



**Li Po Chun United World College**

**School Report**

**Academic Year 2023-24**

# 1. Our College

## 1.1 UWC Movement

UWC was founded in 1962 with the vision of bringing together young people whose experience was of the political conflict of the cold war era, offering an educational experience based on shared learning, collaboration and understanding so that the students would act as champions of peace. We remain committed to this goal today but have expanded our reach to embrace the tensions and conflicts that exist within as well as between societies.

UWC has 18 schools and colleges educating students aged between 2 and 19. The education at UWC schools and colleges is underpinned by shared guiding principles. UWC schools, college and programmes all have distinctive characters but share the same commitment to UWC's mission and values.

UWC depends on the dedication and expertise of an active volunteer based network called national committees. National committees operate in more than 150 countries to recruit, select and prepare more than 1000 students every year to join our colleges, schools and short programmes.

We welcome students from a deliberately diverse range of backgrounds and experiences. At UWC, diversity extends to differences in socio economic background, culture, race and religion as well as nationality. UWC students are united in their commitment to positive social action to build a more equitable and fairer world.

## 1.2 UWC Mission and Values

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

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

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

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

### 1.3 History of Our College

The birth of Li Po Chun United World College of Hong Kong, (LPCUWC) can be traced back to 1978 when Dr Lee Quo-Wei GBM JP (Sir Q W Lee) was Chairman of the Selection Committee that was choosing Hong Kong students to study in UWCs overseas. He was deeply impressed by the calibre of UWC graduates and their contributions to society. Even after he left the Committee in 1982, his devotion to the UWC movement remained strong, and he dreamt of establishing a UWC in 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. The Li Po Chun Charitable Trust was named after Mr Li Po Chun (died in 1963), a prominent Hong Kong businessman and philanthropist. The trust remains a major provider of educational grants in Hong Kong. The idea to open a UWC in Hong Kong received enthusiastic support from Sir David 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, Dr Arnett Edwards was appointed Principal.

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

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

College Year 2017-2018 represented the College 25<sup>th</sup> anniversary. The College organized on 25<sup>th</sup> November 2017 a celebration event on campus in which nearly 1,000 people attended. The College also arranged an Education Symposium at the Asia Society in which The Honourable Mrs Carrie Lam Cheng Yuet-ngor officially opened for us.

College Year 2022-23 represented the College's 30<sup>th</sup> anniversary and the 50<sup>th</sup> anniversary of UWC Hong Kong Committee. Major anniversary events included the opening of the Amphitheatre and Enlightenment Centre at the College on 26 November 2022, an exhibition at the Central Market on 1-9 February 2023 and a Gala Dinner on 13 May 2023.

Dr Arnett Edwards became Principal in August 2011. He served as principal for 12 years dedicating his leadership to promoting the UWC mission and values through his work. During his tenure, Dr Edwards had several initiatives spearheaded that transformed the College community and will continue to have a lasting impact. These include the sustainable Solar Panels installation; Lee Shau Kee Peace Education Centre; Construction of an Amphitheatre for outdoor events; Enlightenment Centre hub and last but not least the Anniversary Celebrations for the College's 20th, 25th and 30th milestones. He played an instrumental role in the College's education outside of classroom experiences, the academic progressive record, the residential cross-cultural environment strengthening community bonding as well as the most challenging period of the College - navigation through the COVID-19 Pandemic.

In August 2023, Dr Spencer Fowler was appointed Principal.

## **1.4 LPCUWC Principles**

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

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

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

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

## 1.5 Legal and Statutory Framework

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

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

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

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

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

## 2. Achievements and Reflection on Major Concerns

### 2.1 Significant Achievements

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

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

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

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

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

### 2.2 Major Concerns

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

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

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

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

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

#### 3.1 Academic activities

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



In addition, all candidates must complete the Theory of Knowledge course which allows them to question how knowledge is derived and how reliable it is. The Extended Essay is a 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 Arrangements for Students with Special Needs**

The Li Po Chun United World College is committed to the provision of a high quality education for all students enrolled at the College. We believe that students with special educational needs should be provided with the support they need to develop their potential and to fully participate and contribute to this unique learning and living community.

Students at the College who require additional support are mainly classified into the following categories:

- Students with a verified disability.
- Students with English as an Additional Language.
- Students with learning support needs.
- Students with emotional/social/mental health/family challenges

Different support mechanisms are put in place as needed working with the students in a holistic manner.

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

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

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

The 257 students of LPCUWC live in the 4 residences of campus. They share rooms with three other students. Residences and rooms are socio-engineered in order to offer the students the best opportunities to share in a meaningful way. As far as possible, rooms are composed of two second year and two first year students, two from Hong Kong and two from different overseas regions.

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

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



### 3.4 Education Outside of the Classroom Activities

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

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

The aims of EOTC are to:

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

#### Quan Cai (IB CAS)

Consists of 4 components:

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

Students must choose one activity from each component as part of their programme over two years. The programme is at the heart of EOTC and takes place on Monday evening, Tuesday afternoon and evening, Thursday afternoon, Friday afternoons and evening and at weekends: Students must choose 3-4 experiences as part of their programme in Year 1 and 2-3 activities (one must be Community Service) in Year 2. Students may propose individual online experiences as part of their programme.

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

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

## **Project Week**

All students participate in a Project Week during Term 2.

Project Week is focussed on facilitating Service and Challenge experiences.

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

## **Cultural Evenings**

Four cultural evenings take place each year.

These highly anticipated presentations include pre-performance events and a dinner before the show.

The aim is to promote international understanding & appreciation through artistic performances.

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

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

## **Orientation Week**

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

## **Outdoor Pursuits**

The College runs a number of outdoor pursuits programme, often partnered with external specialist organisations.

## 4. Student Performance

### 4.1 College Results 2024

#### Overall Performance

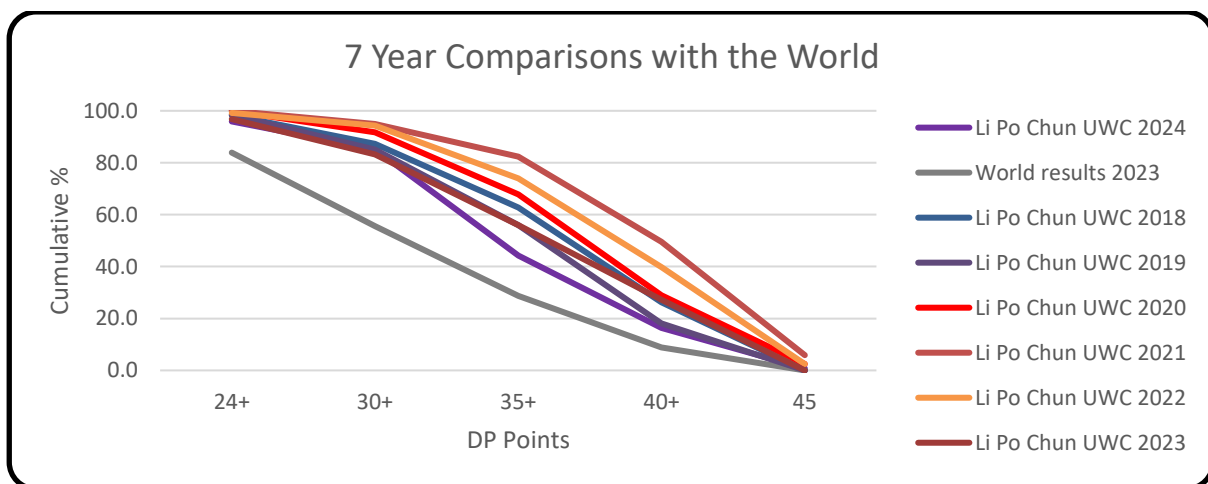
Total no. of eligible students	122	Out of 125 (with 3 Certificate Programmes)
No. students awarded Diploma	117	95.9%
No. students awarded Bilingual Diploma	65 (out of 66)	53.3%
No. students awarded Certificate	5	4.1%
Average Score of Diplomas Awarded	34.87	35.74 (2023)
Average Score per Candidate	34.36	35.03 (2023) & 34.58 (PG)

**Table 1: General summary of statistics**

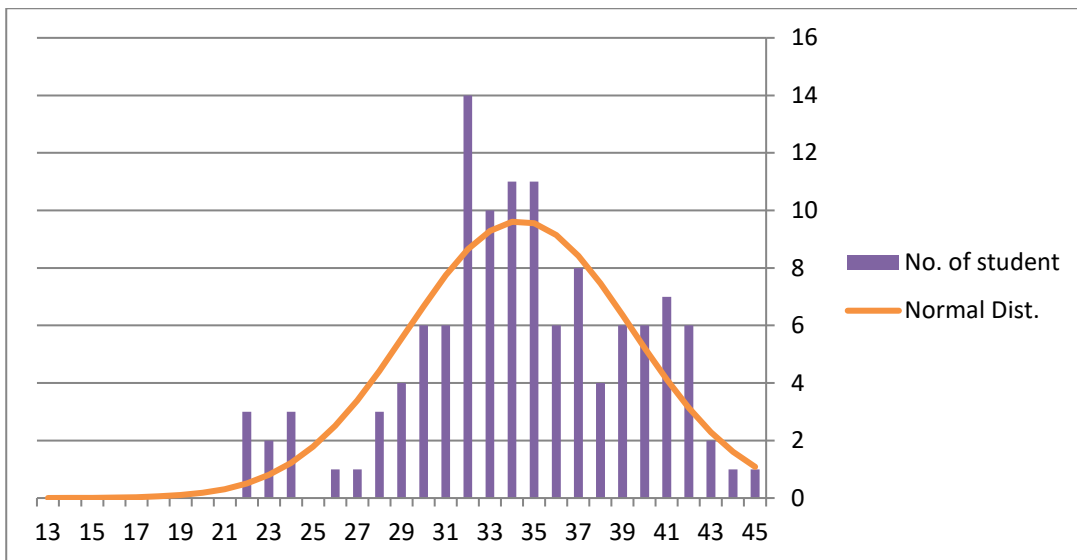
The above results represent our College's back-to-normal performance after COVID with additional examination arrangements and restrictions since May 2023. Although there is a drop of less a point in this year's average scores (from 2023), the attainment of a perfect score of 45 points, a minor deviation of 0.22 from the College's predictions and 20 successful remarks (so far, compared with last year's 11) suggested that things were indeed back to normal. After all, this graduation class is the weakest cohort in more than two decades.

Given this context and the fact that this cohort has joined the College soon after COVID in September 2022, it is going to take more time for our results to start picking up again. By exploring and introducing more creative pedagogies under the Blue Sky Thinking, the College is going to develop an academic programme which is unique and more flexible and/or suitable for our students.

Figure 1 and 2 show that this year's results are still in line with the pre-COVID years in terms of the general distribution and maintain the impressive performance of the College, considering the additional value that we know we provide.

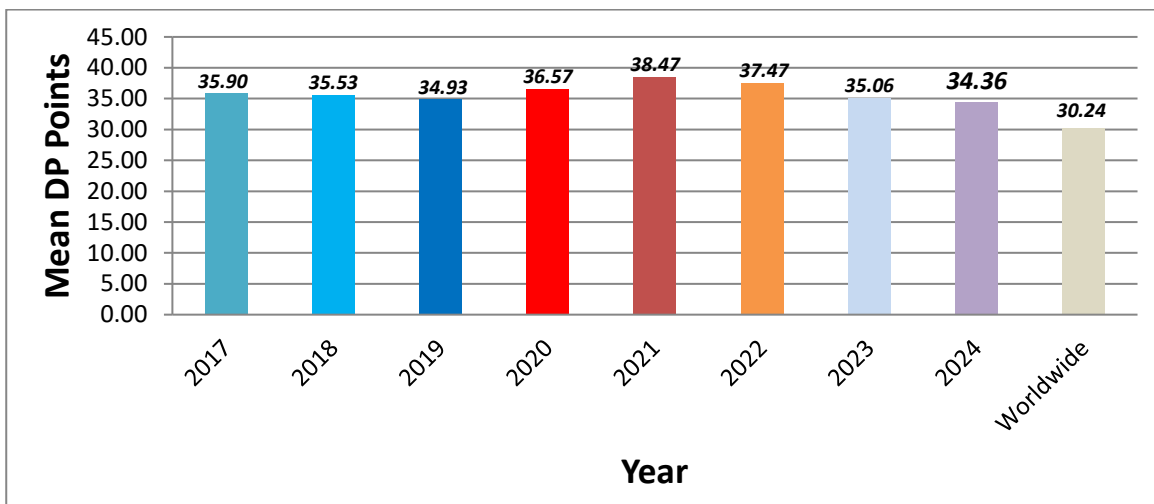


**Figure 1: 2024 results (cumulative)**



**Figure 2: Distribution of results 2024**

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



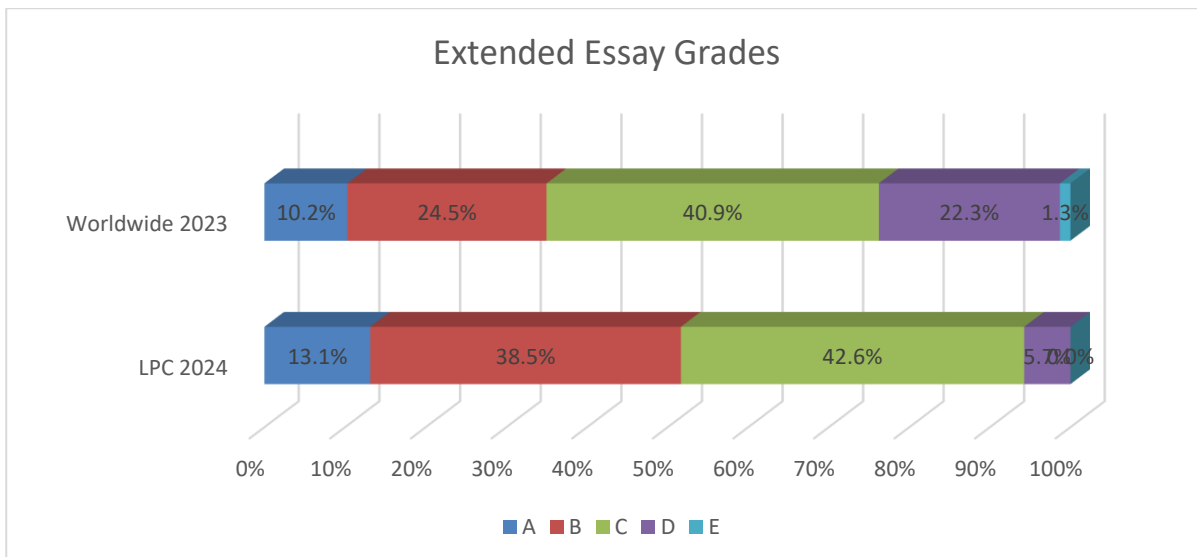
**Figure 3: Average DP points 2017 – 2024**

### Bilingual Diploma

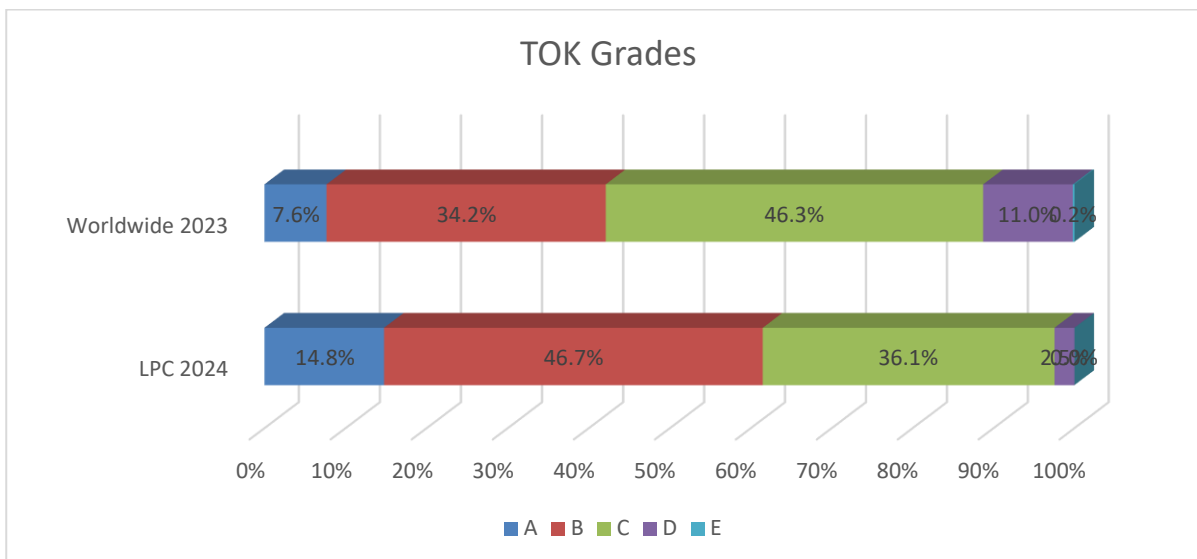
The number of candidates attaining a Bilingual Diploma is slightly less than last year’s 68 (by 3) but still more half of the student body in which only one student did not succeed in getting the diploma. This suggests that the College has maintained her strong commitment to mother-tongue languages and a firm stance in student subject choices. Furthermore, this percentage (of 53.3%) is way above the global figure of 26.8% in 2023.

### Core Subjects

Extended Essay (EE) and Theory of Knowledge (TOK) contribute a possible maximum of 3 points to the overall total. The LPC results are, as usual, way better than the worldwide results particularly at the high end for EE. This is also the case for TOK, which is a continual improvement thanks to a strong and growing team of 8 experienced teachers, as shown below.



**Figure 4: Comparison EE grades LPC vs Worldwide**



**Figure 5: Comparison TOK grades LPC vs Worldwide**

In general, both sets of results showed that all of our students have completed the final assessments comprising of the essay (plus an exhibition for TOK) with a large number of the students achieving between grades A, B and C and smaller number achieving a grade of D. Because of our early internal deadlines, all of these IB core components were completed and successfully submitted online after proper authentication.

More importantly, these results should be considered in the context of the academic and language experience of our students. The EE is a 4000-word piece of academic writing related to a subject of their interest whereas TOK requires students to consider complex issues about knowledge and its relation to their subjects, ultimately assessed through an exhibition commentary and essay. Both elements demand higher-level thinking and skills which are a real challenge for candidates from different educational and language backgrounds, especially for TOK. These results are testament to the work and experience of the staff.

For instance, among those who achieved a grade of C and D were many of our non-native speaking students who showed significant improvement in their performance in the final assessment, especially on the TOK essays as a result of the support and guidance from the TOK Team.

## Conclusion

Upon our return to the regular IB routines with all assessments on board, the inconsistency in the marking and/or moderation of Internal Assessment (IA) is always our major concern. According to our departmental reports, the assessment criteria continue to be relatively open to interpretation, with a relatively high discrepancy between examiners on how they award marks despite standardization and seeding (despite the fact that many of our teachers are also IB examiners). In Sciences, the grades reflect a disappointing performance, underscoring the need for increased emphasis on IAs, encouraging more practical investigations, and fostering student responsibility for feedback incorporation. A critical challenge remains the limited timetable, hindering syllabus completion and impeding revision and practice, essential for exam preparation. Notably, practical programs are often sacrificed for teaching time, constraining the development of practical skills and limiting IA investigations.

As a result, all departments are urged to innovate pedagogically to enhance student engagement and performance within their subject areas. A thorough review of the timetable and teaching hours is imperative for sustained academic improvement.

## 4.2 Other Student Awards

### External Awards (Y1)

- 1) Harvard Book Prize
  - Winner: Katrin Jurgens
  - 1st Runner up: Hazel Tio
  - 2nd Runner up: None
- 2) Princeton Book Award Winner – Joy Chen
- 3) Kiwanis Community Service Award – Sara Yding Lindquist

### Internal LPC Awards (Y2)

- 1) Award for the Arts: Chloe Brook
- 2) Award for Sports and Outdoor Pursuits: Mark Vodičar
- 3) Award for Improvement through Effort: Dayyan Fundi
- 4) Award for Promotion of Intercultural Understanding: Alex Jung
- 5) Award for Community Service: Sara Yding Lindquist

## 5. Financial

### 5.1 Financial Summary for 2022 / 2023 ~~2021/2022~~ 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%
Scholarship Received	N.A.	5%
Donations	N.A.	4%
Other Income	N.A.	1%
<b>Total</b>	21%	79%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		38%
Operational Expenses (including those for Learning and Teaching)		17%
Fee Remission / Scholarship <sup>1</sup>		38%
Repairs and Maintenance		4%
Depreciation		3%
<b>Total</b>		100%
<b>Surplus/Deficit for the School Year #</b>	-1.89 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	3.81 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:**

<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).

## 5.2 Government Grants 2023-24 / 2024-25

### 5.2.1 Report on Government Grant Expenditure for 2023-24

a) Capacity Enhancement Grant (Report) 2023-24

In 2023-24, the College received \$89,540 from EDB.

The 2023-24 academic year has covered several developments (below) that were proposed last year and supported by the Capacity Enhancement Grant.

To further enhance the Hybrid Blended Learning Model, specific AI generated software was acquired for the EAL students.

To facilitate the Listening Component of the Language B subjects, 2 sets of digital systems with enough receiving devices and headsets were acquired to support 3 different classes to conduct their listening assessments simultaneously.

b) Career and Life-Planning Grant

The expenditure for the Career and Life-Planning Grant is detailed in Development Plan Report 2023-24 (*Appendix 2*).

c) Sister School Scheme

The college received a Grant of \$162,994. We intended to visit the Nanning Huaguang Girls' High School, however, it has been restructured and renamed as Nanning Huaguang Senior High School. So the trip was deemed unfeasible due to restructuring of the partner school. This grant will be utilised next year as part of the College's China Week in 2024.

d) Life-wide Learning Grant

This is subsumed in the DSS rate. The college estimates that it has received \$157,787. *Appendix 3* details how this has been utilised.

e) One-off Grant for Promoting of Chinese Culture

\$300,000 was received. \$33,000 used for lion dance training and purchase of relative materials in 2023-24.

f) One-off Grant on Promotion of Sports

\$150,000 was received. \$640 was spent on rowing activity for eligible students.

g) One-off Parent Education Grant

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

h) One-off Mental Health Grant

\$60,000 received in 2023-24. \$4,953 spent on peer support QC, psychodrama training, all mindfulness and yoga.



i) IT Innovation Lab

\$939,012 received in 2023-24. \$149,952 was used to purchase laptop computers.

## 5.2.2 Government Grant Expenditure Plan for 2024-25

a) Capacity Enhancement Grant (Plan) 2024-25

The 2024-25 academic year will see several developments that will be supported by the Capacity Enhancement Grant.

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

To support the conversion from a physical Library to an Information Centre, new devices and/or systems with online materials will be explored and purchased for different subject areas.

To support the arrival of new teachers and the introduction of a new Marine Science course, additional devices will be explored and purchased for learning and teaching.

The above enhancements will be covered by this year's grant.

b) Career and Life-Planning Grant

The plan for the Career and Life-Planning Grant is detailed in Development Plan 2024-25 (*Appendix 4*).

c) Sister School Scheme

The college plans to utilise the grant of \$162,994 received in 2023/24 as part of the China Week in 2024.

d) Life-wide Learning Grant

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

e) One-off Grant for Promoting of Chinese Culture

Balance of the grant as of 30 June is \$267,000. The College will use the grant in organising Chinese Cultural Evening or enrolling students in related activities in the coming year.

f) One-off Grant on Promotion of Sports

Balance is \$149,360. The College will utilize the grant before 2026-27 to support sports activities and for sports equipment purchase.

g) One-off Parent Education Grant

The College does not plan to use the grant.

h) One-off Mental Health Grant

The College plans to utilize the balance of the grant to support more similar programmes in 2024-25.

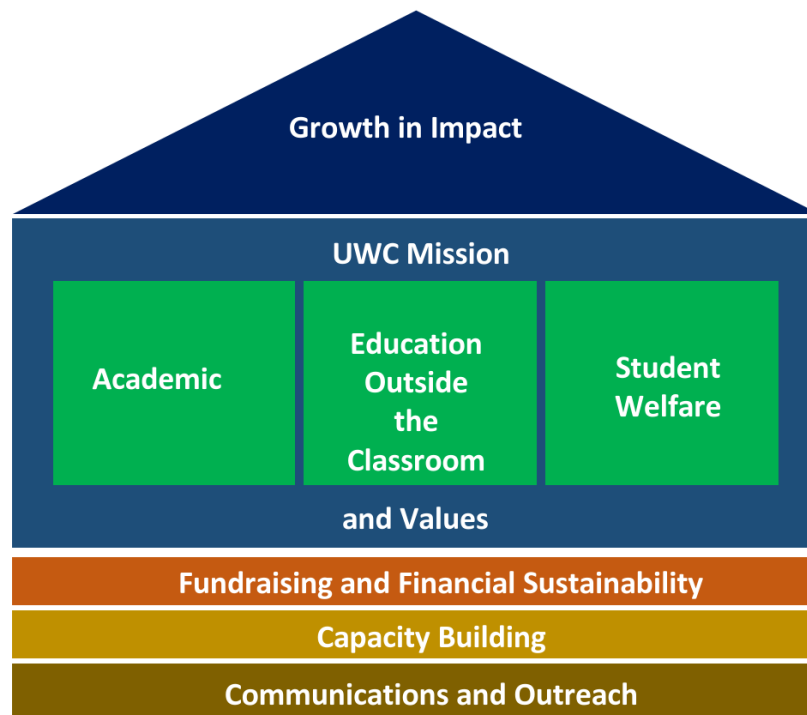
i) IT Innovation Lab

The balance of \$789,060 will be utilized to organise IT related programmes for our students in 2024-25.

- Artificial Intelligence (A.I.) Program aims to enable students to learn the concept of artificial intelligence (AI) and machine learning through hands-on experience. It will also cultivate students' interest in AI and IT and enhance their innovative thinking.
- LEGO Education SPIKETM Prime Coding Program aims to enable students to learn the concept of coding through hands-on experience. It will also cultivate students' interest in IT and enhance their innovative thinking. Students will have the chance to apply cross-disciplinary knowledge to design and build products with LEGO® Education hardware (including bricks, motors and different sensors) to solve problems.

## 6. Feedback on Future Planning

The College launched a new strategic plan on the theme: “Breaking Boundaries; Building Bridges” in 2019 following an extensive consultation exercise. The strategic plan can be summarised in the diagram below:



Details of the Strategic Plan can be found in *Appendix 6*.

The Development Plan for 2024-25 based on the Strategic Plan “Breaking Boundaries; Building Bridges” is enclosed in *Appendix 4*.

## UWC Educational Model



### UWC Mission

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

### UWC Values

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

## Summary of UWC Educational Model

### 1. UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

**Guiding Principles:** “This education should take place within a diverse community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between people.”

**Explanation:** The core of the UWC experience lies within a diverse community of learners who share a common commitment to the mission and values of the UWC movement. Diversity is supported by National Committees in over 140 countries which interview and select students who have made the most of the opportunities they have had and who exhibit qualities that fit with the UWC mission and values. Students are then chosen to join school communities to ensure cultural, racial, gender, socioeconomic, and language

diversity in pursuit of a common mission. In this way, each campus reflects a global diversity that enhances connection, sharing, debate, and community living; and, thus encourages opportunities for growth, empathy, and understanding. Faculty and staff actively engage in community life as teachers, tutors, mentors and learners.

## 2. UWC Values

**Guiding Principles:** “All schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.”

“This education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

**Explanation:** This part of the model, together with the outcomes, speak to the values infused in a UWC education throughout the movement.

## 3. Teaching: Experiential Learning

**Guiding Principles:** “Requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

**Explanation:** Experiential learning is fundamental to UWC. Experiential learning is the process of making meaning from direct experience. Young people are thrust into a dynamic and diverse community. This situation provides a plethora of challenging experiences to inspire a range of emotions and learning opportunities. These experiences can be challenging, joyful, frustrating, and life-changing. UWC provides a safe and supportive environment from which to learn through direct experience. By living and working together, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error, and perspective taking.

Along with living in a diverse community, students have opportunities to initiate and collaborate on areas of passion, interact with the larger community, and take advantage of service, creative, and physical opportunities. All of these programmes provide rich experiences for making meaning and learning.

Experiential Education is a more formal pedagogy that employs a philosophical stance and a variety of methodologies. Teachers and staff intentionally provide opportunities for students to engage in activities, exercises, and events to mindfully make meaning and apply emerging skills and understanding.

#### **4. Experience: Active – Academic – Social – Personal – Outdoor – Service**

**Guiding Principles:** “Recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.”

“Physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.”

**Explanation:** Within the context of the experiential process are the actual experiences shared within the UWC community. These are both formal and informal activities, programs, and situations that challenge students on a variety of levels. Formal experiences balance high expectations within the context of a rigorous academic programme, along with a rich and varied co-curricular program in which students engage in creative, physical, and service learning both offered by others and initiated by students.

Students are also informally challenged through interactions in an intercultural and diverse environment in their residence life and social activities. These challenges encourage sharing, dialogue, conflict transformation, and reflection to encourage seeing the world from a variety of perspectives.

#### **5. Mission and Outcomes: Peace and a Sustainable Future Courageous Action • Personal Example • Selfless Leadership**

**Guiding Principles:** “Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.”

“UWC schools and colleges offer life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual, and physical.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

**Explanation:** By bringing together a diverse and motivated student body, immersing them in a global community experience based on the UWC values, and challenging them formally and informally, students grow in their abilities to be active global citizens.

The holistic UWC experience leads to learning skills, competencies, and outcomes toward the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future."

**Li Po Chun United World College of Hong Kong**

**Report on Development Plan [2023-24](#)**

The Development Plan needs to be read in conjunction with the College’s strategic plan *“Breaking Boundaries; Building Bridges; 2019 and Beyond.”* The college Focus makes reference to the element of the strategic plan.

**(A) Growth in Impact**

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1	Coordinate & run a number of Youth Outreach Programmes closely aligned with the UWC Mission, with clear targets for audience outreach, external collaboration & alumni engagement	Adrian			Minimum 3 events <ul style="list-style-type: none"> <li>• Winter daycamp</li> <li>• Easter daycamp</li> <li>• Summer camp</li> </ul> Minimum 150 unique participants from 20 schools Sustain 2 existing external collaborations Involve previous participants in at least 1 event	5 events held <ul style="list-style-type: none"> <li>A. 16/12/2023 SJYC/YPM Winter Daycamp</li> <li>B. 9-10/3/2024 Rotary/IFP Peace Camp</li> <li>C. 31/3/2024 YPM Easter Daycamp</li> <li>D. 23-29/7/2024 SJYC</li> <li>E. 1-4/8/2024 DICE summer camp</li> </ul> 194 participants (HK & overseas) <ul style="list-style-type: none"> <li>A. 22 (8 returning)</li> <li>B. 111 (19 returning)</li> <li>C. 15 (2 returning)</li> <li>D. 51 (4 returning)</li> <li>E. 36 (8 returning)</li> </ul> 2 partnerships (informal): <ul style="list-style-type: none"> <li>• Rotary (Peace Camp)</li> <li>• IBEL (YPM QC)</li> </ul> 1 past participant as organizer <ul style="list-style-type: none"> <li>• Zoe Wong (incoming LPC Y1, SJYC)</li> </ul>

**(B) UWC Mission and Values**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
B1	<ul style="list-style-type: none"> <li>• Peace. Integration of &amp; support for the new Mission/Trips Coordinator as they oversee both areas of the College programme.</li> <li>• To continue liaising with all peace-related QCs/Clubs/Initiatives and to identify areas that can be further streamlined (for example, Verbatim PW, Refugee Relief &amp; SAS all work with NGO Branches of Hope but have little communication between the groups on campus).</li> </ul>	SR & CF	One year		<ul style="list-style-type: none"> <li>• Regular liaison between Director EOTC &amp; Coordinator. Reflection on success of individual events (e.g. Sustainability COP Day).</li> <li>• Identifying concrete examples of liaison &amp; collaboration through the year (the combined role of Mission &amp; Trips Coordinator can be helpful here). This could also be practised in the Peace COP Day.</li> </ul>	<p>The new coordinator successfully oversaw both areas of the College programme.</p> <p>Liaising largely did not take place.</p>
B2	<ul style="list-style-type: none"> <li>• Sustainability. To continue liaising with the cross-UWC sustainability coordinators.</li> <li>• To continue working towards a College-wide carbon audit.</li> <li>• Coordinate UWC Day event (Sustainability focus)</li> </ul>	CF	One year		<ul style="list-style-type: none"> <li>• Evidence of collaboration and/or support across the UWCs.</li> <li>• Completion of the carbon audit.</li> <li>• Completed in September 23.</li> </ul>	<p>We have collaborated with UWC RB by sharing a number of articles on their new sustainability website, approved by IO. The sustainability coordinators do hold monthly calls to allow further collaboration, but these take place late on Wednesday evening after 9pm. With Craig stepping down as chair of the sustainability committee, I will be trying to touch base with coordinators at least once every couple of months next year. I have picked up on minutes and there is a shared document where the different colleges are looking at the following areas for review and development: Events, Initiatives &amp; Activism; Nature &amp; Biodiversity; People, Stories &amp; Awards Policies &amp; Structures; Reducing our impact; Teaching Skills for the Future.</p>



						<p>Completion of the carbon audit:</p> <p>beginning stages of the carbon audit have begun with '2041' and Christie Lai; The carbon audit is expected to continue until June 2025, where a report will be published; The second stage of this process will be a sustainability audit; The third stage is putting into place actions to move to Carbon Zero</p> <p>UWC day. The day (afternoon) was a success and many people commented upon the community spirit that was evident on the day. Many people requested a full day's activities and the aim is to implement this next year.</p>
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**(C) Academic**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
C2, C3	Artificial Intelligence	All teachers	11/2023	Nil	PD on AI generated documents and generators with a major focus on the impact on academic honesty and associated policy.	Successfully conducted and ongoing development continues.
C1, C3	Hybrid Blended Learning & Teaching Model	BC	05/2024	Nil	Completion of the IB 5 Year Review Programme Development Plan with a full-scale evaluation, including data analysis, and reflection with all stakeholders.	A stakeholder survey (with Y1s) successfully conducted and analysed.

**(D) Education Outside the Classroom**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1, 2, 3, 4	Resumption of full trips programme (China/HK Week & Project Week)	CF (supported by SR)	August 23 - April 24	Budgets approved	Trips Committee to oversee proposal, approval & risk assessment of trips. Also allocation of staff & students. Concluding with reflective sharing & feedback on success of the programme	Full trips programme resumed successfully with Trips Committee reflections.
D1, 2	Facilitation of new Mission & Trips coordinator (with a view to the future of EOTC hierarchical structure).	CF & SR	One year	nil	SR will retain budgetary control & will support CF in his new role. For instance SR will sit on the Trips committee but CF will chair. CF will chair (or delegate) Peace & Sustainability Committees. Both the community as a whole & committees will give feedback on impact of work (e.g. trips, COP Days etc) with a view to deciding if the (one year) coordinator post will be retained or other changes will be made (given succession of Director EOTC in 2025).	It was decided to retain the existing combined post for a further contract pending post changes in succession of the Director EOTC.

**(E) Student Welfare**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
E2	Investigating possibilities to include medical insurance in school fees	MM	Term 1	Non for academic year 23/24	All students have a medical insurance and no longer have to spend 10 hours or more waiting in public hospital with staff members (tutors/nurses/guards).	This has not been achieved and the time tutors have to spend in hospital keep increasing

E2	Developing a gender diversity policy for the college	MM	Term 2	nil	A policy is published by May 2024	The policy is not yet published.
E2	Produce updated Student Protection Policy	SF/MM	Term 1		A policy published by January 2024	Not done

### (F) Fundraising and Financial Sustainability

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	Additional scholarship fundraising through Alumni Regular Donations, Class Reunion scholarship fundraising.	Alumni Fundraising Subcommittee supported by MT	5/2024		Alumni – Regular Donations, Class Reunions, and Founding Class 30th anniversary reunion	<p>Successfully held six (6) reunions (class of 2011, 12, 13; 2002, 2004; and 1994) between the end of June to July</p> <p>Raised approx. HK\$600k through reunion activities, which is the highest donation amount through reunions</p> <p>The number of regular donors has increased from 30 (Jun 2023) to 46 (Jun 2024). The total donation amount has increased by 39%</p>
F2	Major gift fundraising	UWCHK and MT	5/2024		<ul style="list-style-type: none"> <li>- Continue to explore and engage notable foundations and individual donors for scholarship donations.</li> <li>- Identify potential leads from our community for more sizable scholarship donations.</li> </ul>	<p>Successfully engaged Tencent Foundation and secured HK\$6.4M donation (~8 overseas scholarships) between 2023/24 and 2027/28 in supporting the “Talent for HK Scholarship scheme”</p> <p>Successfully engaged 1 x individual donor to donate HK\$800k in supporting one OS student scholarship</p>
F3	“Talent for Hong Kong Scholarship” (2+4+x scholarship scheme)	UWCHK and MT, supported by UGC	12/2023		<ul style="list-style-type: none"> <li>- Pilot run begins in 2023</li> <li>- Explore more potential “x” corporate partners</li> </ul>	1 student matriculated to HKU through Talent for Hong Kong scholarship

**(G) Capacity Building**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1	Integration of the new nurses	MM	Term 1	nil	The nurses have a good understanding of the College and the need of the students. There is a system in place allowing good communication between nurse and residential team.	The nurses have responded positively to feedback from colleagues, more attention needs to be given to ensure that the sensitivities and confidentiality of all students are fully respected.
G1	Continue Cycle of Staff Review and Development	Cherrie	08/23 to 04/24  04/24		Operation of SRD as detailed in the “Recruitment and Development of Teaching Staff” Policy  Review of operation for Cycle 2	The first cycle of the SRD has been completed.  Following the staff retreat discussions and the Blue Sky Thinking initiative, the SRD will undergo review and further development.
G1	Enhanced support and coordination for students with Individual Needs (e.g. mental health; academic support; physical health)	Michele/Beta	08/2023  09/23  11/23  04/24		Historical data on individual needs collated  Proposed plan for enhancement taken to Education Committee/Staffing Sub-Committee  Implementation of plan  Review of Plan	Data was collated and presented to the board.  Better accommodation for students with need for quiet spaces/ extra time for test were put in place.  The rooms B03 and B04 have been set aside for students needing a quiet space (outside of academic times)  The College is looking to employ a specialist for students with individual needs in the first term 2024

G1	Integrate new part-time UGC staff member	UGC	8/2023-5/2024	EDB Careers & Life Planning Grant	Train and onboard the part-time UGC staff member to provide training and guidance for LPC students on their future planning	successfully trained and onboard part time UGC
G1	Training and maintaining employment for universities guidance counsellor	UGC	All Year	Careers and Life Planning Grant	- Training and development including visiting universities (partner Davis Institutions) and attending International ACAC conference & GUCC Singapore conference: engaging in global interaction among other high school counsellors and universities / institutions in support of secondary students transitioning to higher education - Part of the Fairs committee for International ACAC conference 2023	Attended both IACAC and GUCC and connected with more than 70 universities representatives and advocated for UWC schools and also our Shelby Davis liaison.
G2	Commencement of Lift Project	Principal / FH	12/2023	EDB Major Repairs Grant	On site construction works (Phase 1: Lifts 1 & 2) from December 2023, with completion in August 2024;  On site construction works (Phase 2: Lifts 3 & 4) from December 2024, with completion in August 2025.	Ongoing correspondence between the appointed consultants and EDB/ArchSD to finalise the tender document for the Main Contract. Lift construction works have not been started this academic year.
G2	Water System Improvement Works	Principal / FH	7-8/2023  7/2023  5-12/2024	Lady Lee Donation  EDB Major Repairs Grant	Completion of Phase 1 Works (Academic Block to Principal's House)  EDB Major Repairs Grant Application;  Phase 2 Works (College gate, via Academic Blk, to Assembly Hall)	Works completed satisfactorily (Academic Block to Principal's House).  EDB Major Repairs funding was granted in May 2024. Would proceed with the improvement works by following the EDB guidelines.

G2	Re-roofing of Assembly Hall	Principal / FH	7/2023 5-12/2024	EDB Major Repairs Grant	EDB Major Repairs Grant Application Re-roofing Works of the Assembly Hall	EDB Major Repairs funding was granted in May 2024. Would proceed with the re-roofing works by following the EDB guidelines.
G2	Upgrade of facilities in the Staff Residences	Principal / FH	7-10/2023		Repair & Maintenance Audit of Staff Residences	An Audit List has been prepared, however, due to financial constraint, upgrade of facilities in the Staff Residences would be based on needs/requests.

#### (H) Communications and Outreach

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1	Admissions Director to further develop the relationship with Hong Kong Committee and LPCUWC Development Team on effective marketing of UWC	Kathy			Attend 4 Expos Open Days x2 (full scale) Film updated room tour	Conducted 2 Open Days Attended 4 Expos
H2	Increase presence and expand marketing in the Greater Bay Area	Kathy			Building connections with a potential partner as a pilot program	2 GBA (<30 ppl) group visits Attended the GBA expo Visited partner in Shenzhen for live sharing and videos
H3	Management of College's social media	Thandi	Ongoing	Promotions	Regular content update on media platforms of College and student activities via Facebook, YouTube, LinkedIn & Twitter.	Maintained 3 weekly posts which generated interaction with audiences. Increased number of followers on the social platforms
H4	Regular College Communications	Thandi	Ongoing	Subscriptions	Bi-monthly Engagement Newsletter Quarterly/Bi-Annual Principal's Letter MailChimp, Direct emailing	Maintained the bi-monthly newsletter sharing. Engagement increased as seen in the reports stats in Mailchimp which

						indicates opens and clicks of links in the newsletters. Also we increased the number of subscribers.
H5	Student/Scholar/Alumni Impact Videos	Thandi	Ongoing	Subscriptions	Identify students/scholars/alumni for anniversary/regular Impact Video production.	Produced some videos which were published on the College's platforms. More video productions need to be done.

(Template)  
**Report on the Use of the Life-wide Learning Grant**  
2023-24 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

**Category 1: To organise / participate in life-wide learning activities**

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Hong Kong activities for Project Week	Mar-24	Year 1 & Year 2	26	\$122,983.00	\$4,730.12	E1, E2, E6, E7		✓	✓	✓	✓	✓	
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
<b>Sub-total of Item 1.1</b>				<b>26</b>	<b>\$122,983.00</b>									
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons✓													
1	Proect Week Overseas	Mar-24	Year 1 & Year 2	91	\$477,960.00	\$5,252.31	E1, E2, E6, E7		✓	✓	✓	✓	✓	
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
<b>Sub-total of Item 1.2</b>				<b>91</b>	<b>\$477,960.00</b>									
<b>Expenses for Category 1</b>				<b>117</b>	<b>\$600,943.00</b>									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Nil		
2			
3			
(Please insert rows above if the space provided is insufficient.)			
<b>Expenses for Category 2</b>			<b>\$0.00</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$600,943.00</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	255
Number of student beneficiaries:	117
Percentage of students benefitting from the Grant (%):	46%

Name of Contact Person for LWL:	Mr Steve Reynolds
Post of Contact Person for LWL:	Director of Education Outside of The Classroom

\* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches		



## Li Po Chun United World College of Hong Kong

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

The Development Plan needs to be read in conjunction with the College's strategic plan "*Breaking Boundaries; Building Bridges; 2019 and Beyond.*" The college Focus makes reference to the element of the strategic plan.

#### (A) Growth in Impact

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
A1	<p>Retain external youth engagement via outreach programmes, closely aligned with the UWC Mission and pursuing clear targets for audience reach, stakeholder collaborations &amp; alumni engagement.</p> <p>Explore potential pilot programmes in collaboration with external groups:</p> <ul style="list-style-type: none"> <li>- Venue rental to service providers; e.g. Learn with Leaders</li> <li>- Partnership with schools; e.g. Phillips Exeter Academy, local universities</li> </ul>	Outreach Manager			<p>Minimum 2 events</p> <ul style="list-style-type: none"> <li>• Winter/Easter day camp</li> <li>• Summer camp</li> </ul> <p>Minimum 90 unique participants from 15 schools</p> <p>Sustain 1 existing collaboration</p> <p>Involve alumni / past participants in an organizing capacity for at least 1 event</p> <p>2 meetings with potential event partner(s) - Zoom/in-person</p>	

**(B) UWC Mission and Values**

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

					o Feedback to committee and community in college meeting	
B3	<p>To continue to promote and develop the UWC values in all aspects of college life.</p> <ul style="list-style-type: none"> <li>• Integrate peace and sustainability committees into holistic UWC mission committee</li> <li>• Committee representatives to be permanent (as opposed to rolling membership in Peace Committee) Y2 (Autumn term) and Y1 (Spring term)</li> <li>• Review how values are integrated in wider college life</li> <li>• Explore options to have values focused weeks (e.g intercultural understanding week)</li> </ul>	CF and Mission committee	One year		<ul style="list-style-type: none"> <li>• Review effectiveness of committee at end of Term 1 – collate feedback forms from committee members</li> <li>• Review applications for mission committee during Term 2 and select for after winter break</li> <li>• Introduce new committee members to observe Year 2 in discussions during committee <ul style="list-style-type: none"> <li>· Build on conversations from 23-24 in college meeting about UWC values</li> <li>· Create timeline for values weeks</li> </ul> </li> </ul>	

### (C) Academic

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
C2 & C3	<p>Pre-Orientation Programme:</p> <ul style="list-style-type: none"> <li>- implementation of pilot in August</li> <li>- sharing and action on survey feedback</li> <li>- development of a revised programme for 2025</li> </ul>	BC & Teaching Support Staff	05/2025	Nil	Selection of POP students, recruitment of additional staff support and implementation of the revised programme.	
C2 & C4	<p>Innovative Pedagogies:</p> <ul style="list-style-type: none"> <li>- formation of Blue Sky Volunteer Group</li> <li>- selection and prioritising the Blue Sky Thinking ideas</li> </ul>	All teachers	05/2025	Within PD budget	Exploration and introduction of creative pedagogies to learning and teaching from the Blue Sky Thinking ideas.	

	- piloting the ideas in different subject areas/groups					
C4	Review of Academic Policies	All teachers	05/2025	Nil	Final revision of the Academic Integrity and Assessment Policy.	

#### (D) Education Outside the Classroom

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
D1	<ul style="list-style-type: none"> <li>Integrate peace and sustainability committees into holistic UWC mission committee</li> <li>Committee representatives to be permanent (as opposed to rolling membership in Peace Committee) Y2 (Autumn term) and Y1 (Spring term)</li> <li>Continue liaising with other UWCs through sustainability coordinators and student representatives at UWC Congress</li> </ul>	CF	One year	N/A	<ul style="list-style-type: none"> <li>Review effectiveness of committee at end of Term 1 – collate feedback forms from committee members</li> <li>Review applications for mission committee during Term 2 and select for after winter break</li> <li>Introduce new committee members to observe Year 2 in discussions during committee</li> <li>Evidence of collaboration and/or support across the UWCs.</li> </ul>	
D1	Complete carbon audit	CF/CL	One year		Full report provided by 2041	
D1	<ul style="list-style-type: none"> <li>Coordinate UWC Day event (Theme: <i>Together we change</i>) and Sustainability week, including COP Day</li> </ul>	CF and Mission committee	August '24- January '25	TBD	<ul style="list-style-type: none"> <li>Completed in September '24</li> <li>Completed January '25</li> </ul>	
D1	<ul style="list-style-type: none"> <li>Coordinate exploration of peace curriculum (Blue Sky thinking)</li> </ul>	CF/working group	1-2 years		Proposal to be brought forward by end of 24-25 academic year	

D1 D4	<ul style="list-style-type: none"> <li>Enhance quality of trips experiences focusing on more outdoor adventure experiences and meaningful service trips that can build legacy opportunities.</li> </ul>	CF/Trips committee	One year	N/A	<ul style="list-style-type: none"> <li>Review of trip proposals for China week and Project week</li> <li>Student and teacher evaluations</li> </ul>	
D1 D4	<ul style="list-style-type: none"> <li>Continue collaboration with UWC East Asia outdoor ed network with a view to implement an exchange expedition programme this year.</li> <li>Plan for hosting UWC East Asia outdoor ed leaders conference in Autumn '25.</li> </ul>	SR/CF	One year	TBD	<ul style="list-style-type: none"> <li>Confirm timeline with other outdoor ed leaders in September</li> <li>Review ongoing process</li> <li>Complete outline and schedule for conference by end of 24-25 year.</li> </ul>	
D3	<ul style="list-style-type: none"> <li>Pilot new IB CAS portfolio proposal</li> </ul>	SR	One year	nil	<ul style="list-style-type: none"> <li>Share completed proposal with College community (August 24)</li> <li>Pilot group of students &amp; staff supervisors to trial the CAS Portfolio (one year)</li> <li>EOTC Committee to review trial with a view to College wide implementation (April 2025)</li> </ul>	
D2, D4	<ul style="list-style-type: none"> <li>Continued focus on technology, entrepreneurship and wellbeing</li> </ul>	SR	One year	Within QC Operations budget	<p>Development continues in the Quan Cai programme with the introduction or development of a number of QC/CAS experiences including:</p> <p>Introducing:</p> <ul style="list-style-type: none"> <li>Aeromodelling (technology)</li> <li>crochet &amp; Knitting (Wellbeing)</li> <li>Gardening (Wellbeing)</li> <li>Podcast &amp; media (Technology)</li> <li>Robotics (Technology)</li> <li>STEM (Technology)</li> </ul>	

					Developing: <ul style="list-style-type: none"> <li>• Chinese Painting (Wellbeing)</li> <li>• Mindfulness (Wellbeing)</li> <li>• Social Innovation Entrepreneurship Group</li> </ul>	
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**(E) Student Welfare**

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

**(F) Fundraising and Financial Sustainability**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
F1	<b>Enhancement of Steady streams of income:</b>	Alumni Fundraising Subcommittee	5/2025			

	<p>1. Fundraising streams of income:</p> <ul style="list-style-type: none"> <li>- Additional Alumni Regular Donations, Class Reunion scholarship fundraising.</li> <li>- Major gift fundraising (long-term regular donors)</li> <li>- “Talent for Hong Kong Scholarship” (2+4+x scholarship scheme)</li> <li>- Gala Dinner 2024 (Sep)</li> </ul> <p>Target to raise HK\$8M (include 5 local + 5 OS scholarships and infrastructure upgrades)</p> <p>2. Alternative sources of income:</p> <ul style="list-style-type: none"> <li>- Consider partnering with reputable organizations for winter/summer camps</li> <li>- Facilities rental</li> </ul>	<p>supported by MT</p> <p>UWCHK and MT</p> <p>UWCHK and MT, supported by UGC</p> <p>Alumni Fundraising Subcommittee supported by MT</p> <p>Outreach + Development + Administration</p>			<p>Target to raise HK\$1.5M from the “annual giving” initiative via the “Vision 2052” fundraising campaign.</p> <ul style="list-style-type: none"> <li>- Continue to explore and engage notable foundations and individual donors for scholarship donations.</li> <li>- Identify potential leads from our community for more sizable scholarship donations.</li> <li>- Continue to explore more potential university partners and potential “x” for corporate partnership</li> </ul>	
F2	<p><b>Financial sustainability for an aging infrastructure</b></p> <ul style="list-style-type: none"> <li>- Launching an infrastructure fundraising campaign</li> <li>- Fundraising for specific upgrade/enhancement of facilities (i.e. bathrooms in residential hall)</li> </ul>	<p>Alumni Fundraising Subcommittee supported by MT</p>	5/2025		<p>Transparent Communication:</p> <p>Clearly communicate the importance of maintaining infrastructure and how it impacts the community, encouraging public buy-in for funding initiatives</p>	

	- Regular contributions (monthly, quarterly or annually) for infrastructure upgrades					
F3	<p><b>Working towards the optimal balance between scholarship amount and affordability</b></p> <p>1. Identification of the long-term sustainable balance between scholarship amount and fee income</p> <p>2. Maintaining careful monitoring of college expenditure</p>	Finance + Development	5/2025		<p>- Alumni Contributions: Encourage alumni to contribute to scholarship funds, creating a culture of giving back and supporting future generations of students.</p> <p>- Local Partnerships: Collaborate with local businesses and organizations to create scholarship opportunities</p>	

**(G) Capacity Building**

College Focus	SMART Target	Responsibility	Time Frame	Budget-ed Cost	Monitoring and Evaluation	Review & Progress Against Targets
G1	Developing the Staffing capacity of the college	Principal	7/2024 - 6 / 2025		<p>Strategic Recommendations for Enhancing Leadership and Structure</p> <p>To create a more streamlined structure and enhance access to leadership opportunities, we must address the complexities of the FT roles and responsibilities that currently hinder the initiation and leadership of new initiatives. Therefore, I propose the following considerations:</p>	



				<p>1. Redesign the Director of EOTC Position: We should redefine this role to emphasise its importance as a pedagogical leader. A more fitting title could be Director of Experiential Learning, which reflects a broader scope that includes both educational and experiential initiatives.</p> <p>2. Integrate CAS Coordinator and Youth Camps &amp; Outreach Roles: Combining the CAS Coordinator role with the Youth Camps &amp; Outreach Coordinator position will foster a more cohesive approach to student engagement and community outreach.</p> <p>3. Reevaluate the Director of Studies Role: It would be beneficial for the Director of Studies to relinquish the DP Coordinator responsibilities. Instead, these duties could be incorporated into the Curriculum Coordinator's role, allowing for a more focused leadership structure.</p> <p>4. Establish an SEN Specialist: We need to recruit an (SEN) specialist who can train our teachers, work directly with students, and design an information hub within the library. This hub would empower students to tutor their peers, fostering a collaborative learning environment.</p>	
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				<p>5. Explore New Course Offerings: We are currently in the exploration phase to potentially add a Marine Science course. The Marine Science course serves as an excellent example of a program that aligns seamlessly with a CAS (QC) initiative, particularly in areas such as coral monitoring and other aquatic projects. Additionally, this course and its related QCs foster connections with local universities and NGOs, including WWF, enhancing our students' engagement with the community and promoting collaborative environmental stewardship.</p> <p>Additionally, we should consider utilising Pamoja as a means to expand our course offerings without overextending our limited resources as well as working with local universities to provide access to more university level courses and research opportunities for those students with the aptitude and interest.</p> <p>By implementing these changes, we can create a more effective leadership structure that empowers our educators and enhances the overall educational experience for our students.</p> <p>It is essential to identify the optimal balance where teachers and staff at all levels feel empowered and inspired in their roles. By fostering an environment that encourages meaningful professional</p>	
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					experiences, we can ensure that their contributions not only advance the College but also enhance our sustainability efforts.	
G2	Works in Block 2	Principal/F H	7/2024- 1/2025	Lady Lee Donation	Construction works began in June 2024 including conversion of a Duplex to 2 Simplexes, Renovation of Block 2's Laundry, Girls' & Boys' Bathrooms, a new unisex/disabled toilet and the upgrade of the Study Room.	
G2	Commencement of Lift Project	Principal/F H	12/2024	EDB Major Repairs Grant	Anticipated on site construction works (Phase 1; Lifts 1&2) from December 2024, with completion in August 2025;  Anticipated on site construction works (Phase 2: Lifts 3&4) from December 2025, with completion in August 2026.	
G2	EDB Major Repairs Grant 2024- 25	Principal/F H	6/2024- 5/2027	EDB Major Repairs Grant	A number of major repair items were approved and would be subsidised by the government including re-roofing of the Assembly Hall, boundary re-fencing, new water pipe connection (College gate, via Academic Block, to Assembly Hall). Appointment of the consultants was underway, followed by the appointment of Main Contractor.	

**(H) Communications and Outreach**

College Focus	SMART Target	Responsibility	Time Frame	Budgeted Cost	Monitoring and Evaluation	Review & Progress Against Targets
H1	Admissions Director to further develop the relationship with Hong Kong Committee and LPCUWC Development Team on effective marketing of UWC	Kathy			Open Days x2 (full scale) later Challenge Day to increase participation numbers  Increase presence and expand marketing in the Greater Bay Area	
H2	Involve alumni and independent interviewers on Challenge Day.	Kathy			implement later Challenge Day to increase participation from Alumni and Independent Interviewers	
H3	Management of College's social media	Thandi	Ongoing	Promotions	Regular content update on media platforms of College and student activities via Facebook, YouTube, LinkedIn & Twitter.	
H4	Regular College Communications	Thandi	Ongoing	Subscriptions	Bi-monthly Engagement Newsletter	
H5	Student/Scholar/Alumni Impact Videos	Thandi	Ongoing	Production/subscription	Identify students/scholars/alumni for anniversary/regular Impact Video production.	
H6	Development Event - (international cultural day)	Thandi	October	Budgets approved	Run a College event to promote & market the College to external community	
H7	Connecting with local and Overseas universities	UGC	All Year	Careers and Life Planning Grant	- relationship building and advocate for LPC students including visiting universities (Partner Davis Institutions) and attending international conference:	

					<p>e.g. International ACAC conference &amp; GUCC Singapore conference: engaging in global interaction among other high school counsellors and universities / institutions in support of secondary students transitioning to higher education -organise local university visits for students</p>	
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(Template)  
**Plan on the Use of the Life-wide Learning Grant**  
2024-25 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
**Declaration:** We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

**Category 1: To organise / participate in life-wide learning activities**

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1															
2															
3															
(Please insert rows above if the space provided is insufficient.)															
<b>Sub-total of Item 1.1</b>				<b>0</b>	<b>\$0.00</b>										
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Project Week trips	March 2025	S5-6	26	\$160,000.00	\$6,000.00									
2															
3															
(Please insert rows above if the space provided is insufficient.)															
<b>Sub-total of Item 1.2</b>				<b>26</b>	<b>\$160,000.00</b>										
<b>Total for Category 1</b>				<b>26</b>	<b>\$160,000.00</b>										

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

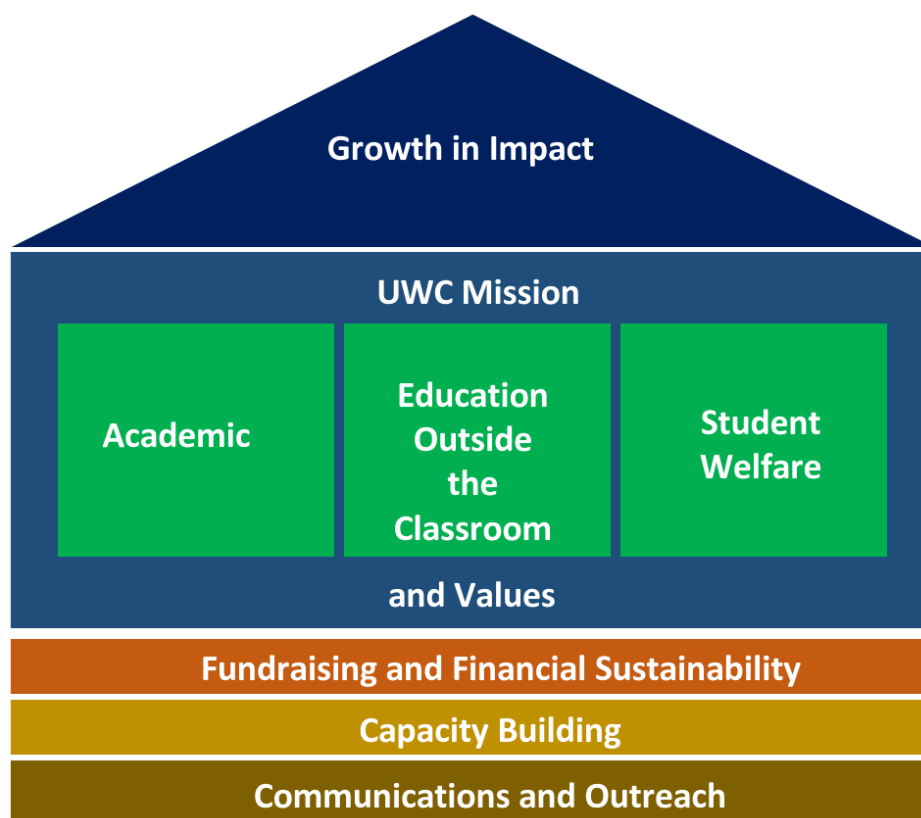
No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
<b>Estimated Expenses for Category 2</b>			<b>\$0.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$160,000.00</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	257
Estimated number of student beneficiaries:	26
Percentage of students benefitting from the Grant (%):	10%

Name of Contact Person for LWL:	Steve Reynolds
Post of Contact Person for LWL:	Director EOTC

## Strategic Plan 2019 onwards



### “Breaking Boundaries/Building Bridges”

Domain	Objective
A) Growth in Impact	<ol style="list-style-type: none"> <li>1. To have more young people from across Hong Kong positively engaged with the UWC Mission and values</li> <li>2. To further deepen the impact that UWC education has on the students and staff at the college.</li> </ol>
B) UWC Mission and Values	<ol style="list-style-type: none"> <li>1. To continue to promote and develop the Peace facet of the Mission of UWC.</li> <li>2. To continue to promote and develop the Sustainability facet of the Mission of UWC.</li> <li>3. To continue to promote and develop the UWC values in all aspects of college life.</li> </ol>
C) Academic	<ol style="list-style-type: none"> <li>1. To develop a Concept-based Learning approach across the college</li> <li>2. To further utilize IT as a tool for learning.</li> <li>3. To further develop approaches to learning for students with a range of different needs.</li> <li>4. To promote the collective growth of teachers through the development of learning communities</li> </ol>

D) EOTC	<ol style="list-style-type: none"> <li>1. To continue to develop experiences with a focus on Peace and Sustainability.</li> <li>2. To increase the focus on technology &amp; entrepreneurship in the EOTC programme</li> <li>3. To continue to develop reflection in the EOTC programme</li> <li>4. To continue the focus on wellbeing in all its forms in the EOTC programme</li> </ol>
E) Student Welfare	<ol style="list-style-type: none"> <li>1. To promote Positive education</li> <li>2. To continue to advance the Well being of staff and students</li> <li>3. To continue to nurture positive relationship building within the college community</li> </ol>
F) Fundraising and Financial Sustainability	<ol style="list-style-type: none"> <li>1. Enhancement of Steady streams of Income</li> <li>2. Financial sustainability for an aging infrastructure</li> <li>3. Working towards the optimal balance between scholarship amount and affordability</li> </ol>
G) Capacity Building	<ol style="list-style-type: none"> <li>1. Developing the Staffing capacity of the college</li> <li>2. Developing the Infrastructure the college</li> </ol>
H) Communications and Outreach	<ol style="list-style-type: none"> <li>1. Improving outreach and marketing to prospective feeder/partner local schools and student applicants</li> <li>2. Enhancing communication strategies with alumni, students and staff, and other stakeholders</li> <li>3. Strengthening engagement approaches to donor relations</li> <li>4. Developing media and community relations</li> <li>5. Reinforcing College's role within the UWC movement</li> </ol>

## A) Growth in Impact

### A1) To have more young people from across Hong Kong positively engaged with the UWC Mission and values

- The college to continue to develop and enhance a range of “short programmes for young people across Hong Kong;
  - Continuation of Initiative for Peace and Sino-Japan Youth Conference
  - Further development of PeaceMaker Outreach Programmes
  - The promotion and establishment of Sustainability Outreach programmes
  - To continue the links established with a range of local schools in joining a range of activities notably Quan Cai activities
  - To continue to seek other opportunities to work with different organisations to promote UWC mission and values.
- To collect data on the impact of the programmes that the college operates
  - Qualitative data (e.g Impact stories; reflections)
  - Quantitative data (database of participants; quantitative impact data)



## **A2) To further deepen the impact that UWC education has on the students and staff at the college**

- Utilising the strategic plan so that the UWC experiences as outlined in the UWC Educational model are deepened
  - Strategic Plan has a focus on deepening student and staff experiences
  - Adapting to the changing nature of young people attending the college
- To collect data on the impact of the UWC education has on the students and staff at the college:
  - Participation and analysis of UWC Harvard Impact Study
  - College surveys with students; staff and parents
  - Qualitative impact stories from students; staff; parents and alumni

## **B) UWC Mission and Values**

### UWC Mission

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

### UWC Values

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

## **B1) To continue to promote and develop the Peace facet of the Mission of UWC**

- Consider how peace can be integrated into the day-to-day of residential life.
- Encouraging and promoting the creation of peace themed Quan Cai (QC) experiences.
- Encouraging staff & students to 'think peace values' in their planning and delivery of the EOTC programme in general.
- Focusing on integrating all aspects of UWC education with the Peace Education Centre where appropriate.
- Consider how outreach activities based on peace can be developed.

**B2) To continue to promote and develop the Sustainability facet of the Mission of UWC.**

At LPCUWC, sustainability informs all aspects of college community life. This includes:

- Commitment to the 3 “R”s
  - Reduce consumption, waste and pollution
  - Reuse what we have
  - Recycle everything we can
- Striving to buy and use environmentally friendly products and practices
- Learning about sustainability issues
- Conserving energy, water and other resources
- Committing to sustainable and ethical investments whenever possible

*“Students need to become stewards of the Earth and of future generations.” Kurt Hahn*

- Encourage staff and students to consistently practice the above in all aspects of the College.

**B3) To continue to promote and develop the UWC values in all aspects of college life**

- Encourage staff and students to make explicit the links to UWC values in their everyday academic teaching and learning.

**C) Academic**

**C1) To develop a Concept-based Learning approach across the college**

- To develop a concept-based approach to cater for the diverse learning needs and style of individual students
- To equip students with 21<sup>st</sup> century skills by encouraging students to gain and process facts through thinking conceptually and move away from pure factual retention
- To promote trans-disciplinary integration of leant skills through the emphasis of “big ideas”
- To enable students to become independent self-learners

**C2) To further utilize IT as a tool for learning**

- To make effective use of the new IT facilities within the Peace Education Centre to promote the appreciation and understanding of the diverse cultures through a blend of VR experiences and face-to-face sharing with students from these regions
- To set up the Peace Education Centre as a learning hub by integrating learning experiences both inside and outside the classrooms through the use of remote education opportunities with other cities and countries
- To enable students to prepare for instructional content through the use of flipped classroom which free up class time for in-depth discussion on key concepts
- To explore how students will develop the skills and understanding of emerging technologies (e.g. ABC; Artificial intelligence; Big Data; Coding) to apply to academics and UWC Mission and values.

### **C3) To further develop approaches to learning for students with a range of different needs**

- To equip staff of new knowledge and pedagogies to address the learning needs and challenges of their students
- To promote the collective growth of teachers through the development of learning communities which promotes the development of concept-based learning
- To extend the learning community to include other IB/UWC teachers through contributing to external learning hubs or establishing our own
- To enable staff to become expert teachers in their own field

## **D) Education Outside the Classroom**

### **D1) To continue to develop experiences with a focus on Peace and Sustainability**

- To reinforce awareness of the need to be mindful of Peace and Sustainability in the EOTC programme.
- Enhance the Student Leadership programme to incorporate Peace and Sustainability themes.
- To review proposed Quan Cai experiences and trips with a focus on peace and sustainability.
- To consider ways to integrate the operation of the Peace Centre with the EOTC programme.

### **D2) To increase the focus on technology & entrepreneurship in the EOTC programme**

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

### **D3) To continue to develop reflection in the EOTC programme**

- To continue to develop reflection in all aspects of the EOTC programme including:
  - the introduction of structured feedback from participants/users on Staff and Student Leaders performance in Quan Cai experiences and trips.
  - The reflection to be developed and monitored by the EOTC Committee with the aim of improving the quality of leadership and supervision in the EOTC programme.

### **D4) To continue the focus on wellbeing in all its forms in the EOTC programme**

- To continue the focus on wellbeing in all its forms in the EOTC programme (e.g. promoting wellbeing themed experiences in the QC programme).
- Emphasis on, 'character' in Student Leadership training as a component of the development of the whole person in the EOTC programme.

## **E) Student Welfare**

### **E1) To promote Positive education**

To develop through a number of different approaches a ***positive college and community culture***:

- integration of different wellbeing practices in all domains of the college.
- exploring how technology can be utilised to support staff and students in developing a positive mindset.
- To consider ways to promote positive mindset with all staff at the college.

### **E2) To continue to advance the Well being of staff and students**

- Well-being of staff and students within the college community is further developed through:
  - continuing the the work undertaken on Sleep
  - Developing further approaches to exercise
  - Working with external partners on nutrition
  - Need to continue.
  - Consideration of how structures within the college promote the well-being of staff and students.

### **E3) To continue to nurture positive relationship building within the college community**

Development of further positive conduct of all within our community to include:

- Activities that further develop positive relationships within the community of LPCUWC
- Reviewing the Rules for the Student Community
- Use of technology to facilitate procedures within the community

## **F) Fundraising and Financial Sustainability**

### **F1) Enhancement of Steady streams of Income**

- Fundraising streams of Income:
  - Increase in alumni class/individual donation
  - Long term regular donors (donation commitments from 3-5 years)
  - Increase in corporate partnerships for tuition or residential scholarships or in-kind support (i.e. roundtrip airfare, service trip sponsorship)
- Alternative sources of income
  - Income stream from solar panel project
  - Income stream from alternative programmes (e.g. short courses)
  - Other sources of income: e.g. renting of facilities
- Consideration of enhancing endowment funds to provide a steady stream of income.

## **F2) Financial sustainability for an aging infrastructure**

- Seeking of grants to support aging infrastructure and sustainability (e.g. EDB Capital Enhancement Grant).
- Fundraising for specific upgrading/enhancement of facilities.
- Consideration of a sinking fund to support aging infrastructure.

## **F3) Working towards the optimal balance between scholarship amount and affordability**

- Identification of the long term sustainable balance between scholarship amount and fee income.
- Maintaining careful monitoring of college expenditure.

## **G) Capacity Enhancement**

### **G1) Developing the Staffing capacity**

- To develop existing staff (teachers and support staff) through a range of professional activities with a focus on:
  - Academic - including pedagogical; ICT (e.g. Virtual Reality and Artificial intelligence)
  - Student Welfare - including wellness/mental health; safeguarding;
  - Education Outside of the Classroom (reflection; project management)
  - Staff welfare and support
- To develop all staff to be reflective learners in all the practices that they undertake which includes:
  - Reviewing constructive feedback from a range of stakeholders including peers; line-managers and students
  - Utilising a range of data to inform practice
- Development of leadership capacity of staff through training and development opportunities which includes:
  - Development of leadership training programme within the college
  - Working with the UWC International office on leadership development
  - Continue to develop student leadership capacity in the college
- Enhance, subject to funding availability, the number of people working with students to develop the UWC mission
  - Consider further approaches on the use of volunteers including through the UWC Graduates Organisation
  - Consider opportunities for collaboration with further external agencies to support students e.g. local university's.
  - Consider opportunities to enhance capacity through internships and head-count where there is a clearly identified need.

## **G2) Developing the Infrastructure of the college**

- Recognising that the college is aging that systematic approaches are required in terms of the repair and maintenance of the college
  - A regular repair and maintenance schedule is developed across campus for the replacement and upgrade of equipment and facilities
  - To develop income streams to support the repair and maintenance of the college as detailed in the Financial Sustainability section.
- To build on the enhancement of facilities that is taking place in the academic block which could include:
  - Consideration of new facilities to support Student Welfare and EOTC programme (subject to funding)
  - Upgrade of facilities in the residences for both staff and students (subject to funding)

## **G3) Sustainability**

- In developing facilities in the college to consider carefully the impact on the environment which includes:
  - Looking towards the college reducing the use of non-sustainable resources
  - Looking carefully at sourcing of materials chosen

## **H) Communications and Outreach**

### **H1) Outreach for Admissions**

- Continued work and development of outreach activities with different individuals/ organisations for sources of students from different backgrounds (e.g socio-economic; ethnic minorities)
  - Alumni (including with UWCGO/Hong Kong Committee)
  - Parents
  - Targeted schools
  - Young people attending activities at the college
  - Organisations (e.g. Summerbridge)
  - Alumni as parents
- Development of marketing material for admissions aimed at specific target groups.
  - Targeted use of social media
  - Further development of materials in Chinese and English

### **H2) Further enhance the communication strategy with alumni**

- Consider further strategies for communication and involvement of alumni both in Hong Kong and overseas:
  - Principal's Bi-Annual Letter
  - 10 Year and 20 Year reunions
  - Alumni Focus Group

- Alumni Impact Video
- Social Media
- Involvement to include:
  - Support for range of college activities
  - Support for peer-to-peer (alumni to alumni) engagement/communications
  - Support for connecting with potential donors
- Coordination of communication strategies between LPCUWC; Hong Kong Committee and UWCGO

### **H3) Further Development of Communication Methods/Strategies with other different stakeholders (besides alumni)**

- Stakeholders:
  - Internal:
    - Staff
    - Students
- External
  - Parents
  - Donors
  - Media
  - Organisations that support the college
- Communication strategies:
  - Social Media (facebook; Linked In; Instagram)
  - Bi-Annual Principal's Letter
  - Monthly newsletter
  - College Website
  - Collaboration with UWC Hong Kong and UWCGO
  - Collaboration with UWCIO Communications

### **H4) Further develop the college's role within the UWC movement**

- Working with the UWC International Board and International Office in a number of areas of development with a focus on "UWC Strategy; 2018 and Beyond".
- Engaging with National Committees in a range of activities:
  - Connecting with LPC alumni that are working in National Committees
  - Furthering enhancing relationships with National Committees to ensure good quality applicants
  - To make connections with National Committees where students undertake Project Week activities
  - Supporting where possible National Committees in the region in terms of selection; fundraising and UWC short course.

- Working together with the UWC Hong Kong Committee and UWC Graduates Organisation to maximise the impact of UWC in Hong Kong
  - Maximise opportunities for outreach activities with admissions to UWC
  - Coordinate communication activities so that different stakeholders are aware of the coordinated activities of the three groups.
  - Maximise fundraising opportunities
  - coordinate the marketing of UWC movement in Hong Kong.