



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



領異卅載  
標新百年  
LEADING EDUCATIONAL INNOVATION

2025

ENVIRONMENTAL,  
SOCIAL AND  
GOVERNANCE REPORT



小卅  
Sandy

枫叶教育三十周年吉祥物  
MLES 30<sup>th</sup> Anniversary Mascot

\* For identification purposes only

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CHINA MAPLE LEAF EDUCATIONAL SYSTEMS LIMITED  
2025 ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT

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# ABOUT THIS REPORT

This Environmental, Social and Governance Report (the “ESG Report” or “this Report”) is the ninth ESG report released by China Maple Leaf Educational Systems Limited. Based on the principles of materiality, quantitative, balance and consistency, this Report provides a detailed disclosure of the Group’s policies, measures, and performance in environmental, social, and governance (“ESG”) for the year 2025. It aims to enhance stakeholders’ understanding of the Group’s sustainable development efforts, respond to their expectations and needs, and promote the Group to better fulfil its corporate social responsibility.

## BASIS OF PREPARATION

This Report was prepared in accordance with the Environmental, Social and Governance Reporting Code in Appendix C2 to the Rules (the “Listing Rules”) Governing the Listing of Securities on 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”).

## REPORTING PRINCIPLES

This Report follows the steps of identifying and ranking significant stakeholders and important ESG-related topics, deciding on the boundaries of the ESG report, collecting relevant materials and data, compiling the report based on the information, and reviewing the information in the report, which follows the four reporting principles of the Stock Exchange’s ESG Code:

- **Materiality Principle:** 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 Principle:** 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 Principle:** 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 Principle:** The statistical methodologies applied to the information disclosed in this Report shall be consistent.

## REPORTING PERIOD

This Report is an annual report for the period from 1 September 2024 to 31 August 2025 (“FY2025”, “this Reporting Period”, the “Year”). To enhance the readability of this Report, certain contents or data may relate to previous or subsequent years.

## 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. Unless otherwise specified, the amounts in this Report are denominated in RMB.

## ACCESS AND RESPONSE TO THIS REPORT

The Group values feedback as a means to enhance its corporate performance. Should you have any questions or suggestions regarding this Report or other ESG matters, you are welcome to contact the Group via email at [ir@mapleleaf.net.cn](mailto:ir@mapleleaf.net.cn).

# CHAIRMAN'S STATEMENT

This financial year is a challenging yet pivotal period for MLES, during which we remained true to our founding mission and achieved breakthrough growth through dedicated ESG practices. Confronted with industry transformations and operational pressures, we consistently adhered to sustainable development principles by maintaining educational quality, fostering talent development, fulfilling environmental responsibilities, strengthening regulatory compliance, and promoting social wellbeing. ESG has now become the fundamental pillar supporting the Group's risk resilience and high-quality development. It not only shapes the Group's educational quality and brand credibility, but also determines our ability to align educational values with social values amid global trends.

**Quality is the core of our education.** During the Year, we deepened our teaching reforms, clarifying rights and responsibilities through a three-tier structure of "Board – Headquarters – Schools", with our proprietary "Maple Leaf World School Program (MLWSP)" serving as the cornerstone for innovative educational pathways. We strengthened quality assurance through enhanced classroom research and evaluation mechanisms, resulting in the graduating class of 2025 receiving 2,474 offer letters and achieving a 92.7% acceptance rate from QS Top 100 universities. Concurrently, we reinforced responsible procurement practices and standardized supply chain management to safeguard educational excellence at every operational level.

**Nurturing students is the founding mission of our education.** Our teaching staff constitutes the cornerstone of these accomplishments. We consistently regard every faculty member as an integral part of the Maple Leaf family. During the Year, we rigorously maintained compliance standards, unequivocally prohibiting child and forced labour, while uniting over 1,600 domestic and international professionals in our collective pursuit of excellence. Through comprehensive support systems, from tuition remission for employees' children to international health insurance, we ensure our staff's professional security and personal wellbeing. Furthermore, we have established structured career advancement pathways to empower each individual's professional fulfillment. It is this dedicated and caring team that fortifies the very foundation of MLES's educational mission.

**Sustainability is an extension of our education.** During the Year, we have actively addressed climate change, incorporating related risks into our management and taking practical actions to reduce our environmental impact. Through resource management, including the implementation of the Campus Environmental Management System (《校園環境管理體系》), ISO 14001 certification for our catering services, and the adoption of digital office solutions, we have embedded conservation principles into every operation. Our international campuses have installed rooftop photovoltaic systems, while domestic campuses widely utilise solar water heating. Furthermore, we have integrated sustainable living into daily practices through environmental education, enabling teachers and students to truly understand and embrace ecological responsibility. This holistic approach creates resonant harmony between environmental stewardship and our fundamental educational purpose.

**Compliance is the baseline for our education.** We steadfastly uphold business ethics by establishing confidential reporting channels and conducting regular anti-corruption training, achieving a full year with zero corruption litigation. We regularly conduct privacy protection and intellectual property rights enforcement, practice responsible marketing, and thereby build a solid line of defence for the Group's stable development.

**Contribution forms the bedrock of our educational philosophy.** During the Year, we advanced educational equity through licensing our English curriculum to Luoyang Huayang School and hosted the International Education Innovation Forum to facilitate the exchange of pioneering ideas. Our domestic campuses organised volunteer initiatives serving local communities and launched "Warm the Star" Initiative supporting children with autism. Each endeavour reflects our genuine commitment to leveraging education as a force for social good.

Looking ahead, MLES will continue to employ ESG as its strategic compass, deepening its commitment to curriculum innovation, talent development, green operations, compliance governance, and community engagement. We firmly believe that only through unwavering dedication to sustainable development can we navigate industry cycles, cultivate talents with both Chinese cultural grounding and global perspectives, and contribute meaningfully to the advancement of international education.

Shu Liang Sherman Jen, Chairman, MLES Group

# 2025 SUSTAINABILITY HIGHLIGHTS

	Keyword of the Year	Key Action of the Year	Performance of the Year
<p><b>Unwavering Commitment to Teaching Quality</b></p> 	Teaching innovation, high-quality teaching, responsible procurement	<ul style="list-style-type: none"> <li>The 20th MLES International Education Fair, establishing a platform for exchanges on further education</li> <li>Innovating classroom models, customising development plans, and enhancing teaching quality</li> </ul>	<ul style="list-style-type: none"> <li>92.7% admission rate from QS Top 100 universities</li> <li>100% resolution rate for parent complaints</li> </ul>
<p><b>Collaborative Development of Outstanding Talents</b></p> 	Equal employment, diverse workforce, and campus safety assurance	<ul style="list-style-type: none"> <li>Providing a wide and diverse range of non-statutory benefits to all employees</li> <li>Awarded multiple ISO certifications to its catering companies</li> </ul>	<ul style="list-style-type: none"> <li>The Group has a total of 1,683 employees</li> <li>Percentage of female employees trained: 53.6%; percentage of male employees trained: 46.4%</li> <li>Female employee turnover rate: 20.3%; male employee turnover rate: 19.8%</li> </ul>
<p><b>Developing a Green Campus</b></p> 	Climate change mitigation, efficient resource management, and sustainable lifestyle promotion	<ul style="list-style-type: none"> <li>Identifying climate risks, formulating response measures, and actively addressing climate change</li> <li>Installing rooftop photovoltaics, promoting renewable energy, and optimising the energy structure</li> </ul>	<ul style="list-style-type: none"> <li>100% compliant waste treatment and disposal</li> </ul>
<p><b>Enhanced Governance Efficiency</b></p> 	Risk control system, anti-corruption and integrity, and brand promotion	<ul style="list-style-type: none"> <li>Establishing a management framework for anti-corruption, anti-fraud, and anti-bribery</li> <li>Formulating risk identification and assessment procedures</li> <li>Improving the brand management system to ensure the efficient operation and continuous improvement of educational activities</li> </ul>	<ul style="list-style-type: none"> <li>Zero corruption-related legal cases were filed against the Group or our employees</li> <li>Conducting specialised anti-corruption training, covering 361 participants</li> <li>The Group maintained a portfolio of over 2,500 copyrights, trademarks, and patents</li> <li>Zero information leakage incidents recorded</li> </ul>
<p><b>Spreading Compassion Through Action</b></p> 	Promoting social well-being and fostering community prosperity	<ul style="list-style-type: none"> <li>Participating in activities organised by the Xianyang Little Orange Lamp Public Service Centre (咸陽市小桔燈公益服務中心) to provide assistance to local residents</li> <li>Launching “Spring Festival Couplets Writing Celebration: Strengthening Community Bonds (寫春聯慶新春·共築社區情)” event, fostering festive atmosphere in the community</li> <li>Delivering volunteer services of “Warm the Stars” Initiative</li> </ul>	<ul style="list-style-type: none"> <li>Total volunteer service hours for MLES Group: 618</li> </ul>

# 1. SUSTAINABLE DEVELOPMENT OF MLES

## 1.1 ABOUT MLES

### 1.1.1 Group Profile

Founded in 1995, MLES Group is recognized as one of the pioneers in China's international education sector. After years of development, it has established nearly 100 schools across more than 20 cities domestically and internationally, forming a multi-tiered, high-quality international education system that includes schools for expatriate children, kindergartens, elementary schools, middle schools, and high schools. Adhering to its educational philosophy of "blending the best of the East and the West in offering quality education" the Group is dedicated to cultivating international elite talents for society.

#### MLES PHILOSOPHY

- Blending the best of the East and the West in offering quality education

#### MLES VISION

- China's Maple Leaf, world's Maple Leaf and Maple Leaver's Maple Leaf

#### MLES MISSION

- To provide an elite education to all students regardless of race, colour or nationality

#### MLES SPIRIT

- Integrity, Innovation, Professionalism and Execution

#### MLES MOTTO

- Diligence, Erudition, Ambition, and Excellence

## 1. SUSTAINABLE DEVELOPMENT OF MLES

### 1.1.2 Business Overview

MLES Group was listed on the Stock Exchange (01317.HK) in November 2014, becoming the first basic academic education stock in China. Leveraging the power of the capital market, the Group has further driven the expansion and innovation of its educational business. In terms of business layout, MLES focuses on providing comprehensive educational services across all academic stages, supported by its logistics and support operations, which specifically include:

<b>Educational and teaching services for all academic stages</b>	Covering all stages from preschool to high school (K12), with distinct focuses for each academic stage: <ul style="list-style-type: none"><li>• Preschool stage: Focusing on bilingual ability development to lay a foundation for language and cognition</li><li>• Elementary and middle school stages: Solidifying subject fundamentals and cultivating comprehensive literacy</li><li>• High school stage: Connecting to the international education system with the “Maple Leaf World School Program (MLWSP)”, focusing on cultivating a global perspective</li><li>• Extended education stage: Collaborating with renowned overseas universities to offer a “1+3 Undergraduate Pathway Programs<sup>1</sup>” that provide students with diverse pathways for overseas studies</li></ul>
<b>Educational Support Services</b>	These services address needs across the entire educational process, including: teacher professional development, study exchange programs, organisations of extracurricular activities, academic planning and guidance, as well as instruction and examination services for ESL <sup>2</sup> and CSL <sup>3</sup> . This comprehensive suite is designed to meet the diverse needs of students, teachers, and parents
<b>Campus Logistics and Support Services</b>	Through its businesses such as catering services, campus supermarkets and stationery shops, and exclusive student uniform supply, the Group provides comprehensive support for the daily operations of its campuses and the lives of students and faculty

### 1.1.3 Major Events of the Year

<b>2024</b>	<ul style="list-style-type: none"><li>• October: MLES Group signed a “1+3 Undergraduate Pathway Programs” cooperation agreement with University of Alberta, Canada’s fourth-ranked research university, broadening international further study pathways for Maple Leaf graduates</li><li>• November: The Forum on Innovation and Development of International Education Courses with Chinese Characteristics, hosted by China Education Association for International Exchange and organised by MLES Group, was held at the China National Convention Centre in Beijing, with over 100 education experts, principals, and industry representatives in attendance</li><li>• December: MLES Group and Luoyang Huayang School held a signing ceremony in Shenzhen, authorising the latter as a school for implementing the MLWSP’s English language programs, marking the program’s second authorised school in China</li></ul>
<b>2025</b>	<ul style="list-style-type: none"><li>• March: The first HSK Study in China Exchange Fair in Singapore was successfully held at the Canadian International School (“CIS”) in Singapore, a school under MLES. The event opened up further education pathways for students in Southeast Asia and promoted educational cooperation and exchange under the “Belt and Road” initiative</li><li>• May: MLES Group celebrated its 30th anniversary. Various business units and campuses of the Group actively implemented initiatives to commemorate the anniversary, writing a brilliant chapter of “Leading educational innovation”</li><li>• August: MLES Group’s national-level research project, “Research on the Integration and Innovation of Internationalised Courses with Chinese Characteristics”, was successfully concluded and received honour; The world’s first K12 Standard Chinese authorised school of Maple Leaf was established in Mongolia; MLES Group launched the “Ivy League Class of the Honorary Zhou Enlai Program (榮譽周恩來班之藤校班)” to support students in gaining admission to top U.S. universities such as Harvard, Yale, Princeton, Stanford, and MIT</li></ul>

<sup>1</sup> “1+3 Undergraduate Pathway Programs”: Students complete their first year of university at a Maple Leaf campus and then directly progress to the second year at an overseas partner university to complete their subsequent courses.

<sup>2</sup> ESL: English as a second Language.

<sup>3</sup> CSL: Chinese as a second Language.

## 1.2 SUSTAINABILITY MANAGEMENT

The Group has embodied its sustainable development philosophy into four main directions: care for students, enhancement of staff cohesion, promotion of environmental protection, and contribution to society. These efforts are implemented through a clearly defined governance structure, ensuring that sustainability is integrated throughout the entire process of teaching and learning, campus operations, and social engagement.

### 1.2.1 Sustainability Concept

Rooted in the philosophy of “blending the best of the East and the West in offering quality education”, MLES Group has embedded the concept of sustainable development into both the essence of education and its operational practices. This has led to the establishment of a four-dimensional responsibility system that advances synergistically across all areas, with continuous implementation and deepening throughout its initiatives in 2025.

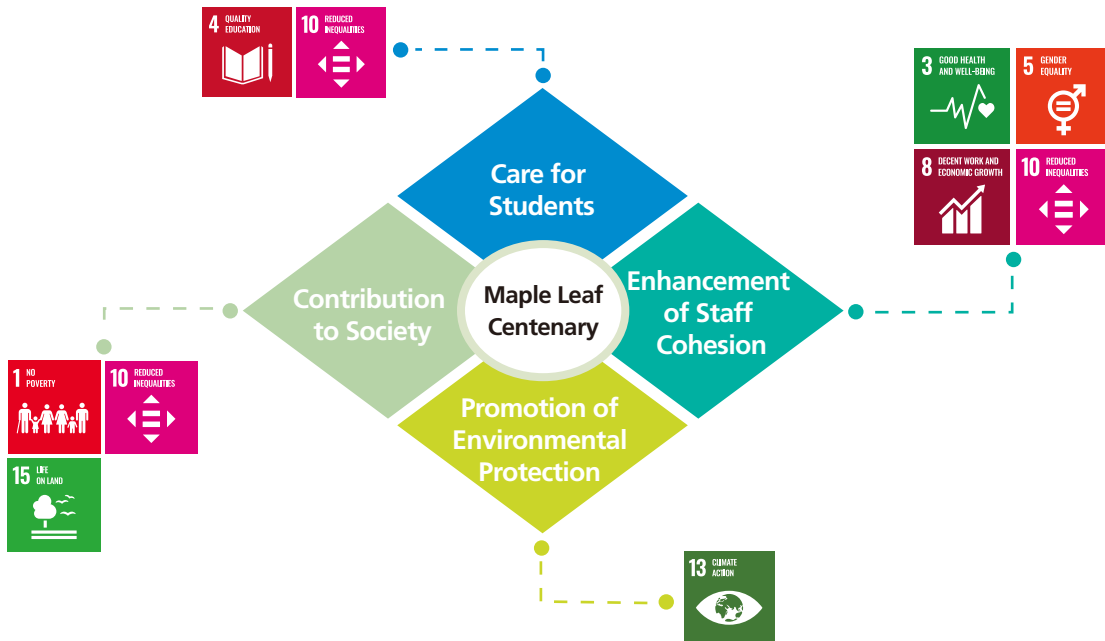


Figure 1-1 Sustainability Concept of MLES Group

## 1. SUSTAINABLE DEVELOPMENT OF MLES

Concept	Goals	2025 Sustainability Practices
Care for Students	Focusing on the holistic development of students, we build a fair, safe, and diverse educational ecosystem.	<ul style="list-style-type: none"> <li>The Group launched the “Ivy League Class of the Honorary Zhou Enlai Program”, offering customised curricula designed to prepare students for admission to top-tier universities such as Harvard and Yale. The program emphasises the development of academic excellence, global perspectives, and a strong sense of social responsibility</li> </ul>
Enhancement of Staff Cohesion	Adhering to the principle of “Mutual Growth for Employees and the Enterprise”, we attract and retain Chinese and international talents with a comprehensive system	<ul style="list-style-type: none"> <li>We have established a full-cycle training mechanism where new teachers undergo systematic training, and incumbent teachers regularly participate in teaching research and trial lectures. A matrix of horizontal and vertical career advancement channels is also in place</li> <li>We also provide social security benefits and housing funds, fostering an inclusive culture</li> </ul>
Promotion of Environmental Protection	We integrate environmental responsibility with educational functions to promote the dissemination of green concepts and low-carbon operations	<ul style="list-style-type: none"> <li>In our daily operations, we promote digital office and teaching to reduce paper consumption, while standardising waste sorting, water conservation, and electricity saving</li> <li>We organised a themed flag-raising ceremony on Arbor Day, and leveraged environmental clubs for “dual carbon” popular science and waste material creative activities to translate into ecological protection actions among teachers and students</li> </ul>
Contribution to Society	The Group fulfills its corporate responsibility through education as a bond, creating synergy between educational value and social development	<ul style="list-style-type: none"> <li>By authorising English curriculum to Luoyang Huayang School and hosting the International Education Curriculum Innovation Forum, the Group expands the reach of high-quality education and fosters professional exchange within the industry</li> </ul>

### 1.2.2 ESG Governance Structure

To ensure the effective implementation of the sustainable development philosophy across the four dimensions, the Group has established a four-tier governance structure that connects the Board, the lead department, headquarters departments, and schools. This framework forms a closed-loop management mechanism encompassing decision-making, execution, supervision, and feedback, providing systematic support for all the Group’s sustainability measures.

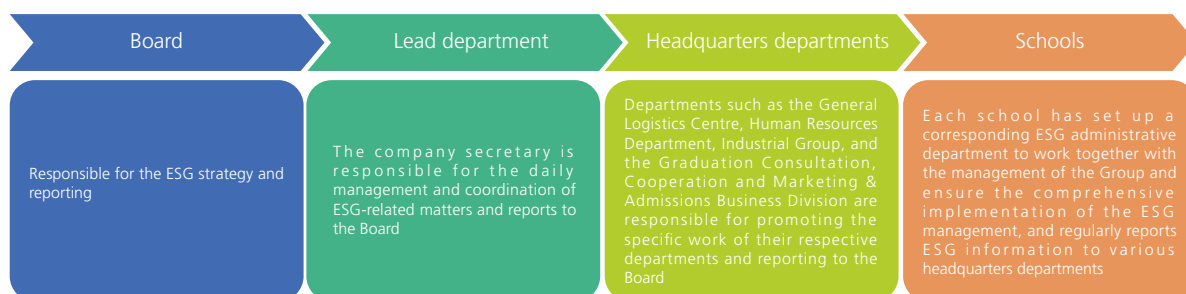


Figure 1-2 ESG Governance Structure and Responsibilities of MLES Group

### 1.3 STAKEHOLDER COMMUNICATION

Adhering to the communication principles of “open dialogue and collaborative progress,” we are committed to building trust and fostering consensus among all parties through our educational practices, working together to align educational value with social value. To fully address the needs of diverse groups such as students, parents, employees, partners, and the community, we have established a multi-dimensional and regular communication mechanism. This ensures that the voices of all stakeholders are integrated into the Group’s strategic decisions, achieving our shared goal of co-creation, shared benefits, and mutual success.

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

# 1. SUSTAINABLE DEVELOPMENT OF MLES

## 1.4 ASSESSMENT OF MATERIAL ISSUES

We systematically evaluate the actual impact of issues on the Group’s educational quality and operational efficiency. At the same time, we deeply integrate stakeholder expectations and industry trends to ensure the assessment results are both strategically guiding and practically actionable.

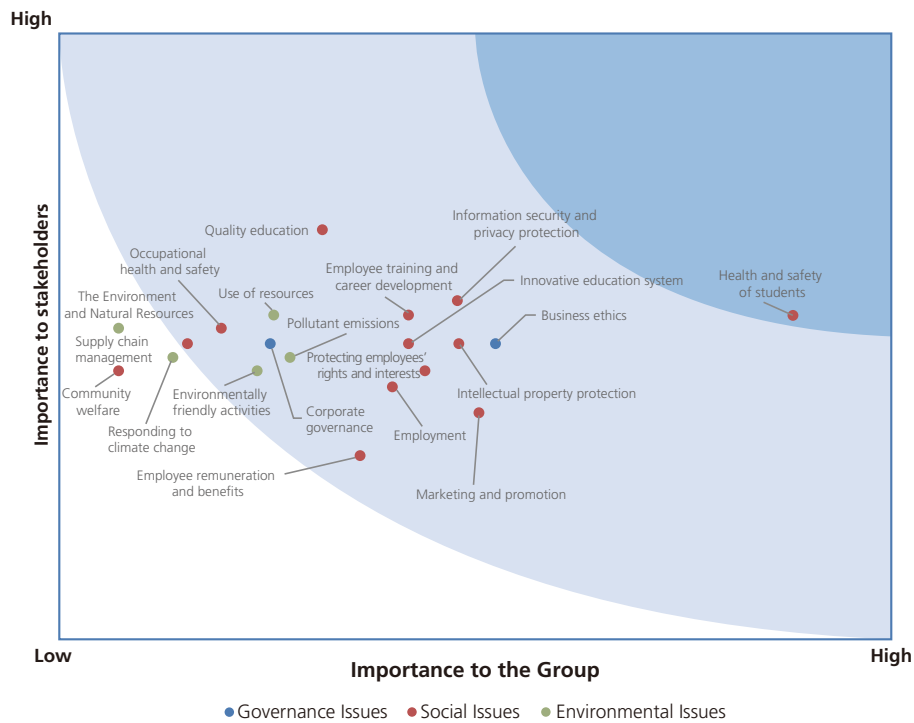
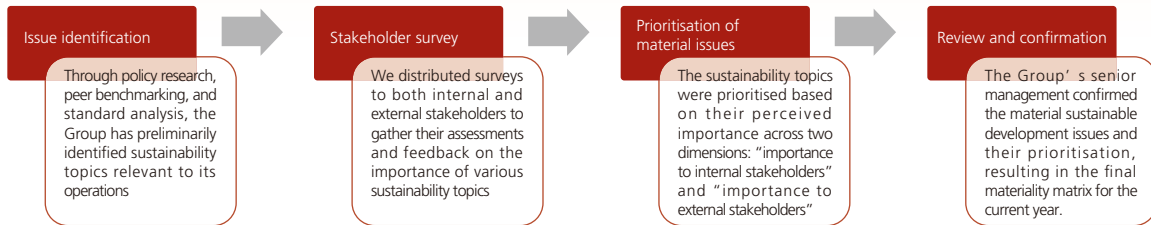


Figure 1-3 2025 Materiality Matrix of the Company

## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

### RESPONSE TO SDGs



### 2.1 DEEPENING TEACHING REFORMS

Our curriculum system blending Chinese and Western elements, unique educational model, globally recognised accreditation system, and smooth domestic and international further study pathways are designed to provide students with an educational experience that combines both Chinese sentiment and an international perspective.

#### 2.1.1 Model Innovation

MLES has, after three decades of educational practice, achieved a transition from importing Western curricula to independently developing an international curriculum system with distinctive Chinese characteristics. We continuously innovate in curriculum selection, talent cultivation pathways, language education that integrates cultures, teaching management, and resource assurance, to create an educational path that meets international standards and while retaining Chinese characteristics.

#### 2.1.2 Further Education Services

MLES Group has established a dedicated graduation consultation office, committed to providing students and parents with comprehensive, personalized counseling services covering school and program selection, visa assistance, and study abroad funding guidance. We provide impartial and targeted guidance plans based on students' academic performance, personal interests, and practical needs. Leveraging long-standing credibility with universities and embassies in multiple countries, the Maple Leaf graduation consultation office has maintained a very high visa success rate for consecutive years. At the same time, we actively expand partnerships with domestic higher education institutions, establishing a dual-pathway advancement model that integrates "international + domestic" options.

<b>University Cooperation Programs</b>	We conduct 1+3 Undergraduate Pathway Programs with world-class universities to jointly cultivate innovative talents. After completing the first-year courses at the Maple Leaf campus, students are eligible for direct progression to the second year at partner universities to complete subsequent courses, ensuring a seamless academic pathway.
<b>Study Tours and Exchanges</b>	We provide customised domestic and international winter and summer camps for students, engaging over 1,000 participants annually. Our programs encompass three key segments: outbound, inbound, and domestic study tours. This comprehensive approach is designed to help students broaden their global perspectives, enhance their overall competencies, and prepare them for future overseas studies.

In addition, we consistently participate in industry training and academic guidance conferences, ensuring we remain at the forefront of industry trends and integrate cutting-edge methodologies and experience. This continuous refinement of our expertise allows us to deliver truly reliable and trustworthy services to our students.



**Figure 2-1 Participating in the National Academic Guidance Conference held by TopSchools**



**Figure 2-2 On-site Training at Monash University, Melbourne**

## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

As of the end of the Reporting Period, 662 high school graduates of the 2025 MLES Class received a total of 2,474 offer letters, with a university admission rate of 99.0%.

<b>50%</b>	<b>92.7%</b>	<b>92.7%</b>
Admission rate to QS Top 30 universities	Admission rate to QS Top 100 universities	Admission rate to Maple Leaf Top 100

### Case: Maple Leaf Annual Education Fair

In November 2024, the Group successfully hosted the 20th Maple Leaf International Education Fair. The event drew participation from over 50 universities and institutions across 10 countries, including China, the UK, Canada, and the USA, which gathered at various Maple Leaf school campuses, engaging an audience of 2,500.



During the Fair, a major highlight of the fair was the release of the “2025 Maple Leaf Global Top 100 Universities Ranking”, compiled by the MLES Group Research Centre. It not only provides Maple Leaf students with an efficient and clear tool to identify target universities after selecting a study destination but has also become a unified benchmark reference for the Group’s internal academic guidance work and teaching quality assessment.

Figure 2-3 2024 MAPLE LEAF EDUCATION FAIR

### 2.1.3 Exchange and Cooperation

MLES actively participates in educational industry exchanges, sharing advanced educational philosophies and practical experiences to promote curriculum innovation and teaching reform. At the same time, as a bridge for cross-cultural dialogue, we proactively undertake the mission of cultural dissemination, fostering greater intercultural understanding and respect.

### Case: Forum on Innovation and Development of International Education Courses with Chinese Characteristics



On 1 November 2024, MLES Group hosted the Forum on Innovation and Development of International Education Courses with Chinese Characteristics. Over 100 education experts, principals, and industry representatives gathered to discuss the standards for internationalised courses with Chinese characteristics and enhance China’s influence in global education, focusing on the theme of “Innovating and Developing International Education Courses with Chinese Characteristics”.

Figure 2-4 Forum on Innovation and Development of International Education Courses with Chinese Characteristics

## 2.2 IMPROVING TEACHING QUALITY

MLES Group places teaching quality at the core of its mission. The Group has established a professional teaching faculty, independently developed a curriculum that integrates Eastern and Western educational approaches, implements scientific quality assessment, and has built effective communication and feedback mechanisms to ensure continuous improvement in teaching quality.

## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

### 2.2.1 Faculty Team

MLES builds a professional teaching team by valuing both domestic and international educational credentials as well as substantial international teaching experience. It provides ongoing professional development training to continuously enhance teachers' instructional capabilities and academic expertise. In addition, we strengthen the professional ethics and morality of our staff, fostering an educational environment dedicated to nurturing students and upholding a culture of integrity.

### 2.2.2 Classroom Research

#### Textbook Selection

For Chinese subjects, we strictly use nationally-approved textbooks for Chinese, history, geography, and politics to ensure students build a systematic knowledge framework. For English academic subjects, we use the independently developed MLWSP, which incorporates case studies with Chinese characteristics to achieve cross-cultural integration.

#### Case: "K12 Standard Chinese", a Graded Chinese Textbooks

"K12 Standard Chinese" is an international graded Chinese textbook series developed by Maple Leaf Education for kindergarten through grade 12 (K-12) non-native speakers. The series adopts a "Five Stages, Nine Levels" framework, is systematically aligned with the Chinese Proficiency Grading Standards for International Chinese Language Education, and adheres to the "Structure-Function-Culture" integrated principle. It features differentiated learning pathways tailored to various age groups, systematically enhancing learners' Chinese proficiency and cultural comprehension while fostering their cross-cultural communication skills.



Figure 2-5 "K12 Standard Chinese" Textbooks

#### Curriculum Research and Development

As the world's first recognised international program with Chinese characteristics, MLWSP establishes a foundational framework of "English Academics + Chinese Academics + English Language + Chinese Language". This structure embodies both academic rigor and cultural inclusivity.

<b>Self-Developed Intellectual Property Rights</b>	The Group's intellectual property ecosystem covers curriculum development, technological innovation, and brand & trademark development, including 2,642 copyright registrations, 3 national-level PCT patents, and 155 national trademark registrations.
<b>Internationally Recognised Accreditation</b>	The core curriculum, "MLWSP", has received international accreditation from Cognia, the world's largest school accreditation organisation, and curriculum benchmarking certification from the UK National Information Centre for Global Qualifications (ECCTIS). The high school diploma is equivalent to A Level, the New York State (USA) high school diploma, and the British Columbia (Canada) high school diploma.
<b>Distinct Chinese Characteristics</b>	MLES's pillar curriculum is grounded in local relevance yet enriched by a global perspective. It includes a Chinese Academic program that solidifies cultural foundations, a Chinese as a Foreign Language program for cultural dissemination, and an English curriculum that integrates Chinese viewpoints.

Pioneering the "PPPS High-Performance Classroom" model, MLES redefines traditional teaching. Through four core stages – Presentation, Participatory Learning, Post-Assessment, and Summary – this model systematically shifts the classroom focus from teacher to student, positioning learners as genuine inquirers, experiencers, and presenters.

## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

### Case: Successful Conclusion of the National-Level Research Project “Research on the Integration and Innovation of Internationalised Courses with Chinese Characteristics”

MLES Group’s national-level research project, “Research on the Integration and Innovation of Internationalised Courses with Chinese Characteristics”, successfully passed the conclusion review by The China Association for Private Education. Based on the MLWSP, this pioneering study developed the “Five-Dimensional Integration Model”, offering a significant reference model and an operational framework for developing international curricula with Chinese characteristics.

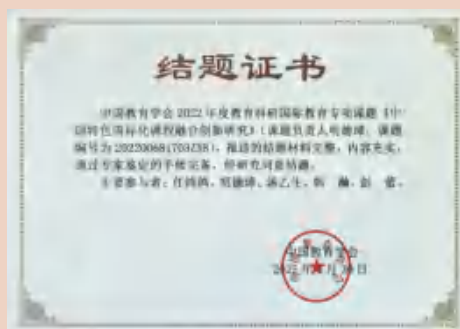


Figure 2-6 Project Conclusion Certificate

### Student Development Plans

MLES Group is dedicated to synthesising the best of Eastern and Western educational philosophies. We respect individual student differences, providing tailored development plans for each learner. Through differentiated instruction and comprehensive, full-chain support, we cultivate future elites who possess both a deep connection to Chinese heritage and a broad international perspective.

### Stratified Cultivation

- Through graded courses, personalised elective courses, and other means, the Group caters to students’ diverse academic abilities and academic goals, fully unlocking their potential and enhancing their overall competencies. During the Reporting Period, the Group launched the first cohort “Ivy League Class of the Honorary Zhou Enlai Program”, supporting students in gaining admission to top U.S. universities such as Harvard and Yale.

### Full-Chain Education System

- MLES has established a comprehensive “full-chain” educational support system that guides students from elementary through high school and onto the world’s top universities. Aligned with developmental stages, it features “Happiness Education” in elementary school, “Three-Habit Cultivation Education” in middle school, and “Ideals Education” in high school. This coherent framework provides continuous educational assurance for students at every phase of their growth.

### Case: Senior High School Consular Course

The consular course is a holistic development framework crafted by MLES around its “Ideals Education” philosophy, designed to comprehensively cultivate students’ overall qualities and elite competencies. The course consists of three parts: the consular course (for daily moral education), “dual-society activities” (for social practice), and club activities. Through this systematic design, it guides students towards self-planning, autonomous learning, and confident growth.

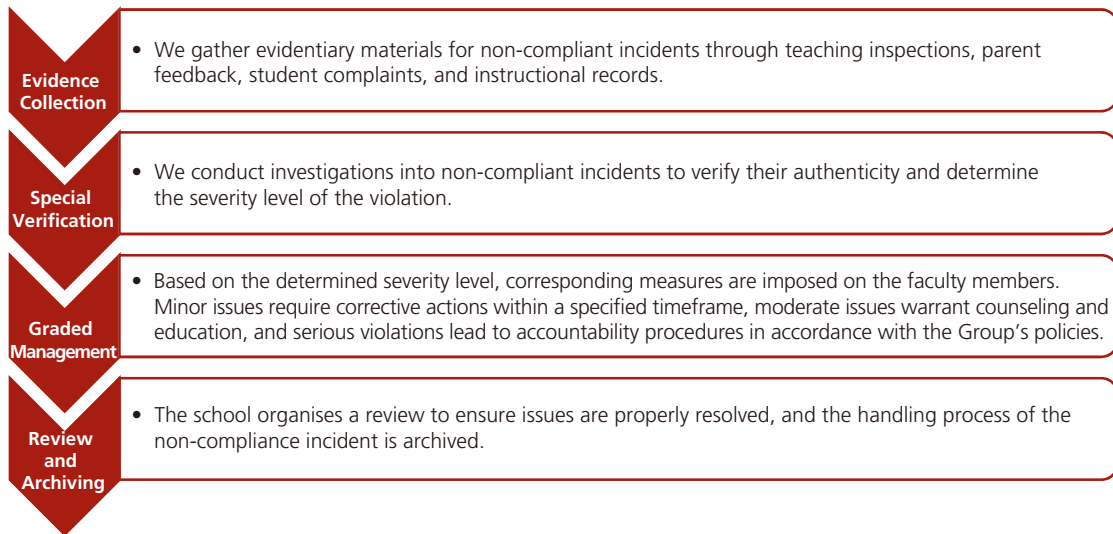
### 2.2.3 Quality Assessment

MLES has established a comprehensive system for teaching quality evaluation, encompassing multiple dimensions such as performance assessment, routine inspections, examination protocols, and instructional supervision. This system ensures the delivery of high-quality and efficient education.

## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

<b>Routine Inspections</b>	Routine inspections focus on the standardisation of the entire teaching process, from teaching plans and formative assessments to homework grading, to supervise daily teaching quality.
<b>Quality Evaluation</b>	We implement a multi-tiered teaching quality evaluation system, encompassing self-assessment, peer review, and student evaluations. This system conducts a comprehensive analysis of instructors' educational philosophy, teaching methodology, instructional effectiveness, and professional competence.
<b>Teaching Supervision</b>	We primarily employ "unscheduled classroom observations" and "teaching inspections," complemented by activities such as teaching research sessions and collective lesson planning, to enhance the effectiveness of teaching supervision.

For cases of non-compliant teaching, we have established clear identification criteria, standardised investigation procedures, and graded corrective measures based on severity. This ensures objective investigations, appropriate resolutions, and procedural fairness, thereby collectively improving teaching quality.



**Table 2-1 Maple Leaf's management of Non-compliant Teaching**

### 2.2.4 Communication and Feedback

#### Diversified Communication

MLES places a high value on home-school collaboration. We have established a consistent communication mechanism led by Consuls and supported by a multi-pronged team including subject teachers and psychological counselors. Utilising both online and offline channels, this framework builds a relationship of trust between the school and parents.

<b>Daily Communication</b>	The school maintains daily communication with parents through various channels such as phone calls, WeChat, and email, promptly disseminating information regarding school events, learning updates, and academic performance.
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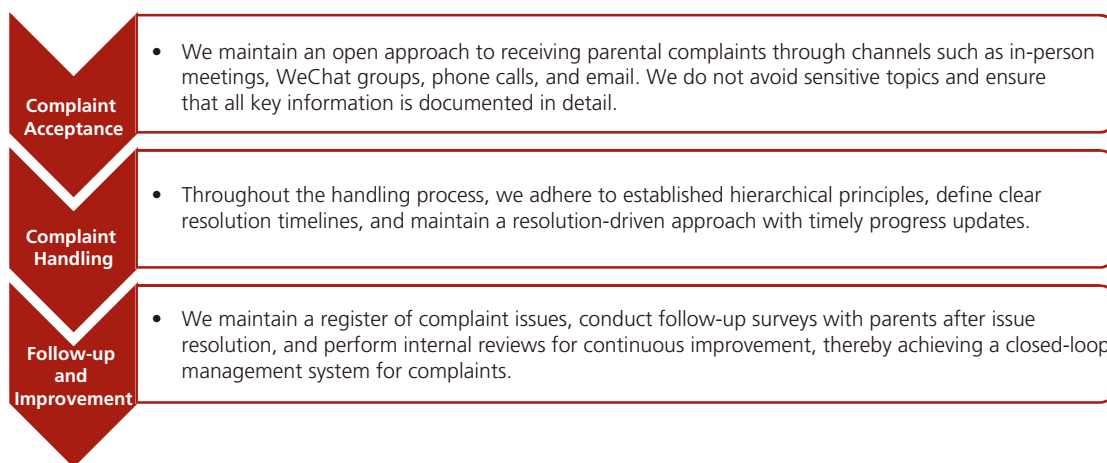
## 2. CLARIFYING RESPONSIBILITIES AND UNWAVERING COMMITMENT TO TEACHING QUALITY

<b>Parent-teacher conferences</b>	The school conducts at least one in-person parent-teacher conference per semester. These meetings serve to update parents on student performance, teaching plans, and learning objectives, aiming to foster a mutual understanding and collaborative partnership between home and school.
<b>Specialised Communication</b>	Regarding personalized matters such as academic improvement and further study planning, we engage in one-on-one, in-depth discussions with parents to develop tailored educational plans.
<b>Campus Open Day</b>	The school organises campus open days from time to time, inviting parents to visit the campus, observe classes, and gain a firsthand experience of student life.

During the Reporting Period, satisfaction surveys were conducted among students and parents across all campuses, achieving an overall satisfaction rate of over 90%. The school received widespread recognition in areas such as curriculum innovation, faculty development, and teaching quality. Based on the feedback collected, we are committed to continuous improvement, providing students with a high-quality and innovative learning environment.

### Complaint Handling Process

The Group has established accessible reporting channels, standardised complaint resolution procedures, and clear handling benchmarks. These efforts collectively contribute to the ongoing optimisation of teaching management and the cultivation of a harmonious and stable campus environment.



**Table 2-2 Maple Leaf’s Complaint Handling Process**

### Case: Handling of Complaint Regarding Home-School Coordinated Course Adjustment

In August 2025, one of our school campuses received parent feedback concerning insufficient course rigor, and immediately initiated a cross-departmental response and multi-dimensional investigation. The teaching department retrieved student academic data, while consular teacher conducted interviews to compile a needs assessment report. A collaborative meeting involving the school, parents, students, and teachers was convened to discuss solutions. The school completed the course adjustment within 1 working day and established a dual-track feedback mechanism where the consular teacher tracks class attendance and the curriculum principal tracks academic performance.

During the Reporting Period, the Group received a total of 3 complaints, with a 100% complaint resolution rate.

### 2.3 FULFILLING RESPONSIBLE PROCUREMENT

We have established a standardised supplier selection and dynamic evaluation mechanism, implementing a transparent procurement process throughout, and enhancing supply chain transparency. We continuously promote green procurement and effectively mitigate risks.

#### 2.3.1 Supply Chain Process Management

MLES has achieved standardised supply chain management system through the implementation of institutional documents including the Measures for Supplier Admission Management\* (《供應商入庫管理辦法》), the Tender Management Regulations\* (《招標管理辦法》), and the Construction Management Specifications\* (《施工管理規範》). This framework creates an end-to-end management architecture covering diverse business areas such as campus retail stores, apparel, catering, and construction projects. The Group fosters long-term, stable partnerships with suppliers.

The Group has also built a supplier risk management mechanism of “pre-event prevention, in-event monitoring, and post-event accountability” to identify supplier risks and enhance the ability to prevent supply chain risks. In cases of contractual non-compliance, corrective notices are issued, with disciplinary actions tailored to the severity of the breach, along with corresponding adjustments to the supplier network.

Stage	Specific Measures
Access	During the procurement stage, clearly defined requirements are established for suppliers' legal qualifications, professional capabilities, business reputation, and compliance status. Only those meeting all criteria are admitted into the qualified supplier network
Performance Evaluation	Supplier evaluation criteria are tailored to specific procurement categories, with comprehensive assessments conducted on service quality, pricing, supply chain risk, and contractual performance capabilities
Dynamic Adjustment	The qualified supplier network is dynamically maintained based on evaluation outcomes, driving continuous enhancement of supplier performance

As at the end of the Reporting Period, the Group had a total of 1,126<sup>4</sup> suppliers. In particular, there were 289 suppliers located in mainland China, 72 in Hong Kong, Macao and Taiwan regions, and 765 overseas.

#### 2.3.2 Sustainable Supply Chain

MLES fully implements transparent procurement, adopts a tiered management system for tendering and procurement, and strictly holds violators accountable. This ensures fully documented, traceable, and auditable processes at every stage. At the same time, integrity clauses are incorporated into contract appendices to strengthen compliance and transparency in procurement activities.

The Group conducts regular risk assessments, and evaluates suppliers' performance in dimensions such as environmental compliance, labour rights, business ethics, and green and low-carbon practices. We continuously monitor and manage through measures such as contractual constraints, annual audits, and performance-based rewards and penalties. We deliver specialised training and collect evaluation feedback to strengthen supply chain resilience and sustainability.

<sup>4</sup> Including suppliers of both domestic and overseas campuses.

# 3. NURTURING ACADEMIC FOUNDATIONS, CULTIVATING EXCELLENCE TOGETHER

## RESPONSE TO SDGs



### 3.1 PROTECTING EMPLOYEES' RIGHTS AND INTERESTS

The Group regards its employees as a core resource for its development. We strive to protect the rights and interests of our employees to the greatest extent through fair employment processes and smooth communication channels, achieving a win-win situation for both employees and the Group.

#### 3.1.1 Employee Recruitment

We strictly comply with the requirements of national laws and regulations, including the Labour Law of the People's Republic of China\* (《中華人民共和國勞動法》), the Labour Contract Law of the People's Republic of China\* (《中華人民共和國勞動合同法》), the Law on the Protection of Women's Rights and Interests\* (《婦女權益保障法》), the Trade Union Law of the People's Republic of China\* (《中華人民共和國工會法》), the Law on the Protection of Minors of the People's Republic of China\* (《中華人民共和國未成年人保護法》), and the Prohibition of Child Labour Regulation\* (《禁止使用童工規定》). We are committed to ensuring fairness and impartiality throughout the recruitment process and safeguarding all employees' entitled rights. The Group explicitly prohibits the employment of child labour and any form of forced labour. Should any instance of child or forced labour be identified, the Group will take appropriate disciplinary measures in strict accordance with local laws and regulations. During the Reporting Period, no cases of child labour or forced labour were recorded within the Group.

Furthermore, the recruitment process enforces a strict familial recusal system and includes thorough verification of candidates' educational backgrounds, work experience, and required qualifications. The Group's hiring decisions are based on comprehensive quality and job suitability, strictly prohibiting bias based on gender, geographic origin, age, or other non-job-related factors. Meanwhile, the Human Resources Department conducts systematic audits of the recruitment process to ensure full compliance with labor regulations. During the Reporting Period, the Group had a total of 1,683 employees. The employee data categorised by different criteria is presented as follows:

Indicator		FY2025
Total number of employees		1,683
Number of employees by gender	Female	546
	Male	1,137
Number of employees by age	Number of employees aged under 30	218
	Number of employees aged 30-50	1,040
	Number of employees aged over 50	425
Number of employees by geographical region	Number of employees from mainland China	1,114
	Number of employees from Hong Kong, Macao and Taiwan regions	5
	Number of employees from overseas	564
Number of employees by rank	Number of senior management	57
	Number of middle management	89
	Number of frontline employees	1,537

During the Reporting Period, the employee turnover rate of the Group is 20.1%<sup>5</sup>, and employee turnover figures and rates by category were as follows:

<sup>5</sup> Total employee turnover rate = number of employee turnover/(number of employee turnover + total employees).

### 3. NURTURING ACADEMIC FOUNDATIONS, CULTIVATING EXCELLENCE TOGETHER

Indicator		FY2025
Employee turnover rate by gender	Female	20.3%
	Male	19.7%
Employee turnover rate by age	Employee turnover rate for employees aged under 30	24.8%
	Employee turnover rate for employees aged 30-50	18.8%
	Employee turnover rate for employees aged over 50	21.2%
Employee turnover rate by geographical region	Employee turnover rate from mainland China	17.3%
	Employee turnover rate from Hong Kong, Macao and Taiwan regions	28.6%
	Turnover rate of employees from overseas	25.0%

#### 3.1.2 Diversity and Equality

In line with the concept of diversified employment, the Group has developed a teacher resource system that integrates both Chinese and foreign cultures. The team of local and international teachers collaboratively embodies the cultural spirit of "One Team, One Goal." and they work in unity to provide high-quality educational services to all students, regardless of race, colour, or nationality, injecting powerful momentum into the Group's long-term and prosperous development.

At the same time, we have established a multi-channel communication strategy, creating transparent and timely information-sharing mechanisms, as well as smooth and effective feedback channels. These include corporate email, WeChat communication groups, dedicated free-exchange sessions during meetings, and employee satisfaction surveys. Through these initiatives, we gather employee feedback to drive improvements, enhance employees' sense of involvement and belonging.

## 3.2 EMPLOYEE REMUNERATION AND BENEFITS

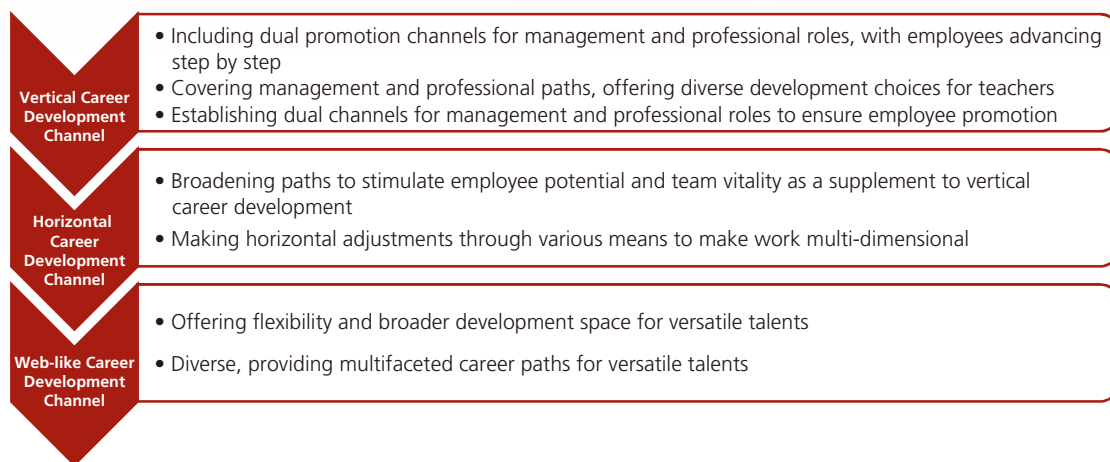
MLES Group provides employees with a comprehensive and market-competitive remuneration package, covering fixed salaries, short-term incentives, and long-term incentives. Upholding the principle of fairness, it ensures that employees' efforts and contributions are justly rewarded. Based on business development needs, talent competition trends, and research findings, we regularly review and update our compensation strategy, structure, and target ranges. We dynamically adjust employee remuneration levels to ensure equal pay for equal work between male and female employees and maintain ongoing market competitiveness.

On the basis of fully meeting statutory requirements, we further expand the Group's employee welfare system, providing all employees with a wide and diverse range of non-statutory benefits, including baggage shipping subsidies, tuition fee reductions for staff's children, and domestic and international learning exchange opportunities.

To attract and retain talent, we offer international medical insurance to eligible Chinese and foreign senior management and foreign teachers. Additionally, we provide a wide range of benefits other than those required by laws, depending on the actual situation in each region, in order to meet their personal needs and effectively alleviate employees' concerns about future issues. During the Reporting Period, the average number of paid leave days per employee in the Group was 19.

### 3.3 FOCUSING ON TALENT DEVELOPMENT

Through comprehensive analysis of employees' job requirements and career development needs, we have established an open, transparent, and clearly defined multi-dimensional career development system. This system offers employees three types of career progression paths: vertical advancement, lateral mobility, and networked development opportunities.



**Table 3-1 MLES Group Career Development Channels**

We attach great importance to improving the quality of our workforce and actively implement our talent strategy. On the one hand, we have formulated talent development plans covering multiple teams such as management, teachers, administration, admissions, and general logistics services. In accordance with long-term and short-term development plans and goals, we organise various training courses annually and send outstanding employees for visits, study, and exchanges, focusing on the close integration of training and practice. On the other hand, through various methods such as carrying out special training projects and integrating training resources, we effectively improve employees' business quality and are committed to building a professionalised, specialised, and talented team that masters advanced education concepts and possesses both virtue and ability.

For the teaching team, the campus arranges systematic pre-service training according to the academic year tasks to help new and experienced teachers gain a deep understanding of the corporate culture, curriculum system, and the school's educational and teaching requirements; After the semester begins, internal teaching and research activities are regularly organised on campus, and departmental summary and training meetings are held at the end of the term to ensure the full-cycle professional growth of teachers. At the same time, the Group also organises an annual teacher teaching competition to improve the teaching skills of all teachers. During the Reporting Period, the Group optimised its training management by establishing relevant training objectives and implementing more targeted training programs. The table below shows the percentage of trained employees by different categories during the Reporting Period:

Indicator		FY2025
Number of training hours for employees by gender	Average number of training hours for female employees	33.34 hours/person
	Average number of training hours for male employees	22.46 hours/person
Number of training hours for employees by rank	Average number of training hours for senior management	22.5 hours/person
	Average number of training hours for middle management	37.23 hours/person
	Average number of training hours for frontline employees	29.8 hours/person
Percentage of trained employees by gender	Percentage of female employees trained	53.6%
	Percentage of male employees trained	46.4%
Percentage of trained employees by rank	Percentage of senior management trained	13.9%
	Percentage of middle management trained	23.4%
	Percentage of frontline employees trained	62.7%

### 3. NURTURING ACADEMIC FOUNDATIONS, CULTIVATING EXCELLENCE TOGETHER

#### **Case: STEM teacher programme for MLES graduates**

MLES Group has entered into strategic cooperation with the University of Alberta in Canada and the University of South Australia in Australia. Every year, it selects recent science graduates to study a degree in education at these two universities, and return to the Group to teach and enjoy the benefits of foreign teachers after obtaining overseas teaching qualifications. Furthermore, we encourage outstanding Maple Leaf graduates with strong science backgrounds who are working overseas to return and teach at our schools after obtaining their teaching certifications through a one-year accreditation program.

#### **Case: Maple Leaf's induction training via video**

The Group conducts orientation training for new employees during their induction phase. It adopts a "1+N" format: "1" refers to theoretical courses delivered by the Group via video training, covering aspects such as development history, philosophy, culture, and models; "N" represents practical training provided by individual campus, including campus overviews, work processes, job responsibilities, and professional knowledge. This training spans both the Group and all campuses, with a focus on facilitating rapid integration and competency enhancement. The programme is designed to help new staff gain a comprehensive understanding of the Group and their respective campuses, quickly adapt to the working environment, and lay a solid foundation for their future roles.

## 3.4 OCCUPATIONAL HEALTH AND SAFETY

While continuously improving the quality of education, we have consistently increased investment in areas such as employee safety, campus security, and food safety, improved and implemented management systems, and created a safe and harmonious campus environment, laying a solid foundation for the achievements of our teachers and students.

### 3.4.1 Employee Health and Development

We consistently prioritise employee health and safety, continuously focus on their physical and mental balance. We assist employees in maintaining a positive and healthy state in both work and life. We strictly adhere to laws and regulations concerning occupational health and safety, including the Labour Law of the People's Republic of China\* (《中華人民共和國勞動法》) and 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 are dedicated to creating a healthy and safe working environment.

During specific periods every day, we provide staff with complimentary access to school stadium and sports equipment. Additionally, all school canteens are staffed with nutritionists who offer balanced meal planning to fully support employees' physical and mental well-being. In the meantime, the Group has implemented occupational health and safety management training, with particular emphasis on the psychological well-being of teachers and counselors. Professional psychological consultants are allocated to provide mental health lectures and counseling services, delivering timely support and assistance. During the Reporting Period, the number of days lost due to work injury was 248<sup>6</sup>. There have been no work-related fatality incidents in the past three years.

<sup>6</sup> A total of 3 employees took injury leave, including 2 extended leave cases involving cleaning staff who sustained slip-and-fall injuries during operational duties.

### 3. NURTURING ACADEMIC FOUNDATIONS, CULTIVATING EXCELLENCE TOGETHER

#### 3.4.2 Safeguarding Campus Safety

To strengthen safety management and prevent various disasters and accidents, the Group has formulated over twenty internal systems, including Campus Access Management\* (《校門出入管理》), Campus Vehicle Management System\* (《校園車輛管理制度》), Campus Food Safety Management System\* (《校園食品安全管理制度》), Campus Fire Safety Management System\* (《校園消防安全管理制度》), School Special Equipment Management System\* (《學校特種設備管理制度》), and Campus Infectious Disease Prevention and Control System\* (《校園傳染病防控制度》). We implement the policy of “prevention first, division of responsibility, emphasis on key points and comprehensive protection” and the principle of “principal responsibility system”, and establish a health and safety management system covering aspects such as workplace safety, emergency response, health promotion initiatives, and mental health support.

Furthermore, we conduct regular safety inspections to identify and address potential hazards, implementing our annual safety management plans and corrective measures. Meanwhile, the safety management of the schools and departments of the Group is subject to the guidance and supervision of the educational authorities and public security organs in the provinces and municipalities where they are located and the Group. The Group has also organised various types of health and safety training and activities to effectively raise the safety awareness and emergency response capabilities of employees and students.

##### Case: Dalian Campus Conducted Fire Safety Drill

In December 2024, the Dalian campus of MLES Group conducted a fire evacuation drill in a “blind drill” mode. This activity was designed to test the emergency response capabilities of all teachers and students. During the drill, participants assembled orderly along evacuation routes guided by signage, with instructors providing on-site direction. This drill effectively enhanced the emergency response speed and teamwork capabilities of both staff and students.



Figure 3-1 Fire Safety Drill

The Group adheres to the provisions of the Food Safety Law of the People’s Republic of China\* (《中華人民共和國食品安全法》) and relevant national food safety standards as the guiding principles for food safety management. Under the international management philosophy of the “Three Principles” (Internationalisation, Specialisation, and Restaurant-style Management) and the “Three Dietary Goals” (eating for nutrition, eating for health, and experiencing Chinese and Western dietary cultures), we have engaged professional teams to provide nutritious and healthy flavourful meals for students and staff across the Maple Leaf system. For catering personnel, they are required to wear work uniforms, hairnets, masks, and disposable gloves, and must pass health screenings before commencing work. For the work environment, we conduct regular pest control measures, including rodent, cockroach, and insect eradication, to ensure food safety. Meanwhile, we regularly provide professional training for canteen managers and staff to ensure they thoroughly master knowledge and skills related to food handling standards and quality management.

During the Reporting Period, the catering company of MLES (the “Catering Company”) has obtained HACCP system certification, ISO 14001 Environmental Management System certification, ISO 22000 Food Safety Management System certification, ISO 45001 Occupational Health and Safety Management System certification, and ISO 9001 Quality Management System certification.

### 3. NURTURING ACADEMIC FOUNDATIONS, CULTIVATING EXCELLENCE TOGETHER

The Group has implemented a systematic and scientific set of measures. Firstly, school cafeterias adhere to the principles of nutritional balance and light seasoning with reduced salt, ensuring sensible pairing of meat and vegetables. Different nutritious meals are provided for students at different academic stages based on their characteristics. Secondly, individual health records are established, with physical examinations organised each semester and results incorporated into the records. Based on these findings, personalised dietary recommendations are provided. Moreover, nutrition information kiosks have been installed in cafeterias across all campuses, providing convenient access to nutritional knowledge for teachers and students. Finally, a positive atmosphere is fostered through culinary festivals held each semester. Nutritionists regularly conduct lectures and disseminate nutritional knowledge through multiple channels, including parental meetings, to educate families. This collaborative school-home approach jointly creates a scientific and healthy dietary environment.



Figure 3-2 Culinary Competition



Figure 3-3 Holding a Nutritional Knowledge Lecture

## 3.5 EMPLOYEE CARE

To care for employees and genuinely enhance their sense of well-being, the Group has organised various types of holiday celebrations and employee care activities to foster team cohesion, cultivate a vibrant corporate culture, and support the Group's sustainable development.

### Case: MLES Group's New Year Staff Party

In December 2024, the Group held a New Year party for all employees. During the event, employees reviewed annual work highlights, shared personal growth stories, and discussed future aspirations. The gathering also featured cultural performances, interactive games, and an awards ceremony to enhance engagement. This activity provided a platform for emotional connection among employees, strengthened team cohesion, and fostered a sense of belonging and mission. The event helped inject vitality into the upcoming year's work while promoting the inheritance of the Group's cultural legacy and sustainable development.

### Case: MLES Group Held Employee Sports Day

In May 2025, during the school anniversary week, MLES Group held an employee sports day for all employees. The event featured a variety of athletic activities designed to improve physical fitness and foster cross-departmental communication through collaborative competition. As a traditional anniversary activity, it carries the important mission of inheriting corporate culture and promoting the collective spirit, allowing employees to develop a sense of belonging through sports and jointly envision a vibrant future for the Group's development.

# 4. ADVANCING ECO-EDUCATION AND BUILDING GREEN CAMPUSES

## RESPONSE TO SDGs



### 4.1 RESPONDING TO CLIMATE CHANGE

The Group recognises the significant impact of climate change on long-term development and has incorporated climate change and its related risks into corporate governance and sustainable development management and decision-making. By conducting climate-related risk identification, we formulate response measures in conjunction with business and operational characteristics to enhance climate adaptability.

#### 4.1.1 Governance

We incorporate climate change response into our ESG governance framework. The Board is responsible for overseeing climate-related risks and opportunities, the formulation of strategic plans and goals, and reviewing the identification and assessment process; headquarters departments are responsible for climate risk assessment and the formulation of response measures, and for assessing their potential impact on the Company's business; each campus is responsible for following up on climate-related risks and potential impacts, and promoting the implementation of management measures.

#### 4.1.2 Strategy

We acknowledge that climate change will have a long-term and continuous impact on the Company's business. We have incorporated climate change response into the school's long-term development strategy and are committed to building a climate-adaptive and low-carbon campus operation and supply chain system. We actively conduct climate risk identification, including climate-related physical and transition risks, analyse their potential impact on our business and value chain, and formulate response strategies.

#### 4.1.3 Risk Management

MLES places great importance on the impact of climate change, identifies potential risks, formulates effective response measures, and strengthens climate risk management to ensure the safety of teachers and students and maintain teaching order, while continuously enhancing campus climate resilience.

Risk Type	Risk Description	Response Measures
Physical Risk	Acute Risk Extreme weather events such as heavy rain and typhoons may affect the normal operation of the campus	<ul style="list-style-type: none"> <li>Establish an environmental emergency plan and regularly organise emergency drills</li> <li>Continuously monitor weather conditions, stockpile emergency supplies before extreme weather, and evacuate teachers and students</li> <li>Strengthen patrols during extreme weather and promptly handling emergencies such as water accumulation</li> <li>Select multi-channel suppliers to reduce the risk of supply disruption</li> </ul>
	Chronic Risk Long-term high temperatures, droughts, rising sea levels and other climate impacts may increase the school's energy consumption and potentially damage infrastructure	<ul style="list-style-type: none"> <li>Gradually phase out high-energy-consuming equipment</li> <li>Reinforce and renovate infrastructure such as teaching buildings</li> </ul>
Policy Risk	Stricter regulation of greenhouse gas emission reduction, leading to increased compliance costs	<ul style="list-style-type: none"> <li>Continuously track the latest policy requirements and carry out greenhouse gas management work in advance</li> </ul>
Transition Risk	Market Risk Integrate issues such as climate change and sustainable development into the teaching curriculum	<ul style="list-style-type: none"> <li>Develop a series of green and low-carbon courses, popularise environmental knowledge, and cultivating environmental awareness</li> </ul>
	Technology Risk Iteration of green technology, with increased costs for applying emerging technologies to meet environmental requirements	<ul style="list-style-type: none"> <li>Continuously promote renewable energy sources such as solar energy and optimise energy management</li> <li>Strengthen supply chain management and give priority to green building materials and products</li> </ul>

### 4.1.4 Metrics and Targets

The Group identifies carbon emission sources in its operational processes and reduces carbon emissions through initiatives such as promoting paperless teaching. We have set a greenhouse gas emission target to reduce the greenhouse gas emissions of each canteen by 3%-6% by the financial year (“FY”) ending 31 August 2026, using FY2024 as the baseline. At the same time, with FY2021 as the baseline, it is planned to reduce the intensity of greenhouse gas emissions by FY2026.

Indicator	Unit	FY2025 <sup>7</sup>
Scope 1: Greenhouse gas emissions from direct emission sources <sup>8</sup>	tCO <sub>2</sub> e	2,127.83
Scope 2: Greenhouse gas emissions from indirect emission sources <sup>9</sup>	tCO <sub>2</sub> e	7,766.85
Scope 3: Greenhouse gas emissions from other indirect emission sources <sup>10</sup>	tCO <sub>2</sub> e	135.45
Total greenhouse gas emissions	tCO <sub>2</sub> e	9,894.69
Greenhouse gas emission intensity	tCO <sub>2</sub> e/RMB million	13.20

## 4.2 EFFICIENT RESOURCE MANAGEMENT

MLES is committed to a green development pathway, systematically enhancing the efficiency of energy and resource utilisation, and vigorously promoting waste reduction and recycling. By formulating clear environmental performance targets and strict assessment mechanisms, we integrate energy conservation and emission reduction into daily campus life and curriculum practice, promoting the construction of a green campus.

### 4.2.1 Environmental Management

MLES complies with the laws and regulations including the Environmental Protection Law of the People’s Republic of China\* (《中華人民共和國環境保護法》) and the Law of the People’s Republic of China on the Prevention and Control of Environmental Pollution by Solid Waste\* (《中華人民共和國固體廢物污染環境防治法》), as well as the environmental protection regulations of the locations of each campus, establishing a comprehensive environmental management system. We have formulated a series of documents such as the General Principles of Environmental Management\* (《環境管理總則》), the Campus Environmental Management System\* (《校園環境管理體系》), and the Environmental Emergency Plan\* (《環境應急預案》). In accordance with the requirements of the ISO 14001 Environmental Management System, we monitor environmental performance and continuously improve, enhance our emergency response capabilities for environmental incidents, and implement environmental compliance management.

The Catering Company under MLES has obtained ISO 14001 Environmental Management System certification.



Figure 4-1 ISO 14001 Environmental Management System Certification

### 4.2.2 Energy and Resource Utilisation

MLES formulates the Campus Resource Management Regulations\* (《校園資源管理規定》), and continuously optimises energy and resource management through refined management and technological application. We fully implement measures such as water and electricity conservation and natural gas saving, cultivate students’ habits of conserving resources, and contribute to green and low-carbon development.

<sup>7</sup> Environmental data covers all domestic and overseas school campuses and companies.  
<sup>8</sup> The calculation of Scope 1 greenhouse gas emissions and the selection of emission factors are derived from the Greenhouse Gas Emissions Accounting Methodology and Reporting Guidelines for Public Buildings Operating Enterprises (Trial) (《公共建築運營企業溫室氣體排放核算方法和報告指南(試行)》).  
<sup>9</sup> Scope 2 greenhouse gas emissions include purchased electricity and heat. The emission factor for domestic electricity is sourced from the Announcement on the Release of the CO<sub>2</sub> Emission Factors for Electricity in 2022 (《關於發佈2022年電力二氧化碳排放因子的公告》), while the factor for our overseas campus (Singapore only) is obtained from the Energy Market Authority (EMA). The emission factor for purchased heat (domestic campuses only) is derived from the Greenhouse Gas Emissions Accounting Methodology and Reporting Guidelines for Public Buildings Operating Enterprises (Trial).  
<sup>10</sup> Scope 3 greenhouse gas emissions include emissions generated from Category 1 (purchased municipal water), Category 5 (waste treatment), Category 6 (business travel), and Category 7 (employee commuting).

#### 4. ADVANCING ECO-EDUCATION AND BUILDING GREEN CAMPUSES

<b>Energy</b>	<ul style="list-style-type: none"><li>• Optimise the usage time and management of energy-consuming equipment, turn on as needed, control air conditioning temperature, and avoid unnecessary energy consumption</li><li>• Actively adopt energy-saving appliances, such as LED lamps and gas-saving stoves</li><li>• Improve the utilisation rate of renewable energy, and prioritise renewable energy solutions in energy-saving renovations</li><li>• Advocate for energy conservation awareness, post energy-saving signs, and conduct educational activities</li></ul>
<b>Water Resources</b>	<ul style="list-style-type: none"><li>• Promote the application of water-saving equipment and technologies to improve water resource utilisation</li><li>• Increase efforts in water recycling, including reclaimed water treatment systems, rainwater recycling equipment, etc.</li><li>• Regularly monitor the status of water taps and maintain the performance of water-using equipment</li></ul>



**Figure 4-2 Rooftop Photovoltaics at Singapore Canadian International School**



**Figure 4-3 Solar Water Heater System in Dormitories of Domestic Campuses**



### 4.2.3 Waste Management

The Group strictly complies with local waste discharge regulations and has established the Campus Waste Management Measures\* (《校園廢棄物管理辦法》) to define the entire process of waste classification, collection, storage, and treatment. Adhering to the principle of reduction, we ensure compliant discharge.

Category	Main Sources	Disposal Method
Solid Waste	Campus domestic waste, canteen kitchen waste, medical waste from the infirmary, and laboratory waste	<b>Domestic waste</b> All campuses segregate waste according to local requirements for centralised treatment, with recyclables collected by our partners
		<b>Kitchen waste</b> Kitchen waste is stored separately and entrusted to professionally qualified recycling units for disposal Promote the “Clean Plate Campaign” to reduce kitchen waste generation
		<b>Medical waste</b> Set up dedicated medical waste containers, standardise waste disposal records, and provide professional training to responsible personnel
		<b>Laboratory waste</b> Designate special containers for storing laboratory waste, and inspect and clean the ventilation and exhaust equipment of the waste residue containers
Waste Water	Domestic sewage, canteen wastewater, laboratory waste liquid	<b>Domestic sewage</b> Upgrade and renovate the sewage treatment system, adopting the biological contact oxidation process for treatment
		<b>Canteen wastewater</b> Adopt segmented filtration and precipitation, use oil-water separators with an oil separation capacity of not less than 42kg per hour
		<b>Laboratory waste liquid</b> Collected in dedicated waste liquid containers, managed by designated personnel, and disposed of uniformly Waste liquids from flammable, explosive, and highly toxic substances must be properly pre-treated under the guidance of teachers Regularly inspect and clean containers and ventilation equipment to ensure safety and environmental protection
Waste Gas	Canteen cooking fumes, laboratory waste gas	<b>Canteen cooking fumes</b> Strictly follow national standards for catering cooking fume treatment, discharged at high altitude after treatment by high-efficiency electrostatic purification equipment  <b>Laboratory waste gas</b> Treated by methods such as alkali solution absorption and activated carbon adsorption, with the efficiency of 3 sets of treatment systems stably above 90%

## 4. ADVANCING ECO-EDUCATION AND BUILDING GREEN CAMPUSES

### 4.2.4 Environmental Goals

The Group has set clear targets for energy consumption, water consumption, and waste reduction, demonstrating our commitment and action towards green development.

The environmental goals are displayed as follows:

Environmental Category	Target Content
Energy Consumption	Using FY2024 as the base year, the canteens of the schools under MLES Group plan to achieve a 5%-8% decrease in energy consumption by 2026
Water Consumption	Using FY2024 as the base year, MLES Group plans to achieve a 2%-4% reduction in water consumption in the canteens of its schools within two years, with a further reduction in water intensity in FY2026
Hazardous Waste	Achieve 100% compliant, harmless, and safe disposal of hazardous waste in accordance with all local regulations and environmental requirements
Non-hazardous Waste	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

### Environmental Performance

Indicator	Unit	FY2025
<b>Energy Utilisation</b>		
Total electricity purchased	kWh	14,797,637.84
Purchased electricity intensity	kWh/RMB million	19,734.45
Self-generated electricity consumption	kWh	5,541,264
Total natural gas consumption	m <sup>3</sup>	963,479.73
Natural gas consumption intensity	m <sup>3</sup> /RMB million	1,284.92
Total diesel consumption	tonnes	4.84
Diesel consumption intensity	tonnes/RMB million	0.01
Total gasoline consumption	tonnes	9.68
Gasoline consumption intensity	tonnes/RMB million	0.01
Total heat purchased	GJ	4,734.00
Purchased heat intensity	GJ/RMB million	6.31
Total comprehensive energy consumption	tce	2,899.75
Comprehensive energy consumption intensity	tce/RMB million	3.87
<b>Use of resources</b>		
Total water consumption	tonnes	535,736.15
Water consumption intensity	tonnes/RMB million	714.47
Packaging material consumption	tonnes	2.35
<b>Discharge of waste</b>		
Hazardous waste discharge	tonnes	8.61
Hazardous waste discharge intensity	tonnes/RMB million	0.01
Non-hazardous waste discharge	tonnes	1,394.49
Non-hazardous waste discharge intensity	tonnes/RMB million	1.86
Recyclable waste amount	tonnes	834.77



### 4.3 PRACTISING GREEN LIVING

MLES embeds the concept of green living deeply within its campus culture. Through systematic educational activities, it fosters students' awareness of sustainable development, guiding them to practice resource conservation, protect biodiversity, and contribute to the construction of green communities.

In November 2024, Dalian Maple Leaf International School organised a rubbish clean-up activity at Jinshitan for students, with professionals educating the students on marine ecosystem protection and the importance of waste classification, aiming to cultivate sustainable living habits among students.



**Figure 4-4 Rubbish Clean-up Activity at Jinshitan, Dalian**

Singapore Canadian International School collaborated with the National Parks Board to transform an underutilised rooftop space into an ecological garden, cultivating vegetables and flowers. This initiative has enhanced the campus's green utilisation rate and biodiversity, while deepening the understanding of environmental sustainability among students and faculty.



**Figure 4-5 Ecological Garden**

# 5. IMPROVING THE COMPLIANCE SYSTEM AND ENHANCING GOVERNANCE EFFECTIVENESS

## RESPONSE TO SDGs



### 5.1 SOUND CORPORATE GOVERNANCE

By improving the risk management framework and strengthening the construction of the risk management and internal control system, we continuously enhance the Company's operational efficiency, management level, and risk management capabilities, ensuring the Company's healthy and sustainable development and long-term value.

#### 5.1.1 Governance Risks and Responses

MLES Group has built a risk governance structure with the Audit Committee under the board at its core. The Internal Audit Department, as the executive body, achieves deep synergy between internal control and risk management through a three-stage mechanism of "identification-rectification-follow-up". The Group has established a closed-loop management system of "supervision-feedback-optimisation" to ensure the continuous effectiveness of the risk management and internal control systems. This mechanism enhances both operational efficiency and compliance through dynamically tracking rectification progress, strengthening supervision and implementation, and providing strategic decision support.

#### 5.1.2 Internal Audit and Internal Control System

We have established a risk management process based on business characteristics, including risk identification, assessment, response, monitoring, and reporting. We have formulated the Management Measures for the Implementation of Risk Assessment of China Maple Leaf Educational Systems Limited\* (《中國楓葉教育集團風險評估實施管理辦法》) to clarify the organisational structure, division of responsibilities and working mechanisms, enabling dynamic and effective risk management. Throughout this process, we focus on and manage industry-specific risk factors such as information security, privacy, and data protection. Additionally, ESG-related factors including intellectual property and content responsibility are integrated into the Group's risk identification, assessment, and response procedures to ensure sustainable development and long-term value.

Furthermore, we continuously monitor changes in risks and the effectiveness of internal controls to ensure that risk management strategies and measures adapt to the Group's evolving environment. The Internal Audit Department reports semi-annually to the Audit Committee, ensuring effective communication of risk information throughout the organization and with stakeholders.



Figure 5-1 MLES Group Risk Identification and Assessment Process

Furthermore, we encourage the integration of risk management into the Group's corporate culture, and conduct thematic training meetings through a combination of online and offline methods, providing comprehensive risk management and internal control training for all employees to comprehensively enhance their risk awareness.

### 5.2 ADHERENCE TO BUSINESS ETHICS

The Group bears not only the significant responsibilities of education and academic research but also the mission of cultivating future pillars of society. Consequently, we consistently treat integrity and anti-corruption as a top priority, actively promoting the implementation of relevant policies and mechanisms to ensure that every decision and action adheres to ethical standards.

### 5.2.1 Integrity and Anti-corruption

We strictly abide by national laws and regulations, including the Criminal Law of the People’s Republic of China\* (《中華人民共和國刑法》), the Law against Unfair Competition of the People’s Republic of China\* (《中華人民共和國反不正當競爭法》), and the Company Law of the People’s Republic of China\* (《中華人民共和國公司法》). We have formulated the MLES Group Anti-fraud System\* (《楓葉教育集團反舞弊制度》) to define acceptable behaviours, proactively manage the business ethics risks faced by the Group, and to monitor and prevent corruption, bribery, or any other fraudulent activities.

The Board and the Audit Committee oversee anti-fraud initiatives, responsible for governing the Group’s anti-fraud procedures and deciding on disciplinary actions regarding corrupt and fraudulent practices. We have established a three-lines-of-defense model (guidance, monitoring, and management) that clearly defines the roles and responsibilities of different departments in managing and overseeing business ethics. Upon detection of any fraudulent activities, relevant departments promptly coordinate to address the incident and implement measures to prevent recurrence.

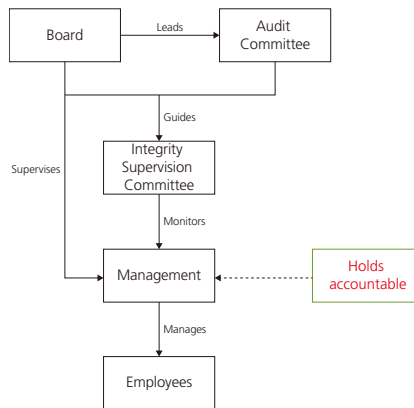


Figure 5-2 MLES Group Anti-corruption, Anti-fraud, and Anti-bribery Management Framework

We conduct annual business ethics and anti-corruption audits for our campuses to detect irregularities and identify risks in a timely and systematic manner, while improving the effectiveness of fraud risk management and monitoring. In addition, we conduct internal case handling procedures, with independent investigations carried out by integrity committee. During the Reporting Period, the Group did not receive any corruption lawsuits against the Group or our employees.

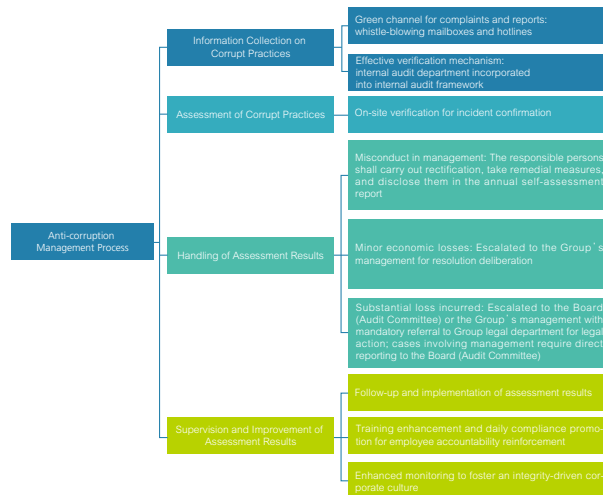


Figure 5-3 MLES Group Anti-corruption, Anti-fraud, and Anti-bribery Management Process

## 5. IMPROVING THE COMPLIANCE SYSTEM AND ENHANCING GOVERNANCE EFFECTIVENESS

### 5.2.2 Whistle-blowing Mechanism

We have established the Whistle-blowing System of MLES Group (《楓葉教育集團舉報制度》), providing multiple whistle-blowing channels, such as mail correspondence, reporting hotlines, integrity reporting platforms, and integrity supervision reporting email addresses. Meanwhile, all reports are processed confidentially, with stringent measures to protect whistleblowers' information. The procedures are standardised and managed by designated personnel, explicitly prohibiting any form of retaliation against reporters to effectively safeguard their interests.

#### MLES Group's Whistle-blowing Channels

Reporting hotline: +86 199 2449 7535

Email: fysj@mapleleaf.net.cn

Mail to: No. 13, Baolong First Road, Baolong Street, Longgang District, Shenzhen,  
Guangdong Province, China

Postal Code: 518116

### 5.2.3 Anti-corruption Training

We conduct relevant training for key employees and Directors on corruption, conflicts of interest, and integrity matters. These training sessions have strengthened their understanding of business ethics and anti-corruption practices. During the Reporting Period, we conducted specialised anti-corruption training, covering 361 employees, to enhance employees' anti-corruption awareness.

#### Case: Legal Training on Anti-corruption and Anti-bribery

In June 2025, the Group conducted a thematic training session titled "Anti-Corruption and Anti-Bribery Legal Training", which was attended by all employees at headquarters and middle-to-senior level management from all campuses of the Group. The session emphasised that all executives and staff must uphold the principles of legal compliance and integrity in professional conduct. It reinforced the requirement for timely reporting of any irregularities, corruption, or fraudulent activities to effectively safeguard the legitimate rights and interests of both the Group and its employees, thereby strengthening the Group's culture of integrity and brand reputation.



Figure 5-4 Legal Training on Anti-corruption and Anti-bribery

### 5.3 PROTECTING PRIVACY AND SECURITY

We strictly adhere to relevant laws and regulations including the Education Law of the People's Republic of China\* (《中華人民共和國教育法》), the Personal Information Protection Law of the People's Republic of China\* (《中華人民共和國個人信息保護法》), and the Law on the Protection of Minors of the People's Republic of China\* (《中華人民共和國未成年人保護法》), and we have formulated admission information management and privacy protection policy for our school, standardising the processes of collection, storage, usage, and monitoring. During collection, explicit notification regarding purposes, scope, and usage methods is provided through application forms and CRM<sup>11</sup> systems to ensure informed consent. For data usage, access is strictly restricted to authorised personnel for legitimate business purposes. For monitoring, we incorporate multi-stakeholder oversight, with established reporting channels and prompt response mechanisms to ensure comprehensive data security and operational compliance across all levels.

For information security incidents, we implement rigorous emergency response and post-incident management procedures to prevent and mitigate potential losses and damages. Our schools have established an emergency response mechanism to ensure swift and systematic implementation of remedial measures in scenarios such as admissions data breaches, thereby minimising security-related impacts. In addition, we will rigorously pursue accountability for personnel involved in any potential data breach incidents and maintain mandatory reporting to relevant educational authorities, ensuring full compliance with information security regulations. No data security breaches have been recorded within the Group during the Reporting Period.

### 5.4 PROTECTING INTELLECTUAL PROPERTY RIGHTS

In terms of intellectual property, we comply with the Trademark Law of the People's Republic of China\* (《中華人民共和國商標法》) and other laws and regulations. Based on the Group's trademark protection and defence strategy framework, we continuously expand the scope and categories of trademark application and protection, and systematically improve the construction mechanism of the Group's trademark assets and brand value system. In addition, we strengthen brand rights protection through a systematic trademark protection strategy: In respect of trademark monitoring, we conduct comprehensive class-wide surveillance of official gazettes issued by the China National Intellectual Property Administration. Through regular monitoring, we promptly file opposition procedures against identical or similar trademarks applied for identical or related goods/services, thereby effectively preventing market confusion and brand dilution while safeguarding our exclusive trademark rights and prior rights. In respect of brand enforcement initiatives, we maintain specialised protection programs for the "Maple Leaf" trademark portfolio. Regarding unauthorised use or infringement activities, we have successfully executed multiple rights protection actions through integrated legal measures including cease-and-desist letters, litigation, and arbitration, consistently defending the Group's brand reputation. As of the end of the Reporting Period, the Group maintained a portfolio of over 2,500 copyrights, trademarks and patents.

Furthermore, we provide intellectual property training for the Group and relevant personnel to enhance the intellectual property awareness of internal and external personnel and foster a collaborative defense network that engages all participants in safeguarding Maple Leaf's brand equity.

### 5.5 FULFILLING RESPONSIBLE MARKETING

The Group strictly complies with relevant laws, regulations and ordinances, 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 eliminate false or exaggerated advertising. By establishing a comprehensive brand management system, including developing a VI system, management measures for WeChat official account, official website management measures, management measures for WeChat video account, and standardised use of promotional materials, we ensure the efficient operation and continuous improvement of our educational activities. Through strategic brand marketing and communications enhancement, we systematically elevate the institution's visibility and influence, enabling broader family recognition of our educational philosophy and distinctive school characteristics. Complementing these efforts, our brand governance mandates the exclusive use of licensed font libraries to eliminate copyright disputes, while requiring all visual content to utilise legally licensed graphics. This dual compliance mechanism ensures all communication assets are safeguarded against infringement risks at source, guaranteeing the lawful execution of dissemination activities and sustaining long-term brand reputation preservation.

<sup>11</sup> CRM: Customer Relationship Management

# 6. SOWING THE SEEDS OF CIVILITY, PASSING THE BATON OF COMPASSION

## RESPONSE TO SDGs



### 6.1 PARTICIPATING IN VOLUNTEER ACTIVITIES

The Group firmly believes that the social responsibility of an educational enterprise extends beyond knowledge dissemination to embodying moral leadership through actionable compassion. We continuously deepen our ESG integration by incorporating volunteerism as a core sustainability initiative, with committed plans to further converge social value creation with our educational mission. During the Reporting Period, MLES Group recorded a total of 618 volunteer service hours.

#### Case: Xi'an Maple Leaf School Launched Diverse Volunteer Activities

Xi'an Maple Leaf School has integrated community volunteer service into its comprehensive student assessment system, where performance in volunteering now constitutes a key criterion for academic recommendations and scholarship evaluations. In January 2025, we launched the "Spring Festival Couplets Writing Celebration: Strengthening Community Bonds (寫春聯慶新春·共築社區情)" event, where students contributed to fostering festive atmosphere in the community. In March of the same year, students participated in activities organised by the Xianyang Little Orange Lamp Public Service Centre (咸陽市小桔燈公益服務中心), providing assistance to local residents.

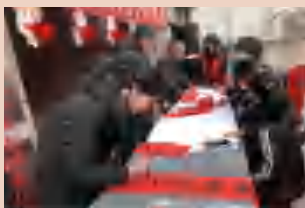


Figure 6-1 Participating in community Spring Festival activities



Figure 6-2 Xianyang Little Orange Lamp Public Service Centre activity

### 6.2 SOCIAL AND PUBLIC WELFARE PRACTICE

The Group actively engages in co-creating social progress through diversified community service initiatives, embedding our institutional mission and sense of responsibility into concrete actions. We consistently channel positive influence through these endeavours, contributing substantively to societal prosperity.

#### Case: "Warm the Stars (暖星計劃)" Initiative at Maple Leaf International School

Upholding the concept of "cultivating virtue through public service (公益育人)", Maple Leaf International School launched the "Warm the Stars" Initiative, a series of volunteer services dedicated to nurturing students' empathy and social responsibility. In May 2025, addressing the shortage of weekend professional support staff and resources at Dalian's "Morning Light Bookyard Autism Rehabilitation Centre (晨光書苑自閉症康復服務中心)", 20 student volunteers conducted full-day charitable activities. Their involvement included assisting with daily childcare, sanitising classrooms, organising educational materials, and providing companionship through shared reading and interactive games, while also mobilising fundraising and material donations.

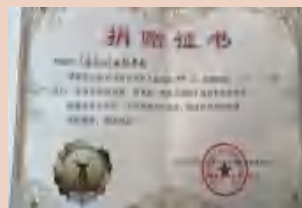


Figure 6-3 Volunteer services of "Warm the Stars" Initiative

# APPENDIX 1 STOCK EXCHANGE REPORTING CODE INDEX

Appendix C2 to the Listing Rules: Environmental, Social and Governance Reporting Guide

Issue	Performance Indicators	Location in the Report
<b>A. Environmental</b>		
A1 Emissions	General Disclosure Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous waste	4.2 Efficient Resource Management
	A1.1 The types of emissions and respective emissions data.	4.2 Efficient Resource Management
	A1.3 Total hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	4.2 Efficient Resource Management
	A1.4 Total non-hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	4.2 Efficient Resource Management
	A1.5 Description of emission target(s) set and steps taken to achieve them.	4.2 Efficient Resource Management
	A1.6 Description of how hazardous and non-hazardous wastes are handled, and a description of reduction target(s) set and steps taken to achieve them.	4.2 Efficient Resource Management
A2 Use of Resources	General Disclosure Policies on the efficient use of resources, including energy, water and other raw materials.	4.2 Efficient Resource Management
	A2.1 Direct and/or indirect energy consumption by type (e.g. electricity, gas or oil) in total (kWh in '000s) and intensity (e.g. per unit of production volume, per facility).	4.2 Efficient Resource Management
	A2.2 Water consumption in total and intensity (e.g. per unit of production volume, per facility).	4.2 Efficient Resource Management
	A2.3 Description of energy use efficiency target(s) set and steps taken to achieve them.	4.2 Efficient Resource Management
	A2.4 Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency target(s) set and steps taken to achieve them.	4.2 Efficient Resource Management
	A2.5 Total packaging material used for finished products (in tonnes) and, if applicable, with reference to per unit produced.	4.2 Efficient Resource Management

## APPENDIX 1 STOCK EXCHANGE REPORTING CODE INDEX

Issue	Performance Indicators	Location in the Report
A3 Environment and Natural Resources	General Disclosure	4.2 Efficient Resource Management
	Policies on minimising the issuer's significant impact on the environment and natural resources.	
	A3.1 Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	4.2 Efficient Resource Management
A4 Climate Change	General Disclosure	4.1 Responding to Climate Change
	Policies on identification and mitigation of significant climate-related issues which have impacted, and those which may impact, the issuer.	
	A4.1 Description of the significant climate-related issues which have impacted, and those which may impact, the issuer, and the actions taken to manage them.	4.1 Responding to Climate Change
<b>B. Social</b>		
<b>Employment and Labour Practices</b>		
B1 Employment	General Disclosure	3.2 Employee Remuneration and Benefits
	Information on:	3.5 Employee Care
	(a) the policies; and	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare.	
	B1.1 Total workforce by gender, employment type (for example, full – or part-time), age group and geographical region.	3.1 Protecting Employees' Rights and Interests
B1.2 Employee turnover rate by gender, age group and geographical region.	3.1 Protecting Employees' Rights and Interests	
B2 Health and Safety	General Disclosure	3.4 Occupational Health and Safety
	Information on:	
	(a) the policies; and	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to providing a safe working environment and protecting employees from occupational hazards.	
	B2.1 Number and rate of work-related fatalities occurred in each of the past three years including the reporting year.	3.4 Occupational Health and Safety
	B2.2 Lost days due to work injury.	3.4 Occupational Health and Safety
B2.3 Description of occupational health and safety measures adopted, and how they are implemented and monitored.	3.4 Occupational Health and Safety	



## APPENDIX 1 STOCK EXCHANGE REPORTING CODE INDEX

Issue	Performance Indicators	Location in the Report
B3 Development and Training	General Disclosure	3.3 Focusing on Talent Development
	Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.	
	B3.1 The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	3.3 Focusing on Talent Development
	B3.2 The average training hours completed per employee by gender and employee category.	3.3 Focusing on Talent Development
B4 Labour Standards	General Disclosure	3.1 Protecting Employees' Rights and Interests
	Information on:	
	(a) the policies; and	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to preventing child and forced labour.	
	B4.1 Description of measures to review employment practices to avoid child and forced labour.	3.1 Protecting Employees' Rights and Interests
B4.2 Description of steps taken to eliminate such practices when discovered.	3.1 Protecting Employees' Rights and Interests	
<b>Operating Practices</b>		
B5 Supply Chain Management	General Disclosure	2.3 Fulfilling Responsible Procurement
	Policies on managing environmental and social risks of the supply chain.	
	B5.1 Number of suppliers by geographical region.	2.3 Fulfilling Responsible Procurement
	B5.2 Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, and how they are implemented and monitored.	2.3 Fulfilling Responsible Procurement
	B5.3 Description of practices used to identify environmental and social risks along the supply chain, and how they are implemented and monitored.	2.3 Fulfilling Responsible Procurement
B5.4 Description of practices used to promote environmentally preferable products and services when selecting suppliers, and how they are implemented and monitored.	2.3 Fulfilling Responsible Procurement	

## APPENDIX 1 STOCK EXCHANGE REPORTING CODE INDEX

Issue	Performance Indicators	Location in the Report
B6 Product Responsibility	General Disclosure	2.2 Improving Teaching Quality
	Information on:	
	(a) the policies; and	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress.	
	B6.1 Percentage of total products sold or shipped subject to recalls for safety and health reasons.	Not Applicable
	B6.2 Number of products and service related complaints received and how they are dealt with.	2.2 Improving Teaching Quality
B6.3 Description of practices relating to observing and protecting intellectual property rights.	5.4 Protecting Intellectual Property Rights	
B6.4 Description of quality assurance process and recall procedures.	Not Applicable	
B6.5 Description of consumer data protection and privacy policies, and how they are implemented and monitored.	5.3 Protecting Privacy and Security	
B7 Anti-corruption	General Disclosure	5.2 Adherence to Business Ethics
	Information on:	
	(a) the policies; and	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.	
	B7.1 Number of concluded legal cases regarding corrupt practices brought against the issuer or its employees during the reporting period and the outcomes of the cases.	5.2 Adherence to Business Ethics
	B7.2 Description of preventive measures and whistle-blowing procedures, and how they are implemented and monitored.	5.2 Adherence to Business Ethics
B7.3 Description of anti-corruption training provided to directors and staff.	5.2 Adherence to Business Ethics	
<b>Community</b>		
B8 Community Investment	General Disclosure	6.1 Participating in Volunteer Activities
	Policies on community engagement to understand the needs of the communities where the issuer operates and to ensure its activities take into consideration the communities' interests.	6.2 Social and Public Welfare Practice
	B8.1 Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	6.1 Participating in Volunteer Activities 6.2 Social and Public Welfare Practice
	B8.2 Resources contributed (e.g. money or time) to the focus area.	6.1 Participating in Volunteer Activities 6.2 Social and Public Welfare Practice



## APPENDIX 2 CLIMATE-RELATED DISCLOSURES

The Group voluntarily discloses climate change-related information in the section headed “Responding to climate change”, including Scope 1 and Scope 2 greenhouse gas emissions in accordance with the requirements under paragraphs 28(a), 28(b), and 29.

Climate Change-related Disclosures	Content
<b>Governance</b>	<ul style="list-style-type: none"><li>• The Board is responsible for overseeing climate-related risks and opportunities.</li><li>• Headquarters departments are responsible for climate risk assessment and the formulation of response measures, and for assessing their potential impact on the Company’s business</li></ul>
<b>Strategy</b>	<ul style="list-style-type: none"><li>• Climate Risk Strategy and Risk Identification Procedures</li></ul>
<b>Risk Management</b>	<ul style="list-style-type: none"><li>• Describing the impact of climate-related risks on cash flow and cost of capital</li><li>• Identifying climate-related risks and distinguishing between physical risks and transition risks</li><li>• Formulating response strategies for identified risks</li></ul>
<b>Metrics and Targets</b>	<ul style="list-style-type: none"><li>• Greenhouse gases<ul style="list-style-type: none"><li>✓ Scope 1 greenhouse gas emissions</li><li>✓ Scope 2 greenhouse gas emissions</li><li>✓ Scope 3 greenhouse gas emissions</li></ul></li><li>• Climate-related Targets</li></ul>

# FEEDBACK FORM

Thank you for reading the Environmental, Social and Governance Report of the Group for FY2025. 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 provide feedback to us by completing the questionnaire below (either in electronic or paper form):

Address: Maple Leaf Education Building, No. 13, Baolong First Road, Baolong Street, Longgang District, Shenzhen, Guangdong Province, China  
Postal Code: 518116  
Email: ir@mapleleaf.net.cn

Please mark the corresponding option with a check symbol ("✓") and provide your response on the designated line.

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?

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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?

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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!





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