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Lianhua Primary School



Primary 4 Parents' Briefing
28 January 2026, 4 p.m. – 5.30 p.m.



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Student Outcomes (Part 2)



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Confident Communicator

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.

- **Opportunities**

- ❖ Daily Lessons, CCAs
- ❖ Visual Art Jam, Aesthetics & Performing Arts
- ❖ Young Journalist Programme (MT)
- ❖ News in Brief & Our Stories



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**

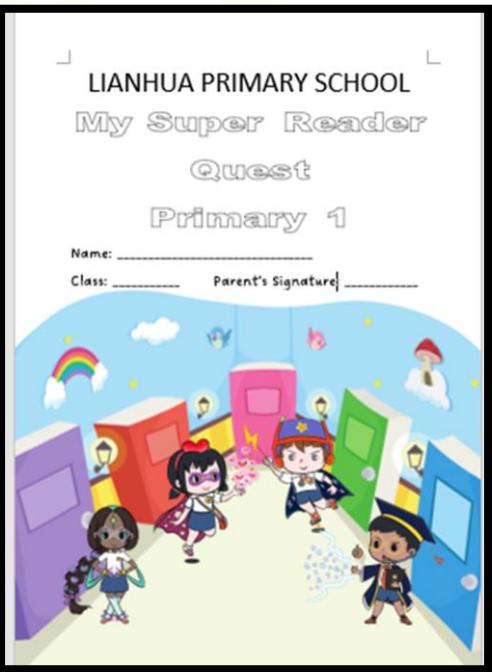
Clean School Happy Me

Monday	Tuesday	Wednesday	Thursday	Friday
Have you done your cleaning today?				
Sweep the floor				
Empty the dustbin				
Clean the windows				
Arrange tables and chairs/ Close the classroom door				
Turn off electrical appliances				

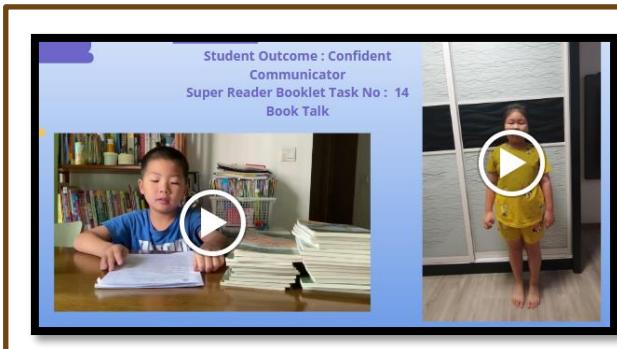
Environment Monitor: Check and tick in the checklist at the end of each school day.
Let your teachers know if there are areas that the class need to work on.

English Week

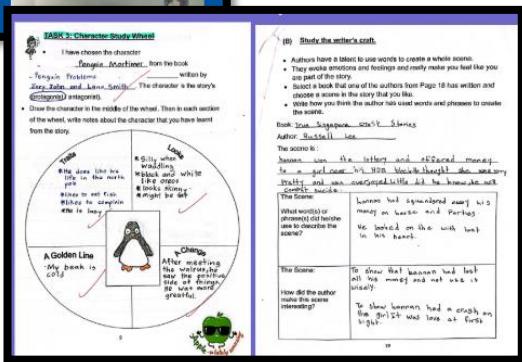
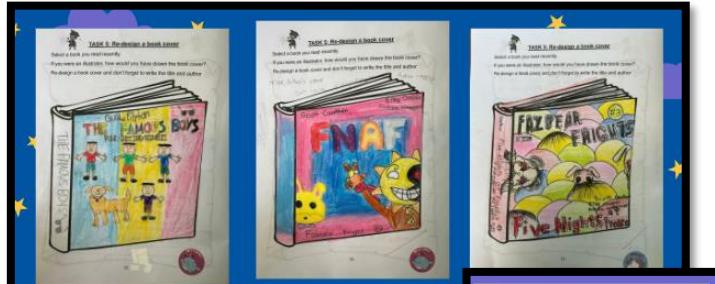




Super Reader Booklets for P1 to P6 for English and Mother Tongue Languages



Critical and Creative Thinkers



Confident Communicators

Confident Communicators

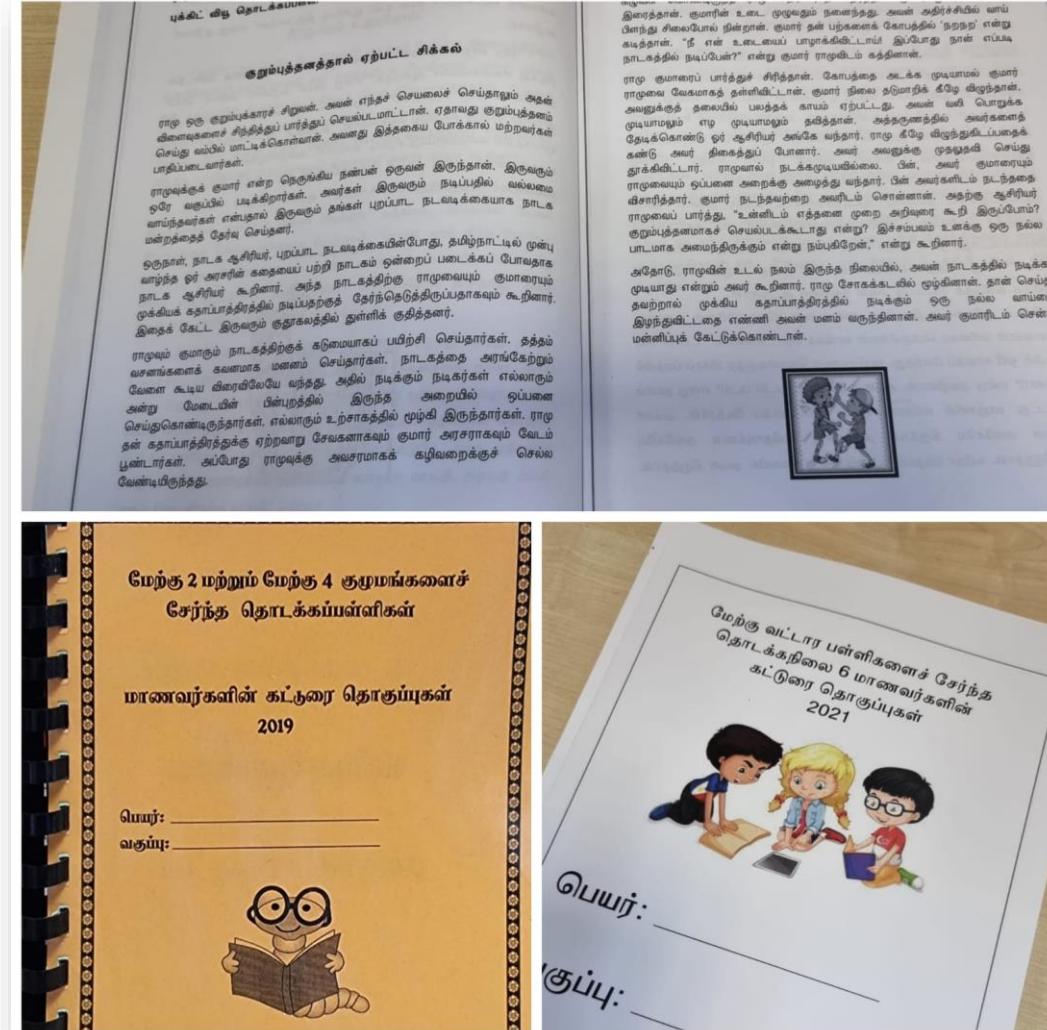


Passionate Learners

MTL Young Journalist



MTL Publications



Confident Communicator

Visual Art Jam



Exemplary Leader (Over Self and Others)



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Exemplary leader (over Self and Others)

Exemplary Leader (Over Self and Others)

- **Expectations**
 - ❖ To develop good character and good leadership skills (over self and others).
- **Opportunities (leadership)**
 - ❖ Learning for Life Programme (LLP) – Superhero Leaders
 - ❖ Class & CCA leadership
 - ❖ Prefects, Peer Supporters
 - ❖ School events (e.g. Passion Project & Project SMILE)



LHPS Student Outcomes as CCE Goals

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

CCE Curriculum CCE Enactment Caring & Enabling Environment

Exemplary Leader (Over Self and Others)

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

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.