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Lianhua Primary School



Primary 6 Parents' Briefing
29 Jan 2026, 4 p.m. – 5.30 p.m.



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Student Outcomes (Part 2)

Student Outcomes

- **Learner**
(Passionate)

- **Thinker**
(Critical and Creative)



- **Communicator**
(Confident)

- **Leader**
(Exemplary
- over self & others)





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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.



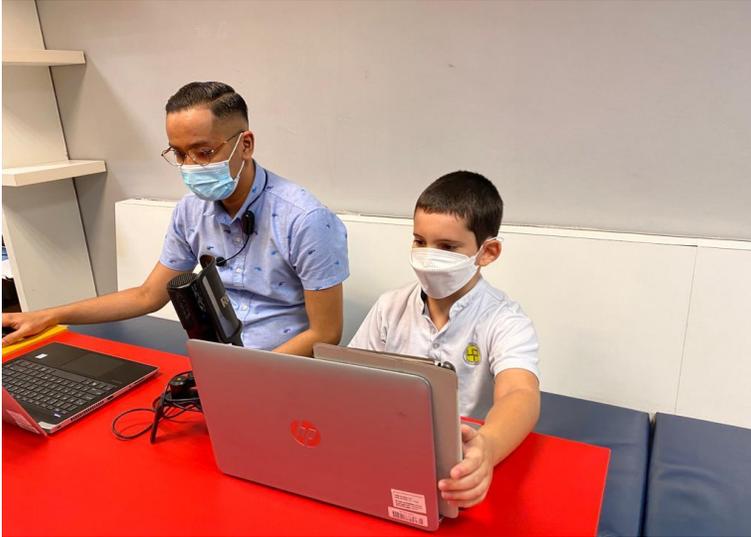
Confident Communicator

- **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*



	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					

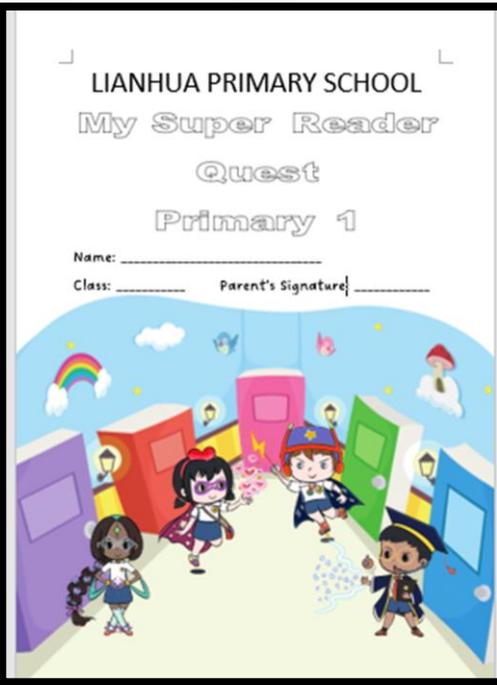
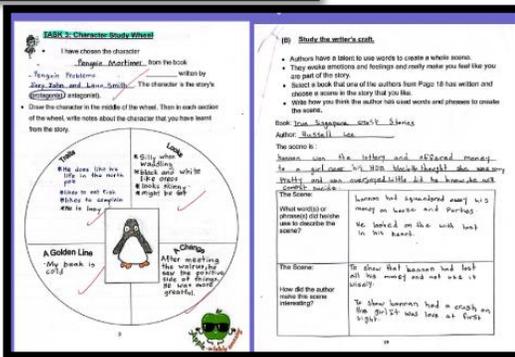
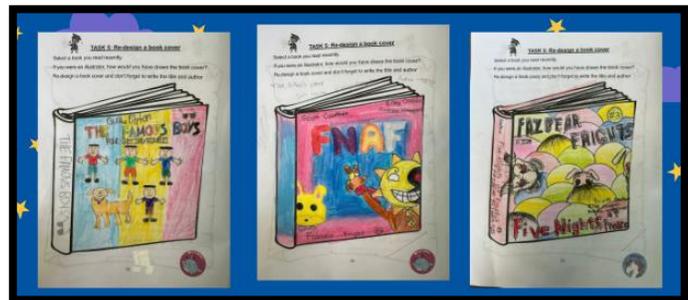
Environment Monitor: Check and tick in the checklist at the end of each school day. Let your teachers know if there are areas that the class need to work on.

Confident Communicator

English Week



Critical and Creative Thinkers



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



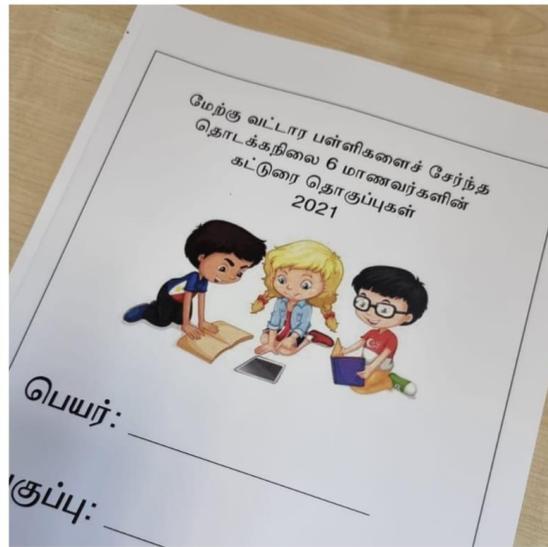
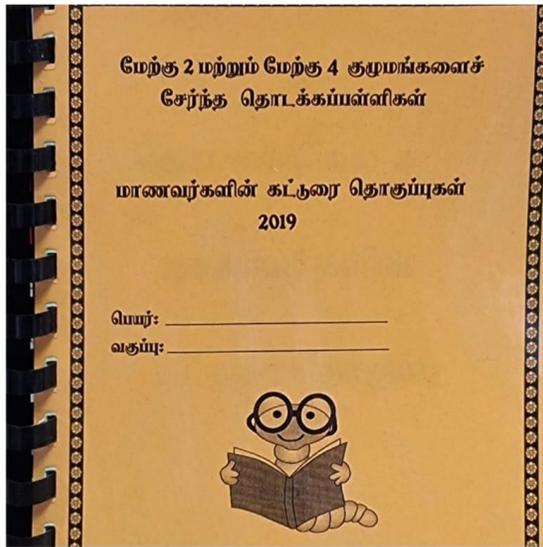
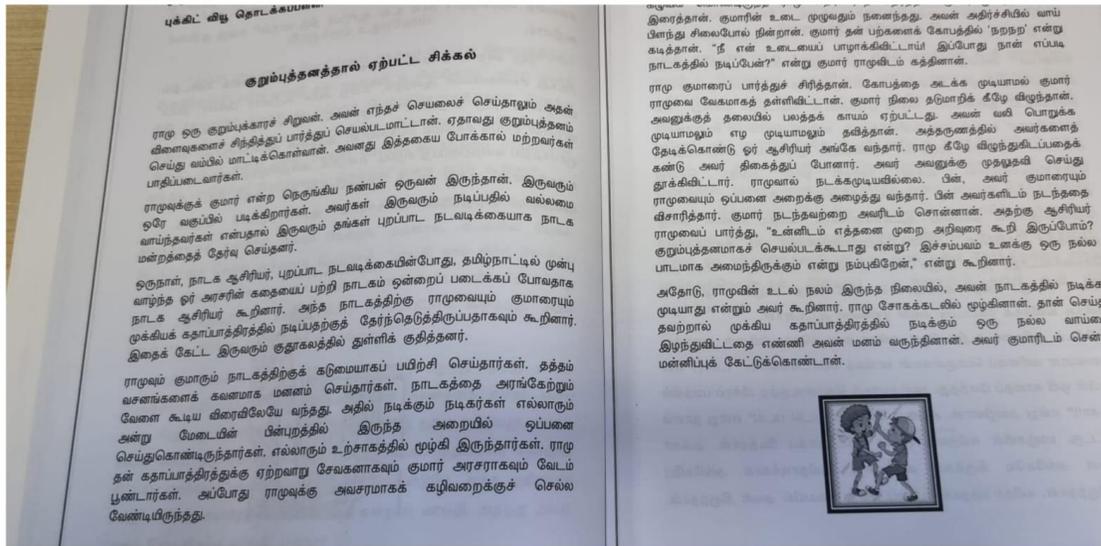
Confident Communicators

Passionate Learners

MTL Young Journalist



MTL Publications



Visual Art Jam





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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
<p>Resilience</p> <ul style="list-style-type: none"> • be resilient when faced with challenges, • find meaning in life, • and have a sense of gratitude and appreciation 	<p>Good Character</p> <ul style="list-style-type: none"> • think critically and ethically • be discerning in judgment 	<p>Social-Emotional Well-being</p> <ul style="list-style-type: none"> • Have a balanced sense of self • form healthy relationships 	<p>Good Character</p> <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
<p>Future Readiness</p> <ul style="list-style-type: none"> • Have a sense of purpose in life • develop the dispositions of adaptability and lifelong learning 	<p>Active Citizenship</p> <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 		<p>Active Citizenship</p> <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**

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.