



BOJUN EDUCATION COMPANY LIMITED
博駿教育有限公司

(Incorporated in the Cayman Islands with limited liability)

Stock code: 1758



A knowledgeable Man Wins The Whole World
博學致遠 駿馳天下

ENVIRONMENTAL, SOCIAL
AND GOVERNANCE REPORT 2022

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I. PREAMBLE

As one of the largest listed education providers in Sichuan, Bojun Education Company Limited (the “**Company**”) and its subsidiaries and consolidated affiliated entities (collectively, the “**Group**” or “**Bojun**”) perseveres in striving for improved performance and practices in environmental, social and commercial development across all of its operations.

During the past year, the education and training industry in China has been faced with unprecedented regulatory pressure with uncertainty became one of the keywords. With the “double reduction” guideline unveiled, it caused a significant challenge to the education companies. In the meantime, the evolving outbreak of the COVID-19 Pandemic (the “**Pandemic**”) since early 2020 has also caused abrupt and profound changes around the world, which was believed to be the worst shock to global education systems in decades, with the longest school closures and strictest emergency controls combined with looming recession.

Despite the impacts, the Group has been making every effort to get rid of risks for future growth. Focusing on quality-oriented education, the Group recognised and fulfilled its responsibility to positively contributed to protecting the future of the most valuable and vulnerable members of the society, and were deeply committed to taking action on creating an environment where the “Flowers of the Motherland” can feel safe and be able to thrive.

Meanwhile, in addition to the health crisis caused by the Pandemic, other disruptive crises including climate change, environmental degradation and the shortage of resources are still the imminent challenges that human beings are facing nowadays. Reckoning that awareness building regarding sustainable development have been part of China’s educational curriculum for over two decades, and the education of tackling climate change through emission reduction as well as energy and resource savings to ensure the sustainable development of China have found entry into past Five-Year-Plans, the Group has been keeping abreast of both domestic and global trend in improving internal governance for sustainability, and has been committed to strengthening its Environmental, Social and Governance (ESG) management for daily operations through a systematic approach. As the Group recognises that building a robust governance system based on effective management approaches through ESG lens lays the foundation for business development that is in the interests of promoting long-termism for the organisation, investors and all other stakeholders, the Group has been and will relentlessly be dedicated to optimising its ESG management system from within.

During the year under review, the Group implemented effective sustainability strategies, management approaches and governance systems that align with the ESG principles, in constant pursuit of a long-term business success in a sustainable manner, while achieving its vision of being the best-in-class education provider that is the first choice for parents who care for their children.

II. ABOUT THE REPORT

In compliance with the Appendix 27 — Environmental, Social and Governance Reporting Guide (“**ESG Guide**”) of the Rules Governing the Listing of Securities on The Stock Exchange of Hong Kong Limited (“**Stock Exchange**”) under the “Comply or Explain” provision, the Group is pleased to present its fifth Environmental, Social and Governance Report for the year from 1 September 2021 to 31 August 2022 (“**FY2022**”), which demonstrates the Group’s approach and performance in terms of ESG management and corporate sustainable development during the reviewing period.

REPORTING BOUNDARIES

Adopting the operational control approach, this ESG Report covers the environmental and social performance of the Group’s major business operations during the year under review. In consistent with the disclosure boundary of the Annual Report, this ESG Report includes the operations of the Group’s two management offices and two schools in People’s Republic of China (the “**PRC**”). In particular, the two schools consisted of one kindergarten and one high school in Sichuan province, the PRC.

For the corporate governance section, please refer to the Group’s Annual Report 2022. The reporting period of this ESG report is for FY2022 unless specifically stated otherwise.

REPORTING PRINCIPLES

The Group followed the reporting principles, namely materiality, quantitative, balance and consistency, in its preparation of the ESG Report.

Materiality: As a common business strategic tool, the Group makes good use of the principle of Materiality to identify the ESG issues that are having the most significant impacts on its operations. The Group conducts an annual materiality assessment by directly communicating with its key stakeholders, thereby collecting their opinions for prioritisation of issues, which are then handed to the board of directors (the “**Board**”) for review. The reviewed outcome forms the base of the content of this ESG Report and provides guidance to the Group when planning sustainability strategy and initiatives in the future. For more information, please refer to the section **Stakeholder Engagement** and **Materiality Assessment**.

Quantitative: The environmental and social performance of the Group is presented in terms of various Key Performance Indicators (“**KPIs**”) in demonstration of the principle of Quantitative. Corresponding source of the assumptions and conversion factors used are listed clearly under each performance tales.

Balance: In pursuit to present a complete picture of sustainability development of the Group to its readers and stakeholders, the Group is committed to preparing this ESG Report without cherry picking retouched information but disclosing transparently both outstanding achievements and rooms for improvements as a fair portray.

Consistency: To allow meaningful comparison across years, the Group maintains the reporting framework and structure as its previous reports. In case of any significant changes on the metrics or disclosures standards, clear explanation will be made accordingly to facilitate the Group’s readers and stakeholders to follow the Group’s sustainability journey in a consistent way.

In FY2022, due to the significant change in the PRC regulations regarding the education industry, the Group’s business operations were notably affected as well. In view of the modification of operation scope, the ESG Report 2022 is prepared in consistent with the operating boundaries as stated in the Annual Report 2022, which only covers 2 schools the Group is managing in Sichuan at the moment.

II. ABOUT THE REPORT

INFORMATION DISCLOSURE

The information in this ESG Report was gathered from the official documents and statistics of the Group, the integrated information of supervision, management approach and operating process in accordance with relevant policies, the internal quantitative and qualitative data through questionnaires based on the reporting framework, and the sustainability practices recorded by different subsidiaries of the Group. This ESG Report was prepared in both English and Chinese and for any conflict or inconsistency, the English version shall prevail. A complete content index is available at the end of the ESG report for readers' convenience to check its integrity.

Senior leadership and key stakeholders across Bojun are involved in reviewing and validating the information herein. This report has not been verified by an independent third party, but the Group remains open to the consideration of external assurance for future reports.

OPINIONS AND FEEDBACK

As the Group strives for excellence, all opinions and feedback from readers and stakeholder are welcome and valued. If you are in doubt or have any recommendation about the Report, especially on topics listed as highly material issues to the Group, please share your views with the Group via:

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III. COMPANY MANAGEMENT

At Bojun, we take pride in our strong corporate governance and management system throughout the years. The Group regularly strengthens its practices through the robust risks management, business oversight and performance-related monitoring to ensure accountability to the Group's shareholders, employees, students and parents, as well as communities.

"A Knowledge Man Wins The Whole World" (「博學致遠，駿馳天下」) is the cultural spirit of the Group, while "Learn Intently In Pursuit Of Knowledge And Care About The World" (「靜學問道，天下關懷」) is the motto of all schools under the Group. The Group hopes that through stimulating students' interest in learning, sharpening their will to grow, cultivating their core abilities and broadening their horizons, it can cultivate more students who are courteous, knowledge-seeking, life-loving, and caring.



**Cultivating honest,
trustworthy, filial and
elegant students, let every
child know etiquette, be
filial and be elegant**

GOVERNANCE ALIGNMENT

Demonstrated by its ongoing commitment to sustainability, the Group understands the importance of a strong foundation for governance. As such, it is the Group's goal to continue to maintain high governance standards and governance best practices.

To achieve the governance goal of "Govern Without Intervention" (「無為而治」), the Group implements strict and systematic management policies and promotes rule awareness to encourage teachers, students, and parents to participate in the management together, achieving the state of "Action Through Inaction" (「無為而無不為」).

In addition to the core values of responsibility, sustainability and informed judgement, Bojun reckons that an engaged and collaborative Board is also key to lead its success. As such, to fulfil its oversight obligation, the Board is engaged in the regular review of the Group's ESG issues including sustainability programmes and updates on ESG efforts and performances.

III. COMPANY MANAGEMENT

The Group combines top-down visions with bottom-up implementation and feedback across its operations. This two-way dialogue mechanism allows more effective delivery of messages and communication across different levels within the Group. Within Bojun, we have the Board, with rich experience and insight, holds the overall accountability for the Group's ESG strategies and performance. We also have the ESG Management Committee, which composed of leaders across the company, who represent key functional areas with responsibility for sustainability efforts such as operations, human resources and communications. The committee members are responsible for managing and implementing sustainability initiatives, as well as reporting on the material ESG issues in the Group to the Board and supervising the execution across the organisation. In the meantime, the outputs of the management and business units are reported to and endorsed by the Board to further drive the Group's ESG performance accordingly. Relying upon the improved monitoring system and the top-down and bottom-up management approach, the Board is able to discover and define opportunities, while creating a holistic approach to its ESG strategy and implementation.

Board:

- Oversee all ESG-related issues of the Group
- Monitor and assess strategic risk exposure and opportunities identified
- Reviews management updates and enterprise risk assessment
- Initiate sustainability strategies and targets

Management:

- Receive updates and report to the Board about the regulatory environment for sustainability
- Evaluates and makes recommendation regarding the ESG governance of the Board
- Steer, supervise and monitor the implementation of the Group's ESG strategies, practices and metrics

Schools:

- Implement and communicate policies across operational teams
- Integrate sustainability into daily operations
- Obtain first-hand experience and regularly report progress to the management

In addition to the regular updates of the hands-on experiences, risks that may arise in operations and difficulties faced by frontline colleagues, the Board also reviews, prioritises and manages any significant ESG issues by understanding the opinions of the Group's internal and external stakeholders. For more information, please refer to the section **Stakeholder Engagement** and **Materiality Assessment**.

As we understand the importance of setting goals to motivate actions, the Group has set a series of targets and measured its progress with regular KPIs. The Board keeps track of the completion of targets according to well-defined metrics regularly through the review of consolidated analysis in the annual ESG Report, adjust business development strategies as needed and lead the Group to deliver prosperity in a way that respects people and the planet.

III. COMPANY MANAGEMENT

RISK MANAGEMENT

The Group believes that the ESG issues including climate risks, quality education, and professional teachers are all essential in its enterprise risk management. As such, through its good governance framework which drives a positive and clear purpose, the Group is able to better understand the long-term risks and opportunities which have significant impacts on itself. In order to manage the social risks of the school operations, the Group has established various rigorous management systems, including labour standards and anti-corruption practices management, to ensure that risks arising from operations can be minimised and the brand image of the Group's schools can be promoted.

Labour Standards

In FY2022, the Group performed in strict compliance with relevant applicable laws and regulations, including but not limited to:

- Labour Law of the People's Republic of China (中華人民共和國勞動法);
- Labour Contract Law of the People's Republic of China (中華人民共和國勞動合同法);
- Teachers Law of the People's Republic of China (中華人民共和國教師法); and
- Law on the Protection of Minors of the People's Republic of China (中華人民共和國未成年人保護法).

The Group resolutely prohibits the hiring of child labour or forced labour. In support of its effort in combating child labour, underage workers, forced labour or servitude in any forms, the Group's Human Resources Department has formulated a set of internal policies to standardise the recruitment and employment process. The systems and procedures from recruitment to entry are strictly managed to prevent illegal employment. The employment management system details the recruitment steps, personnel information collection and background check process, and interview evaluation.

A specific team from the Human Resources ("HR") Department of the Group is assigned to carry out investigations on the implementation of labour and employment policies of all schools of the Group regularly with meticulous attention being paid to the details from recruitment to the signing of labour contracts. The HR Department is also responsible for ensuring the consistent compliance of corporate policies and practices with relevant laws that prohibit child labour and forced labour. All staff of the Group should work on a voluntary basis without any forced actions or fraudulence. Once the Group finds any case against the labour standards, the corresponding employment will be immediately terminated.

In our effort to ensure the legality and standardisation of employment of all schools of the Group, the Group was not in violation of any relevant laws and regulations, in relation to the prevention of child and forced labour that has a significant impact on the Group in FY2022.

III. COMPANY MANAGEMENT

Anti-corruption

As a place for education, the Group is serious about compliance and doing the right thing in a right way. To set a good example for the future generations, the Group holds itself to the highest ethical standards and expect the same from each of its valued stakeholders. It is the Group's ongoing responsibility to ethics and compliance that helps it earns and retains the trust from its parents and students as well as business partners and investors. In FY2022, the Group emphasised the conformance to and strictly complied with relevant local laws and regulations including but not limited to:

- Anti-Corruption Law of the People's Republic of China (中華人民共和國反腐敗法);
- Law of the People's Republic of China on Anti-money Laundering (中華人民共和國反洗錢法);
- Criminal Law of the People's Republic of China (中華人民共和國刑法);
- Anti-unfair Competition Law of the People's Republic of China (中華人民共和國反不正當競爭法); and
- Criminal Procedure Law of the People's Republic of China (中華人民共和國刑事訴訟法).

The Group sets up a unified Staff Manual that specify the rules and regulations for teacher disciplines and ethics and the punishment system for the violation of any rules listed in the Manual. The manual was designed to guide and prohibit unethical behaviours such as inducing parents to bribe. Severe consequences associated with the practice are detailed in the Manual. For instance, depending on the severity of the incident, a significant part of the salary of employees who have breached the rules will be deducted, and the employment contract will be terminated if necessary.

The Group works to ensure that all employees and stakeholders feel comfortable, confident and safe in raising issues and concerns. To this end, the Group has built an effective grievance mechanism through which everyone is able to report any suspected operations including acts of conflict of interests and any parties which is involved in the corrupt practices. Meanwhile, since all schools of the Group are subjected to the administration of the Education Bureau, whistle blowers can also file complaints to the local administrative department and the discipline inspection department, and supervise the investigation process. Once receiving the report regarding the complaints from the corresponding department, the school will immediately set up an investigation team comprised of administrative staff to conduct investigations and verifications. The Group's effective mechanism serves to protect all whistle blowers and their anonymity, while assuring them all concerns raised will be handled promptly and confidentially. Where any criminality is substantiated, the Group will handle the involved parties accordingly and a report will be made to the relevant regulators or law enforcement authorities when the management of the Group deemed necessary.

Bojun's grievance mechanism applies to the operations and circumstances beyond its own operations. The Group encourages its employees, partners and other third-parties to express concerns or report suspected compliance or ethical violations to Bojun's management, Board or legal team. The Group believes that the joint endeavours in monitoring the construction of a clean and honest administration in schools can facilitate the Group to respond more rapidly to the potential misconduct, to build trust with employees and to prevent the potential harm to its long-term value.

III. COMPANY MANAGEMENT

To further enhance the employees' awareness of the consequences of being involved in bribery, extortion, fraud and money-laundering, the Group commits to organising anti-corruption-related seminars and training programmes for the directors, management, general staff and teachers. Because the pandemic has impacted its ability to organise crowd gathering events, the Group was not able to arrange any anti-corruption-related trainings for its staff members during the year under review. Notwithstanding that, the Group endeavours to restart these kinds of programme again in the near future to raise the awareness of employees in rooting out corruption and upholding business ethics.

In FY2022, there were zero legal cases regarding corrupt practices brought or concluded against the Group or its employees.

IV. MESSAGE FROM THE BOARD

Dear Valued Stakeholders,

On behalf of the Board, I hereby present to you our fifth ESG Report illustrating Bojun's ESG strategy, performance and progress in the financial year ended 31 August 2022. Sustainability (including ESG) remains a cornerstone of our long-term strategy. Despite the recent macro-environment disruptions, regulatory and economic challenges, and the pandemic's lasting effects, we still uphold our beliefs and vision to become the best private education provider in China.

"A knowledge man wins the whole world" (「博學致遠 · 駿馳天下」), as the Group's vision and purpose, has been integrated into its business actions and gradually become a lifestyle and professional consciousness of all members of the Group. Being a leading private education service group that strives to provide education with quality and feature-oriented curriculum and practices, the Group has never slowed down its footsteps to bring knowledge to the kids and students with dreams and expanded its footprints across the education industry continuously from kindergarten to high school since 2001, at the time when its original aspiration for education was incubated.

OUR STRATEGY AND COMMITMENT

Last year was another unprecedented year for us. The world and our daily lives were gripped by the evolving pandemic, rapid transformation of regulations as well as an uncertain market. Learning from our experience of tiding through challenges in the past two decades, we responded with adaptability to best support out students, parents and employees.

Safeguarding the health and maintaining the quality

Even though the evolving pandemic was still preventing us to return to our normal life, we have gained enough experience throughout these years to maintain the normal teaching progress with satisfying teaching quality. Putting the health of all teachers and students in the first place, we have tried our best to develop remote teaching through online platforms, so as to enable all teachers and students to maintain the normal teaching and learning progress, and complete the academic tasks of each semester safely and efficiently.

In the meantime, we pay attention to the cultivation of teachers' quality, morality and working ability, as well as training our employees to have a better sense of team awareness and view for a bigger picture, such that they can devote themselves to work with a high political awareness and professional ethics. We are committed to ensuring that the teaching ability of the schools under the Group's management improve every year.

Adapting to the changing market and environment

In strengthening our resilience to the challenges that may happen from time to time, we strive to adapt to the society and the market actively and effectively. For instance, we have been strengthening our compliance management and ensure that all schools operate within the scope permitted by national regulations. As a governance commitment, we ensure that our corporate culture is organically integrated with the national development strategy and correctly reflects the essence of the purpose of the policies.

Meanwhile, we also endeavour to proactively grasp the market opportunities through our commitment to continuous improvement. In particular, we have been expanding our operations by improving the quality and efficiency of our online courses, enhancing the branding of our kindergarten as well as developing vocational education in response to the market demand.

IV. MESSAGE FROM THE BOARD

Climate change and environmental concerns

This past year, we realised that in order to make meaningful long-term changes, we need focus and execution. Thus, to ensure that our strategies align with broader and concerted progress, we referenced the recommendations of the Task Force on Climate-related Financial Disclosures (“TCFD”) to evaluate the climate-related physical and transition risks Bojun may be facing. The self-examination process, as well as impact assessment outcomes, can guide us to improve our climate strategy and actions.

Adhering to the principles of the group-level climate strategy, our schools and administrative offices have promoted a shift to sustainable practices, by strengthening environmental governance, campaigns and management capacity. Further, the Group aims to build awareness and intellectual capacity among all, thereby encouraging knowledge sharing through a series of indoor and outdoor learning activities that inspire its students to become environmental pioneers.

OUR APPROACH

We continue to fortify a solid foundation in pursuit of our long-term aspirations of having a world-class compliance program and maintaining high quality education standards. As a private education provider, we are committed to nurturing future generations that would be proud of while pursuing the long-term value creation for all at the same time. Being most keen to do so, not only have we been balancing our development philosophy and modes with considerations of our economic, environmental and social achievements impacts, but also benchmarking our business operations against the best practices that contribute to global Sustainable Development Goals (“SDGs”). As overarching strategic guidance, the SDGs and associated recommendations for business actions and objectives are used to evaluate our sustainability impacts, prioritise our allocation of resources to address the most pressing issues and manage our development through an ESG lens.

Through continuous adaptation to the latest market by management innovation, system innovation and technological innovation, we have set a range of appropriate ESG-related goals and metrics. For instance, we have been exploring the latest waste treatment technology such that we can make full use of the food waste generated by the canteens of the schools while protecting the environment at the same time.

LOOKING AHEAD

Given our place in the ecosystem, we believe we have a tremendous opportunity and responsibility to contribute to the development and implementation of solutions to address our national and global sustainability challenges. With our specific and holistic goals set to address the broader environmental challenges ahead, we remain committed to driving meaningful progress on our long-term strategy.

Last but not least, I would like to take this opportunity to express my sincere gratitude to our employees who champion and support our ESG work, our students, parents and business partners who give feedback to make us better, as well as our Board and senior management who work tirelessly to build a more sustainable future for all.

Thank you for taking the time to learn more about Bojun’s sustainability journey and enjoy the reading!

Wang Jinglei

Chairman of the Board and Chief Executive Officer

Hong Kong, 29 December 2022

V. STAKEHOLDER ENGAGEMENT

Bojun reckons that its success is made possible by the relationships it maintains with its key stakeholders. Therefore, through regular engagement, the Group takes opportunities to update the key stakeholders on its vision, goals and performance, while gathering their feedback and opinions as well as share with them the below materiality assessment results.

Through various channels listed below, Bojun has received meaningful feedback from its key stakeholders including government and regulatory authorities, shareholders, employees, parents and students, suppliers, and the general public. The Group values the opportunities to hear from the stakeholders, takes their feedback to heart and makes every effort to respond to the concerns identified through the engagement activities.

COMMUNICATION WITH STAKEHOLDERS

Stakeholders	Expectations and concerns	Communication Channels
Government and regulatory authorities	<ul style="list-style-type: none"> – Compliance with laws and regulations – Sustainable development – Occupational health and safety 	<ul style="list-style-type: none"> – Supervision on the compliance with local laws and regulations – Routine reports and tax payments
Shareholders	<ul style="list-style-type: none"> – Return on investments – Corporate governance – Compliance with laws and regulations – Attention to changes in education needs 	<ul style="list-style-type: none"> – Regular reports and announcements – Regular general meetings – Official website of the Group
Employees	<ul style="list-style-type: none"> – Employees' remuneration and benefits – Career development – Health and safety in the workplace 	<ul style="list-style-type: none"> – Performance reviews – Regular meetings and training – Emails, notice boards, hotline, team building activities with the management
Parents and students	<ul style="list-style-type: none"> – High-quality teachers and facilities for education – Students' rights – Students' satisfaction – The promotion of students' health and safety 	<ul style="list-style-type: none"> – Written comments and responses – Face-to-face meetings and on-site tours – Telephone discussions – Daily communication through social media platforms
Suppliers	<ul style="list-style-type: none"> – Fair and open procurement – Win-win cooperation with upstream and downstream stakeholders 	<ul style="list-style-type: none"> – Open tendering – Suppliers' satisfaction assessment – Telephone conferences, face-to-face meetings and on-site visits
General public	<ul style="list-style-type: none"> – Involvement in communities – Compliance with laws and regulations – Environmental protection awareness 	<ul style="list-style-type: none"> – Media conferences and responses to inquiries – Public welfare activities

V. STAKEHOLDER ENGAGEMENT

MATERIALITY ASSESSMENT

Since ESG risks and opportunities for the Group vary across different stakeholders with various backgrounds and concerns, materiality assessment is a fundamental step for Bojun to understand how to leverage sustainability performance to provide long-term value to its stakeholders. In FY2022, the Group engaged the external consultant to undertake a materiality assessment that aimed to identify the most material and relevant ESG issues. The following steps were taken to perform the materiality assessment:

Step 1: Stakeholder identification

Key stakeholders were identified based on the degree to which they were affected by the Group's activities, as well as by their ability to influence the Group's business objectives. After the key stakeholder groups including parents, general staff and suppliers/business partners were identified, the Group chose the representatives or representative organisations from each stakeholder group for engagement.

Step 2: Internal impact assessment

Through an internal desktop impact assessment, a list of 28 priority issues relevant to the Group's development strategy, industry development trend, regulatory market requirements, as well as social responsibility, among others, were generated.

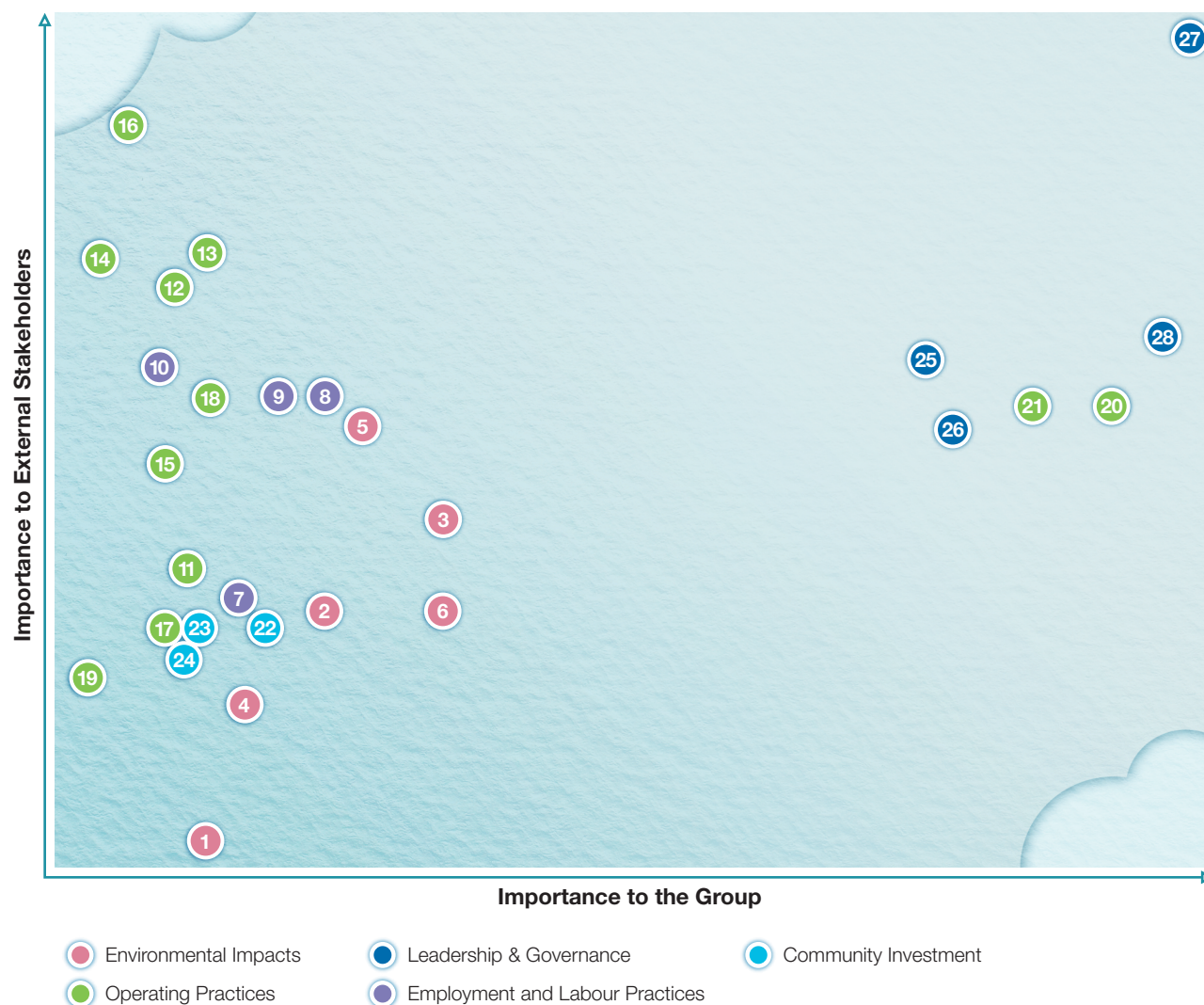
1	GHG Emissions	16	Customer Privacy and Data Security
2	Energy Management	17	Marketing and Promotion
3	Water & Wastewater Management	18	Intellectual Property Rights
4	Solid Waste Stewardship	19	Labelling Relating to Products/Services
5	Climate Change Mitigation & Adaptation	20	Business Ethics & Anti-corruption
6	Renewable and Clean Energy	21	Internal Grievance Mechanism
7	Labour Practices	22	Participation in Philanthropy
8	Employee Remuneration and Benefits	23	Cultivation of Local Employment
9	Occupational Health and Safety	24	Support of Local Economic Development
10	Employee Development and Training	25	Business Model Adaptation and Resilience to Environmental, Social, Political and Economic Risks and Opportunities
11	Green Procurement	26	Management of the Legal & Regulatory Environment (regulation-compliance management)
12	Engagement with Suppliers	27	Critical Incident Risk Responsiveness
13	Environmental and Social Risk Management of Supply Chain	28	Systemic Risk Management (e.g. Financial Crisis)
14	Supply Chain Resilience		
15	Product/Service Quality and Safety		

V. STAKEHOLDER ENGAGEMENT

Step 3: Significance investigation and prioritisation

An online evaluation survey was distributed among and completed by the well-selected key internal and external stakeholders. The scores of issues were analysed, prioritised and mapped into a final materiality matrix as shown below.

Stakeholder Engagement Materiality Matrix



V. STAKEHOLDER ENGAGEMENT

Step 4: Validation and outcomes

Through the materiality analysis, the Group identified “Critical Incident Risk Responsiveness” and “Systemic Risk Management” as issues of high importance. By ranking the topics most significant to its business and applying the learnings to the Group’s risk management framework, Bojun can proactively manage its material economic, social and environmental risks that are most concerned by its stakeholders and make more informed as well as better decisions that best reflect their considerations and expectations of the Group’s business.

ALIGNMENT TO THE UNITED NATION SUSTAINABLE DEVELOPMENT GOALS (SDGS)

In addition to our top material issues, as an organisation with operations of schools spanning across multiple age groups, it is important that our sustainability work contributes to most of the SDGs. In FY2022, the Group focused its progress on two SDGs that have material alignment to its business and ESG strategy.

With a survey undertaken by an external sustainability consulting agency that engaged the Group’s key stakeholders, Goal 3 (Good health and well-being) and Goal 4 (Quality education) topped the list among all 17 SDGs. In response to the concerns from its stakeholders, the Group has and will continue to lay more emphasis on the specific sub-targets under these three goals, in particular:

Goal 3:

3 GOOD HEALTH AND WELL-BEING



Ensuring the health and well-being of teachers and students is always the top priority of the Group. In view of this, the Group spares no effort to build a healthy campus. In addition to improving healthcare facilities and professional medical staff, the Group also arranges physical examinations for teachers and students, and has established a psychological counselling centre to provide counselling services to teachers and students to ensure their physical and mental well-being.

Goal 4:

4 QUALITY EDUCATION



As an educational institution, quality education undoubtedly should be the focus of the Group’s attention. To ensure the delivery of high-quality education, the Group has been implementing its internal policies to ensure excellent teacher quality, useful teaching content and diversified pedagogical models. To facilitate the versatile development of students, in addition to the general academic tasks required by the state, the Group also provides students with various types of extracurricular activities and overseas study opportunities, such that students can obtain the experience from various channels on top of the basic academic abilities and grow into one all-round talent.

VI. QUALITY EDUCATION

TEACHING PHILOSOPHY AND MODEL

As the Group's mission is to enable every student, regardless of their starting point, to unleash their potential and boost their holistic development through quality-oriented education, the Group has focused its efforts on the research, design and application of advanced ways including creative and interactive curriculums and advanced pedagogical approaches for educating and communicating with students.

The Group always insists on deepening teaching reforms and establishing an education concept of “respecting individuality and delivering people-oriented education”, in which the unique and innovative education approaches of the Group are demonstrated below.

Case study: Kindergarten — The Group's kindergarten upholds the education vision of “Focusing on the continuous development of children, nurturing healthy, intelligent, happy and beautiful international citizens, and facilitate children to begin a life full of sunshine and hope”. Their goal is to let children enjoy an all-round development including the skills to work together, timely reflection and the courage to explore. The kindergartens of the Group adhere to the education philosophy of “Activity Generating Environment, Environment Producing Activity” (活動生成環境環境製成活動), by which under the influence of scholarly and artistic campus culture and environment, children can become the people who are fond of reading, expressing and creating. As such, in addition to basic courses, there are extended courses and special classes that are designed for children, such as early reading courses and three-dimensional modelling classes, which aim to give children inspirations and encourage them to think beyond imagination.

DIVERSIFIED EXTRACURRICULAR ACTIVITIES

In view of the implementation of the “double reduction” national policy, the schools of the Group is committed to further improve the quality of the extracurricular activities so as to continuously enhance the student's sense of happiness and well-being. To facilitate holistic development of students, Tianfu School leverages its resources advantages and special characteristics, and offers a variety of extracurricular activities that are conducive to the overall development and healthy growth of students.

Art, Calligraphy and drawing classes to cultivate student's art sense and imagination



VI. QUALITY EDUCATION

Chess and programming classes to train their logical mindset



Sports and other outdoor activities: to let students stretch their bodies and relax their minds



VI. QUALITY EDUCATION

Farm visit: Going back to the core of education and provide opportunities for students to learn practical skills



As the saying goes “Reading ten thousand books is no better than travelling ten thousand miles” (讀萬卷書不如行萬里路), Bojun has been holding the belief that travelling is not only for entertainment but also to increase student’s knowledge by broadening their horizons. For example, Tianfu School of the Group has organised several overseas study trips for its students to Singapore, Japan, Australia and the United Kingdom in the past. These study tours successfully helped students to foster international dialogue, embrace cultural diversity, learn the importance of inclusiveness and sow the seeds of dreams. Further, the Group has created platforms and opportunities for teachers and students to connect and communicate with a wide range of communities abroad. With a deep understanding of the genuine needs of local societies in different countries and by listening to the voices of people from all walks of life, the Group hopes that its students can develop ambitious life goals and make unwavering efforts towards the one that takes the world as his/her duty (以天下為己任).

COURSE QUALITY CONTROL

To nurture the best students, the Group steps up efforts to facilitate the maintenance of good lecturing quality and acknowledges its responsibility to provide students with the best education. To keep courses in premium quality, all schools under the Group have implemented different internal policies and measures to improve their teaching quality. For example,

- **Kindergarten:** Adhering to the spirit of “Guide to Learning and Development for Children aged 3–6” (3–6 歲兒童學習與發展指南) and the “Guideline for Kindergarten Education” (幼兒園教育指導綱要), experts are invited to the campus for providing guidance and professional training to teachers.

To further improve the course quality, teachers at schools are encouraged and arranged to do the research in pedagogics, attend seminars and training, and continuously engage in advanced studies. In addition to theoretical discussions, Bojun believes that concrete practices are also of paramount importance in improving the quality of education.

VI. QUALITY EDUCATION

In December 2021, Tianfu School invited teaching researchers from 9 disciplines including English Language, Mathematics, History, Biology etc. to come to the school to carry out teaching inspection work aiming to further strengthen the school's teaching management, improve classroom efficiency, implement teaching routines, and improve teaching quality.



After class observing, the researcher of each discipline made detailed comments on the teaching quality, and put forward suggestions to give the teachers more accurate and professional guidance. Reckoning that conventional teaching laid the cornerstone of the school's teaching quality, the school took this teaching research and inspection as an opportunity to continue to carry forward its strengths, spot its shortcomings, and strive to improve its teaching quality.

Quality control during and after the Pandemic

Since the outbreak of the pandemic as well as in the face of the accelerating trend of digitalisation after the crisis, the Group has been focusing on making research on and utilising advance technologies to upgrade its educating facilities as well as diversifying pedagogies. The Group requires its teachers to work on optimising the process and quality of remote learning and online courses from both technical and pedagogical perspectives. For instance, a task force has been set up for each subject and grade in Tianfu School responsible for establishing a detailed work plan during the pandemic and monitoring the implementation. The "Online Teaching Process Management" (線上教學過程管理) has been formulated and implemented to guide the teachers at work and all staff has been required to operate in accordance with the "Quality Requirements for Distance Teaching" (遠程教學質量要求). Feedback on home learning and tutorial trial operation in the early stage of implementation can be collected timely and the enhancement plans are then discussed accordingly. The "Online Teaching Quality Inspection Implementation Plan" (線上教學質量檢測實施方案) is the guideline that instructs teachers to conduct a phased survey of online teaching quality and then revise teaching plans for later stages.

VI. QUALITY EDUCATION

HOME-SCHOOL COMMUNICATION

The Group emphasises the smooth communication with parents in order to foster a collaborative environment where students can grow up in a healthy condition. Apart from establishing a Family Committee as a channel for dialogues between homes and schools, the schools have also adopted other effective policies, such as:

- **Hold parent meeting:** Let parents be familiar with the school operations, teaching approaches, and their children's school life. Set up letter-reading session in the meeting to encourage students to have in-depth communication with their parents.
- **Send home-letter (傳家書):** Teachers write to the parents about what their children have learnt at schools and praise outstanding students on a weekly basis. The letter includes the specific homework assignment, review tasks, or reading materials that students are required to finish, which makes it more efficient for parents in supervising their children's study.
- **Online home visits (線上家訪):** In the implementation of online classes, teachers pay online home visits to understand the children's progress in learning and provide any assistance if needed.

Reckoning that school is not a place for cultivating students but also a place for parents to grow and learn, Tianfu School has always attached great importance to the home-school communication, and has regularly arranged talks and classes for parents to guide them to understand the school, their children, and update their educational concepts.

In October 2021, Tianfu School invited a senior psychologist to conduct a sharing section for parents regarding how to establish good communication.



VI. QUALITY EDUCATION

ADVERTISING AND ADMISSIONS

All publicity and admission activities of the Group strictly abided by the Advertising Law of the People's Republic of China (《中華人民共和國廣告法》) and followed the internal requirements of the Group in FY2022. All contents for promotion including the schools' philosophy, curriculum system and management characteristics were based on the brochure prepared by the Group. To ensure that all marketing materials are correct and unbiased, a standard and strict process for preparation has been adopted. Specifically, advertising materials drafted by the Admission Office need to be submitted to the principal and the administrative committee for discussion and confirmation. After being reviewed by the school and approved by the Education Bureau, the materials are be printed and released.

The Group made the best use of online platforms such as schools' official websites and corresponding WeChat public account (微信公眾號) for advertisement and news sharing.

In FY2022, the Group strictly complied with relevant laws and regulations and the Group did not receive any complaints related to its advertising and admission activities.

PRIVACY MATTERS

The Group respects students' privacy and does not collect any unnecessary information from its students or their families. All students' data collected is only used for the enrolment. All the paper documents and electronic files are properly collected, safely stored, orderly saved and managed by the Group. If any personal information or data is leaked, the relevant employees will be held accountable and disciplined according to the Group's policies.

By signing the contract which specifies the terms of the confidentiality agreement, teachers and all faculty staff are forbidden from disclosing any of the schools' information, colleague information or the personal information of students and parents to any third party without their consent. With the establishment of the "Confidentiality System" (保密制度), the management of the schools are responsible for monitoring the effective implementation if these measures to protect its students' privacy. The video surveillance of the kindergarten is not connected to any external network, and the key is managed by the Administrative Office of the Group. Except for the routine security inspection and the public security agency that needs to obtain evidence, the internal video surveillance system can only be accessed with the specific authorisation of the management.

In FY2022, there were no incidents in relation to personal data leakage in the Group and the Group did not receive any complaints related to privacy matters. With the Personal Information Protection Law of People's Republic of China adopted in August 2021, the Group will further strengthen its management of personal information and strictly follow the rules on protecting privacy of its students and staff.

VI. QUALITY EDUCATION

COMPLAINTS HANDLING AND RISK MANAGEMENT

In FY2022, the Group did not receive any substantial complaints from students, parents or nearby residents. In the past years, several types of comments received by the schools of the Group were mainly divided into parents' suggestions and recommendations on the school management, students' opinions about the schools' arrangement and the local residents' concerns in terms of how to create a quieter campus.

Over the years, the Group valued and fully respected the feedback from its stakeholders by building task forces that undertook comprehensive investigations into the potential issues raised by its stakeholders, and made immediate actions as highlighted below.

- **Parents:** The schools actively communicated with the Family Committee to fathom their concerns. After a thorough investigation and internal discussion, the Academic Affairs Office issued a rectification order, and required that any ambiguous information about the school's management process should be clarified to parents potentially and listed clearly (e.g. fee items).
- **Students:** The school arranged psychology teachers as psychological counsellors to communicate with each student individually. Through the talks, the students overcame their psychological barriers and understood the purpose and good intentions of the schools' arrangement. The school also communicated with the General Affairs Office and the supervising teachers to ensure that the students' voices should be heard and their appropriate needs can be met.
- **Residents:** The school timely discussed the concerns with the community property management in multiple ways, and finally reached a consensus on minimising the noise impact on local residents while ensuring the normal operation of school.

Given the business nature of the Group, recalling procedures, labelling and intellectual properties are not applicable to the operations of the Group and therefore not considered material to the Group's businesses. In FY2022, the Group was not in violation of any relevant laws and regulations regarding health and safety, advertising, labelling and privacy matters of its products and services that have a significant impact on the Group.

VII. PROFESSIONAL TEACHERS

EMPLOYMENT

As an educational provider, the Group believes that teachers are its greatest asset and only through the efficient recruitment, training and management of professional and highly qualified teachers, can the Group ensure that the education it delivers is of the best quality. As such, the Group has formulated and implemented strict hiring procedures and employment system to ensure the best control over the professionalism of its teachers.

As of 31 August 2022, there were a total of 136 staff employed by the Group in the PRC. The breakdown of the distribution of the Group's employee structure by employment type, position level, gender and age can be found in Table S3 in APPENDIX — PERFORMANCE TABLE.

To ensure the quality of teachers, the Group prioritises the teaching experience and education level of its teachers during the employment process, and keeps track of its year-on-year changes. In FY2022, the Group employed a total of 68 teachers for the 2 schools that it operated. The teachers' quality profile was summarised in the table below.

Teacher Quality Profile

	Kindergarten	High School
Total number of teachers	21	47
Average teaching experience (years)	9	13
Education level	90.48% education diploma or above, with 4.76% bachelor's degree	68.09% bachelor's degree or above, with 31.91% master's degree

LAW COMPLIANCE

The Group's employment policies are periodically updated and adjusted to cater to social changes since the inception of the Group, and importantly, to abide by the relevant laws and regulations in the PRC. In FY2022, the Group complied with all applicable laws and regulations, including the following:

- Employment Promotion Law of the People's Republic of China (中華人民共和國就業促進法);
- Labour Contract Law of the People's Republic of China (中華人民共和國勞動合同法);
- Labour Law of the People's Republic of China (中華人民共和國勞動法); and
- Insurance Law of the People's Republic of China (中華人民共和國社會保險法).

During the year under review, the Group provided its employees with mandatory social insurance and medical insurance schemes. The Human Resources Department of the Group and its subsidiaries are responsible for reviewing and updating relevant company policies regularly in accordance with the latest laws and regulations.

VII. PROFESSIONAL TEACHERS

RECRUITMENT AND PROMOTION

The Group strictly implements its internal policies in the process of recruitment and employee management. The Group sees the excellence and dedication of its teaching staff as fundamental to delivering a superior student experience. Hence, the Group establishes long-term cooperative relationships with colleges and universities, and regularly holds campus recruitment. The Group also leverages online marketing tools to carry out recruitment and release recruitment information for various positions from time to time. Social platforms such as WeChat account and Tencent online posting are the popular software of which the Group makes use for recruitment.

The Group normally undertakes detailed assessment process including written test, interview, skills presentation and principal interview. All applicants are carefully graded by three to five interviewers according to the grading sheet. The applicants' working experience, education qualifications and speciality are carefully reviewed and assessed. Any promotion within the Group should be based on clear and legitimate procedures. Teachers can obtain promotion opportunities based on their performance according to the Teacher Promotion Application Assessment Form (教師晉級申請考核表).

COMPENSATION AND DISMISSAL

Remuneration policy of the Group has been formulated under the guidance of relevant laws and regulations of local jurisdictions of the member schools and the respective compensation standards have been determined by the schools based on the employment by function and position (e.g. teachers, administrative and assistant, general staff, etc.). With the fair compensation system implemented, the Group review teachers' salaries in accordance with the principle of "externally competitive, internally fair and motivating, and the school has the ability to pay" (對外有競爭力·對內公平有激勵力·學校有支付能力), and based on indicators such as work attitude, professional skills, workload, and performance. Salaries are approved and issued on a monthly basis according to the relevant management system, and the final performance remuneration is issued according to the semester "Final Appraisal Reward Method" (期末考核獎勵辦法). The Group also provides end-of-term bonuses, allowances, holiday condolences, overtime pay, etc. for its staff.

The Group prohibits any kind of unfair or illegitimate dismissal, and set stringent policies regulating the procedures of dismissal of employees. The corresponding guidelines and procedures for the termination of contracts are clearly stated in relevant human resources policies and the employment contract. For those who remain untamed despite making the same mistakes repeatedly, the Group will terminate their employment contracts and economic compensation will be provided to eligible employees in accordance with the relevant laws and regulations in the PRC. In FY2022, the turnover rate of the Group was approximately 18%. For more information, please refer to Table S4 in APPENDIX — PERFORMANCE TABLE.

WORKING HOURS AND REST PERIODS

All the working hours and rest periods are set and agreed upon in the labour contracts for all staff, which have been formulated based on the Labour Law of the People's Republic of China (中華人民共和國勞動法). Working hours are controlled to be less than 44 hours a week, and at least one day off is scheduled per week. The Group is also concerned about the rest periods of its employees, as such the number of hours for overtime working is controlled to be less than 36 hours per month.

VII. PROFESSIONAL TEACHERS

EQUAL OPPORTUNITY AND ANTI-DISCRIMINATION

With the aim to nurture an inclusive culture that supports all forms of individuality across campuses, the Group has zero tolerance towards all forms of discrimination. The Group is committed to providing equitable opportunities to all employees in recruitment and selection, training, development and promotion, which remain unaffected by their gender, race, age, ethnicity, disability and sexual orientation.

Recognising that the strength comes from the dedication, talent, experience and perspective of every employee of the Group, the Group embraces diversity and equal opportunities in the workplace, and celebrates this diversity as a major contributor to its inclusive and high-performing culture.

Meanwhile, the Group has zero tolerance in relation to any workplace discrimination, harassment or vilification in accordance with local ordinances and regulations. Employees are encouraged to report any incidents involving discrimination to the Human Resources Department of the Group. The Group believes that diverse, inclusive and healthy working environments can ensure that everyone perform at their best, enhance employees' satisfaction and secure a social licence to operate.

OTHER BENEFITS AND WELFARE

In FY2022, the Group arranged a series of recreational activities, including floral class and sports competition etc. to enrich the teachers' lives after school.



In Winter 2021, Tianfu School organised a “three-day” table tennis match for its teachers and faculty staff. The schools believed that through this competition, communication and friendship among staff could be enhanced, while the spirit of hard work and courageous could also be fully demonstrated.

VII. PROFESSIONAL TEACHERS



To allow smooth communication within the Group, effective channels has been established between the management and general staff. Mechanisms including “request and report”, “file and information sharing”, “internal publication” and “employee growth system” is believed to be beneficial to the enhancement of communication and sense of belonging of staff. In the meantime, the Group has also held regular seminars for the administrative leaders and teacher representatives to exchange views and arrange necessary support for improvement.

In FY2022, the Group was in compliance with relevant laws and regulations in relation to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, welfare and other benefits that have a significant impact on the Group.

VII. PROFESSIONAL TEACHERS

DEVELOPMENT AND TRAINING

Bojun believes good teachers are its greatest asset. As such, to enable the Group to continue to be the leading private education providers, Bojun constantly seek to help its employees realise their potential through providing opportunities for them to build their talents and skills.

The training concept of the Group mainly consist of self-knowledge, formulate personal professional development plan, theoretical study and reflection. According to the “Guiding Opinions of the Ministry of Education on the Management of Credit Management for Primary and Secondary School Teacher Training” (《教育部關於推行中小學教師培訓學分管理的指導意見》) and the “Measures for the Management of Credits for Primary and Secondary School Teacher Training in Sichuan Province” (《四川省中小學教師培訓學分管理辦法》), the Group provides teachers with professional training platforms, including inviting educational and psychology experts to schools regularly, and encouraging teachers to attend external training courses in accordance with the internal policy of “Going Out And Inviting In” (走出去 · 請進來).

The Group is convinced that the skills and experiences of its workforce need to reflect the rapid evolving requirements of the education industry to ensure that Bojun is the best place to serve it. Thus, the Group has established an employee training reward and punishment system to commend teachers with outstanding performance. The Group designs and provides a variety of training programmes in different formats for teachers. The Group also delves into the development and adoption of online training courses where teachers are allowed to flexibly use their leisure time for learning and development.

Case Study: Tianfu School organised a teaching staff training conference in autumn 2021 to promoting the professional growth of teachers. Experienced teachers, Department Head and Principal were invited to share their experiences in excellent work and classroom management. Through this discussion, teachers learnt from each other’s strengths and exchange resources, which greatly broadened the working ideas of teachers, enhanced the effectiveness of education, and laid a solid foundation for teachers to better carry out class management.



During FY2022, a total of 9,547 hours of training were arranged by the Group for 81% of its employees, among which 58% were teachers. For more information about the training participants and detailed categorisation of training hours received, please refer to Table S5 and S6 in APPENDIX — PERFORMANCE TABLE.

VIII. HEALTHY & SAFE CAMPUS

HEALTH AND SAFETY

Health and safety and safeguarding are two topics that Bojun takes very seriously. With respect to the Group's health and safety priorities, the Group has set up various measures and installed facilities to provide everyone with a safe, healthy and pleasant living and learning environment.

LAW COMPLIANCE

Bojun remains resolute in its commitment to protecting the health and safety of its employees and its students. Precautionary measures have been taken to minimise potential occupational and other hazards on its premises throughout its operations in accordance with relevant local laws and regulations, including but not limited to the Regulation on Work-Related Injury Insurance (工傷保險條例), the Law of the People's Republic of China on Prevention and Control of Occupational Diseases (中華人民共和國職業病防治法) and the School Hygiene Work Regulations" (學校衛生工作條例).

HEALTH SERVICES PROVISION

According to the "School Hygiene Work Regulations" (學校衛生工作條例), medical rooms with "Medical Institution Practice License" (醫療機構執業許可證) are built and well-equipped in all schools of the Group. In accordance with the "Basic Standards for Medical Institutions" (醫療機構基本標準), the Group's schools have established clear management systems to clarify the duties and regulation of medical staff and school doctors. All the medical staff, nurses and doctors of the Group must be qualified and should have practising certificates.

The schools of the Group have organised health inspections for teachers and students every year. In particular, Purified Protein Derivative (PPD) screening of tuberculosis (TB) for new students are performed every year, while an annual physical examination is provided for faculty members and staff as well. According to the requirements of the Chinese Centre for Disease Control and Prevention (CDC), all students are vaccinated during enrolment. For kindergartens, the Group has strictly abided by the requirements of "Chengdu City Nursery and Kindergarten Health Care Management Implementation Rules" (成都市托兒所、幼兒園衛生保健工作管理實施細則) and established the "Kindergarten Health Care System" (幼兒園衛生保健制度) to determine the job responsibilities of health workers.

CAMPUS SAFETY MANAGEMENT

In addition to the well-equipped health and safety facilities, the Group has also enforced a series of health and safety management policies including "Emergency Plan For Major Risk Prevention And Control Work" (重大風險防控工作應急預案) for the prevention, handling and notification of issues related to students' safety, fire safety, food safety in canteens and mental health. The schools of the Group have set up an early warning mechanism for safety control, formulated plans for emergencies, implemented measures for accident prevention and eliminated potential safety hazards through monitoring and rectifications.

Furthermore, the Group has been working on providing safety education and training to improve teachers' and students' awareness and capabilities of safety protection.

VIII. HEALTHY & SAFE CAMPUS

Tianfu School organised a “11.9” Safety Education Week in November 2021 aiming to effectively improve the safety awareness and self-rescue ability of all teachers and students in the school. During the event, safety inspections of the canteen, teaching buildings, dormitory, power distribution room, etc. were first arranged, with all hidden dangers identified and rectified in time. Followed by the terrorism and fire emergency drills, security guards were trained to confronted and fought with the terrorist, while the canteen staff were trained on the use of fire-fighting skills and emergency self-rescue sense.



OCCUPATIONAL HEALTH AND SAFETY

Due to the characteristics and working environment as an education provider, most of the Group’s employees, such as teachers and administrative staff are not exposed to significant occupational hazard risks, while a minority of staff including the general staff who is responsible for the maintenance and outdoor activities may potentially be vulnerable to limited types of occupational hazards risks.

The Group ensures the cleaning and disinfection of the campus facilities thoroughly every semester. Smoking is strictly forbidden in all school areas and workplace to guarantee the health of all staff. Meanwhile, adequate personal protection equipment (PPE) and safe operating procedures are provided for outdoor workers to minimise occupational hazards. The Administrative Department and the back office are responsible for reviewing and monitoring the effective implementation of the safety measures to ensure the continuous improvement of the Group’s safety performance.

VIII. HEALTHY & SAFE CAMPUS

Given its efforts in preventing occupational hazards, the Group did not record any work-related fatalities during the past three years including the current reporting period. In FY2022, the Group recorded zero work-related injuries and thus zero lost work days due to injury incidents.

In case of any work-related injuries, the Group takes immediate and effective measures in accordance with relevant internal policies, and compensates relevant employees appropriately. To maintain for zero injury rate, the Group is committed to reviewing and improving the implementation and monitoring of its occupational health and safety measures, as well as enhancing people's awareness of occupational hazards through training.

During FY2022, the Group was not in violation of any of the relevant laws and regulations in relation to providing a safe working environment and protecting the employees from occupational hazards that have a significant impact on the Group.

RESPONSE TO COVID-19

Since the outbreak of the Pandemic, the schools of the Group have been acting quickly in formulating prevention policies, guidelines and emergency plans in accordance with the Law of the People's Republic of China on the Prevention and Treatment of Infectious Diseases (中華人民共和國傳染病防治法). All schools took effective measures, including intensifying the education work of epidemic prevention, setting up health inspection of teachers and students and improving the infectious disease reporting system, strengthening school cleaning and disinfection management and formulating plans for public health emergencies.

As China becomes first major economy to recover from the Pandemic, plans and management measures were well prepared since the gradual resume of face-to-face teaching and normal campus life.

– Prevention and control:

- o Ensure that the school is equipped with pandemic prevention materials and skilled staff
- o Arrange thorough cleaning and disinfection of campus facilities before school reopens
- o Perform body temperature monitoring and the scanning of Health Code at all entrances

– Pandemic response team:

- o Monitor the students' physical condition on a daily basis
- o Promptly report to the school management and the authority once any infection is detected
- o Educate students to correctly comprehend the knowledge about the Pandemic and raise their awareness on developing good hygiene habits

VIII. HEALTHY & SAFE CAMPUS

CANTEEN

All canteens of the Group's schools have strictly abided by the Food Safety Law, the Implementation Regulations of the Food Safety Law, and the Food Safety Supervision of Catering Services Management Measures. The Group put unremitting efforts in implementing its internal policies such as the "Canteen and Group Dining Hygiene Management Regulations" (學校食堂與學生集體用餐衛生管理規定) and "Food Safety, Nutrition and Health Management Regulations" (學校食品安全與營養健康管理規定).

Adhering to the vision of allowing all teachers and students to enjoy safe, nutritious, and healthy meals, as well as creating a warm, hygienic and comfortable dining environment for all to lift their happiness, the Group has seriously implemented its internal policies:

- Establish internal systems for material procurement and certification, registration and meal retention inspections
- Strictly control the hygiene of the canteen and ensure that canteen areas are disinfected by professional cleaners regularly
- Require all canteen staff to obtain health certificates, receive pre-job training, and pay attention to their personal hygiene
- Design weekly menus by following the "Chinese Residents Dietary Guidelines" (中國居民膳食指南) as a guide



VIII. HEALTHY & SAFE CAMPUS

PSYCHOLOGICAL AND MENTAL HEALTH

In addition to physical fitness, the Group also pays great attention to the psychological and mental health of its teachers and students. In FY2022, the schools of the Group held a number of activities educating its faculty staff and students about mental health issues, guiding them to learn how to establish a healthy and positive attitude towards life.

In March 2022, a special lecture was organised for students to guide them on understanding their psychological development and how to handle their worries during adolescent. During the event, teachers guide the students with the topic of “Everything begins with knowing yourself” and lead meaningful discussions through on-site questions and interactions. It was believed that through this activity, students would care more about their physical and mental health and grow up happily.



The schools of the Group have also launched a number of initiatives to facilitate the close interaction between teachers and students, especially during special festivals when deep blessing and love are shared amongst all.

VIII. HEALTHY & SAFE CAMPUS

During New Year 2022, Tianfu school collaborated with its canteen to arrange a New Year Gourmet Feast for its students. A “buffet” full of blessings exclusively for students, with classmates, teachers, and close friends dining together, every smile on their face was definitely going to be the warmest memory in their youth.



Mental wellbeing of teachers is also of great concern of the Group since high level of stress is considered one of the most common occupational health risks for teachers at school. To safeguard the psychological health of teaching staff, the management of the Group maintains close communication with frontline teachers to understand and ease their doubts, while the Administrative Department organises relaxing activities for teachers from time to time. A “master-apprentice system” has been set up to link junior teachers with senior teachers, through which the junior teachers can learn how to accomplish their required tasks effectively and in a high-quality manner, while managing their stress and balancing their lives at the same time from their experienced senior.

VIII. HEALTHY & SAFE CAMPUS

SUPPLY CHAIN MANAGEMENT

As an education provider with boarding service, Bojun mainly engages its suppliers for offices supplies, teaching devices and materials, daily necessities of the students and raw food material for canteens. As the Group considers suppliers as an extension of its workforce and are critical to the implementation of its sustainability strategy, the Group strives to ensure the sustainability of its major purchases.

Supplier Engagement

Reckoning that an effective supply chain management facilitates the Group to run the schools smoothly, the Logistic Department of the Group maintains a long-term and stable relationship with all of its primary suppliers by regular engagement through on-site visits, telephone conference and WeChat messages. During the year under review, 100% of the Group's suppliers had stable engagement with the Group and the Group did not face any under-qualified supplies or delay in supplies.

To ensure the quality of suppliers, the Logistic Department of the Group is responsible for the selection of suppliers according to the "Supplier Selection Mechanism and Evidence for Selection" (供應商選擇的相關制度及證據):

- **Factors to consider:** Suppliers should have a three-in-one business license, registered capital and relevant national qualifications. They should be in strict compliance with laws and regulations, and possess strong production, supply and delivery capabilities. It is also a key requirement of the Group that all suppliers that have been selected should meet the quality standards and possess testing capabilities.
- **Factors for selection:** Suppliers are selected based on the comparison of quality and price with peers. Industry experience and business case are important references to the Group as well, while the Group's priority is given to suppliers who have obtained ISO (International Organisation for Standardisation) and other third-party certificates.
- **Selection process:** The Logistic Department of the Group fills in the "Supplier Basic Information Registration Form" and discusses with various departments for evaluation, scoring and issuing opinions on the "Long-term Supplier Periodic Evaluation and Assessment Form". After the evaluation, the suppliers who meet the qualification requirements will be recorded in accordance with the supplier approval procedures and included in the list of qualified suppliers after approval by the Group's leaders.

VIII. HEALTHY & SAFE CAMPUS

Supply Chain Risk Management

To minimise the environmental and social risks along the supply chain, the Group not only complied with relevant laws and regulations, but also implemented relevant policies to standardise its daily practices in supplier inspection, bidding, cooperation and management. Sticking to the implementation of its internal policies on supply chain management, the Group ensures that its well-selected suppliers are in strict compliance with the applicable laws, as well as the Group's own standards and contracts.

For suppliers in collaboration with the Group for the first time, relevant information such as business license, account opening permit, food business permit, legal person's ID and other relevant certificates must be provided to the Group. The Group performs regular evaluations of the suppliers on if their delivery timeliness, price, product quality perfectly meets the requirements of schools. The Group's Logistic Department is responsible for evaluating the performance of suppliers every six months and eliminating those who are deemed unqualified from the list.

Once any defect of supplies is found, the Logistic Department will organise on-site process verification, analyse the root causes and propose corrective measures with confirmation by both parties. In the event of major quality matters that may have or will possibly lead to economic losses, compensation shall be requested by the Group according to the quality guarantee fund system. The Group should suspend the procurement and issue a rectification notice to the unqualified suppliers immediately. The supplier's qualification shall be revoked immediately and the contract should be terminated if no significant improvement or proactive rectification efforts are made.

Green Procurement

With the Group's endeavours on responsible procurement, Bojun is working with its suppliers to reduce the environmental impacts from the products and services it procured.

In order to promote the preferential selection of green suppliers, the Logistic Department of the Group treats "low-carbon" as an important indicator in the process of supplier selection.

- **Supplier qualification:** Bojun believes that companies in large scale with better qualifications have higher execution power and stronger motivation in achieving low-carbon measures.
- **Supplier location:** To reduce the emissions for transportation and the "carbon mileage", the Group prioritises local suppliers with shorter transportation distance with its operation sites.
- **Technical indicators:** To assess the innovation ability of enterprises in the field of green and low-carbon technologies, the Group directly examines the carbon level of the targeted candidate.

As of August 31, 2022, the Group maintained stable cooperative relationships with 17 suppliers in the PRC, with 100% of them covered by the aforementioned suppliers engagement and management policies.

IX. SUSTAINABLE CAMPUS

Bojun views sustainability as an important pillar of the Group's foundation, thus it is committed to leading responsibly for a better planet. The Group spares no effort in raising the environmental awareness of the youngsters through various educational and outside-the-classroom activities.

In terms of environmental protection, the Group has made every effort to strictly abide by the laws and regulations in the PRC, including but not limited to:

- Law of the People's Republic of China on the Prevention and Control of Environmental Pollution by Solid Wastes (中華人民共和國固體廢物污染環境防治法);
- Law of the People's Republic of China on Prevention and Control of Water Pollution (中華人民共和國水污染防治法);
- Standard for pollution control on hazardous waste storage (危險廢棄物貯存污染控制標準);
- Environmental Protection Law of the People's Republic of China (中華人民共和國環境保護法);
- Law of the People's Republic of China on Prevention and Control of Pollution from Environmental Noise (中華人民共和國環境噪聲污染防治法); and
- Energy Conservation Law of the People's Republic of China (中華人民共和國節約能源法).

This section primarily discloses the Group's quantitative data on emissions, use of resources, and its policies and practices that make the schools into the sustainable campus, as well as preparing itself for climate change in FY2022.

EMISSIONS

In FY2022, the Group was in compliance with relevant applicable national and local environmental laws in terms of emissions during its daily operations. Focusing on driving positive change while limiting its own impact on the world's scarce resources, Bojun follows the overarching approach to lowering its environmental impact in its operations across its schools. Building on this foundation, schools of the Group adopted specific guidelines and observed international trends to formulate their environmental management approaches.

During the year under review, the Group was not in violation of any laws and regulations concerning air and greenhouse gas ("GHG") emissions, discharges into water and land, generation of hazardous and non-hazardous wastes, and noise that have a significant impact on the Group. More information about the total and different categories emission of the Group during the year under review can be found in Table E1 in APPENDIX — PERFORMANCE TABLE.

IX. SUSTAINABLE CAMPUS

Air & GHG Emissions

In FY2022, the air and GHG emissions generated by the Group mainly came from the use of petrol, natural gas and electricity for the school's operations and transportation. The Group is dedicated to reducing its impact on air pollution. For instance, the schools with canteens partnered with professional organisations to install fume filtration facilities and clean the exhaust hoods at least twice a year. The kindergartens also installed fresh air systems for filtering the air in the campus to maintain good air quality on campus for the sake of children's health.

The Group has been paying effort in identifying and deploying solutions, including strengthening education, replacing outmoded facilities with energy-efficient ones and implementing and sharing innovative and eco-friendly practices in daily operations, to reduce its energy consumption as well as lower emissions related to the energy it consumes.

The policies and actions implemented by the Group to control its emissions are further discussed later sections.

Wastewater

The wastewater from the Group during the reporting year mainly consisted of non-hazardous domestic wastewater from the students and staff on the campus.

Non-hazardous wastewater

The Group strictly complied with the relevant local laws and regulations. To monitor and manage wastewater generated and discharged at schools, the Group formulated the "School Wastewater Discharge Management Method" and examples of management methods include:

- Clean, maintain and manage drainage pipe networks and related facilities regularly
- Undergo testing on wastewater quality to ensure its compliance with relevant national and local sewage pollutant discharge standards
- Separate oily fluid discharged from canteens by the grease trap before sewage treatment

Solid waste

The solid waste of the Group in FY2022 were non-hazardous solid waste discharged mainly from campus activities.

Non-hazardous solid wastes

In FY2022, major types of non-hazardous solid waste include paper, plastic and food waste. The Group has established the policy of "School Solid Waste Management Method" to better monitor and manage waste produced. The policy requirements are highlighted as follows:

- Arrange separable bins for collecting recyclable and non-recyclable solid wastes
- Promote the idea of waste classification through bulletin boards, assemblies and electronic devices
- Engage professional units to collect, clean, process and recycle the solid waste

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Aiming for reducing waste at source, the Group has formulated the Asset Management System, in which control measures on the scrap and disposal of facilities and equipment are listed clearly, while emphasising the recycling of scrapped assets according to the approval process as well as highlighting the importance of entrusting a qualified recycling company to ensure the waste are properly handled.

Meanwhile, to better manage the food waste from canteens, Regulations on the Management of Kitchen Waste Disposal has been formulated to inspect and supervise the management of the collection, storage and disposal of food waste, and partner with qualified groups to collect and further process the waste into useful resources.

Over the years, the Group has endeavoured to work on different waste management initiatives. The Group aims to promote the circular economy practices to the young generations, thus it has been collecting wastes such as cardboards and plastic bottles and transforming them into children's favourite toys and 3-D artwork. The Group believes that through these activities, not only can relieve the pressure on landfills, but children's awareness on zero waste and environmental protection can also be raised.

Noise

The noise was mainly from daily activities in schools, including outdoor activities, school broadcasts and the ringing of school bells. Although noise from teaching activities is generally perceived at reasonable, Bojun has put emphasis on controlling the noise from operations and committed to minimising the nuisance to nearby residents. The Group installed decibel meters at various areas of the school to remind all teachers and students to keep the noise at a normal level (around 60 to 65 decibel) that will not cause disturbance to the local residents nearby.

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USE OF RESOURCES

In FY2022, the primary resources consumed by the Group were electricity, petrol, natural gas, water and paper. Other materials including plastic bags and cardboard boxes were mainly used for teaching purposes. Given its business nature, the Group did not consume a significant amount of packaging materials during the reporting year. Details on the amount of resources consumed by the Group are illustrated in Table E2 in the APPENDIX — PERFORMANCE TABLE.

To better manage the use of resources, the Group's leading taskforce and its sound management system favours the promotion of accountability and effective implementation of the assessment, reward and punishment policies. The schools of the Group have assessed their corresponding resources reduction goals and improved their resources conservation and records management following the Group's guidance.

Electricity

In FY2022, the Group purchased and consumed electricity in its daily operations on campuses and offices. Around 80% of electricity consumption coming from the operations of the schools of Bojun. The Group continues its commitment on lowering its electricity consumption and cutting the related indirect GHG emissions (Scope 2 emission) through providing practical guidance and implementing effective measures in all of its schools, including:

- Incorporate power saving into school management and class assessment;
- Perform maintenance on equipment regularly;
- Turn off all electronic equipment when leaving the classroom; and
- Affix "Saving electricity" labels in prominent places.

Other energy resources

Given the Group's business nature, the consumption of other energy resources including petrol and natural gas for transportations and operations in the schools' canteens and dormitories has invariably been a critical issue to which the Group pays special attention. In FY2022, the use of other energy resources accounted for 58% of the Group's overall energy consumption. To minimise the implications of climate-related risks on the Group's long-term development, the Group kept improving its energy performance against well-defined energy performance indicators. Moreover, the Group strived to achieve its intended outcomes of the internal energy management system by exploring new solutions and adopting environmentally friendly technologies in its operations.

In terms of natural gas, the consumption of gaseous fuels constituted around 52% annual energy profile of the Group in FY2022, and its major use was for the operations of boilers and other cooking equipment in the dormitories and canteens. To better control the consumption of natural gas, thus the consequent air and GHG emissions, Bojun has enacted a series of procedures to effectively manage the energy use. In particular, hot water supply to the dormitories is only available in specific periods in winter and summer time, while the water temperature of boilers should be controlled according to the Group's policies. During procurement, the Group prioritises environmentally friendly and energy-saving models of boilers. In addition, staff responsible for boiler management have been provided with relevant trainings including distributing air reasonably, maintaining stable pressure and temperature, and controlling the boiler operation in the optimal range. The schools have also strengthened regular inspections and maintenance of boiler equipment to check the thermal insulation materials in order to reduce heat and gas loss and eliminate any leakage. Meanwhile, to lower the consumption of natural gas at source, the Group has given priority to gas-saving model equipment during procurement, as well as gradually replacing the current stoves on campus with gas-saving new models.

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For liquid fuels, petrol is the major type of fuel for transportation of the Group, covering the use of company cars in FY2022. The Group has been paying tremendous efforts in improving the energy efficiency with constructive approaches, including:

- Reduce the number of school bus trips;
- Optimise the route arrangement;
- Inspect and repair vehicles regularly to keep them well-functioned; and
- Encourage staff to take public transport to work.

Water

Bojun recognises the scarcity of water in many parts of the world, especially in China, where more than 400 cities suffer from water shortages to varying degrees. Therefore, the Group keeps fulfilling its responsibility of saving water on campuses and advocating the idea of water conservation among students. The Group has incorporated water-saving concepts into its assessment system and promoted water conservation through theme essays, speech activities, and hand-written posters.

The Group did not face any problem in sourcing water that was fit for its purpose in FY2022. Bojun focuses on lowering water consumption where possible, encouraging recycling and installing collection system for rainwater harvesting to meet irrigation and flushing demands. Although its operations are not water-intensive, the Group still pays attention to water conservation. During the year under review, the Group strictly followed the “3R principles — Reduce, Reuse and Recycle” in its daily operations and implemented the following practices:

- Use water-saving appliances in dormitories, bathrooms and public classrooms;
- Repair and restore damaged faucets on time; and
- Place drip trays to collect accidentally leaked water and reuse it as water for flushing.

Paper

Saving paper reduces the need of cutting trees and preserves the environment. The Group has implemented the following initiatives to reduce the consumption of paper resources:

- Promote the concept of paperless office and encourage the use of electronic documents and network sharing platform;
- Set duplex printing as the default mode for most network printers when printouts are needed;
- Spread the idea of “Think before print” by using posters and stickers, such as “Save paper and treat natural resources well” (節約用紙・善待資源) in offices to remind the staff of avoiding unnecessary printings;
- Sort and bundle all wastepaper to professional companies for recycling every half semester;
- Place wastepaper collection box next to the printer; and
- Reuse and recycle non-confidential documents used on both sides as wastepaper for children’s handcraft activities.

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Other resources

The Group also consumed other types of resources including plastic bags, cardboard boxes, toys and books during its operations. The Group highly promotes the efficient use of materials through recycling and reusing to minimise its environmental footprint. The schools of the Group collect and redistribute toys for its students, and they have also set up book recycling shelves for students to donate and share the knowledge and fun with classmates, thereby further controlling the unnecessary waste.

THE ENVIRONMENT AND NATURAL RESOURCES

Bojun understands the importance of educating children on environmental awareness while reducing its environmental footprint as the same time as one of the leading private educators in China. The Group has been fulfilling its environmental responsibilities with tremendous efforts. By monitoring and controlling its consumption of natural resources, continuous progress has been made towards the building of a sustainable campus.

In FY2022, the Group continued its effort on monitoring and controlling its emission and consumption of natural resources. While the relatively significant environmental impacts of the Group were concentrated on the use of electricity and generation of solid waste, the Group has been investing in and exploring new operation strategies in achieving its targets, while keeping its core value of nurturing students with all-rounded development in an environmentally friendly manner. Throughout the implementation of various measures, the Group's daily operations did not cause significant negative impacts on the environment.

Due to the modification in the business scope and the reporting scope, the Group's consumption of various resources has dropped drastically in FY2022. In light of this, after evaluating its context and current performance carefully, the Group has decided to set short-term targets on a year-on-year basis in striving for implementing an effective response.

Areas	Targets	Progress & Actions
Air Emissions	Taking FY2022 as the baseline year, Bojun aims to reduce air emissions per gross floor area (GFA) by 3% in FY2023.	<p>In FY2022, the intensities of the Group's air emissions (SOx, NOx and PM) decreased drastically by 77%, 89% and 84% respectively.</p> <p>To stick with its targets, the Group will focus on managing vehicle uses by upgrading vehicles with higher energy efficiency and promoting better driving habits.</p>
GHG Emissions	Taking FY2022 as the baseline year, Bojun aims to lower the GHG emissions per GFA by 3% in FY2023.	<p>In FY2022, a 74% reduction was found in the intensity of the Group's GHG emissions.</p> <p>To further lower its GHG emissions, the Group will continue its focus on carbon mitigation through the management of vehicle uses and electricity conservation, with steps including procurement of energy efficient facilities and education on energy conservation among staff and students.</p>

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Areas	Targets	Progress & Actions
Waste	Taking FY2022 as the baseline year, Bojun commits to bringing down all categories of non-hazardous waste (including solid waste and wastewater) per GFA by 3% in FY2023.	<p>In FY2022, the intensity of non-hazardous solid waste generated by the Group decreased by 77%, while the intensity of non-hazardous wastewater decreased by 87%.</p> <p>To seek these targets, the Group plans to further its promotion of 3R principles — reduce, reuse and recycle. Moreover, the Group is currently in progress of engaging waste treatment professionals to introduce new waste treatment projects, such as food waste recycling, to schools of the Group in order to reduce waste generation.</p>
Electricity	Taking FY2022 as the baseline year, Bojun aims to lessen the electricity consumption per GFA by 3% in FY2023.	<p>In FY2022, the intensity of the Group's electricity consumption fell by 72%.</p> <p>To further lower its electricity consumption, the Group will further explore better ways and opportunities to improve its electricity consumption efficiency at schools through substituting energy-efficient facilities for energy-intensive ones, organising energy conservation training and initiatives on campus, etc.</p>
Natural Gas	Taking FY2022 as the baseline year, Bojun aims to limit the consumption of natural gas per GFA by 3% in FY2023.	<p>In FY2022, the intensity of natural gas consumption dropped by 73%.</p> <p>To seek the targets, the Group will continue pursuing the goals through the smart use and scientific management of the gas-using equipment.</p>
Petrol	Taking FY2022 as the baseline year, Bojun aims to reduce the consumption of gasoline per GFA by 3% in FY2023.	<p>In FY2022, the intensity of petrol consumption dropped by 83% with the absolute usage decreased drastically by 96% due to the suspension of school buses.</p> <p>To seek the targets, the Group will continue its focus on managing vehicle uses, thus exploring the opportunities of switching to the utilisation of electric vehicles, energy efficiency upgrade of vehicles, etc.</p>
Water	Taking FY2022 as the baseline year, Bojun aims to lower its water consumption per GFA by 3% in FY2023.	<p>In FY2022, an 87% reduction was found in the Group's water consumption intensity.</p> <p>To take further action, the Group will continue enhancing its water efficiency during operations, strengthening its efforts in water conservation and encouraging both teachers and students to save water through training programmes and initiatives.</p>

Other than setting targets in environmental sustainability, the Group has been promoting environmental protection to students through tree planting activities. In FY2022, 14 more trees taller than 5 metres have been planted and now the Group has planted a total of 122 trees in response to the mitigation of GHG emissions.

IX. SUSTAINABLE CAMPUS

CLIMATE CHANGE

With the increasing number of global climate-related crisis, there is a pressing concern of combating climate change through decarbonising and achieving carbon neutrality. In response to the climate targets and the emerging risks, the Group recognises the necessity of addressing climate risks and opportunities that may impact the daily operation. The Group refers to the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD) and identified the following risks and opportunities arising from climate change.

Governance

As detailed in the section of COMPANY MANAGEMENT, the Board oversees all material ESG as well as climate-related issues of the Group relying on tools including materiality assessment. Starting from initiating and reviewing the effective climate countermeasures, the Board is also responsible for monitoring the implementation, progress and performance of such measures through regular reporting of the management.

Strategy

Risk		Potential Impact
Physical Risk	– Increase in severity and frequency of extreme events such as storms, typhoons and flood	The structure of the Group's schools and safety of members living in dormitories may be threatened by extreme weather events.
	– Rising mean temperature due to global warming	The rising mean temperature could pose negative impacts on the health of students and staff especially during summer.
Transition Risk	– Changing of policy and measurements have further increased the environmental requirements towards the Group	Operating cost is expected to rise in response to the rippled effect brought by more straightened regulations. Despite not being a carbon-intensive business, the reliance on fossil fuels and electricity may potentially render some of the Group's equipment/vehicles decommissioned earlier than planned.
	– Development of the emerging technologies increases the operating cost	
Opportunity		Potential Impact
Engaging third party professionals in exploring the opportunities to make use of the energy in the waste generated		Benefit the Group by improving its environmental performances through reducing traditional energy consumption and enhance its social image at the same time

IX. SUSTAINABLE CAMPUS

Risk Management

To enhance Bojun's climate change resilience across its operations, the management of the identified risks will be integrated into Bojun's business practices and decision-making process.

To mitigate the physical risk, the schools of the Group have strengthened emergency drills to prepare for extreme weather events. They have also maintained a stable connection with the meteorological department in checking the reliability and resilience of basic infrastructure, facilities and equipment and taking corresponding actions including fixing drainage system blockage, placing flood control sandbags and ensuring tree health in an early stage before any extreme weather events. Meanwhile to effectively handle the transition risk, the Group endeavours to promote the concept of "resources conservation" through the teaching and training process.

Metrics & Targets

In addition to the emissions target set in the above subsection, Bojun is also endeavouring to assess the feasibility of developing science-based targets and further its analysis into its Scope 3 GHG emissions in the near future.

X. COMMUNITY CONTRIBUTIONS

Bojun recognises its corporate social responsibility in contributing to the community where it operates can bring positive influence towards not only the society, but also the Group and its students. The Group understands building a good relationship with the community is vital to the Group's image enhancement, and it serves as an opportunity for students to learn out of the school and get in touch with the society. Through these experiences, students' character can thereby be cultivated so as to develop their sense of social responsibility and improving their soft skills.

Bojun is committed to creating a positive impact on society while building a culture of engagement. The Group will continue investing in social development projects which improve the social mobility of under-privileged children, support culture promotion, and create shared value. The Group will continue refining its community investment strategy to strike a balance between its economical accomplishments and response to the societal needs of all stakeholders, while keeping aligned with its support towards the UN SDGs.

In FY2022, due to the significant change in the PRC regulations regarding the education industry which notably affect the Group's business operations, together with the restrictions of the pandemic prevention and control measures, it was difficult for the Group to organise or participate in any community activities. Still, the Group will continue to seek opportunities for community contributions and expand its engagement area in bringing changes to the society.

XI. APPENDIX — PERFORMANCE TABLE

Table E1. The Group's Total Emissions by Category in FY2022 and FY2021 ^{9, 10}

Emission Category	Key Performance Indicator (KPI)	Unit	FY2022		FY2021		Variation of Intensity
			Amount	Intensity ¹ (Unit/m ²)	Amount ²	Intensity ² (Unit/m ²)	
Air Emissions ³	Company cars	SO _x	0.08	8.32 x 10 ⁻⁷	1.56	3.61 x 10 ⁻⁶	↓
		NO _x	4.70	5.10 x 10 ⁻⁵	86.95	2.02 x 10 ⁻⁴	↓
		PM	0.35	3.75 x 10 ⁻⁶	6.40	1.48 x 10 ⁻⁵	↓
	School buses	SO _x	—	—	0.56	1.30 x 10 ⁻⁶	—
		NO _x	—	—	601.90	1.40 x 10 ⁻³	—
		PM	—	—	59.67	1.38 x 10 ⁻⁴	—
	Natural gas	SO _x	0.42	4.50 x 10 ⁻⁶	7.70	1.79 x 10 ⁻⁵	↓
		NO _x	22.16	2.40 x 10 ⁻⁴	410.51	9.52 x 10 ⁻⁴	↓
		PM	5.25	5.69 x 10 ⁻⁵	97.31	2.26 x 10 ⁻⁴	↓
GHG Emissions	Scope 1 (Direct Emissions) ⁴	Tonnes of CO ₂ e	106.52	1.15 x 10 ⁻³	2,094.26	4.86 x 10 ⁻³	↓
	Scope 2 (Energy Indirect Emissions) ⁵	Tonnes of CO ₂ e	243.21	2.63 x 10 ⁻³	4,083.52	9.47 x 10 ⁻³	↓
	Scope 3 (Other Indirect Emissions) ⁶	Tonnes of CO ₂ e	14.24	1.54 x 10 ⁻⁴	466.59	1.08 x 10 ⁻³	↓
	GHG removal from trees planted (5m or taller)	Tonnes of CO ₂ e	0.39	—	2.42	—	—
	Total (Scope 1, 2 & 3)	Tonnes of CO ₂ e	363.59	0.004	6,641.96	0.02	—
Non-hazardous Waste	Solid Waste ⁷	Tonnes	23	2.49 x 10 ⁻⁴	463.54	1.08 x 10 ⁻³	↓
	Wastewater ⁸	m ³	11,024	0.12	400,308	0.93	↓
Hazardous Waste	Solid Waste	Tonnes	—	—	0.012	2.78 x 10 ⁻⁸	—

1 Intensity for FY2022 was calculated by dividing the amount of air, GHG and other emissions respectively by the Group's gross floor area (GFA) of 92,301.02 m² in FY2022;

2 The amount and intensity in FY2021 were extracted from the data in the ESG Report FY2021 of the Group;

3 The Group's air emissions only included the air pollutants from fuel consumption of motor vehicles and natural gas consumption on campus;

4 The Group's Scope 1 (Direct Emissions) included only the consumption of liquid fuels in motor vehicles and gaseous fuels on campus during operations;

5 The Group's Scope 2 (Energy Indirect Emissions) included only electricity consumption;

6 The Group's Scope 3 (Other Indirect Emissions) included other indirect emissions from paper waste disposed at landfills, electricity used for processing fresh water and sewage by government departments;

7 The amount of solid waste only covered domestic and commercial wastes from the schools and offices of the Group where the employees and students worked, studied and lived in the PRC;

8 Since the wastewater generated from the Group in FY2022 was incorporated in the calculation only covered domestic sewage from employees and students, the total amount of wastewater discharged from the Group in FY2022 was based on the assumption that 100% of the fresh water consumed entered the municipal sewage system;

9 The methodology adopted for reporting on GHG emissions set out above was based on "How to Prepare an ESG Report — Appendix 2: Reporting Guidance on Environmental KPIs" issued by the Stock Exchange, The GHG Protocol Corporate Accounting and Reporting Standard, the 2006 IPCC (Intergovernmental Panel on Climate Change) Guidelines for National Greenhouse Gas Inventories and the Fuel Consumption Limits for Heavy-Duty Commercial Vehicles; and

10 The above environmental data only covers 1 kindergarten, 1 high school and 2 management offices of the Group in the PRC.

XI. APPENDIX — PERFORMANCE TABLE

Table E2. Total Resource Consumption in FY2022 and FY2021 ⁴

Use of Resources	Key Performance Indicator (KPI)	Unit	FY2022		FY2021		Variation of Intensity
			Amount	Intensity ¹ (Unit/m ²)	Amount ²	Intensity ² (Unit/m ²)	
Energy	Electricity	kWh'000	398.64	0.004	6,693.20	0.016	↓
	Gasoline	kWh'000	50.65	5.45 x 10 ⁻⁴	1,395.17	0.003	↓
	Diesel	kWh'000	—	—	7.49	1.74 x 10 ⁻⁵	—
	Natural gas	kWh'000	490.76	5.32 x 10 ⁻³	8,593.96	0.020	↓
	TOTAL ³	kWh'000	940.05	0.01	16,689.82	0.039	↓
Water		m ³	11,024	0.12	400,308	0.93	↓
Paper		Kg	2,250.10	0.02	71,154.30	0.17	↓
Other materials	Plastic	Tonnes	0.2	2.17 x 10 ⁻⁶	3.55	8.23 x 10 ⁻⁶	↑
	Cardboard	Tonnes	0.3	3.25 x 10 ⁻⁶	3.70	8.58 x 10 ⁻⁶	↑

¹ Intensity for FY2022 was calculated by dividing the amount of resources that the Group consumed in FY2022 by the Group's gross floor area (GFA) of 92,301.02 m² in FY2022;

² The amount and intensity in FY2021 were extracted from the data in the ESG Report FY2021 of the Group;

³ The energy conversion of resources consumed was based on the energy coefficient set out in "How to Prepare an ESG Report — Appendix 2: Reporting Guidance on Environmental KPIs" issued by the Stock Exchange; and

⁴ The environmental data disclosed only includes the operations of 1 kindergarten, 1 high school and 2 management offices of the Group in the PRC.

Table S3. Number of Employees by Age Group, Gender, Employment Type, Position Type, Geographical Locations of The Group in FY2022 ¹

Unit: Number of employees		Age group			Total
Gender		Aged 35 or below	Aged between 36 and 50	Aged 51 or above	
Male		12	12	8	32
Female		49	37	18	104
Total		61	49	26	136

Unit: Number of employees			Position		Total
Gender	General Staff	Teachers	Administrative & supporting staff	Senior management	
Male	0	21	10	1	32
Female	0	47	57	0	104
Total	0	68	67	1	136

XI. APPENDIX — PERFORMANCE TABLE

Full time	Employment type Part time	Total
135	1	136

Geographical location	Number of employees
Locations	
PRC	136
Total:	136

¹ The employment data in headcount was obtained from the Group's Human Resources Department based on the employment contracts entered into between the Group and its employees. The data covered employees engaged in a direct employment relationship with the Group according to relevant local laws and workers whose work and/or workplace was controlled by the Group within the reporting scope. The methodology adopted for reporting on employment data set out above was based on "How to Prepare an ESG Report — Appendix 3: Reporting Guidance on Social KPIs" issued by the Stock Exchange.

Table S4. Employee Turnover Rate by Age Group, Gender and Geographical Locations in FY2022 ¹

Unit: Number of employees		Age group			Total
Gender		Aged 35 or below	Aged between 36 to 50	Aged 51 or above	
Male		0	0	3	3
Employee turnover rate (%)		0	0	38	9
Female		12	3	7	22
Employee turnover rate (%)		24	8	39	21
Total		12	3	10	25
Total employee turnover rate (%)		20	6	38	18

Geographical locations		Employee turnover rate (%)
Locations	Employee turnover	
PRC	25	18

¹ The turnover data in headcount was obtained from the Group's Human Resources Department based on the employment contracts entered into between the Group and its employees. The above data only covers the reporting scope. Turnover rate was calculated by dividing the number of employees who resigned in FY2022 by the number of employees in FY2022. The methodology adopted for reporting on turnover data set out above was based on "How to Prepare an ESG Report — Appendix 3: Reporting Guidance on Social KPIs" issued by the Stock Exchange.

XI. APPENDIX — PERFORMANCE TABLE

Table S5. Number and Percentage of Employees Trained in the Group by Gender and Position Type in FY2022 ¹

Unit: Number of employees		Position			Total
Gender	General staff	Teachers	Administrative & supporting staff	Senior management	
Male	–	25	10	1	36
% of employees trained	–	23	9	1	33
Female	–	39	35	0	74
% of employees trained	–	35	32	0	67

Total Employees Trained:

	General staff	Teachers	Administrative & supporting staff	Senior management	Total
Total	–	64	45	1	110
% of employees trained	–	58	41	1	81

¹ The training information was obtained from the Group's Human Resources Department. Training refers to the vocational training that the Group's employees attended in FY2022. The above data only covers the reporting scope. The methodology adopted for reporting on the number and percentage of employees trained set out above was based on "How to Prepare an ESG Report — Appendix 3: Reporting Guidance on Social KPIs" issued by the Stock Exchange.

Table S6. Training Hours Received by the Employees of the Group by Gender and Position Type in FY2022 ¹

Unit: Training Hours		Position			Total
Gender	General staff	Teachers	Administrative & supporting staff	Senior management	
Male	–	1,893	123	1	2,017
Average training hours	–	90	12	1	63
Female	–	6,054	1,476	0	7,350
Average training hours	–	129	26	0	72
Total	–	7,947	1,599	1	9,547
Average training hours	–	117	24	1	70

¹ The training information was obtained from the Group's Human Resources Department. The above data only covers the reporting scope. The methodology adopted for reporting training hours set out above was based on "How to Prepare an ESG Report — Appendix 3: Reporting Guidance on Social KPIs" issued by the Stock Exchange.

XII. REPORT DISCLOSURE INDEX

HKEX ESG GUIDE CONTENT INDEX

Aspects	ESG Indicators	Description	Section	Page
A. Environmental				
A1: Emissions	General Disclosure	<p>Information on:</p> <p>(a) the policies; and</p> <p>(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous waste.</p> <p><i>Note: Air emissions include NO_x, SO_x, and other pollutants regulated under national laws and regulations.</i></p> <p><i>Greenhouse gases include carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.</i></p> <p><i>Hazardous wastes are those defined by national regulations.</i></p>	Sustainable Campus — Emissions	36
	KPI A1.1	The types of emissions and respective emissions data.	Appendix — Performance Table	46
	KPI A1.2	Direct (Scope 1) and energy indirect (Scope 2) greenhouse gas emissions (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Appendix — Performance Table	46
	KPI A1.3	Total hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Appendix — Performance Table	46
	KPI A1.4	Total non-hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Appendix — Performance Table	46
	KPI A1.5	Description of emissions target(s) set and steps taken to achieve them.	The Environment and Natural Resources	41
	KPI A1.6	Description of how hazardous and non-hazardous wastes are handled, and a description of reduction target(s) set and steps taken to achieve them.	Emissions — Wastewater; Solid Waste	37

XII. REPORT DISCLOSURE INDEX

Aspects	ESG Indicators	Description	Section	Page
A2: Use of Resources	General Disclosure	Policies on the efficient use of resources, including energy, water and other raw materials. <i>Note: Resources may be used in production, in storage, transportation, in buildings, electronic equipment, etc.</i>	Sustainable Campus — Use of Resources	39
	KPI A2.1	Direct and/or indirect energy consumption by type (e.g. electricity, gas or oil) in total (kWh in '000s) and intensity (e.g. per unit of production volume, per facility).	Appendix — Performance Table	47
	KPI A2.2	Water consumption in total and intensity (e.g. per unit of production volume, per facility).	Appendix — Performance Table	47
	KPI A2.3	Description of energy use efficiency target(s) set and steps taken to achieve them.	The Environment and Natural Resources	41
	KPI A2.4	Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency target(s) set and steps taken to achieve them.	Use of Resources — Water	40
	KPI A2.5	Total packaging material used for finished products (in tonnes) and, if applicable, with reference to per unit produced.	Use of Resources	39
A3: The Environment and Natural Resources	General Disclosure	Policies on minimising the issuer's significant impacts on the environment and natural resources.	Sustainable Campus — The Environment and Natural Resources	41
	KPI A3.1	Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	Sustainable Campus — The Environment and Natural Resources	41
A4: Climate Change	General Disclosure	Policies on identification and mitigation of significant climate-related issues which have impacted, and those which may impact, the issuer.	Sustainable Campus — Climate Change	43
	KPI A4.1	Description of the significant climate-related issues which have impacted, and those which may impact, the issuer, and the actions taken to manage them.	Sustainable Campus — Climate Change	43

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Aspects	ESG Indicators	Description	Section	Page
B. Social				
Employment and Labour Practices				
B1: Employment	General Disclosure	Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare.	Professional Teachers — Employment	23
	KPI B1.1	Total workforce by gender, employment type (for example, full- or part-time), age group and geographical region.	Appendix — Performance Table	47
	KPI B1.2	Employee turnover rate by gender, age group and geographical region.	Appendix — Performance Table	48
B2: Health and Safety	General Disclosure	Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to providing a safe working environment and protecting employees from occupational hazards.	Health and Safe Campus — Occupational Health and Safety	29
	KPI B2.1	Number and rate of work-related fatalities occurred in each of the past three years including the reporting year.	Health and Safe Campus — Occupational Health and Safety	30
	KPI B2.2	Lost days due to work injury.		30
	KPI B2.3	Description of occupational health and safety measures adopted, and how they are implemented and monitored.		29

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Aspects	ESG Indicators	Description	Section	Page
B3: Development and Training	General Disclosure	<p>Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.</p> <p><i>Note: Training refers to vocational training. It may include internal and external courses paid by the employer.</i></p>	Professional Teachers — Development and Training	27
	KPI B3.1	The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	Appendix — Performance Table	49
	KPI B3.2	The average training hours completed per employee by gender and employee category.	Appendix — Performance Table	49
B4: Labour Standards	General Disclosure	<p>Information on:</p> <ul style="list-style-type: none"> (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to preventing child and forced labour. 	Company Management — Risk management	7
	KPI B4.1	Description of measures to review employment practices to avoid child and forced labour.	Company Management — Risk management	7
	KPI B4.2	Description of steps taken to eliminate such practices when discovered.		7

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Aspects	ESG Indicators	Description	Section	Page
Operating Practices				
B5: Supply Chain Management	General Disclosure	Policies on managing environmental and social risks of the supply chain.	Health and Safe Campus — Supply Chain Management	34
	KPI B5.1	Number of suppliers by geographical region.	Health and Safe Campus — Supply Chain Management	35
	KPI B5.2	Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, and how they are implemented and monitored.		34
	KPI B5.3	Description of practices used to identify environmental and social risks along the supply chain, and how they are implemented and monitored.		35
	KPI B5.4	Description of practices used to promote environmentally preferable products and services when selecting suppliers, and how they are implemented and monitored.	Supply Chain Management — Green Procurement	35

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Aspects	ESG Indicators	Description	Section	Page
B6: Product Responsibility	General Disclosure	Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress.	Quality Education	16
	KPI B6.1	Percentage of total products sold or shipped subject to recalls for safety and health reasons.	Due to the Group's business nature, this is not applicable to the Group's operations.	22
	KPI B6.2	Number of products and service related complaints received and how they are dealt with.	Quality Education — Complaints Handling and Risk Management	22
	KPI B6.3	Description of practices relating to observing and protecting intellectual property rights.	Due to the Group's business nature, this is not applicable to the Group's operations.	22
	KPI B6.4	Description of quality assurance process and recall procedures.	Quality Education Due to the Group's business nature, recall procedures is not applicable to the Group's operations.	18
	KPI B6.5	Description of consumer data protection and privacy policies, and how they are implemented and monitored.	Quality Education — Privacy matters	21

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Aspects	ESG Indicators	Description	Section	Page
B7: Anti-corruption	General Disclosure	Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.	Company Management — Risk management	8
	KPI B7.1	Number of concluded legal cases regarding corrupt practices brought against the issuer or its employees during the reporting period and the outcomes of the cases.	Company Management — Risk management	9
	KPI B7.2	Description of preventive measures and whistle-blowing procedures, and how they are implemented and monitored.		8
	KPI B7.3	Description of anti-corruption training provided to directors and staff.		9
Community				
B8: Community Investment	General Disclosure	Policies on community engagement to understand the needs of the communities where the issuer operates and to ensure its activities take into consideration the communities' interests.	Community Contributions	45
	KPI B8.1	Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	Community Contributions	45
	KPI B8.2	Resources contributed (e.g. money or time) to the focus area.		45