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Two Stages, One Nanyang Spirit

Nanyang Family of Schools Celebrates 108th Founders' Day with a Reunion of Generations

一家团圆



by Ms Cindy Chng NYGH Class of 2005

The Nanyang Family of Schools came together in a spirit of warmth, gratitude, and celebration to mark the 108th Founders' Day, commemorating more than a century of educational excellence, shared heritage, and enduring bonds.

The celebration brought together members of the Board of Directors, principals, key personnel, teachers, alumni, staff, students, and friends of the Nanyang family. The occasion served not only as a milestone anniversary but also as a meaningful reunion that highlighted the strong sense of unity that continues to define the Nanyang community.

A special highlight of the event was the presence of Guest-of-Honour Mdm Wee Bee Hoon, Honorary Patron of the Board of Directors and Management Committee of Nanyang Girls' High School. Her unwavering dedication, leadership, and commitment to the Nanyang family have been a source of inspiration to generations of students and educators alike.

This year's theme, "一家团圆" (Uniting Generations, Celebrating the Nanyang Story), captured the essence of the celebration. It reflected the enduring connections shared by members of the Nanyang family, regardless of where life's journey has taken them. Bound by common values, treasured memories, and a rich educational heritage, alumni and friends gathered to celebrate the collective story of Nanyang.

As the community reflected on the remarkable journey of our Nanyang schools, from humble beginnings to becoming a beacon of educational excellence, it also reaffirmed its commitment to supporting future generations of Nanyang students. The celebration underscored the importance of preserving the school's legacy of resilience, innovation, and community spirit for many years to come.

Adding a unique cultural touch to the festivities, the event featured a reunion brunch in the traditional Tok Panjang style for the first time. The vibrant Peranakan-inspired setting, complemented by the beautiful traditional attire worn by many attendees, paid tribute to Singapore's rich multicultural heritage. The celebration also coincided with Singapore's 60th year of nationhood, reflecting the values of diversity, unity, and respect for tradition while embracing the future.

Guests were invited to capture memorable moments at special photo and video booths, where they could also record personal messages and well wishes to commemorate the occasion.

The 108th Founders' Day celebration was a joyful reminder that, as one family, the Nanyang community continues to honour its proud heritage while writing the next chapter of its story together.



南洋中小幼校友

新春团拜

2026年2月28日，南洋女中食堂洋溢着浓厚的节庆气氛，125位校友、在校生、教职员及嘉宾齐聚一堂，共庆农历新年。这个充满欢声笑语的下午，将传统文化、精彩表演与温馨重聚融为一体，让熟悉的校园化身为春意盎然的温暖家园。

活动在来宾陆续入座中拉开序幕。随后，由才华横溢的组合：“姿倩晨哲姐弟俩”带来的相声表演率先登场，以幽默风趣的演绎引得全场笑声不断，为整场庆典奠定了轻松愉快的基调。紧接着，财神爷惊喜现身，在人群中穿梭送上新春祝福，与大家合影留念，现场气氛愈加热烈，宾客们一边享用下午茶，一边畅叙情谊。

接下来的节目同样精彩纷呈。南洋戏剧学会呈献的相声演展现了年轻一代的创意与舞台魅力，令人耳目一新。随后，校友合唱团带领全场齐声高唱熟悉的新年歌曲，台上台下汇聚成一片温暖的歌声，生动体现了跨越世代的南洋情谊与凝聚力。

在压轴环节中，南洋女中舞狮队以一场精彩的“采青”表演震撼全场，赢得阵阵掌声与欢呼，闪光灯此起彼伏，将气氛推向高潮。活动最后在一张温馨的大合照中圆满落幕，定格了125位参与者的灿烂笑容。这不仅是一场新春庆典，更是一次凝聚情感、延续南洋精神的温暖相聚。

有趣的一日旅程

永平猫山王榴莲之旅

撰稿：周家茵/南中1982届校友



2025年7月20日，南洋校友会一行30人，乘坐豪华巴士从新加坡出发，经柔佛前往永平，展开了一场充满欢笑与美食的一日游。

旅程一开始，我们先到一家充满古早味的茶餐室享用早餐。简单的咖啡、点心和传统美食，却让人倍感亲切。那种旧时光的味道，如今在新加坡已不多见，不禁勾起大家儿时的回忆。

随后，我们来到一家售卖马来西亚本土零食、蔬果和手工艺品的中心闲逛。大家边看边买，收获满满，不过心里最期待的，还是接下来的重头戏——猫山王榴莲自助餐！

终于抵达果园，一眼望去，榴莲树上挂满果实，大家兴奋不已，纷纷拿起手机拍照打卡，留下美好的回忆。

在正式开吃之前，果园主人还特别为我们上了一堂生动有趣的“猫山王鉴赏课”。原来，要辨认猫山王榴莲，最显著的特征就是榴莲底部有一个天然形成的*“五角星”*图案。这是猫山王最经典、最容易辨认的标志。大家听得津津有味，纷纷拿起榴莲仔细观察，学会了一项实用的新知识。以后买榴莲时，终于不会只靠运气了！

来到果园，当然是马上开吃！这里提供“All You Can Eat”榴莲盛宴，猫山王任吃任拿。除了榴莲之外，还有炒米粉、咖喱鸡和沙爹等美食，让大家大快朵颐。

不一会儿，现场开始出现有趣的对话：

“你吃了几个榴莲？”

原来大家问的不是几瓣，而是几个完整的榴莲！

平时不太吃榴莲的我，也被新鲜现开的猫山王深深吸引，一口接一口，竟然吃了七瓣之多。吃完后把榴莲壳往箩筐里一丢，才发现已经堆得满满当当。那种满足感，真的只能用三个字形容：

太爽了！Shiok！

大家一边吃，一边交流如何分辨猫山王，现场俨然成了“榴莲研究班”。有人专门找五角星，有人研究果肉颜色，还有人分享自己多年来吃榴莲的心得，笑声不断，气氛热烈。

吃得尽兴之余，大家也不忘打包一些榴莲带回家与家人分享。果园工作人员经验丰富，包装专业，让人买得安心。

饱餐之后，当然要好好放松一下。30人的队伍兵分多路，各自寻找推拿中心按摩舒缓。吃榴莲、做推拿，简直是人生一大享受。

傍晚时分，我们回到柔佛享用晚餐，为这趟充实而欢乐的一日旅程画下圆满句点。

一路上有美食、有美景、有知识、有欢笑，更有同窗好友相聚的温馨时光。这样的旅程，不只是一次出游，更是一份值得珍藏的美好回忆。

快乐不在于去了多远的地方，而在于与一群志同道合的朋友一起分享旅程中的每一个精彩时刻。





难忘的一场音乐会

撰稿：韩慧敏/ 南中1972届校友

2026年5月5日，我有幸站在 Esplanade – Theatres on the Bay 的舞台上，参加《In Harmony 声动南洋：百十回响》音乐会。虽然已经过了一段时间，但当晚的一切，至今仍然留在我的心里。

这场音乐会不仅是一场演出，更有着特别的意义。它集合了南洋女中的华乐团、古筝团、管弦乐团等不同表演团体，也让中学、小学和中小幼校友合唱团一起参与，是一场跨越世代，凝聚声音与情感的盛大相聚。每一个节目都以自己的方式，诉说着属于自己的精神与故事，同时也为即将到来的百十周年校庆献上一份祝福。

能够以南洋中小幼校友合唱团团员的身份参与其中，我感到十分珍惜。

当晚，我们演唱了两首歌曲。

第一首是《葡萄园夜曲》。柔和的钢琴伴奏响起时，整个音乐厅仿佛慢慢沉入月色之中。我们轻轻唱着，像清风吹过葡萄藤，也像夜晚里缓缓流动的梦。那一刻，我再次感受到合唱的力量——不是一个人的声音，而是一群人的呼吸、情感与心跳，在同一个瞬间交汇。

第二首是《大鱼》。和《葡萄园夜曲》的宁静不同，《大鱼》带着更辽阔的情感。旋律一层层推开，像海浪，也像光。当副歌响起时，我能感觉到整个舞台都被声音托了起来。站在台上，我忽然明白，为什么那么多人始终热爱合唱——因为有些情感，一个人唱不出来，只有很多人一起，才能真正抵达。

最令人难忘的，是音乐会结束前的那一刻。

我们与南洋女中合唱团及小学合唱团再次登台，带领全场观众一起起立唱校歌。当熟悉的旋律响起时，我看见台上台下的人都一起歌唱，心中有一种说不出的感动。

那一刻，我深深感受到，音乐不只是表演，它也能把人與人连接起来。虽然大家来自不同年龄层，但因为同样的歌声、同样的南洋情怀，我们仿佛成为一个大家庭。

到了今天这个年纪，我早已不再年轻，但仍然庆幸自己还能站在舞台上，与大家一起唱歌。我想，这份快乐与感动，会一直留在我的记忆里。

“百十回响”这个名字，我现在终于明白了它的意义。那不只是音乐厅里的回声，更是一代又一代南洋人，把共同的精神和感情继续传承下去。

感谢学校给我们这个机会，也感谢所有台前幕后辛苦付出的人。对我来说，这不仅是一场音乐会，更是一段温暖而珍贵的回忆。

《歌乐飞扬》

撰稿：余海燕/ 南中1987届校友

2025年8月27日，由城市合唱团主办的《歌乐飞扬》音乐会于滨海艺术中心音乐室圆满举行。南洋中小幼校友会合唱团受邀参与此次演出，与多个优秀表演团体同台献艺，包括城市弦乐队与Alouette Ensemble。现场洋溢着温馨与浓厚的艺术气息，吸引众多观众到场欣赏。南洋中小幼三校的正副校长、校友会会长蔡莹莹女士和董事会主席洪芳芳女士也亲临现场观赏演出，给予合唱团莫大的支持与鼓励。

当晚，我们校友会合唱团演唱了多首风格各异的歌曲，包括《四季组曲》、《幸福在这里》以及《花心》。每一首作品都经过精心编排，不仅展现了团员们扎实的歌唱技巧，也流露出大家对音乐的热爱与投入。

为了配合节目主题，团员们特别穿上富有日本特色的服装，并以表演形式呈现歌曲。色彩鲜艳而整齐的服饰，加上配合音乐设计的动作与表情，使整个舞台更加生动活泼。观众不仅欣赏到优美动听的歌声，也感受到浓厚的视觉艺术氛围。尤其在演唱日本歌曲时，团员们细腻的诠释与自然的舞台表现，更成功营造出浓郁的异国风情，赢得现场观众热烈掌声。

其中，《四季组曲》的演出尤为令人印象深刻。歌曲旋律优美、层次丰富。无论是轻柔抒情的段落，还是节奏鲜明的部分，大家都能准确把握歌曲情感，将春夏秋冬不同季节的变化与意境表现得淋漓尽致。《幸福在这里》与《花心》则以轻松熟悉的旋律，营造出轻快愉悦的氛围，让现场观众不禁随着节奏轻声哼唱，整个音乐厅充满温暖与欢乐。

除了合唱演出之外，城市弦乐队与Alouette Ensemble也分别带来了精彩的节目，为音乐会增添丰富多元的艺术色彩。不同表演形式之间相互辉映，使整场音乐会层次更加丰富，也让观众享受到一场高水准的音乐交流盛会。

这场《歌乐飞扬》音乐会，不仅让观众欣赏到精彩动人的合唱与器乐演出，也促进了各表演团体之间的交流与联系。南洋中小幼校友合唱团凭着真挚动人的歌声、整齐精彩的舞台表现，以及团员之间良好的合作默契，获得现场观众一致好评。



探望恩师陈秀奇老师

撰稿：周家茵 / 南中1982届校友

2026年2月14日，我与近端姐一起前往探望我的小学级任老师——陈秀奇老师。今年老师已经96岁高龄了。

虽然岁月让老师行动略有不便，但她的思维依然清晰，记忆依旧敏锐。看到老师精神矍铄，我们心中感到无比欣慰。

老师家的小花园里摆放着许多盆栽，绿意盎然，生机勃勃。老师指着那些盆栽，笑着对我说：

“你还记得吗？小时候我到你家，看见你父亲周先生种了许多盆栽。就是那一次，启发了我对园艺的兴趣。从那以后，我开始学习种植，一直坚持到今天。”

听到老师这么说，我心中十分感动。原来一个不经意的缘分，竟影响了老师数十年的生活，也成为她退休后最大的乐趣之一。

陈老师毕业于南洋师范，毕业后便留校执教，直到退休，教育生涯长达四十五年。她把最美好的青春岁月奉献给教育事业，春风化雨，桃李满天下。更令人敬佩的是，她曾担任新加坡前总理李显龙先生的班主任，培养过无数优秀人才。

毕业至今，我时常前去探望老师。每次相聚，老师总会娓娓道来许多关于南洋的历史和往事。正是在老师的言传身教和耳濡目染下，我对南洋的情感和认同也逐渐建立起来。可以说，老师不仅教会了我知识，也让我懂得珍惜历史、感恩母校。

回忆起小学时光，我们班上有不少顽皮的同学，我也是其中之一。那时候大家精力旺盛，经常趁老师不注意，在课室里踢足球。有时一脚踢偏了，还把玻璃窗踢破。如今想来，实在让人哭笑不得。

后来不能踢球了，我们又想出了新花样。大家用纸折成“子弹”，再用橡皮筋发射，男女同学分成两队，在课室和走廊里展开“游击战”。当时觉得特别刺激，玩得不亦乐乎。

可是，每次大战过后，三楼走廊、楼梯和课室地面都铺满了纸子弹，环境变得凌乱不堪。



让我至今难忘的是，老师并没有大发雷霆，也没有严厉责骂我们。她只是把大家召集起来，用一贯温和而慈祥的语气对我们说：

“学校就像我们的第二个家。如果每个人都随手乱丢垃圾，这个家还能保持整洁吗？当你们享受玩乐的时候，也要学会为自己的行为负责，更要懂得尊重别人辛苦维护的环境。”

老师的话语不重，却深深触动了我们的心。

她没有用惩罚来让我们服从，而是用爱心和耐心启发我们明辨是非；她没有高声训斥，而是用身教告诉我们什么是责任、什么是公德心。

正是老师这种润物细无声的教育方式，慢慢感化了我们这群调皮的孩子。我们开始懂得自律，懂得为自己的行为负责，也渐渐把心思放在学习上。

到了小学六年级成绩放榜的时候，我们班取得了令人欣慰的成绩，全班同学顺利及格，也大多考进了自己理想的中学。回头想想，这份成果的背后，离不开老师多年来无私的付出和悉心的栽培。如今几十年过去了，当年的顽皮学生早已长大成人，而老师也已97岁高龄。岁月带走了青春，却带不走老师对学生的关爱，也带不走我们对老师的感恩之情。

师恩如灯，照亮前路；师恩如水，润泽一生。

感谢老师当年的谆谆教诲，感谢老师用爱心和耐心陪伴我们成长。衷心祝愿陈秀奇老师：

身体健康，平安喜乐；福寿绵长，安康吉祥！

我们和蔡亮校长温馨与珍贵的相聚

撰稿：林惠清 / 校友会前理事

2025年9月27日，我们一群南洋校友会前理事及现任理事，怀着期待与感恩的心情，前往探访许久未见的蔡亮校长。踏入校长家门的那一刻，校长熟悉而亲切的笑容依旧，让人倍感温暖。

当天，大家各自准备了美食、糕点和茶点前来分享。一道道用心准备的佳肴摆满餐桌，承载的不只是美味，更是我们真挚的心意。我们与校长围坐在一起，分享近况、回忆往事，欢笑声不断，现场洋溢着温馨而融洽的气氛。看着来自不同年代的校友齐聚一堂，共同陪伴校长度过了愉快的时光，更让人感受到这份历久弥新的情谊。

探访当天，除了感受到校长一如既往的亲切与温暖，也让我们看见了充实而精彩的退休生活。校长虽已届九十二高龄，但依然秉着“活到老，学到老”的精神，坚持学习。自2020年开始，校长就开始学习书法与中国画，家中悬挂着不少亲手创作的书画作品，处处都洋溢着浓厚的书香气息，宁静而雅致。让人感受到一种从容而优雅的生活境界。

她每天规律运动、锻炼身体，写书法，绘画，并定期进行推拿保健，十分注重健康管理。看着神采奕奕的她，我们由衷敬佩，也深深感受到她那份积极、自律和热爱生活的人生态度。



当年在学校里，校长曾以教师、训育主任及校长的不同身份陪伴学生成长。无论身处哪个岗位，她始终坚持言教与身教并重，以真诚与责任影响着一代又一代的学生。许多当年未必完全明白的教导，如今随着岁月沉淀，都化成了人生路上的养分。

岁月流转，几时年过去，我们最想做的，便是带着感恩的心一起回来看看校长。

祝愿蔡亮校长身体健康、平安喜乐！感谢她多年来对南洋的付出与贡献。也愿校友们这份温暖与关怀继续传承下去。

一位影响我们一生的老师 祝黄连好老师90生日快乐

撰稿：周家茵 / 南中1982届校友

2026年6月6日，是一个充满温馨与感动的日子。

我们特别召集了50多年前曾在南洋小学受黄连好老师教导的9位幼女董军，以及2位南洋校友会成员，共11人，一同为敬爱的黄老师庆祝90岁生日。

几十年后再次相聚，最令人惊讶的是，老师竟然还记得许多学生的名字。那一刻，大家都深深感动。因为这不仅是记忆力好，更证明了老师当年对每一位学生的用心、关怀与付出。

黄老师是一位严厉却充满爱心的老师。她观察力敏锐，总能发现学生的长处与弱点，并愿意花更多时间鼓励和指导我们，把原本缺乏自信的孩子培养成勇敢、自信的人。

当年在老师带领下，我们参加幼女董军活动。透过“五点计划”——个人与社会发展、家庭、户外、社区及国际视野的培养，我们学习独立、自律、合作与服务精神。老师经常组织富有挑战性的活动和露营，鼓励我们勇敢走出舒适圈，不断成长。

老师对我们的要求非常严格。制服必须整齐，徽章必须擦得闪闪发亮，领巾的平结一定要打得端正漂亮。如今想来，那些看似严格的要求，其实是在培养我们的纪律、自信与责任感。

从8岁到12岁，在黄老师的悉心教导下，我们一步一步成长。能够被老师选为升旗手，代表学校在周会上升国旗，是我们童年时期最光荣、最威风时刻。

我至今仍记得小学六年级时，老师鼓励我考取烹饪章。或许正是那一次鼓励，在我心中埋下了饮食行业的种子，也影响了我后来的人生道路。

在老师家中，我看见墙上挂着满满一框框的徽章。那不仅仅是收



藏品，更是老师几十年青春与热忱的见证。

“一枚徽章，一个故事；一方收藏，一生奉献。”

来自世界各地的徽章，记录着老师走过的足迹，也承载着她对童军精神的坚持与信念。每一枚徽章背后，都是一次学习、一次服务、一次成长，以及对下一代无私的付出。

几十年如一日，老师收藏的不只是徽章，更是责任、爱心与育人的情怀。

今天的我们，虽然早已各奔东西，在不同领域发展，但老师当年教导我们的纪律、责任感、自信心和服务精神，依然深深影响着我們的人生。

桃李不言，下自成蹊。

黄连好老师，感谢您数十年来对无数学生的栽培与关爱。您用爱心照亮了我们的成长之路，也让我们明白教育不仅是传授知识，更是点燃生命。

谨以最真挚的祝福，祝愿黄老师90生日快乐，福寿安康，幸福常伴。

老师，谢谢您！
您的学生永远敬爱您。

探望中学退休员工- 吴厚基先生Uncle Jack

撰稿：许少娟 / 南中1975届校友

2026年4月28日的傍晚，我和近端姐带了水果与糕点探望Uncle Jack。他老人家现年89岁，在校任职二十余年。今年不慎在家附近跌倒，在陈笃生医院留医约两个月，幸好他的太太和女儿细心照顾才平安出院回家休养！

老人精神尚可、中气十足，但腿脚乏力，所以现也很少能参与南洋中小幼校友会的活动，目前只能靠拐杖在屋内慢行。我们问他还记得我们吗？他说“记得淑端和丽娥”但却指着近端姐说“妳就是淑端！”Uncle Jack果然如此的可爱！

最后我们代表校友会把红包给予他。这是我们的一点点心意，愿他老人家身体健健康康，平平安安！



Nanyang Schools Alumni Association (NSAA)

Annual General Meeting (AGM) cum Elections for 2025 / 2027 held on 30 August 2025



by **Tham Ruoh Yi** NYPS Class of 1981

The Nanyang Schools Alumni Association (NSAA) conducted our Annual General Meeting (AGM) with Elections for 2025 / 2027 on 30 August of 2025, with an attendance of 39 participants.

NSAA President Mdm Chua Eng Eng welcomed members and called the Meeting to order after confirmation of sufficient quorum to proceed. A photo montage video presentation highlighting the activities organised together with the 3 Nanyang schools (Nanyang Girls' High School, Nanyang Primary School and Nanyang Kindergarten) was shared, along with updates on major events such as our recent Founders' Day celebrations, networking events with alumni members and talks organised by NSAA.

NSAA ACTIVITIES:

- Mdm Chua proceeded to present on the NSAA's activities organised from 1st April 2024 to 31st August 2025, including the following:
- NSAA AGM (Aug 2024)
- Nanyang Alumni Choir in Kuala Lumpur and Ipoh (May 2024)
- NYPS focus group event (Nov 2024)
- NYPS Graduation Ceremony (Nov 2024)
- CNY Lunch for retired teachers (Feb 2025)

- Networking event at Blacksheep & Co (April 2025)
- NYGH visit to Shanghai (Oct 2024 and May 2025)
- Sharing session with NYGH and NYPS (May 2025)
- Dumpling distribution to the 3 Nanyang schools (May 2025)
- Cambodia trip (June 2025)
- Homecoming event at NYPS (Jul 2025)
- Durian Feast in Malaysia (Jul 2025)
- 108th Founders' Day (Aug 2025)

ACCEPTANCE OF MEETING MINUTES:

All members present accepted in approval the minutes of the last meeting, and the minutes were duly passed with no objection.

TREASURER'S REPORT

The next segment of the AGM was the Treasurer's report, detailing the income and expenses of NSAA, and the balance sheet as of 28 February 2025.

AUDITED ACCOUNTS:

Accounts have been audited. Nexton Assurance Pac was engaged as our auditor for FY2024/2025 accounts and NSAA financial statements audited were the combined accounts of both NSAA and the choir.





在阅读中看见语言的力量

YES 933 校园特攻队特别项目

撰稿：吴秀清, 郭籽熾 教师 (华文部)

华文部（阅读组）与公民与品格教育部门(Education & Career Guidance)携手合作，推出了“YES 933 校园特攻队”整合学习项目。此次活动突破了传统阅读课程的框架，通过邀请本地中文广播电台 [YES 933] 的电台主持人与学生面对面交流，让学生“看见”阅读与语言能力在真实世界中的实际运用，从而赋予阅读更深层的现实意义。主持人——[陈宁]除了分享广播行业的工作内容与挑战，也让学生了解到语言表达、阅读理解、临场反应及沟通能力，皆是媒体行业中不可或缺的重要素养。这也正符合我校华文学习的方向——“通过阅读提升语文能力，并将语文实践于生活之中”。

一直以来，我校积极鼓励学生通过广播平台表达自己。今年，学校更进一步加大推动力度，由学生从老师手中“接棒”，正式担任校园广播员，每周向全校播报热点新闻，让学生在真实的语境中锻炼语言组织、口语表达与临场应变能力。与此同时，低年级学生也积极加入其中，他们通过阅读华文图书，再透过广播向全校推荐自己喜爱的书籍，分享阅读感受与心得，让“阅读”不只是个人行为，更成为校园里彼此交流与分享的重要桥梁。

活动当天，礼堂内气氛热烈。学生们积极投入各个互动环节，不仅参与文字游戏，也尝试朗读广播稿，还踊跃演唱华文歌曲，甚至有同学现场朗诵诗歌，表现十分出色。主持人对学生们的华文水平感到惊喜，并鼓励学生们持续保持阅读习惯。通过这次活动，学生们不仅感受到语言的魅力，也对广播与媒体行业产生了更浓厚的兴趣。

活动结束后，学校也将继续借助《空中说故事》与《新鲜热辣报》等校内平台，为有兴趣的学生提供实践机会，让他们尝试运用声音、语言与创意进行表达，进一步提升沟通与表达能力。我们希望通过这样的学习体验，在学生心中埋下一颗种子——让他们开始意识到，阅读与语文能力不仅仅停留在课堂与考试之中，更与生活、职业发展及未来社会息息相关，同时培养学生的21世纪核心能力，如沟通、协作、自信表达与自主学习能力，落实“学以致用”的教育理念。

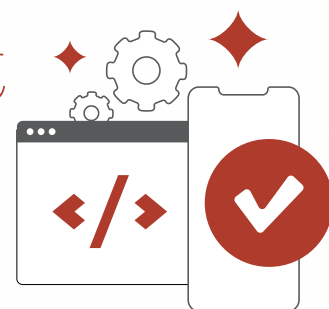




Code • Create • Connect

Building E21CC Through Coding

by **Ms Lee Kah Min Jaime** Head of Department / Information Communication Technology
& **Mr Foo Suan Liang Isaac** Subject Head / Information Communication Technology

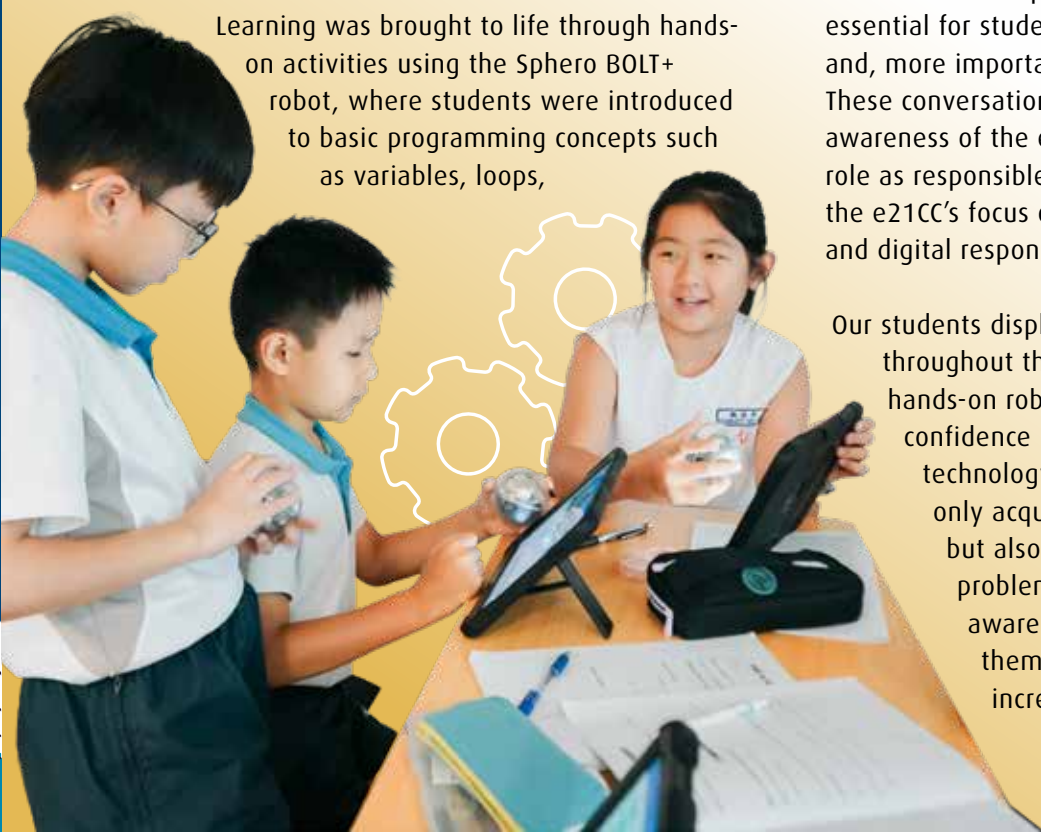


In today's rapidly evolving digital world, equipping students with future-ready skills is more crucial than ever. Through the Code for Fun (Code@SG) programme offered by the Infocomm Media Development Authority, our Primary 4 students explored coding, robotics, and computational thinking in a fun and meaningful way. At the heart of the programme is computational thinking, a powerful problem-solving approach that teaches students how to break down complex problems, recognise patterns, and apply logical thinking strategies systematically. These skills extend beyond coding into their everyday learning. This directly cultivates critical and inventive thinking, a key component of the e21CC (21st Century Competencies) framework, while nurturing the Creator in every NYPS student.

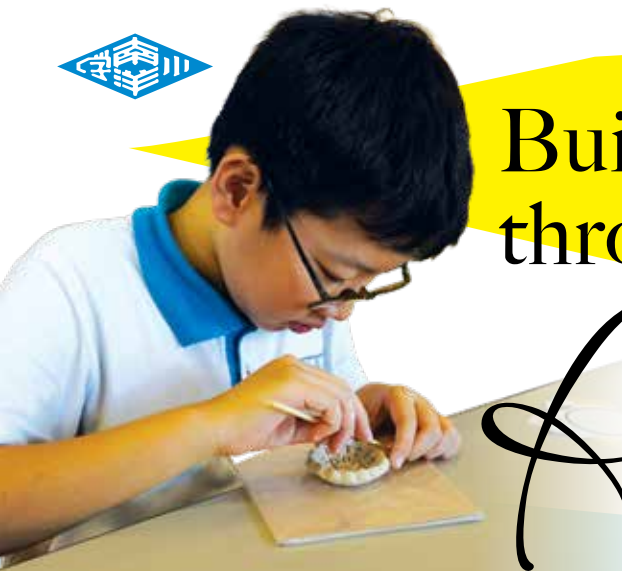
functions and events. They applied these concepts by coding their robots to perform engaging tasks, including creating a "Rock, Paper, Scissors" game and choreographing synchronised group dances. These interactive experiences transformed the learning of coding into a dynamic process. In particular, the problem-solving process of creating the group Sphero dance project strengthened students' collaborative and communication skills, which are important aspects of the e21CC framework.

Beyond technical skills, students were also introduced to emerging technologies such as Artificial Intelligence and Generative AI, along with thought-provoking discussions on their ethical use. In today's rapidly evolving world, AI has become an integral and unavoidable part of everyday life. As such, it is essential for students to understand how it works and, more importantly, how to use it responsibly. These conversations helped students foster an awareness of the ethical use of technology and their role as responsible digital citizens, thus aligning with the e21CC's focus on civic literacy, global awareness, and digital responsibility.

Learning was brought to life through hands-on activities using the Sphero BOLT+ robot, where students were introduced to basic programming concepts such as variables, loops,



Our students displayed genuine enthusiasm throughout the programme, especially during the hands-on robotics activities, and showed growing confidence in exploring and creating with technology. Through Code for Fun, they not only acquired foundational coding knowledge but also developed vital life skills in problem-solving, collaboration, and ethical awareness, laying a strong foundation for them to confidently thrive and lead in an increasingly technology-driven future.



Building Cultural Quotient through the Arts



by **Ms Mavis Tan Jiak Shiang** Head of Department / Aesthetics

Through the school's Learning for Life Programme (LLP), students are provided with opportunities to learn about and appreciate different cultures through the Arts. The programme supports the development of students as confident learners, caring individuals, and responsible citizens who appreciate diversity and build meaningful relationships with others.

Using a hands-on and experiential approach, students explore different cultures through activities such as singing, dancing, and playing traditional musical instruments. Examples of these include Bollywood dance, African and Latin American drumming, and the playing of the kompang, angklung, and Javanese gamelan. Through these experiences, students learn important values such as respect, harmony, and openness to diversity, while also developing teamwork, communication, and social awareness.

The programme is thoughtfully planned across different levels so that all students can experience

and enjoy learning through the Arts. Primary 1 and 2 students are introduced to Chinese painting and Malay musical instruments such as the kompang and angklung, helping them develop an appreciation for different cultures from a young age. Primary 3 and 4 students deepen their learning through hands-on experiences with the Javanese gamelan, while Primary 5 and 6 students explore visual art through pottery lessons and discover Latin American and popular music cultures via African and Latin American drumming. These experiences encourage creativity, collaboration, and confident self-expression.

Students also have opportunities to showcase their learning during yearly school-wide events such as Aesthetics Day in March and the M.A.D. (Music, Art and Dance) Festival in May. Through performances and art exhibitions, students build confidence, learn to work together, and celebrate the diverse talents and contributions of their peers and schoolmates.





连接你我他

多元文化中的学习与成长

撰稿：张丹璐 科主任(特选部)



加强学生对多元文化社会的认同感向来是特选学校的办校宗旨之一。自2008的本地文化浸濡营开展以来，南洋小学培养了不少除了精通华族文化之外还对本地文化传承有一定兴趣的学生，而自2024年开始的社会融合计划更是突破了校园的界限，不但让南小的孩子有机会进行实境学习，更是把这一目标延展至社群校区，让更多的孩子从中获益。

每年的农历新年和中秋节，我们都会邀请友校百德小学和德林小学的师生一同参与庆典。除了校园课堂体验，结伴而行的南小学生和友校伙伴也会一起体验文化活动，如：书法、灯笼、武术、华乐、茶艺等。同样的，南小的师生也受邀参加百德小学的开斋节和德林小学的屠妖节庆祝活动。这些活动，不但加深了对彼此文化的深入了解，也进一步增进了小伙伴们之间的友谊。

在小五的海外浸濡学习之旅中，除了原有的百德小学和德林小学，今年我们也有幸邀请到另一间友校联华小学的加入。出行前，两校的小伙伴们会通过一系列面对面的活动来熟悉彼此，出行中更是通过持续的深入交流让彼此之间的了解达到一个新的境界。

这些跨校与跨文化的学习经历，不仅让学生在真实情境中深化对多元文化的理解与尊重，也逐步培养他们作为新加坡公民应具备的责任感、包容心与社会意识。与此同时，南洋小学与伙伴学校之间也在长期合作与交流中建立了互信互学、互惠共赢的伙伴关系。各校善用自身的优势与特色，彼此借鉴、资源共享，共同为学生打造更丰富、更全面的学习体验，让孩子们在交流中学习欣赏差异，在合作中建立连结。

更值得一提的是，这些真实而深刻的学习经历，也进一步提升了学生面对未来社会所需的21世纪技能（21st Century Competencies）。无论是在跨文化沟通、团队协作、全球视野，还是公民素养与适应能力方面，学生都通过持续的互动与实践，逐步成长为更具同理心、开放思维与国际视野的新一代学习者。未来，南洋小学将继续深化社会融合计划，拓展更多元的合作平台，与伙伴学校携手同行，让学生在交流与实践不断开阔视野、建立友谊，真正成为能够跨越文化、沟通世界、面向未来的新时代公民。





Visit by Beijing Normal University



On 6 November 2025, Nanyang Kindergarten had the pleasure of welcoming a study group from Beijing Normal University to our 51 campus, where our Pre-Nursery and Nursery children are housed. The visit provided a meaningful opportunity for professional exchange and learning between educators from both institutions.

The group, comprising nine students and seven professors, began the visit with a sharing session conducted by our Principal, Ms Magdalene Ang, and Curriculum Specialist, Ms Qian Yijun. During the session, they introduced the curriculum and holistic learning experiences offered at Nanyang Kindergarten, highlighting our approaches to early childhood education and development.

Following the sharing session, the visitors toured the classrooms and observed our teachers engaging the children in a variety of learning experiences. These included music and movement activities, motor skills development, aesthetics and creative expression, as well as language & literacy activities. The visitors had the opportunity to witness the children's enthusiastic participation and the nurturing environment fostered within the classrooms.

The visit concluded with an exchange of tokens of appreciation between the two institutions, commemorating a fruitful and enriching experience for all involved. Nanyang Kindergarten looks forward to continued opportunities for collaboration and educational exchange with international institutions.



Chinese New Year Celebration

Visit to SASCO



13 February 2026

As part of this year's Chinese New Year celebrations, the Kindergarten Two children embarked on a meaningful visit to SASCO Senior Citizens' Home at Hong San. The visit provided the children with a valuable opportunity to spread festive cheer while learning the importance of care, empathy, and giving back to the community.

In preparation for the visit, the children were encouraged to contribute items for the elderly, including biscuits, Milo or coffee sachets, and wet wipes. These donated items were thoughtfully packed into recycled bags that had been hand-painted by the children, adding a personal and heartfelt touch to each gift. In addition, our staff contributed extra food items, which were delivered directly to the Home for the seniors.

To bring joy to the residents, each Kindergarten Two class prepared a dance performance specially for the occasion. The lively performances delighted the seniors, filling the room with laughter and smiles. Following the performances, our teachers facilitated a simple mandarin orange craft activity, allowing the children and seniors to interact and create together in a warm and joyful atmosphere.

The visit was a truly meaningful experience for the children as they learned to show kindness, care and empathy towards others. Through this community outreach effort, the children not only celebrated the festive season but also experienced the joy of bringing happiness to the elderly.





NANYANG KINDERGARTEN

8 May 2026

Parents' Day Celebration



From this year onwards, Nanyang Kindergarten will celebrate Parents' Day instead of observing Mother's Day and Father's Day separately.

As Mother's Day falls within the school term while Father's Day is usually celebrated during the June holidays, this inclusive celebration allows all children to participate meaningfully in it with both parents and/or significant caregivers. More importantly, it reflects our commitment to recognising the diverse family backgrounds of our children and honouring the important adults who care for and support them.

Parents' Day is a special occasion, where children can celebrate and express their appreciation for their loved ones, regardless of family structure. Families were warmly invited to have a parent, grandparent, or significant caregiver join us in creating meaningful shared experiences and lasting memories together.

This year's celebration featured a series of engaging and meaningful activities for the children and their families:

Terrarium Making

Teachers guided the children in creating a simple terrarium accompanied by a short appreciation message as a heartfelt gift for their loved ones.

Mask Reveal Activity

Family members collected a face mask before proceeding to their child's classroom, where the children excitedly guessed the identity of their masked loved one. The activity brought about much laughter and joy among both children and adults.





Recycled Costume Dress-Up

Parent-child pairs worked together to dress up using recycled scrap materials provided by the school. The activity encouraged creativity, teamwork, and bonding as families enjoyed the experience together.

Class Performances

Children from each class proudly presented performances that they had learnt during morning assembly sessions. Their enthusiastic performances brought smiles to their family members and made the celebration even more memorable.

Parents' Day was a joyful and meaningful occasion that celebrated the love, care, and support shared within families and our wider school community.



Theatre Studies

Dispositional Teaching through Embodied Learning

by **Mr Jason Tan** Subject Head / Theatre Studies

A Theatre Studies student facilitating a group of visiting students from Beijing in a drama workshop

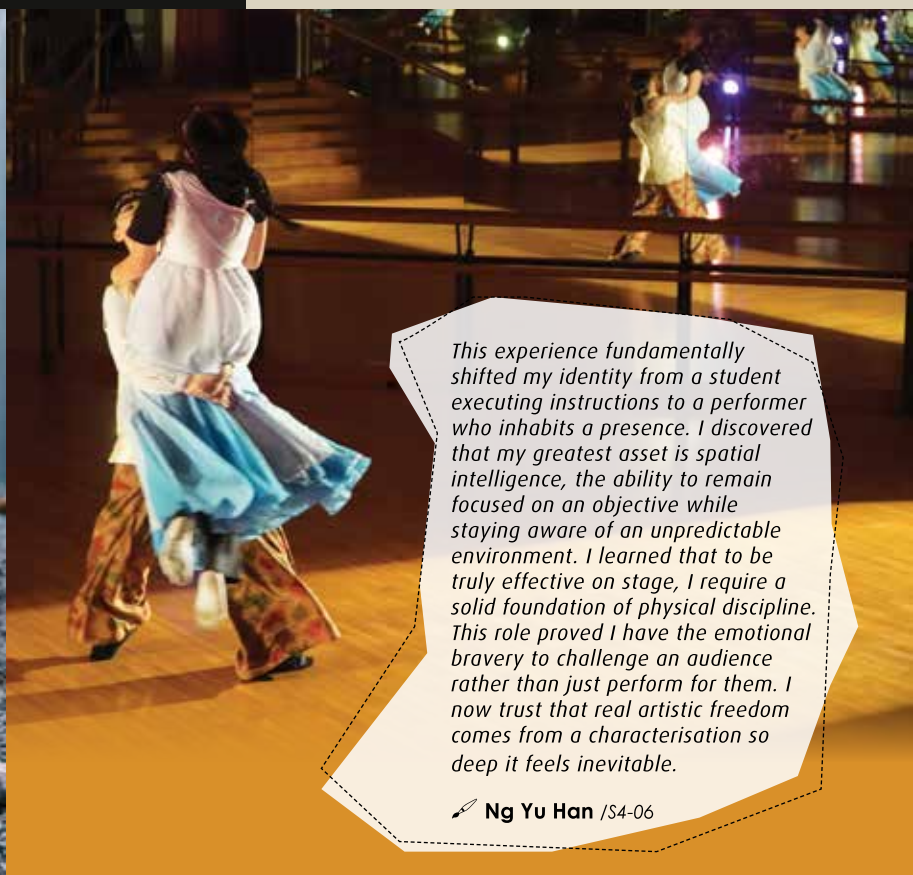


This experience shaped my view of theatre as a discipline grounded in consistent foundational practices. Exercises like mirroring are not only warm-ups but directly enhance our understanding of how our body communicates. Theatre, to me, is a continuous cycle of exploration, observation, and refinement, where its meaning is not only constructed in the final performance but through the process that leads to it.

 **Upasana Bera** /S4-07

Building on their learning in Secondary 2 Drama, NYGH's Upper Secondary Theatre Studies empowers our girls to explore complex ideas through the theatrical process. In an AI-dominated workplace, this literary, performed, and applied subject equips students with vital soft skills like empathy, adaptive thinking, and collaboration. Leveraging the Integrated Programme's space to provide powerful embodied experiences, this innovative curriculum inspires them to appreciate, actualise, and apply theatre in different contexts for a diverse range of purposes.

Launched in 2025, the subject has seen its first batch of students combining theory and practice in a range of writing, performance and facilitation tasks. From critically reading and responding in tutorials to learning about concepts through theatrical exercises in the studio, the subject helps the girls engage in reflective practice in order to build a stronger awareness of themselves and those around them.

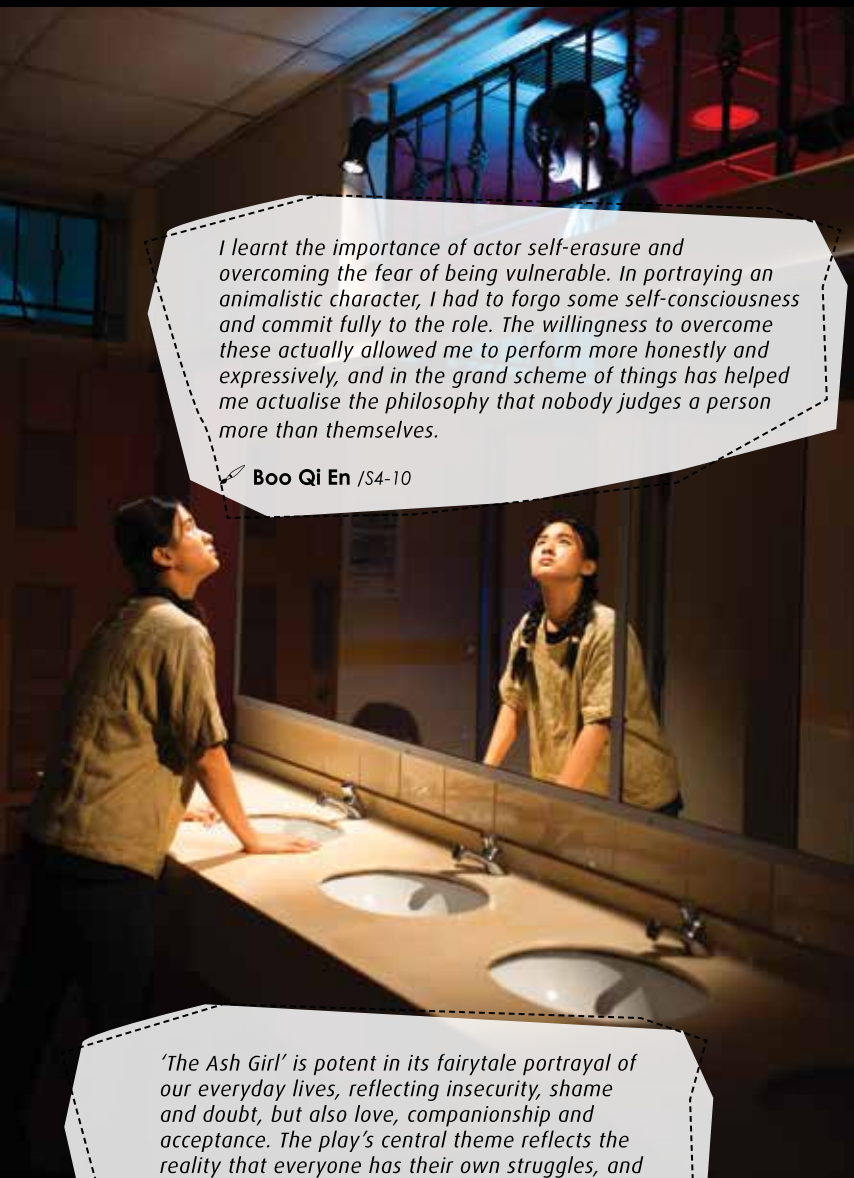


This experience fundamentally shifted my identity from a student executing instructions to a performer who inhabits a presence. I discovered that my greatest asset is spatial intelligence, the ability to remain focused on an objective while staying aware of an unpredictable environment. I learned that to be truly effective on stage, I require a solid foundation of physical discipline. This role proved I have the emotional bravery to challenge an audience rather than just perform for them. I now trust that real artistic freedom comes from a characterisation so deep it feels inevitable.

 **Ng Yu Han** /S4-06

The Ash Girl

Experiencing Site-Specific Performances



I learnt the importance of actor self-erasure and overcoming the fear of being vulnerable. In portraying an animalistic character, I had to forgo some self-consciousness and commit fully to the role. The willingness to overcome these actually allowed me to perform more honestly and expressively, and in the grand scheme of things has helped me actualise the philosophy that nobody judges a person more than themselves.

 Boo Qi En /S4-10



'The Ash Girl' is potent in its fairytale portrayal of our everyday lives, reflecting insecurity, shame and doubt, but also love, companionship and acceptance. The play's central theme reflects the reality that everyone has their own struggles, and critically questions both performers and audiences: How do we live with our struggles, and find the strength to carry on?

 Raine Toh /S4-11

From April 6–8, our inaugural Theatre Studies cohort (Class of 25/26) staged their landmark cohort performance of *The Ash Girl*. It was far from a traditional stage play; the experimental, site-specific production transformed everyday school spaces into an immersive theatrical journey. Staged across three acts—each utilizing a distinct performance style—the show invited an intimate audience to see different spaces in the school campus in an entirely new light.

Adapted from Timberlake Wertenbaker's original work, *The Ash Girl* offers a haunting, psychological reimagining of the Cinderella myth. Transforming the classic fairy tale into a visceral exploration of the human psyche, the girls were challenged to conceptualise their characters and roles within the production through a series of tutorials and masterclasses that exposed them to various performance styles and methodologies.

The production was a showcase of the students' breadth of knowledge in theatrical conventions, technical skill, and creativity. By pushing boundaries of what was thought was possible of their bodies and the spaces around them, the girls challenged both themselves and their audience to rethink exactly what theatre can be.





The Present section is structured as a four-level model representing Sec 1 to Sec 4, with progression controlled by sensor-verified completion of each game.



- Sec 1** — LSP: Untangle and connect ropes to the correct ports linked to life skill programme, lighting up the school values 勤、慎、誠、朴
- Sec 2** — participants complete a memory challenge by reproducing a sequence of coloured lights using buttons
- Sec 3** — guiding a metal loop along a wire map without contact, symbolising global exposure and experiential learning from the to global classroom programme
- Sec 4** — solve a logical seating puzzle for a graduation banquet BARMOS, with sensors confirming correct placement and revealing a code to unlock the Future section

STEM (SIA)

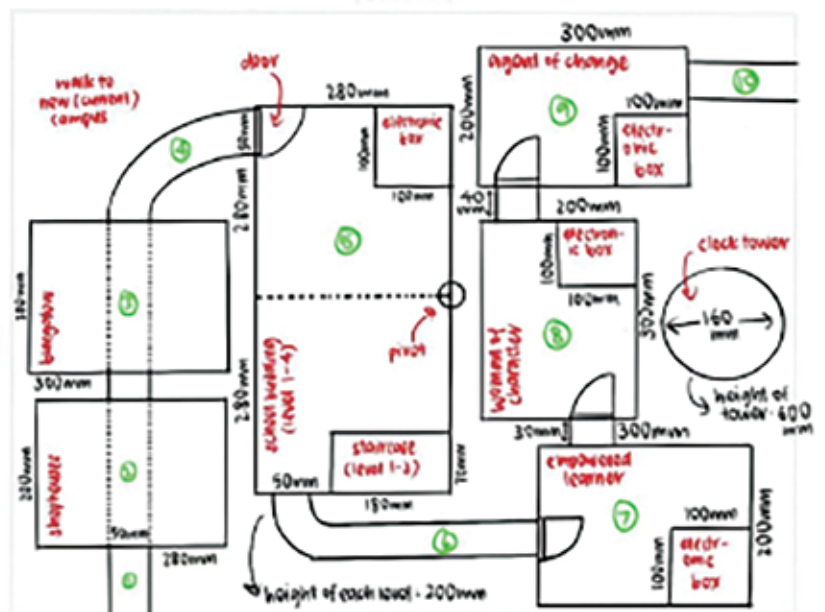
Commemorating 110 Years:

Bringing Heritage to Life Through the Eyes of Our Student Innovators

by **Mrs Jasmine Chong** / Subject Head (STEM)

How do you pack 110 years of rich history, school traditions, and memories into something you can touch and play with? This was the unique challenge handed to our students at Nanyang Girls' High School (NYGH). Their mission wasn't just to read about the past, but to bring it to life by creating an interactive heritage board game for the school community.

As part of their Student-Initiated Assignment (SIA) under the STEM programme, the students got to learn beyond their textbooks. Instead of just memorizing facts, they blended storytelling with hands-on building to transform old school traditions into a shared, living experience.



Taking on the challenge of transforming over a century of school history into an interactive game was both exciting and rewarding. It pushed us to think creatively about how to make school facts, such as different versions of school uniforms, engaging and meaningful for the player. Seeing our ideas come together and knowing that others can learn about our school's journey in a fun, hands-on way made all the hard work worthwhile.

Liang Jingyi /S4-07



Passing the Torch

A Story of Collaboration

The best part of this project was how it brought different batches of students together. The journey started back in September 2025 with a planning phase led by our graduating Secondary 4 seniors and a few Secondary 2 student leaders. Growing up immersed in NYGH culture, these seniors mapped out the heart of the game—deciding which school memories to feature and what kinds of puzzles would best tell the school’s story.

When 2026 arrived, the blueprints were handed over to the current Secondary 3 students to build the prototype. This hand-off was about much more than just passing down instructions; it was a way for school values and shared memories to be kept alive between cohorts. The younger students took the seniors’ ideas, added their own creative twists, and started building the physical game.

From Ideas to Reality

From January to end-May 2026, the computer labs turned into workspaces filled with noise, laughter, and a lot of trial-and-error. The students completely focused on the user experience, making sure the puzzles were fun, intuitive, and full of nostalgia.

Every single detail had a story behind it. The girls hid historical clues inside the puzzles, created custom game pieces, and used hidden sensors so that the board would react and light up whenever a player solved a mystery.

To tackle the various components of the project, we split the workload according to our strengths and interests. For example, those who were good in design helped to make a 3D model of the custom pieces needed, and those who wanted to explore the concept of escape rooms itself helped out in the brainstorming of ideas and puzzles. Through mutual encouragement and strong teamwork, we managed to create an improved plan, teaching us the importance of collaboration when overcoming challenges.

 **Natalie Wat** /S3-10

Letting go was genuinely the hardest part. We had spent months inside this idea, arguing over every detail, rewriting segment descriptions at midnight, debating whether a particular puzzle captured the right feeling. And then we handed it down, and that was it. Our part was done. Watching someone else take ownership of something you built from scratch is a strange experience, equal parts relief and anxiety, and I won’t pretend the anxiety wasn’t louder at first.

 **Alina Lew Lin Rong** /S3-02

Learning to Banish the Fear of Making Mistakes

Of course, building something from scratch is never smooth sailing. The students frequently ran into frustrating moments—wires came loose, and the code they wrote did not always work the first time. But it was exactly during these moments that the real learning happened.

Instead of giving up when things went wrong, the girls learned to think on their feet, support one another, and patiently figure out the problems together. They realised that making mistakes isn’t a failure, but just a normal part of building something great.

A Lasting Legacy

As NYGH celebrates its 110th anniversary, this project shows how beautiful tradition and modern creativity can come together. Long after the exhibition is over, the wires and game pieces might be put away, but the confidence, teamwork, and resilience these girls build will stay with them for life. They did not just learn about NYGH’s history, they truly became a part of it.

When a piece of hardware or a sensor failed, we did not have a textbook answer key to tell us what went wrong. Instead, we had to approach the problem systematically and think like engineers.

 **Lee Tzu-Yu** /S3-02





Two Stages One Nanyang Spirit



The Nanyang Festival of Arts 2026 returned with a special milestone
- two public productions showcasing the very best of our performing arts groups.
Music Ensembles - In Harmony 《声动南洋：百十回响》held at the Esplanade - Theatres on the Bay
Dance & Theatre - In Motion 《南洋动律：为她序章》held at the University Cultural Centre

From music and movement to storytelling and tradition, our students brought creativity to life with passion and purpose. For many of our performers, this was a defining moment after months of rehearsals, hard work and dedication. Beyond the performances, what made the nights so special were the meaningful collaborations formed between the different performing groups. Students, alumni and our friends from Nanyang Primary came together to create a Festival of Arts that we will remember for a very long time.

We extend our heartfelt gratitude to everyone who attended, supported, and journeyed with us through these meaningful productions.

