's report.

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

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

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of financial statements that give a true and fair view in accordance with Sri Lanka Accounting Standards/SLFRS for SMEs and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Those charged with governance are responsible for overseeing the Company's financial reporting process.

**C S Manoharan FCA, T U Jayasinghe FCA, H P V Lakdeva FCA, K M D R P Manatunga ACA, L A C Tillekeratne ACA, M D B Boyagoda FCA, N R Gunasekera FCA, W D A S U Perera ACA, D C A J Yapa ACA, Minfaz Hilmy FCA**

Regd. Office: P.O. Box 918, 100 Braybrooke Place, Colombo 02, Sri Lanka. Reg. No.: w/4179



### Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.

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

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

### Report on Other Legal and Regulatory Requirements

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

CHARTERED ACCOUNTANTS  
COLOMBO

27 November 2024



# Statement of Financial Position

As at 31 July	Note	2024 LKR	2023 LKR
<b>ASSETS</b>			
<b>Non current assets</b>			
Property, plant and equipment	3.3	2,593,677,456	2,647,063,010
Assets under construction	3.4	25,259,286	24,567,938
Leasehold rights	4	36,826,594	37,461,535
Intangible assets	5	1,814,653	-
		2,657,577,989	2,709,092,483
<b>Current assets</b>			
Receivables and prepayments	6	251,457,944	228,874,284
Income tax receivable	17.4	4,135,886	2,414,192
Short-term investments	7	1,388,176,060	1,396,729,157
Cash and cash equivalents	8	228,871,097	299,958,171
		1,872,640,987	1,927,975,804
<b>Total assets</b>		<b>4,530,218,976</b>	<b>4,637,068,287</b>
<b>RESERVES AND LIABILITIES</b>			
<b>Capital and reserves</b>			
Revaluation reserve		1,967,641,700	1,967,641,700
Accumulated reserve		1,518,393,771	1,708,593,813
<b>Total reserves</b>		<b>3,486,035,471</b>	<b>3,676,235,513</b>
<b>Non current liabilities</b>			
Post employment benefit plan	9	231,777,894	229,344,733
Project funds	10	25,830,821	18,285,693
Deferred tax liabilities	17.2	319,475,134	276,467,240
		577,083,849	524,097,666
<b>Current liabilities</b>			
Payables and accruals	11	392,181,098	346,051,749
Bank overdraft	8	74,918,558	90,683,359
		467,099,656	436,735,108
<b>TOTAL RESERVES AND LIABILITIES</b>		<b>4,530,218,976</b>	<b>4,637,068,287</b>

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



Head of Administrative Operations

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



Director



Director

The Accounting Policies and Notes on pages 129 through 143 form an integral part of the Financial Statements.  
27 November 2024

Colombo

# Statement of Comprehensive Income

Year ended 31 July	Note	2024 LKR	2023 LKR
<b>Income</b>	12	<b>2,648,632,002</b>	<b>2,380,404,027</b>
Direct expenses	13	(1,677,495,669)	(1,787,906,935)
<b>Gross surplus</b>		<b>971,136,333</b>	<b>592,497,092</b>
Other income	16	198,224,573	119,851,913
Administrative expenses	14	(1,187,543,918)	(1,169,660,910)
Finance income/expense, gains/(losses)	15	(149,710,253)	(208,448,482)
<b>Surplus/(deficit) before tax</b>		<b>(167,893,265)</b>	<b>(665,760,387)</b>
Income tax reversal/(expense)	17	(38,354,324)	151,265,839
<b>Net surplus/(deficit)</b>		<b>(206,247,589)</b>	<b>(514,494,548)</b>
<b>Other comprehensive income</b>			
Defined benefit plan actuarial gains/(losses)	9	22,925,067	(31,589,338)
Deferred tax on defined benefit plan actuarial losses	17.3	(6,877,520)	9,476,801
Revaluation surplus on property, plant and equipment		–	85,939,627
Deferred tax on property, plant and equipment revaluation	17.3	–	(25,781,888)
<b>Total comprehensive surplus/(deficit) for the year</b>		<b>(190,200,042)</b>	<b>(476,449,346)</b>

The Accounting Policies and Notes on pages 129 through 143 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 2022</b>	1,907,483,961	2,245,200,897	4,152,684,858
Net surplus for the year	–	(514,494,548)	(514,494,548)
Defined benefit plan actuarial losses – net of tax	–	(22,112,536)	(22,112,536)
Revaluation surplus on property, plant and equipment – net of tax	60,157,739	–	60,157,739
<b>Balance as at 31 July 2023</b>	1,967,641,700	1,708,593,813	3,676,235,513
Net surplus for the year	–	(206,247,589)	(206,247,589)
Defined benefit plan actuarial gain – net of tax	–	16,047,547	16,047,547
<b>Balance as at 31 July 2024</b>	1,967,641,700	1,518,393,771	3,486,035,471

The Accounting Policies and Notes on pages 129 through 143 form an integral part of the Financial Statements.

# Statement of Cash Flows

Year ended 31 July	Note	2024 LKR	2023 LKR
<b>Cash flows from/(used in) operating activities</b>			
Surplus/(deficit) before tax		(167,893,265)	(665,760,387)
<b>Adjustments for</b>			
Depreciation of property, plant and equipment	3.2	129,053,660	92,880,583
Amortisation of Intangible assets	5	361,695	–
Amortisation of leasehold rights	4	634,941	634,941
Profit/(loss) on disposal of fixed assets	16	559,956	(128,240)
Income from investments	15	(81,009,253)	(100,244,319)
Provision for post employment benefit plan	9	61,104,682	56,286,896
Provision for expatriate defined contribution plan	11.1	59,425,332	70,736,153
<b>Operating profit/(loss) before working capital changes</b>		<b>2,237,748</b>	<b>(545,594,373)</b>
<b>Changes in working capital</b>			
Decreased/(increased) in receivables and prepayments		(22,583,660)	289,056,441
(Decreased)/increased other payables		104,579,840	211,055,695
<b>Cash generated from/(used) in operating activities</b>		<b>84,233,928</b>	<b>(45,482,237)</b>
Post employment benefit plan paid	9.1	(21,909,012)	(22,896,276)
Expatriate defined contribution plan paid	11.1	(131,713,265)	(144,594,112)
Interest received	15	81,009,253	100,244,319
Income tax paid	17.4	–	(5,328,653)
<b>Net cash generated from/(used in) operating activities</b>		<b>11,620,904</b>	<b>(118,056,959)</b>
<b>Cash flows from investing activities</b>			
Acquisition of building, property, plant and equipment	3.1	(76,228,063)	(257,770,420)
Addition of assets under construction	3.1	(5,818,585)	(7,389,371)
Proceeds from disposal of property, plant equipment		–	128,241
Investments acquired		(96,689,580)	(934,581,466)
Investments redeemed/disposed		104,247,923	410,605,691
<b>Net cash used in investing activities</b>		<b>(74,488,305)</b>	<b>(789,007,325)</b>
<b>Cash flows from financing activities</b>			
Net receipts from school projects		7,545,128	(2,490,537)
<b>Net cash from/(used in) financing activities</b>		<b>7,545,128</b>	<b>(2,490,537)</b>
<b>Decrease in cash and cash equivalents</b>		<b>(55,322,273)</b>	<b>(909,554,821)</b>
Cash and cash equivalents at the beginning of the year	8	209,274,812	1,118,829,633
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>153,952,539</b>	<b>209,274,812</b>

The Accounting Policies and Notes on pages 129 through 143 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 out 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 2024 were authorised for issue by the Board of Directors on 27 November 2024.

## 2. Basis of preparation

The Financial Statements of The Overseas School of Colombo (Guarantee) Limited have been prepared in accordance with Sri Lanka Accounting Standard for Small and Medium sized Entities (SLFRS for SMEs) issued by the Institute of Chartered Accounts of Sri Lanka.

### 2.1 Statement of compliance

The Financial Statements have been prepared on a historical cost basis except for freehold land and buildings that are measured at revalued amounts. The Financial Statements are presented in Sri Lankan Rupees. The preparation and presentation of these Financial Statements is in compliance with the Companies Act. No. 07 of 2007.

#### 2.1.1 Going concern

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

#### 2.1.2 Comparative information

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

#### 2.1.3 Presentation and functional currency

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

## 2.2 Significant accounting judgements, estimates and assumptions

### 2.2.1 Critical judgments in applying the accounting policies

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

#### (a) Deferred taxation

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

#### (b) Allowance for doubtful debts

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

### 2.2.2 Estimates and assumptions

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

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

#### (a) Defined Benefit Plans

The cost as well as the present value of the defined benefit plan, gratuity is determined using actuarial valuations. The actuarial valuation involves making assumptions about discount rates, future salary increases and other important related data. Due to the long-term nature of employee benefits, such estimates are subject to significant uncertainty. Further details of assumptions are given in Note 9.

## Notes to the Financial Statements

### (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 Material accounting policy information

### 2.3.1 Foreign currency translation

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

### 2.3.2 Taxation

#### Current taxes

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

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

#### Deferred taxation

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

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

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

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

#### Sales tax

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

### 2.3.3 Borrowing costs

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

### 2.3.4 Intangible assets

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

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

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

### 2.3.5 Receivables

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



## Notes to the Financial Statements

### 2.3.6 Cash and cash equivalents

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

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

### 2.3.7 Property, plant, and equipment

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

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

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

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

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

### 2.3.8 Lease hold rights

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

### 2.3.9 Short-term investments

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

### 2.3.10 Project funds

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

### 2.3.11 Employee benefits

#### (a) Defined benefit plan – Gratuity

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

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

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

The liability is not externally funded.

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

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

### 2.3.12 Impairment of non-financial assets

The Company assesses at each reporting date whether there is an indication that an asset may be impaired. If any such indication exists, or when annual impairment testing for an asset is required, the Company makes an estimate of the asset's recoverable amount. An asset's recoverable amount is the higher of an asset's or cash-generating unit's fair value less costs to sell and its value in use and is determined for an individual asset, unless the asset does not generate cash inflows that are largely independent of those from other assets or groups of assets. Where the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

## Notes to the Financial Statements

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

### 2.3.13 Revenue recognition

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

#### (a) Tuition fee income

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

#### (b) Registration fee income

Registration fee income is recognised on an accrual basis.

#### (c) Interest

Interest income is recognised on an accrual basis.

#### (d) Others

Other income is recognised on an accrual basis.

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

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

### 2.3.14 Expenditure recognition

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

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



### 3. Property, plant and equipment

#### 3.1 Gross carrying amounts

	Balance as at 01.08.2023	Additions during the year	Disposal/ transfers/ adjustments during the year	Balance as at 31.07.2024
	LKR	LKR	LKR	LKR
<b>At valuation</b>				
Freehold land	331,440,000	–	–	331,440,000
Building	2,118,306,710	36,677,619	–	2,154,984,329
	2,449,746,710	36,677,619	–	2,486,424,329
<b>At cost</b>				
Plant and machinery	249,237,888	26,230,132	(23,380,796)	252,087,224
Computer equipment	230,281,143	13,025,312	(74,277,067)	169,029,388
Furniture and fittings	138,822,535	295,000	(31,868,171)	107,249,364
Motor vehicles	50,654,019	–	–	50,654,019
	668,995,585	39,550,444	(129,526,034)	579,019,995
<b>Assets under construction</b>				
Buildings	24,567,938	5,818,585	(5,127,237)	25,259,286
	24,567,938	5,818,585	(5,127,237)	25,259,286
	3,143,310,233	82,046,648	(134,653,271)	3,090,703,610

#### 3.2 Accumulated depreciation

	Balance as at 01.08.2023	Charge for the year	Disposal/ transfers during the year	Balance as at 31.07.2024
	LKR	LKR	LKR	LKR
<b>At valuation</b>				
Building	–	53,102,756	–	53,102,756
	–	53,102,756	–	53,102,756
<b>At cost</b>				
Plant and machinery	154,039,380	33,459,654	(23,110,549)	164,388,485
Computer equipment	182,601,548	26,292,386	(74,277,069)	134,616,865
Furniture and fittings	85,262,362	15,748,238	(31,578,459)	69,432,141
Motor vehicles	49,775,995	450,626	–	50,226,621
	471,679,285	75,950,904	(128,966,077)	418,664,112
	471,679,285	129,053,660	(128,966,077)	471,766,868

## Notes to the Financial Statements

### 3.3 Net book value

	2024 LKR '000	2023 LKR '000
<b>At valuation</b>		
Freehold land	331,440,000	331,440,000
Buildings	2,101,881,573	2,118,306,710
	2,433,321,573	2,449,746,710
<b>At cost</b>		
Plant and machinery	87,698,739	95,198,508
Computer equipment	34,412,523	47,679,595
Furniture and fittings	37,817,223	53,560,173
Motor vehicles	427,398	878,024
	160,355,883	197,316,300
	2,593,677,456	2,647,063,010

### 3.4 Assets under construction

	2024 LKR '000	2023 LKR '000
Balance as at the beginning of the year	24,567,938	17,178,567
Additions during the year	5,818,585	7,389,371
Transfers to property, plant and equipment	(5,127,237)	-
<b>Balance as at the end of the year</b>	<b>25,259,286</b>	<b>24,567,938</b>

**3.5** During the financial year, the Company acquired property, plant and equipment to the aggregate value of LKR 82,046,649/- (2023 – LKR 265,159,791/-) of which cash payments amounting to LKR 82,046,649/- (2023 – LKR 265,159,791/-) were made during year for purchase of property, plant and equipment.

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

	2024 Years	2023 Years
Buildings	40	40
Plant and machinery	4	4
Furniture and fittings	5	5
Computer equipment	3	3
Motor vehicles	6 2/3	6 2/3

**3.7** Property, plant and equipment includes fully depreciated assets having a gross carrying amounts of LKR 298,559,480/- (2023 – LKR 422,810,195/-).



## Notes to the Financial Statements

**3.8** During the year, property, plant and equipment that had an aggregate cost of LKR 129,526,034/- (net book value of LKR 559,958/-) were written off and removed from the general ledger.

**3.9** Valuation of land and buildings were independently carried out by Trustus Consultants, Chartered valuation surveyors during the financial year 2022/23, who was experienced in valuing properties of similar location and categories. Fair value of the properties was determine using the Income approach and market comparable method. The land valuations are based on proprietary databases or proceeds of transactions for properties of similar nature, location and condition. The buildings are valued at an income approach. Significant unobservable valuation input used in the revaluation are as follows.

Significant unobservable valuation inputs – FY 2022/23	Amount
Price per perch – Land (LKR)	4,000,000
Estimated net income per year (LKR)	584,550,000
Capitalisation rate (%)	9.5

**3.10** 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	27,571,002	28,355,815
Building on leasehold land	489,898,540	122,429,822	367,468,718

## 4. Leasehold rights – land

	2024 LKR	2023 LKR
Balance as at the beginning of the year	53,970,000	53,970,000
Additions during the year	–	–
<b>Balance as at the end of the year</b>	<b>53,970,000</b>	<b>53,970,000</b>
<b>Accumulated depreciation</b>		
Balance as at the beginning of the year	16,508,465	15,873,524
Charge for the year	634,941	634,941
<b>Balance as at the end of the year</b>	<b>17,143,406</b>	<b>16,508,465</b>
<b>Carrying amount as at end of the year</b>	<b>36,826,594</b>	<b>37,461,535</b>

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. Leasehold land was revalued in 1996/97 by P.B Kalugalagedera, an independent professional valuer on current market value basis. The valuation amount of to LKR 52,866,300/- was recognised in the financial statement and amortised over the lease period.

## 5. Intangible assets

	2024 LKR	2023 LKR
<b>Cost</b>		
Balance as at the beginning of the year	12,013,991	12,013,991
Additions during the year	2,176,348	–
<b>Balance as at the end of the year</b>	<b>14,190,339</b>	<b>12,013,991</b>
<b>Accumulated amortisation</b>		
Balance as at the beginning of the year	12,013,991	12,013,991
Amortisation for the year	361,695	–
<b>Balance as at the end of the year</b>	<b>12,375,686</b>	<b>12,013,991</b>
<b>Carrying amount as at end of the year</b>	<b>1,814,653</b>	<b>–</b>

### 5.1 Useful life of Intangible assets

	2024 Years	2023 Years
Computer software	3	3

## 6. Receivables and prepayments

	2024 LKR	2023 LKR
Trade receivables	24,036,651	21,582,959
Provision for bad and doubtful debts	–	–
	<b>24,036,651</b>	<b>21,582,959</b>
Prepayments	77,446,020	113,425,838
Advances to suppliers	84,886,370	36,547,372
Deposits	58,343,884	50,105,191
Loans and advances to school staff	6,745,019	7,096,924
Other receivables	–	116,000
	<b>251,457,944</b>	<b>228,874,284</b>

## 7. Short-term investments

	2024 LKR '000	2023 LKR '000
Fixed deposits	1,388,176,060	1,396,729,157
	<b>1,388,176,060</b>	<b>1,396,729,157</b>



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

	2024 LKR '000	2023 LKR '000
<b>Favorable cash and cash equivalent balance</b>		
Cash in hand	1,247,000	1,803,000
Cash at bank	227,624,097	298,155,171
	228,871,097	299,958,171
<b>Unfavorable cash and cash equivalent balance</b>		
Bank overdraft	(74,918,558)	(90,683,359)
<b>Total cash and cash equivalents for the purpose of statement of cashflows</b>	153,952,539	209,274,812

## 9. Post employment benefit plan

	Note	2024 LKR '000	2023 LKR '000
Defined benefit plan – Gratuity	9.1	231,777,894	215,507,291
Defined contribution plan – expatriate pension payable	11.1	-	13,837,442
		231,777,894	229,344,733

## 9.1 Defined benefit plan – Gratuity

	2024 LKR '000	2023 LKR '000
Defined benefit plan as at the beginning of the year	215,507,291	150,527,333
Actuarial (gains)/losses	(22,925,067)	31,589,338
Benefits paid during the year	(21,909,012)	(22,896,276)
Current service costs and interest	61,104,682	56,286,896
Defined benefit plan as at the end of the year	231,777,894	215,507,291
<b>Expense on defined benefit plan</b>		
Current service cost	31,472,430	21,138,764
Interest cost	29,632,252	35,148,132
	61,104,682	56,286,896

An actuarial valuation of the gratuity liability was carried out as at 31 July 2023 by Mr Piyal S Goonetilleke FSA, of Piyal S Goonetilleke and Associates.

		2024	2023
Normal retirement age (years)		60	60
Rate of discount (%)		11.6	13.75
Salary increment rate	Sri Lankan staff (%)	9.0	12.0
	Expatriate staff (%)	9.0	12.0

In order to illustrate the significance of the discount rate and salary increment rate in this valuation as at 31 July 2024, a sensitivity analysis was carried out assuming the following discount rate and salary increment rate.

	2024 LKR	2023 LKR
Balance as at 25 SDG the beginning of the year	18,285,693	20,776,230
Fund receipts/collection	23,808,985	73,702,873
Fund disbursements	(16,263,857)	(76,193,410)
<b>Balance as at the end of the year</b>	<b>25,830,821</b>	<b>18,285,693</b>



## 11. Payables and accruals

	Note	2024 LKR	2023 LKR
Fees received in advance		259,728,129	219,790,487
Refundable deposits		22,596,006	19,796,006
Other creditors		46,332,388	69,224,980
Accrued expenses		14,661,300	4,484,541
Sundry creditors		19,161,683	18,972,822
Contractor retention		7,239,284	6,049,900
Other payables	11.1	22,462,308	7,733,013
		<b>392,181,098</b>	<b>346,051,749</b>

11.1 Other payables includes defined contribution plan maintained for expatriate employees as mentioned below.

	2024 LKR	2023 LKR
<b>Defined contribution plan – expatriate pension payable</b>		
Defined contribution plan as at beginning of the year	13,837,442	11,544,818
Provision made during the year	59,425,332	70,736,153
Recovery made from salary	71,137,770	76,150,583
Payment made during the year	(131,713,265)	(144,594,112)
<b>Defined contribution plan as at end of the year</b>	<b>12,687,279</b>	<b>13,837,442</b>

## 12. Income

	2024 LKR	2023 LKR
Registration fees – gross	393,344,984	294,042,835
Tuition fees – gross	2,328,572,069	2,130,083,253
Income before indirect taxes	2,721,917,053	2,424,126,088
Social security contribution levy	(73,285,051)	(43,722,061)
	<b>2,648,632,002</b>	<b>2,380,404,027</b>

## 13. Direct expenses

	2024 LKR	2023 LKR
Wages and salaries – expatriate	1,327,395,533	1,448,196,230
Wages and salaries – local	303,577,061	308,114,163
In – service training	46,523,075	31,596,542
	<b>1,677,495,669</b>	<b>1,787,906,935</b>

## 14. Administrative expenses

	2024 LKR	2023 LKR
Staff expenses	299,974,648	333,278,645
Depreciation on property, plant and equipment	129,053,660	92,880,582
Senior, primary and pre-school activities	91,064,742	98,287,400
Maintenance charges	115,047,475	85,120,533
Utilities, rent and rates, insurance	87,061,881	72,241,907
Stationery, computer, year book/publications and library books	83,121,097	91,550,093
Defined contribution plan	66,238,414	70,958,392
Expatriate pension	59,425,332	70,736,153
Defined benefit obligations	61,104,682	56,286,896
Local travelling expenses	64,443,934	64,820,715
Security charges	24,784,090	31,856,055
Physical education	13,687,495	34,398,664
Accreditation	1,547,833	5,501,107
Recruitment	19,311,211	2,086,196
Marketing expenses	10,383,394	11,444,589
Entertainment expenses	5,900,733	6,830,584
Board expenses	3,463,333	4,039,133
Bank charges	10,681,848	13,614,060
Amortisation of computer software	361,695	-
Medical and other activities	1,747,923	1,298,561
Professional and consultancy fees	16,544,673	5,372,513
Office supplies and sundry expenses	456,478	441,047
Amortisation of lease hold land	634,941	634,941
Postage, courier and stamp duty	1,244,195	285,833
Professional fees – audit fee and other	750,000	1,148,507
Campus renovations	1,078,805	4,862,814
Expenses for COVID-19	-	95,880
WHT Tax on foreign remittance	18,429,406	9,589,110
	<b>1,187,543,918</b>	<b>1,169,660,910</b>

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

	2024 LKR	2023 LKR
Foreign exchange gain/(loss)	(230,719,506)	(308,692,801)
Interest income on fixed deposits	74,515,856	90,431,473
Interest income on saving accounts	6,493,397	9,812,846
	<b>(149,710,253)</b>	<b>(208,448,482)</b>



## 16. Other income

	2024 LKR	2023 LKR
Transport income	65,377,982	79,356,823
US grant income	133,406,547	40,350,000
Other income	-	16,850
Gain/(loss) on disposal of property, plant and equipment	(559,956)	128,240
	198,224,573	119,851,913

## 17. Income tax expenses

	Note	2024 LKR	2023 LKR
<b>Current income tax</b>			
Current tax expense on ordinary activities for the year	17.1	-	-
Under provision of current taxes in respect of prior years		2,223,950	-
Deferred tax charge/(reversal)	17.3	36,130,374	(151,265,839)
		38,354,324	(151,265,839)

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

	2024 LKR	2023 LKR
Accounting profit/(loss)	(167,893,265)	(665,760,387)
Aggregate disallowed items	493,249,502	318,099,904
Aggregate allowable expenses	(448,782,347)	(342,997,036)
Assessable income from business	(123,426,110)	(690,657,519)
Investment income	1,420,129	11,665,377
<b>Total taxable income</b>	<b>(122,005,981)</b>	<b>(678,992,142)</b>
Investment income	1,420,129	11,665,377
Unrelieved losses	(1,420,129)	(11,665,377)
Current income tax expense on taxable income @ 30% (2022 - 24%)	-	-

## Notes to the Financial Statements

### 17.2 Deferred tax assets/liabilities

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

	Statement of Financial Position		Statement of Comprehensive Income	
	2024 LKR	2023 LKR	2024 LKR	2023 LKR
<b>Deferred tax liabilities</b>				
Property plant and equipment at cost	(2,044,444)	123,501,986	(125,546,430)	117,861,696
Building – revaluation	(617,212,014)	(620,025,409)	2,813,395	(371,712,766)
Free hold land – revaluation	(28,586,700)	(97,623,000)	69,036,300	(23,064,600)
Unrealised exchange gain	–	–	–	143,661,457
Right-of-use asset	(11,047,978)	–	(11,047,978)	–
	(658,891,136)	(594,146,423)	(64,744,713)	(133,254,213)
<b>Deferred tax assets</b>				
Defined benefit plans	69,533,368	64,652,188	4,881,180	43,578,360
Unutilised income tax losses	226,213,877	253,026,995	(26,813,118)	226,497,717
Provision for doubtful debts	–	–	–	(1,861,112)
Unrealised exchange loss	43,668,757	–	43,668,757	–
	339,416,002	317,679,183	21,736,819	268,214,965
<b>Deferred income tax income/(expense)</b>			(43,007,894)	134,960,752
<b>Net deferred liabilities</b>	(319,475,134)	(276,467,240)		

### 17.3 Deferred tax liabilities

	2024 LKR	2023 LKR
<b>Balance as at the beginning of the year</b>	(276,467,240)	(411,427,992)
(Charge)/reversal made from income statement during the year	(36,130,374)	151,265,839
(Charge)/reversal made from OCI during the year – Actuarial gains losses	(6,877,520)	9,476,801
Charge made from OCI during the year – Property, plant and equipment revaluation	–	(25,781,888)
<b>Balance as at the end of the year</b>	(319,475,134)	(276,467,240)



## 17.4 Income tax payable

	2024 LKR	2023 LKR
<b>Balance as at the beginning of the year</b>	<b>(2,414,192)</b>	<b>2,914,461</b>
(Over) provision	(1,721,694)	-
Income tax expenses	-	-
Payments made during the year	-	(5,328,653)
<b>Balance as at the end of the year</b>	<b>(4,135,886)</b>	<b>(2,414,192)</b>

## 18. Commitments and contingencies

The Company does not have significant commitment and contingencies as at 31 July 2024.

The Company has settled a Corporate Income Tax Assessment raised by The Inland Revenue Department of Sri Lanka for the year of assessment 2018/19 that resulted in no additional tax payments. Two more assessments related to year of assessment 2019/20 and 2020/21 are in progress, and are planned to be settled accordingly.

## 19. Events occurring after the reporting date

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

## 20. Related party disclosures

### Transactions with key management personnel of the Company

The key management personnel of the Company are the members of its Board of Directors and Head of School.

Key management personnel compensation	2024 LKR	2023 LKR
<b>Short-term employee benefits</b>		
Termination benefits	69,376,575	97,992,300
Post employment benefits	9,846,680	9,501,540
	<b>79,223,255</b>	<b>107,493,840</b>

# Notice of Annual General Meeting

## **THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED**

NOTICE IS HEREBY GIVEN THAT the Sixty Fourth Annual General Meeting of The Overseas School of Colombo (Guarantee) Limited will be held on Thursday, 16 January 2025 at 5.00pm in the OSC Auditorium.

### **Agenda**

1. To receive and consider the Audited Financial Statements for the year ended 31 July 2024, together with the Report of the Auditors thereon and the Annual Report of the Board for the said year.
2. To elect Directors to the Board of Directors of the Company.
3. To re-elect Deloitte Partners, Chartered Accountants as Auditors of the Company and to authorise the Directors to determine their remuneration.
4. To transact any other business of which due notice has been given.

By order of the Board

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

Company Secretary  
Colombo

30 November 2024

### **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 – 64<sup>th</sup> Annual General Meeting

THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED

I .....  
of .....  
being a member of THE OVERSEAS SCHOOL OF COLOMBO (GUARANTEE) LIMITED, hereby appoint  
..... of .....  
or failing him/her ..... of .....  
or failing him/her ..... of .....  
..... or failing  
as my proxy to vote for me and on my behalf at the **Sixty Fourth Annual General Meeting** of the Company to be  
held on Thursday, the **16th day of January 2025**, at 5.00pm and any adjournment thereof.

Signed this ..... day of ..... Two Thousand and twenty ..... (202...)

.....  
Signature

## INSTRUCTIONS AS TO COMPLETION

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





# Corporate Information

## Registration number

GL 77

## Registered office

Pelawatte P O Box 9, Battaramulla  
Sri Lanka

## Board of Directors

Ms Aishath Lu U Lua Hassan – Board Chairperson  
Ms Heidi Hattenbach – Director  
Mr Kevin Charles Price – Director  
Ms Ahalya Chellaram – Director  
Mr Micah Ayo Olad – Director  
Mr Justin Raymond Hawkins – Director  
Ms Michelle Hery – Director  
Mr Subramaniam Eassuwaran – Director

## Company Secretary

Mrs Preeni Manjula Dunuwille

## Lawyers

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

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

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

## Auditors

Deloitte Partners Chartered Accountants  
100, Braybrooke Place, Colombo 2,  
Sri Lanka

## Bankers

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



The Overseas School of Colombo (Guarantee) Limited  
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