

Strive for excellence and  
bear witness to the Lord



Rhenish Church  
Pang Hok Ko Memorial College  
禮賢會彭學高紀念中學



禮  
賢



STRIVE FOR  
EXCELLENCE  
AND BEAR  
WITNESS TO  
THE LORD  
進學明道



# PRINCIPAL'S FOREWORD



It has been half a century of our school's journey under God's grace and guidance. In recent years, we are delighted and grateful to see our students' constant improvements in academic studies and conduct. In light of the rewarding results, we strive for continuous development by having frequent evaluations and being open to opinions or suggestions. In the coming 50 years, in view of the innovative technological society that is ever-changing, we understand that our students need training beyond knowledge. According to the World Economic Forum, "complex problem solving", "critical thinking" and "creativity" are three essential skills in the new era. It is our responsibility, as educators, to cultivate students to become global citizens who stay abreast of the latest developments with gratefulness and empathy.

In recent years, our school has worked closely with various local organizations and our alumni network to actively provide and develop all-round and inspirational learning experiences for our students. These learning opportunities range from development in academic, sports, arts and other interests, to life planning, site visiting, service learning, leadership training, overseas exchange programme, etc. We believe that "one may only truly learn from experience; one may deepen understanding through experience". It is true that students may encounter challenges and disputes during constant immersion in these learning experiences. This can nevertheless help students develop new understandings of themselves, build up their self-image, enhance their responsibility and empathy, and nourish their "complex problem solving, critical thinking and creativity", the three skills mentioned above as crucial for facing challenges in the future.

The focus of our school development is "Promoting positive education so as to nurture positive Rhenishers" because we understand that the aim of education is to educate people and to help students develop

their abilities and attitudes. Through building close rapport among students and teachers, re-designing the learning environment, and sharing among teachers and students during classroom management, etc, students are guided to understand and discover their "character strengths", which can then be applied and fully developed in real life. This helps nurture every Rhenisher to have "a positive mind" (i.e. positive outlook on life). Once they embrace the positive philosophy, not only can they effectively manage their emotions, they can also develop other positive values (e.g. perseverance, caring, gratefulness, etc.) based on their positive mindset. We strongly believe that Rhenishers with these values can face various challenges and live an enjoyable life.

In response to this dynamic and challenging society, we hope our students can best develop their gratefulness and perseverance among various positive values. The Bible says, 'Rejoice always, pray continually, give thanks in all circumstances; for this is God's will for you in Christ Jesus.' (1 Thessalonians 5: 16-18). Only a grateful person can be content, be obedient, and be filled with joy. Meanwhile, a persevering mind is equally important. A great British writer, Samuel Johnson, once said that "Great works are performed not by strength, but by perseverance". If the young generation can be persevering and never back down, they will surely be capable of fighting against adversities and live a fruitful life.

After all, everything about learning and teaching flows from heart. The Bible says, 'Above all else, guard your heart, for everything you do flows from it.' (Proverbs 4:23) 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.

Principal Mr. Tang Man Wai Simon



禮中在上帝的眷佑下走過了半世紀，近年學生學行表現持續進步，值得鼓舞和感恩。然而我們未敢就此停步，我們需要不時檢討，以開放的態度廣納意見。

在未來的五十年，學生要面對的是瞬息萬變的創新科技型社會，徒具知識並不足夠。世界經濟論壇曾指出綜合解難 (Complex problem solving)、明辨慎思 (Critical thinking) 及創意 (Creativity) 是應對未來社會需要的三個不可或缺的能力。父母讓子女在禮中成長，我們身為教育工作者，與時俱進培育學生成為常存感恩和同理心的世界公民，是責無旁貸的事。

近年禮中與多個本地組織機構、校友網絡結連，積極為學生提供並開拓全面且具啟發性的學習經歷，涵蓋層面由學術、體藝、興趣，到生涯規劃、參觀考察、服務學習、職場體驗、領袖培訓、境外交流等。因為禮中上下都深信：經歷過才明白，體會後更深刻。學生長時間在這些學習經歷中浸淫，過程中必定會遭遇困難挑戰、意見分歧。然而，學生在互相砥礪、老師導引下能作出深刻反思，這既有助學生重新認識自己，強化自我形象，提升責任感和同理心，同時亦能培育出上述提及過的綜合解難、明辨慎思及創意能力，以應對未來社會的挑戰。

與此同時，教育乃是育人工作，幫助學生立人立品，因此「推行正向教育以培育正向禮賢人」就成為禮中的發展重點。透過建立融洽的師生關係、環境布置、班級經營的師生分享活動等，引導學生認識和發掘自己的「性格強項」，再掌握如何運用和發揮，藉此讓每個禮中學生都孕育一顆「正向的心」(正向人生觀)。當學生擁有正確的人生觀，不但能妥善處理自己的情緒，更能以此為基礎，發展各種美好的正面價值，如：堅毅、關懷及感恩等。深信學生定能藉此面對生活中的種種困難，邁向圓滿的人生。

回應這個變化多端、充滿挑戰的社會，在眾多正面價值中，我們最盼望學生學懂感恩和堅毅，《聖經》曾言：「要常常喜樂，不住的禱告，凡事謝恩，因為這是神在基督耶穌裏向你們所定的旨意。」(帖前5:16-18)一個懂得感恩的人，才能知足，才能順服，才能擁有幸福感。同時，堅毅的心亦相當重要，英國偉大作家約翰生曾說：「成大事不在於力量的大小，而在於能堅持多久。」年青一代若能事事堅毅，鍥而不捨，定能抵抗任何逆境，得著豐盛人生。

說到底，教與學，一切由心。《聖經》說得對：「你要保守你的心，勝過保守一切，因為一生的果效是由心發出。」(箴4:23)深願禮中靠著上帝的恩典，能為未來孕育出有心、有為的年輕人。

## 校長的話

校長 鄧文偉



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# SPONSORING BODY

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.

## 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。

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。

## 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。

1959

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。

1961

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。

1968

1969

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。

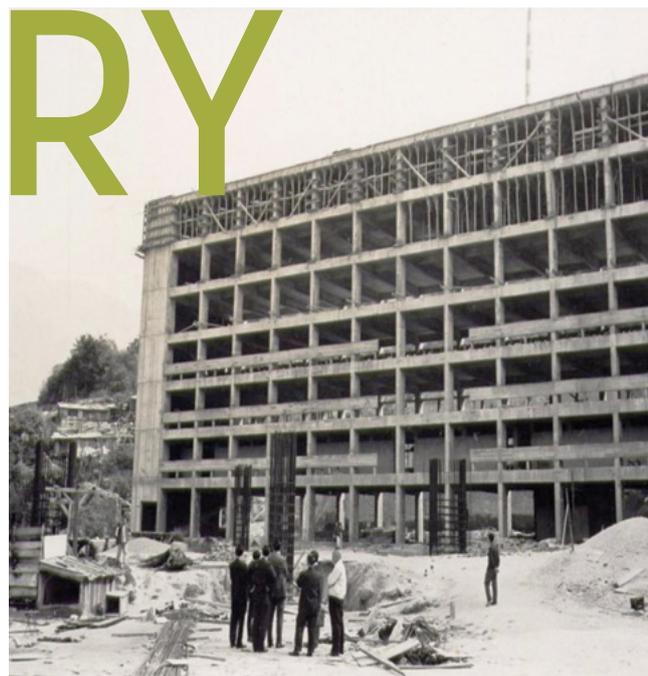
1978

The first Athletics Meet was held.

舉行第一屆陸運會。

1980

1981



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), who was succeeded by Professor Wen Ch'ing-hsi, the second Principal.

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，及後由溫慶翕博士接任校長。



Rev. Peter Chau was appointed the third Principal. At the same year, establishment of the four Houses (Karl Gützlaff House, Ferdinand Genähr House, Wilhelm Lobscheid House, Wilhelm Louis House).

周彼得牧師接任校長，同年成立四社（郭士立社、葉納清社、羅存德社、呂威廉社）。

1989

Mr. Wong Wai Yu was appointed the fourth Principal. 黃謂儒先生接任第四任校長。

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。

Addition of the school motto 'Strive for excellence and bear witness to the Lord', and amendments to the school badge were also 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。



Our school's Golden Jubilee  
五十周年金禧校慶。

1990

1995

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

學生會的前身——會社聯會成立。

1999

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。



2003

2009

2010

2013



2017

2019

Mr. Tang Man Wai, Simon was appointed the sixth Principal and the completion of the construction 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。

# 我們的校園

# OUR CAMPUS

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 building of our students' moral code. 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 and track. These places allow students to develop interests and potential. The mini garden established in recent years encourages students to learn about planting and the importance of a green campus.

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、跑道等，讓學生發展多元興趣及個人潛能。近年增設小園圃，既能培養學生對園藝的興趣，亦可宣揚綠化環境意識。





# MEDIUM OF INSTRUCTION & MULTI-FACETED CURRICULUM

Our school places much emphasis on the language development of our students to be biliterate and trilingual. Split classes are arranged for lessons in both Chinese Language and English Language for all forms. A "Saturday English Programme" is specially designed for S1 students, focusing on English listening and speaking skills. English is adopted as the medium of instruction for Mathematics, Computer Literacy and some modules in Science. By implementing Extended Learning Activities (ELA), we aim to increase students' exposure to English across a broad range of subjects. Putonghua is taught at S1 and S2. at 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. A thorough curriculum review is annually evaluated 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 S1 to S5 Life-wide Learning Week, theme-based projects, joint lessons and learning trips. Students are encouraged to enrich their learning experiences and become life-long learners.



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、科學科及普通電腦科大部分課程。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 & ASSESSMENT FOR LEARNING

## E-learning Tools & Assessment Platform

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.

## 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.

## 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.

## E-Learning & Assessment for Learning

## 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.

## 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 and offer timely feedback to understand students' learning progress in assignment and assessments.

# 電子學習及 促進學習的評估



## 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、QQB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 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。

## 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。

## 電子學習及 促進學習的 評估

## 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。

## 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

The 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 "S1 Teen Land" to build obedience and perseverance in S1 students. The S4 "Big Brother and Big Sister Scheme" stresses empathy and responsibility.

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，全面支援學生成長，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。

# CHRISTIAN EDUCATION

As a Christian school, we strive to guide students to God's love and to establish positive values in the Christian atmosphere.

Our school actively promotes gospel values and fosters spiritual growth among students. Teachers and pastoral staff of the Rhenish Church hold weekly worship and student fellowship, and also organize gospel week and religious weekly assembly to help students understand the Christian beliefs. Furthermore, the school provides Bible study groups for S5 and S6 students in the Religious Studies lessons. It does not only help students know and understand the wisdom of biblical teachings, but also, through different topics, inspires them to ponder on the meaning and value of life. S6 students are encouraged to join the gospel camp on the eve of the release of HKDSE results so that they can get support and encouragement. The Boys' Brigade also helps junior form students enforce spiritual discipline through the Christian education and leadership training programmes.

The school attaches a lot of importance to cultivating spiritual leaders. In addition to recruiting mature Christian students to become the committee members of the student fellowship, we cooperate with the Music Department to set up a worship team to allow students to worship early through daily practice and training. Leading singing and playing musical instruments in festive worship develop students to their greatest potential.

Teachers at our school focus on creating a culture of support and gratitude. Teachers' prayer meetings are held every morning, and teacher fellowships are held regularly throughout the school year. We sincerely pray for our students and work together to face different challenges.

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

學校積極推動校園福音工作，栽培學生屬靈生命。老師與禮賢會教牧同工每星期進行崇拜和學生團契，又舉行福音周及宗教周會，引領學生認識真道，建立豐盛生命。課堂上，設有基督教教育課，中五、六級同學則進行查經小組，探討信仰和生活議題。學校在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。課餘亦設立基督少年軍，進行集會及靈性紀律鍛鍊。

為培育屬靈領袖，學校除了招聚成熟的基督徒同學成為團職，予以關顧和屬靈支援；又與音樂科合作，設立敬拜隊，通過日常練習及訓練，讓學生在恆常崇拜及節期崇拜上帶領唱詩及彈奏樂器，發揮才幹。

老師著重營造互相守望和感恩的文化，如每天早上舉行教師祈禱會，全學年又定期進行教師團契。藉此，本校教職員恆常為學生齊心禱告，並彼此砥礪、同行，迎向各樣的挑戰。





# POSITIVE EDUCATION

Our school promotes positive education, which brings the science of positive psychology into the practice of teaching and learning. We develop our students' character strengths and cultivate them to have **PERMA** (positive emotions, engagement, relationships, meaning and accomplishment) in their lives.

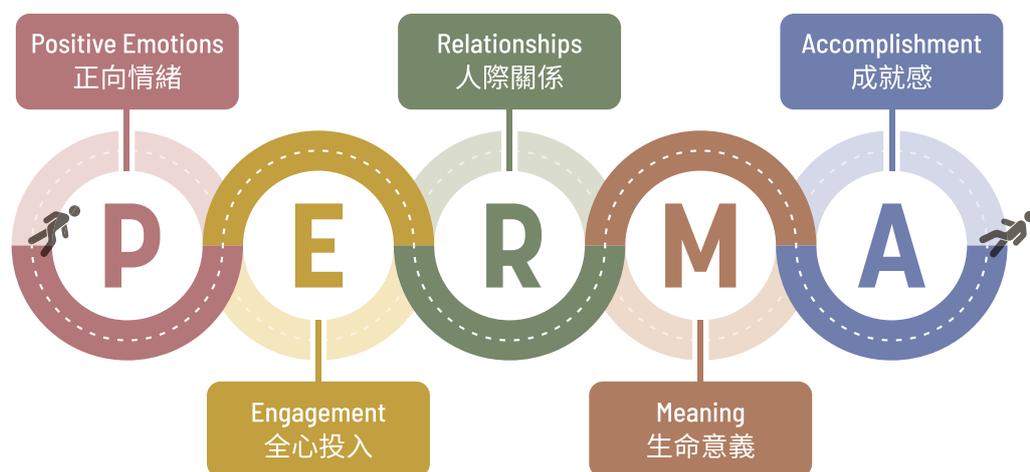
Through having different class activities, we stimulate our students to develop their positive attributes, such as optimism, gratitude and growth mindset. We develop their capacities to face challenges in daily life. We aim at bringing our students a flourishing life.

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，推動學生培養正面的價值觀，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。



# 正向教育



# SOCIAL SERVICE & CIVIC EDUCATION

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, so that they may become role models in society. In order to develop students' self-recognition and self-identity and to foster positive values such as empathy, compassion and commitment, the 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 value 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-oriented 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 seven priority values and attitudes - "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" and "Care for Others".

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的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七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」和「關愛」。





# 社會服務及公民教育

## 公民素質培育框架 (中一至中六)



# LIFE PLANNING EDUCATION & MENTORSHIP SCHEME



“Career planning” 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 planning and helps students understand themselves, look for the right direction for stretching their potential, plan their future methodically, and reflect on life experiences. The school has also implemented the Benchmarks for Career and Life Development Education, allowing continuous improvement in life-planning pedagogies. The Benchmarks also help nurture the atmosphere of proactive life-planning in school.

In Junior Secondary, through life planning workshops, students enhance self-understanding on interests and talents. They are inspired to set goals and to plan for their future. To facilitate S3 students to make wise choices on elective subjects, mock subject election, subject assessments, career aptitude tests, and life planning activities are implemented along with parent talks.

In Senior Secondary, through various activities, such as career aptitude tests, life planning camp, individualized career counselling scheme, workshops, talks and interview trainings, students learn about multiple career pathways and feel more confident in their pursuit of life goals. Internship, workplace tours and professional mentorship scheme are also organized to give students a taste of the authentic workplaces and to let them explore various professions.

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

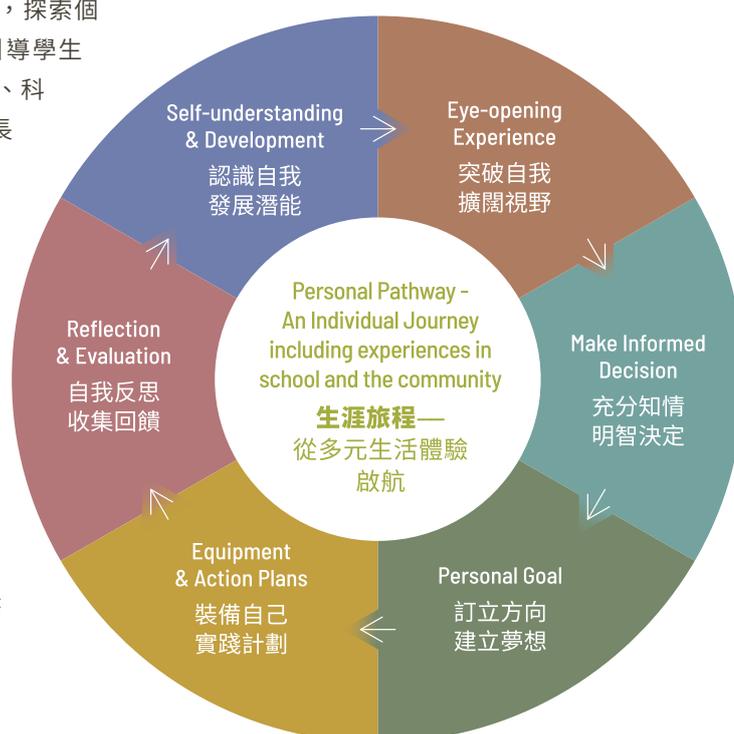


本校深信生涯規劃對學生成長非常重要，我們藉多元化的活動，協助學生認清自我，循序漸進計劃未來。學校已引入「香港生涯發展自評基準」，讓學校遵循指標，持續優化生涯發展教育策略，並建立積極的生涯發展氛圍。

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規劃的工作坊，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、生涯規劃營、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。



# GIFTED EDUCATION

Based on the principles of gifted education policy in Hong Kong, our school sets up a three-tier implementation school-based model of gifted education. Gifted education is a part of quality education. Our school concerns the learning needs of gifted students. 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

	Target Audience
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

### LEVEL ONE:

#### School-based whole class teaching

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

### 第一層：

#### 全班式資優培訓

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

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. To name a few, examples include English Hosting Class, Python Programming Course, Performing Arts Studies and Microfilm Production. We focus on provoking students' thinking ability, 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".



### 第二層： 抽離式資優培訓

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，例如英文司儀班、Python程式編寫課程、表演藝術、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

For the exceptionally gifted students, our school will nominate them to participate in outside courses organized by professional tutors, including leadership training, service learning programmes and entrepreneurship training, etc. Students are encouraged to join inter-school competitions in order to stretch the gifted students with promising performance. Furthermore, our school nominates gifted students to join HKAGE for further enrichment programmes.

### 第三層： 校外支援

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。



# STEM EDUCATION

## Science, Technology, Engineering and Mathematics Education

STEM refers to the academic disciplines of Science, Technology, Engineering and Mathematics collectively. The promotion of STEM education aligns with the worldwide education trend equipping students to meet the changes and challenges in our society and around the world with rapid economic, scientific and technological developments as well as challenges in society of the 21st century. Students are trained to have talents for innovation and scientific research development.

With the focus on strengthening students' ability to explore, create, collaborate and solve problems, the school has been committed to promoting STEM education mainly implemented through the full-level curriculum and the cross-curricular activities. Our school has developed a school-based STEM curriculum called STEMaker by combining Maker Education and some subjects (Computer, Geography, Biology, Chemistry, Physics and Mathematics) for S3 students. 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 STEMaker curriculum has won the SDL-STEM Innovation School Award, the SDL-STEM Learning Design Award and the award of SDL-STEM 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 STEM education in Junior Secondary, the Innovation and Technology Education will be provided for S1 and S2 students in the coming 2021-2022 school year.

Furthermore, the Science Team, the ICT (Information and Communications Technology) Team and the Eco-Ambassadors have organized different STEM 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 STEM education in schools, the school has applied for the Quality Education Fund. A STEM LAB will be added this year to enhance interactive cross-curricular learning and allow students to have more space for creativity. More scientific elites can be nurtured in our school.

# 科研教育

科學、科技、工程及數學教育



STEM是結合科學(Science)、科技(Technology)、工程(Engineering)及數學(Mathematics)的跨學科教育。STEM有別於傳統的科目，除重視跨學科知識外，特別著重培養學生的探究、協作、解難等能力和正面價值觀，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STEMaker課程推行STEM教育，培養學生的協作、創意、解難、綜合和應用知識能力。STEMaker課程會有不同專題，例如：「製作地震抗震建築」、「設計室內魚菜共生缸」，讓學生自行選擇。部份學科(電腦、地理、生物、化學、物理及數學)的中三課程亦作出重整以配合STEMaker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，協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。STEMaker課程更榮獲香港大學教育學院教師獎勵計劃2021中的SDL-STEM創新學校發展獎、SDL-STEM學習設計大獎及SDL-STEM最佳解難協作獎。來年(2021-2022年度)中一及中二級會增設創新及科技教育科(Innovation and Technology Education)，在初中課程更有系統地推行STEM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，由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STEM教育的認識及興趣。

為配合學校STEM教育的發展，學校已向優質教育基金申請資助增建「STEM LAB」，以進一步發展跨科多元互動課程。屆時同學會有更完善的創作空間，定能使禮中培育出更多科研精英。



## S1 Arts Development Scheme

This programme is one of the programmes the school provides for S1 students. It aims to expose students to arts and music in order to cultivate their interest and talent, as well as to raise their learning focus and attitude. Students can choose to participate in choral music, musical instruments, drama or dance training after school every Monday. All tuition fees are paid by the school and students can choose to buy or borrow musical instruments from the school.

### 中一藝術培育計劃

此計劃為本校中一級其中一項課程，讓學生有更多接觸音樂及藝術的機會，培養他們對音樂及藝術的興趣，發掘他們的藝術潛能，並藉此提升專注力及建立認真學習的態度。學生逢星期一放學後，可選擇參加合唱、樂器、戲劇或舞蹈訓練。所有導師費用由學校支付，學生參與樂器課程，可選擇自行購買或借用學校樂器。

# OVERSEAS EXCHANGE PROGRAMME

境外  
交流

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

In order to enrich learning experiences, the school has organized different thematic tours to various countries, such as the Zhaoqing Natural Landscape and Conservation Tour, the Greater Bay Area Exploration Series: Nansha, Qianhai Economic Development and Hong Kong/Guangdong Cooperation Exploration Tour, the Wuhan Heritage Cultural and Natural Science Exploration Tour, the Dongguan/Hong Kong Teenage Volunteer Exchange Group, the Xi'an Historical and Cultural Investigation Tour, the Taipei Reading Culture and Visual Arts Experience Tour, the Macau Further Studies Information and Cultural Exploration Tour, and the Taiwan Tribal Life Experience and Volunteer Service Trip.

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：「肇慶的自然地貌與保育」、「粵港澳大灣區探索系列：南沙、前海的經濟發展和粵港合作探索之旅」、「武漢、赤壁歷史文化及自然科學探索之旅」、「莞港青少年志願工作者雙向交流考察之旅」、「西安歷史文化考察團」、「台北閱讀文化及藝術之旅」、「澳門升學探索及文化考察之旅」、「台灣部落民族生活體驗及義工服務之旅」等。



## 潛能發展



# DEVELOPMENT OF POTENTIAL

Our school aspires to provide a wide range of co-curricular activities to allow our students to put their knowledge and skills 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 endeavors 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 sustained 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, interest groups and OLE (Other Learning Experience) clubs. They will participate in the activities inside or outside school in three OLE afternoons on Friday to experience and develop multiple intelligences.

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、興趣班及其他學習經歷 (OLE) 學會。



## 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 prefect 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, the school encourages students to partake 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 HK Model Legislative Council facilitate holistic improvement of students' leadership. Projects like the HSBC Hong Kong Community Partnership Programme - Community Ambassadors inspire students to develop potential and deepen their understanding towards the community, thus creating opportunities to partner with welfare organisations and social groups for a more harmonious and peaceful society.

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。學生由了解自己和接納自己，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。又參加有「匯豐香港社區夥伴計劃——校園社區大使」計劃，期望啟發學生發揮個人潛能，加深對社區的認識，並鼓勵與社福機構及地區團體結成合作夥伴，建立和諧共融社區。

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 思健大使
- ⑦ 早會宣佈隊
- ⑧ 制服團隊

## Sports & Arts 體藝

### Sports

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 including tug-of-war, archery and fencing, with talks on health and sharing sessions from athletes to stimulate students' interest and help them cultivate a healthy lifestyle. In particular, we endeavour to introduce students to less accessible sports such as fencing, archery, skateboarding and kendama 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, Badminton Team, Table Tennis Team, Volleyball Team, Athletics Team, Tug-of-war Team, Swimming Team, Cross Country Running Team, Fencing Team, Archery Team, etc. 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.

### 體育運動

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，亦會安排體育團體到校作運動示範，如：拔河、射箭及劍擊等。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。近年更銳意引進學生平日較少機會接觸的運動並成立校隊，如劍擊隊、射箭隊。學校亦計劃成立滑板隊，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全港公開比賽，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，積極鼓勵學生參加教育局的體適能計劃，以及康文署主辦的 sportACT 計劃與 MVPA60 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：

- ① 籃球
- ② 足球
- ③ 羽毛球
- ④ 乒乓球
- ⑤ 排球
- ⑥ 田徑
- ⑦ 拔河
- ⑧ 游泳
- ⑨ 越野隊
- ⑩ 劍擊
- ⑪ 射箭
- ⑫ 劍球





To unleash our students' artistic talents, we organize diverse co-curricular activities in addition to lessons to cultivate students' interest in music, visual arts and dramatic arts. We hope that through these activities, students can appreciate different cultures, expand their horizons, and construct personal beliefs.

## Music 音樂

Besides having a choir, an orchestra and various instrumental classes, we provide more chances for students to partake 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 the school to compete in competitions organised by the Hong Kong Schools Dance Association and attained outstanding results. To let students master different dance styles and understand more about the basic principles of dance movements, we employ experienced tutors for dance classes and organize a visit 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。

## 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, sports teams) tutors, and to share at gatherings. Some even donate scholarships and provide work placement opportunities to contribute to the 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（辯論隊、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 PTA has been a steadfast partner in multiple ways to nurture students' growth through their support and participation in school affairs. The parent volunteers promote the smooth operation of school affairs through acting as activity's tutors, reheating lunch-boxes for students or making homemade snacks for activities. The Parent-Teacher Association Scholarship awards students who are outstanding in both their conduct and academic success 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。





The fear of the LORD is the beginning of wisdom:  
and the knowledge of the holy is understanding.

Proverbs 9:10



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