



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

STRIVE FOR
EXCELLENCE
AND BEAR
WITNESS TO
THE LORD

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Principal's Foreword

With God's blessings and guidance, we are grateful to witness our students grow and improve.

In recent years, the education field has been facing a variety of new challenges in which we have to keep reflecting and changing in order to help students grow and improve. The World Economic Forum's Future of Jobs Report 2020 maps the jobs and skills of the future, tracking the pace of change. The top five most important skills are:

1. analytical thinking and innovation
2. complex problem-solving
3. critical thinking and analysis
4. creativity, originality and initiative
5. active learning and learning strategies

In a nutshell, the first four skills are problem-solving and creativity. Nurturing problem-solving and creativity can neither be achieved by rote learning nor theories on paper, but practice and experience. Our school-based curriculum and activities are intentionally designed to provide students with different experiences to enhance students' analytical ability to distinguish between right and wrong as well as overcome the fear of stepping out of their comfort zone.

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 complex problem-solving skills to respond to changes in society.

Rhenish's Got Talent in the junior curriculum and Aesthetics in the senior curriculum cover music instruments, drama, dance, AR and VR, Japanese Language, 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 multiple 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.

However, studying hard is not equivalent to studying well. As aforementioned, active learning and learning strategies are one of the key skills to help students learn better. This is highly related to students' self-management. In our school, we teach students learning strategies. In lessons, assemblies and other activities, we infuse elements of social emotional learning like self-awareness and self-management to enhance students' ability to self-manage and acquire techniques of active learning.

Providing suitable learning resources is an essential prerequisite to motivate students to learn actively. 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 onto the online learning platform Exam – Get set, go!, students can download appropriate learning materials to suit their needs to learn anytime, anywhere. This platform makes it easier for students to self-direct their learning to encourage them to learn actively.

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, the bless of giving, inter-personal connections and life-long learning to enhance their physical and mental wellbeing.

The Bible says, 'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6) 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.

Let us encourage one another in our endeavours!

Principal Mr. Tang Man Wai Simon



校長的話

蒙上帝的祝福和帶領，讓我見證禮中學生的成長和進步，心懷感恩。

近年，教育界面對各式各樣的新挑戰，我們要不斷反思、轉變，才能幫助學生成長進步。世界經濟論壇發表的《未來工作趨勢報告 2020》指出，人才技能需求在未來將發生巨大轉變。首五個最重要技能需求為：

1. 分析能力與創新
2. 解決錯綜複雜問題的能力
3. 明辨慎思與分析
4. 具創意及有原創性的精神
5. 主動學習與策略性學習

簡而言之，第1至4項就是解難能力與創意。培養解難與創意不能單靠背誦，亦不能紙上談兵，必須要有實踐和體驗，才能水到渠成。所以本校設計的課程和活動，著意為學生提供不同「經歷」，藉此提升學生的分析能力，讓學生明辨是非，及克服因走出安舒區而帶來的恐懼。

本校又以「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」三大原則為學生挑選聯課活動。活動範疇廣泛，涵蓋學術知識、體育藝術、服務學習、參觀考察、職場體驗、領袖培訓、境外交流等。透過多元的校園生活，培養學生解決複雜問題的能力，應對瞬息萬變的社會環境。

此外，初中「一才計劃」及高中的美學課，都是本校的正規課程，內容包括樂器、戲劇、舞蹈、AR及VR、日語、數碼藝術、地板球及桌遊設計等。學生在六年的中學階段最少接受十種多元智能的訓練。在學習過程中，學生必須要與人溝通，突破自我界限，並運用創新思維來解決困難，藉此拓展視野，發揮潛能。

然而，努力學習也不一定學得好。前文提及的另一種重要技能——主動學習與策略性學習，就是讓學生學得更好的關鍵，而這跟學生的自我管理有莫大關係。在禮中，我們會教導學生學習策略，無論課

堂、周會及其他活動，都刻意加入自我覺察、自我管理、「社會情緒學習」元素，好讓學生提升自我管理的能力，並掌握主動學習的技巧。

提供適切的學習資源是推動學生主動學習的重要條件，在禮中，學生可隨時隨地按自己能力和需要自修及溫習。本校設網上學習平台「Exam - Get set, go!」，老師把教學短片、溫習材料、歷屆試題、答案解說上載此平台，學生在任何時地皆能按自己的學習需要，下載適切的教學材料來學習。這樣，大大降低學生的自主學習門檻，藉此鼓勵他們主動學習。

面對不穩定的環境，培養學生的抗逆力實在刻不容緩。多年以來，我們借助正向教育的PERMA模型，建立學生的正向情緒、讓學生學會感恩、察覺別人的仁慈、懂得寬恕別人。在未來的日子，我們會深化正向教育，例如教導學生感受自己的情緒、樂意給予、與人聯繫、持續學習，促進身心靈健康。

《聖經》〈箴言〉22章6節：「教養孩童，使他走當行的道，就是到老他也不偏離。」禮中重視基督教教育，我們藉課堂、團契、崇拜跟學生分享耶穌基督的愛，同時把資訊素養教育、品德及倫理教育、生命教育、可持續發展教育、人權教育、理財教育等納入為校本價值教育。學生擁有良好的品德價值，是讓他們走得更遠的基石。

與各位互勉！

校長 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

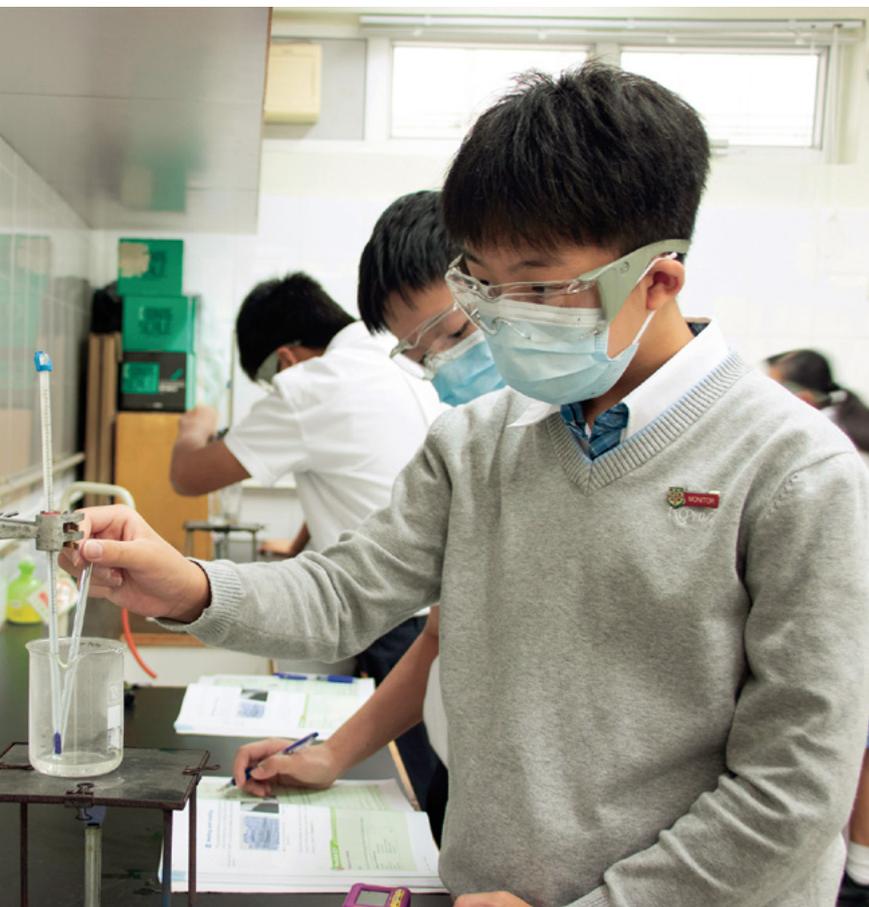
Consistent with the philosophy of Christian education, we aim to provide each student with quality all-round education, so that our students achieve their maximum potential, behave well, achieve excellent academic results and contribute to our society. Nurtured by caring teachers in a Christian-rich 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。

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。



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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), 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，及後由溫慶翁博士接任校長。

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).

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



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 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。



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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。



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

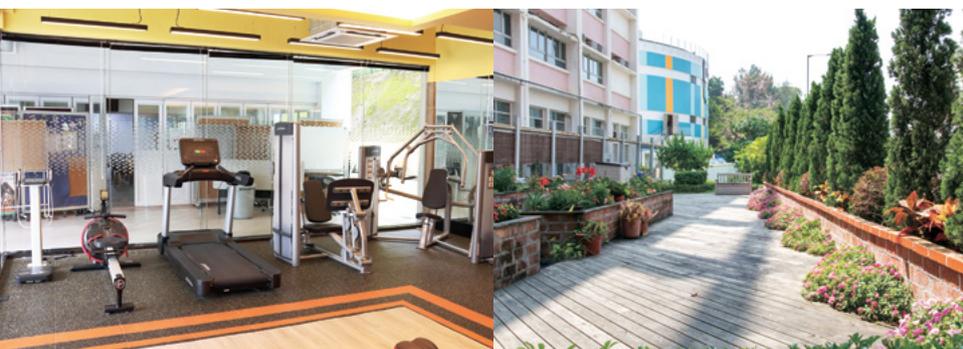
鄧文偉先生接任第六任校長；暢通易達升降機竣工。



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 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 in recent years encourages students to learn about planting and the importance of a green campus.

OUR 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、跑道及攀石牆等，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。

我們的校園

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 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.



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.



BYOD – Bring Your Own Device

Starting from the school year 2020–2021, the BYOD (Bring Your Own Device) scheme is fully launched in our school. 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.



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.



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.



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.

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 自攜學習裝置

2020年開始，全校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。

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。

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







Character & Spiritual Growth

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.

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。

品格及靈命培育





Christian Education

As a Christian school, we strive to help students to know God's love and 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 fellowships, and also organize Gospel Week and religious weekly assemblies to help students understand the Christian faith. Furthermore, our school provides the Bible study groups for S.5 and S.6 students in Religious Studies lessons. It not only helps students know and understand the wisdom of biblical teachings, but also, through different topics, to inspire them to ponder on the meaning and value of life. S.6 students are encouraged to join the gospel camp on the eve of the HKDSE result release so that they can get support and encouragement. The Boys' Brigade also helps junior students to enforce spiritual discipline through Christian education and leadership training programmes.

Our school attaches a lot of importance to cultivating spiritual leaders. Mature Christian students are recruited to become the committee members of the Student Fellowship. Through regular training and meetings, students were trained to lead festive worship and fellowship activities to develop their greatest potential.

Teachers in 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.



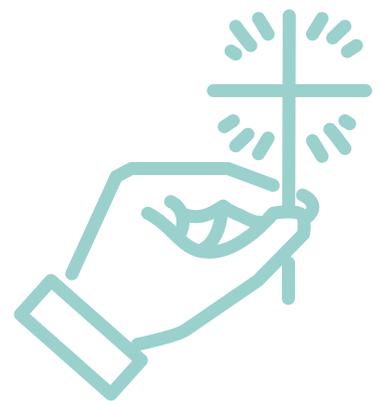
作為一所基督教學校，本校尤其注重宗教活動，希望同學在基督教環境和教導下，明白上帝的愛，接受真理薰陶，建立正確價值觀念。

本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。

本校十分重視培育屬靈領袖，除招聚成熟的基督徒同學成為團職，予以關顧和屬靈支援，亦通過日常訓練及練習，讓學生在崇拜及節期崇拜上帶領，發揮才幹。

本校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。

基督教教育



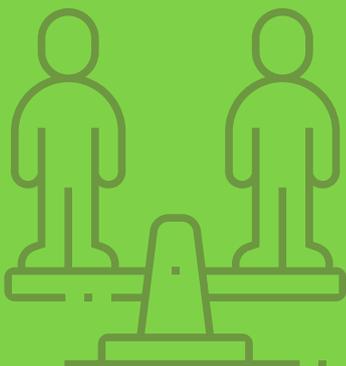


Values Education

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，有見及此，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。

價值教育



SYSTEMATIZING CURRICULUM FRAMEWORK: BUILDING A SPIRAL LEARNING LADDER

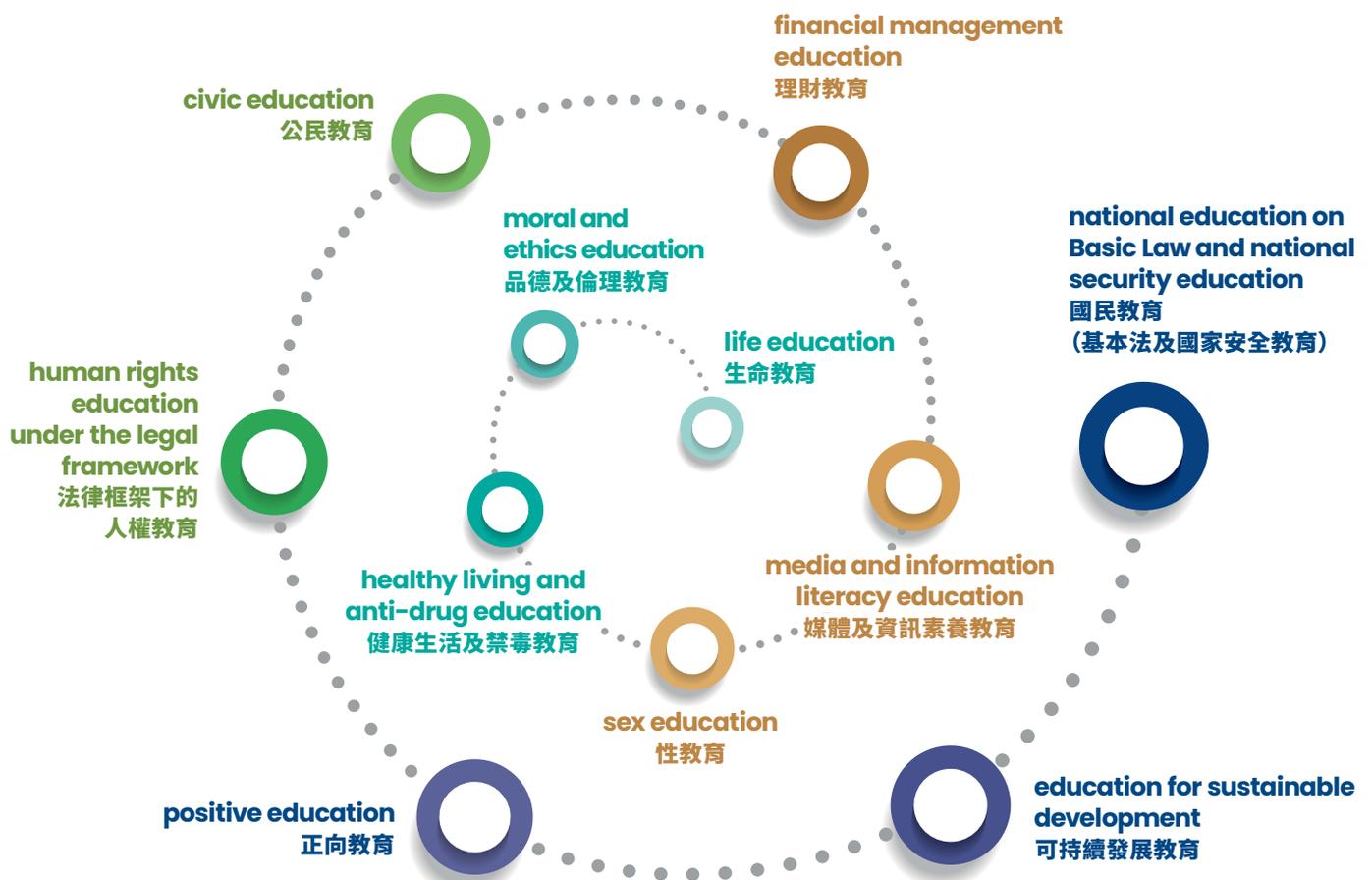
Under the principle of Christian Education, our school has developed a comprehensive plan on the content of the Values Education curriculum. We have established 11 cross-curricular domains in Values Education, including (1) life education, (2) moral and ethics education, (3) healthy living and anti-drug 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 achieve the curriculum objectives and learning outcomes as well as organise activities for different forms. 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.

課程系統化：建立螺旋式學習階梯

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

Values Education is different from general subjects which have fixed lesson time. 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 often make use of life events to provide 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.

優化課堂設計：深化討論與反思

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

In order to consolidate what students have learnt in class, our school is designing a school-based Google site for our school-based Values Education curriculum for students to review at any time and accumulate their learning and reflections. Our school would also strengthen students' understanding of different values through themed days, 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.



強調積學與實踐：創設課後學習平台

為鞏固同學課堂所學，學校將會設計校本價值觀教育 google site，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

Values Education is implemented by different subject groups with teachers who have a good grasp of the content knowledge. 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 teacher training programmes to enhance their understanding of the 11 cross-curricular domains in Values Education and the skills of leading discussions and debriefing.

持守全校參與原則：促進教師專業發展

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。





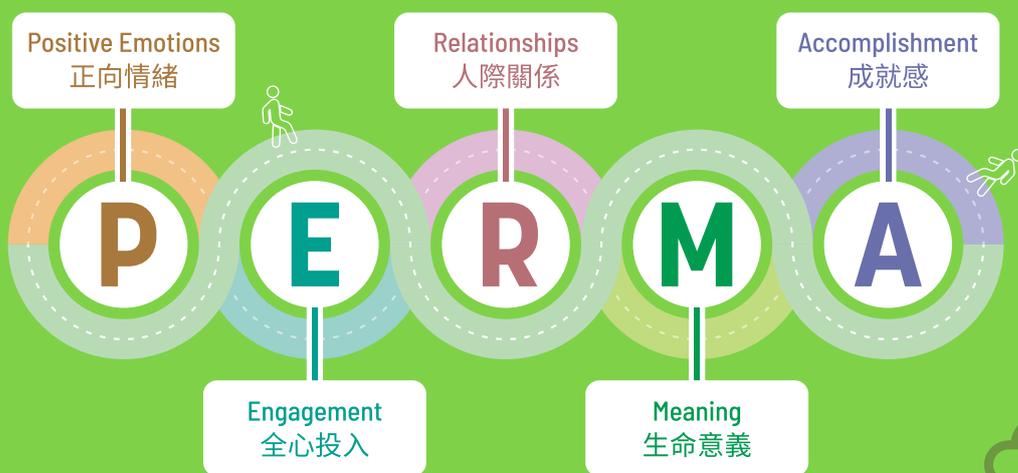
Positive Education

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 life.

Through different class activities, we stimulate our students to develop their positive attributes, such as optimism, gratitude and a 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。

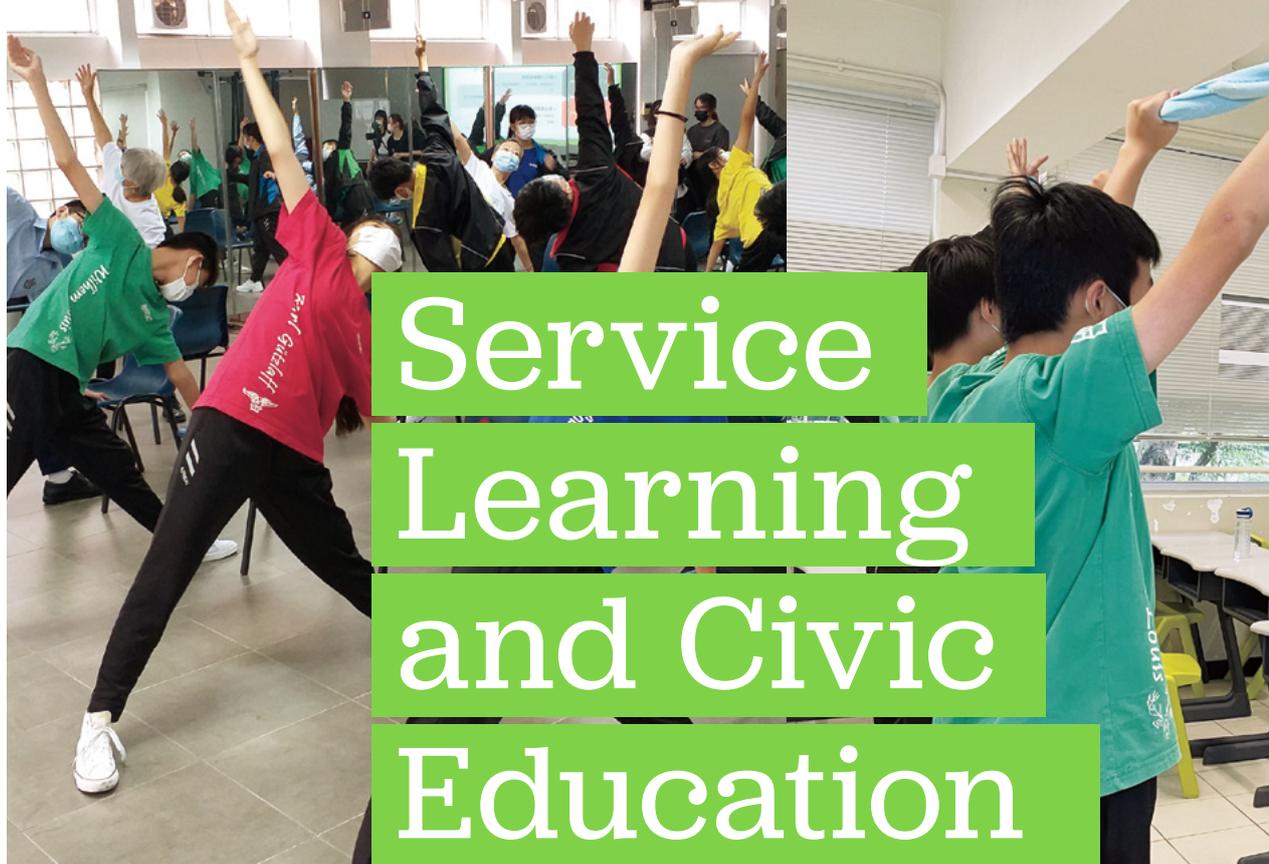
學校透過不同的班級活動，推動學生的個人發展當中正面的元素，如樂觀、感恩和成長思維等，從而使他們能積極面對生活中的壓力和挑戰，邁向豐盛的人生。



正向教育



社會服務及公民教育



Service Learning and Civic Education



S.1
中一

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

S.2
中二

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

S.3
中三

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

S.4
中四

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

S.5
中五

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)

S.6
中六

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



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



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, 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-oriented services.

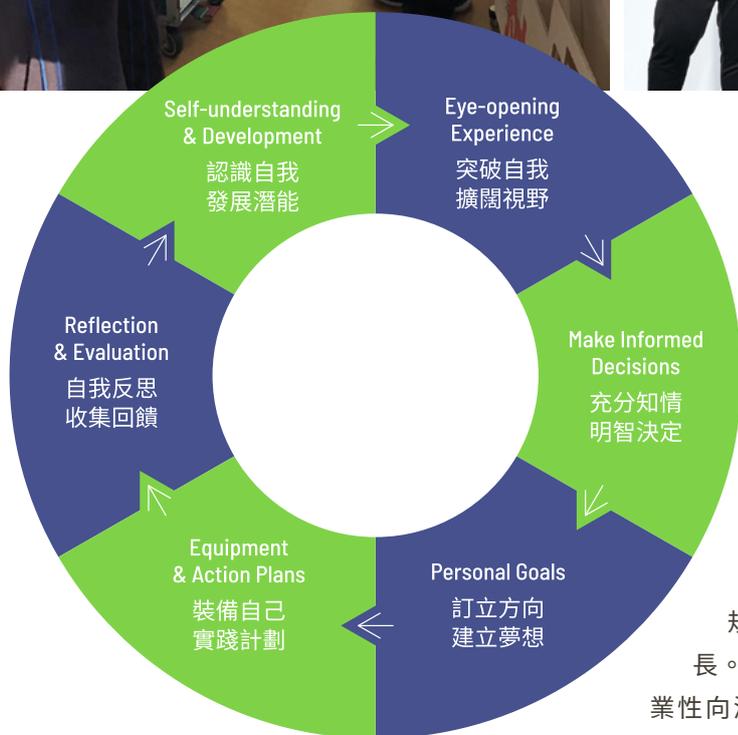
The team provides numerous opportunities for our students to serve the community, and also empowers them to be committed and responsible citizens.

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 ten priority values and attitudes – Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence.

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」和「勤勞」。



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。





Life Planning & 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. Our school has also implemented the Benchmarks for Career and Life Development Education, allowing continuous improvement in life-planning pedagogies. The Benchmarks also help enrich the atmosphere of proactive life-planning in school.

In Junior Secondary Education, through life planning 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 planning activities are implemented along with parents' talks.

In Senior Secondary Education, through various activities, such as career aptitude tests, life planning 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, with class teachers acting as the 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.

生涯規劃、
師友計劃

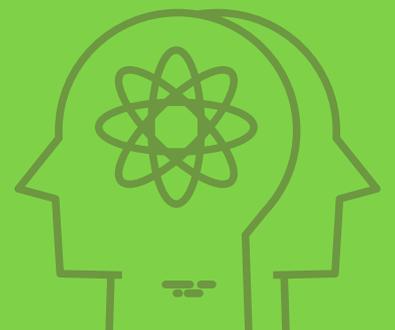


Gifted Education

Based on the principles of the gifted education policy in Hong Kong, our school implements a three-tier 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。

資優教育



The three-tier school-based gifted education programme

LEVEL ONE:
School-based
whole class teaching

Target:
All students

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”.

LEVEL TWO:
School-based
pull-out programmes

Target:
Outstanding
gifted students

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 English Hosting Class, Python Programming Course, STEM workshops, Performing Arts Studies 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.

LEVEL THREE:
Off-school support

Target:
Exceptionally
gifted students

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.

校本資優計劃三層支援模式

1

第一層：
全班式資優培訓

對象：
所有學生

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

第二層：
抽離式資優培訓

對象：
嶄露頭角的資優學生

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、STEM工作坊、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

第三層：
校外支援

對象：
能力特別高的資優學生

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。本學年(2022-2023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了一個「STEM LAB」，以進一步發展跨科多元互動課程。現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的精英。



科研教育

科學、科技、工程及數學教育

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 development as well as challenges in society of the 21st century. Students are trained to develop talents for innovation and scientific research development.

With the focus on strengthening students' ability to explore, create, collaborate and solve problems, our school is 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 Literacy, Geography, Biology, Chemistry, Physics and Mathematics) for S.3 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 Education, the Innovation and Technology Education will be provided for S.1 and S.2 students in the 2022 – 2023 school year.

Furthermore, the Science Team, the ICT (Information and Communication Technology) Team and the Eco-Ambassadors have organized different STEM activities and visits. Students are encouraged to participate in various science competitions and co-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, our school has applied for the Quality Education Fund. STEM LAB has been added this year to enhance interactive cross-curricular learning and give students more space for creativity. More scientific elites can be nurtured in our school.



Creative Arts Education

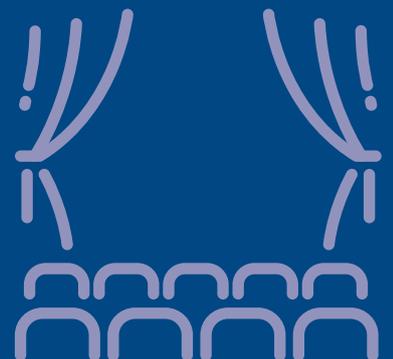
RHENISH'S GOT TALENT

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. 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.

創
藝
教
育





「初中一才計劃」

「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、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

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.



中四及中五級美學科

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。





Overseas Exchange Programme

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 experiences, our 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.

境外交流

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。





Development of Potential

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.

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。

潛能發展





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. Projects like the HSBC Hong Kong Community Partnership Programme - Community Ambassadors inspire students to develop potential and deepen their understanding of 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 and 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。

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 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 including sports climbing and karate, 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 fencing, archery and skateboarding 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, Badminton Team, Volleyball Team, Athletics Team, Indoor Tug of War Team, Swimming Team, Cross Country Team, Fencing Team, Archery Team and Skateboarding 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.

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，如：運動攀登、空手道等。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、射箭隊及滑板隊。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：

- 1 籃球
- 2 排球
- 3 羽毛球
- 4 田徑
- 5 越野
- 6 游泳
- 7 劍擊
- 8 室內拔河
- 9 滑板
- 10 射箭



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。



我們的夥伴：
禮賢堂會、校友及家長

Our Partners: Rhenish Churches, Alumni & Parents



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 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。



PROMISE



因為上帝的一切應許在基督裏都是確實的，
所以我們也應隨時常說「阿們」。
——哥林多書 1:20-21

For no matter how many promises God has made, they are "Yes" in Christ. And so the "Amen" is spoken by us to the glory of God.

(2 Corinthians 1:20)



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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