



**STRIVE for
EXCELLENCE
and BEAR
WITNESS to
THE LORD**

進學明道

PRINCIPAL'S FOREWORD

With God's blessings and guidance, we are grateful to witness our 55th Anniversary, nurturing generations of future pillars of our community. We have seen substantial growth among our students, academically, morally and spiritually. May all glory be to God.

In this digital age, artificial intelligence has improved by leaps and bounds, contributing to unprecedented challenges. Possessing essential soft skills plays a pivotal role in turning hurdles into opportunities, especially when students graduate and enter the workforce. According to the Future of Jobs Report 2023 from the World Economic Forum, the top five most important skills are:

1. **analytical thinking**
2. **creative thinking**
3. **resilience, flexibility and agility**
4. **motivation and self-awareness**
5. **curiosity and lifelong learning**

It is indispensable for this generation to possess analytical and creative thinking skills. Nurturing problem-solving and creativity can neither be achieved by rote learning nor theories on paper, but practice and experience. Throughout their journey of learning, our students have to collaborate with others and make good use of their creative thinking skills to grapple with obstacles ahead of them, unleashing their potential. Our school-based curriculum and activities are intentionally designed to provide students with different experiences to broaden their horizons as well as foster their analytical thinking skills, overcoming the fear of stepping out of their comfort zone.

Providing suitable learning resources is an essential prerequisite to motivate students to learn proactively. In our school, students can have the autonomy of self-directed learning and doing revision according to their needs and ability, anytime and anywhere at their own pace. With teaching videos, revision materials, past exam papers and marking schemes uploaded on the online learning platform Exam – Get set, go!, students can download appropriate learning materials to cater to their needs to learn anytime, anywhere, fostering self-directed learning among our students.

Our school provides co-curricular activities selected based on three criteria: activities in which students have fewer opportunities to participate, inter-school activities in which students can interact with their counterparts as well as activities in which students can gain more learning experiences. We provide an array of activities covering academic, sports and arts, service learning, visits and field trips, internships, leadership training, overseas excursions, etc. In their diversified campus life, students are equipped with resilience, flexibility and agility, motivation and self-awareness, curiosity and lifelong learning skills so that they

can achieve their targets by boosting their self-efficacy and confidence. The Life-Wide Learning Week in November allows our students to expose themselves to a wide variety of experiences: personal growth for S1, community service for S2, study tours for S3-5. On top of that, Life Development is one of our school-based curriculum where students have the opportunity to engage themselves in service learning and internships.

Rhenish's Got Talent in the junior curriculum and Aesthetics in the senior curriculum cover Artificial Intelligence, Mechanical engineering, Japanese Language, Korean Language, Sign Language Volunteer, e-Orchestra, drama, dance, AR and VR, digital arts, floorball, board game design and so on. In their 6-year secondary school life, students have to receive training in at least ten different aspects of multi-intelligence. In the training, students need to learn to communicate with others, stretch themselves beyond their boundaries and be innovative to overcome hurdles so as to broaden their horizons and unleash their potential.

In this dynamic and ever-changing society, strengthening students' resilience is on the top of our agenda. In the past years, based on the PERMA model of positive education, we develop students' positive emotions and gratefulness, sensitivity to kindness of others as well as their ability to forgive others. In the future, we will refine our positive education in which we will teach students how to reveal their inner feelings, inter-personal connections and life-long learning to enhance their physical and mental wellbeing. Based on the teaching of the Bible and the priority values, we aspire to instil proper values in students by educating them through our 6-year spiral curriculum. We endeavour to empower our students to learn to be grateful and also a forgiving and benevolent person.

The Bible says, 'But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.' (Galatians 5:22-23) Our school puts great emphasis on Christian education. In lessons, fellowships and worship, we share with students the love of God. We also incorporate information literacy education, moral and ethical education, life education, education for sustainable development, human rights education, financial education, etc. in our school-based values education. Instilling moral values in students' mind is the foundation for them to go further. It is sincerely hoped that, with the guidance of God's grace, our school can nurture young people with great abilities and attitudes for our future society.

Let us encourage one another in our endeavours!

Principal Mr. Tang Man Wai Simon

校長的話

在上帝慈愛的引領下，禮中步入五十五年，每每回首，感慨萬千。見證著一代又一代的孩子在禮中茁壯成長，無論在學業、品德或靈性上，都有顯著的進步，願榮耀歸於上帝！

此刻，人工智能(AI)的蓬勃發展為我們帶來前所未有的挑戰。當我們的學生踏出校門，走進職場，他們需要掌握未來的關鍵技能，方能將挑戰轉化為機遇。根據世界經濟論壇《2023未來就業報告》，首五項關鍵技能依序為：

1. 分析思考能力
2. 創意思考能力
3. 抗逆力、靈活性和敏捷力
4. 積極性和自我覺察
5. 好奇心和終身學習能力

分析和創新思考能力(第1和第2點)是新世代不可或缺的技能。創新和解難不能僅僅停留在理念上，學生需要將這些想法付諸行動；而與他人共同實踐的過程，才是他們最珍貴的經驗所在。在這個學習旅程中，學生需要與他人溝通，突破自我限制，運用創新思維解決難題，發揮潛能。因此，禮中的課程和活動旨在為學生提供更多不同的體驗，透過擴展視野，以提升他們的思考能力，克服對未知環境的恐懼。

提供適當的學習資源對激發學生的主動學習至關重要。禮中設有網上學習平台「Exam – Get set, go!」，內有老師精選的教學影片、複習材料、歷屆考題及答案解析，讓學生可以隨時隨地根據自身能力與需求進行自主學習和複習，提升他們的主動學習動機。

禮中以「學生較少機會接觸」、「有其他學校學生參與」及「有較多學習體驗」三大原則為學生設計聯課活動。這些聯課活動包括學術知識、服務學習、參觀考察、領袖培訓以及境外交流等多元內容。透過豐富的校園生活，培養學生的敏捷性、積極性、自我覺察、好奇心和終身學習能力(第3至第5點)，提升其自我效能，建立自信，實現自己設立的目標。

為初中而設的「一才計劃」及高中的美學課程，內容包括AI人工智能、機械人工程、日語、韓語、電子樂團、戲劇、AR及VR、桌遊設計等。在禮中六年的中學生涯中，



學生至少

將接觸十種多

元智能訓練。每年11

月的全方位學習計劃，活動由中一的個人成長開始，逐步擴展至中二的社區關懷，再進階至中三的境外交流。從中三開始，學生至少將有三次離開香港、放眼世界的機會。此外，我們的生涯發展課程是高中的常規課程，其中服務學習和工作實習是學生必須參與的項目。

面對瞬息萬變的社會環境，培養學生的抗逆力及靈活性刻不容緩。多年來，禮中透過早晨的崇拜、周會和班主任節，傳遞積極正向的PERMA信息給學生，培養他們的正向情緒。我們更會教授學生不同的思考模型(例如認知偏誤、心理賬戶等)，當學生遭遇問題時，懂得運用合適的模型解決問題，必能游刃有餘。我們秉持基督教教育的原則，訂定了11個重要的價值觀教育項目，透過六年一貫的螺旋式教學，每年重點培養兩個價值觀教育項目。除了培養優良的價值觀之外，我們也致力於讓學生學會感恩、體會他人的仁慈，並學習原諒他人。

禮中重視基督教教育，透過課堂、團契、崇拜，加上老師與學生、學生與學生之間的日常相處，分享上帝的愛。《聖經》〈加拉太書〉5章22-23節：「聖靈所結的果子，就是仁愛、喜樂、和平、忍耐、恩慈、良善、信實、溫柔、節制。」學生即便擁有優秀的學術成就和事業成就，也不等於具備高尚的品德風範，更不一定擁有內心的平安和喜樂。唯有在年輕時讓學生認識耶穌，才能幫助他們磨練品格，獲得豐盛永恆的生命。我由衷希望禮中能夠藉著上帝的恩典，培育出有道德、有才華的未來領袖。

共勉之。

鄧文偉



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SPONSORING BODY

辦學團體

Our school was established in 1969 (named "Rhenish Church College" before 1990). It is one of the whole-day co-educational aided schools founded by the Chinese Rhenish Church Hong Kong Synod.

本校於1969年創校(1990年以前名「禮賢會中學」)，是由中華基督教禮賢會香港區會開辦的其中一所政府津貼全日制男女中學。





Vision 學校宗旨

Consistent with the philosophy of Christian education, we aim to provide each student with quality all-round education, so that our students achieve their maximum potential, behave well, achieve excellent academic results and contribute to our society. Nurtured by caring teachers in a Christian-rich environment, our students can know God's love, understand the Christian faith and be willing to embrace God.

本校根據基督教教育理想，為學生提供優質的全人教育，使學生得以均衡發展，成為品學兼優的人，並在基督教的學習環境和老師的關懷下，認識耶穌的教訓，明白上帝的愛，接受福音，造福社會人群。

Mission 學校目標

- ① To provide a varied curriculum based on the Christian faith, which facilitates students' moral, intellectual, physical, social, aesthetic and spiritual development.
 - ② To help each student develop their potential by adopting a student-centred approach and teaching students according to their needs.
 - ③ To nurture students' abilities and their interest in learning so that they are innovative, adaptable and equipped to pursue life-long learning.
 - ④ To develop students' self-confidence, sense of responsibility and social skills so that they are willing to assume responsibility and contribute to society and the nation.
 - ⑤ To educate students to value their families and develop harmonious interpersonal relationships with others.
 - ⑥ To closely cooperate with the Rhenish churches so that students can know God the Creator and can understand, practise and uphold the Christian faith.
 - ⑦ To care about each student and help students experience God's love through sharing teachers' testimony.
 - ⑧ To equip the school campus and provide students with an ideal learning environment.
- ① 提供多元化課程，以聖經真道為基礎，讓學生在德、智、體、群、美及靈育各方面得以均衡發展；
 - ② 以學生為本，因材施教，幫助每一個學生發揮個人潛能；
 - ③ 培養學生對學習的興趣及能力，使其一生能不斷自學、創新和應變；
 - ④ 建立學生的自信、責任感及合群精神，使其願意承擔責任，貢獻社會及國家；
 - ⑤ 教導學生重視家庭及建立和諧的人際關係；
 - ⑥ 與辦學團體屬下教會緊密合作，培育學生靈性，幫助學生認識創造主，明白及實踐基督教的真理；
 - ⑦ 關心每一個學生，透過老師的生活見證，使學生感受到上帝的愛；
 - ⑧ 建設校園，為學生提供理想的學習環境。



School History

學校簡史

The Rhenish Church applied to the government for land to establish a secondary school in 1959.

禮賢會有興辦中學之議，於1959年向政府申請建校用地。

District Chaplain Rev. Chan Yik Kin visited the German Synod to promote the school establishment plan, which was later sponsored by the Rhine and Westphalia Synod in Germany.

陳翼堅區牧訪問德國教區，宣傳建校計劃，獲德國萊茵省教區及西非利亞省教區資助建校經費。

The Rhenish Church officially received the approval to establish a school at New Kowloon Inland Lot No. 5219, Hereford Road, Kowloon Tong.

禮賢會正式接收九龍塘禧福道五二一九地段作興建學校之用。

Professor Wen Ch'ing-his was appointed the second Principal.

溫慶翕博士接任第二任校長。

Rev. Peter Chau was appointed the third Principal.

In the same year, four Houses were established (Karl Gützlaff House, Ferdinand Genähr House, Wilhelm Lobscheid House and Wilhelm Louis House).

周彼得牧師接任第三任校長。

同年成立四社(郭士立社、葉納清社、羅存德社、呂威廉社)。



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The groundbreaking ceremony was held on 15th July, and the upper structure of the campus was built on 26th December. During the period of construction, the Education Department approved the borrowing of the Kowloon Rhenish School campus to begin teaching. Four classes of students were admitted.

Mr. Pau Hon, John was appointed the first Principal (1969-1970).

7月15日舉行動土禮；12月26日興建校舍上蓋。在建校期間，教育署批准學校借用九龍堂禮賢學校先行開課，共招收四班新生。首任校長為鮑漢先生，任期為1969年至1970年。

Rev. Peter Sandner from the German Rhenish Church hosted the official school commencement dedication and worship, with a foundation stone laid.

正式舉行學校開幕奉獻感恩崇拜，由德國禮賢會監督辛德納主持典禮，並立石以為紀念。

The first Athletics Meet was held.
舉行第一屆陸運會。



To commemorate Elder Pang Hok Ko's contribution to the school's establishment, the school was renamed from Rhenish Church College to Rhenish Church Pang Hok Ko Memorial College, and with minor amendments to the school badge. In the same year, Chinese Rhenish Church of Kowloon City established its presence at the school, with an office situated on the sixth floor of the campus.

為紀念彭學高長老對建校的貢獻，學校正式由禮賢會中學，改名為禮賢會彭學高紀念中學，校徽亦略作修改。同年，禮賢會禮中堂在學校設堂，辦公室設於校舍六樓。



Reorganisation of the Alumni Association.
校友會重組。

Mrs. Li Ip Man Wai, Heather was appointed the fifth Principal.
李葉文慧女士接任第五任校長。



Mr. Tang Man Wai, Simon was appointed the sixth Principal and the completion of a barrier free elevator.

鄧文偉先生接任第六任校長；暢通易達升降機竣工。

Our school's Golden Jubilee
五十周年金禧校慶。



Completion of iGeo Lab
iGeo Lab 落成並正式啟用。

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Mr. Wong Wai Yu was appointed the fourth Principal.

黃謂儒先生接任第四任校長。

Establishment of the predecessor of the Student Union - Joint Societies Association.

學生會的前身——會社聯會成立。

Completion of the campus' new wing, including more than ten classrooms and the Student Activity Centre.

校舍新翼落成，當中包括增建十多個課室及學生活動中心。



Addition of the school motto 'Strive for excellence and bear witness to the Lord', and amendments to the school badge were made. The first elected Student Union took office.

加入校訓「進學明道」，校徽也作修改。首屆民選學生會成立。

Completion of the Multi-purpose Hall and a mini garden from leased government land outside campus.

多用途禮堂竣工；並向政府租用校園外的官地，闢成小園圃。

Completion of the gymnasium which is donated by our alumni.

由校友捐贈的健身室落成並正式啟用。



Our school's 55th Anniversary
五十五周年校慶。





本校位處九龍塘，比鄰香港浸會大學及九龍仔公園，環境清幽，校舍寬廣，設施完善，有助學生進德修業。

禮堂別具特色的圓形舞台是學生表演及發揮才華的理想場地。

校舍設有多用途禮堂、演講室、體藝活動中心、圖書館、多媒體學習中心、電腦室、iGeo Lab、自修室、健身室、樂隊練習室、學生會室、風紀室、籃球場、羽毛球場、排球場、跑道及攀石牆等，讓學生發展多元興趣及個人潛能。設小園圃，既能培養學生對園藝的興趣，亦可宣揚綠化環境意識。

Our spacious campus is set in a peaceful and tranquil environment in Kowloon Tong, adjacent to the Hong Kong Baptist University and Kowloon Tsai Park. We feel this is advantageous in the development of our students' moral codes. This background is the springboard for them to embark on a journey of self-discovery and academic success.

The hall is unique and the circular stage is an ideal venue for students to perform and showcase their talents.

There are student-friendly facilities such as the Multi-purpose Hall, Auditorium, Student Activity Centre, Library, Multi-media Learning Centre, Computer Room, iGeo Lab, Study Room, Gymnasium, Band Room, meeting rooms for the Student Union and the School Prefect Team; and sports venues like basketball court, badminton court, volleyball court, running tracks and rock-climbing wall. These places allow students to develop interests and potential. The mini garden established encourages students to learn about planting and the importance of a green campus.



OUR CAMPUS

我們的校園





Our school places much emphasis on the language development of our students to be biliterate and trilingual. Split classes are arranged for lessons in Chinese Language and English Language for all forms. The Six Targets Enhancement Programme is specially designed for S.1 students, focusing on English listening and speaking skills. English is adopted as the medium of instruction for Mathematics and Science. By implementing Extended Learning Activities (ELA), we aim to increase students' exposure to English across a broad range of subjects. Putonghua is taught in S.1 and S.2 in junior forms.

We adopt a student-oriented approach which emphasizes teacher-student and student-student interaction. This facilitates enquiry-based and self-directed learning. Individual needs are catered for through diverse teaching strategies and various remedial and enhancement measures. The curriculum is thoroughly evaluated annually to enhance the quality of teaching materials of all subjects, coupled with effective use of electronic tools to promote assessment for learning.

Life-wide learning is supported by activities, such as S.1 to S.5 Life-wide Learning Week, theme-based projects, co-curricular activities and learning trips. Students are encouraged to enrich their learning experiences and become life-long learners.



Medium of Instruction & Multi-faceted Curriculum

教學語言及多元課程

本校重視提升學生兩文三語的水平。全校中文及英文科均以小組教學。推行「六升計劃」，逢星期六為中一學生提供英語聽講培訓班，提升學生英語聆聽及會話的能力。初中以英語教授數學科及科學科。其他科目設「英語延展教學活動」。中一和中二級開設普通話科，讓學生掌握普通話基礎知識。

各科教學強調「學生為本」，課堂學習注重師生、生生之間的互動，鼓勵學生主動探究知識。因應學生特質，採用多元教學策略，並安排拔尖保底課程，以配合不同學生的學習需要。經過全面檢視教材和筆記，新學年將繼續大幅度提升全校教材質量，並善用電子教學以促進學習的效能。

除正規課程外，本校亦透過全方位學習活動，如中一至中五的全方位學習周、專題研習、聯課及交流考察活動等，豐富學生的學習經歷。



E-learning Tools & Assessment Platforms

Different electronic learning tools (e.g. Edpuzzle, Padlet, Quizizz, Goodnotes) and electronic assessment platforms (e.g. STAR, OQB) are used extensively in the school year. To facilitate assessment for learning, teachers make good use of various types of assessment data to understand students' learning progress and fine-tune teaching strategies.

電子學習工具及評估平台

廣泛運用不同的電子學習工具，包括：edpuzzle, padlet, quizizz, GoodNotes，及使用不同的電子評估平台，包括：STAR、OQB等。教師利用各種評估數據，既可了解學生的學習進度，亦可調適教學策略，達致促進學習的評估。



BYOD – Bring Your Own Device

Starting from the school year 2020 – 2021, the BYOD (Bring Your Own Device) scheme is fully launched in junior forms. Throughout the six-year secondary school life, students are given opportunities to interact more not only in lessons, but also at home or anywhere convenient. They can also use various electronic platforms to achieve self-regulated learning. Our school also utilizes the 'MDM – Mobile Device Management' to exercise supervision over the use of iPads on the part of students to ensure that the usage is fully in line with their learning needs.

BYOD 自攜學習裝置

2020年開始，初中全面實施自攜學習裝置，學生在六年的中學生活中，不只在課堂上有更多互動學習的機會，在家中或任何地方，也可以運用自己的電子學習平台，實踐自主學習。學校更利用「流動裝置管理系統」(MDM - Mobile Device Management) 管理學生平板電腦的使用情況，使學生手上的電子裝置全面配合學習需要。



Learning Management System (LMS)

Our school adopts a whole-school approach in the usage of the Google Classroom as a learning platform. Students can view their learning progress more clearly. Teachers can also post and publish learning materials, understand students' learning progress in assignments and assessment and offer timely feedback.

學習管理系統

全校統一使用 Google Classroom 作為學習平台。學生可以更清楚見到自己的學習進度；教師也能發放教學材料，及隨時了解學生學習進度並回饋作業或考測。

Exam - Get Set, Go!

This is an electronic platform with internal exam revision materials for students' easy access. It contains past exam papers from previous years of each form and key-point revision videos. This is to strengthen students' effectiveness and confidence in their preparation for the examinations.

考試備戰區

學生專用的校內考試溫習資源平台，包括每級各科歷屆試題及重點溫習短片，協助學生更容易及有效地準備考試，提升學生對考試的信心。



E-Learning & Assessment for Learning

電子學習及促進學習的評估



Catering for Learner Diversity - Online Learning Resources

A good amount of learning videos is produced by teachers of different subjects, covering basic themes, challenging learning points and solutions to public exam questions. Students may re-watch these videos at their disposal. By doing so, they can better grasp basic theories or knowledge and avoid making common mistakes. Meanwhile, students with relatively more advanced progress are encouraged to tackle challenging topics and learn answering skills in a more in-depth manner. Certain subjects (e.g. Mathematics) have already adopted 'Flipped Classroom' as a teaching method.

校本網上學習資源

老師錄製了大量學習短片，涵蓋各科的基礎課題、學習難點及公開試試題講解，既能讓學生反覆觀看，以理解一些基本理論或知識，避免常犯的錯誤，也讓進度較快的學生，掌握艱深的課題及答題技巧。部份學科（例如數學科）已經開始運用翻轉課室 (Flipped Classroom) 的教學方法。

Character & Spiritual Growth

品格及靈命培育

本校重視全人教育，除傳授學科知識外，亦著重建立學生的良好品格。透過全校參與模式推行正向教育，更本著基督教信念，透過宗教教育、訓輔部活動及公民教育，對學生的成長作全面支援，教導學生正確價值觀，秉行公義，培養良好的品格，愛己愛人、愛社群的情操。

以基督教科為例，校本課程中會跟學生分享正確的性別觀念、戀愛及婚姻觀。訓導部由風紀主持周會，向學生宣揚律己守規、愛護校園的訊息。又如輔導部的「中一TEEN地」主要提升中一同學的自律能力及堅毅精神；中四級「大哥哥大姐姐訓練」著重培養學生關顧別人及提升其責任感等。





Our school aims to cultivate a holistic nurturing environment for students. In line with our Christian beliefs, our school adopts a whole-school approach to Positive Education. We also provide personal guidance and carry out developmental programmes. Students learn to make sound judgement with positive values. These help nourish a sense of self-discipline, self-respect, and respect for others.

There are teachings on the values of gender, love and marriage in the school-based Religious Studies curriculum. The School Prefects of the Discipline Team host assemblies to convey the messages of self-discipline and caring for the campus. Moreover, the Counselling Team runs the “S.1 Teen Land” to build obedience and perseverance in S.1 students. The S.4 “Big Brother and Big Sister Scheme” stresses empathy and responsibility.

Christian Education

基督教教育



As a Christian school, our school emphasizes on religious activities, hoping that students can understand God's love, receive the truth and establish correct values under the Christian atmosphere and teaching.

Our school actively promotes evangelization on campus and cultivates students' spiritual life. On Wednesday mornings, teachers lead prayer meetings and worship services, while student fellowships are held at lunchtime for students to learn the truth. The Gospel Week is held every year, through a series of activities, to lead students to faith in Christ and to build up a fruitful life. In terms of curriculum, there are Christian Education classes for Junior Forms, small group Bible studies for S4 and S5 students, and class fellowships for S6 students at the Chinese Rhenish Church, where they can explore their faith together and build up a correct sense of values. On the eve of the release of DSE results, the school also organizes an evangelical camp

for S6 students, so that they can receive support and encouragement, and have a positive outlook on life. On Saturdays, there is a Boys' Brigade for assemblies and spiritual discipline.

The school also emphasizes the development of spiritual leaders. Apart from recruiting mature Christian students to serve as team members and provide them with care and spiritual support, the school also provides service training to enable students to play a leading role in worship services and festive services and to give full play to their gifts.

In order to create a culture of mutual watchfulness and thanksgiving among the teachers, a teachers' prayer meeting is held every morning and teachers' fellowships are held regularly. Through this, our staff members are constantly praying for their students, encouraging each other, and walking together to meet the challenges of the world.



作為一所基督教學校，本校尤其注重宗教活動，希望同學在基督教氛圍和教導下，明白上帝的愛，接受真理薰陶，建立正確價值觀。

本校積極推動校園福音工作，栽培學生屬靈生命。每逢星期三早上，由老師帶領師生祈禱會和崇拜；而午間有學生團契，讓同學認識真道。每年舉行的福音周，透過一連串活動，引領學生決志信主，建立豐盛生命。課程上，初中級設有基督教教育課，中四、五級同學以小組形式查經，而中六級同學到禮中堂進行班級團契，一起探討信仰，建立正確的價值觀。學校在文憑試放榜前夕亦舉辦中六福音營，讓同學得到支持鼓勵，正面展望人生。逢周六設有基督少年軍，進行集會及靈性紀律鍛鍊。

本校也重視培育屬靈領袖，除招聚成熟的基督徒同學成為團職，予以關顧和屬靈支援，亦通過事奉訓練，讓學生在崇拜及節期崇拜上擔任帶領的角色，發揮恩賜。

為了營造老師之間互相守望和感恩的文化，每天早上舉行教師祈禱會，又定期進行教師團契。藉此，本校教職員恆常為學生同心禱告，彼此砥礪、同行，迎向各樣的挑戰。



Values Education

價值觀教育



Values Education is an essential element of whole-person education under the rapid social development to help students face the opportunities and challenges in various aspects, from individual, social to global levels. In addition to the Education Bureau's guidelines, our school takes our students' development needs into account and develops a systematic Values Education curriculum to foster the development of students' knowledge, skills, positive values and attitudes in a more comprehensive and structured way.

社會急速發展，年輕人面對個人、社會、世界的挑戰日見複雜，由見及此，學校按教育局發出的指引，並配合本校學生的成長需要，重整有系統的價值教育課程，讓學生能更全面、有序地學習重要的價值觀、態度、知識及技能，面對成長中的挑戰。



1.

Systematizing Curriculum Framework: Building a Spiral Learning Ladder

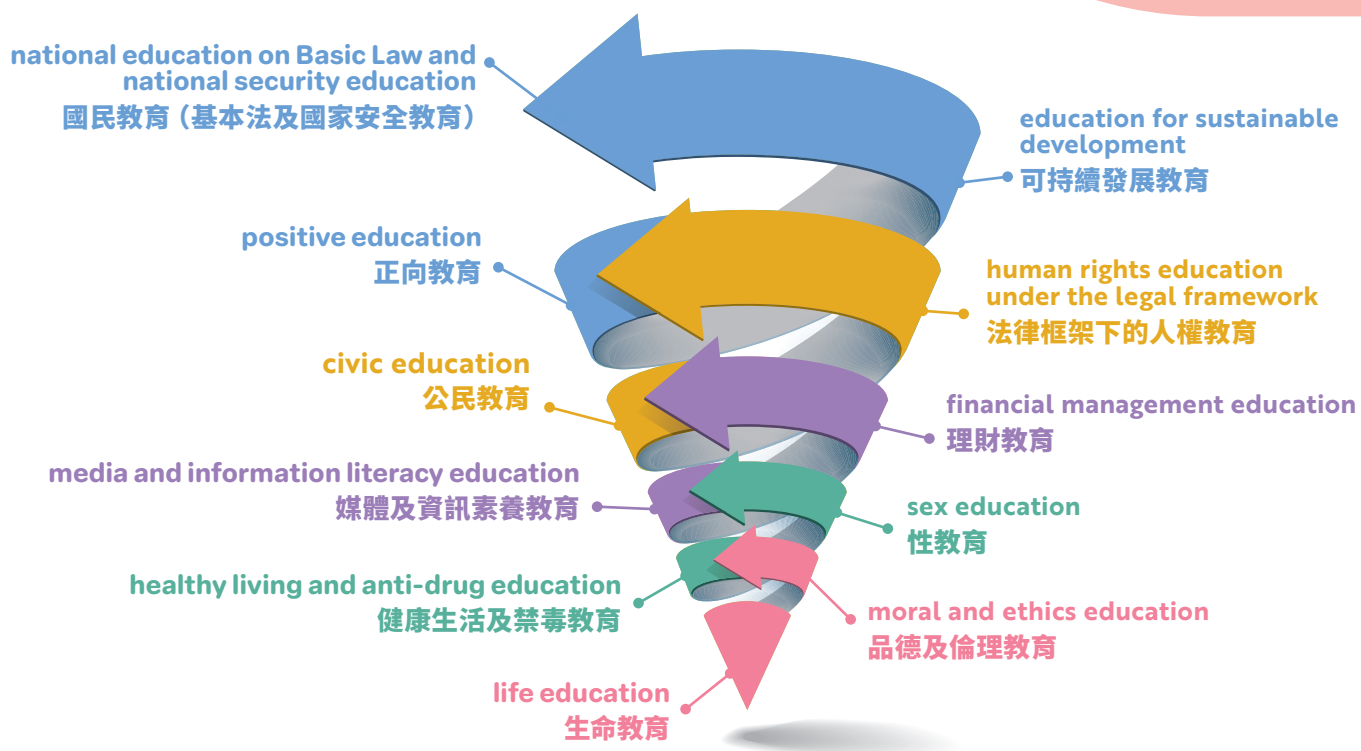
課程系統化：建立螺旋式學習階梯

Under the principle of Christian Education, our school has developed a comprehensive plan on the content of the Values Education curriculum. We have established 11 cross-curricular domains in Values Education, including (1) life education, (2) moral and ethics education, (3) healthy living and anti-drug education, (4) sex education, (5) media and information literacy education, (6) financial management education, (7) civic education, (8) human rights education under the legal framework, (9) positive education, (10) education for sustainable development, and (11) national education on Basic Law and national security education. These lessons are carried out in various school activities and events including morning assemblies, weekly assemblies, lessons, co-curricular activities and Life-wide Learning Week, etc., with respect to their nature.

In order to promote the systematic Values Education curriculum more effectively, our school has set up a "Values Education Team" to define the curriculum goals, learning objectives and various levels of course activities for the 11 cross-curricular domains in Values Education. With the spiral curriculum, we expect students to have specific learning goals in each school year. We also plan to focus on two Values Education projects (i.e. two cross-curricular domains) every school year and enhance the lesson design, not only to raise students' awareness of various values and attitudes, but also help them develop in intellectual, emotional, volitional and practical dimensions.

學校就價值教育所涵蓋的內容進行整體規劃，在基督教教育的總原則下，劃定了11個重要的價值觀教育項目，分別為生命教育、品德及倫理教育、健康生活及禁毒教育、性教育、媒體及資訊素養教育、理財教育、公民教育、法律框架下的人權教育、正向教育、可持續發展教育及國民教育（基本法及國家安全教育）。課程將會按其性質，安排於早會、周會、學科課堂、聯課活動、全方位學習周等時段進行。

為了更有效推動價值觀教育課程系統化，本校特設「價值教育組」，確立以上11個價值觀教育項目的課程目標、學習重點、各級課程活動等，以「螺旋式教學」的方式，使學生能在每一個學年都對不同價值觀教育項目有明確的學習點，並隨年級逐步深化。學校亦計劃每學年以2個價值觀教育項目作為關注重點，逐步優化課堂活動設計，讓學生不僅認識不同的價值觀，更能逐步達到知、情、意、行。



2.

Enhancing Lesson Design: Deepening Discussion and Reflection

優化課堂設計：深化討論與反思

Values Education is different from general subjects which have fixed schedule. Through regular lessons of these subjects, teachers can observe the teaching effectiveness from students' daily assignments and assessment. On the contrary, in order to effectively achieve the learning outcomes of the Values Education curriculum, different subject groups must put more effort into lesson design. The school puts a stronger emphasis on several principles of lesson design: (1) being relevant to the real world, (2) being structured and interrelated, (3) requiring students to gradually establish higher-order thinking skills, (4) strengthening the connection between learning activities and outcomes, (5) designing interesting and challenging activities to stimulate students' interest in learning.

In response to the above principles, responsible subject groups may tailor teaching activities or invite local organizations to hold the activities. Other than stressing on the importance of reflective and experiential activities, we also make real-world connection come alive in classroom by providing learning contexts for students to discuss and reflect on the issues. Teachers offer timely feedback and provide practical advice or applications as follow-up actions.



價值觀教育不同於一般學科，後者有劃定的教學時數，教師亦能從學生的日常課業及考評中觀測教學成效，價值觀教育則不然，若要使學習成果得以高度實現，不同科組必須在優化課堂設計上下功夫，於此，學校特別重視幾個課堂設計原則：(1) 與真實的世界相關、(2) 有序並互相扣連、(3) 要求學生運用漸進的高階思維、(4) 活動跟學習成果互相配合、(5) 富趣味和挑戰性以激發學習興趣。

為回應以上原則，負責科組不論是自行設計教學活動，抑或邀請坊間機構主領，均特別注重課堂是否具反思性及體驗性，又會經常採用生活事件作為學習情境及議題，並預留足夠時間讓同學進行討論反思，最後亦會由教師適時給予學生回饋及提供生活實踐建議。



3.

Emphasizing Learning and Application: Creating an After-School Learning Platform

強調積學與實踐：創設課後學習平台

In order to consolidate what students have learnt in class, our school designs a school-based Google Sites for our Values Education curriculum for students to review at any time and to facilitate their learning and reflective practice. Our school also strengthens students' understanding of different values through themed weeks, and special learning activities. Moreover, value learning is added to be one of the teaching objectives in all subjects. Reflective questions on values education are also designed in assignments, tests and examinations.

為鞏固同學課堂所學，學校已設計校本價值觀教育 Google Sites，以供學生隨時回顧，積累所學所思。學校又會以主題日、主題周、特別學習活動等方式，加強同學對不同價值觀的印象。各學科亦會在教學目標中加入價值觀學習一環，並嘗試在設計習作甚或測考中加入價值反思類題目，讓同學能深化所學。



4.

Upholding the Principle of Whole-school Participation: Promoting Teachers' Professional Development

持守全校參與原則：促進教師專業發展

With good grasp of the content knowledge, Values Education is implemented by different subject groups. We, nevertheless, also value the concerted effort for the promotion of the school-based Values Education as class teachers may have to participate in or lead different learning activities. In addition to giving class teachers specific instructions before the lessons or activities, our school also equips our teachers with relevant skills through professional development to enhance their understanding of the 11 cross-curricular domains in Values Education and the skills of leading discussions and debriefing.

價值觀教育由不同科組負責編制及推行，相關科組成員自然對所教授的內容有充分掌握。然而，價值觀教育需要全體教職員共同推動，尤其不少課程及活動需要班主任配合甚至親自教授。因此，除了請科組在課堂或活動前給予班主任具體教學指引外，學校亦特別注重教師專業發展，安排不同教師培訓活動，讓全體教師對 11 項價值觀項目均有一定認知，並學習帶領討論及解說 (debriefing) 的態度與技巧。

Positive Education

正向教育

本校推行正向教育，把正向心理學應用於學校的教與學當中，發展學生的性格強項，協助學生發展正向情緒、投入感、正向人際關係、正向生命意義和成就感。

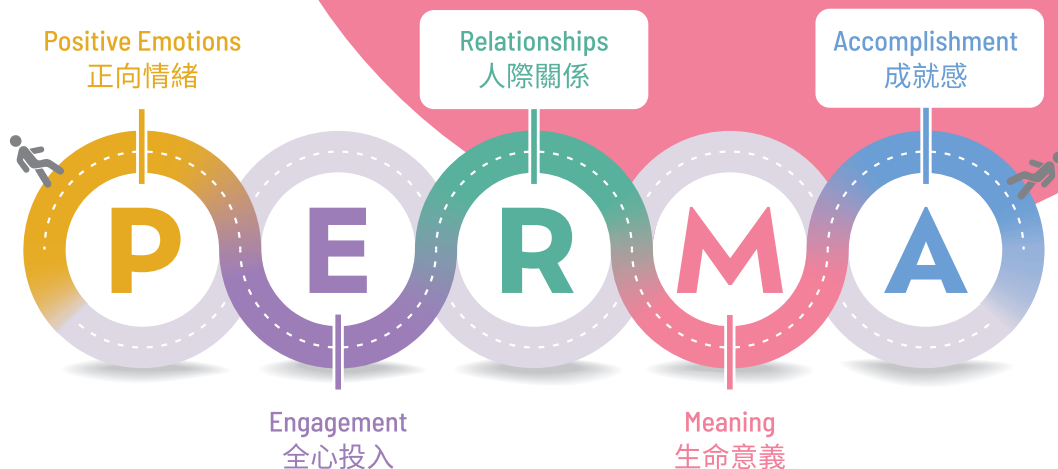
學校透過不同的班級活動，推動學生的個人發展當中正面的元素，如樂觀、感恩和成長思維等，從而使他們能積極面對生活中的壓力和挑戰，邁向豐盛的人生。





Our school promotes positive education, which brings the science of positive psychology into the practice of teaching and learning. We create a framework of character building to guide students in all round development and nurture them with the core values - PERMA (positive emotions, engagement, relationships, meaning and accomplishment) in their life.

Through different class activities, students can cultivate a positive mindset, such as optimism, gratitude and a growth mindset. We help our students to develop their capacities to face challenges in daily life and to thrive and flourish as they transition into adulthood.





Life-wide Learning Program

全方位學習計劃



Our school emphasizes on the holistic development of students. Life-wide Learning Program is arranged throughout years with different theme-based experiential activities for each Form based on various needs during their developmental stages. We hope to lead our students to cultivate great values such as empathy, responsibility and social awareness in this programme

本校重視學生的全人發展。故此，本校於每個學期均設全方位學習計劃，並根據不同年級的學生成長需要而設計學習主題，期望循序漸進地引領學生由自我成長，到探索社區，再到認識中國及全球，讓他們逐步擴展視野，並在過程中培養同理心、責任心和社會意識，藉此培養正確價值觀。

全方位學習計劃採用體驗式學習模式，讓學生從真實情境中整合並應用知識與技能，有系統地內化知識，並對正向思維的建立有積極的作用。





Through Life Skills Camp, S1 students can enhance their inner growth and self-awareness by learning self-management strategies. Their confidence in English is also boosted as the programme is conducted in English. Moreover, students participate in various cultural activities in order to enhance their sense of national identity.

S.2 students participate in a series of service learning activities. Through experiential learning, students create interaction with the elderly and foster reflection about the experience. We all encourage students to learn about digital technology which offers a golden opportunity to empower the ageing population in our society.

在中一，學生的學習主題為「內在成長和認識自我」。透過生活技能營，讓學生學習自我管理的策略，並幫助學生建立自信心，為日後發展打下堅實基礎。除此之外，我們亦期望學生能夠提升身分認同感，能夠更全面地認識自己和中華文化。故此，3月時本校為學生安排文物徑導賞、非遺文化體驗等活動，深入了解本地文化和中華的源起和發展，並懂得欣賞文化的多元性和豐富性。

在中二，學生的學習主題為「服務學習」。學生透過一系列的活動，包括體驗負重衣、探訪長者等，藉此培養學生的關懷和責任感；再延展至樂齡科技 SteamMaker 比賽，讓學生活用課堂所學，以科技和創新思維解決社會老齡化問題。

For S.3 students, the theme is set as embracing and appreciating diverse cultures and exploring different possibilities in life. Students participate in cultural community tour with ethnic minorities in Hong Kong, which enhance their global perspective and competitiveness.

For S.4 students, we provide them with ample opportunities to explore sustainable development and social innovation. Through a series of activities such as community inspection, visiting the sustainability Lab and the Low Carbon Energy Education Centre, students understand the foreseeable challenges of sustainable development in the future and learn how to apply social innovation in their lives to provide effective and sustainable solutions to cope with complex problems.

在中三，學生學習主題為尊重世界大同文化。學生透過與本港少數族裔一同進行社區考察，透過與少數族裔的互動，了解他們的文化和生活方式，並學習如何與不同文化背景的人建立關係、溝通和合作，從而培養文化包容和尊重的能力和價值觀。除此之外，中三學生亦藉個人成長挑戰營，進一步發掘自我潛能，並透過挑戰營思考人生不同的選擇和多樣性。

中四的學習主題為世界可持續發展及社創設計思維訓練。學生透過一系列的活動，例如社區考察、參觀可持續未來館及城市低碳能源教育中心等活動，了解未來可預見的挑戰和可持續發展的重要性，並學習如何在生活中運用社會創新思維，提供有效並可持續的新穎方案，應對未來複雜多變的問題及矛盾。同時，學生還有機會走出香港，前往其他地區進行文化及科技交流，擴闊視野。



Through an array of career exploration activities, F.5 students obtain solid working experience in social enterprise and career development workshops, which provide them with real-world experience to be an aspiring social entrepreneur. They can gain a clearer understanding of their interests, strengths and abilities. They also get the chance to explore different industries and academic paths, and creating their own career paths.

Through these theme-based experiential activities, we believe that students can learn from practice, discover their potential and interests, build correct values and social responsibility, and lay a solid foundation for their future learning and development.



中五學生的學習主題為生涯發展。

透過社企體驗、生涯發展工作坊，讓學生更清楚自己的興趣、優勢和能力，並探索不同行業及了解升學途徑，擴闊視野，了解不同行業的特點和發展趨勢，以便制定自己的職業規劃和發展路線。

透過這些主題式體驗活動，我們相信學生可以從實踐中學習，並從中發掘自己的潛能和興趣，建立正確的價值觀和社會責任感，為未來的學習和發展奠定堅實的基礎。

Cultivating a strong sense of civic pride is an essential element of whole-person education. Our school values students' character formation, and the building up of their social consciousness and responsibility, fostering them to become role models in society. In order to develop students' self-recognition and self-identity and to cultivate positive values such as empathy, compassion and commitment, our school organizes different assemblies, experiential learning programs, field trips and social services.

We also promote Service Learning which is a holistic learning process to broaden students' exposure and nurture their compassion and empathy. Aside from students' performance during the service, we also emphasize values education in the pre-service sessions and the feedback and reflection sessions after the service. Moreover, the school sets up a volunteer team, "VR-V-teens@Rhenishers", in which student leaders organize human services. The team provides numerous opportunities for our students to serve the community, and also empowers them to be committed and responsible citizens.

Our school constructs a six-year framework to cultivate students' positive values and attitudes to promote civic education. The core structure of the framework aims at the twelve priority values and attitudes – Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy, Diligence, Unity and Filial Piety.



本校非常重視培育學生的品格並提升他們的公民意識及責任感，期望藉此為他們日後立身處世奠下穩固的根基。透過周會課程、體驗學習、社區考察及社會服務，除了讓學生認識自我及確立身份認同感，亦提升他們的同理心、關愛社會及承擔責任的素質。

學校亦致力推動「服務學習」，著重服務前的價值教育及學生服務後的回饋及反思，既期望學生善用餘暇服務社群，亦鼓勵他們藉此認識社區及不同的弱勢群體，從而培育他們對社會大眾的關愛之情及同理心。同時，學校亦設立義工隊——「VR-V-teens@Rhenishers」，由學生領袖組織不同以人為本的義工服務，增加同學服務社群的機會，並培育他們的責任感與承擔，以致畢業後能繼續願意身體力行肩負社會責任。

為有效培育學生正面的公民價值觀和態度，本校制定六年的教學框架，作為推動公民教育的方向，從初中至高中循序漸進地培育學生十二種重要的價值觀和態度，即：「堅毅」、「尊重他人」、「責任感」、「身份認同」、「承擔精神」、「誠信」、「關愛」、「守法」、「同理心」、「勤勞」、「團結」和「孝親」。

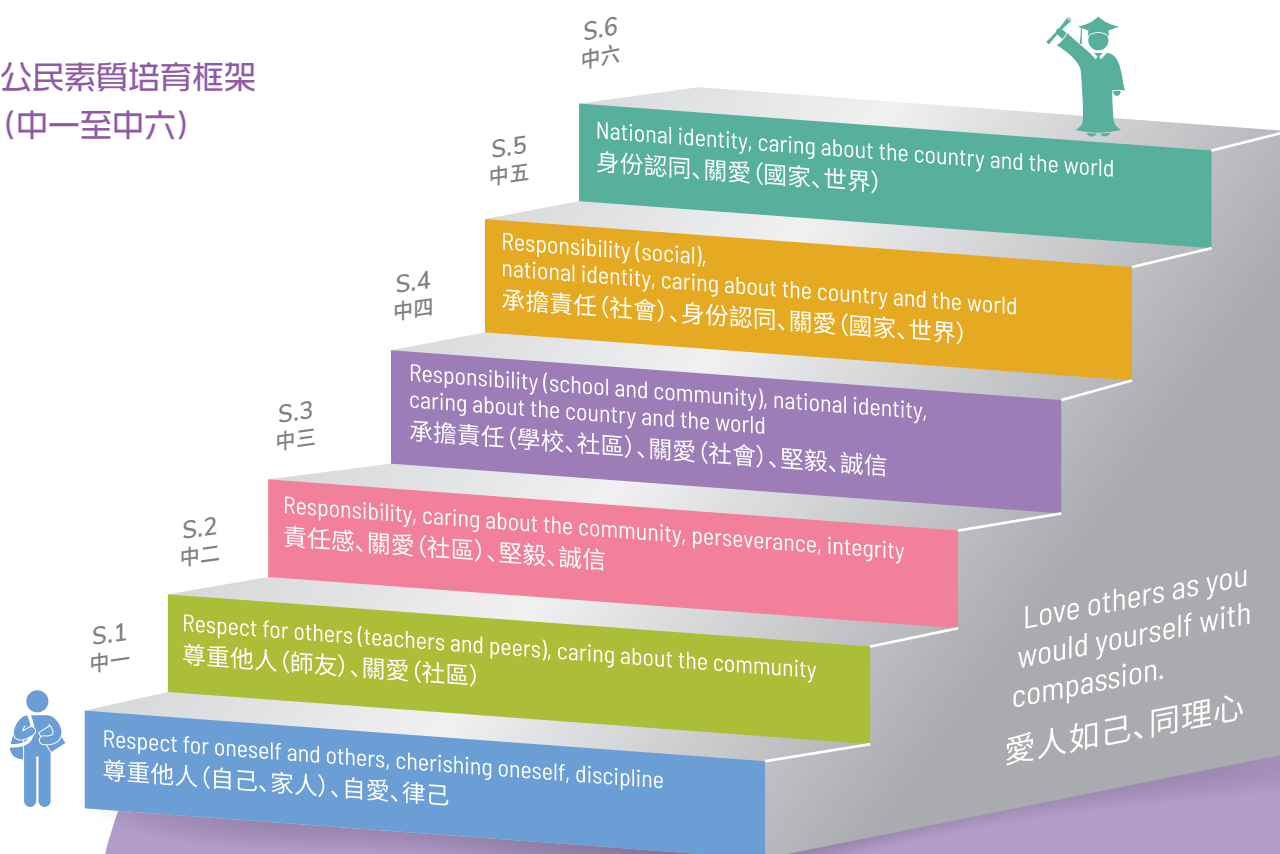


Service Learning & Civic Education

社會服務及公民教育



公民素質培育框架
(中一至中六)



Life Development & Mentorship Scheme

生涯發展、師友計劃



本校深信生涯發展對學生成長非常重要，我們藉多元化的活動，協助學生認清自我，循序漸進計劃未來。學校已引入「香港生涯發展自評基準」，讓學校遵循指標，持續優化生涯發展教育策略，並建立積極的生涯發展氛圍。

在初中階段，著重幫助學生認識自我，初步訂立目標，探索個人志向。如為初中學生舉辦生涯發展的工作坊，以引導學生認識自己的興趣和專長。又為中三學生安排模擬選科、科目能力評估、職業性向測試等活動，並配合選科家長講座，讓學生選科時可作較適切的抉擇。

在高中階段，透過職業性向測驗、生涯發展營、個人輔導計劃、大專院校參觀、講座等活動，讓學生了解中六以後的多元出路途徑，並訂立目標，為個人升學與事業發展作適當的規劃。亦透過舉辦工作體驗、職場參觀、學長領航計劃等活動，讓學生體驗職場實況，探索個人職業路向。

本校亦積極推展師友計劃，由班主任擔任學生的人生導師，在每學年上下學期各一次的學生輔導日與學生面談，聆聽學生想法，分享經驗。藉此協助學生認識自己的強項及正面素質，並指導學生朝著自己的目標邁進。





Career and Life Development involves the exploration of one's life and career goals. It can be a prolonged process of actualizing various goals and career aspirations in different stages. Our school values life development and helps students understand themselves, look for the right direction for stretching their potential, plan their future methodically, and reflect on life experiences. Our school has also implemented the Benchmarks for Career and Life Development Education, allowing continuous improvement in life-development pedagogies. The Benchmarks also help enrich the atmosphere of proactive life-development in school.

In Junior Secondary Education, through life development workshops, students enhance self-understanding of interests and talents. They are inspired to set goals and plan for their future. To facilitate S.3 students to make wise choices on elective subjects, mock elective subject selection, subject assessment, career aptitude tests, and life development activities are implemented along with parents' talks.

In Senior Secondary Education, through various activities, such as career aptitude tests, life development camps, individualized career counselling schemes, workshops, talks and interview training, students learn about multiple career pathways and feel more confident in their pursuit of life goals. Internships, workplace tours and professional mentorship schemes are also organized to give students a taste of the authentic workplaces and to help them explore various professions.

A school-wide mentorship scheme has been implemented in which class teachers are their supportive mentors who discuss with students regularly to identify their strengths and to share personal experience. Students are encouraged to set goals and plan ahead systematically for further studies and career development.



Based on the principles of the gifted education policy in Hong Kong, our school implements a three-tier school-based model of gifted education. As gifted education is a part of quality education, the learning needs of gifted students are our major concern. We set up a flexible school-based gifted education scheme to cater for different learning aspects of our gifted students.

本校參考教育局香港資優教育政策的理念及原則，設計出三層校本資優計劃課程。資優教育作為優質教育的一環，本校十分關注資優學生的學習需要，期望令資優學生在各方面都能有適切的栽培。

The three-tier school-based gifted education programme

	TARGETS:
LEVEL THREE : Off-school support	Exceptionally gifted students
LEVEL TWO : School-based pull-out programmes	Outstanding gifted students
LEVEL ONE : School-based whole class teaching	All students

校本資優計劃三層支援模式

	對象
3 第三層： 校外支援	能力特別高的資優學生
2 第二層： 抽離式資優培訓	嶄露頭角的資優學生
1 第一層： 全班式資優培訓	所有學生

Gifted Education

資優教育





1.

LEVEL ONE: School-based whole class teaching 第一層：全班式資優培訓

Our school infuses the three core elements advocated in gifted education, i.e. high-order thinking skills, creativity and personal-social competence in the school curriculum. Also, we enrich our curriculum in the regular classroom to embrace the purpose of "gifted education for all".

學校致力在一般課堂內滲入三大資優教育元素(高層次思維技巧、創造力和個人及社交能力)，並且增潤一般課程內容，以照顧資優學生的需要，達到「資優教育普及化」的理念。

2.

LEVEL TWO: School-based pull-out programmes 第二層：抽離式資優培訓

Our school provides pull-out enrichment courses in addition to regular classes for the outstanding, gifted students. We form Team Tenacious, a gifted student team, and provide them with courses in the following categories – Enrichment, Top-notch and Affective Education every year. Students have taken part in some courses like Teenage Mental Health workshop, Mathematics advanced problem-solving class, and Microfilm Production. We focus on provoking students' thinking, creativity, and personal-social competence. Thus, students can have opportunities to show their talents. To provide individual help, teachers and gifted students have regular meetings to embrace the purpose of education for the gifted.

本校以抽離方式為嶄露頭角的資優學生在正規課堂以外進行一般增潤課程。學校為此組織「Team Tenacious」資優學生隊伍，發掘資賦優異的同學，並在每個學年提供多元化的「深化」、「拔尖」及「情意教育」三大類別課程，例如青少年精神健康工作坊、數學解難、微電影製作等，以求啟發學生思考、培育創造力及加強個人與社交的能力，從而幫助他們尋找機會，展現才華。除了抽離式增潤課堂和工作坊外，老師亦會定期與資優學生會面，提供個別支援，以達到「普及教育資優化」的理念。

3.

LEVEL THREE: Off-school support 第三層：校外支援

For the exceptionally gifted students, our school will nominate them to attend outside courses organized by professional tutors, including leadership training, service learning programmes and entrepreneurship training, etc. Gifted students are encouraged to join inter-school competitions in order to stretch themselves beyond their boundaries. Furthermore, our school nominates gifted students to the HKAGE for further enrichment programmes.

對於能力特別高的資優學生，學校會提名他們參加由校外專業導師帶領的課程，包括領袖訓練、服務學習計劃及企業家精神訓練等，更會推薦學生參加不同的公開比賽，務求令他們擴闊視野。此外，本校亦會推薦資優學生加入香港資優教育學苑，進行更深入的專科訓練。

STEAM Education

科技教育



Science, Technology, Engineering, Arts and Mathematics Education

STEAM refers to the academic disciplines of Science, Technology, Engineering and Mathematics collectively. STEAM is different from traditional subjects. In addition to emphasizing interdisciplinary knowledge, STEAM put emphasis on cultivating students' inquiry, collaboration, problem-solving and other abilities and positive attributes. We also focus on training talents for innovation and scientific research development so that students can cope with the changes and challenges brought about by future society and rapidly changing global economy.

Our school implements STEAM-education through the school-based STEAMaker curriculum designed to cultivate students' collaboration, creativity, problem-solving, synthesis and application of knowledge and skills. Students can choose from different topics in the STEAMaker include "Modelling Earthquake-Resistant Buildings" and "Designing Indoor Aquaponics Tanks" that were previously held. The Secondary 2 curriculum (Computer, Science, Mathematics and Visual Arts 12) have also been modified to match with the STEAMaker curriculum. Students first acquire subject knowledge in related subjects, and then carry out model construction, scientific exploration, experience testing and group reporting. There are two thematic projects: Earthquake-resistant buildings and fish tanks of Aquaponics. Students create models in groups and participate in a competition. The team which best applies

knowledge and displays creativity is highly appreciated. Our STEAMaker curriculum has won the SDL-STEAM Innovation School Award, the SDL-STEAM Learning Design Award and the award of SDL-STEAM Best Problem Solving and Collaboration organized by the Centre for Information Technology in Education of the Faculty of Education, The University of Hong Kong.

In order to systematically promote STEAM education in Junior Secondary, the Innovation and Technology Education has been provided for S1 and S2 students since 2021.

Furthermore, the Science Team, the ICT (Information and Communications Technology) Team and the Eco-Ambassadors have organized different STEAM activities and visits. Students are encouraged to participate in various science competitions and extra-curricular activities to arouse their interest in science, technology and mathematics, enhancing their abilities to integrate and apply knowledge.

In line with the development of STEAM education in schools, the school has applied for the Quality Education Fund. A STEAM lab – iGeo Lab has been added to enhance interactive cross-curricular learning and allow students to have more space for creativity. More scientific elites can be nurtured in our school.



科學、科技、工程、藝術及數學教育

STEAM是結合科學(Science)、科技(Technology)、工程(Engineering)、Arts(藝術)及數學(Mathematics)的跨學科教育。STEAM有別於傳統的科目，除重視跨學科知識外，還特別著重培養學生的探究、協作、解難等能力和正面價值觀，力求培訓創新和科研發展的人才，令學生能應對未來社會及全球經濟、科學及科技發展所帶來的轉變和挑戰。

學校透過校本設計的STEAMaker課程推行STEAM教育，培養學生的協作、創意、解難、綜合和應用知識能力。STEAMaker課程會有不同專題，例如曾舉辦「製作地震抗震建築」及「設計室內魚菜共生缸」，讓學生自行選擇課題。部份學科(電腦、科學、數學及視藝)的中二課程亦作出重整以配合STEAMaker課程。學生掌握專題相關基礎知識後，會以小組的形式探討專題內相關的問題，然後運用不同學科的知識，發揮創意，合作設計模型藍圖及製作實物，最後以小組匯報展示學習成果，並以比賽形式，揀選表現優秀的隊伍作出嘉許。STEAMaker課程榮獲香港大學教育學院教師獎勵計劃2021中的SDL-STEAM創新學校發展獎、SDL-STEAM學習設計大獎及SDL-STEAM最佳解難協作獎，並獲得「2023年大灣區STEM卓越獎(香港區)十佳學校」優異獎。

本校亦於2021-2022年度開始於中一及中二級增設創新及科技教育科(Innovation and Technology Education)，以在初中課程更有系統地推行STEAM教育。

本校亦設有不同的學術隊伍，包括科研組、資通科會及生態大使等，進一步培訓對科學有興趣及有能力的學生，用課堂以外的時間，在老師帶領下參加不同種類的校外活動及比賽。學校亦會舉辦參觀活動，提升全校學生對STEAM教育的認識及興趣。

為配合學校STEAM教育的發展，學校已增建「iGeo LAB」，以進一步發展跨科多元互動課程，讓同學會有更完善的創作空間，務求使禮中培育出更多科研精英。



Creative Arts Education

創藝教育





Rhenish's Got Talent

「初中一才計劃」

Rhenish's Got Talent is one of the programmes that our school offers to junior form students. It is a multifaceted curriculum that provides opportunities for students to equip themselves with different skills and interests, so as to enrich their other learning experiences and explore their potential.

This programme consists of 5 domains, including Aesthetic Learning, Innovative Technology, Global Language, Team Building, and Physical and Arts Activities. Students will receive systematic training every Monday after school. Whilst the focus of S.1 students is on artistic development, S.2 and S.3 students can join activities of other fields according to their own choice. Throughout the three-year programme, students are equipped with various generic skills in order to lay a solid foundation for their holistic development and keep abreast with the global trends.

Some courses bridge students to the senior form curriculum, including courses such as the school-based Aesthetic lessons, Japanese as an HKDSE elective and ApL courses. Students can demonstrate their learning outcomes through different platforms inside and outside school, building their confidence and self-esteem. Students with outstanding performance will be recommended for further training and may be invited to join our school teams.

「一才計劃」目的是透過多元化的課程，讓學生在初中三年內發展不同範疇的興趣及技能，以豐富學生的學習經歷，並發掘自己的潛能。

本課程的內容包括音樂培育、創新科技、寰宇溝通、團隊創建、體藝表演等五大範疇。

學生因應其興趣，逢星期一課後進行有系統的培訓：中一學生會先發展音樂及藝術培育，其後在中二及中三階段再選擇其他範疇內的活動，藉此讓學生得到全面的發展，培養各種共通能力，更貼近未來社會的發展需要。

部分課程的安排配合高中的課程和學生的成長需要，將來能與高中「美學課」、選修課日文、韓文、應用學習課程 (APL) 等課程銜接。在活動中，學生可透過校內及校外平台展現所學，加強他們的自信心及自我肯定；部分表現突出的學生將會有更進深的培訓及加入校隊。



S.4 & S.5 Aesthetics

中四及中五級美學科

The five basic elements of the Aesthetics curriculum are Visual Arts, Music, Digital Arts, Dancing and Drama. Aesthetics Education aims to help students explore the world from multiple perspectives and use the language of arts to communicate with others for sharing of ideas and emotions, nurture aesthetic sensitivity, creativity and other generic skills, connect arts with other disciplines for a greater understanding of society, culture and history and foster respect for and appreciation of diverse values and cultural heritages.



本課程的內容包括視藝、音樂、數碼藝術、舞蹈及戲劇五大範疇，希望讓學生從不同角度探索世界，並運用藝術語言與人分享意念和情感，培養學生美感觸覺、創造力及其他共通能力，聯繫藝術與其他範疇，以加深瞭解社會、文化和歷史，並藉此培養尊重和欣賞多元價值及文化遺產的態度。

中四級學生可參與視藝、音樂、數碼藝術、舞蹈以及戲劇五大範疇的課堂，期間不設專修，藉此讓學生更了解自己的興趣和能力。而中五級學生將從五大範疇中選擇一項專修，進行為期一年的訓練；期間，學生有機會參與校內外演出，藉此擴闊學生視野。

Dancing
舞蹈



Music
音樂



Visual Arts
視藝



Drama
戲劇



Digital Arts
數碼藝術



Overseas Exchange Programme

境外交流



To encourage students to broaden their horizons and learn to respect cultural diversity, our school encourages students to participate in different overseas study trips. Through exchange programmes, we expect students to internalize learning, gradually building personal values and attitudes, and becoming active, insightful and responsible citizens.

In order to enrich learning experience, our school has organized different thematic tours to various countries and regions, such as the Chengdu Humanistic Exploration Tour 2025, the Taipei Basketball Training Tour 2025, the Singapore Technology and Ecology Exploration Tour 2025, the Language Immersion Study Tour of Australia 2025, the Japan Osaka Humanistic Exploration Tour 2024 and the Taipei Reading Culture and Visual Arts Tour 2024.

為令學生擴闊視野、接觸和尊重多元文化，學校每年也會舉辦不同的遊學團，期望藉此讓學生走出香港，增廣見聞，又能內化學習所得，以建立正確的價值觀及處世態度，並進一步成為一個主動、有見地及負責任的公民。學校曾舉辦不同交流團，例如：例如「四川成都人文探索之旅 2025」、「台北籃球交流之旅 2025」、「新加坡科技及生態探索之旅 2025」、「澳洲英語及文化沉浸之旅 2025」、「日本大阪人文探索之旅 2024」及「台北閱讀文化及藝術之旅 2024」等。



Development of Potential

潛能發展



本校提供多元化的聯課活動，讓學生實踐課堂所學。我們期望學生透過不同活動拓展視野及發展興趣，發揮個人的潛能，並且為他們提供性格塑造及領袖訓練的機會。

聯課活動正是向學生傳遞正向價值的平台，促進他們的品格和社交發展，讓他們在群體生活中操練社交技巧，並培養守規、關懷及互助等良好品德。

本校的聯課活動包括制服團隊、服務隊伍、各類校隊及興趣班。

Our school aspires to provide a wide range of co-curricular activities to allow our students to put their skills and knowledge into practice. From this, students will be able to broaden their horizons, cultivate their interests and actualize their rich potential to showcase their best in whatever endeavours they commit themselves to. By providing them with numerous learning opportunities, it is our hope that they will thrive as all-round individuals and enjoy sustainable personal growth and leadership development.

Different activities can be the platform to inculcate our students with positive values, character development and social well-being. These activities also enable them to polish their communication skills whilst working as a team, to appreciate morals and ethics such as obedience, care and love, and to fully embrace these in their lives.

The co-curricular activities provided include uniform groups, service teams, school teams and interest groups. Students will participate in the activities inside or outside school in three OLE afternoons on Friday to experience and develop multiple intelligences.

Leadership

領袖才能

We value the nurturing of student leaders, and hope that this can develop students' potential as well as enhance their confidence and sense of responsibility. Students learn communication, organisation, crisis management and problem solving skills through performing duties and activity promotion. This improves their leadership as well as benefits their personal growth. They mature from understanding and accepting themselves, to understanding and being considerate towards others, building harmonious interpersonal relationships in the process. Furthermore, our school encourages students to participate in various external leadership programmes to improve their leadership attributes.

Student leaders include School Prefects, committee members of the Student Union, House Captains, committee members of the Student Fellowship, Big Brothers and Big Sisters of the Guidance Team, Health-In-Mind Ambassadors, Assembly Announcement Team and various uniform groups.

External training programmes such as the "Hong Kong 200" Leadership Project and the Hong Kong Young Leaders Development Association's Hong Kong Model Legislative Council facilitate holistic development of students' leadership.

本校重視培訓學生領袖，期望藉此發展學生潛能，增強學生自信和責任感。學生在推展活動或執行職務時，學習團隊溝通、組織、應變及解決問題的技巧，對學生個人成長有莫大裨益。學生由了解和接納自己，進而了解別人和體諒別人，建立和諧的人際關係。學校更鼓勵學生參與不同類型的校外領袖訓練計劃，提升個人領袖素質。

校外訓練如「《香港200》領袖訓練計劃」、「香港青少年領袖發展協會——香港模擬立法會」，讓學生全面提升領袖才能。

學生領袖包括：

- ① 風紀 ② 學生會幹事 ③ 社長
- ④ 學生團契職員 ⑤ 輔導組大哥哥大姐姐
- ⑥ 思健正向大使 ⑦ 宣佈隊 ⑧ 制服團隊



Sports & Arts

體藝

Sports 體育運動

We provide an array of sports activities in which students can participate regularly. This helps strengthen their body and soul, as well as promote a balanced development. Outside class, we organise a myriad of sports activities for the whole school as well as promote inter-class sports competitions. Besides, we invite sports associations to demonstrate different sports with talks on health and sharing sessions from athletes to stimulate students' interests and help them cultivate a healthy lifestyle. In particular, we endeavour to introduce students to less accessible sports such as skateboarding, touch rugby and rope skipping to broaden their horizons and elevate their personal qualities. We always encourage students to join various activities and competitions. Our goal is to help students not only attain achievements in inter-school competitions, but also lead a healthy lifestyle by self-learning and exercising.

Our school has Basketball Team, Football team, Volleyball Team, Badminton Team, Athletics Team, Cross-Country Team, Swimming Team, Fencing Team, Archery Team, Floorball Team and Indoor Tug of War Team which sharpen students' sports skills and teamwork through regular practice. All students are encouraged to participate in MVPA60, the School Physical Fitness Award Scheme of the Education Bureau and the SportACT Programme organised by the Leisure and Cultural Services Department in order to enhance their physical fitness and develop their own interests.

本校提供不同類型的體育活動，讓學生認識並恆常參與，鍛鍊體魄，並均衡發展。課堂以外，除舉辦多項全校性體育活動，亦推動班際運動比賽。與此同時，亦會安排運動團體到校作運動示範。為配合學生身心的均衡發展，本校舉辦健康講座、運動員分享會等，提高學生對運動的興趣，鼓勵建立健康的生活習慣。本校近年更銳意引進學生平日較少機會接觸的運動，如滑板、觸式欖球及花式跳繩等。期望藉此擴闊學生的視野及發掘個人潛能。學校經常鼓勵學生參加不同活動及公開比賽，以提升他們的運動水平及增強自信。為了提升體能及培養自主運動的習慣，積極鼓勵學生參加由教育局舉辦的發展活躍及健康校園MVPA60計劃、體適能計劃及康文署主辦的SportACT計劃等活動，期待每個學生都能自主做運動，建立健康生活、健康生命。

運動校隊包括：

- 籃球隊 • 男子足球隊 • 排球隊 • 羽毛球隊
- 田徑隊 • 越野隊 • 泳隊 • 乒乓球隊
- 軟式曲棍球隊 • 劍擊隊
- 沙灘排球隊 • 箭隊
- 室內拔河隊。



Music 音樂

Besides a choir, an orchestra and various instrumental classes, we provide more chances for students to participate in various external competitions to hone their musical skills. We also encourage students to explore and appreciate different musical performances such as Young Friends of the Hong Kong Arts Festival.

學校設有合唱團、樂團及不同樂器班，並常鼓勵學生參加校外音樂比賽以提升音樂水平。同時亦透過香港藝術節青少年之友計劃及其他活動，讓學生認識及欣賞不同音樂表演，以提高音樂造詣。



Drama 戲劇

The Drama Club provides a platform to hone students' performing skills and cultivate appreciation towards the art of drama. It is also a place for members to voice their thoughts and concerns on social issues, thus enabling the audiences to reflect upon themselves.

戲劇學會致力訓練學生的表演技巧，並推動他們學習欣賞舞台藝術。對學會成員而言，學會也是一個給他們發聲的平台，學生藉戲劇創作表達對社會現象及問題的一些想法，從而引起演員及觀眾的反思。



Dance 舞蹈

The Dance Team has represented our school to compete in competitions organised by the Hong Kong Schools Dance Association and attained outstanding results. To help students master different dance styles and understand more about the basic principles of dance movements, we employ experienced tutors for dance classes and organize visits for students to watch performances of professional dance groups.

學校舞蹈校隊多次代表學校參加香港學界舞蹈協會舉辦的比賽並取得佳績。除恆常地聘請資深舞蹈導師教授舞蹈，也安排學生外出觀摩專業舞蹈團的演出，讓學生掌握不同舞蹈風格和明白更多舞蹈動作的基本原理。



Our Partners: Rhenish Churches, Alumni & Parents

我們的夥伴：禮賢堂會、校友及家長

Spiritual Partner 屬靈夥伴

Our school cooperates closely with the Chinese Rhenish Church, Kowloon City and the Chinese Rhenish Church, Hung Hom. Their colleagues actively co-organise various religious activities and act as mentors in the school fellowships and gospel camps, lending great help to our religious work and fostering spiritual growth among students.

本校與禮賢會禮中堂、禮賢會紅磡堂緊密合作。教會同工積極協辦各項宗教活動，主內兄弟擔任學校團契及營會導師，培育學生靈命成長，對學校的宗教工作提供極大的幫助。



Alumni 校友

The Alumni Association organises a homecoming event annually to maintain close contact with their alma mater. Our alumni care about their alma mater's development and co-organise co-curricular activities. Many of them are eager to return as tutorial mentors, activity (The Boys' Brigade, Debating Team and sports teams) tutors, and to share at gatherings. Some even donate scholarships and provide work placement opportunities to contribute to our school. They also actively participate in fund-raising activities for the sake of school refurbishment.



校友會每年均舉辦校友歸家日，與母校保持緊密聯繫。校友關心母校發展，與母校協辦課外活動。不少校友樂意回校擔任講座分享者、補習及活動(基督少年軍、辯論隊及球隊)導師；更有校友捐贈獎學金，以及為學弟妹安排工作體驗機會等回饋母校，並積極參與學校籌款活動，完善學校設施。

Parent-Teacher Association 家教會

The Parent-Teacher Association (PTA) has been a steadfast partner in multiple ways to nurture students' growth through their support and participation in school affairs. Parent volunteers promote the smooth operation of school affairs through organising parents' activities, acting as activity tutors, reheating lunchboxes for students or making homemade snacks for activities. The Parent-Teacher Association Scholarship is awarded to students who have outstanding performance in conduct or students with outstanding performance in physical and aesthetic areas.



家教會一直是學校良好的合作伙伴。家長義工透過籌辦家長活動、擔任活動導師、為學生翻熱飯盒或製作食品等，在不同層面支持及參與學校活動，協助培育學生成長。又設「家長教師會獎學金」，以嘉許品行優異或在體藝方面有出色表現的學生。



R eady to be an active learner

C ommitted to be a loyal servant

P repared to be a dream maker

H appy to be a proactive contributor

K ind to be a considerate helper

M erciful and **C** ompassionate to give