



**Li Po Chun United World College**

**School Report**

**Academic Year 2015-2016**

# 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 14 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 140 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.

In September 2015, the newest of the UWC Colleges will open in Changshu, China making it the 15<sup>th</sup> school and College.

## 1.2 UWC Mission and Values

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

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

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

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

### 1.3 History of Our College

The birth of Li Po Chun United World College of Hong Kong, (LPCUWC) can be traced back to 1978 when Dr Lee Quo-Wei GBM JP (Sir Q W Lee) was Chairman of the Selection Committee that was choosing Hong Kong students to study in UWCs overseas. He was deeply impressed by the calibre of UWC graduates and their contributions to society. Even after he left the Committee in 1982, his devotion to the UWC movement remained strong, and he dreamt of establishing a UWC in China<sup>1</sup>. The concept of opening a United World College in Hong Kong was initiated around 1987 by Sir Q W Lee (by that time Executive Chairman of the Hang Seng Bank) and Mr Li Shiu Tsang MBE JP, whose family had set up the Li Po Chun Charitable Trust, which remains a major provider of educational grants in Hong Kong. The trust was named after Li Po Chun (died in 1963), a prominent Hong Kong businessman and philanthropist. The idea to open a UWC in Hong Kong received enthusiastic support from Sir David Wilson<sup>2</sup>, then Governor of Hong Kong, and Mr David Sutcliffe, then Principal of Atlantic College in Wales. A trust fund was established in Lord Wilson's name that still provides scholarships exclusively to enable students to come to the College.

Members of the founding Board visited other United World Colleges as did the architects chosen to build the College, and the founding Principal of Pearson College, Jack Matthews, visited Hong Kong to help develop and advise on the basic ethos and organisation of the College programme. After several sites were considered and following long negotiations, the present large site – an area from which rocks had been quarried to build the wall of Plover Cover Reservoir<sup>3</sup>, as seen by the steep slope down to the Sports Centre – was gifted to the College by the Government of Hong Kong on a fifty year lease, with the agreement of the Sino-British Land Commission. At the time the site was selected, the location was quite remote, facing Tolo Channel in one direction and Ma On Shan Country Park in the other, with no substantial urban development or transport infrastructure nearby.

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

The first staff appointment was Dr David Wilkinson, the founding Principal, initially working out of a hotel suite in Sha Tin, as staff were recruited and the College was equipped in the early part of 1992. Many pioneer staff still serve the College<sup>4</sup>. Dr David Wilkinson left in 1994 to found a school in Bangkok, and has since been appointed founding Principal of the Mahindra United World College of India.

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

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<sup>1</sup> 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.

<sup>2</sup> Later known as Lord Wilson of Tillyhorn.

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

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

Dr Lee stepped down as Chairman of the Board in April 2000 to be replaced by Dr Li Yuet-ting CBE, JP, the former Director of Education for Hong Kong. Dr Stephen Codrington became Principal in May 2004. During Dr Codrington's term as Principal, the educational programme at the College diversified and grew, and the range of countries from which students were drawn increased.

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

In August 2011, Arnett Edwards was appointed Principal. The Current College Supervisor is Mrs Ruth Lau.

## **1.4 LPCUWC Principles**

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

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

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

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

## **1.5 Legal and Statutory Framework**

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

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

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

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

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

## **2. Achievements and Reflection on Major Concerns**

Li Po Chun United World College of Hong Kong has set itself the following ten key goals reflecting overall UWC mission and values. These goals focus all activities the College will undertake during the 5 years between 2012 – 2017. Goals detailed below are considered equally important.

The main areas that the College recognizes that merit particular attention is:

### **Goal E: Financial Sustainability**

As for the College Report 2014-2015 the greatest challenge is one of financial sustainability. In terms of fundraising for 2015-2016 approximately HKD1.8M was raised. Due to the generous support of Shelby Davis (American philanthropist) much of this fund will be matched. This challenge is necessitated due to central importance of the scholarship provision within the College. Central to the UWC Educational Model is: “Deliberately diverse, engaged and motivated community in pursuit of the UWC mission.” and scholarship provision is central to this.

### **Progress Report of Five-Year Aspirational Goals for 2015-16**

Details are in Appendix 2.

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

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

#### 3.1 Academic activities

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



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

### **3.2 Student Welfare activities (including Residential)**

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

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

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

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

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

### **3.3 Education Outside of the Classroom Activities**

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

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

The aims of EOTC are to:

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

## **Quan Cai (IB CAS)**

Consists of 4 components:

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

Students must choose one activity from each component as part of their programme. The programme is at the heart of EOTC and takes place on Monday evening, Tuesday, Thursday and Friday afternoon and evening and at weekends: Students must choose one activity from each component as part of their programme in Year 1 and two activities (one must be Community Service) in Year 2.

- 74 experiences offered in total.
- 24 sports experiences with 8 teams representing the College in Hong Kong events and 5 ‘outdoor pursuits’
- 5 environmentally focused experiences
- 18 experiences offer outreach/community support
- 20 experiences take place predominantly in the community (off campus)
- 24 experiences are affiliated or connected to groups or organizations in the wider community

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

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

## **China Week & Project Week**

China Week takes place in Term 1 and Project Week in Term 2.

All Year 1 students participate in China Week and all students in Project Week.

China Week focuses on travel to China & Hong Kong whilst Project Week focuses on the East Asia region.

The aims of China week & Project week focus on facilitating Service and Challenge experiences.

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

## **Cultural Evenings**

Six 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.

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

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

### **Orientation Week**

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

### **Outdoor Pursuits**

A newly developing programme (featuring working relationships with Outward Bound HK and the Royal Yacht Club) including activities such as camping, climbing, hiking, kayaking, rowing and sailing opportunities.

## 4. Student Performance

### 4.1 College Results Report 2016

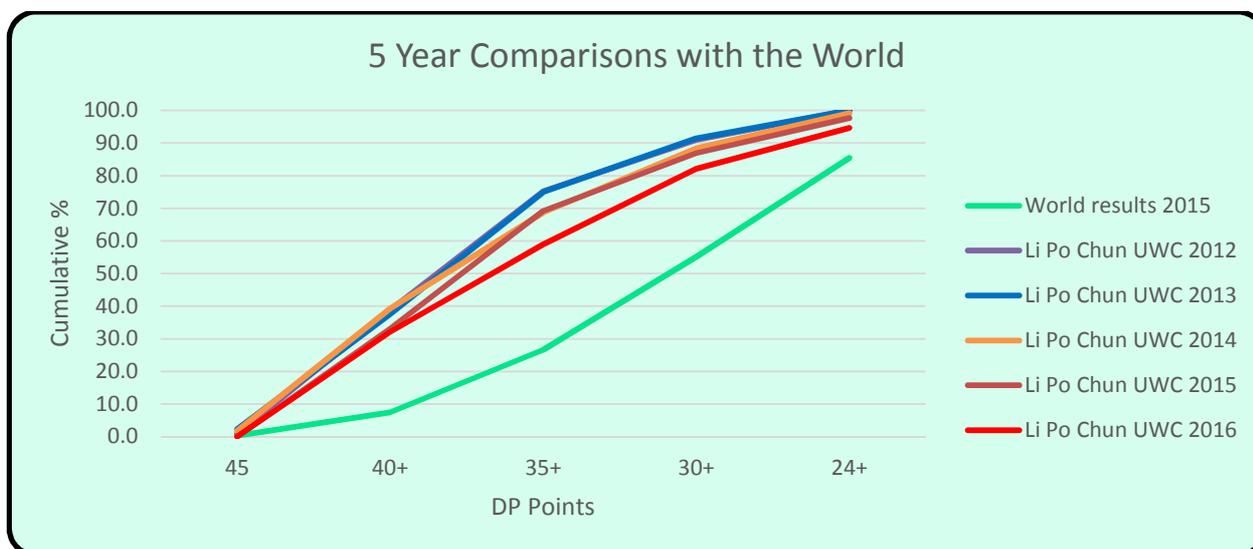
#### Overall Performance

Total no. of eligible students	112	
No. students awarded Diploma	103	92.0%
No. students awarded Bilingual Diploma	56	50.0%
No. students awarded Certificate	9	8.0%
Average Score of Diplomas Awarded	36.3	
Average Score per Candidate	35.3	

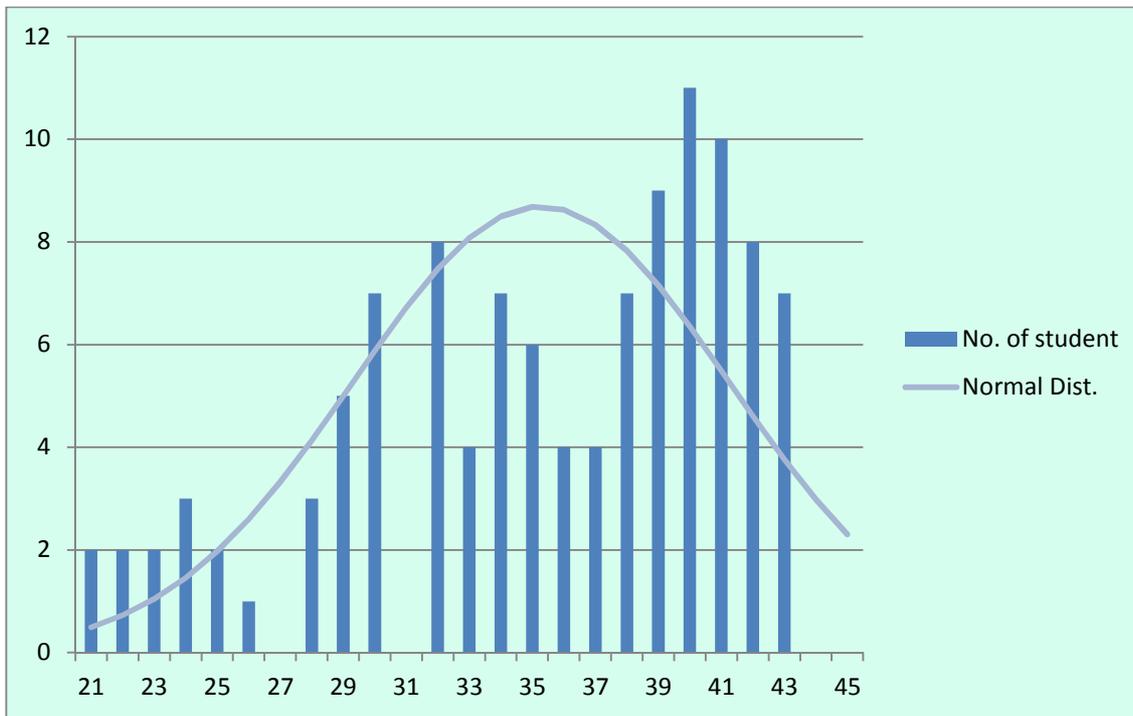
**Figure 1: General summary of statistics**

The above results represent a solid performance by the cohort despite a higher percentage of students who were not awarded the Diploma. However, it is reassuring that the vast majority of these candidates held their university offers. In addition, 9 candidates, originally known to be at risk, had all performed at a higher level (than expected) to the point that two of them were awarded a diploma; two other students had enough total points (i.e., 24 or more) but one of them did not achieve 12 points in the HL subjects and another submitted an incomplete extended essay (EE). Hence, after re-submitting another EE, the latter would be awarded the Diploma. Finally, we did not have any students achieving the maximum 45 points this year.

Figure 2 and 3 show that the results are in-line with previous years in terms of the general distribution and maintain the impressive performance of the College, considering the additional value that we know we provide. Although there appears to be a “downward” translation compared with previous years in Figure 2, this is partly due to the fact that we have been diversifying the intake of our students and this year group’s small size of 112 students would amplify this effect, as shown at the low end of the distribution in Figure 3. As such, when studying these figures, it would be important not to overlook the actual development and growth of these young individuals.



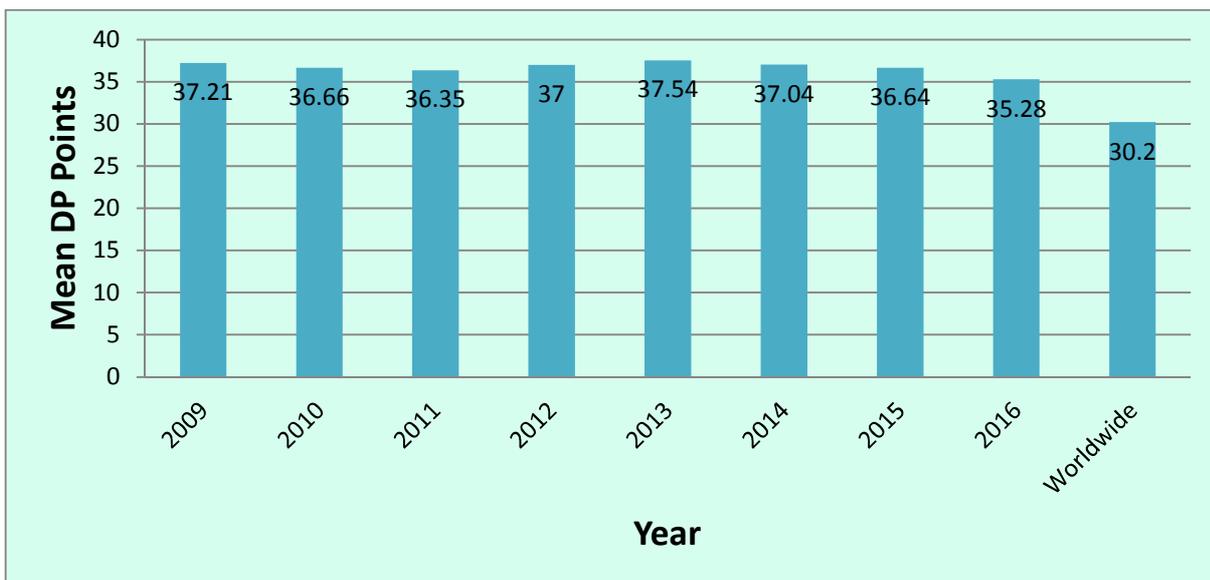
**Figure 2: 2016 results (cumulative)**



**Figure 3: Distribution of results 2016**

Indeed, 2015 – 2016 was a rather eventful year with a number of students struggling with emotional and mental challenges. Still, with the immense support from their teachers and the residential team, they all managed to come out on top and achieved very respectable and impressive results, ranging from a total of 30 to 43 points. A student, who had to take a gap year to work on his English, came back, and with the dedicated support from our EAL Tutor, was awarded the Bilingual Diploma with 25 points. These are some of the untold stories behind the above data and figures.

Figure 4 presents a comparison of recent years’ average DP points versus the worldwide score. Although there is a decrease in the “pass” rate and average score, they are within the range expected by the College, as already mentioned above.



**Figure 4: Average DP points 2009 – 2016**

## Bilingual Diploma

The number of candidates attaining a Bilingual Diploma dropped from last year's 56.9% to 50% this year but this current figure is actually comparable with 51.3% in 2014. This suggests that the College has continued to maintain a strong commitment to mother-tongue languages and a firm stance in student subject choices. Furthermore, this percentage is way above the global figure of 28.61% in 2015.

## 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 shown below in Figure 5, better than the worldwide results particularly at the high end. However, this is not quite the case for TOK (in Figure 6), in which LPC results are rather similar to the worldwide distribution.

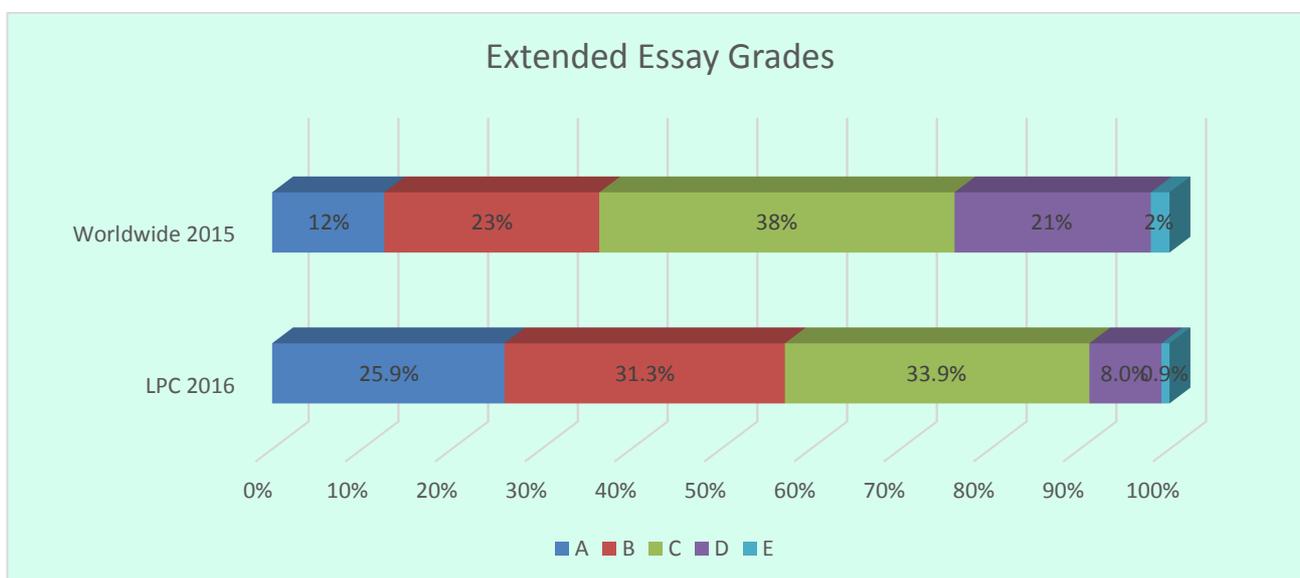


Figure 5: Comparison EE grades LPC vs Worldwide

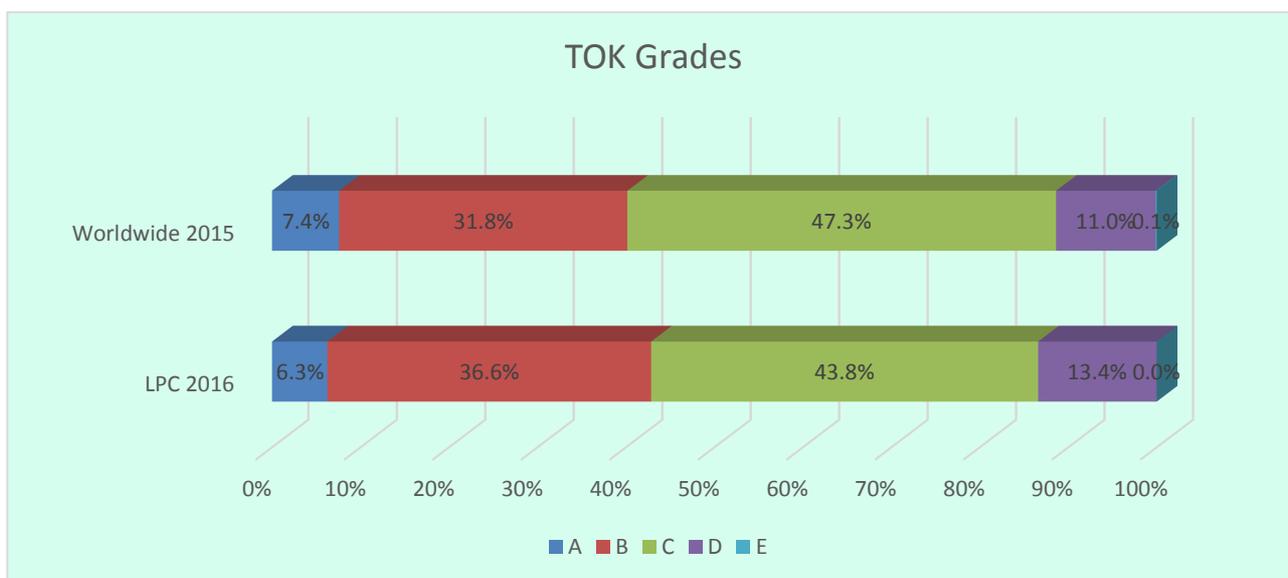


Figure 6: Comparison TOK grades LPC vs Worldwide

Basically, these results should be considered in the context of the academic and language experience of our students. The EE is a 4000-word piece of academic writing related to a subject of their interest whereas TOK requires students to consider complex issues about knowledge and its relation to their subjects, ultimately assessed through a presentation and essay. Both elements demand higher-level thinking and skills which are a real challenge for candidates from different educational and language backgrounds, especially for TOK. These results are testament to the work and experience of the staff. However, because of the turn-over in the TOK teaching staff this year, new teachers have to be trained at the last minute to take over several second year classes, leading to a potential decline in this year's results. Moreover, the new upload arrangement for the final TOK essays provided by IB, with lots of technical glitches, have caused unnecessary challenges and stress to both students and staff.

## **Conclusion**

This is a very good set of results that are in line with predictions and represent changes in the cohort. Still, there are lessons to be learned and individual departments are reviewing their own specific areas for development. Similar to previous years, out of the 78 requests for re-marking so far, 22 have been successful, resulting in a positive change of grade.

## **Subject Developments**

Following the departmental review of the results, the following observations and improvements have been identified:

### **Group 1 & 2**

Overall results were generally very pleasing and the overall organisation and administration of Written Tasks and Written Assignments were also very successful. There was a good use made of combined class in French B, which was confirmed by the moderated grades.

However, the Chinese A results were on average half a point lower than last year's and slightly lower than this year's worldwide as well, except for Chinese A Literature HL. This seems to suggest that more support and further development would be needed for the new staff. On the other hand, the Mandarin B SL average result was an impressive score of 6.50. In Spanish A Literature HL, the overall grade of the students was moderated down by 16.6%. This is above the 15% that allows the school to make a school-initiated appeal for a re-mark of all the Internal Assessment (IA) component and the final outcome is still pending.

### **Group 3**

This year the Humanities department continues to maintain high grades in the examination for most subjects. A number of weaker students in the year group has led to more failures in the Humanities subjects than the past. Taking into consideration of a weaker year group, the department has done its best in maintaining average grades that are at least 10% above the world average in the respective subjects. It is also pleasing to see the significant improvement in History IA results as compared with last year's.

Unfortunately, this is not the case for the Economics IA - the average grade of 5.4 at HL and 4.88 at SL are the lowest in the last 10 to 15 years. This usually happens when the subject was taught by two different teachers despite every effort that was made on internally standardizing their markings. The significant mark down could also be due to the inconsistent quality of external moderation. Nevertheless, the situation is expected to improve with future electronic submission of IA. There is also a continual decline in the IA results of Business & Management but again it is expected to improve with a new teacher on board, who would provide more guidance to the students in the coming year.

## **Group 4**

The Science students generally did better than expected in all subjects, except for Chemistry HL. Overall the expectations, as reflected in the predicted grades, were lower for this cohort of students. The results for the IA were very good in Chemistry, with many students scoring a grade “7” that lifted their overall performance. In general, the pleasing aspect of all IAs was that there was no moderation applied and so the teacher’s original grade held, which is encouraging that we seem to have managed the new IA process and are grading in line with the IB standards. The other general strength is that we have maintained our standards well above that of the “world” with most subjects having a value of 1.20 or better when compared to the global standard. Extended essays were also generally positive this year with all grades in the range of A to C and most students scoring higher than their teacher’s prediction.

Having said that, although the Physics students performed better than their teacher had predicted, there was a disappointing drop in the component and overall grades compared to the previous year (It should be noted that this was the first set of exams on the new syllabus). One possible way to approach this issue is to work harder to identify students who are in subjects beyond their ability; there was in Physics SL a group of students who clearly would have been better served in another subject. This can be achieved by trying to provide earlier assessment to the first year students and a meeting of teachers to identify any students at risk prior to the China Week watershed.

## **Group 5**

All three subject means were at least 0.7 point higher than the world average and all IA marks were confirmed to within a difference of 2 marks for some students. In spite of the last-minute recruitment of 3 part-time/short-term teachers (more than 50% of the department), the Mathematics Department was able to fulfil all IB requirements and complete all second year teaching in good time. In addition, some of the best EE results were achieved in recent years.

Still, this year’s means are the lowest within the last decade, especially for HL and SL, suggesting a gradual decline in the mathematical abilities/backgrounds, particularly from the local intake (who have always been the majority of these two subjects). This observation is consistent with similar trends from Group 3. Another possible reason is due to the sudden introduction of three replacement teachers, with much less IB experience, to take over some second year classes. With continual support within the department and the opportunity to attend external IB workshops, these new teachers will develop professionally and be more ready to carry over the first year classes into their second year.

## **Group 6**

The College average grades for both Theatre and Visual Arts are better than the worldwide scores, with internal raw scores being confirmed by the external moderated marks. This suggests that the new syllabus has been successfully adopted, especially by the new teacher. In particular, the Visual Arts EEs were better than expected.

## **TOK**

As mentioned above, this year’s results ranged from Grade A to D, with a distribution parallel with the worldwide. With further training and continuous development of our new TOK teachers, we would expect gradual progress and improved grades in the following year.

## **Implementation of ATLs**

Incorporation of ATL strategies in departmental DP Unit Planners would not only enhance learning and teaching but also provide necessary documentation and evidence for the upcoming IB 5 Year Review.

### **4.2 Other Performance**

The College has the following Awards that recognises other achievements. These achievement awards are presented at the Graduation Ceremony which took place in May 2016:

Sports and outdoor pursuit: Egor Plotnikov

Improvement through efforts: Fatmata Bah

Community Service: Emma Franck-Gwinnell

The Arts: Sharon Yuen

Promotion of international Understanding: Malena Bastida Antich

## 5. Financial Summary for the 2014 / 2015 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) <i>(Note 1)</i>	21%	N.A.
School Fees	N.A.	69%
Income from Scholarship Endowment Fund	N.A.	3%
Donations, if any	N.A.	5%
Other Income, if any	N.A.	2%
<b>Total</b>	21%	79%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		43%
Operational Expenses (including those for Learning and Teaching)		18%
Fee Remission / Scholarship <sup>1</sup>		32%
Repairs and Maintenance		3%
Depreciation		4%
<b>Total</b>		100%
<b>Surplus/Deficit for the School Year</b> #	-0.85 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> #	2.20 months of the annual expenditure	
# <i>in terms of equivalent months of annual overall expenditure</i>		

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

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

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<sup>1</sup> 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).

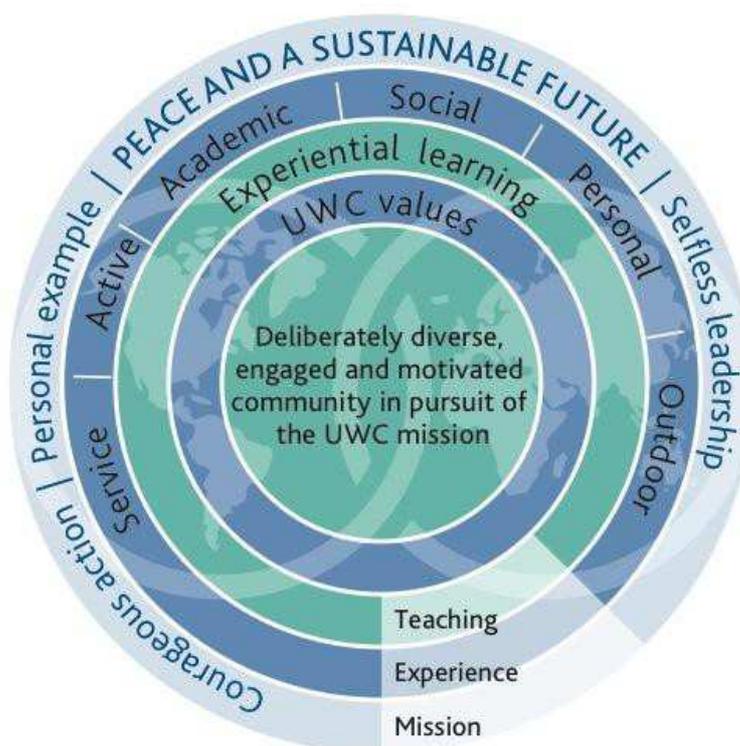
## **6. Feedback on Future Planning**

The College encourages a climate of critical self review and development of practice in all areas of College life. Formal College wide Development Plans are prepared on an annual basis. The Development Plan includes specific objectives for all areas of the College programme.

In August 2012, 10 five year goals were developed which have come from both the EDB and UWC reviews which took place in October 2011. Progress on the five-year goals are evaluated each year and these become the basis of the Annual Development Plans. At the same time the College has to undertake a 5 year IB review which was completed in October 2012. The College therefore is working through action plans from EDB, UWC and IB reviews. The College will undertake an IB review in April 2017.

The Development Plan is reviewed and prepared in tandem with the Budget cycle, and seeks to implement, among other things, recommendations arising from the UWC Self Evaluation and EDB Review of 2011. The Development Plan for 2016-2017 is enclosed in Appendix 3.

## 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."

### Progress Report of Five-Year Aspirational Goals for 2015-16

Aspirational Goals	Engagement	2015-16 Achievements
<p>A. ..Our deep and lasting <b>relationships</b> result in all <u>stakeholders</u> being aware of and working with each other resulting in their active commitment to UWC activities within Hong Kong.</p>	<p>Relationships between each of these key <u>stakeholders</u>:</p> <ul style="list-style-type: none"> <li>♦ LPCUWC Board</li> <li>♦ Staff</li> <li>♦ Students</li> <li>♦ Parents</li> <li>♦ LPCUWC Alumni</li> <li>♦ UWC Graduates Organization</li> <li>♦ Hong Kong Committee</li> <li>♦ UWC International</li> <li>♦ Government</li> <li>♦ Donors</li> </ul>	<p><b>UWCGO-Mentorship programme</b> launched successfully for the second year to share knowledge and experience with university applications students.</p> <p><b>LPCUWC Development Office</b> collaborated closely with <b>International Office (IO)</b>; with their Fundraising team on Davis-UWC IMPACT Challenge launch, Community Engagement team on UWC Hub trial and Communications team on overall UWC movement communications and social media strategies. Development Office and IO also exchanged best practices and ensured local implementation of global Advancement strategies.</p> <p><b>LPCUWC Alumni</b> were more engaged in past and future college and student events through <b>Engagement Newsletter</b> which was first released in Feb 2016. Subscribed to MailChimp for the release allowing Development Office to track analytics, send targeted campaigns, and review effectiveness and interest. <b>Open / click rates on average higher than industry standards.</b></p> <p>Increased frequency of activity and targeted content on <b>Facebook</b> as well as use of page insights. Rise in interaction and sharing of posts. <b>Page likes up by almost 1000 since a year ago.</b></p> <p><b>From Student to Alumni' Initiative</b> - Email to 2016 Graduating students focusing on living UWC mission after graduation and giving back.</p>

Aspirational Goals	Engagement	2015-16 Achievements
		<p><b>Potential donors</b> were invited to the College to experience our transformational education experience in action via interactive discussions with our students and on-campus QC activities.</p>
<p>B. ...We have strong <u>links</u> and <u>understanding</u> with <b>China</b> and Chinese cultures.</p>	<p><u>Links</u> include:</p> <ul style="list-style-type: none"> <li>♦ Hong Kong NGOs working in China</li> <li>♦ NGOs and government organisations in China</li> <li>♦ Alumni working in China</li> <li>♦ China National Committee</li> </ul> <p><u>Understanding</u> includes:</p> <ul style="list-style-type: none"> <li>♦ Chinese Language (i.e. Mandarin; Cantonese; Chinese dialects)</li> <li>♦ Customs and Traditions</li> </ul>	<p><b>Establishment of HK-101 QC</b> where local students help overseas students learn Cantonese, and immerse them in the Hong Kong culture through field trips and sampling movies and songs from different era.</p> <p>A range of China Week and Quan Cai activities that are forging links with Chinese organisations or representing Chinese culture, including trips to Hainan schools working with the Yanai Foundation, Nanning &amp; Yangshuo. QC activities include Dragon Dance, Lion Dance, Chinese Dance, Dragon Boat and Sino-Japanese Youth Conference as well as Chinese Cultural Evening.</p>
<p>C. ...We have deep and lasting <u>partnerships</u> and understanding within <b>local Hong Kong communities</b>.</p>	<p>Partnerships will focus on:</p> <ul style="list-style-type: none"> <li>♦ the community of Wu Kai Sha and Sha Tin</li> <li>♦ “local Schools”</li> <li>♦ local NGOs</li> </ul>	<p>Connection with local DSS IBDP schools established.</p> <p>A number of Quan Cai activities that are focused on the locality and developing relationships with schools and the community, including ICYCLE mentoring students at Mu Kuang English School, YWCA Hioe Tjo Yoeng College, MOS Ling Liang Primary Schools, Po Leung Kuk Chong Kee Ting Primary School, SKH Kei Fook Primary School and H.K.S.K.H. Ma On Shan (South) Children &amp; Youth Integrated Service Centre. Also Playback Theatre running workshops &amp; performances with schools such as Sheng Kung Hui Tsoi Kung Po Secondary School.</p>
<p>D. ...We are recognised, within Hong Kong, as a respectable, emerging model for <b>environmental sustainability</b>.</p>	<p><u>Environmental Sustainability</u> includes full engagement of all:</p> <ul style="list-style-type: none"> <li>♦ staff</li> </ul>	<p>The Quan Cai programme is developing an environmental sustainability focus with Campus Ecologist, Eco Monitoring, Coral Monitoring, Beach Clean Up and Mai Po</p>

Aspirational Goals	Engagement	2015-16 Achievements
	<ul style="list-style-type: none"> <li>♦ students</li> <li>♦ staff families who reside on campus</li> </ul>	<p>Nature Reserve activities.</p> <p>COP Day on Sustainability (which invites various experts in the community, alumni, students and staff on campus to attend lectures and workshops).</p> <p>We have a Sustainability Committee made up of staff and students, which together with the community worked toward achieving the HK Green School award.</p>
<p>E. ...Our <b>sustainable financial</b> operation puts at heart a “scholarship principle” enabling students from a wide <u>range of backgrounds</u> to access a UWC education.</p>	<p>A <u>range of backgrounds</u> includes:</p> <ul style="list-style-type: none"> <li>♦ conflict – geographical, social, political</li> <li>♦ economics – financial, access to resources</li> <li>♦ lifestyle – preferences, interests</li> </ul>	<p>‘<b>Fundraising for Reconciliation - Sri Lanka</b>’ led by the 20-Year reunion succeeded in raising sufficient scholarship fund for two Sri Lanka students, from North and Western province, to study at LPC in 2017/18 for two years.</p> <p>The College far exceeded the minimum DSS requirement for scholarship for Hong Kong students.</p>
<p>F. ...We take a <u>key role</u> in the <b>wider UWC movement</b> to inspire as many people as possible to live the UWC mission and values.</p>	<p>Our <u>key role</u> includes:</p> <ul style="list-style-type: none"> <li>♦ Promoting UWC mission and values within Hong Kong and Greater China</li> <li>♦ Supporting (eg. mentoring) National Committee within Asia-Pacific</li> <li>♦ Actively connecting students and staff with United World Colleges worldwide</li> </ul>	<p>Principal chair of UWC Heads Committee and as a result is a member of the International Board.</p> <p>Development Office was involved in trialling <b>UWC Hub</b> which will be launched in end of September. The UWC Hub provides a good platform for students, alumni and staff to connect with other UWCs worldwide.</p> <p>Principal attended Opening of UWC Changshu China. Other staff involved in supporting UWC Changshu China, particularly EOTC and admissions. Some staff attended the Selection Weekend for UWC Changshu China.</p>

Aspirational Goals	Engagement	2015-16 Achievements
<p>G. ...Our EOTC involves personal challenge <b>outdoor education</b> opportunities for all which embody the spirit of UWC.</p>	<p><u>Outdoor education</u> includes many physical activities in Nature on:</p> <ul style="list-style-type: none"> <li>♦ Water (swimming, kayaking, etc.)</li> <li>♦ Land (hiking, sports, orienteering, etc.)</li> </ul>	<p>The College has taken great pains to develop the outdoor education programme which now impressively includes Climbing (from 16-17), Coral Monitoring, Rowing, Kayak Polo. The College also has a unique relationship with Outward Bound, providing a ‘leadership in the outdoors’ programme including climbing, rope work, kayaking, hiking, camping and concluding in a week of sailing.</p>
<p>H. ...Our education equally respects and gives weighting to <u>three strands</u> of programming: Academic; Student Welfare and Education Outside the Classroom.</p>	<p>The <u>three strands</u> are:</p> <ol style="list-style-type: none"> <li>i) Academic – International Baccalaureate Diploma programme</li> <li>ii) Residential - Student Welfare - includes all aspects of Residential life, Health, Life skills</li> <li>iii) Education Outside the Classroom – includes all aspects of the IB CAS programme, College trips, Cultural Evenings, sports and outdoor pursuits.</li> </ol>	<p>The Lifestyle committee has done an extensive survey of sleep, invited Christian, Psychology Professor at HKU to discuss the issue of sleep and made a change in the closing time of rooms and time for lights out in rooms.</p>
<p>I. ...<u>Social Action Projects</u> are defined as a College and aligned with UWC values.</p>	<p>Our <u>Social Action Projects</u> focus on:</p> <ul style="list-style-type: none"> <li>♦ Peace</li> <li>♦ Social Equality</li> <li>♦ Environment</li> </ul>	<p>Initiative for Peace and Syno Japanese Youth Conference are good examples of Social Action Projects within the Quan Cai programme that actively promote peace and understanding. Some trips also offer this focus including Project Week’s Verbatim Theatre which has focused on refugees, ex-prisoners and the homeless.</p>
<p>K. ...Our community genuinely celebrates uniqueness and <u>differences</u>.</p>	<p><u>Differences</u> include:</p> <ul style="list-style-type: none"> <li>♦ All ‘differences’ described in LPCUWC’s Diversity Statement</li> </ul>	

Development Plan for 2016-17

## (A) Leadership and Management (Principal - Arnett)

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1)	To review of the Day/Week/Year for introduction for academic year 2017-2018.	AE	09/16  12/16  03/17		<ul style="list-style-type: none"> <li>• Framework for Review Consultation with all stakeholders (Staff and Students) established.</li> <li>• Decision on the length of year.</li> <li>• Finalisation of the structure of the day and week.</li> </ul>	
A2)	To review the Middle leadership requirements of the College including remuneration.	AE	09/16  10/16  12/16		<ul style="list-style-type: none"> <li>• Framework for Review consultation with all staff.</li> <li>• Consultation with all staff.</li> <li>• Report and finalisation of structure.</li> </ul>	
A3)	To review the IT Development focusing on systems to support student information and student learning.	AE/BC	10/16  12/16  02/17		<ul style="list-style-type: none"> <li>• Setting up of IT Development Committee.</li> <li>• Review undertaken with options considered.</li> <li>• Recommendation of way forward.</li> </ul>	

A4)	To continue to further develop the use of data in decision-making processes in the college.	AE	05/17		<ul style="list-style-type: none"> <li>• Questionnaires established for students, parents and staff.</li> <li>• Working group established of staff and students to look at this.</li> </ul>	
A5)	To continue develop leadership capacity within the College through leadership development	AE	12/16 05/17		<ul style="list-style-type: none"> <li>• Review of Leadership (A2) will examine the leadership capacity of the College</li> <li>• Continue to find other avenues to develop leadership at the College</li> </ul>	
A6)	Updating of Policies: 1) Accommodation Allocation  2) Complaints Procedures	AE	11/16 04/17		<ul style="list-style-type: none"> <li>• Update Accommodation Policy</li> <li>• Update Complaints Procedures</li> </ul>	

**(B) Academic Development (Director of Studies – Beta)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1)	To undertake a positive 5 Year IB Diploma review	BC	05/17		<ul style="list-style-type: none"> <li>• Successful completion of Action Plan on IB MySchool portal;</li> <li>• Effective and efficient collation of all Questionnaires;</li> <li>• Compilation and documentation of all relevant evidences;</li> <li>• Proper organization of School Visit.</li> </ul>	

B2)	Library	BC / Librarian	05/17		<ul style="list-style-type: none"> <li>• Support offered to teachers and students in terms of information literacy, research and referencing skills;</li> <li>• Promotion and development of cross curricular use of Library.</li> </ul>	
B3)	IT Development	BC / IT Steering Committee	05/17		<ul style="list-style-type: none"> <li>• Selection of Student Information System including admission and attendance functionalities;</li> <li>• Enhancement and reorganization of existing eLearning platforms.</li> </ul>	
B4)	SEN Policy	BC / HODs	03/17		<ul style="list-style-type: none"> <li>• Research on existing SEN policies from different sources;</li> <li>• Development of our own policy catering for our students' specific needs.</li> </ul>	

**(C) Student Welfare Development (Director of Student Welfare – Michele)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C1)	To develop a clear strategy with respect to Positive Education within the College	MM	08/16 - 05/17		All teachers to participate to a workshop on Positive Education. Learnings of Positive Education to be implemented during the academic year.	
C2)	Policy on Substance Abuse to be updated	MM and HoHs	03/17		Update Policy on Substance Abuse	

C3) University	To further our relations meet with College board (IACAC or other forums) and other testing organisations to help students.	KB	08/16 - 05/17	2016-2017	<ul style="list-style-type: none"> <li>Meet with college board officials to discuss issues rising with student registrations, increase capacity to intake UWC-Changshu students for SAT testing for the next international sessions.</li> </ul>	
	To develop systemic use of google drive options and develop google forms for university choice recordings.		08/16 - 04/17	2016-2017	<ul style="list-style-type: none"> <li>Working with other staff member to develop a google form which will give each student's university list overview and also make it electronic and hence easily accessible by all.</li> </ul>	
	Launch of next year's UWCGO mentorship programme		08/16 - 04/17	2016-2017	<ul style="list-style-type: none"> <li>Continue to work with UWCGO to launch next year's mentorship programme</li> </ul>	

**(D) Education Outside of the Classroom Development (Director of Education Outside of the Classroom – Steve)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1)	To consider how reflection can be more embedded in all EOTC activities	SR	08/16 – 04/17		Exploring & reflecting on resources & strategies with staff & students monitored & evaluated by SR & EOTC Committee	
D2)	To consider risk assessment processes for all EOTC activities?	SR	08/16 – 04/17		Exploring & reflecting on process monitored & evaluated by SR & Trips Committee	

D3)	To introduce new attendance recording system for QC's	SR	08/16 – 04/17		Explore & trial Google Drive attendance templates with QC staff & Student Leaders	
D4)	To complete the development of outdoor activities	SR	08/16 – 04/17		Focus on introduction of Climbing & possibly Sea Kayaking activities - implementation reviewed at end of year.	
D5)	To update all EOTC materials to reflect the new CAS Guide	SR	06/16 – 09/16		All documents updated and ready for use at the start of the EOTC programme 16-17	
D6)	To explore greater integration of ATL's & Learner profile into EOTC (therefore creating more links/commonalities with academics & Student Welfare.	SR	06/16 – 04/17		Analysis of documents & ideas for integration generated through the EOTC Committee	
D7)	To contribute to the development of the physical and mental/emotional well being of the LPC community	SR	09/16 – 04/17		a) Continuation of Psychodrama psychotherapy group. b) To train as NASM Personal Trainer in order to enhance exercise support for QC programmes offered.	

**(E) Administration (Director of Administration - Flora)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
E1) Major Repair Grant Follow-up	To improve facility conditions on campus by government funding.	FH	08/16 – 05/17	\$3.69M	Follow up with the appointed consultants, contractors and govt depts on progress of the project development.	

E2) New Catering Contract	To ensure quality output in the new catering contract	FH	08/16 – 05/17	\$4.8M	Communication with Food Committee and the Caterer to make sure good quality output.	
E3) Appraisal	To develop an appraisal structure for non-teaching staff	FH	08/16 – 05/17	Nil	Meetings to be arranged with non-teaching staff representatives.	
E4) Ad Hoc Safety Committee	To improve safety on campus and to resolve safety concerns.	FH/Ad Hoc Committee	08/16 – 05/17	Nil	Ad Hoc Safety Committee meeting(s) to be held to consider safety concerns from staff and students.	

**(F) Development - Scholarship Fundraising, Community Engagement & Marketing Communications (Development Director - Willie)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1)	Scholarship Fundraising	WH	06/17		<p>Develop and implement scholarship fundraising plan to reach 2016/17 Fundraising Target: HK\$4.8 M.</p> <p>Further leverage the US\$1M matched funding through Davis-UWC IMPACT for the College.</p> <ul style="list-style-type: none"> <li>Actively engage Consulates General &amp; Honorary Consuls for potential financial support from their Chamber of Commerce or business partners for specific countries.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Liaise with charitable organisations to identify deprived but talented students with scholarship support from notable foundations.</li> <li>• Continue to engage notable foundations for scholarship donations.</li> <li>• Build on scholarship fundraising success from last 10-year &amp; 20-year reunions for 2017 reunions.</li> <li>• Identify potential leads from our community for more sizable scholarship donations.</li> </ul>	
F2)	Community Engagement	WH	06/16  05/16  10/16		<ul style="list-style-type: none"> <li>• Identify active and less active Classes through target communications to support and even participate in College and scholarship fundraising activities.</li> <li>• Cultivate a culture of giving back for young alumni including new alumni (Class 2016) and 2017 graduating class.</li> <li>• Support IO on testing and launching UWC Hub for LPCUWC.</li> </ul>	
F3)	Marketing Communications	WH	06/17		<ul style="list-style-type: none"> <li>• More emphasis and coverage on UWC's transformational education experience through diversity, boarding and scholarships for current communication platform and media opportunities.</li> </ul>	

			10/16 – 6/17		<ul style="list-style-type: none"> <li>• Actively explore free or paid media opportunities to communicate about UWC movement and LPCUWC (e.g. advertorial, interviews, etc).</li> <li>• Collaboration with GO and Alumni Connect on Alumni Stories compilation.</li> <li>• Regular social media communications on College and student activities – At least two posts per week on Facebook.</li> <li>• Website revamp.</li> <li>• New College video.</li> </ul>	
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**(G) Admission (Admissions Director - Kate)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1)	To develop systematic online application platform for admissions.	KK	All year	NIL	<ul style="list-style-type: none"> <li>• Online platform to be launched in October 2016.</li> <li>• The whole application process should be able to complete online and move away from papers.</li> </ul>	

G2)	To diversify the application pool, both HK and overseas applicants.	KK	All year	NIL	<ul style="list-style-type: none"> <li>• Strengthen connections and work with different NGOs in terms of admissions and promoting UWC.</li> <li>• Proactively visit schools and build up relationship with schools.</li> <li>• Develop regional recruitment strategy with other UWCs in the region.</li> </ul>	
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#### (H) Humanities Department

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1) DP Review	To work with different departments to complete the review	All G3 staff	04/17		Compilation of documents needed for the review	
H2) DP planner	Each subject to use DP planner (incorporating the ATL) for curriculum documentation	All G3 staff	05/17		Each staff will work on one topic/unit in their subject syllabus using the DP planner and share within department	
H3) Support to new staff	Timely support is provided to Alfred and Amy to enable them to settle in the department	Esther	12/16		Review with the new staff regarding the support provided by HOD	
H4) Class visits	Staff will continue to visit each other's class if timetable permits	All G3 staff	05/17		Class visit record and debriefing notes available after each class visit	

**(I) Languages Department**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
I1)	To positively contribute to the IB 5-year review	All	Until the time of the visit		The department will have its part to play in the completion of review documents. This task will be carried out collaboratively.	
I2)	To make optimal use of the one on one time provided in the HL courses, provided the 'new' schedule is implemented	All	05/17		The additional teaching time will be used optimally in a variety of ways, depending on the needs of the students	
I3)	To coordinate the many oral exams as much as possible in order to provide the students with the best possible preparation and schedule	All	01/17-03/17		Orals schedules reflect the students' needs and offer enough preparation time	

**(J) Theatre**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
J1)	Restructuring of Theatre calendar to enable effective delivery of new Guide.	SR	08/16 – 04/17		New calendar proposed & to be monitored & tested with Theatre students. Evaluation via analysis of student marks on draft work & student feedback.	
J2)	Explore possibility of introducing iPads for all Theatre students - very appropriate for new Guide	SR	08/16 – 04/17		Explore possible schemes & sponsorships for acquisition of iPads by the end of academic year or in 17-18.	

**(K) Mathematics Department**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
K1) DP Review	To undertake a positive 5 Year IB Diploma review	All G5 staff	05/17		Compilation and completion of curriculum documentation for Maths HL, SL and Studies.	
K2) Department Restructuring	To establish an effective subject co-ordination system bypassing a Head of Department	All G5 staff	12/16		Selection of individual department member as a Subject Co-ordinator, in charge of the overall delivery of that particular subject.	

**(L) Science Department**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
L1)	To review and consolidate the process for carrying out the new IA in group 4 subjects, including student feedback.	G4 staff	12/16	nil	Student feedback will be gathered via survey. Discussions will take place in department meetings.	
L2)	To develop more resources and materials for students to work independently outside the classroom, to compensate for limited teaching time	G4 staff	05/16	nil	Sharing and discussion of developed resources will occur informally and within department meetings.	
L3)	To continue and complete the process of unit planning in anticipation of the upcoming IB review.	G4 staff	03/16	nil	Teachers will be responsible for development of unit plans within their own teaching subject. Collaboration in department meetings will also support completion of other documentation.	

L4)	To integrate more strategies for formative assessment into the teaching of science	G4 staff	05/16	nil	Sharing and discussion of developed resources will occur informally and within department meetings.	
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**(M) TOK Team**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
M1) DP Unit Planner and ATLs in TOK	To collaborate and work with the team to plan on further development of the DP Unit Planner for TOK incorporating ATLs	KB	08/16 – 04/17		To schedule times for the development and incorporation of ATLs in the current DP Unit Planner.	
M2)	Assessment PD through assessments for TOK presentations and sharing resources for assessments	KB	08/16 – 04/17		Integrate more teachers to across all subjects to help with assessments such as for TOK presentations.	
M3)	Invite outside guests	KB			A more equitable distribution of the blocks has allows for more opportunities to invite outside guests.	
M4)	Continue to develop and contribute to the resources for teaching and assessment on Haiku	KB	08/16 - 04/17		Continue to share more teaching and learning resources.	

(N) Visual Arts

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
N1)	Continue integration of ICT into VA Planning  Acquisition of tablets and stylus, digital camera and tripod for camera / iPads.	WT/ ICT Support	8/16- 8/17		Continue monitoring student use of ICT resources in Visual Arts, as reflected in their artworks and portfolios.	
N2)	Further restructuring of Visual Arts calendar for effective delivery of VA Guide: First Exams 2016	WT	8/16- 8/17		To gauge effectiveness: continue receiving feedback from students through informal discussion at the end of each project, and a formal survey at the end of the Academic year.  Analysis of IB results.	
N3)	Addressing Health and Safety in the Art Rooms (eg: installing dehumidifiers and exhaust fans for better air circulation; acquiring spraybooth; acquiring metal cabinet for storage of flammables)	WT	8/16- 8/17		Evaluation of whether there is a healthier work environment for students within the Art Rooms.	

**(O) Accounting Office**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
O1)To improve internal control measures	To implement suggestions put forward by the EDB auditors	CT	08/16 – 06/17	NIL	By the upcoming EDB audit	
O2)To implement the cash advance system for Quan Cai	Cash is ready before the activity rolls out	Accounting Staff	08/16 – 06/17	NIL	Timely return of the advance or the receipts from the respective teachers	
O3)To finetune the preparation of the statutory audit accounts	Handling the Mark to Market adjustment	Accounting Staff	08/16 – 06/17	NIL	To liaise with KPMG auditors	