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Dates to Remember

May 2017

- **1 - 5:** School closed
- **8 - 12:** Secondary Week A
- **16:** Interhouse Matches
- **25:** Ascension Day (No school)
- **26:** School closed

THE ORYX

The weekly newsletter of Windhoek International School



FROM THE DIRECTOR

The WIS Community...

...came together last Saturday for a very successful Family Braai. We were also delighted to welcome the Pioneers Park Neighbourhood Watch. The more we can strengthen ties to our neighbours, the better.

The weather cooperated, the turnout was high, the atmosphere happy and everyone had a good time.

And not a few people went home clutching marvellous raffle prizes. (Alas, I was not one of them. 😞)

The event was, of course, organized by the PTA and they deserve a huge THANK YOU from all of us. An active, involved and committed PTA can enrich a school in so many ways and I am eternally grateful for all the wonderful things our PTA does for us.

With best wishes
Peter MacKenzie

PRIMARY PRINCIPAL

Time is flying by faster than I'd like to think. Following the May week holiday we will have six weeks remaining in the current school year. It will be a busy and full time as the year levels finish their final units of inquiry, the Year 6 Exhibition takes place, end of year reflections and assessments are completed, portfolios are updated and much more. It is particularly important for children to be present at school until the very last day.

As a friendly reminder, the school day begins at 7:20, so children should be in their classrooms ready to start the day then, not just be arriving at that time. Dismissal for all Primary students is at 13:30. Unless it's absolutely necessary, please don't collect your child before that time as it's a disruption to the end of day reflections and closure. If you do need to collect your child early, please be sure to go to the

office and sign your child out before going to the classroom.

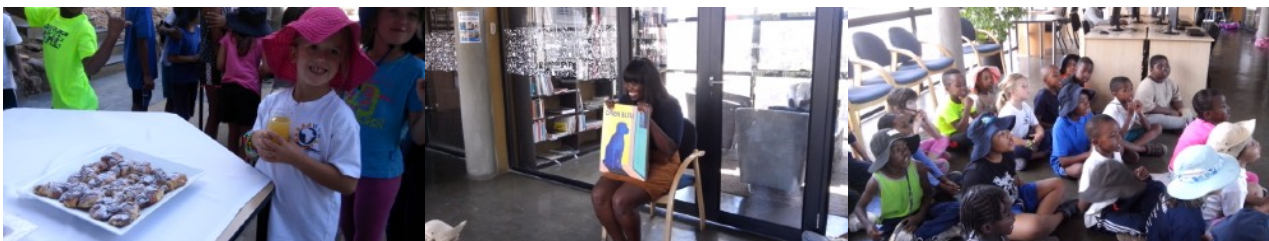
Thank you to all the parents who are parking in the designated parking areas. I know the prime and preferred spaces are nearest to the classrooms. There are only so many spaces so I encourage you to be open to parking in the rows near the PLC. There are usually 10-15 spaces available.

I wish you and your children a very restful, fun and relaxing May break. I look forward to seeing the children return refreshed and ready to work hard and finish out the year as positively as possible.

Regards,
Beth Smith

THE YEAR 2 IN FRENCH

Storytelling at the FNCC and Snack at "Le Petit Paris"



Bonjour à tous,

Last week, to celebrate the end of the Unit How We Express Ourselves, the Year 2 French learners visited the Franco Namibia Cultural Centre. During the field trip Madame Dolis made for us the visit of the Centre and read a very nice story in French "le chien bleu". We ended beautifully with a small snack "un petit pain au chocolat accompagné d'un bon jus de fruits".

We enjoy it a lot!

Laetitia Borroni



WHY WORD STUDY?

Barbara Wilson, Year 3 teacher and PYP Language Coordinator

The PYP has adopted an approach to teaching spelling and phonics called Word Study. This approach to learning is thought to be more child-centered rather than whole class instruction and children memorizing random lists of words.

Through word study, students learn that spelling patterns exist and these patterns help us read, write and spell. This approach is more holistic by providing opportunities for students to learn and discuss patterns, vocabulary and make meaning on their level. Spelling patterns are discussed and students are then able to make generalizations based on the pattern making.

Students are provided with a spelling inventory at the beginning of the year, in January and at the end of the year. The inventory, along with the knowledge of each student's writing and spelling in class is considered to determine each child's level of understanding of patterns. Students are then provided with instruction based on their current level of understanding and advance toward more complex patterns as they grow as readers, writers and spellers. Instruction is sequenced according to the student's progress and growth. Patterns are

introduced and reviewed periodically and students are assessed periodically to determine their level of understanding of patterns learned.

Making words provides a structured way for students to experiment with words and investigate how the sounds of language are put together (Cunningham, 1994). It is important that students have an opportunity for freedom to choose, explore, make, and play with words. This allows students to work with the sounds and provides a scaffold to building new words using those sounds.

Word study is also a part of reading and writing instruction. Vocabulary and spelling patterns are discussed as they are encountered in texts. When students are writing, teachers may review previously learned patterns, high frequency words, and application of patterns as students edit and revise their work. Students are encouraged to reflect on their writing and spelling and make changes in their writing.

If you'd like to read more about word study, [here](#) is one link to get you started.

Resources:

Bear, Invernizzi, Templeton, Johnston, [Words Their Way](#)

Blevins, Wiley, [Teaching Phonics and Words Study](#)

Cunningham, Patricia, [Phonics They Use: Words for Reading and Writing and Systematic Sequential Phonics They Use](#)

Pinnell, Gay Su and Fountas, Irene C., [Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom](#)

EARTH DAY CELEBRATION AT WIS

Greetings Friends of Earth Day

I would like to express my gratitude towards students and teachers who participated in the 2017 Windhoek International School Earth Day event. Our local Earth Day celebration purpose was to build a world that values environmental protection and cultivates sustainable communities for all people.

Our Earth Day celebration was an opportunity to raise awareness about many challenges regarding the environment and the well-being of the planet.

The theme for 2017 was "Environmental & Climate Literacy."

'Environmental and climate literacy is the engine not only for creating green voters and advancing environmental and climate laws and policies but also for accelerating green technologies and jobs.' [See article Earth Day](#)

Education is the foundation for progress. We need to build a community fluent in the concepts of climate change and be aware of its threat to our planet. We should empower everyone with the knowledge to inspire action in defense of environmental protection.

These activities took place during The Fun Day, 22 of April:

WIS Sports Committee organised a Fun Walk.

- Thank you to all participants for keeping in with the healthy lifestyle and a lot of enthusiasm.



Year 8- Math class

- Displayed mathematical facts
- Organised a treasure hunt based on information in displays
- Created the opportunity for younger children to make an Earth Day Mascot

Year 8

- Put together a big painted quilt.

Years 7&9

- Wrote poems about Earth Day

Roots and Shoots -After School Activity

- Created a display about recycling

Year 4

- Created posters about the environment

KG2 classes

- Shared their thoughts about helping the Earth and created a video. [Click [here](#) to view the student's presentations, [video](#)]

Year 1 classes

- Performed a Michael Jackson song about the Earth. [Click [here](#) to view it.]

Year 2 classes

- Performed the song, "We're in it together"- [Click [here](#) to view it.]

-

Year 5 students

- Presented a French Poem called, "Un poème pour la terre" written by Salomé and interpreted by Malachi & Salomé

Senior student council

- Helped plant seeds during a Fun Day

Let's make it Earth Day every day!

Beata Stephanus

SECONDARY PRINCIPAL

We all work somehow - What is Worker's/Labour Day all about?

The following countries have a public holiday named Workers' Day: [Angola](#), [Bulgaria](#), [China](#) (where it is celebrated as International Labour Day and is celebrated over 3 days), [Argentina](#), [Brazil](#), [Cuba](#), [France](#), [Italy](#), [Portugal](#), [Malta](#), [Marshall Islands](#), [Mozambique](#), [Namibia](#), [Panama](#), [South Africa](#), [Zambia](#) and [Zimbabwe](#). Its history is closely linked to the [labour movement](#) and the [May Day](#) celebrations celebrated in other parts of the world. (Wikipedia)

Maybe many are not aware of the reason why this day is celebrated as a holiday in so many countries. It is especially important to recognise that the origin of this day comes from the Labour Movement that began during the industrial revolution when jobs declined and employment moved to the more industrial areas, which resulted in people becoming unemployed. This again resulted in an uprising by workers and eventually in the formation of Trade Unions. In many countries today, it is taken for granted that Trade Unions take care of the workers and that the workers are protected. The extent to which workers are protected does vary in different parts of the world and cannot be taken for granted universally.



Why would this matter to us here in Namibia and WIS? The awareness of historical events like this often goes missing, if the day is just a public holiday. We should appreciate the efforts of labourists in the past who made sure that matters like minimum wages, working hours and worker's rights in general are ensured in any country. We should also appreciate the rights we can rely on as workers - or workers to be - in Namibia and in most of the countries our families come from and be aware that this is not a given in all societies.

Regards,

Maggie Reiff

CONGRATULATIONS, GABI



At the beginning of April Gabbi de Freitas (Year 11) took part in the IMTA (International Modelling and Talent Association) SA convention hosted by Figures Model and Talent International where she walked away with 2nd place for the Runway division and won the TV Beauty division. Gabbi was also awarded a discounted summer programme from the New York Film Academy after she impressed with her acting. Congratulations, Gabi, WIS is proud of you.

NONFICTION LITERATURE

The Year 8 students are currently working on Nonfiction Literature in class. Looking at newspaper articles, memoirs, movie reviews, biographies etc.



The first task for the students were to choose a teacher at school to interview and then write an article about them. They were developing their questioning and interviewing skills through this activity.

We will be publishing an article on a staff member every week for the whole community to get to know the teachers on a different level. Hope you all enjoy this!

Ms. Lian Cohen - by Jethro Hiwilepo - Year 8B

Ms. Lian Cohen was born 29 September, 1970. She was raised up in the UK and had a very good and happy childhood, although at the age of 12 she experienced an armed robbery. Ms. Cohen loved hanging out with family.

She left the UK to live life and pursue it to her very best. She has left quite a name for herself back in England being known as "The disco dancing champion".

Ms. Cohen has traveled to over thirty countries and some of her favourite places include Nepal, Israel, Australia, Netherlands and Namibia - of course! Some of her hidden talents are disco dancing and Himalayan trekking.

Jobs Ms. Cohen has had before she was the awesome teacher she is, were being a contract manager for a tour operator and also being a secret shopper, meaning she would go undercover to file a report on a shop's condition and service.

Ms. Cohen has also got some acting skills as she has been in a Coca-Cola advert and even in a movie!!!! Ms. Cohen's favourite student is Jethro, a Year 8B student, but loves all students dearly. (Well, who else would she say if I am the one interviewing her???)

If Ms. Lian could be any student in Year 8, it would be a combination of 5 students' qualities. She would love to have *Ndemi's* intelligence, *Emilio's* thoughtfulness, *Tessa's* flirtiness, *Li's* intrigue and Jethro's (that is me!) smile.

Dear PTA,

We want to officially recognize your contribution to the opening evening of our IBDP Visual Arts Exhibition held at the Omba Gallery earlier this month. The PTA's generous donation allowed us to provide catering for the guest who attended the opening night.

We greatly appreciate your gift of funds as it enriches the evening for not only us but for those who came to support our two-year journey in the Visual Arts. We are aware that there are many worthwhile causes to which the PTA funds can be utilized and choosing our exhibition for your generosity informs us and the greater WIS community that the Arts matter, for which we are thankful.

Kindest Regards,

Rautia Abner and Daniela Sandão

T. E. A.M

Together Everyone Achieves More

Senior boys basketball training has been progressing very well in recent weeks. In our most recent trip we played UNAM 2nd team. We welcomed new recruits to the team as TK and Diego were given the opportunity to play against the UNAM team.

Thomas Jackson-Read



OKONJIMA FIELD TRIP

Year12 Okonjima trip 18-21 April

Every year the Year 12 class visits the Africat Educational Centre at the Okonjima game reserve close to Otjiwarongo. The year 12's were divided into 4 groups on the trip and reported back on the happenings of the various days.

On Tuesday, the 18th of April 2017, the Year 12 Okonjima field trip commenced. The class met at 7:00 at the Windhoek International School parking lot. The trailer was filled with our bags and we were ready to go. The bus left at 7:20 after a few kind words by our director, Mr. Peter MacKenzie. Our journey began. The bus ride was filled with laughter and joy, although it was a bit longer than expected. Students started getting frustrated, so we had a break to re-energize. After three and a half hours of driving, we finally entered the Okonjima premises.

Upon meeting our guides, Johan, Joe, John and Ruth, we received a welcoming lunch. We then got some time to set up our tents and change to go for a swim. The refreshing swim left us cool and collected ready to take on the cheetahs. However, there was something else we had to go through before getting to meet the cheetahs. We were introduced to The Wall of Okonjima, which held valuable information about the relationship between nature and man. This was followed by a thorough presentation of the Okonjima animal clinic, The Hall Of Shame, also known as the room full of the traps and tactics used to kill or injure wild animals and finally the taxidermy room. Here, we got a lively explanation by one of the managers of Okonjima, Donna, about what they do at Okonjima. Finally we got to see the cheetahs.

Soon after driving into the park, we saw a coalition of three cheetahs relaxing under a tree. One of them, also known as The King Of The Rock, was keeping lookout on top of a hill, looking out for prey. After spending some time observing these fascinating creatures, we drove back to our campsite to have dinner.

The first night we had rice with chicken, which was followed by a yummy dessert of vanilla ice cream and chocolate sauce. After having the group in charge wash all the dishes, we got some time around the campfire before we all went to sleep.

Our Wednesday started with Joe banging on our tent doors, waking us up for the Penguin Plunge. Most of us rose to the challenge, jumping into the icy cold pool - which turned out warmer than expected and left us feeling fresh and awake. Before the sun had risen, we were already driving in the truck again. Stopping alongside a field, we all climbed out and found our own spot. We spent the next few minutes in reflective silence with the fiery orange sun appearing at the horizon, we listened to the silence accompanied with sounds of birds and animals rustling about in the early morning. Afterwards, Joe showed us some trees - the Apple-leaf Tree, Shepherd's Tree and the Leadwood Tree - and explained their significance in culture and nature.

Breakfast was held out in nature on a pretty patch of grass and we all ate together making jokes in any given opportunity. The plan for the morning was to do some bush-clearing, but it started raining so we returned to the campsite instead. We all gathered under the lapa and decided to pass the time by playing some games. Once the rain had faded into a drizzle, Johan took us outside to a short track with a sign reading 'Cheetah run'. After we'd cleared the track of all the grass, we determined the fastest runner from each team. They then raced each other to find out who the true cheetah was - Olof won. We played another team-building game,



where one member was blindfolded and the others had to help him find a hidden object. Many of the blindfolded players rather followed other teams shouting members, making it the most frustrating yet crazily enjoyable game. Finally, after lunch the sun came out and we drove to an area of flat land to do some bush-clearing. Each group was given a few cutting tools, a panga, a saw and a bottle of herbicide that we would paint on the stems of chopped bushes so that they didn't regrow. We got to work quickly, helped each other out when necessary and talked to each other a bit. What felt like 8 hours of working labour, but actually turned to be 3 hours, went by and we manually cleared about an eighth of a hectare as a class. After we came back to the campsite, Johan decided that we should have a sundowner in the river bed. We marched down a short track through the bush. Once in the riverbed, everyone found their own space for another reflection session. When time was up, we gathered in our groups, shared a packet of chips and had cool drink for a nice ending to an eventful day.

Thursday was our last full day at Okonjima. Early in the morning, we were woken up for the penguin plunge, which was essentially an optional activity where we could jump in the pool at 5:00 am. After this we went on the baboon trail which was a hike I think the entire class thoroughly enjoyed. Thereafter we visited the local school where we got to know the kids from grade 1 & 2 and play a variety of games. We went on game drives where we searched for leopards and cheetahs that had been released after being rescued and raised in captivity. We went on to see the lion feed and a friendly leopard named Wahu. These experiences were enjoyable because we got to hear the history of every animal. This made them seem extra special because they all had a story. We also had a very rare opportunity to see the young wild dogs take on their alpha male. Even though for some of us this was not the best, it's always important to realize that these animals are wild and nature always takes its course.

We started our last morning early as usual. First, our instructor Joe came to wake us up for the annual ritual, the penguin plunge! After coffee and hot chocolate, the group set off for the last morning hike. Although some of us got lost we managed to find each other again thanks to John (the lion). At the very end, we had our quiz on all the different things we had learned on this trip. Johan commended us on our knowledge and told us we are a good group. Sadly, our amazing trip came to an end we packed our bags, cleaned the tents, had our last trips to the bathrooms, and off we were back to Windhoek!



We would like to thank the staff at Okonjima for passionately sharing their knowledge and challenging us to analyze and criticize different methods and consequences of conservation. Another thanks goes to Mr Sylvester who drove the bus and Mr. MacKenzie and Mrs. Smit for accompanying us on the trip.

Alicia Reiff

WIS Family BBQ

The WIS Family Braai was held on Saturday morning and was a great success. **THANK YOU to the WIS community for your generous support of the raffle and your attendance!** The day was kicked off with a Earth Day Fun Walk, organized by Ms. Beata & sponsored by Westlane Spar.

Around 50 people showed up bright and early for a lovely walk around the neighborhood. Once back at school, there was coffee and tea available, compliments of the PTA, and many enjoyed the time to chat with friends and family. More and more families arrived by the late morning and there were a number of activities for the children - jump castles; planting herbs and seeds; scavenger hunt; basketball; and more.

Thanks to student council and other students who supported these efforts. The Pioneers Park Neighbourhood watch served up delicious braai plates with excellent meat and tasty salads. The crowd was entertained by WIS's own Tangled & Confused.

The highlight of the day was the drawing of the fantastic raffle prizes. This year's raffle sold over 3,000 tickets and all funds raised will go directly to the WIS PTA in order to support student and teacher initiatives and activities.

Congratulations are in order for the students & teachers who went the extra mile for the raffle:

top ticket seller - Alicia Reiff; classes with most books sold - 6A & 3A; outstanding supporting teacher - Mr. Jacobs; and PTA member with most prizes collected - Uschi Webb.

A big thank you to all sponsors, volunteers, supporters, and attendees. Next year's raffle will be even bigger & better, so be sure to keep an eye out. We hope you all enjoyed the day as much as we did!

Cheers, The WIS PTA



One of the Lucky Winners!



Tangled & Confused



Lucky Winners!



Mr. MacKenzie, Ms. Beth & Ms. Avril enjoying the festivities



Helping out with planting



Serving up delicious braai plates



Cool treats!



Second prize winner. Westlane Spar voucher & Félix unite prize.



Lucky Winners!



CPSN
WINTER-WARMER
KITTEN-OPEN-DAY

30 APRIL 2017 | 15:00 - 17:00
33 JASPER STREET | ACADEMIA

GET A FREE SCRATCH POST WITH YOUR ADOPTION

ADOPTION SPECIALS
N\$500.00 - PER KITTEN
N\$900.00 - PER TWO KITTENS

CAKE ON SALE!
COME AND SUPPORT OUR CAUSE!

BE KIND TO ANIMALS WEEK

ADOPT DON'T SHOP:- Rather than getting a pet from a breeder, adopt one from a shelter or rescue organisation

DONATE:- Phone your local shelter or rescue and find out what they need, that you could donate. Money, food, leashes, blankets etc.

VOLUNTEER:- Visit your local shelter and see if you can help the animals in their care. There are always jobs the staff don't have time for.

HUMANE FOOD PRODUCTS:- Do not buy eggs from factory farms, or buy meat from companies who mistreat their animals. research suppliers in your area and do not support places that disregard animal welfare. *Or eat vegan.*

TEACH THE CHILDREN:- Let children learn about animals' needs. Practice caring for a pet with the children, where they feed the pets in your household, or if you do not own any pets, a friend or relatives pet.

DIY:- Bake dog cookies with the children for pets of for shelter pets OR Make cat toys with the children that can be used by your own cats or shelter cats OR Have the children build a bird feeder for wild birds OR Create a wildlife garden

1-7 may



THANK YOU!

We thank the people who dedicate their lives to the animals.

***Veterinarians | Animal Control Officers |
Animal Shelter Workers | Volunteers |
Animal Rights Activists!***