



Li Po Chun United World College

School Report

Academic Year 2024-25

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

LPCUWC, the seventh United World College established among the 18 institutions globally, proudly reflects our steadfast commitment to global education. We attract an exceptionally diverse array of talent from around the world, including both local and international students who consistently achieve remarkable academic success, with many earning perfect IBDP scores. These outstanding individuals not only excel academically but also make significant contributions to our campus and communities, both locally and internationally.

Among all UWC institutions, LPCUWC boasts the highest faculty retention rate, with many teachers and support staff dedicating their careers to the College. Our faculty's diversity and unwavering commitment represent a rare and commendable achievement in the educational landscape.

For several consecutive years, LPC has welcomed students from over 90 nationalities, collectively speaking more than 200 languages. Our students are highly sought after and gain admission to some of the most prestigious universities and programs worldwide.

Another noteworthy accomplishment is the substantial financial aid we provide; an impressive 97% of our students receive some form of scholarship, including numerous full-ride opportunities for both local and international candidates. We are firmly committed to ensuring that financial barriers do not impede access for the most talented individuals.

Additionally, our Talent for Hong Kong Initiative serves as a remarkable program that attracts diverse talent to LPC by offering 15 fully funded undergraduate scholarships each year for students to attend esteemed institutions such as HKU, CUHK, HKUST, and PolyU. Furthermore, international students participating in this initiative will gain access to Hong Kong permanent residency after residing here for seven years. For many, this opportunity is not only transformative but can also be life-changing and even life-saving.

2.2 Major Concerns

Despite these achievements, we face a growing demand from grassroots families—both locally and internationally—who seek access to LPC and other UWC institutions. The challenge lies in raising sufficient funds and admitting enough tuition-paying students to ensure broad access. Striking a balance between maintaining diversity and meeting financial needs is a complex endeavor.

To foster the greatest diversity, we must attract students from affluent backgrounds as well as those from the most disadvantaged circumstances. Furthermore, we aim to expand our academic offerings beyond the IBDP to include university-level courses and industry internships, which presents its own set of challenges.

A significant hurdle we face is securing the necessary funding to renovate our campus infrastructure without compromising our commitment to providing scholarships. Addressing these challenges is essential for sustaining our mission and continuing to offer an inclusive, high-quality education that empowers all students to realize their potential.

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 4,000 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 257 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 evening, Tuesday afternoon and evening, Thursday afternoon, 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.

4. Student Performance

4.1 College Results 2025

Overall Performance

Total no. of eligible students	122	Out of 125 (with 2 Certificate Programmes & 1 deferral)
No. students awarded Diploma	119	97.5%
No. students awarded Bilingual Diploma	73 (out of 76)	59.8%
No. students awarded Certificate	3	2.5%
Average Score of Diplomas Awarded	35.36	34.90 (2024)
Average Score per Candidate	35.05	34.39 (2024) & 34.51 (PG)

Table 1: General summary of statistics

The above results represent our College's performance with even more examination arrangements and restrictions on the start times and candidate supervision after COVID. Still, there is a promising increase of about half a point from last year's average scores. In spite of the lack of a perfect score of 45 points, the above results are better than last year's in all other aspects (after 16 successful remarks):

- 40+: 22.13% > 18.85%
- DP Ave: 35.05 > 34.39
- No DP: 3 < 5
- Bilingual DP: 59.8% (73 students) > 53.3% (65 students)

Hence, it is encouraging to see that this cohort's results have turned things around and suggest that it is indeed worth exploring and introducing more creative pedagogies under the Blue Sky Blue Water Thinking. To take this further, the College is modifying the timetable to include a bi-weekly flexible multi-purpose Friday with no scheduled classes but a value-added educational model under a newly developed Experiential Learning Framework with 6 different pathways for "cultivating future-ready global citizens through local-global interconnection".

Figure 1 and 2 show that this year's results are still 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.

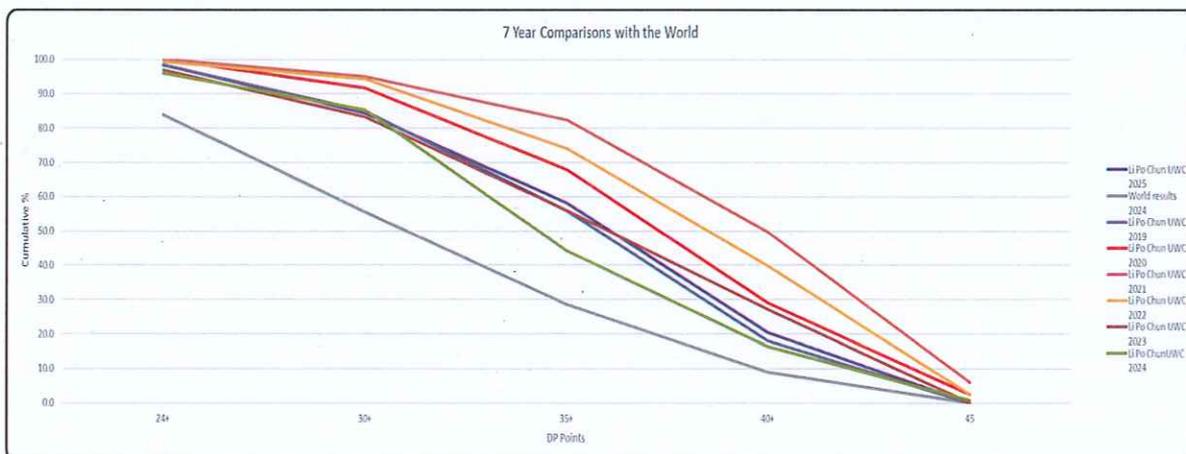


Figure 1: 2025 results (cumulative)

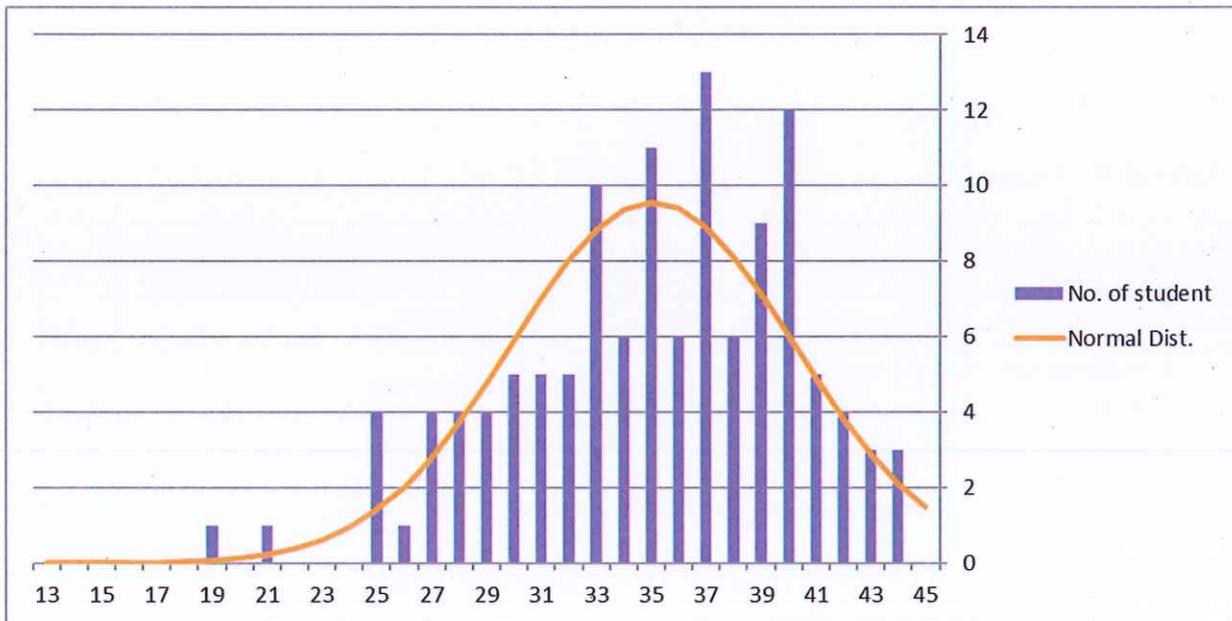


Figure 2: Distribution of results 2025

Figure 3 presents a comparison of recent years' average DP points versus the worldwide score. As already mentioned above, this year's results are still on par with the earlier years (like 2023) and much better than the world average.

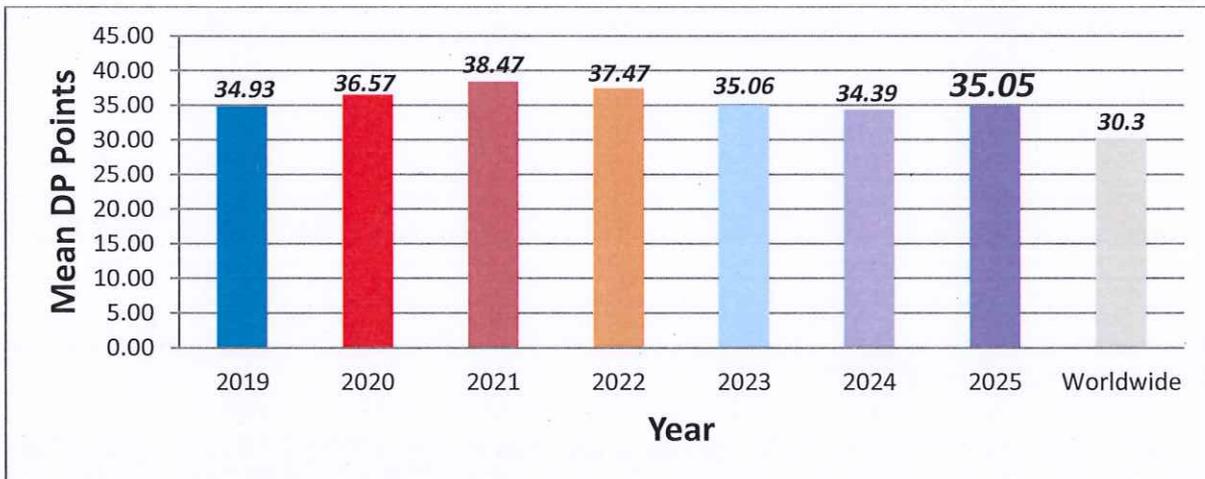


Figure 3: Average DP points 2019 – 2025

Bilingual Diploma

The number of candidates attaining a Bilingual Diploma is more than last year's 65 (improved by 8) and half of the student body, in which most 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 59.8%) is way above the global figure of 27.1% in 2024.

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.

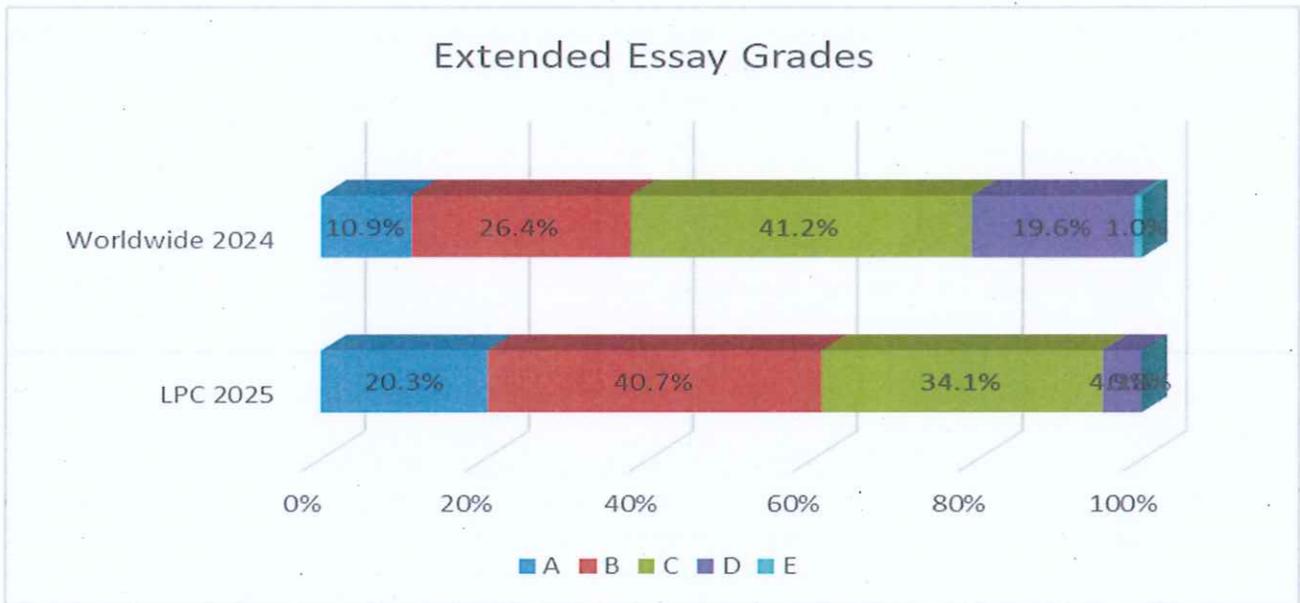


Figure 4: Comparison EE grades LPC vs Worldwide

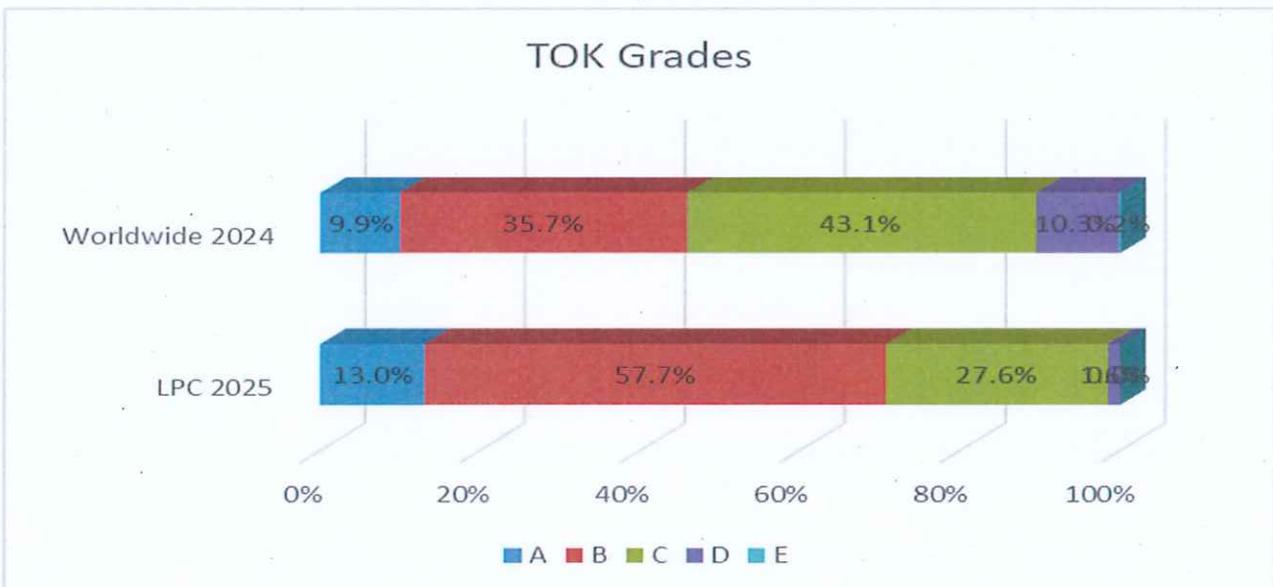


Figure 5: Comparison TOK grades LPC vs Worldwide

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 and successfully submitted online after proper authentication.

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 all IB assessments on board of the regular routines, the inconsistency in the marking and/or moderation of Internal Assessment (IA) remains our major concern. According to our departmental reports, the assessment criteria continue to be relatively open to interpretation, with a relatively high discrepancy between examiners on how they award marks despite standardization and seeding (even though many of our teachers are also IB examiners, including Visual Arts). For instance, our “highest performing student, who won TWO of the most prestigious student art awards in Hong Kong this year, ended up with a 6 and not a 7. Not only did she win a full-ride trip to the Venice Biennale, but she also won a cash prize of HKD18,000, and gained admission into Oxford University’s school of art. So it is outrageous that she did not get the 7 she deserved. This is yet another example of how the DP system of seeding examiners, and the ambiguity of the assessment criteria, simply does not do the students justice”. Still, the best we can do is to continue our support for the IA process with more individualized guidance, higher focus on analysis skills, identification of trends, and formulation of solutions. With the new timetable in place, more time will be allocated to skill development and writing support. Similar approaches will be applied to TOK as well.

As a result, all departments are urged to set the above as the top priority within their subject areas with the ultimate aim of improving our IA and Core results across the board.

4.2 Other Student Awards

External Awards (Y1)

- 1) Harvard Book Prize
 - Jennie Min May Chal
 - Beneth Taban Emmanuel
 - Daniel Tsen
- 2) Princeton Book Award Winner – Lester Chong
- 3) Kiwanis Community Service Award – Lester Chong

Internal LPC Awards (Y2)

- 1) Award for the Arts: Nikola Gao
- 2) Award for Sports and Outdoor Pursuits: Ryan Chan
- 3) Award for Improvement through Effort: Michael Yeboua
- 4) Award for Promotion of Intercultural Understanding: Kuenzang Dema
- 5) Award for Community Service: Sebastian Botticini

5. Financial

5.1 Financial Summary for 2023 / 2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) (Note 1)	24%	N.A.
School Fees	N.A.	65%
Scholarship Received	N.A.	5%
Donations	N.A.	3%
Other Income	N.A.	3%
Total	24%	76%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		37%
Operational Expenses (including those for Learning and Teaching)		16%
Fee Remission / Scholarship ¹		36%
Repairs and Maintenance		8%
Depreciation		3%
Total		100%
Surplus/Deficit for the School Year #	-1.74 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	3.22 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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 2024-25 / 2025-26

5.2.1 Report on Government Grant Expenditure for 2024-25

a) Capacity Enhancement Grant (Report)

In 2024-25, the College received \$91,745 from EDB.

The 2024-25 academic year has covered several developments (below) that were proposed last year and supported by the Capacity Enhancement Grant.

To further enhance the use of AI in learning and teaching, additional eLearning applications on AI generators were explored and purchased for different subject areas.

To support the conversion from a physical Library to an Information Centre, new devices were purchased for different subject areas, as shown below.

To support the arrival of new teachers and the introduction of a new Marine Science course, additional devices were explored and purchased for learning and teaching, as shown below:

1. Lenovo ThinkPad X1 Carbon (15 sets) \$165,750
2. Apple TV 4K WiFi + Ethernet (18 sets) \$20,800
3. Lenovo ThinkCentre Desktop (13 sets) \$69,355

b) Career and Life-Planning Grant

The expenditure for the Career and Life-Planning Grant is detailed in Development Plan Report 2024-25 (*Appendix 2*).

c) Sister School Scheme

The college received a Grant of \$165,439 in 2024-25. We visited our sister schools, **Huaguang Senior High School in Nanning** (南宁市华光高级中学), **Changjiang Li Autonomous County Siyuan Experimental School** (昌江黎族自治县思源实验学校), and **Hainan Lingshui Siyuan Experimental School** (海南陵水思源实验学校) during our China/HK Week in October 2024. This grant was utilised with the amount (HK\$162,994) carried forward from 2023/24.

d) Life-wide Learning Grant

This is subsumed in the DSS rate. The college estimates that it has received \$160,154. *Appendix 3* details how this has been utilised.

e) One-off Grant for Promoting of Chinese Culture

\$300,000 was received in 2023-24. \$65,801 used for lion dance training and purchase of relative materials in 2024-25.

f) One-off Grant on Promotion of Sports

\$150,000 was received in 2023-24. \$45,717 was spent on rowing activity for eligible students.

g) One-off Parent Education Grant

\$200,000 received last school year. None was spent on parent education programme or activities.

h) One-off Mental Health Grant

\$60,000 received in 2023-24. \$4,929 spent on peer support QC, all mindfulness and yoga.

i) IT Innovation Lab

\$939,012 received in 2023-24. \$434,772 was used to in 2024-25.

j) Self-Directed Language Learning Grant

\$400,000 received. \$24,552 utilized for learning workshops.

5.2.2 Government Grant Expenditure Plan for 2025-26

a) Capacity Enhancement Grant (Plan)

The 2025-26 academic year will see several developments that will be supported by the Capacity Enhancement Grant.

To provide a more consistent and stable internet access via the campuswide WiFi network, new connecting devices (of access points) and systems for controller upgrade will be acquired and installed.

To further enhance EAL support for the incoming students, specific software/platform will be acquired for self-directed learning in English.

To support the implementation of the new Marine Science SL course, specific devices will be explored and purchased 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 2025-26 (*Appendix 4*).

c) Sister School Scheme

The college plans to utilise the grant as part of the Project Week in 2025-26.

d) Life-wide Learning Grant

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

e) One-off Grant for Promoting of Chinese Culture

Balance of the grant as of 30 June is \$201,199. The College will use the grant in organising Chinese Cultural Evening or enrolling students in related activities in the coming year.

f) One-off Grant on Promotion of Sports

Balance is \$103,643. The College will utilize the grant before 2026-27 to support sports activities and for sports equipment purchase.

g) One-off Parent Education Grant

The College does not plan to use the grant.

h) One-off Mental Health Grant

Grant expires on 31 August 2025.

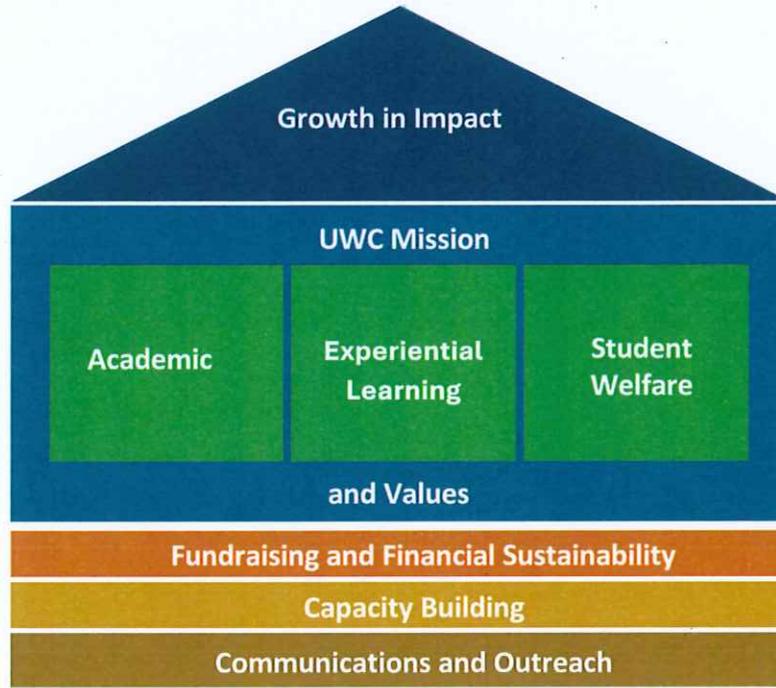
i) IT Innovation Lab

\$434,772 was spent in 2024-25. The balance of \$354,288 will be utilized to organise IT related programmes for our students in 2025-26.

LEGO Education SPIKETM Prime Coding Program aims to enable students to learn the concept of coding through hands-on experience. Students will have the chance to apply cross-disciplinary knowledge to design and build products with LEGO® Education hardware to solve problems. We will also cultivate students' interest in AI via some basic AI training and programming to enhance their innovative thinking.

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 2025-26 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."

Li Po Chun United World College of Hong Kong

Report on Development Plan [2024-25](#)

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	<p>Retain external youth engagement via outreach programmes, closely aligned with the UWC Mission and pursuing clear targets for audience reach, stakeholder collaborations & alumni engagement.</p> <p>Explore potential pilot programmes in collaboration with external groups:</p> <ul style="list-style-type: none"> - Venue rental to service providers; e.g. Learn with Leaders - Partnership with schools; e.g. Phillips Exeter Academy, local universities 	Outreach Manager			<p>Minimum 2 events</p> <ul style="list-style-type: none"> • Winter/Easter day camp • Summer camp <p>Minimum 90 unique participants from 15 schools</p> <p>Sustain 1 existing collaboration</p> <p>Involve alumni / past participants in an organizing capacity for at least 1 event</p> <p>2 meetings with potential event partner(s) - Zoom/in-person</p>	<p>Held Day Camp in March 23-24 2025</p> <p>Held SJYC in summer 2025</p>

(B) UWC Mission and Values

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1	<p>To continue to promote and develop the Peace facet of the Mission of UWC.</p> <ul style="list-style-type: none"> • Coordinate UWC Day event (Theme: <i>Together we change</i>) • Integrate peace activities into UWC day and promote a sense of activism • Explore potential for a peace themed week (similar to Marine awareness week) • Collaborate with well-being team for how we can promote inner peace within our students • Coordinate exploration of peace curriculum (Blue Sky thinking) 	CF/Mission committee/ working group	One year	TDB	<ul style="list-style-type: none"> • Planning and preparation for UWC day <ul style="list-style-type: none"> ◦ Completed in September '24 • Review feedback forms from community • Committee develop ideas to integrate peace initiatives more explicitly into LPC life. • Proposal for peace curriculum to be brought forward by end of 24-25 academic year 	<p>UWC day positively received. The committee is now streamlined with assigned roles to promote peace and sustainability initiatives.</p> <p>Limited opportunities to collaborate with well-being team.</p>
B2	<p>To continue to promote and develop the Sustainability facet of the Mission of UWC.</p> <ul style="list-style-type: none"> • Complete carbon audit • Define sustainability targets based upon data from carbon audit • Identify what we need to do to achieve our sustainability targets • Codify sustainability educational programme • Coordinate Sustainability COP Day in context of marine awareness week • Continue UWC wide collaboration on sustainability initiatives 	CF/CL/ Mission committee	One to two years	\$48000	<ul style="list-style-type: none"> • Full report for carbon audit provided by 2041 • Review outcomes with 2041 and identify short to long term targets • Sustainability team to review targets and provide guidance and recommendations for codifying sustainability education programme • Codification to be reviewed by all staff • Sustainability COP day completed January '25 • Evidence of collaboration and/or support across the UWCs. <ul style="list-style-type: none"> ◦ Ad hoc meetings (IO now leading initiative) ◦ Feedback to committee and community in college meeting 	<p>Carbon audit still ongoing. Awaiting data and subsequent report.</p>

B3	<p>To continue to promote and develop the UWC values in all aspects of college life.</p> <ul style="list-style-type: none"> ● Integrate peace and sustainability committees into holistic UWC mission committee ● Committee representatives to be permanent (as opposed to rolling membership in Peace Committee) Y2 (Autumn term) and Y1 (Spring term) ● Review how values are integrated in wider college life ● Explore options to have values focused weeks (e.g intercultural understanding week) 	CF and Mission committee	One year		<ul style="list-style-type: none"> ● Review effectiveness of committee at end of Term 1 – collate feedback forms from committee members ● Review applications for mission committee during Term 2 and select for after winter break ● Introduce new committee members to observe Year 2 in discussions during committee <ul style="list-style-type: none"> · Build on conversations from 23-24 in college meeting about UWC values · Create timeline for values weeks 	<p>Mission committee successfully integrated - 22 members in total (17 student reps across all 4 blocks and 4 teachers to support chair of committee)</p> <p>Integrating values week proved to be too great a challenge due to limited time on calendar. With experiential learning days built into the calendar for next year hopefully there will be time for this.</p>
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(C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C2 & C3	<p>Pre-Orientation Programme: implementation of pilot in August sharing and action on survey feedback</p> <p>development of a revised programme for 2025</p>	BC & Teaching Support Staff	05/2025	Nil	Selection of POP students, recruitment of additional staff support and implementation of the revised programme.	Eleven students were chosen, mainly based on their language background, and ten arrived on campus in the weekend of 10-11 August 2024 in time for POP (a five-day programme from 12-16 August, with support from the Academics and External teams), while one joined in the latter half of the week due to visa issues.
C2 & C4	<p>Innovative Pedagogies: formation of Blue Sky Volunteer Group</p> <p>selection and prioritising the Blue Sky Thinking ideas</p>	All teachers	05/2025	Within PD budget	Exploration and introduction of creative pedagogies to learning and teaching from the Blue Sky Thinking ideas.	Introduction of a new bi-weekly timetable with a non-teaching multi-purpose Friday in support of any innovative pedagogies. Collaboration between different subject groups in

	piloting the ideas in different subject areas/groups					Compassionate Systems, Information Literacies, Marine Science, and the LPCUWC Value Education Model.
C4	Review of Academic Policies	All teachers	05/2025	Nil	Final revision of the Academic Integrity and Assessment Policy.	Completed.

(D) Education Outside the Classroom

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1	<p>Integrate peace and sustainability committees into holistic UWC mission committee</p> <p>Committee representatives to be permanent (as opposed to rolling membership in Peace Committee) Y2 (Autumn term) and Y1 (Spring term)</p> <p>Continue liaising with other UWCs through sustainability coordinators and student representatives at UWC Congress</p>	CF	One year	N/A	<p>Review effectiveness of committee at end of Term 1 – collate feedback forms from committee members</p> <p>Review applications for mission committee during Term 2 and select for after winter break</p> <p>Introduce new committee members to observe Year 2 in discussions during committee</p> <p>Evidence of collaboration and/or support across the UWCs.</p>	<p>Committees successfully merged into one which reduces volume of meetings and promotes holistic nature of mission of UWC.</p> <p>Specific roles and responsibilities have been established in the committee with Y1 students joining from end of 2024 and will continue to beginning of 2025 when Peace day is complete.</p> <p>One role is the inter UWC liaison which will help to understand from student reps what is happening in other UWCs</p> <p>Sustainability coordinator meetings have occurred each month. There is a movement wide initiative taking place to monitor sustainability across various dimensions and do so consistently in order to track progress against key performance indicators.</p>

D1	Complete carbon audit	CF/CL	One year		Full report provided by 2041	Still in data collection phase. Report is due to be completed by Autumn 2025
D1	Coordinate UWC Day event (Theme: Together we change) and Sustainability week, including COP Day	CF and Mission committee	August '24- January '25	TBD	Completed in September '24 Completed January '25	Both events were successfully delivered with positive feedback received overall. Attendance for the COP day in January was a concern. Important to set expectations for this next year to avoid opt out practices
D1	Coordinate exploration of peace curriculum (Blue Sky thinking)	CF/working group	1-2 years		Proposal to be brought forward by end of 24-25 academic year	Working group focused on other priorities e.g timetable so this did not make any progress.
D1 D4	Enhance quality of trips experiences focusing on more outdoor adventure experiences and meaningful service trips that can build legacy opportunities.	CF/Trips committee	One year	N/A	Review of trip proposals for China week and Project week Student and teacher evaluations	Trips were successful overall. Limited number of outdoor adventure experiences with trips focusing heavily on cultural exchange.
D1 D4	Continue collaboration with UWC East Asia outdoor ed network with a view to implement an exchange expedition programme this year. Plan for hosting UWC East Asia outdoor ed leaders conference in Autumn '25.	SR/CF	One year	TBD	Confirm timeline with other outdoor ed leaders in September Review ongoing process Complete outline and schedule for conference by end of 24-25 year.	The exchange expedition did not get off the ground due to challenges gaining support and consensus across different UWCs. The outdoor ed leaders conference was deferred due to CF's departure. WT has been introduced to the UWC East Asia network and will hopefully find time to connect with them next year.

D3	Pilot new IB CAS portfolio proposal	SR	One year	nil	Share completed proposal with College community (August 24) Pilot group of students & staff supervisors to trial the CAS Portfolio (one year) EOTC Committee to review trial with a view to College wide implementation (April 2025)	Portfolio trialed and completed and ready for implementation.
D2, D4	Continued focus on technology, entrepreneurship and wellbeing	SR	One year	Within QC Operations budget	Development continues in the Quan Cai programme with the introduction or development of a number of QC/CAS experiences including: Introducing: Aeromodelling (technology) crochet & Knitting (Wellbeing) Gardening (Wellbeing) Podcast & media (Technology) Robotics (Technology) STEM (Technology) Developing: Chinese Painting (Wellbeing) Mindfulness (Wellbeing) Social Innovation Entrepreneurship Group	Quan Cai experiences successfully operational.

(E) Student Welfare

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
E1	Investigating possibilities to include medical insurance in school fees and/or explore how to avoid tutors/students long wait in hospital	MM	Term 1	TBD	Given the waiting time in public hospitals, insurance or other mechanisms are needed. Tutors do no longer need to wait hours	No progress made. TBC in 25/26
E2	Review residential policies so that the documents published are in line with practices	Residence team	Term 1 &2	none	The published documents correspond to the practice	Will be done in September 25
E3	Coordinate with DoS re: SEN policy and role of new SEN specialist when in place. Induction of the new SEN person	MM/BC	term 1		The college has a SEN specialist understanding and responding to the need of the college	The search for a SEN specialist continues.

(F) Fundraising and Financial Sustainability

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	Enhancement of Steady streams of income: 1. Fundraising streams of income: - Additional Alumni Regular Donations, Class Reunion scholarship fundraising. - Major gift fundraising (long-term regular donors)	Alumni Fundraising Subcommittee supported by MT UWCHK and MT	5/2025		Target to raise HK\$1.5M from the “annual giving” initiative via the “Vision 2052” fundraising campaign. - Continue to explore and engage notable foundations and individual donors for scholarship donations.	Raised HK\$2.3M as of May 2025 through the annual giving, class reunions and etc.

	<ul style="list-style-type: none"> - “Talent for Hong Kong Scholarship” (2+4+x scholarship scheme) - Gala Dinner 2024 (Sep) <p>Target to raise HK\$8M (include 5 local + 5 OS scholarships and infrastructure upgrades)</p> <p>2. Alternative sources of income:</p> <ul style="list-style-type: none"> - Consider partnering with reputable organizations for winter/summer camps - Facilities rental 	<p>UWCHK and MT, supported by UGC</p> <p>Alumni Fundraising Subcommittee supported by MT</p> <p>Outreach + Development + Administration</p>			<ul style="list-style-type: none"> - Identify potential leads from our community for more sizable scholarship donations. - Continue to explore more potential university partners and potential “x” for corporate partnership 	<p>The Gala Dinner in September 2024 successfully identified and engaged an initial group of potential donors and supporters who subsequently donated to the College's scholarship programme or supported the College's outreach for Admissions and Youth Programmes and other College activities.</p> <p>Hired a new Strategic Development and Special Projects Manager to handle all partnerships, winter/summer camps. She will commence in late July 2025.</p>
F2	<p>Financial sustainability for an aging infrastructure</p> <ul style="list-style-type: none"> - Launching an infrastructure fundraising campaign - Fundraising for specific upgrade/enhancement of facilities (i.e. bathrooms in residential hall) - Regular contributions (monthly, quarterly or annually) for infrastructure upgrades 	<p>Alumni Fundraising Subcommittee supported by MT</p>	5/2025		<p>Transparent Communication:</p> <p>Clearly communicate the importance of maintaining infrastructure and how it impacts the community, encouraging public buy-in for funding initiatives</p>	<p>The “Bathrooms refurbishment” fundraising campaign was launched over the summer 2024. Raised ~HK\$60,000</p>

F3	<p>Working towards the optimal balance between scholarship amount and affordability</p> <p>1. Identification of the long-term sustainable balance between scholarship amount and fee income</p> <p>2. Maintaining careful monitoring of college expenditure</p>	Finance + Development	5/2025		<p>- Alumni Contributions: Encourage alumni to contribute to scholarship funds, creating a culture of giving back and supporting future generations of students.</p> <p>- Local Partnerships: Collaborate with local businesses and organizations to create scholarship opportunities</p>	Launched the “30 for 30” and “CNY red pocket” fundraising campaign to encourage alumni to donate regularly
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(G) Capacity Building

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1	Developing the Staffing capacity of the college	Principal	7/2024 - 6 / 2025		<p>Strategic Recommendations for Enhancing Leadership and Structure</p> <p>To create a more streamlined structure and enhance access to leadership opportunities, we must address the complexities of the FT roles and responsibilities that currently hinder the initiation and leadership of new initiatives. Therefore, I propose the following considerations:</p> <p>1. Redesign the Director of EOTC Position: We should redefine this role to emphasise</p>	<p>1. The role of Director of Education Outside the Classroom (EOTC) has been redefined as Director of Experiential Learning. This change is more than a simple title shift; it signals a fundamental commitment to integrating experiential learning across our entire program and student experience. It emphasizes that this critical work is not an isolated activity but a core component woven throughout our curriculum.</p> <p>With Wendy at the helm, it is our hope that she will inspire, train, and guide our community to embed experiential learning within the IBDP academic experience. This will connect and</p>

				<p>its importance as a pedagogical leader. A more fitting title could be Director of Experiential Learning, which reflects a broader scope that includes both educational and experiential initiatives.</p> <p>2. Integrate CAS Coordinator and Youth Camps & Outreach Roles: Combining the CAS Coordinator role with the Youth Camps & Outreach Coordinator position will foster a more cohesive approach to student engagement and community outreach.</p> <p>3. Reevaluate the Director of Studies Role: It would be beneficial for the Director of Studies to relinquish the DP Coordinator responsibilities. Instead, these duties could be incorporated into the Curriculum Coordinator's role, allowing for a more focused leadership structure.</p> <p>4. Establish an SEN Specialist: We need to recruit an (SEN) specialist who can train our teachers, work directly with students, and design an information hub within the library. This hub would empower students to tutor their peers,</p>	<p>expand to our QCs (CAS), Project Week, and beyond our campus walls during winter and summer breaks. By leveraging resources that aim to make a significant local and international difference, we can ensure our students are not just learning, but actively making an impact.</p> <p>2. To support this re-imagined vision, we have separated the CAS Coordinator role from the Director of Experiential Learning position. This administrative work will now be managed by Nicki, our new Strategic Development and Special Projects Manager—a significant elevation from the previous title of Youth Camps and Outreach Coordinator. In her new capacity, Nicki will work directly with Michael, our Director of Advancement, and will assist with a wide range of advancement-related efforts, including fundraising, friend-raising, and leading our summer and winter camps. As a former teacher and advancement specialist, Nicki is uniquely qualified to lead our College's CAS program and help us elevate the college's brand, improve admissions, and build new partnerships and donations.</p> <p>3. While we believe it is the right strategic move to separate the IBDP Coordinator role from the Director of Studies (DOS) position, we have not yet been able to fully transition these duties. Handing over this administrative work would</p>
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				<p>fostering a collaborative learning environment.</p> <p>5. Explore New Course Offerings: We are currently in the exploration phase to potentially add a Marine Science course. The Marine Science course serves as an excellent example of a program that aligns seamlessly with a CAS (QC) initiative, particularly in areas such as coral monitoring and other aquatic projects. Additionally, this course and its related QCs foster connections with local universities and NGOs, including WWF, enhancing our students' engagement with the community and promoting collaborative environmental stewardship.</p> <p>Additionally, we should consider utilising Pamoja as a means to expand our course offerings without overextending our limited resources as well as working with local universities to provide access to more university level courses and research opportunities for those students with the aptitude and interest.</p>	<p>enable our Director of Studies to focus more on academic leadership, but the current timing is not right. Our Curriculum Coordinator is already handling a demanding workload, including significant teaching duties, leading our Theory of Knowledge program, and serving as the Acting Languages Department Chair. Therefore, this important initiative will be deferred until the timing is more suitable for our team.</p> <p>4. While there is a growing need for an SEN expert, we believe a strategic, phased approach is best for our unique context. We plan to hire a part-time specialist who can help us build a bespoke program. This individual will ideally support students academically on an individual, small-group, and large-group basis. They will also be responsible for developing a system for peer-to-peer student support and leading workshops and training for our teachers and staff.</p> <p>5. This year, we are proud to officially offer the IBDP Marine Science course, our first co-designed and co-taught class. This course leverages the combined expertise of our Biology and Geography faculty and is built on a project-based, place-based, and hands-on approach. Our Geography expert, who also leads our Coral Monitoring team, will help connect the IBDP syllabus to our QCs,</p>
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					<p>By implementing these changes, we can create a more effective leadership structure that empowers our educators and enhances the overall educational experience for our students.</p> <p>It is essential to identify the optimal balance where teachers and staff at all levels feel empowered and inspired in their roles. By fostering an environment that encourages meaningful professional experiences, we can ensure that their contributions not only advance the College but also enhance our sustainability efforts.</p>	<p>local partners, and ongoing projects. This presents a valuable opportunity for our students to make a significant local impact that can be scaled to international initiatives. To support this exciting new program, we will be investing in enhancing and modernizing our science labs and maker space.</p> <p>6. While we have not yet formally pursued using Pamoja to offer additional IBDP courses, we are actively exploring what university-level and other external courses would be appropriate for our students to access as a complement to their IBDP transcript. This is an area we will continue to research and, hopefully, pilot in the coming year or two. We are particularly excited about the generous offer from the Hong Kong University of Science and Technology (HKUST), which has extended an opportunity for our students to take or even design their own undergraduate courses. We are working to determine how to best realize this incredible opportunity.</p> <p>7. It has been invigorating to see these projects, all aligned with our "Blue Sky and Blue Water" initiatives, come to life. I am confident that the momentum gained from these efforts will inspire our community to continue taking creative risks and pushing the boundaries of teaching and learning. This will ensure our program not only stands out among</p>
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						other UWC schools but also establishes us as a global leader in education.
G2	Works in Block 2	Principal/F H	7/2024- 1/2025	Lady Lee Donation	Construction works began in June 2024 including conversion of a Duplex to 2 Simplexes, Renovation of Block 2's Laundry, Girls' & Boys' Bathrooms, a new unisex/disabled toilet and the upgrade of the Study Room.	Tasks completed successfully. The renovated facilities in Block 2 are warmly welcomed by students The additional staff apartment resulting from the duplex conversion serves as a valuable asset, providing relief for accommodation needs of our residential staff members.
G2	Commencement of Lift Project	Principal/F H	12/2024	EDB Major Repairs Grant	Anticipated on site construction works (Phase 1; Lifts 1&2) from December 2024, with completion in August 2025; Anticipated on site construction works (Phase 2: Lifts 3&4) from December 2025, with completion in August 2026.	The tendering process for the appointment of the Main Contractor was finalized in March 2025; however, it did not fulfill the minimum number of tender submissions mandated by the government. A re-tendering exercise is necessary.
G2	EDB Major Repairs Grant 2024-25	Principal/F H	6/2024- 5/2027	EDB Major Repairs Grant	A number of major repair items were approved and would be subsidised by the government including re-roofing of the Assembly Hall, boundary re-fencing, new water pipe connection (College gate, via Academic Block, to Assembly Hall). Appointment of the consultants was underway, followed by the appointment of Main Contractor.	Consultants have been appointed and they are currently in the process of preparing the tender documents for the appointment of the Main Contractor.

(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			Info Days x2 (full scale) later Challenge Day to increase participation numbers Increase presence and expand marketing in the Greater Bay Area	Full Day Info Days x2, with an International Cultural Day merged with Info Day 2
H2	Involve alumni and independent interviewers on Challenge Day.	Kathy			implement later Challenge Day to increase participation from Alumni and Independent Interviewers	Conducted Challenge Day and Panel Interview together.
H3	Management of College's social media	MarCom Manager	Ongoing	Promotions	Regular content update on media platforms of College and student activities via Facebook, IG, YouTube, LinkedIn & Twitter.	- Maintained 3-4 weekly posts which generated interaction with audiences. Increased number of followers on the social platforms - No longer posting on Twitter (X) as per IO
H4	Regular College Communications	MarCom Manager	Ongoing	Subscriptions	Bi-monthly Engagement Newsletter	Maintained the bi-monthly newsletter sharing. Engagement increased as seen in the reports stats in Mailchimp which indicates opens and clicks of links in the newsletters. Also we increased the number of subscribers.
H5	Student/Scholar/Alumni Impact Videos	MarCom Manager	Ongoing	Production/subscription	Identify students/scholars/alumni for anniversary/regular Impact Video production.	

H6	Development Event - (international cultural day)	MarCom Manager + Admissio ns	October November	Budgets approved	Run a College event to promote & market the College to external community	Invited Consulate-Generals and representatives to attend the Info Day in Nov. And arranged an International Cultural Day to showcase the cultural diversity
H7	Connecting with local and Overseas universities	UGC	All Year	Careers and Life Planning Grant	- relationship building and advocate for LPC students including visiting universities (Partner Davis Institutions) and attending international conference: e.g. 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 -organise local university visits for students	successfully organized the first local and Davis universities fair with workshops as a result

Schools are required to upload this Report or the School Report which consists 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 ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1			0		\$0.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Project Week trips	Mar-25	S5 - S6	39	\$263,060.00	\$6,745.13								
2							E1, E2, E6							
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2			39		\$263,060.00									
Expenses for Category 1			39		\$263,060.00									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$263,060.00

Category 3: Number of Student Beneficiaries

Total number of students in the school:	255
Number of student beneficiaries:	39
Percentage of students benefiting from the Grant (%):	15%

Name of Contact Person for LWL:	Ms Wendy Tai
Post of Contact Person for LWL:	Director of Experiential Learning

* 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	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Li Po Chun United World College of Hong Kong

Development Plan 2025-26

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	Respon-sibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1	<p>To have more young people from across Hong Kong positively engaged with the UWC</p> <p>Mission and values</p> <p>Retain external youth engagement via outreach programmes, closely aligned with the UWC Mission and pursuing clear targets for audience reach, stakeholder collaborations & alumni engagement.</p> <p>Explore potential pilot programmes in collaboration with external groups:</p> <ul style="list-style-type: none"> - Venue rental to service providers; e.g. Learn with Leaders - Partnership with schools; e.g. Phillips Exeter Academy, local universities 	Strategic Development & Special Projects Manager			<ul style="list-style-type: none"> • Winter/Easter Peace Camp (day camp) • Summer camp 1 (SJYC) Minimum 90 unique participants from 15 schools Sustain 1 existing collaboration Involve alumni / past participants in an organizing capacity for at least 1 event • Summer camp 2 with external partner(s) with minimum 50 participants 	
A2	<p>To further deepen the impact that UWC education has on the students and staff at the college</p> <p>Conduct surveys with students, parents and alumni to collect data on the impact of the UWC education</p>	Strategic Development & Special Projects Manager + MarCom Manager			<ul style="list-style-type: none"> • Conduct at least 5 alumni impact stories • Conduct at least 1 survey with students, parents and alumni 	

(B) UWC Mission and Values & (D) Experiential Learning

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1,2,3,4.	Implement newly-designed 'XP Framework' and XP Fridays. The IB CAS Pilot that took place in 2024-25 has been integrated into the Framework.	All teachers and some support staff	May 2027 (2-year cycle)	TBD	Outcomes of XP Fridays, and Student and staff accountability to be monitored via Google Classroom.	
B1,2,3.	Move from stand-alone 'Sustainability' or 'Peace' Change of Pace Days to more authentic integration of the UWC mission via the XP Framework.	All	May 2027 (2-year cycle)	TBD	Formal and informal feedback on the impact and effectiveness of the Framework.	
N/A	Smooth acclimatisation of the mostly newly-appointed XP Team, including the Director of XP, CAS Coordinator and Trips Coordinator.	XP Team	May 2026	N/A	SRD	
D1, D2.	Pursue external partnerships (government / NGO / corporate) to expand our resource base, securing funding and practical assistance that enhance safety, access and learning impact.	Trips Coordinator (lead) + Director of XP	Sept 2025 – Jun 2026	Nil	Termly summary of partners, funds/in-kind secured, and how it improved safety, access, learning. Feedback in the XP meeting.	

(C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C1 & C3	Implementation of a new school-based Marine Science SL course	Biology, ESS & Geography teachers	May 2026	TBD	Successful student allocations, development of course materials, learning and teaching in and out of class, and	

					appropriate assessments and evaluations at IB standards.	
C1, C3 & C4	Enhancement of the coverage and delivery of the DP Core – EE and ToK	All teachers	May 2026	TBD	Staff PD on the new EE curriculum, incorporation of ToK in all subject areas, and improvement on ToK Exhibition.	
C2	Transition to a new 6-block bi-weekly timetable with a non-teaching multi-purpose Friday.	All teachers	September 2025	Nil	Successful transitions from last year's 7-block Y1 timetables to this year's Y2 and allocations of the new Y1 subject choices.	

(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 and/or explore how to avoid tutors/students long wait in hospital	MM	Continuing from 24/25 Term 1	TBD	Given the waiting time in public hospitals, insurance or other mechanisms are needed. Tutors do no longer need to wait hours	
E3	Coordinate with DoS re: SEN policy and role of new SEN specialist when in place. Induction of the new SEN person	MM/BC	Continuing from 24/25 Term 1	None	The college has a SEN specialist understanding and responding to the need of the college	
E2	Establishing policy/ies re: student wellbeing	MM/ SF	all year	None (possible cost for implementation)	The college has a policy that protects students, staff and the college.	
E2-3	Establishing guidelines for Emotional leaves in order to have responses to such requests that are	Residence team/SF	Term 1 and Term 2	Training for staff	The college has published guidelines and the tutors are informed and trained as needed	

more consistent while protecting the students, staff and college, and informing/training the tutors as needed					
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(F) Fundraising and Financial Sustainability

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	Increase in alumni class/individual donation by organising “annual giving” campaigns	Development team	Dec 2025 - Feb 2026		- Organise “giving day” & “CNY” fundraising campaigns	
F1	Increase in-kind support (roundtrip airfare, service trips sponsorships, winter break support, etc.)	Development team	On-going		- Reach out to parents, alumni for winter break sponsorship	
F1	Additional scholarship fundraising through the annual summer reunion	Development team	5/2026		- Combine 3 x class years reunion (10, 20 and 30-year) to increase the momentum.	
F1	Increase the alternative sources of income: - Consider partnering with reputable organizations for winter/summer camps - Facilities rental	Development team	5/2026		- with new strategic development & special projects manager. Target to organise at least 2 paid winter/summer camps; and short courses. - Promote the facilities rental with our current partners.	
F2	Fundraise for specific upgrading/enhancement of facilities, e.g. science labs; residential blocks, etc.	Development team	5/2026		- Regular contributions (monthly, quarterly or annually) for infrastructure upgrades	

					water pipe connection. Anticipated works to be carried out in summer 2026.
G	EDB Major Repairs 2026-27	Principal/FH	5/2025-5/2026	EDB Major Repairs Grant	A new EDB Major Repair application was submitted in May 2025 including air-con system replacement in the Assembly Hall and underground pipe maintenance in the Academic Block.

(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	Admissions + Development team			Info Days x2 (full scale) later Challenge Day to increase participation numbers Increase presence and expand marketing in the Greater Bay Area	
H1	Involve alumni and independent interviewers on Challenge Day.	Admissions			implement later Challenge Day to increase participation from Alumni and Independent Interviewers	
H1	- Continued outreach activities, such as co-hosting Peace Camp with the Rotary Club; SJYC. - Explore partnerships with NGOs, e.g., UNESCO on Peace School, etc. - Explore partnerships with local schools	Strategic Development & Special Projects Manager	All year		- Peace Assembly in Sep 2025 - Peace Camp in Mar 2026 (TBC) - SJYC in Summer 2026 - Attend some local school fairs and expos to establish the relationship	
H2	Regular College Communications	MarCom Manager	Ongoing	Subscriptions	- Change from bi-monthly to monthly Engagement Newsletter	

					<ul style="list-style-type: none"> - Separate alumni-focus e-newsletter and parents-focus e-news - Donor newsletter 	
H2	<ul style="list-style-type: none"> - Management of College's social media - Explore Chinese social media platform (WeChat and Red Note) 	MarCom Manager	Ongoing	Promotions	<ul style="list-style-type: none"> - Regular content update on media platforms of College and student activities via Facebook, IG, YouTube and LinkedIn - with the new MarCom Manager, to explore 	
H7	Connecting with local and Overseas universities	UGC	All Year	Careers and Life Planning Grant	<ul style="list-style-type: none"> - relationship building and advocate for LPC students including visiting universities (Partner Davis Institutions) and attending international conference: e.g. International ACAC conference & China ICAC conference: engaging in global interaction among other high school counsellors and universities / institutions in support of secondary students transitioning to higher education -organise local university visits for students 	

Schools are required to upload this Plan or the Annual School Plan which consists 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 ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	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						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes														
1															
2															
3															
4															
5															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1			0		\$0.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Project Week Trips	March 2026	S5-6	26	\$160,000.00	\$6,000.00									
2															
3															
4															
5															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2			26		\$160,000.00										
Total for Category 1			26		\$160,000.00										

Note 1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

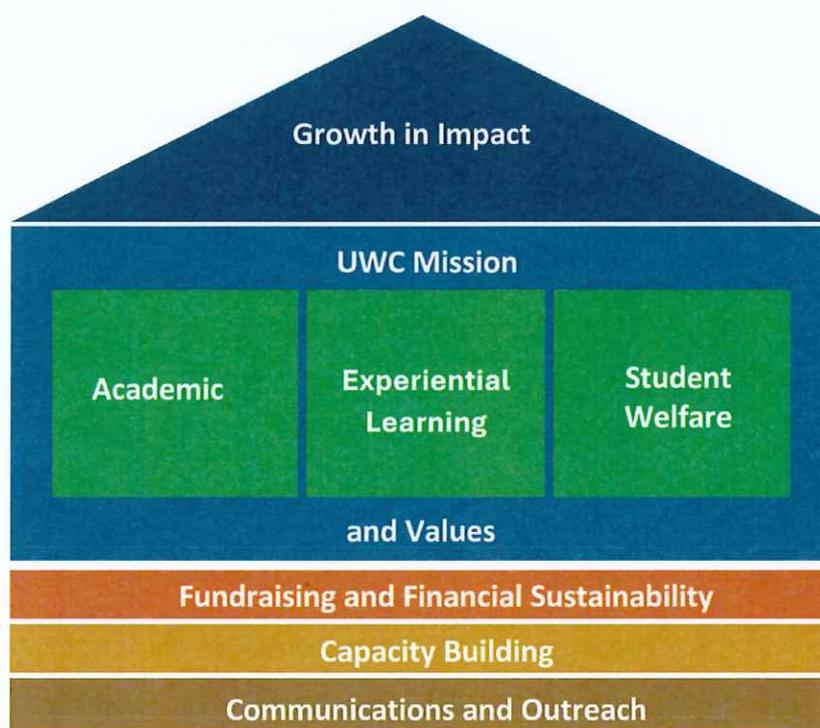
No.	Item	Purpose	Estimated Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$160,000.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	255
Estimated number of student beneficiaries:	26
Percentage of students benefitting from the Grant (%):	10%

Name of Contact Person for LWL:	Wendy Tai
Post of Contact Person for LWL:	Director of Experiential Learning

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) Experiential Learning	<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 XP programme 3. To continue to develop reflection in the XP programme 4. To continue the focus on wellbeing in all its forms in the XP 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 XP 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) Experiential Learning

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 XP 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 XP programme.

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

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

D3) To continue to develop reflection in the XP programme

- To continue to develop reflection in all aspects of the XP 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 XP Committee with the aim of improving the quality of leadership and supervision in the XP programme.

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

- To continue the focus on wellbeing in all its forms in the XP 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 XP 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;
 - Experiential Learning (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 XP 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.