



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Child Protection

Reference is often made to WIS being part of a worldwide network of international schools. We may be unique and geographically isolated in Namibia but we have a vast network of support organisations only a mouse-click away.

Nowhere is this more important than in the context of Child Protection.

All schools must be alert to the dangers that threaten children today both in person and, increasingly, online. International schools have taken the lead in raising awareness of child abuse and WIS has drawn heavily on these resources. Here are two prominent examples.

<https://www.cois.org/about-cis/child-protection>

<https://aisa.or.ke/Child-Protection>

Below is another very valuable source that is used by the school.

<https://www.icmec.org/about/>

"WIS is dedicated to creating a safe environment for all children in our care. We believe in the right of all children to be protected from all forms of violence, abuse, neglect and exploitation, as set out in the UN Convention on the Rights of the Child and in keeping with the Namibian Child Care and Protection Act of 2015." *WIS Child Protection Policy*

Peter MacKenzie

PRIMARY PRINCIPAL

Do Primary School children really need tutoring?

Periodically parents of children in the Primary School ask the teachers, educational assistants or me about recommendations for tutors for their children. It has caused me to wonder why a child would need to be tutored if it isn't recommended by the classroom teacher. Is it because the parents don't feel that the child is learning in school what the parents deem important? Is it because it's the cultural norm that children are tutored after school? Is it because of parents wanting to ensure their child gets ahead? Is it just because the child's peers are being tutored and parents want their child to keep up with his/her peers? Or is it really that the child could use a boost in understanding the concepts being taught in class.

Whatever the reason for tutoring there are some things to keep in mind.

- Children have a full day at school which is often followed by a programme of after school activities. They are tired at the end of the day. To then have a

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Dates to Remember

February 2020

- **17 - 21:** Book Week
- **17:** Grade 7 Trip
- **20:** IGCSE Info Session

March 2020

- **03:** Sec Inter-house
- **06:** End of Term 3
- **16:** Start of Term 4
- **21:** Independence Day



Facebook



Instagram



Twitter



ALUMNI

Ankita Verma graduated at WIS with the IB Diploma in 2017. Ankita is in her third year of studying medicine in Prague (Czech Republic) at the Charles University in the Second Faculty of Medicine.

It is a 6 years Masters programme (MD). She will graduate in 2023 and plans on moving to the US if her USMLE scores are good or stay in Europe and move to Germany.

Her words at the moment:

'I am still not sure at the moment, it really all depends on the exams that I must complete after graduating because in order for any junior doctor to be able to work, they must successfully pass the state exams in the country they wish to work in. India and the Czech Republic are also other options. The Paediatrics care in Motol Hospital (the hospital which is where the medical is based) is really of top quality! I am keeping my options broad as I still have some time.'



tutoring session, followed by doing homework, doesn't really give children any downtime.

- In order for the tutoring to be successful and support your child's learning at school, it is important for the classroom teacher to be guiding what the tutor does. Otherwise, the tutor may be contradicting what's being taught in school and ultimately confusing your child, thus defeating the purpose of having a tutor in the first place. The tutor should be in regular contact with the classroom teacher and understand how the concepts are being taught in school so that the tutor can reinforce the concepts during the tutoring session.
- If you are questioning whether or not your child should be tutored, consult with the classroom teacher first. Your child's teacher has a good understanding of your child's progress and whether your child might benefit from being tutored in a particular subject.

My conclusion is that most children do not need tutoring after school. They need time to unwind after the day and enjoy playing. Encouraging children to read is one of the best things a parent can do to support children's learning.

Regards,
Beth Smith

PYP Coordinator's Message

This week sees the start of the Grade 5 PYP Exhibition.

In the final year of the PYP, students engage in the **IB PYP Exhibition**— a student-led inquiry into a passion concept of interest to them. This is both a demonstration of student agency and a reflection on students' capacity to orchestrate their own learning. The exhibition offers students the opportunity to put their interests, transdisciplinary thinking, knowledge, conceptual understandings, skills and attributes of the learner profile into action. They undertake their investigation both individually and with their peers, together with the guidance of a mentor and homeroom exhibition teachers, from within the school community.



To highlight the beginning of the Exhibition process students heads off on a three day camp to West Nest Lodge this week. This is to kick start and unpack the process with some team building, camaraderie and excitement leading into their Exhibition journey 2020.

The PYP Exhibition is an opportunity for students to synthesise the essential



elements of the PYP and share them with the wider school community. As a culminating experience, it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) Learner Profile they have been developing throughout their engagement with the PYP. The Exhibition unit takes place under any Transdisciplinary Theme.

Based on the transdisciplinary theme: *'Who We Are'*, students pitch their passion. From here they formed their concept inquiry groups based on similar passions and ideas. Throughout the process the students will be required to incorporate the essential elements of the PYP:

Knowledge, concepts, skills, Learner Profile Traits and action.

1. *Knowledge: What do we want students to know about?*
2. *Concepts: What do we want students to understand? (big ideas)*
3. *ATL Skills: What do we want students to be able to do?*
4. *Learner Profile Traits: What do we want students to feel, value and demonstrate?*
5. *ACTION: How can my new understanding evoke authentic and meaningful action?*



Thanks go to Ms. Kaye, Ms. Pamela, Mr. Gerson, Mr. Danai and Ms. Beth for taking the time to go with Grade 5 to begin this exciting process. Stay posted for feedback about their camp and more information about what the IB PYP Exhibition is all about.

Avril van Zyl

Message from the FNCC

Bonjour Parents and Caregivers of students that are learning French at WIS.
This is a message from the FNCC:

"The last creative workshop in French of this year will take place this coming Saturday 15 February 2020 with **'The 2CV: model of a famous French car!'**

It will take place at the **FNCC, from 10:00 till 12:00 , classroom 6, under the supervision of Ms Isabelle De Joannis De Verclos, French teacher.**

Cost: N\$ 90/ child per workshop, cash on arrival.

In order to adapt the workshop to the age and number of participating children, thank you for letting us know in advance if your child will be participating.

It is still possible to enrol last minute as well!

Please, feel free to contact me, should you have any questions, requests or suggestions.

Kind Regards,
Madame Laetitia
lborryni@wis.edu.na,
081 834 76 55

Atelier créatif pour enfants en Français !

La 2CV



Fabriquer la célèbre voiture à partir d'une maquette.

Samedi 15 Février de 10h00 à 12h00 au FNCC

"Vous voulez pratiquer le français en vous amusant ? Rejoignez-nous !"
Atelier créatif ouvert à tout enfant parlant le français.
N\$90/enfant à l'arrivée

10h-12h au Centre Culturel Franco-Namibien, 118 Robert Mugabe Avenue

"Want to practice your French while having fun? Come and join us!"
Creative workshop open to any children speaking french
N\$90 cash on arrival

10 am - 12 pm at Franco-Namibian Cultural Center, 118 Robert Mugabe Avenue



Introduction to the PYP PARENT WORKSHOP

Dear Primary Parents

You are invited to an Upcoming event: Primary Years Programme Workshop for parents; relevant to those families new to the PYP and would like to find out more.

When: Monday February 17th, 2020

Time: You can opt to attend the 7:30 - 8:30 am session or 12:30 - 13:30 pm session

Venue: Multimedia room (next to the Health Room)

Please fill out google form [here](#) to sign up for this fun, informative and interactive session to find out how your child learns in the PYP.

Looking forward to seeing you there.

Avril van Zyl (PYP Coordinator)

Book week: 17 - 21 February 2019

Dear WIS community,

Next week is Book week. This year our theme connects our WIS community being mindful of Random Acts of Kindness - to animals, people, our environment. **'Read, Share, Dream'**



Some exciting engagements and events will be happening next week. So please feel you can come and get involved.

- All week you can sign up with your classes as visiting readers. Or come to the library at break times to share stories and books of kindness.
- All week students will be sharing their favourite books.
- Buddy reading - our students across the school will come to share books with each other.
- Story writing and sharing of books across the school and many other book related engagements.
- Friday, February 21st: **"WIS Reading River"** - the whole WIS community will stop at 11:20-11:40 to come together on the central pathway and read.
- A Random "Act of Kindness" wall will be created at the thatch all week. Community members one and all can come and post thoughts of kindness: to people, animals, about our environment or our community.
- Friday, February 21st, there will be a **Book week Dress up parade** for Primary, on the small sports field. Dress up as your favourite kind character from a book or a story. Bring the book and make a little poster that is connected to your book. Event starts at 7:30am-8:20 am.
- Friday, February 21st, is **International Mother Tongue day** - come and share your stories in your language.
- We will also have the opportunity to meet **published authors and poets**, who will visit the school to share their work.
- **BOOK EXCHANGE** - a shelf will be set up in the library to come and donate books to exchange.

Published author: Helvi Wheeler will be selling her books next Tuesday around 11:00. Click on the link to see her [catalogue and price list](#).

SECONDARY PRINCIPAL

My future is my choice - and there are so many choices

Next Thursday, 20 February 2020, we will have our IGCSE/IBDP Information Evening where parents and students and the public are invited to familiarise themselves with these two programmes.

What is the relevance of such an evening? Mostly, it informs students and parents about the choices for the incoming cohort of IGCSE and IBDP classes. When making subject choices, how do you go about it?

This is a very important moment in young people's education. The choices and decisions should be made with care and careful consideration of many different factors. What are my passions? What are my strengths? What are my plans and my dreams for my future? All these should be considered when making the decision on which subjects to choose.

It is, however, also important to look further than just these questions. Future generations of people entering the job market, will need skills that you do not learn in specific subjects, but skills that you acquire when you are well rounded, when you are able to venture into unknown territory. Skills like higher order thinking, compassion, flexibility and an open mind to new challenges and opportunities.



We want to urge all parents and students to embark on this process with an open mind and to consider different options. When selecting subjects for IGCSE it is not yet necessary to commit to a certain career path. It is much better to select subjects that leave an open path for further studies. In the IBDP, it is different. Subject choices do determine further studies and opportunities, so the selection needs to be done with care and considering all the options available for further studies. These choices are best made when children and parents discuss this together and look into the possibilities and also the restrictions with care and realistically. And it is advisable to talk to the subject teachers to get advice and some clarity.

I wish all our students who are at the brink of the next step in their education, that they make their choices with an open mind knowing that in their future career paths our children have to be flexible and adaptable.

Regards,
Maggie Reiff

U16 Senior Boys Basketball

At the time you're reading this newsletter our U16 Senior Boys Basketball are on court competing against a range of premier educational institutes in Southern Africa in the prestigious annual St. Stitian Basketball Competition.

Schools from Botswana, Zimbabwe, RSA and (most notably) Namibia compete over three intense days of competition.

We look forward to bringing you news next week of the boys journey and their sporting experience as they play with the elite schools from the continent. **Best of luck to our team, they will return back to Windhoek at 21:45 in on Sunday.**

***Fun side note:** As we started to get ready for lift-off, the Capitan of the SA75 flight welcomed us, the Windhoek International School Basketball team on his trip and wished us a good flight. How incredibly kind, we are so proud!*

Thomas Jackson-Read



Being the change

The current unit we are working on is "be the change". We brainstormed and discussed in class what it meant to be the change and how we can directly link it to our life in school. Through the ideas we were passing on, we realised that the relationship between students and workers at the school is very poor. There is little to no interaction between students and workers daily. The workers such as the security guards, cleaners and groundsman all do magnificent jobs in their selected field, and they may not feel as appreciated as they should.



So collectively as the Grade 8 group, we decided to make cards for each of the hard-working employees, and host a kind of meet and greet of sorts. We organised drinks, biscuits, and all kinds of goodies and invited them into our class, we handed out the cards and began getting to know them better. We exchanged information about ourselves (which led us to find out some pretty intriguing stuff). The whole experience was really heartwarming, and it gave off the interconnectivity that we strive for at WIS. We hope to better the relationship between the workers and the students in the near future, and I believe this was a step in the right direction.

Awana Andrade, Grade 8AJ



French Pyjama Party!

The Grade 7's had a pyjama party on the 7th February. This was a chosen activity from one of the presenting groups in our French class (Gerhard, Unda, Emmanuel). As we finished presenting our invitations, everyone voted for the party we liked the best. We may have had the party we'd like to throw, but we needed to organise what we should bring. We each bought or brought a game or a snack for the party, and a sleeping bag for each of us to sleep on. Now the party begins!

We all arrived at 5 pm on Friday and started to play mini games! Games we all agreed on playing. Shortly after, we ate pizza which we all enjoyed eating. Thank you Mrs. Catherine for the delicious dinner choice! We watched movies, socialised with friends, played hide and seek, played card games, and so much more! It was very fun and everyone enjoyed it. We all wish to do it again, and would like to thank Mrs.Catherine for this amazing party.



La soirée pyjama de la classe de français!

Les grade 7 ont organisé une soirée pyjama le 7 février. C'était une activité choisie par un groupe de la classe de français (Gerhard, Unda, et Emmanuel). À la fin de nos présentations, tout le monde a voté pour la fête que nous aimions le plus. Nous avons dû créer une invitation pour une fête que nous aimerions organiser, mais nous devons ensuite organiser notre fête si elle était sélectionnée. Nous avons chacun acheté ou apporté un jeu ou une boisson pour la fête, et un sac de couchage pour que chacun puisse dormir. Maintenant, la fête commence!

Nous sommes tous arrivés à 17 heures et avons commencé à jouer à des mini-jeux! Des jeux sur lesquels nous nous sommes tous mis d'accord. Peu de temps après, nous avons mangé une pizza que nous avons tous adorée. Merci Mme Catherine pour le délicieux choix de dîner! Nous avons regardé des films, discuté avec nos amis, nous avons joué à cache-cache, à des jeux de cartes et bien plus encore! C'était très amusant et tout le monde a apprécié. Nous souhaitons tous le faire à nouveau et nous remercions Mme Catherine pour cette fête incroyable.



Samy and Ivy, Grade 7

Dagbreek visit

On 5th February, both Grade 8 classes visited the Beginners' classes at Dagbreek School for the Intellectually Impaired. We decided to visit them, inspired by our 'Be The Change' theme in Homeroom.



The experience was different from anything we had experienced formerly, as most of us have never spent time with children like them before. We really enjoyed the visit though, and they surely did too! We had a few planned activities, such as face-painting, a scavenger hunt, and ball games. It was awesome! We also had a little picnic and donated soccer balls to the Beginners' classes.

It was fantastic to see the Dagbreek children's faces when we arrived, so full of excitement and joy that they were getting visitors. All of them were very interactive and eager to participate in the activities that we had planned. The day was a huge success, both for the WIS students and the Dagbreek children.

We would like to thank Ms. Isabeau and Ms. Angie for making this trip possible. For the WIS Grade 8 group, it was a truly fulfilling experience. The visit opened our eyes to a very special part of the community that is often overlooked. It made us feel like we were doing something to help our community, and we also once again realised how privileged we all are.

Sarah Tibazarwa Grade 8IB

Let's Get Physical

Grade 6 Scientists Changing States of Matter using Chocolate

During our 'Let's Get Physical!' physical sciences unit, our Grade 6 students are unlocking the secrets of the atomic universe. They have discovered that everything in our universe is made of matter. They now understand a simple definition of matter as, 'anything that has mass and takes up space.' They have deciphered the difference between mass and weight and have come to the realisation that everything on this planet - even our air - has mass.

By referencing The Periodic Table of Elements diving into atomic number and atomic mass, they have developed an understanding of the fundamental building blocks of atoms, called protons, neutrons and electrons. To make this subatomic world more concrete and realistic to them, they have built atomic models of atoms and have hung them around the classroom.

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 motion. 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 is the different states of matter. Understanding each of the more common states of matter - solid, liquid, gas, and even plasma - based on the alignment of molecules, their volume, and their shape has brought them to better understand how energy can be added or released to change from one state to another.

In class, students are working on a 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. 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?'

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 are all looking forward to eating.

With all this background they were ready to investigate. Students identified what the independent variable would be for the investigation and how they would 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 and what units they would record in.

They also needed to identify and set Controls, like the temperature of the water bath to ensure all samples were exposed to the same amount of heat, the method for the melting procedure, and the quantity of chocolate used for fair and valid trials to get their data.

From here, students will now be working on a Criterion C Assessment, processing their data, displaying it effectively and evaluating both their hypothesis and the accuracy of their results.



After melting the different chocolates students had the enviable task of sampling their product by dipping marshmallows into their favourite flavours. 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.



Jeff Bonazzo

W.O.R.D.

Guess who is also reading during our scheduled reading lessons, Ms. Anna, Grade 4.



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The IB Diploma at Windhoek's International School

IGCSE & IB Diploma Information Evening
Windhoek International School / Thursday 20th February 2020 / 18:00

WIS Radio Advert

This week our school has decided to step up its advertising game by broadening the platforms that we engage with our wider community and making a radio advertisement! Ms. Kate picked five male and female voices who were Anant, Ananya, Lisele, Abigail, and Reinier to be voices in the advert. Mr. MacKenzie drove these five students and Ms. Kate to Audio Art recording studio to record the advert.

The process of recording was an interesting and cool experience because I was surprised at how good the quality of sound was in the recording studio. Mr. Tom was the adult male voice in the and his voice was very crisp and clear. Standing really close to each other, huddled around the microphone was one of my fondest of memories the entire experience. This moment made me feel like we were a family - and that's what we are, a WIS family.



Abigail Segamwenge

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

 All proceeds will be donated to the Cancer Association of Namibia!

 W I S
WINDHOEK INTERNATIONAL SCHOOL

For more information email: chriscup@wis.edu.na or WhatsApp: +264 81 569 2511

Thank you from the PTA

Thank you to all parents who joined us for our Valentine's Coffee. It was a lovely morning and it was wonderful to see so many new faces! Thanks to Pricilla for the amazing cookies!





We cordially invite you to
The WIS Gala and Auction Event
(Fundraising for the construction of a WIS Sports Zone)

Date: Saturday, 9 May 2020
Time: 19:30 for 20:00
Place: Hilton Hotel
Tickets: N\$500.00 pp or option to purchase a table
(Electronic Tickets: Please pay electronically)
Dress: Business-Casual
Adults Only