



Li Po Chun United World College

School Report

Academic Year 2022-23

1. Our College

1.1 UWC Movement

UWC was founded in 1962 with the vision of bringing together young people whose experience was of the political conflict of the cold war era, offering an educational experience based on shared learning, collaboration and understanding so that the students would act as champions of peace. We remain committed to this goal today but have expanded our reach to embrace the tensions and conflicts that exist within as well as between societies.

UWC has 18 schools and colleges educating students aged between 2 and 19. The education at UWC schools and colleges is underpinned by shared guiding principles. UWC schools, college and programmes all have distinctive characters but share the same commitment to UWC's mission and values.

UWC depends on the dedication and expertise of an active volunteer based network called national committees. National committees operate in more than 150 countries to recruit, select and prepare more than 1000 students every year to join our colleges, schools and short programmes.

We welcome students from a deliberately diverse range of backgrounds and experiences. At UWC, diversity extends to differences in socio economic background, culture, race and religion as well as nationality. UWC students are united in their commitment to positive social action to build a more equitable and fairer world.

1.2 UWC Mission and Values

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC schools, colleges and programmes deliver a challenging and transformational educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future.

UWC believes that to achieve peace and a sustainable future, the values it promotes are crucial:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

1.3 History of Our College

The birth of Li Po Chun United World College of Hong Kong, (LPCUWC) can be traced back to 1978 when Dr Lee Quo-Wei GBM JP (Sir Q W Lee) was Chairman of the Selection Committee that was choosing Hong Kong students to study in UWCs overseas. He was deeply impressed by the calibre of UWC graduates and their contributions to society. Even after he left the Committee in 1982, his devotion to the UWC movement remained strong, and he dreamt of establishing a UWC in China¹. The concept of opening a United World College in Hong Kong was initiated around 1987 by Sir Q W Lee (by that time Executive Chairman of the Hang Seng Bank) and Mr Li Shiu Tsang MBE JP. The Li Po Chun Charitable Trust was named after Mr Li Po Chun (died in 1963), a prominent Hong Kong businessman and philanthropist. The trust remains a major provider of educational grants in Hong Kong. The idea to open a UWC in Hong Kong received enthusiastic support from Sir David Wilson², then Governor of Hong Kong, and Mr David Sutcliffe, then Principal of Atlantic College in Wales. A trust fund was established in Lord Wilson's name that still provides scholarships exclusively to enable students to come to the College.

Members of the founding Board visited other United World Colleges as did the architects chosen to build the College, and the founding Principal of Pearson College, Jack Matthews, visited Hong Kong to help develop and advise on the basic ethos and organisation of the College programme. After several sites were considered and following long negotiations, the present large site – an area from which rocks had been quarried to build the wall of Plover Cover Reservoir³, as seen by the steep slope down to the Sports Centre – was gifted to the College by the Government of Hong Kong on a fifty year lease, with the agreement of the Sino-British Land Commission. At the time the site was selected, the location was quite remote, facing Tolo Channel in one direction and Ma On Shan Country Park in the other, with no substantial urban development or transport infrastructure nearby.

Once funding was secured, building commenced in 1991, the foundation stone being laid by Lord Wilson on 12 February 1992. The College opened to its first students in September 1992, and was formally opened by Prince Charles on 6 November 1992, less than 18 months after the UWC International Board approved the project.

The first staff appointment was Dr David Wilkinson, the founding Principal, initially working out of a hotel suite in Sha Tin, as staff were recruited and the College was equipped in the early part of 1992. Many pioneer staff still serve the College⁴. Dr David Wilkinson left in 1994 to found a school in Bangkok, and has since been appointed founding Principal of the Mahindra United World College of India.

Mr Blair Forster became Principal in August 1994. He served with distinction as Principal for nine years before passing away after a long illness in September 2003. During his time as Principal, the College developed and matured, in accordance with the UWC philosophy. Academic results improved steadily to the point where the College's IB results were among the best of the UWCs. The Quan Cai programme expanded to embrace a huge range of activities in the areas of creativity, action, service and campus support. An ongoing legacy is the 'Blair Forster Memorial Trust', dedicated to providing scholarships to aid young people from East Timor.

¹ At that time, Hong Kong was a British colony, but an agreement was reached that would see a change to Mainland governance in 1997. Meanwhile, an agreement was reached to accept students from Mainland China into LPCUWC, the first Mainland students to study the International Baccalaureate.

² Later known as Lord Wilson of Tillyhorn.

³ Plover Cove Reservoir was built from 1960 to 1968, and was raised in 1973.

⁴ Pioneer teaching staff included Beta Chau, and on the administrative side, Flora Hui, Mandy Lo and Jack Wong.

Dr Lee stepped down as Chairman of the Board in April 2000 to be replaced by Dr Li Yuet-ting CBE, JP, the former Director of Education for Hong Kong.

Dr Stephen Codrington became Principal in May 2004. During Dr Codrington's term as Principal, the educational programme at the College diversified and grew, and the range of countries from which students were drawn increased.

In December 2007, Dr Li Yuet-ting stepped down as Chairman of the Board, at which time Mr Anthony Tong BBS accepted the role of Chairman.

In August 2011, Dr Arnett Edwards was appointed Principal.

In January 2013, Mr S T Li, the College Supervisor, passed away and was replaced by Professor Lee Ngok.

In August 2014, Mrs Ruth Lau became the College Supervisor.

College Year 2017-2018 represented the College 25th anniversary. The College organized on 25th November 2017 a celebration event on campus in which nearly 1,000 people attended. The College also arranged an Education Symposium at the Asia Society in which The Honourable Mrs Carrie Lam Cheng Yuet-ngor officially opened for us.

College Year 2022-23 represented the College's 30th anniversary and the 50th anniversary of UWC Hong Kong Committee. Major anniversary events included the opening of the Amphitheatre and Enlightenment Centre at the College on 26 November 2022, an exhibition at the Central Market on 1-9 February 2023 and a Gala Dinner on 13 May 2023.

Dr Arnett Edwards became Principal in August 2011. He served as principal for 12 years dedicating his leadership to promoting the UWC mission and values through his work. During his tenure, Dr Edwards had several initiatives spearheaded that transformed the College community and will continue to have a lasting impact. These include the sustainable Solar Panels installation; Lee Shau Kee Peace Education Centre; Construction of an Amphitheatre for outdoor events; Enlightenment Centre hub and last but not least the Anniversary Celebrations for the College's 20th, 25th and 30th milestones. He played an instrumental role in the College's education outside of classroom experiences, the academic progressive record, the residential cross-cultural environment strengthening community bonding as well as the most challenging period of the College - navigation through the COVID-19 Pandemic.

In August 2023, Dr Spencer Fowler was appointed Principal.

1.4 LPCUWC Principles

The aim of LPCUWC is promote and follow the UWC mission in all the activities that it undertakes.

In terms of the activities that students and staff undertake the following activities are seen as of equal importance:

- i) Academic activities
- ii) Student Welfare activities (including Residential)
- iii) Education Outside of the Classroom Activities

All of this is based on the UWC Educational Model which is detailed in ***Appendix 1***.

1.5 Legal and Statutory Framework

The College is non-profit making and is recognised as a charity for tax purposes.

The principal framework for its operations is the Education Ordinance, and circulars issued by the Education Department which apply to the College. LPCUWC is a member of the Direct Subsidy Scheme - it receives a full grant for each Hong Kong student attending the College. As an employer, it is subject to a number of other ordinances covering Employment, Safety, Health, Fire and Building regulations.

The Education Ordinance sets out the duties and responsibilities of the Management Committee, Supervisor and Principal and the relationship between them in the running of the College and accountability to the Education Department. A number of reports by the Education Commission set out the government's forward strategy for education. Schools are offered incentives to pilot new ideas e.g. school based management.

As an institution in receipt of funding from Government Trusts, our accounts are subject to inspection by Government, and financial procedures are meticulously adhered to.

The College has its own Articles of Association which lay out procedures for the election of Board members and the conduct of meetings.

2. Achievements and Reflection on Major Concerns

2.1 Significant Achievements

There were a number of significant achievements this year for the college:

- a) Positively navigating the achievements of students during COVID-19
 - COVID-19 was still a challenge for the college for the year 2022-23. Incoming overseas students still had to complete quarantine and there was limited availability for flights from some countries. The last student arrived in December 2022.
 - Managing the COVID-19 EDB requirements e.g. RAT testing in the residence, isolation of students testing positively for COVID-19.
 - Operating a Hong Kong Project Week in March 2023.
- b) Focus on Positive Feedback culture amongst teachers

A new Staff Review and Development process was initiated. Staff all met with either their line-managers or peer reviewers twice in the academic year to review their targets. These targets are transparent for all staff to see.

- c) Other Achievements

Details of Achievements based on the Development Plan 2022-23 are detailed in the Development Plan Report for 2022-23 (*Appendix 2*).

2.2 Major Concerns

In reflecting on the concerns for the year, the major concern continues to be navigating COVID-19 and bringing the overseas students to Hong Kong. Once the COVID-19 restrictions were lifted on 1 March 2023 this allowed the college to operate on a much more regular basis. Notably a Hong Kong Project Week in March 2023 was able to take place.

Our other major concern continues to be obtaining scholarships for students from humble backgrounds to gain access to a UWC education, whether this be overseas or local students. It is hoped that the fundraising arranged during the 30th anniversary of LPCUWC and 50th anniversary of the Hong Kong Committee will yield new scholarships.

3. Our Learning and Teaching (including Support for Student Development)

As has been outlined the principles behind our learning and teaching are based on the three principles outlined below. The College puts emphasis on holistic experiential education and learning.

3.1 Academic activities

The academic programme at LPCUWC is shaped by the requirements of the IB Diploma Programme. As such, students consider the subject material in the light of the international context which provides the context for the qualification and study at LPC. Students study 6 subjects - 3 at a Higher Level and 3 at a Standard Level - chosen from each of the six subject areas (as shown in the Diploma diagram).



In addition, all candidates must complete the Theory of Knowledge course which allows them to question how knowledge is derived and how reliable it is. The Extended Essay is a 400 word piece of academic writing that allows students to explore a topic of their choice, exploring subject matter that is of interest and has inspired them to delve deeper.

3.2 Arrangements for Students with Special Needs

The Li Po Chun United World College is committed to the provision of a high quality education for all students enrolled at the College. We believe that students with special educational needs should be provided with the support they need to develop their potential and to fully participate and contribute to this unique learning and living community.

Students at the College who require additional support are mainly classified into the following categories:

- Students with a verified disability.
- Students with English as an Additional Language.
- Students with learning support needs.
- Students with emotional/social/mental health/family challenges

Different support mechanisms are put in place as needed working with the students in a holistic manner.

3.3 Student Welfare activities (including Residential)

Li Po Chun United World of Hong Kong is a 100% residential community. Living together on the same campus enables students to learn how to share, to trust, to get on with others, to learn from one another, and to form friendships for life.

The fundamental principles of residential life are trust and consideration. Therefore, the rules guiding our community are kept to the minimal and in line with the UWC Code of conduct.

The 256 students of LPCUWC live in the 4 residences of campus. They share rooms with three other students. Residences and rooms are socio-engineered in order to offer the students the best opportunities to share in a meaningful way. As far as possible, rooms are composed of two second year and two first year students, two from Hong Kong and two from different overseas regions.

One of the goals of LPC UWC is to create a community which respects the expression of every culture, while ensuring that no student's beliefs, faith or culture are denigrated. This means that students learn to live with and appreciate peers who have different needs and values.

All full time teaching staff live on campus and are tutors. The tutors and the tutor groups are important lines of support providing guidance, a 'home away from home' atmosphere, a shoulder to cry in time of need and a group with whom to share good news.

3.4 Education Outside of the Classroom Activities

The EOTC programme focuses on experiential learning – learning by doing in a context outside the traditional classroom in order to develop the whole person. EOTC is central to the values of UWCs. The programme is comprised of:

- Quan Cai (IB CAS) activities
- China/Hong Kong Week & Project Week
- Other College trips
- Cultural Evenings
- Orientation Week
- Sports & sports teams
- Outdoor pursuits
- First Aid training
- Student leadership training

The aims of EOTC are to:

- Facilitate experiential learning
- Learning through doing
- Serving others
- Student leadership
- Challenge and risk taking
- Holistic development of the individual

Quan Cai (IB CAS)

Consists of 4 components:

- (Community) Service – service projects to the Hong Kong and wider community
- (Campus) Service – activities to support the running of the campus
- Creativity – activities that are artistic or require creative thinking
- Activity – activities focused on physical wellbeing, sports & outdoor pursuits

Students must choose one activity from each component as part of their programme over two years. The programme is at the heart of EOTC and takes place on Monday, Wednesday and Friday afternoons, Monday, Tuesday and Friday afternoons and evening and at weekends: Students must choose 3-4 experiences as part of their programme in Year 1 and 2-3 activities (one must be Community Service) in Year 2. Students may propose individual online experiences as part of their programme.

Students provide evidence/reflections on their learning. Students are supported by their tutors plus a Staff Supervisor per activity.

Student Leaders participate in a number of leadership workshops throughout Year 2.

Project Week

All students participate in a Project Week during Term 2.

Project Week is focussed on facilitating Service and Challenge experiences.

Students develop independence and leadership by proposing, leading and participating in trips.

Cultural Evenings

Four cultural evenings take place each year.

These highly anticipated presentations include pre-performance events and a dinner before the show.

The aim is to promote international understanding & appreciation through artistic performances.

The year begins with Welcome performances and ends with music/performance events. Throughout the year there are four cultural evenings, each one focusing on a different region (Africa, Asia Pacific, Europe, Middle East & South Asia, North America and South America on a two year rotation and China annually.

A staff member supervises each evening; however, the events are almost always student led.

Orientation Week

Orientation Week introduces new Year 1 students to all aspects of College and Hong Kong life. It is led by staff and Year 2 students and takes place near the start of term.

Outdoor Pursuits

The College runs a number of outdoor pursuits programme, often partnered with external specialist organisations.

Note: The ongoing Covid19 virus and resulting governmental regulations have impacted the entire programme in 2021-22 and this has resulted in adapted, hybrid and sometimes limited delivery.

4. Student Performance

4.1 College Results 2023

Overall Performance

Total no. of eligible students	124	Out of 125 (one deferral)
No. students awarded Diploma	118	95.0%
No. students awarded Bilingual Diploma	68 (out of 71)	54.8%
No. students awarded Certificate	6	4.8%
Average Score of Diplomas Awarded	35.74	
Average Score per Candidate	35.03	

Table 1: General summary of statistics

The above results represent our College's back-to-normal performance as IB has stopped the special consideration for COVID (since 2020) and re-introduced all assessment components in the May 2023 Examination Session. More importantly, there appeared to be no further adjustment to the grade boundaries, as suggested by the huge decline in the number of 45s locally. For the very first time, IB will no longer publish the total number of 45s worldwide either. Following the same observation, the number of successful re-marks also dropped from last year's total of 27 to 11 (out of 74 requests).

Given this context and the fact that our cohort has almost completed their entire diploma under the local COVID restrictions with suspension of face-to-face classes and activities since September 2021, it is no easy task for them to achieve compatible results as in 2018 and 2019 before the outbreak of COVID (even though 6 of them did not manage to obtain their diploma, exactly the same as 2018). These results are a testament to the students and staff, particularly during the final IB Diploma examinations with all the new measures to tighten up the administration of all papers.

Figure 1 and 2 show that this year's results are indeed in line with the pre-COVID years in terms of the general distribution and maintain the impressive performance of the College, considering the additional value that we know we provide.

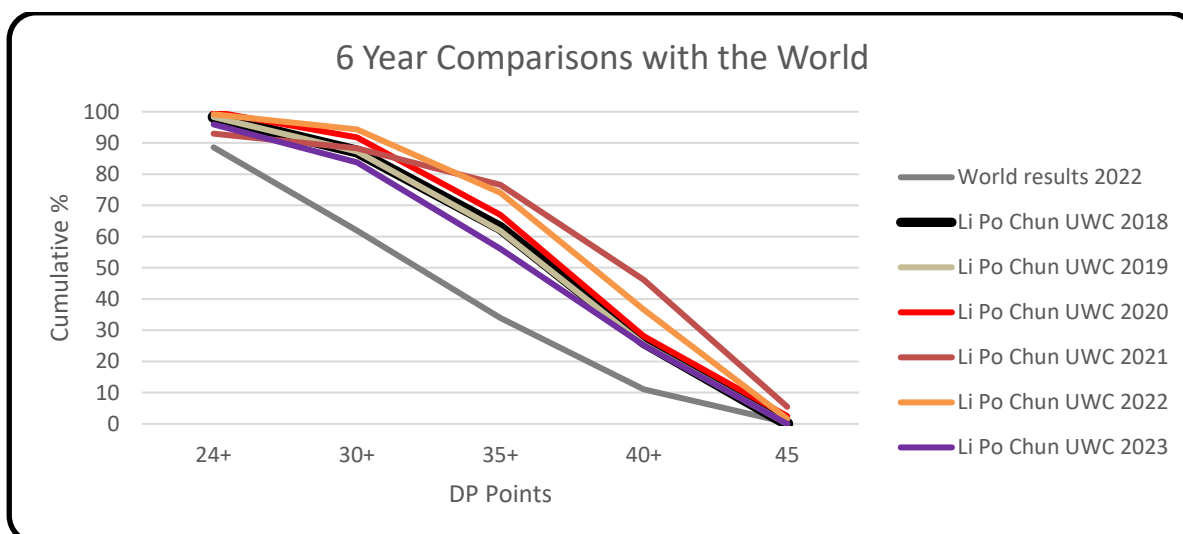


Figure 1: 2023 results (cumulative)

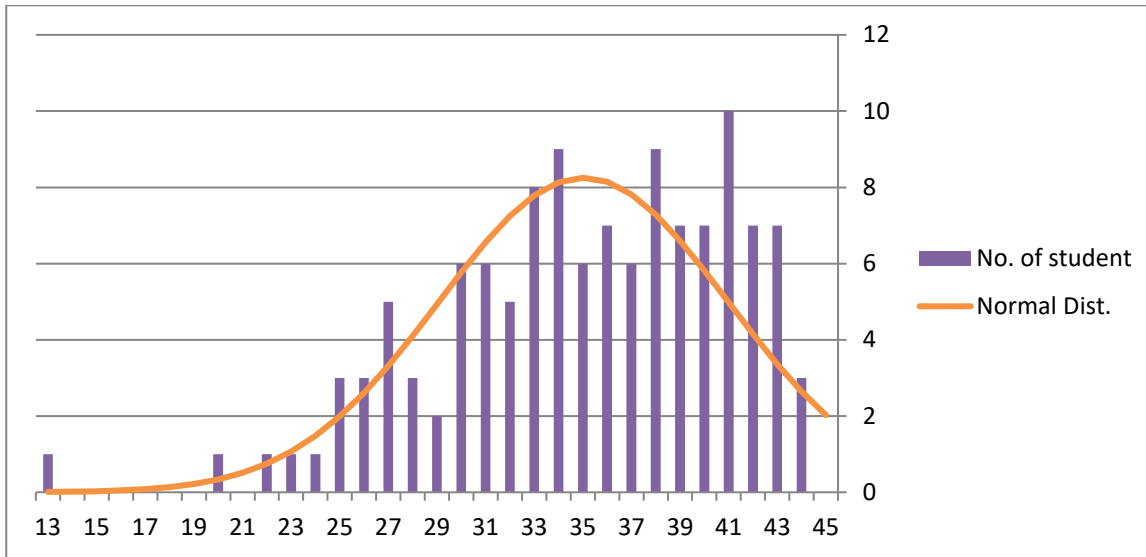


Figure 2: Distribution of results 2023

Figure 3 presents a comparison of recent years’ average DP points versus the worldwide score. As already mentioned above, this year’s results are on par with the earlier years.

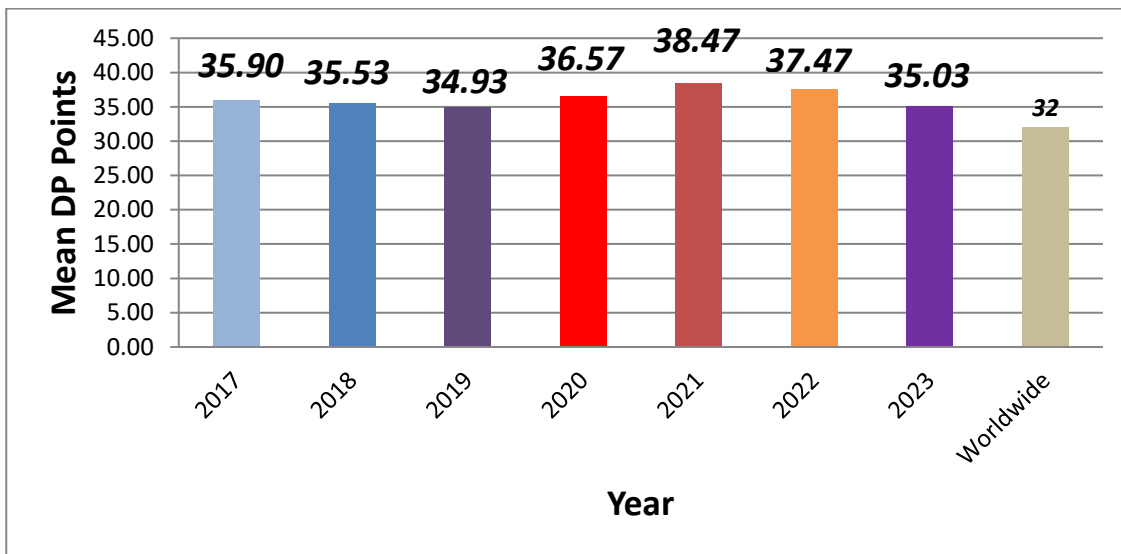


Figure 3: Average DP points 2017 – 2023

Bilingual Diploma

The number of candidates attaining a Bilingual Diploma is more than last year’s 62 (improved by 6) and half of the student body, in which the majority of them succeeded in getting their diploma. This suggests that the College has maintained her strong commitment to mother-tongue languages and a firm stance in student subject choices. Furthermore, this percentage (of 54.8%) is way above the global figure of 27.6% in 2022.

Core Subjects

Extended Essay (EE) and Theory of Knowledge (TOK) contribute a possible maximum of 3 points to the overall total. The LPC results are, as usual, way better than the worldwide results particularly at the high end for EE. This is also the case for TOK, which is a continual improvement thanks to a strong and growing team of 8 experienced teachers, as shown below.

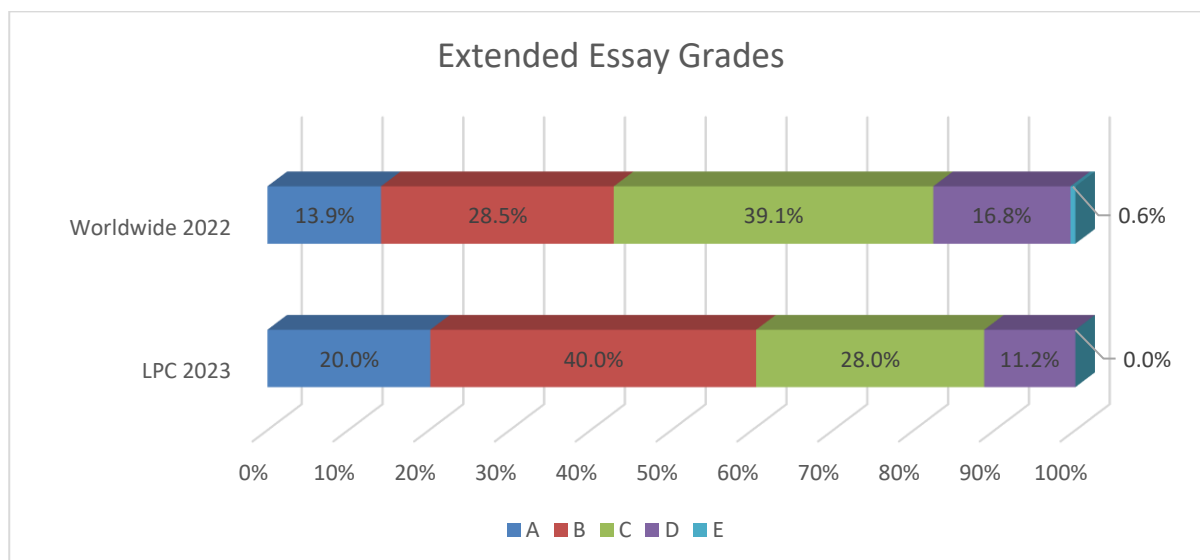


Figure 4: Comparison EE grades LPC vs Worldwide

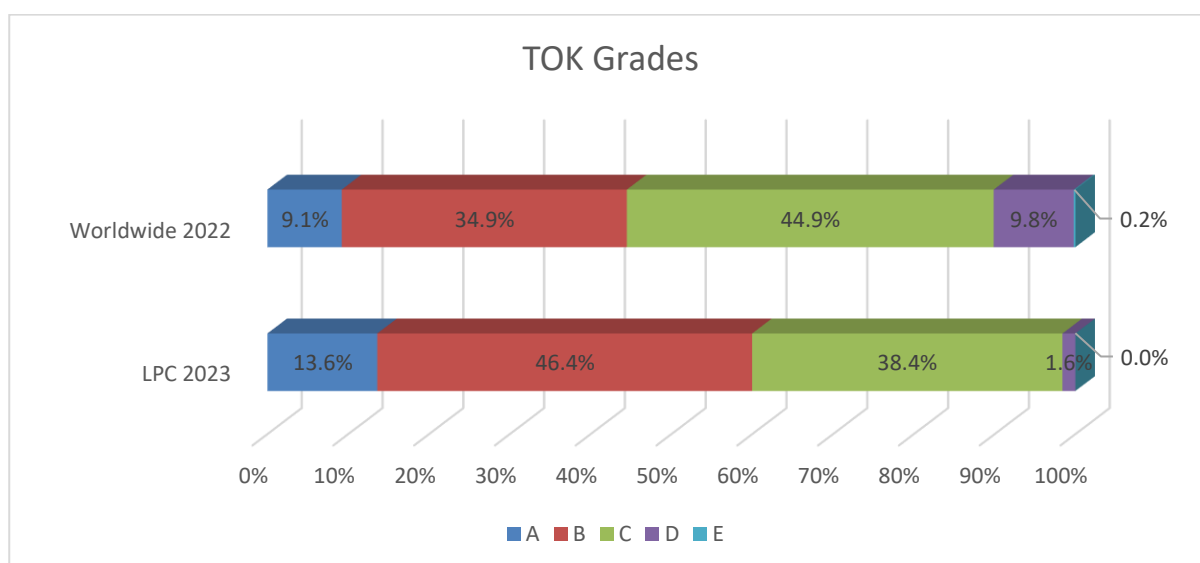


Figure 5: Comparison TOK grades LPC vs Worldwide

In general, both sets of results showed that all of our students have completed the final assessments comprising of the essay (plus an exhibition for TOK) with a large number of the students achieving between grades A, B and C and smaller number achieving a grade of D. Because of our early internal deadlines, all of these IB core components were completed (including the deferral).

More importantly, these results should be considered in the context of the academic and language experience of our students. The EE is a 4000-word piece of academic writing related to a subject of their interest whereas TOK requires students to consider complex issues about knowledge and its relation to

their subjects, ultimately assessed through an exhibition commentary and essay. Both elements demand higher-level thinking and skills which are a real challenge for candidates from different educational and language backgrounds, especially for TOK. These results are testament to the work and experience of the staff.

For instance, among those who achieved a grade of C and D were many of our non-native speaking students who showed significant improvement in their performance in the final assessment, especially on the TOK essays as a result of the support and guidance from the TOK Team.

Conclusion

With this as the first year back to normalcy, it is time to put COVID behind us and return to the regular IB routines with all assessments on board and a special focus on the eCoursework to make sure that all students will fulfill the basic diploma requirements. In turn, given the adaptability of both staff and students, we can look forward to an even better set of examination results.

4.2 Other Student Awards

External Awards (Y1)

- 1) Harvard Book Prize
 - Winner: Christopher John Hewitt
 - 1st Runner up: Saransh Sahoo
 - 2nd Runner up: Eun Kyo Alex Jung
- 2) Princeton Book Award Winner – Justin Blake
- 3) Kiwanis Community Service Award – Stephanie Kwok

Internal LPC Awards (Y2)

- 1) Award for the Arts: Zeta Bengoechea
- 2) Award for Sports and Outdoor Pursuits: Angela Hifume
- 3) Award for Improvement through Effort: Carene Amino Kouassi
- 4) Award for Promotion of Intercultural Understanding: Emma Tomlinson
- 5) Award for Community Service: Angela Hifume

5. Financial

5.1 Financial Summary for 2021/2022 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) <i>(Note 1)</i>	22%	N.A.
School Fees	N.A.	67%
Scholarship Received	N.A.	4%
Donations	N.A.	5%
Other Income	N.A.	2%
Total	22%	78%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		40%
Operational Expenses (including those for Learning and Teaching)		14%
Fee Remission / Scholarship ¹		40%
Repairs and Maintenance		3%
Depreciation		3%
Total		100%
Surplus/Deficit for the School Year #	-0.50 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	2.59 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

Note 1: DSS subsidy from the government is used for supporting the expenditure of the teaching activities for our DSS students.

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

5.2 Government Grants 2022-23 / 2023-24

5.2.1 Report on Government Grant Expenditure for 2022-23

a) Capacity Enhancement Grant (Report) 2022-23

The 2022-23 academic year has covered several developments (below) that were proposed last year and supported by the Capacity Enhancement Grant.

To further develop the Hybrid Blended Learning Model and enhance student's independent learning both physically and virtually, electronic copies and/or licences were acquired for new textbooks in Languages and Sciences.

To facilitate the implementation of the hybrid model with online marking capabilities, iPad Air (with Apple Pencils) were acquired for teacher use in and out of classes.

The new eLearning platform, Toddle, was acquired and set up as the College's new eLearning platform.

b) Career and Life-Planning Grant

The expenditure for the Career and Life-Planning Grant is detailed in Development Plan Report 2022-23 (*Appendix 2*).

c) Sister School Scheme

The college received a Grant of \$159,955. Due to the COVID-19 situation and the challenges of travel to PRC this grant will be utilised next year as part of the College's Project week.

d) Promotion of Reading Grant

The amount for this grant is subsumed into the DSS rate. The funds have been allocated to expenditure on books for the College library.

e) Student Activities Support Grant

The college received \$1,300. This has been utilised to support students from a humble background to undertake Quan Cai activities.

f) Life-wide Learning Grant

This is subsumed in the DSS rate. The college estimates that it has received \$154,845. *Appendix 3* details how this has been utilised.

g) One-off Grant for Ventilation Assessment and Improvement Works

\$188,100 reimbursed from EBD.

5.2.2 Government Grant Expenditure Plan for 2023-24

a) Capacity Enhancement Grant (Plan) 2023-24

The 2023-24 academic year will see several developments that will be supported by the Capacity Enhancement Grant.

To further enhance the Hybrid Blended Learning Model, especially for online assessments, additional eLearning applications on AI generators will be explored and purchased.

To facilitate the Listening Component of the Language B subjects, more receiving devices and headsets will be topped up with the digital system for an increased capacity.

To support this developing online model, the college WiFi network will be upgraded to maintain consistent and stable internet access from the entire campus with a new firewall, additional access points for the Exam Hall and newly refurbished Enlightenment Centre, and a dedicated broadband for learning and teaching.

The above enhancements will be covered by this year's grant.

b) Career and Life-Planning Grant

The plan for the Career and Life-Planning Grant is detailed in Development Plan 2023-24 (**Appendix 4**).

c) Sister School Scheme

The college plans to utilise the grant of \$159,955 received in 2022/23 as part of the College's Project week.

d) Promotion of Reading Grant

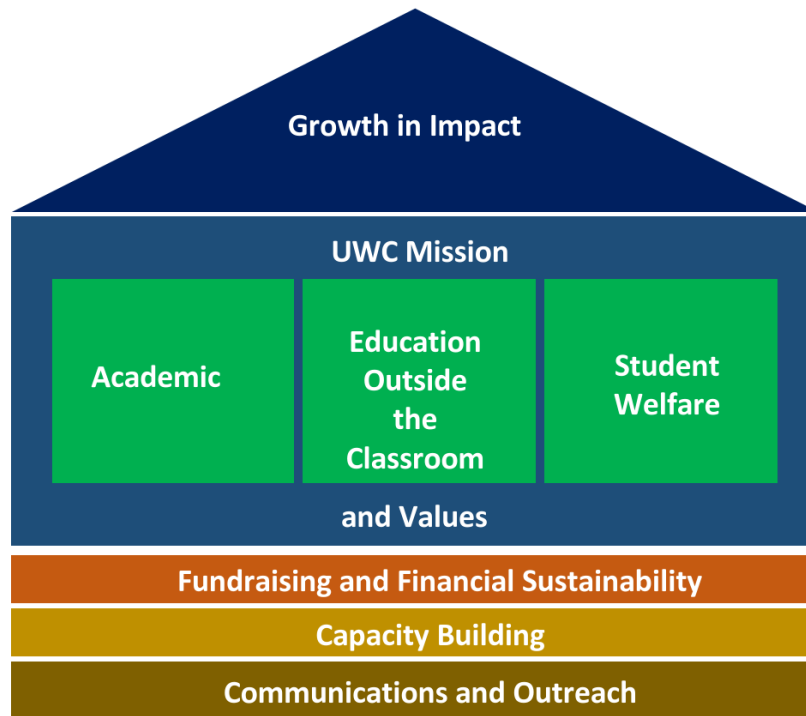
The amount for this grant is subsumed into the DSS rate. The funds have been allocated to expenditure on books for the College library.

e) Life-wide Learning Grant

This is subsumed in the DSS rate. **Appendix 5** details the plan of how the funds will be utilised.

6. Feedback on Future Planning

The College launched a new strategic plan on the theme: “Breaking Boundaries; Building Bridges” in 2019 following an extensive consultation exercise. The strategic plan can be summarised in the diagram below:



Details of the Strategic Plan can be found in *Appendix 6*.

The Development Plan for 2023-24 based on the Strategic Plan “Breaking Boundaries; Building Bridges” is enclosed in *Appendix 4*.

UWC Educational Model



UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and intercultural understanding | The celebration of difference
 Personal responsibility and integrity | Mutual responsibility and respect
 Compassion and service | Respect for the environment
 A sense of idealism | Personal challenge | Action and personal example

Summary of UWC Educational Model

1. UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

Guiding Principles: “This education should take place within a diverse community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between people.”

Explanation: The core of the UWC experience lies within a diverse community of learners who share a common commitment to the mission and values of the UWC movement. Diversity is supported by National Committees in over 140 countries which interview and select students who have made the most of the opportunities they have had and who exhibit qualities that fit with the UWC mission and values. Students are then chosen to join school communities to ensure cultural, racial, gender, socioeconomic, and language

diversity in pursuit of a common mission. In this way, each campus reflects a global diversity that enhances connection, sharing, debate, and community living; and, thus encourages opportunities for growth, empathy, and understanding. Faculty and staff actively engage in community life as teachers, tutors, mentors and learners.

2. UWC Values

Guiding Principles: “All schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.”

“This education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: This part of the model, together with the outcomes, speak to the values infused in a UWC education throughout the movement.

3. Teaching: Experiential Learning

Guiding Principles: “Requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: Experiential learning is fundamental to UWC. Experiential learning is the process of making meaning from direct experience. Young people are thrust into a dynamic and diverse community. This situation provides a plethora of challenging experiences to inspire a range of emotions and learning opportunities. These experiences can be challenging, joyful, frustrating, and life-changing. UWC provides a safe and supportive environment from which to learn through direct experience. By living and working together, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error, and perspective taking.

Along with living in a diverse community, students have opportunities to initiate and collaborate on areas of passion, interact with the larger community, and take advantage of service, creative, and physical opportunities. All of these programmes provide rich experiences for making meaning and learning.

Experiential Education is a more formal pedagogy that employs a philosophical stance and a variety of methodologies. Teachers and staff intentionally provide opportunities for students to engage in activities, exercises, and events to mindfully make meaning and apply emerging skills and understanding.

4. Experience: Active – Academic – Social – Personal – Outdoor – Service

Guiding Principles: “Recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.”

“Physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.”

Explanation: Within the context of the experiential process are the actual experiences shared within the UWC community. These are both formal and informal activities, programs, and situations that challenge students on a variety of levels. Formal experiences balance high expectations within the context of a rigorous academic programme, along with a rich and varied co-curricular program in which students engage in creative, physical, and service learning both offered by others and initiated by students.

Students are also informally challenged through interactions in an intercultural and diverse environment in their residence life and social activities. These challenges encourage sharing, dialogue, conflict transformation, and reflection to encourage seeing the world from a variety of perspectives.

5. Mission and Outcomes: Peace and a Sustainable Future Courageous Action • Personal Example • Selfless Leadership

Guiding Principles: “Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.”

“UWC schools and colleges offer life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual, and physical.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

Explanation: By bringing together a diverse and motivated student body, immersing them in a global community experience based on the UWC values, and challenging them formally and informally, students grow in their abilities to be active global citizens.

The holistic UWC experience leads to learning skills, competencies, and outcomes toward the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future."

A1	Coordinate & run a number of Outreach Programmes themed on Peace, Sustainability & Innovation, with clear targets for unique audience outreach and external collaborations	Adrian	11/22 12/22 3-4/23 7-8/23 Overall		<p>Consolidate reach & impact via 30/50th Anniversary</p> <p>At least 1 event (sustainability): 20+ participants</p> <p>At least 2 events (peace/innovation): total 100+ participants</p> <p>At least 1 event (peace/innovation): total 50+ participants</p> <ul style="list-style-type: none"> ● Cumulative target of 150 unique participants, with relevant data captured ● Involve previous participants in 30/50 Anniversary and/or summer event(s) organization ● Sustain relationship with Rotary and establish at least 1 new collaboration (innovation/sustainability) 	<p>11/22 Amphitheatre Opening</p> <ul style="list-style-type: none"> ● UWC NFT Exhibit ● Youth Program Presentation <p>12/22 GPS SuSTYLEability (sustainability)</p> <ul style="list-style-type: none"> ● 12 participants <p>3/23 SING Youth AdVenture (innovation)</p> <ul style="list-style-type: none"> ● 36 participants <p>4/23 IFP Peace Camp (Peace)</p> <ul style="list-style-type: none"> ● 120 participants <p>7/23 SJYC</p> <ul style="list-style-type: none"> ● 40 participants <p>8/23 YPM CAMP</p> <ul style="list-style-type: none"> ● 20-40 participants <p>Overall evaluation:</p> <ul style="list-style-type: none"> ● 150+ unique participants ● “Alumni” involved in the Anniversary presentation ● Rotary sustained; new collabs DTTD/CYLF
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(B) UWC Mission and Values

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1	Maximise Peace education through blended learning	Peace Initiatives Committee	By June 2022		Peace Initiatives Committee to consider effective virtual/blended learning approaches and monitor and reflect on their application in College programmes /calendar, particularly for Peace COP Day. Feedback to be solicited from students and staff.	Peace COP Day took place successfully with feedback taking place. Programme of liaison between peace-related QCs and initiatives begun.
B2	Maximise Sustainability education through blended learning	Sustainability Committee	By June 2022		The Sustainability Committee to further integrate and sustain sustainability education in all aspects of College life. Conduct review within the Committee at the end of each term.	College wide carbon audit began. Cross UWC sustainability coordinator liaison began.

(C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C1, C4	IB 5 Year Review	All teachers	11/2022 02/2023	Nil	Submission of preliminary review documentation. Completion of self-study questionnaire.	Successfully completed with a full evaluation report from IB in March 2023.
C3	Academic Policies Review	All teachers	11/2022	Nil	Generate a (revised) policy for: <ul style="list-style-type: none"> - Inclusion - Academic Integrity - Language - Assessment 	Successfully revised and submitted to IB as part of the IB 5 Year Review in November 2022.

(D) Education Outside the Classroom

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D2, D3	Evolution of 'Hong Kong/China Week/Experience'	SR	April 23	Nil	Delivery of the event in response to Covid regulations and calendar changes in Term 1. Reflection on outcomes with a view to the shape of the week in future years.	With the end of Covid regulations, Project Week was able to successfully take place in Hong Kong. Feedback leans toward the return of China/HK Week next College year for Yr. 1 & overseas/HK trips for Project Week.
D1	Begin review of 'middle management' structure in EOTC	SR	May 23	Nil	Review roles of 'Peace Coordinator' and 'Trips Coordinator' for most effective implementation of EOTC programme.	Middle management was restructured with the employment of a post holder who will coordinate the mission (peace & sustainability) & trips. To enable this, Director of EOTC will 'take back' oversight of Orientation Week, cultural evenings and internal/external awards

(E) Student Welfare

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
E3	Finalising the new Student code of conduct	MM	Dec22	Nil	HoHs will formalised in a single document the decision/suggestion of last year	The document is in preparation. It will be ready for submission to the board in September 2023
E3	Student Protection Policy updated and aligned with UWC Common Standards for Safeguarding	MM	Aug 23	Nil	Work will continue in liaison with Principal and ARDEI committee	Work to be completed 2023-24 ARDEI has focussed on an a three year Action Plan to commence August 2023

E2	Implementing the Programme suggested in May 2022	HoHs	All Year	HK5000	The H block set aside for Wellbeing is benefitting the community.	Several talks and activity took place over the year, with last minute changes due to Covid/URTI. Peer Supporters contributed to the sessions with success. Some H block set aside were left free for the students to focus individually on their own wellbeing.
E2	Co-founding the China Working Group for Hong Kong schools who run international curriculum	UGC		Careers & Life Planning Grant	<ul style="list-style-type: none"> - Hosting bimonthly meeting with HK international schools / DSS schools' counsellor - Organized the first mainland Chinese universities information session and alumni sharing session for secondary schools (with international curriculum) in HK 	<ul style="list-style-type: none"> - Successfully coles the bimonthly meeting with HK international schools / DSS schools' counsellor. More than 30 schools in Hong Kong have joined. - Successfully initiate English information session hosted by Tsinghua University for schools in Hong Kong under the Principal Nomination Scheme

(F) Fundraising and Financial Sustainability

College Focus	SMART Target	Respon- sibility	Time Frame	Budget- ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	Scholarship Fundraising through UWCHK50A Gala Dinner	UWC HK supported by Development Office	5/2023	Sponsors hip	Raising funds for the scholarship fund for the College.	Raised approx. HK\$500k for scholarship use (recurring and one-off donation) at the Gala Dinner.
F2	Additional scholarship fundraising through Alumni Regular Donations, Reunion and Founding Class Scholarship Fundraising and other major donors	Alumni Fundraising Subcommittee and Class of 1994 supported by Development Office	5/2023		<ul style="list-style-type: none"> - Belt and Road/Low Income Group Scholarships through Gala Dinner - Alumni – Regular Donations, Reunion and Founding Class Scholarship Fundraising - Other major donors (1.2M) - D2D2 matching (60K) 	<p>Confirmed donations from early-year alumni and able to unlock D2D2 matching for 2023 entry</p> <p>Confirmed one (1) indefinite local student scholarship every other year by a current donor</p>

(G) Capacity Building

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1	Introduction of new Staff feedback system		08/2022 10/2022 05/2022		New System launched Targets written by all teachers 1st year of system completed	New Staff Review and Development Process implemented. H Blocks allocated for SRD meetings. Two meetings took place in Y1.
G1	Training and maintaining employment for universities guidance counsellor	UGC	All Year	Careers and Life Planning Grant	- Training and development including visiting universities (partner Davis Institutions) and attending International ACAC conference: engaging in global interaction among other high school counsellors and universities / institutions in support of secondary students transitioning to higher education - Maintaining employment	UGC attended IACAC conference-New Mexico and GUCC regional conference in Singapore for professional development and learning if new developments, changes and teens in universities and applications. UWC virtual fair organized and campus visits for universities held. All targeted actions completed.
G2	Completion of Amphitheatre /Enlightenment Centre/upgrade 2nd floor classrooms	Principal /FH	10/2022		All projects completed for the 30/50th anniversary celebrations in October 2022.	All projects completed in readiness for the official opening of the amphitheatre
G2	Commencement of Lift Project	Principal /FH	07/2023		On site construction works (Phase 1: Lifts 1 & 2) in July 2023, with completion in March 2024. On site construction works (Phase 2: Lifts 3 & 4) in July 2024, with completion in March 2025.	Delay in the construction works due to feedback from EDB & ArchSD. New timeline will be developed.

G3	Water System Improvement Works	Principal /FH	09/2022 10/2022 to 2/2023 3-7/2023 05/2023	Lady Lee Donation	Identification of the scope of the water leakage problem on campus by a leak detection survey. Design and Costing/Tendering Stage for Phase 1 and Phase 2. Phase 1 of works to be carried out. To apply for a Major Repairs Grant for funding support for Phase 2.	Progress on schedule. Phase 1 Work carried out in the residences June/July 2023 Phase 2 Major Repairs Application submitted in May 2023
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(H) Communications and Outreach

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1	Launch of new College website	Thandi	July 2022		Regular content update on media, Youth Programme and admissions purposes. Management of anniversary event site in terms of content update, media update and registrations.	A new college website focusing on UWC experiences is still under development in collaboration with UWC HK Marketing. Target launch by end July 2023. The Anniversary website has been running effectively serving the purpose of sharing content of the celebrations of the College's 30th Anniversary and UWCHK's 50th Anniversary. The platform has been crucial to these celebrations and has helped to communicate the intended messages as well as being used to raise funds for the College.

H2	Management of College's social media		Ongoing		College and student activities via social media platforms including Facebook, YouTube, LinkedIn & Twitter.	There has been an increase of interaction and engagement on the various social media platforms. The platforms have gained multiple followers, generated connections for the College.
H3	Regular College Communications		Ongoing		Bi-monthly Engagement Newsletter Quarterly/Bi-Annual Principal's Letter	Distribution of the bi-monthly newsletters continued. A new version of the layout was implemented in the last half of the school year and this has helped to increase readership and engagement.
H4	Student/Scholar/Alumni Impact Videos	Thandi	Jul-Dec		Identify students/scholars/alumni for anniversary/regular Impact Video production.	There has been multi videos produced of students, alumni and other activities that have happened at the College in this school year period. The videos have helped to increase interaction and engagement with highest views compared to previous year.

(Template)
Report on the Use of the Life-wide Learning Grant
2022-23 School Year

Jun 2022 ver.

Appendix 3

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Project Week in Hong Kong	Mar-23	Year 1 & Year 2	121	\$606,438.00	\$5,011.88	E1, E2, E6, E7				✓	✓	✓	
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.1	121	\$606,438.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.2	0	\$0.00									
			Expenses for Category 1	121	\$606,438.00									

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Nil		
2			
(Please insert rows above if the space provided is insufficient.)			
		Expenses for Category 2	\$0.00
		Expenses for Categories 1 & 2	\$606,438.00

Category 3: Number of Student Beneficiaries

Total number of students in the school:	256
Number of student beneficiaries:	121
Percentage of students benefitting from the Grant (%):	47%

Name of Contact Person for LWL:	Mr Steve Reynolds
Post of Contact Person for LWL:	Director of Education Outside of The Classroom

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

Li Po Chun United World College of Hong Kong

Development Plan [2023-24](#)

The Development Plan needs to be read in conjunction with the College’s strategic plan “*Breaking Boundaries; Building Bridges; 2019 and Beyond.*” The college Focus makes reference to the element of the strategic plan.

(A) Growth in Impact

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1	Coordinate & run a number of Youth Outreach Programmes closely aligned with the UWC Mission, with clear targets for audience outreach, external collaboration & alumni engagement	Adrian			Minimum 3 events <ul style="list-style-type: none"> • Winter daycamp • Easter daycamp • Summer camp Minimum 150 unique participants from 20 schools Sustain 2 existing external collaborations Involve previous participants in at least 1 event	

(B) UWC Mission and Values

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1	<ul style="list-style-type: none"> Peace. Integration of & support for the new Mission/Trips Coordinator as they oversee both areas of the College programme. To continue liaising with all peace-related QCs/Clubs/Initiatives and to identify areas that can be further streamlined (for example, Verbatim PW, Refugee Relief & SAS all work with NGO Branches of Hope but have little communication between the groups on campus). 	SR & CF	One year		<ul style="list-style-type: none"> Regular liaison between Director EOTC & Coordinator. Reflection on success of individual events (e.g. Sustainability COP Day). Identifying concrete examples of liaison & collaboration through the year (the combined role of Mission & Trips Coordinator can be helpful here). This could also be practised in the Peace COP Day. 	
B2	<ul style="list-style-type: none"> Sustainability. To continue liaising with the cross-UWC sustainability coordinators. To continue working towards a College-wide carbon audit. Coordinate UWC Day event (Sustainability focus) 	CF	One year		<ul style="list-style-type: none"> Evidence of collaboration and/or support across the UWCs. Completion of the carbon audit. Completed in September 23. 	

(C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C2, C3	Artificial Intelligence	All teachers	11/2023	Nil	PD on AI generated documents and generators with a major focus on the impact on academic honesty and associated policy.	

C1, C3	Hybrid Blended Learning & Teaching Model	BC	05/2024	Nil	Completion of the IB 5 Year Review Programme Development Plan with a full-scale evaluation, including data analysis, and reflection with all stakeholders.	
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(D) Education Outside the Classroom

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1, 2, 3, 4	Resumption of full trips programme (China/HK Week & Project Week)	CF (supported by SR)	August 23 - April 24	Budgets approved	Trips Committee to oversee proposal, approval & risk assessment of trips. Also allocation of staff & students. Concluding with reflective sharing & feedback on success of the programme	
D1, 2	Facilitation of new Mission & Trips coordinator (with a view to the future of EOTC hierarchical structure).	CF & SR	One year	nil	SR will retain budgetary control & will support CF in his new role. For instance SR will sit on the Trips committee but CF will chair. CF will chair (or delegate) Peace & Sustainability Committees. Both the community as a whole & committees will give feedback on impact of work (e.g. trips, COP Days etc) with a view to deciding if the (one year) coordinator post will be retained or other changes will be made (given succession of Director EOTC in 2025).	

(E) Student Welfare

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
E2	Investigating possibilities to include medical insurance in school fees	MM	Term 1	Non for academic year 23/24	All students have a medical insurance and no longer have to spend 10 hours or more waiting in public hospital with staff members (tutors/nurses/guards).	
E2	Developing a gender diversity policy for the college	MM	Term 2	nil	A policy is published by May 2024	
E2	Produce updated Student Protection Policy	SF/MM	Term 1		A policy published by January 2024	

(F) Fundraising and Financial Sustainability

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	Additional scholarship fundraising through Alumni Regular Donations, Class Reunion scholarship fundraising.	Alumni Fundraising Subcommittee supported by MT	5/2024		Alumni – Regular Donations, Class Reunions and Founding Class 30th anniversary reunion	
F2	Major gift fundraising	UWCHK and MT	5/2024		<ul style="list-style-type: none"> - Continue to explore and engage notable foundations and individual donors for scholarship donations. - Identify potential leads from our community for more sizable scholarship donations. 	

F3	“Talent for Hong Kong Scholarship” (2+4+x scholarship scheme)	UWCHK and MT, supported by UGC	12/2023		- Pilot run begins in 2023 - Explore more potential “x” corporate partners	
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(G) Capacity Building

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1	Integration of the new nurses	MM	Term 1	nil	The nurses have a good understanding of the College and the need of the students. There is a system in place allowing good communication between nurse and residential team.	
G1	Continue Cycle of Staff Review and Development	Principal	08/23 to 04/24 04/24		Operation of SRD as detailed in the “Recruitment and Development of Teaching Staff” Policy Review of operation for Cycle 2	
G1	Enhanced support and coordination for students with Individual Needs (e.g. mental health; academic support; physical health)	Principal	08/2023 09/23 11/23 04/24		Historical data on individual needs collated Proposed plan for enhancement taken to Education Committee/Staffing Sub-Committee Implementation of plan Review of Plan	

G2	Commencement of Lift Project	Principal/ FH	12/2023	EDB Major Repairs Grant	On site construction works (Phase 1: Lifts 1 & 2) from December 2023, with completion in August 2024; On site construction works (Phase 2: Lifts 3 & 4) from December 2024, with completion in August 2025.	
G2	Water System Improvement Works	Principal/ FH	7-8/2023 7/2023 5-12/2024	Lady Lee Donation EDB Major Repairs Grant	Completion of Phase 1 Works (Academic Block to Principal's House) EDB Major Repairs Grant Application; Phase 2 Works (College gate, via Academic Blk, to Assembly Hall)	
G2	Re-roofing of Assembly Hall	Principal/ FH	7/2023 5-12/2024	EDB Major Repairs Grant	EDB Major Repairs Grant Application Re-roofing Works of the Assembly Hall	
G2	Upgrade of facilities in the Staff Residences	Principal/ FH	7-10/2023		Repair & Maintenance Audit of Staff Residences	
G1	Integrate new part-time UGC staff member	UGC	8/2023- 5/2024	EDB Careers & Life Planning Grant	Train and onboard the part-time UGC staff member to provide training and guidance for LPC students on their future planning	

G1	Training and maintaining employment for universities guidance counsellor	UGC	All Year	Careers and Life Planning Grant	<ul style="list-style-type: none"> - Training and development including visiting universities (partner Davis Institutions) and attending International ACAC conference & GUCC Singapore conference: engaging in global interaction among other high school counsellors and universities / institutions in support of secondary students transitioning to higher education - Part of the Fairs committee for International ACAC conference 2023 	
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(H) Communications and Outreach

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1	Admissions Director to further develop the relationship with Hong Kong Committee and LPCUWC Development Team on effective marketing of UWC	Kathy			Attend 4 Expos Open Days x2 (full scale) Film updated room tour	
H2	Increase presence and expand marketing in the Greater Bay Area	Kathy			Building connections with a potential partner as a pilot program	
H3	Management of College's social media	Thandi	Ongoing	Promotions	Regular content update on media platforms of College and student activities via Facebook, YouTube, LinkedIn & Twitter.	
H4	Regular College Communications	Thandi	Ongoing	Subscriptions	Bi-monthly Engagement Newsletter Quarterly/Bi-Annual Principal's Letter MailChimp, Direct emailing	

H5	Student/Scholar/Alumni Impact Videos	Thandi	Ongoing	Subscriptions	Identify students/scholars/alumni for anniversary/regular Impact Video production.	
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Plan on the Use of the Life-wide Learning Grant
2023-24 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Hong Kong activities for Project Week	Mar 2024	Year 1 & Year 2	57	\$30,000.00	\$526.32	for students to have a week off campus experience		Project Week feedback	✓	✓	✓	✓	✓	Mr Carl Fowler
2															
3															
(Please insert rows above if the space provided is insufficient.)															
			Sub-total of Item 1.1	57	\$30,000.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Project Week overseas	Mar 2024	Year 1 & Year 2	57	\$124,845.00	\$2,190.26	for students to have a week off campus experience		Project Week feedback	✓	✓	✓	✓	✓	Mr Carl Fowler
2															
3															
(Please insert rows above if the space provided is insufficient.)															
			Sub-total of Item 1.2	57	\$124,845.00										
			Total for Category 1	114	\$154,845.00										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

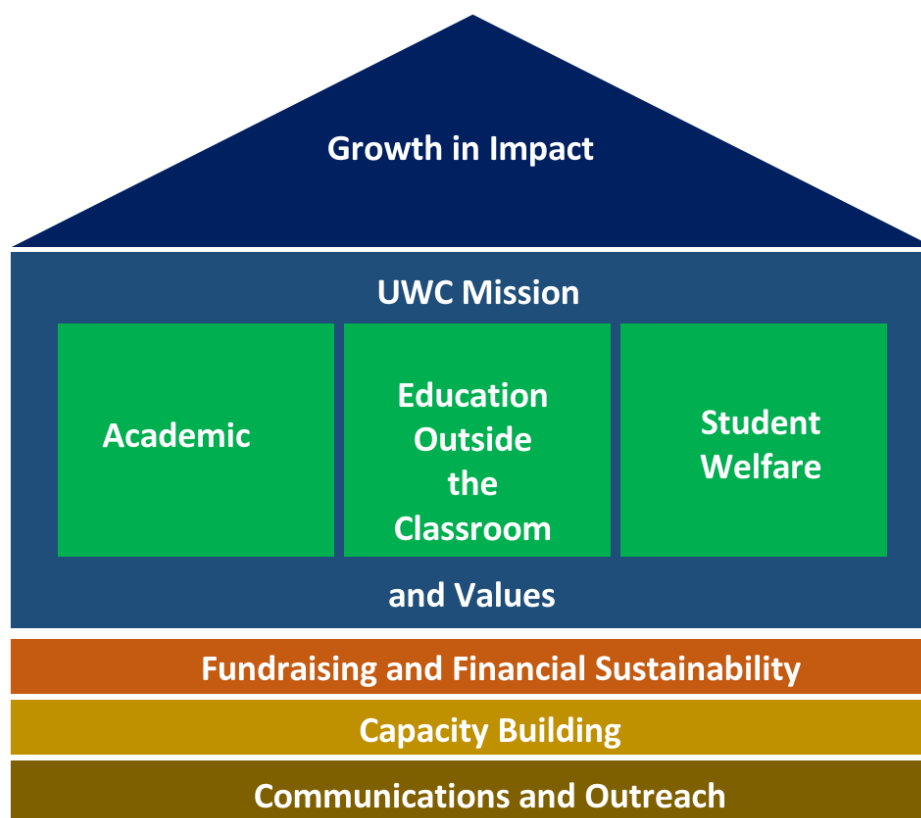
No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Nil		
2			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$154,845.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	256	
Estimated number of student beneficiaries:	114	(DSS students)
Percentage of students benefitting from the Grant (%):	45%	

Name of Contact Person for LWL:	Mr Steve Reynolds
Post of Contact Person for LWL:	Director of Education Outside of The Classroom

Strategic Plan 2019 onwards



“Breaking Boundaries/Building Bridges”

Domain	Objective
A) Growth in Impact	<ol style="list-style-type: none"> 1. To have more young people from across Hong Kong positively engaged with the UWC Mission and values 2. To further deepen the impact that UWC education has on the students and staff at the college.
B) UWC Mission and Values	<ol style="list-style-type: none"> 1. To continue to promote and develop the Peace facet of the Mission of UWC. 2. To continue to promote and develop the Sustainability facet of the Mission of UWC. 3. To continue to promote and develop the UWC values in all aspects of college life.
C) Academic	<ol style="list-style-type: none"> 1. To develop a Concept-based Learning approach across the college 2. To further utilize IT as a tool for learning. 3. To further develop approaches to learning for students with a range of different needs. 4. To promote the collective growth of teachers through the development of learning communities

D) EOTC	<ol style="list-style-type: none"> 1. To continue to develop experiences with a focus on Peace and Sustainability. 2. To increase the focus on technology & entrepreneurship in the EOTC programme 3. To continue to develop reflection in the EOTC programme 4. To continue the focus on wellbeing in all its forms in the EOTC programme
E) Student Welfare	<ol style="list-style-type: none"> 1. To promote Positive education 2. To continue to advance the Well being of staff and students 3. To continue to nurture positive relationship building within the college community
F) Fundraising and Financial Sustainability	<ol style="list-style-type: none"> 1. Enhancement of Steady streams of Income 2. Financial sustainability for an aging infrastructure 3. Working towards the optimal balance between scholarship amount and affordability
G) Capacity Building	<ol style="list-style-type: none"> 1. Developing the Staffing capacity of the college 2. Developing the Infrastructure the college
H) Communications and Outreach	<ol style="list-style-type: none"> 1. Improving outreach and marketing to prospective feeder/partner local schools and student applicants 2. Enhancing communication strategies with alumni, students and staff, and other stakeholders 3. Strengthening engagement approaches to donor relations 4. Developing media and community relations 5. Reinforcing College's role within the UWC movement

A) Growth in Impact

A1) To have more young people from across Hong Kong positively engaged with the UWC Mission and values

- The college to continue to develop and enhance a range of “short programmes for young people across Hong Kong;
 - Continuation of Initiative for Peace and Sino-Japan Youth Conference
 - Further development of PeaceMaker Outreach Programmes
 - The promotion and establishment of Sustainability Outreach programmes
 - To continue the links established with a range of local schools in joining a range of activities notably Quan Cai activities
 - To continue to seek other opportunities to work with different organisations to promote UWC mission and values.
- To collect data on the impact of the programmes that the college operates
 - Qualitative data (e.g Impact stories; reflections)
 - Quantitative data (database of participants; quantitative impact data)

A2) To further deepen the impact that UWC education has on the students and staff at the college

- Utilising the strategic plan so that the UWC experiences as outlined in the UWC Educational model are deepened
 - Strategic Plan has a focus on deepening student and staff experiences
 - Adapting to the changing nature of young people attending the college
- To collect data on the impact of the UWC education has on the students and staff at the college:
 - Participation and analysis of UWC Harvard Impact Study
 - College surveys with students; staff and parents
 - Qualitative impact stories from students; staff; parents and alumni

B) UWC Mission and Values

UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWC Values

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

B1) To continue to promote and develop the Peace facet of the Mission of UWC

- Consider how peace can be integrated into the day-to-day of residential life.
- Encouraging and promoting the creation of peace themed Quan Cai (QC) experiences.
- Encouraging staff & students to 'think peace values' in their planning and delivery of the EOTC programme in general.
- Focusing on integrating all aspects of UWC education with the Peace Education Centre where appropriate.
- Consider how outreach activities based on peace can be developed.

B2) To continue to promote and develop the Sustainability facet of the Mission of UWC.

At LPCUWC, sustainability informs all aspects of college community life. This includes:

- Commitment to the 3 “R”s
 - Reduce consumption, waste and pollution
 - Reuse what we have
 - Recycle everything we can
- Striving to buy and use environmentally friendly products and practices
- Learning about sustainability issues
- Conserving energy, water and other resources
- Committing to sustainable and ethical investments whenever possible

“Students need to become stewards of the Earth and of future generations.” Kurt Hahn

- Encourage staff and students to consistently practice the above in all aspects of the College.

B3) To continue to promote and develop the UWC values in all aspects of college life

- Encourage staff and students to make explicit the links to UWC values in their everyday academic teaching and learning.

C) Academic

C1) To develop a Concept-based Learning approach across the college

- To develop a concept-based approach to cater for the diverse learning needs and style of individual students
- To equip students with 21st century skills by encouraging students to gain and process facts through thinking conceptually and move away from pure factual retention
- To promote trans-disciplinary integration of learnt skills through the emphasis of “big ideas”
- To enable students to become independent self-learners

C2) To further utilize IT as a tool for learning

- To make effective use of the new IT facilities within the Peace Education Centre to promote the appreciation and understanding of the diverse cultures through a blend of VR experiences and face-to-face sharing with students from these regions
- To set up the Peace Education Centre as a learning hub by integrating learning experiences both inside and outside the classrooms through the use of remote education opportunities with other cities and countries
- To enable students to prepare for instructional content through the use of flipped classroom which free up class time for in-depth discussion on key concepts
- To explore how students will develop the skills and understanding of emerging technologies (e.g. ABC; Artificial intelligence; Big Data; Coding) to apply to academics and UWC Mission and values.

C3) To further develop approaches to learning for students with a range of different needs

- To equip staff of new knowledge and pedagogies to address the learning needs and challenges of their students
- To promote the collective growth of teachers through the development of learning communities which promotes the development of concept-based learning
- To extend the learning community to include other IB/UWC teachers through contributing to external learning hubs or establishing our own
- To enable staff to become expert teachers in their own field

D) Education Outside the Classroom

D1) To continue to develop experiences with a focus on Peace and Sustainability

- To reinforce awareness of the need to be mindful of Peace and Sustainability in the EOTC programme.
- Enhance the Student Leadership programme to incorporate Peace and Sustainability themes.
- To review proposed Quan Cai experiences and trips with a focus on peace and sustainability.
- To consider ways to integrate the operation of the Peace Centre with the EOTC programme.

D2) To increase the focus on technology & entrepreneurship in the EOTC programme

- To consider the role that technology and entrepreneurship can have in the EOTC programme.
- To further develop Quan Cai experiences which develops competencies in technologies and entrepreneurship.

D3) To continue to develop reflection in the EOTC programme

- To continue to develop reflection in all aspects of the EOTC programme including:
 - the introduction of structured feedback from participants/users on Staff and Student Leaders performance in Quan Cai experiences and trips.
 - The reflection to be developed and monitored by the EOTC Committee with the aim of improving the quality of leadership and supervision in the EOTC programme.

D4) To continue the focus on wellbeing in all its forms in the EOTC programme

- To continue the focus on wellbeing in all its forms in the EOTC programme (e.g. promoting wellbeing themed experiences in the QC programme).
- Emphasis on, 'character' in Student Leadership training as a component of the development of the whole person in the EOTC programme.

E) Student Welfare

E1) To promote Positive education

To develop through a number of different approaches a ***positive college and community culture***:

- integration of different wellbeing practices in all domains of the college.
- exploring how technology can be utilised to support staff and students in developing a positive mindset.
- To consider ways to promote positive mindset with all staff at the college.

E2) To continue to advance the Well being of staff and students

- Well-being of staff and students within the college community is further developed through:
 - continuing the the work undertaken on Sleep
 - Developing further approaches to exercise
 - Working with external partners on nutrition
 - Need to continue.
 - Consideration of how structures within the college promote the well-being of staff and students.

E3) To continue to nurture positive relationship building within the college community

Development of further positive conduct of all within our community to include:

- Activities that further develop positive relationships within the community of LPCUWC
- Reviewing the Rules for the Student Community
- Use of technology to facilitate procedures within the community

F) Fundraising and Financial Sustainability

F1) Enhancement of Steady streams of Income

- Fundraising streams of Income:
 - Increase in alumni class/individual donation
 - Long term regular donors (donation commitments from 3-5 years)
 - Increase in corporate partnerships for tuition or residential scholarships or in-kind support (i.e. roundtrip airfare, service trip sponsorship)
- Alternative sources of income
 - Income stream from solar panel project
 - Income stream from alternative programmes (e.g. short courses)
 - Other sources of income: e.g. renting of facilities
- Consideration of enhancing endowment funds to provide a steady stream of income.

F2) Financial sustainability for an aging infrastructure

- Seeking of grants to support aging infrastructure and sustainability (e.g. EDB Capital Enhancement Grant).
- Fundraising for specific upgrading/enhancement of facilities.
- Consideration of a sinking fund to support aging infrastructure.

F3) Working towards the optimal balance between scholarship amount and affordability

- Identification of the long term sustainable balance between scholarship amount and fee income.
- Maintaining careful monitoring of college expenditure.

G) Capacity Enhancement

G1) Developing the Staffing capacity

- To develop existing staff (teachers and support staff) through a range of professional activities with a focus on:
 - Academic - including pedagogical; ICT (e.g. Virtual Reality and Artificial intelligence)
 - Student Welfare - including wellness/mental health; safeguarding;
 - Education Outside of the Classroom (reflection; project management)
 - Staff welfare and support
- To develop all staff to be reflective learners in all the practices that they undertake which includes:
 - Reviewing constructive feedback from a range of stakeholders including peers; line-managers and students
 - Utilising a range of data to inform practice
- Development of leadership capacity of staff through training and development opportunities which includes:
 - Development of leadership training programme within the college
 - Working with the UWC International office on leadership development
 - Continue to develop student leadership capacity in the college
- Enhance, subject to funding availability, the number of people working with students to develop the UWC mission
 - Consider further approaches on the use of volunteers including through the UWC Graduates Organisation
 - Consider opportunities for collaboration with further external agencies to support students e.g. local university's.
 - Consider opportunities to enhance capacity through internships and head-count where there is a clearly identified need.

G2) Developing the Infrastructure of the college

- Recognising that the college is aging that systematic approaches are required in terms of the repair and maintenance of the college
 - A regular repair and maintenance schedule is developed across campus for the replacement and upgrade of equipment and facilities
 - To develop income streams to support the repair and maintenance of the college as detailed in the Financial Sustainability section.
- To build on the enhancement of facilities that is taking place in the academic block which could include:
 - Consideration of new facilities to support Student Welfare and EOTC programme (subject to funding)
 - Upgrade of facilities in the residences for both staff and students (subject to funding)

G3) Sustainability

- In developing facilities in the college to consider carefully the impact on the environment which includes:
 - Looking towards the college reducing the use of non-sustainable resources
 - Looking carefully at sourcing of materials chosen

H) Communications and Outreach

H1) Outreach for Admissions

- Continued work and development of outreach activities with different individuals/ organisations for sources of students from different backgrounds (e.g socio-economic; ethnic minorities)
 - Alumni (including with UWCGO/Hong Kong Committee)
 - Parents
 - Targeted schools
 - Young people attending activities at the college
 - Organisations (e.g. Summerbridge)
 - Alumni as parents
- Development of marketing material for admissions aimed at specific target groups.
 - Targeted use of social media
 - Further development of materials in Chinese and English

H2) Further enhance the communication strategy with alumni

- Consider further strategies for communication and involvement of alumni both in Hong Kong and overseas:
 - Principal's Bi-Annual Letter
 - 10 Year and 20 Year reunions
 - Alumni Focus Group

- Alumni Impact Video
- Social Media
- Involvement to include:
 - Support for range of college activities
 - Support for peer-to-peer (alumni to alumni) engagement/communications
 - Support for connecting with potential donors
- Coordination of communication strategies between LPCUWC; Hong Kong Committee and UWCGO

H3) Further Development of Communication Methods/Strategies with other different stakeholders (besides alumni)

- Stakeholders:
 - Internal:
 - Staff
 - Students
- External
 - Parents
 - Donors
 - Media
 - Organisations that support the college
- Communication strategies:
 - Social Media (facebook; Linked In; Instagram)
 - Bi-Annual Principal's Letter
 - Monthly newsletter
 - College Website
 - Collaboration with UWC Hong Kong and UWCGO
 - Collaboration with UWCIO Communications

H4) Further develop the college's role within the UWC movement

- Working with the UWC International Board and International Office in a number of areas of development with a focus on "UWC Strategy; 2018 and Beyond".
- Engaging with National Committees in a range of activities:
 - Connecting with LPC alumni that are working in National Committees
 - Furthering enhancing relationships with National Committees to ensure good quality applicants
 - To make connections with National Committees where students undertake Project Week activities
 - Supporting where possible National Committees in the region in terms of selection; fundraising and UWC short course.

- Working together with the UWC Hong Kong Committee and UWC Graduates Organisation to maximise the impact of UWC in Hong Kong
 - Maximise opportunities for outreach activities with admissions to UWC
 - Coordinate communication activities so that different stakeholders are aware of the coordinated activities of the three groups.
 - Maximise fundraising opportunities
 - coordinate the marketing of UWC movement in Hong Kong.