



禮賢會彭學高紀念中學

Rhenish Church Pang Hok Ko Memorial College

30 Hereford Road Kowloon Tong

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School Mission

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.

School Information

Supervisor / Chairman of School Management Committee	Mr. Tang Siu Hin		
Principal (with Qualifications / Experiences)	Mr. Tang Man Wai , Simon		
School Type	Aided	Student Gende	Co-ed
School Motto	Strive for excellence and bear witness to the Lord.		
Name of Sponsoring Body	The Chinese Rhenish Church Hong Kong Synod		
Area Occupied by the School	About 6400 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		58
Total Number of Teachers in the School		64
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		94%
Bachelor Degree		100%
Master / Doctorate Degree or above		55%
Special Education Training		55%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
19%	11%	70%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, History*, Geography*, Citizenship, Economics and Society (S.1), Life & Society (S.2 to S.3), Science-Biology (S.3), Computer Literacy*, Innovation & Technology Education (S.1 to S.2), Visual Arts, Music, P.E., Talent Class, Religious Studies, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1 to S.2), Science-Chemistry (S.3), Science-Physics (S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship & Social Development, Chinese History, Economics, Geography, History, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Health Management & Social Care, Visual Arts, Religious Studies, Applied Learning, Music (HKDSE), Physical Education (HKDSE), Career and Life Development (S.4, S.5), Aesthetics (S.4, S.5)
	English as the medium of instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part Module II), Chemistry and Physics
	Adopt a different medium of instruction by class or by group / school-based curriculum	HKDSE Japanese Language (Medium of instruction: Japanese) HKDSE Korean Language (Medium of instruction: Korean)

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, History*, Geography*, Citizenship, Economics and Society (S.1 to S.2), Life & Society (S.3), Science-Biology (S.3), Computer Literacy*, Innovation & Technology Education (S.1 to S.2), Visual Arts, Music, P.E., Talent Class, Religious Studies, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1 to S.2), Science-Chemistry (S.3), Science-Physics (S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship & Social Development, Chinese History, Economics, Geography, History, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Health Management & Social Care, Visual Arts, Religious Studies, Applied Learning, Music (HKDSE), Physical Education (HKDSE), Career and Life Development (S.4, S.5), Aesthetics (S.4, S.5)
	English as the Medium of Instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part Module II), Chemistry and Physics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	HKDSE Japanese Language (Medium of instruction: Japanese) HKDSE Korean Language (Medium of instruction: Korean)

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	\$450					
Other Charges / Fees	-					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). The criteria for assessing applications for the Secondary One discretionary places are as follows: 1. Academic Performance (50%) 2. Conduct and Attitude (20%) 3. Co-curricular Activities and Others (15%) 4. Performance at Interview (15%)
Orientation Activities and Healthy Life
S.1 Orientation Activities: 1. In August, an Induction Course is held to familiarize students with the new curriculum and learning styles. Included in the Course is a Potential Exploring Camp aiming at developing students’ confidence to face new challenges. 2. Moreover, a Briefing Session is held for the S.1 parents for them to gain a better understanding of their children's secondary school life. Healthy Life: We promote healthy living and encourage all students to participate in the School Physical Fitness Award Scheme and different types of sports activities. To ensure healthy eating, the Green Kitchen provides meals on-site. We also encourage students to bring their own lunch and provide reheating services. The school monitors the hygiene, variety and nutritional value of the food items sold by the tuck shop. All S.1 students join the Basic Life Skills Training Programme organized by the Department of Health, which aims to enhance youngsters’ physical and mental health. In addition, the Healthy Campus Program is implemented under the theme of "Healthy Life in RCC", in which students begin to inculcate the concept of healthy campus life from the moment they enter secondary school, so that they can become teenagers with healthy lives by high school. Student leaders also help schools plan, prepare and lead anti-drug and healthy living education activities.

School Characteristics
School Management
School's Major Concerns: 1. Improve learning and teaching effectiveness through assessment for learning. 2. Promote positive education to nurture positive Rhenishers.
School Management Organisation: The IMC, the School Executive Committee and the School Improvement & Development Committee are set up to play a leading role in the school's sustainable development. Academic affairs, general affairs and student affairs committees are responsible for different school matters.
Incorporated Management Committee / School Management Committee / Management Committee: There are 15 school managers (including the principal) in the Incorporated Management Committee. They are made up of specialists from the medical, accounting, and education fields. Teachers, parents, alumni, and church leaders are also present. The IMC assures competent management, helps with strategic planning, and demonstrates a deep interest for the school's advancement.
School Green Policy: Based on 3R- principle, we aims to create a green campus and foster students’ and teachers’ environmental awareness with a whole school approach.
Learning and Teaching Plan
Whole-school Language Policy: We put great importance on improving students' biliteracy and trilingualism. Chinese and English subjects are taught in small groups split-class setting. "The Six Targets Enhancement Programme" is specially designed for S.1 students focusing on English listening and speaking skills. In junior forms, English is adopted as the medium of instruction for Mathematics and Science. Extended Learning Activities (ELA) is conducted to increase students’ exposure to English across a broad range of subjects. Putonghua is taught in S.1 and S.2. All-round learning activities are carried out, such as Language Week and English Activity Days. Students are encouraged to submit articles for newspaper contributions, recitation, speech, and drama competitions. The N conduct oral activities which support the development of a school-based curriculum.
Learning and Teaching Strategies: 1. Emphasizing a student-centered approach, we employ differentiated instructional strategies and measures to catering students' learning needs. Classroom instruction places a strong emphasis on interactive exchanges between teachers and students. 2. We highly value students' achievements and leverage their strengths as the foundation for helping them unleash their full potential, thus enhancing their learning motivation and self-confidence. 3. Employing an evidence-based approach, we use various data to provide teachers and students with a comprehensive understanding of students' learning conditions. 4. Each subject area put emphasis on fortifying students' learning skills and higher-order thinking abilities, enabling them to acquire and apply effective cognitive strategies. 5. Through interdisciplinary collaboration, we create authentic contexts and problem-solving tasks that afford students opportunities to apply their knowledge and cultivate their creativity. 6. By leveraging online self-learning platforms and digital repositories, we provide instruction on learning methods and self-regulation skills, nurturing students' capacity for autonomous learning and fostering their habits of self-directed inquiry.
School-based Curriculum: 1. Electives: 2X and 3X. Students can choose elective subjects according to their individual strengths, interests and Career & life development. 2. Curriculum highlights: (I) We prioritize the care and accommodation of student diversity by implementing differentiated instruction strategies such as tiered goals and tiered assignments. (II) Our curriculum design is evidence-based and follows a backward design approach. We emphasis alignment between teaching, learning, and assessment. (III) We value the learning process of students and emphasize assessment practices that promote and enhance learning. (IV) We offer a diverse range of curriculum options, such as the Junior Secondary One Talent Program, Applied Learning in Senior Secondary, and opportunities in sports and music, respecting students' individual development. (V) We develop school-based curriculum to provide diverse learning experiences, opportunities for exploration and reflection. This approach aims to cultivate generic skills, values, and the application of knowledge.
Major Renewed Emphases in the School Curriculum: 1. Moral and Civic Education - Towards Values Education: Our school focuses on cultivating students' character, enhancing their sense of citizenship and responsibility, making them literate citizens and laying a solid foundation for their future social standing. 2. Information Technology for Interactive Learning - Towards Self-directed Learning: Our school has a Multi-media Learning Centre and a computer room. The extensive Wi-Fi coverage on campus, the newly established e-learning platform and the BYOD Scheme all work towards enhancing communication and interaction between teachers and students. This will surely bring about more effective learning and teaching and enhances self-directed learning. 3. Reading to Learn - Towards Reading across the Curriculum: We run a ‘Morning Reading Session’ and an ‘Extended Reading Programme’ to cultivate good reading habits. Reading programmes are therefore integrated into the school-based curriculum. Articles covering a broad range of topics are selected by all subject teachers and a school-based cross-curricular reading booklet is compiled. 4. Project Learning - Integration and Application of Knowledge and Skills across Disciplines It has been launched to develop students’ self-learning ability, collaboration skills, creativity and enhance their motivation to learn. In addition to Project Learning in different subjects, a field trip to Tai Po for S.2 is organized every year by Integrated Humanities for cross-curricula.
Life Planning Education: For S.1-S.3 students, we provide opportunities to explore their interests and strengths. They include life camps, interest assessments and simulated career planning aiming to foster students' self-understanding, personal development, and acquisition of essential skills. In S3, we engage students in workshops, trial classes and simulated subject selection activities, allowing them to make informed decisions about elective subjects. For S.4-S.6 students, we offer different activities through a school-based curriculum, collaborations with business organizations, and partnerships with external institutions. They encompass workshops, visits to tertiary institutions, entrepreneurial experiences, work placements, and workplace visits. The primary goal is to provide students with multifaceted perspectives on themselves, the professional world, and social and global developments. To support students' career development, we implement a mentorship program from S1 to S6. Class teachers assume the role of life coach. We also invite alumni to serve as mentors, sharing their life experiences and professional insights, offering advice and providing support.
Student Support
Whole School Approach to Catering for Learner Diversity: (I) Differentiated instruction is adopted in the lesson. (II) For Chinese, Mathematics and English, groupings of students of diverse needs are arranged in all forms. (III) English speaking and listening training classes are provided for S.1 students on Saturdays. (IV) Homework tutoring class is available for junior form students. (V) For different subjects, enhancement and remedial classes are organized to enhance students’ learning effectiveness. English speaking and listening training courses are organized for all S.1 students on Saturday mornings. (VI) Students from various forms are nominated to attend different gifted programmes. Elite students in junior forms are invited to auditions and training sessions under “Team Tenacious.” which offers diversified enhancement programmes, e.g. internal and external school activities and overseas study tours.
Whole School Approach to Integrated Education: (I) Our school is committed to supporting students with special educational needs through a whole school approach. Student Support Team is led by the SENCO. The main members include core subjects teachers, heads of counselling and discipline division, social workers, counsellors and administrative assistants. The Learning Support Grant is used to acquire individual and group counselling services, arrange after-school homework classes to help students to improve their learning and social skills. Members of the Student Support Team review the learning progress and teaching objectives of students regularly. Each subject panel will set assessment paper with appropriate levels of difficulty in order to cater for learner diversity. The team will also assess the needs of special educational training for teachers and arrange relevant training for them systematically. Through planning and organizing professional development activities, we hope to help teachers to understand the learning needs of students and improve their classroom management with skills in effective teaching strategies.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Apart from using uniform tests and examinations for summative assessment, diversified modes of formative assessment like regular test periods, quizzes, lesson activities, daily assignments and class performances have also been adopted to monitor students’ learning progress.

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association (PTA) and the school are good partners. Our parents participate in voluntary work such as being tutors of activities and helping to reheat students' lunch boxes. The Parent Managers support the school policies thoroughly and participate in the school management. The school also offers interest classes and lectures for parents.
School Ethos: Our school has a rich Christian culture. Students are polite, well-behaved and are recognized by parents and the community. Consistent with the philosophy of Christian education, we aim to provide each student with quality all-round education, and stress the importance of cultivating students' virtues and values based on the Christian faith. Students are also encouraged to care for and help each other to build a healthy school community.
Future Development
School Development Plan: 1. Utilize student data to enable teachers to understand students’ needs in various aspects; 2. Teachers adopt differentiated instruction to cater for learner diversity; 3. Cultivate in students good character traits and attributes in line with values education curriculum; 4. Students are able to put into practice in daily life the values they have acquired.
Teacher Professional Training and Development: Our school places great importance on teacher training and encourages educators to participate in professional development courses, cross-school collaborations, and overseas exchange activities. These opportunities enable teachers to stay updated with the latest educational trends and enhance their teaching effectiveness. Additionally, we promote a culture of collaboration and lifelong learning through activities such as peer observations, collaborative lesson planning, teaching research, and sharing of best practices.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) 1. Rhenish’ s Got Talent is a 3-year multi-intelligence programme launched for junior form students. It provides chances to enhance students' talent and interest, enrich their other learning experience and unleash their potential. It consists of 5 domains: Aesthetic Learning, Innovative Technology, Global Communication, Team Building, as well as Sport and Art Performance. 2. Life-wide Learning Programme: Life-wide Learning Week is held every year with different themes for each form each term. This 6-year Programme aims to nurture students to develop a positive outlook in life, enhance their personal qualities to serve the community and care about the world. 3. Student Union, Houses, our school offers clubs, societies, uniform groups and school teams covering different areas such as academics, cultures, social services and so on. We aim to provide diversified activities to meet students' interests and explore their talent. 4. A diversified choices of school teams and uniform groups are provided for students.
School Facilities
Number of Classroom(s): 28
School Facilities: All classrooms are equipped with I.T. facilities and an extensive Wi-Fi coverage has been installed in the campus. The newly-renovated school library is a place for students to enjoy reading. There are special rooms to support the development of students’ diverse interests and potential: Gymnasium, i-Geo Laboratory, Student Activity Centre, Multi-purpose Hall, Band Room, Meeting rooms for Student Union and the Prefect Team. Moreover, there are a newly-renovated Life-Planning Room and Resource Room.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp and Accessible lift.
Others
1. Refining teaching materials, optimizing learning and teaching: This year, the school will greatly enhance the quality and quantity of our teaching materials, and make good use of e-learning to promote assessment for learning. In order to enhance students' confidence in learning English and to familiarize them with the English vocabulary and sentence patterns of different academic fields, the school puts more resources to optimize the interdisciplinary English course (LaC) to create a better campus English atmosphere. The school also focuses on the use of data analysis in school tests, exams and public test performance, in order to identify the strengths and weaknesses of their students in learning. Teachers can then adjust teaching strategies and activities to better suit the needs and abilities of their students and enhance the effectiveness of learning and teaching. 2. Positive Education: In line with the philosophy of Christian education, our school cultivates the good character of the students, explores the potential of the students, and enables the students to face the pressures and challenges in life and move towards a happy life. In recent years, Positive Education has been introduced to help students in discovering, nurturing, and utilizing their character strengths and potential, and facilitating personal development of positive elements such as optimism, joyfulness, and love; and in turn, become better equipped against stress and challenges in daily life, and ultimately lead to a flourishing life. 3. Service Learning: Our school believes that character cultivation is based on empathy, so this year we promote “Service Learning” . 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. 4. Promote diversified co-curricular Activities: The school expects students to participate in a variety of joint activities, to learn from the experience of events, exchange with peers, and to observe the advanced skills of others. We select activities for students based on these three principles- "Students have rare opportunities to take part in these activities"; “There are students from other schools participating in the events” and that “There are strong experiential learning elements” . The school is also keen to promote different sports to students, such as fencing and archery, to increase knowledge and enhance concentration and perseverance. 5. Scholarship: Our comprehensive scholarship encourages students to strive for excellence in all aspects of school life. They reap rewards for admirable behavior, academic excellence, outstanding academic improvement as well as outstanding performances in other learning experiences.
Direct Public Transportation to School
Buses: 2B, 2F, 3C, 6D 7, 7B 10, 12A, 208; MTR: Kowloon Tong Station; Mini-bus: 25M, 25MS.