



HKMA David Li Kwok Po College
香港管理專業協會李國寶中學



College
Booklet
2020/21



學生在文化日表演，欣賞文化差異及不同文化的傳統和價值。

Students performed on Cultural Day to appreciate cultural diversity and learn about different cultural traditions and values.

DLKP



“In Search of Excellence” Our College

Inaugurated in 2000, the College is one of the more established schools within Hong Kong’s Direct Subsidy Scheme (DSS) sector. The College’s mission is to develop all students into well-rounded, life-long learners who are bi-literate and tri-lingual, international in their outlook, creative and proficient in information technology. Over the past 20 years of operation, the College has been turning out creative, confident, outgoing and linguistically proficient students who enjoy a balanced school life.

Respect Responsibility

學生在圖書館使用電子學習資源。

Students are using the e-learning resources in the Library.



「追求卓越」

學校簡介

香港管理專業協會李國寶中學於 2000 年創立，是本港其中一所發展較具規模的政府直接資助計劃（直資）學校。李國寶中學以全人教育為目標，致力培育學生具備創意思維和國際視野，並掌握兩文三語及運用資訊科技的能力，從而幫助他們建立終生學習的理念。過去 20 年以來，本校已培養了很多具備創意、充滿自信、活潑進取、有良好語文能力及熱愛校園生活的學生。



香港航空青年團的團員在準備週一早會的升旗儀式。
Air Cadets are preparing for the Flag Hoisting Ceremony in Monday Morning Assembly.

Perseverance

Appreciation

2020/21

學生會薪火相傳，於就職典禮上將職務移交給下屆學生會內閣。
The 7th Executive Committee passed the torch on to their successors at the Student Council Inauguration Ceremony.





法文學會的學生於開放日舉行不同小遊戲，讓訪客了解學習法文的樂趣。
French Club committee members designed various games to arouse the interests of the visitors on Open Days.



學生在學校旅行日享受愉快時光。
Students are enjoying their time on Picnic Day.



What we believe

We believe in building an International Campus

We have developed our international outlook by building a multi-cultural and multi-lingual environment via the employment of qualified and dedicated teachers from all over Hong Kong and the international community, e.g. Canada, France, the United Kingdom, India and the Philippines. We have maintained a ratio whereby 15% of our teaching staff are recruited from outside of Hong Kong.

The enrolment of a number of students from Hong Kong's non-Chinese community, which at present account for around 20% of our student population, also brings a global perspective to the school community. We have joined the AFS's

international exchange programme whereby students from around the world are invited to our school to mingle and study with our students. Our practice of providing opportunities for students to mix helps facilitate language development and develop greater awareness about different traditions and cultural beliefs. We have been able to build a tradition of recognizing individual merits, instilling self-discipline and fostering a global outlook in our students. We have also been successful in creating an environment for our students to build close friendships amongst themselves and develop a strong bond with their teachers.



不同國籍的學生都能融洽相處。
Students of different nationalities
mingle well with one another.

我們相信

推動國際化校園， 可擴闊學生視野

本校具有國際化形象並致力營造一個多元文化、多語系的學習環境。學校一直致力將外籍教師的比例維持於大約 15%。現時本校的教師團隊由來自本地、加拿大、法國、英國、印度及菲律賓等國家的優秀教師組成。

我們取錄約 20% 非華裔學生，讓本地學生有機會與他們互相交流，從而促進語言發展及學習不同地方的文化和傳統。此外，我們參加了 AFS 的國際文化交流計劃，邀請世界各地的學生到本校就讀，藉此促進跨文化學習。本校重視發掘和培育學生個人才華，培養他們的自律精神並協助他們建立國際視野。校園內，朋輩與師生間均建立了深厚的情誼及融洽的關係。



非華語學生在文化週時身穿傳統服飾。
Non-Chinese Speaking Students wear traditional costumes
during the Cultural Week.



修讀法文的學生於課外活動宣傳日向同學介紹法文學會及分享學習經驗。

Students who study French introduced French culture and shared their learning experiences with schoolmates on ECA Promotion Day.



非華語學生體驗中國傳統紙傘製作。
Non-Chinese Speaking Students are excited about making
traditional Chinese umbrellas.



英文辯論隊在不同比賽中表現優秀。
Our English Debating Team has outstanding performance in various inter-school debating competitions.



學生於校內中文辯論比賽
雄辯滔滔。
Our students are eloquent in the Intra-class Chinese Debating Competition.



學生在 DEAR (Drop Everything And Read) 時間專心閱讀。
Students are indulged in reading during DEAR (Drop Everything And Read) time.

What we believe

We believe in creating a **Language Rich Environment**

As a genuine EMI school, all school subjects are taught in English, except for Chinese Language and Chinese History for Junior Forms, which are respectively taught in Putonghua and Cantonese. Chinese as a Second Language (taught in Cantonese) and French are offered to non-Chinese speaking students to meet the language requirements of the Education Bureau.

We have a dedicated teaching force comprising of native English and Putonghua speakers, thus creating an authentic language rich environment where

students can develop language skills and a global perspective.

To promote a reading culture at school and to nurture students' reading interest and habits, the College has set aside a 30-minute reading session known as 'DEAR' (Drop Everything And Read) every Tuesday and Thursday. We believe that the development of a good reading habit in students is vital to the development of language competency, thereby laying a firm foundation for life-long learning.



學校把學生佳作結集成書，以鼓勵學生創作。

To encourage students to write more, our school publishes outstanding works of our students.



校際朗誦節得獎學生於學校早會時表演。
Winners of Hong Kong Schools Speech Festival perform during morning assembly.



本校學生與友校學生進行英語交流，獲益良多。

Taking part in various joint school English activities, our students have benefited from interacting with students of other schools.



學生到香港電台參與“Teen Time — Open Space”節目分享人生趣事。

Our students share their favourite things in life in the “Teen Time — Open Space” programme at RTHK.

我們相信

多元化語言環境 有助學生發展語文能力

作為一所優質英文中學，本校所有科目均以英語授課，而初中的中國語文科及中國歷史科則分別採用普通話及廣東話授課。學校亦設有中文作為第二語言（以廣東話授課）及法文科供非華語學生修讀，以符合教育局對學生的語文要求。

本校教師充滿教育熱誠，當中包括以英語或普通話為母語的教師，因而能提供多元的語言環境，有助學生擴闊國際視野。

此外，我們相信閱讀是學習語文的基礎及重要的一環，為推廣閱讀文化，本校逢星期二及星期四設有 30 分鐘的閱讀課節 (DEAR — Drop Everything And Read)，以培養學生的閱讀興趣和習慣，為終身學習奠定良好的基礎。



學生在課堂利用資訊科技學習及進行小組討論。
Students use iPads to facilitate their group discussions.



學生運用資訊科技自學摺紙原理。
Students demonstrate their self-directed learning skills in learning origami using information technology.



What we believe

We believe that **Information Technology** plays an important role in learning in the modern age

We believe Information Technology is an important tool for achieving student-centred learning, which can create positive outcomes for both teachers and students. To encourage the utilization of mobile technology in daily teaching, all classrooms in the College are equipped to support wireless information transmission from devices such as iPads, making lessons more interactive and engaging.

Apart from the incorporation of information technology into curriculum design, “Flipped Classroom” is implemented in different subjects to promote self-directed learning. We believe that with these initiatives, we can create a learning environment that fosters critical thinking, collaborative skills and

other important skills that are essential for success in the 21st century.

學生學習把 STEM 教育結合在遊戲之中。
The College actively promotes STEM education and integrates it into games.





學生於鏡頭前展示「京港中學生地鐵列車模型創意科技大賽」得獎作品。
Students showcase their award-winning designs in the First Beijing-Hong Kong Metro Train Model Contest for Middle School Students.



學生試用模擬控制器享受駕駛樂趣。
Students experience the fun of driving with simulators.



學生學以致用，利用所學設計機械人。
Students apply what they have learnt in lessons to design robots.

我們相信

善用資訊科技， 可促進學習果效

我們相信資訊科技是實踐以「學生為本」學習理念的重要工具，有助提升學習果效。為了推動在教學上應用流動科技，我們更新學校的資訊科技設施，為所有課室安裝無線網絡接收，並在教學上使用平板電腦，讓課堂變得更具互動性和趣味性。

此外，教師在設計課程和編寫教材時，亦廣泛使用資訊科技，以提升教與學的效能。我們更於不同科目推行「翻轉課堂」計劃，讓學生實踐自主學習。我們相信這些有別於傳統的教學方法，有助培養學生的批判性思考能力、協作能力以及其他廿一世紀必備的素質。



學生幫助參加學校開放日的小孩子試駕本校製作的四驅車。
Students helped children who joined Open Days to test drive the four-wheel drive vehicle built by our students.



人文科老師指導學生使用電子學習平台。
IH teacher instructs students to use e-learning platforms effectively.

學生專心聆聽老師講解各種科學原理。
Students listen to their teacher explaining various scientific principles.



英文科老師鼓勵學生積極參與課堂討論。
English teacher encourages students to actively participate in class discussions.

What we believe

We believe in catering for **Individual Difference**

The College implements curriculum sets in Junior Forms for the core subjects of Chinese, English and Mathematics. There are variations in the curriculum content and teaching strategies of different curriculum sets to accommodate students' diverse learning needs. We believe that small class teaching is the key to effective teaching and learning, as students will be able to receive more individualized attention. We are thus ensuring that our Form One students get the best possible start to their Secondary School education by having a class size of around 32 for all subjects. Small class teaching

is also implemented in the core subjects in Junior Forms (including English, Chinese and Mathematics) where the average class size is no more than 27.

Students with potential for higher attainment are encouraged to join a diverse range of enrichment programmes covering English, Chinese, Mathematics, Science and other subjects. For those who may need more individualized attention, the College offers after-school tutorials in the key subjects of English, Mathematics, Chinese, Integrated Humanities and Integrated Science.



視覺藝術科老師指導學生設計封面。

Students are designing their book covers with the supervision of their Visual Arts teacher.



學生在科學科老師的帶領下製作模型車。

Led by their Science teacher, students are making model cars.

我們相信

照顧個別差異， 有助提升教學效能

本校在初中的中文、英文及數學各科設立不同的課程組別，老師因應學生的學習需要，設計不同的課程。我們深信小班教學有助老師照顧不同學生的學習需要，從而提升教與學的效能。因此，本校中一每班人數平均為 32 人。我們又在初中的主要學科（包括中文、英文及數學）實施小班教學，每班人數平均不多於 27 人。

對於在個別學科上有潛質的學生，學校會安排他們參加英文、中文、數學、科學或其他範疇的拔尖課程。此外，學校亦會為成績稍遜的學生安排課後輔導班（包括英文、數學、中文、綜合人文科及綜合科學科），以協助他們跟上學習進度。



1



2



3



4

1 學生與志同道合的朋友組成樂隊，參加校內天才比賽。

Students formed a band with friends and performed in HKMA's Got Talent.

2 學生化身科學家，在早會向同學講解科學原理。

Students explain scientific principles to their fellow schoolmates in Friday Morning Assembly.

3 班際活動讓學生發揮合作精神。

Inter-class activities help students develop class spirit.

4 多才多藝的學生獲邀在早會上表演。

Students with various talents are invited to perform in Friday Morning Assembly.



What we believe

We believe in nurturing Individual Potential

We believe the College should be a place where individual talents are nurtured, encouraged and developed through a well-balanced education. The College emphasizes that participation in drama, music, visual arts and sport activities are an integral part of whole-person education. Students can choose to join a range of teams and groups whereby they can further develop their talents and potentials.

We strive to create a safe and supportive atmosphere in which students can take an active role in organizing and leading different school activities such as Campus TV production and various school-based competitions and cultural celebrations. Special focus has been put on fostering students' leadership skills. Students are encouraged to take up leadership

roles in various capacities, such as Student Council, Prefects, House Committee, Career Prefects, Library Prefects, Peer Counsellors, Air Cadets, Red Cross and School Ambassadors. To prepare them to be student leaders, various leadership training programmes (e.g. S4 Training Camp, Leadership Training Camp) are organized throughout the year.

Students are also given plenty of opportunities to practise their English and Chinese speaking skills by serving as emcees in the student-led assemblies, which are conducted in both English and Putonghua. Through these learning opportunities, students can explore their own strengths, capabilities and interests and develop self-confidence.



學生在二十週年校慶開放日表演。
Students performed on the school's 20th Anniversary Open Days.



每年的社際啦啦隊比賽都受全校矚目。
The annual Inter-house Cheerleading Competition is an eye-catcher.



5 學生在學校活動時化身攝影師，捕捉精彩一刻。
Student photographers are capturing the magical moments in various school events.

8 學生在課外活動日體驗棋藝。
Students played chess on ECA Promotion Day.

11 四社社長、副社長及社職員到台上帶領同學呼喊打氣口號。
House Captains and committee members chant cheers with their house members.



6 學生在早會以短劇向同學提倡健康生活方式。
Students performed a short play in Friday Morning Assembly to promote healthy lifestyles.

9 學生在工作坊自己製作清潔機械人。
Students build their cleaning robots in a Science workshop.

12 學生參與領袖訓練營，挑戰自己。
Students challenge themselves in the Leadership Training Camp.



7 學生自行設計商品，並在學校開放日擺設小攤檔。
Students sell their designer goods on Open Days.

10 學生會交接儀式。
Student Council Inauguration Ceremony.

13 學生在開放日盡展所長。
Students showcase their talents on Open Days.

我們相信

啟發學生潛能，是全人教育重要的一環

我們相信學校應提供全面和均衡的教育，讓個別學生的才能得到認同和發揮。為了貫徹這個理念，學校鼓勵同學參與戲劇、音樂、視覺藝術及體育活動，以確保他們身心得到均衡的發展。透過參加校隊、興趣小組及組織學生團體，學生的潛能也得以進一步發揮。

學校致力營造一個良好的學習環境，讓學生組織及帶領各種活動，例如製作校園電視節目、籌辦各類型校內比賽及慶祝活動等。我們著重培養學生的領導才能，鼓勵同學在校內不同崗位擔任領

袖角色，如學生會、領袖生、社幹事、生涯規劃領袖、圖書館風紀、朋輩輔導員、航空青年團、紅十字會和學生大使等。與此同時，我們推行一系列的領袖訓練計劃，如中四訓練營及領袖營，以重點培育學生領袖人才。

此外，我們亦讓同學在學校的早會上輪流擔任司儀，以英語或普通話宣布及演講，藉此訓練學生的中英文表達能力。透過參與這些活動，學生能發掘自己的長處、才能及興趣，從而建立個人自信。



學生乘坐越南船欣賞風景，了解當地文化。
Students enjoyed a boat ride in Vietnam and experienced local culture.



學生參觀少林寺，認識中國武術文化。
Students visited Shaolin Temple and learned more about Chinese Martial Arts culture.



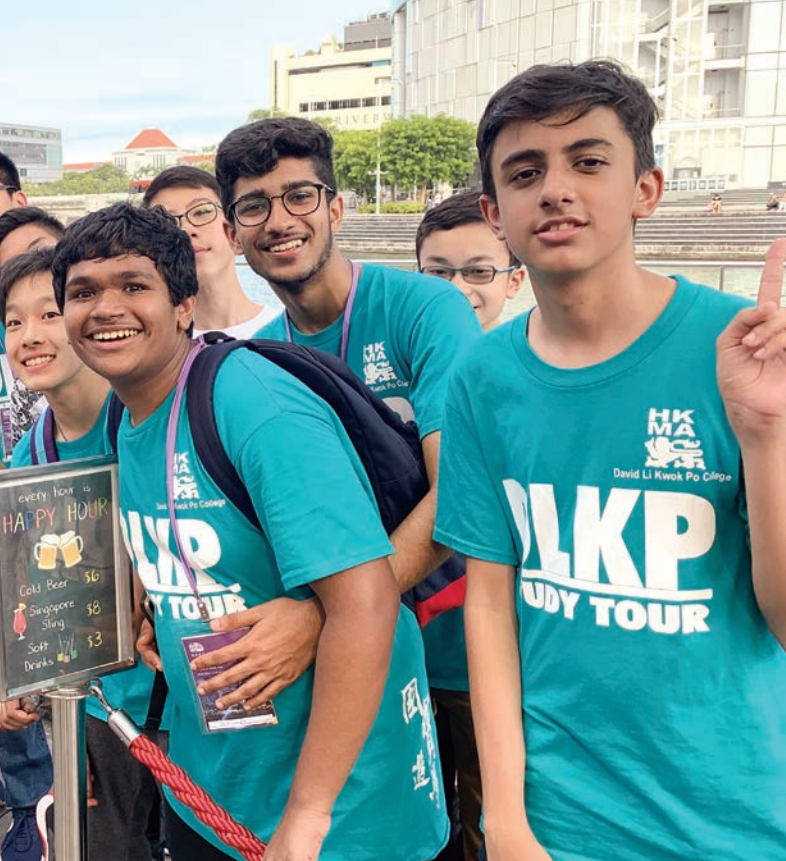
學生一起了解新加坡國家發展及遊覽城市景色。
Students learned more about the national development of Singapore and saw the beauty of the country.

What we believe

We believe **Experiential Learning** is conducive to students' whole-person development

To broaden students' horizons and equip them with a global perspective so that they can adapt to the dynamic society, the College encourages students to participate in cross-cultural activities. Overseas study tours are organized each year during holidays and school breaks. To date, our students have participated in various linguistic, sustainable development and cultural immersion programmes held in different countries, including the United Kingdom, the United States, France, Germany, Canada, Australia, New Zealand, Singapore, Malaysia, Taiwan, South Korea, Japan and Vietnam, as well as several important world heritage cities in the Mainland.

The College has implemented the "Experiential Learning in Expeditions (ELITE) Program" since 2010. Each Junior Form student is required to join at least ONE of the overseas study tours to places where they can practise their Putonghua and English in native speaking environments. Activities such as field trips and visits to places of interest complement classroom learning and provide a meaningful context for students to consolidate their subject knowledge. Through this program, we hope students can develop independence and self-confidence so that they are better prepared for secondary school life and take a more positive attitude towards resolving difficulties and taking challenges.



學生參觀大相國寺，認識河南傳統特色。
Students visited Daxiangguo Temple and learned about the traditions of Henan.



學生品嚐韓國地道菜式以體驗當地文化。
Students tasted traditional Korean dishes to experience local culture.



學生在韓國體驗製作泡菜。
Students made kimchi in South Korea.

我們相信

推行體驗式學習， 可豐富學生學習經歷

為了擴闊學生的視野，以裝備他們面對急速變化的社會，本校鼓勵學生積極參與跨文化國際活動。學校每年均會在學校假期期間舉辦不同的海外交流學習團。學生曾到訪英國、美國、法國、德國、加拿大、澳洲、紐西蘭、新加坡、馬來西亞、台灣、韓國、日本、越南，以及擁有豐富文化遺跡的內地城市，參加語言沉浸課程或可持續發展及歷史文化考察等活動。

從 2010 年開始，本校推行「海外考察經驗學習計劃」，每名同學於就讀初中期間須參加最少一個海外遊學團，在當地的語言環境下學習普通話及英語，並透過實地考察及參觀等活動，加深對學科內容的理解。我們希望透過此計劃提升學生的獨立自主能力及自信心，讓他們更容易適應中學的學習生活，與此同時培養他們勇於面對不同挑戰和困難的抗逆能力。



學生在美國當地導師的指導下利用STEM的原理製作風車模型。
Student made windmill models using STEM principles under the guidance of local instructors in America.

學生在美國划船出海體驗。
Students enjoyed riding their own boats in America.





學生在中四訓練營中群策群力，展現互相合作的精神。
Students have learnt the importance of teamwork through raft making in S4 Training Camp.



香港紅十字會成員於課外活動推廣日傳遞關愛信息。
Members of Hong Kong Red Cross Youth Unit are promoting love and care on ECA promotion day.

What we believe

We believe in instilling the spirit of **Caring and Sharing** among students

We believe that education should be based on care. The implementation of a differentiated curriculum in Junior Forms is an example of the care we provide.

A 'dual class teacher system' is also implemented for all classes. Being in close contact with students, class teachers are expected to provide first level pastoral care to individual students and to liaise with their parents. The College has a strong Guidance and Counseling Team to develop various Personal Development Programmes to address issues relating to students' personal growth. In addition, the College has engaged an experienced School Counselor to provide timely and professional individual counseling to students in need.

Our philosophy of care is also manifested by our sustained effort in encouraging students to accept

responsibilities in caring not only for themselves but also for others. We believe that our students should, as functioning members of society, show care and consideration for the people around us.

To achieve the above goals, the College encourages students to focus on what they can do and extend their care and love towards their family, the school community and society. As such, ample opportunities are provided for students to join community service programmes. Students not only learn to show care for those in need, but also acquire new skills and knowledge by reaching out to different sectors of society, and by taking up new responsibilities and working with different organizations. Very often, students' families are also involved in community service programmes so as to share the joy of volunteering.



環保組同學在學校有機農場享受耕種樂趣。
Members of the Green Team enjoy the fun of planting in the College's organic farm.



學生熱心捐血助人。
Students are eager to donate blood to save lives.



學生在活動中互相幫助，發揮團隊精神。
Students cooperate with one another in the activity and develop team spirit.

我們相信

培養**關愛**德性， 是教育不可或缺的一環

我們深信教育必須從關懷學生開始。因此，學校在初中實施課程組別，根據學生的不同學習需要來編制課程，以實踐用心關懷的理念。

此外，我們在各級實施雙班主任制，讓班主任與學生有更緊密的溝通，並加強學校與家長的聯繫。學校設有頗具規模的學生輔導組，就學生個人成長課題安排各類活動。學校還聘有一位資深的輔導顧問，為有需要的學生提供個別輔導。

我們關懷學生的同時也希望學生能推己及人。我們致力提高學生的公民意識，並培養學生成為懂得關心別人的社會公民。因此，老師經常教導學生要關心家人、學校以至社會。學校為學生提供許多服務社會的機會，讓他們透過組織和參與各類型義工服務，學習愛與關懷，並深入了解社會各階層需要和學習新的技能。此外，大部分由學校籌辦的義工服務均歡迎家長一起參與，同享親子義工之樂。



學生透過參加「3D 虛擬時尚體驗之旅」學習時裝設計。
Students are learning fashion design during the 3D Virtual Fashion Tour.



學生在開放日向校監田北辰先生介紹自製的「遙控水瓶船」。
Students are presenting their handmade Remote Water Bottle Boat to Mr. Michael Tien, our Supervisor, on Open Days.



「讓我用這個在科學課上製作的相機看看世界！」
“Let me see what I can see in the camera I made in the Science lesson!”

What we believe

We believe in unleashing Individual Creativity

We believe creativity has no boundaries, and that the College is a place where students' creativity and artistic talents should be nurtured. In different corners of the school campus, various pieces of student artwork are displayed as a means of promoting art appreciation among students. The Sculpture and Oil-painting Alley, in particular, has become a favourite place for students to rest and relax between classes.

The College provides ample opportunities for students to showcase their talents in music and performing arts. The morning assembly serves as a platform for students to express their creativity through music performance, role play, drama show and video production. Our students are also actively involved in the Hong Kong Schools Speech Festival and Hong Kong Schools Drama Festival. Through taking part in various speech and drama competitions, students can widen their horizons, expand their repertoire of talents and tap deeper into their potential.



學生在遊戲中展現解決問題的能力。
Students demonstrate problem solving skills in a game.



學生在週五早會表演自創的民族舞蹈。
Students are performing their own cultural dance in Friday Morning Assembly.



外籍學生製作月餅來慶祝中秋節。
Non-Chinese students are making mooncakes to celebrate Mid-Autumn Festival.

我們相信

透過全方位培育，
能充分啟發學生
創意潛能

我們相信創意是無界限的，學校應為學生提供不同的機會，讓他們發揮創意及藝術天分。我們於校園不同角落展示學生的優秀藝術作品，以鼓勵藝術創作及欣賞，而校園裏的油畫雕塑廊更成為學生喜愛的歇息地方。

學校亦致力發掘學生於音樂、話劇及其他方面的演藝才華，學生可於早會上演奏音樂、參與角色扮演及話劇表演，或播放由同學們自己製作之影片。除此之外，我們亦鼓勵同學積極參與香港校際朗誦節及香港學校戲劇節，透過與其他參賽者觀摩切磋，學生可擴闊眼界，一展所長，並進一步發揮個人潛能。



學生的藝術才能及努力在廣華醫院舉辦的「廣告牌設計比賽」中獲得表揚。
Students' artistic talents and efforts are rewarded in the Hoarding Design Competition organised by Kwong Wah Hospital.



學生在科學科午間活動製作音樂盒。
Students are making music boxes in the Science Department Afternoon.

本校的雕塑畫廊中展示不同學生的作品。
Students' work is displayed at the Sculpture & Oil-painting Alley.





學生參觀銀行，了解銀行的業務運作。
Students are excited to find out what it is really like to work in the banking sector.



學生在商業電台學習如何成為一名電台節目主持。
Students are learning to be radio programme hosts at Commercial Radio.



What we believe

We believe

Life Planning Education equips students for the future

To prepare students for their further studies and career development, Life Planning Education Programmes are implemented in the junior forms to enhance students' self-understanding, goal-setting and self-reflection skills. With the aids of Careers Planning Booklets and through activities such as class discussion, internship, individual counselling and sharing by alumni and professionals, students gain insights into their own career/academic aspirations and are better equipped to plan for their future. We also arrange for students to take part in different work-related programmes such as visits to businesses, Junior Achievement Programme, job shadowing and summer internship so that they can develop qualities, attitudes and skills that are conducive to success in the workplace.



透過香港明愛電腦回收計劃，學生能親身體驗電子行業的工作。
Students are gaining hands-on experiences of working in Caritas Hong Kong Computer Recycling Project.



學生在模擬機場運作中心了解航空業運作。
Students are collaborating in the Simulated Airport Operations Centre.



學生在職場探訪時嘗試處理工作相關事務。
Students are carrying out work-related tasks during their visit to workplaces.



學生參與「多元文化夢飛翔計劃」後，在香港賽馬會雙魚河騎術學校進行「工作影子活動」。
A student is gaining job shadowing experiences at Beas River Equestration Centre after joining the Multicultural Dream Pursuit Project.



學生們正在檢查食水樣本的水質。
Students are examining water quality of the samples collected.



學生一起在香港電台主持節目。
Students work together to host their show at RTHK.

我們相信

推行 生涯規劃教育， 裝備學生投身未來

我們從初中開始推行生涯規劃教育，旨在幫助學生認識自我、加強訂立目標與反思能力，並瞭解各升學和就業的途徑，為日後投身社會作好準備。我們透過生涯規劃小冊子、課堂討論、模擬職場體驗、校友與各界專業人士的講座分享以及個別輔導諮詢，協助學生對人生重要的規劃作出深入探討。此外，我們亦安排學生到不同的機構參觀、職場影子計劃、在職培訓及暑期實習計劃等，幫助學生深入瞭解職場所需具備的素質、態度及技能。



Parents are actively involved in the snack booth on Open Days.
家長在開放日負責小食攤位，表現投入。



家長與學生一起參與學校運動會，體現家校合作的精神。
Parents and students took part in College's Sports Days and demonstrated the spirit of home-school partnership.

What we believe

We believe our **Parents play an Important Role** in students' development

An effective home-school partnership is essential for the successful education of children. Parents' co-operation and support will make a real difference to the growth and development of our students. As such, we are looking for parents who share our mission. We welcome parents who believe in balancing freedom with guidance, who will spend time with their child, and who believe in the ideals of a progressive education whilst adhering to traditional values such as perseverance and diligence. The College values those parents who understand that in educating a child, both the family and the school have an equally important role to play.

With the commitment of maintaining a caring learning environment at school, the College is keen on fostering its partnership with parents, and has its Parent-Teacher Association (PTA) established in 2001. The PTA organizes various social, educational and cultural activities for parents to get to know their child's teachers better. It also strengthens the communication and mutual understanding among members through regular activities, long-term cooperation and fellowship.



張翠珊校長與運動會「親子接力比賽」得獎家庭合照。

Ms Tracy Cheung, our Principal, presented medals to the winning family in the Parent-Child Relay on Sports Days.



家長教師會週年大會及晚宴，禮堂坐無虛席。

The Annual General Meeting and Dinner of the Parent-Teacher Association receive tremendous support from the school and parents.

我們相信

家校合作， 對學生成長及學習有莫大裨益

學校一向重視家長與學校的聯繫，我們相信良好的家校關係對孩子的學習發展尤為重要。因此，我們歡迎認同本校辦學理念的家長加入這個大家庭，一起分享教育孩子的理想：在賦予孩子自由的同時，亦兼顧管教及約束的責任；願意為照顧孩子付出時間，同時給予關懷和鼓勵；在追求革新教育理念的同時，亦尊重優良的傳統價值觀，諸如堅毅不屈、勤奮力學等。

我們重視家校的伙伴關係，因此本校於 2001 年成立家長教師會，以加強學校與家長的聯繫。我們希望透過家校合作，共同建立關愛校園。家長教師會經常舉辦各類聯誼、教育及文娛活動，讓家長及教師加深彼此認識和了解。透過定期參與不同的活動，家長會員可建立溝通互信，促進彼此分享及支援。



Our Achievements

Our College is recognized as one of the “Value Adding Schools” in Hong Kong which can enhance students’ learning outcomes and academic performance through effective teaching and learning strategies. Academically, we have been able to achieve consistently promising results in public examinations, with a sizeable number of examination subjects having both superior passing and credit rates compared to Hong Kong norms. As a result, an overwhelming majority of our S6 graduates were able to secure places at universities or tertiary institutions, both locally and overseas. In the 2020 HKDSE Examination, we were among the top schools in the territory where students’ performance in the four core subjects and best five subjects far exceeded other schools with a student intake of similar academic abilities (in S1). At the same time, our students have garnered numerous awards in multiple disciplines, such as international writing competitions, mathematics competitions, poetry writing competitions, inter-school debate competitions and Hong Kong Schools Speech Festival, making major milestones in the College’s provision of quality whole-person education.

我們的成就

本校被評為一所「高增值」的學校，能透過不同的「學與教」策略，有效提升學生的學習能力及學業成績。本校學生無論在公開考試或學術比賽中均取得十分驕人的成績。在過去數年，本校學生在公開考試中的整體科目合格比例或優良比例遠高於全港平均水平，因此絕大部分中六畢業生都能夠順利升讀本地或海外大學／專上學院。本校學生於 2020 年香港中學文憑試表現卓越；當中四個主要核心科目及五個最佳科目所考獲的成績，更遠超其他取錄同一成績組別學生（中一生）的學校。此外，透過學校提供的全方位培育，同學亦能在眾多不同範疇的比賽，如寫作比賽、數學公開賽、詩詞創作比賽、校際辯論賽、校際朗誦節等獲得卓越成績，奠定了學校致力推行全人教育的重要里程碑。





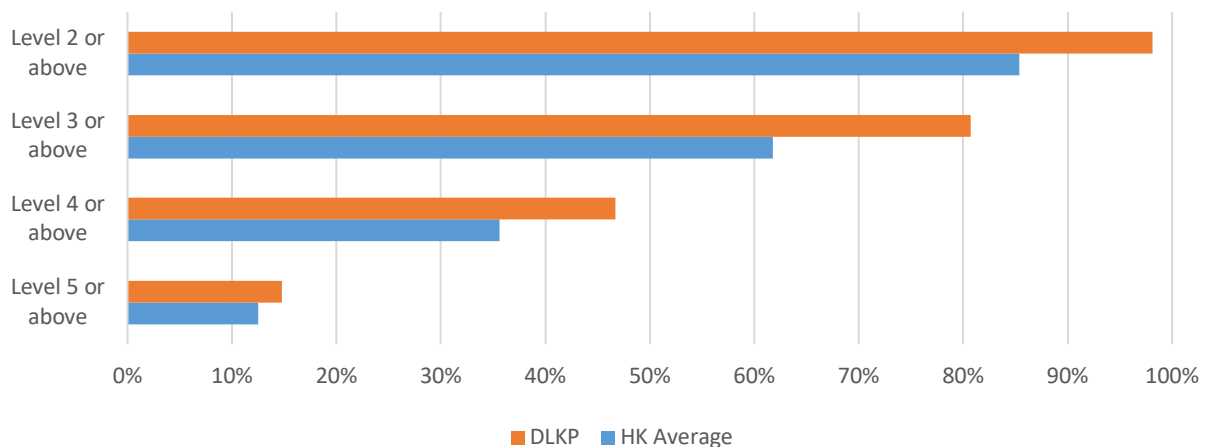
Public Examinations Results

Since 2012, our DSE results have continued to be remarkably above and beyond the Hong Kong norms, including both passing and credit rates achieved in individual subjects. In 2020, the percentage of our students meeting the UER (University Entrance Requirement) is almost 70%, which is sizably higher than the Hong Kong average of 41%.

公開考試成績

自 2012 年，本校學生於香港中學文憑試均取得驕人成績，各科合格比率遠超全港平均水平，個別科目所取得的優良比率亦持續上升。在 2020 年，接近 70% 的學生取得升讀大學資格，遠高於 41% 的全港平均水平。

2020 Hong Kong Diplomas of Secondary Education Examination Results





Outstanding Performance in 2019/20

2019/20 年度傑出表現

* For details, please visit our web page 詳情請瀏覽本校網頁

| International/ National Awards | |
|--|---|
| Competition | Award |
| Asia International Mathematical Olympiad (AIMO) Semi-Final | 3 Bronze Awards, 1 Silver Award |
| Australian National Chemistry Quiz 2019 | 2 Certificates of High Distinction, 3 Certificates of Distinction, 3 Certificates of Credit |
| Canadian Senior Mathematics Contest | 6 Certificates of distinction |
| Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2020 (Hong Kong Region) | 6 First Class Honours, 18 Second Class Honours, 12 Third Class Honours |
| Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2020 (Hong Kong Region) | 4 Merit Awards, 3 Second Class Honours, 9 Third Class Honours |
| Hong Kong International Mathematical Olympiad Heat Round 2020 (Hong Kong Region) | 4 Silver Awards, 4 Bronze Awards, 1 Gold Award |
| Hua Xia Cup Mathematical Olympiad Competition (Hong Kong Region - Trial) | 5 First Class Honours, 6 Second Class Honours, 12 Third Class Honours |
| HuaXia Cup Mathematical Olympiad Competition (South-China Region - Semi-Final) | 1 Second Class Honour, 2 Third Class Honours, 1 Special Class Honour |
| Pan-Asia Pacific International Mathematics Invitation Competition Preliminary Round | 2 First Class Honours, 6 Second Class Honours, 7 Third Class Honours, 3 Merit Awards |
| Pan-Asia Pacific International Mathematics Invitation Competition Preliminary Round-Overall | 6 Second Runner-Up |
| Thailand International Mathematical Olympiad Heat Round 2019 (HK Region) | 21 Bronze Awards, 7 Gold Awards, 11 Silver Awards |
| Thailand International Mathematical Olympiad Semi-Final 2019-2020 (HK Region) | 9 Bronze Awards, 9 Merit Awards, 4 Silver Awards |
| U.S. Consulate General Hong Kong and Macau: American Culture Writing Contest 2020 | 1 Honorable Mention Award |
| Xu Beihong's Cup International Youth Children's Art Competition | 1 First Class Award, 1 Certificate of Merit |

| Local Academic Awards | |
|---|---|
| Competition | Award |
| 第 71 屆香港學校朗誦節 | 4 個良好獎；4 個優良獎；2 個季軍 |
| 「文學之星」作文比賽 | 4 個優異獎；1 個入圍全國五十大；1 個銅獎 |
| 「相愛相融」百科大募集比賽 | 1 個優異獎 |
| 2019/20 非華語學生中文寫作及才藝比賽 | 1 個初中組優異獎 |
| 油尖旺區傑出學生獎勵計劃 | 2 位傑出學生 |
| 第三屆全港聖經文書法比賽 | 1 初中組優異獎 |
| 第二十四屆全港中小學硬筆書法比賽決賽 | 1 個中學組優秀入圍獎 |
| 第五屆全港青少年進步獎 | 2 個進步嘉許狀 |
| 賽馬會「三代•家添愛」計劃「分享愛♥情繫三代」全港原子筆中文書法比賽 | 3 個入圍獎 |
| 2019 Science Assessment Test | 1 Diamond Award, 4 Gold Awards, 2 Silver Awards, 6 Bronze Awards |
| 2019–2020 Yau Tsim Mong District Most Improved Student Award Scheme | 28 Student Awards |
| 71st Hong Kong Schools Speech Festival | 3 Certificates of Merit |
| 71st Hong Kong Schools Speech Festival (English) | 37 Certificates of Merit, 1 Certificate of Honor, 4 Certificates of Proficiency, 1 First Place, 7 Second Place, 7 Third Place |
| Consumer Culture Study Award | 4 Awards |
| HKPTU EMI Inter-school Debate Competition | 3 Second Runner-Up |
| Hong Kong Youth Improvement Award (Elsie Tu Education Fund) | 1 Merit Award |
| Sir Edward Youde Memorial Prizes 2019/20 | 2 Prizes |
| “Searching for Nature Stories” Field Study Competition 2019 | 4 Second Runner-Up |
| Hong Kong Inter-School Choral Competition & Masterclass 2020 | 27 Bronze Awards |

| Local Non-Academic Awards | |
|---|--|
| Competition | Award |
| 2019 香港課外活動優秀學生表揚計劃 | 1 個優秀學生獎 |
| 「全港中學生 VPET 推廣挑戰賽」 VPET Promotion Competition 2020 organized by CTAN | 3 Champions |
| 'Caring for Our Kids' – Whatsapp Sticker Design Competition | 1 First Runner-Up |
| CCAIE Children's Fine Arts, Calligraphy & Photography Exhibition | 3 First Class Honours, 15 Second Class Honours, 25 Third Class Honours |
| Community Services Award 2020 By Kiwanis Club of Hong Kong | 2 Awards |
| Control of Obscene and Indecent Articles Ordinance Slogan and Colouring Competition | 1 Distinguished Award |
| Food Safety Poster Design Competition | 1 Champion, 1 Merit Award |
| HKYPAF The 7th Hong Kong International Youth Performance Arts Festival 2019 | 1 Third Place |
| Hong Kong Community Volunteers By Agency for Volunteer Service | 19 Bronze Awards, 60 Merit Awards, 6 Silver Awards |
| Inter-school Swimming Competition (D3K1) | 16 First Runner-Up, 2 Second Runner-Up |
| Sound Colour Stone Painting Competition | 1 Selected Submission |
| The 6th Hong Kong International Music Festival Pro-Music Concert Band | 1 First Runner-Up |
| The Hong Kong Arts Development Councils – Arts Ambassadors in school scheme | 2 Art Ambassadors |
| The Wharf Hong Kong Secondary School Art Competition 2019–2020 | 1 Outstanding Performance |



Scholarships /Financial Assistance

As part of the effort to show recognition for outstanding S1 students, a maximum of two scholarships will be offered to S1 entrants for the coming year. Each scholarship holder will be granted a six-year full school fee subsidy. Continuation of the scholarship is subject to the students' satisfactory academic performance during his/her period of study. There are also a number of other scholarships given to outstanding students at the end of each academic year. Some examples are given below:

- Hong Kong Jockey Club Scholarships
- Parent-Teacher Association Scholarships
- Scholarships for outstanding performance in the Hong Kong Diploma of Secondary Education Examination
- Scholarships for excellent performance in subjects

We also award scholarships to those who have outstanding performance in non academic domains such as sports, music, visual arts, community service and leadership. We have the Jessie Leung Scholarship, which aims to encourage students to demonstrate unselfishness in serving the community, in helping and caring for others and in supporting family members.

To ensure that students will not be deprived of the chance to study at our College solely because of financial difficulties, the College offers a financial

assistance scheme to needy families (including those receiving Comprehensive Social Security Assistance or assistance from the Student Financial Assistance Agency). Eligible applicants will be granted either full or half-level school fee reduction. Each year, the College allocates a generous budget of no less than 10% of school income for this purpose.

The school fees for the 2020/21 school year (on a per annum basis) are listed below for parents' reference. The school fees for the 2021/22 school year will be announced between March and April 2021.

| | S1 | S2 | S3 | S4 | S5 | S6 |
|------|--------|--------|--------|--------|--------|--------|
| HK\$ | 34,490 | 34,490 | 34,160 | 34,160 | 34,160 | 35,860 |

Remark: School fees are re-evaluated each year.

For details concerning the College's school fees and financial assistance scheme, please visit our website: http://www.hkmadavidli.edu.hk/admission/school_fees/.

Apart from the aforesaid school fee reduction scheme, our College has established the David Li Kwok Po Education Fund, which aims to provide further financial assistance to those students who are enjoying school-fee reductions. Parents may apply to the Fund as needed.

獎學金 / 學費資助

為了鼓勵在學業或其他範疇表現優異的小六學生報讀本校，我們會頒發最多兩個獎學金予新入學中一學生。得獎者將獲六年全額學費資助；學生在學期間必須保持學業成績優良，才可繼續獲發獎學金。此外，學校於每級設立各類型獎項及獎學金，以表揚在學業成績有傑出表現的學生，其中包括：

- 香港賽馬會獎學金
- 家長教師會獎學金
- 香港中學文憑試成績優異獎學金
- 學科成績優異獎學金

除了表揚學業成績優異的學生，本校每年頒發獎學金予在體育、音樂、美術、義工服務及領導方面有出色表現的學生，以資鼓勵。學校亦設有「梁頌儀獎學金」，藉此鼓勵同學表現無私的行為如服務社會、關懷他人、支援家人等。

為確保學生不會因無法繳付學費而不能在本校就讀，我們將為有經濟困難的學生提供學費資助（其中包括正領取綜合社會保障援助或領取學資

處財政資助的家庭），合資格的申請人可獲全額或半額學費減免。學校每年將把不少於 10% 的總收入撥作學費資助計劃之用。

2020/21 學年學費（以全年計）詳列如下，以供參考。2021/22 學年之學費將於 2021 年 3 月至 4 月期間公布。

| | 中一 | 中二 | 中三 | 中四 | 中五 | 中六 |
|--------|--------|--------|--------|--------|--------|--------|
| 港幣 (元) | 34,490 | 34,490 | 34,160 | 34,160 | 34,160 | 35,860 |

備註：本校每年均會調整學費。

有關本校學費及學費資助計劃的詳情，請參閱校網：http://www.hkmadavidli.edu.hk/admission/school_fees/。

除上述學費資助計劃外，本校還設有「李國寶教育基金」，為獲減免學費的同學提供進一步經濟資助。有需要的家庭，可直接向學校提出申請。





Subjects Offered

修讀學科

Courses offered at the College prepare students for the Senior Secondary Curriculum that leads to the Hong Kong Diploma of Secondary Education (HKDSE). The subjects included in the 2020/21 curriculum are as follows (for reference only):

中一至中六級的課程旨在讓學生建立穩固的基礎，為香港中學文憑考試作好準備。學校於 2020/21 年度提供的科目如下（只供參考）：

S1 – S3 (中一至中三級)

English Language 英國語文
Chinese Language 中國語文 (Putonghua 普通話)
Chinese as a Second Language 中文作為第二語言 *
French 法文 *
Mathematics 數學
Chinese History 中國歷史
Chinese History for NCS Students (S1) 中國歷史 (非華語學生) (中一)*
Integrated Humanities (S1 – S2) 綜合人文科 (中一及中二)
Integrated Science (S1 – S2) 綜合科學 (中一及中二)
Humanities (S3) 人文科 (中三)
Science (S3) 科學 (中三)
Information and Communication Technology 資訊及通訊科技
Home Economics (S1 – S2) 家政 (中一及中二)
Music 音樂
Visual Arts 視覺藝術
Health and Physical Education 體育

* Chinese as a Second Language (Cantonese) (S1–S3), French (S1–S3) and Chinese History for NCS Students (S1) are offered as an alternative to Chinese Language and Chinese History for non-Chinese speaking students in Junior Forms.

* 中文作為第二語言 (廣東話) (中一至中三級)、法文科 (中一至中三級) 及中國歷史 (非華語學生) (中一級) 皆為初中非華語學生而設，以取代中國語文科及中國歷史科。

S4 – S6 (中四至中六級)

English Language 英國語文
Chinese Language 中國語文 (Cantonese 廣東話)
Chinese as a Second Language (for NCS Students) 中文作為第二語言 (為非華語學生而設)
Mathematics 數學
Mathematics Extended Part Modules 1 & 2 (M1 & M2) 數學延伸部分 (單元一、單元二)
Liberal Studies 通識
Biology 生物
Chemistry 化學
Physics 物理
Chinese History 中國歷史
Geography 地理
Economics 經濟
Business, Accounting & Financial Studies 企業、會計與財務概論
Information and Communication Technology 資訊及通訊科技
Visual Arts 視覺藝術
Music 音樂
French 法文
Health and Physical Education 體育 (non-DSE subject 非文憑試科目)



Established in 1960, the Hong Kong Management Association (HKMA) is a professional organization which has effectively served the management education and training needs of the business community in Hong Kong and the region for six decades. With a membership close to 12,000 individual executives and corporations, the Association organizes more than 2,000 programmes and management activities for approximately 48,000 participants annually. Apart from adult education, it is dedicated to nurturing Hong Kong's young future leaders. HKMA David Li Kwok Po College, the second school founded and administered by the HKMA, was opened in 2000. Its first school, HKMA K. S. Lo College (located in Tin Shui Wai), has been widely acclaimed for its academic achievements, value addedness and good administration. Dr the Hon David K. P. Li, GBM, GBS, JP, Chairman and Chief Executive of the Bank of East Asia Limited, is the former Chairman of the HKMA.

香港管理專業協會（後稱「管協」）乃一專業組織，成立於 1960 年。六十年來，管協成功地為香港業界提供教育和培訓服務，其會員均為業界行政管理人員，人數接近 12,000 名。管協每年舉辦超過 2,000 項課程，參加者約 48,000 人。香港管理專業協會李國寶中學於 2000 年創校，是管協繼於天水圍開辦羅桂祥中學後的第二所中學。羅桂祥中學以卓越的學術成績、資源增值以及優質的行政管理稱譽學界。東亞銀行有限公司主席兼行政總裁李國寶博士 GBM, GBS, JP 曾任管協主席。



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