

THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear Community,

Except for a brief hiatus during Covid, each year since the founding of our school in 1990, Windhoek International School has hosted International Day to celebrate our school's inclusive nature, our pluralist values, and our international character. We use this time to reaffirm our community's commitment to be an agent of peace in this world. We also celebrate our community's incredible culinary skills and dance moves!

There are at least 54 different nationalities at WIS this March of 2023, and at last count a little less than 90 different languages are able to be spoken on the WIS campus. Our students represent the world's major religious and cultural backgrounds, and all are equally welcome here. The privilege of learning alongside someone different than oneself is a core resource for our school's mission: *"To develop the full potential of each student in a stimulating environment of academic excellence, cultural diversity and active social responsibility to become internationally-minded independent thinkers."*

International Day is about celebrating our differences. It is also about celebrating our human commonalities. By becoming friends with people different from ourselves, we are able to view our own assumptions for what they truly are. To quote from our recently approved [WIS Principles](#), the **People Principle** states:

We view WIS as a community, rather than an institution, because we believe that relationships are the most powerful influencer on learner success. At WIS, we learn from those around us and we know that our differences make us stronger. We are proud of our diversity of culture, language, race, religion, gender, sexual orientation, belief, tradition, ancestry, and socio-economic status. We want our learners to cultivate a strong sense of self. We recognise that each person holds multiple identities and has a unique personal story to tell.

We will hold our first of several **WIS Principles-to-Practice Meetings** in the Secondary Library on Wednesday 15th March from 7:15 to 8:15am. At this meeting, we will seek to identify ways of increasingly putting our WIS Principles into Practice. In a facilitated process, we will split into groups to collect personal studies pertaining to each of the six WIS Principles, using the following prompts:

1. **STORIES OF HARM:** How has the WIS school community and our wider culture and systems fallen short of living out this WIS Principle? What impact did this have on you or your family?
2. **STORIES OF HEALING:** How has the WIS school community lived up to this WIS Principle? What impact did this have on you or your family?



PARENT INFORMATION PORTAL
Click here for more information

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Dates to Remember 2023

- **11 March 2023**
WIS International Day
- **14 - 15 March**
Three Way Conferences
- **16 March**
MYP Info Evening
- **16 March**
IBDP Overview Session
- **17 March**
End of Term 3
- **20 - 24 March**
March break
- **27 March**
Term 4 Starts



STAFF 2023 - 2024



Beata Stephanus

My name is Beata Stephanus and I was born and raised in Poland. I came to Namibia 18 years ago with so much enthusiasm and courage. I have been teaching at WIS for the past 12 years, and I feel at home here.

I have been offered a Primary Mathematics coordination position in August 2023, and I am excited to bring my passion for mathematics and my expertise in curriculum design to this role.

Many of you will already know me, but you may not know my background or philosophy of educational leadership, so I am happy to share this here: I graduated from a Polish University with a Masters degree from the Faculty of Pedagogics, majoring in Special Education and Educational Art. Over the years, I have taken many hours of professional development to be prepared to meet each child's needs.

I'm a passionate, optimistic and dedicated teacher who takes up responsibilities with enthusiasm and I am conscientious about completing tasks. My optimistic and planned approach to things I do is what drives me toward success. My organisational skills and punctuality are my greatest strengths. I have a friendly nature and I'm a team player.

I believe in using a variety of teaching strategies to meet the diverse needs of my students. I create engaging and interactive lessons which incorporate hands-on activities, group work and technology.

Continues on the next page ...

3. STORIES OF HOPE: What are ways that WIS could put this principle increasingly into practice? What are some actions which can be taken for WIS to increasingly live out this principle?

**Warmly,
Ethan Van Drunen**

PRIMARY PRINCIPAL

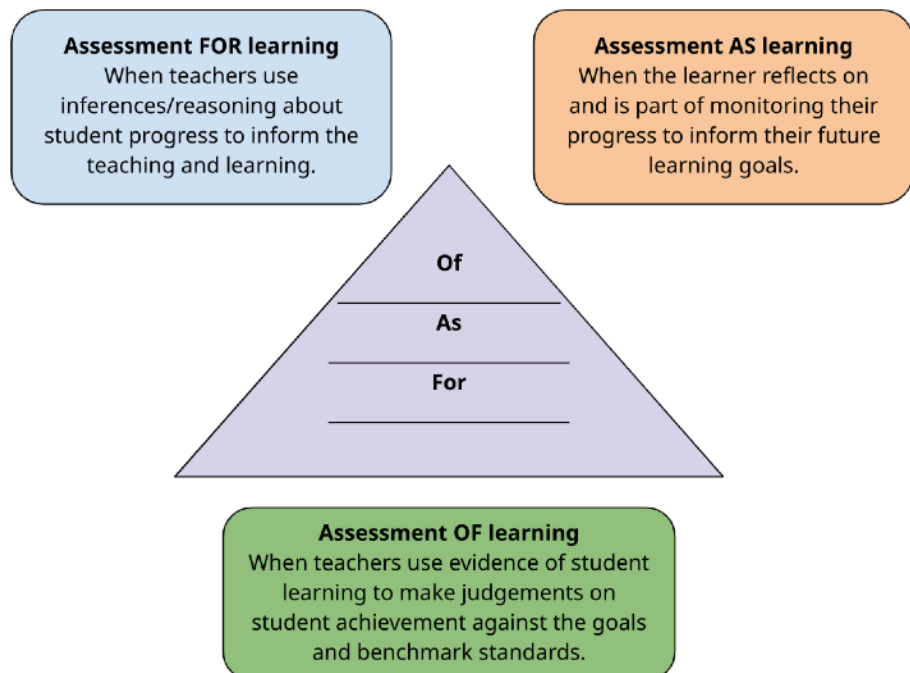
Dear Parents,

At WIS, we are committed to involving parents in their child's learning journey. As we have our three-way conferences coming up, I would like to give you an overview of our assessment practices over the course of a year in the Primary at WIS.

Assessment is a tool for teachers and parents to understand a child's overall progress and more specifically a child's strengths and developmental needs. Observation, documentation, and reflection on children's learning is done year-long and this forms the cornerstone of our teaching and learning methodology. Our Seesaw platform allows us to share progress of your child's learning. All learning is carefully planned by teachers and tied to standards (or benchmarks). Teachers use a number of assessment methods to collect evidence of these.

Ongoing assessment

When learning is recorded in your child's Seesaw journal, teachers are collecting evidence of learning. This is called ongoing or formative assessment and can be used by teachers to improve their teaching and by students to improve their learning. It is used to inform the next steps of learning.



STAFF 2023 - 2024

I also work to create a warm and supportive classroom environment where all students feel valued and respected.

As the Primary Mathematics Coordinator, I will ensure that **all students** in Primary will continue developing strong mathematical skills.

This position is a 50% responsibility post, which means that half of my time will be spent as a homeroom class teacher (practising for myself the approaches to teaching Mathematics that we will continue to roll out across the Primary School), and 50% of my time will be spent providing support to teachers in delivering quality maths instruction – assisting their efforts to create engaging and effective maths lessons. I look forward to enabling students to develop a deep understanding and love of maths.

My top priority will be to offer professional development to help teachers stay up-to-date with the latest teaching strategies and technology, ensuring that instructional materials are aligned with curriculum standards and effectively utilising resources such as the school's San Francisco USD Mathematics curriculum. I look forward to sharing ideas and learning that can benefit our students and lead us to a successful year.

I look forward to working with students, teachers, and parents - to continue building a strong maths program that empowers all students to succeed. Thank you for this opportunity - I am excited to start on this journey with you all!

Evaluations, success criteria, rubrics and checklists

At times your child's work will also be assessed using a rubric or a checklist. These are called evaluations. Evaluations show the success criteria of a task and give information about your child's progress. We do not award grades but levels of achievement.

NAME	CLASS	DATE
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Knowledge and Understanding

Unit Name:	Number Sense			
Line of Inquiry: Key Concept(s): Form Function	An inquiry into: <ul style="list-style-type: none"> The quantity/value of the number determines its place (value or sequence) 			
ACARA benchmarks	Benchmarks Covered: <ul style="list-style-type: none"> Investigate and use the properties of odd and even numbers (ACMNA071) Recognise, represent and order numbers to at least tens of thousands (ACMNA072) Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) Find unknown quantities in number sentences involving addition and subtraction Identify equivalent number sentences involving addition and subtraction (ACMNA083) 			
Level of Understanding	Emerging	Developing	Proficient	Expanding
Not Understood				
Partially Understood				
Fully Understood				

Knowledge and Understanding	Level Achieved	Descriptors
	Emerging	Exposed to and becoming aware of concepts and skills, and experimenting with the processes/structures of the mathematics
Developing	Beginning to make connections to concepts and skills, to explore and investigate, trying to make sense, and experimenting	
Proficient	Meeting Grade Level benchmark expectations; transferring understanding of concepts and skills	
Expanding	Exploring the Grade Level benchmark expectations in more depth; making real-life connections, taking action, and applying to new contexts and unfamiliar situations	

Standardised Assessment:

When teachers collect evidence of learning, it is important to look at standardised examples to see whether students are reaching the target. The ACARA curriculum provides teachers with examples to assist teachers to make on-balance judgements about the quality of their students' achievement.

Written response to questions: *The Burnt Stick and Stolen Girl*

<p style="text-align: center;"><i>Responding to Text</i></p> <p>TITLE: "Stolen Girl" AUTHOR: Tessa Saffell ILLUSTRATOR: Anissa MacDonell</p> <p>REFLECTING AND QUESTIONING: What are your reactions to the text? What does it make you think, feel, wonder? Why did they just take her? Why is she put in a children's home? Does she get away or do they catch her?</p> <p>MAKING CONNECTIONS: Explain any connections that you made with the text. (to self, text to text, to world) Last year I read a book like this called "Away of Life". I have seen this on the news. We read a book like this called "The burnt stick"</p> <p>POINT OF VIEW: Explain the points of view presented in the text. Why are they doing this? "I am almost out of this place! This is not fair. They have no right to do this!" (Stolen girls point of view)</p> <p>JUSTIFYING: What are the big ideas or themes in the text? What do you think the author wants you to think about? We don't understand their culture and how they live!</p>	<p>Annotations</p> <p>Uses accurate spelling and punctuation.</p> <p>Recalls literal information from a text.</p> <p>Reflects on personal and cultural connections in a text.</p> <p>Identifies the point of view of a character in a text and relates it to wider social events.</p> <p>Uses compound and complex sentences to express and link ideas.</p> <p>Uses the language of opinion to express and justify their own ideas and feelings.</p> <p>Expresses an opinion justifying their own ideas and feelings.</p>
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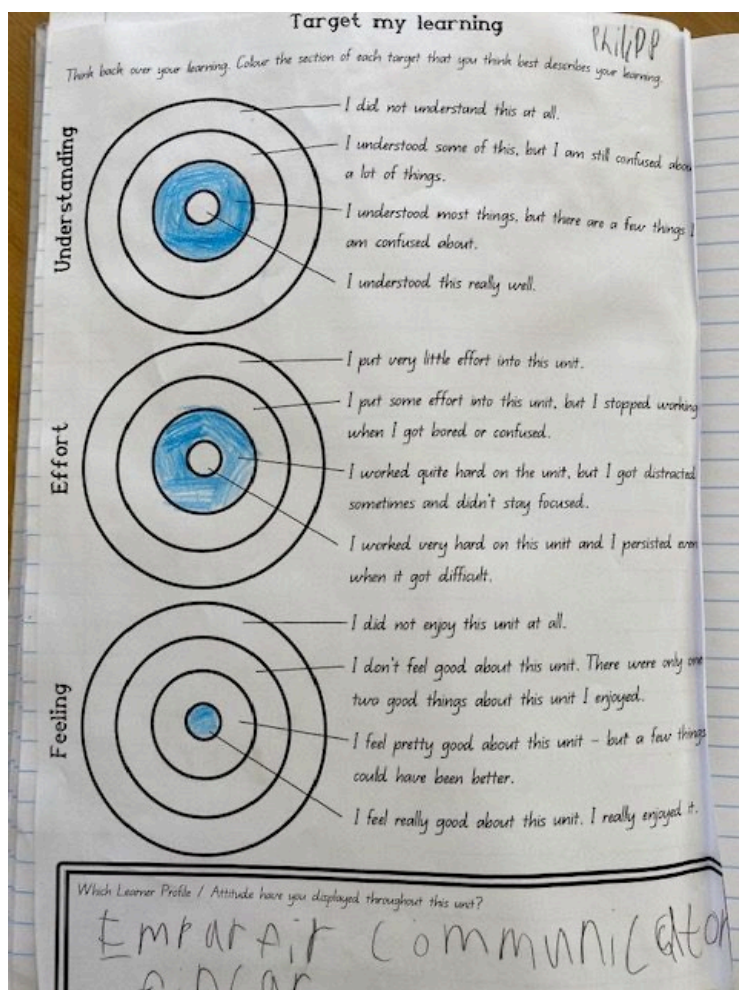
External Assessments: MAP Growth Testing

WIS uses the MAP Growth as an external assessment tool to support teaching and learning in Mathematics, Reading and Language Usage. It is an online adaptive test given twice a year and shows growth over time, as well as how students at WIS are performing compared to the world average.



Reflections

In the Primary school, students will also regularly reflect on their own learning. These reflections can be written or spoken and are an important part of assessment. Reflection is integral to PYP methodology. As the American educational philosopher and reformer John Dewey said: “We do not learn from experience, we learn from reflecting on experience.”



Progress Reports

Twice a year, in December and June, a full report will go out which gives an overview of achievement in all subjects.

Conferences

- Learner Portrait of my Child conferences: these are an opportunity at the start of the year, or shortly after your child has joined the school to meet with your child’s teacher, so that they have all the information they need to support your child.
- Three-way conferences are an opportunity for you to meet with your child’s teacher and talk about your child’s progress. These are held twice a year.

Learning Celebrations

At the end of each unit of inquiry, you are invited to an afternoon during which your child will share their learning with you. These are called Learning Celebrations. These are student-led and children will talk about their progress as well as share action they took on their learning. You will be invited to these by your child’s teacher and asked to give feedback on your child’s learning when you come and visit.

Assessment approaches at WIS

<p>More about:</p> <ul style="list-style-type: none"> • A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills • Co-constructing meaning • Transferring and applying understanding • Critical thinking • Speaking, annotating and recording their understanding • Process orientated • Making Connections • Deeper conceptual understanding • Learning for understanding 	<p>Less about:</p> <ul style="list-style-type: none"> • Worksheets • Teaching for the test • Right/wrong answer • Drilling • Rote learning and memorisation • Spelling/math quizzes
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Warm regards,
 Marcelle van Leenen

SECONDARY PRINCIPAL

Is the understanding of **RESPECT** a universal concept?

In a message at the University of Tübingen in Germany the Director General of the United Nations emphasised that *“today, as globalisation brings us all closer together, and our lives are affected almost instantly by things that people say and do on the far side of the world, we also feel the need to live as a global community. And we can do so only if we have global values to bind us together. ... In the Universal Declaration, we proclaimed that “everyone has the*

right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services”. ... But universal values are also more acutely needed, in this age of globalisation, than ever before ...in the Millennium Declaration, all States reaffirmed certain fundamental values as being “essential to international relations in the twenty-first century”: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility. They adopted practical, achievable targets -- the Millennium Development Goals -- for relieving the blight of extreme poverty and making such rights as education, basic health care and clean water a reality for all.



At WIS we sometimes take these basic rights for granted and I do not think we always reflect on our role in ensuring that we contribute to the consolidation and protection of these basic rights, because they are so obvious to us.

I spent some time in the Grade 6 classes on Friday to talk about respect in their immediate environment. Having the privilege of an outstanding education, and all the other basic rights at home, sometimes makes us forget to focus on these universal rights - we are concerned about ourselves only and do not always take into consideration others around us. Reflecting on these values with each other - at home as well as in school - is a

necessary exercise to ensure that our young generation advocates for respect, equality and equity and actively promotes these universal rights. Being a consumer only will not take us far in ensuring that these basic rights are stable and that we can live in a society where these basic rights are understood and lived.



I am sharing two word clouds from the Grade 6s that we created together to reflect on how we respect each other and our teachers in the classroom environment. With our 21st century approach to education where voice and choice is strongly encouraged, it is even more important to emphasise these universal values and strengthen their understanding with our children. Children are encouraged to question and actively participate. However, the approach, tone and language determines how respectful and acceptable we are perceived to be and these lines are sometimes not as clearly outlined as they used to be in previous generations.

<https://press.un.org/en/2003/sgsm9076.doc.htm>

Regards,
Maggie Reiff

Social Events for our students



As humans, we are social creatures. We crave interaction with others and seek out connection and companionship. While school is a great place to socialise and make friends, it's important to also socialise outside of the classroom.

One of the main reasons why socialising outside of school is important is that it allows us to interact with a wider variety of people. In school, we are often limited to socialising with people in our grade or classes.

However, outside of school, we are free to interact with people of all ages and backgrounds. This can help us develop a more diverse group of friends and can expose us to new ideas and perspectives.

Additionally, socialising outside of school can help us develop important life skills. When we socialise in different settings, we are forced to adapt to new social norms and expectations. This can help us become more confident and comfortable in social situations and can prepare us for the real world.

Socialising outside of school can also help us develop more meaningful relationships. When we socialise outside of the classroom, we are often able to engage in activities that we are passionate about, such as sports, music, or art. This allows us to connect with others on a deeper level and can lead to long-lasting friendships.

Finally, socialising outside of school can simply be a lot of fun! Hence here at WIS we ensure that we create and plan for these events.

In conclusion, socialising outside of school is incredibly important for our overall well-being. It allows us to interact with a wider variety of people, develop important life skills, form meaningful relationships, and have fun! So the next time you have the opportunity to socialise outside of school, take it! You never know what amazing experiences may come from it.

On Friday, 3 March the Middle School Student Council planned a super event for Grades 6 - 8 students. It was themed 'The Good, The Bad, and The Ugly' - Cowboy and Cowgirl dance. The evidence is shown in the photos.



Angie Janse van Rensburg

DHPS x WIS Valentines Dance

On the 24th of February, WIS and DHPS revived the great tradition of co-hosting a masquerade ball. The ball ran from 6pm till 10pm and it was filled with amazing moments. What was truly unique about this masquerade ball was it was a chance for students from both schools to interact with each other and make amazing connections with one another. The WIS student council and the DHPS council merged together to transfer ideas from one another and produce a successful night of dancing.

The night started off with welcome drinks for everyone at the entrance. As the night carried on, students were able to buy food from the variety of snacks and drinks available. However, in order to get into the ball, students had to walk the infamous red carpet and pose for their very own photo.

There was endless dancing from students and wonderful performances from the iconic duo which is Fiona and Ruth, followed by a heart warming song sung by Taboka.

A photo booth stood by the snack station, students could take their very own polaroid photos or use the giant heart shaped cardboard cut out for their own pictures. However, the moment everyone was waiting for was a competition to see who won a free drink, snack and two free photos at the photo booth. The winner was the one and only Maygen in Grade 9.



The ball was covered with masquerade masks, large masks hung up on the walls of the dancing area but smaller masks lay on drinking glasses. Gold, white and black balloons rested on the roof and streams hung at every door. The dancing hall was shimmering with bright lights, replicating the stars outside, and a gleaming disco ball in the centre, it was a miraculous sight.

Ultimately, the night came to an end. It was a magical event, which let students make new friends as they danced the night away. We, the student council, learned a lot from DHPS and we hope to continue the tradition by planning and creating more fun events with them. It was a night to remember.



The Senior Student Council

What is the Dual Vocational Training Model in Germany ?



**Information evening about skilled trade
qualifications in Germany**

For grades 10 – 12

(parents should join their children)

29 March 2023. - 18:00

Windhoek International School



**29 March - What is the Dual Vocational Training Model in
Germany?**

18:00





Information evening about skilled trade qualifications in Germany

MYP PARENT INFORMATION EVENING



GRADE 5-8 PARENTS ARE INVITED TO JOIN!

WE ARE SURE YOU HAVE QUESTIONS!

-  What makes the MYP different?
-  Is it recognised?
-  Is it relevant to the real world?
-  How does it prepare my child for success?

Thursday, 16th March 17.30 -18.30 Auditorium

Please come along and hear why WIS is transitioning to the IB MYP and what we are doing to prepare for this change.





IBDP **Overview** **Session**

WIS Grade 10 Students
WIS Grade 10 Parents

16 March, 2023

Place: Auditorium and PLC

Time: 7:30-8:50



SESSION A: 07:30 – 08:25
Overview & Subject Group Brief Presentations

SESSION B: 08:25 – 08:50
Informal DP Subjects Sharing



Hello WIS community,

PYP Art exhibition

EY1/2 - Grade 5

Date: 14.03.- 31.03. 2023
Time: 7am - 3 pm
Mon - Fri

Place: WIZ Art Gallery
next to the Art room nr.41



PUPKEWITZ OPEN ATHLETICS CHAMPIONSHIPS

In conjunction with
Athletics Development Club
Athletics Namibia and Namibia National Paralympic Committee

PUPKEWITZ FOUNDATION

AN
Grand Prix Leg 6

Athletics Namibia

Date: 22 April 2023
Venue: Vineta Stadium, Swakopmund
Time: Starts at 06h45 (Day/Night Competition)
Age groups: 6,7,8,9,10,11,12,13,15,17,19 and Senior
Para-Athletes (All Categories)
Entry Fee - N\$ 70 per Athlete
Last day for entries: 17 April 2023

To Register:
www.trackandfieldcompetitios.com or
Athletics Development Club Facebook page or
Whatsapp "Athletics and Your name" to 081 129 9233

Electronic Timing
Competition accredited
by
Athletics Namibia and
Namibia National Paralympic Committee

CAPRICORN PRIVATE WEALTH

BAROQUE FESTIVAL

CONDUCTOR: XAVIER CLOETE

Young Namibian soloists accompanied by the
NNSO

Antonio Vivaldi Gloria in D-Major
Cantare Audire and NNSO

SATURDAY & SUNDAY
11 & 12 MARCH 2023
19H00 • DHPS AULA
N\$120.00 FOR ADULTS

N\$80.00 FOR STUDENTS/PENSIONERS

Tickets are available at webtickets.com.na
and Pick n Pay



MARCH MADNESS



FEATURING
our longest shelter residents!



the adoption fee on select animals.
Normal T&Cs apply.



Contact us: 145 Robert Mugabe Avenue, Windhoek | Tel: 061-238 654
Cell: 081-124 4520 Emergency | Email: info@spcawindhoek.org.na

Let's find these deserving animals a loving home!

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