打鼓嶺嶺英公立學校
Ta Ku Ling Ling Ying Public School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. To Anthony See Yuen	Mr. Chu Kwok Keung	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ta Ku Ling Ling Ying Public School Incorporated Management Committee	Honesty, Benevolence, Industriousness and Modesty	1958	Chinese	School Bus; Nanny van	About 10000 Sq. M

Through-train / Feeder / Nominated Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
-	Yes	Yes

4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$50	$410 (For Teaching and Learning and improving school facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
17	2	1	1	Football field, basketball court, playground, green house, sky garden, water purification system, herbal and butterfly garden.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Computer room, English room, Library room, Counseling room, Resource room, Social worker's room, STEAM Room, Visual Arts room, Meeting room.	Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment	35	Total number of teachers in the school	38

Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	91%	18%	14%	68%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	2	3	3	3	3	17
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	2	3	3	3	16

Mode of teaching at different levels	Our school has set up advance group and remedial groups in certain levels to better cater for learner diversity and enhance learning and teaching effectiveness. In terms of language of instruction, Primary One to Three adopt Cantonese as the language of instruction while Primary Two,Four,Six have the flexibility to choose Cantonese or Putonghua according to student and parents' preference.
Remarks	Our school has established a streaming system for Chinese, English, and Maths based on students' learning needs, allowing them to learn with confidence and improve their performance. Additionally, we offer afternoon classes for gifted students in Chinese, English, Maths, and STEAM to discover their potential.

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		

Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies	Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders	Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Quarterly formative assessment reports based on students' daily performance are formulated for P.1 students. There are three examinations per year for students in P.2 - P.6. Formative assessment: a range of formal and informal assessments include classroom performance, student learning portfolios, peer assessment, speaking assessment, homework task and project learning.
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays	Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance	Yes
Streaming arrangement	P.1-P.4 are divided into mixed-ability classes. P.5-P.6 are grouped by ability.

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:20 AM	3:00 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school participates in the 'SportACT Reward Program' and the Physical Fitness Reward Program, focusing on students' athletic training to ensure they develop strong and healthy bodies.	1. Students have lunch with teachers. 2. Students join After-school Support Scheme. 3. Sports teams have afternoon training sessions. 4. Students participate in multi-intelligence classes according to their interests and abilities.

Life-wide Learning

Our school provides a wide range of extra-curricular activities such as choir team, unicycling, double-dutch jump rope, swimming, pet caring, magic tricks, kickboxing, diabolo, frissbee, table tennis, football, basketball, dancing, hand chime choir, STEAM, creative arts, sand painting, English drama, nature exploration, track and field sports, tennis and golf.

School Mission

The promotion of moral, intellectual, physical, social and aesthetics education is equally emphasized. We strive to nurture our students by developing their potential in co-operation and responsibility. We also strive to help our students develop their knowledge, physical fitness and aesthetics, thus they will become good citizens who contribute to the well-being of the society and the nation.

School Characteristics

School Management

School Management Organisation:
The Registered School Board governs the operation of the whole school, where the principal and the school administration staff keep the school in operation.

Incorporated Management Committee / School Management Committee / Management Committee:
It is organized in the form of a decision making committee for school policy making and future development. The board members include the representative(s) from the school board, the principal, representatives from teachers, alumnus, parents and professionals from outside the school.

School Green Policy:
1. We received the Bronze Award of Hong Kong Green School for various 3Rs and environmental protection activities.
2. We received a funding of HK$590,000 from Environmental protection foundations, aiming to promote the notion of species diversity and environmental protection.
3. We have been granted with nearly 3 million HK dollars by the Jockey Club to establish an education centre of eco-water purification system.
4. Outstanding School Environment Award by Hong Kong Institute of Environmentalists.
5. Greening School Project Award.

School's Major Concerns:
We cherish the physical and moral developmental needs of every student. We provide students with a multi-dimensional curriculum and activities, and hence students' potential and creativity can be developed and enhanced.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Apply multiple teaching strategies such as positive thinking, small class teaching, cooperative learning, experiential learning and graded homework.
2. Develop Forest School curriculum using school's natural resources to intrigue students' curiosity and interest and uplift leaning effectiveness.
3. To promote whole-person development, the school designs and creates rich and plentiful learning experiences for students and encourages them to actively participate in study tours, arts and sports activities and social services.
4. Develop students' multi-intelligence and create chances for achievements through Multi-intelligence classes and multiple sharing.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Promote Ling Ying Forest School Programme and nurture positive values and attitudes among students through diversified learning experiences, services and setting goals in different subjects.
2. Promote and enrich students' knowledge in traditional Chinese culture through Cantonese Opera, Martial Arts and Shadow Puppetry.
3. There are Forest Days, RaC and STEM projects in each level to develop and nurture students' abilities in reading, science and generic skills.
4. Set up morning and afternoon reading sessions to cultivate reading interests and habits.
5. There are multi-intelligence classes, sports team training, PE activity classes and a designated free-time session within the timetable to encourage exercising for a healthy lifestyle.

Development of Generic Skills:
To Cultivate students' nine generic skills through daily teaching, Life-Wide activities and Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school promotes positive education. The teaching team has learned students' mental and physical needs for growth, formulated and agreed upon the Positive Education Charter. The focused strategies include:
1. Through rich and diversified activities and class management, build a healthy student-teacher bond, promote Life Education, physical development and nurture gratitude and positive values among students.
2. Appreciate students' abilities in different aspects and help them maintain a positive learning mode.
3. Develop students' multi-intelligence and create chances for achievements through Multi-intelligence classes and multiple sharing.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school implements cooperative learning strategies to cater for different learning needs. The students support team has taken actions to cater for different learning needs through various projects, such as school-based gifted group, remedial learning groups, Big Brother/ Sister scheme, Understanding Adolescent Project (Primary), after-school tutorial classes, small group trainings and Jockey Club Project AIM Project, etc.

Whole School Approach to Integrated Education:
Our principal, teachers, school social worker, school-based educational psychologist, school-based speech therapist, non-teaching staff, students, and parents alike are the stakeholders of inclusive education. Together, we have built up a harmonious, disciplined and caring atmosphere. The school has set up clear policies, mechanism and training groups to ensure smooth integration into school life and all-rounded and healthy growth and development.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
1. Set up various gifted learning groups and remedial groups to maximize learning effectiveness.
2. Set up Primary 1 bridging course and project learning week to ensure smooth integration into school life and all-rounded development.
3. Set up Gifted Education and Counselling and arrange suitable activities for students to cater for their learning needs and interests.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA plans and implements activities regularly and organizes volunteer teams, as both companions and mediators, to give support for the school.

School Ethos:
1. Nurturing students with Honesty, Benevolence, Industriousness and Modesty.
2. There are two class teachers in each class responsible for class teacher sessions and class management. We have received Harmonious Campus Award.
3. All teaching staffs have attended training workshops on Parenting Positive Disciplines and NLP training course which aim at helping students develop a positive attitude towards life and a healthy body and mind.
4. The relationship among teachers is harmonious; counseling service for students are emphasized. Our school has been awarded as the Outstanding Caring Campus and won the award in fostering Life Education and promoting Rest and Relaxation under the Caring Campus Scheme.
5. Help students to develop individual potential and the motivation to learn.

Future Development

School Development Plan:
1. Enhance students' language proficiency, fostering interest and confidence in learning.
2. Enhance students' well-being using PERMA to shape a positive lifestyle.

Teacher Professional Training & Development:
Our school values the importance of teachers' professional development and training. We often join workshops to share our experiences in teaching. We have won awards in recognition for the quality of our teaching. Our staff members embrace the idea of lifelong learning and our school is moving towards and becoming a learning community.

Others

Our school has been awarded 2024-25 the Champion title of Hong Kong Olympiad in Informatics (HKOI) Grand School Prize.