



DUNMAN HIGH SCHOOL PROSPECTUS

2019/2020





THE SCHOOL CREST 校徽

The school crest was designed by the late Mr Chen Jen Hao, a former principal of the school, and Mr Liu Kang, a former art teacher, who was a well-known pioneer in the local art scene.

The name De Ming (德明) in Chinese is not merely a translation from the name 'Dunman'. It also draws meaning from the first line of a Confucian classic, 'Da Xue' (大学) which states that the main objective of education is to help people manifest the virtues and morals that are already inherent in them (大学之道，在明明德).

The two characters (德明) in the crest written in 'Zhuan' (篆) calligraphy style is the work of Mr Chen Jen Hao. The Chinese 'Zhuan' (篆) calligraphy is ornamental in character and has a history of over 2000 years. Thus it embodies the idea of preserving a tradition. This symbolises the school ethos, which is, building on and fostering traditional values.

The red symbolises passion and striving for success. The blue signifies peace and dignity, while the circular border represents wholeness and unity, and symbolises the pursuit of universality, derived from the classic 'Liji Daxue' 《礼记·大学》.

CONTENTS

目录



04	Principal's Foreword 校长献词	20	Character Development Programme 品格培育计划	40	Student Leadership Development Programme 学生领袖培育计划
06	School Milestones 里程碑	22	Bicultural Studies Programme 双文化课程	42	Careers, Scholarships and Higher Education 职业、奖学金兼高等教育
08	School Philosophy 办学理念				
09	Dunmanian Outcomes 德明人的素养	26	Humanities and Aesthetics Programme 人文美学课程	44	Co-Curricular Programme 课程辅助活动
10	SAP School Culture 特选学校文化	30	Knowledge Skills Programme 知识研究课程	48	CCA Achievements 课程辅助活动奖项与成就
12	Our Dunmanian Edge 德明人的特质	32	Mathematics and Science Programme 数理课程	50	Be Part of the Dunmanian Family! 成为我们德明大家庭的一分子吧!
14	Our Dunmanian Stories 德明人的故事				
19	Our Programmes 德明六年综合课程	37	Talent Development Programme 人才培育计划		

PRINCIPAL'S FOREWORD

校长献词



“

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Dr Martin Luther King, Jr.

”

Dr King's vision about the goal of education is most relevant in today's world where solutions to complex problems must be guided by humanist values. For more than six decades, Dunman High School has consistently sought to realise its vision of developing students to be Leaders of Honour, who uphold the school motto of honesty, trustworthiness, moral courage and loyalty. This manifests in how we

structure our programmes in the two classic pillars; 为学 (Curriculum) and 为人 (Character) that anchor our six-year Dunman High Integrated Programme (IP). As a premier Special Assistance Plan (SAP) school, we remain steadfast in our belief of Dunmanians as effectively bilingual, and our roots in Chinese culture and values.

Dunman High School strives for an educational experience where students learn not just to excel but to care, to serve and to lead. Strong collaboration among parents, teachers and various stakeholders has enabled us to achieve “the goal of true education”. In this publication, several sets of students, parents and teachers share their stories



with us, embodying all that we hold close to our hearts. Through these sharings, we see how our Dunmanians grow to become the people we envision them to be. The stories instil confidence in us about their future. Their strength of character and their ingenuity will surely help them navigate opportunities and challenges in an increasingly heterogeneous milieu.

We will continue to raise leaders with intelligence coupled with empathy to serve the country and the global community. We invite you to join us in the exciting journey ahead and develop your Dunmanian Edge!

**Mr Tony Low Teck Eng,
Principal, Dunman High School**

“

教育的作用，是启发人们进行有深度的、批判性的思考。智慧加品德，就是教育的真谛。

马丁·路德·金

”

解决复杂问题必须以人文主义价值观为指导。因此，马丁·路德·金的上述有关教育目标的愿景在当今世界尤为重要。六十多年来，德明一直致力于在坚持“诚信勇忠”的校训的基础上，实现其把学生培养成为荣誉领袖的愿景。我们办学有两大经典支柱：为学（课程设计）和为人（品德培养），这是我们六年综合课程计划的主导思想。作为一流的特选学校，我们始终坚信：德明学生是扎根于华族文化和价值观的高效的双语人才。

德明还致力于提供一种教育体验，那就是：学生不仅要成为优秀的未来栋梁，还需具备“关怀、服务和领导”的情怀。家长、老师和各合作伙伴之间的群策群力、同舟共济，使我们这个“真正的教育目标”得以实现。在这本刊物中，我们可以看到一些学生、家长和老师讲述的故事，体现的是我们的心之所善。通过这些分享，我们看到德明学生如何一步步成长为我们心目中的理想模样。这些故事，也让我们对德明的未来充满信心。我们坚信：德明人的优秀品格和聪明才智，一定会让他们在日益复杂多变的环境中做到“知者不惑，仁者不忧，勇者不惧”，从而更好地把握机遇，迎接挑战。

我们将继续培养立志为国家和全人类服务的、高瞻远瞩的领导者。我们诚邀您的加入，和我们一起开启丰富多彩的学习之旅。

德明，伴你攀登新的高峰！

**刘德荣先生，
德明政府中学校长**

SCHOOL MILESTONES

里程碑

1956

Dunman High was founded on 14th October 1956. As a Chinese secondary school, it provided a safe environment for students to continue their studies in, amidst the state of political unrest.

The school first occupied the campus of a newly built primary school at Mountbatten Road and was named "Kallang West Government Chinese Middle School (加冷西政府华文中学)".

Mr Sun Huan Syn 孙煥新 (1956-1959) was the first principal.

1969

Mdm Shu June Mai 许锦美 (1969-78) was appointed principal.

1978

Mr Lim Nai Yan 林乃燕 (1978-1993) was appointed principal.

1981

The building of the neighbouring Dunman Primary School was taken over to meet the school's need for more space.

1982

The Music Elective Programme (MEP) was offered.

1994

Mr Cheah Chak Mun 谢泽文 (1994-98) was appointed principal.

The school was one of the 6 schools selected to become autonomous.

1957

In December 1957, the school moved to Dunman Road and was renamed "Dunman Government Chinese Middle School (德明政府华文中学)".

1959

Mr Chen Jen Hao 陈人浩 (1959-1969) was appointed principal.

1966

Two new buildings (集思楼 & 格致馆) were completed, adding a total of sixteen classrooms, 4 Science laboratories, 3 Home Economics rooms and 1 AVA room to the school.

The student population increased to about 2,000 and the number of teaching staff increased to about 100.

1979

The school was selected as one of the nine Special Assistance Plan (SAP) Secondary Schools in Singapore.

The school was also renamed "Dunman High School (德明政府中学)", offering both Chinese and English as first languages.

1990

Upon acquiring the premises of Dunman Secondary School in June 1990, the school began to function as a single-session school.

1995

In June 1995, the school moved to the new premises in Tanjong Rhu Road.

1998

Mr Tan Thiam Hock 陈添福 (1998-2004) was appointed principal.

2004

Mr Sng Chern Wei 孙振炜 (2004-2009), an alumnus who was the third student to have received the President's Scholarship in 1990, was appointed principal.

On 31 July 2004, MOE announced that the school would offer a six year Integrated Programme (IP) or the Dunman High Programme (DHP) that would lead directly to a GCE A-Level certification. Dunman High School is the first government secondary school to offer IP.

2010

Dr Foo Suan Fong 符传丰博士 (2010-2016), an alumnus, was appointed principal.

2012

The school's sustained excellence in student and staff processes was reaffirmed with the revalidation of the School Excellence Award (MOE's pinnacle award for schools), Outstanding Development Award (Character Development) and Best Practice Awards (Teaching & Learning, Student All-Round Development, and Staff Well-Being).

2015

The school's National Arts Education Award (Blaze) was revalidated.

2017

Dunman High School was awarded the Lotus Award by the Singapore Environmental Council for our environmental efforts.

2019

First batch of Joint Admissions Exercise (JAE) students join the school in Senior High.

1996

The Gifted Education Programme (GEP) was offered.

2001

The Hostel was established.

2007

From 2007 to 2008, the school underwent PRIME (Programme for Rebuilding and Improving Existing Schools) and was temporarily relocated to a holding school at Mt. Sinai Road.

2009

The school shifted back to Tanjong Rhu Road, where state-of-the-arts facilities such as the 850-seater Performing Arts Centre and the Life Science Laboratory were added.

2011

In July 2011, the school celebrated its 55th Anniversary and the official Opening of its expanded campus.

The Centre of Excellence for Teaching and Learning for the East Zone (EZ COE T & L) was established at Dunman High School.

2013

Dunman High School was awarded the President's Award for the Environment.

2016

In 10 July 2016, the school celebrated its 60th Anniversary with a Homecoming Dinner with more than 1800 invited guests. The school also launched the DHS e-Heritage portal.

Mr Tony Low Teck Eng 刘德荣 was appointed principal.

SCHOOL PHILOSOPHY

办学理念

VISION 学校愿景

The premier school of Leaders of Honour
培育“堂正君子、
社稷栋梁”的顶尖学府

MISSION 学校使命

To nurture our students to Care, to Serve, and to Lead
培育“关怀、服务、领导”
社会的德明人

MOTTO 校训

Honesty,
Trustworthiness,
Moral Courage, Loyalty
诚、信、勇、忠

PHILOSOPHY OF EDUCATION 教育哲学

In Dunman High School, we view character and cognitive development as fundamental to the holistic education of our students.

We seek to equip every Dunmanian with the disposition and competencies needed to thrive in an increasingly complex world. We believe every student should have the ability to collaborate well, think critically and creatively, and communicate effectively in both English and Chinese.

In line with Confucian philosophy and our values of honesty, trustworthiness, moral courage and loyalty, we strive to nurture Dunmanians with a passion for life and learning. We are committed to developing active citizens who care deeply for others, have a heart to serve, and take the lead to change the world for the better.

德明政府中学向来把发展学生的品格和认知作为全人教育的基础。

发展每个德明人的性情和能力，使之能在这个日益复杂的世界里茁壮成长，这是我们孜孜以求的目标。我们坚信，每个学生都应该拥有和他人携手合作的能力，能进行批判性和创造性思考，能以双语有效沟通。

秉持着儒家思想及德明的校训—诚、信、勇、忠，我们努力激发德明人对生活和学习的热情。我们希望每个德明人都拥有积极的公民意识，关怀他人，以服务民众为己任，并领导社群创造更美好的世界。

DUNMANIAN OUTCOMES

德明人的素养

MORAL INTEGRITY 人格高尚

Students are guided by honesty, trustworthiness, moral courage and loyalty.

诚、信、勇、忠

PASSION FOR LIFE & LEARNING 热爱生命与学习

Students are always learning and striving to be their best.

自强不息、好学不倦

IDEALISM 具有崇高理想

Students have the conviction to make a difference to the world.
致力于创造美好世界



21ST CENTURY COMPETENCIES 掌握21世纪技能

Students are proficient in critical and creative thinking, communication and information skills.

具备批判性与创意思维，掌握沟通、协作与资讯科技技能

BILINGUALISM & MULTICULTURALISM 通晓双语及多元文化

Students are effectively bilingual in English and Chinese, appreciate different cultures and navigate them with ease.
兼通双语，欣赏不同文化，并游刃其间

ACTIVE CITIZENRY 体现积极的公民意识

Students are global citizens rooted in Singapore who serve the community, both local and beyond.

心系新加坡，回馈社会，服务群众

SAP SCHOOL CULTURE

特选学校文化

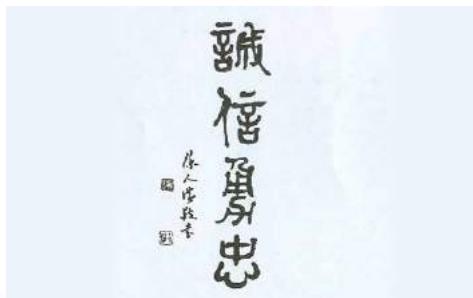
MOE launched the SAP School initiative in 1979 to preserve the heritage of Chinese-medium schools and promote the learning of Chinese culture. Dunman High was one of the nine schools that were selected in view of its rich Chinese heritage. In the last few decades, Dunman High has stayed true to its mission of cultivating generations of bilingual and bicultural talents.

在英文主导的大环境下，为了保留华校传统、传承华族文化，教育部自1979年开始推行“特别辅助计划”（Special Assistance Plan）。拥有优良传统华校历史的德明也顺应成为了当时9所特选学校的代表之一。这几十年来，德明坚守使命，在华族传统文化的氛围里培养了一代又一代的双语、双文化人才。

SCHOOL BADGE AND BUTTONS



SCHOOL MOTTO



DHS MORNING NEWS PROGRAMME

德明早间新闻

《德明早间新闻》是我校的特色活动之一。每两周都会有同学在早间的周会上发挥创意，以新颖活泼的形式，用华语与大家分享新闻专题。

BICULTURAL FORTNIGHT

双文化双周

Our annual bilingual and bicultural fortnight showcases fun-filled activities such as film appreciation and author-sharings for Dunmanians to be immersed in a bicultural environment to appreciate the beauty of language and culture.

DHS CASUARINA INSTAGRAM 木麻黄乐园：将语言活学善用！

木麻黄乐园（dhs.casuarina）旨在通过轻松、活泼的方式，将双语双文化渗透学生们的生活，促进学生对语言的活学善用。

dhs.casuarina is an Instagram platform to promote bilingualism and bicultural learning in a light-hearted, lively, and engaging way. We hope that the takeaways can resonate with students and promote life-long learning of languages.



OUR DUNMANIAN EDGE

德明人的特质



It comes to no surprise to see many Dunmanians doing well and giving back to school and society.

This act of giving back ensures continuity of our values and traditions and helps us to sustain our past successes.

**Emeritus Senior Minister
吴作栋 Goh Chok Tong, 2011**



在母校庆祝60周年纪念之际，深盼处于后现代相对主义的世界中，做为将来“堂正君子，社稷栋梁。”的学子们，能以诚信为立身之本，处世之道，齐家之要，治国之本。

**王美雄 David Wang Mei Hsiong,
(Class of 1960)**
**Retired Cluster Superintendent for School Cluster
East Zone 3 at Ministry of Education**



Teachers in Dunman High have taught me that personality is only skin deep, and what shapes our destiny is our character.

**孙振炜 Sng Chern Wei, (Class of 1987)
Deputy Director-General of Education
(Curriculum), Ministry of Education**

Dunmanian DNA 德行为根本

represents the values and dispositions embodied by Dunmanians, and shapes their identity. It imbues them with the conviction to be active citizens who make a difference to the communities they live in and beyond.

Familial Ties

is exemplified by the phrase “一日德明人，一生德明情”。Dunmanians maintain close life-long bonds even after graduation. They know that they can always



德明是一所特选中学，正负起培养新一代双语和双文化人才的重要任务。

Prime Minister

李显龙 Lee Hsien Loong, 2006

Bilingualism & Biculturalism 双语双文化

refers to the sterling proficiency that eases how Dunmanians navigate between the East and the West. This is seen in their confidence shown when they think and communicate in both languages, in different cultural environments.



Mastering two languages, English and Chinese, gives a person great advantage in life.

Late Founding Prime Minister

李光耀 Lee Kuan Yew, 2011

情系木麻黄

count on Dunman High's support, and are in turn, passionate about sharing their experience and zeal for learning with their juniors.



一日德明人，一生德明情。德明的校训“诚、信、勇、忠”，一直是我待人处世的指南针。

刘燕玲 Low Yen Ling, (Class of 1990)

**Senior Parliamentary Secretary,
Ministry of Education &
Ministry of Manpower
Mayor, South West District**



I am ever grateful for the warmth and love that Dunman High has given me.

王思惠 Ong Si Hui, Olivia, (Class of 2015)

President Scholar 2016

OUR DUNMANIAN STORIES

德明人的故事

PARENTS AND STUDENTS

PARTNERSHIP 同德合力

“



During my time in a wheelchair, the school provided me with a buddy, changed my seat and enabled my mum to tend to me when I needed help. I was constantly supported in many ways and I appreciate the willingness of the school to work with parents.

Ong Jun Sean, 2A (2019)

RESILIENCE 刚毅自强

“

My transfer to the 'O' level class and the illness and subsequent demise of my mum were some of the obstacles in my school life. With the encouragement of my teachers and the support of my family, I persevered and am now in Y6 in the Dunman High Programme.

Ean Cheng Yan Heng, 6C34 (2019)



”

”

FAMILY 情牽德明

“



Academics are not the only focus as we are imbued with the values and passion to serve. I can make it far in life with the support of my parents, friends and teachers. I am proud to be part of the Dunmanian family.

Phua Rui Yi Sarah, 6C31 (2019)

As a staff, I can see how students become caring leaders with integrity in DHS. Being part of this family allows Sarah to have an enriching and meaningful educational journey which inculcates the right values and equips her with skills for life.

Mrs Phua-Loo Poh Lim

”

“

随着孩子们相继进入德明就读，我们置身其中深深感受到老师辛勤耕耘，循循善诱，无数学子勤奋攻读的良好校风；学校与时俱进创新发展，让德明更朝气蓬勃，使华族文化发扬光大。我们殷切期盼莘莘学子卓尔不群；诚挚感谢灵魂园丁的无私灌铸；祝愿德明积六十载之厚蕴，再谱华章。

**Rao Li Ling Linda,
Parent of Cheong Jun Kai Harry, 1H (2019)
& Cheong Yang Hui Tony, 4G (2019)**



”

“



我有信心，我的两个孩子将受益于德明优良的学习文化与环境。学校一向来都重视学生的学术发展，但最让我放心的却是学校所贯彻的传统待人处事价值观。

**Mr Chow Eng Hwee,
Parent of Lynette Chow Xue Qing, 2B
(2019) & Axl Chow Shi Kai, 4J (2019)**

”

CONTINUITY 薪火相传

“

Dunman High is more than just a school and workplace for me, it is my home. It has given me so much and I am deeply honoured to have the opportunity to serve my fellow Dunmanians. 爱护我德明，永志乎五中。光大我德明，永志乎五中。

Alumnus

张裕昌 Teo Joo Cheong
HOD/Humanities (Junior High)
Dunman High School

”

“

一日德明人，一生德明情

As a Dunmanian, I explored the vast horizons of the world with the guidance of many dedicated teachers. As a DHS teacher, I am grateful I can embark on the journey with Dunmanians to seek new knowledge and build the future.

Alumnus

周育如 Chew Geok Joo
SH/Chinese Language (Junior High)
Dunman High School

”

“

我能对社会做出一些小贡献，是本着取之社会，用之社会的精神，借着新加坡给我的这样一个平台。德明“诚、信、勇、忠”的校训深深地扎根在我心上，使我明白人必须懂得饮水思源。当我有能力的时候，我就会回馈社会，不遗余力。

Alumnus

魏成辉 Sam Goh
Honorary Chairman,
School Advisory Committee
CEO, Tee Yih Jia Food
Manufacturing Pte Ltd

”

“

从同学们走进德明、成为德明大家庭的一员时，我希望大家能够深刻记得生命中这个宝贵的时刻和时期。今天你以德明为荣，明天德明为你感到骄傲。

Alumnus

张克荣 Teo Kek Yeng
Alumni President
CEO, Teo Tjoe Tjoen & Sons
Pte Ltd

”

“

在这里，我学到了做人的道理，交到许多同甘共苦的同事与朋友。从当学生到身为老师，心目中的德明永远是一个温馨的家！

Alumnus

翁英俊 Ang Eng Choon
HOD/Corporate Relations
Dunman High School

”

PARTNERS

PARTNERSHIP 同德合力

“

Dunman High students are polite, enthusiastic, cheerful, fast and keen learners. They show aptitude in being patient and good listeners; potential to be good physicians.

Dr Cheong Lee Ching
Thai Shen Family Clinic,
Our Partner since 2012

”

“

The enthusiasm and hospitality shown by the student volunteers from Dunman High School, particularly those from the Environment Club, have enriched the YED participants' environmental awareness and experience. The students' commitment is a reflection of the care and guidance of their teachers and reflects well on Dunman High School's vision of developing students' potential to the fullest to enable them to Care, to Serve and to Lead... We look forward to continued partnership with Dunman High School as we work together to think, care and act for our environment.

Paula Kesavan
National Environment
Agency (NEA)
Our Partner since 2006

”

“

OneMaker Group is pleased to be a partner of Dunman High School's Work Experience Programme for the past few years. DHS students are keen learners who are bright and enthusiastic. They are responsible and take initiative in carrying out tasks, adapting well to the challenges faced before them. In addition, DHS students are reliable workers who are able to carry out our programmes smoothly and facilitate activities confidently both in English and Mandarin. We look forward to a continued partnership with DHS in the future.

Bob Ng
Managing Director
OneMaker Group Pte Ltd
Our Partner since 2017

”

“

Youth Club students started a Tuition and Mentoring Programme at St Hilda's Community Services Centre for kids of Primary 1 to Secondary 2 living in the community. With time, patient and diligent Dunmanians successfully established bridges and built good bonding with the highly energetic kids. They also found fresh ways to complete their school work in a fun way! The kids' parents are very pleased with this wonderful help. This positive result was made possible through the dedication of Dunmanians, enabling the kids to grow both in their academics and character. Thank you, Dunmanians.

Quek Ai Siew
Vice-Chairman
St Hilda's Community Services
Our Partner since 2010

”

“

Reliable, good attitude in learning, DHS students are respectful and able to follow instructions well. They are also keen and inquiring learners. They are eager to learn about the law and the Singapore legal system. It is a pleasure to have DHS students with us.

Sim Kwan Kiat
Business Finance and Insolvency,
Rajah & Tann
Our Partner since 2010

”

“

Commitment, hard work, initiative, DHS students are able to cope with the fast-paced environment of work. They are willing to work as a team to deliver a successful event. They show aptitude setting up the groundwork in order for the production to run smoothly. They have clear expectations of the working force and appreciate what happens "on the ground". This is especially needed in industries such as the Arts industry where textbooks cannot help.

Aqam,
Little Arts Academy
(The Arts House),
Our Partner since 2008

”

OUR PROGRAMMES

德明六年综合课程



To read more
about our
programmes,
scan QR code.

CHARACTER DEVELOPMENT PROGRAMME

品格培育计划

At Dunman High School, we believe that a meaningful and rewarding educational experience is built on character development. This view of education is strongly influenced by Confucius' "Great Learning". A cultivated person needs to have three elements:

- (i) knowledge to understand matters (**Head**),
- (ii) sincerity in thoughts (**Heart**) and
- (iii) service in different capacities (**Hands**).

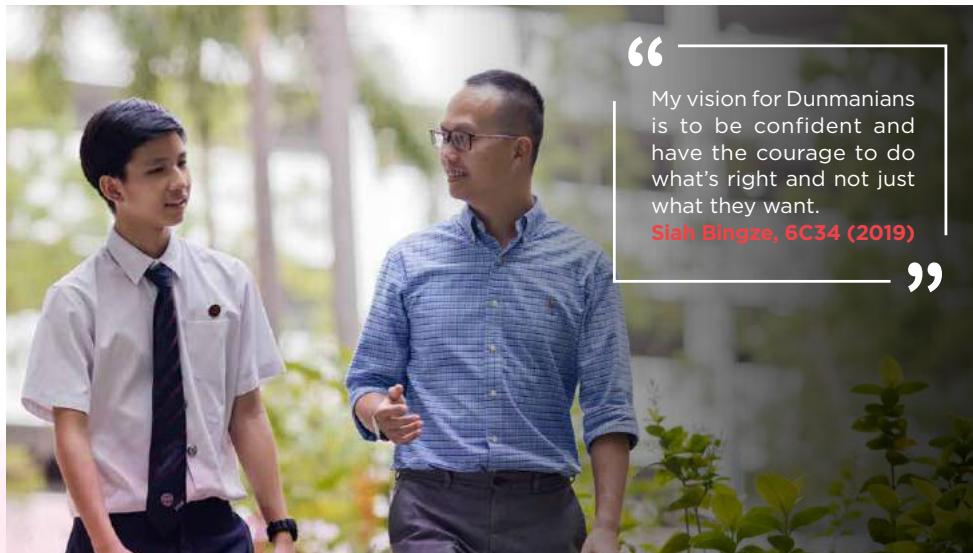
"Head" focuses on Dunmanians' capacity to appreciate diverse perspectives, being knowledgeable and discerning in making sound judgements.

"Heart" focuses on Dunmanians' attitude towards responsibility and endeavours, anchored on strong moral values, and a desire to do good for a larger cause.

"Hands" focuses on Dunmanians' ability to translate the "Head" and "Heart" into daily endeavours that impact positively on others and self.

Through the H³ framework, the stage is set to grow Dunmanians' disposition to **Care**, to **Serve** and to **Lead**. The framework is also supported by level themes:

Year	Level Theme
6	A Responsible Citizen
5	A Servant Leader
4	A Confident Trailblazer
3	An Inquisitive Learner
2	An Encouraging Team-player
1	A Caring Friend



“

Everyone's story of growth starts from getting one's hands dirty; to learning new truths or unlearning certain pre-conceived ideas. And my story was similar - I was blessed to be able to discover myself through the various platforms that were offered for me to learn. DHS is a safe haven for growth, which allows room for mistake, in which I was able to learn and improve. After all, learning never ceases, and this was reaffirmed with the different experiences within DHS that moulded and shaped me to who I am today. I know that I am truly beyond blessed.

Lim Tze Kang, Joshua, 6C22 (2019)

”



理念

在德明，我们秉持着儒家“大学之道，在明明德”教育理念，深信品格培育是全面教育之基础，能赋予学生富有意义的学习体验。

既定方案

德明在培养学生的良好品格方面，依循着“认知、体验、实践”既定方案，并以《大学》之精神为依归，以“格物”、“诚意”、“治国”的主从顺序，引导品格培育计划。

成果

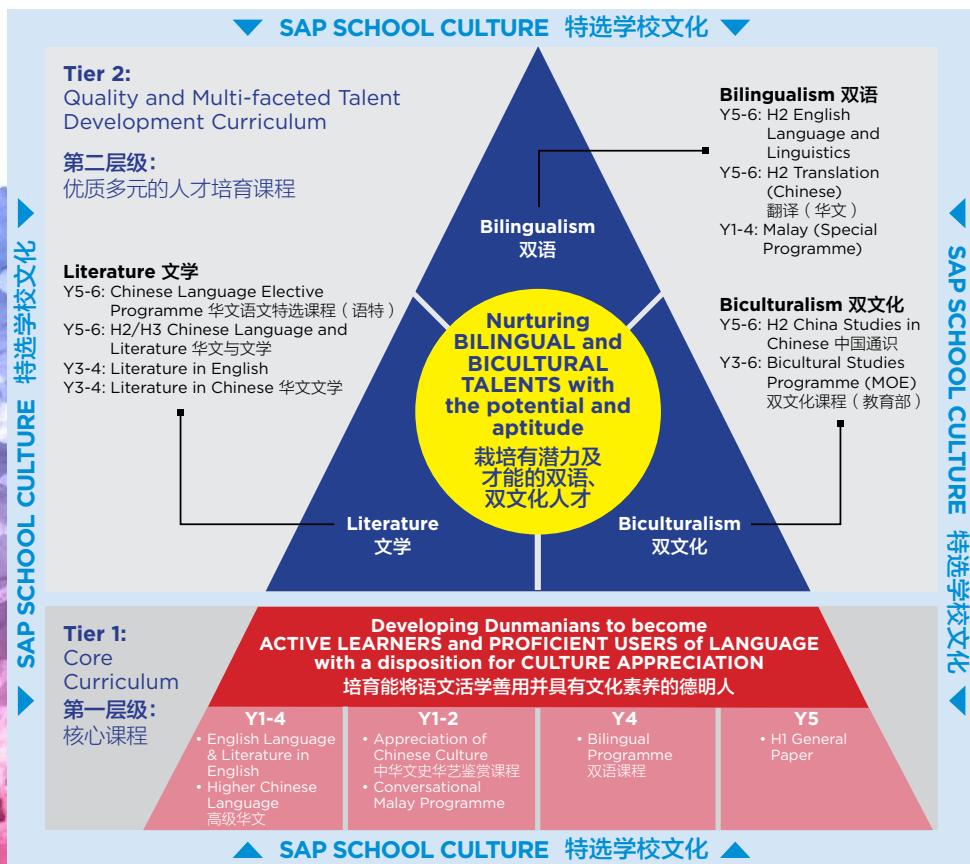
我校品格培育计划旨在培养学生成为堂正君子：以校训“诚信勇忠”为座右铭，秉持崇高的道德信念、积极创造与革新，并且心系祖国，放眼世界。这目标也和我校的使命是一致的，即在内化与实践的同时，使学生成为“关怀，服务，领导”社会的国民。德明人发自内心的关怀，将转化为服务他人的动力，让世界更加美好。

BICULTURAL STUDIES PROGRAMME

双文化课程

The Dunman High Bicultural Studies Programme supports our SAP School Culture by curating quality and multi-faceted language learning experiences to enhance appreciation of both Chinese and Western cultures. The programme is undergirded by the philosophy of ensuring strong foundations while aiming to bring out the best in our students.

作为一所特选学校，德明双文化课程以“保底不封顶”的理念为本，旨在为学生提供趣味性、多元化的优质语言与文化学习体验，以培养能将语言活学善用并具有文化素养的德明人。





中华文史华艺
鉴赏课程
**APPRECIATION
OF CHINESE
CULTURE**

“

水墨画和书法课程教会了我们“心正笔正”，做人要端正态度；
所谓“茶韵墨香”，我们也从茶艺课中体会到了优雅，并感受
了茶文化的源远流长。

毛奕沁 Mao Yiqin, 2A (2019)

”

翻译（华文）
H2 TRANSLATION (CHINESE)

“

翻译靠的不只是“感觉”，也需要考虑到语境、翻译手法和语言学知识。上了翻译（华文）
课程后，我体会到没有所谓的“完美的翻译”，而只有“更好的翻译”，因为翻译是灵活的。

张祯珍 Chiang Zhen Zhen, Krystal, 5C45 (2019)

”

**双文化课程（教育部）
BICULTURAL STUDIES
PROGRAMME (MOE)**



“

双文化课程激发了我对世界时局发展的兴趣，让我能够与时俱进。此外，我认为拥有双文化背景对于未来的工作发展也会有一定的帮助。每年两次的浸濡机会也深深吸引了我，让我能与国外的朋友交流，亲身体验外面的世界。

刘怡霖 Lau Yi Lin, 3D (2019)

**华文语文特选课程（语特）
CHINESE LANGUAGE
ELECTIVE PROGRAMME**

“

语特让我把课堂里的所学所得运用在其他艺术作品赏析上，同时升华我的文学造诣，让我游刃有余地进行抒情文和诗歌创作。此外，最大的亮点是语特学生能够参与农历新年以及中秋晚会等大型活动的筹办，借此提升个人素养，有助于我们的成长历练。年底的浸濡之旅更是让我增广见闻，亲身体验中华文学的奥妙以及中国上下五千年历史的博大精深，可谓获益匪浅！

邱民宗 Hiew Min Zong, 6C46 (2019)

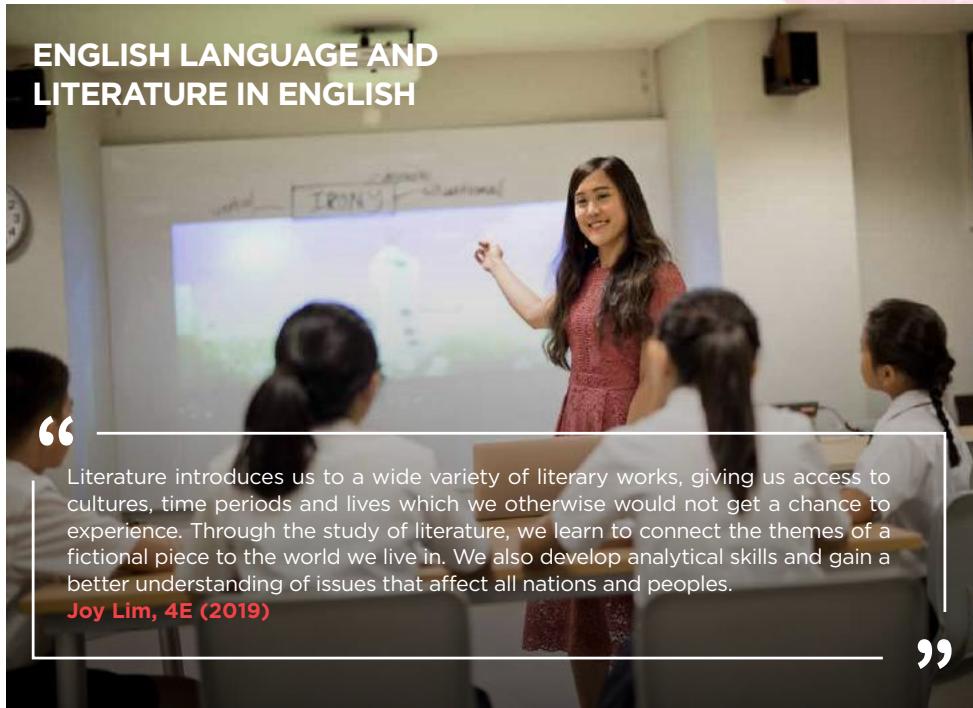
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ENGLISH LANGUAGE AND LITERATURE IN ENGLISH



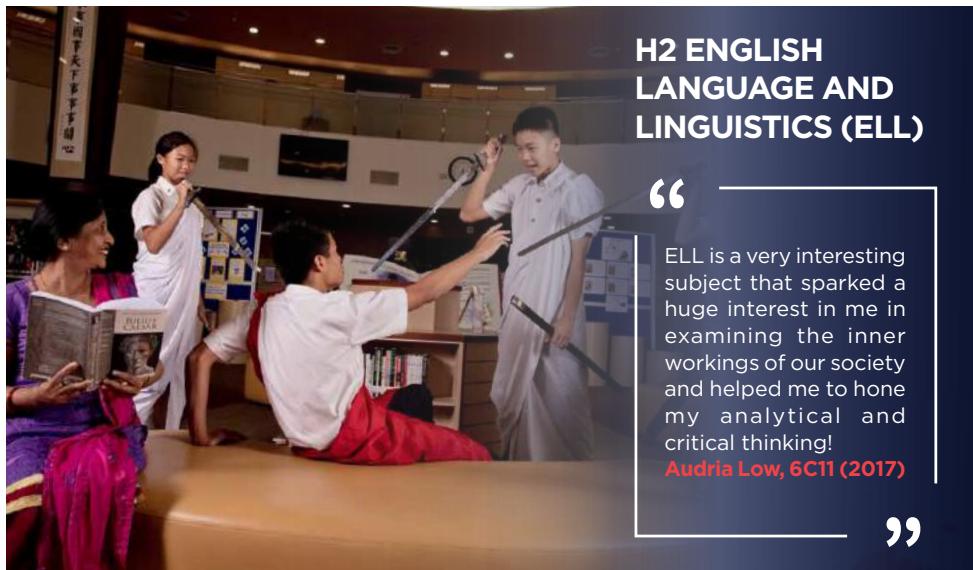
“

Literature introduces us to a wide variety of literary works, giving us access to cultures, time periods and lives which we otherwise would not get a chance to experience. Through the study of literature, we learn to connect the themes of a fictional piece to the world we live in. We also develop analytical skills and gain a better understanding of issues that affect all nations and peoples.

Joy Lim, 4E (2019)

”

H2 ENGLISH LANGUAGE AND LINGUISTICS (ELL)



“

ELL is a very interesting subject that sparked a huge interest in me in examining the inner workings of our society and helped me to hone my analytical and critical thinking!

Audria Low, 6C11 (2017)

”

HUMANITIES AND AESTHETICS PROGRAMME

人文美学课程

The Humanities Department seeks to enable every student to achieve deep understanding of its subjects by adopting an inquiry-based learning approach and the Understanding by Design (UbD) curriculum design model. The Aesthetics Department aims to identify and groom potential talents in the Arts and instil greater appreciation of the aesthetics by providing students with opportunities to be creative and innovative, and to acquire a lifelong appreciation of different art forms and culture.

人文部的教学采用逆向课程设计模式和探究式学习法，目的在于完善每个学生对个别人文学科的理解。其教学模式、课程设计与评估方式，以“主要问题”紧密串联。艺术美学部的教学宗旨，则在于辨认与培养艺术资优生，同时灌输学生群体对艺术的更高层次的欣赏。艺术学科完善而全面的课程，让所有学生得以享有更多的机会发挥创意，欣赏与洞悉不同形式的美术、音乐与文化形式。

Subjects Offered

	Humanities	Aesthetics
Year 1-2	Geography	Art
	History	Music
		Life Skills Programme
		Music Elective Programme
		Art Special Programme
Year 3-4	Active Citizenry Education	Music Elective Programme
	Geography	Art Special Programme
	History	
Year 5-6	H1/H2/H3 Economics	H2/H3 Music (Music Elective Programme)
	H1/H2/H3 History	H1/H2 Art
	H1/H2/H3 Geography	

AESTHETICS

Music Elective Programme (MEP)

MEP offers musically-talented students an enriched and vibrant learning environment, developing their musical sensitivity, creativity and analytical thinking through Aural Perception, Music Analysis, Performance and Composition. We aim to nurture graduands who are scholars in the Arts, and leaders in advocating for the arts at end of this six-year programme.



Art Special Programme (ASP)

ASP students are exposed to wide range of art forms to cultivate deep understanding and appreciation of the visual arts. We cultivate skilled, confident and self-aware young artists, who are interdisciplinary thinkers and learned interpreters of the world and visual culture through the Study of Visual Arts (SOVA) and Studio Practice.

Life Skills Programme (LSP)

Dunman High Life Skills Programme (LSP) focuses on life skills that range from cookery, nutrition, food safety and sewing, to emergency preparedness. It provides engaging hands-on and teamwork learning experiences.



HUMANITIES

Geography

Students learn to apply geographical lens to examine their relationships with both human and physical environments. Emphasis on critical thinking means students can better evaluate geographical issues such as the global economy and sustainable development from multiple perspectives and at different scales. With student-centred investigative studies, desirable attitudes and values such as care for the environment are cultivated.

History

Students explore and appreciate key historical concepts and ideologies that shaped the world during the 19th and 20th centuries. They hone their critical thinking and writing skills while exploring key milestones in the history of Singapore and key political movements and major conflicts of the 20th century such as Singapore-Malaysia relationship and the United Nations' peacekeeping operations.





Active Citizenship Education (ACE)

Adapted from the national Social Studies syllabus, ACE is organised around three core ideas – “Being Rooted”, “Living Global” and “Active Citizenship”. Through these three ideas, we aim to develop students into well-informed and responsible citizens with a strong sense of national identity and a global perspective who will influence change for a better society.

Economics

Economics at ‘A’ Level aims to equip students with an understanding of fundamental economic concepts, theories and principles, and develop in students the ability to use the tools and methods of economic reasoning to analyse real-world economic issues in Singapore and beyond from multiple perspectives.

“

Beyond just grades, passionate teaching, and eye-opening interconnections – those are what have made my Humanities experience in Dunman High an incredibly rewarding and gainful journey.

I love the Humanities because they are so directly related to the world around us. To me, beyond just academic subjects, the Humanities are what inject colour and meaning into my everyday living, and I just love how learning the Humanities has enabled me to think more critically to better understand and empathise with the concerns of today.

Amanda Soh, 6C12 (2019)

”

KNOWLEDGE SKILLS PROGRAMME

知识研究课程

Students learn thinking approaches such as Paul's Critical Thinking Model, De Bono's Six Thinking Hats, and Design Thinking to enhance their 21st Century competencies in the fields of thinking and research skills.

We want to:

- empower students to think critically and inventively, conduct research, and present arguments that are sound and fair, and
- enrich their intellectual characters by nurturing thinking dispositions to act for a progressive society.

KSP comprises compulsory subjects such as Thinking and Research Skills Programme (TRP) in Junior High and Project Work (PW), a H1 A-Level subject in Senior High.

KSPI以思维模式如理查德·保罗的“批判性思维模式”、爱德华·德·博诺的“六顶思考帽”与“设计思维”为课程活动设计的理论根据，让学生在处理真实性的学习活动中强化21世纪必备技能，即思维能力与研究能力。

本课程的目标是：

- 锻炼学生的批判性思维、创意思维、研究能力与论述能力
- 加强学生的治学心态，使其为社会之进步而努力

KSP包括了必修科目，即初中部的思考与研习课程（TRP）和高中部的专题作业（PW）。

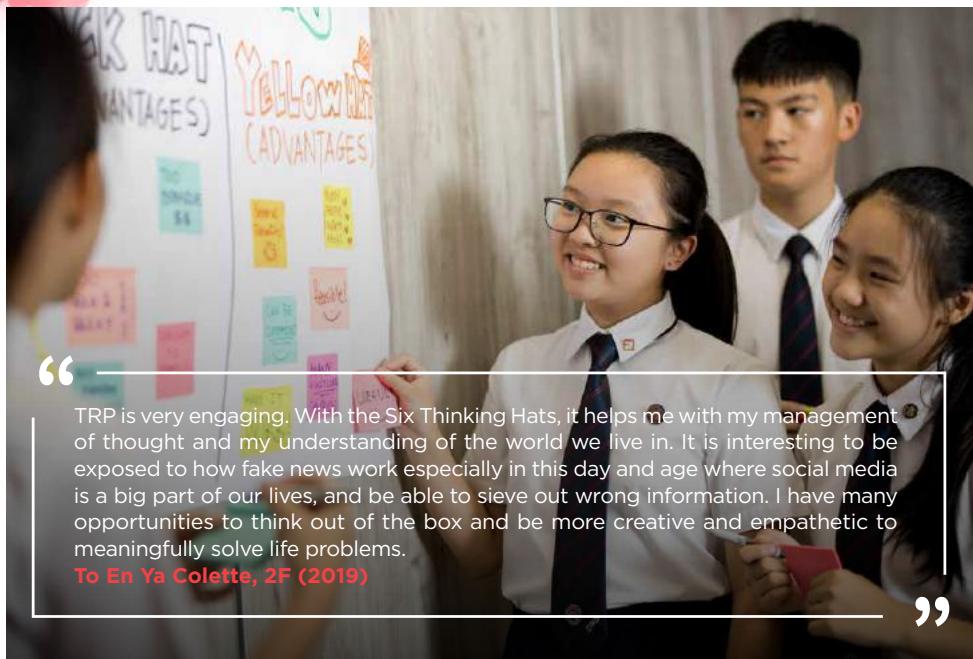


“

The Thinking Hats and Elements of Thought have allowed me to organise my thoughts better. The SCAMPER Tool allows me to make new ideas that are relevant and realistic.

Keigan Yap Ee Ler, 2J (2019)

”



“

TRP is very engaging. With the Six Thinking Hats, it helps me with my management of thought and my understanding of the world we live in. It is interesting to be exposed to how fake news work especially in this day and age where social media is a big part of our lives, and be able to sieve out wrong information. I have many opportunities to think out of the box and be more creative and empathetic to meaningfully solve life problems.

To En Ya Colette, 2F (2019)

”



In TRP at Year 1, students learn how to identify and evaluate credible information and argument, and to put forth their perspectives through interactive tasks, oral presentations and group discussions.

For TRP at Year 3, students embark on Values-in-Action group research projects. Students research authentic social issues of concern, and apply creative thinking and critical evaluation of ideas to craft and present proposals for action.

In PW, students collaborate to synthesise knowledge, and critically and creatively apply them in a group project. This prepares them for lifelong learning and the challenges ahead in a dynamic world.

MATHEMATICS AND SCIENCE PROGRAMME

数理课程

The Mathematics & Science Programme tailors teaching environments and pedagogies to create different learning experiences for our students. Integrating out-of-class experiences, research and project work, our programme encourages the investigation of real-life problems, discovery learning and open-ended problem solving, which enable students to develop higher-order thinking skills.

The Computing Programme nurtures a new generation of digital creators by providing opportunities for students to learn and apply creative and inventive skills and computational thinking.

数理课程以针对性的学习环境和教学方式为学生们营造不同的学习体验。课程融合课堂以外的学习、研究与专题研习，鼓励学生对现实生活中的课题进行探讨。学生在发掘式学习与解答开放式问题的同时，也进而培养更高阶的思考能力。

电脑应用计算课程旨在培养学生的批判性思维、创意思维和计算思维。课程鼓励学生踏出舒适圈，为促进社会进步尽一份力。

Subjects Offered

	Mathematics	Science	Computing
Year 1-2	Mathematics	Lower Secondary Science	Computing
Year 3-4	Mathematics 1	Biology	
	Mathematics 2	Chemistry	
		Physics	
Year 5-6	H1/H2/H3 Mathematics	H1/H2/H3 Biology	H2 Computing
	H2 Further Mathematics	H1/H2/H3 Chemistry	
		H1/H2/H3 Physics	

MATHEMATICS

Students learn the importance of making connections between Mathematics and real-life situations through discovery and reasoning, employing Mathematics in problem-solving. They are exposed to mathematical modelling, where they learn to reason logically and communicate mathematically when making informed assumptions, validations and predictions.



SCIENCE



The study of science aims to develop a sound foundation of scientific knowledge and concepts, teach students to think critically and inculcate values like social responsibility, and utilise science to improve our lives and the environment. Students work collaboratively to construct models, conduct investigations, experiments and complete performance tasks to enhance their learning. They also participate in learning journeys to broaden their horizons and increase appreciation of science in everyday life.



COMPUTING



Our Junior High introductory programme nurtures a new generation of digital creators. Students use digital tools and data to tell a story, communicate complex ideas with more clarity, deconstruct problems with confidence and propose authentic solutions with clear objectives in mind. In Higher 2 Computing at "A" Level, students acquire knowledge, interact with data, develop and apply suitable algorithms and data structures to solve real-world problems. They benefit by participating in national and international competitions, and actively contribute their technological skills and knowledge to community outreach programmes.



“

These experiences we had were beyond what can be taught in the classroom. Studying at Dunman High enabled me to realise my passion for Computing and laid the foundation for me to choose it as a university major and then as a career.

Pan Song, 6C23 (2014)

”

“

Computing is interesting. It prepares us for the future especially when we will be relying a lot on technology for our daily activities.

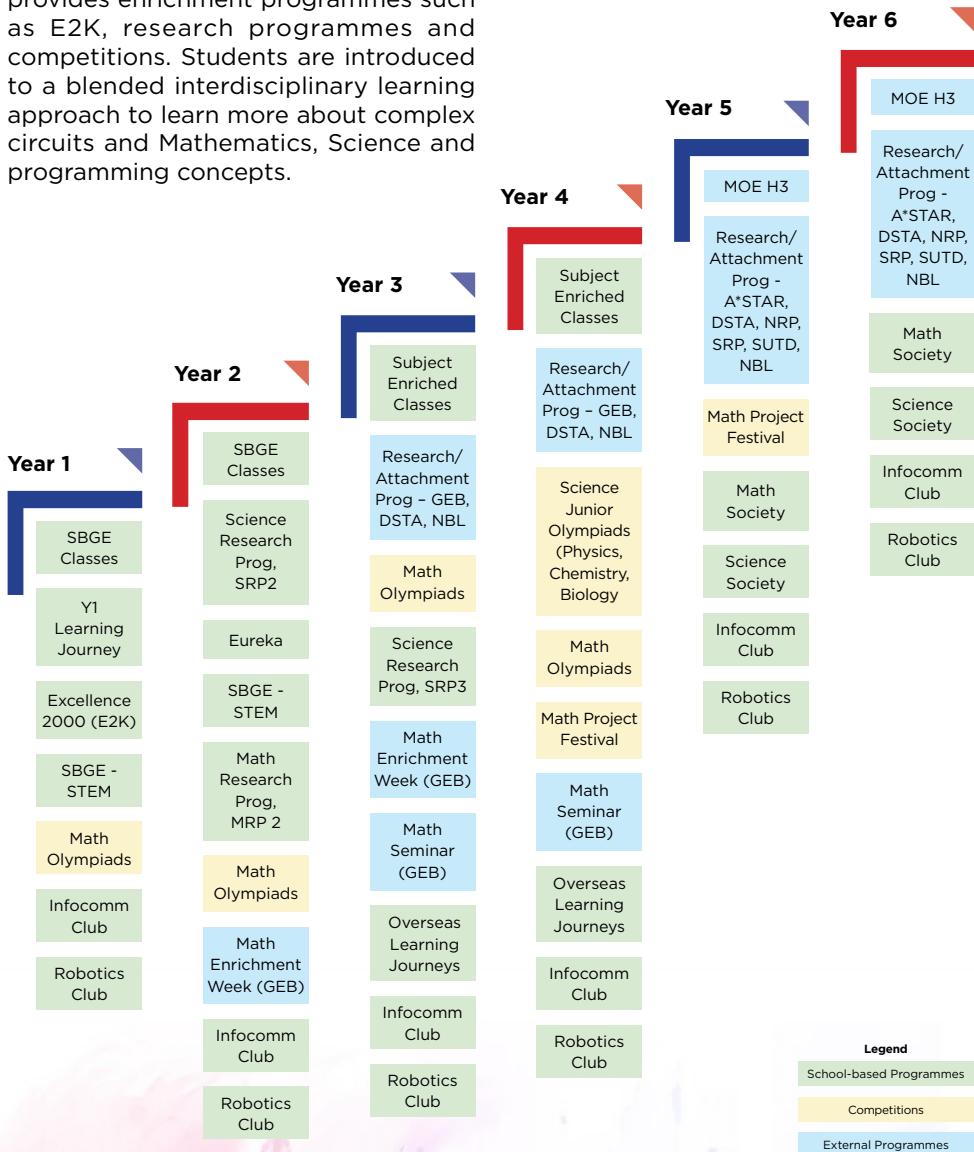
Computing offers a wide range of technology for us to explore. We get to experience programming and creating apps. We also learn about the importance of cyber-security and gain a better understanding of jobs in this sector.

Nicholas Tay Kai Yao, 2F (2019)

”

STEM ENRICHMENT AND TALENT DEVELOPMENT PROGRAMME

Our STEM Talent Development Programme provides enrichment programmes such as E2K, research programmes and competitions. Students are introduced to a blended interdisciplinary learning approach to learn more about complex circuits and Mathematics, Science and programming concepts.



TALENT DEVELOPMENT PROGRAMME

人才培育计划



DHS TDP is customised for students who have the passion and motivation to extend or enrich their learning in various fields of interest to extend their Dunmanian Edge. It is guided by the Renzulli's School Enrichment Model and Gagné's Differentiated Model of Giftedness and Talent (DMGT).

DHS TDP comprises:

- School-based Gifted Education Programme
- Special Talent Development Programmes
- Academic Co-Curricular Activities

德明人才培育计划(DHS TDP)旨在通过各项拓展活动来全面发展资优生的潜能。此计划以全校性充实模式(Renzulli)与天赋和天才区别模式(Gagné)为理论依据。

School-Based Gifted Education (SBGE) Programme 校本高材教育

The SBGE is a Year 1 to 4 programme for high-ability learners in which their learning experiences are differentiated in terms of curriculum content, teaching and learning processes, products and learning environments.

Academic Co-Curricular Activities (CCA) 课程辅助活动

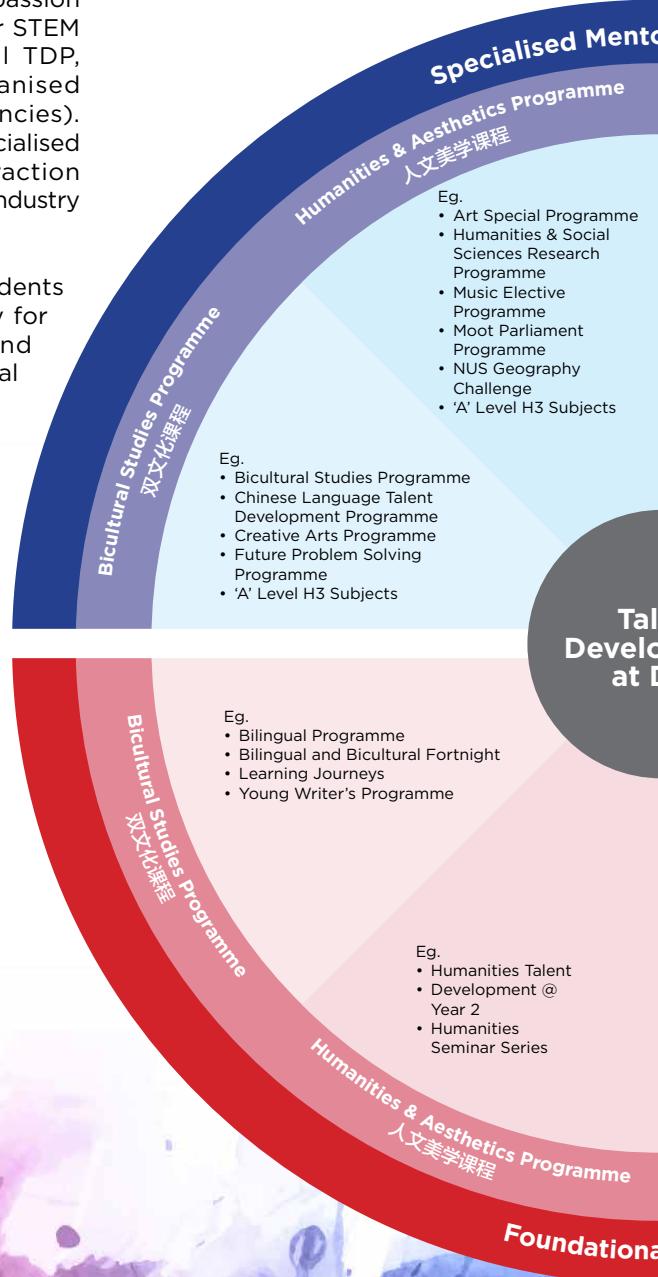
Year 5 and 6 students who have the aptitude, capacity and passion for the Humanities or STEM can become members of academic CCAs, such as International Strategic Affairs Council, Mathematics Society and Science Society. They are given research mentorship and training opportunities and organise events such as the ASEAN Plus Summit.

Special Talent Development Programmes

专项人才培养计划

Students with the aptitude and passion in the Humanities, Languages or STEM can participate in the Special TDP, competitions or events (organised by DHS, MOE or external agencies). Students hence deepen their specialised knowledge and increase interaction opportunities with academic and industry experts.

Through their engagement, students deepen their cognitive capacity for disciplinary understanding, and strengthen their socio-emotional competencies and core values.



Mentorship & Training

Eg.

- Mathematics Research Programme
- Innovation Programme
- Nanyang Research Programme
- National Science Challenge
- Sports Science Research Programme
- Science Mentorship Programme
- Science Junior Olympiad Programme
- Science Research Programme
- Young Defence Scientist Programme
- 'A' Level H3 Subjects

Mathematics & Science Programme 數理課程

Student Development at DHS

Eg.

- Knowledge Skills Learning Days
- Thinking and Research Skills Year 1 & Year 3
- Project Work Year 5

Knowledge Skills Programme 知识研究課程

Eg.

- Science Research Programme
- MakerEd@DHS (ICT, D&T & Robotics)

Mathematics & Science Programme 數理課程

Personal Enrichment

“

As part of DHS's TDP, I had a four-month research attachment at Nano-Bio Lab. It was a rigorous and enriching experience that pushed me out of my comfort zone and led me to believe that I can achieve anything I set my mind to. I also forged budding friendships with fellow Dunmanians and students from other schools in the Lab. Hence, not only did I take away the technical skills and knowledge that I will be able to apply in the future, I gained the intangibles of fulfilment and gratitude to those who have supported me in this journey.

**Marvelle Oh Shu Jie,
6C42 (2019)**

”

“

My year-long research stint at NUS was the most challenging yet most enjoyable part of my Dunman High journey. The unwavering support I received from my teachers, mentors and seniors throughout my project was truly heartwarming. It reminded me once again of how precious Dunman High's family culture is, and hardened my resolve to pay their kindness forward by helping my juniors with their projects in future.

**Tan Yi Jie Valerie,
6C31 (2019)**

”

STUDENT LEADERSHIP DEVELOPMENT PROGRAMME

学生领袖培育计划

Dunmanians learn fundamentals of leadership skills and knowledge that foster development of self-awareness and relationship management competencies. We believe in character development as a central tenet and that it is through intentional and authentic learning experiences that Dunmanians develop as Leaders of Honour who will Care, Serve and Lead in and beyond the school.

Dunmanians put their leadership skills into practice as CCA Leaders and Student Body leaders such as Class Committee and the Student Council). They are given autonomy to engage in independent student-led activities that interest them. Their practice of servant leadership

inspires positive changes and fosters a family culture in school.

Through the DHScholars Programme, Dunmanians engage in a structured mentoring programme to strengthen their scholarly attributes, and to refine their relevant skills for scholarship and higher education applications.

德明政府中学旨在培育学生成为“关怀”、“服务”与“领导”学校以及社群的未来领袖。我们笃信塑成优良的品德是培养领导能力的核心，学校以此为设计理念并推行了一系列学生领袖培育课程，一方面为每一位德明人提供基础的领导能力培训，另一方面鼓励领导能力突出的学生肩挑大梁。



Spiralled Approach to Student Leadership Development

“

6 years in Dunman High has taught me that leadership is not about privileges, position or power, but about stewardship. To lead is to serve and to serve, is to first care for others. Being a servant leader begins with the feeling of wanting to make a positive difference to the lives of others, and that conscious choice then aspires us to lead.

Vanessa Ong, 6C44 (2019)



“

Dunman High's Student Council has given me an environment to grow and communicate my ideas with autonomy. It has challenged me to think further and stretch myself along with hands-on experiences, allowing me to utilise my strengths. Student Council has not only given me an enriching and fulfilling experience, but also a group of friends who give me the strong support I need in my Council journey. Even though my term of service has only been a year, Council has made me realise that leadership is a process; a journey.

Adelle Quek, 4K (2019)

“

I have developed my unique style of leadership in the journey as a Sports Leader, and have matured in my thought processes when suggesting and executing initiatives to improve the Sporting culture in DHS.

Samuel Chua, 6C31 (2019)

”

CAREERS, SCHOLARSHIPS AND HIGHER EDUCATION (CSHE)

职业、奖学金兼高等教育

CSHE seeks to add to the aspirations of Dunmanians by offering myriad options and possibilities in the future. This programme prepares our students to make informed choices by looking at relevant options, and evaluating their interests, strengths, aspirations and personal preferences.

通过职业、奖学金兼高等教育的辅导计划，我校旨在帮助学生发掘个人兴趣与强项，以便让他们为未来的高等教育发展与职业生涯作更好的规划。



A photograph of a young girl in a white short-sleeved blouse, a dark blue pleated skirt, and a black tie, running across a green grassy field. She is wearing glasses and has her hair tied back. The background shows more greenery and some red fallen leaves.

Our main aims are to help students in the following:

Chart their personal goals	Acquire relevant experiences	Build appropriate levels of rigour in their chosen fields
Take relevant steps towards their goals	Decide on where, what to study, the relevant scholarships to take up	Decipher the eventual career to pursue

What students can look forward to:

Sharing sessions with universities and scholarship providers	Dialogues with young alumni	Personal statement writing and interview workshops
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Key platforms to support our students in CSHE:

Work Experience Programme	Careers, Scholarships & Higher Education Day	DHScholars Programme
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“

I feel that the Work Experience Programme was extremely insightful in gaining a glimpse of what work life may be. It was enlightening as the mistakes I made were less high-risk than if I actually worked in an organisation. It gave me a rough idea of how work would be like in the future and assuaged some of my fears about joining the work force in the future.

Chuah Marianne Wei Lin, 5C44 (2019)

”

CO-CURRICULAR PROGRAMME

课程辅助活动

Co-Curricular Activities (CCA) are an integral part of life in Dunman High School. Our CCAs place great emphasis in developing skills, inculcating in our students the correct values and desirable social attitudes, and providing them with healthy recreation and enjoyment. Provision is also made for the training of the talented.

At Senior High, students will be given greater room to propose and run their own activities within their CCA so as to encourage them to take greater ownership of their CCA, follow their passion and build camaraderie. Senior High CCAs complement the Junior High while enhancing the focus on student-driven activities.

课程辅助活动是德明校园生活中不可或缺的一部分。本校的课程辅助活动旨在培养学生的各项技能、为他们灌输正确的价值观及培养健全的社交心理，也为他们提供健康的娱乐和休闲活动。此外，资优生的培养也是课程辅助活动的重点项目之一。

在高中部，学生拥有更大的自主权来策划和执行所属团体的活动。从中，他们能培养更强的归属感，也能更好地发挥自我潜能和团队力量。高中部的课程辅助活动也与初中部的起到相辅相成的作用，重点开展以学生为导向的活动。

UNIFORMED GROUPS

Offered at Junior High & Senior High

Girl Guides

National Police Cadet Corps (NPCC)

Scouts

St John Brigade (SJB)

Offered only at Senior High

Girl Guides – Young Adult Leaders

NPCC – Cadet Inspectors

Scouts – Ventures

SJB – Cadet Leaders



SPORTS & GAMES*

Offered at Junior High & Senior High

Air Weapons Club

Badminton

Basketball

Sailing (at Y1 from 2020 onwards)

Softball (Girls only)

Table Tennis

Track & Field

Volleyball

Wushu



Offered only at Senior High

Bowling

Golf

Netball

Outdoor Activities Club

Sailing

Singapore Youth Flying Club

Soccer (Boys only)

Taekwondo

Tennis



PERFORMING ARTS*

Offered at Junior High & Senior High

Chinese Society

- Chinese Dance (Junior High Only)
- Chinese Drama

Chinese Orchestra (including Guzheng Ensemble)

Choir

Dance Society

English Drama Society

String Ensemble

Symphonic Band

Offered only at Senior High

Chinese Society (Senior High)

- Theatresports

Guitar Ensemble



CLUBS AND SOCIETIES*

Offered at Junior High & Senior High

Art Club
Infocomm Club
Robotics Club

Only available as 2nd CCA in Junior High

Chinese Society
• Beijing Opera
• Chinese Calligraphy
Library Society
Lion Dance (for Scouts only)
Oratorical Society (Debate)

Offered only at Senior High

Culinary Club
Environment Club
International Strategic Affairs Council
Japanese Cultural Club
Mathematics Society
Oratorical Society (Debate & Public Speaking)
PA Crew
Photographic Society
Publications
Science Society



* Admission into the CCA is by merit. Only students who have passed the audition/trial and/or interview set by the respective CCA teacher-in-charge will be admitted.

* 学生必须通过由活动负责老师安排的面试或甄选，才可获录取。

CCA ACHIEVEMENTS

课程辅助活动奖项与成就

SPORTS & GAMES (2019)

TEAM AWARDS IN NATIONAL SCHOOLS CHAMPIONSHIP

Badminton	'B' Girls	3rd in National Schools Championship
	'C' Boys	4th in National Schools Championship
	'C' Girls	4th in National Schools Championship
Softball	'A' Girls	4th in National Schools Championship
Shooting	'A' Girls	3rd in National Schools Championship
Table Tennis	'A' Girls	4th in National Schools Championship
	'B' Girls	4th in National Schools Championship
	'B' Boys	4th in National Schools Championship
	'C' Boys	2nd in National Schools Championship
Wushu	'A' Girls	4th in National Schools Championship
	'B' Girls	3rd in National Schools Championship

TEAM AWARDS IN EAST ZONE SCHOOLS CHAMPIONSHIP

Badminton	'B' Boys	2nd in East Zone Schools Championship
	'B' Girls	1st in East Zone Schools Championship
	'C' Boys	2nd in East Zone Schools Championship
	'C' Girls	1st in East Zone Schools Championship
Table Tennis	'B' Boys	2nd in East Zone Schools Championship
	'B' Girls	1st in East Zone Schools Championship
	'C' Boys	1st in East Zone Schools Championship
	'C' Girls	1st in East Zone Schools Championship

UNIFORMED GROUPS (2018)

UNIT AWARDS

Girl Guides	Gold	Puan Noor Aishah Award
NPCC	Gold	Unit Overall Proficiency Award
SJB	Gold	Corps Achievement Award
Scouts	Gold	Frank Cooper Sands Award
Ventures	Silver	Frank Cooper Sands Award

PERFORMING ARTS GROUPS (2019)

SINGAPORE YOUTH FESTIVAL ARTS PRESENTATION (JUNIOR HIGH)

Chinese Orchestra	Distinction
Chinese Society (Chinese Drama)	Accomplishment
Chinese Society (Chinese Dance)	Distinction
Choir	Distinction
EDS (International Dance)	Accomplishment
EDS (English Drama)	Accomplishment
Guzheng (Combined JH & SH team)	Distinction
String Ensemble (Combined JH & SH team)	Distinction
Symphonic Band	Distinction

SINGAPORE YOUTH FESTIVAL ARTS PRESENTATION (SENIOR HIGH)

Dance Society (Modern Dance)	Distinction
Dance Society (D'movement)	Accomplishment
Guitar Ensemble	Distinction
Guzheng Ensemble (Combined JH & SH team)	Distinction
String Ensemble (Combined JH & SH team)	Distinction

CLUBS & SOCIETIES (2018)

Infocomm Club	WhiteHacks@SG	First
	codeXtremeApps	First
	Google Code-in	2 Finalists
	SCCL National Chinese Mobile App Development	Excellence Award
Library Society	2018 Tales of 'S' eBook Competition	7 Young Writers' Awards
Oratorical & Debating Society	Hua Yi Debate Invitational 2018	Quarter Finalists
Robotics Club (Junior High)	Singapore Amazing Flying Machine Competition (Best Presentation)	Second Position
	First Lego League (Best Programming)	Gold
	National Air Race (Best Planning)	Champion
	National Robotics Competition (Best Presentation, Best Content)	First
	National Robotics Competition (Robotics Arm Intermediate Category Best Mechanical Design)	Gold
	Asia Pacific Youth Robotics Competition (Sumo Challenge)	Champion



BE PART OF THE
DUNMANIAN FAMILY!
成为我们德明大家庭
的一分子吧!

SCHOOL SONG

校歌

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集我英才 汇于一家

文艺科学 同治同攻

树模楷 教诚信

立风范 海勇忠

吾学兮博通 吾德兮高崇

师生共陶镕 浩气干长空

爱护我德明 永志乎五中

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