



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Annual General Meeting

Thank you to everyone who attended Wednesday's AGM.

Jerome KISTING was elected to the Board of Directors. The Board now numbers nine and their names are on the school website.

The first meeting of the new Board will be on **Wednesday 5th February** at 6pm in the Staff Room.

Coronavirus

We continue to monitor the situation hourly. We have sought and received advice from a number of authoritative sources including the CDC* office at the US Embassy. Teachers have been issued with instructions and reminders about hygiene.

** Centers for Disease Control and Prevention*

As always, the safety and health of our learners and of those who work here are our first priorities. The situation regarding the virus is changing by the day but we stand ready to take whatever measures may be necessary.

Peter MacKenzie

WHO Article: Coronavirus

Dear WIS Community,

If anyone in your family develops symptoms after travelling from or coming into close contact with someone who has travelled from parts of the world where the Coronavirus has been identified, please see your doctor immediately to help prevent the school community from possible exposure. Please keep the school informed of any relevant developments with regard to your family's health.

Please click on the link to read a informative article posted by the [World Health Organisation \(WHO\)](#)

Sharon Gorelick

Last night, the Business Development Subcommittee met for the third time to discuss ideas to raise funds to build the WIS Sports Zone as set out in the school's Development Plan. We are looking to raise \$10M. One parent came with what he thought was a "small" idea but it turned out to be a great one and the Committee was thrilled! We know there must many other "small" ideas out there among our well-connected and committed WIS community. We ask anyone with suggestions to come to our next meeting on February 27th at 17:30 or email lisalindy@gmail.com with your thoughts.

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Dates to Remember

February 2020

- **05:** Board Meeting
- **12 - 14:** Grade 5 Camp
- **17 - 21:** Book Week
- **17 - 21:** Grade 7 Trip
- **20:** IGCSE Info Session

March 2020

- **03:** Secondary Inter-house
- **06:** End of Term 3



Facebook



Instagram



Twitter



ALUMNI CORNER

Gabrielle de Freitas Bacalhau graduated from WIS in May 2019. She is now studying Economics and Marketing at the University of Stirling in Scotland. Gabie's take away from doing the IBDP:

'My great experience on campus during first year is owed to my time at WIS doing the International Baccalaureate Diploma. While studying at WIS, I was a very busy but balanced student. I learnt how to time manage all my school work (ESSAYS!), social time, physical activity and volunteering. This time at WIS was pleasurable, especially because of all the wonderful teachers, always willing to help. WIS has definitely provided me with all the necessary skills to be able to settle in at university without stress.'



PRIMARY PRINCIPAL

A few weeks ago I wrote about the school-parent partnership. Students also play an important role in their learning. After all, it's their education. In the last year or so there have been a few articles in the Oryx about student **agency or voice**. That's because at WIS we value students taking ownership and responsibility for their learning, which ultimately creates independent learners.

There are a variety of ways that we are encouraging student agency or voice. From the Early Years up through Grade 5, students have been involved in the arrangement of their learning space. In some classes, the students decide the order of the learning for the day. Children have the option of which centre they want to go to. For the end of unit presentations, they can choose how they want to demonstrate their understanding of what they have learned.

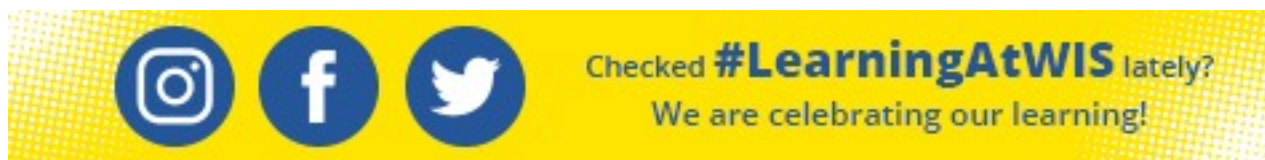
If you've visited a classroom you will notice that the classrooms do not have a traditional set up of desks in rows. Instead, you may find desks in groups or circles; tables of different heights, cushions, stools, a sofa, a carpet to sit on and lap trays for working. Students have a choice of where and how they want to work and think they will work best.

Students are also taking responsibility for posting examples of their learning and their reflections on Seesaw. The student-led conferences 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 these examples are just some of the many ways WIS students are taking ownership.

Today's assembly led by Grade 4V is a prime example of student agency or voice. The entire presentation was written, organised and presented or performed by the students. The focus of the assembly was, 'Is this the future we want?' All of the students had speaking parts. There were several pairs of MCs whose confidence and poise was impressive. Each group presented a topic of their choice about what they've been learning. The topics included: *Zero Waste, Australian Fires, Endangered Animals, Pollution in the Ocean, Hong Kong Protests, Causes of War, Trash, Bullying, Role Models, Spekbom, and Sustainable Development Goals (SDGs)*. The information was shared in a role-play, poster, slide presentation, or iMovie. Following each presentation the question was asked, Is this the future we want? The assembly concluded with the class singing a popular song to which they had written their own lyrics to incorporate all of the above topics. Grade 4V certainly left us all thinking about the future and what we can do about it.

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**



Penpals news

Our Grade 1J class has become penpals with Grade 1 in a school in Minneapolis, U.S.A. They've sent us pictures of their class and a field trip. We have sent them a collage quiz to see if they can work out where we come from. We are finding out many interesting things about each other.



SECONDARY PRINCIPAL

The evolution of technology - and a generation being born with it
There are discussions in homes, in schools and in social circles about the use of technology in schools. *How much is too much? What do we use technology for in schools? How do we control it? How do we educate young people to become responsible users of technology?*

Fact is that the use of technology in every sphere of our lives is a given these days. We here at WIS believe, that we need to educate young



people to use their devices, social media and everything that goes along with technology responsibly. How can that be achieved?

First and foremost, there must be conversations - at home, in school and amongst friends. Technology is not the ultimate solution to all issues we have, but it can be a useful tool. It can, however, also be a curse - if not used responsibly.

Here at WIS, we try to educate our children to use technology to **create** rather than to **consume**. We want them to use their devices **constructively** to benefit their education and their learning. But that goes along with knowing what to use and when to use it. Simply having a device at your disposal is not beneficial.

From early on, we try to educate our students here at WIS to be aware of their **responsibilities** and their **safety** when online. What you post, how you say something and where you post, tells a story about you. When you get older, social media can be used to showcase your strengths and your achievements. Your digital footprint can show potential employers or universities what your priorities are and how you 'behave' online. Again, using social media needs to be done **intentionally** and with **purpose**.

Some schools now start abandoning devices in classes. This happens for many reasons. There are reports that the use of devices in classrooms have not made a significant impact on student learning. However, here at WIS, we do believe that, when we use technology intentionally and educate our children on how to use it responsibly, we prepare them for real life. Our children are born into a generation where devices are part of basically every household and every person in the household from an early age.

In Secondary School we are discussing what the best ways are to incorporate learning online in our classes. We have a Bring Your Own Device policy and students generally are comfortable with their devices, be it a tablet, an iPad or a laptop.

We have started with Digital Portfolios that students are creating on [Google Sites](#) about themselves. In the portfolio they reflect on their learning and create links to their different subjects. These portfolios can potentially be useful for them in their future, when they start applying at universities or when they introduce themselves to potential employers. The way students present themselves digitally, gives a glimpse of who they are to anyone who has access to their portfolios. Portfolios are not automatically accessible to anyone. A person has to give access to others by publishing their portfolio. There are different permission settings that are available in this regard.



We also use Edmodo in Secondary School. [Edmodo](#) is a social medium that can be used similar to Facebook. It does, however, also have features like a **gradebook**, a **planner** and a **library** that are useful for communication and feedback not only to the students, but also to the parents. Edmodo is our main communication tool in the Secondary School. It helps us give **feedback on progress** on Formative and Summative assessments as well as **communicate** to students and parents. It also informs about assessment and assignment deadlines for students.

It is our belief here at WIS, that it is always better to educate than to ban or forbid. We therefore appreciate the support from our parents in educating our young people to use all their devices in a responsible manner. For further reading, I suggest that you have a look at '[Tablets our, imagination in: the schools that shun technology](#)'.

In our next Parent Evening, which is planned for **Wednesday, 12 February 2020 at 18:00 in the Staff Room**, we invite all new parents, but also all other parents to have a constructive conversation and discussion on how we educate our children to use technology to their advantage and safely.

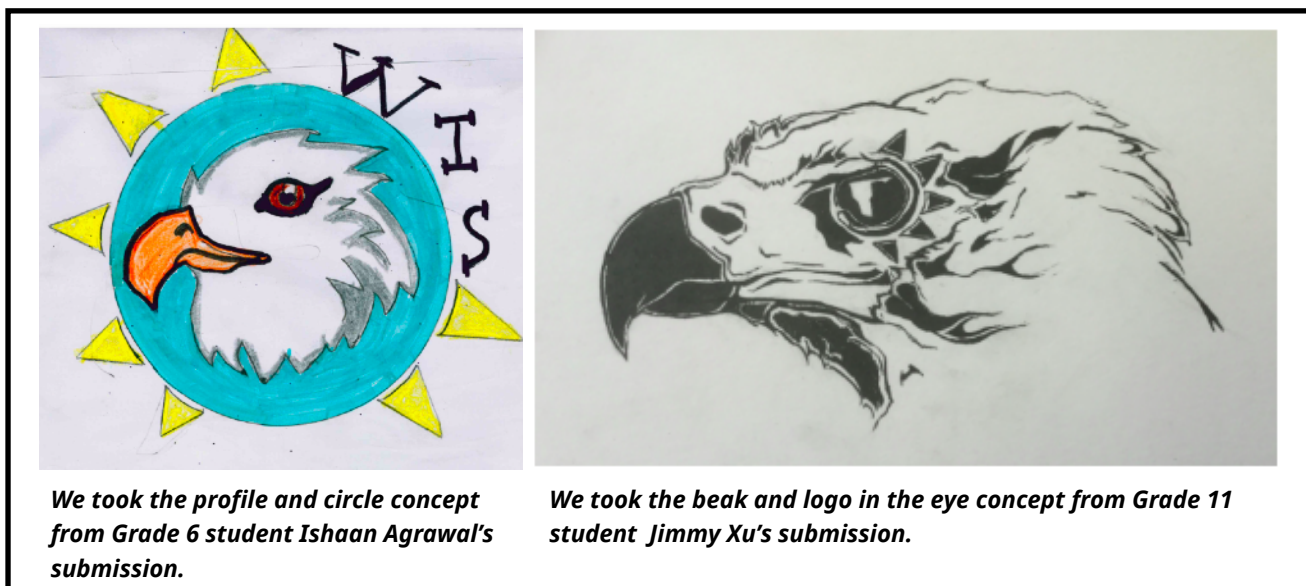
Regards,
Maggie Reiff

African Fish Eagle Takes Flight!

Fun Fact - A group of Eagles is known as a 'convocation or a congregation'. The WIS convocation of Eagles is almost ready to 'Spread its wings' over Southern Africa! It is with great excitement that I introduce the WIS African Fish Eagle Mascot! We are about to take flight! Most schools have two 'logos'- the official logo & the Activities Mascot Logo. Our official logo will remain the same (globe+Namibia+the dunes), but our activities logo (sports jerseys etc) will now include the Fish Eagle.



This comes after months of development, polling of students, students submitting designs and finally Jolene Nel creating the actual professional digitised version. How did we come up with this? It came from two student submissions.



We took the profile and circle concept from Grade 6 student Ishaan Agrawal's submission.

We took the beak and logo in the eye concept from Grade 11 student Jimmy Xu's submission.

Once we had the concept for the mascot, Jolene and I collaborated on digitising the logo to be used for sports teams, activities and t-shirts etc.

But we are not done yet. We will still need some more input from the community. We would like help coming up with the final version of the eagle 'crest' and a name for our new mascot.

Next week through the website everyone in the WIS community will have the opportunity to help select the final version of the mascot and submit a name for our new eagle. Be part of history, just like Ishaan and Jimmy! We had many submissions from the students and we thank all those who took part.

Here are some of the ideas for the final selection.

Be ready next week to submit a name and help us create the WIS - African Fish Eagle!



Gooo Fish Eagles!

Michael Parsons
Director of Teaching and Learning

REMINDER:
Please collect your 2019-2020 windscreen sticker at the Office!

It's Alive

Grade 6 Growing Mould on Bread

During our 'It's Alive!' biological sciences unit, Grade 6 Students have discovered what it means for an organism to be alive. As well, they have determined the basic needs of all living creatures, in terms of species survival; food, water, and a hospitable environment. They have looked at taxonomy, creating dichotomous keys, and have specifically classified some of the amazing native and indigenous Namibian organisms.

Students have also investigated environmental organisation. Seeking to better understand what it means for a species to be a species, while conceptualising an organisms place as an individual within a population of





that given species, while interconnected with other species populations within the community, whether as predator, prey, or competition. All of these biotic factors interact with their surroundings and environment as abiotic factors which affect life on our planet.

To better understand how these factors can affect an ecosystem, the students set out to measure the growth of mould (an organism in the Fungi kingdom) on a slice of bread placed in a - sealed for safety - ZipLock sandwich bag (the ecosystem).

Groups selected one Independent Variable (IV) from a list: including amount of water given (none, one spray, two sprays, etc.), type of water given (plain, salt water, sugar water, milky-water, coffee-water, chlorinated water, etc), or amount of heat/light given (sunny/warm window, dark/warm class storeroom, or cold/dark science refrigerator).

All the while identifying and controlling several other key variables that may affect the mould growth. Over a span of two school weeks, they made six observations of their three sets of each trial in their chosen IV.

Overall, students noted that mould grows best in a warm, moist environment, regardless of sunlight. And that different moulds grew in both the light or dark conditions. Moreover, students found that more mould grew in the warm/dark conditions than the others. This investigation really highlighted the utility of a refrigerator in prolonging the usability of our food, as we noted only minimal growth of any mould over the many trials of bread slices keep in the fridge.



We hope everyone walking past Room 71 for the last couple weeks enjoyed seeing our investigation on display. It was an eye-opening and disgusting experience watching our food decay in front of our eyes.

Jeff Bonazzo

W.O.R.D.
 Guess who is enjoying a dinosaur book during WORD reading lessons, Grade 1J.



The Pearl

The Gr. 8s finished reading the novel 'The Pearl' by John Steinbeck. As part of their Criteria C assessment, they had to answer the following: The Pearl is a short book - could anything have been gained by including more scenes?

This is what Jade Yan wrote:

John Steinbeck's The Pearl is full of emotions, loss, greed, and determination. This story's main theme is greed as it is displayed throughout the six chapters. Even though the book was interesting, I thought they could've added more scenes to make it more intense.

What Steinbeck could've possibly added to make his story more intense, is to increase the descriptions of the characters' expressions. An example would be, instead of giving a dull and basic description, he could have said: 'It was the cry of loss, the cry of death, and Kino knew that. The grief had eaten Juana from the inside, she would've died herself just to bring back her son, her only son. Her eyes were swollen and red from crying, throat sore from screaming in sadness and anger. She walked with Kino in silence for she had no words to describe her emptiness, or her longing to hold something small and fragile.' Such detail could make the reader more in tune with the emotions the characters are bringing forth, to feel the emotions the characters feel in that moment to see scenarios through the eyes of different characters. An area where such use of words could have been used was towards the end of the book when the watchmen fired the first shot.

Another good idea would be a paragraph or two of what happened after they threw the pearl back into the ocean. An example would be, do the neighbours act differently once they find out what had happened? Do they treat Kino horribly after they find out what he has done?

Ben-Timothy Visser wrote:

The Pearl by John Steinbeck is a short novel aimed at mature audiences, it preaches about how greed can cause pain, grief and great sadness which were all expressed throughout this novel. I personally enjoyed the book's content and how it played out. I think that the length and descriptions were enough to satisfy its readers, which leads me to my point of saying that the number of scenes was ample.

I think that John Steinbeck conveyed the purpose of the book perfectly. From a student's point of view and I think I can speak on behalf of others by saying that a child (more specifically a teenager) doesn't enjoy reading long books, especially if you can see that it is stretched out in order to make it longer. The book is short and to the point and that is why I liked it. I feel that Steinbeck portrayed it in a way to make younger audiences engage in reading higher-level books.

What John Steinbeck did was smart from a business point of view as well because if it turns out that people want more scenes, he could make more books like sequels focusing more on those scenes, which he could make more money off which is good for his career.

I conclude my opinion by saying that the book had enough detail and was a good starter for getting into higher-level books, therefore, I recommend this book for teenagers to read.

DNA

During the last two weeks in biology, we have been learning about the structure of DNA. As part of an assignment, we built a DNA model to help us understand the structure and the parts of the DNA molecule. To build this model we looked at many examples online and took into consideration the resources available. Finally we came into a conclusion on building the model with popsicle sticks and a large stick for support. We started our structure by painting the sticks to a complementary base, pairing adenine, guanine, thymine, and cytosine. We glued the popsicle sticks to the main stick and then added paper and beads to complete the structure. I really enjoyed my time building this structure, it has made me fully understand the structure of DNA.

Jessica Kennedy



Media Literacy

Making the connection beyond our classroom



Media literacy is an important and interesting component of the IBDP Language and Literature course. It requires students to study text types produced by the various media in order to understand how mass media use language to inform, persuade or entertain. Such texts are referred to as non-literary texts. Advertisements form part of our non-literary text studies. Some questions that come up in these discussions - *how are advertisements planned/conceived? What principles are followed when designing an ad? How advertisements manipulate the target audiences in some way or the other? Do the advert designers take cultural or gender sentiments into consideration when designing an ad? What role does stereotyping play in your industry?*

Who best can answer these questions but the experts themselves. A team from a local advertising agency - *Advantage* - were invited by our English teachers to enlighten us; a brilliant way to connect to the real world.

First they explained to us how advertising agencies work and which activities are involved in the process of advertising and what different branches there are within the company. While some people need to be in contact with the client and others are in charge of the production, a very important part of making an advertisement is naturally the design. There are many different aspects to consider - the message, the audience and what language is most appropriate to use. There is much more work that goes into the making of an advertisement than we might think.

They illustrated all this by giving us an example of a real advertisement that Advantage has made. The client was MTC and they wanted to convince people to switch from a 3G to a 4G network. They began their project by finding a good location to shoot and an 'influencer' who could star in the video, together with multiple other

actors that had to be cast. Then they had to design and make clothes for the actors. They also designed the music and song used in the video themselves. The agency has to come up with a storyboard for the video which will bring across the message of the client. Shooting the film often has to be done in a short period of time since the client expects quick results. Afterwards, visual effects must be added to the advertisement and it must be distributed to reach the targeted audience. To make it possible for the ad to appear on posters or in newspapers as well, another photoshoot had to be made. This entire process took them no longer than two weeks.

This seems like a lot of work for just a minute long video, but they seem pretty happy to do this. If you want to work in the creative section of an advertising agency you need to be able to visualise an idea before it is actually created and use your creativity to solve a problem. The team also admitted that advertisements sometimes have to use manipulative techniques, through specific language or pictures, to influence us.

The session was very useful for our English course since we have learned how advertising agencies use language and bias to their advantage and how media can shape our opinions and persuade us. This was also very interesting considering that we are currently discussing a very similar topic in our TOK course. Additionally, we have found out how an advertisement is made and will definitely be able to appreciate how much hard work goes into this process. It also made us think about the way in which we ourselves may have been influenced by media in our past and whether this is something positive or not.



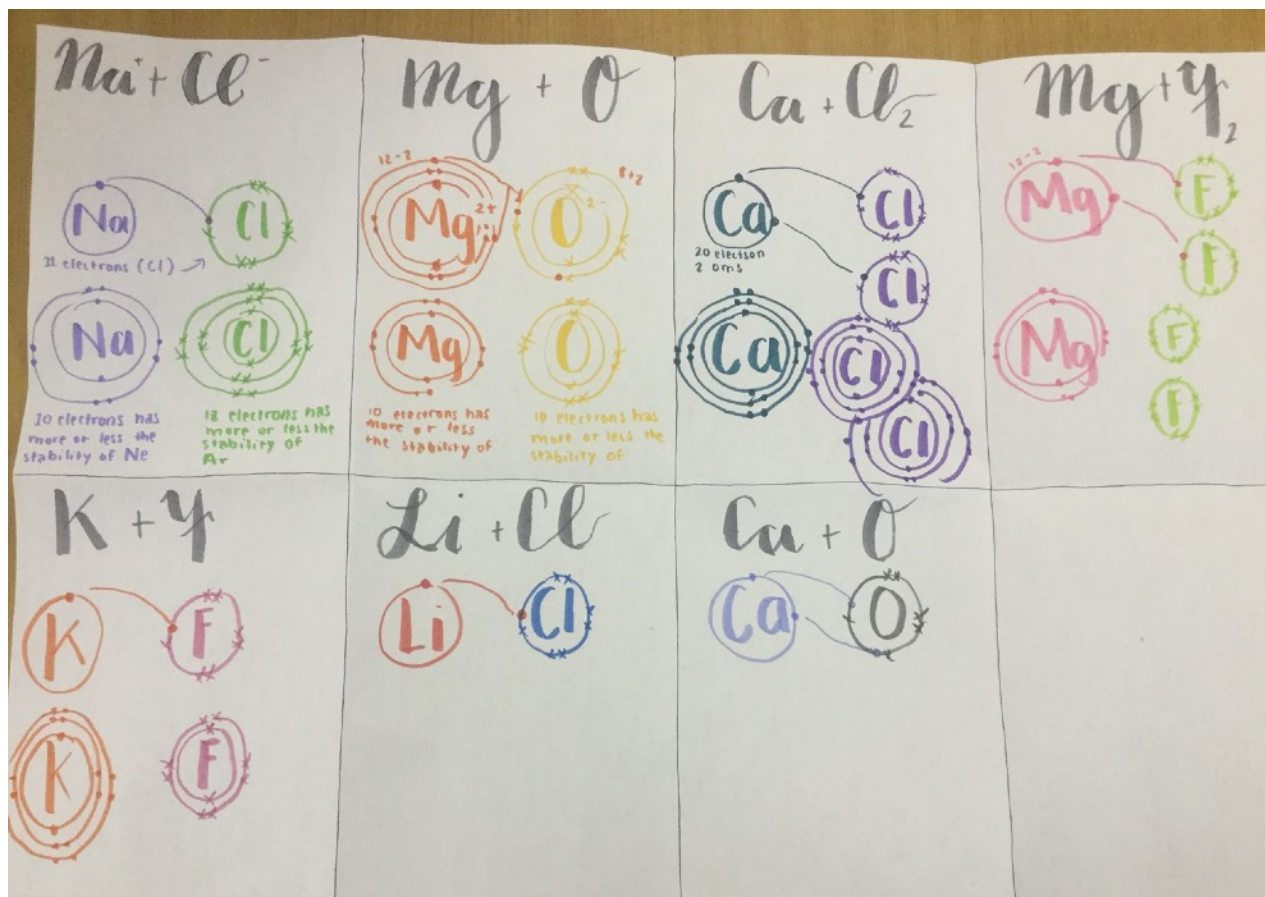
I think that everybody found the presentation interesting and has learned something from the visit. Maybe it has even encouraged some of us to look into advertising as a possible future job direction. Here are some thoughts that our classmates have shared about the experience:

- 'The presentation was very enlightening. I was unaware as to how many details and subtle components go into advertising and of all the ways in which the creators make them catchy.'
- 'In my business management class, which I take online, we are learning about marketing. After the presentation on advertising, I realised I could use the knowledge I learned for my business management class.'
- 'During the advertising presentation, I realised that a lot of hard work goes into creating a successful campaign such as creating 'mood' and 'story boards' and analysing the ethical issues behind a certain subject.'
- 'The presentation was very informative and opened my eyes to the thought process behind each individual advertisement in an entertaining way.'
- 'It was very interesting to receive an insight into a world that usually remains hidden from us. I hope that in the future we will have more such visits!'

Sara Hoyer, Grade 11

Science

This week in science we worked on ionic bonding. What are ionic bonds? Well, an ionic bond is the transfer of electrons between metals and nonmetals to form a stable compound with complete (Octet) shells.



We had an interactive classroom with models made with clay. Lessons were fun and a great learning experience to physically make and see the entire process!

Ben Timothy, Grade 8IB

CHRISTOPHER AIFF

MEMORIAL CUP 5-A-SIDE

Date: Saturday, 7 March 2020
Place: Windhoek International School, Scheppmann Street, Ext. 1, Pioneers Park
Fee: N\$500.00 p/team

Team requirements: Minimum 7 : Maximum 10 players



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