



China Maple Leaf Educational Systems Limited 中國楓葉教育集團有限公司*

(Incorporated in the Cayman Islands with limited liability)
Stock Code: 1317

2024 ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT



* For identification purposes only



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CHINA MAPLE LEAF EDUCATIONAL SYSTEMS LIMITED
FY2024 ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT

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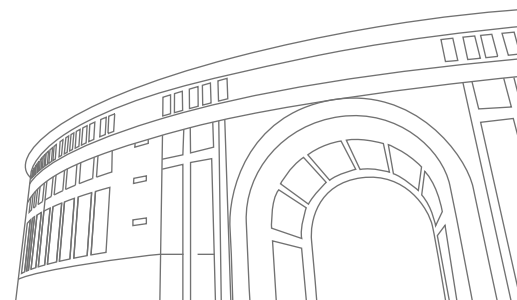
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ABOUT THIS REPORT

CORPORATE PROFILE

China Maple Leaf Educational Systems Limited, established in 1995, is a leading provider of international education in China. MLES operates schools in cities such as Dalian, Wuhan, Tianjin, Chongqing, Yiwu, Xi'an, Huzhou, Weifang, Yancheng, Haikou, Xiangyang, Ji'nan, Hohhot, as well as internationally in Vancouver, Kuala Lumpur, and Singapore. With an enrolment of nearly 10,000 students and a team of over 1,900 Chinese and foreign faculty members, the Company has built a robust international education system, which spans foreign national schools, preschools, elementary schools, middle schools, and high schools, offering high-quality education at all levels.

MLES Group embraces the educational philosophy of "blending the best of the East and the West in offering quality education". Guided by the values of integrity, innovation, professionalism, and execution, the Group is dedicated to its mission of providing elite education to students of all races, colours, and nationalities. With its progressive culture and philosophy, MLES has cultivated numerous international talents and established itself as a prominent international education brand in China. MLES has not only transformed the lives of many students and their families but also contributed positively to attracting investment, enhancing the business environment, and supporting social and economic development in the regions where it operates.

REPORT RELEASE CYCLE

This report is the 8th independent annual Environmental, Social and Governance ("ESG") Report released by China Maple Leaf Educational Systems Limited. It covers the period from 1 September 2023 to 31 August 2024 ("FY2024"). Certain content may be beyond the aforesaid period.

ORGANISATIONAL SCOPE OF THE REPORT

This report covers information regarding China Maple Leaf Educational Systems Limited and its subsidiaries. For convenience, expressions including "MLES Group", "MLES", "Maple Leaf", the "Group", the "Company", and "We" are also used in this report.

BASIS FOR PREPARATION OF THE REPORT

This report was prepared in accordance with the Environmental, Social and Governance Reporting Guide issued by The Stock Exchange of Hong Kong Limited (the "Stock Exchange") with reference to the GRI Sustainability Reporting Standards (the "GRI standards") issued by the Global Sustainability Standards Board (the "GSSB") and United Nations Sustainable Development Goals (the "SDGs").

ESG REPORTING PRINCIPLES

Materiality: In compliance with the materiality principle defined by the Stock Exchange, the ESG issues considered by the board of directors (the "Board") and the ESG working group, stakeholders communication, identification process of material issues and the matrix of material issues are disclosed in this report, further details of which are set out in the corresponding part of this report.

Quantitative: Statistical standards, methodologies, assumptions and/or calculation tools for quantitative key performance indicators herein and source of conversion factors are all explained in the Definitions section of this report.

Balance: This report should provide an unbiased picture of the Group's performance during the reporting period and should avoid selections, omissions, or presentation formats that may inappropriately influence the decision or judgment made by the report readers.

Consistency: The statistical methodologies applied to the information disclosed in this report shall be consistent.

INFORMATION DESCRIPTION

Certain financial information in this report is extracted from FY2024 financial statements. In case of discrepancy between this report and the annual report, the latter shall prevail. Other information associated with FY2024, with certain information beyond the aforesaid period, is mainly from the Company and its subsidiaries' internal statistics. Unless otherwise stated, the amounts in this report are denominated in Renminbi ("RMB").

REPRESENTATION BY THE BOARD IN RELATION TO ESG MANAGEMENT

China Maple Leaf Educational Systems Limited has committed that the Company is in compliance with the disclosure requirements under the Environmental, Social and Governance Reporting Guide issued by the Stock Exchange. The publication of this report was approved by the Board. For the financial year ending 31 August 2025, the Board of the Company will devote itself to optimising its ESG management system and improving its ESG level.

CHAIRMAN'S STATEMENT

FY2024 has been a thriving year for MLES Group, marking a significant milestone in advancing its internationalisation efforts. By staying true to the philosophy of blending the best of Eastern and Western education and continually innovating, we have achieved remarkable results in building a higher-quality education system.

The 2024 high school graduates of the Maple Leaf World School Programme (the "MLWSP") achieved outstanding success, receiving a record-breaking 3,411 acceptance letters from 177 universities across 16 countries and regions. Notably, 91.7% of the graduates secured admission to the top 100 Quacquarelli Symonds ("QS") World Universities, with 41% accepted into the top 30 QS institutions. ICS School in Turkey became the first school overseas to be authorised to implement the MLWSP, marking a historic breakthrough in the global adoption of China's self-developed international curriculum. Additionally, the Group signed an agreement with the Centre for Language Education and Cooperation of the Ministry of Education of China and Beijing Language and Culture University Press ("BLCUP") to publish a comprehensive set of "K12 Standard Chinese" textbooks. The global distribution of these textbooks will accelerate the marketisation of the K12 Standard Chinese curriculum and support the widespread promotion of the Chinese language on the international stage.

Exploring innovative practices to advance educational internationalisation: MLES Group remains steadfast in its commitment to blending the best of Eastern and Western education while deeply exploring innovative approaches to international curriculum development. This year, as part of the Innovative Research into Integrating Internationalised Curricula with Chinese Characteristics, we conducted an in-depth analysis of our curriculum system's Chinese characteristics and development trajectory. This research offers fresh perspectives for theoretical innovation and practical advancements in international curricula. By fostering students' cultural identity, intercultural competence, and innovative thinking, MLES continues to provide renewed momentum for the development of international education.

Adopting a student-centred approach to foster holistic growth: MLES Group prioritises the needs of students, respects their rights, and ensures a fair and safe learning environment. Through the provision of high-quality curricula and a diverse range of campus activities, we support students in developing their academic, practical, and general competencies. This approach enables a harmonious balance between individual growth and holistic development.

Fostering a people-oriented approach to build an outstanding team: MLES Group considers talent as the cornerstone of its development and is dedicated to cultivating a high-calibre management team and teaching staff. By implementing a diversified talent strategy, the Group attracts and nurtures exceptional individuals who embody a harmonious blend of Eastern and Western cultures. Through diverse training opportunities and collaborative initiatives across education, teaching, student management, and scientific research, MLES fosters a culture of teamwork and mutual success. This win-win approach drives the Group's sustained growth.

Advancing green development to build eco-friendly campuses: MLES Group actively embraces green development, embedding environmental awareness into its daily operations and educational practices. By adopting resource-efficient and low-carbon operational strategies, the Group continues to make significant strides in creating green campuses. Additionally, MLES engages students in environmental public welfare activities, nurturing their environmental consciousness and sense of responsibility. Through these efforts, the Group leverages the power of education to contribute meaningfully to ecological preservation and sustainability.

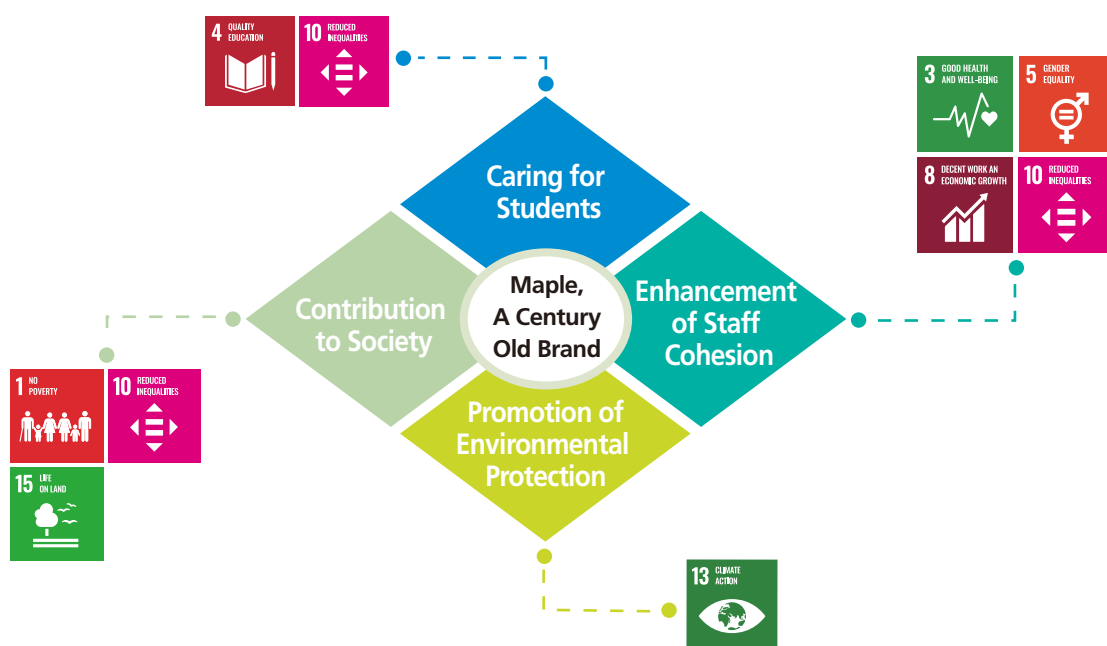
Fulfilling corporate social responsibilities (CSRs) and promoting public welfare: MLES Group embraces CSRs through practical actions, integrating the principles of social responsibility into its educational practices. The Group organises diverse public welfare initiatives at multiple levels, encouraging both teachers and students to actively participate in community service and charitable endeavours. These efforts reflect the Group's unwavering dedication to social well-being.



1. ESG MANAGEMENT

1.1 SUSTAINABILITY CONCEPT

Being a responsible company, MLES Group is well aware of the impact of sustainability on its long-term development and operational resilience. We penetrate the sustainability concept into our daily operation. By implementing four major approaches of care for students, enhancement of staff cohesion, promotion of environmental protection, and contribution to society, we have pursued our missions to cultivate social elites, promote green development, and drive regional common prosperity. We integrate United Nations Sustainable Development Goals (SDGs) into our ESG management system and respond positively with tangible actions. Through our own efforts, we hope to create long-term value for society.

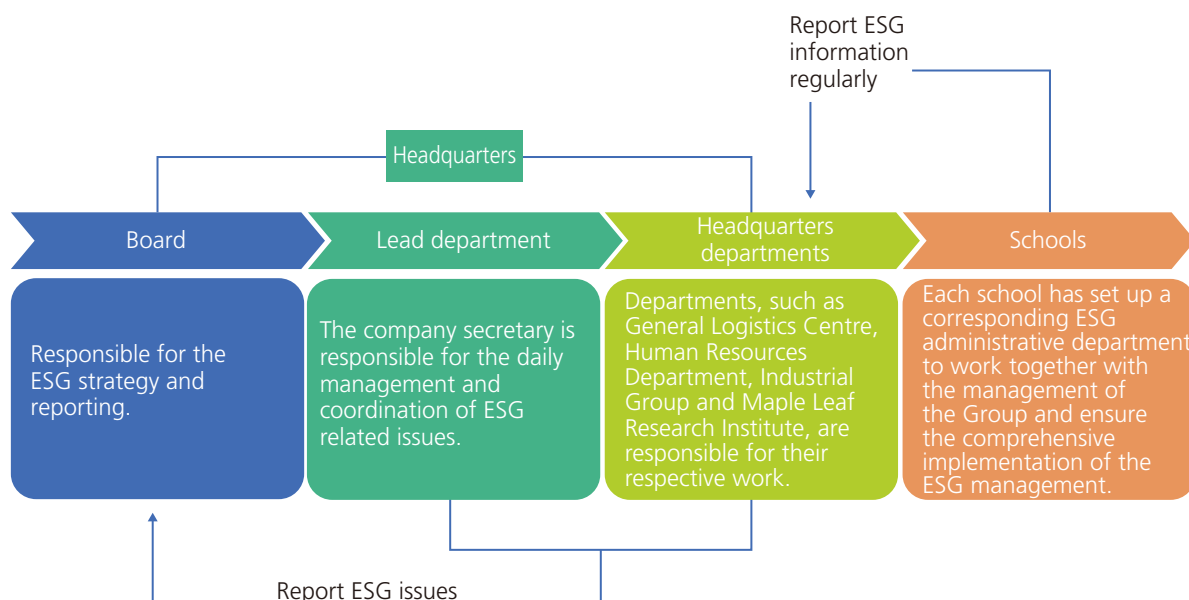


Graph 1-1: Sustainability Concept of MLES Group

1.2 CORPORATE GOVERNANCE

The Company constantly improves its governance structure in accordance with relevant policies and regulations. The Board as the core decision-making body of the Group, comprises seven directors, including three executive directors, three independent non-executive directors, and one non-executive director. The Board has established the audit committee, remuneration committee, and nomination and corporate governance committee, which govern all affairs of the Group in different aspects. For more information relating to our corporate governance, please refer to the section of "Corporate Governance Report" in our annual report.

The Board, as the highest decision-making body for the Company's ESG affairs, assumes full responsibility for the overall ESG strategy, information disclosure, and supervision. It also plays a key role in assessing and addressing ESG-related risks. To ensure effective ESG management, the Group has implemented a structured mechanism comprising four tiers: "the Board – lead department – headquarters departments – schools". Each tier has clear responsibilities, working collaboratively to advance ESG initiatives. The lead department facilitates coordination and communication with stakeholders, headquarters departments oversee ESG issues within their specific functions, and schools manage day-to-day ESG tasks while reporting primary ESG information. In FY2024, the Board reviewed the material issues and reporting strategies disclosed in this report and approved its publication.



Graph 1-2: ESG Management Mechanism of MLES Group

1.3 COMPLIANCE AND RISK MANAGEMENT

MLES regards compliance and risk management as the foundation of its robust corporate development, adhering strictly to relevant laws, regulations, and industry standards. Under the oversight of the Board, the Company has continuously enhanced its compliance and risk management mechanisms, establishing a solid management framework to fully meet regulatory requirements of the State and the industry. The Group firmly opposes all forms of corruption and unfair competition, adhering to a prevention-first approach while actively addressing violations when necessary. It maintains zero tolerance for non-compliant business practices and places significant emphasis on brand and intellectual property rights (IPRs) protection, ensuring its legitimate rights and interests are effectively safeguarded.

- Risk management and anti-corruption practice**

MLES Group is committed to a business philosophy centred on legal compliance and ethical conduct. It strictly adheres to national laws and regulations, including the Criminal Law* (《刑法》), the Law against Unfair Competition* (《反不正當競爭法》), and the Company Law* (《公司法》). The Group fully implements provisions aimed at preventing corruption, bribery, extortion, fraud, and money laundering, and maintains a strong commitment to upholding the highest standards of business ethics. During the reporting period, the Group was not involved in any litigation relating to corruption or fraud, or received any complaint or reporting concerning corruption.

- In respect of organisational structure, the Group has established a permanent integrity supervisory committee, responsible for investigating, verifying, and proposing recommendations on addressing complaints, reports, and misconduct. The committee members are directly accountable to the Board and its audit committee. Comprising employee representatives, professionals, and independent third parties, the committee is designed to ensure impartiality in its operations. The establishment and standardised functioning of this committee effectively protect the legitimate rights and interests of the Group's employees, while reinforcing the Group's commitment to integrity and enhancing its brand reputation.



1. ESG MANAGEMENT

- In respect of internal policy management, we have developed the Anti-fraud System of MLES (《楓葉教育集團反舞弊制度》), which outlines the goals and policies of the Group in prevention and crackdown of corruption behaviour. Meanwhile, subject to the Internal Audit Management System of MLES (《中國楓葉教育集團內審管理制度》), the internal audit department of the Group is responsible for independent supervision of the authenticity and legitimacy of the inter-group income and expenses and economic activities, so as to provide strong support for the Group's sound operation and honest development.
- In respect of anti-corruption reporting, the Group has implemented the Whistle-blowing System of MLES Group (《楓葉教育集團舉報制度》), which is publicly accessible via the Group's official website, ensuring smooth and efficient channels for reporting misconduct. The system clearly specifies multiple whistle-blowing avenues, including designated mailboxes and telephone lines. Furthermore, the Group has established a robust anti-corruption management process and developed a cohesive anti-corruption mechanism that ensures alignment and collaboration across all levels.
- In respect of anti-corruption and whistle-blowing awareness enhancement, the Group invited legal professionals to deliver a series of training sessions focused on anti-corruption and fraud prevention, targeting both its headquarters and affiliated schools, during the reporting period. Over 20 training sessions were conducted, engaging more than 4,600 participants. These initiatives significantly enhanced employees' awareness of clean and ethical practices, fostering a professional ethos of leadership by example. By creating a clean and positive working environment, MLES Group has embedded the concept of integrity into every aspect of its operations, ensuring it remains a core component of the Group's brand culture.



Graph 1-3: Anti-corruption Training of MLES Group

• Brand protection

In FY2024, the Group actively worked to improve the trademark system, trademark monitoring, brand rights protection, and brand protection training. These efforts have effectively protected the rights and interests linked to MLES Group's trademarks and brands. The Group registered 503 copyrighted works, encompassing teaching materials, teaching aids, classroom standards, cultural symbols, book collections, and specialised school-based classes. This expansion has strengthened the Group's intellectual property portfolio, supporting the continued implementation of its standardisation strategy.

- **Improvement of the trademark system:** According to the Group's strategic plan for trademark protection and defence, two new trademarks were approved for registration, increasing the scope and types of the Group's trademark use and protection, and improving the construction of the Group's trademark and brand system.

- **Trademark monitoring and opposition:** The Group actively monitors trademarks in compliance with legal requirements. This includes regularly reviewing announcements published on the official website of the Trademark Office of the National Intellectual Property Administration. Where necessary, the Group files trademark opposition claims with the Trademark Office against identical or similar trademarks applied for by others in connection with the same or similar goods/services. These efforts safeguard the Group's trademark rights and other prior rights, preventing confusion or misidentification while protecting the brand's value and integrity.
- **Brand maintenance:** The Group remains steadfast in safeguarding the Maple Leaf trademarks and brand identity. Through measures such as issuing warning letters, initiating litigation, and pursuing arbitration, the Group has successfully taken legal action against unauthorised use of its trademarks and other infringements of Maple Leaf brand. These efforts ensure the protection of the Group's trademark and brand rights, preserving its brand reputation.
- **Brand protection training:** The Group provides specialised training for staff responsible for recruitment and promotion, focusing on brand protection. These sessions aim to ensure the proper and legal use of the Company's trademarks while fostering compliance and raising awareness about brand protection during enrolment promotions and external communications. This collective effort helps safeguard the integrity of the Group's trademarks and brand identity.



Graph 1-4: Certificate of Copyright Registration of MLES Group



1. ESG MANAGEMENT

1.4 STAKEHOLDER COMMUNICATION

MLES Group recognises that stakeholders are integral to its long-term growth and success. We actively listen to their needs and maintain close communication through various channels, including our official website, social media platforms, hotlines, emails, surveys, and seminars. By addressing stakeholder concerns promptly and incorporating them into our decision-making processes, we aim to achieve targeted improvements and optimisation. The Group has identified its key stakeholders closely related to it and developed the following table to serve as a foundation for enhancing ESG performance and advancing sustainable development.

Stakeholders	Expectations and concerns	Communication mode
Shareholders/investors	Protecting rights and interests of shareholders Investment return Information disclosure Operation and management in compliance with laws and regulations	General meetings Press releases and announcements Financial reports of the Company HKEx/Company's website Investor conferences and roadshows
Government/regulatory authorities	Legal and compliance supervision Fulfilment of tax obligations Business and economic development Social contribution Operation safety	Compliance reports On-site inspections Attending conferences/seminars Special enquiries/inspections Submitting documents
Students/parents	Health and safety of students Protecting students' rights and interests Quality education Innovative education system	Online courses Daily interaction Education fair Parent-teacher conferences Company's website and official account on social platform
Teachers/employees	Protecting employees' rights and interests Conducting communication between management and employees Occupational health and safety Improving employees' welfare Equal opportunity in employment and diversified development	Labour contract Employees' symposiums Daily communication
Suppliers/partners	Mutual benefit and win-win cooperation Fair competition Long-term business relationships Product quality assurance	Supplier evaluation Field visits Daily communication
Environment	Enhancing environmental and ecological protection Energy and resource conservation Promotion of green teaching	Environmental inspection Environmental information disclosure Green teaching
Communities/the public	Community engagement Social fusion Public welfare events	Volunteer activities Public welfare and charitable activities
Media	Update on education development School activities	Written interviews Telephone interviews Press conferences

1.5 ASSESSMENT OF MATERIAL ISSUES

MLES Group has implemented a basic process for analysing material ESG issues, which comprises three key steps: issue identification, issue assessment, and issue reporting. This process enables the Group to pinpoint critical issues that significantly influence its sustainable development and are of mutual concern to stakeholders, creating a materiality issue matrix. Guided by the outcomes of this analysis, the Company identifies issues associated with important risks and opportunities and develops corresponding management and information disclosure strategies to effectively address stakeholder expectations.

- Issue identification**

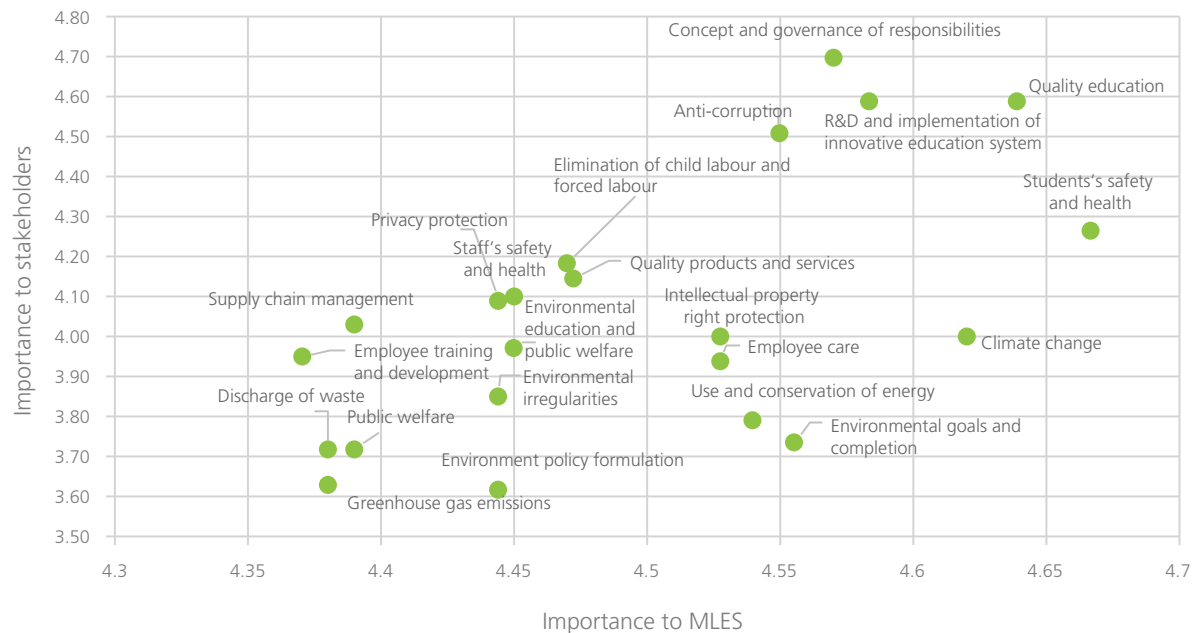
In alignment with the Environmental, Social and Governance Reporting Guide of the Stock Exchange and the GRI Standards, MLES Group identified 22 ESG-related issues. These issues were selected based on the unique characteristics of the industry and the Company's business priorities, forming the foundation for assessing materiality issues.

- Issue assessment**

Led by the ESG working group, we have gained valuable insights into the key ESG concerns of various stakeholders through a combination of questionnaires, interviews, and discussions.

- Issue reporting**

Based on the statistical analysis of feedback from the questionnaires, we assessed the sustainability issues and created a materiality matrix. The horizontal axis represents the importance of the issues to the Company, while the vertical axis reflects their importance to stakeholders. After considering the input from the Company's Board, we finalised the materiality matrix as follows.



Graph 1-5: MLES Group ESG Materiality Matrix



1. ESG MANAGEMENT





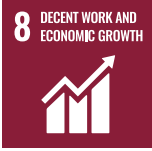





Section	Material Issues	Aspects of Issues in HKEx ESG Reporting Guide	UN SDGs
ESG management	Company's development strategy, corporate governance, intellectual property protection, anti-corruption practice	Reporting strategies B6 Product Responsibility B7 Anti-corruption	
Innovative education offering a combination of different cultures	Innovative education system, quality education	B6 Product Responsibility	
Caring for teachers and students to cultivate future talents	Privacy protection, students' safety and health, elimination of child labour and forced labour, equal employment, rights and interests of employees, occupational safety and health, employee training and development, employee care, safe sourcing system, fair and open procurement procedures	B1 Employment B2 Health and Safety B3 Development and Training B4 Labour Standards B5 Supply Chain Management B6 Product Responsibility	   
Promotion of environmental protection for green development	Management of greenhouse gas, green operation, electronic office and teaching, management of domestic wastes, environmental education	A1 Emissions A2 Use of Resources A3 The Environment and Natural Resources A4 Climate Change	
Dedication to the community to create a harmonious and loving environment	Public welfare, volunteer activities	B8 Community Investment	  

Table 1-1: ESG Issues Reporting Index

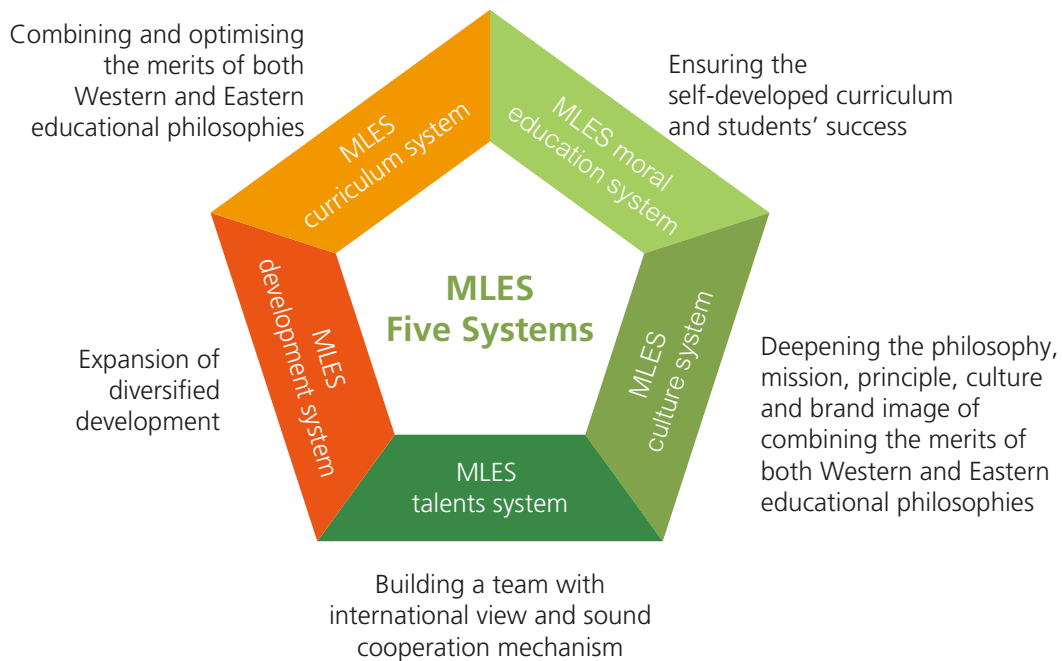
2. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

MLES Group has consistently upheld the educational ideal of “creating the best school in the world” and the schooling philosophy of “blending the best of the East and the West in offering quality education”. The Group has been a pioneer in introducing international quality education resources into the field of basic education. By combining the strengths of international education putting a focus on innovation and practical skills with the fine tradition of Chinese education, known for its rigorous governance, MLES has promoted a holistic approach to quality education. After years of exploration, we have independently developed the “MLES Five Systems” and introduced an innovative model of “One Diploma, Dual Accreditation and Global Integration”. This has enabled us to transition from a “Bilingual Teaching and Dual Accreditation” system to “Independent Innovation”, marking a comprehensive transformation from the British Columbia Curriculum to the MLWSP. This achievement has established a new benchmark for international education.

During the reporting period, King’s College London, a prestigious Russell Group university in the UK, officially confirmed the criteria used to align the MLWSP with A-Level results. This recognition marks a significant milestone for the MLWSP, integrating it into the global mainstream curriculum system. It underscores MLES’s leadership in international curriculum development and educational model innovation, further enhancing the Group’s brand influence and international recognition in the global education sector.

- ### MLES Five Systems

MLES Group elevates the goal of talent cultivation from internationalisation to elitism, setting a higher standard for educational excellence. In practice, the Group has continuously developed and refined the “MLES Five Systems”, which include the MLES curriculum system, MLES moral education system, MLES culture system, MLES talent system, and MLES development system.



Graph 2-1: MLES Five Systems

Spearheaded by the educational concept of blending the best of the East and the West and with the implementation of the MLWSP, a new model of “One Diploma, Dual Accreditation and Global Integration” has been launched and optimised continuously:

- “One Diploma” means that a student who has completed the MLWSP can obtain the high school graduation diploma issued by MLES Group;



2. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

- “Dual Accreditation” means the international education accreditation provided by Cognia, the world’s largest school accreditation organisation, and the independent review and curriculum benchmarking certification provided by ECCTIS, the UK National Information Centre for Global Qualifications;
- “Global Integration” means that the MLWSP is directly connected to English-speaking universities in the world. Students who meet the high school graduation requirements and the admission requirements of the target university may be admitted directly to the first year of undergraduate studies at the target university without the needs to attend additional language and preparatory courses.

2.1 EXPLORATION FOR INNOVATIVE EDUCATION MODE

Creating international education programmes with Chinese characteristics is a vital mission for the new era, and MLES Group proudly takes on this responsibility. We are forging an innovative path with the “National Strategy, Maple Leaf Action” to support national strategies. This year, as part of the Innovative Research into Integrating International Curricula with Chinese Characteristics, we explored the Chinese characteristics and development trajectory of our curriculum. Our efforts in development, implementation, and global promotion of these education programmes, which focus on cultivating cultural identity, intercultural competence, and creativity, contribute valuable experience for shaping the future of China’s international education.

The MLWSP is committed to cultivating international talents who possess a strong sense of Chinese identity and a global perspective. It emphasizes fostering students’ innovative thinking skills while offering a model of excellence in curriculum design and teaching strategies. Addressing a critical gap in China’s basic international education programmes, the curriculum disrupts the long-standing dominance of foreign programmes and better accommodates the learning needs of non-native English-speaking students. With a vision to nurture talents who possess both national confidence and global competence, the programme plays a pivotal role in advancing China’s educational openness in the new era, implementing the Belt and Road Initiative through collaboration, and contributing to building the community with a shared future for mankind.

This study has enhanced our understanding of international education programmes with Chinese characteristics, providing valuable insights and data for future teaching and research practices. We remain committed to advancing the research, development, and innovation of these programmes, refining our educational modes, and contributing practical experience and Chinese wisdom to the field of international education.

Case: The Creative Thinking and Problem Solving (CTPS) Course under the MLWSP

In the Innovative Research into Integrating Internationalised Curricula with Chinese Characteristics, the Group conducted an in-depth analysis of curriculum strategies aimed at fostering students’ innovative thinking. A questionnaire survey was administered to investigate the potential influence of elements, such as type of curriculum, gender, and grade level, on students’ capacity for innovation. The results indicated that students involved in the MLWSP consistently outperformed their non-MLWSP counterparts in China across various dimensions of innovative thinking, including adventurousness, curiosity, imagination, and resilience in the face of challenges. Notably, MLWSP students exhibited pronounced strengths in curiosity and challenge response. A content analysis of pedagogical documents highlighted how the MLWSP effectively integrates theory with practice by employing strategies such as interdisciplinary approaches, case studies, and collaborative team projects. These methods were shown to promote deeper learning and nurture innovative thinking among students.

2.2 SMOOTH CONNECTION WITH INTERNATIONAL AND DOMESTIC UNIVERSITIES

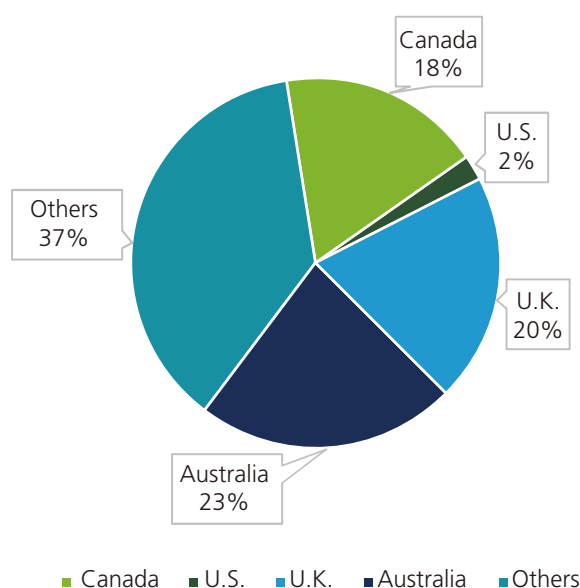
MLES Group maintains strong partnerships with universities both domestically and internationally, focusing on integrating high-quality global educational resources. It is dedicated to establishing seamless pathways for domestic and international admissions while creating diverse global development opportunities for students.

- #### Connecting with international educational resources

By leveraging international education resources, the Group has established a globally connected operational optimisation system. This system integrates the resources of its schools worldwide to ensure coordinated progress in curriculum development, teacher training, pedagogical research, and admission guidance. Through this virtuous cycle, we empower more elite students to succeed on the global stage from MLES and advance the achievement of the sustainable development goal of a “long-lasting MLES”.

During the reporting period, MLES Group successfully organised the 15th MLES International Education Fair, hosted by the MLES Research Institute and co-organised by its high schools. The fair, which is held annually in mid-to-late November, rotates through all high schools in the Group. Each year, nearly over 80 prestigious universities from around the world participate, with the event’s scope and institutional diversity improving continuously. The fair serves as a vital platform for two-way communication and selection between MLES students and renowned global universities, acting as a launchpad for students aspiring to study abroad or pursue further education. For participating institutions, it provides a high-quality, focused exhibition space and an efficient recruitment channel, significantly contributing to attracting outstanding students to MLES.

As of 31 August 2024, a total of 802 students from the Class of 2024 graduated from MLES high schools, with 732 of them receiving offers from prestigious international universities.



Graph 2-2: Destinations of MLES High School Graduates in the Class of 2024

- #### Connecting with quality universities in China

In recent years, the quality of teaching and overall rankings of Chinese universities have been steadily improving, making domestic institutions a key choice for MLES students. Among the 2024 MLES Global Top 100 Universities, 11 of the top 15 universities in the Asia-Pacific region are located in China, including prestigious institutions such as Tsinghua University, Peking University, and Zhejiang University.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

3.1 CARING FOR THE GROWTH OF STUDENTS

The Group strictly complies with the relevant laws and regulations of the places where it operates, such as the Law on the Protection of Minors* (《未成年人保護法》) and the Measures for the Handling of Student Injury Accidents* (《學生傷害事故處理辦法》). It is committed to providing equal educational opportunities for students, respecting and safeguarding their rights, protecting their safety and privacy, and fostering a safe and healthy environment that supports the balanced development of their physical and mental well-being.

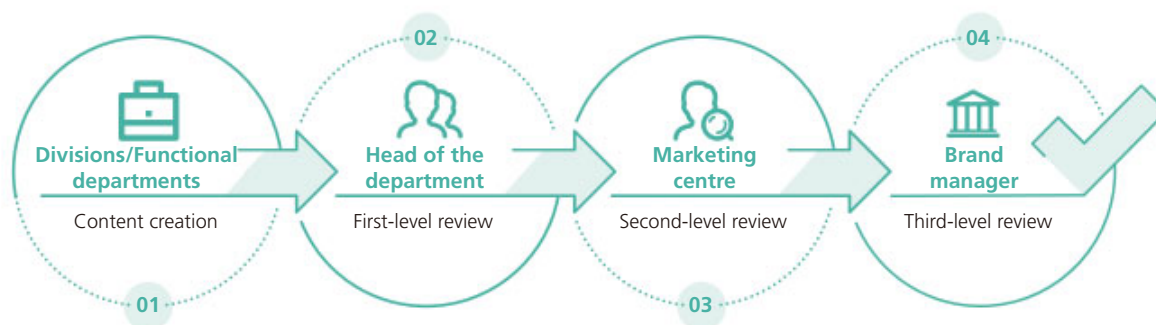
- **Respecting students' rights to receive education**

MLES Group has always prioritised promoting educational equity and accessibility as core to its mission. In terms of educational equality, guided by our commitment to “providing an elite education to all students, regardless of race, colour or nationality”, we ensure that students from diverse family backgrounds have the opportunity to receive a quality education. We also strictly prohibit the enrolment of students based on criteria such as gender, race, or religion. Regarding educational accessibility, we fully comply with the regulations set by local education authorities and pricing departments in the regions where we operate to determine tuition fees reasonably. Additionally, we offer scholarships to students with outstanding academic performance, enabling them to concentrate on their learning and development while reducing the impact of economic factors on their access to education.

- **Rational advertising campaign**

Establishing a responsible brand marketing management system. MLES strictly complies with relevant laws and regulations, including the 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》), the Private Education Promotion Law* (《民辦教育促進法》), and the Advertising Law of the People's Republic of China* (《中華人民共和國廣告法》), to ensure that education authorities, parents, and the community are provided with timely, truthful, and rigorous information about the Company's products and services. In its brand marketing efforts, the Group upholds strict standards of content security, particularly regarding sensitive issues related to ideology, ethnicity, and religion. This commitment ensures compliance with laws and regulations as well as promotional requirements, and prevents the dissemination of non-compliant information.

To ensure standardisation and accountability in brand marketing, MLES Group has developed both long-term and short-term brand marketing plans aligned with corporate strategic goals. Specifically, a comprehensive brand management system has been established to regulate the dissemination of information across various departments and schools. This includes developing a VI system, formulating management measures for WeChat official account, official website, and WeChat video account, and ensuring the standardised use of promotional materials. To strengthen compliance awareness and professional skills among staff, we regularly conduct training on information dissemination standards. This ensures that information is shared accurately and truthfully, preventing the exaggeration of products and technologies or the concealment of potential risks. Additionally, the Group enforces strict guidelines regarding fonts and graphic materials used in publicity, requiring the use of copyright-free fonts and licensed graphics. These measures help maintain communication compliance and protect the integrity of the brand.



Graph 3-1: MLES Brand Marketing Review Process

3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Expanding brand influence through multiple advertising channels. The Group consistently promotes the features and strengths of the MLWSP and grade-specific intensive courses via the official website, WeChat official account, Sina Weibo account, Toutiao account, and mainstream media outlets at central, provincial, municipal, and industry levels. These efforts are designed to enhance brand visibility and recognition. We comprehensively highlight the significance and value of the MLWSP, focusing on student success stories, curriculum advantages, and the achievements of graduates. Additionally, we share high praise for the curriculum from both domestic and international authoritative institutions, experts, and media outlets. At the same time, we emphasise the distinctive aspects of grade-specific intensive courses and showcase the stories of outstanding students to further promote their features and strengths extensively. To ensure the effectiveness of our publicity efforts, we actively monitor public opinion online through third-party sources, enabling us to respond promptly to feedback and maintain a positive public image.

- **Protecting students' privacy**

MLES Group has always prioritised information security and privacy protection as a fundamental aspect of its operations. The Group strictly complies with the relevant provisions on privacy protection as set out in the Tort Liability Law* (《侵權責任法》) and the Law on the Protection of Minors* (《未成年人保護法》), so as to safeguard the privacy and personal information security of students and parents. Through institutionalised management and rigorous enforcement, we are dedicated to providing a safe and secure educational environment for both students and parents.

Regulated management of the use of students' portraits. MLES Group has always prioritised the protection of students' and parents' personal information and privacy. In line with legal requirements, since 2015, the Group has implemented strict regulations regarding the use of students' portraits. All new students are required to complete an application form that explicitly includes terms concerning the use of their portrait rights. This ensures that any use of relevant images is subject to the authorisation of the students and their parents.

Sound information management and privacy protection mechanism. The Group's admission system serves as the central hub for collecting student information from various schools and offices. The marketing centre, as the highest decision-making and implementation body for information security and privacy protection, oversees the management of the admission system. It is responsible for the allocation of user accounts, data entry, and the supervision and maintenance of the system's operation. The system enforces a strict access control and password protection mechanism, ensuring that only authorised personnel can access the full admission information. These authorised commissioners must adhere to relevant guidelines when collaborating with the network centre and finance department. If other departments require access to student information, they must submit an application for approval before specific data can be exported, effectively safeguarding the confidentiality of the information. Furthermore, the marketing centre ensures the security and timeliness of the data by tracking and maintaining information on referred students in real time. Through these measures, the Group provides comprehensive support for the privacy protection of students and parents.

- **Streamlining the complaint handling process**

MLES Group has always placed significant importance on handling parent complaints and recognises the critical role an efficient complaint resolution process plays in enhancing parent satisfaction and safeguarding its reputation. To this end, the Group has continuously refined its complaint management mechanism to ensure that issues are addressed promptly and effectively. These efforts strengthen the trust between student families and schools, demonstrating MLES's commitment to prioritising the needs of students and parents at the heart of its operations. During FY2024, the Group did not receive any material complaint on breach of professional ethics by teachers.

Establishing standardised processes to ensure an efficient response

The Group has established a standardised complaint handling process, implementing a five-step closed-loop mechanism case by case: recording, distribution, analysis, resolution, and feedback. Upon receipt of a complaint, the responsible department is identified based on the nature of the issue complained about. Specialists conduct an in-depth analysis of the cause, clarify the responsible party, propose targeted solutions, and submit them to the competent supervisor for approval before implementation. The resolution is then communicated to the complainant, ensuring transparency and timeliness, and reported to the relevant regulatory authorities simultaneously. This process ensures an efficient and clear approach to handling complaints.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Creating a multi-channel complaint intake platform to facilitate communication

To facilitate the expression of parents' concerns, the Group has established a range of complaint intake channels, including phone calls, WeChat accounts, emails, and in-person visits. Regardless of the submission method, a designated individual is responsible for addressing and investigating the complaint, coordinating with relevant departments to resolve the issue promptly. Based on parent preferences, the Group ensures timely responses through phone, email, or face-to-face communication, fostering smooth dialogue, improving information transparency, and enhancing the overall parent experience.

Enhancing follow-up feedback for continuous service optimisation

Once complaints are resolved, the Group follows up with parents to assess their satisfaction and ensure they consent to the solutions provided. If parents remain dissatisfied, the Group works to further refine the solutions until they are fully satisfied. Additionally, the Group regularly reviews complaint cases, identifies recurring issues, and uses this analysis to continually improve service quality, management effectiveness, and overall service standards.

• **Student safety**

In line with the policy of "prevention first, clear division of responsibilities, focus on key issues, and comprehensive protection", the Group is dedicated to creating a safe campus environment and ensuring the physical and mental well-being of students. This commitment is supported by four key initiatives: establishing a comprehensive campus safety management system, strictly enforcing safety supervision and accountability, strengthening safety education and training, and implementing multi-dimensional safety measures.

Establishing a comprehensive campus safety management system

MLES Group places great emphasis on campus safety management. The Group has developed and strictly enforces the MLES Group Safety Management System (《楓葉教育集團安全管理制度》), establishing a comprehensive safety management framework and operational mechanisms. According to the actual operational needs of schools, contingency plans have been formulated for various emergencies such as earthquakes, fires, and food poisoning, addressing critical areas such as campus safety, fire prevention, food hygiene, and bullying prevention. Additionally, designated individuals are assigned to implement specific safety measures, ensuring effective campus safety across all areas.

Strictly enforcing safety supervision and accountability

The Group adheres to the principle of the "principal responsibility system", whereby the headmaster of each school or principal of each department serves as the primary person responsible for safety management. They sign the Campus Safety Responsibility Letter of MLES Group (《楓葉教育集團學校安全責任狀》) with relevant personnel. Each school conducts regular safety inspections to identify potential hazards, implements annual safety management plans, and takes corrective measures as necessary. Any significant issues are reported to the Group and local authorities. Additionally, safety management across schools and departments is guided and supervised by local educational authorities and public security organs. This forms a multilevel safety protection system that ensures standardised management and effective execution.

Strengthening safety education and training

The Group integrates safety education into its routine training system, regularly organising sessions on safety laws, regulations, and management policies for staff. Professional firefighters are invited to deliver training on fire safety, and employees are equipped with first aid skills for campus emergencies. By reinforcing safety training, we enhance staff capabilities in emergency prevention and response, so as to ensure that safety education permeates every aspect of our operations.

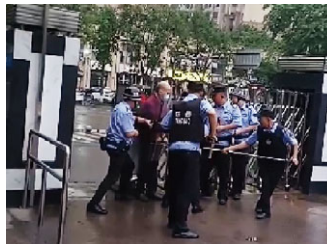
3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Implementing multidimensional safety measures

Schools regularly conduct emergency drills covering firefighting, earthquakes, anti-terrorism, and explosion prevention, in a bid to enhance the self-rescue and evacuation skills of teachers and students. Dedicated personnel are assigned to inspect campus facilities regularly and document the rectification of identified hazards. Surveillance systems are installed in key areas to mitigate potential safety risks. Additionally, some schools collaborate with local police stations to establish a multi-layered safety network, providing comprehensive protection for the lives and property of teachers and students.



Graph 3-2: Safety Knowledge Training



Graph 3-3: Emergency Drills on Anti-terrorism, Explosion Prevention, etc.



Graph 3-4: Campus Safety Emergency Drill

- **Development of teachers' professional ethics and morality**

The Group places the development of teachers' professional ethics and morality at the core of staff selection, training, and management processes, emphasising it throughout recruitment, induction, and teaching activities. The code of conduct for employees and related policies explicitly outline a zero-tolerance approach to harassment and bullying. This commitment aims to safeguard the physical and mental well-being of both teachers and students, fostering a positive and supportive learning and working environment.

Strict control over recruitment process

- **Fit and proper test:** During the teacher recruitment process, schools rigorously implement background checks and fit and proper tests. This review covers identity verification, academic qualifications, and professional certifications to ensure candidates meet the requirements for their respective positions. All relevant information, including retrieved academic qualifications, must be reviewed and signed by the applicant for confirmation before being archived. This process ensures compliance and authenticity throughout the review procedure.
- **Background checks for teachers:** The Group has established the Human Resources Management System (《人力資源管理制度》) to conduct comprehensive background investigations for candidates who have completed interviews and are being considered for employment. These checks cover education, work experience, personal character, professional capabilities, disciplinary records, litigation history, and other relevant information. A detailed written report is prepared and retained for future reference. Employment offers are extended only to candidates with positive evaluations from their previous employers and no negative or undesirable records. Applicants with issues identified during the background check are not hired.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Establishing the culture of professional ethics

- “Employees shall possess good personal literacy and morality; to be honest and trustworthy, diligent and clean; to be fair, impartial and credible; and to be dedicated and selfless.” The four standards of MLES serve as fundamental criteria for the selection and appointment of staff.
- In MLES culture, professionalism is the foundational expectation for all employees, encompassing good professional skills, ethics, and reputation—each being indispensable. These elements establish specific standards for employees’ work and behaviour. For example, under “good professional ethics”, employees are required to: show love, care, and respect for all students, treating them equally and impartially; maintain a supportive and respectful attitude towards students’ individuality; be diligent and patient in teaching, providing constructive guidance; and refrain from sarcasm, discrimination, or any form of physical or disguised punishment. These principles safeguard students’ legitimate rights and interests, and support their holistic and healthy development.
- Training on the Human Resource Management System (《人力資源管理制度》) is a key component of the new hire induction programme, with a strong emphasis on teachers’ professional ethics and moral standards. In day-to-day school operations, further training on professional ethics is regularly conducted through various formats, such as routine work meetings and dedicated sessions. These efforts aim to continually enhance staff professionalism and uphold the quality of education provided.

Defining the punishment mechanism clearly

- “Solemn Commitments” is publicly posted at all schools of MLES Group, which prohibits employees from violating the professional ethics. MLES would terminate our staff’s labour contracts once violations are discovered, and whereas the case constitutes a crime, criminal responsibilities shall be affixed by transferring to the judiciary authorities.
- The Group has implemented a comprehensive employee disciplinary mechanism outlined in the Employee Handbook (《員工手冊》). It stipulates a one-year probation period for employees under disciplinary action. During this period, schools are required to conduct at least two assessments and issue a written decision on whether to lift or extend the disciplinary measures based on the assessment outcomes. While under disciplinary review, employees are prohibited from participating in activities such as merit evaluations, training programmes, or promotions. This ensures that disciplinary policies are both standardised and effectively enforced.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Safe sourcing system**

Quality sourcing is a cornerstone of security at MLES Group. Committed to fostering long-term partnerships and mutual growth with suppliers, the Group practices end-to-end supplier management, embedding sustainable development principles to mitigate supply chain risks effectively. The Group's procurement scope encompasses a broad range of products, including food, clothing, and other essential daily items for students and teachers. To ensure uniformity and efficiency, MLES has established comprehensive procurement process standards. Each procurement project requires the evaluation of at least three qualified suppliers for comparison, while major projects are subjected to open tendering. Suppliers are selected based on criteria such as company size, product quality, pricing, service levels, and payment terms. This structured and meticulous procurement process not only guarantees high efficiency and transparency but also supports the coordinated development of the entire supply chain.

Strict selection

- Preliminary selection of candidate suppliers: The Group selects suppliers with good reputation, high market share, and good cooperation feedback as candidates.
- Supplier pre-qualification: The Group conducts a thorough review of suppliers' credentials, including business licenses, qualification certificates, performance records and awards. Credential software is employed to assess their qualification ratings and risk levels. For specific equipment and facilities, suppliers must provide samples for evaluation, and their quality inspection reports are verified to ensure compliance with national quality and environmental standards.
- Field visit: The Group visits a supplier's production base to inspect its scale, production capacity, sales performance, and actual production, operation and management conditions to assess its overall supply strength.

Transparent procurement

- Bidding project standardisation: The Group issues Q&A documents to all bidders simultaneously, ensuring that information is transparent and consistent. At least three individuals must be present during the bid opening, and they complete the bid reveal records, ensuring fairness and adherence to the required procedures.
- Non-bidding project management: The supplier evaluation results and contracts must be submitted to the senior management for review by the project manager, ensuring that decision-making remains fair and transparent.

Improved evaluation mechanism

We have implemented a comprehensive evaluation mechanism, where the results directly influence suppliers' opportunities for future collaboration. These evaluation results are regularly shared with suppliers to encourage them to optimise their performance and enhance the overall quality of collaboration.

- Construction projects: Upon completion of supply by suppliers, the entire supply process is reviewed, covering the pre-sales selection and contracting, in-sales supply capacity and schedule matching, and after-sales product quality and service performance. The Group regularly monitors the operations of long-term suppliers to mitigate risks in future cooperation and provide a basis for decisions regarding contract renewals.
- Food projects: The Group closely monitors the quality of daily services provided by suppliers, ensuring that weight, quality, validity period, prices, invoices, and vouchers are verified and recorded. We also improve the traceability of ingredients to ensure transparent management. Any unexpected issues are promptly addressed and documented, with the outcomes forming part of the supplier evaluation process.
- Clothing projects: The Group prioritises assessing factors such as the supply cycle, after-sales service, product prices, and supplier integrity. We also evaluate the speed of response and the stability of cooperation. Additionally, suppliers are measured based on their price competitiveness, service quality, cost performance, and ability to fulfil contract terms.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

During the reporting period, the Group had a total of 226 suppliers, of which 34 were visited. Supplier data by region are as follows:

Geographical region	Quantity
Northeast China	44
Northwest China	10
North China	19
Central China	39
East China	50
South China	38
Southwest China	26
Total	226

• Food safety and nutrition management

MLES Group is committed to the principle of “all for the health of teachers and students” and promotes the concepts of “eating for nutrition, health, and food culture” to support students’ physical development and overall well-being. The Group adheres strictly to the Food Safety Law* (《食品安全法》) and other relevant regulations in the regions where it operates, ensuring that students receive safe, nutritious, and healthy meals. To achieve this, school canteens follow a comprehensive set of operational standards established by the Group’s catering company, placing a strong emphasis on food safety and reinforcing the planning of balanced nutrition.

Ensuring food safety

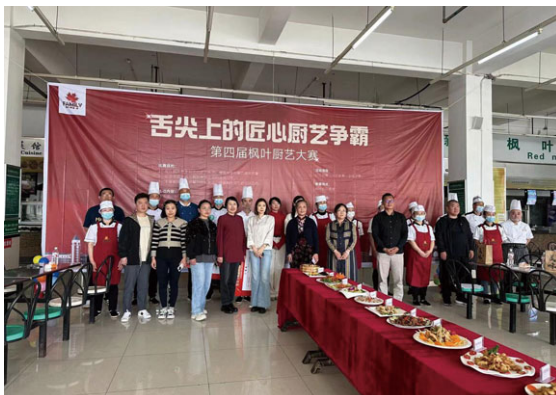
- Management capabilities and qualifications: Leveraging the established robust system and the exceptional management skills of professional teams, MLES Group has earned certification in five international standards, including the HACCP system, ISO 14001 Environmental Management System, ISO 22000 Food Safety Management System, ISO 45001 Occupational Health and Safety Management System, and ISO 9001 Quality Management System. During the reporting period, we conducted sampling tests on the cooking oil fumes and sewage discharge systems of several canteens as required. The test results were satisfactory, and the relevant reports were obtained.
- Standardised operation requirements: Canteen employees must pass the physical examination before taking up their jobs and take physical check-ups each year. An employee will be replaced once problems are found. They must wear overalls, hair caps, masks, and disposable gloves when working. Processed food and ready-to-eat food are kept separately, same for finished products and semi-finished products. Food sampling is reserved for daily meals for 48 hours. Kitchen utensils and tableware are used separately for raw and cooked food, and cleaned and sterilised before each meal.
- Ensuring site hygiene: The Group regularly implements pest control measures to eliminate rats, cockroaches, mosquitoes, and flies, ensuring that food processing areas and warehouses remain clean. Access to the operation rooms is strictly restricted to authorised personnel only. Additionally, toxic and harmful substances are prohibited from being stored in warehouses.
- Food safety training: Schools regularly provide training to canteen managers and staff on standardised food safety procedures. They also develop and implement contingency plans for potential food safety incidents, enhancing safety awareness and emergency response skills among staff.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Reinforcing nutrition management

- Optimising the dietary: The canteen catering ensures balanced nutrition by offering a portfolio of meat and vegetables with light taste. Meals for students at our preschools and elementary schools are provided in strict compliance with the nutritional catering standards formulated by nutritionists, while a wide variety of dishes are available for choice by students of our middle schools and high schools who are guided to choose dishes properly according to their physical conditions. Supermarkets select products based on the recommendations of nutritionists to reduce the sales of categories that have a negative impact on students' health.
- Establishing a health record: Students are given regular medical check-ups once a semester and the results are included in their health records, and personalised dietary recommendations are given based on their physical information.
- Installing nutrition enquiry machines in canteens: Nutrition enquiry machines are installed in school canteens to provide teachers and students with access to information on dietary culture, physical fitness evaluations, meal measurements, and nutritional knowledge. This initiative aims to enhance nutrition and health management throughout the school year.
- Regular health publicity: The food festival is held once a semester to create an atmosphere of good nutritious meals.
- Holding nutrition seminars: Nutrition lectures are conducted by dieticians on a regular basis to help spread the concept of healthy diet. Publicity on knowledge of nutritious diet is carried out in various forms such as broadcasting, bulletin boards, wall posters and class meetings. Knowledge about reasonable diet is popularised among parents through parent-teacher meetings.



Graph 3-5: Culinary Competition



Graph 3-6: Use of Nutrition Enquiry Machine by Students



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Colourful campus activities**

Guided by the concept of “happy education”, MLES Group fosters the harmonious development of students’ physical and mental well-being by organising vibrant campus activities such as art festivals, basketball matches, and water-splashing festivals. These popular events, loved by both teachers and students, infuse vitality into campus life. In addition, various club activities further enrich students’ experiences, spark their interests, and help each student discover their own stage at MLES, supporting their all-round growth.



Scholar's Cup Activity at Xiangyang School



Science Club of Malaysia School

Graph 3-7: Campus Activities at MLES Group

3.2 FOCUSING ON EMPLOYEE DEVELOPMENT

MLES Group has consistently upheld a “people-oriented” approach and actively implemented a talent strategy, attracting, hiring, and retaining international talent to drive its strategic development. We are dedicated to protecting the fundamental rights and interests of our employees, providing clear promotion pathways, supporting their physical and mental well-being, and facilitating their personal and professional growth. We aim to help employees realise their full potential while fostering a diverse and harmonious working environment. Neither violation in relation to child labour or forced labour, nor litigation due to employment issues occurred during the reporting period.

Indicator	Unit	FY2024
Employment		
Total number of employees	Person	1,917
Number of male employees	Person	624
Number of female employees	Person	1,293
Number of employees under age 45 (inclusive)	Person	1,256
Number of employees over age 45	Person	661
Number of employees in China (including Hong Kong, Macau and Taiwan)	Person	1,148
Number of employees overseas	Person	769
Employee turnover		
Employee turnover rate	%	19%
Turnover rate of male employees	%	16%
Turnover rate of female employees	%	21%
Turnover rate of employees under age 45 (inclusive)	%	19%
Turnover rate of employees over age 45	%	21%

3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Indicator	Unit	FY2024
Turnover rate of employees in China (including Hong Kong, Macau and Taiwan)	%	19%
Turnover rate of employees overseas	%	21%
Work injury data		
Number of fatalities due to work injury during FY2022	Person	0
Number of fatalities due to work injury during FY2023	Person	0
Number of fatalities due to work injury during FY2024	Person	0
Lost days due to work injury during FY2024	Days lost per 200,000 working hours	121.5 [#]

[#] A cleaner at the Singapore campus suffered from a work injury and took 77.5 days to recover.

• Employment compliance

MLES Group always adheres to the principles of fairness, impartiality, and openness, and strictly complies with international and domestic laws and regulations, conventions, and industry standards on employment and labour, including the Labour Law* (《勞動法》), the Labour Contract Law* (《勞動合同法》), the Regulations on Prohibition of Child Labour* (《禁止使用童工規定》), and the Law on the Protection of Women's Rights and Interests* (《婦女權益保障法》), as well as international human rights frameworks such as the Universal Declaration of Human Rights* (《世界人權宣言》) and the International Labour Organisation Conventions* (《國際勞工組織核心公約》). The Group has formulated and implemented the Employee Manual (《員工手冊》) and the Human Resources Management System (《人力資源管理制度》) to safeguard the rights and interests of employees across areas such as recruitment, remuneration, working hours, holidays, termination of employment, occupational health, safety, and welfare. Additionally, we uphold principles of non-discrimination, freedom of association, prohibition of child labour, and opposition to forced labour in our sustainable development practices, aiming to safeguard employees' legitimate rights and maintain harmonious and stable labour relations.

The Group has a robust human resources management mechanism in place, ensuring employment compliance through detailed recruitment policies and vetting procedures. During induction training, we clearly communicate labour laws, regulations, and internal policies to ensure employees fully understand their rights and responsibilities. Additionally, the Group respects employees' freedom to choose their employment and work, refraining from practices such as forced labour, restricting employees' personal freedom, withholding identification documents, or collecting deposits in any form. Should any violations be identified, the Group will take prompt and serious action in accordance with internal rules and policies to uphold labour compliance and effectively protect employees' rights and interests.

• Diversified employment

In line with the principle of diversified employment and the philosophy of "blending the best of Eastern and Western education", the Group has developed a teacher resource system that integrates both Chinese and foreign cultures. Comprising Chinese and foreign teachers, this team operates under the motto "One Team, One Goal", which emphasises trust, cooperation, communication, and mutual support. Their collective aim is to provide an elite education to all students, regardless of race, colour, or nationality, thereby contributing to the Group's long-term sustainability.

• Diversified training opportunities

MLES Group places great emphasis on talent development, recognising that talent is the cornerstone of its growth. The Group has continuously refined its talent strategy, dedicated to enhancing the all-round capabilities of its employees. It has developed diverse training programmes at various levels, ensuring a strong connection between training and practical application. Specialised training sessions are regularly conducted for key teams, including the management, faculty, administrative, admission, and general logistics service teams. These initiatives are continuously improved to strengthen the foundation for enhancing the overall capabilities of staff.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Depending on the long-term and short-term development plans and goals, the Group organises various kinds of training courses and sends outstanding employees to visit, study, and exchange in foreign countries every year. Through training and practice, it continuously improved the business quality of the management team and grass-roots staff team, and created a group of professional, specialised talents of virtue and ability who grasp advanced education concepts, so as to support the Group's sustainable development.

STEM teacher programme for MLES graduates

The Group has forged strategic cooperation with University of Alberta in Canada and University of South Australia in Australia. Every year, a certain number of outstanding MLES STEM graduates are selected to major in pedagogy in these universities, who will return to MLES to teach after obtaining overseas teacher certification and receive the same benefits as foreign teachers. In addition, MLES provides internships and job opportunities for outstanding graduates majoring in pedagogy from these universities.

In the meantime, the Group encourages MLES graduates who work overseas after graduating from foreign universities, especially those excellent in science subjects, to pass the teacher certification examination in Canada or the United States in one year, and then come back to MLES to work as foreign teachers after obtaining their teaching certificates.

Induction training via video

The induction training adopts the "1+N" training form; "1" refers to the Group's use of video training to provide theoretical courses on Maple Leaf's development history, philosophy, culture, model, etc.; "N" refers to each school to provide training sessions on school overview, workflow, job responsibilities, and business knowledge as necessary. The training mode aims to ensure new employees quickly integrate into the organisation and become proficient in their roles.

Training on "ORID Theory and Practice" for management cadres

The training aims to enhance school cadres' capacity for independent thinking and effective collaboration, which will empower the professional development of the Group's cadres.



Graph 3-8: Teacher Training in School

Indicator	Unit	FY2024
Percentage of female employees trained	%	93%
Average training hours of female employees	Hour(s)/person	29.67
Percentage of male employees trained	%	86%
Average training hours of male employees	Hour(s)/person	16.07
Percentage of employees at the director level and above trained	%	86%

3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Indicator	Unit	FY2024
Average training hours of employees at the director level and above	Hour(s)/person	18.73
Percentage of supervisors and managers trained	%	99%
Average training hours of supervisors and managers	Hour(s)/person	32.66
Percentage of other employees trained	%	89%
Average training hours of other employees	Hour(s)/person	24.60

• Employee Health and Safety

The Group strictly adheres to the Trade Union Law* (《工會法》), 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 other relevant laws and regulations in its operating regions, prioritising the safety and well-being of its employees. With the goal of preventing accidents and eliminating significant incidents, the Group has established robust workplace safety policies, including the Workplace Safety Management System (《安全工作管理制度》) and the Campus Safety Management System (《校園安全管理制度》). It has implemented comprehensive measures to safeguard employee health and safety, outlined detailed safety guidelines, and introduced mechanisms for rewards, penalties, and management accountability. Regular safety training and inspections are conducted to maintain a secure working environment.

Additionally, the Group employs psychological consultants at each school to deliver regular mental health lectures and provide ongoing psychological counselling services. Nutritionists are also engaged in school canteens to ensure nutritious catering options for employees. The stadiums and sports facilities at each school are made available to employees free of charge during designated hours daily, effectively promoting both their physical and mental health.

• Employee Welfare and Care

MLES Group upholds the vision of "becoming a leading educational institution in China and globally, with a deep commitment to valuing and supporting its employees". While strictly adhering to all applicable laws and regulations, we place equal emphasis on employee welfare and fostering a culture of care. We strive to create an excellent working and cultural environment, build long-term and stable partnerships with our employees, and work collaboratively to drive the Group's growth and realise its ambitious vision.

➤ Welfare policy

We provide competitive remuneration packages to attract and retain top talent and have established fair welfare policies for both Chinese and foreign employees to boost motivation and job satisfaction. Beyond the statutory benefits, the Group offers international medical insurance for core management staff and various additional benefits tailored to the specific conditions of each region. These initiatives aim to address employees' individual needs while prioritising their physical and mental well-being.

➤ Remuneration incentives

The Group evaluates employee performance by directly linking remuneration to work achievements and implements a system that rewards greater effort with higher pay to foster enthusiasm and improve work efficiency and quality. Additionally, we have established a long-term incentive mechanism that aligns the Group's business growth with employee interests. Special compensation incentives are awarded to Maple Leaf's renowned teachers, teaching and research leaders, business cadres, and outstanding employees in various roles. These initiatives strengthen the Group's competitive edge in compensation, attract and retain top talent, and provide a solid foundation for sustainable development.

➤ Business activities

MLES Group fosters a cohesive workforce and a vibrant corporate culture by organising diverse staff activities, which promotes the Group's sustainable development.



3. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Work Report for New School Year

The President of MLES Group delivered a report to all staff at the start of the new school year, summarising achievements from the previous year and outlining objectives and tasks for the year ahead. This initiative fosters a shared understanding of the Group's development trajectory, encouraging employees to align with its goals and grow together with the organisation.



New Year Staff Party

The New Year Staff Party was held to celebrate the achievements of the past year and to set the tone for the year ahead.



MLES Staff Sports Day

The All-employee Sports Day held during the anniversary week of MLES Group has become a traditional, large-scale collective event that fosters physical fitness, promotes communication, and strengthens team cohesion.



Employee Recognition Activity

The event recognised employees who made outstanding contributions to the development of MLES Group, including innovation award winners in teaching, management, business, and cooperation, as well as model teachers and model employees.



4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

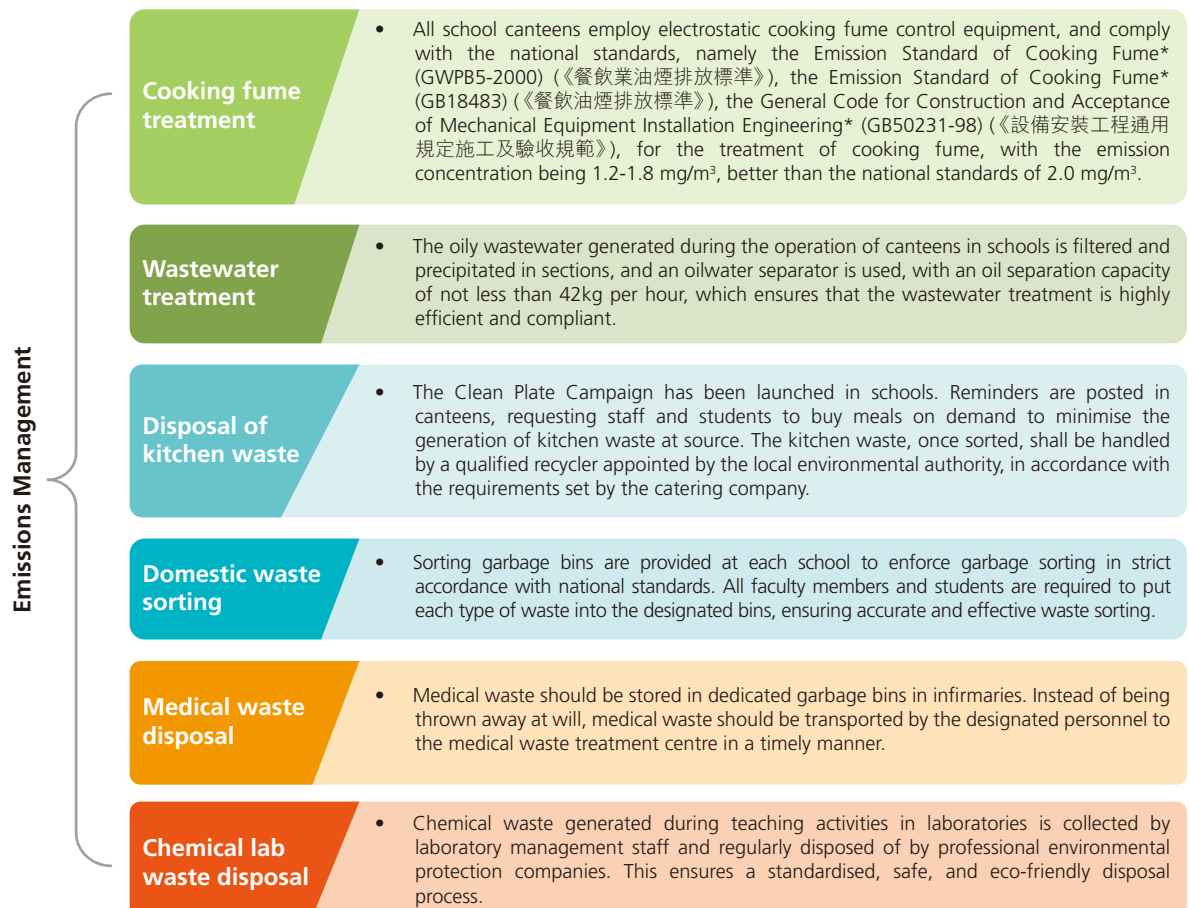
With sustainable development as its core, the Group strictly complies with the relevant laws and regulations, such as the Environmental Protection Law of the People's Republic of China* (《中華人民共和國環境保護法》) to comprehensively identify and analyse the emissions generated and the resources used during operation, so as to conduct targeted management, reduce discharge and emissions, improve the efficiency of resource use, pursue green development, and spread environmental concepts. During the reporting period, the Group was not involved in any litigation or being imposed of any material penalty owing to any violation of laws and regulations relating to environmental protection.

4.1 STICKING TO LOW-CARBON DEVELOPMENT

MLES Group fully recognises the significant challenges that climate change poses to both the planet and society, and actively takes responsibility in tackling these issues. The Group is committed to continuously enhancing its environmental management system, with a strong focus on energy conservation and the efficient use of water resources. Given the greenhouse gas emissions and resource consumption associated with operations, such as electricity, water, and natural gas, MLES Group has established dedicated teams for each school. These teams are responsible for optimising resource usage and reducing carbon emissions. Through effective emission reduction initiatives and a commitment to sustainable practices, the Group is making strides towards long-term environmental stewardship.

- **Energy conservation and emission reduction**

The Group's management of emissions, waste, and resource use is coordinated by the headquarters and implemented flexibly at each school. Once the headquarters outlines the overall direction, each school develops its own campus management policies based on its specific circumstances. These policies may include measures such as water and electricity conservation, as well as vehicle use management, all aimed at ensuring efficient resource use, minimising environmental impact, and supporting the achievement of energy conservation and emission reduction targets.



4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

Resource Conservation

Electricity conservation

- The use of air-conditioning in schools follows the principle of energy conservation. Air-conditioning is turned off during unoccupied periods of canteens, with priority given to using heaters for heating during winter to minimise energy consumption. The scientific and efficient use of air-conditioning is promoted, such as keeping doors and windows closed while air-conditioners are in operation to prevent energy waste. Staff members are tasked with checking the power supply of air-conditioning units and other equipment after school to ensure they are fully switched off.
- Power-saving tips are posted in offices and classrooms to enhance energy-saving awareness and encourage teachers and students to switch off the power supply when leaving.
- Cleaning staff and security personnel are instructed to switch off lights in unoccupied areas promptly during their routine inspections. Additionally, they are required to report any malfunctioning equipment.
- Energy-saving inverter air-conditioners and high-efficiency electrical equipment are actively promoted to reduce energy consumption and support the development of green campuses.

Natural gas conservation

- Scientific methods for gas usage are encouraged, which include adjusting the flame size appropriately to meet cooking needs. The natural gas supply is switched off when not in use to prevent unnecessary waste.
- The use of steamers is optimised by adjusting their operation strictly based on the cooking requirements and food readiness. This approach ensures efficient gas usage and minimises waste.
- Regular inspections for leaks and blockages in gas pipes are conducted to ensure the safe and efficient use of gas.
- Efforts to promote energy-saving retrofitting of cookers are ongoing, with a gradual transition to gas-efficient cookers to reduce energy consumption.

Water conservation

- School canteens are fully equipped with water-saving taps, and other areas are prioritised for the installation of water-saving devices during renovations to enhance water efficiency. Kitchens are fitted with ultrasonic dishwashers, which are more water- and energy-efficient than traditional equipment. Moreover, the use of rubber hoses for floor flushing is prohibited to prevent unnecessary water waste.
- Students are educated about water conservation and tips on water conservation are posted in schools. Faculty members are required to set an example by conserving water and students are encouraged to develop good habits of saving water.
- Schools have intensified the supervision of water resource usage, taking firm and serious action against any instances of water wastage.
- Regular overhaul and maintenance is conducted on water equipment to prevent wastage of water resources due to equipment failure.
- The Group actively explores water recycling methods, such as collecting rainwater for campus irrigation, to further enhance water resource efficiency and promote the concept of building green campuses.



Graph 4-1: Water Conservation Posters



Graph 4-2: Waste Sorting Education Activity

4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- **Environmental performance display**

Indicator	Unit	FY2024
Greenhouse gas emissions		
Total greenhouse gas emissions (Scope 1 + Scope 2)	tCO ₂ e	10,682.88
Greenhouse gas emissions per RMB million revenue	tCO ₂ e/RMB million	8.70
Scope 1: Greenhouse gas emissions from direct emission sources	tCO ₂ e	845.47
Scope 2: Greenhouse gas emissions from indirect emission sources	tCO ₂ e	9,837.42
Discharge of waste		
Discharge of kitchen waste	kg	210,120.00
Discharge of kitchen waste per RMB million revenue	kg/RMB million	171.04
Use of resources		
Total electricity purchased	kWh	17,399,795.80
Purchased electricity consumption per RMB million revenue	kWh/RMB million	14,163.89
Total water consumption	tonnes	391,133.05
Water consumption per RMB million revenue	tonnes/RMB million	318.39
Total natural gas consumption	m ³	291,471.49
Natural gas consumption per RMB million revenue	m ³ /RMB million	237.27
Total diesel consumption	litres	64,316.83
Diesel consumption per RMB million revenue	litres/RMB million	52.36
Total gasoline consumption	litres	14,745.06
Gasoline consumption per RMB million revenue	litres/RMB million	12.00
Total heat purchased	million kJ	3,247.19
Purchased heat consumption per RMB million revenue	million kJ/RMB million	2.64
Total comprehensive energy consumption	tce	2,636.98
Comprehensive energy consumption per RMB million revenue	tce/RMB million	2.15
Use of packaging materials		
Total amount of packaging materials used	tonnes	0.93
among which: plastic bags	tonnes	0.53
cartons	tonnes	0.40
Packaging materials consumption per RMB million revenue	tonnes/RMB million	0.001



4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- **Environmental goal display:**

Greenhouse gas emission goals	We will identify and analyse the carbon emissions generated in the course of our operations. Through initiatives such as paperless education, we are practicing green operations, aiming to reduce greenhouse gas emissions by 3% to 6% in the next two years in all canteens of the schools under MLES Group. In addition, using FY2021 as the base year, we plan to further reduce greenhouse gas emissions per RMB1 million of revenue for FY2026.
Energy consumption goals	Through the implementation of campus energy-saving renovation, including initiatives such as power hourly control management, upgrading of energy-saving lightings, and standardisation of air-conditioning usage, and the promotion of green office and travel, we will comprehensively promote energy conservation and emission reduction to reduce energy consumption. We strive to achieve a 5% to 8% reduction in all types of energy consumption in all canteens of the schools under MLES Group in the next two years.
Water consumption goals	Focusing on water conservation and protection, we will continue to improve water use efficiency through the implementation of water-saving renovation, regular leakage inspection of pipelines, installation of water-saving faucets, and enhancement of water-saving awareness. Using FY2024 as the base year, we strive to achieve a 2% to 4% reduction in water consumption in all canteens of the schools under MLES Group within two years. It is expected that by FY2026, water consumption per RMB1 million of revenue will be further reduced.
Hazardous waste goals	We will ensure that the entire process of waste disposal complies with relevant regulations and environmental standards, and will continue to maintain 100% compliant, harmless and safe disposal of hazardous waste*.
Non-hazardous waste goals	We will actively reduce kitchen waste through measures such as promoting the Clean Plate Campaign. Using FY2024 as the base year, we strive to achieve a 6% to 10% reduction in kitchen waste* in all canteens of the schools under MLES Group within two years.

* Hazardous waste mainly refers to a small amount of medical waste generated at school infirmaries and a small amount of laboratory waste generated at school laboratories. The hazardous waste discharged is very small in amount and is handled by the third party. Therefore, it is disregarded in this report.



4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

4.2 SPREADING THE IDEA OF “GOING GREEN”

The Group prioritises the promotion of green concepts, integrating environmental awareness into daily teaching and campus life. By incorporating environmental protection into the core curriculum, all schools ensure that students receive environmental education, fostering the development of eco-friendly habits and values throughout their learning. At the same time, teachers encourage students to actively participate in various environmental public welfare activities, putting green concepts into practice and contributing to environmental improvement through tangible actions.

We integrate green concepts into our daily teaching practices, actively promote e-learning, and employ innovative methods to enhance teaching quality and the student learning experience. We advocate low-carbon, eco-friendly teaching approaches by reducing the use of traditional paper textbooks. The utilisation of electronic courseware and digital picture books enables us to visualise complex concepts, reduce paper waste, and minimise resource consumption. This not only improves the learning experience for students but also demonstrates the Group’s commitment to building green campuses and promoting environmental protection.

Case: Green Practices for Smart Classrooms

Hainan School actively incorporates green concepts into classroom teaching by introducing touchscreen teaching machines. Teachers use electronic slides to present content, replacing traditional chalk and paper materials, which significantly reduces paper consumption and dust release. This approach supports energy saving and emission reduction goals. At the same time, the use of this technology enhances the effectiveness of classroom teaching in an intuitive and engaging manner, ensuring that environmental protection and teaching quality improvements go hand in hand. This initiative represents a practical and in-depth application of green teaching principles.



Graph 4-3: Touchscreen Teaching Machine



4. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

Case: Recycling for Life (RFL) Campaign at Malaysia School

Malaysia School actively contributes to environmental protection through greening projects and various environmental activities aimed at creating a healthier, less polluted ecosystem. Students are encouraged to engage in hands-on actions, such as participating in recycling programmes, to learn how to protect the Earth. For three consecutive years, the school has partnered with local MPSJ departments, Coca-Cola, Rotary, Lions Club, and the Centre for Global Environment to promote green initiatives during the annual “RFL campaign”.

These activities not only teach students essential recycling skills but also educate them through workshops on the harmful effects of practices such as incineration and improper disposal of liquid waste on air quality and human health. Through this multi-level environmental education initiative, students gradually develop a lifelong commitment to environmental protection, empowering them to contribute to sustainable development.



Graph 4-4: Recycling for Life Campaign

5. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

5.1 PROMOTION OF PUBLIC WELFARE

MLES Group actively fulfils its corporate social responsibility by consistently addressing community needs and giving back to society through tangible actions. Through various public welfare initiatives, the Group integrates the concept of social responsibility into its educational practices while assisting the disadvantaged. The Group's consular programme helps guide students in understanding the true meaning of public welfare, encourages active participation in community projects, and fosters a sense of care and service for others. By enhancing students' social responsibility, the Group aims to collaborate with all sectors of the community to build a better future.

Case: Terry Fox Charity Run

The Terry Fox Charity Run is a key annual public benefit event for MLES Group, promoting healthy lifestyles while supporting important social causes. The event has become a vital link between schools, students, and the wider community, fostering the concept of active living through running and raising funds for cancer research organisations.

Every year, all teachers and students are organised to participate in this activity. The Group amplifies its impact through both internal and external publicity platforms, encouraging families and community members to get involved and collectively support the development of public welfare undertakings. During the event, students not only engage in physical exercise but also actively take part in charitable fundraising and awareness enhancement efforts, which strengthens their sense of social responsibility and collectivism. On 21 September 2023, Wuhan Maple Leaf International School donated all the funds raised during the event to a leukaemia patient. This initiative not only provides tangible assistance to those in need but also demonstrates MLES Group's commitment to fostering care, responsibility, and social awareness among its teachers and students.

Through the Terry Fox Charity Run, MLES Group continues to promote the concept of public welfare into the fabric of campus culture, mobilising social forces and making a positive contribution to charitable causes.

5.2 DEDICATION TO VOLUNTEER ACTIVITIES

MLES Group places great emphasis on fostering a strong public spirit, encouraging staff and students to actively engage in volunteer activities that integrate community service and value creation into educational practices. The Group aims to provide students with opportunities to experience social life through volunteering, helping them to build moral character and develop comprehensive skills. This approach lays a solid foundation for students to take on greater social responsibilities in the future.

At Canadian International School in Singapore, "Action and Service" is embedded within the International Baccalaureate Diploma Programme (IBDP) as a core element of students' holistic development. Through experiential learning, students apply their classroom knowledge to meaningful community service. Guided by their counsellors, they develop plans and monitor progress through regular reporting. Each year, all students from Years 7 to 12 actively participate in service initiatives, showcasing their commitment to the community. By striving to be compassionate and proactive contributors to society, they make a tangible impact on the lives of others and the environment.



5. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

Case: Integrating into the International Community to Foster Cultural Exchanges

Yiwu Maple Leaf school actively fosters cultural exchanges and strengthens connections with local foreign residents by involving teachers and students in community activities. These initiatives are organised into three key categories: cultural exchanges with foreign residents, volunteering activities, and language and educational support.

Teachers and students actively engage in community events such as the Calligraphy Art Festival, Foreign Cultural Festival, and International Day, showcasing the school's multicultural identity. Simultaneously, they share traditional Chinese culture with foreign residents, fostering meaningful two-way cultural exchanges. In addition to cultural activities, they participate in community volunteering efforts to support foreign families. These include involvement in international student clubs and assistance programmes, which help foreign residents adapt to and integrate into the local community. Furthermore, they contribute to language support and educational counselling initiatives, aiding foreign family members in improving their Chinese language proficiency. These efforts address disparities in educational resources.

Through these vibrant and practical activities, the school has deepened its connections with foreign residents in the community. Students have broadened their international perspective and honed their cross-cultural communication skills, while teachers have drawn valuable inspiration for teaching in a multicultural environment. By taking concrete actions, the school has showcased its social responsibility and earned widespread acclaim from the community. This highlights MLES Group's significant contribution to cultural exchange and community integration, and reflects the school's dedication and commitment as an international institution.



Graph 5-1: Cultural Exchange Activities with Foreigners

MLES Group remains steadfast in its commitment to blending the best of Eastern and Western education, while innovating teaching methods to advance international education. Looking ahead, the Group will adopt a forward-thinking approach, focusing on enhancing its education system and refining curriculum standards. With innovation as a driving force, we aim to deliver superior curricula and educational services, nurturing globally-minded, competitive talents equipped to excel on the international stage.

At the same time, MLES Group upholds strict operational compliance, fully adhering to education policies and industry standards to establish a solid foundation for sustainable growth. The Group puts protecting students' safety at the core of its work. The Group continually enhances service quality, building trust and satisfaction among students and parents through practical and effective actions. In addition, MLES Group places great importance on employee well-being. We foster a positive work environment by offering career development opportunities, improving incentive programmes, and providing comprehensive care and support.

In pursuing green development, MLES Group champions low-carbon operations and the efficient use of resources. The Group is progressively advancing the creation of green campuses by embedding environmental protection principles into everyday management and educational practices. Simultaneously, the Group inspires teachers and students to actively engage in community well-being through ongoing public welfare initiatives and social services. By integrating education with public welfare, we strive to generate greater social value.

Looking ahead, MLES Group remains dedicated to deepening its cultural heritage, harnessing the collective strengths of its domestic and international teams, and achieving breakthroughs in trust, collaboration, and innovation. Guided by the principle of "blending the best of Eastern and Western education to preserve and transcend traditions", the Group strives to pioneer new advancements and usher in a new chapter in the field of international education.

* For identification purposes only



ESG INDEX

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	A1.5 Description of emission target(s) set and steps taken to achieve them.	P30
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Aspects	Content	Disclosure
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Aspects	Content	Disclosure
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B2 Health and Safety	<p>General Disclosure</p> <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 providing a safe working environment and protecting employees from occupational hazards.</p> <p>B2.1 Number and rate of work-related fatalities occurred in each of the past three years including the reporting year.</p> <p>B2.2 Lost days due to work injury.</p> <p>B2.3 Description of occupational health and safety measures adopted, and how they are implemented and monitored.</p>	<p>P25</p> <p>P23</p> <p>P23</p> <p>P25</p>
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Aspects	Content	Disclosure
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FEEDBACK FORM

Thank you for reading the Environmental, Social and Governance Report of the Group for FY2024. In order to provide you and other stakeholders with more valuable information and improve the Group's ability and level to implement the overall environmental, social and governance work, we sincerely welcome any opinions and suggestions on the report, you may:

Mail to: No. 13, Baolong First Road, Baolong Street, Longgang District, Shenzhen, Guangdong Province, China
Postal code: 518116
Email: ir@mapleleaf.net.cn

1. What kind of stakeholders are you?

- | | | | |
|---------------|-------------------------|----------------|---------------------|
| A. Government | B. Regulatory Authority | C. Shareholder | D. Customer |
| E. Employee | F. Supplier and Partner | G. Community | H. Public and Media |

2. Do you think whether this report has fully satisfied your expectations?

- A. Yes B. If not, what other expectations do you have?
-

3. Do you think the Group has responded to your expectations well?

- A. Yes B. If not, what other expectations do you think that were not responded well?
-

4. Do you think the content and layout design of this report are reader friendly?

- A. Excellent B. Good C. Fair D. Poor

5. What other opinions and suggestions do you have on our ESG works and this report?

Thanks again for your participation!





China Maple Leaf Educational Systems Limited
中國楓葉教育集團有限公司*