



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### GRADUATION

The last IB diploma exams have taken place (phew!) and tomorrow our Grade 12 class – nineteen of them – will graduate from WIS.

Graduation is a very special moment. All of these young men and women – as they now are – have spent at least fifteen years at school, either at WIS or elsewhere. They are now going on to further studies and, soon, into the world of employment. It is truly an important rite of passage.

They won't receive their IBDP results until early July but then Graduation isn't about exam results or grades or marks or anything like that. It is about recognising and celebrating the young people that our graduates have become – principled, responsible, empathetic, knowledgeable, and caring.

If we have done our job well, they will look back at WIS with affection and gratitude but they will also look forward to what comes next with confidence and an excited sense of anticipation.

We wish all of our graduates every success and happiness in the future.

**Peter MacKenzie**

## PRIMARY PRINCIPAL

Thank you to the parents who were able to join Wednesday's Zoom meeting introducing WIS's incoming education director, Ethan Van Drunen and Primary Principal, Marcelle van Leenan. The teachers also met Ethan and Marcelle via Zoom last week. These meetings have provided the opportunity for people to put a face to a name and to be reassured about the transition and changes in the Senior Leadership Team.

As we head into the final month of the 2020-2021 school year it's a time of transition and reflection not only within the SLT but also for our students. The various Grade levels are learning about their final topics in the various subjects and units of inquiry. The Grade 5s are in the process of finishing their research for their PYP Exhibition topics and thinking about the transition to Middle School. Students are reflecting on their learning for this year. Teachers are reflecting as well and have begun planning for the 2021-2022 academic year. Some of our students are preparing to move on to a new country and a new school. In a few weeks students will have the opportunity to visit the next Grade level and hear about some of the things they can look forward to next year. This is a time of mixed emotions ~ excitement, as well as a feeling of uncertainty and sadness. To quote Fred Rogers, "Transitions are almost always signs of growth, but they can bring feelings of loss. To get somewhere new, we may have

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## Dates to Remember

### May 2021

- **25: Africa Day - Public Holiday**

### June 2021

- **17: End of term 4**
- **18: Staff work day**

### August 2021

- **02 - 06: Staff work week**
- **09: Start of New Year 2021-22**



to leave somewhere else behind." I see this next month of transition as a sign of growth, as well as all the positives that are yet to come.

Regards,  
Beth Smith

## PYP Newsletter

Read the PYP Newsletter for May [here!](#)

# WINTER WARM UP

The WIS Board of Directors and the SLT would like to invite you to a family event to celebrate the successful conclusion of what has been an interesting year!

FOOD! MUSIC! GAMES!



Save the date :

Thursday

10th June 2021

5pm to 8pm

## SECONDARY PRINCIPAL

What does an international accreditation mean for WIS?



WIS is accredited by the New England Association of Schools and Colleges (NEASC). We are a member of the Council of International Schools (CIS) and the Association of International Schools in Africa (AISA).

There are some apparent reasons:

- It puts us on par with international schools and gives us a platform to reflect on our teaching practices on an international level.

- With these accreditations, we are part of global networks and able to utilise their expertise, latest research, networks and professional development opportunities.

There are, however, other advantages that are even more valuable for us to be a part of the international stage. At the moment, we are pursuing two quite important avenues for our school that will undoubtedly benefit our students and our community at large.

In our last parent evening session with parents of students who will enter Grade 9 in the coming academic year, we spoke about WIS's process of engaging internationally to prepare a **WIS High School Diploma** (WIS HSD). Since there were quite a lot of questions on Slido about this afterwards, I thought it prudent to address these in this context.

When we introduce the WIS HSD, we give all students the opportunity to achieve an internationally recognised school leaving certification that is quite widely recognised. The WIS HSD will be awarded to all students who complete their education at WIS alongside their IB Diploma or IB Courses certificates. It will not replace any of the current qualifications our students get awarded. It is a distinct advantage to have this additional document for various reasons. Although many European universities do not recognise IB Courses as university entrance qualification, there are quite a number of universities who do accept the High School Diploma - which has the quality sign of NEASC associated with it - at least to start studies at a Foundation level. We must not forget that not all students are able to or even willing to start university at undergraduate level. But if we give them the opportunity to have a qualification that can get them admitted into Foundation programmes and/or undergraduate programmes, that is a good foundation to have.

We are in the final stages of preparing for the WIS HSD to be officially launched. It has been shared with NEASC and our incoming Director has taken a look and also advised us on the specific requirements it should have. With a team of WIS teachers, we are currently fine tuning the credits and will share the final product with the community as soon as that is finalised.

Another very important aspect that we receive guidance and resources for from our accreditation bodies is a matter that is currently priority all around the world and needs to be priority in education and in communities that are involved in education - i.e. all stakeholders in the process - students, parents, teachers, administrators and governors - **Diversity, Equity, Inclusion and Justice** (DEI & J). The Justice component has only recently been added to this conversation for very pertinent reasons.

As a school, we have to take stock of the way we approach these different aspects of a broad spectrum of matters. We have to reflect and consult, we have to look at our practices and what we need to do more actively, more proactively and where we have to be more outspoken. CIS, AISA and NEASC are excellent networks and are creating invaluable resources in collaboration with their partner schools and associations that are shared with accredited member schools.

A few weeks ago, I attended a webinar with NEASC: [Diversity, Equity and Inclusion in Learning Communities](#). This was an excellent opportunity to listen to an international learning community, students, teachers and administrators on their efforts and initiatives to look at this from a wide perspective. We also received resources from AISA and have participated in conversations with CIS on this topic.

This will aid us in moving forward in a positive and active way to specifically address the **ACE Learning Principle 7** under **Culture of Learning: INCLUSIVENESS OF LEARNING: 'The learning community embraces a culture of inclusiveness'**. WIS is committed to reflect on this Learning Principle and take an introspective look at how we approach matters of diversity, equity, inclusion and justice in school context, but also how we can take a leading role in our host country and its context and history. We are proud of our diversity and acceptance of everyone, no matter their ethnicity, their gender orientation, their religion or culture. But we are also aware that we can be a leading school in Namibia as well as in a wider community in this respect. This will be a definite priority in our deliberations with our incoming leadership and with the community as a whole. It is an opportunity for us to embrace in a positive and active manner.

We are currently looking at the Inclusion Policy that has been drafted by a team of WIS staff. A lot of time and effort went into this process. This gives us a starting point to work from in the coming year and we look forward to the involvement of the whole community - students, parents, teachers and administration and governors - in this process.

A last thing I want to mention with regard to our international accreditation and the benefits it has for us as educators is the professional development opportunity that we have as visiting team members in fellow accredited international schools. I have done visits in Johannesburg, Luanda, Moscow, Abu Dhabi and will do another visit in Switzerland in November. These are opportunities for professional conversations with peers that benefit our network, our school and our professional practice.

I am looking forward to continued conversations on the above. Conversations help us grow, understand each other and support each other to become more respectful and compassionate for each others' strengths and needs.

Regards,  
Maggie Reiff

## Grade 8 Spelling Story Writing

*For those who love boxing stories!*

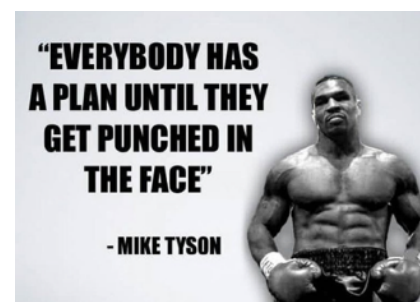
### Rage - Tiancheng He

He's been on the lower hand for the past three rounds now. He's sure to lose this **bout**. His swollen eye is still throbbing with pain, and he can barely open it. He's no match with his bulky opponent, and his **devastating** punches had left him barely standing. The last round has started, and he's sure he'll fall.

Knowing what's going to happen, he **lamely** stood up, getting ready for the coming onslaught. His opponent charged straight at him. All the **sparring** that he had had with his trainers doesn't help him defend himself against his opponent. **Blasting** punches crashed into him, and all he can do is **hunch** his shoulders and defend. Finally, with an exceptionally powerful **uppercut**, he's knocked to the ground.

The world swirled in front of him, and pain throbbed violently in his head. It's like his brains are mashed up completely. Dimly, as if from very far away, he can hear the counting of the referee and the shouting of his trainer. Out of instinct he stood up, swaying slightly like grass in the wind. The battle continued, and he charged. As if to brag about his boxing skills, his opponent didn't even hit back, only dodging his punches with superb accuracy and speed, like a shadow dancing in the arena. For one moment he felt rage. It's not anger, but more like a wild instinct of destruction and strength, an animal like craziness with forgetfulness of nothing else but one goal — to beat down his opponent. Suddenly new strength appeared in his limbs and already broken body, and he charged with a yell. No more **pensive** thinking, no more techniques, only that his fist must make contact with his opponent's face. His opponent, amazed by his sudden speed, replied with another combo of punches. He didn't care as more punches rained down onto him, and he knew he already broke a rib. He reached his opponent, and with all the force he had left, he punched out.

It is as if in slow motion as he sees his own right fist making contact with his opponent's face, breaking all the bone and sinew in its past. Blood and teeth flew out of his opponent's mouth. He made contact with his opponent's eyes, and he saw fear and terror in them. His opponent fell to the ground like a falling leaf, eliminated and defeated. And there he stood tall, like an unbreakable tower, looking down at his bloody opponent.



### **Why a boxing story Miss? Why?**

#### **What my dad told me - Tristan Ockhuizen**

He hunched in lowly almost pensively and lamely, as if he had gone through this routine several times, he was no stranger to the devastating uppercuts and long hard sparring. He knew exactly what to do. He came in fast and quickly gave his opponent a one two. He tried to defend but was given no such chance. He was a beast, the round had hardly begun and his opponent had already had several cuts on his face. It was a miracle that he was still in the fight.

BONG BONG it was round two and he decided to stay back a bit until his opponent would come to him. Like a predator waiting for his next meal. Bragging back a bit he waited for his opponent to throw a punch and when he did, he countered and started blasting at him again. At this point there was blood dripping down from his cheeks and lips, this was no longer a bout, it was a death fight.

BONG BONG. It was the final round and he would show no mercy. He waited again, and then started blasting so fast that there was no time to defend. He kept on going for the head until there were several cracks and noises. While he was doing this he thought of his father who had trained him. "Don't let him get up, beat him until his mother wouldn't recognise him." He did so. He transitioned into body shots and delivered the same type of shots. They were trying to get him off of the other fighter but they couldn't. He kept on pounding away. His body was all blue, at this point it was pretty much a corpse. They finally got him off.

A few moments later he awoke from his dream and prepared to enter the ring. It was elimination time.

#### **Guaranteed - Yasmine Armstrong**

##### **\*Ding ding\***

The second round had officially started, my hands were on fire and knuckles felt like they were being pushed into a pool of lava. I got up and made it into the middle of the ring to start, my opponent was more annoying than a real challenge. All he was doing was **bragging** about how they were going to take the \$2,000 prize home, obviously that wasn't going to happen. I had managed to land a **devastating** few punches on his midsection, I liked seeing my opponents get angry. It was more fun.

I circled them slowly, making sure to *never* take my eyes off theirs. But as soon as they turned around I kicked him straight in the back, causing him to fall to his knees as I walked straight around him and landed an **uppercut** right in his jaw. As per usual, he cussed me out and stood back up. Men just don't know when to give up. He threw a weak punch that I managed to block but not before he kicked me straight in the stomach. I stumbled back into the ropes, and he **lamely** threw a punch at my face. Now I was angry. I started **blasting** punches and kicks into his stomach before throwing a punch straight into his nose. Hearing that crunch never got old. The crowd was roaring at this point. He looked up at me from where he was **hunched** on the floor and had a **pensive** look in his eyes. I smiled down at him through my bloody teeth before punching his already ruined face.

"Finish him off!" someone from the crowd shouted, which ended up sending another **bout** of screams around the room. He fell to the floor and the crowd went wild. All that I could hear over the blood pounding in my ears were the screams and cries of the crowd. He had been **eliminated** and it didn't even take half an hour. Weak. But I was used to it, I had grown up in this ring and almost everyone who was dumb enough to challenge me ended up on the floor, but not before they cussed me out for being a woman, of course. I never really paid much attention to the rude comments, they weren't the ones walking away with cash every time. In all my years in this **sparring** ring, no one had ever been able to match me and my skill set, but at least I was sure I would win every time.

**Car Security Stickers**  
**Please collect your 2021 - 2022  
windscreen sticker at the Office!**



## Melting Chocolate

### Grade 6 Scientists Changing States of Matter

During our 'Let's Get Physical!' Sciences unit, our Grade 6 students have been unlocking the secrets of the atomic universe. They have discovered that everything in our universe is made of matter. And now understand a simple definition of matter as, "anything that has mass and takes up space".

By referencing The Periodic Table of Elements and diving into atomic numbers and atomic masses, they have developed an understanding of the fundamental building blocks of atoms, known as protons, neutrons and electrons and the basics of how they combine to form atoms, then molecules.

By studying the Kinetic Molecular Theory, students now realise that all matter is made up of tiny particles; and that these particles are always in constant motion. And that the amount of energy these particles have helps determine the physical properties of different substances.

One of the first properties they have been learning about in detail are the different states of matter. Understanding each of the more common states of matter - solid, liquid, gas, and even plasma - are based on energy to determine the alignment of molecules, their volume, and their shape. This has brought them to a better understanding of how heat energy can be added or taken away to change from one state to another.

In class, students have been working on a Criterion B/C lab report based on this knowledge to show how energy in the form of heat can be added or removed to turn ordinary chocolate into a wonderfully gooey treat that can be eaten in the melted form or reformed in new and delicious shapes. The question they were asked to research and investigate was, "Which type of chocolate out of milk chocolate, white chocolate, or dark chocolate will melt the fastest into a smooth and lump-free liquid?"

Students have researched the origins of chocolate, looking back up to 4000 years to the Olmec civilisation of Central America through to modern chocolate and how it is currently made. They have learned about the different types of chocolate and what makes them special and know more about what goes into that chocolate Easter Bunny they got at Easter time.

With all this background they were ready to investigate. Students identified the Independent Variable for their investigation and how they would alter or manipulate the variable by having 50g samples of four different types of chocolate. They determined what their Dependent Variable would be, how they would measure it, what tools were needed to measure it and in what units they would be recorded.

They also needed to identify and set Control Variables, like the temperature of the water bath used to ensure all samples were exposed to the same amount of heat, the method for the melting procedure including factors regarding the container used to do the melting, the quantity of chocolate used, and even the brand of chocolate used for "fair and valid" trials could be done to obtain multiple sets of data.

From here, students are now working on a Criterion C Assessment, processing and displaying their data in a meaningful and effective way. They will analyse their results and compare to scientific research, evaluating both

their hypothesis and the accuracy of their method. They will also make recommendations for improvements to the method and extension ideas for the investigation as a “where to next?”

Of course after melting the different chocolates students had the enviable task of sampling their product in its melted form. Another sample was melted and mixed, then poured into a mould that was placed into a refrigerator to show that the melted state was a physical change (not chemical) and was both temporary and reversible.

Following along the food theme with Chemistry, students will later be looking at food additives and what goes into some of their favourite foods.



Mr. Jeff Bonazzo



**Live stream!**

We invite you to the  
— *Grade 12 Class of 2021* —  
**GRADUATION**

**Join us at 15:00 via Facebook or Instagram  
on Saturday, 22 May 2021!**





**Q&L**  
SINCE 1919

**NEON  
ROLLER  
DISCO**

TOM JACKSON READ  
FOR MORE INFO : + 264 81 778 5135

Entrance NS 50  
Skate rental NS 50

Prizes to be won  
Bar and Food available  
Games, Music, Fun,

**FRIDAY MAY 28**  
18H00 - 21H00 @DTS



# DID YOU KNOW ...

Per month the SPCA  
Windhoek takes in  
**200** cats!



## WE NEED YOUR HELP!

Many of the cats we receive are mothers with smaller kittens. These animals have undergone significant metabolic changes during these stressful conditions and their bodies are challenged with maintaining strong natural defenses, as they are prompt to getting sick, it is essential to feed the right nutritional food!

## PLEASE DONATE!

We need Hill's™ Prescription Diet™ a/d™ Canine/Feline, as a primary energy source for nutritional restoration, supports small intestinal health in an appetizing form, to encourage the recovery process. The SPCA is asking the public's help in donating some Hill's™ Prescription Diet™ a/d™ Canine/Feline to feed its mother cats and kittens. Will you be able to lend a helping paw?

**We also welcome normal wet cat food donations for our big cats!**