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# Lianhua Primary School



**Primary 5 Parents' Briefing**  
**29 Jan 2026, 4 p.m. – 5.30 p.m.**



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# Lianhua Primary School

## Primary 5 Parents' Briefing



## Student Outcomes (Part 2)



# Student Outcomes

- **Learner**  
(Passionate)
- **Thinker**  
(Critical and Creative)
- **Communicator**  
(Confident)
- **Leader**  
(Exemplary  
- over self & others)





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## Primary 5 Parents' Briefing





# Confident Communicator

- **Expectations**

- ❖ To communicate and express oneself clearly.
- ❖ To engage confidently and effectively to achieve shared goals.
- ❖ Communication can be across different modes: Written, Spoken, Art, Music, Dance, Photography, Videography, etc.



# Confident Communicator

- **Opportunities**
  - ❖ Daily Lessons
  - ❖ Young Journalist (MT)
  - ❖ News in Brief & Our Stories
  - ❖ Visual Art Jam





# News in Brief and Our Stories



**LIVE BREAKING NEWS**

- *NEA warns of another dengue outbreak in 2023 as cases remain high in January*
- *Pet shops, animal groups work to prevent abandonment cases ahead of Year of the Rabbit*
- *Clean School, Happy Me*

**Clean School Happy Me**

Have you done your share today?

	Monday	Tuesday	Wednesday	Thursday	Friday
Sweep the floor					
Empty the dustbin					
Clean the whiteboard					
Arrange tables and chairs/ Close the window					
Turn off electrical appliances					

Environment Monitor: Check and tick in the checklist at the end of each school day.  
Let your teachers know if there are areas that the class need to work on.



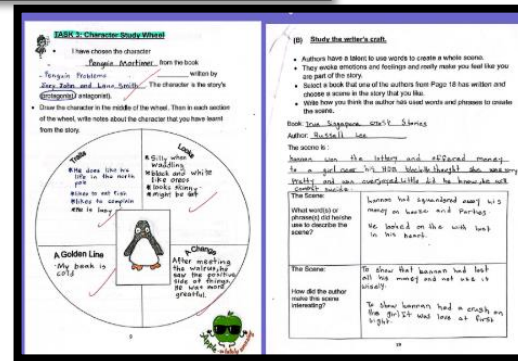
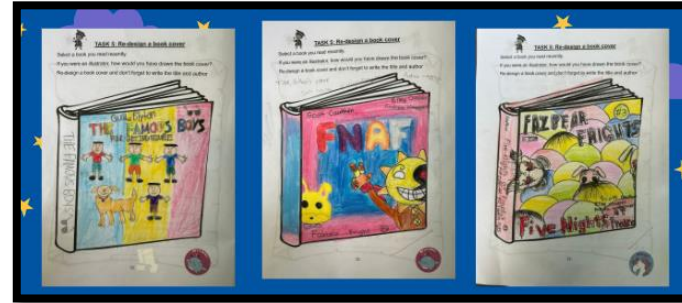
Confident Communicator

# English Week



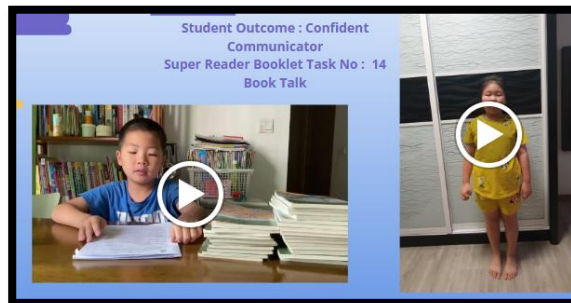


## Critical and Creative Thinkers



## Passionate Learners

## Confident Communicators



**P1 to P6  
Super Reader  
Booklets  
For English and  
Mother Tongue  
Languages**

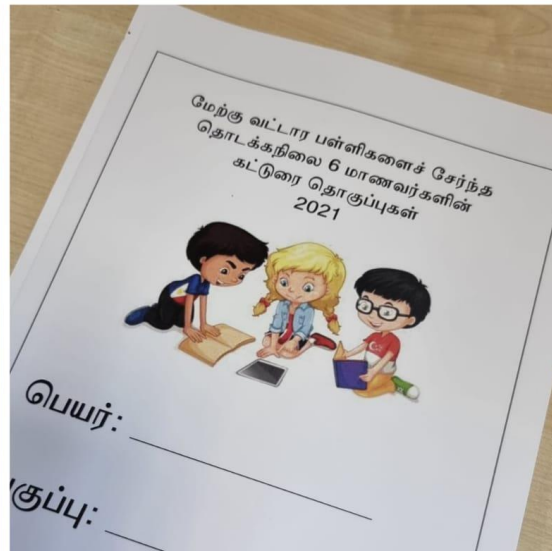
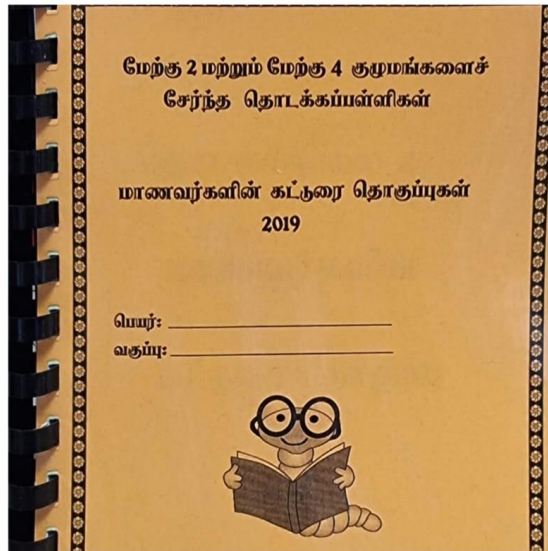
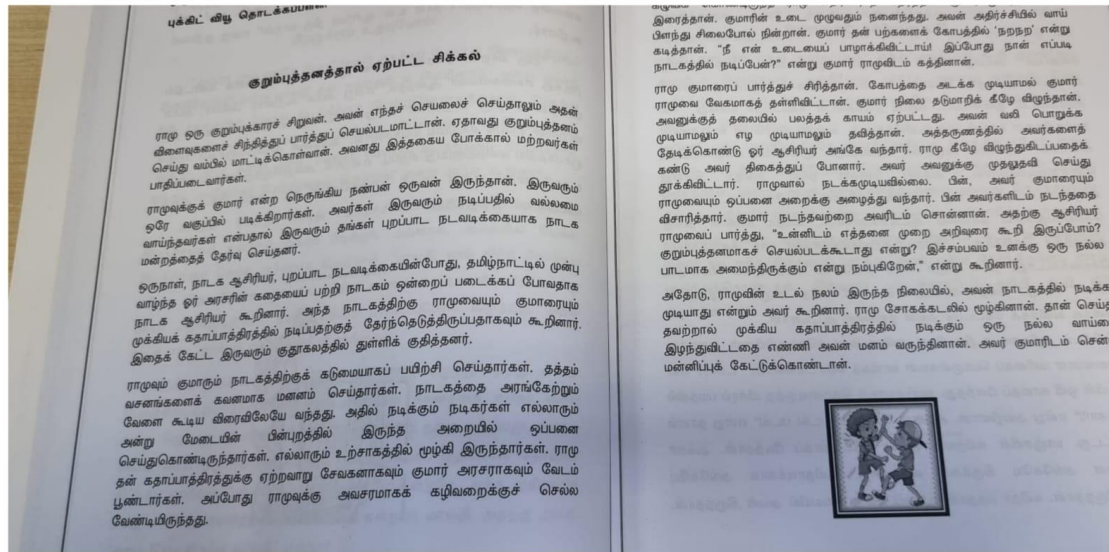








## MTL Publications





# Visual Art Jam







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# **Lianhua Primary School**

## **Primary 5 Parents' Briefing**



**Exemplary leader (over Self and Others)**

# Exemplary Leader (Over Self and Others)

- **Expectations**

- ❖ To develop a good character and good leadership skills (over self and others).





# LHPS Student Outcomes as CCE Goals

Passionate Learner	Critical and Creative Thinker	Confident Communicator	Exemplary Leader
<b>Resilience</b> <ul style="list-style-type: none"> <li>be resilient when faced with challenges,</li> <li>find meaning in life,</li> <li>and have a sense of gratitude and appreciation</li> </ul>	<b>Good Character</b> <ul style="list-style-type: none"> <li>think critically and ethically</li> <li>be discerning in judgment</li> </ul>	<b>Social-Emotional Well-being</b> <ul style="list-style-type: none"> <li>Have a balanced sense of self</li> <li>form healthy relationships</li> </ul>	<b>Good Character</b> <ul style="list-style-type: none"> <li>Have a sound moral compass and a strong sense of right and wrong</li> <li>take responsibility for choices and actions</li> <li>be caring towards others</li> <li>and strive for excellence</li> </ul>
<b>Future Readiness</b> <ul style="list-style-type: none"> <li>Have a sense of purpose in life</li> <li>develop the dispositions of adaptability and lifelong learning</li> </ul>	<b>Active Citizenship</b> <ul style="list-style-type: none"> <li>Develop a strong national identity based on a sense of belonging, a sense of hope and a sense of reality</li> </ul>		<b>Active Citizenship</b> <ul style="list-style-type: none"> <li>Develop the will to act on improving the lives of others, and building a future for our nation</li> </ul>

**CCE Curriculum   CCE Enactment   Caring & Enabling Environment**

# Unleashing the Superhero within

You are everyday heroes capable of making a difference

## Organisation Skills

I know how to organise my things, work and schedule.

I reflect and make necessary adjustments.

## Sustained Attention Skills

I focus on the speaker and listen.

I use appropriate tone of voice when speaking.

## Emotional Control Skills

I understand my feelings, how my actions affect others and understand others' feelings.

I accept feedback and act on it.

I respond calmly to disagreements during debates.

## Impulse Control Skills

I stay in control when things do not work out the way I want.

I take responsibility for and manage my own behaviour.

## Task Initiation Skills

I get ready for lessons promptly.

I complete my homework and projects on time.

## Planning and Prioritizing Skills

I plan my work schedule.

I know which are the tasks I need to complete first.

## Goal Persistence Skills

I stay on task and persevere to finish it even if I encounter setbacks.

## Cognitive Ability Skills

I make necessary changes to my plans in order to complete my tasks.

## Working Memory Skills

I remember important information and use it to help me complete my tasks.

## Metacognition Skills

I reflect about my problem-solving abilities and make improvement to myself.



- HAPPY & CHEERFUL
- LOVE FOR LEARNING
- CARE FOR MOTHER EARTH

- CARING
- KIND
- HELPFUL

- NATURAL LEADER
- GOOD ROLE MODEL

- CURIOUS
- COURAGEOUS
- KNOWLEDGEABLE



# Exemplary Leader (Over Self and Others)

- **Opportunities**

- ❖ Class leadership
- ❖ Peer Supporters
- ❖ Prefects & CCA Leadership
- ❖ School events (e.g. Project SMILE)



# Two Levels of Peer Support

## PSR Level 1

### Every Student a Peer Supporter

- Explicit teaching of PSR knowledge and skills through
- FTGP/CCE Lessons
- Student Development Experiences and School-based initiatives
- Opportunities for students to demonstrate PSR
- Through class: P1-P4 Buddy Programme
- Other settings (e.g. CCAs, camps, LJs)

## PSR Level 2

### Selected students as PSLs

- Selected students trained as Peer Support Leaders (PSLs) in
  - Peer Bonding
  - Peer Helping
  - Peer Influencing
- Connect back to Adult Support







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**End of Part 2.**