



Contents

- From the Director p. 1 - 2
- Primary News p. 2 - 5
- Secondary News p. 6 - 12
- Other News p. 12 - 14

Dates to Remember

October 2018

- **05:** End of Term 1
- **15:** Start of Term 2
- **18:** PTA Coffee Mornings
- **17 - 18:** Prim Three-Way Conf.



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THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Tutoring

Tutoring can be a vexatious subject. I'm referring to the practice of parents paying someone to give their child additional coaching or teaching ("tutoring") to augment their school learning.

The first issue is whether it is necessary or not. Perhaps unsurprisingly, parents and teachers (and the school's administration) do not always agree about this. To be clear, there are times where additional support beyond the classroom is plainly necessary. An obvious case would be a teenage student arriving in the school with little or no English. But it is less obvious that the answer when a learner is finding a subject hard is "she needs a tutor". Still more questionable is the engagement of a tutor to help children with their regular homework. I can't help feeling that rather defeats the object.

Parents, of course, will make up their own minds about the need for, and value of, a tutor for their child. But we would ask that, as far as possible, they at least try to ensure that the tutor and teacher are on the same page. An external tutor may know their subject thoroughly but they also need to know what is being taught in school (and how) especially if there is an IGCSE or IBDP exam at the end of it. If a tutor is teaching skills or an approach or even knowledge that is contrary to what the child is learning in school, the result will be confusion and frustration.

It sometimes happens that parents ask WIS teachers to provide tutoring for pay. It may be helpful if I clarify the school's position on this.

- *Under no circumstances may a WIS teacher tutor for pay any student in the subject they teach that student. There is an obvious conflict of interest here.*
- *If a WIS teacher is asked to tutor a WIS student and agrees to do so, permission must be obtained in advance from either one or both Principals. (Both would be involved if the learner and teacher are in different divisions of the school.)*
- *Such tutoring must not take place during the school day (7am to 3pm) or on school premises.*
- *In all cases, the child's regular teacher must be informed that tutoring is taking place.*
- *The school accepts no responsibility for the teacher in his/her role as a tutor. Once approved, it is entirely a private arrangement between the parent(s) and teacher.*

In fact, there are many reasons – educational, ethical, and professional – why the school discourages the practice of WIS teachers tutoring WIS students for pay.

WEEKLY PUZZLER

Ezra Dziuban (EY3), with a little help, answered last week's puzzler correctly. It will take the monks 585 billion years for them to complete their task. You can now rest easy and stop worrying about the end of the universe.

Now for a new one. Someone has stolen Beethoven's Wig and has put it in one of four locked boxes. The boxes are numbered from 1,2,3,4 in that order. There are four different keys that each has their own color. Use the clues below to figure out which key goes in which box and to find the box where Beethoven's wig is being kept. (We recommend old fashion pen and paper to help you think.)

1. The green key goes to the third or fourth box
2. The wig is to the left of the fourth box
3. The wig is to the right of the first box
4. The yellow key is to the left of the wig
5. The blue key is to the right of the yellow key and to the left of the green key
6. The red key goes to the first box

Answers can be submitted to pfarrell@wis.edu.na

New puzzles can also be submitted to the same address.

It should also be noted that non-Namibians employed at WIS have a work permit that entitles them to work at the school. It does not entitle them to engage in any other form of paid employment.


As I acknowledged above, there are certainly times when a little extra help is valuable and justified. But too often "a tutor" is the first but not necessarily best solution to an educational problem either real or imagined – a panacea, if you will.

Peter MacKenzie

PRIMARY PRINCIPAL

The Three-Way Conferences will be held the afternoon of Wednesday, October 17 and during the day Thursday, October 18th. (**Note: there is no school for students on Thursday.**) Your child(ren) should have already brought home an invitation for the conferences. Now comes the preparation. The children are preparing by reviewing and selecting the work they would like to share during the conferences. They are thinking about what they are doing well and what areas they'd like to improve. It is important for parents to prepare for the conferences as well. Here are some suggestions that you can do before, during and after the conferences:



| BEFORE | DURING | AFTER |
|--|---|---|
| <ul style="list-style-type: none"> • Discuss the conference with your child: What is going well in school? What would make school better? • Look through your child's digital PYP portfolio on Seesaw. • Make notes of questions you'd like to ask about your child's progress. • Make notes of concerns that may need to be discussed at a separate conference. | <ul style="list-style-type: none"> • Turn your cell phone off or put your phone on silent so that you can devote your full attention to your child.  • Siblings should not be part of the conference. They may wait outside the classroom or in another area of the room. • Show interest in your child's work. • Allow your child to speak. • Direct questions to your child and about your child's work. • Contribute your goals for your child. • Be relaxed and help your child to feel relaxed. • Enjoy this individual time with your child. • At the end of the conference, if needed, make another appointment with the teacher. | <ul style="list-style-type: none"> • Discuss goals set with your child and monitor progress towards achieving goals. • Continue to encourage your child. • Communicate with the classroom teacher or the single subject teacher with any concerns, questions or follow-up on points discussed during the conference. |

I trust that you will find the conferences to be a positive and informative experience.

Regards,
Beth Smith

PYP Coordinator’s message

What is action in the PYP?

Student initiated action is not something that happens in one Unit of Inquiry but like the development of the learner profile, student action needs to be nurtured and given time to flourish.

Many people think that Action is easy to define. It is something you do, right? But Action is much more than that. Action is a part of who we are. If we want to change the world we need to start with changing ourselves.

If we want students to make a difference in the world as global citizens we need to help them make connections and attain new perspective and understanding of the world around them. In the PYP this experience and exposure is scaffolded over time. It is the philosophy of supporting and developing lifelong learners. This is facilitated and supported by teachers as they co-construct meaning of the world around them.



Taking action can happen at any age. It’s all about how we as parents, educators, and the community, support children and youth as they begin the learning journey towards becoming adults that are change agents!

Every teacher wants their students to take action that makes a difference to and in the world. This concept being more a state of mind than a product. Action can only make a resonating difference to and in the world when it is developed in conjunction with explicitly taught skills, modeled behaviours, scaffolded plans and a gradual release of responsibility.

In the PYP, scaffolded learning experiences incorporate the integration of the PYP essential elements. These include: transdisciplinary skills gained, development of the Learner Profile traits and attitudes, conceptual understanding, collaboration, and problem solving challenges to develop new knowledge to take more meaningful action.



The Primary Student Council has been taking action in campaigning to keep our school clean:

Please click [here](#) to see the video they have created.

Avril van Zyl

French is Fun!

Grade 1 students exploring body parts through language games

“Dessiner, c’est gagné!”

“One Word, one Draw, one Answer”

Our learners love to draw!



With the game “dessiner c’est gagné”, the Grade 1 students demonstrated to be talented artists, but not only that ...they developed their listening skills and demonstrated their deep understanding about body parts in the language of instruction.

This is how the students were assessed in French class this week!

Madame Laetitia

U/9 Soccer

The U/9 team recorded a win against Delta. The U/7 & U/8 missed out in close matches against SKW. #proud2play4WIS



U/11 Basketball

On Saturday 29 September our Under 11 Basketball team played one of our postponed matches in the school's basketball league. It was against D.H.P.S(A).

At first their nervousness won them over and D.H.P.S dominated the game. Then they started to control their nerves and they played very well and remembered all the rules of the game.

The game did not go as we had planned .We lost the game but we learned a lot and will improve in our next game. Final score was D.H.P.S 30- WIS 0. As the coach I am very proud of the team and how they played as a team.

I want to thank all the players that came and also all the parents that came on Saturday to support the children.



Coach/EA - Ms. Audrey

Make The World a Better Place

Afternoon Activity every Monday between 1:45 - 2:45



This activity is centred around the Sustainable Development Goals. There are a bunch of 13 very enthusiastic students from Grades 1 to 5, that are roaring to make a difference. We have discussed all the SDG's and have shared our favourite SDG's with some potential solutions. We are keen to take action with our goals and so, we voted for one goal amongst the 17 that we thought that we could take action for. It was decided that we would work with Goal No. 1 - No Poverty. To add value to our ideas and to be guided further in our endeavour to take action, we invited experts from United Nations, Windhoek to come and interact with our students.

It was a very engaging and electrifying session as students were constantly getting motivated to think of sustainable solutions to end poverty in Namibia. Some suggestions were to have a fundraiser so that these funds could be used to provide for the needy, spread awareness using social media such as facebook and twitter or planting vegetables that could be donated to the poor regularly. To understand what 'poverty' actually is, the UN interns played a game with students and later students had a better understanding of how to take sustainable action for this goal.

We are now eagerly looking forward to our next move and we hope to contribute in our own little ways to achieving this goal in Namibia.



Veena Nambiar

SECONDARY PRINCIPAL

Technology for education - blessing or curse

When we have issues with the use of devices in school, we often get parents' comments that we should just ban all devices from school. Would that be a realistic or wise decision?

Young people from an early age are exposed to and live with technology around them. What our responsibility in this regard is, is to ensure that they use their phones, devices, social media and all the opportunities technology holds responsibly? **Our** responsibility - this means parents and all educators of young people.

At WIS we have a BYOD (Bring Your Own Device) policy for all students from Grade 3 upward. It is not possible these days anymore to get by without a device and we here at WIS firmly believe that it is our responsibility to **educate** young people to use their devices responsibly. Just banning the use of devices will not solve the problem and remove the risks the use of devices have on young lives. However, if children can learn to use their devices responsibly, it can be a great tool to work with and to use.

Key is that technology should be used as a tool for learning, more than a toy. And that is the challenge. Often our children are very comfortable using technology as toy - Xbox, Gaming and much more. And we, the older generation often lag behind and don't see the extent to which technology can be used and utilised. Then we either just let it go, or we are too strict, none of which helps us educate the children. To be able to educate our children to use technology responsibly, we need to learn as well. We need to embrace the opportunities but also be aware of the risks and challenges. **Screen time** can be a major factor in our kids' socialisation and health development. And we cannot expect our kids to know themselves how to do this correctly. We adults have to acquire the necessary knowledge to be able to guide our kids to use technology in the way that it aides their learning and does not disrupt their learning. And that is the biggest challenge. It is much easier to just let my daughter sit in her room - door closed - and keep herself busy than to get myself informed about the latest technology trends - which change almost on a daily basis.

There should be control over screen time - in school as well as at home. There are very useful settings available for parents to use to determine the screen time their children have. And there should be a clear agreement at home when technology (devices and phones) are used. Look out for Danai Maramba's article on discussing and setting boundaries with your children in this week's Oryx.

In school, phones are not allowed to be used during the school day at any time. Devices are only used for tasks set by the teacher with the instruction to use the device. Games are not allowed to be played in school at all nor are students allowed to watch random YouTube videos at any given point at school.

Even when students are waiting for registration class in the mornings or to be picked up, they should not play games and should not be on their devices unsupervised while on school premises. This is difficult to enforce, but it is an expectation - we trust and appreciate that this is also reinforced from home.

At home, devices should preferably not be in the bedroom during the night, they should be charged in another room. Children should avoid being on their devices at least an hour before they go to bed. And it is wise for parents to be informed and aware of their children's activity on Social Media:

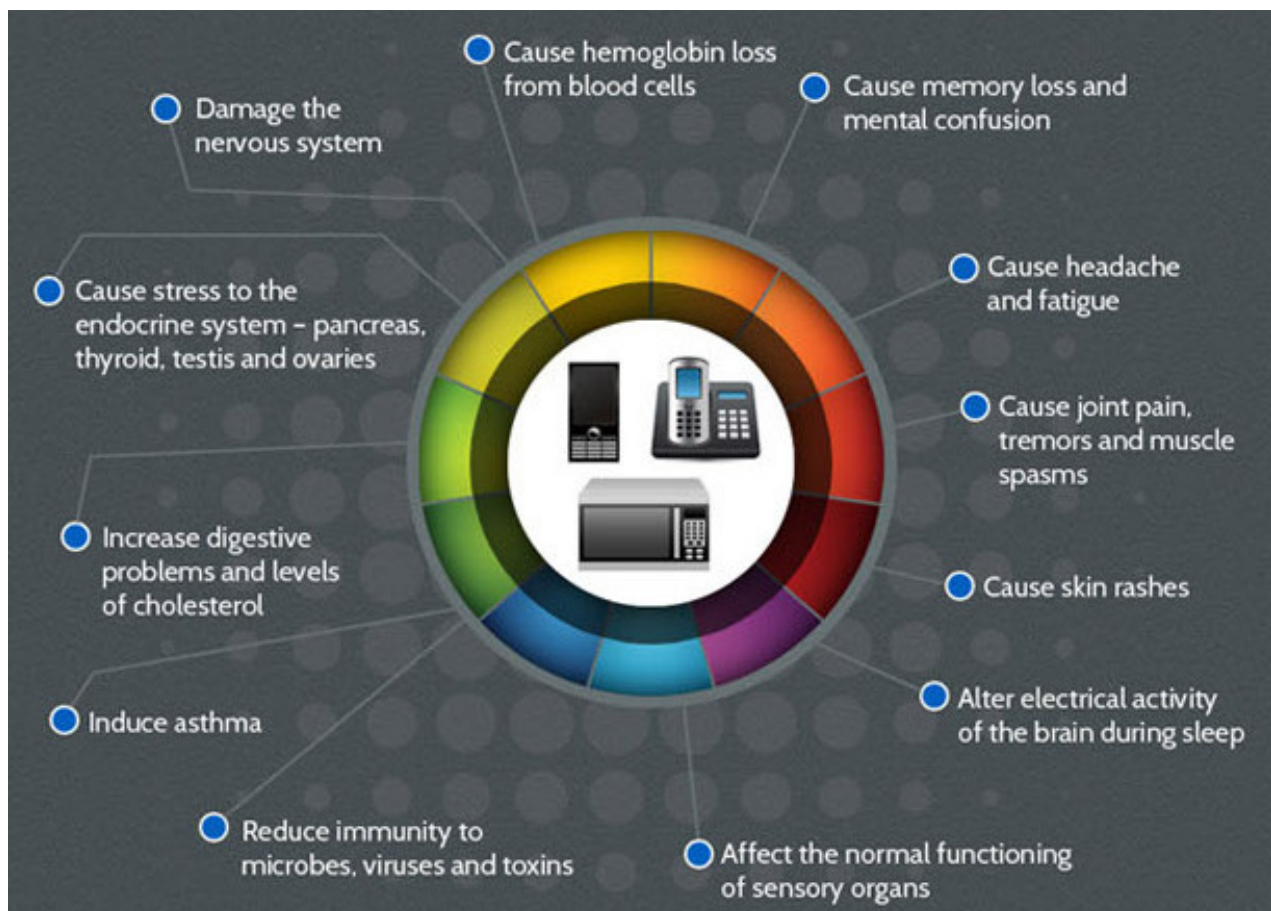
- *Do you know what your son/daughter is doing on Facebook?*
- *Is he/she on Instagram and Snapchat?*
- *What are they doing when they spend time on these platforms?*
- *Have you and your child ever checked and discussed the age limits for these apps?*

The advantages of using technology for all of us:

- **We can stay in touch with family and friends.**
- **We can do professional work anywhere and anytime.**
- **We can pay bills, book tickets for journey, movies etc.**
- **We can meet people of our field across the world.**

The disadvantages and health risks of too much time spent on electronic devices for all of us:

- Social isolation.
- No interest outside of technology can be kept up.
- And health issues indicated below:



Regards,
Maggie Reiff

From the Secondary School Art Room

GRADE 10 Unit Exhibition - SIGNAGE & PICTOGRAMS

>>Today, one of the most direct forms of mass communication used internationally is in signs and pictograms – for example, icons, road signs and logos. Good examples of these in use can be seen in airport and train station way-finding signage, the icons on computers/phones and in traffic signage. <<

Cambridge IGCSE Art & Design Student's Book by Gary Whitehead

ACTIVITY 1:

We walked around the WIS campus from outside the entrance gate all the way to the 70's to study the current signage, its frequency and effectiveness. Taking photos to remember specific areas/signs, we continued to write a report commenting on the current state of signage at WIS. Considering what we observed together with our personal experience when we first started as learners at WIS, we analysed the current situation and offered suggestions for improvement. These reports can be read [here](#).

ACTIVITY 2:



We researched and studied the meaning, use, origins, history and current status of Ideograms, Pictograms ([Click here](#)) and specifically Olympic pictograms ([Click here](#)).

ACTIVITY 3:

Each learner picked three of their IGCSE subjects from the basket to design a set of pictograms specifically for use as classroom signage at WIS.

← These are the designs the IGCSE Grade 10 learners created (from top to bottom):

LUNA, MARIA, MAIJA, KULA, MICHELA

During the exhibition viewers were asked to guess the IGCSE subject each pictogram is supposed to represent as well as giving a general comment about each set of pictograms.

The viewers were confused about the 'Bratwurst' representing MFL German. Misinterpretations included 'Hotdog' (the latest addition to the IGCSE subject range) and 'Tuck Shop' with most viewers

leaving their guess open. The Portuguese cockerel was confused with the French 'Le Coq' once, but all in all, the recognition value of all pictograms was satisfactory.

In the general comments a lot of compliments about the incorporation of symbolism representing WIS as an international school in Namibia was received across the board for all learners.

A big thank you goes out to all viewers who took the time to fill in the feedback form. We learned a lot from the unit as well as your input.

Luna, Maria, Maija, Kula, Michela & Ms. Heike

Orange River Trip

The 'Orange River' is a mesmerizing, peaceful, and calming trip made for students to build relationships, learn to cooperate with one another, and most of all give the students a well deserved break from school, at least that's what we were told by our two wonderful teachers Mr. Smit and Mr. Jackson-Read (who have already been on the river a few times before) both of them were a highly "trustworthy" source. For this trip we didn't only have these gentlemen join us but also the one and only Ms. Lian.

The six day trip began on a Sunday morning at 4:30 am! This meant that twenty-four 14 year olds were forced to wake up at 4 am, that alone was an accomplishment for our class. As students arrived you could clearly tell who could have used more sleep. A few students, including myself, were really excited and slightly hyper (who knows what we had that morning). Once all students had arrived the bus had to be packed, amazingly we actually finished quite quickly despite the fact that we all seemed to be lacking motivation to do so. And so at 5:15 am a bus full of sleepy Grade 9s left for their exciting six day trip.

As hours went by the bus grew louder and louder with either singing from John and Massimo or just the constant chatter mainly done by Abraham and Natangwe. Eventually we hit 11 hours (including bathroom breaks) and



everyone already seemed done with the trip but luckily we didn't have to wait much longer.



Once camp was reached the first thing most people did was run for the bushes (not literally, toilets were totally accessible). The rest of the day went by with us playing Stuck-In-The-Mud or Hide-And-Seek, some students were even brave enough to go for a swim. The evening was filled with chatter, newly gained motivation and excitement. Unsurprisingly the discussions died down very quickly and we all headed off to bed, which for many of my peers was just a sleeping bag out under the starlit sky.

The morning was filled with hasty students searching for plates, cutlery and in some cases tents. At around 10 am we were all gathered by the riverside all taking in the striking beauty portrayed around us, our boats were packed and we were ready to go. After a 30 minute paddle quite a few students were complaining about the pain they were already suffering from, luckily we had a short break soon after. The rest of the day went on with us trying to avoid getting splashed or capsized on the tiniest rapid. Sadly very few of us managed to stay dry.

When the time arrived to stop for the evening I can definitely say everyone was relieved, we built up our tents and changed into warmer clothing. Most of the evening was spent watching an interesting "game" where the boys drew a circle into the sand creating a small boxing area for 2. Now to win the game one had to either force the other out of the circle or onto the floor the victor would be staying in the circle preparing to fight the next challenger.

As the days went by we all got into the routine of paddling down the river, every now and then there were a few complaints of either being brutally splashed by Mr. Jackson-Read, being forced into the reeds by Mr. Jackson-Read or being threatened to be thrown in to the midst of the river by Mr. Jackson-Read, this led to multiple rowing partners struggling to get into their boats and back in action.

During the evening of the second day we were told that we would be climbing to the top of a mountain to collect rocks. Now trust me no one seemed very keen to climb 800 meters to collect rocks, but as it was compulsory we all went. I for one wanted to be extremely brave and climb the steep surface with nothing but plakkies, the main reason for this was because the only pair of "suitable" hiking shoes I brought with me were not packed away properly and got completely soaked on the way to our current campsite. But as I reached the top of the mountain, in absolute pain from the rocks stabbing my feet, I admired the view. It seemed that almost the whole of the river could be seen including the next, and biggest, rapid we would be facing which from this height seemed to be a piece of cake. As we all slowly collected the tiny greenish stones Mr. Jackson-



Read stumbled upon a tiny spider which definitely looked very much venomous and I still believe is.

As the evening came along we sat at the campfire with our little bowls of ice cream and chocolate syrup and threw seemingly harmless rocks into the flames. It turns out the rocks ended up jumping out of the flames leaving many students frightened and slightly worried about coming near the fire again.

On that very evening Mathis, who had been bugging me about using my fishing rod, slowly approached me and told me he had caught something, I was absolutely surprised and asked if he needed help getting the fish off the hook, he told me that would be nice but it was no fish that had to be freed of the hook but his pants (which many people are still confused about). Seems like when he tried casting out the bait the hook got stuck in his pants before he could even throw it over his shoulder. This event left many of us screaming with laughter for the rest of the evening. The next day we would be facing the most frightening rapid in Orange River "Sjambok" and it was good to loosen up before the big day.

As we stood a few meters before the rapid we silently examined what would lie in front of us. It turns out the rapid wasn't too bad and only a few students capsized, including Mukela who we later found out couldn't swim. As the rest of the days went by everything seemed to be going peacefully, except for the occasional threats made by Mr. Jackson-Read.

As Thursday approached we were all somewhat glad the trip was coming to an end and we would be able to see proper showers again. We spent a little of the day paddling and arrived at our destination shortly after lunch we unpacked the boats and loaded them onto the bus. We then experienced an hour on the bus which most of us used to sleep which no one could blame them for.

Upon arrival we unloaded the bus and went for a shower. We had a few discussions about International Day and what we were going to be doing, we planned the dance and all had a blast. As the evening went on we had dinner and finally received certificates for completing a 69 km canoeing trip. We were all proud of our achievements and glad we attended the trip.

Once again at 4 am we were woken, put down our tents and got dressed, we left the campsite with a small smile planted on our sleeping faces.

This concluded our 6 day trip and I can definitely say we all came closer as a group.

Tessa Wolf - Grade 10

NUST Brain Match



On the 27th and 28th November Mour school was one of 32 schools selected to participate in the Brain Match hosted by the Namibia University of Science and Technology. Each school had a team of four participants accompanied by sixteen other students, as well as two teachers. The categories for the questions were General Knowledge, Physics, Mathematics, Chemistry and Renewable Energy.

There were four rounds: for the first, the schools were divided into eight groups of four schools which competed against each other to find the top two that would proceed to the next stage. The top two of one group then competed with the top of another group to determine the semi-finalists, and so on... The first two rounds took place on the 27th while the Semi-Final and Final occurred on the 28th.

The WIS team was able to make it all the way to the finals, having come out on top each round and competed against Delta Secondary School; St George's Diocesan School and Hage G. Geingob High School.

After a tough competition, the WIS team was opportunely able to emerge the winner and claim the trophy and the cash prize.

For us it was a good experience and we met some other students too. We learned a lot and we invite other students to join us next year.



Janine, Victor and Jessica

Secondary Inter-house Sports Day

Term 1



At the end of each term, the PE Department hosts an Inter-house Sports Day in Secondary School, where students can put into practice what they have learnt in the term. This term, it was Touch Rugby. Watching the lessons during the term and then seeing it culminate into a little tournament was great to see.

All students were put in teams in the different houses: Caracals, Cheetahs, Leopards and Lions, girls and boys, in different age groups. The team and sport spirit was great to watch and in the end all had a good day out in the open.

Thank you Mr. Jackson-Read and Mr. Chinyemba for doing most of the refereeing. Thank you to the teachers who assisted with time keeping and scoring and supervising and thank you to all students for a great sports day spirit.



Namibia National Short Course Championships



I'm so excited to write about our young and talented swimmers.

The Namibia National Short Course Championships took place from 27th - 30th September 2018 in Swakopmund. Ten of our WIS students represented their own swimming clubs; **Dolphins, Aqua and NSA.**

On behalf of the Sports Committee, I would like to congratulate all swimmers for their determination, enthusiasm, and sportsmanship. A special acknowledgment goes to Viktoria for her high achievements this year.

Viktoria (15) swam 16 events and 9 finals, improving 12 of her times. She received 3 Gold, 6 Silver, and 7 Bronze medals.

Christopher (15) took part in 9 events and 4 finals.

Kamogelo (13) swam 14 events and 4 finals, improving 14 of his times. He achieved his best in 200 IM, 200 Free and 100 Breast.

Kgosana (11) took part in 16 events and 2 finals. His biggest improvements were: 400 Free, 200 Breast, 200 Back and 200 IM. **Martha (12)** swam 11 events with her personal best on 200 IM. **Sarah (13)** swam 13 events and improve in 200 IM, 200 Breast and 200 Free. **Kabelo (7)** swam 11 events, qualified for 5 finals. His personal best was on 200 IM.

Gizelle (8) took part in 11 events and 5 finals. She



received a Bronze medal for 100 IM. **Mark (9)** swam 11 events and 50m Fly in the final. He improved 200 IM and 100 Breast. **Oliwia (10)** took part in 11 events with 3 finals. Her biggest improvement was on 200 IM and 100 Free.

I would like to congratulate all the swimmers for the commitment and hard work. I wish you many more wonderful achievements and many more opportunities. Please remember that "Success is different for everyone. Keep a proper perspective and do your personal best."

You will hear from me again at the end of the month with some more swimming news, this time **Inter-School Pupkewitz Swimming Gala** which will take place on the **26th - 27th October**.



We would like to encourage all members of the WIS community to join us. More details will be posted on D6 and in the Oryx closer to that date.

Beata Stephanus

Screen Time For Children

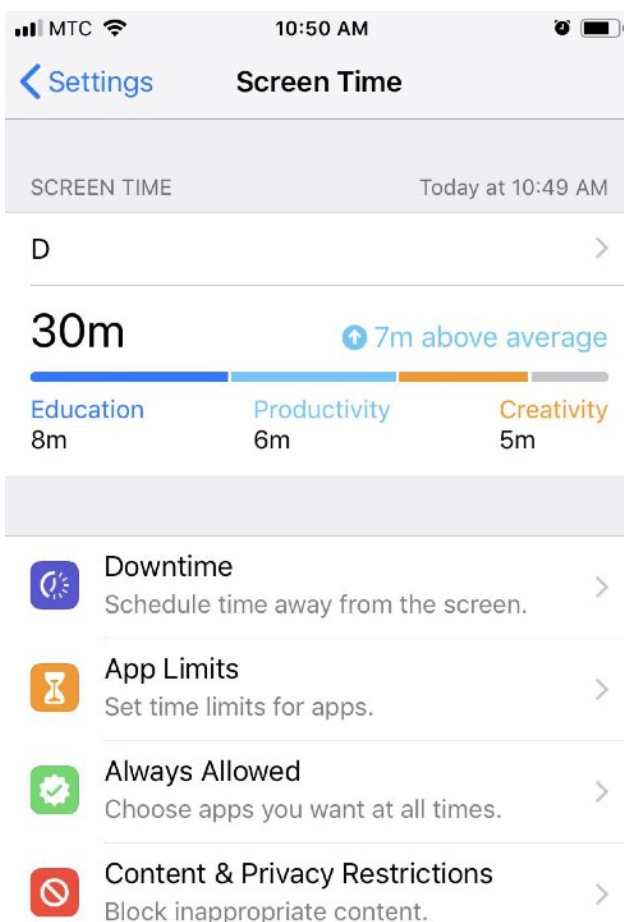
Follow Up

While all the measures we can put in place can be hacked or a workaround can be found, Apple has tried to help.

The latest operating system, which unfortunately will not work on very old devices, iOS 12, allows you to monitor and control screen time on your own device and on your children's devices.

The Washington Post's Geoffrey A. Fowler takes you through the feature in his video featured [HERE](#).

Danai Maramba



PTA

The WIS Parent Teachers' Association is in full swing for this school year and members have taken on specific roles. Please click [here](#) to see who does what. You can also contact the PTA at any time using the email address PTA@wis.edu.na

Don't forget.....the PTA hosts a coffee morning EVERY Thursday morning from 07:10 - 08:30. This is opportunity to informally chat with other parents, buy WIS merchandise and meet several key members of WIS staff such as the school nurse, PYP coordinator and ICT coach.

Come along, drink a coffee, have a chat and buy a t-shirt!

OCTOBER IS ADOPT

A SHELTER DOG MONTH

Contact us on 061 238 654 for more information!

