



本期內容

家長教師會幹事名單 活動預告	/ 1
五十五周年 校慶音樂聚會	/ 2-3
KTMC STEM CUP 2025	/ 4-5
《我們的青春日誌》 音樂劇	/ 6
尖子學生分享	/ 7-9
學校對外交流團	/ 10-13
新委員介紹	/ 14
食物部再變身	/ 15
Twin Fish Tanks Power	/ 16-17
學科獎及學業成績 得獎名單	/ 18-20

活動預告2025-26

11月	「伴你成長」中一家長工作坊 家長日：展板、家長座談、書展 開放日：展覽、家長座談 親子機械人工作坊	6月	舊校服回收
12月	親子旅行	7月	親子歷奇日營 中一註冊日及 派發舊校服 舊書買賣活動 暑期補習班
3月	新春親子同樂日 中三升學講座	8月	迎新日
4月	優質家長學堂		

觀塘瑪利諾書院家長教師會 2025-2027 第二十八屆執行委員

2025-2026 年度委員名單

主席	黃勁邦先生	司庫	陳鳳儀女士	總務	李麗顏女士
第一副主席	陳妙玲女士		梁嘉瑤副校長		屈能伸副校長
第二副主席	冼雅琳校長	文康	張淑華女士	義務核數師	陳曼琪女士
秘書	呂嘉寶老師 伍佩瑩老師		譚美莉女士 吳美珊老師 黎倩如老師		



觀塘瑪利諾書院校友中樂團
樂曲：茶馬
指揮：關俊軒先生

Connecting
Hearts and Minds for
55 Years and
Beyond!

五十五周年校慶音樂聚會

5C 楊濬睿

作為學校中樂團的成員，我有幸獲邀參與「五十五周年校慶音樂聚會」表演。

是次表演一連演奏兩首曲目，其中一首更是新曲目、首次公開表演。為保演奏水準，中樂團由當日早上九時開始綵排，直至晚上七時正式演出。校友中樂團的師兄們也跟我們共演合奏，經過中樂團近三十年的傳承，如今師兄學弟共聚一台演奏，為校慶第一個活動掀開序幕，屬實難得！



觀塘瑪利諾書院校友中樂團
樂曲：茶馬
指揮：關俊軒先生

Connecting
Hearts and Minds for
55 Years and
Beyond!



當晚除了近百位師生工作人員、校友及學生中樂團成員和其他表演嘉賓外，還有近三百人出席。參與者包括榮休老師、校友、家長和學生，他們到校後互相寒暄，又順道參觀一下校園近貌。我們樂團小休時，看到他們聚首一堂，氣氛歡快！到了表演的時候，我在三百人面前表演，心情固然是緊張的，表演時唯有集中精神，沉醉在美妙的音樂旋律中。但表演結束時，一份滿足感、成就感立即湧上心頭。

這次表演，將會是我畢業前最後一次作為中樂團成員參與演出，希望此後再有機會與樂團的師兄和同學合力共演。我衷心感謝他們，讓我在過去的兩年間留下了值得一生珍藏的回憶！



Highlights from the KTMC STEM Cup 2025 *Bridges and Clues*



On 11 October 2025, the KTMC STEM Cup brought science and engineering to life as 17 teams from primary schools across the city competed in two thrilling challenges: Bridge Building and Forensic Science. The atmosphere was electric, with students showcasing creativity, precision and teamwork at every turn.

In the Bridge Building competition, teams were tasked with constructing load-bearing structures using only cardboard and wood board. Beyond craftsmanship, the challenge integrated coding and AI: students trained robots to collect materials from a maze. The result was a blend of hands-on making and smart decision-making, as teams tested their bridges for strength, efficiency and design elegance. S.K.H Lee Shiu Keung Primary School and Lok Wah Catholic Primary School emerged as champions, impressing judges with a lightweight structure that balanced stability, resourcefulness, and innovative use of AI-assisted selection.

The KTMC STEM Cup celebrated more than winning; it celebrated learning by doing. Students coded, built, measured, and reasoned—showing how STEM connects classroom knowledge with real-world problem-solving. Congratulations to all participating teams for their outstanding performances. We look forward to seeing even more bold ideas and bright minds at next year's competition.



▲ S.K.H Lee Shiu Keung Primary School



▲ Lok Wah Catholic Primary School



Forensic Science

The forensic science competition was a standout feature, captivating over 30 enthusiastic students from seven primary schools. This segment was meticulously planned to provide an immersive and educational experience, blending real-world applications of science with critical thinking. The event commenced with an interactive training session, where participants were introduced to foundational forensic techniques. Students learned about fingerprint analysis, exploring the unique patterns—loops, whorls, and arches—that make identification possible. They also delved into fabric identification, understanding how microscopic differences in materials can serve as critical evidence. These sessions, led by experienced educators, were designed to be both informative and engaging, ensuring that students grasped the basics while fostering excitement for the tasks ahead.



Following the training, the students transitioned to the heart of the competition: a simulated crime scene investigation. This hands-on activity challenged participants to apply their newly acquired skills in a practical setting. Working in teams, they meticulously collected evidence, analyzed clues, and pieced together the narrative of the "crime." The crime scene was carefully staged to mimic real-world scenarios, encouraging students to think logically and collaborate effectively. From dusting for fingerprints to examining fabric samples, the young investigators demonstrated remarkable focus and ingenuity. Their ability to connect evidence to hypotheses showcased not only their scientific aptitude but also their capacity for deductive reasoning, a skill vital in both STEM fields and everyday problem-solving.

The enthusiasm displayed by the participants was truly inspiring. Their eagerness to tackle complex challenges and their joy in uncovering solutions illuminated the event's success. Teachers and organizers noted the students' impressive ability to blend creativity with analytical thinking, as they confidently presented their findings and deductions. This competition was more than a contest; it was a celebration of intellectual curiosity and a testament to the potential of young learners when given opportunities to explore STEM in meaningful ways.



The 55th Anniversary STEM competition left an indelible mark on all involved, reinforcing the school's commitment to fostering a passion for science and innovation. The forensic science segment, in particular, highlighted the power of experiential learning, as students not only enjoyed themselves but also developed skills that will serve them in future academic and professional pursuits. As we reflect on this milestone event, we are filled with pride for the talented young minds who participated and look forward to nurturing their potential in the years to come.





音樂劇 我們的青春日誌

Our Journal of Springtime
THE MUSICAL

《我們的青春日誌》由劇團「爆炸戲棚」製作，以中學生面對公開考試的壓力，以及對夢想、愛情等人生方面的追求為題材。此劇於2018年試演，2022年起長期公演，至2025年公演逾600場，創香港最長壽音樂劇之紀錄。

本校公民教育組運用家長教育的撥款，安排了全級中五同學、中一至中四部分學生及其家長和陪同老師，一起前往葵興「爆炸戲棚」的劇場觀看這齣音樂劇。

《我們的青春日誌》講述某名校的精英班，新學年由臨近退休的嚴校長做班主任，嚴校長為了學生在DSE有好表現，地獄式操練之餘，嚴禁課外活動與談戀愛，惹起學生不滿……劇中愛情、友情、親情、師生情無所不包，時而感人，時而搞笑，歌曲優美動聽。

我們相信，今次觀看了這齣音樂劇，當中的劇情對於學生、家長和老師都有不同的體會。無論在友情、親情、師生情都有深刻的反思和啟發。





尖子學生分享

6C 孔德錦

「中學生領袖」的獎狀握在手中時，我才驀然醒覺：這段獨一無二的旅程已悄然畫上句點。每當我回想起這趟旅程中的點點滴滴，心中便充滿力量，讓我更有勇氣迎向未來的種種挑戰。感激當初的自己，沒有被猶豫與忐忑阻擋腳步，而是選擇披荊斬棘，大步向前邁。

「學友社傑出中學生領袖選舉」有別於一般的學生競賽。除了三次評核，計劃更設有「領袖培訓課程」，讓我從中獲益良多。

其中最難忘的，是訓練營的夜晚。平日神情嚴肅的籌委，與我們在營地的各個角落對話，從失敗、挫折與迷惘，聊到未來與希望。他們不僅為我解惑，更分享自身經歷——原來他們也曾跌撞、曾與理想科目失之交臂、曾對未來感到困惑。那一刻，他們不再是評審，而是引路的點燈人，在暗夜中為我們照亮方向。



同樣令我記憶猶新的，是雲南少數民族考察團那七個日夜的朝夕相處。我們不僅拜訪了白族、彝族、納西族等多個少數民族村落，更難得的是真正走進了他們的生活，一起載歌載舞，共進午餐，親身體驗他們的日常。記得每個夜晚的反思總結時光，我們圍坐暢談，迫不及待的分享整日觀察見聞：從白族的扎染技藝，彝族村民熱情的歌舞，再到漫步大理、麗江古城時的感觸，在彼此對話中逐漸讀懂這片土地。

而真正將理念付諸行動的，是今年的社會實踐計劃對外組的「如果電話亭」。從構思活動方案、選購材料、預訂場地，到親手佈置街站、邀請路人駐足，這是我第一次從無到有，與組員共同策劃並執行一個攤位。我們邀請途人寫下對未來的期望，一張張小小的便利貼，承載著不同年齡、不同背景的人們真摯而溫暖的心願。

誠然，校外不乏優秀的同儕，比你想得更多，看得更遠，令你懷疑自己的能力。但請謹記，你們早已足夠優秀，甚至正是某人眼中的榜樣。故此切勿妄自菲薄，大膽去向老師自薦參加類似的活動，踏上屬於自己的明日旅程。與其囿於自我懷疑，倒不如勇敢把握機會，成就更好的自己。每段旅程都有終點，但其中收獲的信念、友誼與勇氣，都會化作未來前進的動力。

感激學校再次給予我寶貴的機會參加選舉；感謝召集人與導師組長用心策劃每一次活動；也感謝所有並肩同行的 OSL——沒有你們也就沒有這段故事。



The Youth Arch Student Improvement Award

6A Lam Chi Ngai Otis

Receiving the Youth Arch Student Improvement Award for the 2023-24 academic year has been a transformative experience for me. This recognition symbolises my hard work, resilience and commitment to personal growth. It serves as a testament to my efforts, reminding me that growth is a continuous journey.

One of the most rewarding aspects has been the opportunity to connect with other outstanding students who were also recognised for their achievements. Building friendships with them has enriched my understanding of dedication in studies. These interactions have not only motivated me but also created a support network I can rely on in challenging times.

Looking ahead to the Hong Kong Diploma of Secondary Education (HKDSE), I feel both excitement and apprehension about the challenges that lie ahead. Facing this milestone brings both pride in receiving the award and a sense of pressure. I remind myself to view the recognition not as a burden, but as encouragement to keep moving forward.



Still, I have often struggled with self-doubt, and sometimes the fear of not meeting expectations can be overwhelming. Admitting these feelings is tough, but it is an important step that helps me move from anxiety to taking action. I remind myself that real growth happens when I step out of my comfort zone and focus on my efforts instead of just the results. Facing these challenges shows me that improvement comes from the resilience I build along the way, not just from what I achieve.

This experience has reminded me that growth is built step by step, with persistence and resilience. I hope my journey can serve as a small reminder of the importance of encouragement, support and celebrating progress.



學生視覺藝術作品展 2024/25 金獎

參與視覺藝術資優教育計劃： 北京視覺藝術研習團

5C 葉文軒



我很高興在這項比賽獲得金獎，也是自己意料之外的結果。回想起當初黎老師邀請我參加這個比賽，我感到又驚又喜，因為我能夠參加一個全港性的藝術比賽。但同時又感到有點壓力，覺得其他參賽者實力強勁，自己參加這個比賽可能只是「陪跑」。不過結果令我大吃一驚，在幾百位參展同學中，我竟然取得了金獎！這次經歷非常珍貴，金獎不但是對我在藝術方面的能力的肯定，更給予了我一個更加難得的機會——參加「視覺藝術資優教育計劃：北京視覺藝術研習團」。



這個北京資優藝術研習團是由教育局課程發展處藝術教育組與香港資優教育學苑合辦，我有幸能在北京中央美術學院學習精微素描課程，向中央美術學院的專業導師學習，提升我在觀察物件的能力及素描技巧的基礎。這些技法能融入我的速寫，提升作品深度。這次經歷是一次美好的回憶，也是寶貴的經驗。我希望能繼續豐富自己的經驗，朝着更遠的目標前進。

「同行萬里」

中學生內地交流計劃 2024/25

西安「絲綢之路」起點的 歷史文化及經濟探索之旅



本校 40 位中四及中五級修讀中國歷史科或經濟科同學於 2025 年 7 月 19 日至 23 日參加由教育局主辦的「同行萬里」——中學生內地交流計劃 (2024/25) 西安——「絲綢之路」起點的歷史文化及經濟探索之旅。同學參觀了秦始皇兵馬俑博物館、陝西歷史博物館、當地創新科技企業等，並到訪陝西師範大學進行交流。是次交流活動讓同學認識西安的歷史文化、建築、重要考古發現及經濟發展，欣賞源遠流長的中國文化，並思考國家經濟戰略發展帶來的機遇，認識維護經濟安全的重要性。



李健偉老師

這次帶領學生到西安進行的學習團，讓我深刻體會到實地學習的重要性。整個行程涵蓋豐富的歷史文化遺跡與國家經濟發展，為學生帶來全面的學習體驗。

首先，透過參觀西安古城牆，讓學生親身感受文化保育與現代城市發展的共存。而秦始皇兵馬俑博物館的參訪，面對數千個栩栩如生，但每一個的表情、姿態都各不相同的兵馬俑，不禁為古代工匠的技藝感到驚嘆。這些經歷讓學生親身感受到中國古代軍事、藝術及文明底蘊。同時亦讓我們反思文物保護和旅遊業可持續發展如何平衡。

在大慈恩寺的參觀中，學生接觸到唐代玄奘大師的歷史故事，感受到他堅定的信念和對佛學的追求。華清宮的參觀則以文化遺址與歷史故事串連，讓學生認識隋唐盛世的輝煌及親身感受「西安事變」對中國的影響。這些歷史知識讓學生更能感受到文化生命力。

這次西安學習團成功地將歷史文化與現代發展視野相融合，使得學生和教師都獲得了豐富的收穫。這趟學習團也促使我反思如何將課堂教學與實地考察相結合，並探索其他科目之間的跨學科教學可能性。我相信，體驗式學習將幫助學生深化對課堂理論的理解，並加強對國家發展的認識。



5D 李泓希

我們所探訪的西安古城牆有東、南、西、北四個入口，全城約 13 公里，可見城牆之廣；同時，每座放置軍備的高樓，相隔 120 米，剛好是箭弩能覆蓋的範圍，可見古人計算之精妙。加上，城牆中內防守形成甕中捉鱉之勢，又見古人軍事之巧思；最後，城牆的壯麗，令我反思到古時戰爭的殘酷，是昔日的干戈鐵馬，換來今時人們的安康之家。我們通過親身體驗，以古鑑今，更加看懂歷史。



5C 曾裕煊

我們參觀西安兵馬俑展覽時，親眼目睹這批沉睡兩千多年的地下軍陣，其規模之宏大、工藝之精細令人震撼。這不僅是一場視覺盛宴，更是中史課本的立體延伸。展覽中的陶俑、兵器、戰車等實物，生動地印證了課堂所學秦朝的政治、軍事、社會制度與工藝技術水平，特別是中央集權、軍事力量與厚葬文化。凝視這些「等身」的歷史見證者，遠比閱讀文字更能激發對秦代歷史的興趣，深刻體會「大一統」帝國的氣魄，將抽象知識轉化為可觸摸、可感受的具體經驗，深化對中華文明早期輝煌成就的理解與連結。



Germany and the Netherlands Study Tour

劉偉基老師

去年試後活動中，我有幸以老師身份帶領觀瑪同學參加交流團，前往德國的慕尼黑、紐倫堡及荷蘭的阿姆斯特丹，進行為期十天的歷史與地理科遊學之旅（2025年6月26日至7月5日）。這次旅程不僅讓學生親身體驗歐洲的文化與歷史，更希望透過跨文化交流，拓寬他們的國際視野，培養獨立思考能力與全球公民意識。

正所謂「讀萬卷書，不如行萬里路」。我們首站來到充滿活力與歷史的城市——慕尼黑。作為德國南部巴伐利亞邦的首府，慕尼黑在中世紀、近代以至當代歷史中都扮演著重要角色。許多重大歷史事件皆於此地發生，例如納粹黨的成立、希特拉發動的啤酒館政變、著名的「慕尼黑會議」，以及1972年奧運會期間震驚世界的「慕尼黑慘案」。

其中最令人震撼的一站，是參觀達豪集中營紀念遺址。這裡是納粹時期第一個集中營。雖然大部分原有建築已拆除，但火化間、哨塔等設施仍被完整保留。當同學親眼看見那冷峻的歷史遺跡時，內心無不震撼。這一刻，歷史不再只是課本上的文字，而是一場深刻的道德教育——提醒我們銘記過去的黑暗，珍惜今日的和平。正如有人說：「歷史不僅是過去的事件，更是照亮未來的鏡子。」

交流團後段，我們從法蘭克福出發，經八小時車程抵達荷蘭首都阿姆斯特丹。這座水上城市以自由的精神與濃厚的藝術氣息，為旅程畫上完美句點。荷蘭有句諺語：「God made the Earth, but the Dutch made the Netherlands.」這片低於海平面的土地，證明了荷蘭人與海爭地、百折不撓的智慧與毅力。同學們參觀了桑斯安斯風車村——一個活的博物館，居民至今仍在此生活與工作。風車既是防洪設施，也是磨坊。村內的乳酪工坊、木鞋製作店、顏料與工藝工廠至今仍在運作，而一些風車更改建為博物館，讓人深入了解荷蘭風車的歷史與文化。

回顧這趟旅程，我最深的體會是：教育的本質在於點燃學生的好奇心。學生們從最初對異地的不適，逐漸學會適應與解決問題，克服語言與文化障礙。作為老師，我不僅是引導者，更是陪伴者與見證者。這次經驗讓我重新思考傳統教學的局限——課室之外的世界，同樣是最生動的教材。未來，我希望能籌辦更多類似的活動，讓更多學生透過旅程認識世界，成為擁有全球視野與人文關懷的公民。

2A Chan Chung Hei

I would like to share my experience in Germany. The most memorable thing was visiting the Dachau Concentration Camp. The first thing I saw was the camp wall, which surrounded the camp. I went into the Jewish bedroom. I was surprised that the beds between everyone were very tight. I guess people couldn't even move their body an inch while sleeping. Afterwards, I visited their washroom. I found that it was very small too, and it was shared by dozens of people. It shows the Nazi didn't think they were normal humans like themselves; they thought the Jews were just rats, and they could kill them easily if they wanted to.

I want to share about this place because almost every Jew in Germany was trapped in this camp and had a miserable and inhuman life every day. It also shows the cruel side of human beings. I was really disappointed that the Nazi army did such an inhuman thing and that the Jewish people had to suffer painfully. I also hope that the world will never have war again but peace forever.



2B Wan Yui Yin Marcus

Before going on this European study tour, my knowledge of European History was just a very small portion of it from documentaries or lessons. However, in this study tour and countless visits to the museums, we visited the BMW museum, the concentration camps, the Deutsches Museum, and so on. It widened all my knowledge of European history.

To start, let me tell you about one of the most unforgettable experiences there. As we were exploring the Deutsches Museum, we found one very weird box with two metal bars reaching out. The fun part is that if we put our hand anywhere near the top bar, it creates some alien sounds. If you put your hand on the other bar from left to right while making the sounds, it either tones up or down. Quite interesting!

Also, we went to eat German sausages. The sausages were very delicious, and they were seasoned very well, too! The dish also came with some mashed potatoes and some sour vegetables. Very nice when eating them all at a time.

During this study tour, whether it was visiting places or trying their delicacies, everything was fantastic! I hope I can have similar experiences again!



3A Aaden Chan

I went to Germany and the Netherlands on a study tour that my school organized. It was an eye-opening experience for me. It was my first time in Europe, and it was super memorable. We went and visited historical sites such as the Dachau Concentration Camp and other museums related to the two World Wars. We also visited many scenic places, such as the English Garden and the Windmill Village, which showcased the natural beauty of the European landscape. Overall, I loved this study tour, and it was a really astonishing experience.



3A Kong Tat Ting Darren

I visited the New Town Hall in Munich at Marienplatz. The building is very tall and looks like a castle. Its tower has a big clock and many small statues. The stone is gray, and there are flowers on the balconies. At the front stands a golden statue on a column. The square is busy with people, music and the sound of trams. I heard street performers and smelled fresh pretzels from nearby shops. Birds flew over the roof, and cameras clicked everywhere.

The New Town Hall was built in the late 1800s in the Neo-Gothic style. It became the city government's new home as Munich grew. At certain times, the famous Glockenspiel in the tower plays, and little figures move to tell old stories.

Around the area, there are cafes, souvenir stores and bakeries. You can sit outside and watch life in the city. When the bells ring, everyone looks up and smiles. Visiting this place is like stepping into history while standing in the heart of modern Munich.



3B Ng Cheuk Yin

This summer, I participated in a study tour to Germany and the Netherlands. Throughout this journey, I got to tour Europe with my own eyes and learned a lot from the trip! In Germany, we visited historical sites and museums. From visiting these, I learn much about the history of Germany and the terrors brought by war. We also visited Bayern Munich's home stadium, the Allianz Arena. Bayern Munich has a rich history of football and is one of the best football clubs in the world, reflecting the glorious history and culture of football in Germany.

Next, we went to the Netherlands. The Netherlands has a really beautiful and unique street view, with rivers located everywhere. We also visited different museums about the situation of the Netherlands during WW2, and learnt a lot about the negative impacts of war on civilians. The most unforgettable sites in the Netherlands are the windmill village, one of the most attractive and gorgeous visitor attractions. This reflected the unique culture of the Netherlands.

Overall, this study tour has helped me gain a lot of knowledge and broaden my horizons. I really appreciate this chance I got to visit Europe. This is such a valuable experience! If I have the chance to go on another study tour like this, I would definitely apply for it without hesitation!

3B Luo Chun Wa

We went to Germany and the Netherlands for a ten-day study tour organized by the school. The most memorable place I visited was the Zaanse Schans Windmill. That was truly amazing; I felt like I had entered a fairy tale world. It was a great experience to see Zaanse Schans in the Netherlands during July. With a clear blue sky and white clouds scattered about, the old windmills stood strong on the riverbank, their red and green houses contrasting against the green foliage. These ancient mills from the 17th and 18th centuries bear testimony to Dutch intellect and tradition. I strolled along the walkways, the sun heating the air with the aromas of wildflowers and fresh wood. The gentle swoosh of the windmills' blades cut through the air, creating a serene mood. I saw tourists passing by, savoring the wooden shoe and cheese performances in view, relishing the quaint setting. I learned that these mills previously powered sawmilling and oil pressing businesses, revealing the region's industrious past. Sharing the experience with fellow travelers added to the exchange of stories about our travels, fostering friendship. I did not embark on the river tour but enjoyed the picturesque views from the beach, thrilled by the blend of nature and history. This July visit to Zaanse Schans was a celebration of Dutch heritage and perseverance, an adventure that gave me memories to hold dear and a desire to return.

4A Tsang Hin Ching

Last summer, I traveled to Germany and the Netherlands, and Zaanse Schans was one of the best places I've ever been. Zaanse Schans is a beautiful village famous for its windmills, traditional wooden Dutch houses and peaceful views. Walking around the village felt like going back in time, with the old windmills and wooden houses all around. The lake there was clean and deep blue, making the view even more amazing. The different colors of the windmill are also really attractive.

One of my favorite moments was climbing up a windmill. I learned about how windmills were built and how they work, which was really interesting. From the top of the windmill, I could see the whole village, with green fields, the clear lake, and the other windmills. The view was stunning, and I'll never forget it.

I also tried a Dutch pancake called "pannenkoek". It was big, thin and very tasty. Eating it while enjoying the village's peaceful atmosphere made it even better. I went to Zaanse Schans with my friends, and we took lots of photos and had a great time. We laughed, explored, and made wonderful memories together. Visiting Zaanse Schans was such a special experience, and I will always remember it.



4D Li Winston Wai Him

My study trip to Germany and the Netherlands was an amazing experience. It was a mix of sad history and beautiful culture.

In Germany, we visited the Dachau Concentration Camp. It was very quiet and made me think a lot about the past. We also learned about the Nuremberg Trials, where people were judged for war crimes. These places taught me why peace is so important.

But the trip was also fun. We saw great cars at the BMW Museum and enjoyed the big English Garden in Munich. In the Netherlands, we loved the canals in Amsterdam and the old windmills at Zaanse Schans. The Van Gogh Museum was beautiful, and the Anne Frank House was very moving.

This trip helped me understand European history and culture much better. It was an unforgettable journey.



4D Wong Lok Hang

The trip has been one of the most memorable experiences of my school life. During the study tour, I experienced European culture and learned about the rich history of Germany during WWII.

About Europe's culture, it felt like they truly live in a much slower pace than us. They spend hours eating dinner, and servers of restaurants also match the pace and serve slowly. Their communes are spaced much further apart than our MTRs and buses, with transport only coming once every 1 to 2 hours.

Their daily life truly feels like a vacation compared to our rushed, crowded, and stressful lives. They only work a 9 to 5, while most of us work longer than that!

Perhaps it is also what made them much friendlier than my experience in Hong Kong. In Europe, it seems that people strike up conversations much more often and are much more willing to answer questions! Sometimes, it truly felt like those games where I could converse with someone simply by pressing the "talk" button.

About the history of Germany during WWII, the photos and sites I see truly convey to me how heavy such a subject is. Before going on this trip, I never emotionally understood why my history teacher despised students joking about Nazi figures. But after seeing the sites where those atrocities were committed first-hand, I felt wholeheartedly disgusted by the actions of the Nazis. And after I returned from the trip and saw people imitating Hitler's hand signs and joking about them, I felt much more repelled by their actions than before.





新委員介紹

陳鳳儀女士

今年有幸我兒可以入讀觀瑪成為「觀瑪仔」。

以前因工作繁忙沒有機會參加家教會，後因疫情及呈分試使我更加體會到家校合作的重要性，這使我更了解孩子的成長需要家校的溝通、了解及協助，所以我希望能為觀瑪這個大家庭出一分力。

而今年是我首次參加家教會的選舉，榮幸地當選成為其中一員。雖然加入了家教會約兩個月，在這短短時間已感受到校長、副校長、各位老師及委員的熱誠服務及無私的付出。



食物部再變身

學校為了讓學生在用膳或溫習時有更舒適的環境，去年撥款安裝了趟摺門和空調機，大大改善了食物部的環境。今年再進一步全部更換食物部的桌椅，又新增了卡座設計，提供了更舒適和更美觀的環境。計劃已於8月底完成並啟用，希望同學珍惜和愛護新傢俬，利用這地方好好學習。



Currents of Curiosity: Twin Fish Tanks Power STEM Learning

Mr. Cheung Man Mau

Our school is abuzz as two fish tanks turn corridors into living laboratories—dynamic platforms where science and technology meet real life. These tanks aren't decoration; they are working classrooms that connect observation, measurement and invention.

The first tank, funded by the government's Quality Education Fund (QEF) through the Biology Panel, anchors hands-on inquiry. Students will observe aquatic organisms, track plant growth and study ecosystem balance while monitoring key parameters such as pH, hardness, nitrate, dissolved CO₂, temperature and conductivity. By experimenting with lighting schedules, substrates and nutrient dosing, they will explore photosynthesis and nutrient cycles, learning how water chemistry shapes aquatic health. Their observations will become evidence through data logs and charts, building confidence in scientific reasoning.

The second tank, supported by the government's IT Lab (OGGIO) through the IT Section, spotlights engineering in action. Students will prototype an automatic water fill-in system to stabilize levels, design a

programmable feeding device for precise nutrition, build a mini water robot that can safely swim alongside fish and create a simple CO₂ generator for planted aquaria, pairing it with pH and CO₂ sensors to study its effects. Throughout, learners will integrate sensors, microcontrollers, actuators and 3D-printed parts, coding responsive controls and testing reliability under supervision.



Together, the twin tanks form a cross-disciplinary ecosystem. Biology students supply water-quality data; IT students build tools to automate measurement and maintenance; and both teams analyze trends, refine designs, and present findings to peers. The result is a living, student-led research space that nurtures curiosity, responsibility and innovation. As we care for our aquatic communities, we also cultivate collaboration, data literacy and problem-solving—the hallmarks of STEM success—right here at school.

Smart Fish Aquarium

Dr. Daniel Wong

The aquarium project is sponsored by the QEF (Quality Education Fund). The aim of the KTMC Smart Aquarium project is to create an energy-efficient and technologically advanced freshwater habitat that provides a suitable living environment for fish while teaching students how to use technology and fostering responsibility towards caring for living creatures.

In the school-based curriculum program, S5 students can understand the nitrogen cycle and ecology-related issues. In the junior form curriculum, the project equips junior form students (S3 students) with the skills to monitor the parameters (temperature, concentration of nitrates and pH) of water quality using various methods, including the use of sensors to perform scientific inquiries.



Our school encourages members of the biology team to look after the health of the aquatic organisms during recess and lunchtime to enhance their sense of responsibility.

As technology becomes increasingly integrated into our daily lives, IoT (Internet of Things) devices play a significant role in connecting various objects and enabling students to communicate and interact with one another. This connectivity offers countless possibilities and opportunities for students to enhance their learning and problem-solving skills.

Generic skills, as emphasized in the EDB curriculum framework, are crucial for student development. The smart aquarium plays an important role in promoting students' generic skills. The project provides an opportunity for students to learn the following aspects: designing living habitats, taking care of small creatures, and developing problem-solving skills. Consequently, their basic generic skills will be further strengthened.

This Smart Aquarium equips students with fieldwork skills and a positive attitude to handle different personal, social and global contexts in the near future. Gardening team students will gain a sense of responsibility and a sense of belonging to our school while taking care of the fish. These are good lessons for values education.



2024-2025 年度 學科獎及學業成績得獎名單

中一至中五級 各班全年第一名

班別	姓名
1A	陳達榮
1B	簡俊易
1C	甄浚景
1D	謝天朗
2A	蔡承志
2B	吳卓諺
2C	何正藍
2D	劉杰昇
3A	蔡鍵鋒
3B	鄭汶朗
3C	李柏琛
3D	吳奕希
4A	甘家楗
4B	鍾啟業
4C	曾裕煊
4D	吳駿樂
4E	李馥汕
5A	趙之軒
5B	楊盛霖
5C	湯皓賢
5D	梁煒彬
5E	蔡昊霖

中一至中五級 各級全年第一名至第十名

班別	姓名	班別	姓名
1A	陳達榮	3A	王耀霆
1B	簡俊易	3A	林志宇
1C	甄浚景	3A	王樂行
1D	謝天朗	3A	馮皓俊
1C	林子渝	3B	鄒式賢
1D	周泳熹	4E	李馥汕
1C	鄧鈺培	4E	陳柏豪
1A	陳煒坤	4E	陳澤仁
1D	薛學敏	4E	陳汶駿
1A	李泊希	4E	李兆朗
2B	吳卓諺	4B	鍾啟業
2A	蔡承志	4E	朱小沙
2B	陳亦騫	4D	吳駿樂
2A	蒙民浩	4E	周鴻鈞
2A	王子優	4D	文峻彥
2B	李俊希	5D	梁煒彬
2B	戴樂然	5E	蔡昊霖
2A	羅駿樺	5E	林秦亦
2B	張天佑	5E	黃思衡
2A	胡昌熙	5E	鄭浩駿
3A	蔡鍵鋒	5E	陳君彥
3A	許天澤	5C	湯皓賢
3A	郭庭章	5D	彭梓宙
3B	鄭汶朗	5D	馬聖皓
3B	楊正言	5D	馮阡陌

2024-2025 年度 學科獎及學業成績得獎名單

學科成績優異獎

班別	姓名	科目	班別	姓名	科目
1A	陳達樂	中史	3A	林少宇	視覺藝術
		地理	3A	王樂行	歷史
		音樂	3B	鄭汶朗	生活與社會
1A	李泊希	數學	3B	楊正言	地理
1B	簡俊易	普通話	4A	甘子健	體育
1B	顧凱文	視覺藝術	4B	鍾啟業	倫理及宗教
1C	周靖謙	科學			倫理
1C	鄧梓謙	電腦	4D	蔡嘉翀	地理
1C	甄浚景	中文	4D	李浩揚	生物
		倫理	4D	李泓希	中文
1D	洪昕翹	公民與社會發展	4D	吳駿樂	歷史
1D	郭啓鏗	體育	4D	孫樂軒	數學 (單元一)
1D	劉嘉竣	英文	4D	王智彥	英文
1D	謝天朗	歷史	4D	余碩鋒	企業、會計及財務概論
2A	程浩霖	中史	4E	陳澤仁	經濟
2A	蔡承志	倫理	4E	陳柏豪	化學
2A	蒙民浩	數學	4E	朱小沙	數學
		科學			數學 (單元二)
2A	王子優	中文	4E	林穎滄	中史
		音樂	4E	李兆朗	公民與社會發展
2B	陳亦騫	歷史	4E	李馥汕	物理
2B	李俊希	視覺藝術	4E	呂晉毅	體育
2B	李曉臻	電腦	4E	吳俊浩	通訊科技
2B	吳卓諺	英文	5B	楊盛霖	倫理及宗教
		地理	5C	許栢泓	中史
		生活與社會	5C	湯皓賢	企業、會計及財務概論
2B	歐梓佑	普通話	5D	梁焯彬	生物
2C	盧俊樂	體育			中文
3A	蔡鍵鋒	中史			公民與社會發展
		中文			數學 (單元一)
		普通話	5D	李梓堯	通訊科技
3A	陳永焯	體育	5D	彭梓宙	英文
3A	郭庭章	基本商業 (一)			歷史
		音樂	5E	鄭浩駿	數學
3A	許天澤	生物			數學 (單元二)
		基本商業 (二)			物理
		化學	5E	蔡昊霖	化學
		電腦			經濟
		數學	5E	許方均	倫理
		物理	5E	黃思衡	地理
3A	林志宇	倫理	5E	黃逸滔	體育
3A	林富恆	英文			

2024-2025 年度 學科獎及學業成績得獎名單

獎學金得獎名單

獎學金名稱	班別	姓名	獎學金名稱	班別	姓名
江天文神父獎學金	3A	許天澤	英文科獎學金	1D	劉嘉竣
	5D	梁煒彬		2B	吳卓諺
任澤民神父獎學金	3A	馮皓俊		3A	林富恆
	5C	黃子瑜		4D	王智彥
趙垣林校長社會服務獎學金	4D	李泓希		5D	彭梓宙
				6E	陳諾賢
林清新老師品行優異獎學金	2A	蕭卓賢	數學科獎學金	1A	李泊希
	4D	文峻彥		2A	蒙民浩
林清新老師最佳風紀獎學金 (隊長)	5E	李天約		3A	許天澤
				4E	朱小沙
林清新老師最佳風紀獎學金 (隊員)	5C	湯皓賢		5E	鄭浩駿
林清新老師科學創意獎學金	3B	吳斌	6D	陸偉傑	
	5A	嚴煒傑	林清新老師地理科獎學金	4D	蔡嘉翀
梁國齡校友活動獎學金	3A	許天澤		5E	黃思衡
	5C	黃子瑜		6E	任耀華
音樂獎學金	4D	孫樂軒	思賢化學科獎學金	3A	許天澤
體育獎學金	6C	黃銘軒		4E	陳柏豪
				5E	蔡昊霖
園藝組獎學金	3D	陳智衡		6E	駱俊港
陳振威校長勤奮獎學金	1A	陳達樂	生物科獎學金	3A	許天澤
	2B	吳卓諺		4D	李浩揚
	3A	蔡鍵鋒		5D	梁煒彬
	4E	李馥汕		6E	駱俊港
	5E	林秦亦	家教會最佳進步獎學金	1B	管俊熹
	6E	駱俊港		2A	李灝壘
林清新老師上游獎學金	1A	陳煒坤	3C	林澤彬	
	2A	戴逸晞	4C	鄧俊熙	
	3B	鄭汶朗	5B	楊盛霖	
	4E	朱小沙	優秀觀瑪人獎學金 - 金獎	5A	梁浩庭
	5C	湯皓賢		5C	黃子瑜
	6D	譚宇軒		6D	陳梓謙
		6E		賴駿和	
中文科獎學金	1C	甄浚景	6E	黃世鈞	
	2A	王子優	6E	周耀銘	
	3A	蔡鍵鋒	年度最佳學生獎學金	3A	許天澤
	4D	李泓希			
	5D	梁煒彬			
	6E	駱俊港			

出版 觀塘瑪利諾書院家長教師會

地址 香港九龍觀塘翠屏道 100 號

編輯 吳美珊老師、黎倩如老師

鳴謝 屈能伸副校長、鄒志剛老師、張萬茂老師、張往老師、馮康生老師、劉偉基老師、李健偉老師、黎倩如老師、汪裕軒老師、余樂旻老師、陳鳳儀女士及各撰文者