

To: Chief School Development Officer (Tai Po)

**2024/25 School Year**  
**Annual Report on Measures related to Safeguarding National Security and National Security Education**

School Name: Law Ting Pong Secondary School

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
<b>School Administration</b>	<ol style="list-style-type: none"><li>1. The National Security Education Working Group will assist the school to:<ol style="list-style-type: none"><li>1.1. coordinate the school-wide policies related to national security education;</li><li>1.2. facilitate the implementation of relevant measures across various subject departments; and</li><li>1.3. organize speeches under the national flag, inviting teachers and students from different subject areas to share insights, which promotes communication and collaboration across the school community, and leads to enhancements in students' understanding of national development, moral values and related guidance efforts.</li></ol></li></ol>	<ul style="list-style-type: none"><li>● The National Security Education Working is equivalent to the Core Group of School Administrative Committee. It consists of School Principal, all Vice-Principals and all Assistant Principal. Therefore, school policies can be easily disseminated.</li><li>● Teachers were reminded to fulfill the suggestions by EDB of 150 hours professional development in three consecutive academic years. VP (Academic) always reminded subject heads to observe the guidelines given by EDB and to incorporate NSE into their teaching syllabus. Good practices were shared in staff meeting. National Education Committee organized speeches under the national flag raising ceremony</li></ul>	<ul style="list-style-type: none"><li>● As those measures are natural and concur with recent development of the school, it can be continued.</li><li>● To improve the effectiveness of P.D. and training, the school may compile a priority list for those who should attend training.</li></ul>

	<p>2. Regularly review the campus management mechanism and procedures (including the rental of school premises and facilities) and library collections to ensure that school activities do not involve any actions that may endanger national security.</p>	<ul style="list-style-type: none"> <li>VP (Management and Finance) takes regular review in the management mechanism and procedures. VP (Academic) reminded the librarian to review on the library collection.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
	<p>3. Remind all staff on duty to report any phrases or items displayed on campus, such as books, publications and flyers that may contain content harmful to national security and ensure that these reports are addressed promptly by the principal in collaboration with the National Security Education Working Group.</p>	<ul style="list-style-type: none"> <li>Teacher on-duty were reminded to report that delinquency behaviour. They had to report immediately. They might use the QR code which linked to a specific Google Form to report these things. Discipline team will investigate this incident immediately.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
	<p>4. Enforce procurement procedures to ensure that quotation and tender documents include specific clauses clearly stating the school's right to disqualify suppliers and terminate contracts based on national security considerations.</p>	<ul style="list-style-type: none"> <li>VP (Management and Finance) is designated to review these procedures. Those related documents are under regular review.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
	<p>5. Regularly review and revise the mechanisms and procedures for managing actions and activities that may endanger national security, ensuring the school-organized events do not threaten national security, while also monitoring participants and service providers such as alumni, external guests and tutors, and parent volunteers to confirm their awareness of the school's national security statements and their compliance with the requirements of national security.</p>	<ul style="list-style-type: none"> <li>All staff were reminded to help in review and revise the related mechanisms. Members from National Security Education Group took the initiative to check, halt, and report any items which violated the school stance and National Security Law.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>



<b>Staff Management</b>	1. Reinforce the importance of strict adherence to relevant regulations and guidelines, especially those pertaining national security education, in the management of employment contracts, including renewals.	<ul style="list-style-type: none"> <li>All teaching staff have to sign a declaration form on a yearly basis stating that they will follow professional conduct and national security law.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
	2. Monitor the performance and conduct of staff, using the annual appraisal system to remind employees of their obligation to strictly comply with the Hong Kong National Security Law.	<ul style="list-style-type: none"> <li>School Principal takes the initiative to help staff to review their performance via staff appraisal yearly.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
	3. During teacher induction and staff meetings, remind teachers that their words and deeds, which significantly influence students, must align with the Guidelines on Teachers' Professional Conduct.	<ul style="list-style-type: none"> <li>School Principal used the school motto 'Every Student a Star, Every Teacher a Mentor, Every Staff Member a Model' to remind teachers during staff meetings and other occasions.</li> </ul>	<ul style="list-style-type: none"> <li>This measure should be continued.</li> </ul>
<b>Staff Training</b>	1. Inform and remind staff to proactively review documents issued by the Education Bureau and visit the Government News Office's webpage on the National Security Law, as well as any relevant information released by other policy bureaux or departments.	<ul style="list-style-type: none"> <li>Staff, especially the new teaching staff, are reminded to attain the P.D. requirement suggested by EDB during staff meeting. Furthermore, those administrative staff and National Education Committee members are encouraged to engage in NE and NSE training.</li> </ul>	<ul style="list-style-type: none"> <li>New teaching staff are eager to take those P.D. and training for this is one of the requirements for their registration</li> </ul>
	2. Arrange for staff to receive training related to national security education and nominate relevant teachers to participate in seminars organized by the Education Bureau concerning the Basic Law or the Hong Kong National Security Law.	<ul style="list-style-type: none"> <li>2 VPs, 2 APs, and some experienced teachers engaged in NE and NSE training. Some trainings were even conducted in Beijing. On-line training was also recommended.</li> </ul>	<ul style="list-style-type: none"> <li>The method of Diffusion, from core members to middle management/experienced staff, and then to teaching staff is suitable.</li> </ul>

<b>Learning and Teaching</b>	<p>1. Strengthen students' learning in national security education through ongoing, interim and year-end reviews of subject curriculums and teaching practices.</p> <p>1.1 Continuous Review: All newly introduced national security education materials must be reviewed in subject-level meetings and adjusted as necessary.</p> <p>1.2 Year-End Review: Conduct a critical evaluation of the implementation of national security education, focusing on curriculum materials and teaching methods.</p>	<ul style="list-style-type: none"> <li>● Newly introduced national security education materials were generally reviewed and adjusted through subject-level meetings.</li> <li>● While practices varied across departments, most have initiated review mechanisms aligned with school-based planning. Mid-year and year-end evaluations were conducted, as reflected in departmental reports, though the depth and consistency of review processes differed.</li> </ul>	<ul style="list-style-type: none"> <li>● Positive progress has been observed in enhancing the effectiveness of teaching and learning in national security education, particularly in departments with established review routines.</li> <li>● Continued efforts are to be made to strengthen cross-departmental alignment and deepen evaluative practices to ensure more coherent and sustained implementation.</li> </ul>
	<p>2. Promote the exchange of ideas within and across subject departments in integrating national security education organically and naturally into various subjects' curriculums.</p> <p>2.1 Regular Exchanges: Schedule at least two internal teaching strategy exchanges within each subject department throughout the year and keep records of these discussions.</p> <p>2.2 Sharing Sessions: Hold two teaching exchange sessions during staff meetings, inviting two subject departments each time to share exemplary practices in national security education.</p>	<ul style="list-style-type: none"> <li>● Two teaching exchange sessions were successfully conducted during staff meetings, with four Key Learning Areas sharing good practices related to resources employed and pedagogical strategies.</li> <li>● Some subject departments scheduled internal exchanges, contributing to ongoing professional development and fostering collaborative reflection on teaching approaches. Records of these exchanges were maintained to support school-based reviews.</li> </ul>	<ul style="list-style-type: none"> <li>● The sharing sessions provided a platform for mutual learning and professional dialogue, encouraging teachers to integrate national security education elements in a natural and contextually relevant manner.</li> <li>● Positive momentum has been observed in several departments. Further enhancement can be achieved by promoting wider participation in EDB-organized training and deepening interdepartmental collaboration to strengthen coherence and sustainability.</li> </ul>



	<p>3. Each subject department should enrich and regularly update teaching and learning materials related to national security education and share their resources in a common school folder.</p> <p>3.1 Biannual Review: The Academic Committee's Core Group will conduct inspections of the national security education materials in the school folder twice every school year.</p>	<ul style="list-style-type: none"> <li>● Subject departments have generally made efforts to enrich and update national security education materials.</li> <li>● Resources from several departments were uploaded to the designated school drive folder. However, some departments adopted alternative storage platforms based on existing practices, which posed challenges to centralized access and review.</li> <li>● The Academic Committee's Core Group conducted scheduled inspections to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The initiative has contributed to the development of a shared resource base, supporting learning and teaching in national security education.</li> <li>● To further enhance effectiveness, continued emphasis will be placed on promoting uniformity in resource management and improving accessibility across departments. This will facilitate more streamlined review and sharing.</li> </ul>
	<p>4. Enhance the school-based monitoring mechanism to regularly review the content and quality of learning and teaching resources, ensuring that they align with the Education Bureau's requirements and meet students' learning needs.</p> <p>4.1 Subject Departments: All reviews should be documented in meeting minutes and detailed explanations provided in mid-year and year-end evaluation reports.</p> <p>4.2 Academic Committee's Core Group: Conduct monitoring through the examination of subject folders, meeting records, and mid-year and year-end evaluation reports.</p>	<ul style="list-style-type: none"> <li>● Subject departments have generally documented their review processes through meeting minutes and evaluation reports.</li> <li>● The Academic Committee's Core Group conducted scheduled monitoring by examining subject folders and relevant records.</li> <li>● While some departments demonstrate effective coordination and adherence to quality assurance practices, others are in the process of strengthening their documentation and review mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>● The school-based monitoring mechanism has contributed to improved awareness of curriculum alignment and resource quality.</li> <li>● Continued support and guidance should be provided to subject departments to enhance consistency and ensure that review practices are fully embedded. With ongoing refinement, the mechanism is expected to further support the alignment with the EDB requirements and better address students' learning needs.</li> </ul>

	<p>5. Utilize important festive days, school events (school opening and closing ceremonies, speech day and sports days) and special occasions to raise the national flag and sing the national anthem, fostering students' respect for the national flag, emblem and anthem while deepening their understanding of the history and significance of these symbols.</p>	<ul style="list-style-type: none"> <li>● Weekly assemblies and morning sharing sessions touched on national events such as the 918 Incident, National Day, Chung Yeung Festival, Constitution Day, and National Security Education Day to deepen the understanding of students towards the history and meaning of these festive days.</li> <li>● A wide range of interdisciplinary learning opportunities was provided to students through lectures, field trips, and competitions, notably, the China's Environmental Protection and Renewable Energy and Aerospace Technology lectures (Mar. 2025).</li> </ul>	<ul style="list-style-type: none"> <li>● Morning assembly and weekly assembly provide the chance for students to reflect on their understanding of national development and Chinese culture. Some activities enriched students' scientific literacy and linked directly to Geography and Integrated Science curricula. The visits also broadened their understanding of national development and innovation. Students showed high levels of interest in hands-on and real-world learning experiences.</li> </ul>
	<p>6. Through relevant internal and external programmes, strengthen students' understanding of national conditions and Chinese culture, helping them recognize the country's history and development (including the importance of national security, national identity, and other related issues), thereby enhancing their sense of national identity and cultivating their affection for the nation.</p>	<ul style="list-style-type: none"> <li>● Students actively participate in civic education events and competitions, such as the Basic Law Ambassador Program, Basic Law Inter-School Quiz, "I Love My Country" Speech Contest, and the HK Cup Diplomatic Knowledge Competition.</li> <li>● Students also attended multiple corporate and industrial visits organized under QEF support, say China Resources, Pearl River Shipping, and Phoenix TV.</li> </ul>	<ul style="list-style-type: none"> <li>● The visit to Phoenix TV, for instance, sparked meaningful discussions about media literacy and national perspectives. Teachers observed that students were better able to apply knowledge from various subjects when exposed to authentic learning contexts.</li> </ul>



	<p>7. Enhance Mainland exchange programmes and interflow activities with sister schools at various levels to promote students' understanding of the country's development and provide teachers with opportunities for professional growth.</p>	<ul style="list-style-type: none"> <li>Major events such as the Greater Bay Area Exchange Tours, Foshan Sister School Exchange, Zhuhai Aerospace Exploration, and Shanxi Anti-Japanese War Cultural Tour provided students with immersive national education experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Visits and exchanges provide a good chance for students to get first-hand information and experience about China. However, it is also suggested that more structured reflection activities after these visits be designed, possibly in the form of post-visit projects or group presentations. Furthermore, the School may consider inviting student leaders to take part in the morning assembly sharing. Their engagement may arouse the interest of others.</li> </ul>
<b>Student Guidance, Discipline and Support</b>	<p>1. Continuously communicate the school's expectation regarding students' moral standards and behaviour to inculcate in students a sense of responsibility, accountability and respect for the law.</p>	<ul style="list-style-type: none"> <li>Discipline teachers and Value Education teachers used every chance of morning assembly and weekly assembly to remind students. Class teachers were also reminded to educate students during class teacher period and make use of students' cases.</li> </ul>	<ul style="list-style-type: none"> <li>The behaviour of junior form students is not good in compared to senior form. Maybe the three years of non-schooling during co-vid have adverse effects on their social skills. Continuous reminding and providing more chances for them to work together maybe a good way out. Hence, class climate building activities maybe extended to more forms.</li> </ul>

	2. Through class teacher periods and life education sessions, nurture positive values, attitudes and thinking to guide students in developing a proactive approach to life and fostering their healthy growth.	<ul style="list-style-type: none"> <li>● Pastoral Care Committee cooperated with Value Education Committee to provide 10 S1 class climate building activities to help S1 students to connect to their peers.</li> <li>● Sex education was also provided to junior form students by Department of Health during class teacher periods. Positive values and attitudes were conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>● S1 students liked the lunch time class climate building activities. They were eager to attend. These activities can be extended to other forms.</li> <li>● Nurturing positive values via class teacher lessons is more effective than lectures during assemblies. They are more willing to share as there are less schoolmates.</li> <li>● Other than Form-based activity, class-based activities are also encouraged.</li> </ul>
	3. Implement effective guidance and counseling methods to help students address their emotional needs and improve behavior, referring them to professionals for follow-up as necessary while guiding them to develop action plans and engaging with parents for comprehensive support.	<ul style="list-style-type: none"> <li>● Two school social workers provided their services in LTPSS. 94 cases were referred to or carried on from previous year.</li> <li>● For other professional referrals, 31 to E.P., 23 to C.P., and 22 to Speech Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>● School social workers were fully engaged with cases. As S1 students lack the skills of working with others, it is suggested to involve group counselling. Besides, more outside resources should be engaged.</li> </ul>
<b>Home-school Cooperation</b>	1. Organize traditional Chinese craft workshops to help parents assist their children in gaining a deeper understanding of Chinese culture.	<ul style="list-style-type: none"> <li>● Parents engaged in a workshop producing Wife Cake (老婆餅) which is a traditional Chinese food. Besides, they also participate in Chinese Culture Day by slim firing Rice Cake (年糕). These deepened the understanding of Chinese culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Other than wife cake and rice cake, parents may contribute more on other aspects.</li> </ul>





Signature of supervisor :

Name of supervisor : Tsang Chui Hing Betty

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