



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Board of Directors

After the Annual General Meeting in January, the Board of Directors numbered seven (7). That is the minimum permitted by the Articles of Association. It is also a bit small for the Board to function effectively.

Under the Articles of Association, not fewer than three (3) Board Members must be *elected* by parents (ordinarily at the AGM). In fact, there are currently four (4) elected Members. In addition, the Board must *appoint* not fewer than three (3) Members.

Shortly after the AGM, the Board appointed **Vincent BRIDGENS** and at this week's Board Meeting **Charmaine van der WESTHUIZEN** and **Liezel SWART** were also appointed. All are currently parents of children attending WIS.

This week the Board also welcomed **Tura MURDOCK** as the Board Member nominated by the United States Ambassador.

Including those who were already members, the Board now numbers ten (10).

Peter MacKenzie

PRIMARY PRINCIPAL

In recent weeks there have been a few articles in the Oryx about student **agency or voice** and in today's Oryx you will see a few more. At WIS we value students taking ownership and responsibility for their learning, which ultimately creates independent learners. Students play an important role in their learning. After all it's their education.

There are a variety of ways that we are encouraging student agency or voice. Following are just a few examples. As part of their Unit of Inquiry: How We Organise Ourselves, the EY1-2 class has been involved in decisions for how to arrange the classroom. EY3 students are planting a garden and students have had input into the types of vegetables they want to plant. They also expressed that they want to plant their own seeds. For the end of unit presentations, students can choose how they want to demonstrate their understanding of what they have learned. Grade 2 did just that this week with their innovation creations for their Where We Are in Place and Time unit of inquiry. As you will read in the student council article, the students initiated the promotion of gratitude and kindness.

Students are taking responsibility for posting examples of their learning and their reflections on Seesaw. The student-led conferences (which will be held later in the semester) allow for the students to be in charge of sharing their learning, identifying their strengths and areas for further development, and then setting goals. All of

Contents

- *From the Director p. 1*
- *Primary News p. 1 - 4*
- *Secondary News p. 4 - 15*
- *Other News p. 16 - 17*

Dates to Remember

March 2021

- **12:** End of Term 3
- **22:** Public Holiday
- **23:** Start of Term 4
- **23:** Gr. 9 - 12 Photo-Day
- **24:** Gr. 2 - 5 Photo-Day
- **25:** Gr. 6- 8 Photo-Day
- **26:** EY 1 - Gr.1 Photo-Day



Facebook



Instagram



Twitter

these examples are just some of the many ways WIS students are taking ownership and have agency or voice in their learning.

Today's education is certainly different from when I went to school and I think the same is true for most of you. I enjoyed learning when I was in school, but I often think how much more I would have enjoyed learning through inquiry, in the kind of environment that WIS offers and having voice and choice in my learning.

**Regards,
Beth Smith**

Primary School Student Council

To be a student council representative you have to model the traits of the Learner Profile Attributes. This year our student council representatives are all about taking action and encouraging the spirit of our Primary community - teachers and students.



We have begun our meetings again and meet every Tuesday at the second break to plan the kinds of actions we can take. The students came to the meeting with a very exciting proposal!

Random Acts of Kindness Challenge:

They are keen to see students and teachers treating each other with care and respect. They have proposed that we not just talk but act on this. Identifying gratitude and appreciation for themselves and each other.

Leading up to the end of Term 3 and continuing in Term 4 they are challenging everyone to act and work together to support each other.

Actions of Gratitude and Kindness:

- Write a note of kindness to someone at school or in your family.
- Write a list of three things you're grateful for in your own life.
- Do something kind for someone in your school class or community.
- Thank someone for doing something good and generous or kind.
- Reflect on the good things that happen to you at school in your own journal you create.
- Write a "Gratitude note" to a classmate, colleague or family member commenting on their qualities, and qualities that you appreciate.
- Take care of our environment and help each other care - pick up litter, tidy up together.
- Take care of ourselves - keep sun-safe, wear a mask and stay hydrated.
- Showcase your actions - with photos, videos, posters, and classroom board displays..
- Create and write stories of gratitude or care and say why it is important.



We will share the actions taken - Good luck with this Challenge.

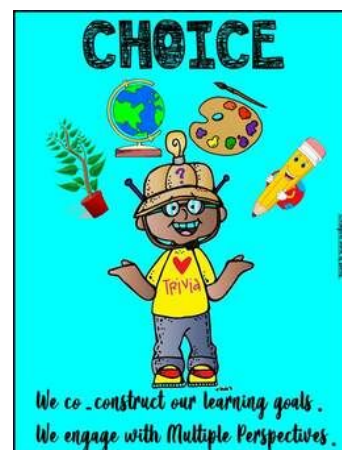
Thank you goes out to Lulu and Noah (Grade 1), Justine and Katlo (Grade 2), Linet and Beate (Grade 3), Dino and Andrew (Grade 4) and Tyrese and Ludwig (Grade 5), for your dedication and commitment.

PYP Coordinator's Message

As we continue our learning journey in the PYP, this coincides with a lot of reflection and discussions that we are having about student agency and how this can become a real and an authentic part of student engagement in their own learning.

Why is student agency and voice an important part of the PYP?

Students are able to feel that their learning community is a place where they have opportunities to have voice, express opinions, and be consulted in decisions made that affect them. They can make choices and ultimately experience a sense of ownership over their learning. You will see this reflected in the feedback and selection of particular learning goals or ATL skills goals that are being reflected on by students, teachers and with input from you, as parent(s). This also applies to identifying successes and strengths identified throughout the learning process.



Reflection AS a Learner: When approaching assessment we are striving to work collaboratively with students. This helps them experience more ownership and voice in the process of assessing and when evaluating their own learning. Students are becoming more actively involved in co-constructing success criteria. They use feedback based on this criteria to modify and improve their learning. This supports students’ development of self-efficacy. Building a culture where students see one another as valuable sources of learning, assistance and feedback has also helped students to be able to take ownership of pursuing learning through multiple avenues—not only depending on the teacher in the room.

Students being able to participate in decisions usually made by the teacher helps them feel like they have a voice. The more involved students are made to feel the more connected and engaged they are in their learning. You will see this evolving as students come home and share what is happening in their learning at the end of each Unit -for example at the end of a Unit of Inquiry or a Maths unit. Stay posted as units finish and your child comes home and shares their learning with you on the Seesaw: Reflection AS a learner portfolio.

Kind regards,
Avril van Zyl

How we organise ourselves



In our Unit of Inquiry, ‘How we organise ourselves’, Grade 1 looked into what helps us to solve problems and complete tasks. We inquired into collaboration, communication and tools that help us with tasks.

We were fortunate enough to have some parents visit us to give presentations - click [here](#) to see an example, Lulu’s mum and their snow cone maker.

We had a very special lesson from Ms. Virginia (Grade 1D E.A.). Click [here](#) to see a video about pounding and cooking mahangu. Click [here](#) to hear us sing a song about it during assembly.

At the end of the unit, students were put into groups (names picked from a hat). They had to think of a problem and come up with solutions. They drew pictures, took photos, wrote, made

Here are the groups from 1J and we used the Book Creator App.

videos and then compiled and edited their ideas in online books.

The ‘We Rock’ group chose a very topical issue, Covid Safety. They included some great reminders for keeping safe. We think their ideas are worth sharing with the whole community. Click [here](#) to view their book.

Jan le Roux, Grade 1 Teacher

Dr. Seuss Day

Grade 1 students celebrated Dr. Seuss Day on 2nd March.



SECONDARY PRINCIPAL

What are employers looking for when hiring these days?

“My child needs to do all three sciences! Mathematics needs to be taken on higher level! The arts are not useful for further education!” - these are statements that we come across - implicitly or explicitly - each year when we do subject choices for our IGCSE and IBDP courses.

What are the real priorities employers look for these days in young graduates they seek to employ? Yes, speciality fields need a special background. But almost more important are some of the soft skills that we strive to include in our approach to teaching and learning here at WIS.

When our children enter the job market, there are far more opportunities to choose from than when we started working. Every science field has multiple branches of specialisation. The sciences are important in that regard, but more importantly, young people need to be adaptable, flexible, have grit and resilience, be honest, respectful and have integrity. So many big words. Do they come naturally in education? I tend to think - no. These attributes need to be embedded in our education - from home, but also here in school.

In our scheduling, we accommodate an equal amount of teaching time to the homeroom lessons. In these lessons we focus on digital literacy (that is why we do not teach ICT anymore), we focus on ATL skills ([approaches to teaching and learning](#)) and we try to instill values of service and initiative in our children. So often, these are overlooked in our education, because we want to prioritise academic content. Knowledge is an important foundation that our children get through their education. However, it is but one cornerstone of a good education.

In an article I read ([Skills employers look for in college graduates](#)) the following skills are emphasised:

1. Problem solving
2. Ability to work in a team
3. Strong work ethic
4. Analytical skills
5. Written communication skills
6. Leadership skills
7. Verbal communication skills
8. Initiative
9. Detail oriented
10. Technical skills

These are but some of the soft skills young people need and if they have these, they will be able to master situations that are unpredictable and unforeseen. As I mentioned before, in a [VUCA](#) world, these skills are often critical.

And here are another set of skills that employers look for:



When our students leave school, their grades are important, but there are a variety of subjects that are acceptable and required for tertiary education. Key is that conversations happen at home to determine realistic and relevant future goals for young people - what are the possibilities, what is **my interest** and **my passion** and what will be the financial implications of **my study goals**. This should be the young person's interests, passion and goals - supported by parents, but not directed and forced by parents.

As a school we value and believe in a holistic approach to education and educating well rounded, confident students who can make realistic and responsible decisions for their future.

Regards,
Maggie Reiff

Soirée Pyjama

In French class, we were assigned by Madame Catherine to make an invitation for our dream party. Once we all shared our invitations for our dream party we voted and chose which party we liked and made it happen. Abigail, Pandu, and Milla won. They decided to throw a horror pyjama party.

We had the party on Friday 26th February from 5:30 - 7:30 in the PLC area. It was the most fun. Abigail, Pandu, and Milla made an escape room in the auditorium. We had snacks, played music, and overall just enjoyed ourselves.

I would like to give a big thank you to Abigail, Pandu, Milla, and Madame Catherine for making it happen. We really enjoyed it.



Jisele Du Preez Grade 7CK

Grade 8 Poetry

As part of the Poetry Unit in Gr. 8 the students were tasked to find artwork that they were drawn to or that meant a lot to them and then write an ekphrastic poem. An ekphrastic poem has come to be defined as poems written about works of art; in ancient Greece, the term ekphrasis was applied to the skill of describing a thing with vivid detail.

These are a few of the poems that I found interesting and enjoyed, I hope you enjoy them just as much as I did.

Angie Janse van Rensburg

Time Flies By Zuleika Hiwilepo

When did we grow up so fast
 it's funny how time just went past.
 I can still hear us giggling as they took the photo.
 Oh why did we have to grow up so fast.

We used to be as cute as can be
 and playful as a busy bee.
 We did everything together
 Just you and me.

We aren't as young anymore
 but at least i won't have to hear you snore.
 Oh we were so young
 and never called each other dumb.

**Silent Night By Rainier Feris**

As I stare down into the night
 Nothing is wrong, I have not a single fright
 The wet road reflecting the bright moonlight
 Everyone peaceful, enjoying the beautiful sight

The sight brings nothing but peace of mind
 When you leave, the time you wish you could rewind
 The nostalgia is real, feeling swell
 Like when your coin falls into the wishing well

Nothing within the trees is prowling
 Only the branches in the wind are howling
 The beauty makes you shed a tear
 Not because of sorrow, but because it feels like heaven here!

**The Goat and The Silent Killer By Dominic Fitzpatrick**

Black like the night
 Teeth of steel
 Eyeing his prey
 Waiting to pounce
 Relaxed but fierce
 The eyes of death
 Solitary
 Dangerous
 The silent killer

He looks my way
 The cold in the night
 The cold in his eye
 The day has come
 The end of my life

He runs
 He jumps



Over me, onto the rat
And there we sat
Me and the cat
The goat and the silent killer

Welcome to the new world order ...

Of Christopher Columbus!

What would you say if you were asked: Did the Columbian Exchange ultimately have a positive or negative impact on society today? Will you be able to tell what exactly happened during 1492 - 1800? What was the Old World and the New World?

Well, if you struggle to answer these questions then you need to read the following narratives that the Gr. 7s wrote as part of their summative assessment for English and Social Studies.

Angie Janse van Rensburg and Johan Meyer

Indigenous history - Milla Leibbrandt

Our land was great, pure, and peaceful, the animals and us humans respected each other but most importantly, there was no war. We had beans, cocoa, corn, peanuts, pepper, and more. There were no diseases that threatened and took our lives and we weren't ashamed of our traditions and beliefs. That all came to an end when our tribe saw the three large pieces of wood that we came to know as ships. These ships lurked on the shores of our land.

We all gathered around these three ships, inspecting them closely when all of a sudden there were people coming out of them. They looked exactly like us but different in a way that made you know they were not apart of us. One of them said something but none of us understood. They spoke in tongues of serpents and then and there, some of us doubted them while some of us celebrated them. But soon enough it went downhill. They promised salvation. We thought we were all allies but only time could tell... they made our pure and peaceful land into profit and turned us against each other, there were now illnesses that took our brothers and sisters, mothers and fathers, and our elders. These people didn't just bring chaos though, they brought olives, onions, grains, and grapes and new animals like horses, cows, and sheep. Yes, these were positive things to bring but the negatives out-scaled it. Our traditions and beliefs were no more but a new belief was brought and forced upon us. Our trees were cut down and our once, uncontrolled nature was now eliminated. There was only war and we were now known as slaves who worked and served these people.

Some people these days say it was positive, that it opened up new opportunities for collective learning, and some cures were found for some diseases but I beg to differ. This opened up a new thing called the slave trade in 1492, there was now racism brought upon us, and it's still here, 529 years later there were new diseases and people forgot who first claimed the Americas.

Regret - Jody Van Rooyen

This is the sad story of how I made the biggest mistakes of my life. Yes, I'm Christopher Columbus and my life was crazy. It was 1492, Ferdinand II, Isabella I, and the Catholic Monarchs of Aragon Castile and Leon in Spain commissioned me to sail from Spain. It was 3 ships, 90 men, and the ocean. Through sunshine, wind, and rain, we sailed. We imagined a beautiful land with rocks and sand. It was a long 10 weeks before we found land around October 12, 1492. We were all filled with joy, not only did we find land, but also people! Indians!, I thought, but Indians they were not. They were the Arakawa natives who helped us with food and spices to bring back to Spain. Well, this is where things go wrong.

In 1495, in a large slave raid, I and my men rounded up 1,500 Arawaka men, women, and children, and put them in pens. I caused diseases to spread around the world because of the exchange. I used my travels to enter the slave-trading market. I became Governor of the Indies, but I was brutal and I killed many people. I forced my

catholic faith on others. And because of the exchange animal diseases spread like cattle who spread it to alpacas, llamas, and livestock. Animal diseases spread across population centres. I know, it's bad, I did do some good but it just doesn't compare to all the damage I caused.

Since I made it to the New World, I have made many changes. I improved food security for the Old World and the New World. Livestock was introduced in the New World. I allowed the Old World to colonise. I introduced concepts of modern spirituality during my voyages. And I improved food economics across 3 continents. I made good changes but I made too many bad decisions.

I did have many good effects on European society but the native American society experienced many widespread diseases which killed as much as 90% of the native population. It's been hard to live with myself. I am now 54 and I regret everything, I shouldn't have gone. I took what wasn't mine and I will forever regret it for as long as I live.

Change the World or Lose the World - Leo Jackson-Read

2045. "It is getting too bad, we won't survive... we have to do it." "We won't make it back, it is too dangerous. You realise that we are the top scientists and we barely have a thousand others." "I know, but we need to go or what is left of the world will fall into true anarchy." "No Bob, I'll not meddle with the past, the greatest discovery stopped, it is preposterous." "8 billion mammals have died, if we do not the human race along with all other mammals will cease to exist.(Don't get what you want to say here?) Jack, Morbus Mammalia will kill us all!" "Fine, go, but I'll not come." "If it is what must be, then goodbye Jack." "Goodbye, Bob."

Jack left with a weight on his heart, but he knew it was the only way. He would go back in time and try to stop, probably the most important discovery in history, Columbus's discovery of the Americas. If he failed in convincing them he would use more ... drastic measures.

The next day he went to the time machine/small ship with his 'tools' and entered it. He set the time machine to 12/01/1490 and with one thought of his friend he disappeared to the past.

Christopher Columbus and his brother were getting ready to meet with their first possible funder? when a bright flash and a tremendous bang like thunder erupted. After a few minutes when they were able to see again, they saw the strangest thing they had ever seen. A large black egg-shaped object, made of metal was outside their house. A man stepped out of the machine. He looked very strange as he was wearing a big white suit that covered him from head to toe. He started to fumble around for something on his chest and undid the suit and emerged from it. His clothes were very colourful and made with many different intricate patterns that few weavers could hope to recreate. The stranger looked around then proceeded to approach Columbus's brother's house. The man knocked on their door loudly, three times. The brothers went to see who this odd visitor was. Christopher opened the door and asked who the man was. He said his name was Bob and asked to come in.

Christopher asked his brother to tell their client that they were unable to make their appointment today and to reschedule. His brother left in a hurry. "I am from the future and I am here to tell you that you will succeed in your request for funds to travel to Asia in two years' time, but Asia you will not find." Christopher was stunned by this and replied: "What do you mean that I will not reach Asia? What will I find instead." The strange man replied, "you will find the Americas instead which is a different continent entirely. You must not make this trip as it will cause world devastation!" Christopher was confused. "How can I not make this trip? And how do you know all of this? How can you be from the future, it is impossible!" Bob calmly replied: "I am from the year 2045 and outside is my time machine. We become very advanced and we have useful objects to help us communicate and get around quicker, like phones that you speak into and airplanes that fly in the sky that take you from country to country, we also have cars that have four wheels with motors that help you get around. As for how I know your future, it was written down by historians." Bob felt bad for what he was about to do, but he knew the fate of the world was in his hands.

He told Christopher that he would be separated from his brother after the Columbian Exchange. He would be disgraced and sent to live out his days in America, all alone. A shocked Christopher asked: "But how can this be? The discovery of a new continent should be a great thing, why would they do that? And what is the Columbian Exchange?" Bob explained that the Columbian Exchange was where plagues, ideas, plants, animals, cultures, and people were taken from or brought from one another's continents. Twelve million African slaves were taken to the Americas to work on tobacco and sugar cane plantations when the Americans became too few, due to the diseases that came from Europe. Over time Europeans developed natural resistance to these diseases, but when they spread in the Americas, the people there became very sick, around 55 million native Americans died because of plague and European brutality. Many new types of food were taken to Afro-EuAsia such as potatoes which caused the Irish Potatoes Famine and the cassava along with corn and cocoa. "I don't understand this understand, this Columbian Exchange isn't it a good thing?." "No," Bob replied "that is why I am here, the Columbian Exchange is the reason 8 billion humans and other animals die. I will give you money, but you must swear on Christianity that you will not sail west to find Asia." "I swear on Christianity that I will not sail west to find Asia." "Thank you, let me get your gold." Columbus sat there with a mix of emotions swirling around in his head, he was sad that he would not sail to America, but he was greatly intrigued by how much gold he would get."

Bob returned a minute later with a very large box that seemed to be flying a little bit off the ground. "There you go," Bob said as the box flouted to Columbus, "test it, it is really I swear." Columbus opened the box and saw thousands of tiny gold coins. "Th... thank you this will see me through two lifetimes." "You're welcome, only you and your brother can open the box, remember to keep your promise." With this, Bob and Christopher Columbus said their goodbyes, and Bob reentered his time machine and with a tremendous bang and another blinding flash, Bob and the time machine disappeared back to 2045.

While in the time machine Bob put his biohazard suit back on and prepared for home. The time machine was taking a while so Bob had a short nap. "Warning, warning, you are entering a time hole". "No", Bob was incredibly scared and tried to escape, but knew it was hopeless so he tried to get far enough to see his time, he made it far enough. His world was safe, he had succeeded. The time machine ran out of power and Bob was sucked into the time hole. He did not mind, he succeeded and he has torn apart with a smile on his face and his friend on his mind.

'Bob the builder' lesson:

The Grade 8 students were divided into groups for their Homeroom lesson. They were given specific equipment and asked to create the biggest, most impressive and creative design, using only what they had on their table. It was amazing to see how the students solved problems, resolved conflict and used their critical thinking skills as they only had 40 mins to complete the task. Enjoy what our students have come up with!





IGCSE ART & DESIGN

LOOKING AT IGCSE ART & DESIGN FROM A STUDENT'S PERSPECTIVE

While we have not finished the course, there is already a lot that we've learned. The subject IGCSE Art & Design teaches a wide range of skills and is not limited to learning skills solely related to art. One of the most important things the subject has taught us so far is about 'process'. When an outsider thinks about art they immediately think of the final art pieces, but this class places great importance on the process to get to the final artwork. This can be seen prominently in our two art journals, our Art Process Journal and our Art Theory Journal.

ART PROCESS JOURNALS (APJ's) are books we use to record our art process, in other words the MAKING OF ART. We record thoughts and ideas, look for inspiration from other artists' work, practice specific skills for our final artworks and more. Creating art journals is fun and similar to a type of art therapy. But it's not just nice to look at, recording things in our art journal helps us in creating our finals with far more skill and depth of knowledge. We develop our ideas more and more with each page in order to create amazing, fun and skilful art pieces.

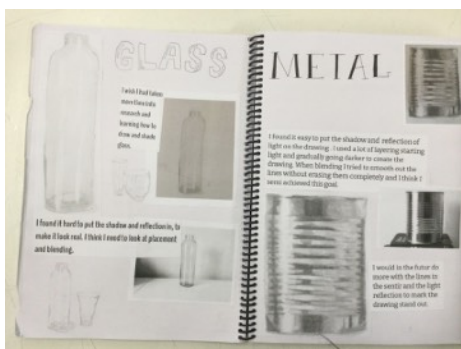
ART THEORY JOURNALS (ATJ) are the books where all the 'academic' parts of studying art are added. In this book, we learn the skills and techniques on how to LOOK AT AND EVALUATE ART, others' work as well as our own. We learn new theories and concepts that famous artists come up with and analyse them. Learning to critique artwork and be able to create a valid judgment is all part of our theory books.

The two workbooks are really interconnected in the sense that we need the theories in our ATJ to be able to expand, develop and create our work in the APJ. Both help us come to our final creation. Ms.Heike always says that art is like a pyramid with the larger part and base being all the theories, processes, skill-building and reflections and only the top tip of the pyramid representing the final outcome.

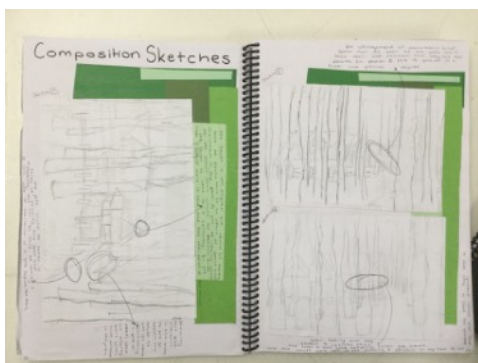
Thus our final artworks are a cumulative representation of how we understood the specific unit we are doing. They are usually what we would personally say is the easiest part of the whole process, because it's what we create and it's easier to create something based on personal experience and our own thoughts as expressed throughout both our A.T.J and our A.P.J.

IGCSE Art & Design is quite a demanding subject, but if you can learn how to think of art work as "down-time", it becomes another manageable subject. Learning to think of it like this and learning how to incorporate it into your schedule is key to really enjoying it. Yes, we write a lot of essays and we annotate loads of other people's work half of the time, but because we think of it like something we want to do and something we like to do; it makes doing it a lot easier.

We suggest a lot of people do IGCSE Art & Design, because not only have we learned many diverse art skills, we've learned life skills like patience, time management, discipline and learning to critique and comment to benefit rather than put down.



Recreating glass and metal surfaces with pencil Artist Study - (Taboka Takawira 9TJR), (Natalie Segamwenge)



Compositional sketches in APJ and final art piece for 'Land-, City-, Dreamscape Unit' - (Taboka Takawira 9TJR)

Natalie Segamwenge 9TJR & Sarah Tibazarwa 9TA

Secondary History Comes Alive

Presentations on Hungary, Pakistan and India



Recent guest lecturers have provided the students in IBDP History classes with an extra layer of learning. Grade 12 students relished the hour-long presentation by Gabor Salamon who provided a fabulous overview of the 1956 Hungarian Uprising. As a Hungarian and former refugee, his Cold War-era story captivated students and bolstered their content understanding of this critical event.

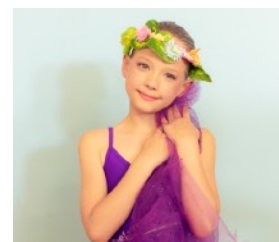
Then, two Grade 11 History 'guest speakers' presented on their area of specialisation. First, [Professor Ayesha Jalal, a Pakistani-American scholar of /South Asian history and the Mary Richardson Professor of History/ Director, Center for South Asian and Indian Ocean Studies Tufts University](#) provided an intriguing account of the reasons for the creation of Pakistan when India attained dominion status in August 1947. Professor Jalal also addressed how/why the 1947 partition was so problematic.

Second, the Grade 11 amateur historians listened as [Mr. Prashant Agrawal the High Commissioner of India in Namibia](#) addressed the British India decolonisation topic with a fascinating focus on not only Mahatma Gandhi and Jawaharlal Nehru but also on the centuries-long exploitative British colonial rule where the seeds of rebellion were sown.

Rick Fitzpatrick

NTN Performance

Joan van Zyl in Grade 6JB will be performing at The NTN this weekend with her dance school. Many hours of diligent preparation have gone into the show and all the dancers are eagerly anticipating the thrill of performing live on stage.



Congratulations to Weya Kalili!

Huge congratulations to Weya Kalili, Grade 9! We are very proud to announce that Weya Kalili managed to do her German Language proficiency test at the Goethe Institute in Windhoek "Fit in German" with the grade "very good".



THE AVIS DAM TRIATHLON

On Saturday, 27 February, a number of WIS kids, parents and teachers participated in the Avis Dam Triathlon. It has been a long time since Avis Dam has had enough water to be able to host a triathlon!

All participants finished their race and showed incredible spirit, focus and teamwork!

Well done to all of the athletes! Thank you to Parent/Teacher Volunteers Lian, Cintia, Jerome, Barbara, Anne, Christoph & Seodhna.



THE WIS TEAMS

THE MINI TRIATHLON: 350M SWIM, 5KM OFF ROAD CYCLE & 2.5 KM TRAIL RUN

- **TEAM 1: WILD TRACKS**
 JOHANNA OLDENBURG (GRADE 3) *SWIM
 PHILIPP OLDENBURG (GRADE 1) *BIKE
 SASHA MARAIS MARTIN (GRADE 3) *RUN
- **TEAM 2: FISH EAGLES**
 TIARNAN KEOWN-KISTING (EY3) *RUN
 JAN FÜHRING (GRADE 1) *BIKE
 NELAO WILLEMSE (A FRIEND) *SWIM
- **INDIVIDUAL MINI ATHLETES (SWIM, BIKE & RUN):**
 RONAN KEOWN-KISTING (GRADE 2)
 BENJAMIN OLDENBURG (GRADE 6)

- **SPRINT TRIATHLON: 750M SWIM, 18KM BIKE & 5KM TRAIL**
ANNA SCHARRENBROICH (PARENT) AND RICK FITZPATRICK (TEACHER) COMPLETED THIS EVENT!

Seodhna Keown and Anne Scharrenbroich

SPRAY-A-THON

On Friday, 12 March 2021, the Grade 6 students are organising the annual 'SPRAY-A-THON' at WIS in support of the Cancer Association of Namibia ([CAN](#)) and specifically [CHICA House](#).

>>CHICA House was established in 2016 when a serious lack of accommodation for childhood cancer patients and their families was experienced at Windhoek Central Hospital's Paediatric Oncology Centre.

Interim homes form a key component of cancer treatment and at the CHICA Interim Home (for childhood cancer patients), we aim to provide caring "homes of hope" for those undergoing treatment. Patients make our homes their home during their 6-weekly treatment plans, or for follow-ups in preventing the spread of cancer.

Mothers accompanying their children receiving cancer treatment are only allowed to stay in the hospital for one or two weeks at the most. They are often left destitute, with no place to go and are forced to return to their rural or village home, leaving the young cancer patient alone in the hospital. At CAN we believe that the less stress and emotional trauma is placed on the family (especially the child patient), the better the chances are for effective treatment and recovery.

The home currently accommodates 16 mother-and-child stays and an urgent need for expansion has been experienced since January 2019 as childhood cancer cases increase in Namibia. CAN provides three nutritional meals a day, transportation to treatment centres as well as psychosocial group therapy through the Standard Bank Circle of Hope Programme on Thursdays.<< from https://www.can.org.na/?page_id=457

The 'SPRAY-A-THON' is an annual event where you can get your hair sprayed with different colours for a small donation of N\$20, thus showing your solidarity to the people who are battling cancer (Don't worry, the colour washes out!). All materials are provided by CAN, but this year Grade 6 learners have created several different cool stencils from which you can choose.

Come have a look under the main thatch (opposite the library) on:

Date: Friday 12 March
Time: Between 7:30am and 12:30pm
Place: The main thatch (opposite the library)
Price: N\$20.00

Thank you for your support,
Kiera, Hilja and Roelf - Grade 6

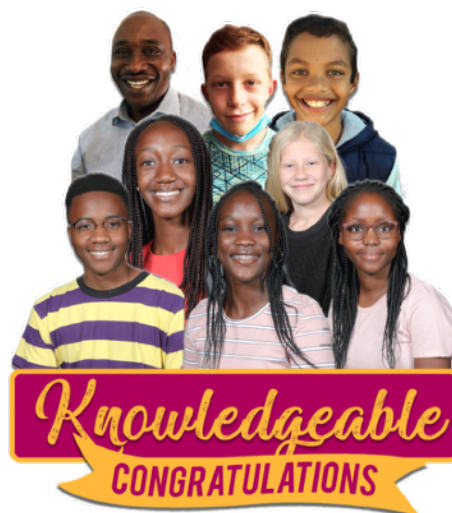


IB Learner Profile

Knowledgeable

Congratulations to the following seven students and one teacher for displaying the IB Learner Profile trait, Knowledgeable, for the month of February.

Well done to, Gr. 6 - Nicholis Swart, Gr. 7 - Adam Nel, Gr. 8 Salomé Rey, Gr. 9 Natalie Segamwenge, Gr. 10 Vimbayi Musavengana, Gr. 11 - Lukene Chauke, Gr. 12 - Janine Tibazarwa and Teacher - Jacob Oluwasanmi.



The Secondary IB Learner Profile Trait for the month of March is:

Caring

WIS students rise by lifting others! Do you show care in executing and storing your work? Are you careful in judging the work of others? Are you willing to improve the learning environment for others in the school? Do you contribute to the learning of others? Are you able to work in a team?

A **CARING** student exercises initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

Guess what? Students can also now nominate a teacher or staff member at WIS to be part of the IB Learner Profile acknowledgments.

Students can send their nominations to Ms. Angie.

Grade 12

Fundraising Sale

Second hand books

Crystals

Handmade crochet bags

Guitar/Ukulele Lessons

Bookmarks

Homemade desserts

Necklaces and bracelets

...and more!

**All-day at the PTA
Community Centre on
Thursday 11th March**

FULL BODY CIRCUIT TRAINING

TAKE YOUR EXERCISE OUTDOORS

Come ready to sweat and challenge yourself

WORK IT ALL OUT

Train with Seodhna Keown at Farm Whk Fitness (Klein Kuppe Gate)

- Wednesdays 6pm
- Saturdays 8am (occasionally)

N\$120/class (entry to farm is additional)

*Bring your own Mat and water bottle

contact: Seodhna 081 286 5080

