



Sustainability Report for Overseas Education Limited Financial Year 2025

Overseas Education Limited



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Section 1: Overview of Our Group

About Overseas Education Limited

[GRI 2-1]

Overseas Education Limited (hereafter known as “OEL”) was incorporated on 28 October 2011 and listed on the SGX-ST Main Board on 7 February 2013. OEL is the holding company of Overseas Family School Limited (“OFSL”), which operates the Overseas Family School (“OFS” or “School”), collectively referred to as (“the Group”).

OFS is one of Singapore’s first foreign system Schools (“FSS”) and recognised as one of Singapore’s largest FSSs (Frost & Sullivan, 2012). Operating from 81 Pasir Ris Heights, Singapore, the Group offers a multifaceted and fully integrated inquiry-based programme comprising International Early Years Curriculum, International Primary Curriculum (IPC), and International Baccalaureate (IB) curriculum for children of expatriate families aged 2 to 18 years old.

Our Master Policy

- To maintain a happy, safe and effective School for overseas families living in Singapore

Vision

- To be a leading foreign system School in Singapore
- To be an important consideration for expatriates moving to Singapore with school-age children

Mission

- To provide a supportive environment that helps students achieve their academic goals
- To help students develop critical thinking skills and a global mindset
- To help students develop self-discipline, self-respect, and respect for others
- To help students develop flexible problem-solving approaches and original thinking skills

Organisation Structure

[GRI 2-2]

Our corporate structure highlights key entities and their operational status. The entities covered are aligned with our financial reporting.

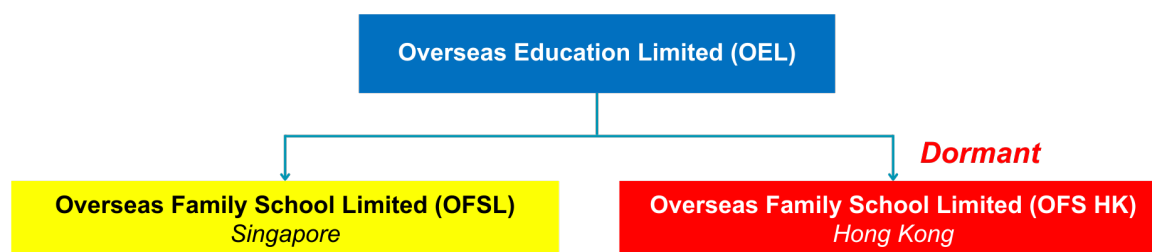


Figure 1 Corporate Structure and Operational Status

Memberships and Associations


[GRI 2-6c, 2-28]

The Group views memberships and accreditations as strategic decisions that align with and support the mission and objectives of associations critical to its operations. In addition to our continued collaboration with the Ministry of Education (“MOE”) and local educational institutions, the Group obtained K–12 accreditation from the Western Association of Schools and Colleges (“WASC”), USA. This accreditation affirms the quality, integrity, and continuous improvement of the Group’s educational programmes, governance, and student outcomes, and reflects our alignment with internationally recognised standards for school effectiveness and accountability.

The Board views these partnerships as a key enabler of academic excellence, institutional credibility, and global recognition, supporting student mobility and stakeholder confidence. The Group remains committed to strengthening and sustaining meaningful partnerships with its educational stakeholders.

Details of our partnerships, memberships, and accreditations are outlined in Table 1 below.

Table 1 Partnership, Membership and Accreditation of the Group

Issuing Entity / Administrative Body		Memberships and Accreditation
	Committee for Private Education (CPE), Singapore	Registration No.: 199104269R (Validity: 1/9/2023 – 31/8/2027)
	Edustrust Certified	Certificate Number: EDU-2-2072 (Validity: 21/08/2024 – 20/08/2028)
	International Baccalaureate (IB) Geneva, Switzerland	Authorised for Middle Years Programme (MYP) and Diploma Programme (DP)
	Cambridge Assessment International Education, UK	Registered for IGCSE
	Western Association of Schools and Colleges (WASC), USA	Accredited for K-12
	International Early Years Curriculum (IEYC), UK	Member School
	International Primary Curriculum (IPC), UK	Member School

About This Report

[GRI 2-3a, 2-3b, 2-6d]

OEL reaffirms our commitment to sustainability with the publication of our ninth annual sustainability disclosure as a standalone Sustainability Report, released alongside our annual report. This Sustainability Report outlines the Group's sustainability policies, management approaches, qualitative climate risk scenario analysis, and the progress made on key sustainability initiatives during our financial year that ran from 1 January 2025 to 31 December 2025.

There were no changes to the Group's operational scale, organisational structure, business activities, value chain, or industry of operation compared with FY2024. In addition, there were no minority interests, mergers, acquisitions, or disposals of entities during FY2025 that fall within the reporting boundary of this report.

Sustainability Reporting Framework

This Sustainability Report is prepared in compliance with SGX Listing Rules 711A and 711B on a "comply or explain" basis, and has incorporated the six key components outlined in Practice Note 7.6, which includes:

- Material Economic, Social, and Governance (ESG) factors
- Climate-related Disclosures
- Policies, Practices and Performance
- Targets
- Sustainability Reporting Framework
- Board Statement

The Group recognises the importance of a globally recognised reporting framework to enable comparability within the Group and with our industry peers. Thus, this report has been prepared in accordance with the GRI Universal Standards 2021. The GRI content index is available on page 57 of this report. Consistent with previous years, our climate-related disclosures follow the guidelines of the Task Force on Climate-Related Disclosures (TCFD) and relevant climate-related disclosures have been aligned, where applicable, with the International Sustainability Standards Board (ISSB)'s International Financial Reporting Standards (IFRS) S2 Standards. The TCFD content index is available on page 62.

In August 2025, the Singapore Exchange (SGX) issued an update to Practice Note 7.6, providing enhanced guidance on climate-related disclosures and clarifying expectations for issuers' alignment with the ISSB standards, including an extended timeline for climate-related disclosures.

In response, the Group has decided to continue strengthening its approach to identifying, assessing, and disclosing climate-related risks and opportunities, as well as enhancing the quality of data used to determine the Group's Scope 3 emissions, despite the extended timeline. These efforts support greater transparency, consistency, and decision-useful information for stakeholders, while ensuring ongoing alignment with evolving regulatory requirements.

Restatement Of Information

[GRI 2-4]

There has been no restatement of information from the previous reporting period.

Assurance and Review

[GRI 2-5]

This Sustainability Report was subject to a third-party internal review conducted in line with the Standards for the Professional Practice of Internal Auditing issued by the Institute of Internal Auditors. The review assessed the credibility and consistency of disclosures, including alignment with the GRI

Standards and SGX Practice Note 7.6, and provided recommendations to strengthen our sustainability reporting processes and data collection practices.

The findings from the review were embedded into our governance and oversight processes, with accountability resting at Board and senior management levels and reinforced through established internal control and risk management mechanisms. This structure supports strong oversight of sustainability disclosures and reinforces confidence in the quality of information presented. Although this report was not subject to internal or external assurance, OEL is considering the appointment of an independent assurance provider in future reporting periods.

Confirmation and Approval

[GRI 2-3c]

The sustainability performance data presented in this report was obtained from formal documents and operational records. This report was published on 8 April 2026, and made available on the OEL website (<https://oel.listedcompany.com/sr.html>) and SGX's website (<https://www.sgx.com/>) upon approval by the Board of Directors. No printed copies were produced.

Feedback

[GRI 2-3d]

Stakeholder feedback is important for us to enhance our sustainability performance and reporting. For any comments or suggestions regarding our sustainability practices and disclosures, please contact:

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Section 2: Climate and Sustainability Governance

Message From the Board

[GRI 2-9b, 2-12, 2-14, 2-22]

Dear Stakeholders,

As we continue to navigate a dynamic global education landscape, the Board remains focused on the Group's long-term success and resilience. In FY2025, we continued to operate amid shifting demographics, increased global mobility, and heightened competition within the international schools sector. These developments present both risks and opportunities, including rising personnel costs driven by global demand for teaching professionals and the need to sustain student enrolment in an evolving market environment.

This year, the Group continued to strengthen its commitment to sustainability through education. We increased focus on sustainability-related topics within our curriculum, equipping students with the knowledge and competencies needed to live and thrive in a climate-impacted world. This approach reflects our belief that education plays a critical role in supporting the global Sustainable Development Goals ("SDGs") and preparing students to become responsible global citizens.

The Board also recognises the importance of managing environmental impacts across our operations. We continued to embrace measures aimed at reducing carbon emissions through energy efficiency, improved waste management practices, and enhanced recycling efforts across our schools. These initiatives support our broader objective of building institutional resilience while contributing to national and global sustainability goals.

People remain central to OEL's success. The Board acknowledges the growing challenges faced by educators globally, including workload pressures and retention risks. We continued to support our educators through structured professional development opportunities, generous leave provisions, and wellbeing initiatives designed to promote collaboration, mindfulness, and long-term engagement.

The Board is also mindful of rising cybersecurity risks within the education sector. To safeguard sensitive student and staff data, OEL has continued to strengthen its digital governance through access controls, two-factor authentication, and regular digital safety training for staff, alongside ongoing awareness of emerging cyber threats.

Looking ahead, the Board remains committed to advancing school-wide SDG initiatives, strengthening sustainability efforts, and aligning our actions with Singapore government priorities, including the Singapore Green Plan 2030 and the national ambition to achieve net-zero emissions by 2050. In support of these objectives, Overseas Family School Limited converted its loan into a sustainability-linked loan in FY2025, reinforcing our commitment to embedding sustainability into our financing and operations.

The Board views sustainability as integral to maintaining stakeholder trust and delivering long-term value. Through strong governance, responsible environmental stewardship, and a continued focus on inclusive, high-quality education, we remain committed to maintaining a happy, safe, and effective school for overseas families living in Singapore.

Sincerely,
Board of Directors
Overseas Education Limited

Sustainability In the Board

[GRI 2-9, 2-11, 2-14]

The Group's commitment to sustainability is underpinned by strong governance structures and clear strategic oversight. The Board comprising of seven (7) Directors: one (1) Non-Independent Non-Executive Chairman, two (2) Executive Directors (including the CEO), and four (4) Independent Directors, plays a central role in setting the direction for sustainability, supported by its committees in specific areas of responsibility. In line with Provision 3.1 of the Code of Corporate Governance, the roles of Chairman and CEO are held by different individuals, supporting balanced and objective decision-making. Shareholders may approach the Lead Independent Director in circumstances where communication with the Chairman, CEO, Executive Directors, or CFO is inappropriate or has not resolved their concerns.

The Group's ESG governance is guided by a strong "tone from the top," with the Board supported by the Audit Committee (AC), Remuneration Committee (RC), and Nominating Committee (NC). The AC is responsible for ensuring compliance with regulatory and audit requirements and plays a key role in sustainability oversight. The AC supports in the Board in monitoring sustainability trends, risks, and opportunities and ensures these are considered in the Group's strategic planning and also reviews sustainability and climate-related risks and has commissioned an internal review on sustainability reporting to strengthen the reliability and credibility of disclosures. The RC aligns performance incentives with sustainability priorities, and the NC is responsible for the appointment of the Sustainability Team Lead.

Overall accountability for sustainability lies with the Chief Executive Officer (CEO), while the Chief Financial Officer (CFO) leads the implementation of initiatives through the Sustainability Team. The Group's sustainability focus includes climate risk management, energy conservation, waste minimisation, and stakeholder engagement, in alignment with the Singapore Green Plan 2030 and the United Nations Sustainable Development Goals (SDGs). The Board also promotes a strong ethical and values driven culture and reinforces accountability throughout the organisation.

Prevention of Conflict of Interest in the Board

[GRI 2-15]

The Board has established a formal framework governing policies on Directors' and senior executives' remuneration, with a strong emphasis on managing conflicts of interest. Directors are required to avoid situations where their personal, professional, or business interests may directly, indirectly, or have the potential to, conflict with the interests of the Group. Should a conflict or the possibility of one arise, the affected Director must immediately disclose the matter to the Board and submit a written declaration to the Chairman and/or Company Secretary detailing the nature and specifics of the conflict. The Director is then required to abstain from all discussions and decisions relating to the matter.

In addition, individuals proposed for appointment as Directors at the Annual General Meeting (AGM) are required to declare any relationships with existing Directors, executive officers, the Company, or substantial shareholders, as well as any potential conflicts of interest. This includes involvement in competing businesses or holding directorships in other companies that may give rise to conflicts.

Board Nomination

[GRI 2-10]

The NC, comprising four (4) Independent Directors and one (1) Non-Independent Non-Executive Director, is responsible for overseeing a transparent and structured process for Board appointments. When a vacancy arises, the NC identifies and evaluates candidates against clearly defined selection criteria developed together with the Board. Consideration is given to multiple factors including professional qualifications, relevant experience, ability to contribute meaningfully to Board deliberations, and alignment with the Group's strategic goals and direction.

Candidates are interviewed and assessed using objective standards approved by the Board, covering integrity, independence of thought, relevant skills, time commitment, decision-making capability, relevant industry or leadership experience, and financial literacy. Following its evaluation, the NC recommends suitable candidates to the Board for approval. Directors appointed by the Board are required to stand for re-election at the next AGM. The NC also oversees the appointment of the Sustainability Team Lead and plays an active role in building a diverse and inclusive Board, ensuring that the Board is well-positioned to drive performance and long-term value creation.

Evaluation of Board's Performance

[GRI 2-17, 2-18]

Remuneration and Board Performance Evaluation

The RC, comprising four (4) Independent Directors and one (1) Non-Independent Non-Executive Director, oversees the review and recommendation of a comprehensive remuneration framework for the Board and key management personnel. This includes determining individual remuneration packages to ensure alignment with the Group's strategic priorities and long-term value creation. In response to increasing regulatory and stakeholder expectations around governance and sustainability, the RC is assessing how remuneration structures can progressively incorporate long-term ESG objectives, while balancing the practical challenges of setting appropriate targets and timelines. The remuneration policy is designed to support the Group's long-term interests and is aligned with the Group's overall risk management approach.

The Board is committed to upholding good governance and conducts an annual performance evaluation, coordinated by the NC, to assess the effectiveness of the Board, its Committees, and individual Directors. This process includes structured evaluation forms for the Board and Committees, as well as self-assessments by individual Directors. Assessment criteria include contribution, preparedness, attendance, participation, and the quality of engagement in Board deliberations. The outcomes provide insights and constructive feedback to strengthen Board effectiveness. Performance criteria are reviewed each year to ensure continued relevance, with plans to progressively integrate ESG-related considerations in evaluating the Board's oversight of environmental, social, and economic matters.

Board Diversity and Continuous Learning

The Board Diversity Policy supports a balanced mix of gender, skills, knowledge, experience, age, and core competencies to meet the Group's strategic needs. Together with the AC, the Board affirms that the Group's internal control and risk management systems effectively address financial, operational, compliance, and information technology (IT) risks through oversight, audits, and management reviews.

The Board is committed to continuous learning and staying informed on sustainability and governance developments. Where needed, Directors will engage with external experts to keep abreast of regulatory developments, industry trends, best practices, and emerging sustainability issues. This year, one Director participated in a professional development programme organised by the Singapore Institute of Directors (SID).

Remuneration Policies

[GRI 2-19, 2-20, 2-21]

The Group's remuneration policy aims to provide competitive and market-aligned remuneration that rewards performance and supports the attraction, retention, and motivation of Directors and key management personnel. The RC recommends the remuneration framework to the Board, ensuring that decisions are made transparently and in line with good governance practices. The RC also works with the Board to align remuneration structures with the Group's sustainability strategy. No Director is involved in decisions regarding their own remuneration.

Please refer to the Corporate Governance section of our Annual Report FY2025 for detailed information relating to the Directors including Handling of conflict of interest, Board diversity, Communication of critical concerns, Collective knowledge of the highest governance body, Evaluation of the performance of the highest governance body, Remuneration policies, Process to determine remuneration and Annual total compensation ratio.

Sustainability Governance and Leadership

[GRI 2-9b, 2-12, 2-13, 2-14, 2-16, 2-25]

In FY2025, the Board continued to serve as the Group’s highest governance authority, providing strategic direction while upholding strong standards of integrity and accountability. The Board maintained active oversight of governance structures, policies, and performance, and remained closely engaged in sustainability-related matters to ensure the Group operates responsibly and remains focused on long-term ESG objectives.

During the year, the Board played a key role in guiding the development and review of the Group’s sustainability policies. In identifying sustainability-related material topics and climate-related risks and opportunities, the Board worked together with management to consider stakeholder feedback, review stakeholder engagement outcomes, and approve the results of the materiality assessment. This ensured that sustainability priorities remained aligned with both business strategy and stakeholder expectations.

The sustainability governance structure, established in 2022, continues to support the Board in integrating sustainability into the Group’s strategic direction. This structure enables sustainability initiatives to be effectively carried out by the management, encouraging collaboration across functions and embedding sustainability into day-to-day operations. Clearly defined roles and responsibilities provide an effective framework for guiding sustainability efforts, as illustrated in Figure 2, and continue to support the planning, implementation and reporting of sustainability matters across the organisation.

The sustainability reporting process is led by the Finance Director, who prepares the Sustainability Report, with subsequent reviews by the CFO and CEO. The report is then submitted to the Board for approval as part of the annual reporting cycle, reinforcing accountability and transparency in our sustainability disclosures.

Sustainability Work Teams are responsible for executing sustainability initiatives, under the overall oversight of the CEO and CFO. Feedback on the Group’s economic, environmental and social impacts is gathered through these teams, enabling ongoing engagement with internal and external stakeholders. The Board receives regular updates on ESG and sustainability performance during Board meetings. In FY2025, no critical sustainability issues were escalated to the Board, reflecting the Group’s proactive approach to sustainability governance and risk management.

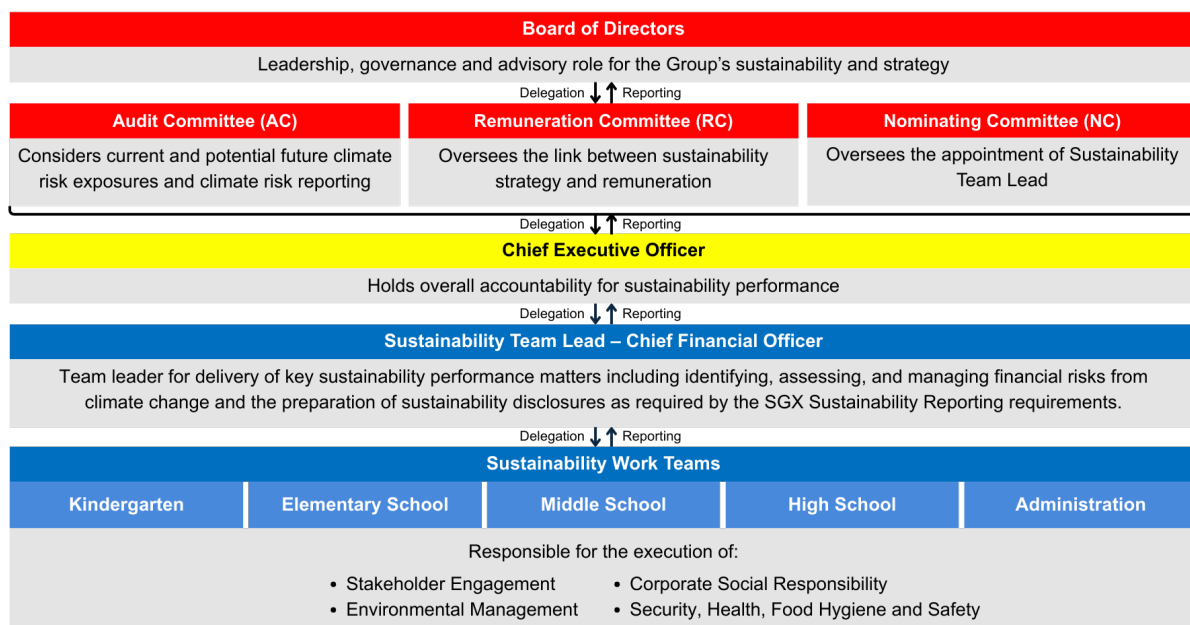


Figure 2 Sustainability Governance Structure

Policies And Practices

[GRI 2-23, 2-24, 2-25, 2-26, 2-27]

Sustainability Commitment at the Group

The Group is committed to responsible business practices, ensuring compliance with all applicable laws and aligning its efforts with the United Nations Sustainable Development Goals (UN SDGs). Guided by its Master Policy to provide a happy, safe, and effective school for overseas families in Singapore, the Group also places strong emphasis on sustainability, transparency, and efficient use of resources.

Sustainability is embedded across our curricula, student code of conduct, and daily operations, creating long-term value for students, parents, employees, and the wider community. The Group focuses on responsible resource management through initiatives such as renewable energy sourcing, waste minimisation, and operational efficiency improvements. Progress and initiatives are communicated through the Annual Report and Sustainability Report, and stakeholder feedback is actively encouraged to support continuous improvement.

In support of our sustainability objectives, OFS integrates environmental awareness and responsibility into educational programmes. For example, the Kindergarten curriculum introduces concepts of environmental responsibility, including topics such as ocean pollution and simple actions students can take to care for the environment. At higher levels, the IB Middle Years Programme incorporates themes such as globalisation and sustainability, helping students develop cross-disciplinary skills and understand the interconnections between environmental, social, and global issues.

Through these efforts, the Group demonstrates our commitment to embedding responsible practices within both its operations and educational framework, contributing to a more sustainable future for our community.

Policies at the Group

Master Policy

To maintain a happy, safe and effective school for overseas families living in Singapore



Admission Policy



Academic Policy



Safeguarding Policy



Privacy Policy

Figure 3 Policies on OFS official website

Guided by our Master Policy, we have developed and continue to abide by a comprehensive suite of policies that support student wellbeing, inclusion, and high-quality education, summarised below:

1. Admissions Policy

OFS adopts an inclusive, non-selective admissions approach, welcoming students from Pre-K1 to Grade 12 without requiring performance-based testing on entry. The policy clearly sets out application procedures and includes provisions for students who require additional learning support or who are learning English as an additional language. It reflects the School's commitment to providing a supportive and welcoming environment for all students.

2. Academic Policies

OFS' academic policies are developed collaboratively by teaching staff and school leaders across all levels. They outline effective teaching and learning practices and are reviewed regularly by the Academic Board to ensure they remain relevant and responsive to students' needs. Our policies cover the areas of assessments, language learning, reading, inclusivity, academic integrity, and Artificial Intelligence (AI).

3. Safeguarding Policy

OFS recognises that every member of the school community has the right to feel safe. Its Safeguarding Policy is designed to protect students from physical, sexual, emotional, and psychological harm, as well as neglect. The policy defines different forms of abuse, sets out safeguarding responsibilities, and explains reporting procedures and support mechanisms. Clear guidance is provided on whom to contact at each level of the School, supported by a formal system for recording and escalating concerns to the Principal.

All staff are required to follow the safeguarding policy. Teaching staff receive safeguarding and child protection training upon joining and at regular intervals, thereafter, including guidance on appropriate communication with students and families. All staff also receive annual training on digital security and compliance with Singapore's Personal Data Protection Act. Disciplinary measures are clearly communicated for any breaches of these standards.

Students receive age-appropriate education through their Personal, Health, Social and Emotional programmes on topics such as cyberbullying, physical bullying, abuse, and how to seek help. They are taught digital responsibility and the importance of protecting personal data, supported by clear disciplinary procedures for misconduct, misuse of data, or abusive behaviour.

Campus safety is supported by a dedicated security team, regular monitoring, and CCTV coverage in key areas. All staff, parents, contractors, and visitors are required to wear school identification at all times. Senior students who do not wear uniforms are also required to display their School ID.

4. Personal Data Protection and Privacy Policy

In line with Singapore's Personal Data Protection Act 2012 ("**PDPA**"), OFS is committed to safeguarding personal information. The policy governs how data is collected, used, stored, and disclosed, and ensures that information is handled responsibly and confidentially. It also explains the use of cookies on the School's website and the rights of individuals in relation to their personal data.

All policies are published on the OFS official website's [Policies page](#) to promote transparency, build trust, and encourage open communication with employees, parents, students, and other stakeholders.

Climate-Related Risks and Opportunities

Governance

The Board continues to provide oversight of climate-related risks and opportunities as part of its overall responsibility for the Group's long-term sustainability and resilience. The Board is supported by Management and the Sustainability Work Teams, led by the CFO, in monitoring climate-related matters, reviewing key developments and ensuring that climate considerations are integrated into strategic planning and operational decision-making. The Board establishes strategic direction on climate matters (Delegation), ensuring that climate considerations are systematically integrated into the Group's governance, strategy and risk management processes, with structured bottom-up accountability maintained through interconnected teams (Reporting), as illustrated in detail in Figure 2 Sustainability Governance Structure.

During the year, the Board was updated on the Group's progress in enhancing its climate-related disclosures, including the transition from qualitative scenario analysis to first-stage quantitative sensitivity analysis. Climate-related matters and their potential financial implications are discussed at Board level as part of the Group's ongoing risk management and sustainability governance processes.

Strategy

The Group recognises that climate change presents both transition and physical risks that may affect its operations, financial performance and long-term resilience. Building on the qualitative scenario analysis conducted in the prior years, the Group has, in FY2025, undertaken a first-stage quantitative assessment of the potential financial impacts of selected key climate-related risks using management estimates and available operational data. This is consistent with the Group's commitment to maintaining a safe, resilient and conducive learning environment for students and staff.

The purpose of this analysis is to provide an order-of-magnitude indication of potential exposure under plausible scenarios, rather than precise forecasts. The Group will continue to refine and deepen this analysis over time as data quality, measurement systems and modelling capabilities improve.

The time horizons applied remain consistent with prior disclosures:

- Short-term: 1-3 years
- Medium-term: up to 2030
- Long-term: up to 2050

Risk Management

Climate-related risks are identified, assessed and managed within the Group's overall risk management framework, under the oversight of the Audit Committee and the Board. The Group continues to assess both transition and physical risks through a combination of stakeholder engagement, management review and scenario analysis.

In FY2025, the Group enhanced its risk assessment approach by introducing quantitative sensitivity analysis for selected climate-related risks. This allows Management and the Board to better understand the potential financial implications of these risks and to consider appropriate mitigation and adaptation measures as part of ongoing business planning.

Metrics and Targets

The Group continues to monitor relevant operational and financial metrics, including energy consumption, water usage, emissions, manpower costs and enrolment levels, as part of its

sustainability and climate management efforts. These metrics also form the basis for the quantitative sensitivity analysis presented in this section.

While the Group has not yet set formal quantitative financial targets specifically linked to climate-related financial risks, it remains committed to:

- Increasing energy efficiency and the use of renewable energy.
- Managing operating costs prudently, including manpower and utilities.
- Maintaining a safe and conducive learning environment for students and staff; and
- Progressively enhancing the quality and depth of its climate-related data and disclosures in line with regulatory expectations and best practices.

Quantitative Sensitivity Analysis of Key Climate-Related Risks

In line with the Group’s phased enhancement approach to climate-related disclosures and building on the qualitative scenario analysis conducted in prior years, the Group has undertaken a first-stage quantitative sensitivity analysis for selected key climate-related risks. The analysis uses FY2025 audited financial and operational data and is intended to provide an order-of-magnitude indication of potential financial exposure under different plausible scenarios.

As data granularity and modelling capabilities are still evolving, the analysis adopts a conservative and transparent approach, relies on management estimates where necessary, and will be progressively enhanced over time as data quality, asset-level measurement and modelling capabilities improve.

Table 2 Baseline Financial and Operational Data Used (FY2025)

Item	FY2025
Total operating expenses (SGD)	81.33 million
Annual tuition fee revenue (SGD)	80.78 million
Group revenue (SGD)	83.89 million
Total electricity consumption (kWh)	4,793,879
Total water consumption (m ³)	23,855

Risk 1: Increased Cost of Manpower (Transition Risk – Market)

Manpower costs represent a significant proportion of the Group’s operating expenses. In the context of rising competition for teaching professionals and cost pressures, the Group has assessed the sensitivity of its cost base to potential salary increases.

Key assumptions based on the questionnaire:

- Staff costs represent approximately 60-65% of operating expenses.
- Salary increases under moderate scenarios are estimated at 5-8%, and under more severe scenarios at 9-12%.

Table 3 Sensitivity of Manpower Cost (Annual Impact, SGD)

Scenario	Staff Cost as % of OPEX	Salary Increase	Estimated Incremental Cost Impact
Moderate (lower range)	60%	5%	2.44 million
Moderate (upper range)	65%	8%	4.23 million
Severe (lower range)	60%	9%	4.39 million
Severe (upper range)	65%	12%	6.34 million

A sustained increase in manpower costs could increase the Group’s annual operating costs by approximately SGD 4 to 6 million under more severe scenarios in addition to the yearly levy incurred.

Risk 2: Shift in Consumer Perception of the Organisation (Transition Risk – Reputation)

The Group recognises that enrolment levels and reputation are closely linked to revenue sustainability. Given the current utilisation of capacity and the fixed-cost nature of school operations, the Group has assessed the potential revenue impact of changes in enrolment levels.

Key assumptions based on the questionnaire:

- Annual tuition fee revenue for FY2025: SGD 80.78 million.
- Fixed costs represent approximately 35–40% of operating expenses.
- The following scenarios assume an equal percentage decline across all school levels.

Table 4 Sensitivity of Revenue to Enrolment Changes

Assumed Enrolment Decline	Estimated Revenue at Risk (SGD)
5%	3.82 million
10%	7.63 million
20%	15.24 million

The Group continues to monitor enrolment trends closely and will respond through ongoing enhancements to its academic offerings, student experience and stakeholder engagement.

Risk 3: Changes in Precipitation and Extreme Weather Variability (Physical Risk)

While the Group has not experienced material operational disruptions from flooding or extreme rainfall in recent years, it recognises that such events could result in temporary school closures and associated costs.

Key assumptions based on the questionnaire:

- No material disruption in the past five years.
- Estimated cost per day of school closure (including staff cost & depreciation) : SGD 200,000 to SGD 250,000.

Table 5 Sensitivity of Costs to School Closures Due to Extreme Weather

Illustrative Closure Days per Year	Estimated Annual Financial Impact (SGD)
1 day	0.20 – 0.25 million
3 days	0.60 – 0.75 million
5 days	1.00 – 1.25 million

Although such disruptions have not been experienced in recent years, the above sensitivity analysis is presented to support forward-looking resilience planning and contingency preparedness.

Risk 4: Rising Mean Temperatures (Physical Risk – Chronic)

The Group recognises that rising temperatures are likely to increase cooling demand over time. As cooling-specific sub-metering is not currently available, a proxy approach has been applied based on total electricity consumption and typical cooling load proportions in Singapore.

Key assumptions:

- Total electricity consumption in FY2025: 4,793,879 kWh.
- Approximately 60% of total electricity consumption is attributable to cooling and ventilation systems based on BCA/NEA guidance¹ commonly cited in Singapore.
- The following scenarios illustrate potential increases in cooling demand.

In the absence of cooling-specific sub-metering at this stage, this proxy-based approach provides a reasonable and transparent basis for estimating the potential order-of-magnitude impact of rising temperatures on electricity consumption.

Table 6 Sensitivity of Electricity Consumption to Increased Cooling Demand

Scenario	Assumed Increase in Cooling Demand	Estimated Incremental Electricity Consumption (kWh)
Moderate	5%	143,816
High	10%	287,633
Severe	15%	431,449

Rising temperatures could result in a meaningful increase in electricity consumption, with associated cost and emissions implications. The Group will refine this analysis as sub-metering and more granular energy data become available.

Forward-looking Statement

The Group considers this quantitative sensitivity analysis to be an important step in strengthening its understanding of the potential financial implications of climate-related risks. The analysis is based on management estimates and currently available data and will be progressively refined over time as data availability, measurement systems and modelling capabilities improve.

¹ <https://www.nea.gov.sg/docs/default-source/cmd-documents/energy-efficiency/industrial-sector/scem/acmv.pdf>

Stakeholder Inclusiveness

[GRI 2-25, 2-29]

Stakeholders refer to any individual, group, or entity that affect, or are affected by, or has an interest in the Group's ESG performance. The Group is committed to stakeholder inclusiveness and actively engages parties that influence, or are influenced by, its strategy and operations.

Engagement takes place across all levels of the organisation, from the Board and management to employees, using a range of formal and informal communication channels. These interactions enable the Group to understand stakeholder expectations, priorities, and concerns. By maintaining open and constructive dialogue, the Group strengthens relationships and integrates stakeholder perspectives into its business operations and strategic planning.

Proactive engagement also allows the Group to identify emerging risks and opportunities that may not be immediately apparent. This supports the development of strategies that address stakeholder expectations while mitigating potential adverse impacts. Through continuous and structured engagement, the Group seeks to balance diverse interests and create sustainable long-term value. A summary of stakeholder groups, engagement methods, key concerns, and the Group's responses is presented in Table 7 below.

Table 7 List of Stakeholders and Our Response to their Interests

Stakeholders	Engagement Approaches	Interests and Concerns	Our Responses
Parents	<ul style="list-style-type: none"> All New Parents' Coffee Morning (Start of new School year) Monthly Parents' Coffee Mornings Monthly School Newsletters School Yearbook Annual Global Picnic Parent Orientation and Curriculum Mornings or Evenings Parent-Teacher Conferences OFS websites OFS Learning Portals Notice boards Announcements Social Media (Facebook and Instagram) Survey Meetings Feedback 	<ul style="list-style-type: none"> Security and safety Physical and mental health and wellness Food hygiene Teaching competence and commitment Curriculum quality 	<ul style="list-style-type: none"> Uphold our Safeguarding Policy Implement Safe Management Measures (SMM) Offer wide variety of enrichment programmes, sports programmes and academic courses Comply with Singapore's food hygiene and safety standards Emphasis on qualified and experienced international teachers Maintain accreditations from international and Singapore educational organisations
Shareholders, investors, and analysts	<ul style="list-style-type: none"> Half-yearly results announcements Annual Report Annual General Meeting (AGM) Extraordinary General Meeting Analyst meetings Investors roadshow 	<ul style="list-style-type: none"> Higher financial return Regular dividend Market presence 	<ul style="list-style-type: none"> Release of half-yearly results announcements Provide SGX announcements, press releases and share price details on OEL's website

Teachers and staff	<ul style="list-style-type: none"> • Staff Lunch • Academic Board Meetings • Annual Global Picnic • Annual Teachers' Orientation Session • Annual Teachers' Professional Development • Staff survey, meetings and feedback 	<ul style="list-style-type: none"> • Fair remuneration • Professional development • Security and safety • Career advancement • Gender equality 	<ul style="list-style-type: none"> • Maintain competitive remuneration • Conduct regular performance review • Encourage teachers to plan their professional growth • Uphold our Safeguarding Policy • Implement Safe Management Measures (SMM) • Tracking of training through in-house developed Professional Manager app
Government agencies and regulators	<ul style="list-style-type: none"> • Meetings • Quarterly electronic communications 	<ul style="list-style-type: none"> • Corporate governance • Quality education • Financial stability • Sustainability reporting 	<ul style="list-style-type: none"> • Observe Code of Corporate Governance 2018 and the accompanying Practice Guidance • Comply with SGX-ST Listing Rules • Maintain partnership with MOE
Business partners, contractor's suppliers and Academic Service Affiliations	<ul style="list-style-type: none"> • Meetings • Feedback 	<ul style="list-style-type: none"> • Financial stability • Fair trade practices • Responsible business practices 	<ul style="list-style-type: none"> • Ensure compliance with regulations and ethical business practices • Assist in maintaining the quality of the programme and improvement of the School
Local community	<ul style="list-style-type: none"> • Various School programmes and community outreach 	<ul style="list-style-type: none"> • ESG-related performance 	<ul style="list-style-type: none"> • Maintain community engagement and outreach • Monitor and improve sustainability performance
Bankers and Professional Service Providers	<ul style="list-style-type: none"> • Emails • Meetings • Engagement Agreements • Online Survey 	<ul style="list-style-type: none"> • Anti-corruption • Data privacy and security 	<ul style="list-style-type: none"> • Uphold our Whistle-blowing Policy • Uphold our Personal Data Protection and Privacy Policy

Materiality Assessment

[GRI 2-12, 2-14, 2-29, 3-1, 3-2, 3-3]

Material topics are ESG issues that have a significant influence on the Group's business performance, stakeholder decision-making, and long-term sustainability strategy. These topics are identified through a structured materiality assessment that considers regulatory requirements, stakeholder expectations, industry trends, and the Group's key risks and opportunities. The materiality process enables the Group to prioritise ESG issues that matter most to its operations and stakeholders, ensuring that resources and initiatives are directed towards areas of greatest impact.

A robust materiality assessment enhances transparency and accountability and allows the Group to communicate its sustainability performance effectively to parents, students, staff, regulators, and the wider community, while aligning disclosures with recognised frameworks such as the GRI and applicable local regulations. Through this process, the Group strengthens stakeholder trust, supports informed decision-making, and demonstrates its commitment to responsible and sustainable education.

As there were no material changes to the Group's operations and business activities during the reporting period, previously conducted stakeholder surveys were used to identify key sustainability issues for FY2025 reporting. The assessment combined results from a survey conducted for external stakeholders in FY2024 and an internal stakeholder survey conducted in FY2023. In total, 180 responses were analysed, including 34 responses from the FY2024 external stakeholder survey. Results identified that the following topics ranked the highest based on impact materiality:






- Quality Education & Gainful Employment
- Anti-corruption
- Data Security
- Non-discrimination
- Training and Education
- Security Practices
- Occupational Health and Safety
- Employment
- Diversity and Equal Opportunity
- Labour/Management Relations

The survey was developed based on material topics recommended by GRI and the SASB sector-specific disclosures, which highlight the link between sustainability issues and financial performance. To strengthen the robustness of the assessment, the survey results were benchmarked against industry peers, focusing on international schools operating in Asia to ensure sector and regional comparability. Commonly disclosed topics among peers included Employment, Emissions, Occupational Health and Safety, and Diversity. Based on stakeholder feedback and peer benchmarking, 14 material topics were initially identified.

The final report presents 12 material topics, as "Data Security" (SASB) and "Security Practices" (GRI) were consolidated into a single topic, and "Energy" and "Emissions" were combined in line with the previous year's approach. Although "Local Communities" was not identified as a material topic, related impacts are addressed under Community Engagement and Corporate Social Responsibility.

The preliminary materiality outcomes were reviewed and subsequently approved by the Board to ensure alignment with stakeholder expectations, strategic priorities, and regulatory requirements. The final list of material topics for FY2025 is presented in Table 8.

Table 8 List of the Group's Material Topics for FY2024

Material Topics	Boundary, where impact of the material topic occurs									Impacts addressed in this Report
	Within Group's Operation ²			Outside Group's Operation ³						
	Board and Management	Teachers and Staff	Students	Parents	Shareholders and Investors	Local Community	Business Partners, Contractors and Bank and Auditors	Environment		
GRI material topics identified through materiality assessment (arranged based on their rank from the survey)										
1	Quality education & gainful employment ⁴ 	✓	✓	✓	✓	✓				Quality education & gainful employment
2	Anti-Corruption 	✓	✓	✓	✓	✓	✓	✓	✓	Anti-Corruption
3 & 4	Security Practices and Data Security (from SASB disclosure) ⁵ 	✓	✓	✓	✓	✓		✓	✓	Health, Safety & Security
5	Training and Education 	✓	✓	✓	✓	✓				Workforce and Development
6	Occupational Health and Safety 	✓	✓	✓	✓	✓				Health, Safety & Security

² The Group's activities have contributed directly to this impact.

³ The Group contributed indirectly to this impact through its business relationships etc.

⁴ Two new SASB topics Quality education & gainful employment and Marketing & recruiting practices are introduced in this year reporting

⁵ Combined topics "Security Practices" and "Data Security" (from SASB disclosure) as single topic.

7	<p>Employment</p> 	✓	✓	✓	✓	✓						Workforce and Development
8	<p>Diversity, Equity and Inclusion⁶</p> 	✓	✓	✓	✓	✓						Diversity, Equity and Inclusion
9 & 10	<p>Energy & Emissions⁷</p> 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Energy and Emissions
11	<p>Waste</p> 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Waste
12	<p>Water and Effluents</p> 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Water and Effluents
13	<p>Marketing & recruiting practices</p> 	✓	✓	✓	✓	✓			✓			Marketing & recruiting practices
14	<p>Economic Performance</p> 	✓	✓	✓	✓	✓			✓	✓		Economic Performance

⁶ Topic "Diversity and Equal Opportunity" covers Non-discrimination aspects as well.

⁷ Combined topics "Energy" and "Emissions" as one.

Section 3: Sustainability Performance and Material Topics

Ethical and Sustainable Practices

We are committed to embedding sustainability at the core of our business model, recognising both the financial and ethical dimensions of long-term success. Beyond regulatory compliance, responsible economic management and integrity-driven practices allow us to mitigate risks such as market volatility, inflationary pressures, and corruption, while capturing opportunities for growth, innovation, and stakeholder trust.

To strengthen resilience, we continue to focus on prudent financial management, upholding ethical business practices, and building lasting value for shareholders, employees, customers, and communities. Guided by our Code of Conduct and Anti-Corruption Policy, we uphold the highest standards of ethics and transparency in all our dealings, ensuring that our operations and supply chains remain free from bribery, fraud, and unethical practices.

GRI 201: Economic Performance 2016

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 201-1, 201-2, 201-3, 201-4]

The Group's economic performance has a direct influence on our ability to deliver quality education, retain talent, invest in facilities, and meet stakeholder expectations. The Group's operations generate positive economic value through employment creation, supplier spending, and contributions to the local economy. Strong financial performance enables continued investment in curriculum development, staff training, student support services, and infrastructure upgrades.

In FY2025, the Group continues to operate in an evolving education landscape shaped by cost pressures, talent constraints, and changing enrolment patterns. In Singapore, economic conditions have shown gradual stabilisation, with inflation rates continuing to decrease as compared to previous years and ongoing governmental focus on attracting foreign direct investment (FDI), global talent, and high-value industries. These developments support a cautious recovery in expatriate inflows, which is important for demand in the foreign-system school segment. However, the operating environment remains highly competitive, with new market entrants, wage pressures, and ongoing geopolitical uncertainties continuing to influence enrolment demand and cost structures.

Looking ahead, sustained economic resilience presents opportunities for the Group to grow enrolment, expand programmes, and strengthen its long-term financial position, which in turn benefits students, employees, and the wider community. The Group therefore continues to prioritise strengthening financial resilience and delivering long-term value amidst a shifting global and regional landscape. We view change not only as a challenge but also as an opportunity to innovate, improve efficiency, and enhance competitiveness.

With strong governance and proactive risk management, we remain committed to responsible growth, contributing to local economies, and reinforcing our role as a trusted and resilient organisation. Our economic strategy emphasises disciplined financial management, operational excellence, and sustainable growth. We continue to adapt to evolving stakeholder expectations while leveraging new drivers of performance, including digitalisation, innovation, and sustainability-linked initiatives. These efforts ensure that we remain well-positioned to create enduring value for shareholders, employees, customers, and the wider community.

The Board and our Management remain accountable for the Group's performance and long-term resilience. Our Academic and Administration teams ensure the delivery of high-quality education and operational excellence, supported by regular reporting and oversight at quarterly Board meetings. Performance is continuously measured through annual external and internal audits, alongside compliance with accounting standards, SGX Listing Rules, and biannual financial covenant reporting obligations.

We adhere to the prevailing Central Provident Fund (CPF) contribution rates to support employees in building savings for retirement, housing, and healthcare. In addition, the Group benefits from government support administered by the Inland Revenue Authority of Singapore (IRAS). As at December 2024, the Group has received a total of S\$149,696 under various schemes, including the Progressive Wage Credit Scheme, Senior Employment Credit, CPF Transition Offset, Uplifting Employment Credit, Skills Future Enterprise Credit and the Corporate Income Tax (CIT) Rebate Cash Grant. There was no government ownership or shareholding in the Group during the reporting period. The Group is not directly or indirectly owned by any government entity as there is no governmental representative present in the shareholding structure.

The Group's overall economic performance is summarised in Table 9 below.

Table 9 The Group's Economic Performance in FY2023, FY2024 and FY2025

Group (OEL, OFS) Economic Performance	FY2025	FY2024	FY2023
	S\$'000	S\$'000	S\$'000
Economic Value Generated			
Revenue, interest income & other income	83,894	88,524	87,825
Economic Value Distributed			
Operating costs			
(including costs for School shop, enrichment programme, utilities, upkeep and maintenance, finance ⁸ and others excluding donations)	16,457	16,447	15,232*
Employee wages and benefit	52,684	50,549	49,112*
Payments to providers of capital	4,984	5,400	4,569
Payments to government	8,960	9,750	8,694
Community investment (e.g. voluntary donations to charity)	50	50	50
Economic Value Retained			
Direct economic value generated – Economic value distributed	759	6,328	10,168

Note: *reclassification of some other short term employee benefits between Employee wages and benefit and depreciation expenses

Targets

The Group remains focused on sustainable growth in student enrolment through targeted initiatives such as strengthening academic offerings, building deeper engagement with expatriate communities, and leveraging Singapore's position as a leading global education hub. In the near term, the Group aims to increase enrolment by implementing growth strategies and optimising utilisation of the Pasir Ris Campus.

This objective is supported by close collaboration across the Board, Management, Administrative, and Academic teams to ensure the continued delivery of high-quality education while supporting the School's long-term financial and operational performance.

⁸ Finance costs include interest payments and to be consistent with our Annual Report's definition for Operating Costs.

GRI 205: Anti-corruption 2016

Our Governance Mechanism, Practices and Performance

[2-27, GRI 3-3, 205-1, 205-2, 205-3]

Effective management of anti-corruption is critical for maintaining the Group's reputation, stakeholder trust, and long-term sustainability. Strong ethical practices support confidence among parents, staff, regulators, and partners, enhance the credibility of the Group's governance, and reduce the risk of financial loss, legal penalties, or operational disruption. Corruption or unethical behaviour could undermine fair procurement, distort decision-making, and divert resources away from educational priorities, ultimately affecting the quality of education and staff morale.

The Group is therefore committed to upholding high standards of integrity, transparency, and ethical conduct across all school operations. Robust anti-corruption policies and procedures are in place to prevent bribery, fraud, and unethical behaviour, and to ensure compliance with applicable laws and regulations. A formal whistleblowing framework, established by the AC in consultation with the Board, provides staff with a clear and safe channel to report suspected wrongdoing, malpractice, or irregularities without fear of retaliation. An independent function, administered through the Company Secretary, is responsible for investigating reports made in good faith, safeguarding the confidentiality of whistleblowers, and ensuring protection against unfair or detrimental treatment.

Corruption-related risks are assessed as part of the Group's internal control and risk management framework. The Group's purchasing function was reviewed and subjected to internal audits regularly, and external audits every year, with no significant risks identified. Controls are also applied to external engagements, with clear accounts payable procedures guiding vendor selection and regular assessments of vendor performance to ensure compliance with the Group's ethical standards. In FY2025, there were no reported or confirmed incidents of corruption, and no cases of non-compliance with relevant laws and regulations.

To reinforce a zero-tolerance approach to corruption, all employees are expected to comply with the Group's ethical standards, with Management leading by example in embedding these values. Regular training and awareness programmes are conducted to strengthen understanding of ethical conduct and accountability among staff and key stakeholders. During the reporting period, anti-corruption policies and procedures were communicated to all seven (7) Board members and eight (8) members of Management, of whom all fifteen (15) are locally based. Anti-corruption training was provided to all seven (7) Board members. In addition, the Group's anti-corruption policies have also been communicated to upstream, downstream, and other business partners as seen in Table 10. More information can be found in the Corporate Governance section of the Annual Report.

Table 10 Anti-Corruption Communication, Breakdown by Type and Region

Anti-Corruption Communication		FY2025
Type	Number of Business Partners	
Upstream (Suppliers, Sub-Contractors, etc.)	779	
Downstream (Parents, Students, Staff, etc.)	2,315	
Others Not in Supply Chain (Banks, Business Partners, etc.)	6	
Breakdown by Region:		Number of Business Partners
Local	2,994	
Overseas	106	

Targets

The Group is committed to upholding the highest standards of integrity and maintains a static target of zero incidents of corruption. This is supported through continuous monitoring of the whistle-blowing channel, with responsibility for receiving and reviewing reports assigned to the Corporate Secretary. Any whistle-blowing matters are escalated and reported to the Board on a quarterly basis, where applicable. During the reporting period, the Group recorded no incidents of corruption and no cases of non-compliance with applicable laws and regulations.

Preserving Nature, Empowering Tomorrow

GRI 302: Energy 2016 and GRI 305: Emissions 2016

[GRI 302]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 302-1, 302-2, 302-3, 302-4, 302-5]

The Group remains steadfast in aligning our climate ambitions with the Singapore Green Plan 2030 and the national target of net-zero emissions by 2050. In FY2025, we continued to strengthen our energy management approach by embedding sustainability into our daily operations and engaging our school community to build awareness and accountability. From classroom practices that encourage switching off unused lights and air-conditioning to campus-wide investments in efficient systems, our efforts reflect both responsibility and opportunity in reducing our environmental impact.

Making a Difference with Our Students

We actively integrate sustainability and climate change themes into both our curriculum and extracurricular activities to reinforce climate awareness and responsibility among students from an early age. Our IB Diploma Programme, Middle Years Programme, and International Primary Curriculum include structured content on sustainability, while teachers intentionally embed the United Nations Sustainable Development Goals (SDGs) into lesson plans so that students gain a deeper understanding of global challenges and their role in shaping a more sustainable future.

Beyond the classroom, students are encouraged to translate learning into action through a wide range of High School extracurricular activities that support the SDGs and climate action. This includes the **Sustainable Development Goals @ OFS, Earth Month Initiative, Girl Up Club, Conservation Club, Recycling Club, and Recycled Notebook Club**, promoting hands-on engagement in climate action. In addition, our **Model United Nations (MUN)** programme, embedded across Elementary, Middle, and High School curricula, further deepens students' understanding of global challenges by having them research and debate climate and sustainability issues from different countries' perspectives, strengthening their critical thinking, negotiation, collaboration, and global citizenship. This approach nurtures global awareness and empathy for diverse viewpoints, which are essential to developing true international mindedness. More information and examples can be found under the 'Community Engagement & Corporate Social Responsibility' section on page 48.

Reducing our Impact on Campus

We track energy consumption on a monthly basis using invoices and electricity bills from our energy suppliers. Building on the solar infrastructure installed in March 2023, approximately 28% of our campus' electricity needs were met by renewable sources, up from 25% last year. To complement this, we further advanced our renewable energy commitment through our ongoing partnership with Senoko Energy, under which regional International Renewable Energy Certificates (I-RECs) are procured and retired on our behalf. These I-RECs ensure that our Scope 2 emissions reporting reflects renewable energy attributes even though contractual terms prevent us from owning the certificates generated by our on-site solar panels.

The first redemption statement for I-RECs covering the period from January to June 2024 was disclosed in our previous Sustainability Report FY2024. The redemption statement for July to December 2024, which was not included in the prior reporting cycle, is now presented in Figure 6. The statements for January to June 2025 and July to December 2025 are presented in Figure 4 and 5 below, respectively.

The full year I-REC data for 2025 is reflected in this reporting cycle and is fully reflected in this year's market-based Scope 2 emissions in table 12. The corresponding I-REC redemption volumes for each reporting period have been consolidated in table 11 below.

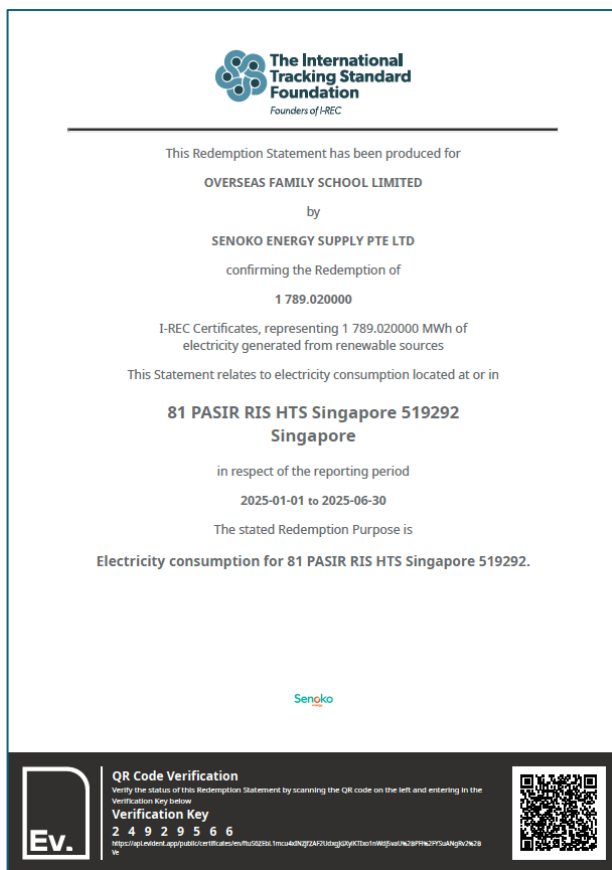


Figure 4 I-REC Redemption Statement for January to June 2025



Figure 5 I-REC Redemption Statement for July to December 2025

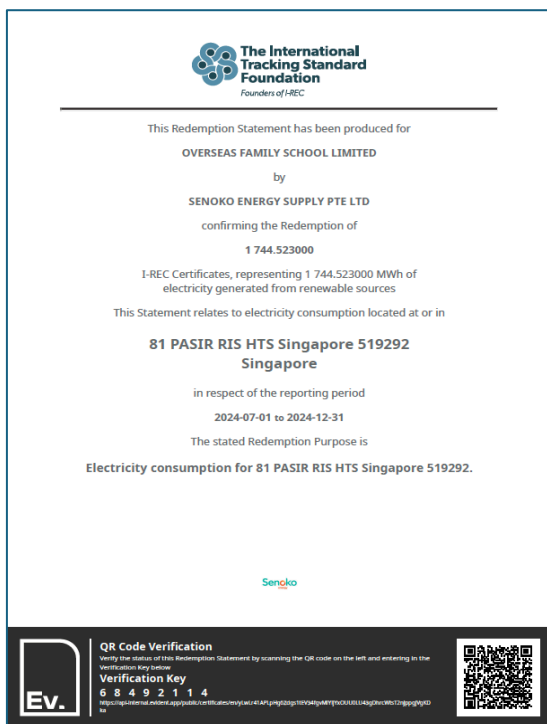


Figure 6 I-REC Redemption Statement for July to December 2024

Table 11 Summary of Figures in Previous I-REC Redemption Statements

I-REC Redemption	
For the period of:	Amount (kWh)
January to June 2024	888,935
July to December 2024	1,744,523
January to June 2025	1,789,020
July to December 2025	1,837,492

Looking forward, the Group remains committed to scaling renewable energy adoption, optimising campus energy efficiency, and integrating climate education into student learning, ensuring that our pursuit of sustainability empowers both our community and the generations to come.

Energy Consumption and GHG Emissions

Compared against our FY2023 baseline, our Scope 1 emissions decreased by 5.1%, while location-based Scope 2 emissions decreased by approximately 0.2%. However, after accounting for Renewable Energy Certificates (RECs) purchased by the School, market-based Scope 2 emissions decreased by 75.7%, contributing to a significant reduction in our overall emissions profile.

GHG emissions for Scope 1, Scope 2, and Scope 3 have been calculated using the operational control approach. For Scope 1 and Scope 2 GHG emissions calculations, conversion and emission factors were obtained from the 2006 IPCC Guidelines, Energy Chapter 1, the EMA Singapore Energy Statistics 2025, Chapter 2: Energy Transformation (Grid Emission Factor), and the Statistics Canada, Energy Statistics Handbook. Our energy consumption performance as per both the location-based method and market-based method is presented in Table 12 below.

Table 12 FY2025 Energy and Emissions Data

Energy Sources		
Petrol	Electricity	
Used by OFS-Owned Vehicles	Location-Based Approach	Market-Based Approach
17,449.59 L	4,793,878.98 kWh	1,167,367.38 kWh
(Conversion Factor: 0.0328 GJ/liter)	(Conversion Factor: 0.0036 GJ/kWh)	
572.35 GJ	17,257.96 GJ	4,202.52 GJ
GHG Emissions		
Scope 1 Emissions	Scope 2 Emissions	
(Emission Factor: 2.4663 kgCO ₂ e/liter)	(Emission Factor: 0.402 kgCO ₂ e/kWh)	
43,035.92 kgCO ₂ e	1,927,139.35 kgCO ₂ e	469,281.69 kgCO ₂ e
Location-Based Approach	Market-Based Approach	
Total Energy Consumption by the Group in FY2025		
17,830.31 GJ	4,774.87 GJ	
Energy Intensity		
With the size of Group's community as denominator		
6.44 GJ / person	1.73 GJ / person	
Total Scope 1 and 2 Emissions by the Group in FY2025		
1,970,175.27 kgCO ₂ e	512,317.61 kgCO ₂ e	
Emission Intensity		
With the size of Group's community as denominator		
712.03 kgCO ₂ e / person	185.15 kgCO ₂ e / person	

During this reporting year, we identified the Scope 3 emission categories relevant to our operations, with Category 7 (employee commuting) included for the first time.

As this is only our second year of Scope 3 reporting, activity data is still being strengthened. Accordingly, a spend-based methodology was applied for most categories, using emission factors from the US EPA Supply Chain Greenhouse Gas Emission Factors v1.3 (with margin values), DEFRA 2024, and the EMA Singapore Energy Statistics 2025, Chapter 2: Energy Transformation (Grid Emission Factor). Conservative assumptions were applied where data gaps existed.

In the current reporting year, we enhanced our approach for Scope 3 Categories 6 and 7 (business travel and employee commuting) by calculating emissions based on survey results of employees' **actual travel distances**, marking a **shift towards more activity-based** reporting in these categories. Scope 3 Category 5 (waste generated in operations) was also calculated using activity data, based on kilograms of waste collected by the end of 2025. Our Scope 3 performance is presented in Table 13 below.

Table 13 FY2025 Scope 3 Emissions, Breakdown by Category

		Emissions (tCO ₂ e)
S No.	Categories	The Group
1	Category 1: Purchased Goods & Services	659.2877
2	Category 2: Capital Goods	29.8472
3	Category 3: Fuel and energy-related activities (Not included in scope 1 or scope 2)	230.3034
4	Category 4: Upstream Transmission and Distribution	28.2409
5	Category 5: Waste Generated in Operations	34.0663
6	Category 6: Business Travel	90.7542
7	Category 7: Employee Commute	143.2550
8	Category 9: Downstream Transmission and Distribution	646.4906
Total Scope 3 Emissions (tCO₂e)		1,862.25
Total Scope 3 Emissions (kgCO₂e)		1,862,245.35

Air Quality

The Group is committed to providing a safe, healthy, and conducive learning and working environment for all students and staff.

An Indoor Air Quality (“IAQ”) assessment was conducted at Overseas Family School’s Pasir Ris campus, covering 75 designated sampling locations across the premises. The assessment evaluated key parameters, including temperature, air velocity, relative humidity, carbon dioxide, carbon monoxide, formaldehyde, total volatile organic compounds, respirable suspended particles, PM2.5, and total viable bacteria count. The Group continues to monitor indoor air quality performance and is reviewing the recommended measures arising from the assessment to ensure that healthy IAQ standards are maintained across the campus.

Targets

To boost our energy efficiency efforts, we have converted our loan with OCBC to sustainability-linked loan with two (2) sustainability targets to be achieved to enjoy the interest rate discount as per the signed addendum, one relevant to energy is described below.

The KPI-1 refers to the Borrower’s target to reduce Scope 1 and Scope 2 Greenhouse Gas (“GHG”) emissions intensity from 697.63 kgCO₂e/person for Financial Year 2023 to 348.82 kgCO₂e/person in Financial Year 2028. The Sustainability Performance Targets for the respective sustainability performance period shall be met by the year end 2028. End of each year sustainability performance report to be submitted to OCBC. Our last 3 years performance is depicted in Table 14.

Table 14 The Group’s Energy and Emissions Performance

	Performance			FY2026 Target
	FY2025	FY2024	FY2023 (Base Year)	
Scope 1 & 2 Emission Intensity (kgCO₂e/person) <i>Market-Based Approach</i>	185.15	585.23	697.63	Continue to explore energy efficiency options and source for green energy with ownership of environmental attributes

GRI 303: Water and Effluents 2018

[GRI 303]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 303-3, 303-4, 303-5]

We recognise that water scarcity is a critical global challenge and acknowledge water as a shared and valuable resource. The Group remains committed to reducing water consumption where possible, while ensuring compliance with Singapore's Public Utilities Board (PUB) requirements. In alignment with PUB's initiatives, particularly its closed-loop system where NEWater serves as a vital resource, we actively promote responsible water usage and conservation within our operations.

In FY2025, we continued to monitor our water withdrawal (see Table 15) through monthly tracking of utility bills led by our General Manager and his team. This ensures accurate reporting, early detection of anomalies, and continuous improvement in resource efficiency. While we do not maintain an internal effluent quality standard, we ensure safe and responsible disposal by engaging a licensed waste collection company to manage laboratory chemical waste, in compliance with PUB's sewerage and drainage regulations.

The majority of our water use is attributed to sanitation, cleaning, and hygiene-related activities across campus. To mitigate this impact, we progressively adopt **Water Efficiency Labelling Scheme (WELS)**-rated products and continue transitioning to water-efficient fixtures. During FY2025, we expanded the replacement of conventional toilet systems with low-flow flushing models, while strengthening leak monitoring procedures to ensure swift repairs and minimise wastage.

Looking forward, the Group will continue to enhance efficiency, adopt innovative conservation practices, and integrate water sustainability awareness across our school community. We aim to contribute to both operational resilience and the broader global effort to safeguard this finite resource.

Table 15 Water Withdrawal Performance

	Performance		
	FY2025	FY2024	FY2023
Water Withdrawal (m ³)	23,855	29,345	29,091

Targets

Water usage is monitored via monthly PUB invoices. At present, there are currently no systems in place to track water discharge or source withdrawal. Looking ahead, we plan to introduce further measures to reduce water use across our operations, working closely with our water service provider and incorporating water conservation education into our curriculum to raise student awareness of Singapore's water challenges and the importance of responsible water stewardship.

GRI 306: Waste 2020

[GRI 306]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 306-1, 306-2, 306-3, 306-4, 306-5]

OFS has implemented a comprehensive waste management approach guided by the principles of the 3Rs: Reduce, Reuse, and Recycle, which are integrated across our operations. To foster a culture of sustainability, our School offers extracurricular clubs focused on environmental action, including the **Recycling Club** and the **Recycled Notebook Club**. These clubs engage students in initiatives that encourage the reuse and recycling of materials and organise programmes such as the **Earth Month Initiative**, which provides environmental education and hands-on activities promoting sustainable practices, including recycling.

The waste generated from our operations is predominantly classified as general or mixed waste, excluding chemical waste. We monitor our waste through records provided by our waste collector, who weighs the collected waste using their truck weighing system. All general waste is subsequently sent for incineration at a waste-to-energy facility. Our year-on-year waste generation and disposal performance are detailed in Table 16.

To minimise waste, OFS actively diverts paper and other recyclables through our 3Rs initiatives and activities organised by the Recycling Club. In the first half of FY2025, 72.3 kg of papers was collected and recycled. At the time of developing this report, the amount recycled in the second half of FY2025 is not available. To ensure accurate reporting, the amount of paper recycled in the second half of FY2025 and in FY2026 will be disclosed in the next Sustainability Report.

The Group generates minimal hazardous waste, primarily in the form of medical waste and chemical waste from the school laboratory. This waste is managed through proper collection and disposal procedures carried out by certified third-party waste contractors engaged by OFS. Controls include the use of designated disposal bins, regular replacement of bins at each collection cycle, and adherence to established handling and hygiene protocols to ensure safe, compliant, and responsible waste management.

Emissions associated with waste disposal are accounted for under Scope 3 emissions, as detailed in Table 13, in accordance with our greenhouse gas reporting obligations.

Table 16 Waste Performance

	Performance		
	FY2025	FY2024	FY2023
Waste Generated (kg)	65,470	60,610	68,600

Targets

We are committed to strengthening our recycling initiatives while nurturing socially responsible behaviours among students, equipping them with the knowledge and habits needed to reduce and manage waste effectively.

Building Stronger, Resilient Communities

GRI 401: Employment 2016

[GRI 401]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 401-1, 401-2, 401-3]

The teaching workforce at OFS reflects the diversity of our student community and comprises educators from a wide range of nationalities, age groups, and professional backgrounds. This diversity strengthens our learning environment by combining creativity and innovation with extensive experience in both national and international education systems. All teachers at OFS are professionally qualified and accredited by Singapore’s Committee for Private Education, ensuring compliance with regulatory requirements and high standards of educational delivery.

OFS maintains open and regular communication between educators and parents to support student development and learning outcomes. This collaborative approach reinforces accountability, transparency, and continuous improvement in teaching practices. To ensure that students’ learning experiences remain the primary focus, OFS maintains a clear distinction between academic and administrative roles. Academic staff are able to concentrate on teaching and student development, while administrative functions are managed by dedicated personnel to support operational efficiency.

The Group provides a range of benefits to full-time employees to support employee well-being, engagement, and retention. These benefits are outlined in Figure 6 and include both statutory and additional benefits beyond regulatory requirements, reflecting the Group’s commitment to being a responsible and supportive employer.

Systematic Organisation	Leave Entitlement	Health and Medical Benefits
<ul style="list-style-type: none"> Four Schools with their respective principals: Kindergarten, Elementary School, Middle School and High School Segregation of teaching and administration duties 	<ul style="list-style-type: none"> Annual leave Sick leave Bereavement leave Childcare leave Hospitalization leave Maternity leave Paternity leave Marriage leave Study and Examination leave 	<ul style="list-style-type: none"> Life insurance Disability and invalidity coverage Health care Dental insurance Free doctor consultations
Staff Professional Growth	Staff Appraisal	Retirement Provision
<ul style="list-style-type: none"> Sponsorship for staff pursuing professional qualification⁹ or continuing Professional Development relevant to their roles and responsibilities Choice in goal-setting and self-planning of professional development for academic staff 	<ul style="list-style-type: none"> Formal evaluations and regular assessments for all academic and administrative staff by their respective heads of department Competitive remuneration Equal promotion and succession objectives for academic and administrative staff 	<p>According to CPF contribution rate. In Singapore, the Central Provident Fund (CPF) serves as a comprehensive social security savings scheme designed to support Singaporeans in their retirement years. CPF contributions are mandatory for both employers and employees, with savings allocated across different accounts to cater to various needs, including retirement, healthcare, and housing.</p>

Figure 7 Full-Time Employee Benefits

⁹ Professional qualification covers any professional program offered by a recognised academic institution (e.g. University, Polytechnic, or Institute of Technical Education) or a professional body.

Workforce Breakdown

[GRI 2-7a, 2-8]

The Group's workforce figures are tabulated as head count at the end of the reporting period. This year, we have included the Group's workers who are not employees into our employee breakdown disclosure. As of 31 December 2025, OFS employs a total of 467 staff members, and 5 workers who are not employees, while the Group, excluding 5 Independent Directors from the 7-member Board, has a total of 470 employees based on the Group's payroll.

We are committed to fostering gender diversity. This year, we saw a higher representation of female employees in the Board, increasing from 33.3% in FY2024 to 42.9% in FY2025. Gender ratios across several staff categories have moved closer toward a more balanced distribution compared to previous year, reflecting gradual progress in workforce diversity. Percentage of local hires have also risen across most employee categories.

As an educational institution, our workforce predominantly comprises of academic staff (69.36%) and administrative staff (30.64%). These percentages are consistent with previous years and was calculated based on the total number of employees within each respective category.

Table 17 Employee Breakdown by Category

Employee Category						
Total Headcount by:						
Age Group			Gender		Region	
Board						
0 (0%) <30 y/o	1 (14.3%) 30 - 50	6 (85.7%) >50 y/o	7¹⁰ 3 (42.9%) ♀ 4 (57.1%) ♂		7 (100%) Local	0 (0%) Overseas
Senior Management						
4 (30.8%) 30 y/o – 50 y/o	9 (69.2%) >50 y/o	13 10 (76.9%) ♀ 3 (23.1%) ♂		9 (69.2%) Local	4 (30.8%) Overseas	
Academic Staff						
12 (3.7%) <30 y/o	205 (63.9%) 30 - 50	104 (32.4%) >50 y/o	321 213 (66.4%) ♀ 108 (33.6%) ♂		130 (40.5%) Local	191 (59.5%) Overseas
Admin Staff						
4 (4.3%) <30 y/o	45 (48.4%) 30 - 50	44 (47.3%) >50 y/o	93 45 (48.4%) ♀ 48 (51.6%) ♂		91 (97.8%) Local	2 (2.2%) Overseas
General Staff						
	41 (100%) >50 y/o	41 36 (87.8%) ♀ 5 (12.2%) ♂		41 (100%) Local	0 (0%) Overseas	
Workers who are Not Employees						
	-	5			-	
<p>Type of Worker: Consultants and Auxiliary Police Officers Type of Work Performed: Marketing, managing of EduTrust Process, Security</p>						

¹⁰ 5 Independent directors out of the 7 Board members are not considered in the 470 total employee's count.

Permanent, Temporary, Full Time and Part Time

[GRI 2-7b, 2-8]

The Group's faculty workforce comprises approximately 60% foreign pass holders and 40% local talent, including Singapore citizens and Permanent Residents (PRs), a composition that remains consistent with the previous year. There was an increase in the number of foreign academic staff, reflecting the Group's focus on serving expatriate families in Singapore and delivering curricula aligned with international education systems. Non-guaranteed hours employees are categorised as temporary staff. A breakdown of employees by employment type is presented in Table 18 below.

Within the Group, foreign talent represents a higher proportion of the academic workforce, while the administrative function is predominantly staffed by local employees, with Singaporeans and PRs accounting for 98% of the team. All 470 staff members are directly employed by the Group. In addition, three workers who are not employees operate on site and are subject to the same occupational health and safety standards and protocols as employees.

Table 18 Employee Breakdown by Employment Type

Total Employees											
470											
Academic Staff 326						Administrative Staff 144					
Singaporeans 83		Singapore PRs 49		Overseas 194		Singaporeans 126		Singapore PRs 15		Overseas 3	
♀ 14.9%	♂ 2.8%	♀ 8.1%	♂ 2.3%	♀ 23.2%	♂ 18.1%	♀ 16.2%	♂ 10.6%	♀ 2.1%	♂ 1.1%	♀ 0.4%	♂ 0.2%
Permanent Staff 459						Temporary Staff 11					
Local 263			Overseas 196			Local 11			Overseas 0		
♀ 39.4%	♂ 16.6%	♀ 23.4%	♂ 18.3%	♀ 2.1%	♂ 0.2%	♀ 0%	♂ 0%				
Full Time Staff 463						Part Time Staff 7					
Local 266			Overseas 197			Local 7			Overseas 0		
♀ 40.0%	♂ 16.6%	♀ 23.6%	♂ 18.3%	♀ 1.3%	♂ 0.2%	♀ 0%	♂ 0%				

New Hires and Turnover

[GRI 401-1]

OFS remains focused on retaining experienced employees while continuing to strengthen its faculty and workforce through targeted recruitment. As of 31 December 2025, workforce movement was assessed based on personnel records for a total employee population of 470. During the reporting period, the employee turnover rate remained stable at 15%, while the new hire rate increased from 18% in the previous year to 20%, reflecting continued recruitment to support operational and academic needs.

While turnover levels were broadly consistent year-on-year, Management remains attentive to retention risks and continues to implement measures aimed at strengthening employee engagement and long-term retention. These include fair and competitive remuneration, transparent employment practices,

and ongoing support for professional development. Table 19 presents a breakdown of new hires and employee turnover during the reporting period. Although the Group does not apply fixed gender targets, the proportion of female and male employees among new hires and leavers remained broadly comparable with past years' figures.

Table 19 New Hire and Turnover Breakdown

Employee breakdown by:					
New Hire					
4 (0.9%) <30 y/o	67 (14.3%) 30 - 50	21 (4.5%) >50 y/o	92 59 (12.6%) ♀ 33 (7.0%) ♂	34 (7.2%) Local	58 (12.4%) Overseas
Turnover					
6 (1.3%) <30 y/o	33 (7.0%) 30 - 50	31 (6.6%) >50 y/o	70 47 (10.0%) ♀ 23 (4.9%) ♂	25 (5.3%) Local	45 (9.6%) Overseas

Parental Leave

[GRI 401-3]

Parental leave is an important component of the Group's approach to employee well-being and social sustainability, supporting work-life balance, gender equality, and workforce retention. By enabling employees to care for their newborn or adopted children, the Group reinforces family stability and demonstrates its commitment to inclusive and responsible employment practices.

OFS regularly reviews and updates its parental leave policies to ensure alignment with the latest guidelines issued by Singapore's Ministry of Manpower. All 470 permanent and full-time employees are eligible for parental leave, and childcare leave is also provided to eligible employees in line with national pro-family initiatives. Table 20 presents a breakdown of parental leave taken during the reporting period by gender.

In FY2025, all male employees who took parental leave successfully returned to work. Among female employees, two out of three who took parental leave during the year had returned to work by the end of the reporting period. The remaining employee's parental leave extends into FY2026 and is therefore not reflected in the return-to-work figures. They are expected to return to work in March 2026. These outcomes reflect the Group's supportive workplace culture and ongoing commitment to employee well-being and retention.

Table 20 Parental Leave, Breakdown by Gender

Parental Leave Entitlement	
295 ♀	164 ♂
Employees that Took Parental Leave	
3 ♀	2 ♂
Employees that Returned to Work After Parental Leave Ended	
2 Returned Return to Work Rate = 67% ♀	2 Returned Return to Work Rate = 100% ♂
Employees that Return to Work After Parental Leave Ended in last FY and Still Employed 12 Months After Return	

2 Return to Work Rate for FY2024 = 50% Retention Rate = 100% ♀	5 Return to Work Rate for FY2024 = 100% Retention Rate = 71% ♂
--	--

Targets

OFS continues to strengthen its workforce while maintaining a stable level of employee turnover. In FY2025, the overall new hire rate increased slightly, driven by a rise in male hires from 6% in FY2024 to 7% in FY2025, while the female new hire rate remained stable at 13%. During the same period, turnover among female employees declined from 11% to 10%, while male turnover increased marginally from 4% to 5%, resulting in an overall turnover profile that remained broadly consistent year on year.

Management continues to actively support talent attraction and retention through fair and competitive remuneration, transparent employment practices, and a supportive working environment aligned with the Group’s Master Policy. While the Group does not engage in collective bargaining or maintain collective agreements, open communication remains central to employee engagement. For consistency and transparency, the new hire and turnover rates disclosed in Table 21 are calculated based on the total number of employees for the respective reporting years.

Table 21 Employment Performance and Target

	Performance						Target
	FY2025		FY2024		FY2023		
New Hire Rate	13% ♀	7% ♂	13% ♀	6% ♂	11% ♀	7% ♂	Maintain a happy and safe School environment, implement fair employment practices and promote non-discriminatory professional growth for talent retention
Turnover Rate	10% ♀	5% ♂	11% ♀	4% ♂	9% ♀	5% ♂	

GRI 403: Occupational Health and Safety 2018

[GRI 403]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 403-1 to 403-10]

The health, safety, and security of students, staff, families, vendors, and visitors are central to the Group's operations. A comprehensive management framework is in place covering security, occupational health, food hygiene, and general safety procedures to ensure a safe and supportive environment.

The OFS Security Department is led by the General Manager and supported by a dedicated in-house security team, a traffic management team, and external security service providers (AETOS). Information and digital security are overseen by the Chief Technology Officer and Chief Software Engineer, supported by a specialised IT team. This governance structure ensures clear accountability for safety and security across physical and digital environments.

The Group is committed to maintaining a safe and healthy working and learning environment that promotes both physical and mental well-being. Occupational health and safety policies and procedures are implemented across the School and apply to employees, students, and relevant contractors.

Safety and security management is structured around eight key activities, as illustrated in Figure 7. These activities are regularly reviewed and updated to align with regulatory requirements and recognised best practices, ensuring continuous improvement in health and safety performance.

<p style="text-align: center;">Campus Security</p> <ul style="list-style-type: none"> Regular communication with stakeholders through orientation briefing, handbooks, parent's letters and event notices Strict implementation of security pass for campus access Staff commitment to ensure students' safety and security Clear and precise direction by security officers upon entry and exit of the campus Safeguarding Policy against all abuses and neglects 	<p style="text-align: center;">IT Security</p> <ul style="list-style-type: none"> Unique user ID and password protection for OFS applications Restricted access to IT infrastructure, supervision required on need basis Established control procedures for IT approvals; IT application change, access and incident reporting; disaster recovery plan, data centre security plan and IT infrastructure incident reporting
<p style="text-align: center;">Campus Security (Special Events)</p> <ul style="list-style-type: none"> Only hold closed events Entry permission for registered guests only for OFS' national or international events 	<p style="text-align: center;">Traffic Safety</p> <ul style="list-style-type: none"> Staff commitment to ensure students' safety and security Safety for all road users and our traffic controllers Clear and precise hand signals to road users
<p style="text-align: center;">Off-Campus Security</p> <ul style="list-style-type: none"> Compulsory parent/guardian approval in writing Implementation of children-adult ratio and teacher-general ratio 	<p style="text-align: center;">Document & Data Security</p> <ul style="list-style-type: none"> Compliance with Personal Data Protection Act 2012 Publicised Privacy Policy
<p style="text-align: center;">Evacuation Safety</p> <ul style="list-style-type: none"> Planned and properly communicated evacuation procedures Regular evacuation drills 	<p style="text-align: center;">Equipment Security</p> <ul style="list-style-type: none"> Movement of IT equipment is tracked

Figure 8 Summary of OFS' Safety and Security Policies

Risk Assessment

[GRI 403-2]

Ensuring the safety and well-being of staff and students requires proactive identification and management of potential risks within the School environment. The key risks identified by OFS and their mitigation measures include:

Physical Risks

- Slips, trips, and falls from wet floors, uneven surfaces, or poorly maintained walkways.
- Injuries related to playground equipment or sports activities.

Fire and Electrical Hazards

- Faulty wiring, overloaded outlets, or improper handling of electrical appliances.
- Fire risks associated with flammable materials in laboratories or storage areas.

Ergonomic Risks

- Improper classroom or office furniture and equipment setup, potentially leading to discomfort or musculoskeletal issues.

Chemical Hazards

- Risks associated with handling chemicals in laboratories, including spills or fire incidents.

Mitigation Measures

Evacuation Drills: Conducted each semester to familiarise the School community with emergency evacuation routes and designated assembly points.

Fire Safety Training: Voluntary fire extinguisher training for all staff, with regular internal sessions for relevant personnel.

Sanitation and Hygiene: Compliance with National Environment Agency (NEA) guidelines, including the Sanitation and Hygiene Advisory for Schools, to ensure compliance with food safety standards by sourcing food from licensed suppliers and haze monitoring.

Figure 9 List of Potential OHS Risks & Hazards and Mitigation Measures

OFS encourages the community to report safety observations and raise concerns to the School office, fostering a culture of vigilance and shared responsibility. Policies and procedures are regularly updated by the OFS Security Department in line with regulatory guidance and operational needs to ensure a safe environment for all.

Occupational Health Services

[GRI 403-3]

Student and staff well-being remains our highest priority. OFS operates an in-house medical clinic staffed by qualified full-time School nurses. They provide immediate first aid and conduct routine health checks for students. Comprehensive insurance coverage, including hospitalisation and access to specialist care, is provided to all staff, and we are in full compliance with regulations and guidelines issued by the relevant Singapore government authorities.

Contractors (including those who are not employees) are included in emergency care arrangements, and occupational health protocols apply equally across employees and contractors, ensuring a safe and supportive working environment. By prioritising health and safety, OFS promotes a culture of care across the School community.

Safeguarding Our Students

[GRI 410-1]

OFS is committed to protecting students from physical, sexual, emotional, or psychological abuse and neglect. Our [Safeguarding Policy](#), overseen by the Head of School and School Principals, is collectively upheld by all management, staff, parent volunteers, contractors, and visitors.

All faculty members working with students receive training to identify at-risk students and respond appropriately to cases of abuse or neglect. Safeguarding concerns can be raised with the principal, with clear escalation procedures to the Head of School and, where necessary, involve the Singapore Child Protection and Welfare Service. Additional safeguarding measures are described under the Security Practices section.

Zero Tolerance for Violence

[GRI 410-1]

At OFS, we believe that everyone has the right to education, security, and equal protection from discrimination or harm. We enforce a strict 'Self-Discipline and Zero Tolerance for Violence' policy. To foster a multicultural and inclusive environment, we emphasise on multinationalism and multiculturalism in our School community, ensuring that all students and staff feel safe, respected, and supported.

We prioritise creating a culture of safety, with minimal rules or punishments, while maintaining clear expectations of mutual respect. We hold an unwavering zero-tolerance stance on violence, which is communicated clearly to all students, staff, and members of the OFS community. Acts of aggression or violent behaviour are met with immediate disciplinary action, including expulsion, to protect the safety of the School community. OFS actively promotes conflict resolution, awareness programs, and open dialogue, reinforcing a safe, secure, and harmonious learning environment.

Health, Safety and Security Risk Management, Services, Training and Promotion

[GRI 403-3, 403-5, 403-6, 403-7]

OFS continuously manages food hygiene, security, occupational health, and safety risks through proactive measures. In FY2025, fire extinguishing and safeguarding training was carried out for relevant personnel. Our initiatives, training, and monitoring activities are summarised in Table 22, demonstrating the School's commitment to a safe and healthy environment.

Table 22 Initiatives and Targets for Health, Safety and Security

	Ongoing Initiatives	New Targets
Food Hygiene	<ul style="list-style-type: none"> Consistent Grade A rating from NEA for OFS Dining Hall 	
Campus Security	<ul style="list-style-type: none"> 24/7 security team 24/7 CCTV surveillance Structured training for security personnel Centralised management of health, safety and security-related reports by School office 	<ul style="list-style-type: none"> Zero tolerance for all abuses and violence as a static target
Fire & Emergency	<ul style="list-style-type: none"> 24/7 manned Fire Command Centre Certified Company Emergency Response Team (CERT) Biannual evacuation drills 	<ul style="list-style-type: none"> Raise security and cybersecurity awareness in our students and their parents through events and programs from now to 2026
Haze	<ul style="list-style-type: none"> Adopt NEA's guideline for haze condition monitoring 	
Health Services	<ul style="list-style-type: none"> Three full-time nurses AED-trained staff 	
Health and Medical Benefits	Coverage of the following for all OFS employees: <ul style="list-style-type: none"> Life insurance Disability and invalidity coverage Health care Dental insurance (optional on pay basis) Free doctor consultations 	<ul style="list-style-type: none"> Zero incident as a static target

Work-related Injury and Ill Health

[GRI 403-9, 403-10]

Work-related Injury

Work-related injuries are defined as incidents requiring a Medical Certificate or a claim under the Workmen's Compensation Insurance. While the nature of our operations is generally low-risk, potential injuries may arise from slips, trips and falls, lifting activities, or exposure to laboratory chemicals.

To reduce the likelihood of such occurrences, warning signages were installed at staircases and high-risk areas, and routine inspections were strengthened to identify and promptly repair uneven surfaces, loose tiles, and damaged walkways. All walkways, staircases, and common areas are maintained to be well-lit and free from obstructions to reduce the risk of slips and falls. Annual safety training is conducted for cleaning staff, focusing on safe work practices, including the use of proper ladders, prohibition of unsafe climbing, and the use of extended cleaning equipment for tasks above normal height. These measures aim to reduce risks associated with working at height and manual handling.

In FY2025, the Group recorded zero work-related fatalities and injuries.

Work-related Ill Health

The identification and classification of occupational ill health are more complex in a school environment, where risks are largely associated with sedentary work and occasional manual tasks. Administrative and academic staff may experience back or neck discomfort due to prolonged sitting or poor ergonomics, while staff involved in lifting may face physical strain.

OFS adopts a prevention-focused approach to occupational health. Ergonomic awareness is promoted through verbal communication, reminders, and guidance on proper workstation setup. Staff are encouraged to take regular breaks, adjust their seating and desk arrangements, and report discomfort early so that corrective adjustments can be made.

By actively raising awareness of potential health risks and promoting safe work practices, OFS aims to maintain zero occurrences of occupational ill health. Through continuous monitoring, training, and workplace improvements, we strive to foster a safe, healthy, and supportive working environment for all employees.

Targets

We maintained our goal of zero fatalities in this reporting year. This outcome reflects the effectiveness of our proactive risk management and preventative safety practices.

We continue to implement key measures to minimise health and safety risks, including routine maintenance and safety inspections to identify and address potential hazards, installation of clear and prominent safety signages in high-risk areas, provision of regular safety briefings and training for staff and students, and additional precautions taken during periods of heavy rain or adverse weather conditions to reduce the risk of slips, falls, and other incidents.

Through these ongoing efforts, the Group strives to uphold a safe, secure, and conducive environment for our school community.

GRI 404: Training and Education 2016

[GRI 404]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 404-1, 404-2, 404-3]

Our staff and students are central to our operations and the achievement of our mission. We recognise that continuous learning and skills development are essential to meeting our organisational objectives and sustaining long-term performance. Accordingly, the Group actively supports employees in pursuing professional development to enhance their competencies and deepen expertise in their respective roles.

To attract, motivate, and retain top talent, we offer competitive remuneration and fair reward practices. Our merit-based pay structure and transparent annual appraisal process emphasise constructive feedback and performance-based recognition, ensuring that employee contributions are acknowledged and valued. To support continued employability or similar transitions, the Group provides sufficient notice period and severance pay (where applicable). Leadership plays a key role in building a culture of learning. The Head of School, Principals, and Heads of Departments actively support professional growth across the organisation. Key development support includes:

Key Training and Development Initiatives	
•	Annual professional development programmes for academic staff.
•	Coverage of membership fees for professional bodies (e.g. ISCA).
•	Company-funded external professional development for approved courses.
•	Access to various learning opportunities, such as: <ul style="list-style-type: none"> ○ Internal training programmes. ○ Financial support for approved external training and education. ○ Sabbatical leave with guaranteed re-employment.

Figure 10 Key Training and Development Initiatives

To enhance training management, the IT Department has developed an online system to track and update employee training hours. This enables efficient and systematic monitoring of participation and continuous improvement of our learning initiatives. In FY2025, 86% of employees received regular performance and career development review. Appraisal for Board members is conducted by the NC. Table 23 presents the total and average training hours completed, as well as the percentage of employees that received appraisal and career development reviews in FY2025.

Table 23 Training and Appraisal Data

Total Hours of Training				
Management 119 hr ♀ 41 hr ♂	Academic Staff 6,019 hr ♀ 2,811 hr ♂	Administrative Staff 12 hr ♀ 93 hr ♂	General Staff 54 hr ♀ 7.5 hr ♂	
Average Hours of Training				
Management 11.9 hr ♀ 20 hr ♂	Academic Staff 28.3 hr ♀ 26.0 hr ♂	Administrative Staff 0.3 hr ♀ 1.9 hr ♂	General Staff 1.5 hr ♀ 1.5 hr ♂	
Percentage of Employees with Appraisal and Career Development Review				
Percentages calculated within each Staff Category				
Board 42.9 % ♀ 57.1 % ♂	Management 30.8 % ♀ 7.7 % ♂	Academic Staff 66.4 % ♀ 33.6 % ♂	Administrative Staff 28.0 % ♀ 4.3 % ♂	General Staff 87.8 % ♀ 12.2 % ♂

Targets

Please refer to the targets listed under Quality education & gainful employment section of this report.

GRI 405: Diversity and Equal Opportunities 2016

[GRI 405]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 405-1, 405-2]

The Group recognises workforce diversity and inclusivity as integral to our business strategy and long-term sustainability. We are committed to providing a supportive and dynamic workplace that promotes professional growth while attracting and retaining talent through fair, transparent, and inclusive practices. A diverse workforce strengthens organisational performance, encourages innovation, and enhances our appeal to both current and prospective employees.

At OFS, multinationalism and multiculturalism are core to our School community, creating a respectful and inclusive environment where students and staff feel safe and valued. Our recruitment and employment practices are merit-based, non-discriminatory, and aligned with our commitment to diversity and equal opportunity. We operate an open-entry admissions policy with no entrance examinations for School enrolments, reflecting our inclusive education philosophy.

Working in a multicultural environment naturally fosters mutual respect among employees. Inclusivity is reinforced through ongoing emphasis on cultural awareness, religious sensitivity, and professional conduct. We uphold equal opportunities for all employees and enforce a strict zero-tolerance policy for violence. This policy is overseen by the Human Resources Department under the guidance of the Chief Executive Officer.

OFS maintains a diverse workforce across age groups, nationalities, and genders. Female employees currently form the majority across academic, administrative, management, and general staff roles. The Group is committed to strengthening gender diversity at leadership level and aims to improve female representation on the Board in the coming years. The Group's staff demographics in terms of age, gender, and nationality, can be found in Table 24.

Table 24 Diversity, Equity and Inclusion Performance

Staff Demographics by:	Performance								
	FY2025			FY2024			FY2023		
Age Years Old	3% <30	54% 30 - 50	43% >50	6% <30	52% 30 - 50	42% >50	7% <30	52% 30 - 50	41% >50
Gender	65% ♀	35% ♂		65% ♀	35% ♂		66% ♀	34% ♂	
Nationality SG: Singaporeans PR: Singapore PR OS: Overseas	45% SG	14% PR	42% OS	43% SG	15% PR	42% OS	42% SG	14% PR	44% OS

Targets

We target to uphold OFS' value of diversity, inclusivity, safety, environment and ethics for talent retention. In FY2025, the Group continued to make progress towards pay equity across most employee categories, reflecting ongoing efforts to ensure fair and merit-based remuneration. The basic salary ratio of women to men can be found in Table 25.

Table 25 Remuneration Ratio by Employee Category and Gender

Employee Category	Basic Salary Ratio (Women : Men)
Management	0.85 : 1
Academic / Teaching Staff	0.90 : 1
Admin Staff	1.11 : 1
General Staff	0.91 : 1

Under our [Safeguarding Policy](#), reporting of safeguarding concerns for students can be made via the OFS Reporting Form, while staff can raise discrimination-related concern to the Principal or the Head of School. In FY2025, zero incidents of discrimination have been reported.

GRI 410: Security Practices 2016 and SV-ED-230a: Data security

[GRI 410]

Our Governance Mechanism, Practices and Performance

[GRI 3-3, 410-1]

OFS maintains a robust security and governance framework to ensure a safe and secure School environment. The School employs 18 security personnel and 2 auxiliary officers, all of whom receive formal training in security procedures and human rights policies. With a diverse community representing more than 70 nationalities, maintaining high standards of safety and respect is a key operational priority. To further strengthen campus security, OFS also engages external security support from AETOS.

Security awareness is reinforced throughout the academic year through both verbal and written communications, including orientation programmes, staff and student handbooks, parent communications, and event notices. Our security framework covers physical campus security, IT security, document and equipment security, evacuation and emergency protocols, and traffic management. During the reporting year, no data breaches were recorded.

SV-ED-230a: Data Security

OFS has implemented a Data Breach Management Plan in accordance with guidelines issued by the Personal Data Protection Commission (PDPC) under the Personal Data Protection Act (PDPA). The plan follows the CARE framework—Contain, Assess, Report, and Evaluate—to guide timely and effective responses to potential data breaches. Response actions are tailored based on the nature and severity of each incident, with root cause analysis conducted to prevent recurrence.

The data breach policy incorporates proactive system monitoring, clearly defined reporting mechanisms, and regular updates in line with regulatory guidance. Management provides oversight of data protection efforts, ensuring readiness to prevent, detect, and respond to incidents effectively. Ongoing training and internal communications are used to strengthen staff awareness and compliance.

Protection of Personal Data

The Group is fully committed to safeguarding personal data in accordance with the Personal Data Protection Act 2012 (PDPA). Strict policies and procedures are in place to protect the confidentiality and integrity of student and staff information, while supporting the legitimate operational needs of the School.

Key principles of the Group's data protection framework include:

- Respecting individuals' rights to access and correct their personal data.
- Collecting, using, and disclosing personal data only for legitimate and reasonable purposes.
- Implementing appropriate administrative, technical, and physical safeguards to protect personal data from unauthorised access, use, or disclosure.

Through these measures, the Group aims to maintain trust, ensure regulatory compliance, and uphold high standards of data governance and accountability.

Targets

We remain committed to achieving zero data breach incidents and to upholding a safe, inclusive, and violence-free environment in which both students and staff can flourish. Our ongoing priority is to foster a secure, supportive School community that meets the needs of overseas families living in Singapore.

Integrating ISSB and SASB Standards for Enhanced Reporting

SV-ED-260a: Quality Education & Gainful Employment

SASB recommends the disclosure of graduation rates and on-time completion rates to demonstrate how Schools support students in progressing through their education within expected timeframes. These indicators reflect the effectiveness of academic programmes, teaching quality, and institutional support systems. Monitoring such outcomes enables Schools to identify trends in student retention and progression, and to understand factors influencing performance, including academic support structures, teacher effectiveness, and equitable access to learning resources.

High completion and graduation rates are key indicators of education quality, curriculum relevance, and the School's ability to address learning gaps. Accordingly, Schools are encouraged to implement and report on initiatives that strengthen student outcomes, reduce dropout rates, and promote an inclusive learning environment that enables all students to complete their education successfully and on time.

Transparent disclosure of graduation and completion metrics enhances accountability and builds confidence among parents, students, regulators, and other stakeholders. It also supports informed decision-making by prospective families and contributes to the School's ability to attract and retain students in a competitive education landscape.

We have outlined the relevant disclosures applicable to our context, and the corresponding data:

Table 26 Disclosure for Quality Education & Gainful Employment

Entity Level Disclosure	Unit of Measure	The Group
Graduation rate	%	99.47% of students graduated.
On-time completion rate	%	99.47% of students completed it on time.
Job placement rate	%	Not Applicable. All of our students move on to Higher or Further Education.

The Group is committed to delivering high-quality, holistic education that supports students' academic achievement, well-being, and lifelong learning. Our curriculum is flexible and integrates personal health, social-emotional learning, and digital literacy. Students are taught responsible digital citizenship and best practices in technology use, preparing them to navigate the digital world safely and ethically. Physical Education is compulsory from Kindergarten through High School, reinforcing the importance of physical activity and healthy lifestyles.

Digital literacy and critical thinking are embedded across the IEYC, IPC, IB MYP, and IB DP curricula. Kindergarten and Elementary students participate in coding and chess programmes to strengthen problem-solving and logical thinking skills. Outdoor learning, field trips, and camps for Grades 5 to 9 promote resilience, teamwork, and leadership. Students have access to a wide range of co-curricular activities, including arts, debate, academic clubs, and service projects, many of which provide leadership opportunities. The Enrichment Programme offers specialist training in areas such as music, sports, and robotics, while competitive sports teams represent the School at national-level competitions.

Middle and High School students may pursue the National Youth Achievement Award (NYAA) at Bronze, Silver, and Gold levels, encouraging service learning, outdoor engagement, and leadership development. As a member of the Global Schools Network, the School integrates sustainability into teaching and activities, helping students understand how local actions contribute to addressing global challenges.

The Group is also committed to inclusive education, recognising that students have diverse learning, developmental, and social-emotional needs. To ensure every child can meaningfully access the curriculum, Overseas Family School provides [Educational Intervention Services \(EIS\)](#), a Multi-Tiered System of Support (MTSS) for students who may require additional support. Support is delivered primarily through a push-in model by qualified Learning Support Assistants (LSAs), who can provide Speech and Language Therapy, Occupational Therapy, and support from Nurture Specialists to address social-emotional needs. In cases where additional support is required, individualised learning approaches may be implemented to promote engagement, inclusion, and positive learning outcomes.

Targets

In line with the SLL signed with OCBC, the Group, (specifically the School) has agreed for the KPI-2 to increase curriculum in sustainability or ESG (Environment, Social and Governance) from 25% in Financial Year 2023 to 35% in Financial Year 2028. Curriculum in sustainability or ESG (Environment, Social and Governance) refers to the amount of time allocated in teaching, engaging, imparting and practicing sustainability-related principles, values and topics.

The Sustainability Performance targets for the respective sustainability performance period shall be increased on a gradual basis from the baseline to reach the target of $\geq 35\%$ by the year end 2028. End of each year sustainability performance report¹¹ is to be submitted to OCBC. At the time of writing this report, the performance on KPI-2 is not ready for publication.

SV-ED-270a: Marketing & Recruiting Practices

For-profit education providers face increased scrutiny over recruitment and marketing practices, as aggressive enrolment strategies and misleading advertising can create reputational, regulatory, and financial risks. Transparent disclosure of marketing and recruitment approaches enables stakeholders to assess whether growth strategies are ethical, responsible, and aligned with student interests.

At the Group, responsibility for ethical marketing and recruitment rests with the Admissions Director, supported by the Marketing and Recruitment Teams. Recruitment activities are guided by principles of accuracy, transparency, and integrity. To ensure responsible outreach, the Group:

- Engages only reputable and qualified recruitment agencies.
- Advertises through established publications and recognised digital and social media platforms.
- Conducts direct outreach to embassies through roadshows and invitations.

The Group complies with the Council for Private Education's requirements to maintain the EduTrust certification and to renew its licence to operate as a foreign system school. These requirements set clear standards for marketing practices, student protection, and information disclosure.

Table 27 Disclosure for Marketing & Recruiting Practices

Entity Level Disclosure	Unit of Measure	The Group
Total amount of monetary losses as a result of legal proceedings associated with advertising, marketing, and mandatory disclosures	(in monetary value)	Nil
Instruction and student services expenses	(in monetary value)	We do not wish to disclose this information for competitive reason

¹¹ Sustainability Performance Report means a sustainability verification report by an assurance provider or any other ESG consultant acceptable by OCBC bank.

Marketing and recruiting expenses	(in monetary value)	We do not wish to disclose this information for competitive reason
Revenue from private student loans	(in monetary value)	Nil
Revenue from government-funded student aid	(in monetary value)	Nil

All legally required information is provided to prospective students and parents during the Pre-Course Counselling process. Parents are required to acknowledge receipt of this information by signing the Pre-Course Counselling Acknowledgement Form before submitting the Application Form. The final enrolment decision rests with parents, ensuring transparency, informed consent, and responsible recruitment practices.

Community Engagement & Corporate Social Responsibility

Middle School

MS Service Club

The Middle School Service Club aligns itself primarily with service opportunities already running in the High School. The club offers a range of activities that directly benefit people and the environment in Singapore and help to create awareness and empathy among students. It runs for two sessions throughout the academic year, and 50 students participate.

Knit a Square

Students aim to provide knitted squares for Knit a Square in South Africa. Knit a Square is a registered NGO in South Africa that provides wool blankets to children in need. Students need to learn to knit.

Beach Clean Ups

The club participated in three Beach clean-ups to help clean Pasir Ris beaches. By reducing river and marine trash, we provide clean waters for marine life and plants essential to our ecosystem. Through this community service, our students learned about microplastics and the problems they pose for our oceans, sea life, and beaches. The club went on to support three Homebases, which also took their students to the beach. Overall, the Middle School has successfully held six beach clean-ups, involving up to 25 students each trip.

Recycling

The club runs a recycling program with the middle school. The students ensure that each classroom has clearly marked recycling bins. Students know that these bins are for paper they no longer want to use. Each week, student groups empty the bins and sort the paper. Some of it is reused and repurposed into notebooks, while the rest is sent to the recycler.

NTUC Nursing Home

The club is essential in supporting the NTUC nursing home in Pasir Ris. The nursing home provides care for almost 300 residents. The Middle School students conducted five visits throughout the academic year to provide entertainment, exercise and movement classes, and celebrate important festivals with the residents.

Specifically, in October and November the club provided activities for the residents such as chair yoga, karaoke and balloon tennis alongside a Mid-Autumn Festival afternoon tea.

In our visit during December, the students performed traditional sung carols, provided craft activities such as making a simple snow globe using paper plates and played a highly entertaining game of bingo linked to the theme of Christmas.





Willing Hearts

The club has initiated visits to Willing Hearts, a local NGO that provides over 10,000 meals a day to marginalised people in Singapore. One visit is scheduled for the second semester, and the club intends to increase those visits the following year. In December 2025, the service club paid a very meaningful visit and were able to see up close the daily hard work that the small but dedicated groups of employed staff working alongside a myriad of volunteer cooks, meal preparation staff and the fruit, meat and vegetable sorting workers in action. The students were given a dedicated tour of the facility to see how each element contributes to the daily meal delivery service and then got involved in some food preparation work of their own through the supervised chopping up of large amounts of vegetables that would be used in the meals being sent out that day.



Garden Club

This academic year the students have been involved in growing plants from seed, planting up the seedlings and taking care of them in our OFS garden.

Every session the students also visit the school canteen kitchen to pick up vegetable peelings to deposit in our three compost bins. These are supplemented by the gardeners with dry leaves so that we can produce compost.

The students make sure to aerate the bins by turning them every visit. We also work with another ECA that is producing fertiliser using a worm compost bin and they provide us with nutrients for the soil in the school garden. The students learn about what is needed to produce food and the care that the plants need for this to happen - understanding that it's not just about water, oxygen and sunlight but also the soil biodiversity and that bugs are good!



ESG-Aligned High School ECAs and Service Initiatives

Engagement with Community

In 2025, OFS demonstrated strong community engagement through a diverse range of student-led initiatives aligned with environmental sustainability, wellbeing, inclusion, and civic responsibility. Students actively contributed to local and wider communities through long-standing partnerships and service programmes including environmental action, disability support, aged-care engagement, and humanitarian outreach.

Sustainability remained a key priority, with students leading initiatives focused on responsible consumption, climate awareness, and environmental stewardship. These efforts were complemented by wellbeing and inclusion programmes that promoted mental health, equity, and a sense of belonging across the school community.

Leadership and governance were embedded through student participation in global citizenship initiatives, advocacy groups, and community partnerships, enabling students to develop ethical leadership skills and an understanding of global challenges.

Collectively, these activities reflect OFS's ongoing commitment to social impact, sustainability, and responsible global citizenship, with strong alignment to the UN Sustainable Development Goals.

In the 2025/2026 Academic Year, OFS experienced strong growth in student-led initiatives, with an increase in student-proposed clubs across STEM, finance, and innovation, highlighting a culture of curiosity, entrepreneurship, and leadership. Student participation in the arts and cultural life of the school was also a key strength, demonstrated through a successful CultureFest celebration and preparations for major upcoming events including the High School musical *Alice in Wonderland* and the annual Dance Showcase.

Students contributed extensively both on stage and behind the scenes, with significant involvement in backstage operations, technical production, and audiovisual support. These opportunities enabled students to collaborate across disciplines, develop practical and creative skills, and take ownership of large-scale school events, reinforcing OFS's commitment to inclusive participation, skill development, and student agency.



Student Leadership, Global Engagement, and Community Impact

In 2025, OFS expanded student leadership and experiential learning opportunities through continued growth in the National Youth Achievement Award (NYAA) at Bronze, Silver, and Gold levels, enabling students to engage in sustained service, skills development, and outdoor awareness. These programmes generated meaningful impact within the Singapore community through local service initiatives, partnerships, and volunteering activities embedded within the NYAA framework.

Global engagement was further strengthened through international experiential learning opportunities, including the MUN Vietnam Trip and the NYAA Cambodia Trip. These initiatives fostered global awareness, intercultural understanding, and leadership through service-based and diplomatic experiences. In addition, ongoing partnerships such as TEDx and Food From the Heart continue to provide meaningful platforms for student leadership and community impact. Collectively, these initiatives demonstrate OFS's strong commitment to developing globally minded students who contribute positively at both local and international levels, in alignment with ESG principles and the United Nations Sustainable Development Goals.



ESG-Focused ECAs and Clubs

OFS offers a diverse range of ECAs and clubs with a strong Environmental, Social, and Governance (ESG) focus, designed to meet student interests while remaining responsive to local and global contexts. These programmes provide students with meaningful opportunities to engage with real-world challenges, develop ethical leadership, and contribute positively to their communities.

Through sustainability-focused initiatives, wellbeing and inclusion programmes, global citizenship activities, and service-learning partnerships, students explore key issues such as climate responsibility, social equity, health and wellbeing, and responsible governance. These experiences support student agency, foster critical thinking, and enable students to translate learning into action in ways that are relevant and impactful.

Collectively, ESG-aligned ECAs and clubs play a vital role in preparing students to navigate an increasingly complex global landscape, equipping them with the skills, values, and awareness needed to become responsible global citizens, in alignment with the UN Sustainable Development Goals. Some examples include:

1. Environmental (E)

These clubs focus on waste reduction, sustainability education, and environmental conservation.

- **Beach Clean-Up:** Students take local action by cleaning Pasir Ris Park. This is an ongoing activity that meets CAS (Creativity, Activity, Service) requirements.
- **Making Eco-Bricks:** Reduces plastic waste in the ecosystem by repurposing single-use plastic bottles and wrappers into creative products like stools and art.
- **Recycling Initiatives:** Includes specific clubs for Recycling Notebooks and Recycling Units, focusing on how behavioral changes impact the school community.
- **Sustainable Development Goals (SDG) OFS:** A dedicated club where students learn about UN SDGs and create practical solutions for the school.
- **Sustainable Fashion Club (New/Proposed):** Focuses on upcycling, ethical brand investigation, and reducing fashion consumption.
- **3D Art Club:** Teaches students to create art using recycled and everyday materials to raise environmental awareness.



2. Social (S)

These initiatives focus on community service, student wellbeing, and inclusivity.

- Community Outreach:
 - **Red Cross Chapter (NTUC):** Provides monthly afternoon tea and intergenerational connection at Pasir Ris Rest Home.
 - **NTUC Nursing Home:** Regular visits to support local elderly residents.
 - **Minds Movement:** Facilitates movement-based activities for young people with intellectual disabilities.
- Global Impact:
 - **ARISE Club:** A student-led initiative creating real-world economic change through financial literacy programs in rural India, the Philippines, and Vietnam.
 - **Cambodia Outreach Club:** Creates teaching resources (vocabulary cards, display materials) for ODA classrooms in Siem Reap which aligns with the Grade 9 NYAA Cambodia Trip.
 - **Knitting for Charity:** Students create blankets and hats for children in South Africa.
- Student Wellbeing & Peer Support:
 - **Peer Mentors & Tutoring:** Extensive student-led programs where older students support new students and provide academic help across various subjects.
 - **Mindfulness Club:** Teaches yoga and meditation to support student well-being.
 - **Wellness Outreach Club:** Focuses on managing academic pressure and promoting inclusive events such as Neurodiversity Week.
 - **Competitive Sporting Program:** A variety of sports offered in the ACSIS league with opportunities to join in three separate seasons.



3. Governance & Ethics (G)

These clubs focus on leadership, ethical decision-making, and financial literacy.

- **Student Voice:** The High School student council that advocates for student interests and collaborates with school leadership to shape school culture.
- **Youth Medical Forum (YMF):** A student-led initiative providing meaningful exposure to medicine and biomedicine through workshops led by healthcare professionals and OFS alumni. The forum also facilitates student volunteering through partnerships with health-related organizations and charities in Singapore.
- **Model United Nations (MUN):** Advanced, Intermediate, and Beginner levels where students practice diplomacy, negotiation, and consensus-building on global issues.
- **Traders Society / Economics & Finance Club:** Promotes financial literacy and explores the ethical operations of global financial markets
- **Law Academy:** Provides students with insights into criminal and civil law systems, including visits to the Singapore Supreme Court



Top 5 SDGs Represented in OFS Clubs & ECAs



SDG 4 – Quality Education

Social (S)

Strongest overall alignment

- Academic clubs ((Math, Science, Olympiads, Programming, Law, Medical, Maker Lab)
- Peer Tutoring, NYAA skills development, PUP
- Student-proposed STEM and innovation clubs
- Arts, cultural, and leadership learning beyond the classroom



SDG 3 – Good Health & Well-being

Social (S)

Strong and diverse coverage

- Sports and physical activity (Dance, Table Tennis, RDA)
- Mental health & wellbeing (Mindfulness, Psychology, Wellness Outreach)
- Health-focused service and learning (Red Cross, Medical Scholar, Youth Medical Forum, Anatomy)



SDG 10 – Reduced Inequalities

Social (S)

Clear inclusion and equity focus

- Ally Club, Humans of OFS, MINDS, ARISE
- Peer Mentors, Transition Club, inclusion-focused service
- Disability support, aged care, and equity-based outreach in Singapore



SDG 12 – Responsible Consumption & Production

Environmental (E)

Primary environmental SDG

- Recycling Club, Eco-Bricks, Sustainable Fashion
- 3D Art using recycled materials
- Environmental awareness embedded across STEM and service clubs



SDG 16 – Peace, Justice & Strong Institutions

Governance (G)

Governance and leadership strength

- Model United Nations (all levels + Executive Committee)
- Debate Club, Law Academy, Ethics-focused clubs
- Student Voice and leadership governance structures

Content Indexes

GRI Content Index

Statement of use	The Group has reported in accordance with the GRI Standards for the period 1 January 2025 to 31 December 2025.
GRI 1 used	GRI 1: Foundation 2021

GRI Standard	Disclosure	Reasons for Omission	Section and Page number	SGX Requirement
General Disclosures				
GRI 2: General Disclosures 2021	2-1 Organizational details		Section 1 Page 3	PN7.6-4.47
	2-2 Entities included in the organization's sustainability reporting		Section 1 Page 3	
	2-3 Reporting period, frequency and contact point		Section 1 Page 5-6	PN7.6-6.1
	2-4 Restatements of information		Section 1 Page 5	
	2-5 External assurance		Section 1 Page 5-6	PN7.6-5.1
	2-6 Activities, value chain and other business relationships		Section 1 Page 3-4	
	2-7 Employees		Section 3 Page 33-34	
	2-8 Workers who are not employees		Section 3 Page 33	
	2-9 Governance structure and composition		Section 2 Page 8	PN7.6-3.1
	2-10 Nomination and selection of the highest governance body		Section 2 Page 8-9	
	2-11 Chair of the highest governance body		Section 2 Page 8	
	2-12 Role of the highest governance body in overseeing the management of impacts		Section 2 Page 10, 13	PN7.6-3.1
	2-13 Delegation of responsibility for managing impacts		Section 2 Page 10	
	2-14 Role of the highest governance body in sustainability reporting		Section 2 Page 8, 10	
	2-15 Conflicts of interest		Section 2 Page 8	
	2-16 Communication of critical concerns		Section 2 Page 10	
	2-17 Collective knowledge of the highest governance body		Section 2 Page 9	
	2-18 Evaluation of the performance of the highest governance body		Section 2 Page 9	

	2-19 Remuneration policies		Section 2 Page 9 For a detailed discussion of remuneration, please refer to the Annual Report.	
	2-20 Process to determine remuneration		Section 2 Page 9 For a detailed discussion of remuneration, please refer to the Annual Report.	
	2-21 Annual total compensation ratio		For a detailed discussion of remuneration, please refer to the Annual Report.	
	2-22 Statement on sustainable development strategy		Section 2 Page 7	PN7.6-4.1.f
	2-23 Policy commitments		Section 2 Page 11-12	
	2-24 Embedding policy commitments		Section 2 Page 11-12	
	2-25 Processes to remediate negative impacts		Section 2 Page 10-12, 17-18	
	2-26 Mechanisms for seeking advice and raising concerns		Section 2 Page 17-18	
	2-27 Compliance with laws and regulations		Section 3 Page 24	
	2-28 Membership associations		Section 1 Page 4	
	2-29 Approach to stakeholder engagement		Section 2 Page 17-21	PN7.6-3.6 PN7.6-4.35 PN7.6-4.46
	2-30 Collective bargaining agreements		Section 3 Page 36	
GRI 3: Material Topics 2021	3-1 Process to determine material topics		Section 2 Page 19-21	PN7.6-4.2 PN7.6-4.29-36
	3-2 List of material topics		Section 2 Page 20-21	PN7.6-4.1.a
	3-3 Management of material topics		Section 3, within each respective material topics	PN7.6-4.1.c PN7.6-4.1.d PN7.6-4.37-40
GRI 201: Economic Performance 2016	201-1 Direct economic value generated and distributed		Section 3 Page 22-23	
	201-2 Financial implications and other risks and opportunities due to climate change		Section 3 Page 13-16	PN7.6-3.4 PN7.6-4.1.b PN7.6-4.7 PN7.6-4.12
	201-3 Defined benefit		Section 3 Page 22-23	

	plan obligations and other retirement plans			
	201-4 Financial assistance received from government		Section 3 Page 23	
GRI 205: Anti-corruption 2016	205-1 Operations assessed for risks related to corruption		Section 3 Page 24	PN7.6-4.3 PN7.6-4.4
	205-2 Communication and training about anti-corruption policies and procedures		Section 3 Page 24	
	205-3 Confirmed incidents of corruption and actions taken		Section 3 Page 24	
GRI 302: Energy 2016	302-1 Energy consumption within the organization		Section 3 Page 25-29	PN7.6-4.3
	302-2 Energy consumption outside of the organization	Not Applicable as there is only one OFS (Operating Facility) entity under OEL organization boundary with no significant outsourced activities identified		
	302-3 Energy intensity		Section 3 Page 25-29	
	302-4 Reduction of energy consumption		Section 3 Page 25-29	
	302-5 Reductions in energy requirements of products and services		Section 3 Page 25-29	
GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions		Section 3 Page 25-29	PN7.6-4.3 PN7.6-4.12
	305-2 Energy indirect (Scope 2) GHG emissions		Section 3 Page 25-29	
	305-3 Other indirect (Scope 3) GHG emissions		Section 3 Page 25-29	PN7.6-4.6 PN7.6-4.21 PN7.6-4.23
	305-4 GHG emissions intensity		Section 3 Page 25-29	
	305-5 Reduction of GHG emissions		Section 3 Page 25-29	
	305-6 Emissions of ozone-depleting substances (ODS)	Not Applicable as the school's operations do not involve the use or release		

		of ozone-depleting substances (ODS).		
	305-7 Nitrogen oxides (NOx), sulfur oxides (Sox), and other significant air emissions	Not Applicable as while an Indoor Air Quality assessment was conducted, the school's primary focus for air emissions management remains as greenhouse gas (GHG) emissions (e.g., CO2), which are considered the most material air pollutants from its operations.		
GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared resource		Section 3 Page 30	PN7.6-4.3
	303-2 Management of water discharge-related impacts		Section 3 Page 30	
	303-3 Water withdrawal		Section 3 Page 30	
	303-4 Water discharge		Section 3 Page 30	
	303-5 Water consumption		Section 3 Page 30	
GRI 306: Waste 2020	306-1 Waste generation and significant waste-related impacts		Section 3 Page 31	PN7.6-4.3
	306-2 Management of significant waste-related impacts		Section 3 Page 31	
	306-3 Waste generated		Section 3 Page 31	
	306-4 Waste diverted from disposal		Section 3 Page 31	
	306-5 Waste directed to disposal		Section 3 Page 31	
GRI 401: Employment 2016	401-1 New employee hires and employee turnover		Section 3 Page 32-26	PN7.6-4.3

	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees		Section 3 Page 32-26	
	401-3 Parental leave		Section 3 Page 32-26	
GRI 403: Occupational Health and Safety 2018	403-1 Occupational health and safety management system		Section 3 Page 37-40	PN7.6-4.3 PN7.6-4.5
	403-2 Hazard identification, risk assessment, and incident investigation		Section 3 Page 37-40	
	403-3 Occupational health services		Section 3 Page 37-40	
	403-4 Worker participation, consultation, and communication on occupational health and safety		Section 3 Page 37-40	
	403-5 Worker training on occupational health and safety		Section 3 Page 37-40	
	403-6 Promotion of worker health		Section 3 Page 37-40	
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships		Section 3 Page 37-40	
	403-8 Workers covered by an occupational health and safety management system		Section 3 Page 37-40	
	403-9 Work-related injuries		Section 3 Page 37-40	
	403-10 Work-related ill health		Section 3 Page 37-40	
GRI 404: Training and Education 2016	404-1 Average hours of training per year per employee		Section 3 Page 41	PN7.6-4.3
	404-2 Programs for upgrading employee skills and transition assistance Programs		Section 3 Page 41	
	404-3 Percentage of employees receiving regular performance and career development reviews		Section 3 Page 41	
GRI 405:	405-1 Diversity of		Section 3, Page 42-	PN7.6-4.3

Diversity and Equal Opportunity 2016	governance bodies and employees		43	PN7.6-4.5
	405-2 Ratio of basic salary and remuneration of women to men		Section 3, Page 42-43	
GRI 410: Security Practices 2016	410-1 Security personnel trained in human rights policies or procedures		Section 3, Page 44	PN7.6-4.3

TCFD Content Index

	Details of Four Thematic Areas	Recommended Disclosure	Page number(s)
Governance	Disclose the organization's governance around climate related risks and opportunities	a) Describe the board's oversight of climate-related risks and opportunities.	Section 2 Page 10, 13
		b) Describe management's role in assessing and managing climate related risks and opportunities.	Section 2 Page 10, 13
Strategy	Disclose the actual and potential impacts of climate-related risks and opportunities on the organization's businesses, strategy, and financial planning where such information is material.	a) Describe the climate-related risks and opportunities the organization has identified over the short, medium, and long term.	Section 2 Page 13-16
		b) Describe the impact of climate-related risks and opportunities on the organization's businesses, strategy, and financial planning.	Section 2 Page 13-16
		c) Describe the resilience of the organization's strategy, taking into consideration different climate-related scenarios, including a 2°C or lower scenario.	Section 2 Page 13-16
Risk Management	Disclose how the organization identifies, assesses, and manages climate-related risks.	a) Describe the organization's processes for identifying and assessing climate related risk.	Section 2 Page 13-16
		b) Describe the organization's processes for managing climate related risks.	Section 2 Page 13-16
		c) Describe how processes for identifying, assessing, and managing climate related risks are integrated into the organization's overall risk management.	Section 2 Page 13-16
Metrics and Targets	Disclose the	a) Disclose the metrics	Section 2 Page 13-16

	metrics and targets used to assess and manage relevant climate-related risks and opportunities, where such information is material.	used by the organization to assess climate-related risks and opportunities in line with its strategy and risk management process	
		b) Disclose Scope 1, Scope 2, and, if appropriate, Scope 3 greenhouse gas (GHG) emissions, and the related risks.	Section 3 Page 28-29
		c) Describe the targets used by the organization to manage climate related risks and opportunities and performance against targets.	Section 2 Page 13-14