

Li Po Chun United World College of Hong Kong

Development Plan 2026-27

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	Continue the Peace Camp initiative with Rotary. Leading to more applications. Build a relationship with Ibel to a full-time commitment. Work with the Asia Society and other partners during the XP Fridays/QC activities to build deeper connections and meet more youth and parents across HK. Develop better marketing strategies to get more students to attend the info days and see the mission in action through student displays. Work with the LPC Beacon Database to communicate more effectively with the alumni and donors.	NR - Strategic Development	All Year	Database	The effectiveness of these events will be discussed by the External Team and the XP Team. We hope to see a greater number of applications and a higher caliber of student. The UWCGO will also have access to the database and will provide feedback on their opinions.	
A2	Continue to build on the Peace and Sustainability initiatives as a whole-school approach to advance the UWC mission. Host the UWC X Outward Bound Peacebuilding Experience for UWC educators in January. Continue to collect data through surveys and questionnaires.	NR, WT, CL	All Year	N/A	We aim to see more UWC mission alignment with staff and students on campus. We aim to showcase the work we are doing to the broader UWC movement when they attend the Peacebuilding Experience. Analyze survey results.	

(B) UWC Mission and Values

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
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	June 2027 (2nd half of 2-year cycle)	N/A	Formal and informal feedback on the impact and effectiveness of the Framework.	
B3	Draft PPP (new appraisal) to cover teaching and learning in XP.	XP Team	June 2027	N/A	Consultation and feedback on draft completed.	
B3	To ensure that the QC offerings are mission-aligned and offer a valuable experience for all those involved.	NR - CAS	All Year	N/A	QC review to be done throughout the year to ensure that the quality and purpose of each QC remains mission-aligned.	
D4	Continue to look at the well-being of students and staff and the number of sign-ups and commitments that could lead to negative impacts on emotional and physical well-being.	NR, WT	All Year	N/A	Analyze the overview of staff and student commitments. Work alongside tutors.	
D1 & D3	To pilot interdisciplinary Trip/QC experiences.	EIC	All Year	N/A	Termly review of plans, student work/reflections and feedback; year-end evaluation.	

(C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
C1 & C3	Implementation of new courses: Mathematics: AI HL, ESS HL and Computer Science.	Maths Department, ESS and Computer Science teachers	May 2027	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 & C4	Preparation for the implementation of STP as an alternative IB Diploma pathway from September 2028. As an early-adopter school, the College will work closely with IBO over the next two years to support curriculum development and implementation planning, including systems thinking and other core themes and topics within the pathway.	DoS and HoCI	Sep 2028	TBD	Successful coordination with IBO; participation in relevant consultation, training and curriculum-development activities; development of the College's curriculum and implementation plan; appropriate staff preparation; and readiness to launch the pathway in Sep 2028, ahead of its planned public introduction in Sep 2030.	
C2 & C4	Development of AI-empowered education through the implementation of EDB's AI for Empowering Learning and Teaching Funding Programme. By Aug 2028, the College will implement AI-assisted teaching in at least three subjects or curriculum areas, with each covering both Y1 and Y2; develop at least six teaching examples or sets of learning and teaching resources using AI; conduct at least 3 open classes or classroom demonstrations across 3 different subjects or curriculum areas; organise at least 3 experience-sharing sessions; and arrange at least 2 student activities that enhance students' AI literacy and skills.	HoCI, ITDEC and participating teachers	Aug 2028	HK\$500,000 EDB funding	Progress will be monitored through records of AI-assisted teaching activities, developed resources, open classes, staff sharing sessions and student activities. The use of funding and progress against the required outcomes will be evaluated through the EDB interim and final reporting processes.	

C2 & C4	In response to EDB's Blueprint for Digital Education Development in Primary and Secondary Schools, establish a gradual, ethical and student-centred approach to digital education and the use of AI across the College. During 2026–27, the IT and Digital Education Committee (formerly known as IT Committee) will review teachers' confidence, concerns and current use of AI; develop initial College guidelines and a draft AI Policy covering responsible use, academic integrity, data privacy, cybersecurity, bias, intellectual property and human oversight; and establish professional learning communities involving teachers with different levels of experience and readiness. These communities will explore appropriate uses of AI in learning, teaching and assessment and share practical examples, questions and reflections through staff morning briefings and other internal professional-development opportunities. Student agency and students' ethical, critical and responsible use of AI will remain central to the College's planning.	ITDEC: DoS, HoCI, IT, Computer Science and at least one teacher from each department. All teachers	June 2027	Part of the HK\$500,000 EDB AI for Empowering Learning and Teaching Funding for eligible activities; Other activities - TBD	Establishment and regular meetings of the Committee; formation of professional learning communities; development and consultation of initial AI guidelines and a draft AI Policy; delivery of at least two internal sharing sessions, such as during staff morning briefings; collection of staff feedback; and recommendations for the next stage of implementation in 2027–28.	
C4	Preparation for IB 5 Year Review	DoS, FT, HoDs and all teachers	June 2027	Nil	Establishment of the evaluation preparation team; completion of an initial standards-and-practices review and gap analysis; creation of a shared evidence repository; review of key academic policies and curriculum documentation; staff consultation and briefing records; and completion of an agreed action plan and timeline for the 2027–28 evaluation process.	
C4	Implementation of Professional Practice Portfolio focusing on teachers' academic practice and professional growth.	Principal, DoS, HoCI, HoDs and all teachers	June 2027, with full	TBD	Successful introduction of the Professional Practice Portfolio; allocation of teachers to the	

	During 2026–27, teachers will follow a differentiated pathway according to their contract stage. Relevant teachers will establish professional goals aligned with the IB philosophy, document evidence of teaching and student learning, engage in lesson observation and professional dialogue where applicable, and reflect on progress and next steps with their line managers. Feedback from the first year will be used to refine the process before all teachers begin a common two-year PPP cycle from Aug 2028.		alignment from Aug 2028		appropriate appraisal pathway; completion of goal-setting and relevant baseline evidence; lesson observations and follow-up conversations where required; termly reflection and review with line managers; collection of staff and line-manager feedback; and recommendations for refining the process for 2027–28	
C1 & C4	Establishment of professional development communities in Compassionate Systems, expanding participation from 3 to 11 teachers through differentiated levels of engagement. Experienced teachers will serve as Facilitators and core Fellows, participating fully in the School-based Community of Practice. Other teachers will engage through selected professional learning, collaborative inquiry, classroom experimentation and sharing activities. Newly joined teachers will be introduced to Compassionate Systems through introductory training, selected community activities and supported opportunities to observe or experiment with relevant practices. This differentiated structure will strengthen staff capacity in systems thinking, support deeper conceptual learning and develop a sustainable professional learning community across the College.	HoCI and participating teachers	June 2027	No participation fee for School-based Community of Practice programme by the Catalyst Lab, Hong Kong	Successful participation of 11 teachers at their agreed levels of engagement; establishment of the professional development communities; completion of the required study-group meetings and cross-school activities by the core Fellows; documentation of classroom experiments and reflections; sharing of learning within the College; and evaluation of staff feedback and recommendations for future expansion.	

(D) Experiential Learning

College Focus	SMART Target	Responsibility	Time Frame	Budget- ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1,2,3,4.	Continue year 2 (of 2) of implementing newly-designed 'XP Framework' and XP Fridays, with additional integration with IBDP STP.	All teachers and some support staff	June 2027 (2nd half of 2-year cycle)	\$50K/academic year	Outcomes of XP Fridays, and Student and staff accountability to be monitored via Google Classroom.	
D3, D4	Integrate Compassionate Systems tools into reflection of XP experiences	Start with XP Team	June 2027	Additional CompSys training	Documentation of student reflection on their XP Portfolios	
D4	Establish student attendance system, preferably on iSams, for easy tracking and enhancement of student support & wellbeing.	WT, CST	Dec 2026	N/A	QC and XP Friday attendance records are easily accessible by all on iSams or equivalent.	
D4	Continue to look at the well-being of students and staff and the number of sign-ups and commitments that could lead to negative impacts on emotional and physical well-being.	NR, WT	All Year	N/A	Analyze the overview of staff and student commitments. Work alongside tutors.	

(E) Student Welfare

College Focus	SMART Target	Responsibility	Time Frame	Budget- ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
E1	Embed planned positive-education and wellbeing-learning programme so that all students participate in a planned wellbeing-learning programme each year, and at least 85% report that they have developed practical strategies for self-awareness,	DoSW/Welfare Team; Counsellor (SEN Specialist) Heads of House;	Phased implementation. 2 - year cycle	Staff training; wellbeing-programme resources; external facilitators/co nsultants	Annual student wellbeing survey, including confidence in self-awareness, resilience, emotional regulation, help-seeking and supporting others. Participation records to confirm all students access the programme. Student focus	

	resilience, emotional regulation, help-seeking, and supporting others.	Tutors; Academic Team; Student Council.		where required; student leadership or peer-support training.	groups and tutor feedback. Annual review of programme content, referral patterns and student-support needs.	
E2, E3	Establish a sustainable holiday-residential staffing model, including the recruitment and training of suitable LPCUWC alumni interns or temporary residential staff, so that all eligible residential staff receive their contracted holiday- entitlement and no member of the core residential team is routinely required to provide holiday cover without agreed compensatory time or alternative cover.	Director of Student Welfare; Director of Operations /HR; Principal; Residential Team	Research and proposal in 2026–27; pilot during selected holiday periods in 2027–28; review annually thereafter	intern stipend/salary; accommodation; meals; safeguarding checks; training; supervision; insurance and administration	Number of alumni applicants, appointments and completed placements; staff holiday-cover rota; proportion of staff taking uninterrupted leave; staff wellbeing and workload survey; intern feedback; safeguarding and incident review after each holiday period	
E2	Improve emergency medical cover by investigating options to include appropriate medical insurance within College fees and/or establish alternative arrangements that reduce lengthy hospital waiting times for students and accompanying staff. Explore the provision of nurse support on Sundays to respond to student medical needs, including the safe administration of prescribed medication where required.the safe administration of prescribed medication where required.	DoSW; Director of Administration and Operations; Principal; School Nurse; Finance Team; Residential Team.	Investigation and costed proposal: 2026–27.	TBD: medical insurance premium or alternative healthcare arrangements; Sunday nurse staffing or on-call allowance; medication-management resources; training; transport and emergency contingency costs	Maintain anonymised records of emergency hospital visits, waiting times, staff accompaniment hours, student outcomes and associated costs. Monitor Sunday medical needs, medication administration and nurse-support demand. Gather feedback from students, residential staff and the School Nurse after emergency cases. Review the appropriateness, timeliness and safety of emergency medical arrangements annually.	

E2, E3	By June 2028 strengthen purposeful communication and partnership with parents/guardians so that at least 85% report that they understand the College's welfare, residential and safeguarding approach; know how to raise a concern or seek support; and feel appropriately informed about their child's wellbeing and development, while student privacy and agency are respected. Ensure key welfare information is accessible to parents/guardians with limited access to Facebook, Instagram, Chinese-language or English-language communication.	DoSW; Principal; Tutors; Residential Team; Development/Communications Team; Counsellor; SEN Specialist; School Nurse; IT/Admissions as required.	Commence Aug 2026. Baseline and communication audit: annual for 2 year cycle	TBD development of enhanced communication platform or parent portal; webinar/event costs;	Data collection on measuring understanding of welfare, residential and safeguarding procedures; awareness of contact routes; confidence in raising concerns; and satisfaction with the timeliness, clarity and accessibility of communication. Monitor attendance and feedback from parent information sessions/webinars, parent enquiry themes and response times. Review communication across email, website/parent portal, Facebook, Instagram, Chinese and English channels. Gather student feedback on whether parental communication is supportive and respects appropriate privacy and agency.	
E1	Review and implement a secure, reliable and proportionate student sign-in/sign-out system that enables the College to maintain accurate real-time records of student whereabouts and permissions, supports student safety and residential accountability, and complies with applicable data-protection and safeguarding requirements.	DoSW; Director of Administration and Operations; Principal; Residential Team; IT Team; Finance team	Needs analysis and risk assessment: 2026–27. Procurement, pilot and staff/student training: 2027–28.	TBD: system licensing or hardware; access cards, kiosks or mobile devices; installation; staff training; maintenance and technical support; data-protection and security review.	Audit the accuracy and completeness of sign-in/sign-out records; monitor missing, late or unauthorised sign-outs; record system downtime and response times; review staff and student usability feedback; evaluate any safeguarding incidents where location/accountability records were relevant.	

(F) Fundraising and Financial Sustainability

College Focus	SMART Target	Responsibility	Time Frame	Budget- ed 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.	MT + Alumni Fundraising Committee	All year		Formulate the new “alumni fundraising committee” by end of first term	
	2. Alternative sources of income: - Consider partnering with reputable organizations for winter/summer camps - Facilities rental	MT + NR	All year		Organise at least 2 summer camps in 2027	
	3. Gala Dinner 2027	MT+NR+Principal UWCHK/UWCG O	April 2027			
F2	Financial sustainability for an aging infrastructure - Launching an infrastructure fundraising campaign - Fundraising for specific upgrade/enhancement of facilities (i.e. science labs, canteen, etc.) - Regular contributions (monthly, quarterly or annually) for infrastructure upgrades	MT + NR+ Principal	All year		Redefine the giving tiers and options with naming opportunities.	

(G) Capacity Building

College Focus	SMART Target	Responsibility	Time Frame	Budget- ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
G	Improvement Works	Principal/FH	6/2026- 8/2026	Lady Lee Donation LPC funding	Block 4's Bathroom renovation works commenced in summer 2026. Upgrade of water heater system in Block 2 Bathrooms in summer 2026 from electricity to gas.	
G	EDB Major Repairs (Lift Project)	Principal/FH	6/2026- 8/2027	EDB Major Repairs Grant	On-site works for 4 lifts commenced in summer 2026.	
G	EDB Major Repairs 2024-25	Principal/FH	6/2026- 12/2026	EDB Major Repairs Grant	Works commenced in summer 2026 including re-roofing of Assembly Hall, boundary re-fencing, water pipe connection.	
G	EDB Major Repairs 2026-27	Principal/FH	6/2026- 12/2026	EDB Major Repairs Grant	Major Repairs submission approved in May 2026 including air-con system replacement in Assembly Hall and underground pipe maintenance in Academic Block. Process commenced in June 2026 for the appointments of the consultants and main contractor.	
G	EDB Major Repairs 2027-28	Principal/FH	5/2026- 5/2027	EDB Major Repairs Grant	A new EDB Major Repair application was submitted in May 2026 including new drainage works and connection to the new government sewage manhole and replace driveway and pavement floor finishes.	

(H) Communications and Outreach

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1	Connecting with local and Overseas universities	UGC	all year	Career 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 & Davis foundation: 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/fair for students	
H1	Admissions to strengthen collaboration with the Hong Kong Committee and LPCUWC Development Team	Admissions/Development Team	Throughout the academic year	Refer to Admissions/Development Budget	Coordinate a planned programme of outreach and marketing activities, including Info Days, online and external admissions talks, sharing sessions, Challenge Days and GSP events. Target: organise or support at least 6 outreach activities during the academic year and maintain regular communication with key stakeholders.	
H1	Involve alumni and independent interviewers on Challenge Day.	Admissions	December - February	Minimal; primarily refreshments for student helpers and alumni	Involve at least 50 alumni and independent interviewers/assessors across the Challenge Day and interview programme, with clear briefing, role allocation and post-event feedback.	