

**Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School**

2025/26 Annual Report on Implementation of Measures for Safeguarding National Security and Promoting National Security Education

To: Chief School Development Officer

Area	Measure(s)	Person-in-charge	Implementation Situation	Effective and Evaluation
School Administration	Further promote NSE related issues by - Reviewing continuously related administration guidelines of school to facilitate the promotion of national security education. - Strengthening and promoting communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work of guidance and discipline.	CP/DP/SVP/VP/AVP (Mr. Lee Ka Wing, Kelvin)	- The administration guideline is continuously reviewed and will be updated once there is updated information from EDB. All updates have been communicated to relevant staff immediately. - Provide time and administrative support for holding different communication and collaboration channel, such as SD Evening, regular CT meeting and guide sharing, National Security Education Day, etc, so as to strengthen students' virtue cultivation and the related work of guidance and discipline.	The administrative guidelines were systematically reviewed and updated in alignment with the latest EDB circulars, with all updates promptly communicated to staff. Qualitative evidence indicates that administrative workflows became more structured and coherent, enhancing clarity and consistency for frontline staff. Regular platforms such as SD Evenings and CT meetings strengthened inter-departmental collaboration and supported students' discipline and value development. These measures effectively contributed to maintaining a safe, orderly, and law-abiding school environment. Further development may focus on strengthening monitoring of implementation consistency across teams.
	Frequently update the folder on the school drive for all related EDB circulars for school staff's easy reference.	Administration office (Mr. YAU Chi Chiu Ernie & Mr. WANG Jia Hang Hans)	A folder was created in the internal drive (T:\Common\National Security Education\PS).	A centralised National Security Education (NSE) repository was established and continuously updated to support staff access to relevant resources. Quantitative

	● Provide teachers with more information (PD, T&L, activities, etc) about national security education and store it on the school drive.		● Important information (e.g., the Basic Law and National Security Law Test, Flag-raising activities, and National Education PD courses) had been repeatedly reminded to teachers.	evidence (frequency of updates and dissemination) and qualitative feedback indicate improved awareness among staff. However, reliance on the shared drive alone was insufficient. The use of multiple communication channels (emails, notices, briefings) effectively enhanced information dissemination and ensured wider staff engagement. Further refinement may focus on monitoring staff usage patterns to enhance effectiveness.
	Review continuously the school's mechanism and procedures for organizing activities to ensure that activities to be held under the name of the school do not involve acts and activities that endanger national security.	Head of Primary Division (Mr. Lee Ka Wing, Kelvin) Head of OLE (Ms. LI Hiu Tung Cora)	● All activities including in-house and outing must be applied and get approved from Head of OLE and Head of Primary. The approval procedure allows the school to ensure those activities do not endanger national security. ● The mechanism and procedures for organizing activities had been revised and aligned with the Secondary Division, to make sure all activities will not endanger national security.	A structured approval mechanism for school activities was effectively implemented and aligned across divisions. Qualitative evidence confirms that all activities complied with national security requirements, with no incidents of concern identified. The system effectively safeguarded the school environment and ensured all activities remained appropriate and compliant. This practice should be sustained with periodic review.
Staff management and training	Further promote and encourage teachers and staff to receive appropriate training in national	Head of Primary Division (Mr. Lee Ka Wing, Kelvin)	● The theme of the first PD is "Crisis Management". ● The theme of the second PD is "《一國兩制在香港特別行政區	Professional development programmes on national security were implemented successfully, with increased teacher participation

	security education and the National Security Education Law through: ● Arrangement of at least 1 whole school PD training ● Frequent promote the EDB courses related to the category of “Teachers’ Professional Roles, Values and Conduct” under the Training Calendar System ● Frequent updates the documents issued by EDB and the information released by relevant bureau to gain a better understanding of the National Security Law ● Keeping teachers’ PD records related to national security		的實踐》白皮書”. ● All information related to teachers’ professional development regarding the NSE requirement has been regularly updated and informed teachers. ● The updated EDB documents is uploaded to the school drive. ● Zero staff disciplinary case related to National Security ● HR and SVP worked together to keep track of teachers’ PD records related to NSE.	observed. Quantitative evidence (PD records) and qualitative feedback indicate improved teacher awareness and understanding. No disciplinary cases were recorded. However, participation in external EDB training programmes remains an area for further enhancement. Future efforts should focus on strengthening structured participation and evaluating the impact of PD on classroom practices.
	● Remind teachers to uphold professional ethics in staff meetings, briefings, or by email. ● News sharing regarding teachers’ professional conduct in meetings and briefings.	Head of Primary Division (Mr. Lee Ka Wing, Kelvin)	● The teachers are reminded the professional ethics during the first staff meeting in August. ● “Guidelines on Teachers’ Professional Conduct” had been explained and shared to the teachers during the teacher briefing to arouse their awareness and avoid falling into traps of misconducts.	Regular reminders and briefings effectively reinforced teachers’ professional ethics and awareness. Qualitative evidence indicates strong understanding of professional expectations, with no misconduct cases recorded. These measures were effectively implemented and have become part of routine practice. Further development may include case-based discussions to deepen professional judgement.
Management of	● Ensure continuously the standard	Student Management Team	● The standard procedures were smooth for general poster posting.	Established procedures for reviewing displayed materials were effectively

School Premises	procedures for posting posters and banners at subject level. ● Review the latest EDB guidelines and revise the school-based guidelines accordingly.	(Ms. YEUNG Nam Elva)	● Subject co and team heads checked all subject notice boards and made sure all posted materials are appropriate.	implemented. Qualitative evidence from inspections confirmed that all displays were appropriate, educational, and compliant. The school environment consistently reflected positive values and national identity. Further enhancement may include introducing a standardised monitoring mechanism across subject panels.
	● Check the school's library collections regularly to ensure no books or electronic and online learning resources contain inappropriate contents ● Library collections will be inspected every two months ● Follow guidelines of write-off procedures for handling inappropriate reading materials.	School Librarian (Ms. YEUNG Nam Elva)	● Regular patrols to inspect the online books and printed books in school. ● A highly professional auditing team, composed entirely of certified National Security Education Instructors holding professional instructor certificates, was appointed to execute comprehensive collection reviews.	A systematic review mechanism for library resources was effectively implemented. Quantitative data shows that 31,665 library items and 8,538 publicly displayed books were reviewed, with only minimal removal required. Qualitative evidence confirms that the library environment remained appropriate and compliant. This robust system effectively ensured compliance and should be sustained.
	Continue using the various channels of communication with teachers to ensure they get updated information of the school policy regarding NSE ● Email ● Reminders in staff meetings and briefing ● Posters on the bulletin board in the staff rooms and in the office ● Print out hard copies for teachers	AVP (SD) (Ms. YEUNG Nam Elva)	● Multi-channel communication channels were effectively deployed, including immediate email circulars, structural updates during staff briefings, and the posting of official policy posters in staff rooms. ● Specific information and copies have been passed directly to subject/ team heads for following up in a timely manner.	Multiple communication channels were effectively used to disseminate NSE-related information. Qualitative evidence indicates improved clarity and efficiency in policy communication among staff. The measure was effectively implemented and supported consistent understanding of school expectations. Further

				evaluation may include staff feedback analysis.
Learning and Teaching	Enhance students' national identity and understanding of national security through: • Implementation of the latest EDB guidelines • Reviewing the KLAs' and indicating the strands of NSE in their Scheme of Work.	Head of Primary Division (Mr. Lee Ka Wing, Kelvin, Ms. CHAN Pui Yau) Chinese Team (Ms. YU Shuk Ching, Susan) LA Team (Mr. LAW Chun Wai Ivan)	• All KLA curriculums have been reviewed. By following the guidelines, KLA integrated teaching materials suggested by EDB. • KLAs' Scheme of Work (All Subjects) has been revised, a new column has been added in the SOW to show the connection between NSE and teaching. • interdisciplinary reading booklets programs are launched every grade to promote Chinese culture and heritage	All KLAs successfully integrated NSE elements into their Schemes of Work in alignment with EDB guidelines. Qualitative evidence shows improved teacher understanding of curriculum integration. Quantitative data indicates that 62.5% of students reported stronger connection to Chinese culture through interdisciplinary reading. APASO data further indicates positive development in students' values, including their sense of responsibility and national identity, which is consistent with school-based findings. These measures effectively enhanced students' awareness and cultural understanding. Further development may focus on deepening learning outcomes.
	Keep a record of the NSE materials in school drive, by archiving learning and teaching materials which are related to the Constitution, Basic Law and National Security Education.	Head of Primary Division (Mr. Lee Ka Wing, Kelvin, Ms. CHAN Pui Yau) Chinese Team (Ms. YU Shuk Ching, Susan) LA Team	• All NSE learning materials were kept a record in the drive.	A systematic archiving mechanism for NSE-related teaching materials was established. This ensured proper documentation and accessibility of resources. The measure was effectively implemented and supports sustainable development. Ongoing updates are required to maintain relevance.

		(Mr. LAW Chun Wai Ivan)		
	Strengthen the monitoring mechanisms and empower Subject Cos. to check all learning materials to maintain the quality and appropriateness of the content and quality of teaching materials. Subject Cos. gather and recommend learning materials (online, newspaper, book, websites) and share with subject teachers in QCMs.	Head of Primary Division (Mr. Lee Ka Wing, Kelvin, Ms. CHAN Pui Yau) Chinese Team (Ms. YU Shuk Ching, Susan) LA Team (Mr. LAW Chun Wai Ivan)	All KLA teaching materials had to be endorsed by subject panel heads and approved by Vice Principal (AA) before being printed and used in the lessons.	A structured approval and monitoring system for teaching materials was implemented across KLAs. Qualitative evidence indicates that materials were regularly reviewed and refined to ensure appropriateness and quality. The measure effectively safeguarded teaching quality. Further empowerment of subject panels is recommended for sustainability.
Learning Activities for Students	Organize diversified MCE and life-wide learning activities in three different directions regarding National Security Education - National Education and National Security Education - Enrich students' understanding of the history and development of the national identity to echo the announcement in the "Chief Executive's 2023 Policy Address" to promote patriotic education on and off campus. - Expand the number of participants in Chinese Cultural Ambassadors	Head of OLE (Ms. LI Hiu Tung Cora) Head of MCE (Mr. WANG Jia Hang Hans) Chinese Team (Ms. YU Shuk Ching, Susan) LA Team (Mr. LAW Chun Wai Ivan)	- According to the EDB "25-26 Years of National Education - Activity Planning Calendar", share on special days (Victory Day of Chinese People's War of Resistance against Japanese Aggression, September 18 Incident Memorial Day, National Day, Mid-Autumn Festival, Constitution Day, Nanjing Massacre Victims Country Memorial Day, Costume Day). - Students have joined various competitions related to National Education and National Security Education. The activities and competitions are listed below.	A wide range of diversified learning activities, including national education events, competitions, exchange programmes, and cultural activities, were successfully implemented. Quantitative data shows strong student responses that 87% of students enjoyed learning about Chinese culture and 100% of students understood the importance of national security after NSE Day activities APASO results indicate a positive trend in students' attitudes towards national identity and responsibility. SHS findings further reflect

	and Basic Law ambassadors. ● Develop a flag-raising team and join training from a professional organization. ● Arrange weekly flag-raising ceremonies with students joining on-site. ● Join inter/intra-school Basic Law, Constitution, and other related competitions. ● Arrange talks, dramas and workshops for students to understand NSE in an innovative way. 2. Chinese Culture and history ● Arrange OLE classes related to Chinese Culture and history to enhance their sense of national identity. ● Emphasize further the role of Chinese culture as the backbone of the event, adding the value of “Benevolence”, “Filial Piety” and “Unity”. 3. Sister schools ● Organize inward and outward	Coordinator of Global Citizenship & Exchange (Ms. Wong Wai Kwan, Melinda)	▪ 紀念中國人民抗日戰爭暨世界反法西斯戰爭勝利 80 周年系列活動 ▪ 中華文化廊全年展覽 ▪ 「九·一八」事變紀念日 ▪ 國慶節慶祝日活動 ▪ 全港學界國家安全常識挑戰賽 ▪ 南京大屠殺死難者國家公祭日活動 ▪ 第八屆「紫荊杯」全港中小學生「中國歷史文化」知識競賽決 ▪ 「遊學神州」香港青少年上海歷史文化研學團 ▪ 「心繫家國」聯校中式步操比賽 ▪ 第十七屆香港盃外交知識競賽 ▪ 全民國家安全教育日系列活動 ▪ 香港特別行政區成立周年紀念日 ▪ 2026《憲法》和《基本法》全港校際問答比賽 ▪ 港區人大代表親身全接觸 - 「十五五規劃」講座 ▪ 氣候變化與國家安全講座	students’ positive perception of school support in values education. Qualitative evidence shows that activities such as flag-raising ceremonies, study tours, and exchange programmes provided authentic learning experiences and deepened students’ understanding of national identity and civic responsibility. These measures effectively enhanced students’ values, national identity, and sense of responsibility. Future development may focus on strengthening reflective learning to enhance long-term impact.
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	exchange with sister school. ● “Pen Pal” activity for students to deepen friendship with students. 4. Play the national anthem on special occasions:		▪ 第十六屆全港學生中國國情知識大賽暨第五屆中國文化和旅遊知識競賽基本法大使嘉許禮 ▪ 國民教育基地夏令營活動 ● National Security Education Day was held on April 15, 2026, including online competitions, exhibition boards, game booths, extended reading, etc. ● Moral and Civic Education Ambassadors will learn about Chinese culture - Thousand-Hand Guanyin in the OLE course and will perform at the end of June. ● From March to June, three mainland study tour groups will visit sister schools in the Huizhen Academy of Ningbo, Shanghai Ansheng School, Yankui Primary School in Haicang District and Xiamen Panyu Affiliated Primary School). ● “Pen Pal” activity for 20 G5 to G6 students to deepen friendship with students from Changqing School and “Pen Pal” activity for 20 G4 students to deepen friendship with students from Songzi School, two rounds of letter exchange were arranged in November and March. ● Regular flag-raising ceremony for the primary school every	
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			Tuesday and joint flag-raising ceremony for primary and secondary schools on special occasions.	
Student Guidance, Discipline and Support	Implement guidelines for teachers to reinforce the proper behavior of students and give strategies for teachers to promote in their classes.	AVP(SAS) (Ms. PAK Lai Kuen Eva) Student Management and Support Team (Mr. CHAN Wai Ngai Steve)	- The school-based counseling and student management policy had been regularly reviewed. - Through “CT Meeting” and “Student Grade Sharing”, the Student Management and Support Team had clearly explained the school's expectations for students' daily behavior. - The Student Management and Support Team team invited police officers to give lectures to students and participate in activities organized by different government departments to cultivate a sense of law-abiding behavior among students.	Clear behavioural expectations were reinforced through structured communication and programmes. Quantitative data shows that over 80%–90% of teachers agreed that the measures supported student development. APASO data further indicates improvement in students’ responsibility and self-discipline. SHS findings show positive student perceptions of school support and teacher guidance. Qualitative evidence indicates improved consistency in addressing student needs. These measures effectively supported students’ behavioural development. Further focus is needed on strengthening self-regulation.
	- Implement Guidance Program and specific strategies to develop students’ positive values and manners. - Sustain a harmonious and supportive learning environment for students through various Guidance Programs.	AVP(SD) & Guidance Team (Ms. PAK Lai Kuen Eva)	“Leader in Me” program had applied for the Service and Leadership Teams. - Different programs had been conducted such as Love Week, Mentorship Programs to sustain the harmonious environment.	Guidance programmes such as “Leader in Me”, Love Week, and mentorship initiatives were effectively implemented. Qualitative evidence indicates positive development in students’ values and emotional wellbeing. APASO findings on wellbeing and sense of belonging further support the effectiveness of these programmes.

				These initiatives contributed to a positive school climate. Further evaluation of long-term behavioural impact is recommended.
	Maintain close relationships with parents to assist them in building up students' positive values.	AVP(SD) & Guidance Team (Ms. PAK Lai Kuen Eva)	The school utilized different channels (parent gatherings, monthly feedback collection, regular meetings between parents and teachers, etc.) to collect parents' opinions and understand their difficulties. This helped the school to provide appropriate assistance, work together with parents, and jointly solve problems related to the growth of their children.	Strong home-school communication was maintained through multiple channels. Qualitative feedback indicates high parent satisfaction and active engagement. These measures effectively strengthened partnerships and supported student development. Further monitoring of impact is recommended.
Home-School Cooperation	- Provide home-school activities to enhance the cultivation of proper values and healthy lifestyles. - Organize Parent Forums and activities to enhance parents' understanding of NSE and Chinese culture. - Provide better support to parents in building up positive parent-child communication, as well as their positive values and attitude by organizing conferences and forums.	Home-School Liaison Team (Ms. CHAN Pui Yau, Ms. YEUNG Nam Elva)	- Different programs are launched under Parent Education Academy to let parents know more about the Nation's development - Invitation to parents to join the school NSE activities to enhance their sense of national pride. "Parent-Child Aerospace Lecture cum Star Gazing Camps" had been arranged to enhance parents' understanding regarding NSE and national pride.	Parent education programmes and activities were successfully implemented. Quantitative data shows high participation rates (95%–100%) with positive feedback. SHS parent data also reflects positive perceptions of home-school collaboration. These measures effectively strengthened partnerships and supported value education. Further diversification of content is recommended.

	• Invite parents to participate in activities at school to strengthen the home-school relationship, for example, assemblies, ceremonies, interest class, volunteer Teams, etc. • Co-organize activities with PTA, for example, festival celebration, parent-child festival workshop.	Home-School Liaison Team (Ms. CHAN Pui Yau, Ms. YEUNG Nam Elva)	• Collaborated with PTA, a whole school CNY celebration and booth games related to Chinese culture were held to enhance national identity and understanding of China.	Parent participation was strong, with over 400 parents actively involved. Qualitative evidence indicates a strong sense of belonging within the school community. These measures effectively strengthened the school community and promoted shared values. Further monitoring may focus on sustaining inclusive participation.
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