



天保民

Mary Rose School

通訊

NEWSLETTER

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學校新動態 Latest News in School

「正向教育」新動向

「正向教育」是近年熱門談論的議題，也是教育界銳意發展的培育方針，目的旨在建立學生的正面情緒和快樂感，提升學生抗逆力及身心靈健康，讓他們逐漸邁向豐盛的人生，而「正向教育」正是本校重點發展項目之一。

依著校訓信、望、愛（哥林多前書 13:13）的辦學宗旨，我們深信每位學生皆有獨特的天賦及潛能。本校於本年度將繼續推展「正向教育」，並將目標推展至「身心健康」、「正面情緒」及「良好關係」這三大範疇，帶領同學認識、體驗及發揮八個性格強項（包括：喜愛學習、好奇心、樂觀、感恩、堅毅、誠實、熱情及自制力），期望同學在其自身的學習及生活經驗中能運用性格強項所培育的正向態度面對各項的挑戰。

以下為本年度推展正向教育的工作重點：

1. 推行「正向好學生獎勵計劃」。透過此獎勵計劃，培養及發揮學生的正向品格強項，鼓勵學生在品德、學習、服務、活動參與等不同範疇，勇於嘗試，積極學習，以正面態度面對挑戰。學生會獲發《正向好學生獎勵計劃》存摺一本，由班主任及有關教職員在品德、學習、服務和活動四方面給予獎印。每一單元作總結及換取禮物，而全年各班獲獎印最多的一位學生，更可獲「正向傑出學生」獎盃。
2. 將正向教育元素融入課程當中。透過週會、聖經科及各項宗教活動，從中讓學生學習主耶穌基督的樣式，建構良好品格。另外，透過具復康治療元素的課程設計及活動，促進學生的心身靈健康。



3. 透過校園環境設置、課室佈置及班級經營等策略，營造正向校園氛圍，有助提升學生學習動機，從而建立正向思維。
4. 積極為學生提供展現才藝的平台及機會，舉辦「品格強項」卡通公仔及襟章設計比賽，讓學生充分發揮創意。此外，各科組亦會於午間及課後籌劃多元化的活動班，培養學生多樣的興趣，並發掘他們不同的潛能，盡展所長。
5. 與訓育組合辦「好聲好氣好學生」及「好人好事」活動，除提升學生品德教養，建立正面而積極的人際關係外，更可彰顯人性美善，鼓勵他們有服務他人之心。
6. 舉辦家長講座或工作坊，為家長提供與正向管教相關的資訊，提升家長個人心理質素，建立正向積極的家庭動力，學習在家實踐正向教育，共同為孩子締造健康快樂人生。



“New Trends in Positive Education”

“Positive Education” has become a hot topic of discussion in recent years, representing an educational approach that emphasizes the cultivation of positive emotions and happiness in students. The primary goal is to enhance students' resilience and overall well-being, empowering them to lead fulfilling lives. “Positive Education” is a key focus of our school's development.

Guided by our educational mission, “Faith, Hope, and Love” (1 Corinthians 13:13), we firmly believe that each student possesses unique talents and potential. In the current academic year, our school is committed to furthering the implementation of “Positive Education”. We've expanded our objectives to encompass three major domains: “Physical and Mental Health”, “Positive Emotions”, and “Healthy Relationships”. We aim to guide students in understanding, experiencing, and applying eight character strengths, which include a love for learning, curiosity, optimism, gratitude, perseverance, honesty, passion, and self-control. Our hope is that students can approach life's challenges with a positive attitude nurtured through these character strengths.

Here are the key initiatives for the promotion of Positive Education in the current academic year:

1. Launch of the “Positive Good Student Award Program”: This initiative is designed to nurture and harness students' positive character strengths. It encourages students to boldly explore and actively engage in various areas, including morality, learning, service, and extracurricular activities, with a positive mindset. Each student will receive a “Positive Good Student Award Program” savings passbook, where teachers and relevant staff will grant stamps based on performance in the domains of morality, learning, service, and activities. Students can exchange these stamps for rewards at the end of each unit. Additionally, the student with the most stamps throughout the year will be awarded the “Positive Outstanding Student” trophy.
2. Integration of Positive Education Elements into the Curriculum: We are integrating Positive Education elements into the curriculum through school assemblies, Bible classes, and various religious activities. Students will have the opportunity to learn from the example set by Jesus Christ, fostering the development of strong character. Moreover, we're introducing courses and activities with elements of rehabilitation therapy to promote the holistic well-being of our students.



3. Creating a Positive School Environment: We will employ strategies like campus design, classroom arrangement, and class management to cultivate a positive atmosphere on campus. This approach is intended to enhance students' motivation for learning and help them establish a positive mindset.
4. Providing Platforms for Student Talent: We are actively providing platforms and opportunities for students to showcase their talents. This includes organizing competitions such as the "Character Strength" cartoon character and badge design competition, allowing students to express their creativity. Subject groups will also plan diverse lunchtime and after-school activities to nurture students' various interests, enabling them to discover and develop their unique strengths.
5. Collaborative Activities with the Counseling Team: We will collaborate with the counseling team to organize events like "Good Voice, Good Attitude, Good Student" and "Good Deeds, Good People". These activities aim to enhance students' moral education, promote positive and constructive interpersonal relationships, and highlight the goodness and kindness inherent in human nature. The ultimate goal is to encourage students to have a heart for serving others.
6. Parent Seminars and Workshops: We will host parent seminars and workshops, providing parents with information related to positive parenting. These events will not only enhance parents' personal well-being but also foster a positive and proactive family dynamic. Parents will learn how to implement Positive Education at home, contributing to the creation of a healthy and happy life for their children.



張媚斯副校長感言

小時候的我有些淘氣，偶爾還會跟老師唱唱反調，所以從小「我的志願」並沒有想過要當老師。及至準備升讀大學，在人生的岔路上不知該何去何從之際，看到《聖經》約翰福音 21 章耶穌與門徒西門彼得的一段對話：

耶穌對西門彼得說：「約翰 的兒子西門，你愛我比這些更深嗎？」彼得說：「主啊，是的，你知道我愛你。」耶穌對他說：「你餵養我的小羊。」

我認定這是天父對我的呼召，祂要把小羊托付給我，於是我便毅然執起教鞭，而且在晃眼之間過了 30 多年。

初出茅廬時，我是在一所主流中學任教，面對學習有困難的孩子，我只知道要拉他們一把，以至他們能夠達到與同儕一致的基準。於是我拼命為他們進行功課輔導和補課，惟日月年都過去了，那條 60 分的合格線仍然是一道寬闊的鴻溝，總是無法逾越。及後轉到主流小學任教，再遇有學習障礙的孩子，我仍然以為只要努力補底，打好基礎，他們將來在學習的里程中便能經歷少一些的挫敗，可是仍然事與願違。直至十多年前來到「天保民」，我終於豁然開朗，原來天父創造的孩子每個都是獨特的，他們有自己的成長步伐，實在沒有必要和其他孩子一樣，用相同的步伐走相同的路。在這裏，我要做的只是牽着孩子的手，幫助他們每天超越昨日的自己，並在他們乏力後退的時候，給予攙扶和鼓勵，這讓一直失焦的我，認清自己確實是育人的教育工作者。

我是四個孩子的母親，實在明白為母的心，總是希望自己的孩子會跑甚至會飛，但三十多年的教學生涯過去，我只盼望孩子能專心自己腳下的步伐，好好的一步一步向前走。



Reflection by Vice Principal Cheung Mei Sze

In my younger years, I was a bit mischievous and sometimes even challenged my teachers. Consequently, becoming a teacher was never among my childhood aspirations. As I prepared to enter university, at a crossroads in life with uncertainty about which path to choose, I encountered a passage from the Bible in John 21. It was a conversation between Jesus and his disciple, Simon Peter:

Jesus asked Simon Peter, “Simon, son of John, do you love me more than these?” To this, Peter replied, “Yes, Lord, you know that I love you.” Jesus responded, “Feed my lambs.”

I saw this as a divine calling from our Heavenly Father. He wished to entrust me with the responsibility of caring for these “lambs”. So, I resolutely embraced the role of a teacher, and in what seems like the blink of an eye, more than 30 years have passed.

My initial teaching position was at a conventional secondary school. Faced with students who struggled academically, I believed that my primary duty was to support them so they could reach the same academic standards as their peers. I worked diligently, providing homework assistance and additional lessons. However, year after year went by, and that elusive passing grade of 60% remained an unbridgeable gap for many. Later, when I transitioned to a mainstream primary school, I encountered children with learning difficulties once more. I still held the belief that, through hard work and building a strong foundation, they could experience fewer setbacks in their learning journey. Regrettably, reality didn't align with my expectations. It was only more than a decade ago when I joined Mary Rose School that my perspective underwent a transformation. I came to realize that every child, as created by our Heavenly Father, is inherently unique. They follow their own distinctive paths of growth, and there's no necessity for them to walk the same journey or at the same pace as other children. Here, my role is simply to hold these children's hands, helping them surpass themselves each day and offering support and encouragement when they feel weary. This awakening has fundamentally altered my perspective. I, who had long been unfocused, recognized that I am, indeed, an educator nurturing young minds.

As a mother of four children, I deeply understand a mother's aspirations. We perpetually wish for our children to sprint and, perhaps, even take flight. However, after more than three decades in the field of education, my present hope is that these children focus on their own unique path and move forward steadfastly, step by step.



校園活動花絮 Activity Snapshots

支援及課餘活動 Support and Extra-Curricular Activities

職業治療組 Occupational Therapy



職業治療師為新生進行評估
Occupational therapist conducts assessments for newly enrolled students



職業治療師為學生進行擦身及按壓關節治療
Occupational therapist conducts Wilbarger Protocol for students



職業治療師向教職員示範刷身及關節按壓的技巧
Occupational therapist demonstrates Wilbarger Protocol techniques to the staff



職業治療師利用鞦韆為學生進行姿勢控制訓練
Occupational therapist uses T-Swing to improve student's postural control

宗教事務組 Religious Affairs



集體遊戲
Group Activities



聆聽聖經話語
Listen to God's Words



同心禱告
Prayer Time



背主禱文
Recite the Lord's Prayer

訓育組 Discipline & Counselling Committee

「安靜時間」 "Quiet Time"

訓育組與宗教事務組合作由九月開始，於午膳完結前的5分鐘進行「安靜時間」。活動開始時，全校課室會關燈，由中央播放寧靜的詩歌純音樂，讓全校師生們均靜下來，平靜情緒，以最佳的狀態迎接下午的課堂。

The Discipline and Counselling Committee and the Religious Affairs Department have collaborated to implement a 5-minute "Quiet Time" before the end of lunch break, starting from September. During this activity, the lights of all classrooms will be turned off, and a hymn will be played centrally. This allows all teachers and students to calm down, regulate their emotions, and be in the best state to prepare for the next lesson.



「放學安全知識」講座 "After-School Safety Knowledge" Seminar

「放學安全知識」講座已於十月舉行，藉此提升學生對交通安全知識的認知及提醒學生回家時應注意事項。

The school organized a seminar on "After-School Safety Knowledge" in October, aiming to enhance students' understanding of traffic safety and safety guidelines while leaving school.



「我的心情表」活動 "My Mood Chart"

「我的心情表」活動已於十一月開始，希望藉此活動讓同學能更認識自己的情緒，及懂得學習使用正確方法去舒緩情緒。

The school has launched "My Mood Chart" activity in November, helping students to develop a better understanding of their emotions and to use proper ways to manage their emotions.



週六活動 Saturday Extra-Curricular Activities



非洲鼓班
Djembe Drum Class



立體黏土畫班
Modelling Clay Class



鋼琴初班
Piano Class (Beginner)



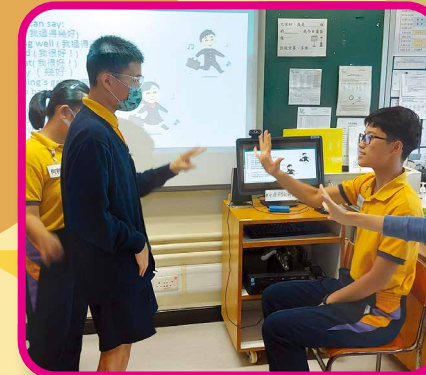
滾軸溜冰體驗班
Roller Skating Class



飛鏢班
Darts Class



音樂班
Music Class



生活英語班
Daily English Class



珠心算初階班
Mental Abacus



校園健康舞
Campus Aerobics

多元活動 Multi-Intellectual Activities



藝坊樂園
Art Workshop



小小歡樂雜耍家
Juggling Class



「第二屆 Mary Rose's Got Talent」 (保民達人秀)

「第二屆 Mary Rose's Got Talent」 (保民達人秀) 於 2023 年 6 月 5 日成功舉辦，當日各組同學們施盡渾身解數，在表演中發揮創意和潛能，獲得完滿的佳績，得獎名單如下：

The 2nd Mary Rose's Got Talent was successfully held on 5th June 2023. Participating units gave their all to showcase their creativity and potential to compete for the award. Here is the list of winners:

| 獎項 | 獲獎組別 | 表演項目 |
|---------|---------|-----------------|
| 保民達人秀冠軍 | B11、B12 | 橋邊姑娘 |
| 保民達人秀亞軍 | B5 | Body Percussion |
| 保民達人秀季軍 | A5 | 彩虹鐘合奏 |
| 最具創意獎 | A4 | 估你唔到A4組 |
| 最佳造型獎 | A12 | 我是主的羊 |
| 最佳台風獎 | B6 | K-POP DANCE |
| 最突出表現獎 | B14 | 莫負青春 |



副校長主持亮燈儀式
Vice principals presided the lighting ceremony



同場有打卡活動
Photo booth



出盡法寶，估你唔到
Mathematics performance



小鼓手節奏感一流
Drum performance



粉墨登場為大家帶來歡樂
Music performance



祝大家身體健康
Calligraphy performance



沉浸於教堂歌聲中
Dancing performance



你彈我唱多樂趣
Music performance



表演精彩，掌聲連連
Applause and laughs everywhere



展現音樂和語言潛能
Music and language performance



組別獲獎實至名歸
Congratulations to the winners



舞蹈佳績 Dancing Achievement

繼往年 B13 趙梓滔同學獲得本校舉辦的「全校舞動潛能日」比賽中的「個人舞蹈大獎」後，獲舉薦參與外間機構舉辦的「吹夢舞台 2022 才藝比賽」，在眾多參賽者中脫穎而出，獲得該項比賽的「舞蹈組冠軍」及「觸動共融獎」。

今年，「橋邊姑娘」部分成員亦獲推薦參與本年度「吹夢舞台 2023 才藝比賽」，接獲主辦機構通知，參賽隊伍入圍總決賽，恭賀獲獎及入圍同學們，期望各人繼續發揮潛能，在才藝發展方面能更上一層樓！

B13 Chiu Tsz To, the winner of the "Individual Dance Award" in our school's "Schoolwide Dance Potential Day" competition, was recommended to participate in the prestigious "Blow Dream Stage 2022 Talent Competition", where he achieved remarkable success. Chiu once again won the champion in the dance category and received the "Touching Hearts Award".

This year, some students have also been recommended to participate in the "Blow Dream Stage 2023 Talent Competition". They have successfully made it to the final round. Congratulations to all the award winners and finalists! We hope that each of them will continue to unleash their potential and reach new heights in their talent development.



恭賀 B13 趙梓滔同學獲得「吹夢舞台 2022 才藝比賽」的「舞蹈組冠軍」及「觸動共融獎」
Congratulations to Chiu on winning the awards



恭賀「橋邊姑娘」參賽者入圍「吹夢舞台 2023 才藝比賽」
Congratulations to the participants for being selected to "Blow Dream Stage 2023 Talent Competition"



「我的成果看得見展覽」 "My Achievements Exhibition"

「學生年度學習成果」於 2023 年 6 月 10 日家長日當日展出，包括有設計與應用科技科學生作品「保民星雲望遠鏡」模型、視藝選修科高中同學的「中國·香港」水墨畫、校園園圃種植成果展覽、常識科專題研習展、保民電台「舊故事新創作廣播比賽」及「保民電台台徽設計比賽」作品、週六興趣班、多元智能及潛能發展組學生的佳作。

The "My Achievements Exhibition" was held on the 10th June, 2023, during Parent day. It showcased a diverse range of student accomplishments this year, including:

- Models of the "Mary Rose Nebula Telescope" by Design and Technology (D&T) students
- Chinese paintings, "China Hong Kong" by high school Visual Arts students
- Fresh produce from the campus gardening
- Project-based learning outcomes from General Studies
- Entries from the Mary Rose Broadcast competitions
- Works from Saturday interest classes
- Multiple Intelligences lessons
- The Potential Development group



e-STEAM 小組學習活動 e-STEAM Group Learning Activity

親子天民觀星活動 Parent-child Stargazing Activity

「親子天民觀星活動」已於 10 月 27 日晚上舉行，當晚學生與家長一同使用天文望遠鏡觀察天文現象，包括觀察星空及月球表面，學習各種天文有關的知識。

“A Parent-Child Stargazing Event” was held on the evening of 27th October, 2023. With the use of telescopes, students and parents had the opportunities to discover the wonders of the universe.



MRSxHOBbyHK 27/10/2023



準畢業生計畫 School Leavers Programme

繼樂慈善基金：職場體驗計劃

為有特殊教育需要的學生提供培訓和實地工作機會，從而讓參加的學生可發掘職業興趣和提升將來就業能力，「繼樂慈善基金」舉辦「職場體驗計劃」，並邀請本校合適的高中學生參與此計劃。

第一期計劃由香港中文大學「兒童青少年身體素養學院」(簡稱：PLACY)負責推行，PLACY 為中文大學轄下一所社企，專為各中、小學學生測試體適能，而這次計劃是讓參加學生學習和體驗「體測員助理」的工作。

The “Woven Charitable Foundation” has launched a “Workplace Experience Programme” aimed at providing training and practical work opportunities for students with special educational needs. Our high school students have been invited to participate.

The first phase of the programme is being led by a social enterprise named the “Physical Literacy Academy for Children and Youth” (PLACY) at The Chinese University of Hong Kong. It specializes in assessing the physical fitness of primary and secondary school students. The participating students will have the valuable opportunity to gain hands-on experience as “Fitness Tester Assistants”.



學生成就 Student Achievement

國際特殊奧林匹克東亞區滾球比賽 2023 Special Olympics East Asia Regional Bocce Competition

比賽日期：2023年9月 3至6日

比賽地點：大埔東昌街體育館室內滾球場

比賽成績：2人參加，獲 2金及1銀，共3枚獎牌

| 組別 | 得獎者姓名 | 獎項 |
|-----|-------|------------|
| B11 | 鄭穎汶 | 女子個人賽第一名 |
| B13 | 廖海恩 | 女子個人賽第二名 |
| | | 混合融合隊際賽第一名 |



第四十七屆香港特殊奧運會乒乓球比賽 The 47th Special Olympics Hong Kong Table Tennis Competition

比賽日期：2023年7月 25至28日

比賽地點：圓洲角體育館

比賽成績：15人參加，獲 8金、5銀及3銅，共16枚獎牌

| 男子單打 | | |
|------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B3 | 黃子軒 | 第四名 |
| B10 | 范卓文 | 第三名 |
| B12 | 卓嘉豪 | 第一名 |
| B12 | Sami | 第一名 |
| B13 | 趙梓滔 | 第二名 |

| 男子雙打 | | |
|------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B12 | 卓嘉豪 | 第一名 |
| B12 | Sami | |

| 女子單打 | | |
|------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B10 | 梁心娃 | 第一名 |
| B12 | 龔凱琳 | 第二名 |
| B13 | 李詩雅 | 第二名 |



香港特殊奧運會



第四十七屆香港特殊奧運會滾球比賽 The 47th Special Olympics Hong Kong Bocce Competition

比賽日期：2023年10月9、13、16、20、27日
比賽地點：圓洲角體育館
比賽成績：7人參加，獲3金及3銀，共6枚獎牌



| 男子單人賽 | | |
|-------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B10 | 李皓軒 | 第一名 |
| B13 | 趙梓滔 | 第三名 |
| B14 | 史煌輝 | 第一名 |

| 女子單人賽 | | |
|-------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B11 | 鄭穎汶 | 第二名 |
| B13 | 李詩雅 | 第一名 |
| B13 | 廖海恩 | 第三名 |

| 男子雙人賽 | | |
|-------|-----------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B7 | 李司銘 | 第一名 |
| B7 | Shane | |
| B7 | Ratthasat | 第一名 |
| B7 | 黃逸豪 | |
| A8 | 何廷謙 | 第二名 |
| A8 | 陳曦頌 | |
| A11 | 符頌恆 | 第二名 |
| A13 | 李銘軒 | |

| 男子團體賽 | | |
|-------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B11 | 盧韋富 | 第三名 |
| B11 | 許汶浚 | |
| B12 | 卓嘉豪 | |
| B14 | 鍾明鋒 | |
| B14 | 呂衍光 | |

| 女子團體賽 | | |
|-------|-------|-----|
| 組別 | 得獎者姓名 | 獎項 |
| B8 | 黃妍晴 | 第二名 |
| B8 | 區靖曦 | |
| B10 | 梁心娃 | |
| B10 | 張嘉儀 | |
| B12 | 龔凱琳 | |
| B12 | 歐婉彤 | |

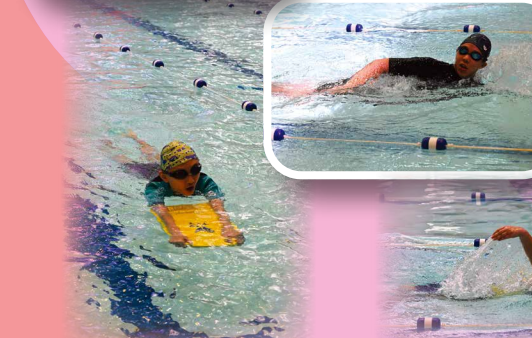


第四十七屆香港特殊奧運會游泳比賽 The 47th Special Olympics Hong Kong Swimming Competition

比賽日期：2023年11月17日(星期五)
比賽地點：城門谷游泳池
比賽成績：26人參加，獲11金、9銀及9銅鑲，共29枚獎牌



| 組別 | 學生姓名 | 比賽項目1 | 成績 | 比賽項目2 | 成績 |
|-----|-------|-----------|-----|-----------|-----|
| A5 | 朱晉鋌 | 25米自由泳 | 第一名 | / | / |
| | 黃弋峰 | 25米自由泳 | 第六名 | / | / |
| A6 | 朱梓軒 | 25米浮板 | 第一名 | 2x25米浮板接力 | 第四名 |
| A8 | 莫浩研 | / | / | 2x25米浮板接力 | 第四名 |
| A10 | 林德松 | 25米自由泳 | 第二名 | / | / |
| A10 | 李穎霖 | 25米自由泳 | 第三名 | 25米背泳 | 第三名 |
| A11 | 符頌恆 | 50米自由泳 | 第三名 | / | / |
| B4 | 黃俊燁 | 25米自由泳 | 第二名 | 25米背泳 | 第一名 |
| B5 | 黃雅琳 | 25米浮板(輔助) | 第一名 | 2x25米浮板接力 | 第三名 |
| | Namsa | 25米浮板(輔助) | 第一名 | 2x25米浮板接力 | 第三名 |
| B8 | 王銘焯 | 50米自由泳 | 第五名 | 25米自由泳 | 第四名 |
| B9 | 李澎鏞 | 50米自由泳 | 第二名 | 100米自由泳 | 第三名 |
| B11 | 鄭穎汶 | 50米自由泳 | 第二名 | 50米蝶泳 | 第一名 |
| | 王梓宸 | 25米自由泳 | 第二名 | 25米蛙泳 | 第二名 |
| | 麥煒正 | 25米自由泳 | 第一名 | 25米蝶泳 | 第一名 |
| B12 | 王梓酋 | 50米自由泳 | 第六名 | 25米自由泳 | 第二名 |
| B13 | 廖海恩 | 50米自由泳 | 第二名 | / | / |
| | 趙梓滔 | 50米自由泳 | 第一名 | 25米蝶泳 | 第一名 |
| B14 | 陳俊濤 | 50米自由泳 | 第三名 | 50米蛙泳 | 第四名 |
| | 楊雯晶 | 25米自由泳 | 第四名 | 25米背泳 | 第一名 |
| | 文瀚天 | 25米自由泳 | 第六名 | / | / |
| | Milan | 100米背泳 | 第三名 | 100米個人四式 | 第二名 |
| | 李珽軒 | 25米蛙泳 | 第三名 | / | / |



「綠化校園資助計劃 2023/24」填色比賽
 “Greening School Subsidy Scheme 2023/24” Coloring Competition

輕度班 小學組 (B1-B6)



冠軍：B6 曾思榕



亞軍：B4 陳嘉敏



季軍：B6 梁志豪

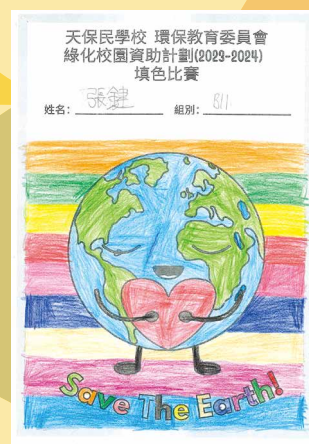


優異獎：B2 鄧瀛鏗

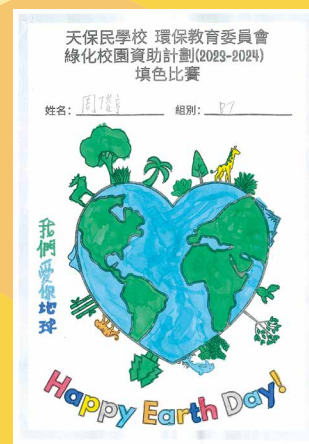
輕度班 中學組 (B7-B14)



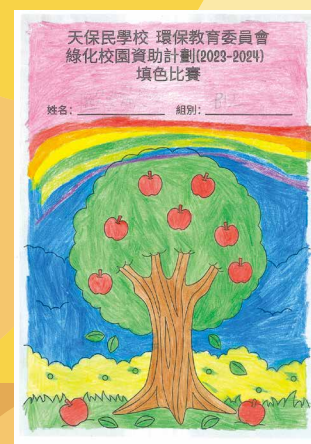
冠軍：B9 黃澤銘



亞軍：B11 張鍵

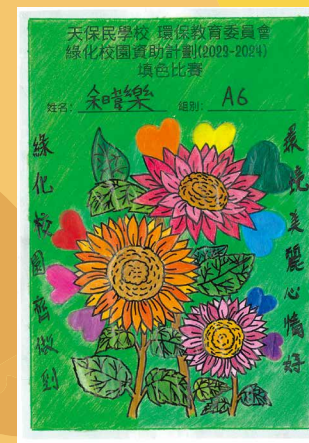


季軍：B7 周俊亨

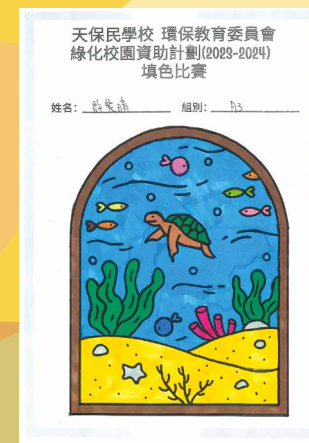


優異獎：B12 歐婉彤

中度班 小學組 (A1-A7)



冠軍：A6 余曉樂



亞軍：A3 許紫晴



季軍：A5 黃弋峰

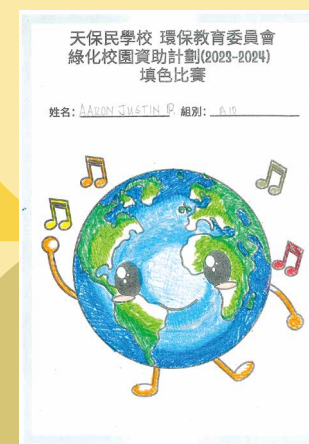


優異獎：A5 劉明臻

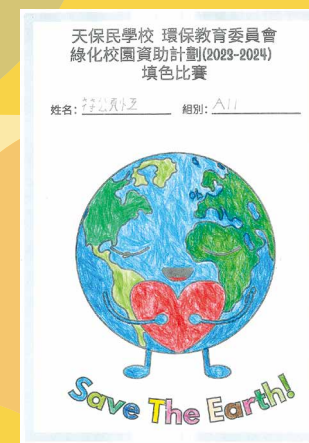
中度班 中學組 (A8-A14)



冠軍：A11 甘浩峰



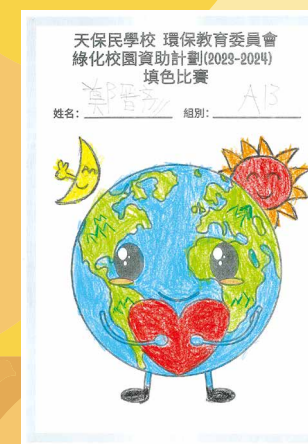
亞軍：A10 Aaron Justin



季軍：A11 符頌恆



優異獎：A8 黃元軾



優異獎：A13 鄭晉彥

校運會場刊封面設計比賽
Mary Rose School Sports Day Programme Cover Design Competition

輕度班 高小組 (B5-B6)



冠軍: B6 鄭同良



亞軍: B6 唐瑋廷



季軍: B5 謝松澤

輕度班 初中組 (B7-B10)



冠軍: B7 黃逸豪



亞軍: B7 王栢堯



季軍: B8 李天恩

輕度班 高中組 (B11-B14)



冠軍: B11 陳俊浩



亞軍: B12 王竣軒



季軍: B14 Dakhyata

2023-2024 年度生活教育科 吉祥物設計比賽
2023-2024 Life and Value Education Mascot Design Competition

大獎 Grand Prize

堅毅
Perseverance



A5 黃弋峰:
石中仙人掌

勤勞
Dilligence



A11 符頌恆:
勤勞之蟻

尊重他人
Respect Others



A5 朱晉鉦:
多彩

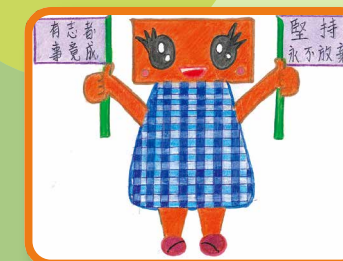
優異獎: 堅毅 (Merit Award: Perseverance)



A3 許紫晴:
堅仔



A3 許惺言:
堅毅貓



A6 余曉樂:
堅樂小保



A13 叶佳妮:
志堅豬



B3 Qhuzong:
Diligent Student



B4 林雨瑤:
小小火炬手



B5 陳子翱:
堅仔



B7 周俊亨:
奮鬥熊



B8 李嘉寶:
胖妹



B8 林正軒:
堅堅貓



B8 陳泉澤:
多多蛙

2023-2024 年度生活教育科 吉祥物設計比賽
2023-2024 Life and Value Education Mascot Design Competition

優異獎：勤勞 (Merit Award: Dilligenc)



A3 李昕妍：
Diligent Bee



A5 劉明臻：
勤力的蜜蜂



B2 陳金花：
勤勞牛牛



B2 陳景喬：
勤力的牛



B4 陳嘉敏：
勤勞的我



B5 林彥樞：
小蜜蜂



B8 區靖曦：
王子星級蛙



B8 邱晉樂：
日本神和牛



B8 鄧昕穎：
鄧昕穎



B8 王浩文：
小勞



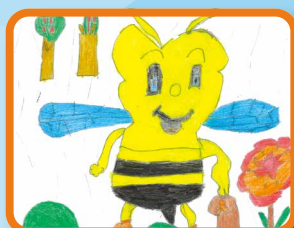
B8 黃妍婧：
馬大大



B9 黎杰胜：
蜜蜂



B10 范卓文：
勤勞的農夫

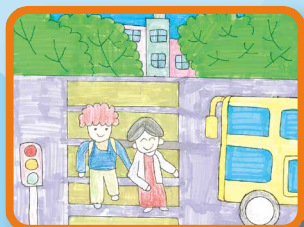


B12 歐婉彤：
蜜蜂

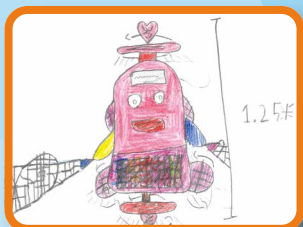


B13 黃柏森：
肥克毛毛蟲

優異獎：尊重他人 (Merit Award: Respect Others)



B1 鄭恩澤：
扶老人過馬路



B8 方正：
黎方林



B8 黃梓鉅：
有禮猴



B11 盧美欣：
貓