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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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## Primary 4 Parents' Briefing



## Student Outcomes (Part 2)



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# 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**

How many times have you done this?

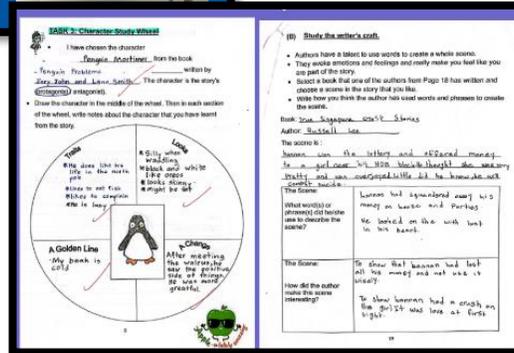
	Monday	Tuesday	Wednesday	Thursday	Friday
Sweep the floor					
Empty the dustbin					
Clean the whiteboard					
Arrange tables and chairs/ Close the windows					
Turn off electrical appliances					

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



## Critical and Creative Thinkers



## Passionate Learners

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

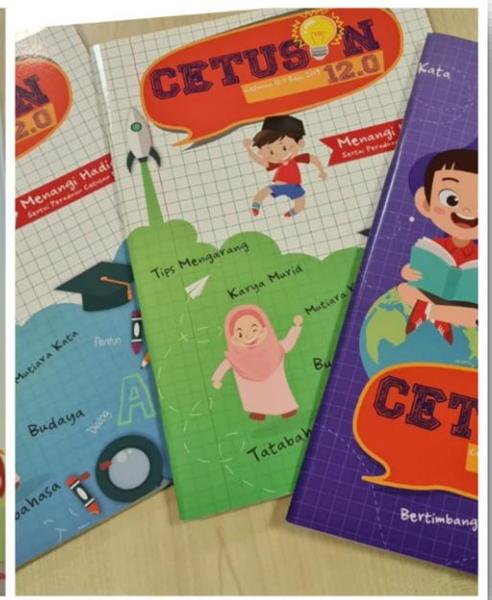
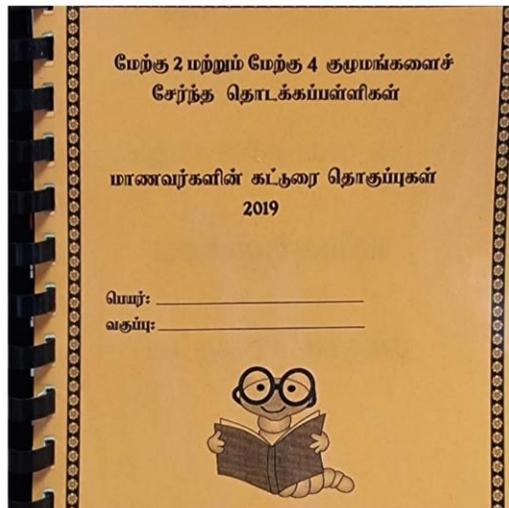
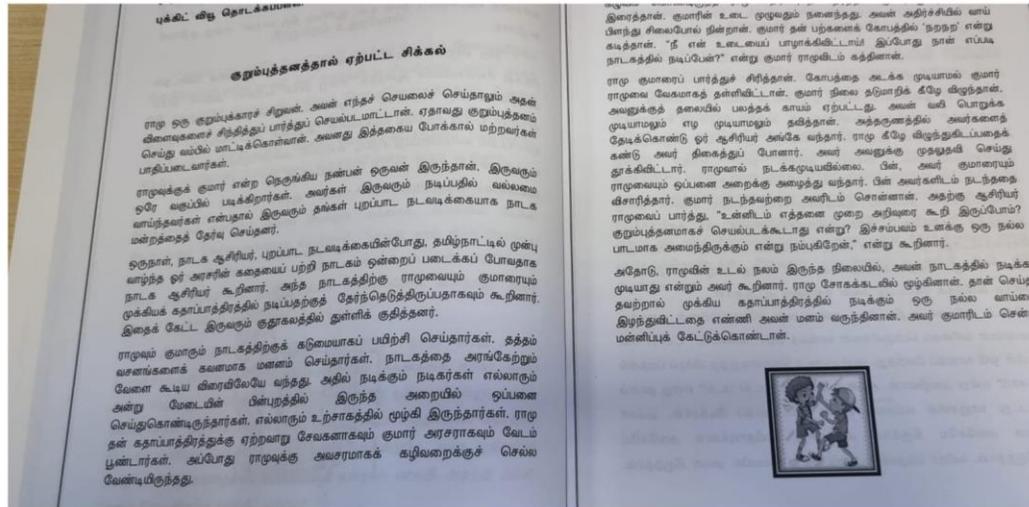


## Confident Communicators

# MTL Young Journalist



## MTL Publications



# 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
<p><b>Resilience</b></p> <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>	<p><b>Good Character</b></p> <ul style="list-style-type: none"> <li>• think critically and ethically</li> <li>• be discerning in judgment</li> </ul>	<p><b>Social-Emotional Well-being</b></p> <ul style="list-style-type: none"> <li>• Have a balanced sense of self</li> <li>• form healthy relationships</li> </ul>	<p><b>Good Character</b></p> <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>
<p><b>Future Readiness</b></p> <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>	<p><b>Active Citizenship</b></p> <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>		<p><b>Active Citizenship</b></p> <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**

# 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.**