



Li Po Chun United World College

School Report

Academic Year 2016-2017

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 15th 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 China¹. The concept of opening a United World College in Hong Kong was initiated around 1987 by Sir Q W Lee (by that time Executive Chairman of the Hang Seng Bank) and Mr Li Shiu Tsang MBE JP, 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 Wilson², then Governor of Hong Kong, and Mr David Sutcliffe, then Principal of Atlantic College in Wales. A trust fund was established in Lord Wilson's name that still provides scholarships exclusively to enable students to come to the College.

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

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

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

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

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

² Later known as Lord Wilson of Tillyhorn.

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

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

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

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

In August 2011, Arnett Edwards was appointed Principal.

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

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

2017-2018 represents 25th anniversary of the College.

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 2015-2016 the greatest challenge continues to be one of financial sustainability. In terms of fundraising for 2016-2017 approximately HKD1.9M 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 2016-17

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

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.

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	126	
No. students awarded Diploma	119	94.4%
No. students awarded Bilingual Diploma	64 (out of 66)	50.8%
No. students awarded Certificate	7	5.6%
Average Score of Diplomas Awarded	36.7	
Average Score per Candidate	35.9	

Figure 1: General summary of statistics

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.

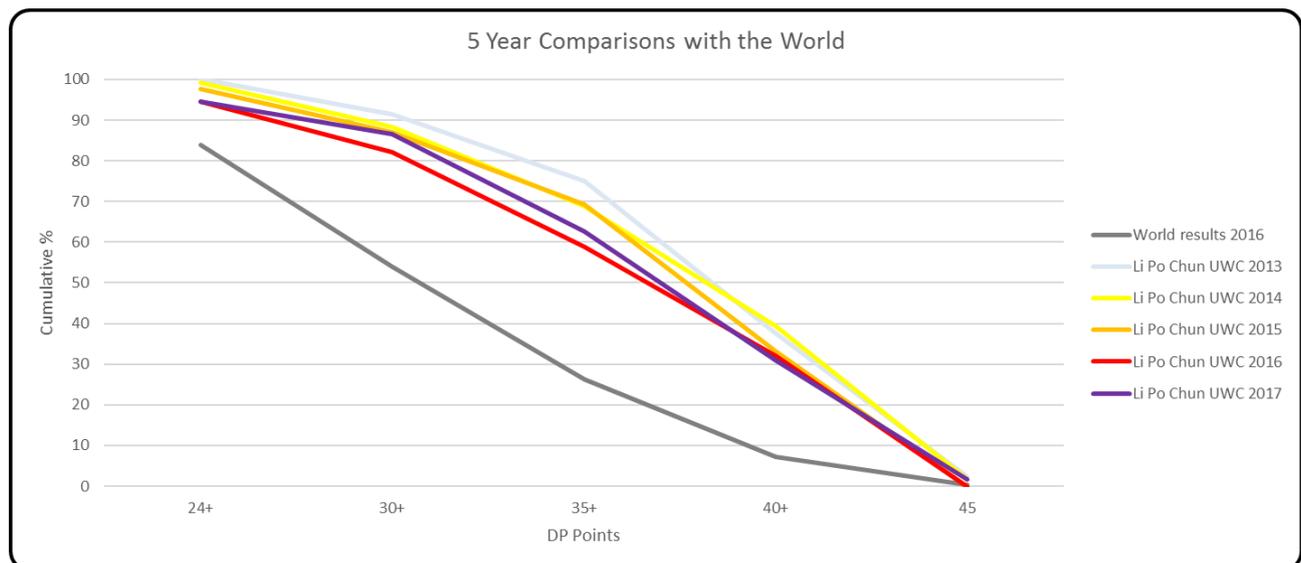


Figure 2: 2017 results (cumulative)

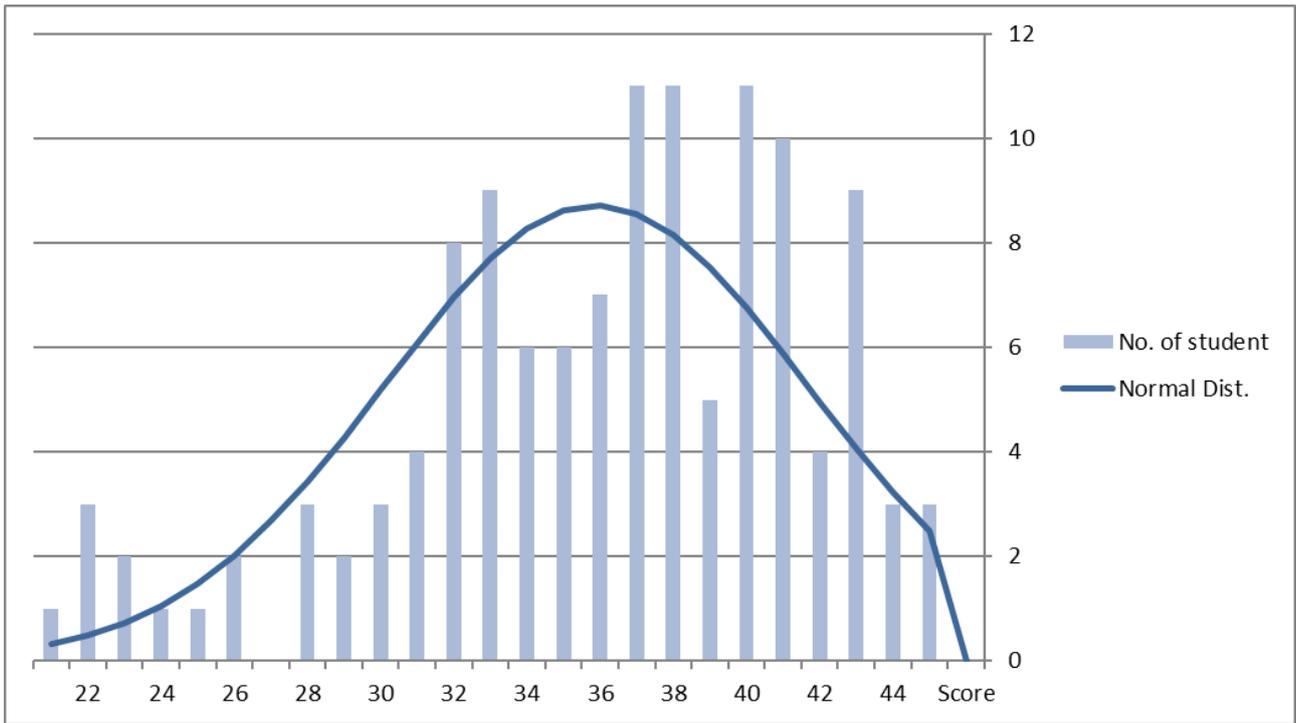


Figure 3: Distribution of results 2017

Figure 4 presents a comparison of recent years’ average DP points versus the worldwide score. As already mentioned above, there is a clear increase from last year’s results.

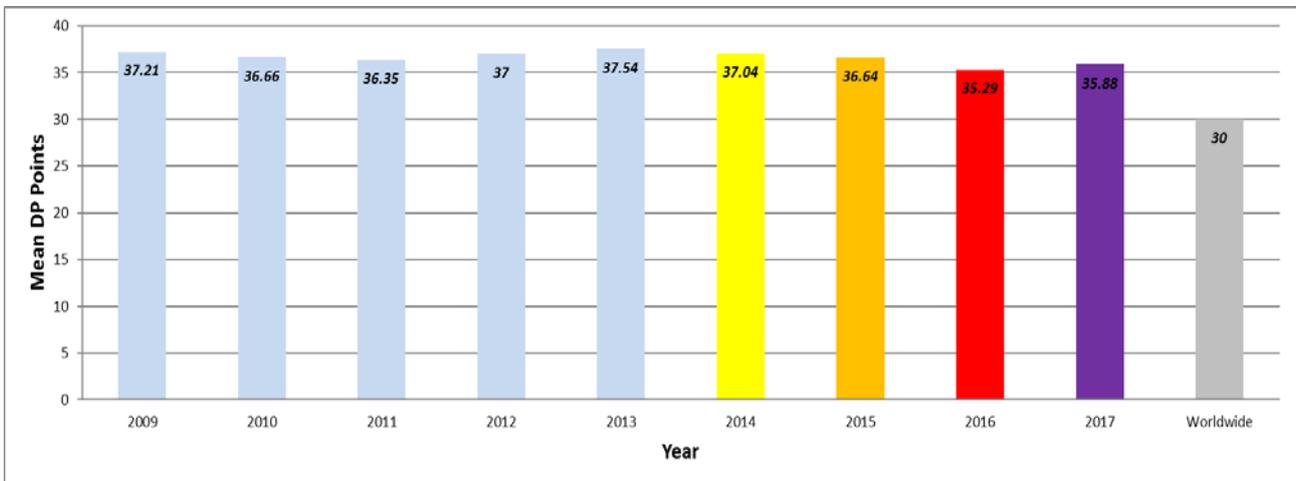


Figure 4: Average DP points 2009 – 2017

Bilingual Diploma

The number of candidates attaining a Bilingual Diploma increased slightly from last year’s 50% to 50.8% this year, in which only 2 out of the 66 students with this programme did not manage to succeed. 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 22.6% in 2016.

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.

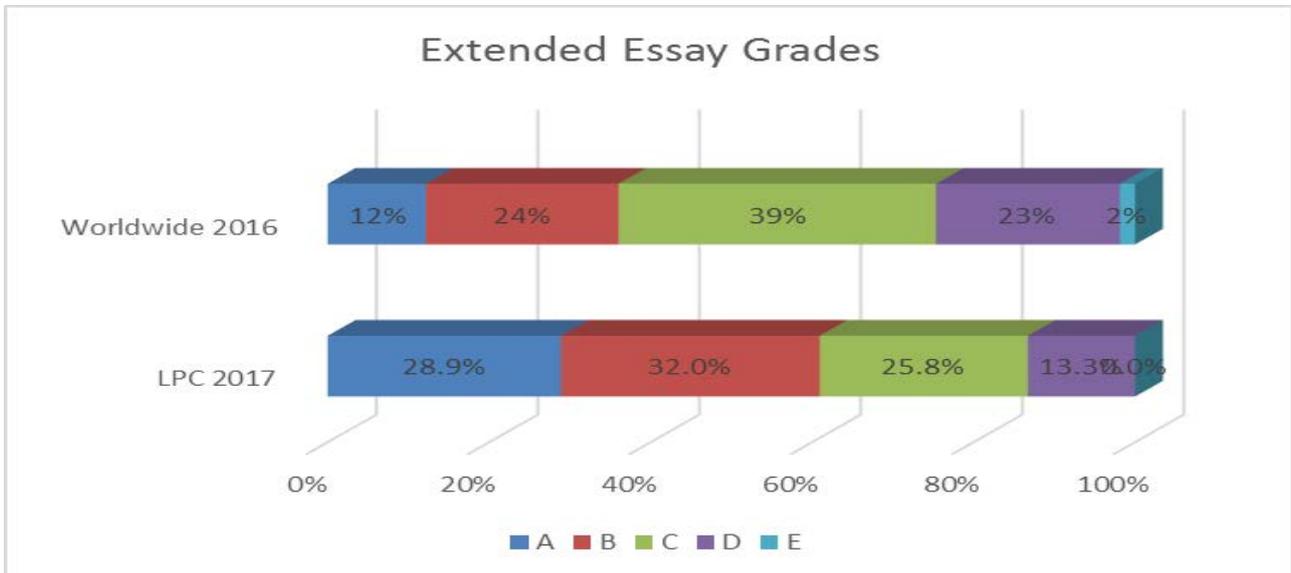


Figure 5: Comparison EE grades LPC vs Worldwide

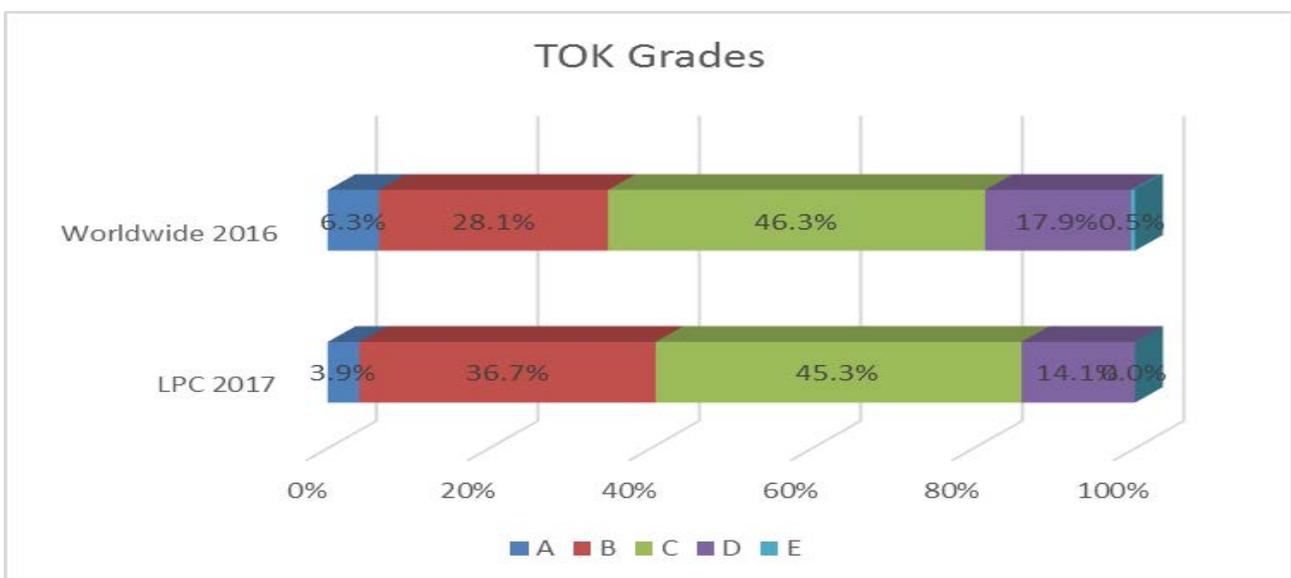


Figure 6: Comparison TOK grades LPC vs Worldwide

In general, both sets of results showed a 100 % of our students passing the final assessments comprising of the essay (plus an oral presentation for TOK) with a large number of the students achieving between grades A, B and C and smaller number achieving a grade of D. No students achieved the failing grade of E.

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

For instance, among those who achieved a grade of C and D were many of our non-native speaking students who showed significant improvement in their performance in the final assessment. In any case, the current presentation component is expected to be replaced by other forms of internal assessment which will be less controversial in nature and hence allowing students a greater opportunity to explore their learning journey in the TOK course. The proposed format seems to be very suitable for our students with a focus on the student and their role in the global community which also aligns very well with our UWC values and mission philosophy.

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 numerous requests for re-marking so far, 14 have been successful, resulting in a positive change of grade.

5. Financial Summary for the 2015 / 2016 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) <i>(Note 1)</i>	22%	N.A.
School Fees	N.A.	70%
Scholarship Received	N.A.	2%
Donations	N.A.	4%
Other Income	N.A.	2%
Total	22%	78%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		41%
Operational Expenses (including those for Learning and Teaching)		19%
Fee Remission / Scholarship ¹		35%
Repairs and Maintenance		2%
Depreciation		3%
Total		100%
Surplus/Deficit for the School Year #	-1.02 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	2.16 months of the annual expenditure	
# <i>in terms of equivalent months of annual overall expenditure</i>		

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

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

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

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

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. The 5-Year Plan concluded in May 2017.

In 2017-2018 (the College's 25th anniversary year), the College will embark upon a consultation process regarding our next strategic plan. The consultation will include Board, staff, students, parents, alumni and other external stakeholders.

The College will feed into this strategic plan data gathered including the EDB review of 2011, the recent IB 5 Year Review of 2017, and College Surveys that have been undertaken.

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 2017-2018 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 2016-17

Aspirational Goals	Engagement	2016-17 Achievements
<p>A. Our deep and lasting relationships 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"> • LPCUWC Board • Staff • Students • Parents • LPCUWC Alumni • UWC Graduates Organization • Hong Kong Committee • UWC International • Government • Donors 	<p>LPC alumni mentored student participants in the Aurora Award competition.</p> <p>2 issues a year of Synergy Magazine produced by students/Development Team and a regular monthly newsletter that goes to all stakeholders.</p> <p>LPCUWC facebook page has 5461 likes (people who liked the page and also follow us) and 5417 followers (people who chose not to 'like' page but follow us). Usually 4-5 postings a week.</p> <p>Deep engagement with UWCGO which has included support for winter hosting families; UWCGO mentorship programme for Y1 students re University and Career choices; UWCGO UWC Day event hosted at the college for students and alumni.</p> <p>2 successful 10 year and 20 year reunions took place focussing on developing alumni stories and scholarships for LPCUWC.</p>
<p>B. We have strong <u>links</u> and <u>understanding</u> with China and Chinese cultures.</p>	<p><u>Links</u> include:</p> <ul style="list-style-type: none"> • Hong Kong NGOs working in China • NGOs and government organisations in China • Alumni working in China • China National Committee <p><u>Understanding</u> includes:</p> <ul style="list-style-type: none"> • Chinese Language (i.e. Mandarin; Cantonese; Chinese dialects) • Customs and Traditions 	<p>China Week continues to be a strong link and opportunity to enhance understanding of China and Chinese culture.</p> <p>ICYCLE Quan Cai has been further developed. This was initiated from China Week with LPC students teaching English in Mainland schools to developing distance learning of English through skype and activities in local schools in Hong Kong.</p> <p>EDB Sister School Grant applied for and granted.</p>

Aspirational Goals	Engagement	2016-17 Achievements
C. We have deep and lasting <u>partnerships</u> and understanding within local Hong Kong communities .	Partnerships will focus on: <ul style="list-style-type: none"> • the community of Wu Kai Sha and Sha Tin • “local Schools” • local NGOs 	The Quan Cai programme has substantial links and partnerships with local Hong Kong communities. Project Week continues its links with the community via Verbatim Theatre; Outward Bound; Best Buddies; Caritas; Pinehill, ICYCLE, Playback, Crossroads and WWF (not inclusive list)
D. We are recognised, within Hong Kong, as a respectable, emerging model for environmental sustainability .	<u>Environmental Sustainability</u> includes full engagement of all: <ul style="list-style-type: none"> • staff • students • staff families who reside on campus 	<ul style="list-style-type: none"> ○ Importance of sustainability presented to First years during OW ○ Sustainability CoP day. Guest speaker focused on HK needs / most QCs with a focus on environment involved ○ Marine awareness week on campus ○ Development of Dragon Fly Cafe: area created with recycled material. ○ Bk1 roof painted in white (helps to reduce electricity consumption. ○ Several guest speakers in group blocks with a focus on sustainability. ○ Continuation of Meat free Mondays and no ‘one use plastic’ plates and cutlery ○ Lobbying of Legco to end the ivory trade in HK
E. Our sustainable financial operation puts at heart a “scholarship principle” enabling students from a wide <u>range of backgrounds</u> to access a UWC education.		<p>Strong partnerships established with Ten Cent Foundation and Lee Hysan Foundation in supporting scholarships.</p> <p>Admissions from Hong Kong focussing on attracting students from more humble backgrounds and schools underrepresented previously.</p>
F. We take a <u>key role</u> in the wider UWC movement to inspire as many people as possible to live the UWC mission and values.	Our <u>key role</u> includes: <ul style="list-style-type: none"> • Promoting UWC mission and values within Hong Kong and Greater China • Supporting (eg. mentoring) National Committee within Asia-Pacific • Actively connecting students and staff with United World Colleges worldwide. 	<p>Staff and students represented the College at the UWC Congress in Italy in October 16</p> <p>Principal continues to be a member of the International Board; Chair of the UWC Heads Committee and is a member of the Task Force reviewing whether a school in Japan should be a UWC.</p>

Aspirational Goals	Engagement	2016-17 Achievements
G. Our EOTC involves personal challenge outdoor education opportunities for all which embody the spirit of UWC.	<u>Outdoor education</u> includes many physical activities in Nature on: <ul style="list-style-type: none"> • Water (swimming, kayaking, etc.) • Land (hiking, sports, orienteering, etc.) 	LPC outdoor education programme is now complete - offering climbing, sailing, rowing, Dragon Boat, sea kayaking, swimming, a unique course with Outward Bound that also features hiking and camping and a number of sports based Quan Cai activities.
H. Our education equally respects and gives weighting to <u>three strands</u> of programming: Academic; Student Welfare and Education Outside the Classroom.	The <u>three strands</u> are: <ol style="list-style-type: none"> i) Academic – International Baccalaureate Diploma programme ii) Residential - Student Welfare - includes all aspects of Residential life, Health, Life skills iii) Education Outside the Classroom – includes all aspects of the IB CAS programme, College trips, Cultural Evenings, sports and outdoor pursuits. 	The EOTC programme continues to share its achievements in a number of celebratory events throughout the year. The CAS programme is also featured as a focus in TOK. EOTC now features two posts supporting the work of the Director EOTC. IB 5 Year Review recognition of synergy between UWC Mission and values and IB Diploma.
I. <u>Social Action Projects</u> are defined as a College and aligned with UWC values.	Our <u>Social Action Projects</u> focus on: <ul style="list-style-type: none"> • Peace • Social Equality • Environment 	IFP and SJYC Conferences continue focus on peace and equity. A number of Quan Cai activities and China/Project Week trips also fulfil the requirements of ‘Social Action Projects’.
J. Our community genuinely celebrates uniqueness and <u>differences</u> .	<u>Differences</u> include: <ul style="list-style-type: none"> • All ‘differences’ described in LPCUWC’s Diversity Statement 	FEMPO, though an informal ‘Club’ and not part of the Quan Cai programme, has been very active in the area of gender equality and has been well supported by the College.

Development Plan for 2017-18**(A) Leadership and Management (Principal - Arnett)**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1)	To arrange a number of significant events for 25th anniversary of LPCUWC	AE	11/17 03/18 05/18	Development Budget	<ul style="list-style-type: none"> ▪ Celebration Event at LPCUWC - 25 November 2017 ▪ Education Event - 8 February 2018 ▪ Fundraising Dinner May/June 2018 <p>(See details on Development Section F)</p>	
A2)	Implementation of new Leadership structure within the college	Extended Focus Team			<ul style="list-style-type: none"> ▪ Implementation of new leadership structure with 3 HOD/4 HOH and other leadership positions ▪ Assess through appraisal the leadership training needs ▪ Plan a leadership training programme to commence in August 2018 	

A3)	Implementation of new Day and weekly structure and finalisation of Year	Focus Team	08/17 12/17 05/18		<ul style="list-style-type: none"> ▪ Implementation of new day and weekly structure ▪ Consultation on structure of year to include: <ul style="list-style-type: none"> ➤ End of Year and beginning of year arrangements ➤ Number of college days to be assigned each year ➤ Plan on the coverage of IB Diploma hours following review ➤ Number of Professional Development Days ▪ Implementation of end of year and beginning of new year 	
A4)	Development of new LPCUWC Strategic Plan	AE	01/18		<ul style="list-style-type: none"> ▪ Extensive consultation on new strategic plan from 2018 and beyond. Consultation to include; Board; staff; students; alumni and parents ▪ Strategic Plan to be aligned to the UWC Strategic Plan. ▪ Strategic Plan to build on previous Strategic Plan; data collected from surveys conducted; and IB 5 Year Review. 	

A5)	Continue to develop a suite of questionnaires for different stakeholders	AE/PH	10/17 3/18 4/18		<ul style="list-style-type: none"> ▪ Planning group established to develop teacher questionnaire ▪ Administration of Questionnaire ▪ Review of Data from Questionnaire ▪ Other questionnaires to be developed 2018 onwards including other staff and parents in subsequent years. 	
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(B) Academic Development (Director of Studies – Beta)

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1)	IB 5 Year review - matters to be addressed	BC / HoDs	12/17 06/18		<ul style="list-style-type: none"> ▪ Recommended hours for SL and HL subjects and TOK ▪ Further development of language policy ▪ Further development of SEN policy ▪ Further development of assessment policy ▪ Collaborative meeting time 	
B2)	Follow up from the QEF bid re English & IT Support	BC / Jenny / Willie	09/17		<ul style="list-style-type: none"> ▪ Completion of budget ▪ Submission of proposal 	

B3)	Library	BC / Librarian	06/18		<ul style="list-style-type: none"> ▪ Revamp of Library ▪ Conversion into an Information/Resource Centre 	
B4)	IT Development	BC / Committee	06/18		<ul style="list-style-type: none"> ▪ Selection of Student Information System including admission and attendance functionalities; ▪ Enhancement and reorganization of existing eLearning platforms. 	

(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)	Monitoring of the new Day/Week - process	MM	All year		<ul style="list-style-type: none"> ▪ Students have less absences from classes (sick/emotional or unexcused) 	
C2)	New Focus for Healthy lifestyle-	MM, HoH,	All year		<ul style="list-style-type: none"> ▪ Students experience at LPC is enhance with better sleep, diet and exercise. 	
C3)	Promoting a positive campus	MM	All year		<ul style="list-style-type: none"> ▪ Peer Supporters organize activities promoting positivity 	
C4)	New full-time Universities Guidance Counsellor in place to develop more one-one-support for students	MM/AE		Use made of Careers and Life Planning Grant	<ul style="list-style-type: none"> ▪ Students have greater access to Counsellor (adjustment of hours to include 2 evenings). ▪ Support teachers in producing College student testimonials. 	

					<ul style="list-style-type: none"> Support the UWCGO mentorship scheme for students. 	
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(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)	Support the integration of the newly appointed UWC Mission and Values Programme coordinator to the EOTC team.	SR	One year		<ul style="list-style-type: none"> Regular meetings including the EOTC Committee to monitor and support the development of the UWC Mission post. 	
D2)	To make an audit of ‘peace’ and ‘sustainability’ initiatives on campus.	WT	September 17		<ul style="list-style-type: none"> WT will carry out the audit as a first step in identifying how the College delivers the UWC mission and how peace and sustainability can be developed further. 	
D3)	To further develop the orientation week programme: building upon feedback from this year, and according to the new year calendar.	WT	Term 1		<ul style="list-style-type: none"> Orientation Week 17 will be evaluated via College feedback. This will be combined with decisions on the shape of the calendar for 18-19 to review and develop Orientation Week. This may include consultation with the EOTC Committee. 	
D4)	Formalisation of carbon pay back into College trips proposal and implementation	PH	April 18		<ul style="list-style-type: none"> Though there is the provision for carbon pay back to help environment awareness / protection as part of trip 	

					proposals, this is not widely used. PH (with the Trips Committee) will explore how the process can be developed effectively.	
D5)	Revision of 'roles & responsibilities' and 'risk assessment' pro forma	PH	April 18		<ul style="list-style-type: none"> ▪ Documentation for roles and responsibilities of staff on trips and risk assessment documentation will be reviewed and revised by PH in consultation with the Trips Committee. 	
D6)	Monitor and review of the EOTC programme (particularly the Quan Cai programme) in the light of the new day/week/year schedule.	SR	April 18		<ul style="list-style-type: none"> ▪ Monitoring and evaluation of the programme (particularly QC) with consideration of timetabling, student allocation & feedback from College stakeholders with a view to considering the impact of the new College schedule on EOTC. 	

D7)	Development of planning and reflection in the EOTC programme.	SR	April 18		<ul style="list-style-type: none"> A staff PD day took place in August 17. Focus will be placed on planning and reflection in Student Leadership workshops and the Year 1 ManageBac training session with particular reference to the CAS Stages and creative reflection. 	
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(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	08/17-05/19	\$3.7M	<ul style="list-style-type: none"> Follow up with the consultants, contractors and govt depts on progress of the project development. 	
E2) Development Appraisal for Support Staff	To ensure every English speaking Support Staff follow the agreed appraisal structure.	Line Managers of Support Staff	09/17-08/18	\$20,000	<ul style="list-style-type: none"> Communication and regular review on progress between the line managers and the support staff members. 	

E3) Building/ Facility Conversion Progress	To provide additional space for College community e.g. space for new Student Councillors; guest or intern facilities.	FH	08/17- 08/18	\$400,000- \$800,000	<ul style="list-style-type: none"> Follow up with different staff members re: organisation of storage/removal of items to facilitate the conversion programmes, as well as regular contacts with consultants/contractors on the issue. 	
E4) 25th Anniversary	To provide support to the running and organisation of the 25th Anniversary.	FH	08/17- 08/18	--	<ul style="list-style-type: none"> Effective communication with the Development Office to ensure the success of the 25th Anniversary. 	

(F) Admission (Admissions Director - Kate)

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1)	To further implement the recruitment and outreach plan with working closing with UWCHK Committee.	KK	All Year	HK\$105,000 (open day budget)	<ul style="list-style-type: none"> continue the momentum developed from before with different parties incorporate with celebration events of 25th anniversary on outreach and strengthening network explore opportunities to build partnership with different NGOs 	

F2)	To develop practice for a smooth transition to the college for new students.	KK	May – August 2018	NIL	<ul style="list-style-type: none"> ▪ effectively share student info with concerned parties ▪ develop a comprehensive platform or way to communicate with students and parents on preparation of joining the college ▪ evaluate the current practice and timeline 	
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(G) Group 3 and 6 - Humanities and the Arts

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1)	Implement the new management structure in the department and explore how the structure would improve integration of different subject groups	All staff	June 18		<ul style="list-style-type: none"> ▪ Have an agenda item on the department meetings to discuss this and to share good teaching practices that can be used across subjects 	
G2)	Identify the MSG earlier and provide support to them	All staff	June 18		<ul style="list-style-type: none"> ▪ Monitor the progress of this group of students by department head 	
G3)	Better placement of students at appropriate subjects	All staff	Oct 17		<ul style="list-style-type: none"> ▪ Less change of subjects after the deadline of add/drop of year 1 students 	

G4)	Implement the new timetable and to plan lessons accordingly	All staff	June 18		<ul style="list-style-type: none"> Monitor the progress to see if there are enough time to cover the course 	
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(H) Groups 1 and 2 - Languages

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1)	Managing the new day/week/year schedule and its impact on contact time and course coverage	All	June 18		<ul style="list-style-type: none"> Discussions and updates in departmental meetings, as appropriate 	
H2)	Familiarisation with the changes in Group 2 (Language B and Language Ab Initio) in preparation for 2018.	Group 2 teachers	June 18	Workshops	<ul style="list-style-type: none"> All Group 2 teachers should receive or undergo upskilling through workshops. Budget has been requested 	
H3)	Review of the Language Policy and its connection with the LPC Language Charter	All (including other departments)	June 18		<ul style="list-style-type: none"> Completion of a comprehensive Language Policy in line with IB Review recommendation 	

(I) Science and Mathematics Department

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
I1)	Implementing the new timetable and year structure with a clear focus on planning to ensure complete delivery of syllabus content.	Group 4 and 5 teachers	June 18		<ul style="list-style-type: none"> ▪ Regular discussion in meetings to evaluate progress and highlight challenges. 	
I2)	Implementation of a number of strategies to ensure better student placement in subjects and better support structures for students finding difficulty meeting the aims and objectives of their courses.	Group 4 and 5 teachers.	June 18		<ul style="list-style-type: none"> ▪ Review of student progress will be on-going and a way to evaluate success of placement process. Students of concern will be a regular agenda item in departmental meetings. 	
I3)	Development of the Group 4 and 5 teaching team formed as a result of the new management structure. This will include looking for synergies in the teaching programs and a common set of resources on Haiku.	Group 4 and 5 teachers.	June 18		<ul style="list-style-type: none"> ▪ Regular discussion in meetings to evaluate progress and highlight challenges. Clearly established policies for IA and assessment across both groups. 	
I4)	The development of a new model for the practical component of the IA in group. PD for staff on ICT skills that might be employed to reduce emphasis on lab use.	Group 4 teachers	June 18	Cost of workshop on ICT applications to group 4.	<ul style="list-style-type: none"> ▪ Discussion and consultation within department, followed by implementation in next academic year. 	

(J) TOK Team

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
J1)	PD training for new team members	KBS	June 18		<ul style="list-style-type: none"> ▪ In house workshops for TOK team members 	
J2)	Implementing the new time table with the aim of providing further support to students for their learning and assessments in TOK	TOK Team	June 18		<ul style="list-style-type: none"> ▪ Schedule times for meetings to evaluate the progress and highlight the challenges of the internal assessment component-TOK presentations. 	
J3)	Developing strategies for concurrency of learning for first and second years in TOK as recommended in the IB five Year Evaluation report.		June 18		<ul style="list-style-type: none"> ▪ Helping teachers to integrate TOK in their subject areas by TOK team leader offering to teach a lesson in their class on a specific TOK topic related to their subject. 	
J4)	Developing strategies to integrate TOK with the UWC mission values of “Peace and Sustainability”	KBS-BC	June 18		<ul style="list-style-type: none"> ▪ Cross disciplinary lecture / conference sessions. ▪ GIF sessions framed using a structured knowledge question from TOK to enable students to see the links between TOK and Peace -conflict discussions. ▪ Develop strategies to Invite local and perhaps overseas schools to conferences/discussions using the TOK approach to peace. 	

(K) Accounting Office

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
K1)	Complete the report of the fixed asset account performed during the summer of 2017	Staff in the Accounts office	Oct 2017	N/A	<ul style="list-style-type: none">▪ Report to be reviewed by the Principal or the Audit committee if needed.	
K2)	Review the basis for the Boarding/ tuition split of the expenses	Senior Accountant /Accountant	Jan 2018	N/A	<ul style="list-style-type: none">▪ Results to be included in the Audited financial statements 2016/17 to be submitted to be EDB in March 2018	
K3)	Manage cash flow of the College	Senior Accountant	year round	N/A	<ul style="list-style-type: none">▪ To better the cash flow planning by liaising with the different departments in view of the increase in the repair and maintenance expenses	