

## Annual Report

To: Chief School Development Officer

2021-2022 School Year

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

School Name: St. Paul's Co-educational College

| Area                  | Measure(s)  | Implementation Situation  | Effectiveness and Reflection   |
|-----------------------|---|---|--|
| School administration | <ul style="list-style-type: none"><li>Formation of a working group with a designated person to take charge of the planning and coordination work related to safeguarding national security and national security education.</li></ul> | <ul style="list-style-type: none"><li>One of the Assistant Vice Principals has been appointed by the school management to be the designated person to look after national security education starting from September 2022.</li><li>A new team titled National Education Team was formed in September 2022 to assist the Assistant Vice Principal to monitor the implementation of relevant measures, coordinate the work of different subject panels and teams, and enhance communication and collaboration among different stakeholders. Membership of the Team includes the two Assistant Vice Principal, the Discipline Master, the Guidance and Counselling Master, and senior teaching staff from different key learning areas.</li><li>Six senior teaching staff were appointed as Heads of Form (HoF) starting from this academic year. Apart from</li></ul> | <ul style="list-style-type: none"><li>The working group formulated work plan on different areas to carry out national security education, basic law education and values education at school. Coordination and collaboration with teachers from different year groups, subjects and committees had been enhanced with the help of the National Education Team and HoF. Teachers were willing to share their ideas on how different programs can be improved.</li><li>Guidelines about the importance of acquiring a correct understanding of, and compliance with,</li></ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>providing extra support to form teachers to carry out pastoral care, HoF were invited to become members of the Moral and Civic Education Committee to help implement national security education as well as moral and civic education in various forms as well.</p> | <p>the National Security Law, has been formulated to ensure that a safe and orderly learning environment can be provided.</p> <ul style="list-style-type: none"> <li>• Guidelines for using and hiring external individuals or organizations to carry out learning activities at school has been formulated in order to ensure that the invited parties will not involve in any acts that may endanger national security. Emphasis is being made on adherence to the learning aims and curriculum goals in school education as well. Invited parties should also observe relevant Hong Kong laws and the Framework on the Study and Rational Discussion of Public Policy and Current Events issued by the College Council</li> </ul> |
|--|--|--|--|

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>if discussion sessions / activities are involved.</p> <ul style="list-style-type: none"> <li>Guidelines on effective use of classroom display board has been formulated to provide clearer direction on the expected content of the decoration such as the importance of adhering to the designated positive values given by the school. Besides, the importance of decency, appropriateness, respect etc. has been emphasized.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Guidelines of inviting external individuals / organizations to conduct learning activities at school will be drafted to prevent political activities from permeating the school.</li> </ul> | <ul style="list-style-type: none"> <li>A set of guidelines for using and hiring external individuals or organizations for conducting learning activities for students had been formulated by the Management Leadership Committee with reference to the EDB Circular No.3/2021 and the Framework on the Study and Rational Discussion of Public Policy and Current Events issued by the College Council. The guidelines had been presented to all staff members on 21<sup>st</sup> September 2022 (Staff Development Day). The guidelines was emailed to all staff members after the SDD. All staff members had been</li> </ul> | <ul style="list-style-type: none"> <li>Adherence to the guidelines was observed among staff members.</li> </ul>   |

|  |   |   |   |
|--|---|---|---|
|  |   | reminded about the importance of going through the guidelines with external individuals / organizations concerned before carrying out any activities with students.   |   |
|  | <ul style="list-style-type: none"> <li>Concerted effort will be made to strengthen the understanding of staff about the legislative background, provisions and significance etc. of the National Security Law and the roles of teachers in particular.</li> </ul> | <ul style="list-style-type: none"> <li>A Staff Development Day was conducted by Dr. Moses Cheng, the Council Chairman, to increase staff's understanding of the national security law and professional ethics of educators on 21<sup>st</sup> September 2021.</li> <li>Information of training courses/ programs organized by the EDB and other reliable organizations on national security education / law was disseminated to all teaching staff via eclass by the Staff Development Team.</li> </ul> | <ul style="list-style-type: none"> <li>158 teaching and non-teaching staff attended the talk. Over 75% of participants responded that the talk has enhanced their knowledge on national security law and gave them boundaries on what can be done in school.</li> <li>Teacher of SDD team posted course information on eclass noticeboard for teachers' easy reference. Teachers were enthusiastic in joining training courses that are relevant to national security education / basic law education.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>National flag raising ceremony will be held to</li> </ul>  | <ul style="list-style-type: none"> <li>Coordination had been made by the Teacher-in-charge of Moral and Civic Education Committee and all the</li> </ul>  | <ul style="list-style-type: none"> <li>Student representatives were able to learn the appropriate etiquette and</li> </ul>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>enhance students' sense of national identity.</p> | <p>teachers who are in charge of the three uniform groups namely Scouts, Girl Guides and St. John Ambulance Brigade to identify six student representatives to participate in flag raising training workshop 「迎國旗、唱國歌」計劃－訓練營（第二期） on 18<sup>th</sup> – 20<sup>th</sup> 2021 organized by Endeavour Education Centre Limited (勵進教育中心).</p> <ul style="list-style-type: none"> <li>• Besides, ten student representatives from the three uniform groups participated in flag raising training workshops by using the newly installed flagpoles at school on 23<sup>rd</sup> and 30<sup>th</sup> October 2021. The workshops were run by the Hong Kong Army Cadets Association (香港青少年軍總會).</li> <li>• Flag raising training had been organized for teachers who are in charge of the three uniform groups on 14<sup>th</sup> December and 16<sup>th</sup> December 2021 and 25<sup>th</sup> January 2022 at school. The training was conducted by the main TIC of the Scouts.</li> <li>• Three student representatives from the three uniform groups had been nominated to take part in the flag raising ceremony workshop titled &lt;&lt;基本法&gt;&gt; 學生校園大使培訓計劃－升國旗儀式工作坊 organized by the Education Bureau on 6<sup>th</sup> June and 8<sup>th</sup> June 2022.</li> </ul> | <p>skills in conducting flag raising ceremony. After joining the workshops and practicing the skills at their own time, they were capable of serving the school community to conduct flag raising ceremony on a weekly basis and on some special occasions such as the celebration of the National Day, the May Fourth Movement and the like.</p> <ul style="list-style-type: none"> <li>• Student representatives who had attended the training workshops were responsible for sharing the spirit and skills to members of respective uniform groups as well.</li> <li>• TICs of the three uniform groups were able to comprehend some basic skills of flag raising.</li> </ul> |
|--|--|--|--|

|  |  |   |   |
|--|--|---|---|
|  |  | <p>The training sessions were conducted by instructors from Hong Kong Army Cadets Association.</p> <ul style="list-style-type: none"> <li>An internal flag raising workshop had been conducted by the main TIC of the Scouts for the newly selected Head Prefects (2022-2023) with an aim to increase the involvement of student leaders in promoting national identity on 21<sup>st</sup> July 2022.</li> </ul>  | <ul style="list-style-type: none"> <li>The newly selected Head Prefects were able to acquire the skills in conducting flag raising. Some TICs of the Prefect Board attended the workshop to enhance their understanding about the spirit and operation of flag raising ceremony.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Meaning of the national flag and the national anthem will be presented when celebrating the National Day during the morning assembly.</li> <li>Knowledge about the national flag, the national anthem and the appropriate etiquette in attending the flag raising ceremony will be taught by Citizenship and Social Development teachers during lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Meaning of the national flag and the national anthem was presented by a student representative before holding the flag raising ceremony for celebrating the National Day during the morning assembly on 30<sup>th</sup> September 2021.</li> <li>Knowledge about the national flag, the national anthem and the appropriate etiquette in attending the flag raising ceremony had been taught by teachers during Citizenship and Social Development lessons. Students are to understand the relationship between the Central Authorities and the HKSAR from the national symbols and relevant stipulations. They also understand the constitutional duty for every Hong Kong</li> </ul> | <ul style="list-style-type: none"> <li>Both students and teachers were able to consolidate their knowledge about the national flag and the national anthem.</li> <li>From students' presentation on national symbols, it is observed that they could correctly explain the meaning and the necessary etiquette to uphold their dignity according to the laws on national symbols in HKSAR.</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Meaning of national security, knowledge of its significance to national sovereignty, national stability and people's interests are taught by Citizenship and Social Development teachers during lessons.</li> </ul> | <p>citizen to uphold the dignity of national symbols, which also reflects the constitutional duty of HKSAR to safeguard national security (February and March 2022).</p> <ul style="list-style-type: none"> <li>• Knowledge on a holistic approach to national security with the key domains of national security including traditional, non-traditional and new areas of national security are taught by teachers during Citizenship and Social Development lessons. Issues that illustrate the threats and challenges of the country, such as economic and territorial disputes are shown to understand the need to safeguard national security. The overarching responsibility of the Central Government in safeguarding national security is highlighted. (October 2021)</li> </ul> | <ul style="list-style-type: none"> <li>• From class presentation on international cases that involve national security, all students generally exhibited understanding that national security covers a lot of areas and safeguarding it is necessary to protect the rights of people.</li> <li>• During class discussion on China's national security, it is observed that students mastered the domains of national security quite well. All of them could identify correctly the definitions of various domains. However, the application of the concepts may not be strong relatively. Students could further make full use of the data sources to elaborate the exact meaning of the area of national security in a particular context.</li> </ul> |
|--|--|---|--|

|  |   |   |   |
|--|---|---|---|
|  | <ul style="list-style-type: none"> <li>• Knowledge about the background, major provisions and implementation of the National Security Law are taught by Citizenship and Social Development teachers during lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge on the stipulations on national security according to the Constitution, the Basic Law and the National Security Law of Hong Kong are taught by teachers during Citizenship and Social Development lessons. Students are to understand the importance and jurisdictional scope of the National Security Law in safeguarding the security of national sovereignty and “One Country, Two Systems”. It is the responsibility of every citizen to safeguard national security. The roles and importance of state institutions and Central Government offices in Hong Kong are explained. (October and November 2021)</li> </ul> | <ul style="list-style-type: none"> <li>• During class discussion, students knew clearly how the National Security Law in Hong Kong is enacted with constitutional ground, how it observes the policy of One Country Two Systems and how its implementation can protect the rights and interests of people.</li> <li>• Through working on mind-maps, students were able to identify the overarching role of the Central Government in implementing national security law, the constitutional duty of HKSAR in safeguarding national security, the major offences under the National Security Law in Hong Kong, the organs involved in implementation, and the jurisdictional scope of the law.</li> <li>• However, the application of concepts among students can be strengthened. From</li> </ul> |
|--|---|---|---|



|                               |  |  |   |
|-------------------------------|--|--|---|
|                               |  |  | the performance in an examination question on a confirmed case on national security, it is found that although majority of students could identify the right offence according to the data source, a number of students failed to do so.  |
| Staff management and training | <ul style="list-style-type: none"> <li>Measures will be strengthened to ensure proper use of school premise (including the use of school facilities for student activities, extra-curricular activities, talks by external guest speakers, activities organized by alumni / parent-teacher association for students, activities engaging outside instructors etc.) for holding activities which do not involve acts and activities that endanger national security.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers who were in charge of different student activities, extra-curricular activities etc. supervised the students concerned via Microsoft Teams during the suspension of face-to-face lessons and on site after the resumption of face-to-face lessons.</li> <li>The library collection was constantly reviewed by the teacher librarian in consultation with the department heads. Procurement of library resources adhered to the guideline.</li> <li>Invitation of external guest speakers were approved and endorsed by the Principal.</li> </ul> | <ul style="list-style-type: none"> <li>Adherence to guidelines was observed when holding student activities, extra-curricular activities etc.</li> <li>Guidelines on procurement of library resources was observed.</li> <li>Information about external guest speakers was submitted by teachers concerned to the Principal for prior approval and endorsement before holding talks / sharing.</li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>• The importance of adherence to professional ethics and the role of teachers in cultivating virtues among students and maintaining a safe and orderly environment that facilitate students' effective learning and healthy development will be emphasized to all staff clearly in staff meetings, staff-related guidelines and appraisal system.</li> </ul> | <ul style="list-style-type: none"> <li>• An induction to all newly joined teachers was held on 25 August 2021 before the start of the new academic year. Code of ethics, the roles of teachers etc. was explained by the Management Leadership Committee.</li> <li>• The importance of strict adherence to professional ethics was reiterated by the Principal during the first staff meeting on 25 August 2021.</li> <li>• Council members, the Principal, the Headmistress, SPCC and SPCCPS teachers attended the Education Day Service in St. Paul's Church on 12<sup>th</sup> September 2021.</li> </ul> | <ul style="list-style-type: none"> <li>• Newly joined teachers were able to understand the importance of professional ethics in the education field.</li> <li>• All staff members were clear about the ethical standards for teachers and non-teaching staff in the execution of their professional duties.</li> <li>• Through Bible teachings, the former headmistress of SPCCPS, Ms. Lucilla Leung Lai Mei, reminded all educators to uphold professionalism such as being respectful and grateful even in stressful situations. She also reminded all attendees their important role in instilling positive values among students.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Learning opportunities will be provided to all staff members to strengthen their</li> </ul>  | <ul style="list-style-type: none"> <li>• A Staff Development Day was conducted by Dr. Moses Cheng, the Council Chairman, to increase staff's understanding of the national security</li> </ul>   | <ul style="list-style-type: none"> <li>• 158 teaching and non-teaching staff attended the talk. Over 75% of participants responded</li> </ul>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>understanding on national security (including the legislative background, provisions, significance etc. of the National Security Law and relevant information).</p> | <p>law and professional ethics of educators on 21<sup>st</sup> September 2021.</p> <ul style="list-style-type: none"> <li>• Information of training courses/ programs organized by the EDB and other reliable organizations on national security education / law was disseminated to all teaching staff via eclass by the Staff Development Team.</li> <li>• The Discipline Master and Guidance and Counseling Master were invited to attend a seminar related to national security titled 國安心法。學校日常 organized by the Hong Kong Direct Subsidy Scheme School Council on 5<sup>th</sup> November 2021.</li> </ul> | <p>that the talk has enhanced their knowledge on national security law and gave them boundaries on what can be done in school.</p> <ul style="list-style-type: none"> <li>• Teacher of SDD team posted course information on eclass noticeboard for teachers' easy reference. Teachers were enthusiastic in joining training courses that are relevant to national security education / basic law education.</li> <li>• The Discipline Master and Guidance and Counseling Master had an enhanced understanding about the relevance of national security law in the school context and the role and responsibilities of educators.</li> <li>• The seminar increased the understanding of the</li> </ul> |
|--|--|--|--|

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• School management personnel including the Principal, Vice Principal, the two Assistant Vice Principal attended a seminar about the relationship of educators and the PRC Constitution and National Security Law (教育界與中國憲法與一國兩制及國安法的關係) organized by the Council of Central &amp; Western District School Heads on 5<sup>th</sup> November 2021.</li> <li>• One of the Assistant Vice Principals (also the Head of Liberal Studies Department) attended a lecture titled 按《基本法》規定的香港特別行政區行政長官憲制地位 conducted by the Chief Executive on 25<sup>th</sup> November 2021.</li> <li>• The main TIC of Scouts and one of the Assistant Vice Principals attended a sharing about the relationships of Scouts movement and national education (童軍運動與國民教育校長座談) organized by the Hong Kong Island School Heads</li> </ul> | <p>school management personnel about the concept of national sovereignty, national security, the PRC Constitution and some relevant laws.</p> <ul style="list-style-type: none"> <li>• The lecture conducted by the Chief Executive enabled the attendee to have an enhanced understanding about the constitutional position of the Chief Executive of the HKSAR which is relevant to the implementation of various subjects such as Citizenship and Social Development (F4) and Liberal Studies (F5-6).</li> <li>• By joining the sharing, the attendees were able to understand the origin of the Scouts movement and how positive values such as “responsibility”, “national identity”,</li> </ul> |
|--|--|--|---|

|                       |  |   |   |
|-----------------------|--|---|---|
|                       |  | Association & Scouts Association of Hong Kong on 29 <sup>th</sup> December 2021.  | “commitment”, “care for others”, “empathy” etc. can be cultivated and reinforced in different Scouts activities.  |
| Learning and teaching | <ul style="list-style-type: none"> <li>Formal curricula will be refined by departments concerned with reference to the curriculum frameworks of national security education published by the EDB.</li> </ul> | <ul style="list-style-type: none"> <li>Formal curricula of different subjects were revised by the following departments based on EDB curriculum frameworks of national security education: Physics, Chemistry, Biology, History, Economics, Chinese History, Geography, Chinese Language, Liberal Studies and Society Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Subject panels were able to infuse related topics, teaching foci and learning elements of national security into their formal curricula based on the EDB curriculum frameworks of national security education. Feedback from panel heads showed that they were able to integrate the framework organically in and connected naturally with the curriculum contents in their subject domains. Students were able to grasp the concepts and knowledge taught in various subjects.</li> </ul> |
|                       | <ul style="list-style-type: none"> <li>Positive values such as the importance of law-abidingness will be inculcated among</li> </ul>   | <ul style="list-style-type: none"> <li>The importance of law-abidingness was incorporated into the design of the school-based values education curriculum. Form teacher periods about this value was conducted by form</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from form teachers were collected to evaluate the teaching and learning efficacy of the school-based values</li> </ul>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>students during form teacher periods.</p> | <p>teachers and assistant form teachers in mid- to late November 2021.<br/> F1: 22<sup>nd</sup> November 2021<br/> F2: 23<sup>rd</sup> November 2021<br/> F3: 24<sup>th</sup> November 2021<br/> F4: 15<sup>th</sup> November 2021<br/> F5: 16<sup>th</sup> November 2021<br/> F6: 17<sup>th</sup> November 2021</p> <ul style="list-style-type: none"> <li>• To increase students' understanding of the Constitution, the Basic Law and the national security law, as well as to promote their understanding of the rule of law and the developments of our country, the importance of safeguarding national security, the close relationship between national security and our daily lives, and the importance of national security to individuals, society and the country, form teachers were asked to utilize form teacher periods to encourage students to participate in the</li> </ul> | <p>education curriculum. Generally speaking, form teachers agreed that lesson objectives were clear. Learning objectives were well achieved for some lessons. With different variety of learning activities, students were engaged in many of the lessons. As reflected from some form teachers, more explanations can be given to them for teaching the value of law abidingness.</p> <ul style="list-style-type: none"> <li>• From the feedback collected from form teachers, many students were willing to spend time on studying the learning materials prepared by the organizer before taking part in the competitions.</li> <li>• Lo Wai Kiu (4B-19) won the Merit Prize (Secondary School</li> </ul> |
|--|--|--|--|

|  |  |   |   |
|--|--|---|---|
|  |  | <p>following competitions organized by the Education Bureau:</p> <ol style="list-style-type: none"> <li>(1) The 2021 National Day Online Quiz Competition – during the period of 27<sup>th</sup> September to 5<sup>th</sup> October 2021</li> <li>(2) The 2021 National Constitution Day Online Quiz Competition – during the period of 29<sup>th</sup> November to 6<sup>th</sup> December 2021</li> <li>(3) The 2022 National Security Online Quiz Competition – during the period of 23<sup>rd</sup> May to 6<sup>th</sup> June 2022.</li> </ol> <ul style="list-style-type: none"> <li>• Classroom display board design competitions were held with an aim of creating an inviting and pleasant environment for students to learn and instilling positive values and attitudes among students in a subliminal manner. Two annual themes would be selected</li> </ul> | <p>Section) (優異獎) in The 2021 National Constitution Day Online Quiz Competition.</p> <ul style="list-style-type: none"> <li>• Chuen Yee Kiu (2B-18), Ng Wing Yan (3D-23) and Ng Shuk Hei (4A-08) won the Merit Prize (Secondary School Section) (優異獎) in The 2022 National Security Online Quiz Competition.</li> <li>• The school received The Most Active Participation Award (Territory-wide) (最積極參與學校獎(全港)) in The 2022 National Security Online Quiz Competition.</li> </ul> <ul style="list-style-type: none"> <li>• It is encouraging to see that students were able to make use of their creativity and aesthetic talents to design classroom display boards that echo with the designated themes.</li> </ul> |
|--|--|---|---|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>from the school-based values education framework for promotion starting from the 2021/2022 academic year. The first two themes selected were:<br/> 1<sup>st</sup> Term: Respect<br/> 2<sup>nd</sup> Term: Harmony</p>  | <p>The colorful and bright displays served as a visual reminder for both students and teachers to put the target positive values into practice in their daily lives. More importantly, during the preparation of board decoration, opportunities were created to engage students in dialogues and reflections with form teachers and assistant form teachers on the true meaning of the designated themes as a whole class, and how they would like to exhibit the themes.</p> |
|  | <ul style="list-style-type: none"> <li>• Extra-curricular activities that are relevant to the spirit of the rule of law, the Basic Law, National Security Education etc. such as inter-class competitions will be held by Citizenship and Social Development Society under the supervision of</li> </ul> | <ul style="list-style-type: none"> <li>• F1 Interclass Chinese, Chinese History and Society Studies Competition was held in late November 2021. Questions related to the Basic Law, concept of national security etc. were incorporated into the competition by various academic clubs/societies including Chinese Society, Chinese History Society and Liberal Studies Society.</li> </ul> | <ul style="list-style-type: none"> <li>• Participants of the competition was enthusiastic in participating in the event.</li> <li>• Participants conducted research about the</li> </ul>   |



|  |   |  |  |
|--|---|--|--|
|  | <p>Citizenship and Social Development Department.</p> | <ul style="list-style-type: none"> <li>• A group of students from the Network 33 was formed to take part in the “Key to the Future” Short Video Competition organized by the Department of Justice. The group of students was coached by the teacher-in-charge of Network 33. Feedback about the storyboard and script was given by teacher advisors from the Citizenship and Social Development Department and the Moral and Civic Education Committee as well.</li> <br/> <li>• Display boards were designed by the Liberal Studies Society under the supervision of Heads of Form, the Citizenship and Social Development Department and the Moral and Civic Education Committee to raise students’ awareness about the Constitution, the Basic Law, the concept of national security etc. for the following occasions:</li> <li>• Display board for the National Day (late September – early October 2021)</li> <li>• Display board to promote understanding of the Constitution (mid-late November 2021)</li> </ul> | <p>meaning of the rule of law for writing the storyboard of their short video. As reflected by the participants, they were able to develop a better sense of understanding about this abstract concept and its relevance to their everyday life.</p> <ul style="list-style-type: none"> <li>• Display board was put near the school entrance. The physical presence of the board helped create a communal environment that encouraged more attention to the motherland.</li> </ul> |
|--|---|--|--|

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in competitions /programs that are relevant to the spirit of the rule of law, the Basic Law, National Security Education, recent development of the motherland etc. beyond the classroom context.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration was made between Chinese History Society and Liberal Studies Society to instill a sense of belongingness and pride towards the motherland by designing promotional materials about the May Fourth Movement in conjunction with the May Fourth flag raising ceremony on 4<sup>th</sup> May 2022.</li> <li>• The school has formed a “chapter” to spread legal knowledge to help students become responsible citizens and make informed decisions in their studies and in everyday life. The group of students engaged in year-round workshops and seminars organized by the University of Hong Kong Legal Academy Student Chapters.</li> <li>• Students participated in four workshops about copyright legislation and practice.</li> <li>• They completed the assignments of the workshops. They designed posters to demonstrate their understanding of creative commons. They also established an Instagram page to spread legal knowledge about copyright infringement.</li> <li>• The last assignment which students need to complete is to produce a video about copyright law. Students have not submitted this assignment yet because</li> </ul> | <ul style="list-style-type: none"> <li>• Students could better understand the nature of the May Fourth Movement as a patriotic student movement that had a far-reaching effect on the development of the motherland.</li> <li>• Students found the workshops inspiring and fruitful. From these workshops, they learned relevant copyright legislations and how these laws function in practice in real legal cases.</li> <li>• Students could make use of what they learned about copyright law and creative commons to make posters and videos and share them on their Instagram account to spread legal knowledge and promote law-abidingness.</li> </ul> |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <p>they need to prepare for their final exam. They will complete it by the end of July.</p> <ul style="list-style-type: none"> <li>• Six F.1 to F.2 students were nominated to take part in the Basic Law Student Ambassadors Training Scheme. A range of activities organized by the EDB (e.g. film shows, seminars, visits, competitions) were promoted to the students. 50% of the students participated in at least one activity in this school year.</li> </ul> | <ul style="list-style-type: none"> <li>• Students were offered a range of face-to-face and online activities because of COVID-19. Online activities such as seminars and competitions were more popular among students. Visits were not promoted to students because of time clashes with regular teaching days and school exams.</li> <li>• Qualitative feedback was collected from students upon completion of the activities. They had a better understanding of the Basic Law and current affairs of our country.</li> <li>• It is suggested that students participating in this Scheme should take a greater responsibility at school to promote school-based activities</li> </ul> |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Some senior students participated in the Hong Kong Schools Mooting and Mock Trial Competition under the supervision of the TIC of English Debating Team.</li> <br/> <li>• Two students were nominated to take part in the Asia Society Gala Dinner on behalf of the school. The Dinner</li> </ul> | <p>in Basic Law Education in the future.</p> <ul style="list-style-type: none"> <li>• Through participating the competition, students were engaged in intensive research to understand different ordinances and precedents. They also had to familiarize themselves with the trial procedures, legal principles of different cases, and to apply those principles to support their arguments. As shown in the reflective journals written by students in the school's publication, The Red Bricks, it is evident that students were able to have an enhanced understanding about the spirit of the rule of law and how this abstract concept is being manifested in reality.</li> <br/> <li>• From the reflective journals written by the students in The Red</li> </ul> |
|--|--|--|--|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>program included a brief tour of heritage site and sharing made by different guests on various areas such as the topic of charitable work, global diplomacy etc.</p> <ul style="list-style-type: none"> <li>• A student representative and a Physics teacher were nominated to participate in the Chat with China’s Shenzhou-12 Astronauts activity (仰望星空話天宮 - 中國空間站系統建設座談會).</li> </ul> | <p>Bricks, it is apparent that the sharing at the Dinner was able to inspire them to reflect more on how individuals can provide more support to people with disability and also the underprivileged communities in Hong Kong, the Mainland and even the world. How positive values such as “responsibility”, “commitment”, “care for others”, “empathy” etc. can be cultivated through philanthropy work is being highlighted.</p> <ul style="list-style-type: none"> <li>• The student had got the privilege to interact with the astronomical experts in Beijing such as Mr. Yang Liwei and learn more about the recent development and achievement of the motherland in space exploration. He was able to reflect on the importance of positive</li> </ul> |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Eight student leaders from the Student Union and Prefects Board were nominated to attend a sharing done by the Chief Executive to better understand the role of leaders in the community. (青心直說第十五講 – 行政長官分享施政心得 (勵進教育中心))</li> </ul> | <p>values such as “perseverance”, “commitment” etc. and shared his reflection with his schoolmates through The Red Bricks.</p> <ul style="list-style-type: none"> <li>• Students could understand not just the operation of the government, the role of the Chief Executive etc. but also the positive attributes that community leaders should possess to foster sustainable development and social cohesiveness. A proactive approach had been adopted by our students in raising questions. Through participating in this sharing session, they were given a valuable chance to reflect on the role that Hong Kong teenagers can play in promoting prosperity in the community. Their reflective journals will</li> </ul> |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>As part of the STEM education in the school and the school's effort to encourage students to acquire and apply their scientific knowledge and skills to promote development, the school participated in the STEAM@Soybean program lead by Professor Hon-Ming Lam (School of Life Sciences, The Chinese University of Hong Kong) and Dr. Kwok Chi Victor Lau (Department of Curriculum and Instruction, The Chinese University of Hong Kong).</li> </ul> | <p>be published in The Red Bricks in the upcoming September issue.</p> <ul style="list-style-type: none"> <li>By joining this program, students were able to learn and apply biology concepts in relation to soybean cultivation. They engaged in design projects about soybean cultivation at school. Moreover, this program motivated students to reflect on how crucial DNA markers and cross-breeding soybeans are in combating desertification in the Mainland so as to ensure food security since soybean is a very important source of protein food for many Mainlanders and soybean cultivation is significant to economic development of China and the world at large.</li> <li>Morning assembly time (27<sup>th</sup> June 2022) was given to students to</li> </ul> |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Students were encouraged by the Chinese Department to participate in different competitions to promote understanding of Chinese culture and tradition and reflection on positive values. The following are some examples of competitions joined:</li> <li>• 三名學生參加「中國航天夢」全港徵文比賽 2021 並獲獎。</li> <li>• 三名學生參加《向老師致敬 2021》中文徵文比賽。</li> <li>• 三名學生參加中國語文菁英計劃 2021 / 22 並獲獎。</li> <li>• 三名學生參加第三屆粵港澳大灣區生命教育徵文比賽並獲嘉許狀。</li> </ul> | <p>share their learning and reflections with the whole school.</p> <ul style="list-style-type: none"> <li>• 學生透過比賽，瞭解近代中國航天科技發展以及國家對太空探索能力的突破。學生寫作文章需要蒐集資料，加深對中國航天科技發展及太空探索的認識。</li> <li>• 學生透過徵文比賽培養尊師重道的精神。</li> <li>• 學生透過計畫中的才藝表演比賽弘揚中華傳統文化。</li> </ul> <p>學生透過徵文比賽了解「感恩-愛人」是中華民族的傳統美德，理解中華文化「感恩」與「愛人」的道</p> |
|--|--|--|--|



|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>• Students were encouraged to join the Mainland exchange programs offered by the school to enhance their understanding about the motherland through direct interactions with Mainland students. Due to the COVID-19 pandemic, online exchange programs were organized in this academic year. There were three online exchange programs offered.</li> <li>• 分別是北京清華附中</li> <li>• 天津南開</li> <li>• 上海復旦附中</li> <li>• 聖雅各福群會「探本溯源 - 中華五千年中國歷史講座」義工活動，此項活動目的是向小學生推廣中國歷史，加強民族身份認同感，該講座由丁新豹博士主講，由9月至12月進行，共四次講座，講座為公眾報名活動，對象為小學生。</li> <li>• 義工工作範圍：協助丁新豹博士製作講座投影片、講座期間協助活動進</li> </ul> | <p>德內涵，同時認識及力行生命教育中的「人」、「我」意義。</p> <ul style="list-style-type: none"> <li>• Students participated in these online exchange programs were able to interact with Mainland students directly. The programs were well-received and students expressed their interests in joining mainland exchange programs /trips when situation allows.</li> <li>• 在製作投影片的過程中，同學需要按照丁新豹博士的指引要求，自行搜集歷史資料圖片、設計投影片內容，在過程中，同學可以溫故知新不同的歷史知識，增加了</li> </ul> |
|--|--|---|---|

|  |  |  |   |
|--|--|--|---|
|  |  | <p>行、維持秩序、拍照、派發禮物等等。</p> <ul style="list-style-type: none"> <li>• 中五級修讀中國歷史科 4 名同學參加。</li> <li>• 7 月 28 日香港故宮文化博物館參觀及相關工作坊。</li> <li>• 中四及中五級修讀中國歷史同學參加，共 11 人。</li> <li>• A Police Dog Unit Campus Visit was organized with the help of the TIC of Junior Police Call in collaboration with the Civic and Moral Education Committee on 28 July 2022 with an aim to increase the understanding of students and teachers about the work of the Police Dog Unit and the important role played by the Police Force in maintaining law and order as well as national security in Hong Kong.</li> </ul> | <p>他們對中國歷史的認識。</p> <ul style="list-style-type: none"> <li>• 在協助講座進行及主持講座時，為參加活動小學生樹立了一個好榜樣，年青人是應該認識了解自己國家的歷史，建立國民身分認同感。</li> <li>• 通過參觀國寶文物及工作坊，同學會感受到中國傳統文物的歷史價值，從而加強民族身分認同，亦更明白保育歷史文物的責任和使命。</li> <li>• Students and teachers signed up this activity enthusiastically. All participants enjoyed watching live demonstration by serving police dogs and appreciated the opportunity to interact with police personnel and police dogs. More importantly, students were able to know more</li> </ul> |
|--|--|--|---|

|  |  |  |   |
|--|--|--|---|
|  |  |  | about animal protection, the importance of law-abidingness and the pivotal role played by the Police Force in maintaining law and order and national security in an interactive manner. |
|--|--|--|---|

|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Provision of clear guidelines to all teaching staff on the importance of upholding professional ethics such as the importance for teachers to refrain from promoting personal political views to students, making seditious remarks, incorporating into teaching / learning materials content or information that is biased / unsubstantiated / inconsistent with the aims and goals of the curriculum, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Key points from the Framework on the Study and Rational Discussion of Public Policy and Current Events issued by the College Council were highlighted by the Principal during the first staff meeting on 25 August 2021. Staff members were reminded of studying the Framework in details. Similar message was conveyed by the Management Leadership Committee during the induction to all newly joined teachers on 25 August 2021 as well.</li> <li>• Internal guidelines for teaching controversial issues and the Framework on the Study and Rational Discussion of Public Policy and Current Events were explained by the department head of the Liberal Studies Department to all department members during the first department meeting on 24<sup>th</sup> August 2021. Members were reminded about the importance of being open-minded, non-biased and non-judgmental as well as being politically neutral when holding discussions with students, while paying due attention to instilling positive values and moral standards such as law-abidingness at all times. The importance of devising teaching and learning materials which can facilitate the delivery of teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers could understand the fundamental principles they should adhere.</li> <li>• Members of the Liberal Studies Department complied with the guidelines when designing instructional materials and delivering lessons.</li> </ul> |
|--|--|---|---|

|  |  |  |  |
|--|--|--|--|
|  |  | objectives and nurture proper moral values was reiterated. |  |
|--|--|--|--|

|   |   |   |  |
|---|---|---|--|
| <p>Student guidance, discipline and support</p> | <ul style="list-style-type: none"> <li>• Clear guidelines will be provided to all parents and students so that they can understand the school's expectation on students' moral standard and behaviors.</li> </ul> | <ul style="list-style-type: none"> <li>• Expected students' moral standard and behaviors was explained by the Discipline Master, Guidance Master and social workers during the F1 Parents' Orientation Day on 28<sup>th</sup> August 2021.</li> <li>• Some of the morning assemblies were dedicated to communicate school's expectation on students' moral standard and behaviors and inculcate positive moral values by different parties.<br/>Examples: <ul style="list-style-type: none"> <li>- Morning assembly presentations on expectation on students' moral standard and behaviors: <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup> September 2021 by Head of Discipline</li> <li>○ 13<sup>th</sup> September 2021 by Head of Guidance and Counselling</li> <li>○ 4<sup>th</sup> October 2021, 2<sup>nd</sup> December 2021, 26<sup>th</sup> April 2022 by Prefects</li> </ul> </li> <li>- Morning assembly presentations moral standards and positive values: <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> September 2021, 15<sup>th</sup> September 2021, 29<sup>th</sup> September 2021, 6<sup>th</sup> October 2021, 27<sup>th</sup> October 2021, 3<sup>rd</sup> November 2021, 10<sup>th</sup> November 2021, 17<sup>th</sup> November 2021, 25<sup>th</sup> November 2021, 1<sup>st</sup> November 2021,</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Parents and students were able to understand the school's expectation on their moral standard and behaviors.</li> <li>• Importance of upholding moral standard and positive values was explained clearly. Students could understand the reasons for maintaining high moral standards and the importance of applying ethical reasoning in making decisions.</li> </ul> |
|---|---|---|--|

|  |  |   |   |
|--|--|---|---|
|  |  | <p>December 2021, 8<sup>th</sup><br/> December 2021, 15<sup>th</sup><br/> December 2021, 20<sup>th</sup> January<br/> 2022, 2<sup>nd</sup> March 2022, 9<sup>th</sup><br/> March 2022, 16<sup>th</sup> March<br/> 2022, 27<sup>th</sup> April 2022, 4<sup>th</sup><br/> May 2022, 11<sup>th</sup> May 2022,<br/> 18<sup>th</sup> May 2022, 25<sup>th</sup> May<br/> 2022 by The Reverend</p> <ul style="list-style-type: none"> <li>○ 南京大屠殺 84 周年早會分<br/> 享。由中史學會副會長負<br/> 責<sup>1</sup>。(13<sup>th</sup> December 2022)</li> <br/> <li>○ 中史學會會長和副會長在 5<br/> 月 30 日早會短講分享，內<br/> 容主要分享學習中國歷史<br/> 的感受和經驗，以及如何<br/> 有趣地從電影、電視劇學<br/> 習中國歷史，鼓勵同學多<br/> 認識中國歷史。</li> </ul> <ul style="list-style-type: none"> <li>• To strengthen the role of form teachers<br/> and assistant form teachers to nurture in<br/> students positive values that are<br/> associated with Christianity, life</li> </ul> | <ul style="list-style-type: none"> <li>• 通過早會分享，同學<br/> 會深深感受到戰爭的<br/> 殘酷，先烈如何英勇<br/> 保家衛國獻出自己的<br/> 生命，從而深切悼念<br/> 先烈的犧牲，亦明白<br/> 國家穩定安全的重要<br/> 性。</li> <li>• 通過早會分享，同學<br/> 會反思自身的學習經<br/> 歷，理想而言更會為<br/> 同學帶來學習啟示。</li> </ul> |
|--|--|---|---|

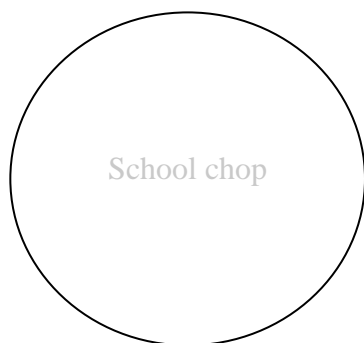
<sup>1</sup> Please refer to appendix 8.

|  |  |  |   |
|--|--|--|---|
|  |  | <p>education, values education, traditional Chinese culture and the SPCC student attributes such as ‘distinguishing right from wrong’ (明辨是非), ‘responsibility’ (責任感), ‘law-abidingness’ (承擔及守法精神), ‘harmony’ (和諧), a set of school-based values education framework and standardized instructional materials were designed by Religious Studies Department, Moral and Civic Education Committee and teachers from different key learning areas with reference to EDB materials, 得勝課程 developed by the Religious Education Resource Centre (宗教教育中心) etc. The learning materials were delivered by form teachers and assistant form teachers during form teacher periods for all forms.</p> <ul style="list-style-type: none"> <li>• To better support form teachers to implement values and life education, a staff development day was held on 8<sup>th</sup> November 2021. Speakers including The Revd. Canon Dr. Thomas Pang (彭培剛法政牧師), The Revd. Jason Leung (梁智偉牧師), The Revd. Franklin Lee (李安業牧師) and Mr. Horace Ip (葉英傑先生) from the Religious Education Resource Centre were invited to share with all teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Colleagues were able to understand the curriculum framework of values education and were given a chance to better understand the frontline experiences of implementing values education. From the survey of SDD, it was found that over two-third of the respondents agreed that the talk has</li> </ul> |
|--|--|--|---|



|                         |   |   |   |
|-------------------------|---|---|---|
|                         |   | <p>the importance of values education and their frontline experiences.</p> <ul style="list-style-type: none"> <li>• The school-based values education framework was revised based on the Values Education Curriculum Framework (Pilot Version) prepared by the Standing Committee on Values Education under the Curriculum Development Council (CDC). The value of “diligence” as the priority value and attitude was added into our school-based values education framework. The team of teachers who are responsible for designing and updating instructional materials will examine the suggestions and examples provided by the Standing Committee to see how materials provided by the Committee can be infused into our existing materials, with a view to cultivating students’ positive values, attitudes and behaviors.</li> </ul> | <p>contributed to their professional development. They generally agreed that the talk is useful. Over 70% of the respondents agreed that the talk has enhanced their knowledge on the topic. Over three-quarters of the respondents agreed that the talk help them understand the structure of values education and also the basic concept of values education in the SPCC context. Over 80% of them agreed that the talk equipped them with adequate skills which might be helpful in facilitating them to conduct values education lessons with their students.</p> |
| Home-school cooperation | <ul style="list-style-type: none"> <li>• Collaboration will be made between PTA and the school to identify students’ developmental needs and provide support to parents to</li> </ul> | <ul style="list-style-type: none"> <li>• A talk “Parent-child relationship under the Pandemic” was delivered by Dr Timothy Leung, a registered psychologist, to help parents better communicate with their child on 21<sup>st</sup> May, 2022.</li> </ul>   | <ul style="list-style-type: none"> <li>• 423 parents signed up for the talk. Parents actively participated in the Q&amp;A session. Some parents would share what they learn from the</li> </ul>   |

|        |   |  |                             |
|--------|---|--|-----------------------------|
|        | foster students' healthy development.   |  | talk in the PTA Newsletter. |
| Others | <ul style="list-style-type: none"> <li>• Training opportunities will be given to uniform group students to equip and enhance their skills in conducting flag raising ceremonies.</li> </ul> | <ul style="list-style-type: none"> <li>• Please refer to the session about national flag raising ceremony under "School Administration"</li> </ul> |                             |



Signature of supervisor: \_\_\_\_\_

Name of supervisor: Dr. Chien Lee

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

**Starting from November 2022**, schools should, in accordance with the stipulations of this set of guidelines, **submit the annual report and work plan** (please refer to the templates for part (2) work plan and part (3) annual report in this Appendix) as endorsed by their Incorporated Management Committee/ Management Committee/ School Management Committee/ school operators **to the EDB by the end of November every year** (e.g. the annual report for the 2021/22 school year and work plan for the 2022/23 school year should be submitted **by the end of November 2022**).