



NANYANG GIRLS' HIGH SCHOOL
PROSPECTUS 2023 ::::



Principal's Message

It gives me great pleasure to write to you as the Principal of Nanyang Girls' High School.

Nanyang is a school with a long and illustrious history, having recently celebrated its 106th anniversary. Since its beginnings in a humble shophouse at No. 7 Dhoby Ghaut, it has grown in strength over the years, with generations of girls passing through its gates, living up to the goals that its founding fathers had for them – to be well-educated ladies, respected members of society, and agents of change.

None of this would have been possible without the sound values that anchor each and every Nanyang Girl. The values in our school motto, 勤慎端朴 (*Diligence, Prudence, Respectability, Simplicity*), are values that we hold close to our hearts, and they draw a deep connection between Nanyang Girls, both past and present. Our alumni have gone on to become trailblazers in various fields, ranging from the sciences to the arts. Regardless of their passion, it is undeniable that these values continue to guide them in their paths as they persevere in their pursuit of excellence while exercising sound judgment, integrity and sincerity in their actions.

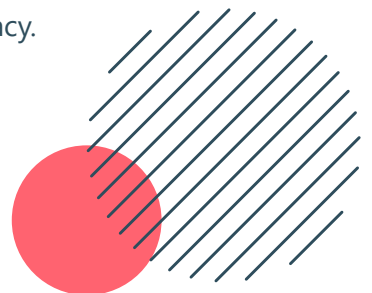
At the same time, as a school running the Integrated Programme in partnership with Hwa Chong Institution, we believe in stretching our girls to their fullest potential, offering them an enriching and exciting curriculum beyond the confines of the classroom. This common belief of our teaching staff drives us to create opportunities for holistic development, and our girls are able to participate in a range of programmes, from drama to programming, even to 3D maker projects. Indeed, we hope that our girls are able to discover their interests and talents, and reflect on their personal growth through the experiences they have with us.

Our long-standing reputation as a school rooted in rich Chinese traditions and culture is also why we were accorded the status of a Special Assistance Plan school, and we take pride in how we nurture our girls to have bilingual and bicultural perspectives in their view of the world. While we place a strong emphasis on Chinese Language and Culture, we also recognise the importance of our girls' identity as Chinese living in multicultural Singapore, and therefore promote intercultural understanding in them through learning journeys and overseas trips. These instill in them a respect towards different cultures, something that is essential in our diverse society.

Nanyang is not just a school — it is a family made up of our students, staff, school leaders, Board of Directors, alumni and parents. Together, we seek to create and maintain a safe space for our young ladies to discover who they are, as individuals, daughters, and members of society. Our school song charts the way for them and us: “我们跟时代进行，高唱协和的歌音。五育平均其发展，堂堂的做个完人。” We look towards the future and progress with the times; we develop our girls holistically for them to be able to contribute to society; we aspire for them to make a difference no matter which part of the world they are in. It is our wish that our girls aim high, not to be the best in the world, but to be the best *for* the world.

I invite you to join us in our journey as we continue to build our Nanyang legacy.

Principal
Ms Siau Fong Fui



校长寄语

欢迎来到南洋女子中学校！

今年，南洋女中迎来了106周年校庆。自1917创校以来，我们一直秉承先贤创校的精神，致力于培养具备卓越文化素养、备受尊重和推动社会进步的女性。南中从一间坐落于多美歌的简陋店屋的起步阶段，一步一个脚印地成长壮大，逐渐发展成今天的规模，这一路走来，实属不易。

近一个世纪以来，南洋女中秉承丰富的历史和优良的华族传统。作为一所历史悠久的特选学校，我们致力于为学生创建双语双文化的学习环境，并以培养具备双语双文化视角的新时代女性为己任。对于南中学生来说，她们生活在多元文化新加坡，因此不仅要重视华文和华族文化，同时也要认识到自己身为华裔在多元文化新加坡的身份认同。为此，学校一方面为推广华文华语的使用不遗余力，另一方面也通过组织学习之旅和海外浸濡活动促进学生的跨文化意识，以期培养她们的区域和全球视角。

同时，作为一所与华侨中学合作开办综合课程的学校，我们希望充分激发学生的潜能，为她们提供丰富精彩的课程体验。这一共同信念推动我们的教职员为学生创造全面发展的机会，使她们能够参与戏剧、编程以及3D制作等多样化的课程。我们希望她们能够从中发现自己的兴趣和天赋，并通过这些多姿多彩的校园经历反思个人成长。

如今，南中校友已遍布世界各地，在科学、艺术等不同领域中留下了引领潮流的足迹。无论她们志向何在，南中校训「勤、慎、端、朴」都深深扎根于南洋女中的大家庭中，引领着每个学子在坚持追求卓越的道路上砥砺前行。「勤、慎、端、朴」，这四个永垂不朽的价值观构成了独特的南洋身份和南洋精神，它如同一盏灯塔，照亮了学生的成长之路，同时也让一代又一代的学子在毕业之后依然心系南洋。

南洋女中不仅仅是一所学校，更是一个由学生、教职员、校领导、董事会、校友和家长组成的南洋大家庭。我们共同努力，为莘莘学子打造一个安全的空间，让她们能够自由探索自我，了解自己在社会扮演的多重角色。“我们跟时代进行，高唱协和的歌音。五育平均其发展，堂堂的做个完人。”——我们的校歌为南中全体师生指明了方向，让我们展望未来，与时俱进。我们全面培养

学生，使她们能够为社会做出贡献；我们对学生寄予厚望，希望她们在世界各个角落发光发热；我们希望她们志存高远，不是为了成为世界上最杰出的人，而是成为为世界做出最杰出贡献的人。

当然，这一切的成功都离不开各位给予南中的支持与关爱。让我们继续与学生携手前进，共创美好未来！愿南中永发光！

南洋女子中学校
萧芳辉校长





School Heritage

Nanyang Girls' High School was set up by a group of leaders from the United League of China, who were deeply inspired by Mr. Sun Yat-sen's view that women should receive an education in order to play a more active role in serving their country.

Since its establishment in 1917, Nanyang Girls' High School has remained true to her goal in grooming well-educated ladies who will contribute to society. It is a premier independent and Special Assistance Plan (SAP) school with an intake of over 1500 girls ranging from Sec 1 to Sec 4.

Given its vibrant history and rich tradition in bicultural education, NYGH prides itself in providing an all-round holistic education, allowing all girls to thrive in the globalised world of the 21st century.

Mission



We nurture women of character and purpose with bilingual and bicultural perspectives, empowering them to make a difference in the world.

Vision



Every Nanyang Girl a Respected Member of Society and an Agent of Change

Motto



南中学生与教职员...
Every Nanyang girl and staff member...

勤

Diligence

勤奋进取，精益求精
perseveres in the pursuit of excellence, for self and others

慎

Prudence

慎独慎思，慎言慎行
is discerning in one's thought, word and deed

端

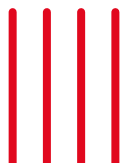
Respectability

举止端庄，品行端正
carries oneself with dignity and upholds integrity

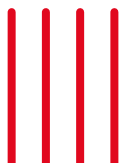
朴

Simplicity

真诚谦和，抱朴含真
is sincere, demonstrates humility and focuses on the essentials

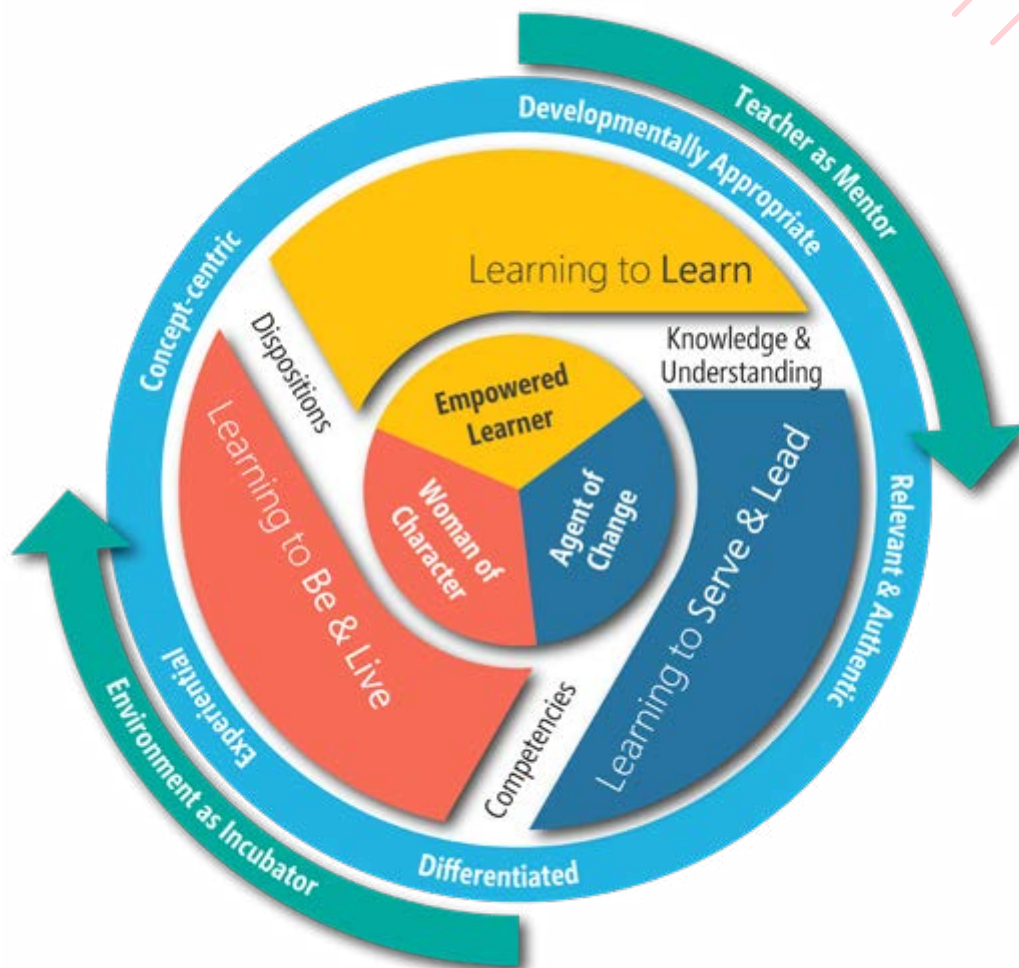


School Song



Curriculum Overview

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The Nanyang Integrated Programme (IP) is a six-year programme for Nanyang Girls' High School (NYGH) students, with years 1-4 spent at NYGH and years 5-6 at Hwa Chong Institution. The IP curriculum aims to stretch students beyond the requirements of the O-Level examinations/syllabus and offers students a more challenging curriculum with meaningful assessments.

In NYGH, we believe students are keen to learn and are highly driven. The programme therefore aims to provide an enriching and challenging learning experience for high-ability students of diverse talents and background, and is built upon the school's extensive heritage and culture of bilingualism, excellence and service.

At NYGH, we want our students to become respected members of society and agents of positive change.

The aim of our curriculum is to nurture and develop the Nanyang student into:

- a Woman of Character;
- an Empowered Learner; and
- an Agent of Change.

NYGH is where they grow in their knowledge and understanding and develop competencies and dispositions to prepare them for work and for life.

Since 2016, our school has adopted Dr Lynn Erickson's Concept-based Approach in teaching and learning. It ensures that students develop deep conceptual understanding and thinking which will enable them to transfer knowledge and skills across time, situations and contexts.

Besides using the Concept-based Approach in integrating the curriculum within and across disciplines, Design Thinking and Maker Education are also used in designing the interdisciplinary projects to bring about innovative and creative thinking anchored in empathy.

Bilingual Bicultural Environment



As an established SAP school, we take pride in providing all our students a conducive bilingual bicultural environment.

In our school, students are given a strong foundation for understanding the East and the West and achieving mastery in both the English and the Chinese languages.

Our students may or may not have taken Higher Chinese in Primary School. With a passion for language and the right attitude for learning, our students are well guided in their bilingual bicultural journey as learners. At the end of their secondary school life with us, our students achieve beyond their language capabilities. They are cross-cultural learners who celebrate diversity.

Educational Technology

Educational Technology, or EdTech, is the practice of facilitating teaching and learning by creating, using and managing appropriate technological processes and resources.

In Nanyang Girls' High School, EdTech is a means to empower student voice and ensure that learning is a student-driven process. Modelled after the International Society for Technology in Education (ISTE) Standards for Students, students engage in the roles of Knowledge Constructors, Innovative Designers, Creative Communicators and Global Collaborators in effectively harnessing technology in their learning.

Nanyang Girls' High School is also part of the nationwide National Digital Literacy Programme (NDLP). Students in all four levels will use a personal learning device to empower self-directed and collaborative learning anytime, anywhere.



Academic Programmes



Nanyang's Academic Curriculum is designed to enable students to pursue a course of study based on aptitude, strength, interest, and aspiration. At the lower secondary levels, the curriculum is broad-based, giving students the opportunity to discover their areas of interest before pursuing them at upper secondary and beyond. The curriculum is also grounded in our commitment to providing an enriching bilingual and bicultural experience for all our students.

- 1. Core Academic Programme:** This is for all students and is mainly conducted during school hours.
- 2. Advanced Academic Programmes:** These are subject-specific for a selected group of upper secondary students who demonstrate specific aptitude, attitude, and strength. Students offer these subjects at greater depth of learning and lessons are mainly conducted during school hours unless otherwise stated. Some examples of these programmes include Advanced Mathematics and Advanced Literature.
- 3. Advanced Special Programmes:** These are also subject specific for selected groups of students with specific aptitude, attitude, and strength. There are two components:
 - Advanced Academic Programmes with customised talent development programmes. Examples include the Art Elective Programme, Higher Music Programme, Bicultural Studies Programme, Humanities Programme, and Science & Math Talent Programme.
 - Specialised Programmes outside curriculum hours. Examples include the Malay Special Programme held in school or Third Language offered at the Ministry of Education Language Centre.
- 4. Enrichment Programmes:** These offer options for all selected students outside curriculum hours.

Note: Students who are eligible for Academic Special Programmes are only allowed to take one programme.

Chinese Language and Culture

“每一名南中学生都是热爱华文与华族文化、知书达礼、具有国际视野的终身学习者。”这是南中华文与文化部的愿景。为了达到这个愿景，南中华文与文化部致力于培养学生对华文和文化的热爱，提高她们的语文能力和对华文文化的认识，灌输她们正确的价值观，鼓励她们通过种种方式拓宽视野，学习从不同的角度看待问题。我们希望培养出来的学生，不只能够有效地以华语表达看法，还能够成为学贯中西，具有国际观的双语双文化人才。

除了高级华文课程和文化课程之外，南中华文与文化部也通过种种活动，加强学生的语文应用能力，让学生看到华文与现实生活之间的联系，并从中培养学生对华文与华族文化的热爱。这些活动包括各年级的深广活动、阅读活动、作家讲座、学习之旅、每周时事话题分享、每日重要新闻分享等等。



中一至中四：高级华文

南中的高级华文课程强调华文的实用能力,以培养学生的语言能力和思维能力为学习导向。课程的编排以概念为本,并参考教育部的课程规划和会考要求,遵循循序渐进、由浅入深、螺旋上升的原则,让学生在掌握跨学科概念和语文概念的同时,逐步提升语文能力。我们希望通过高级华文课程,提高学生阅读、理解、分析、鉴赏华文文学作品的能力,提升学生的人文素养,加深学生对华族文化的理解与认同。此外,课程也强调健全人格和良好个性的培养,以及国民意识的加强。



中一至中四：文化课程

南中的文化课程,是从低年级的华文文史鉴赏课程开始,旨在先激发低年级学生对华文文史的学习兴趣。通过文史故事和文化知识的介绍,并配合各种文化活动,培养低年级学生对中华文史的初步认识。到了高年级,我们根据学生的兴趣与意愿,为学生量身定制四个不同层次的文化课程。

我们希望通过文化课程,培养能够从不同视角分析问题,具有批判性思维和创意思维,并懂得欣赏和传承优良华族文化的学生。

中一至中四：才能培训课程

南中学生多才多艺,能力非常强。为了让学生的强项得到充分的发挥,华文与文化部根据学生的兴趣和强项,提供四种不同的才能培训课程:口才训练、创意写作、编辑和翻译。

我们邀请专人,通过有系统的训练,循序渐进,逐步发展学生的强项,以培养能够传承华文与文化的专才。

Language Arts and English Literature



The English Language Arts classroom seeks to engage our students in sense and meaning-making with authentic literary and non-literary texts relevant to real-world contexts. It promotes active participation and multiple viewpoints, through which the student may discover her own voice and communicate with conviction, style and grace.

Texts and learning experiences in the Language Arts classroom aim to fulfil not only the intellectual and cognitive demands of school, but also the social-emotional, the moral-ethical, the aesthetic and the physical needs and readiness of our students. The development of metacognitive skills enables the student to monitor her own learning and to gain a greater sense of self-efficacy. In addition, opportunities for collaboration serve to build a learning community that recognises the strength and value of shared knowledge.

Through Language Arts, all students build a foundation in Literature that will enable them to better appreciate Literature in Junior College (JC), even if they do not take Literature as a separate subject at the upper secondary level. This opens up more options for students, allowing them to select their JC subject combination based on their aptitude and interest.






Drama

This subject is offered to all Secondary Two students. The curriculum is designed to engage and challenge students to maximise their expressive abilities and enjoyment of theatre. By working individually and collaboratively, students will create drama that explores a range of imagined and created situations. They will perform scripted and devised drama using a variety of performance techniques, dramatic forms and conventions to engage an audience; through this process, they will reflect on the meaning and function of drama and theatre in relation to the human experience.



Philosophical Inquiry



We believe in exposing students to Philosophy so that they will develop the ability to logically and critically examine assumptions, beliefs and issues. Students will be nurtured through the process of learning of logical principles, critical reading of philosophical texts, as well as rich discussions.

Literature Mentorship Programme

Students with a passion for and an aptitude in Literature are mentored in this enrichment programme in their Secondary Two year. Secondary Two students keen to enrol in this programme may sign up to participate in the selection process.

Selected students are pulled out of some Language Arts lessons to study literature at greater breadth and depth. They will complete readings, writing tasks, discussions and projects.



Literature


Students who enjoy Literature may choose to take Literature as a separate subject in Secondary Three and Four. They will study Literature in greater depth and acquire the skills needed in research essay writing. This subject introduces students to the reading, appreciation and analysis of texts in Literature in English through the ages. It includes texts from around the world, from American and European Literature to African and Asian writing in English and translated works. Students keen to read Literature at H2 level in junior college will benefit from a curriculum that prepares them to excel in the subject.



Humanities



The Humanities curriculum in Nanyang Girls' High School aims to nurture each student to become a Respected Member of Society and an Agent of Change. Through the study of the various Humanities subjects, such as History, Geography, and Integrated Humanities, students will gain a holistic perspective of Singapore, Southeast Asia, China, and the rest of the world today. They will also acquire skills in critical thinking and research as well as academic writing and presentation. Opportunities to go on field trips relevant to the various subjects will be offered to students as well, in order to further enrich their study of the world.





Humanities NY Enrich Programme

Secondary Two students who have an interest in the Humanities can seek to extend their learning in this area by partaking in the Humanities NY Enrich Programme. In this programme, students will engage in Humanities research under the guidance of teacher-mentors, participate in field trips, and learn from speakers with expert knowledge.

Mathematics



In Nanyang Girls' High School, Integrated Mathematics is offered to all lower secondary students. In upper secondary, students will study Integrated Mathematics 1 and either Integrated Mathematics 2 or Advanced Mathematics. The Mathematics curriculum aims to nurture students into becoming critical thinkers and innovative problem solvers who are able to connect ideas through the applications of Mathematics. They will solve non-routine and complex real-world contextual problems that require deeper insight, logical reasoning and creative thinking.

To make the learning experience meaningful and engaging, the Mathematics Department organises activities to foster students' interest and to allow them to see the applications and beauty of Mathematics. Students have options to take part in various Mathematics competitions such as The Australian Mathematics Competition. The school also organises the Science and Mathematics Festival annually to excite the students in the learning of Mathematics.



Maths Olympiad Training

This training is generally targeted for students who are in the top 10-12% for Mathematics. Besides preparing the students for competitions, this course also allows the students to explore various mathematical thinking strategies and problem-solving skills.

Mathematics Research Project

This programme is open to selected students based on aptitude and interest. Under the guidance of a teacher mentor, students collaborate in a group on a topic of their choice. The process spans over a semester and outstanding projects are selected to participate in the Singapore Mathematics Project Festival organised by the Singapore Mathematical Society. This research mentorship programme is a rigorous one and aims to inspire students to further pursue research in Mathematics beyond the classroom setting.

Advanced Mathematics – Pre-Calculus with Trigonometry Course

The Advanced Mathematics course is a customised course adapted from the Honors Pre-calculus with Trigonometry online course from Stanford University Online High School. This course aims to provide content acceleration opportunities for students with a strong aptitude in Mathematics. It is open to selected students at the Secondary Three and Four level.



Science



The Science Department at Nanyang Girls' High School aims to instil and nurture students' passion in Science and develop in them the scientific thinking skills, values and attitudes that are to be applied to their daily lives as a responsible member of the society. To achieve this mission, they implemented a dynamic and challenging curriculum that builds the knowledge, skills and attitudes necessary for students to innovate and pursue STEM for future learning and work.



To make Science learning coherent and meaningful, the Science curriculum is organised around Core Concepts, which are distilled ideas central to Science. The Core Concepts help students see the coherence and conceptual links within and across the different sub-disciplines of Science (i.e. Biology, Chemistry and Physics). The Core Concepts also provide a framework to make visible students' progression in Science understanding across the different levels of education. Teachers will be able to pitch their lessons according to the students' stage of readiness to help them gradually develop understanding of Science concepts with increasing complexity.

To generate awareness in Science, every Nanyang girl will experience enrichment activities such as visits to Science exhibitions and talks on specific areas of Science and Science-related competitions. The school also organises the Science and Maths Festival annually to excite the students in the learning of Science.

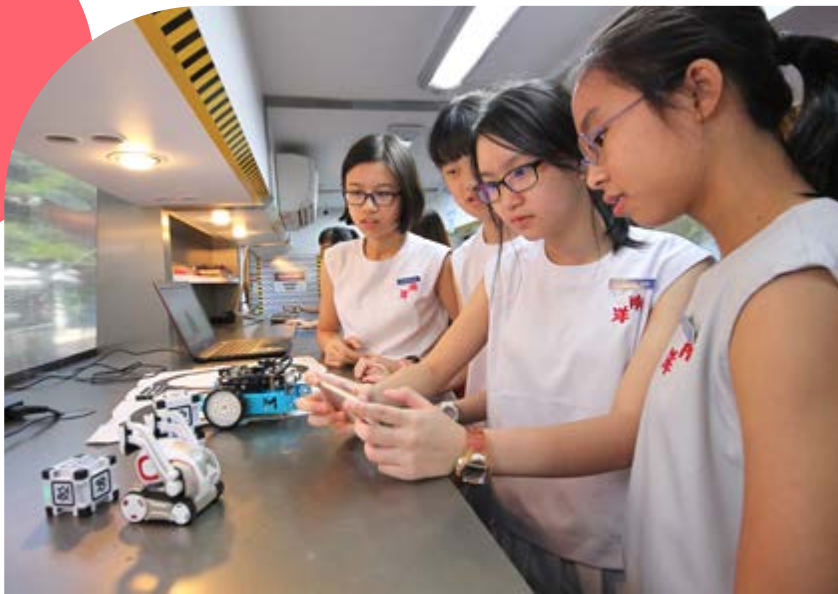
At upper secondary, students have the option of deepening their knowledge of Science by offering Chemistry, Physics, or Biology.

ICT Curriculum

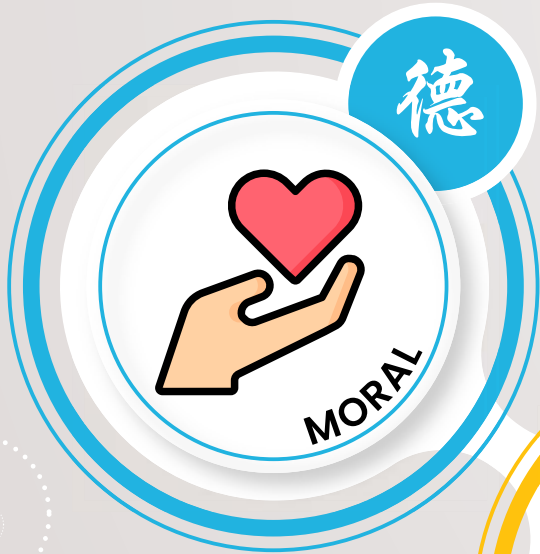
The ICT curriculum in Nanyang Girls' High School is designed to equip our students with essential digital competencies necessary in the 21st century. Aligned with MOE's EdTech Masterplan 2030, we integrate these digital competencies under the "Find, Think, Apply, Create" framework across our Total Curriculum.

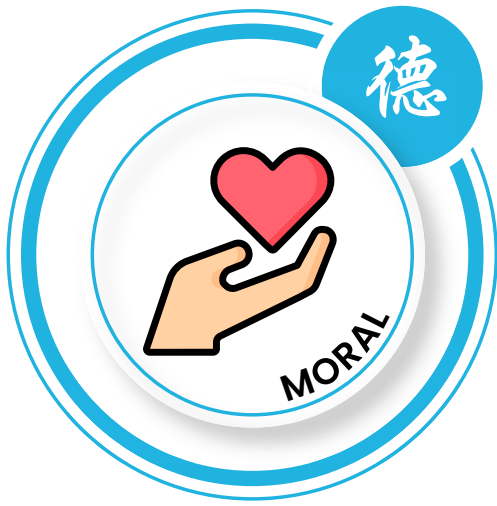
Secondary One students will have a solid foundation in Applied Digital Skills and Cyber Wellness built into their day-to-day school life. In Secondary Two, the compulsory module, "Computational Thinking and Basic Coding in Python", goes beyond coding, fostering problem-solving and logical reasoning in students. These programmes pave the way for further exploration in the Upper Secondary years, during which students can opt for elective modules on Intermediate and Advanced Coding in Python, as well as Introduction to AI and Machine Learning. This tiered approach ensures a progressive and comprehensive learning journey in digital literacy.

We believe in providing a holistic education that imparts technical skills and nurtures creativity, critical thinking, and responsible digital citizenship. Our students will grow into not just proficient users of technology but adept innovators and ethical contributors to the digital society.



五育 | 5 Domains





德 | moral

In NYGH, we place character education at the heart of our school mission to nurture and develop in our students character, resilience and social emotional well-being, active citizenship, and future readiness.



Character and Citizenship Education

To help our students apply such aspects in context, CCE fundamentals are taught across several curriculum content areas, such as Cyber Wellness and National Education. They are also well incorporated in timetabled lessons, co-curricular activities and other workshops and programmes offered throughout the year.

Our school's Positive Education approach is embedded across different facets of the student development experience. In addition, we have customised and added other school-based lessons, activities, and programmes to complement MOE's CCE curriculum, deepen the connections between CCE lessons and students' school experiences as well as strengthen the coherence between the CCE lessons and other student development programmes.

The school empowers our girls to promote a strong and caring school culture through a diverse range of roles and responsibilities:

Citizenship Education Ambassadors

Citizenship Education Ambassadors work with the Cross-Cultural Learning and CCE Team to plan, promote and coordinate Citizenship Education activities for festival celebrations and NE commemorative events. They are also trained in facilitation skills acquired from learning journeys such as visiting the Parliament and workshops.

Positivity Champions

Skilled in providing peer support and mentorship, our positivity champions work closely with the Positive Education team to coordinate, promote and implement Positive Education efforts and activities to foster class spirit and camaraderie as well as promote inclusivity in class.

Technology & Cyber Wellness Ambassadors (TCWA)

The TCWAs work with the Educational Technology and CCE Teams to promote safe and responsible use of online tools and activities. They also receive training on how to deepen the level of engagement with their classmates in discussions about cyber wellness.

Work Experience Programme (WEP)

The WEP is designed for selected Secondary 4 students who wish to gain valuable insights and hands-on experience in a professional environment.





Cyber Wellness and Digital Citizenship

With global connectivity and the pervasive use of information and communication tools being an integral part of our daily lives, the school recognises the pertinent need to equip students with the necessary skills and knowledge to help create empowered and empathetic digital citizens who can deal with important issues at the confluence of classroom learning, technology and society. These aspects include identifying and evaluating possible online risks and taking actions to be a positive online influence for the community.

Our Cyber Wellness and Digital Citizenship framework is incorporated in CCE curriculum time and through programmes such as workshops, talks and activities. These are led by teachers and Technology & Cyber Wellness Ambassadors, who are peer-elected class student leaders.

Community Education

All Nanyang girls go through a four-year Community Education Programme (ComEd) which incorporates service-learning, experiential learning and leadership development to equip our students with the knowledge, skills, values and attitudes to respectfully engage and meaningfully serve the community.

The programme is carried out in a scaffolded manner that progresses from Exploration to Inquiry to Agency through a host of projects that emphasises leadership, cross-cultural learning, and initiative.



Secondary 1 & 2

At the lower secondary level, students go through the SPICE programme - Serving People with Innovation, Creativity and Enterprise. Versed in the design thinking framework, they put these skills to use in their service to and with community partners.

Secondary 1 students are given opportunities to learn more about themselves and how to put these traits into practice through carrying out service to others in the school community and in the community around us. Students work as a class to visit different organisations that serve specific sectors in our community - namely, the elderly and persons with disabilities. They plan activities with these clients. In the process, they interact with them and learn to empathise with their needs.

In Secondary 2, classes put into practice innovation and creative thinking skills as they are more focused in their service to one sector of our community with the objective of finding out the needs of the community and designing projects to meet the needs of the community using the Design Thinking framework.

Secondary 3 & 4

Using the organisational skills and knowledge attained in the last two years, Secondary 3 and 4 students are given the autonomy and time to explore suitable Voluntary Welfare Organisations they are interested in working with and work in groups to carry out a project with a community of their choice. Teachers act as mentors to facilitate the learning process and guide students through their research, planning and reflections over their service and learning journey.

The Secondary 3 cohort oversees the annual NY Gives Back initiative during the Lunar New Year period - a school-wide annual initiative that involves the entire school coming together to donate hampers to our partner organisations and selected charities along with funds collected from the students' very own hongbao money.

At Secondary 4, students affirm their role as agents of change by spearheading their own projects in their final year. They take the initiative to serve a chosen community and plan and execute a project to meet their needs. Students also learn to work with peers from different classes to achieve a common goal of serving this community.



Student Leadership



The school aims to nurture all students to be role models and servant leaders with a clear sense of purpose and agency. When faced with challenges, they remain resilient and are confident in leading others.

In their 4 years in Nanyang, all students would have gone through leadership-related sessions such as values and Strengths Finder Assessment, Classroom Role Selections, Leader Apprenticeship Programme Selections, CCE lessons on teamwork and communications and sharing by invited speakers during Career Conferences. The Leader Apprenticeship Programme and student-initiated projects are also offered to students at lower secondary to develop their knowledge, skills and values. Opportunities to lead in classroom roles, CCAs and group projects such as SPICE or Lifeskills Programme segments are made available to all students.

To cater to the different needs and potential of the students, we adopt the Discover – Develop – Shine approach in Student Leadership Development. The approach focuses on students discovering for themselves an understanding of self-leadership through class-level and cohort-level experiences. This is undergirded by the philosophy of Servant Leadership and the Five Practices of Exemplary Leadership. Student leaders develop their leadership knowledge, skills, values and attitudes through on-the-job experiences, workshops, seminars, camps, service-learning projects, cross-cultural learning, self-reflection and mentoring by teachers and seniors.





Board of Monitors (BOM)

Our Board of Monitors (BOM) members are chosen representatives of their classes and levels who assist in developing class spirit and camaraderie and help maintain discipline and order within each class.

Class Committee

Members in the Class Committee (CCM) support the Class Monitors in classroom management and assist Form Teachers and Subject Teachers in the day-to-day management of the class to uphold discipline and promote class unity and spirit.

Board of Elected CCA Leaders (BEL)

The Board of Elected CCA Leaders (BEL) consists of elected Captains and Presidents from all the Co-Curricular Activities (CCAs). They play a key role in ensuring unity, camaraderie and help maintain morale within the teams.

Leader Apprenticeship Programme (LeAP)

The Leader Apprenticeship Programme (LeAP) provides Secondary 2 and 3 students with the opportunities to serve and learn through school events and projects under the guidance of teachers and upper secondary student leaders.

Nanyang Student Council (NYSC)

The Student Council comprises upper secondary students that demonstrate exemplary conduct, all-round good performance in class and CCA, and the commitment to serve and lead. They work hard to engage the student body to create an inclusive and vibrant school experience for all through planning and hosting a multitude of school events.



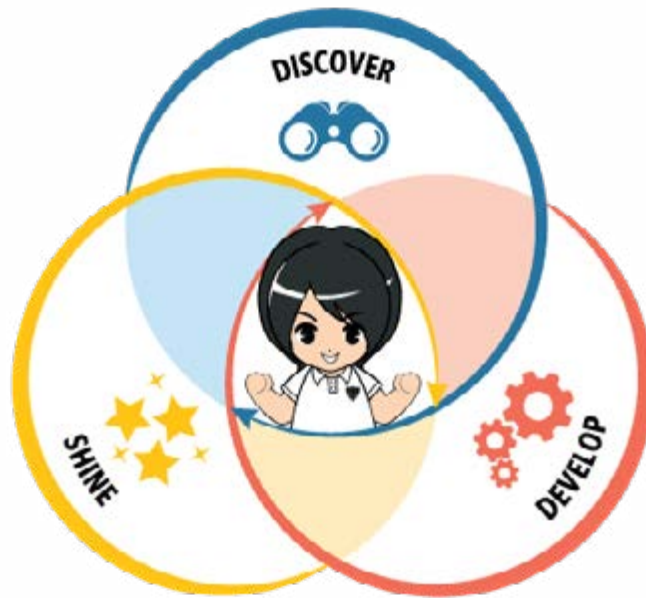


智 | intellectual

Our Talent Development (TD) Programme seeks to instil the joy of learning as students discover their interests and strength through diverse learning experiences within the school curriculum. Every student is encouraged to take ownership of her TD journey as she grows in experience and aptitude.

We believe that every Nanyang Girl is empowered to discover and develop her talents, and will flourish when learning experiences are enjoyable and challenging.

Our programme aims to design learning experiences for students to discover interests in different domains, provide enrichment programmes for students to develop strengths, and create opportunities for students to shine by helping others learn and grow.



Ultimately, the TD programme aspires to nurture every Nanyang Girl to become a Respected Member of Society and an Agent of Change, by making a positive impact in the community and nation at large.

新加坡教育部-南洋女中双文化课程 MOE-NYGH Bicultural Studies Programme (BSP)

南洋女中的双文化课程旨在培养能够游刃于中西文化之间，兼具本土关怀及国际视野的双语双文化人才。此课程除了发掘学生的双语潜能，也重视培养她们的批判性思辨能力及文化智商。为期两年（中三及中四）的课程通过多元化的学习方式，如跨文化对比、历史分析及体验式学习，让学生从不同范畴及视角理解中西文化和当代中国的历史、社会、经济发展及国际关系。



双文化课程的学生将有机会到中国、东南亚，西方国家浸濡，亲身体验文化差异，开拓视野。除此之外，为了提升学生的领导及翻译能力，双文化课程也为学生开办深广课程及举办才能培训活动，其中包括高年级翻译课程、专题作业研究课程、亚洲青少年双语模拟联合国会议及国会议员计划。



The Bicultural Studies Programme offered in Nanyang Girls' High School aims to nurture bilingual and bicultural students who are passionate about learning the cultures of the East and the West and are able to navigate across cultures confidently. With an emphasis on a global outlook and cosmopolitanism in citizenship education, the two-year programme adopts a variety of approaches such as cross-cultural comparison, historical analyses, and experiential learning, to cultivate critical thinking and cultural competencies and deepen the students' understanding of the history, social, economic development and international relations of contemporary China.

Students enrolled in the BSP will have the opportunity to participate in an overseas immersion programme in China, Southeast Asia, the UK, or the US, to gain a deeper appreciation of the different cultures and engage with experts in the field. In addition, to develop students' translation and leadership skills, they are also exposed to a wide range of courses and talent development programmes including an Advanced Translation course, Research Skills Programme, Bilingual Youth Model United Nations Conference, and the Member of Parliament Attachment Programme.

新加坡教育部-南洋女中语文特选课程 (语特) MOE-NYGH Chinese Language Elective Program (CLEP)

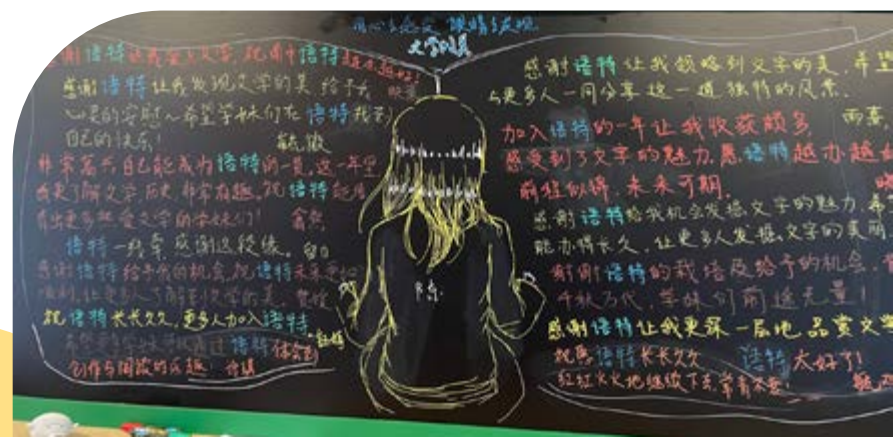
为了栽培精通双语的人才，提高学生的华文水平和文学素养，教育部在2020年开办中学华文语文特选课程（简称中学语特），鼓励对华文和华文文学有浓厚兴趣的中学高年级学生加入。

学生将在此课程中通过文本分析、协作学习、戏剧教学等有趣的方式来赏析短篇小说、长篇小说、古代诗歌及现代诗歌。在这两年的课程中，我们希望将学生培养成华文文学的爱好者、善省思的读者、具有批判性思维的学习者、具有全球化视野的思辨者和具有创造力的创作者。

此外，为了培养学生的文学素养，南洋女中的语文特选课程为学生提供了丰富的深广课程与活动，其中包括在中三中四必修的华文文学鉴赏课程（Chinese Literature Appreciation Programme）、文学系列讲座、文学营、海外浸濡之旅、文学创作出版以及校本专题作业。

The Chinese Language Elective Programme at Secondary Level (CLEP-Sec) was introduced by the Ministry of Education for implementation from 2020. It aims to nurture promising students to attain a high level of language proficiency in Chinese, and to enhance their understanding of Chinese literature. The programme also aims to develop these students to become effectively bilingual so as to better serve the needs of our nation.

In this programme, students appreciate and analyse long and short novels as well as ancient and contemporary poetry through various approaches such as textual analysis, collaborative learning, and drama. The two-year programme aims to nurture Asian Literature advocates, reflective readers, critical learners, global thinkers, and inventive creators. CLEP at NYGH provides a wide range of enrichment programmes and activities to enhance students' learning and cultivate a deeper interest in Chinese Literature. These activities include the compulsory Secondary Three and Four Chinese Literature Appreciation Programme (CLAP), Literary Lecture Series, camps, overseas immersion trips, publication of literary works, as well as school-based projects.





Humanities Programme

This is a talent development programme for students capable of being stretched in Literature and other Humanities subjects. As part of the programme, students will take Philosophical Inquiry and Advanced English Literature, and also have a choice of taking Advanced Geography or Advanced History. Students will need to undergo a selection process for the programme.

Students taking Advanced Literature will be exposed to more complex texts and engage in comparative analyses of a wide range of literary texts. Students need to be independent learners who value the process of research, discussion and exchange of views greatly.

Students who wish to further pursue their interest in the Humanities outside of the classroom may choose to engage in higher-level Humanities research through one of the following platforms: The Humanities and Social Sciences Research Programme (HSSRP), the Moot Parliament Programme (MPP), and the Humanities Research Programme.

For these students, there will be opportunities to attend various events and programmes such as field trips and conferences held by speakers with a wide range of expert knowledge. There will also be special programmes to deepen their knowledge; some examples include the examination of arguments for and against conservation, the designing and investigation of a topic of interest under academic mentorship, and hands-on exposure to the local governance process.

Bilingualism Talent Development

To develop bilingual students with bicultural perspectives and the ability to navigate across cultures confidently, the school offers a wide range of learning opportunities. Students are given the opportunity to attend different training workshops based on their passion and strength. The workshops cover a variety of skills, including emcee and debate, creative writing, editing and publishing, as well as translation.

Students are encouraged to choose one of these areas to develop their linguistic and literary skills. They will get to sharpen their communication skills through various platforms. Interested students could also apply for the following programmes: Secondary Two Literature Mentorship Programme, Upper Secondary Bicultural Studies Programme and Chinese Language Elective Programme, and Upper Secondary Humanities Programme.



Science and Mathematics Talent Programme (SMTP)

The NYGH Science and Mathematics Talent Programme (SMTP) was introduced with the aim to provide students with outstanding talents in Science and Mathematics an enriching curriculum in terms of breadth and depth. This is a two-year programme that takes the students from Secondary Three to Four and is helmed by both the Math and Science Departments. Students in this programme are strongly encouraged to continue with SMTP offered by HCI.



Science Talent Development Programme

High ability students with a passion in Science will be developed and groomed through programmes and enrichment activities such as the Innovation Programme (IvP), Greenwave Envirocare Projects (Greenwave), Science Mentorship Programme (SMP), Student Inquiry Assignments, and other Science research projects. Admission to these programmes is subject to recommendations by the Science teachers. Students will have opportunities to present their work at various external platforms. Those with strong passion and aptitude in the Sciences may apply to study Advanced Science courses at the upper secondary levels where they will learn an expanded curriculum, engage in the learning of science through real-world connections, and work on independent and authentic learning tasks. This will lay a strong foundation for students who are interested in pursuing a future course of study in Science.

Our top Science students are provided with opportunities to further develop their interest in Science research. They may apply for the Nanyang Science Mentorship Programme (NSMP), Research@DSO and Research@YDSP culminating in the Singapore Science and Engineering Fair. The students may also participate in other high-level Science-related competitions and short-term attachments to research institutions. Students who have attained commendable achievements will be recommended for national Science awards, such as the A*STAR JC Award, the DSTA Scholarship and the Lee Kuan Yew Award for Mathematics and Science.



Innovation

Our programme seeks to develop students' design mindsets and behaviours, of which creative thinking will be an area of focus. Design is more than just a form-giving aesthetic function; it provides the capacity to propose changes to different areas, come up with human-centric solutions, and innovate systems and experiences. We aim to inculcate design mindsets such as learning from failure, creative confidence and 'make it' (power of tangibility), to grow our students to arrive at innovative, impactful solutions.



The school aims to nurture in students a sense of curiosity about people and attendant issues leading to developing their empathy for others who come from a different cultural and socio-economic context, and also for them to engage with knowledge critically and creatively.

In NYGH, there are three main tiers in our Innovation framework: 'Just Try' which focuses on developing mindsets, beliefs and attitudes, 'Organise and Expand' which focuses on honing skills and tools, and finally 'Level Up', which provides platforms for action by students. Our key innovation approach is anchored on Design Thinking, which is a human-centric approach towards innovation. Students will go through the different stages of Design Thinking through a range of learning experiences such as interacting with community partners and speakers, going on learning journeys and engaging in collaborative learning. They will also embark on team projects to address a design challenge, where they can apply their learning and tap on skills picked up in various contexts.

Through our school programmes, we seek to develop students' design mindsets and behaviours, which includes developing their capacity to come up with human-centric solutions or innovative systems and experiences. Various platforms will be created, such as school-based opportunities, for our students to further develop ideas and early versions of prototypes. There will also be an active curation of external partnerships for our students to learn from institutes of higher learning, local start-ups and other community partners.



School-Based Gifted Education

The NYGH School-Based Gifted Education (SBGE) aims to provide instruction and enrichment that appropriately challenge and support these students. We aim to develop intellectual rigour, humanity and creativity in the youths and prepare them for responsible leadership and service to country and society.



The NYGH SBGE curriculum and out-of-class activities are differentiated in terms of content, process, product and learning environment, catering to the students' learning needs and style. There are also differentiated tasks and product expectations.

The NYGH SBGE places great emphasis on self-awareness, social awareness and involvement in the community. Affective Education is taught not only during Character and Citizenship Education (CCE) and well-being lessons but infused in all the enriched subjects as well. In addition to CCE, the differentiated goals of Affective Education in the SBGE take into account the characteristics of the gifted.

To further develop thinking skills and creativity, the school also offers a range of programmes such as research, customised enrichment talks and mentorship for our students.



体 | physical

In Nanyang Girls' High School, the Physical Education department consciously makes use of movement as the primary medium to reach and teach the whole child through the following three modes:
education *in* movement;
education *through* movement; and
education *about* movement.

We also place our students as the centre of our Physical Education syllabus by equipping them with fundamental movement and sports skills in Lower Secondary years that would serve them well in leading active lifestyles. In Upper Secondary, the design of our PE syllabus takes into consideration the changing profiles and lifestyles of our students as they move towards adulthood. As such, sports offered in Upper Secondary (e.g. dance, tennis, table tennis etc) are popular activities in our local context that our students might possibly pursue in the future. In addition, our Upper Secondary students also take ownership in their learning by taking up the sports they are interested in for their elective sports modules.

With these aims in mind, our PE programme is designed to incorporate the following aspects:

- Fundamental movement and sports skills through track and field events and broad-based sports programme focusing on the use of thematic approach of Games Concepts in Lower Secondary;
- Team-focused and Interest-driven sport specialisation in Upper Secondary
- Progressive learning of health and fitness principles and outdoor education across the 4 years

Outside of their PE lessons, our students experience a variety of events and activities such as our sports meet, cross-country runs, staff-student games and inter-class games to bond within and across classes and enjoy the physical rigor of competitive settings as well.



Physical Activities Offered

Secondary 1

- Fundamental Movement Skills through Track & Field
- Fundamental Sports skills through Netball & Softball
- Outdoor Education
 - Sense of place: Connecting with the outdoors
 - Orienteering 1
 - Leave no trace: Environmental management during outdoor activities



Secondary 2

- Thematic approaches through games-concepts:
 - Net-barrier Games: Badminton, volleyball and pickle ball
 - Invasion-territorial Games: Frisbee and soccer



Secondary 3

- Team Sports focused
 - Softball, basketball and handball
- Self-Defence
- Outdoor Education
 - Orienteering 2
 - Outdoor cooking
 - Knots & lashes
 - Understanding safety in the outdoors



Secondary 4

- Team Sports focused
 - Floorball
 - Table Tennis (Focus on doubles)
- Elective Modules
 - Dance
 - Tennis
 - In-line skating & Touch Rugby



Secondary 1 – Secondary 4

Progressive Health & Fitness Lessons in preparation for pursue of active and healthy lifestyle through adulthood.

Student Inquiry Assignment

Students who take on a special interest in using sports to serve and learn can also sign up to be part of the Play Inclusive event, organised by Special Olympics Singapore. This is part of the Student Inquiry Assignment found in the Secondary 3 curriculum.



Sports CCAs



Our Talent Development programme is created and extended to all Lower Secondary DSA students to support the development of our student athletes by providing them with multiple opportunities to develop leadership skills and important knowledge and skills to increase the likelihood of long-term athletic success. This is supported by the school's quality amenities and well-equipped facilities which provides a conducive environment for our athletes to thrive and reach their highest potential.



群 | social

In NYGH, we believe that holistic development of the child includes understanding the value of cooperation and teamwork. In addition, over the four years in the school, our students are given opportunities to participate in activities that teach them independence, responsibility and self-awareness.

Co-Curricular Activities

The co-curricular activities we offer to our students form an integral part of our pupil development programme. In NYGH, CCA aims to

1. help our students discover their strength of character
2. develop in our students the school's values and school spirit
3. nurture student leadership skills
4. provide students with opportunities to pursue and excel in their talent and passion

We strongly believe in fostering and nurturing our students' talents and abilities in a fun yet challenging environment. Under the guidance of experienced instructors and teachers who exemplify excellence and character, our programmes provide our students with the opportunities to grow and discover themselves.

Life Skills Programme

At NYGH, we are committed to provide a broad-based and holistic education via platforms that serve to develop life skills and engage our students in social emotional learning. The Life Skills Programme (LSP) is one such key platform where our girls learn important life skills, which include soft skills of working with one another in a non-academic setting through different mediums, such as games, camps, career conferences, learning journeys, class and level activities. LSP is tiered to provide unique types of learning experiences that are designed to meet the developmental milestones and learning needs of the respective levels based on the corresponding themes for each level.





Secondary 1: Integrating into the Nanyang Family

- Dragon Boating
- Orienteering
- Fish Tales Programme
- 3D2N Camp in School



Secondary 2: Engaging the Community

- Multiple Intelligences Workshop
- Serving People with Innovation, Creativity and Enterprise (SPICE) Programme
- 2D1N Camp

Secondary 3: Discovering Self, Venturing Beyond

- Outward Bound Singapore (OBS)
- Global Classroom Programme (GCP) Experience

Secondary 4: Becoming a Respected Member of Society

- Career Conference and industry visits Cultural Workshops



Boarding School Experience LIGHT (BseLIGHT)



- Complementing the NYGH curriculum is the Boarding School Experience (BseLIGHT), a school activity exclusive to all current Secondary 4 students to build communal spirit.

Based on the theme of self-discovery and rooted in the principles of experiential learning, the one-week boarding school programme allows students to learn more about themselves and others through becoming more aware of managing their emotions and those in relation to others, exercising responsible decision-making, and being more appreciative and aware of the different cultures, habits and lifestyles of others.



Global Classroom Programme

As a school with a strong bicultural emphasis, we aim to nurture our students' sense of curiosity and deepen their understanding of the world in order to enable all students to possess a global outlook and operate within multinational settings. The experiential learning approach is adopted in this programme, and reflective activities are conducted during and after the trips with our teachers who are trained facilitators.

Our Global Classroom Programme (GCP) was designed to help our students discover the global diversity and develop a genuine understanding of people both within our country and beyond our shores by providing our students with opportunities to experience both the East and the West. In travelling the country and the world, our students widen their horizons as they immerse themselves in different practices and cultures, moving towards becoming true global citizens that are critically reflective of international issues. At the same time, this experiential learning experience facilitates positive thinking and problem-solving skills and develops student leadership and sense of responsibility to their surroundings, heightening students' awareness of their role as gracious ambassadors of Singapore.





美 | aesthetics

Our students undergo a rich Aesthetics & Applied Learning curriculum and develop a spirit of experimentation and exploration, confidence in communication, as well as an awareness of cultural identities through various platforms such as Art, Dance, Food Studies, Maker and Music lessons, starting from the lower secondary levels.

- Students who demonstrate a strong interest and inclination towards Art and Music are offered the MOE-NYGH Art Elective Programme (AEP) or Higher Music Programme to hone their creative drive and self-expression as part of the school's Talent Development Programmes.

Art

The school's art curriculum encourages intellectual, emotional and social growth, developing creativity with an emphasis on flexibility, divergent thinking, fluency and imagination. The art curriculum in the lower secondary aims to develop visual thinkers through Art history, appreciation of art, creation of artworks, and the understanding and application of aesthetics.

Through exposure to a wide range of media and techniques that includes drawing and painting skills, students are encouraged to respond with wonderment and awe; thinking interdependently, applying past knowledge to new situations, and develop the ability to take on various perspectives in different situations.



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Music

Our vibrant music community can be attributed to our engaging music curriculum which aims to enable students to express themselves confidently through music performance and creation, and develop in them an informed appreciation of a variety of musical cultures and styles. Students develop musical skills and understanding through active musical experiences and involvement in listening, performing, and creating processes individually and in groups. These include music-making in applied contexts such as songwriting, and a cappella singing. In music classrooms, students are encouraged to share their thoughts and ideas, and to be involved in musical decision-making. Such discipline develops in students critical thinking skills, social awareness, moral and cultural values, all of which contribute to the holistic development of a child.



Dance

Part of our mission as a Special Assistance Programme (SAP) School is to preserve Chinese values and traditions. Chinese Dance is hence integrated into the lower secondary Appreciation of Chinese Culture programme. Students will be introduced to different Chinese dance styles and techniques, and better appreciate the Chinese culture and dance as a form of identity. The school also believes in using dance as a way to nurture girls of elegance, grace, poise and confidence. It is a way for self and/or group expression, and serves as a communicable tool between the performer and audience.



Food Studies



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The Food Studies curriculum is designed to empower students to be discerning consumers who are mindful of good health through a nutritious diet, and optimise their resources of food and time to address their nutritional needs and health status. The subject equips students with the relevant knowledge, skills and attitudes in health and nutrition so that they would appreciate and develop an understanding of food, nutrition and trans-cultural awareness in the global context, and understand the importance of nutrition for long-term health benefits. By working individually and collaboratively, they learn about teamwork, acquire time management skills as well as build an acute understanding of food safety and hygiene practice to contribute to the future economy and social landscape of the nation.

Maker

All lower secondary students embark on a Maker Programme at NYGH where they are given opportunities to explore, experiment and to be engaged with different tools to design, make and problem-solve prototypes. Students are encouraged and empowered to be makers rather than consumers of things. Through the process of making and tinkering, it is hoped that students will become more aware of the designs of the world around them, understanding and recognizing the needs of others while they design and create prototypes that will improve the lives of others. Students also acquire skills and confidence in handling tools that range from high-tech to non-tech tools.



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MOE-NYGH Art Elective Programme (AEP)

As one of two secondary schools in Singapore to first offer the Art Elective Programme (AEP), NYGH has continued to strive to grow artistic and creative capabilities in students and nurture art talents. In NYGH, the AEP is a customised four-year course that allows students who have an interest and potential in art to pursue an in-depth study and practise across a wide range of art media. It is designed to stimulate deeper passion for the subject, developing informed, creative and critical thinkers and makers of Art, in a way that empowers students to realise their artistic goals and vision.



Higher Music Programme (HMP)

NYGH Higher Music Programme (HMP) not only paves a structured path for talent development in Music but serves to provide musically inclined students the opportunity to deepen their knowledge in music and hone their abilities in listening, creating, performing and research. Since Music was offered as an examinable subject in 2000, the school has continuously aligned to the content and teaching approaches of the O-Level Music Syllabus. Taking reference from the MOE Music Elective Programme, NYGH HMP also provides opportunities for students with an aptitude and interest in the subject to pursue the study of music with depth, breadth, and rigour. Through HMP, we hope to grow musical and creative capabilities in our students, enable them to appreciate the role of music in human societies and empower our girls to use music for the benefit of the community.



Performing Arts CCAs

We provide rich learning experiences in the respective CCAs, with various opportunities for students to hone their craft and showcase their skills. All Lower Secondary DSA students admitted through aesthetics talent areas attend a Talent Development programme that engages them in creative processes within and beyond their art form, thereby developing their confidence as performers, leaders and advocates of the arts.



Appendix

*All information in this section is accurate at time of publication.

List of CCAs



Sports



Artistic Gymnastics



Badminton



Basketball



Judo



Netball



Softball



Sports Club



Table Tennis



Tennis



Track & Field



Volleyball



Wushu

Uniformed Groups



Girl Guides



National Police Cadet Corps



St John Brigade



Performing Arts



Chinese Dance



Chinese Orchestra



Choir



Concert Band



Modern Dance



String Ensemble



Theatre Club

Clubs & Societies



Audio Visual Club



Chinese Calligraphy



Dragon & Lion Dance Troupe



Debate Club



Infocomm Club



Mind Sports Club



Nature Society



Outdoor Club

Direct School Admissions



Introduced in 2004, the MOE-NYGH DSA scheme provides students with the opportunity to seek admission to Nanyang Girls' High School (NYGH), based on a diverse range of academic and non-academic achievements and talents that they can demonstrate beyond the PSLE.

Primary 6 students who wish to seek admission to NYGH based on their achievements and talents can consider applying through DSA. Otherwise, students will take part in the Secondary 1 Posting Exercise, whereby admission is based on their PSLE results.



Parents and students are encouraged to choose schools wisely based on the student's aptitude and strengths, bearing in mind NYGH's academic and non-academic requirements, and the programmes available to develop the area of talent.

For more information, please visit our school website.

Financial Matters



The fees payable by students include school fees, miscellaneous fees, enrichment programmes and Co-Curricular Activities (CCA) co-payment.

School Fees

(a) The monthly rates for students who are Singapore Citizens are as follows:

LEVEL	YEAR 2023 & THEREAFTER
Sec 1	\$250
Sec 2	\$250
Sec 3	\$300
Sec 4	\$300

(b) The monthly rates for students who are Permanent Residents are as follows:

LEVEL	WITH EFFECT FROM 1 JANUARY 2024
Sec 1	\$880
Sec 2	\$880
Sec 3	\$880
Sec 4	\$880

(c) The monthly rates for Foreign Students from ASEAN countries are as follows:

LEVEL	WITH EFFECT FROM 1 JANUARY 2024
Sec 1	\$1580.50
Sec 2	\$1580.50
Sec 3	\$1580.50
Sec 4	\$1580.50



(d) The monthly rates for Foreign Students from Non-ASEAN countries are as follows:

LEVEL	WITH EFFECT FROM 1 JANUARY 2024
Sec 1	\$2398
Sec 2	\$2398
Sec 3	\$2398
Sec 4	\$2398



Miscellaneous Fees

All Students are required to pay a miscellaneous fee of \$750 per annum. This is collected through Giro on a half-yearly basis in March and August and covers the following items:

- Student Protection Plan (Group Insurance)
- Pupil transport for events like field trips and learning journeys
- Registration for selected external competitions
- Information & Communication Technologies Education
- Subscription for e-portal and e-mail account
- Life Skills Programme
- Selected enrichment programme

Enrichment Programmes

Enrichment Programmes which are beneficial to students will be conducted during the term or school holidays. The fees for these programmes will be collected through the students' Edusave Accounts or through the Inter-bank Giro scheme in May and September.

CCA Co-Payment

Students are required to contribute a co-payment for the CCA they are in. The annual co-payment for each CCA will be made known to students by February. The amount payable will be deducted through the students' Edusave Accounts or through the Inter-bank Giro scheme.

Scholarships and Bursaries

Please refer to the school website for the full list of scholarships and bursaries available.

