



PARENT INFORMATION PORTAL
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Dates to Remember 2023

- **1 May**
Worker's Day
- **4 May**
Cassinga Day
- **1 - 5 May**
May break: School closed
- **8 - 18 May**
MAP testing
- **11 May**
Parent workshop
- **18 May**
Ascension Day (School closed)
- **19 May**
Staff Work Day (No school)



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear Community,

The International Baccalaureate culminates in the most rigorous and highly regarded high school credential in the world, and our Grade 12 students start their DP examinations today. We view the International Baccalaureate's curriculum framework as something which holds intrinsic alignment to Windhoek International School's mission and principles:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

A group of 20 WIS students, teachers, educational assistants, teachers, and administrators are presently in the middle of a three-day workshop on "Identity and Race" run by [Alkimia](#), a human rights consulting group based in Namibia and South Africa. I have highlighted the last part of the IB's mission because this Alkimia workshop has reminded me of just how important and powerful it can be to truly understand that other people, with their differences, can also be right. We all learn and work and parent within a community that holds identities which differ from our own. When we acknowledge and examine this, we become more fully human. For it is only through truly understanding those whose race, religion, and culture differ from our own, that we are able to see and examine our own assumptions for what they truly are.

Re-registration Reminder

This is a friendly reminder that the [online 2023-24 Re-registration Form](#) must be **completed by 8th May, 2023**. Your timely re-registration indication will allow us to plan appropriately for the new school year. A late re-registration fee of N\$1000 per family will be charged for forms received after the 8th of May. Your reply by this date is required regardless of whether you plan to re-register, withdraw, or are uncertain at this time. If for any reason you are presently unsure, then Ms Carol Heimstadt will reach out to you for more information. Timely submission of this form helps the school plan next year's timetable, class lists, new admissions, and budget. Space at WIS is now limited, which means that a failure to submit a re-registration form may potentially result in the loss of a place for your child in August.

As mentioned in the [2023-24 School Fees Letter](#) from our Board Chair Mr John Chadyiwa, we are thankful to you for entrusting WIS with the care and education of your child. Together, we will continue to create a nurturing and inspiring environment for our students, empowering them to reach their full potential and make a positive impact on our world. The [2023-24 School Fees Structure](#) and [Payment Schedule](#) has now been posted to the school's website. Please do not hesitate to reach out if you have any questions at all.

WIS Policies: All WIS Policies, and their location on the cyclical review cycle, are linked [here](#).

- For your reference, the WIS Concerns and Complaints Policy is linked [here](#) and the [Concerns and Complaints Infographic Flowchart](#) appears at the bottom of this edition of the Oryx.
- As a public notice, the Whistleblower Policy is linked [here](#). The WIS Whistleblowing Case Officer is Ms Sharon Gorelick.

**Sincerely,
Ethan Van Drunen**

PRIMARY PRINCIPAL

Dear WIS Community,

Our International Baccalaureate (IB) Primary Years Programme (PYP) is a framework that is designed to provide students with a holistic and inquiry-based approach to learning. One of the key features of the IB PYP is its focus on transdisciplinary learning, which means that students learn by exploring real-world issues that span multiple subject areas. This approach allows students to develop a deep understanding of the interconnectedness of different topics and to see how their learning can be applied to real-world problems. Through the IB PYP, students are exposed to a wide range of topics that are both challenging and relevant to their lives. This not only helps to develop their critical thinking and problem-solving skills, but also helps them to develop a sense of empowerment as they realise that they can make a difference in the world around them. In addition to academics, students learn to work collaboratively with their peers, to respect different perspectives and ideas, and to communicate effectively with others. They also develop a sense of global citizenship as they learn about different cultures and perspectives from around the world.

The PYP Exhibition that students undertake in Grade 5 is the culminating project of the PYP. The exhibition is designed to showcase the students' understanding of the concepts, knowledge, skills, attitudes and action that they have developed throughout their time in the PYP programme.

The PYP Exhibition is typically a collaborative, interdisciplinary project that involves students working together in small groups to investigate a real-world issue or problem that is of personal interest to them. The students are encouraged to explore the issue in depth, using a range of sources such as books, interviews, surveys, and fieldwork. They then present their findings in a variety of formats such as speeches, videos, posters, and models. The purpose of the PYP Exhibition is to provide Grade 5 students with an opportunity to demonstrate their ability to engage in inquiry-based learning, to take action as a result of their learning, and to reflect on their own growth and development as learners. The exhibition also serves as a transition to the next stage of their education, as they move on to the Middle Years Programme (MYP) in Grade 6.

This year the students have been engaged in topics that range from deforestation and its impact on the environment, to the complex issue of gender stereotypes and how they affect our perceptions of ourselves and others. Also, students have been looking at issues of pollution on our land, in our oceans and rivers. Not only are students investigating human like poverty, hunger or conflict they are also trying to come up with solutions or raise awareness within the local community about some of these issues. Part of the exhibition process is for the students to communicate their identified issue or problem through chosen art medium which will make impact or raise awareness within the community during their exhibit. *(photos below show them creating their pieces)*



The IBYP Exhibition engages the whole community to help students learn. Groups are set up with a mentor (usually a teacher in the school) who helps them connect with experts and organise field trips. This year, some students have been to the Cheetah Foundation, Nannkuse WildlifeExperience, and interviewed experts from the World Food Programme, spoken to wildlife veterinarians regarding animal-human conflict and sent out various surveys and questionnaires to get other facts and real life points of view related to their issue.

The IB PYP Exhibition can be seen as a right of passage for students as they embark on a journey of inquiry-based learning that will not only prepare them for the challenges of the future, but also help them to become responsible and engaged citizens of the world.

The Exhibition evening, in which students showcase their learning journey and product will be on the 22nd of May. We welcome all members of the WIS community to come and celebrate this very special event!

**Warm regards,
Marcelle van Leenen**



Grade 5 Exhibition - Animal Testing

It's time ...

World Week for Animals in Laboratories: 24 - 30 April 2023

Hello, we are Ajay and Ines, two grade 5 students who are currently working on our school **Exhibition project**. For our project, we have chosen to focus on the topic of animal **testing**. We believe that it is important to raise awareness about this issue and to encourage others to take action to stop it.



I chose to research animal testing for my PYP Exhibition project. **Did you know that more than 100 million animals are exploited in testing every year?** I am passionate about animals and believe animal lives are worth more than a new beauty product. I was lucky enough to be able to interview two knowledgeable people who could share information about this topic in great detail.

I have chosen to research animal testing because it is a global issue that needs to stop due to the harm it causes to animals. Animal testing is also referred to as animal experimentation, animal research, and in vivo testing, and involves the use of non-human animals in experiments that aim to control the variables that affect the behaviour or biological system under study. Animals are being used as testers for cosmetic products, and although most people are not affected and do not mind that this is happening to animals, it is essential to consider the animals' suffering.

My research is based on animal testing and the suffering it causes. I believe that cosmetics companies can already make products using thousands of substances that have a history of safe usage and do not need any additional testing. Animals subjected to these studies may experience excruciating pain, anguish, blindness, enlarged eyes, painful and bleeding skin, internal bleeding, organ damage, and shame. The animals are being mistreated and left traumatised. Many laws have been passed in different countries to stop animal testing for cosmetic lines, while many scientists believe that animal testing allows for human help, providing many advances.

The good news is that we can make a difference. We can choose to buy products that are not tested on animals. We can write to companies and ask them to stop animal testing. We can also talk to our friends and family about why animal testing is wrong.

Remember, we all have the power to make a difference. Even though we are only 11 years old, we know our voices matter. If we all work together, we can put an end to animal testing and make the world a better place for animals.

Cruelty-Free Skincare Brands

ALBA BOTANICA PACIFICA KISS MY FACE ACURE ORGANICS YES TO DESERT ESSENCE AVALON ORGANICS ANDALOU NATURALS NOURISH ORGANIC DERMA E AUBREY ORGANICS QUEEN HELENE ELF FIRST AID BEAUTY PAULA'S CHOICE OLE HENRIKSEN GLOSSIER	PAI MAD HIPPIE JUICE BEAUTY DR. HAUSCHKA S. W. BASICS SUPERGOOP BLISSOMA INDIE LEE RENEE ROULEAU COOLA ONE LOVE ORGANICS MEOW MEOW TWEET SIBU OZ NATURALS SUNTEGRITY FARMACY REN	MURAD DERMALOGICA HERBIVORE BOTANICALS SUNDAY RILEY TATCHA TATA HARPER DRUNK ELEPHANT DR ALKAITIS RODIAL KAHINA GIVING BEAUTY MUKTI GOOP OSEA RADICAL SKINCARE DERMADOCTOR KATE SOMERVILLE DR. DENNIS GROSS
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CRUELTY-FREE KITTY

Thank you for taking the time to fight for animals 🐶🐱🐭🐹🐮🐷

Listen to our [Podcast interview here](#). Support cruelty-free products by using the [Beauty Without Cruelty SA Guide](#).

He doesn't get lifestyle diseases, wear makeup, smoke, drink, overeat, or find inventive ways to kill.

He also doesn't react to medical research in the same way

Help us to help them.

World Week for Animals in Laboratories

Beauty Without Cruelty®

QR code with Snapscan logo

Ajay & Inês (Grade 5 students) and Ms. Beata (Exhibition Mentor)

SECONDARY PRINCIPAL

Establishing a culture of respect and kindness

In the past year we have experienced more incidents of unkind and disrespectful actions among our children, particularly in middle school. We are working on finding the root causes for this and believe that a lot of these behaviours are a result of the very direct exposure our children have to social media and the strong influence social media has on the culture of young people in our society at the moment.

To be able to address this concern and find ways for our children to understand and learn how to navigate the influences around them in a manner that is kind and respectful, we need to work on concrete interventions as well as conversations with parents to come together to address and resolve these concerns.

In the past weeks, Ms. Marcelle, Ms. Sharon and teachers in the upper primary school have worked intensively on students' experiences with behaviours that are hurtful and damaging to their self esteem as well as having an effect on the way they behave towards others.

We will build on this work the primary school has done in our middle school to ensure that we as a school have a clear understanding and clear expectations and that we support our kids in the way they interact with each other and their environment. We need to come together with parents to discuss ways we can find to address concerns that are prevalent at the moment in a manner that assists us as educators to guide and support our



children to make choices that are healthy, kind and respectful to themselves, but are particularly connected to their interactions with others.

We need our parents to support us in this endeavour so that our children get a consistent message from home as well as from school.

We will communicate the different events that are planned in this regard with parents in the coming weeks and hope that we can get the support from all our stakeholders to move us into an environment that is kind and respectful.

"Kindness is the golden chain by which society is bound together." —Johann Wolfgang von Goethe.

**Regards,
Maggie Reiff**

Grade 7 Fables

Fables are short and simple stories that use animals, plants, or inanimate objects to convey a moral lesson. These stories have been passed down through generations and have been used as a tool for teaching important values and life lessons to children and adults alike.

The purpose of fables is to teach moral values and life lessons in a way that is easily understandable and relatable to people of all ages. By using animals or other elements of nature as characters, fables are able to convey important messages without being too direct or preachy.



The morals that fables teach are often timeless and universal. They teach us about the importance of honesty, kindness, hard work, and other virtues that are essential for leading a happy and fulfilling life. For example, the famous fable of "The Tortoise and the Hare" teaches us about the importance of perseverance and not underestimating our opponents. The fable of "The Ant and the Grasshopper" teaches us about the importance of hard work and planning for the future.

Fables are not only important for teaching moral values, but they also help to develop critical thinking skills. By presenting a problem or dilemma in the story, fables encourage readers to think about how they would approach the situation and what actions they would take. This helps to develop empathy and problem-solving skills, which are important for success in all areas of life.

In addition to being educational, fables are also entertaining. The use of animals and other elements of nature as characters adds a sense of whimsy and fun to the stories, making them enjoyable to read or listen to. Please enjoy some of the fables our students have created themselves.

The two lions and the two trees - Mea van Zyl

Once upon a time, there were two lions walking down a road looking for shade. Finally, they came to a tree, but the tree was just a plane tree. The two lions were very unhappy because they wanted a tree that provided ample shade and fruit. So the lions kept walking, taking their chances.

Soon the lions reached another tree but this time the tree was a thorn tree. The lions were unable to use the tree as shade because the thorns were too sharp to sit close to. So, they kept on walking trying to find something better.

The lions got too tired to carry on, so they were forced to rest in the open without any shade or tree. After that rest, the lions came to realise that rather the devil you know than the devil you don't. And so the lions lived their lives never to gamble again.

The spider and flies - who will survive? Jessica Damon

On a cold, gloomy day in the corner of the Addams' kitchen, lived a spider, a hungry one might I add. His web had been dry for days, not a bug in sight.

The fateful day come when two brother flies smelled the leftovers and they couldn't resist. As they were enjoying their meal, a heavy wind blew one of the brothers straight into the web. "Gotcha, I have been waiting for this!" exclaimed the spider from a distance. The second fly rushed over to his brother, "Barry, everything will be okay. I'll get you out."

"Bobby, listen to me. Fly away while you still can." Barry replied, "No way, I'm not leaving you." As he flew directly into the web himself.

"Yes, a double-whammy! Must be my lucky day." The spider cheered. He started crawling over and the brothers became frantic. "He's coming, WHAT ARE YOU DOING?" Bobby said.

"Just don't say anything. I got this, maybe. Barry said. "And smile, trust me."

"Spider, buddy, old friend. What's good?" Barry said with confidence. "You, both of you. I'm going to enjoy this." said the spider.

"WAIT." Yelled Bobby.

"What are you doing?" Mumbled Barry. "Saving us. Don't eat us, please!" Said, Barry. The spider respected his bravery, and came up with a compromise. "He said to them, "One of you is going to live and the other's gonna die," he smirked, "and it's your choice. You have five minutes."

"Bobby..." Barry started.

"No, don't say it, just don't." Bobby sobbed.

"It's okay," Barry continued, "you have a long life ahead of you, it would just be selfish if I lived." "But you have a wife and child." Bobby reminded him.

"You can look after them."

"You don't understand, living without you is the same as dying." Bobby pleaded.

"My job is to look after you Bobby. Please try and understand, there is evil before us, and if you live, we're choosing the lesser of it." Explained Barry.

"No, I refuse." Cried, Bobby.

"Well, it's too late. I love you, little bro..." He called the spider and said, "It's me, I'm your dinner. Now set him free."

"As you wish." The spider cut Bobby loose. "Any last words?"

"Yes, Bobby take care of them, I know you can., Barry assured him.

And puff, he was gone. Bobby couldn't believe it. But he knew he had to be strong, for his brother. He flew home and raised his brother's kid, took care of Barry's wife, and lived by the motto... Choose the lesser of two evils.

The Greedy Lioness - Aaron Ollomo

One day there was a hungry family of lions. It was migration season so all of the herd were moving north, leaving the lions famished. The mother then decided that she would go hunt before all the herd left northwards. Her hunt was very difficult as she had to go through some hyenas but she managed to catch two kudus. While she was bringing back the two prey, she had the thought of getting more as reserves. She hid her already captured prey in a thorn bush and went back to the herd to try and get one or two more of the kudus.

Unfortunately for her when she arrived, she found the remaining kudu being eaten by hyenas. Knowing that she couldn't fight the hyenas alone, she called it a day and returned back to her pride. She returned to the thorn

bush to get her two kudus but they weren't there either. She saw leopard tracks next to the bush and made the conclusion that a leopard stole her prey. So she returned empty handed and the pride remained starving.

New WIS Student Newspaper

Hi WIS community, we're the student newspaper committee, and we consist of 8 Grade 9 ATL students ; Estee, Isabella, Maygen, Fadel, Mohamed, Jerry, Kylie, and Kazuki. Our goal is to create a platform where the community can express themselves freely, and a place where we can appreciate the members of the community.

The articles on the newspaper will consist of some student achievements, school events, student submitted articles, and an entertainment corner. While we would love for students to express themselves freely on the Buffalo, all articles will be checked and proofread before being published. In terms of funding, we are planning to sell advertisement slots to those who are interested in spreading awareness about any companies, businesses, or events coming up. If you are interested in either writing an article, or looking to purchase an advertisement slot, please contact our designated email (thebuffalo@wis.edu.na) once we say we are accepting articles.

We hope to publish our first edition of The Buffalo before the end of this school year. Thank you, for your cooperation and support!



Grade 9 ATL Newspaper Committee - Estee Jacobs and Kazuki Sadamoto

NEW PROJECT - SCHOOL INTERVIEWS

We are the grade 9 ATL class and we have come up with a new project "The interview committee"

We will be interviewing teachers, parents, workers and students, basically the whole community of WIS. The main aim of this project is to get to know the WIS family. We will be asking questions about WIS and also a few general questions like, what motivates you in life, how would you describe the colour yellow to a blind person and what advice would you give to someone who is about to be born and many more. Our initial motivation for this project is Brandon Stanton, with the Humans of New York project.

We have no name for our committee yet but a Google vote form document will be sent to you. The names are; The Humans of WIS, The Community of WIS, The Faces of WIS and the Eagles of WIS.

Every person that will be interviewed will be given a form to sign for consent. But for students below the age of 16 years we will need their parents or guardians to sign on their behalf. If you want to see our work it will be published in the Oryx, Instagram, Facebook and all the schools website.

We are asking the whole community of WIS to please support this project and feel free to approach us with any questions or feedback.



Saima Jonas - Grade 9 ATL Interview Committee

Winter Wonderland Dance

MIDDLE
SCHOOL
N\$30

FREE
ENTRY
FOR GR. 5

Save the Date!

2 June 2023 - 18:00 - 21:00

WIS PE Hall

Grades 5 - 8

Dress to Impress!

For more information see your Middle School Reps.

UPCOMING PARENT WORKSHOP

✓ **11 MAY 2023, THURSDAY**
The Science of Reading - *What you need to know as a parent.*
08:00 - 09:00 (WIS Staffroom)





INTERNATIONAL FOOD & CRAFT BAZAAR

IN SUPPORT OF GBV PREVENTION AND RESPONSE IN NAMIBIA



VENUE

WINDHOEK COUNTRY CLUB RESORT

DATE

SATURDAY, 13 MAY 2023

TIME

10H00 - 14H00

FREE ENTRY

LOCAL ARTISTS & CUISINE

BIG RAFFLE PRIZES TO WIN

More than 22 embassies participating, with performances from India, China, Mexico, Japan, Russia, Indonesia and more

ENTERTAINMENT FOR KIDS, FACE PAINTING, TRAMPOLINE, AND MANY MORE!



NAMBASCO PRODUCTS TO HELP FUND THE DESERT LION PROJECT IN NAMIBIA



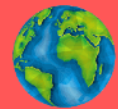
WHY NAMBASCO PRODUCTS?

Each product sold donates **N\$1** towards the tracking and protection of the Desert Lions of Namibia.



Lucian Fineberg - owner of Nambasco

WE NEED YOUR HELP!



This is part of my Exhibition Unit - **Saving the Planet** - Human and Lion Conflict in Namibia.

RAISING AWARENESS & FUNDRAISER

We need to collectively work at saving our wild roaming lions but also help our local communities in coexisting together.

FUNDRAISING



I would like to appeal to the whole of **WIS community** to please look at the offered products and help me in raising some funds for this specific cause.



THE PRODUCTS

From Spices to Sauces



HOW TO HELP?

You can place your order on the order form that I will share with the WIS community - orders will close on **15 May** and you will receive your products on 22 May at our Exhibition Evening or the day after.



STAND A CHANCE TO WIN A PRIZE!

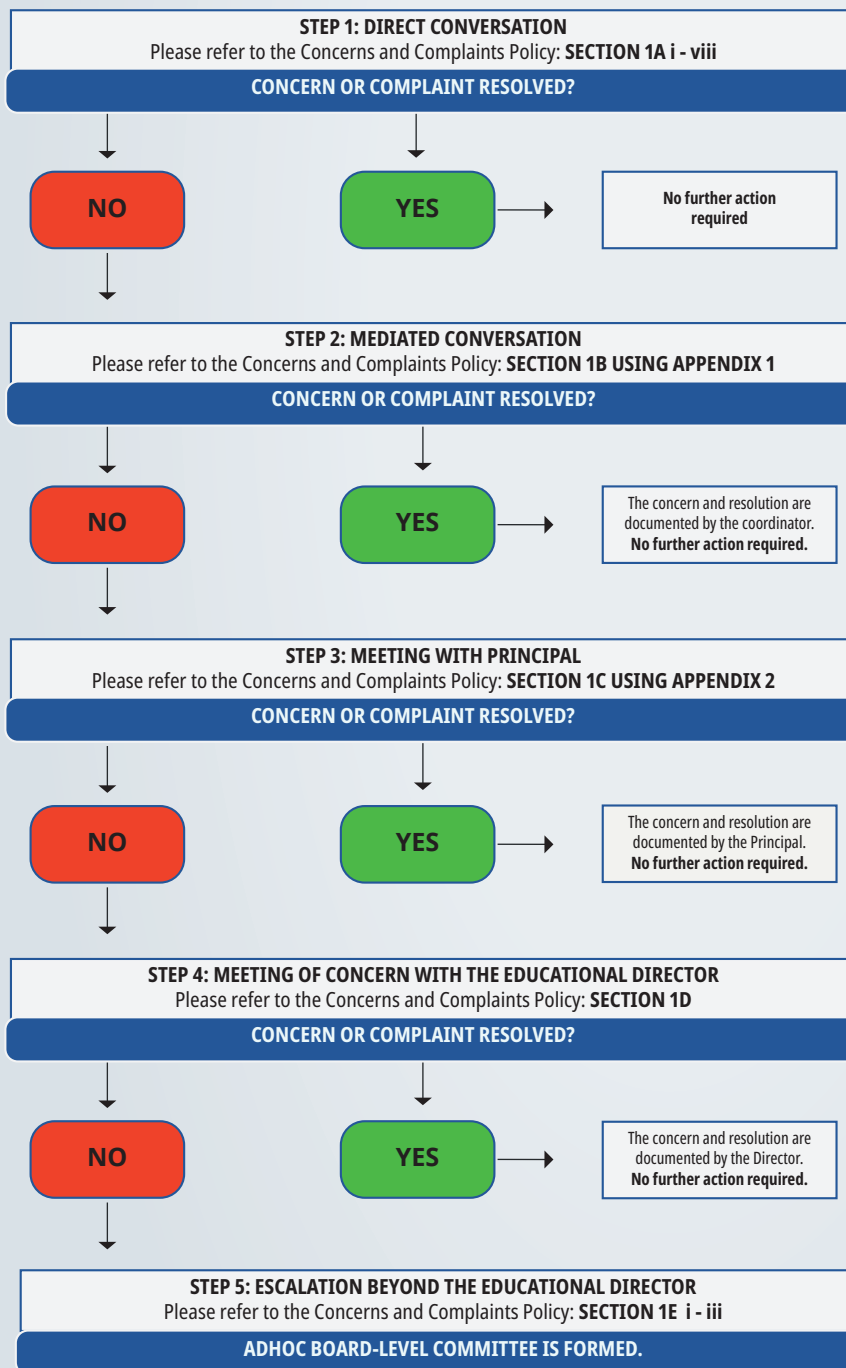
There will be a lucky draw on **22 May 2023** at the Exhibition Evening - 3 lucky winners! Everyone who purchased a product will go into the draw.

For more information contact Japie at jjansevanrensborg@wis.edu.na

CONCERNS AND COMPLAINTS FLOWCHART

If any student, parent, guardian or staff member has a concern or complaint for any reason, the procedure set out below shall be followed. All concerns and complaints will be treated seriously, with sensitivity and confidentiality. Prearranged and face-to-face conversations are preferable to emails. *Staff complaints involving employment matters are to be directed through Windhoek International School Staff Association.*

The following steps guide the reporting and resolution of concerns and complaints:



Private Bag 16007, Pioneers Park, Windhoek | Schepmann Street, Pioneers Park EXT. 1, Windhoek

| Tel: +264 61 241 783 | Fax: +264 61 243 127 | [E-mail](#) | [Website](#)

