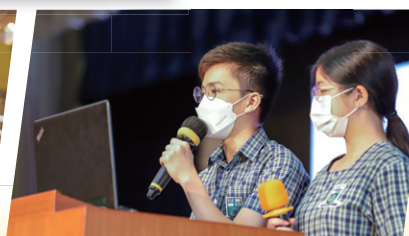


Respect Responsibility



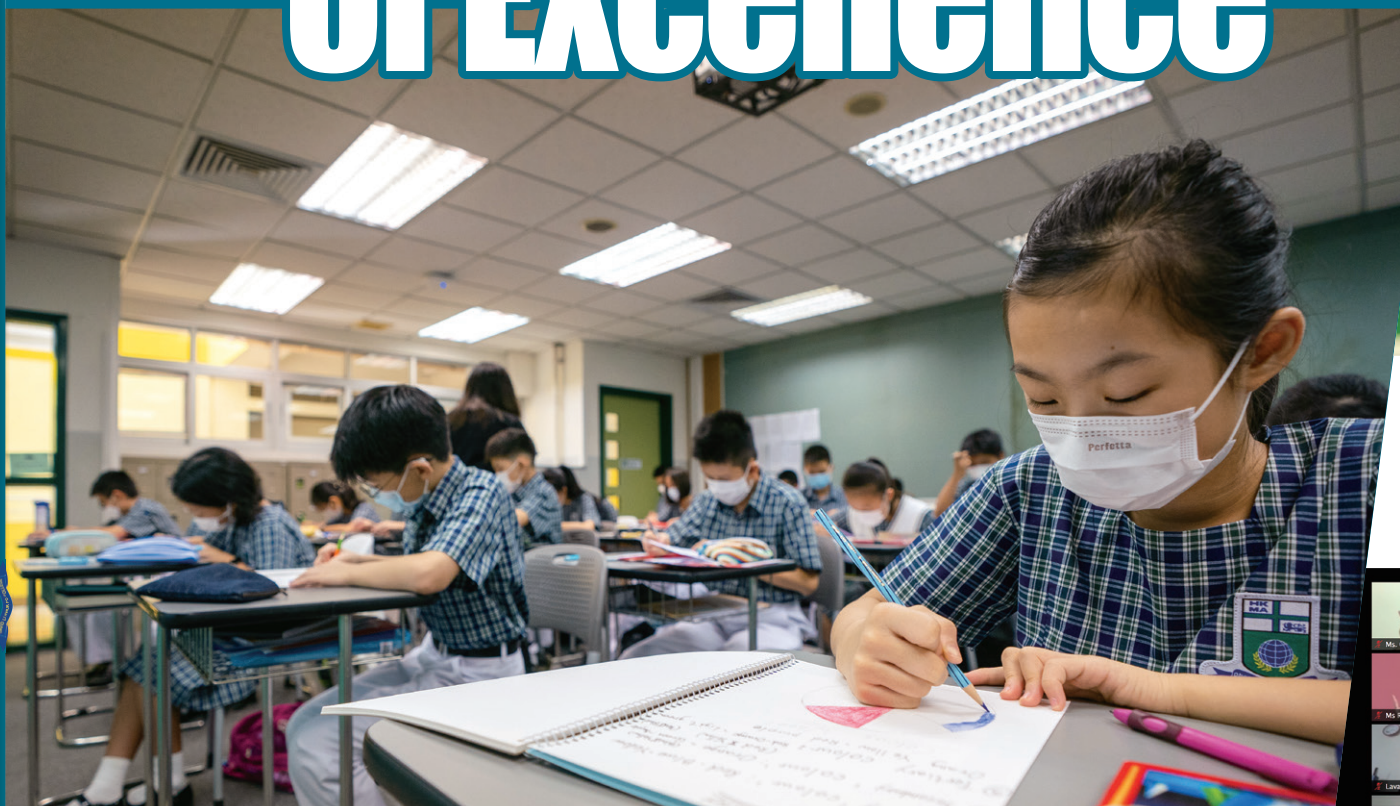
HKMA David Li Kwok Po College
香港管理專業協會李國寶中學

College Booklet
2021/22



Perseverance Appreciation

“In Search of Excellence”



Students beautify their portfolio during Visual Arts class.
學生在視覺藝術課豐富自己的作品集。



Students work together to solve problems through team-building exercises.
學生在團體活動中合作解難。

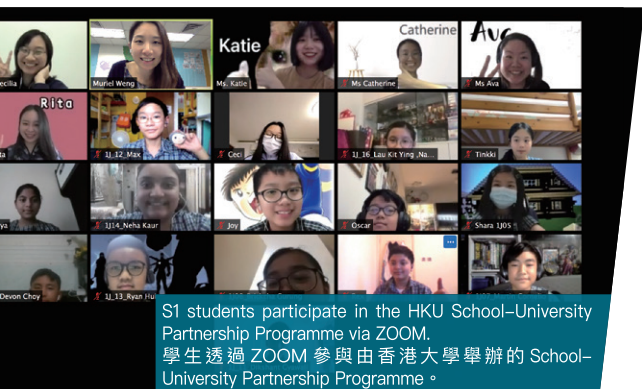
Our College

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. Since its establishment, the College has nurtured creative, confident, outgoing and linguistically-proficient students who enjoy a balanced school life.

「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。



S1 students participate in the HKU School-University Partnership Programme via ZOOM.
學生透過 ZOOM 參與由香港大學舉辦的 School-University Partnership Programme。



Students eagerly wait for a reaction to occur during an Integrated Science lesson.
學生在綜合科學課全神貫注地觀察試管中的化學反應。



Students and teachers showcase their knowledge of Chinese History during a Post-Exam Activity.
學生和老師熱情參與中國歷史科的試後活動。



Our Non-Chinese Speaking Students design their own traditional Chinese umbrellas.
非華語學生認真設計自己的中國傳統紙傘。



Students complete tasks in the AA Gifted Education International Elite Programme.
學生在「資優教育國際精英計劃」中表現投入。



1 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 accounts 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 their language development and their awareness of 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.



Our College fosters communication and understanding between students of different cultural backgrounds. 不同文化背景的學生在校園內融洽相處。



Our students have fun at the beach during their annual picnic. 學生在學校旅行日享受愉快時光。

我們相信

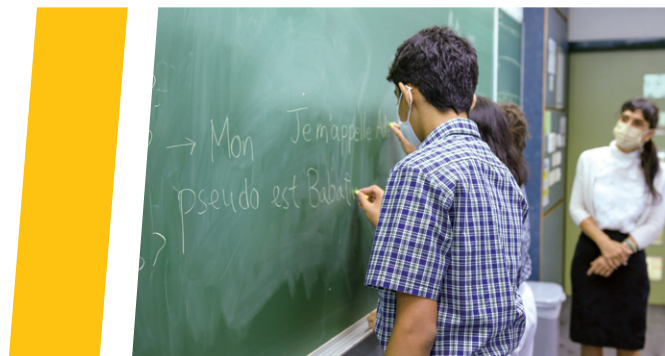
推動國際化校園， 可擴闊學生視野

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。



Our students engage in discussion with each other to complete tasks. 學生在課堂內熱烈討論。



Students who study French proactively demonstrate their knowledge during class. 學習法文的同學在課堂靈活運用所學。



French students doing a presentation during a French lesson.
學習法文的學生在法文課匯報。



Our students demonstrate their critical thinking skills during a Chinese Debating Competition.
學生透過參與校內中文辯論比賽提升批判思考的能力。

Students indulge in reading during DEAR (Drop Everything And Read) time.
學生在閱讀課時專注閱讀。



2 What we believe

We believe in encouraging Language Development

As a genuine EMI school, all school subjects are taught in English, except for Chinese Language and Chinese History for Junior Forms, which are taught in Putonghua and Cantonese respectively. 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 team of teachers comprised 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 35-minute reading lesson known as 'DEAR' (Drop Everything And Read) every Tuesday. We believe that the inculcation of a good reading habit in students is vital to the development of language competency, thereby laying a firm foundation for life-long learning.

我們相信

提供多元化語言環境， 能有效發展學生語文能力

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，本校逢星期二設有 35 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。

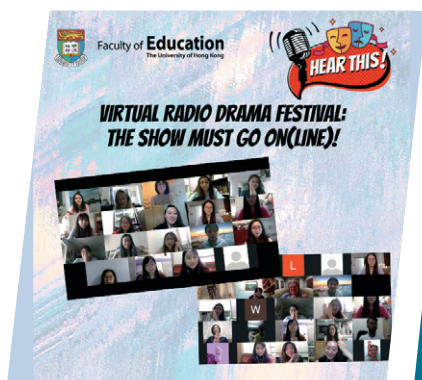


Students test their English vocabulary skills through a game of Scrabble during a Post-Exam Activity.
學生在試後活動時，參與校內 Scrabble 比賽。



Tsui Cheuk-Yin, the College's writer-in-residence and Human Ip, a freelance writer, share their experience of writing with students.
駐校作家徐焯賢先生與作家葉曉文女士與本校學生分享創作心得。

Poetry recitation by a Form 1 student at morning assembly.
學生在週四早會時朗誦詩歌，感情豐沛。

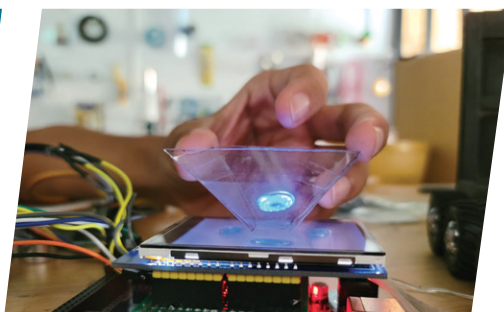


Our Form 4 students taking part in the first-ever online radio show on ZOOM, organized by The University of Hong Kong.
本校中四級學生透過 ZOOM 參與由香港大學舉辦的首次線上電台節目。



Smart devices are used during class to augment students' learning experience.
學生在課堂上運用資訊科技學習。

Students apply scientific knowledge to design a device for protecting human eyes.
學生利用科學知識設計一部能夠保護人們眼球的裝置。

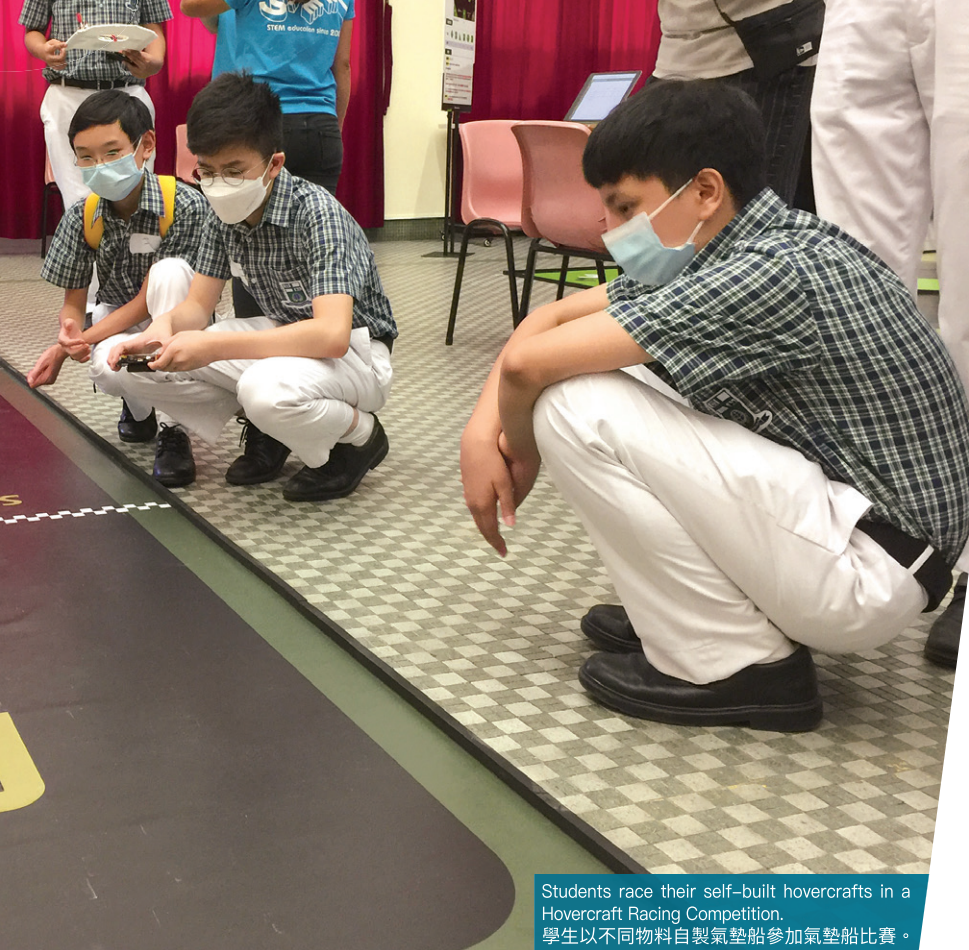


What we believe

3 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 are equipped to support wireless information to devices such as iPads, making lessons more interactive and engaging.

Apart from incorporation information technology into the curriculum design, "flipped classroom" has been 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 skills, collaborative skills and other important skills that are essential for success in the 21st century.



Students race their self-built hovercrafts in a Hovercraft Racing Competition.
學生以不同物料自製氣墊船參加氣墊船比賽。



Students learn basic animation programming.
學生在學習基本的動畫編程。



A teacher makes good use of smart mobile devices during class to boost teaching effectiveness.
教師在課堂上運用平板電腦促進教學效能。

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。

Students showcase their own creation, a VR Cart, during Open Day.
學生在學校開放日展示本校製作的四驅車。





A tutor provides individual help to students after school.
導師在課後個別指導學生。



A teacher explains the rules of Scrabble to students.
老師向學生解釋 Scrabble 的遊戲規則，寓學習於遊戲。



4

What we believe

We believe in catering for **Individual Difference**

The College has implemented 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 have implemented small class teaching in the core subjects in Junior Forms (including English, Chinese and Mathematics) to increase the students' engagement in class and

make student-centred teaching effective and productive.

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 individual attention, the College offers after-school tutorials in the key subjects of English, Mathematics, Chinese, Integrated Humanities and Integrated Science.



A science teacher explains the experiment to a curious student.
科學科老師向學生解釋實驗中的科學原理。



An ICT teacher patiently teaches students animation coding.
資訊及科技科老師正在耐心地教導學生動畫編程。

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。本校在初中的主要學科（包括中文、英文及數學）實施小班教學，增加學生參與課堂的機會，令以學生為中心的教學更有效。

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。



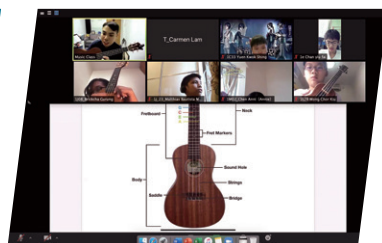
An English teacher provides feedback to a student after his presentation.
英文科老師在學生完成匯報後給予回饋。



A French teacher assists students in completing their online exercises.
法文科老師指導學生完成網上練習。



Friends can collaborate with each other in showcasing their talents.
學生結伴在舞台上以音樂打動同學。



Students learn the ukulele via ZOOM.
學生透過 ZOOM 學習夏威夷小結他。



Our students are eager to motivate others by singing
inspirational songs in Thursday Morning Assemblies.
學生在週四早會以歌聲為同學打氣。

5 What we believe

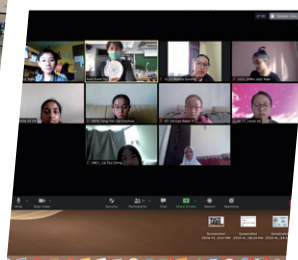
We believe in nurturing Individual Potential

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 potential.

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 productions 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, Prefect Team, House Committees, 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.



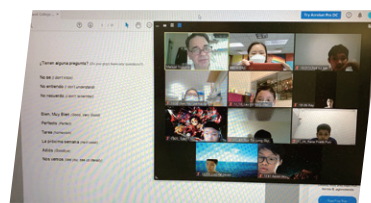
Even at home, our students don't hesitate to show off their creative side by participating in Fine China painting.
學生透過 ZOOM 參加由本校視覺藝術科老師帶領的瓷畫工作坊。



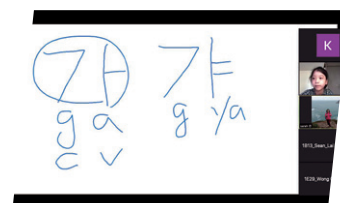
Interactive ways of learning music are used by the Music teachers.
音樂老師使用互動方式進行課堂。



Students in the Magic Club learn magic tricks.
學生參加魔術學會，在老師的培訓下成為「小小魔術師」。



Students showcase their language capabilities during a Spanish lesson.
學生在西班牙文班一展語言天份。



Students learn Korean in the Korean Club.
學生學無止境，努力學習韓文。

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。



Students enjoy traditional South Korean dishes.
學生品嚐韓國地道菜式以體驗當地文化。



Our students at Fishermen's Wharf in Vancouver, Canada.
學生在加拿大漁人碼頭遊覽，享受當地美景。



What we believe

6

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 facing challenges.

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。

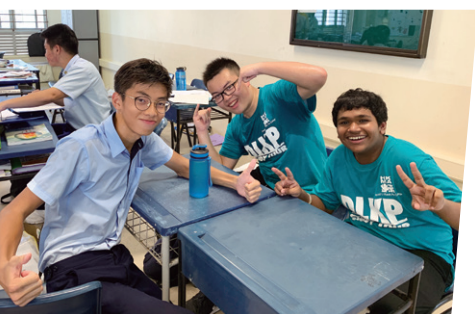
從 2010 年開始，本校推行「海外考察經驗學習計劃」，每名同學於就讀初中期間須參加最少一個海外遊學團，在當地的語言環境下學習普通話及英語，並透過實地考察及參觀等活動，加深對學科內容的理解。我們希望透過此計劃提升學生的獨立自主能力及自信心，讓他們更容易適應中學的學習生活，與此同時培養他們勇於面對不同挑戰和困難的抗逆能力。



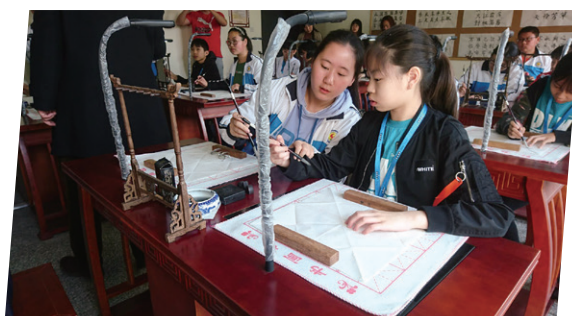
Students experience making kimchi in South Korea.
學生在韓國體驗製作泡菜。



Students visit a shaolin temple and learn about Chinese martial arts in Henan.
學生參觀少林寺，認識中國武術文化。



Our students mingle with local Singaporean students.
學生在新加坡與當地學生進行文化交流。



Our students learn traditional Chinese calligraphy from local students in Henan.
學生與河南當地學生交流書法心得。



Students participate in a STEM workshop in Singapore.
學生在新加坡參加STEM工作坊。



Students experience classes taught by professors of the University of Maine in Orono, Maine, USA.
學生在美國緬因大學法明頓分校體驗由當地老師教授的科學課。



Students visit a local boatyard in Maine, USA.
學生在美國參觀當地造船廠。



Form 6 students thank their teachers during the Form 6 Farewell Assembly.
學生在中六級畢業週會感謝老師對他們的諄諄教導。

Students role play as popular video game characters during morning assembly to share their experience with positive thinking.
著名遊戲角色，分享對正向思維的心得。



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' has also been 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.

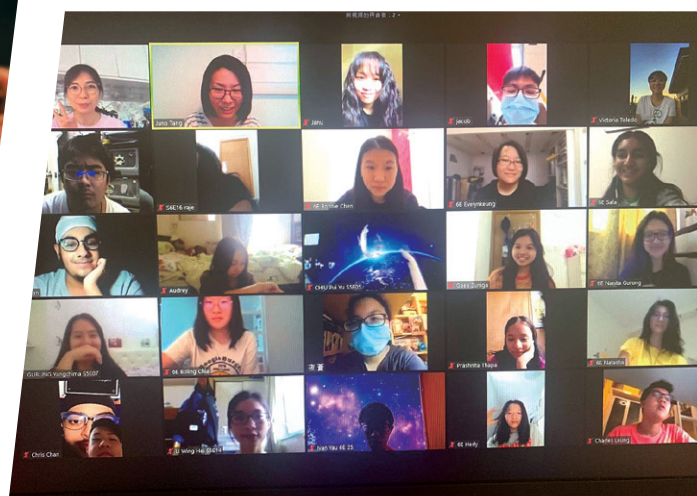
Our philosophy of care is also manifested by our sustained effort in encouraging students to accept

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.



Students participate in a team-building competition to foster team spirit.
學生投入參與班際遊戲比賽，發揮團隊精神。



Class teachers and students use ZOOM to conduct online classes.
班主任和學生以 ZOOM 網上平台進行班會活動，增強班內連結。

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。

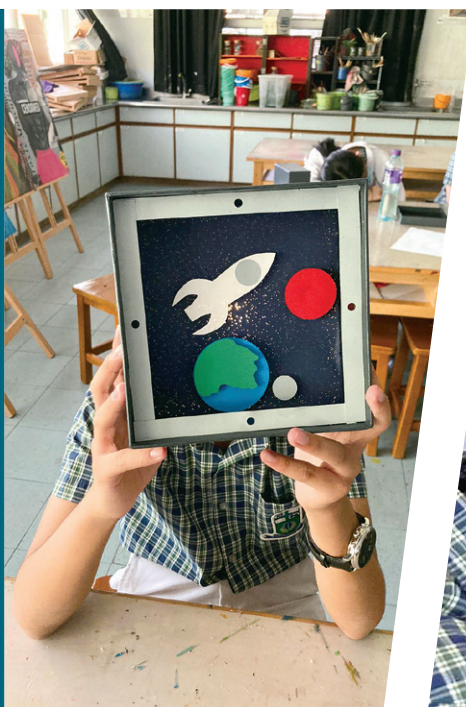
我們關懷學生的同時也希望學生能推己及人。我們致力提高學生的公民意識，並培養學生成為懂得關心別人的社會公民。因此，老師經常教導學生要關心家人、學校以至社會。學校為學生提供許多服務社會的機會，讓他們透過組織和參與各類型義工服務，學習愛與關懷，並深入了解社會各階層需要和學習新的技能。此外，大部分由學校籌辦的義工服務均歡迎家長一起參與，同享親子義工之樂。



Students break down barriers by working together to solve tasks.
學生透過解決任務增強對彼此的了解。



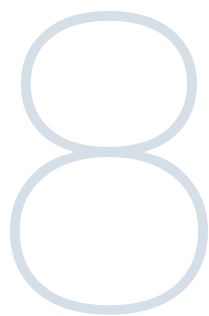
During the pandemic, our students show their compassion and concern by phoning the elderly to chat with them.
疫情期間，學生以打電話的方式慰問區內長者。



Students make small light boxes under the guidance of English artist Rachel Smith.
學生在英國藝術家 Rachel Smith 的帶領下製作小燈箱。



Students participate in the Jockey Club 'Handmade Fortune' Youth Craft Education Project Workshop to learn more about chopstick production techniques and to foster creativity.
學生參加賽馬會「手作確幸」青年工藝教育計劃工作坊，了解更多工藝製作技術，培養創意。



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 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.



Students sing a popular song during the morning assembly to showcase their musical talents.
學生在週會上表演唱歌，盡顯音樂才華。

WINNING DESIGN!



Soriano Yarrah Danielle San Felipe, 15
HKMA David Li Kwok Po College

Our student won the 'Colour Away COVID' Mask Design Competition. The College subsequently produced masks with the design.

學生在「Colour Away Covid 口罩設計比賽」勝出，本校把其設計製作成口罩送給全校學生。

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。

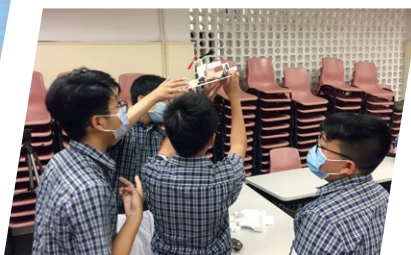


Students show their creativity and problem-solving skills through joining an inter-class competition.
學生透過班際比賽發揮創意及解難能力。

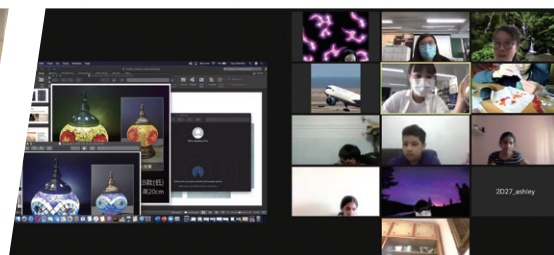


Students showcase their acting skills during the morning assembly.
學生在早會發揮表演天分。

Students work together to build a hovercraft.
學生以小組形式合力製作氣墊船。



Students participate in an online Turkish Mosaic Lamp Making Class to develop their artistic talents.
學生參加網上土耳其馬賽克燈製作班，發揮藝術天分。





Students visit the Hong Kong Museum of Art to increase their understanding of the concept of surrealism.
學生參觀香港藝術館，增加對超現實主義的理解。



What we believe

9

We believe Life Planning Education equips students for the future

To prepare students for their further studies and career development, Life Planning Education programmes have been implemented in the junior forms to enhance students' self-understanding, goal-setting and self-reflection skills. With the aid 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.



Visual Arts students visit an art exhibit in CUHK to enhance their art appreciation skills.
修讀視覺藝術科的學生透過參觀「中大藝術」展覽，提升藝術鑑賞能力。

我們相信

推行生涯規劃教育， 裝備學生投身未來



Form 6 students dressed in formal wear for mock interviews.
中六學生穿著整齊正裝準備模擬面試。

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。



Student engineers present their product design and concept to the judges during a competition.
學生在比賽中向評判講解作為小工程師的產品創作理念。



Form 6 students prepare for future employment through mock interviews.
中六學生透過模擬面試為將來就業做好準備。



Poster designed by our students for the Hong Kog Secondary Schools VPET Promotion Challenge 2020.
學生在「全港中學生 VPET 推廣挑戰賽 2020」中設計的海報。



The champions of the Hong Kog Secondary Schools VPET Promotion Challenge 2020.
學生在「全港中學生 VPET 推廣挑戰賽 2020」勇奪冠軍。



Parents show support for our College's Open Days by serving as volunteers.
家長踴躍支持學校開放日，擔任義工。



What we believe

10

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 had 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.



Parents attend the Virtual Open Day as hosts to answer questions that prospective parents may have regarding the College.
家長在網上開放日作嘉賓，為欲了解本校的家長解答疑問。



Mr. Tien Puk-Sun, our School Supervisor, visits the PTA food stall during the Open Day.
校監田北辰先生於開放日到家教會攤位品嘗美食。



Parents and teachers show home-school cooperation by attending the parents' gathering.
家長和老師在家長聚會中體現家校合作的精神。



The PTA hosts a Parent-Child Cooking Competition to foster parent-child relationships.
家長教師會舉行「親子烹飪比賽」，促進親子關係。

A non-Chinese parent shares his views of the College to primary school parents via ZOOM.
本校外籍家長透過 ZOOM 向小學家長分享對學校的看法。



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 2021 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 the Hong Kong Schools Music and Speech Festival Competitions, 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2021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、校際音樂及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 Examination Results

公開考試成績

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 2021, the percentage of our students meeting the UER (University Entrance Requirement) is 65%, which is markedly higher than the Hong Kong average of 41%.

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 2021 年，65% 的學生取得升讀大學資格，遠高於 41% 的全港平均水平。

Some Local University Programmes that our graduates were admitted to in the past three years

本校畢業生於過去三年入讀的部分本地大學學系

The University of Hong Kong 香港大學

Actuarial Science 精算
Architectural Studies 建築
Biomedical Engineering 生物醫學工程
Biomedical Sciences 生物醫學
Business Administration 工商管理
Economics and Finance 經濟及金融
Education in Language Education 語文教育
Engineering 工程
Global Health and Development 環球衛生及發展

The Hong Kong Polytechnic University 香港理工大學

Building and Real Estate 建築及房地產
Building Sciences and Engineering 建築科學及工程
Nursing 護理

City University of Hong Kong 香港城市大學

Finance 金融
Information Management 資訊管理
Laws 法律

The Hong Kong University of Science and Technology 香港科技大學

Business and Management 工商管理
Engineering 工程
Information Systems 資訊系統
Marketing 市場學
Professional Accounting 專業會計
Science 科學

Hong Kong Baptist University 香港浸會大學

Communication in Journalism and Digital Media 傳理 (新聞與數碼媒體)
Global and China Studies 全球及中國研究

The Chinese University of Hong Kong 香港中文大學

Anthropology 人類學
Business Administration 工商管理
Chinese Studies 中國研究
Global Studies 全球研究

The Education University of Hong Kong 香港教育大學

Education 教育

Lingnan University 嶺南大學

Business Administration 工商管理

Leadership Award



First in Class



Outstanding Service Award



Outstanding Achievements in 2020/21

2020/21 年度卓越成就

International / National Awards

Competition	Award
2021 CEMC Cayley and Fermat Contest	8 Certificates of Distinction
2021 International Competitions and Assessments for Schools (Science in English)	1 Certificate of High Distinction with Medal, 1 Certificate of High Distinction, 2 Certificates of Distinction, 5 Certificates of Merit, 21 Certificates of Credit
21st Lions International Youth Exchange Scholarship Essay Competition	1 Ninth Award
Asia International Mathematical Olympiad (AIMO) Final	2 Bronze Awards, 3 Merit Awards
Asia International Mathematical Olympiad (AIMO) Semi-Final	1 Silver Award, 9 Bronze Awards
Canadian Senior Mathematics Contest	3 Certificates of Distinction
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2021	1 First Class Honour, 1 Second Class Honour, 1 Third Class Honour
Hong Kong International Mathematical Olympiad Semi Final 2021	2 Bronze Awards
HuaXia Cup Mathematical Olympiad Competition (South-China Region – Final)	2 Third Class Honours
HuaXia Cup Mathematical Olympiad Competition (South-China Region – Semi-Final)	7 Second Class Honours, 8 Third Class Honours
International Competitions and Assessments for Schools (ICAS-Math) 2021	11 Certificates of Distinction, 37 Certificates of Credit, 15 Certificates of Merit
Magazines International Young Writers Award 2021 (Junior + Senior Section)	1 Most Creative Magazine Cover Design
Magazines International Young Writers Award 2021 (Junior Section)	1 Champion, 2 Top 50
Xu Beihong's Cup International Youth Children's Art Competition	1 First Class Award, 1 Certificate of Merit

Local Non-Academic Awards

Competition	Award
『細看多元社區·共建和諧香港』香港中學生海報設計比賽 2020	1 Merit
『遠離毒品鼓勵創作比賽』	1 Champion, 1 Second Runner-up
笑踏多元共融路校園嘉許活動	1 個優異作品 ; 2 個優秀作品
"Amazing moments with animals" Poster Design Competition	2 Merits
"Say No to Discrimination!" – Mask Design Contest 2020-21	1 Facebook Most Popular Award
Canada Day Card Cover Design Contest 2021 (Secondary School Category)	1 Honourable Mention
CCAIE Children's Fine Arts, Calligraphy & Photography Exhibition	4 First Class Honours, 8 Second Class Honours, 5 Third Class Honours
Central Kowloon Route Hoarding Decoration Design Competition (Junior Category)	1 Champion, 1 First Runner-up, 1 Second Runner-up, 10 Certificates of Merit
Central Kowloon Route Hoarding Decoration Design Competition (Senior Category)	1 Champion, 1 First Runner-up, 1 Second Runner-up, 10 Certificates of Merit
Hong Kong Colouring Illustration Design Competition (Secondary Category)	1 Merit Award
Hong Kong Youth Counseling Association – Red Packet Design Competition	1 First Runner-up, 1 Second Runner-up, 1 Most Popular Award, 3 Merit Awards
Ideal School Uniform Design Competition	1 First Runner-up
Sovereign Art Foundation Students Prize, Hong Kong	1 Finalist
The 57th Hong Kong Schools Dance Festival	2 Highly Commended Awards
The 14th Character Education Comic Design Competition (S.1-S.3 Category)	2 Merit Awards
The Australian Consulate-General – My Australian Christmas Card Competition	1 Selected Award
Yau Tsim Mong: In the Eye of the Beholder Photo Competitions	1 First Place Winner, 1 Second Place Winner, 1 Third Place Winner

2P CHEUK Chun Hei Eason

2P KO Tin Chi

2P LEUNG Chin Ching Christy

2P S. W. Y. Y. Y. Y. Y.

Local Academic Awards

Competition	Award
第 72 屆香港學校朗誦節	1 個亞軍 ; 5 個優良獎
第九屆非華語學生 (中學) 普通話朗讀比賽	1 個銅獎 ; 4 個嘉許狀
第九屆文協盃書法比賽	1 個優異獎
“身心健康”2020-2021 系列 – 全港校際比賽暨粵港澳大灣區學生邀請賽 – 毛筆書法 (個人)	1 個優異獎
非華語學生中文寫作及才藝比賽 – 中文寫作 (初中組)	1 個優異獎
「抗疫」徵文比賽	1 個冠軍 ; 2 個妙筆獎 ; 1 個珠璣獎
美荷樓香港精神學習計劃 2020-21「兩代情」徵文比賽	1 個優異獎
2020-2021 Yau Tsim Mong District Most Improved Student Award Scheme	19 Student Awards
2021 Asian English Usage Contest (Final)	1 Champion
2021 Asian English Usage Contest (Heat)	1 Gold Award
2021 Science Assessment Test	2 Diamond Awards, 5 Gold Awards, 4 Silver Awards, 5 Bronze Awards
38th Hong Kong Mathematics Olympiad (HKMO) – Paper 1	1 Third Class Honour
38th Hong Kong Mathematics Olympiad (HKMO) – Paper 2	1 First Class Honour, 1 Third Class Honour
72nd Hong Kong Schools Speech Festival (English)	5 First Places, 16 Second Places, 13 Third Places, 92 Certificates of Merit, 6 Certificates of Proficiency
Canadian English Writing Competition 2021 (Arch Cup) – Final Round	3 Bronze Awards, 2 Silver Awards, 2 Gold Awards
Canadian English Writing Competition 2021 (Arch Cup) – Preliminary Round	3 Gold Awards, 5 Silver Awards
Canadian English Writing Competition 2021 (Arch Cup) – Semi-Final Round	2 Bronze Awards, 2 Silver Awards, 4 Gold Awards
Engineering Exploration Programme 2021	1 Second Runner-up
Gifted Creative Essay Composition Competition	1 Silver Award
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2021 (Hong Kong Region)	5 First Class Honours, 12 Second Class Honours, 17 Third Class Honours
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2021 (Hong Kong Region)	2 First Class Honours, 1 Second Class Honour, 7 Third Class Honours, 3 Certificates of Merit
Halfway Home 2021 Writing Competition (Department of English – City University of Hong Kong)	6 Certificates of Participation
HKPTU S.5 EMI Debate	3 Third Place
HKSSDC Inter-school Debate Competition	1 Champion
Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region)	3 Gold Awards, 8 Silver Awards, 16 Bronze Awards
Inter-School Online Intellectual Property Quiz Contest 2020 (IP Detective Class)	1 Merit Award
Kids4Kids – Action for a Cause Inter-school Competition	1 Winning Group
Sir Edward Youde Memorial Prizes 2020-2021	2 Student Awards
The 19th China Daily "21st Century GAUTO Cup" National English Speaking Competition	1 First Place
The 32nd Annual Book Report Competition for Secondary School Students	3 Certificates of Participation
The Hong Kong Budding Poets Competition	1 Poet of the School Award
The Hong Kong Scrabble Championship 2021	1 Best Under-14 Player

Scholarships / Financial Assistance

As part of the effort to show recognition for outstanding S1 students, two scholarships are offered to S1 entrants every 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 their 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 in sports, music, visual arts, community service and leadership. We have the Jessie Leung Scholarship, which aims to encourage students to demonstrate selflessness 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 the school's income for this purpose.

The school fees for the 2021/22 school year (on a per annum basis) are listed below for parents' reference. The school fees for the 2022/23 school year will be announced between March and April 2022.

	S1	S2	S3	S4	S5	S6
HK\$	34,490	34,490	34,490	34,160	34,160	34,160

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 enjoy school-fee reductions. Parents may apply to the Fund as needed.

PTA Scholarship

JING Lin Hui





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，我們會每年頒發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。

2021/22 學年學費（以全年計）詳列如下，以供參考。2022/23 學年之學費將於 2022 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	34,490	34,160	34,160	34,160

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 2021/22 school year 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 2021/22 學年提供的科目如下（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 – S2) 中國歷史 (非華語學生) (中一及中二) *
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)
STEM (S3) 科學、科技、工程及數學 (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–S2) 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) (中一及中二級) 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 (S5 – S6) 通識 (中五及中六)
Citizenship and Social Development (S4) 公民與社會發展 (中四)
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
Tourism and Hospitality Studies 旅遊與款待
Visual Arts 視覺藝術
Music 音樂
French 法文
Physical Education 體育





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, served as 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。



In Search of Excellence



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

📍 8 Hoi Wang Road, Mongkok (West) Kowloon, Hong Kong
香港九龍旺角（西）海泓道 8 號

☎ 2626 9100

📠 2626 9311

✉ college@hkmadavidli.edu.hk

🌐 <http://www.hkmadavidli.edu.hk>

