

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

校長的話



With determination and valiance, I took over as school principal in September, 2017. Despite the change in position from a teacher to a principal, I am still passionate for education as when I began twenty years ago. I truly believe that education is a calling from God. In the time I have been involved in education, I have grown to firmly believe that with dedicated nurturing, every student can be outstanding, unleashing their potential and talent for society.

After taking office, I have contemplated on the kind of talents we should nurture in response to today's rapidly changing society. I think, 'T-shaped talent', combining both depth and breadth, may be the path ahead. To deconstruct the letter "T" intellectually, it would symbolise the depth (vertical stroke) and breadth of knowledge (horizontal stroke) - the connection of which brings forth problem solving skills.

In a nutshell, we have to instil both a thirst for knowledge and an interpersonal adroitness in our students.

For learning, teachers must teach with skill and inspire young minds, imbuing students with knowledge to seek a higher order of thinking and professionalism in living out the depth of knowledge. For breadth, the school provides and arranges for students to participate in co-curricular activities in different areas. Students learn from their peers in the process, expanding horizons and minds.

To utilise the greatest potential from the combination of breadth and depth in knowledge, we depend on our teachers to become our students' companions - leading them to understand themselves, explore life, chase their dreams and goals, face dilemmas courageously, and solve problems with the knowledge they have learnt. This culminates in them emerging as masterminds of their own lives.

However, outstanding intellect is not as important as upright values. If one is not compassionate, responsible, courteous, respectful and caring, all the efforts above will be undermined. We promote positive education and mentorship schemes to encourage service learning, in order to provide a fertile ground for the nurturing of values and a Christian environment for students to grow and live in faith.

We believe that excellence can be cultivated. Our Lord and parents have entrusted the golden age of their children's learning to us - then we have to shoulder the responsibility of an educator. May this be the shared reminder among teachers and students altogether.

Principal Mr. Tang Man Wai



懷著堅強卓絕、奮鬥不懈的意志，自2017年9月開始我接任成為禮中的校長。由老師變成校長，雖然崗位不同了，但我仍然很熱愛教育，深信教育是上帝給我的使命。在過去二十年的教學生涯讓我深信經過悉心的栽培和教育，每個學生都能成才，為社會發光發熱。

擔任校長後，我時刻在想，學校需要培育怎樣的人才以回應當今瞬息萬變的社會要求？目下所見，結合知識深度與寬度的「T形人才」，或會是出路。以知識結構特點來解構字母「T」，就是知識的深度（豎）和知識的寬度（橫）；深與寬的連結，是為解難能力。

簡而言之，我們要教曉學生求學和做人。

求學毋須多說，老師循循善誘、啟迪心智，傳授學術範疇的知識，令學生有追求更高階更專業的層次，這是知識的深度；至於寬度，學校提供及安排學生參與不同領域的聯課活動，學生從中與他校同輩互相交流學習，開拓更寬廣的視野和胸襟。

要知識的深度和寬度連結後相輔相成地發揮最大效用，就得靠一眾老師成為學生的同行者，引導他們了解自己、探索生命、追尋理想和目標，面對抉擇和難題時仍然無所畏懼，懂得善用所學解決問題，成為自己人生的設計者。

然而，擁有過人才學也不及良好品德重要。人若沒有同理心、責任感，對人沒有應有的禮貌、尊重和關愛，上述所做的都是枉然。我們在校園推動正向教育、師友計劃，鼓勵服務學習，就是為學生提供培育品德的土壤，並讓他們在基督教環境和教育下成長，活出信仰。

我們相信優秀是可以培養出來的。上帝和父母把孩子的學習黃金期交託給我們，我們就得肩負起教育工作者的責任。願與我全體師生共勉之。

鄧文偉校長

Table of Contents

p9

02 Principal's Foreword

06 Sponsoring Body

07 Vision

07 Mission

08 School History

10 Our Campus

**12 Medium of Instruction
& Multi-faceted
Curriculum**

**14 Character &
Spiritual Growth**

p9

16 Civic Education

**18 Life Planning Education,
Mentorship Scheme**

20 STEM Education

22 Arts Education

**23 Overseas Exchange
Programme**

**24 Development of
Potential**

**28 Our Partners: Rhenish
Churches, Alumni &
Parents**





目錄

頁		頁	
02	校長的話	16	公民教育
06	辦學團體	18	生涯規劃教育、 師友計劃
07	學校宗旨	20	科研教育
07	學校目標	22	藝術培育
08	學校簡史	23	境外交流
10	我們的校園	24	潛能發展
12	教學語言及多元課程	28	我們的夥伴： 禮賢堂會、校友及家長
14	品格及靈命培育		

Sponsoring Body

辦學團體

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

本校於1969年創校(1990年以前名為「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。

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。

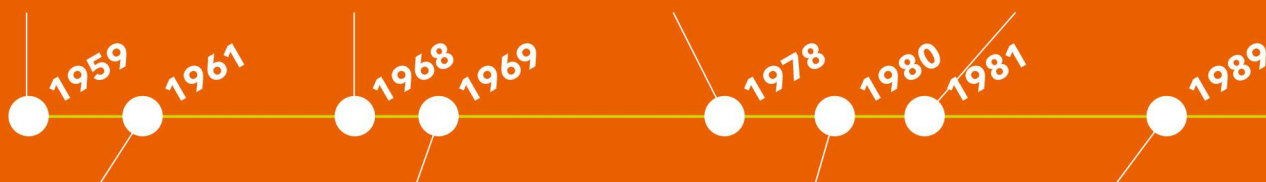
Rev. Peter Sandner from the German Rhenish Church hosted the official school commencement dedication and worship, with a foundation stone laid.

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。



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 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）。

Mr. Wong Wai Yu was appointed the fourth Principal.

黃謂儒先生接任第四任校長。



1990

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。



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

學生會的前身——
會社聯會成立。

1995

1999

2003

Reorganisation of the Alumni Association.

校友會重組。

2009

2010

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。

2013

2017

Mrs. Li Ip Man Wai, Heather was appointed the fifth Principal.

李葉文慧女士接任
第五任校長。



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。

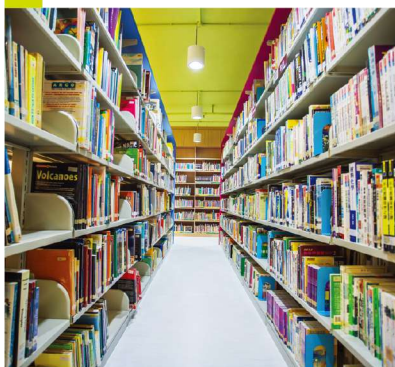


Mr. Tang Man Wai, Simon was appointed the sixth Principal and the completion of the construction of a barrier free elevator.

鄧文偉先生接任第六任
校長；暢通易達升降機
竣工。

Our Campus 我們的校園





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, Study Room, Band Room, meeting rooms for the Student Union and the School Prefect Team; and sports venues like basketball court, badminton court and volleyball court. 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、自修室、樂隊練習室、學生會室、風紀室、籃球場、羽毛球場、排球場等，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。



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 S.1 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. Bridging Programmes for Mathematics, Physics and Chemistry are carried

out for those S.3 students who will take up subjects taught in English in the NSS curriculum. Putonghua is taught at S.1 and S.2. 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 S.1 to S.5 Special Learning Days, theme-based projects, joint lessons 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、普通電腦科及科學科大部分課程。其他科目設「英語延展教學活動」。於暑假期間開辦英語銜接課程，供以全英語修讀高中數學、物理及化學科學生修讀。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，促進學生主動探究知識。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，新學年將大幅度提升全校教材質量，並善用電子教學以促進學習的評估。

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







The school aims to cultivate a holistic nurturing environment for students. Through personal guidance and developmental programs, students learn to make 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.



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。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。

例如基督教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的精神及提升其責任感等。



Cultivating a strong sense of civic pride is an essential element of a 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.

Civic Education 公民教育

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」。

公民素質培育框架(中一至中六)

S6
中六



National identity, caring about
the country and the world.
身份認同、關愛(國家、世界)

Responsibility (social),
national identity, caring about the
country and the world.
承擔責任(社會)、
身份認同、關愛(國家、世界)

Responsibility (school and community),
national identity, caring about the
country and the world.
承擔責任(學校、社區)、
關愛(社會)、堅毅、誠信

Responsibility, caring about the
community, perseverance, integrity.
責任感、關愛(社區)、堅毅、誠信

Respect for others (teachers and peers),
caring about the community.
尊重他人(師友)、關愛(社區)

Respect for oneself and others,
cherishing oneself, discipline.
尊重他人(自己、家人)、自愛、律己

Love others
as you would
yourself with
compassion.
愛人如己、
同理心

S1
中一



Life Planning Education, Mentorship Scheme

生涯規劃教育、師友計劃



“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.

In Junior Secondary, through life planning workshops, students enhance self-understanding on interests and talents, they are inspired to set goals and plan for their future. To facilitate S.3 students to make wise choice on elective subjects, mock subject election and life planning activities are implemented along with parent talks.

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

a taste of the authentic workplaces and 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 strengths and share experiences. Students are encouraged to set goals and plan ahead systematically for further studies and career development.



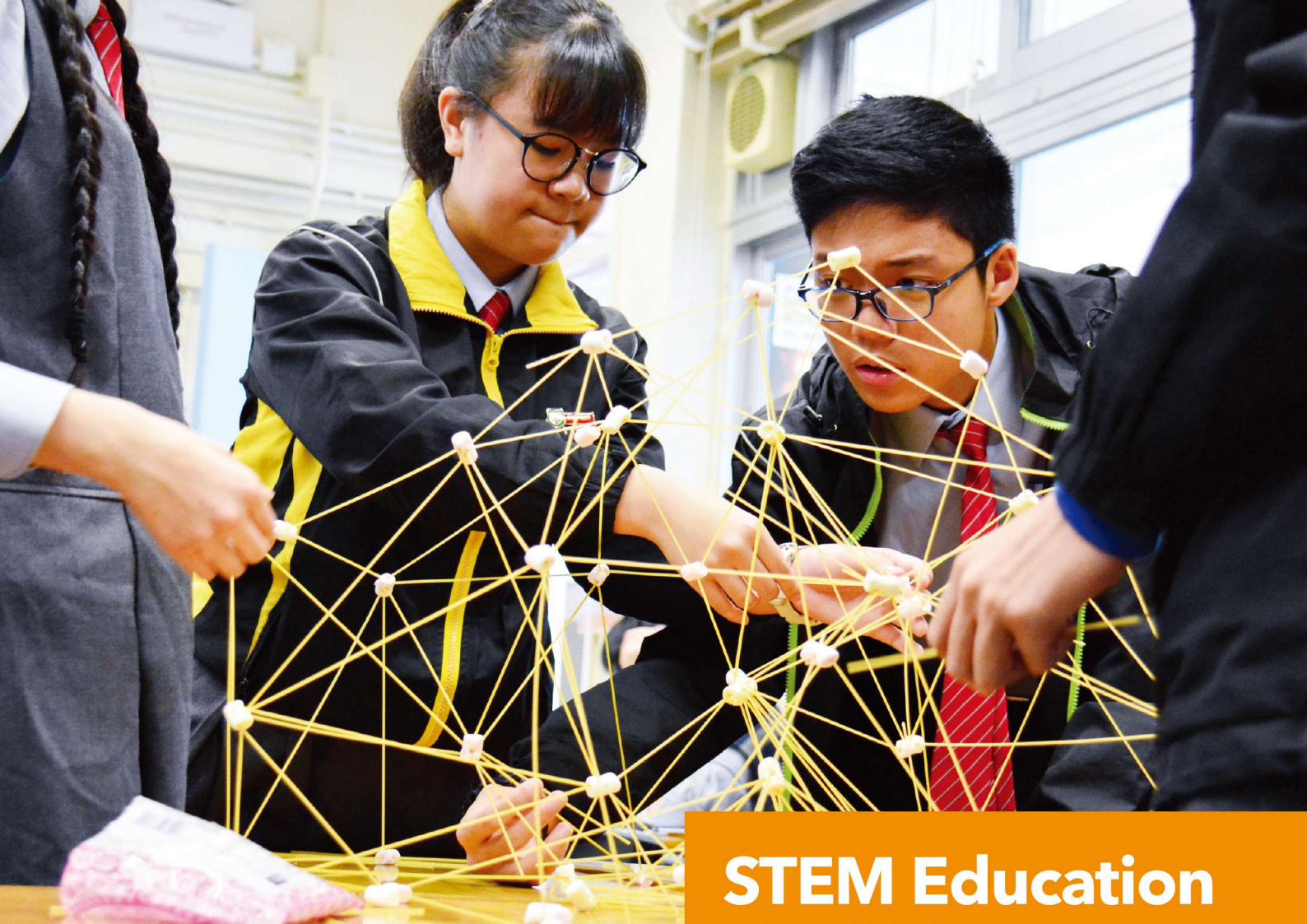
本校深信生涯規劃對學生成長非常重要，我們藉多元化的活動，協助學生認清自我，循序漸進計劃未來，思考人生。

在初中階段，著重教導學生訂立目標，規劃人生。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、模擬人生規劃等活動，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、大專院校參觀、工作坊、

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，在每學年指定日子與學生面談，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。



STEM Education 科研教育



Science Technology Engineering Maths Education

科學、科技、工程及數學教育

It is important to cultivate talents in response to Hong Kong's international competitiveness in technology. In recent years, our school has been committed to promoting STEM education (Science, Technology, Engineering and Mathematics Education) mainly implemented through both the full-level curriculum and the pullout course. The Science Team has organized Science Forums, theme-based STEM WEEK, and visits to the "InnoTech Expo", etc. Students are encouraged to explore with updates on scientific knowledge and

research methods. We also promote students' participation in various science competitions to arouse their interest in their studies of science, technology and mathematics, enhancing their abilities to integrate and apply knowledge and skills as well as to create, collaborate and solve problems. In line with the development of STEM education in schools, the school will also add a STEM LAB, allowing students to have more space for STEM courses and preparation for different science competitions.

有見於培育創科人才對提升香港的國際競爭力至為重要，學校近年主要透過全級課程及抽離課程兩方面致力推動STEM教育(科學、科技、工程及數學教育)。本校設有科研組，讓對科學有興趣的學生由老師帶領下，用課堂以外的時間進行不同的科學探究實驗，藉此培養科學研究能力及思辨能力。同時老師也推動學生參加不同科學比賽，提升學生綜合和應用知識與技能、創造、協作和解決問題等能力。科研組亦會舉行參觀「創科博覽」、STEM WEEK等不同的活動提升全校同學對STEM的認識及興趣。為配合學校STEM教育的發展，本校也將會增設一個STEM LAB，讓學生有更多空間進行STEM的課程及準備不同的科學比賽。



Maker Education 創客教育

To advance STEM education, the Maker Education seeks to nurture creativity, problem-solving and collaboration skills in the field of technology learning. Sponsored by the Quality Education Fund, the junior form Computer Literacy curriculum has been revised. At S.3, lessons are designed to simulate Maker Education project-based learning, with the Multi-media Learning Center divided into "Maker Space" - a place for mini experiments, work stations, mechanical additions. This is to impart wide-ranging computer knowledge and skills. The Maker Education not only encompasses more STEM elements, but also allows students to rely upon hands-on applications that emphasize creativity. The revision in the junior form curriculum connects well with the modules in NSS Information and Communication Technology, building greater confidence for the learning at senior forms.

STEM教育再進一步，就是STEM創客教育。為了提升學生的創意、解難及與人合作的技巧，幫助他們學習科技。在優質教育基金的支持下，電腦科重整初中課程。中三課程以創客比賽模式教學，將多媒體實驗室部分改成「創客空間」——一個小型實驗、工作、機械加工的地方，讓學生掌握多元化的電腦知識和技巧。創客比賽包涵了更多STEM及創客元素，提供一個發揮創意的平台，讓學生動腦動手並運用課堂所學，以發揮潛能。初中課程重整後，更能緊密銜接高中資通科課題，讓學生於高中修讀資通科時更容易跟上進度。





Arts Education 藝術培育



S.1 Art Development Scheme

中一藝術培育計劃

This programme is one of the programmes the school provides for S.1 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 vocal music, musical instruments or drama training. All tuition fees are paid by the school and students can choose to buy or borrow musical instruments from the school.

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。學生在課堂時間內可選擇參加聲樂、樂器或戲劇訓練。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 multi-culturalism, 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.

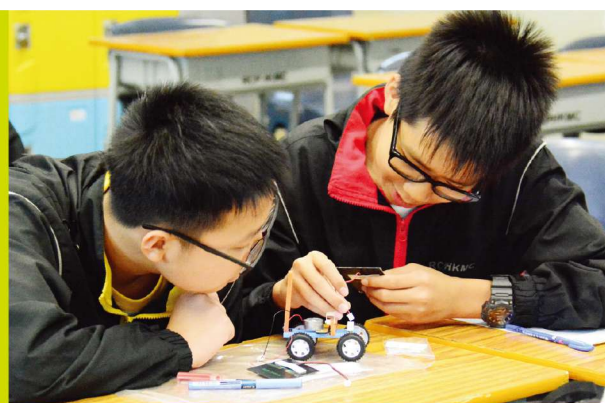
In order to enrich learning experiences, the school has organized different thematic tours to various countries, such as the Tokyo Yokohama Science and Technology Research Tour, the Malaysia Heritage Conservation and Economic Investigation Tour, the Zhaoqing Natural Landscape and Conservation Tour, the 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, and the Taipei Reading Culture and Visual Arts Experience Tour.

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：「日本東京橫濱科技考察之旅」、「馬來西

亞文化保育經濟考察之旅」、「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」等。





Development of Potential 潛能發展

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 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 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 Experiences) 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。



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 be 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, 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.

Leadership 領袖才能

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。

學生領袖包括：

- ① 風紀
- ② 學生會幹事
- ③ 社長
- ④ 輔導組大哥哥大姐姐
- ⑤ 思健大使
- ⑥ 早會宣布隊
- ⑦ 制服團隊

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」，讓學生更全面提升領袖才能。又如本學年有「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。



Sports & Arts

體藝

Sports

體育運動

We provide a plethora of sports in which students can participate. This helps strengthen their body and soul, as well as promoting a balanced development. Outside class, we organise myriad school-wide sports activities as well as promoting inter-class sports competitions. Besides, we also arrange for sports associations to perform demonstrations at school, including windsurfing, squash, tug-of-war and indoor rowing, with talks on health and sharing sessions from athletes to stimulate students' interest and establish a healthy lifestyle. We especially endeavour to introduce students to less accessible sports such as fencing and archery to expand their horizons and elevate their personal qualities. We always encourage students to join various activities and competitions. In recent years, our students have attained heartening achievements in inter-school competitions.

Our school has teams for Basketball, Football, Badminton, Table Tennis, Athletics, Tug-of-War, Swimming, Cross Country, Fencing, Archery and more, which sharpen students' sports skills and teamwork through regular practice. Students are also encouraged to participate in the Education Bureau's School Physical Fitness Award Scheme and the sportACT Programme organised by the LCSD in order to enhance their physical fitness and develop their own habits.



本校提供不同類型的體育活動，讓學生能恆常參與，鍛鍊體魄，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。此外會安排體育團體到校作運動示範，近年有室內賽艇、壁球、拔河、射箭、及劍擊等。又舉辦健康講座、運動員分享會等，以提高學生對運動的興趣，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，讓學生增加識見，並藉此提升個人素質。學校經常鼓勵學生參加不同活動及全港公開比賽，以擴闊視野及增加自信；為了提升體能及培養自主運動的習慣，亦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。近年在學界比賽上屢創佳績，令人鼓舞。

運動校隊包括：

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

To unleash our students' artistic talents, we employ diverse co-curricular activities besides lessons to cultivate students' interests 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.

為讓學生發揮藝術天賦，除課堂學習外，本校亦透過多元化的聯課活動，培養學生在音樂、視藝及舞台藝術方面的興趣，讓學生了解不同文化，擴闊視野，提升個人情操。

Music 音樂

Besides having a choir and an orchestra, we provide more chances for students to partake various external competitions to hone their musical skills. We also encourage students to explore and appreciate different musical performances, such as our students' visit to the Cantonese Opera Education and Information Centre.

設合唱團和樂團，常鼓勵學生參加校外音樂比賽，認識及欣賞不同音樂表演，以提高學生的音樂造詣。

Drama 戲劇

The Drama Society 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 recently established Dance Team has represented the school to compete in competitions organised by the Hong Kong Schools Dance Association and attained outstanding results. Apart from the team, we also employ experienced tutors for dance classes and arrange for students to go out to watch performance of professional dance groups.

近年成立的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班，也安排學生外出觀摩專業舞蹈團的演出，讓學生擴闊視野，增廣見聞。



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. 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.

本校與設於校園內的禮賢會禮中堂緊密合作。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 (debating, sports teams) tutors, and to share at gatherings. Some even donate scholarships and provide work placement opportunities to contribute to the school.

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補習、活動(辯論隊、球隊)導師、講座分享者；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。

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 of 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.

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」，以嘉許品行優異的學生。

The fear of the LORD is the beginning of wisdom:
and the knowledge of the holy is understanding.
Proverbs 9:10



📍 30 Hereford Road, Kowloon Tong
🌐 www.rcphkmc.edu.hk ☎ 2337 0283 📠 2336 0953