

Annual Report on Measures Related to Safeguarding National Security and National Security Education
2024 – 2025 School Year

School Name: HKUGA College

Area	Measure(s)	Implementation Situation	Effectiveness and reflection
School Administration	- The <i>Taskforce on the Implementation of National Security Education (國安教育工作小組)</i> continues to be led by the Vice Principal (Student Development) and performs the following duties: - to plan, formulate and implement policies and practices related to National Security Education (NSE); - to coordinate the implementation of related measures among various subject departments and committees; - to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on pastoral care; and - to formulate strategies and contingency measures to prevent political activities from permeating the school. - Members of the Taskforce, beside the Chairperson (SDC VP), include the Heads of the Academic Development Committee (a VP and an AP), Head of the Administration Affairs Committee (a VP), Head of the Moral, Civic and National Security Education Committee, Head of the Chinese Culture Enhancement Committee and the Head of the	- Roles of the members of the <i>Taskforce</i> were defined once again at the beginning of the school year. - Policies and instructions on the selection, production and use of learning and teaching materials were re-examined at the beginning of the school year. Heads of department and committee were reminded of the relevant policies and instructions. - All new teachers were briefed on the relevant rules and expectations during the New Teachers Orientation Programme before they started to work; all returning teachers were reminded and updated about the same on various occasions and meetings throughout the year.	- The roles and responsibilities of the <i>Taskforce</i> members are well defined and re-examined at the beginning of each school year. - Members are both clear and keen on serving the relevant duties and missions in promoting and upholding National Security Education in the School. - According to the Teachers' Stakeholder Survey 2024-25, teachers rate "<i>The school curriculum aligns with the following learning goals: A. National and Global Identity</i>" with a very high score (4.22 out of a 5-point scale). Although it is slightly lower than last year's score (4.29), it remains higher than the average score of the previous two years (4.20), as this statement was only added two years ago.

	Administration. The Taskforce reports regularly to the Principal and senior management on its work and proposals.		
	Uphold the mechanism and procedures for management of school premises (including the hiring out of school facilities and regular review of the library collection) to ensure that school activities will not involve acts or activities that endanger national security.	- Reminders and instructions have been given to relevant staff members. - Library collections, both existing and newly acquired, are continuously under close supervision to ensure they comply with relevant laws and regulations.	- Relevant instructions and procedures have been successfully enacted. - We will continue to supervise the quality and contents of all library collections.
	Uphold the school's mechanism and procedures for organising activities to ensure that activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent-teacher associations for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security.	- Reminders and instructions have been given to relevant staff members. - All school activities, particularly those involving external personnel and organisations, were examined and approved by the relevant senior staff beforehand.	- Relevant instructions and procedures have been successfully enacted. - We will continue to supervise the quality and content of all school activities.
Staff Management	- Uphold the school's recruitment and employment policy which aligns with the National Security Law and the professional conduct of teachers. - Uphold the school's handling procedures for teachers' misconduct related to breaches of rules and laws. - Uphold the school's procurement policy and procedures which align with National Security Law (e.g. guidelines on the selection of vendors and service providers).	- Reminders and instructions have been given to relevant staff members. - Relevant policies and procedures have been undergoing revision, and the legal adviser is consulted whenever there is anything unclear.	- Relevant instructions and procedures have been successfully communicated to the relevant staff. - We will continue to put emphasis on stipulating the relevant policies and procedures and making sure they are well-abided by all staff.

Staff Training	• Provide PD programmes for all teachers related to the National Security Law and National Security Education (NSE). • Encourage and arrange teachers to take part in PD programmes related to NSE and Basic Laws organised by EDB and relevant organisations through the efforts of various committees (e.g. ADC, MCNSE, PD, etc.).	• A Staff Development Day was organized to facilitate cross-departmental exchanges on lesson design and the integration of the 12 Priority Values. The Aesthetic Department shared their experience of incorporating Value 4: National Identity and Value 8: Law-abidingness into their Music lessons, while other departments shared their approaches to integrating other values. • New teachers joining the school in the last five years were asked to join relevant EDB trips and PD programmes related to NSE.	• Survey results from teachers who attended the session indicate overall satisfaction with the professional development session, achieving an average rating of 3.42 (out of 4). Participants found the session objectives clear (3.56) and appreciated the new ideas for incorporating values education into their subjects (3.30). The breakout sessions were also rated positively for being engaging and informative (3.37). • More and more teachers have received the relevant PD training. • Teachers are mostly familiar with the national security laws and are willing to help promote NSE in the school.
Learning and Teaching	• Monitor and conduct regular reviews of the learning and teaching resources in various key learning areas to ensure that no learning & teaching materials contain twisted values or are suspected of breaching laws in Hong Kong. • Teaching/work plans, self-compiled teaching materials, student results, etc., related to the Constitution, the Basic Law, and national security education will be archived and retained for at least two school years, so that such resources and materials can be available for school and/or EDB inspection on a need basis.	• Existing L&T materials are consistently reviewed based on the following mechanism to ensure that no content would endanger national security: ○ 1st reviewer: ST who drafts the materials ○ 2nd reviewer: Form Coordinator ○ 3rd reviewer: Head of Department	• Relevant instructions and procedures have been successfully enacted and communicated to all returning and new teachers. • We will continue to remind teachers about the relevant rules and to uphold the mechanism very seriously.

	Continue to review and enrich the curriculum contents of relevant Key Learning Areas (KLAs) to promote among students a clear understanding of the country's development, Chinese culture, the Constitution, the Basic Law and the National Security Law to enhance students' sense of national identity, be law-abiding, and their awareness of safeguarding national security.	The eight domains of National Security Education have been studied and integrated into the different subject curricula. (See <i>Appendix 1</i> for the details).	- It has been successful in adopting the relevant curriculum contents into different KLAs/subjects in the implementation of the NSE plan. - The Academic Development Committee (ADC), with the help of all department heads, will continue to review and enrich the curriculum contents of relevant Key Learning Areas (KLAs) with a view to promoting among students a clear understanding of various aspects of the development of our country..
	- Subject departments work collaboratively with the Chinese Culture Enhancement Committee and the Moral, Civic and National Security Education Committee to enhance students' interests in learning about the country's latest development, Chinese culture, the Constitution, the Basic Law and the National Security Law: - Resumption of Mainland Sister School trips and exchange programmes - S3 Mainland Study Tour - S5 CSD Mainland Study Tour - OBOR Study Tour - Form-based Constitution and Basic Law Competition (Junior and Senior) - EDB National Security Online Quiz Competition - Other NSE-related territory-wide competitions	The CS & CES Department collaborated with the MCNSE committee to organize the following programmes in the 2024/25 academic year: - Implemented Interform quiz competitions to enhance understanding of the Constitution, Basic Law, and "One Country, Two Systems." - Conducted interactive workshops for different aspects of national security: - ICAC Interactive Theatre (for S4 & S5 students) - S1 Intercultural Experience Workshop "<i>Appventures in China</i>" - Organized study tours to Mainland China: - Beijing (for all S3 students)	<u>Interform Constitution, Basic Law and One Country, Two Systems Quiz Competitions</u> - The Form-based Constitution and Basic Law Competition for junior and senior forms saw enthusiastic participation. Feedback from class tutors noted that the competitive format effectively motivated students to deepen their knowledge of the Constitution and the Basic Law, contributing to a vibrant learning atmosphere. <u>Interactive Workshops</u> - Survey results indicate that participants found the events valuable in enhancing their understanding of anti-corruption efforts and the significance of inclusivity.

		○ Guizhou (for all S5 students) ● Coordinated participation of our students in the following territory-wide competitions: ○ 《文明中華》網上挑戰賽 (2025 "Civilized China" Online Challenge ○ 全港國家安全網上問答比賽(24-25) ○ 南區青年硬筆書法比賽 ○ 給貢獻中外關係朋友們的信	<u>Appventures in China</u> ● The “<i>Appventures in China</i>” project has been a highlight, empowering more than 20 S4 students to lead in the design and development of mobile games about Chinese culture. The project is progressing well, with initial games about Chinese cultures scheduled for release in the 25-26 academic year. <u>Study tours to mainland China:</u> ● In 2025/25, exchange tours to Beijing and Guizhou were held for all S3 and S5 students respectively, focusing on China’s history, culture, and economic development. ● The exchange tours to mainland China were highly successful, achieving their goals of cultural and educational enrichment for participants. The tours received overwhelmingly positive recommendations. Students expressed their willingness to recommend the experience to others. <u>Territory-wide competitions</u> ● All S1-S5 students participated in the 2025 《文明中華》網上挑戰賽 (2025 "Civilized China" Online
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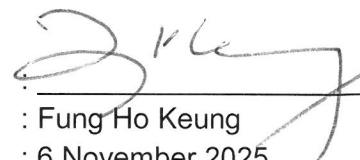
			Challenge), earning the school the "Award for Active Participation". • More than 20 students have participated in the following competitions ○ 全港國家安全網上問答比賽(24-25) ○ 南區青年硬筆書法比賽 ○ 給貢獻中外關係朋友們的信 <u>OBOR Study Tour</u> • The CS & CES department, as well as the MCNSE committee, successfully organized a highly sought-after study tour to Portugal, a key nation in the Belt and Road Initiative. The program, which received over 100 applications for 30 places, included a preparatory seminar, on-site immersive visits, and a post-tour research project. Through a significant government grant and school sponsorship, the tour was made exceptionally affordable, providing an invaluable opportunity for students to develop a global perspective on the BRI and Sino-Portuguese relations.
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Student Guidance, Discipline and Support	● Implement a 'National Speech after the Flag Raising' program. Each S2-S5 class will take turns leading the national speech, ensuring that every class participates once throughout the year. Topics will cover significant figures contributing to China's development, updates on China's latest advancements, and other relevant themes. ● Establish an MCNSE Ambassador program. Ambassadors will actively contribute to various MCNSE activities, assisting with planning, implementation, and promotion. ● Organize talks (through assemblies) and PC/ MCE/ NSE programmes to promote students' law-abiding nature and knowledge & understanding related to National Security Education ○ Visit to the Legislative Council ○ Visit to the Court of Final Appeal ○ ICAC Interactive Drama (to promote law-abidingness) ○ CS X MCNSE Talk: 國家改革開放與香港和個人的發展 ○ CES X MCNSE Talk: How to do fact-checking by HKBU + Media Literacy project in S1 ○ CS X MCNSE Talk: 香港的法律制度及法治精神	<u>National Speech after the Flag Raising</u> The 'National Speech after the Flag Raising' program was successfully implemented as a whole-school initiative involving S2-S5 students. The program covered a comprehensive and diverse range of themes, including: ● Outstanding Individuals and Role Models (e.g., Yuan Longping, Tu Youyou) ● Historical Moments and Inheritance (e.g., May Fourth Movement, National Memorial Day for Nanjing Massacre Victims) ● National Symbols and Laws (e.g., 75th Anniversary of the PRC, National Security Education Day) ● Technological & Modern Achievements (e.g., Drones, Mobile Payments) ● Chinese Culture & Traditions (e.g., The 24 Solar Terms, Dragon Boat Festival) ● Social Issues & Values (e.g., International Women's Day, Labour Day) <u>MCNSE Service Ambassador</u> The MCNSE Service Ambassador Program was launched this year in collaboration with the GCC Service	<u>National Speech after the Flag Raising</u> ● Teacher observations confirmed high levels of student enthusiasm and creativity in preparing and delivering the speeches. This structured, multi-faceted approach has been pivotal in enhancing the solemnity of the flag-raising ceremony and effectively fostering a deeper, more nuanced understanding of national identity and pride among students. <u>MCNSE Service Ambassador</u> ● The program effectively promoted NSE values within and beyond the school. The ambassadors demonstrated strong leadership and commitment, successfully organizing impactful service projects that aligned with the principles of national security education. Their workshops and service initiatives received positive feedback from participating schools and organizations, highlighting their ability to connect NSE concepts with real-world applications. Overall, the program significantly contributed to raising awareness and instilling NSE values among students and the
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	○ CS X MCNSE Talk: 中國在經濟全球化的角色 ○ CS X MCNSE Talk: 有關中國空氣、水及泥土污染等問題 ○ MCNSE online lesson for S1: National symbols and the etiquette of flag-raising ceremonies ● Formulating and implementing measures for pastoral care regarding Chapters 3.6 and 3.7 of the School Administration Guide and the basic principles set out in the Guidelines on Student Discipline ● Formulating and implementing pastoral care guidelines for all teachers to provide clearer instructions and procedures in handling cases related to breaches of rules and laws	Learning Committee. Ambassadors actively participated in various initiatives to promote national security education (NSE) and related values. Key activities included: ● Conducting secondary school interview workshops at HKFYG Lee Shau Kei Primary School and C.C.C. Cheung Chau Church Kam Kong Primary School. ● Partnering with Caritas to design and implement two service projects supporting community cleaning staff. ● Assisting in the school's internal national security-related activities. Through these activities, the ambassadors integrated NSE principles, such as respect for the rule of law, community care, and civic responsibility, into their service projects, fostering a deeper understanding of these values among students and the wider community. <u>National Security Related Talks</u> ● The MCNSE committee collaborated with the Citizenship and Social Development Department to organize six talks focused on national security for senior students. Topics included:	community. <u>National Security Related Talks</u> ● The school's APASO-III results show a student national identity Q-Score of 116, which is among the most positive results in Hong Kong, affirming the effectiveness of our programmes. <u>Visit to the Legislative Council</u> ● Post-visit surveys indicate that over 90% of the participants found these experiences inspiring and useful in fostering their understanding of the rule of law and civic responsibility. <u>Students' Discipline and Moral Education</u> ● Based on our school's year-end student survey, students gave high scores for statements such as, "I learned more about the value of 'Respect for Others' through various learning experiences across the school this term" (4.05/5) and "I learned more about the value of Empathy through various learning experiences across the school this term" (4.01/5). These results reflect the positive development of our students in these important areas.
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Home-school	● School cooperating with the PTA to	● Relevant ideas and values were	● Parents are supportive of the

Cooperation	organise parent education programmes (e.g. talks, workshops, etc.) related to NSE • Organisation of Chinese culture enhancement activities for parents to enhance home-school cooperation in promoting Chinese national identity among the students	shared with parents in PTA meetings and activities/programmes. • Parents were shared the work of and the programmes run by the Moral, Civic and National Security Education (MCNSE) Committee in Year-Level Parents Nights.	promotion of NSE, positive values, and law-abiding attitudes amongst our students and parents. • We will continue to work closely with the PTA to organise relevant parent education programmes and activities.
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Signature of supervisor : 

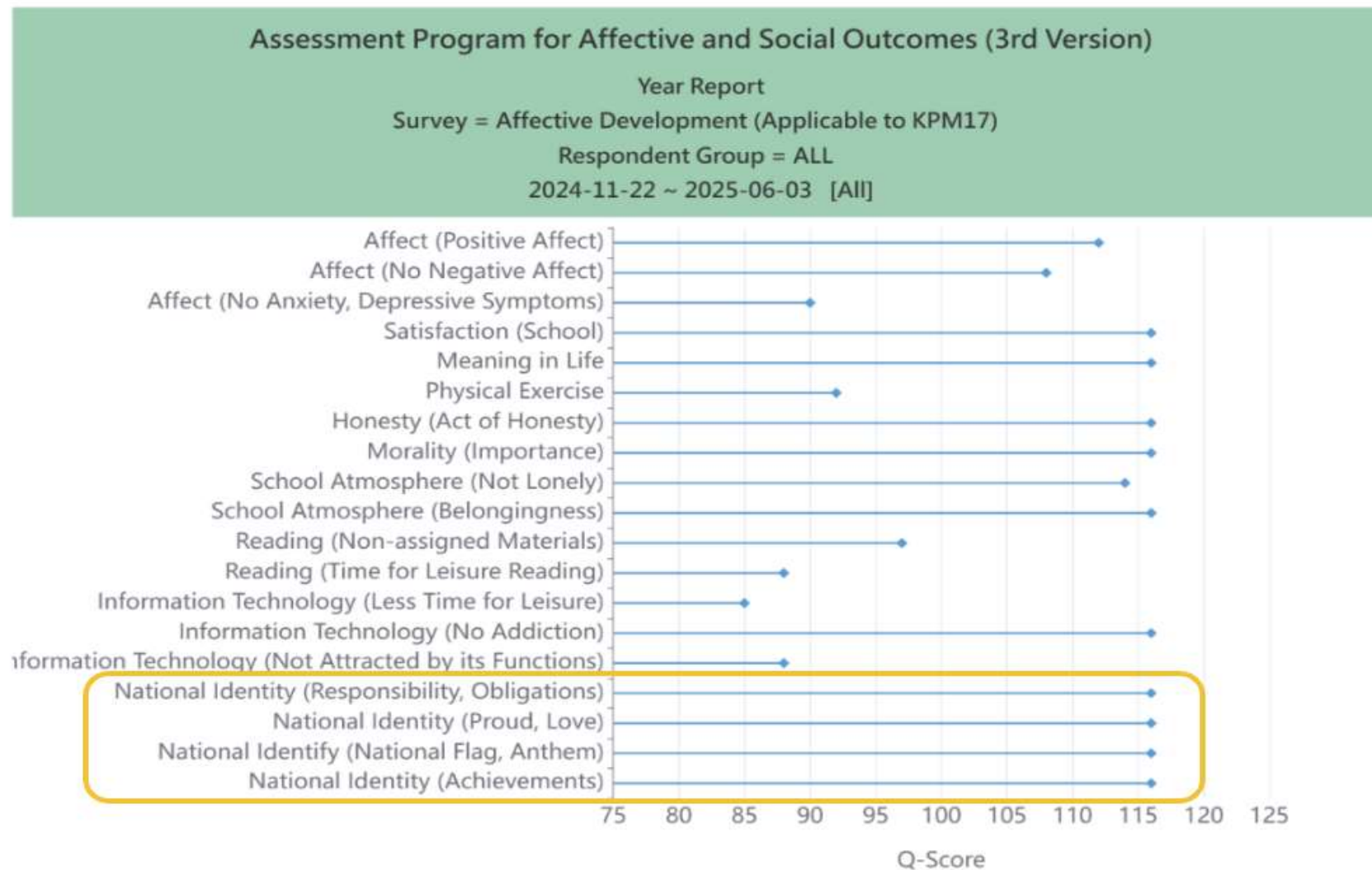
Name of supervisor : Fung Ho Keung

Date : 6 November 2025

Appendix 1

Domain	Themes / Key Learning Areas	Corresponding Subject Coverage
1	The concept of national security and its importance	Junior Humanities, Chinese History, Geography, Science, CES (Citizenship, Economics & Society) (Junior) and CSD (Citizenship & Social Development) (Senior)
2	Constitution, the Basic Law and national security	CES (Junior) and CSD (Senior)
3	Aims and principles of the legislation of the Hong Kong National Security Law	CES (Junior) and CSD (Senior)
4	Duties and the setting of government bodies of the Hong Kong SAR for safeguarding national security	CES (Junior) and CSD (Senior)
5	Central Authorities' fundamental responsibility to safeguard national security	History, Chinese History, Geography, Science, CES (Junior) and CSD (Senior)
6	Offences endangering national security	CES (Junior), CSD (Senior), Guest Seminar / Talk
7	Major domains of national security	History, Chinese History, Geography, Science, CES (Junior) and CSD (Senior)
8	Relationship between national security and human rights, freedom and the rule of law	History, Chinese History, Geography, Science, CES (Junior) and CSD (Senior)

Appendix 2: 2024-2025 APASO Affective Development Year Report



Note: A P-score 50 and a Q-score 100 represent the average performance of all schools in Hong Kong and they are identical. Q-score and P-score have a one-to-one correspondence, meaning that the higher the Q-score, the higher the corresponding P-score and school's ranking, and vice versa. (From EDB: [APASO-III - Quotient Scores \(Q-score\) and Percentile Scores \(P-score\) - Education Bureau](#))