

## Annual Report

To: Chief School Development Officer (KT) / Joint Office for Kindergartens and Child Care Centres

### 2024-2025 School Year

### Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: St. Paul's School (Lam Tin)

Area	Measure(s)		Implementation Situation	Effectiveness and Reflection
1. School Administration	1.1	Take charge of the planning and coordination work in formulating and implementing measures related to safeguarding national security and national security education by the working group: <ul style="list-style-type: none"> <li>– to plan and formulate the related policy;</li> <li>– to coordinate the implementation of related measures among subject panels and functional teams;</li> <li>– to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on guidance and discipline;</li> <li>– to formulate strategies and contingency measures to prevent political activities from permeating the school.</li> </ul>	The National Security Education (NSE) Working Group which comprised of key personnel related to learning and teaching, student support and partnerships had meetings regularly to plan, review and evaluate school policies, measures and activities related to NSE.	The presence of senior staff helped oversee the work related to national security education to ensure that the guidelines of the EDB were followed. They liaised with different panels and functional groups to promote collaboration. The addition of the Vice Principal in charge of partnerships this year also facilitated communication with different stakeholders on the issue.
	1.2	Review and refine the mechanism and procedures for management of school premises (including the hiring out of school facilities, board displays and regular review of the library collection) to ensure the school activities will not involve acts or activities that endanger national security.	<ul style="list-style-type: none"> <li>– The school-based guidelines were put in place.</li> <li>– Teachers and janitors helped monitor different locations of the school.</li> <li>– The review of the library collection was extended to the subscriptions to e-platforms.</li> </ul>	The school-based guidelines were implemented without irregularities observed. The guidelines would be reviewed and revised when necessary.

	1.3	Review and refine the school's mechanism and procedures for organizing activities to ensure that activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organized by alumni or PTA for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security.	<ul style="list-style-type: none"> <li>– The school-based guidelines were put in place.</li> <li>– The Executive Officer served as a gatekeeper by referring to the notice about the monthly activities.</li> </ul>	<ul style="list-style-type: none"> <li>– The school-based guidelines were implemented without irregularities observed.</li> <li>– Teachers would be reminded to conduct the background checks on external guests or users to safeguard national security.</li> </ul>
	1.4	Review and revise the crisis management mechanism in dealing with contingency issues arisen from political events or social incidents, based on school-specific context and in accordance with the latest EDB guidelines.	<ul style="list-style-type: none"> <li>– The procedures for handling political activities were shared with teachers in the staff meeting in September 2024.</li> <li>– The revised school-based guidelines were saved in a shared drive which all teachers had access to.</li> </ul>	No irregular cases related to political events were observed in 2024-25.
2. Staff management	2.1	Review the terms in contracts to ensure that suitable candidates are hired	Clauses related to safeguarding national security were included in the contracts offered to teaching staff and specialist staff, including coaches, instructors, counsellors, etc.	The prevailing measures were subject to further review.
	2.2	Ensure that the teaching staff are aware of the requirements and expectations of EDB, school and the community on teachers' professionalism and conduct, and to perform their teaching and educating responsibilities in accordance with the Guidelines on Teachers' Professional Conduct.	All staff were required to be law-abiding, and teachers were briefed about the school's requirements and expectations in respect of their job performance and conduct in the staff meeting in August 2024. Induction sessions provided further information about the school's vision and mission as well as professional ethics to new teachers.	<ul style="list-style-type: none"> <li>– The school-based guidelines would have to be reviewed and updated based on the EDB's requirements.</li> <li>– Saving the relevant school-based guidelines to the shared drive allowed easy access to the information by teachers.</li> </ul>
3. Staff training	3.1	Coordinate in-house professional development activities where appropriate and nominate teachers to attend seminars on the Constitution, Basic Law or the National Security Law	Information of EDB seminars on Constitution, Basic Law and National Security Law was disseminated regularly to teachers. Staff members deemed	<ul style="list-style-type: none"> <li>– All teachers received professional training on national education (KPM5.2).</li> <li>– A relatively high enrolment</li> </ul>

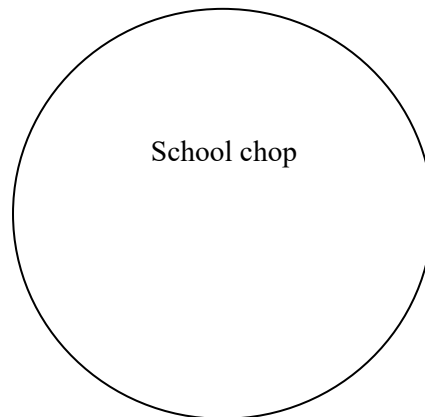
		organized by the EDB.	<p>appropriate were also invited to enroll for relevant courses.</p> <ul style="list-style-type: none"> <li>– Newly-joined teachers were arranged to participate in the Mainland study tours according to the EDB's requirements and guidelines.</li> <li>– Teachers attended workshops on professional conduct in August and November 2024.</li> </ul>	<p>rate in TCS courses related to Constitution, Basic Law and National Security Law was recorded, proving that the measures were effective.</p> <ul style="list-style-type: none"> <li>– Staff development workshops on this area organized by the EDB or other reliable service providers would be considered.</li> </ul>
4. Learning and teaching	4.1	Review and adjust the curriculum framework where appropriate and necessary, with reference to the curriculum guides published by the EDB on incorporating national security education in different key learning areas.	Panels were requested to follow the curriculum framework issued by the EDB and include NSE topics in the scheme of work. The Vice Principal and Assistant Principal in charge of academic affairs monitored the inclusion of such elements in different subject panels.	<ul style="list-style-type: none"> <li>– National security education was naturally and organically incorporated with the curriculum in different subjects.</li> <li>– According to Teachers' Stakeholder Survey 2024-25, teachers rated the statement "The school curriculum aligns with national and global identity." positively, with a score of 4 out of 5.</li> </ul>
	4.2	<ul style="list-style-type: none"> <li>– Establish the school-based monitoring mechanism for regular review of the content and quality of learning and teaching resources in various subjects to ensure that the information is accurate, objective and unbiased</li> <li>– Archive work plans/ selected and self-compiled teaching materials/ student results, etc. related to Constitution, Basic Law and national security education for no less than two school years.</li> </ul>	<ul style="list-style-type: none"> <li>– Panel heads inspected and archived learning and teaching materials related to national security education topics. Soft copy of the materials used in the latest 2 school years was kept in the department folders. Teachers also kept records of any school-based learning and teaching materials for inspection purpose.</li> <li>– Test papers were reviewed by all subject teachers of the same level and panel heads. Exam papers were subject to the same mechanism and were also approved by the Principal.</li> </ul>	<ul style="list-style-type: none"> <li>– No irregularities were observed.</li> <li>– Panel heads would need to be reminded of showing the proper territory of China in maps.</li> </ul>

	4.3	<p>Promote the understanding of national security and Chinese culture via a wide repertoire of activities, such as the online quizzes organized by the EDB. Explore opportunities for cross-disciplinary collaboration in related programmes.</p>	<ul style="list-style-type: none"> <li>Activities organized by the EDB and other organizations about national security were promoted. Panels took part in activities that aligned with their curriculum. For example, L&amp;S participated in the online knowledge quiz run by the HKEdCity. The Chinese History panel and the Civic and Environmental Education Committee organized study tours to the Mainland to help students better understand the subject matter and the country development.</li> <li>Panels and committees organized programmes to promote a sense of national identity. The Mid-Autumn Festival celebration and the Healthy Chinese Snack Competition were some of them.</li> <li>Panels and committees planned and held programmes collaboratively. China's Aerospace and Meteorological Experience Day, the Chinese Culture Day, the Civic Education cum National Security Education Day, the Territory-wide Inter-School National Security Knowledge Challenge, and the study tour to Zuhai jointly organized by the PSHE KLA (BAFS, Economics and THS) were some of the examples. As part of the 55<sup>th</sup> anniversary celebration, the Art and Needlework Exhibition included a section that featured traditional Chinese culture.</li> <li>Teachers of our sister school in the mainland joined us in the China's Aerospace and Meteorological Experience Day and had exchanges with our teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoyed learning through activities, which not only made learning lively but also helped them better understand what they learned from textbooks.</li> <li>Cross-disciplinary programmes enabled students to develop a comprehensive perspective about our country and culture.</li> <li>The Q-scores of APASO for the 3 domains related to national identity were all 116, showing students' sense of national identity.</li> <li>The programmes received positive feedback from students. For instance, the average rating for the Civic Education cum National Security Day was 4.5 on a 5-point Likert scale.</li> <li>The school was presented the 國防國家安全認證 by 廣州市國防教育中心 and was awarded a Peace School by the Global Peace Centre of the UNESCO Hong Kong Association.</li> <li>Other modes of exchange with the sister school could be explored.</li> </ul>
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5. Student guidance, discipline and support	5.1	<p>A multi-disciplinary approach is adopted to promote moral and civic education, in</p> <ul style="list-style-type: none"> <li>– improving students’ self-management, social, communication, problem-solving and interpersonal skills;</li> <li>– enhancing students’ ability to think from multiple angles;</li> <li>– enhancing students’ self-awareness and setting positive personal goals;</li> <li>– developing students’ positive values including law-abidingness, citizenship and information literacy.</li> </ul>	<ul style="list-style-type: none"> <li>– A whole-school approach in discipline, guidance and counselling as well as civic education was adopted to promote positive education and rule-abiding behaviour. For example, form teachers’ periods and assemblies were held regularly to cultivate positive values. The Discipline head maintained good communication with the School Liaison Officer of the police and shared important reminders about potential traps with students regularly.</li> <li>– Activities and cross-curricular programmes tied in with moral and civic education themes were continuously organized by various subject panels and committees throughout the school year. For example, concerted effort was made to promote service learning in different levels and groups.</li> </ul>	<ul style="list-style-type: none"> <li>– Students enjoyed most of the programmes which gave students some takeaways in a fun and relaxing way. The Q-scores for Honesty (Act of Honesty) and Morality (Importance) were 110 and 109 respectively, showing positive outcomes.</li> <li>– Committees and teams would sustain their effort in planning appropriate activities to strengthen moral and civic education, as well as promote Chinese culture and values through experiential programmes.</li> </ul>
	5.2	<p>Moral and ethical values, in line with the five Catholic education core values, are instilled through subjects and through co-curricular programmes.</p>	<p>Moral and ethical values in line with the Catholic education core values were nurtured through diversified activities, including RE lessons, religious activities, assemblies, and class-based, form-based and whole-school programmes.</p>	<ul style="list-style-type: none"> <li>– It was effective to identify a few EDB’s priority values and Catholic education core values which aligned with the school’s major concerns, giving focuses and directions for planning, which was more likely to produce desirable results.</li> <li>– Catholic education core values encompassed moral and ethical values, and these would be instilled through the formal, informal and hidden religious curriculum. Co-curricular</li> </ul>

				programmes would be organized whenever feasible to deepen the value inculcation.
	5.3	Arrange flag raising ceremony (before or after 1/1, 1/7 and 1/10) in compliance with EDB requirements to enhance students' sense of national identity. Explore alternative arrangements in case of inclement weather to minimize frequent cancellation of ceremonies.	<ul style="list-style-type: none"> <li>Flag-raising ceremony was held once a week during school days. It was also held on designated occasions (before or after 1/1, 1/7 and 1/10), school opening day and the Speech Day. Students were given the chances to deliver speeches on some occasions. The ceremony was held indoors with one level of students or through the PA system on days with inclement weather.</li> <li>Students responsible for flag raising learned Chinese foot drills from an NGO and were trying to use them.</li> </ul>	<ul style="list-style-type: none"> <li>It was appropriate to have the flag raising ceremony in the hall on 1/9 to avoid the uncertainty brought by inclement weather. This practice could be considered for other designated occasions if the hall was available.</li> <li>The possibility of arranging live broadcasting would be explored for rainy days or days with very hot weather warning.</li> <li>The flag raising teams would need further practice on Chinese foot drills.</li> <li>Students would need to be encouraged to sing the national anthem loudly.</li> </ul>
6. Home-school cooperation	6.1	Liaise regularly with the PTA executive committee, communicating with the parents on students' learning and growth issues, as well as school general policies and other relevant topics for parent education.	<ul style="list-style-type: none"> <li>Parent education, such as workshops and talks, on supporting children's growth was organized in collaboration with the PTA.</li> <li>Activities which helped promote students' national identity were held. A family trip "Sha Tau Kok: A Deep Dive into Culture and History" was organized in February 2024. The trip not only strengthened the bond between parents,</li> </ul>	The PTA was supportive of the programmes related to Chinese culture. The parent-child programmes on this theme were well-received by the participants.

			students and teachers but also helped participants learn about local history. Parents and students also learned to make rice dumplings for the Dragon Boat Festival.	
	6.2	Provide opportunities for parents to take part in school activities so as to support students to become good nationals and citizens	<ul style="list-style-type: none"> <li>Parents were invited to take part in some whole-school activities, like the Chinese Activity Day, the Art and Needlework Exhibition, etc.</li> <li>The PTA established a team of parent volunteers who helped with different school functions, such as lunch patrolling and the Chinese Culture Day, Sports Day, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Parents who took part in the activities were amazed by students' effort and talents.</li> <li>Being volunteers, parents acted as role models for their daughters who could learn to serve others and be good citizens.</li> </ul>



Signature of Supervisor: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ Sr Winnie Yau

Date: \_\_\_\_\_