Li Po Chun United World College

School Report

Academic Year 2025-26

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) served as Chairman of the Selection Committee choosing Hong Kong students to study in United World Colleges overseas. Deeply moved by the caliber of UWC graduates, Sir Q.W. Lee partnered with Mr Li Shiu Tsang, MBE, JP, whose family established the Li Po Chun Charitable Trust Fund, to formally launch the initiative to open a United World College in Hong Kong in 1987. The project received enthusiastic support from the Governor of Hong Kong, Sir David Wilson,[1] 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.

Mr Jack Matthews, the founding Principal of Pearson College in Canada, subsequently visited Hong Kong to advise the founding Board on the core organizational architecture and ethos of the College programme. Following extensive site evaluations and negotiations managed under the Sino-British Land Commission,[2] the Government of Hong Kong gifted the current campus location on a 50-year lease. The site was situated in a then-remote landscape formed by the quarrying of rocks used to build the Plover Cove Reservoir wall,[3] framed by the Tolo Channel and Ma On Shan Country Park. Construction officially commenced in 1991, and Lord Wilson laid the foundation stone on 12 February 1992. The College welcomed its first cohort of students in September 1992 and was formally inaugurated by HRH The Prince of Wales on 6 November 1992, less than 18 months after receiving formal approval from the UWC International Board.

The subsequent institutional growth of the College has been guided by its executive leadership:

- Dr David Wilkinson (Principal, 1992–1994): Appointed as the founding Principal, he established the initial faculty team and equipped the campus infrastructure while initially operating out of a hotel suite in Sha Tin. Many pioneer staff members continue to serve the College today.[4]
- Mr Blair Forster (Principal, 1994–2003): Served with distinction for nine years, elevating the College's academic IB Diploma results to the top tiers of the global UWC movement and expanding the Quan Cai experiential learning programme. Passing away after a long illness in September 2003, his enduring legacy is honored through the Blair Forster Memorial Trust, which provides scholarships to support young people from East Timor.
- Dr Stephen Codrington (Principal, 2004–2011): Diversified the core educational frameworks and expanded the global representation of the student body to draw from a wider array of nations.
- Dr Arnett Edwards (Principal, 2011–2023): Over a dedicated 12-year tenure, spearheaded transformative infrastructure upgrades including the campus Solar Panels installation, the Dr Lee Shau Kee Peace Education Centre, the campus Amphitheatre, and the Enlightenment Centre hub, while successfully navigating the residential community through the complexities of the COVID-19 pandemic.

[1] Later known as Lord Wilson of Tillyhorn.

[2] 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.

[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.

Regulatory accountability to the Education Department and strategic stewardship have been maintained by prominent Board Chairmen and College Supervisors:

- Board Chairmen: Founding Chairman Dr Lee Quo-Wei stepped down in April 2000 and was succeeded by Dr Li Yuet-ting, CBE, JP, the former Director of Education for Hong Kong. In December 2007, Mr Anthony Tong, BBS, accepted the role of Chairman and continues to lead the Board.
- College Supervisors: Following the passing of long-standing Supervisor Mr Li Shiu Tsang, MBE, JP (Mr S.T. Li) in January 2013, Professor Lee Ngok assumed the role briefly. In August 2014, Mrs Ruth Lau was appointed College Supervisor.

The College celebrated its 25th Anniversary in 2017 with a major campus celebration and an Education Symposium at the Asia Society, which was officially opened by The Honourable Mrs Carrie Lam Cheng Yuet-ngor. Its 30th Anniversary in 2022–2023 (coinciding with the 50th anniversary of the UWC Hong Kong Committee) saw the structural openings of the Amphitheatre and Enlightenment Centre, a public exhibition at the Central Market, and a celebratory Gala Dinner.
[5]

In August 2023, Dr Spencer Fowler was appointed Principal. Under his leadership, LPCUWC is leveraging its unique geographic position at the gateway of the Greater Bay Area (GBA) and Southeast Asia to actualize its "Blue Sky and Blue Water" vision. Recent strategic developments include extending the Year One academic calendar, introducing Pre-Orientation Programme (POP) for students coming from challenging contexts, and modernizing campus science labs and maker space.

To prepare students for real-world impact, the College has added specialized IBDP courses into its curriculum, including Marine Science and Computer Science in the 2025-26 and 2026-27 academic years, respectively. This academic growth extends further through the Experiential Learning (XP) initiative, which dedicates every second Friday to student-led projects and professional internships. Positioned at the global forefront of educational innovation, LPCUWC has been selected as one of only 18 schools worldwide to pilot the new IB Systems Transformation Pathway (STP) by 2028, ahead of its global rollout in 2030.

1.4 The UWC Graduates Organization Hong Kong (UWCGO)

The UWC Graduates Organization Hong Kong ("UWCGO") has had a transformative 2025–2026 year, significantly expanding alumni engagement and establishing new organisational structures to support the UWC community in Hong Kong.

The year saw a packed calendar of events drawing alumni from across UWC colleges worldwide. Highlights included the *Raise a Glass Alumni Social with Faith Abiodun* (May 2025, over 60 alumni in attendance), the *Pickleball Game Night* (July 2025) and the *Alumni Homecoming* at LPCUWC (September 2025). The UWCGO also organised the *Conversations in Relief Aid* event with Hong Kong Red Cross volunteers deployed in humanitarian missions across the globe (April 2026), as well as a sold-out visit to the Swire Archives Centre (June 2026). As with previous years, alumni turned out in force to volunteer at Info Days and Challenge Day, with over 20 alumni volunteers at each event.

The year's signature achievement was the launch of four Professional Chapters - Legal, Finance, Medical, and Sustainability - at a sold-out event at Club Lusitano in February 2026, attended by over 120 alumni. These chapters are designed to strengthen professional networks among UWC graduates and have already organised their own events. The Sustainability Chapter's flagship *Sustainability Transposium* will be held on 20 to 22 November 2026 in Guilin, with keynote speakers Professor Christine Loh and Professor Wong Kam Sing.

The UWCGOHK also provides direct support to LPCUWC students and recent graduates. Alumni shared their career experience with students at the *Human Library* at LPCUWC (March 2026), and LPCUWC students were placed with alumni at a barrister's chambers (Des Voeux Chambers, October 2025) and law firm (King & Wood, March 2026) as part of the XP programme. The UWCGO Mentorship Programme, running since 2021, has connected over 350 mentees and 120 mentors.

1.5 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) Experiential Learning Activities

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

1.6 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 programmes 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 programme 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 Experiential Learning (XP) Activities

The XP programme focuses on learning by doing in order to develop the whole person. It is structured around six pathways: Global Citizenship & Peacebuilding, Environmental Stewardship & Outdoor Pursuits; Innovation & Ethical Use of Technology; Sustainable Entrepreneurship & Social Impact; Creativity, Arts & Intercultural Understanding; and Health & Wellbeing. These pathways allow students to tackle authentic local challenges while explicitly connecting them to broader global issues. Each student chooses a Personal Intention or Inquiry (PII) and works with a dedicated 'XP Supervisor'. The PII will inform the students' choices across all aspects of their educational journey at LPC. XP is central to living and promoting the values of UWCs.
The programme is comprised of:

- Quan Cai (IB CAS) activities
- XP Fridays
- Project Week
- Other College trips
- Cultural Evenings
- Orientation Week
- Outdoor pursuits
- UWC Day
- Sports & sports teams
- First Aid training
- Student leadership training

The aims of XP 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 takes place on Monday evening, Tuesday and Thursday afternoon and evening, and weekends. Students must choose 2-3 experiences each term as part of their programme across the 2 years of IBDP (at one must be Community Service throughout).

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

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

XP Fridays

Roughly every other Friday throughout the academic year is a designated 'XP Friday', during which students have the opportunity to further develop their 'Personal Intention or Inquiry (PII)' either through projects on campus or by embarking on internships with external institutions. Students are coached by their XP Supervisor, and their progress is monitored through their XP Portfolios. The programme serves as a crucial bridge to help students deepen their connections with our university and industry partners. Through immersive hands-on internships, laboratory research, and job shadowing experiences, students gain early exposure to professional environments, allowing them to better understand what specific career pathways entail and determine whether a given field is the right fit for them. We already have students interning across a wide range of prestigious institutions, including with Professor Fei Chen at the CUHK CLOVER Robotics Lab; Dr. Felix Leung, Head of Climate Education and Action at CUHK; Professor Nargis Nurulla-Khoja in the Department of History at HKU; as well as the Hong Kong Red Cross and Asia Society, just to name a few. In addition, these practical, real-world experiences significantly strengthen our students' applications to universities, while acting as a vital bridge for broader institutional outreach and the overall advancement of our school. Furthermore, Professor Helen Meng of CUHK has generously offered to deepen the engagement between our school and two of the colleges at CUHK, expanding these invaluable experiential pathways even further for our students. Roughly every other Friday throughout the academic year is a designated 'XP Friday', during which students have the opportunity to further develop their PII either through projects on campus or by embarking on internships. Students are coached by their XP Supervisor, and their progress is monitored through their XP Portfolios.

Project Week

- All students participate in Project Weeks in the Asia region;
- The aim of Project Weeks focuses 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. 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.

UWC Day

UWC Day takes place once per year on September 21, celebrating the UWC mission and values. Each year, the Peace Initiative Committee, Eco-Alliance and select alumni coordinate activities to celebrate the UWC movement on campus.

4. Student Performance

4.1 College Results 2026

Overall Performance

Total no. of eligible students	123	Out of 125 (with 1 Certificate Programme & 1 incomplete programme)
No. students awarded Diploma	120	97.6%
No. students awarded Bilingual Diploma	62 (out of 64)	50.4%
No. students awarded Certificate	4	2.4%
Average Score of Diplomas Awarded	34.98	35.36 (in 2025)
Average Score per Candidate	34.65	35.05 (in 2025) & 34.68 (PG)

Table 1: General summary of statistics

The above results reflect the College's performance under examination arrangements and restrictions on start times and candidate supervision comparable to those of the previous year. Notwithstanding the absence of a perfect score of 45 points, the results are consistent with those of the last two years in all other respects (following 19 successful remarks):

- DP Ave: 34.65 > 30.8 (World provisional)
- Pass Rate: 97.6% > 82.6% (World provisional)
- 40+: 15.5% > 10.1% (World provisional)
- Bilingual DP: 50.4% > 27.0% (World provisional)

In summary, every student enrolled at LPCUWC was permitted to sit the IB May Final Examinations, with 97.6% obtaining the Diploma. In addition, 15.5% of this cohort of 123 students scored 40 or more points, and 50.4% achieved the Bilingual Diploma by studying a second language at Literature Level or by conducting a Group 3 or 4 subject in that second language.

It is therefore encouraging to observe that this cohort's results have stabilized following the influence of COVID, suggesting that the College is now well positioned to implement the Experimental Learning Programme (XP) and pursue the Systems Transformation Pathway as a modified Diploma Programme from 2026 onwards. To facilitate these developments, the College has already modified the timetable to include an XP Friday with no scheduled classes and has extended the school year by three weeks.

Figures 1 and 2 demonstrate that this year's results are in line with previous years in terms of general distribution and sustain the College's impressive performance, particularly when the additional value the College provides is considered. Notably, the College is non-selective in sending students for the IBDP examination, and more than half of them were also selected by their individual

National Committees. By way of illustration, a Latino student from Paraguay joined the Pre-Orientation Programme with hardly any English in 2024 and initially struggled with many subjects conducted in English, including Mathematics, where she achieved a Prior Knowledge score of 2 out of 50 marks. She ultimately attained not only an IB grade of 3 in Mathematics Applications and Interpretation but also a 5 in English B HL and a B in English B EE (with 2 bonus points) in the IB May Finals. With an IB Bilingual Diploma of 28 points, she was successfully accepted by Lake Forest College in the United States.

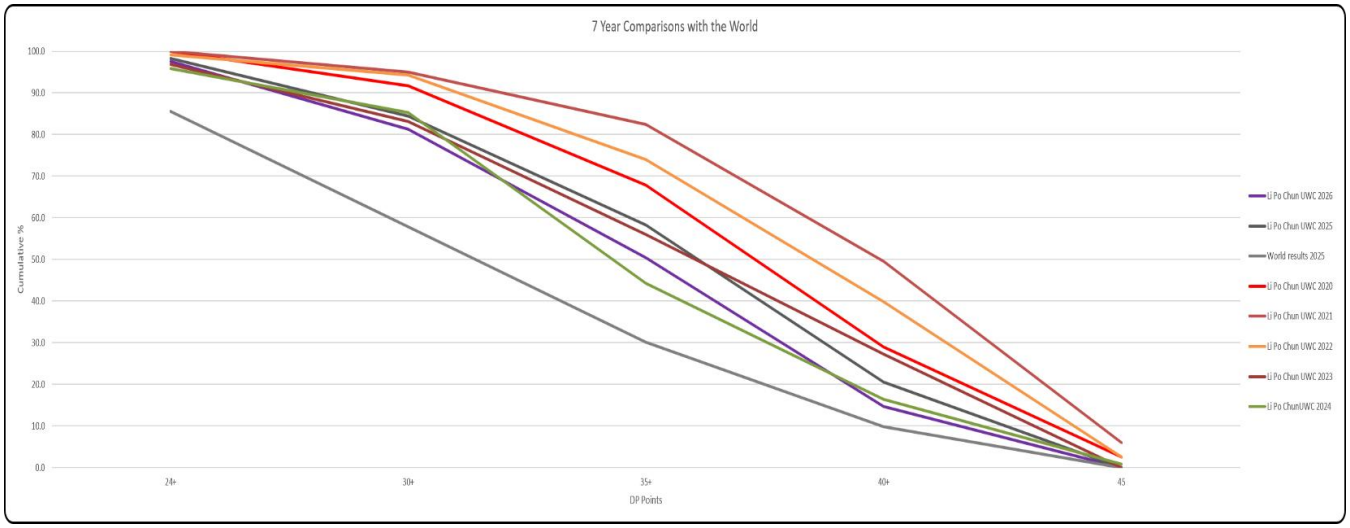


Figure 1: 2026 results (cumulative)

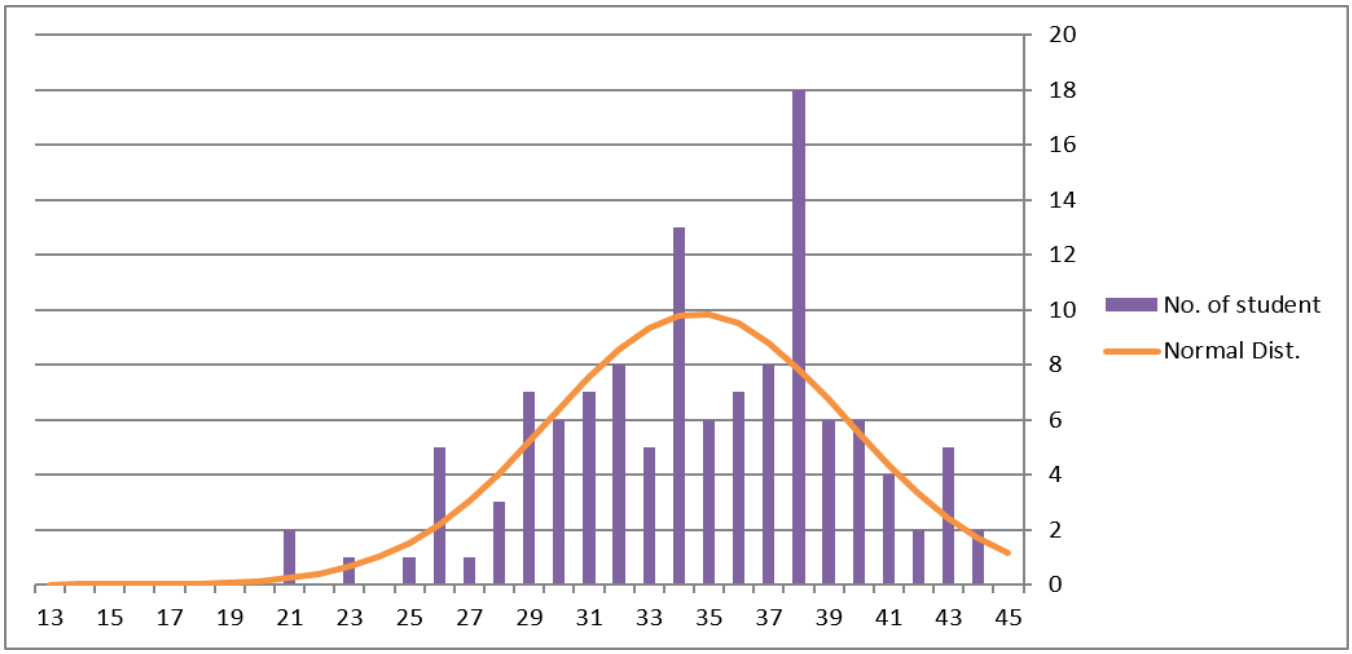


Figure 2: Distribution of results 2026

Figure 3 presents a comparison of recent years' average DP points against the worldwide score. As noted above, this year's results remain on par with earlier years (such as 2019) and considerably better than the world average.

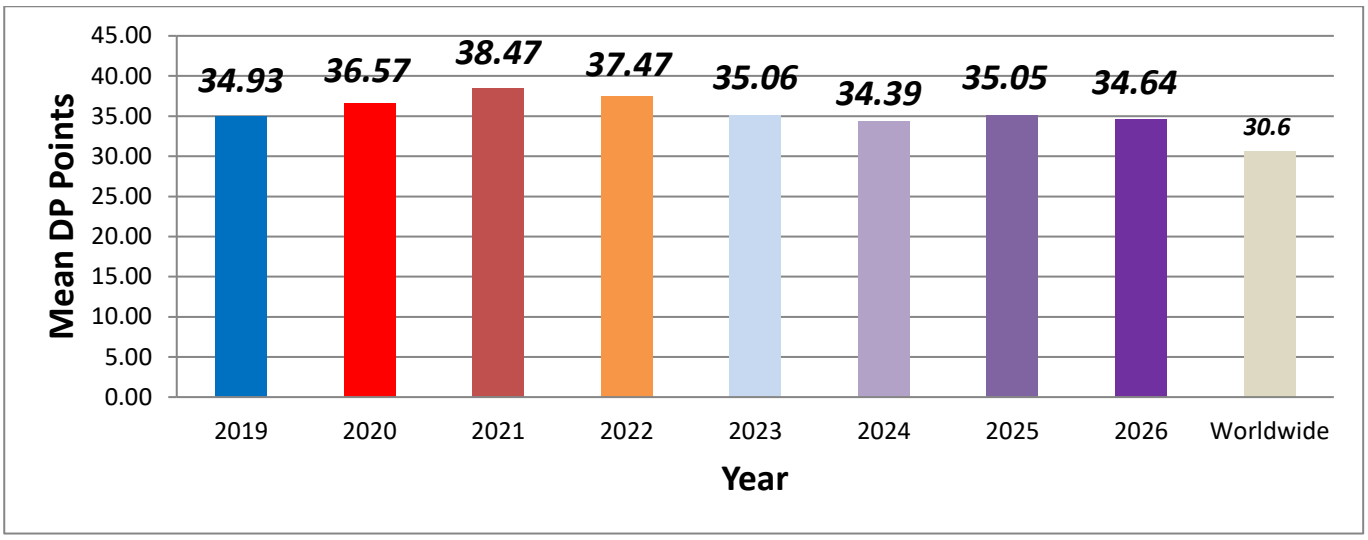


Figure 3: Average DP points 2019 – 2026

Bilingual Diploma

The number of candidates attaining a Bilingual Diploma is slightly more than half of the student body, with only two candidates not succeeding in obtaining their diploma. This indicates that the College has maintained its strong commitment to mother-tongue languages and a firm stance in student subject choices. Furthermore, this percentage (50.4%) is well above the provisional global figure of 27.0% for this session.

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, considerably better than the worldwide results, particularly at the high end for EE. This is also the case for TOK, which reflects continual improvement thanks to a dedicated team of 7 experienced teachers (to be expanded to 10 next year), as shown below.

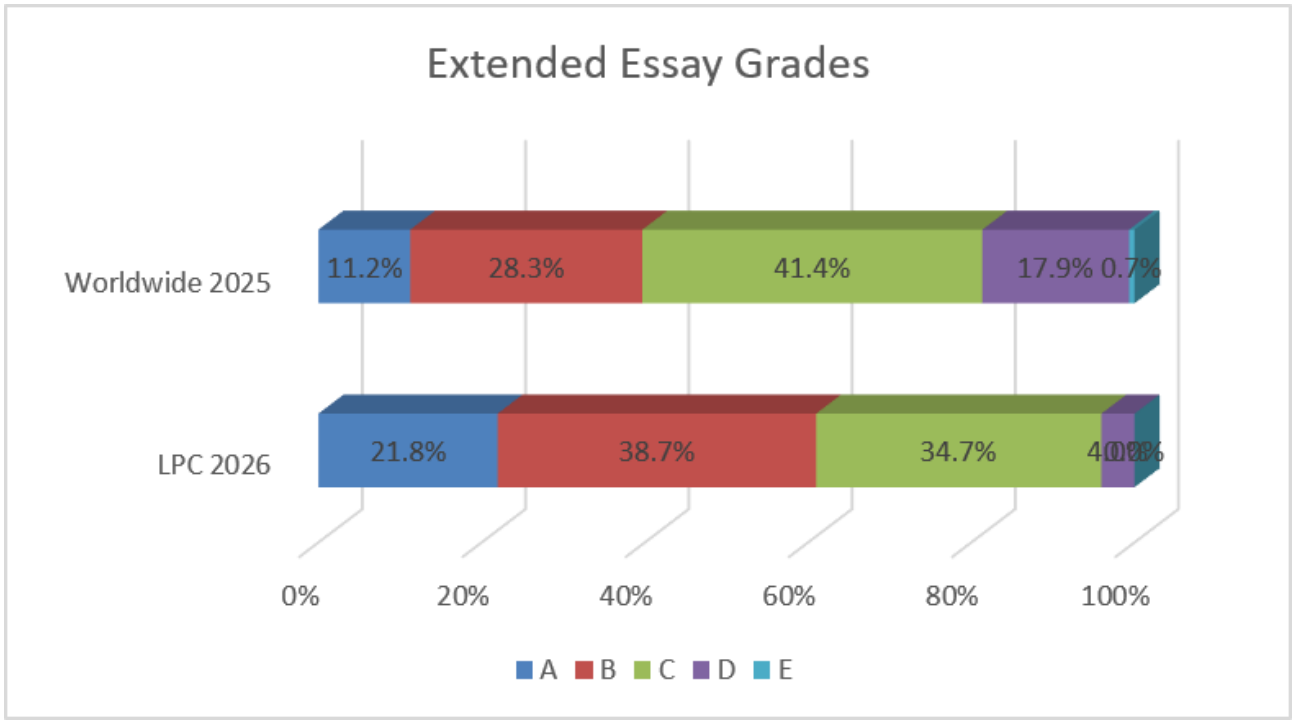


Figure 4: Comparison EE grades LPC vs Worldwide

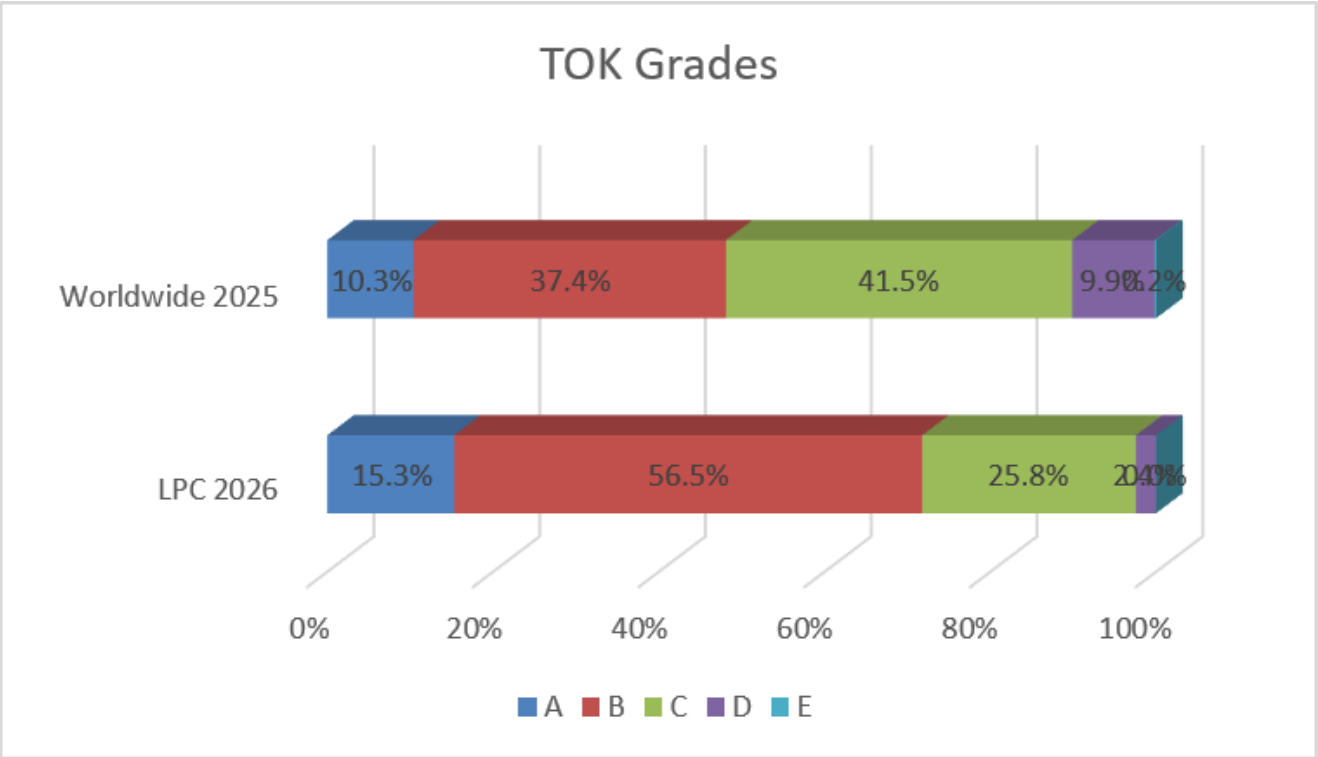


Figure 5: Comparison TOK grades LPC vs Worldwide

In general, both sets of results show that all students completed the final assessments comprising the essay (plus an exhibition for TOK), with the majority achieving at least a satisfactory grade of C, including a good percentage attaining the top grade of A. For example, 60.5% of EE students received a grade of either A or B, and more than 70% of TOK results achieving at least a B. Owing to early internal deadlines, all IB core components were completed and successfully submitted online after proper authentication. As a result, many students gained 2 bonus points from these two core components.

More importantly, these results should be considered in the context of the academic and language experience of our students. The EE is a 4,000-word piece of academic writing related to a subject of their interest, while 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 that present a real challenge for candidates from different educational and language backgrounds, especially for TOK. These results are a testament to the work and experience of the staff, particularly the collaborative team approach to teaching, learning and assessment. Common expectations with clearly communicated assessment arrangements and deadlines, and regular communication among TOK teachers, provide students with consistency across different classes while allowing teachers to bring different perspectives and approaches to the subject.

For instance, among those who achieved a grade of C or D were many non-native speaking students who showed significant improvement in their final assessment performance, especially on the TOK essays, because of the support and guidance from the TOK Team. In particular, the three students receiving a D had already been identified by the TOK team as requiring additional support, allowing teachers to monitor their progress and provide targeted guidance during the course.

Conclusion

With a stronger focus on the marking and moderation of Internal Assessment (IA), final moderated

marks have improved in most subjects, including Languages, Mathematics and Sciences, while remaining inconsistent in others, particularly those with a new syllabus such as Global Politics. Accordingly, by improving assessment calibration using examiner feedback, avoiding overlapping major assessments and using the transition to the new guides to review expectations, the College will help students produce work that is consistently strong against the new assessment criteria for 2026–27. Wherever possible, as in the TOK Exhibition moderation process, it will also be beneficial to begin internal moderation earlier to allow more time for professional dialogue, identification of significant differences in judgement and follow-up moderation where required, rather than concentrating the process close to final submission deadlines. Meanwhile, for subjects with single teachers, connections can be established with other UWCs for moderation across colleges.

With a new rotational timetable and the extension of three weeks in the first year, the following priorities will be put in place for 2026-27:

- Strengthen examination technique with special eLearning platforms, such as Revision Village.
- Manage assessment timing to minimize disrupted schedules and reduce overlapping assessments that affected student performance.
- Develop analytical writing with more explicit teaching of evaluation, application, evidence selection, reflection and argument construction.
- Preserve authentic learning to balance assessment preparation with meaningful subject learning, especially in the creative subjects.
- Establish an Academic Support Team consisting of EAL, Inclusive Learning, Academic Coaching, and Social and Emotional Wellbeing to better address student needs.
- Make use of XP Fridays in supporting students struggling with their IB Diploma.
- Implement the Professional Practice Portfolio (PPP) to monitor the quality of Learning and Teaching and support the professional development of teaching staff.

4.2 Other Student Awards

External Awards (Y1)

1) Harvard Book Prize
   - Villarroel Valencia, Luciana
   - Jeon, Yire
   - Yuan, Yin

3) Kiwanis Community Service Award
   - Miyu Matsuo
   - Nabiha Khan

Internal LPC Awards (Y2)

1) Award for the Arts: Yung Wong
2) Award for Sports and Outdoor Pursuits: Renzo Yu
3) Award for Improvement through Effort: Davia Correia Lopes
4) Award for Promotion of Intercultural Understanding: Te Rawhitiora Edwards-Hammond
5) Award for Community Service: Alex Kanderka

4.3. University Destinations

University Destinations: Class of 2026

Australia
Adelaide University

Bulgaria
American University in Bulgaria

Canada
Dalhousie University
McGill University
University of British Columbia
University of Toronto

Finland
University of Eastern Finland

Hong Kong
The Education University of Hong Kong (EdUHK)
The Hong Kong Polytechnic University (PolyU)
The Hong Kong University of Science and Technology (HKUST)

Hong Kong
The Chinese University of Hong Kong (CUHK)
The University of Hong Kong (HKU)

HKU Dual Degree Programme
- HKU-PKU
- HKU-UBC

Italy
Politecnico di Milano

The Netherlands
Erasmus University Rotterdam
Leiden University
University of Amsterdam

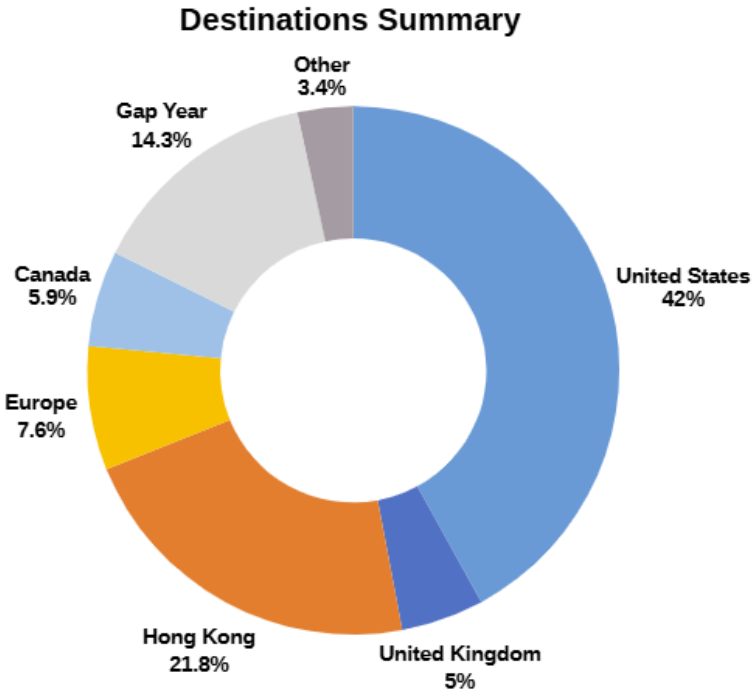
Spain
IE University
Universidad Carlos III de Madrid

UAE
NYU Abu Dhabi

UK
Imperial College London
The University of Edinburgh
University of Exeter
University of the Arts London
University of Warwick

USA
Brown University
Case Western Reserve University
College of the Atlantic
Colorado College
Duke University
George Washinton University
Lake Forest College
Luther College
Macalester College
Middlebury College
New York University

USA
Parsons School of Design
Pomona College
Skidmore College
Smith College
St Olaf College
Swarthmore College
The Cooper Union For the Advancement of Science and Art
The University of Tampa
Trinity College
Tufts University
UC Berkeley
UC San Diego
University of Chicago
University of Oklahoma
University of Rochester
University of Southern California
University of St Thomas
Vanderbilt University
Wheaton College, MA
Yale University



Class of 2026 Destinations

Our graduates secured places at leading institutions across 12 countries and regions:

- United States (42%)
- Hong Kong (21.8%)
- Gap Year (14.3%)
- Europe (7.6%)
- Canada (5.9%)
- United Kingdom (5%)
- Other (3.4%)

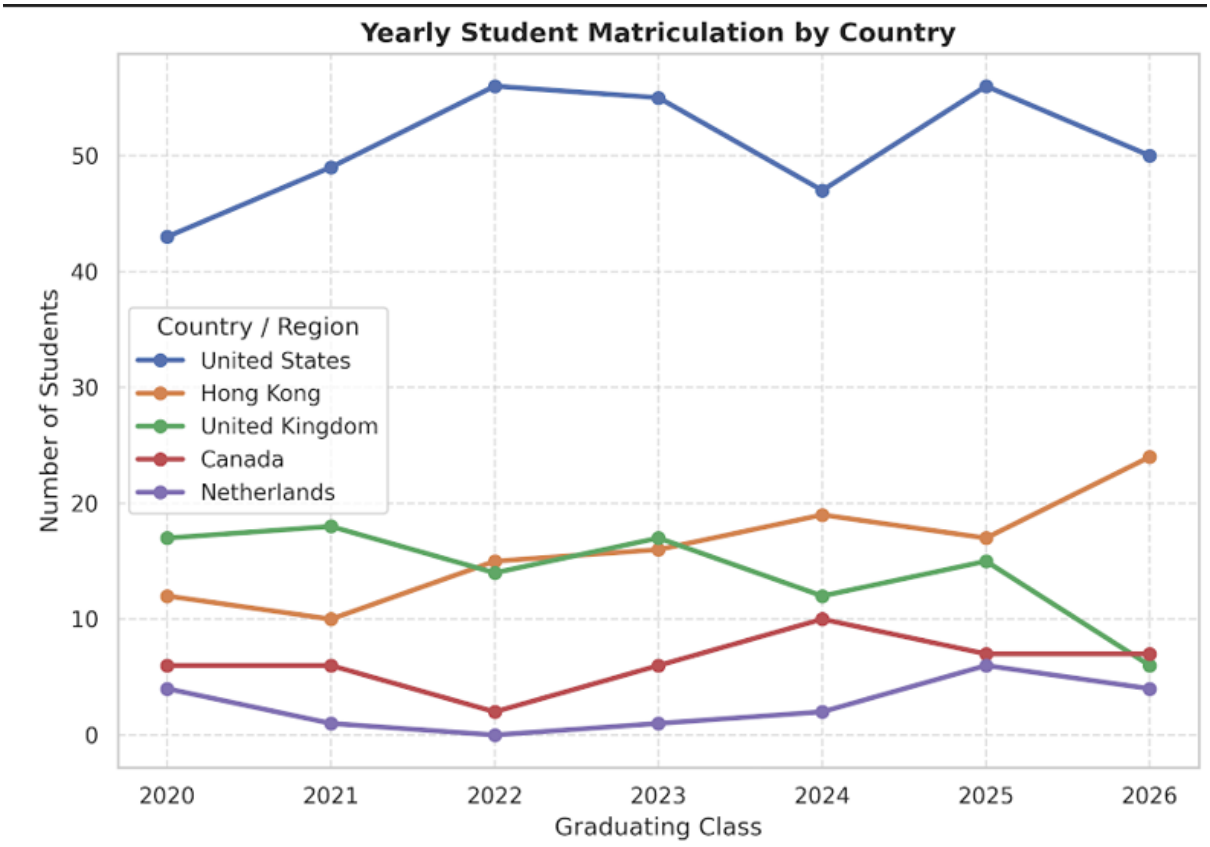
Highlights

· The United States remains our top destination, supported significantly by the Shelby Davis UWC Scholars Program programme, which provides need-based financial aid to over 100 partner institutions in the United States. Our travel-ban students also benefit from the Davis Temporary Study Away Policy, allowing them to begin their studies at partner institutions in countries such as Norway and Mexico.

· This year also saw a notable surge in Hong Kong matriculations, driven by affordable local tuition, scholarship opportunities, and pathways to permanent residency – alongside a corresponding decline in UK enrolments.

· For our Hong Kong local students, 40% of them matriculated to HK universities, 28% to the US, 12% to UK and the rest around the world.

· This year, our students have also received the prestigious scholarships from Sir Edward Youde Memorial Overseas Scholarships, Hong Kong Scholarship for Excellence Scheme, and Lyn Edinger U.S. Studies Scholarships.



5. Financial

5.1 Financial Summary for 2024/2025 School Year

(Based on the 2024/25 Audited Financial Statements submitted to Education Bureau)

	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)*	21%	*N.A.*
School Fees	*N.A.*	67%
Scholarship Received	*N.A.*	4%
Donations	*N.A.*	6%
Other Income	*N.A.*	2%
Total	21%	79%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	40%	
Operational Expenses (including those for Learning and Teaching)	17%	
Fee Remission / Scholarship[1]	37%	
Repairs and Maintenance	4%	
Depreciation	2%	
Total	100%	
Surplus/Deficit for the School Year #	-0.97 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	3.74 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 2025-26 / 2026-27

5.2.1 Report on Government Grant Expenditure for 2025-26

a) Capacity Enhancement Grant (Report)

The 2025-26 academic year has covered several developments (below) that were proposed last year and 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 have been acquired and installed.

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

To support the implementation of the new Marine Science SL course, specific devices have been explored and purchased for learning and teaching.

Specifically, purpose of equipment purchased below:

- Switches & Wi-Fi Access Points: To enhance and stabilize campus network connectivity to support learning and teaching.
- iPads: To support student e-learning for Marine Science.
- iPad Airs: To support teachers' instruction for Marine Science.
- Server Hard Disks: Designated for data storage and backup management for the Information Centre.
- IXL: English learning platform for EAL teacher to share with all incoming Y1s (before their arrival).

1	Cisco Catalyst 1300 48-port switch	1	16,750	16,750
2	Cisco Catalyst 1300 8-port switch	1	3,288	3,288
3	Ruckus R370 Wi-Fi Access Point	6	2,655	15,930
4	iPad Wi-Fi 128GB	5	2,435	12,175
5	iPad Air Wi-Fi 128GB	2	3,925	7,850
6	Unifi 24-port POE switch	1	7,380	7,380
7	Cisco Catalyst 9200L 48-port switch	1	23,425	2,3425
8	Server Hard Disk	5	4,650	23,250
9	IXL (www.ixl.com)	125	105	13,125
	Total:		HK$	123,173

b) Career and Life-Planning Grant

The expenditure for the Career and Life-Planning Grant is detailed in Development Plan Report 2025-26 (***Appendix 2***).

c) Life-wide Learning and Sister School Grant

The College received of $334,500 in 2025-26. During Project Week 2026, a visit was paid to Nanning Guangxi. The balance of $245,462 will be carried forward to 2026-27.

d) One-off Grant for Promoting of Chinese Culture

$300,000 was received in 2023-24. $67,373 used for lion dance and Chinese Painting training and purchase of relative materials in 2025-26. The balance will be spent in 2026-27.

e) One-off Grant on Promotion of Sports

$150,000 was received in 2023-24. $96,509 was spent on water sports excursions, rowing and swimming lessons and sports equipment.

f) One-off Parent Education Grant

$200,000 received in 2023-24. None was spent on parent education programme or activities. The grant has been clawed back.

g) One-off Mental Health Grant

The unspent balance of $50,119 has been clawed back in 2025-26.

h) IT Innovation Lab

$939,012 received in 2023-24. $434,772 was used to in 2024-25 and $343,528 in 2025-26.

The Artificial Intelligence (AI) Programme aimed to cultivate students' interest in information technology, foster an IT-rich learning environment, enable students to keep abreast of new technologies, broaden their exposure to the IT industry and related career pathways, and develop their creativity and innovative abilities through enriched learning experiences.

The LEGO Education SPIKE™ Prime Coding Programme provided students with hands-on opportunities to develop coding and problem-solving skills. Using LEGO® Education hardware, including bricks, motors and different sensors, students applied cross-disciplinary knowledge to design and build products in response to practical challenges. The programme further strengthened students' interest in IT, computational thinking and innovative thinking through experiential learning.

i) Self-Directed Language Learning Grant

$400,000 received. $9,408 utilized for online learning materials and field trips.

j) AI for Empowering Learning & Teaching Funding Programme

The College successfully applied for the funding and received a one-off grant of HK$500,000 under the Education Bureau (EDB)'s AI for Empowering Learning and Teaching Funding Programme in June 2026. During the 2025-2026 academic year, HK$12,919.10 and HK$32,152.87 were used to purchase Google Workspace for Education Plus and Revision Village respectively, leaving a balance of HK$454,928.03.

5.2.2 Government Grant Expenditure Plan for 2026-27

a) Capacity Enhancement Grant (Plan)

The 2026-27 academic year will see several developments that will be supported by the Capacity Enhancement Grant.

To support the arrival of seven new teachers and one coordinator of inclusive learning and student wellbeing, new devices, eLearning applications and textbooks will be explored and purchased.

To complete the conversion to an Information Centre, as the homebase for a new Academic Support Team, new fixtures and/or setups will be explored and purchased for different areas of student support.

To support the implementation of the new Computer Science HL and SL courses, 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 2026-27 (***Appendix 3***).

c) Life-wide Learning and Sister School Grant

The college plans to utilise the grant as part of the Project Week in 2026-27.

d) One-off Grant for Promoting of Chinese Culture

Balance of the grant as of 30 June is $133,826. The College will use the grant in organising Chinese Cultural Evening or enrolling students in related activities in the coming year.

e) One-off Grant on Promotion of Sports

Balance is $7,135. The College will utilize the grant in 2026-27 to support sports activities and for sports equipment purchase.

f) One-off Parent Education Grant

The College does not plan to use the grant.

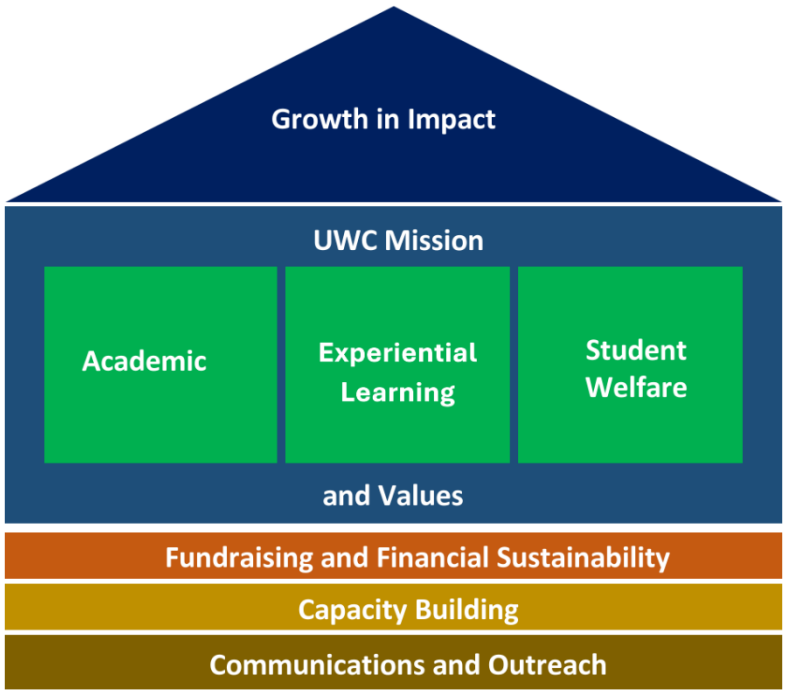
g) AI for Empowering Learning & Teaching Funding Programme

For the 2026–27 academic year, the IT and Digital Education (ITDE) Committee will lead the College's development of AI-empowered and student-centred digital education, supported by the funding and guided by the recently released Blueprint for Digital Education Development in Primary and Secondary Schools. The College will take a gradual and ethical approach to AI, with particular emphasis on student agency, responsible use and meaningful integration into learning. This will include further promoting the use of AI tools available

through the Google platform, while connecting digital innovation with systems thinking, human-centred learning and the principles of Compassionate Systems.

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 4***.

The Development Plan for 2026-27 based on the Strategic Plan "Breaking Boundaries; Building Bridges" is enclosed in ***Appendix 3***.

Appendix 1

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 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	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1	**To have more young people from across Hong Kong positively engaged with the UWC Mission and values** Retain external youth engagement via outreach programmes, closely aligned with the UWC Mission and pursuing clear targets for audience reach, stakeholder collaborations & alumni engagement. Explore potential pilot programmes in collaboration with external groups: - 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			• 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	We continued to host over 80 students for the Peace Camp in March. We continued the work with IBEL to showcase UWC to the HK refugee community. We hosted 2 summer camps one with CEAL Russian Group and one with AQ group from China. The SJYC was held online for this year, the Hong Kong team used the facilities to host their event online. We have been working in alignment with the XP team to build relationships with companies and partners around HK. Set up the Beacon Database with over 5000 alumni /donors.
A2	To further deepen the impact that UWC education has on the students and staff at the college	Strategic Development & Special			• Conduct at least 5 alumni impact stories	In addition to the 10 alumni video interview series conducted during the 2025 Alumni Homecoming in July 2025,

	Conduct surveys with students, parents and alumni to collect data on the impact of the UWC education	Projects Manager + MarCom Manager			• Conduct at least 1 survey with students, parents and alumni	we also featured a total of 6 alumni stories and their remarkable achievements on the school website and social media channels.

(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.	Completed year 1 of 2. XP Framework and XP Fridays introduced and implemented. Feedback received from students and faculty. XP Framework is a feasible foundation for the IBDP STP.
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.	Completed and ongoing. XP Framework fully integrates the UWC mission. Newly established Peace Initiatives Committee and Eco-Alliance to enhance mission programming and education.
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	Completed. Transitioning from SRD to new appraisal mechanism.
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.	Completed and ongoing. Key partners established include Asia Society, CUHK, HKMPA, OBHK, various legal experts, and others, reporting to XP Committee.

						Trips Coordinator actively pursuing partnerships and grants, reporting to Trips Committee.

(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.	Completed with a pioneer class of 10 students co-taught by our Biology and Geography teachers and carried over to Y2. Another Y1 class will be offered for 2026-27.
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.	Completed with the setup of a new M27 EE Google Classroom under the guidance of the Academics Team led by the new HoC&I. Draft ToK exhibitions were conducted by the end of Y1 as a pilot arrangement for 2026-27.
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.	Completed with all Y1 subject blocks reduced to A to F by utilizing the Makerspace (Room 105) as an additional classroom and allocating every Friday for either XP or makeup teaching days for any cancellation within the week. A modified 6-block rotational timetable with an additional ToK block continuing with the XP Fridays will be implemented for 2026-27.

(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	The response was negative. However, given that the cost of the public system has gone up a lot (HK$400 for E&R registration) and the waiting time is continuing to increase it is imperative that the system is changed. It is not sustainable fo tutor to be waiting 10 or more hours in the waiting room of a public hospital , most of the time at night, on top of their regular work. Another alternative would be to have 24/7 nurse coverage
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	A new post was created combining counselling and academic coaching. This person will start work on August 26 and will be under the leadership of DoSW and DOS.
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.	Policies have remained the same. Staff were reminded of the UWC Safeguarding policy.
E2-3	Establishing guidelines for Emotional leaves in order to have responses to such requests that are more consistent while protecting the students, staff and college, and informing/training the tutors as needed	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	Emotional Leave was discussed at HoH and ,FT meetings and between Principal abd DOSW. Draft was prepared. Change of name was considered. This need to be finalized and implemented,

(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	A CNY fundraising campaign (Give, Share and Inspire: Year of the Horse) was launched in Feb 2026. An email was sent to the community (parents, alumni and friends of LPC) Sunny Chau, an alumnus who is fundraising specifically for the Palestine scholarship.
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	Recommend to reach out to the community earlier next year.
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.	Fees were applied for the first time to all reunion groups. Positive feedback from the alumni about combining three class years.
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.	Successfully held two paid summer camps in June and August.
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	A generous donation of HK1M from Kerry Group for upgrading the Makerspace

(G) Capacity Building

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G	Improvement Works	Principal/ FH	7/2025-8/2026	Lady Lee Donation	Due to aging and safety concerns, renovation/improvement works of Block 1 and 3's Bathrooms were conducted in summer 2025, Block 4's in summer 2026. Upgrade of the Sports Hall and related facilities also took place in summer 2025. Art and Pottery Rooms were renovated in summer 2025.	Block 1 and 3's Bathroom renovation were successfully completed in summer 2025. Block 4's will be completed in summer 2026. Completed successfully. Completed successfully.
				Lee Shau Kee Donation		
G	EDB Major Repairs (Lift Project)	Principal/ FH	6/2025-8/2028	EDB Major Repairs Grant	Due to the delay arising from the re-tender exercise in June-October 2025, anticipated on-site construction works (Phase 1: Lifts 1&2) to be carried out from June 2026, with completion in June 2027; Anticipated on-site construction works (Phase 2: Lifts 3&4) from December 2027, with completion in August 2028.	On site works to be carried out in summer June 2026; with anticipation for full completion of 4 lifts in summer 2027.
G	EDB Major Repairs 2024-25	Principal/ FH	6/2025-5/2027	EDB Major Repairs Grant	Consultants of the project were appointed. Appointment of the Main Contractor was underway. Major Repair items included re-roofing of the Assembly Hall, boundary re-fencing, and water pipe connection.	Works to be carried out in summer 2026, with anticipation for completion in December 2026.

					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.	EDB Major Repairs 2026-27 approved in May 2026. Process for appointment of consultants and main contractor of the project shall be completed by January 2027.

(H) Communications and Outreach

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed 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	**Completed successfully:** Admissions increased outreach and marketing activities during the review period. Activities completed included Info Day x2, the Central event on 9 Dec, an online admissions talk, SCMP fair, and the "Meet Your Future School" GSP event. Targeting the GBA, we also held a Shenzhen Sharing on 1 February, built relationships with agents such as Brian, Gladiz and Queenie, as well as conducted several large group campus tours for mainland agents bringing parents and kids. These activities strengthened communication with partners and increased opportunities to promote LPC to prospective families and the wider community. Challenge Day was held later on 25 Jan to increase participation number. A total of 80 and 15 participants joined In-person and Online Challenge Day respectively.
H1	Involve alumni and independent	Admissions			implement later Challenge Day to increase participation from	**Completed successfully:** 100+ Alumni and independent interviewers were involved in Challenge Day activities, including the Challenge Day held on 25 January and the

	interviewers on Challenge Day.				Alumni and Independent Interviewers	online Challenge Day held on 7 February. The online format also provided an additional opportunity to engage interviewers and participants remotely. Admissions will continue to involve alumni and independent interviewers in future Challenge Days and review participation levels, feedback and the effectiveness of the interview arrangements.
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	The Peace Assembly was successful, although it was in Cantonese, which was challenging for our overseas students. The Peace Camp in March was hugely successful, with over 80 attendees and over 35 student supporters. The SJYC was not held on campus this year; the students held the event online. They were offered the opportunity to rename or recreate the camp, but chose not to. We will aim for a new focus next year. We connected with many new partners, including Asia Society, Yale Women in Hong Kong, CEAL, and AQ. We are working on building relationships that widen our visibility throughout Hong Kong as well as increase our XP and admissions opportunities.
H2	Regular College Communications	MarCom Manager	Ongoing	Subscriptions	- Change from bi-monthly to monthly Engagement Newsletter - Separate alumni-focus e-newsletter and parents-focus e-news - Donor newsletter	- Monthly newsletter with Principal's message was sent to all staff, current students, parents and board members to keep them updated on the College's news. - LPC Legacy Newsletter, an alumni-focused communications initiative, was launched successfully in December 2025. This newsletter is part of the initiative in the Alumni Connect QC and aims to publish biannually. - Donor newsletter was lacking this academic year. Will work with the team to get the current donors list and prepare for next year's setup.
H2	- Management of College's social media	MarCom Manager	Ongoing	Promotions	- Regular content update on media platforms of College and	- Across the three major English-language platforms, content saw impressive growth and strong engagement

	- Explore Chinese social media platform (WeChat and Red Note)				student activities via Facebook, IG, YouTube and LinkedIn - with the new MarCom Manager, to explore	throughout the 2025–26 academic year, with 134 posts published in total. Platform Performance: ● Instagram: Achieved 1,845,741 views - a solid 31.6% increase compared to the previous year. ● Facebook: Recorded 609,139 total views. - New Platform Development: The College launched its official Xiaohongshu account in November 2025. Moving forward, priority focus will be placed on optimising account setup (converting to an official Professional Account) and refining overall content strategy.
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 & 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	- organized the first ever whole school visit to three local universities in HK which faculties are also involved - Attended the IACAC and China ICAC as affinity group facilitator and session presenter - Organized university visits and fairs for students to engage with admissions team - Advocated to local universities to share offer results to school directly and HKUST finally updated the system to share results with us.

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.	ElC	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	Budgeted 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	Budgeted 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/consultants	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/UWCGO	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.	

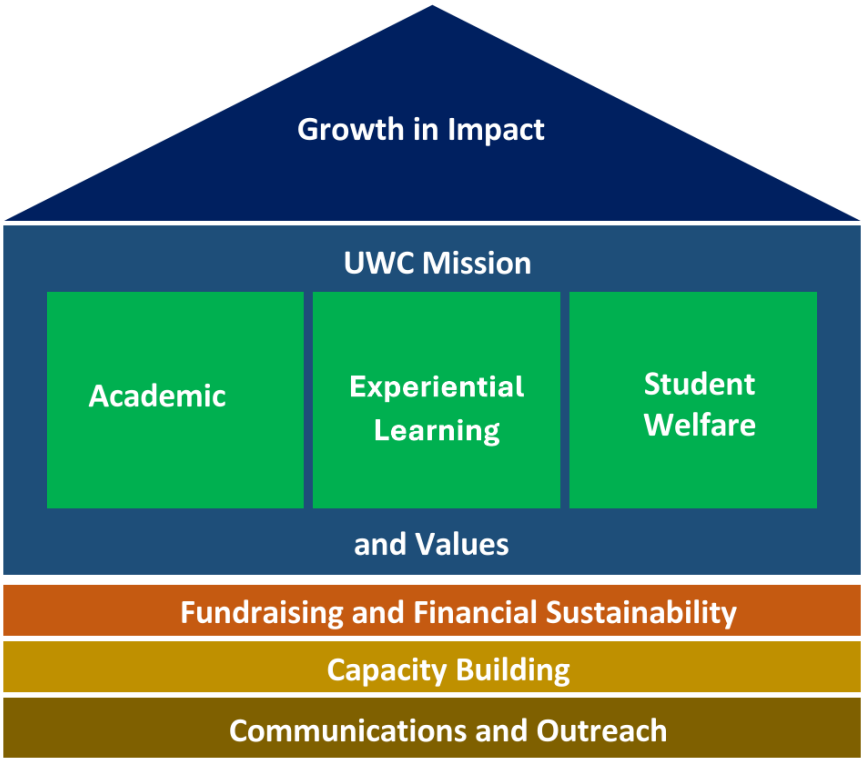
(G) Capacity Building

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.	

Strategic Plan 2019 onwards



"Breaking Boundaries/Building Bridges"

Domain	Objective
A) Growth in Impact	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	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	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	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	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	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	1. Developing the Staffing capacity of the college 2. Developing the Infrastructure the college
H) Communications and Outreach	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

<u>UWC Mission</u>

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

<u>UWC Values</u>

- 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 leant 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.