



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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http://www.rcphkmc.edu.hk

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	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	Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes

Teaching Staff Information (including School Head) in the 2020/2021 School Year

Number of teaching posts in the approved establishment	58	
Total number of teachers in the school	63	
Qualifications and professional training (% of teaching staff)		
Teacher Certificate / Diploma in Education	100%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	59%	
Special Education Training	41%	
Years of Experience (% of teaching staff)		
0 - 4 years	5 - 9 years	≥10 years
10%	10%	80%

Subjects Offered in the 2020/2021 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Putonghua, Geography*, Life and Society I, Life and Society II*, Chinese History, History*, Science* (S.1 and S.2), Physics* (S.3), Chemistry* (S.3), Biology (S.3), Religious Studies, Music*, Visual Arts and Physical Education.
	English as the medium of instruction	English Language, Mathematics and Computer Literacy.
	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, Mathematics (Compulsory Part), Liberal Studies, Biology, Chemistry, Physics, Information and Communication Technology, Chinese History, Economics, Geography, History, Business, Accounting & Financial Studies, Visual Art, Religious Studies, Music (HKDSE) and Physical Education (HKDSE).
	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 (Medium of instruction: Japanese)

*Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2021/2022 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Putonghua, Geography*, Life and Society I, Life and Society II*, Chinese History, History*, Science* (S.1 and S.2), Physics* (S.3), Chemistry* (S.3), Biology (S.3), Religious Studies, Music*, Visual Arts and Physical Education.
	English as the medium of instruction	English Language, Mathematics and Computer Literacy .
	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, Mathematics (Compulsory Part), Liberal Studies, Biology, Chemistry, Physics, Information and Communication Technology, Chinese History, Economics, Geography, History, Business, Accounting & Financial Studies, Visual Art, Religious Studies, Music (HKDSE) and Physical Education (HKDSE).
	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 (Medium of instruction: Japanese)

Class Structure & Chargeable Fees (2020/2021)

*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	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard items	\$280					
Other Charges / Fees	-					
Remarks	-					

S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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 2021). The criteria for assessing applications for the Secondary One discretionary places are as follows:</p> <ol style="list-style-type: none"> 1. Academic Performance (50%) 2. Conduct and Attitude (20%) 3. Co-curricular Activities and Others (15%) 4. Performance at Interview (15%)
<p>Orientation Activities and Healthy Life</p> <p>S.1 Orientation Activities: In mid-July, 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. At the end of August, a Briefing Session is held for the S.1 parents and an Orientation Day Camp for the new comers. 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. Under Healthy School Programme, Positive Rhenishers Project (Project P.R.) is designed with reference to PERMA of Martin Seligman (2012). Intensive and diversified camping activities help students have a breathing spell in their hustle and bustle life to devote themselves wholeheartedly to the activities and trainings to be Positive Rhenishers (P.R.). Student leaders are then entrusted to apply the knowledge and skills acquired to help our school to plan, organize and lead a series of preventive anti-drug education activities and healthy life education programmes.</p>

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 Incorporated Management Committee, the School Executive Committee and the School Improvement & Development Committee are set up to play a leading role in the school's sustainable development. There are other committees such as academic affairs, general affairs and student affairs committees responsible for different school matters, too.

Incorporated Management Committee / School Management Committee / Management Committee:

Please refer to our school website.

School Green Policy:

Based on 3R- principle (Reduce, Reuse and Recycle), our school aims to create a green campus and foster students' and teachers' environmental awareness with a whole school approach through environmental development, environmental management and different kinds of activities.

Learning and Teaching Plan**Whole-school Language Policy:**

The aim of our school is for our students to be biliterate and trilingual. English and Chinese split-class teaching is implemented in all levels. A "Saturday English Programme" and an online platform "Reading Assistant" are specially designed for S.1 students focusing on English listening and speaking skills. At junior forms, English is adopted as the medium of instruction for Mathematics (S.1 to S.3) and Computer Literacy (S.1 to S.3). Extended Learning Activities (ELA) is conducted in order to increase students' exposure to English across a broad range of subjects. Putonghua is taught in S.1 and S.2. Outside the classroom, a wide variety of activities like Language Week, English Drama and English Activity Days are organized. Students are also encouraged to submit articles as newspaper contributions and enter speech competitions. The native English-speaking teacher conducts oral activities, and support the development of a school-based curriculum. Online learning platforms like E-library and Google Classroom promote self-learning.

Learning and Teaching Strategies:

1. 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.
2. Each subject panel is committed to helping students practise good learning habits and develop high-order thinking skills. Cross-curricular collaboration is promoted. We hope all these will facilitate students' effective construction of knowledge.
3. Self-directed learning is promoted. Through the online learning platforms and an electronic resource bank, students learn to plan and implement their personal goals.

School-based Curriculum:

1. Electives: 2X. Students can choose elective subjects according to their individual strengths and interests.
2. Curriculum highlights: Based on students' diverse educational needs, we have designed our own school-based curriculum. It includes S.1 Arts Education, whole-school Religious Studies (Christianity) and Moral & Civic Education.

Development of the Four Key Tasks:

1. Reading programmes: Our school is committed to promoting reading. 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.
2. Using IT to Facilitate Interactive Learning: Our school has a Multi-media Learning Centre and a computer room for students to use. The newly established e-learning platform, the tablets and the extensive Wi-Fi coverage on campus all work towards enhancing communication and interaction between teachers and students. This will surely bring about more effective learning and teaching. Starting this year, the school will advance the BYOD Scheme. In addition to gradually increasing students' participation in the classroom, it also breaks through the time and space constraints of the classroom and enhances self-directed learning. Moreover, it allows teachers more effective in assessment for learning and feedback to students for learning.
3. Moral and Civic 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. Through weekly assembly, courses, experiential learning and community services, these events enable students to recognize themselves and establish a sense of identity. This also enhances the attributes of empathy, caring for the society and sense of responsibility. We hope that they will be able to take up greater social responsibilities in the future.

Life Planning Education:

The school values life planning. We help students understand themselves, plan their future methodically and reflect on life experiences. In Junior Secondary, we teach students to set goals and plan ahead on their lives since S.1. For instance, we organise life planning workshops for Junior Secondary students as a lead for self-understanding on interests and talents. We also organise mock elective subjects selection, model life planning and other activities, along with talks for parents to help our S.3 students choose suitable elective subjects.

In Senior Secondary, through career aptitude tests, life planning camps, workshops, talks and other activities, we let students learn about diverse life paths and set goals to plan ahead for further studies and career development. Work placements, workplace tours and professional mentorship schemes are also organised to let our students have a taste of the workplace and explore career paths.

We have been implementing a school-wide mentorship scheme, with class teachers acting as students' mentors. Mentors meet students regularly to listen to their thoughts and share experience to guide students on their journey to achieve their goals, helping them prepare for their future systematically.

Moreover, we invite alumni to be friends of the younger brothers and sisters, share life experiences and work experiences with them, and offer advice and support on their road of learning and growth.

Student Support**Whole School Approach to Catering for Learner Diversity:**

1. For Chinese, Mathematics and English, groupings of students of diverse needs are arranged in all forms.
2. 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.
3. 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." The team offers diversified enhancement programmes, as well as arranging internal and external school activities and overseas study tours.

Whole School Approach to Integrated Education:

Student Support Team is led by the Vice Principal and the main members include core subjects teachers, heads of counselling and discipline division, social worker, counsellor and administrative assistant. 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 will review the learning progress and teaching objectives of students regularly. In addition, each subject panel will set assessment paper with appropriate levels of difficulties in order to cater for learner diversity. The Student Support Team will also assess the needs of special educational training for teachers and arrange them to receive relevant training 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 cultural integration activities.

Measures to provide adaptation for Learning and Assessment:

The school has formulated clear assessment policies. Apart from using uniform tests and examinations for summative assessment, diversified modes of formative assessment like regular test periods, quizzes, 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. In addition, the school also offers interest classes and lectures for parents.
School Ethos: Our school has a rich Christian culture. Our 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. Make good use of assessment statistics to better understand learning of students; 2. Refine the curriculum using the analysis of assessment statistics; 3. Enhance learning effectiveness using electronics assessment tools; 4. Nurture students' empathy, building positive relationships; 5. Enhance students' sense of competence and commitment through diversified and effective co-curricular activities; 6. Establish a good learning environment, creating a positive atmosphere.
Teacher Professional Training and Development: Teachers are also encouraged to join training courses to understand the new educational trend, to improve their teaching effectiveness and counselling skills. Through lesson observation, collaborative lesson preparation and action research, our teachers have developed good team spirit and a culture of life-learning.
Life-wide Learning (Including Five Essential Learning Experiences to be provided through, Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
1. In addition to the Student Union and the four Houses, our school offers clubs (including thirty two Other Learning Experiences clubs) covering a range of areas such as academic, cultures, social services and so on. We aim to provide diverse activities to meet students' interests and explore their talents. 2. We also have different uniform teams and school teams. 3. Music Activities: In addition to the School Choir and the Orchestra, An Arts Programme is designed and provided for all S.1 students as artistic development.
School Facilities
School Facilities: To enhance teaching and learning effectiveness, 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 an excellent place for students to enjoy reading. There are special rooms to support the development of students' diverse interests and potential: 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. 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. Scholarship including the followings: Pang Hok Ko Memorial Scholarship, Affectionate World Scholarship, Affectionate World Positive Attitude Scholarship, Affectionate World Positive Attitude Scholarship Gold Award, Affectionate World Dream Scholarship, Zhiqiran Scholarship, Mak Tin Fong Memorial Scholarship, Rainbow Scholarship for English, Parent-Teacher Association Scholarship and School Scholarships. 2. 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. 3. Positive Education: Consistent 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. 4. Service Learning: Our school believes that character cultivation is based on empathy, so this year we promote "Service Learning". "Service Learning" is a holistic learning process to broaden students' exposure and nurture their compassion and empathy by participating in social services. 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. 5. 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. It is profound and impactful. The school will 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". We hope that students can learn and grow in these experiences. Students are encouraged to contact and recognize different sports and broaden their horizons. The school is also keen to promote different sports to students, such as fencing and archery, to increase knowledge and enhance concentration and perseverance.
Direct Public Transportation to School
Buses: 2B, 2F, 3C, 6D 7, 7B 10, 12A, 208; MTR: Kowloon Tong Station; Mini-bus: 25M, 25MS.