



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### Annual General Meeting

The AGM had been pencilled in for the last week in November. It now looks unlikely that the annual Financial Audit will be completed in time so the AGM will now be held in January. The exact date will follow.

### Letter from the Board

All parents and staff should have received today an important letter from the Chair of the Board.

### Accreditation

The school is accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS). Two representatives of NEASC will be visiting next week from Monday to Thursday as part of the normal re-accreditation cycle.

They will meet learners, parents (see below), teachers, admin staff, and Board members and will observe classes during their visit. If you see them, please say hello!

*Peter MacKenzie*

## ACE Accreditation Visit

### 5 - 8 November 2018

The WIS community is invited to a community session presented by the visitors on NEASC's ACE (Architecture, Culture, Ecology of Learning) Accreditation process.

Next week from 5th to 8th November we will be having a visit by NEASC (New England Association of Schools and Colleges) as part of our accreditation cycle. We are accredited by NEASC and with a change in their processes, we now have an accreditation visit to look at two aspects of the school: our Foundation Standards (which are all those things that make the school an institution) and the Learning Principles (which is everything connected to Teaching and Learning).

We will welcome two visitors to the school next week from Monday to Thursday, Ms. Diane Ullman and Mr. Andrew Chaplin. Almost a month ago, we submitted a report to NEASC where we reflected on different areas of our Teaching and Learning and our Foundation Standards. The visitors will now ascertain if what we put in the report is also what is practised here at school. Diane and Andrew have a full schedule and will have discussions with all constituencies in the school; parents, students, the admin staff, teaching staff, the PTA and the Board of Directors.

## Contents

- *From the Director p. 1 - 2*
- *Primary News p. 2 - 7*
- *Secondary News p. 7 - 12*
- *Other News p. 13 - 19*

## Dates to Remember

### November 2018

- **05 - 09:** Secondary Week B
- **10:** International Day
- **16:** Staff Work Day
- **30:** AA End for all Grades

### December 2018

- **04:** WIS Founder's Day
- **07:** End of Term 2



VISIT US ON:



[Facebook](#)



[Instagram](#)

## WEEKLY PUZZLER

We only received one correct solution this past week. Well done Eden (again) in grade 3!

On to a new one. Marina, her sister, her daughter, and her son are playing volleyball on the beach. Marina's sister is directly across the net from her son. Marina's daughter is diagonally across the net from the best player's sibling. The best player and the worst player are on the same side of the net. Who is the worst player?

Answers can be submitted to [pfarrell@wis.edu.na](mailto:pfarrell@wis.edu.na).

New puzzles can also be submitted to the same address.



**Venue: PLC Auditorium**  
**Date: Wednesday, 7 November 2018**  
**Time: 17:00 - 18:00**

*If you are interested in joining this presentation on the ACE protocol, please inform Ms. Maggie Reiff ([mreiff@wis.edu.na](mailto:mreiff@wis.edu.na)) about your interest by Tuesday, 6th of November.*

## PRIMARY PRINCIPAL

When you hear (or read) the word, "assessment", what comes to mind? Tests? Exams? Final grades? Percentages? These words were certainly what assessment looked like when I was in school and I imagine that's true for most of the WIS parents and staff. I'm pleased to say that assessment practices have evolved and are quite different and more meaningful for the students in the Primary School.

So if assessment isn't about results such as grades, percentages, tests, etc. what is the purpose of assessment? The main purpose of assessment is to improve student learning and to inform teaching. A variety of assessment tools are used, including but not limited to checklists, self-reflection, peer-evaluation, rubrics, oral presentations, writing samples, and observations. Each is used for a different purpose but the information gained from each provides an indication of what a student understands and is ready to learn next.

Students are involved in the process in various ways such as taking ownership of their Seesaw learning journals, choosing what to upload and reflecting on their work. When they've completed a piece of writing they may go back and edit for content, grammar, punctuation or spelling. For an end of unit presentation students may evaluate their peers' work. The three-way and student-led conferences are another way where students participate in the assessment process as they reflect on what they are doing well and what goals will help them to improve in a certain area.

How can parents be partners in their child's learning? Review with your child the goals he/she set during the three-way conference and encourage him/her towards achieving these goals. Instead of asking your child, "What did you do in school today?" ask, "What did you learn in school today?" Consider where your child shines and support your child in continuing to develop in that area. Encourage and provide opportunities for your child to think outside of the box.

I am interested in getting parents' perspective on what is meant by the following terms: learning, success, achievement, innovation, risk. I have created a Google Form, [What do you mean by...?](#) with each of these terms and would appreciate your taking a few minutes to complete it.

It is my belief that children learn most powerfully and deeply when they are engaged, active, motivated, interested and are active participants in their learning. When the learning is focused on concepts as opposed to the emphasis on content, students are more able to make meaning and sense of what they are learning for themselves, and to make connections across disciplines, as well as to real-life.

*Assessment is a partnership, not a measurement process -- Susan Clayton*

**Regards,**  
**Beth Smith**

# International Day

Saturday, November 10th from 10:00-15:00

## Some important information about the upcoming annual WIS International Day!

At the entrance of the event you will see a WIS Passport collection and WIS ticket booth. Tickets will be used at all the class stalls rather than cash. **\*\*Only the PTA bar and the Embassy tents will be using cash for purchases.\*\***

Families can buy as many tickets as they wish at the ticket booth and then they will be used to purchase food samples /goods or to participate in activities at the stalls.

## WIS Passports

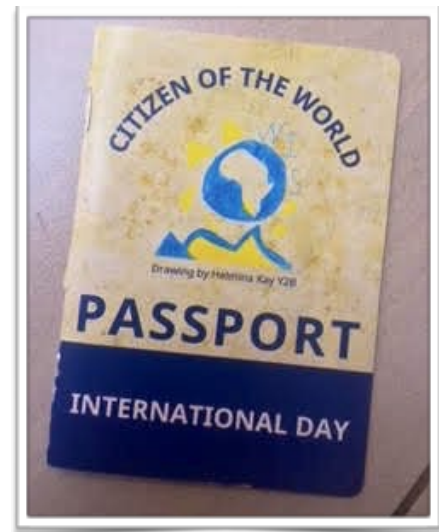
As part of our WIS International Day, each WIS family will receive an **International Day Passport** upon entry into the event. The passports are meant to be another fun and educational way to participate in our International Day.

To participate in the passport draw, which will be held at the end of the day, an eligible passport would be completely filled in. The pages should be filled in by the family, firstly, by writing in the country visited, then adding a short detail about what they learned or experienced at that stall. Lastly, they receive a stamp from that country to show they "visited " that country.

### Example: Namibia

I learnt that **Namibia** is home to two large but very distinct deserts, the Namib desert and the Kalahari desert.

Country stamp!



WIS families may chose to keep their passport rather than participate in the draw, as a memory of the day too! Happy Travelling!

- **The Opening Ceremony and the Flag Parade** will commence at 10:10 am. *If your child is participating in the Flag Parade, please have them in the PE hall by 9:45 a.m. Thank you.*
- **Performances** will start after the Namibian National anthem. A performance schedule will be shared with WIS families at the event. See the performance schedule [HERE](#).

**Environmental Mindfulness:** We would like to encourage our WIS families and visitors to bring reusable containers to be used for food stall samples or take aways. No plastic straws will be on site. Recycling and Rubbish bins will be placed throughout the campus. Please do not litter.

**Set-Up:** Our WIS ground crew will be on site and open the gates to allow for set up from 08:00 onwards and we ask that vehicles that are being used to help set- up the stalls be removed from the large sports field by 09:00. Thank you.

We look forward to a wonderful day of International travel. Our staff, students, PTA and parents have worked very hard to put together this fantastic annual event. We hope you enjoy!

**The Events Committee**

## HAPPY LEARNING CHINESE

**Time:** Thursdays @ 13:45 - 14:45

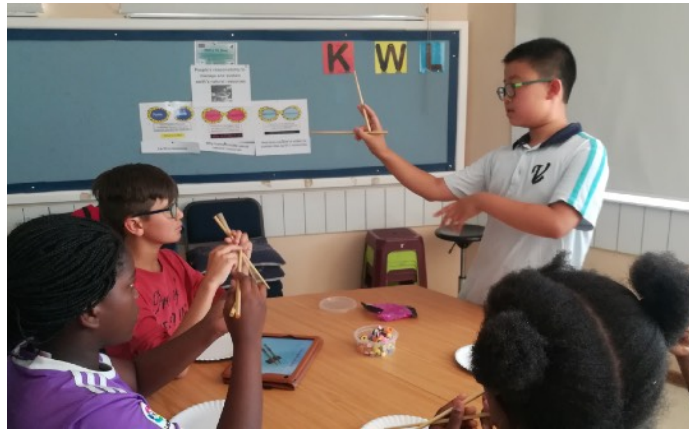
**Location:** Room 33

**Students:** Grade 4 to 6, learn Chinese as a second or third language.

**What do we teach?:** Basic Chinese for beginners, including interesting Chinese customs and logo-graphics.

**Some fun parts:** Little games, either including Chinese language or customs, having Chinese candy as a reward.

We can also celebrate Chinese festivals together, so everyone can try the Chinese traditional food and interesting customs. For normal classes, we have a culture part, so that people can also try traditional Chinese culture even in Namibia.



Class routine: For every four classes, we have a revision class. So, if you want to know more, come to the class and have a look!

**Tancheng He**

## AISA Conference 2018 Dakar, Senegal

**What is AISA all about?**

The AISA conference that took place in Dakar, Senegal brought together a vibrant community of international educators from AISA member schools. This created a truly unique opportunity to collaborate and be inspired by international experts and gain insight into new practices.



On 18th October Ms. Kaye, Grade 5, and Ms. Debbie, Grade 2, left their students in the capable hands of their Educational Assistants and headed to Dakar for seven days. Both were excited and ready to gain knowledge and network with other international teachers in Africa.

Ms. Kaye and Ms. Debbie attended the morning session by Mr Ian Warwick. Ian Warwick has been a teacher in London for the past 20 years. He has set up London Gifted and Talented as part of a ground-breaking London challenge in 2003. Mr. Ian Warwick has devised a framework called 10 Ways to Think About Differentiation. This framework is based on task, resource, assessment, pace/sequence, support, extension, research, dialogue, grouping. At the beginning of the session, we had to think of a metaphor that describes what type of teacher we are.

*"Teaching is like sculpting. You're moulding the future."*

Ms Kaye

*"Teaching is like gardening, I supply them with individual needs and allow them to blossom."*

Ms Debbie.

After sharing our metaphors, Mr Warwick shared an animation video from the Lion King, where we had to observe, watch as a group and come up with questions that we would ask as a student. The discussion that came out of this had us wondering: *Are we catering for all learners needs?* and *What can we do make sure that each learner is heard?*



Mr. Warwick makes learning in the classroom look so easy. He gave us teaching strategies on how to make sure each student is engaged and how the role of a teacher should look regarding differentiation in the classroom. We **were reminded** that learning happens in students' heads and that we should set up different tasks and allow students to figure it out for themselves. Expose students to what they don't yet know, give them the chance to research, explore and to foster independence from the teacher. He advised us, if we, the teachers, do not know something, be honest with the student. *"I don't know the answer to that, but let's go find out!"* This way students can see that the teacher is not the sole source of knowledge and that learning is a life-long journey. The role of the teacher is to anticipate misconceptions. The role of the teacher is to challenge. The role of the teacher is to give students opportunities to make decisions. The role of the teacher is to facilitate learning - not dictate it.

Ms. Kaye's afternoon session Maximum Student Engagement with Blended Learning, was with Caitlin Tucker, a Google certified Innovator, bestselling author, international trainer and keynote speaker, who teaches in Sonoma County, where she was named teacher of the year in 2010.

Ms. Tucker's session was about how to set up certain working stations in the literacy class and ensure students are engaged with the lesson. The first day she had us all working in stations where we had to create a different task such as icebreaker, watch a video and comment as a group. We were busy from day one till the end of the conference.

Caitlin used Google classroom for her sessions the activities were hands-on and related to her topic. I felt like I was back in school! The activity that stood out for me was the choice board where students have options on what task they want to complete in the lesson that relates to the topic.

Ms. Debbie's afternoon session was Social-Emotional Well-Being for Living and Learning, by Dr Maria Hersey.

Dr. Maria Hersey discussed ways educators can develop opportunities to ensure that students learn how to respect and embrace new ideas and ways of knowing. In the PYP, this is part of our Learner Profile attribute Open-Minded. We discussed how do we, as educators, develop learning expectations that will develop the necessary skills such as collaboration, self-reflection, compassion and open-mindedness? Indeed, how do we ensure these attributes for ourselves?

Dr. Maria Hersey stressed that the secret lies within the exploration of social and emotional well-being, both for our students and ourselves. Self-awareness, social awareness, self-management, relationship skills and responsible decision making are key pieces that we all need in learning and in life. Taking care of ourselves, which includes the elements of resiliency and self-compassion are important things that we must all develop. Many resources and ideas on Social and Emotional well-being were shared. Some examples included mindful card games, mindful breathing and brain breaks and many more.

Please watch this video to gain a broader insight into the importance of social and emotional well-being of students at school: [What is School For?](#)

The AISA conference was very interesting. We enjoyed networking with other international schools in Africa. It was interesting to see how other teachers work in their classrooms. Most importantly, is that we were all there to make our classroom environment a better space.

**Ms. Kaye & Ms. Debbie**



## Etoshalosa

Rehearsals are in full swing for the Upper Primary Production of “Etoshalosa”. In true WIS community fashion, it’s not just the Upper Primary Students who are involved! A driving force behind the play is Ms Michelle Jackson-Read (parent) and she has managed to enlist Emilio, Lukene and P.J. (Grade 9 band mates) and musical maestro, Emmanuel (ex WIS student). If you heard lion songs and talk of porcupines and warthogs coming from the campus last Saturday – that was us having a blast!

**Jan le Roux**



## Early Years 1

Fine motor skills is the coordination of small muscle movements – usually involving small, precise thumb, finger, hand, and wrist movements. Fine motor activity in the early years help children refine their pincer grasp (grasping an object with their thumb and pointer finger using their preferred hand) and are a precursor to handwriting. By practising picking up, manipulating, and exercising the small muscles in the palm of the hand we are enabling children to gain control and strength while colouring, drawing, cutting, and forming letters or writing when age appropriate.

Fine motor skills development is one of the essential elements within the **Early Years 1** learning programme. Fine motor skills developing activities are presented in many different forms in our classroom on a daily basis. We are manipulatively exploring with different objects and art media. Here are a few examples....

You are welcome to visit our class [blog](#) for a bigger idea about the learning process in Early Years 1.



**Ekaterina Shino**



## Make The World A Better Place

Our Monday afternoon activity has come a long way from the first time we all met as a team. We have so far discussed the Sustainable Development Goals (SDG), invited two interns from UN Namibia to address and interact with students, invited Ms. Maggie and Ms. Beth to listen to our action ideas and this Monday, we were fortunate to visit the UN office. Students toured around the different agencies within the UN building, learnt about what these agencies work towards and which SDGs they address. The Namibia UN Chief, Ms. Anthea Basson addressed the students too. The visit proved to be a valuable learning platform and now some of the students want to grow up and work for the UN. Wow! Apart from the above experiences, we were happy to be informed of two articles that were published on their website about our activity. You can read the full article by clicking on the link below:



<http://windhoek.sites.unicnetwork.org/>

Some pictures from our experiences so far.



Veena Nambiar

## SECONDARY PRINCIPAL

### Shifting focus in Teaching and Learning

In classrooms the focus is shifting from a teacher centred and dominated focus to a more student centred focus where the teacher becomes more of a facilitator and coach and less of a lecturer.

In my visits to classrooms I come across many fine lessons where students are actively engaged and participate enthusiastically in their lesson - from Grade 6 to Grade 12. Students are initiating activities, there is movement in the lesson and I can see on students' faces and in their interaction, that they learn something.

We often say that we don't learn in school what we need for life. But that focus is also shifting. In classrooms, more and more connections are made to real life situations, to our global situation. In a Mathematics class this week, Grade 8 students looked at pamphlets of some of the bigger furniture and appliance companies in Windhoek and worked out what percentage the customer pays more if he buys something in instalments. In Grade 7 students received GBP150 and items that they could purchase for their room - they needed to prioritise and then build a three-D model of their room.

In Physics, Grade 11 was working on an experiment to determine the acceleration due to gravity of an object as part of the required experiment for the IBDP Physics programme. The experiment was to drop a cricket ball at different heights and record the time of fall. The data will be processed and plotted on a graph paper to determine the acceleration due to gravity and compare it with the theoretical value of  $9,81 \text{ m/s}^2$ .



A past paper question in History Grade 12: To what extent was Stalin’s struggle for power and defeat of Trotsky the result of Stalin’s own ambitious quest to lead the Soviet Union?” - was taking shape in the form of a skit that the students prepared to facilitate the discussion on this topic, before they embarked on writing out the essay to this question.



In Art class (Grade 6) students are busy creating a board with nails and yarn. To relax their muscles in the hands and to strengthen coordination as well as rhythm and taking a break in the middle of the double lesson to regain focus all at the same time, they played a game outside.



Grade 8 Mathematics worked on percentages and in their task “Let’s make a deal” they compared prices of different items from companies in Windhoek who sell items either as instalment sales or on lay-by and compared the difference in the overall payment. Students have three cups (green, blue and pink) to communicate their understanding of a task. If the green cup is on top, the student does not have a question; if the red cup is on top, the teacher knows that there is a question.



With all these activities in the classrooms students learn certain life skills that will be useful to have in their own everyday lives.

**Regards,  
Maggie Reiff**

## Congratulations to Connor Strydom

After the NNOC (National Namibian Olympic Committee) was unable to send athletes to the African Youth Games, the “Thobega Fencing Academy” situated in Gaborone, Botswana reached out about a national competition involving each fencing club within Botswana.

One of our students, Connor Strydom, participated in this event. Connor took part in two categories: Junior Men (U/21) and Senior Men (21 years and older). Connor came first and was awarded gold for both categories he participated in.





## Grade 11 Field Trip to Gobabeb

By Ilja Krafft

The trip started on 23rd October. After a relatively long ride of at least 7 hours we arrived at the Gobabeb research station. The chef greeted us with open arms as we arrived. After lunch we received sleeping mattresses and set up camp on a veranda.



The second day started early. After breakfast we went on a short hike to the river bed and the dunes where the guides explained a bit about the nature there. There was some water in the river as it had rained the day before we came and later on the river was even flowing a bit. We students were then put in groups and had to carry out a scientific experiment based on a research question we had to come up with, something related to the desert environment. Throughout the rest of the day we carried out our experiments to reach a conclusion. For sundowner we walked to some dunes where we sand-boarded.



As nightfall came we went back to the river bed area which had some trees, equipped with UV-lights and looked for scorpions.

On the 3rd day we had to present our projects to the rest of the class. After that we packed our things and left Gobabeb for Walvisbay. After another few hours on the bus we arrived in Walvisbay to go on a catamaran harbour cruise where we learned more about the harbour. The cruise was interesting because a seal jumped on our boat followed by some pelicans which seemed rather domestic. The cold air was also very refreshing. After our catamaran cruise we drove to Swakopmund where we stayed at the Skeleton Beach Backpackers Lodge.

On the same day we went to the beach right below the lodge and spent some time there. After that we walked all the way to the Mole to eat at the Lighthouse restaurant. The next day started later as we were permitted to stay up a bit later. Again we walked to the Mole where some went to the Museum while others did whatever they felt like doing. Shortly after that we went to Spar to buy lunch and snacks for our ride back. Thank you to Mr. Fitzpatrick and Mrs. Smit for their great effort and support.



## JoMUN XVI continued...

**Name: Fiona Farrell**

**Role: The Delegate of Central African Republic**

**Committee: Human Rights committee**

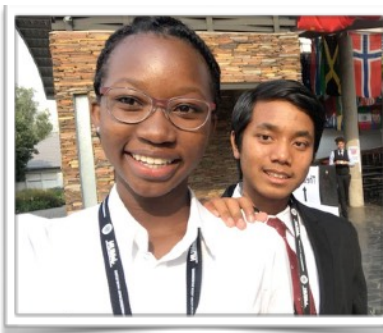


From 27th to 30th September I attended my second MUN conference. This time was just as enjoyable as the last. Researching the issues assigned in preparation for the conference made me more aware of the problems in the world, the countries affected, as well as possible solutions.

- I learned how to support my county's views, even if I may not agree with them
- I learned that it is important to have constructive debate instead of shooting down other's resolutions
- I learned that it is important that all countries participate debate and state their point of view so that the resolution satisfies as many countries as possible
- I learned how to write a good, detailed resolution
- I learned that when writing a resolution, it is important to keep your county's view in mind, and to partner with your country's allies
- In the weeks leading up to the conference, I learned how to manage my time.

The fun stuff.

- I was able to make new friends
- It felt good to be surrounded by intelligent people and I learned a lot from them
- I practiced my Portuguese with a few students from the International School of Mozambique.
- The food was amazing
- I stayed with a host family



**Name: Septian Irfandi**

**Role: The Delegate of Algeria**

**Committee: Environment Committee**

My experiences;

i.) At the conference I learned;

- that speaking in front of people is not easy and you have to practice more and more in how to speak in public to become an expert at it,
- You have to ask more questions towards a country's **resolution** in managing an issue in each committee,
- New vocabulary words that you need to know,
- How to debate like a member of the UN,
- The meaning of **lobbying** and **merging** of the conference
- 
- ii.) The social aspect of the conference;
  - getting sociable towards new people is not as easy as I thought,
  - working together with other delegates in working a resolution is fun and entertaining than working it alone,
  - slowly knowing new people that you already met in the first day of the conference,
  - I generally had fun at the conference with my new friends that I met and friends that I already know.



**Name: Maija Lindy**  
**Role: Delegate of Ghana**  
**Committee: ECOSOC**

The JoMUN conference taught me a multitude of things, not only in terms of how to participate in a well rounded debate but also how to assert myself in situations I may initially find intimidating. Regarding the content of the conference itself and how one must present their given delegation and its perspective on the matter at hand, I concluded the following information;

#### The Serious Stuff

- Be confident and speak as often as you can. A communicative delegate is appreciated by the house, as they help move the debate along and offer up new ideas that encourage thoughtful conversation.
- Be sure you are aware of the perspective your delegation attains on the matter at hand. Do not contradict the information you have obtained about your country while noting a point during the debate, posing a question, signing a resolution, or formulating your own.
- Seek out experienced delegates during lobbying and merging, whose delegation possesses similar values to the subject matter as your own. This is critical if you wish to devise a thoughtful resolution that has a large chance in being passed.

The Fun Stuff (even though everything at the conference is entertaining, including the debate itself)

When it comes to the social aspect of the conference, some might say that events such as the 'Indaba social' (An evening in which delegates from all the schools at the conference gather together to socialise and have dinner) are nerve-wracking, however if you are willing to meet new people and make new friends JoMUN is the place to do it. Have confidence in yourself and initiate conversations. As soon as you befriend someone new you may be certain that they will introduce you to plenty more of their acquaintances.

All in all don't stress too much in terms of preparation for the conference as your performance during the actual debate is what matters. Any concerns or doubts you have on your performance will be sorted with the assistance of peers and fellow delegates. And don't be afraid to ask questions!



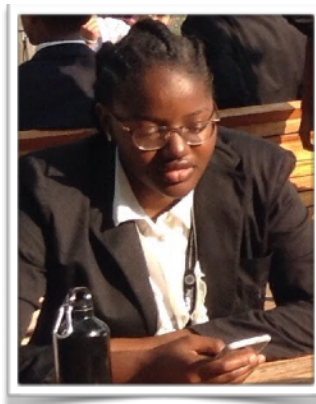
**Name: Luna Zhakata**  
**Role: Delegate of Sweden**  
**Committee: Disarmament Committee**

My second year attending a JoMUN conference was as fantastic as the first. The process leading up to the conference is extremely stressful, and does require a bit of work, but the good thing is the actual conference is easier, and a huge load of fun.

My second conference taught me that :

- The more you work beforehand, the more fun you can have later, which can of course be applied to school too
- Leaders speak last.
- Teamwork is crucial when the goal is solving issues
- The more informed you are about a topic, the better you present it. Learn about everything you want to speak on.
- Public speaking skills come in handy. Not only for JoMUN, but in life. As much as we shy away from crowds, we should be able to present points to audiences, and be persuasive.
- Be enthusiastic from the beginning. Even when doing the more boring parts like research, or the harder parts like writing resolutions, optimism can carry you a long way.

- Practice your social skills as well. They go hand in hand with school and any academic/business activity in general. Be able to relatively talk to others, peers and seniors alike.
- Don't strain yourself, do what you can to the best of your ability
- Host families can become real families!



**Name: Gérsia Capequel**  
**Role: Delegate of United Kingdom**  
**Committee: ECOSOC**

The serious stuff:

- I learned that you have to assert your position in something that you deeply believe in especially if it's your resolution
- If you don't agree with something speak up, because you have the possibility of changing everyone's mind on the issue
- Ask a lot of questions
- Take notes and do research before hand because it can really help when you want to go against or support a statement made by other delegates.
- Know the correct terminology for everything because it can make things a lot easier

The fun stuff:

- Interacting with other delegates during breaks is fun because we would sometimes come up with crazy schemes in order to fail a resolution
- Met some really great people that I am still in contact with
- The day of the dance was fun because everyone was just laid back after 2 stressful days of debating
- My amazing host family
- I got to talk to others Portuguese speaking people which was nice since I had a lot in common with  
 ... final instalment next week.

## Grade 9 History Presentations

### The League of Nations



The Grade 9 History impressive cohort's focus on research, social and thinking Approaches to Learning (ATL) skills centered on their collaborative team research and presentations (see photos) on the structure and functions of the key organs of the League of Nations - the predecessor of the United Nations.

*by Rick Fitzpatric*

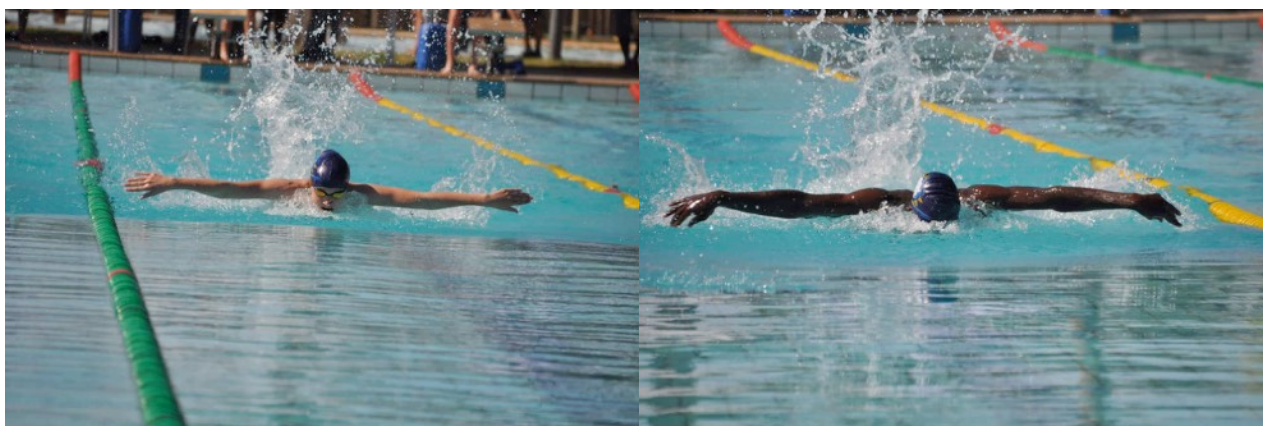


## The Annual Pupkewitz Schools Gala

The annual Pupkewitz Schools Gala had a good turnout. I have to say that 471 swimmers from 12 Windhoek schools participated in a well-organised NASU event. We had 12 Primary and 8 Secondary schools. We started on Friday with 50m Butterfly and 50m Breaststroke, and continued with the 50m Backstroke, 50m Freestyle and 200m Freestyle relays on Saturday.

The gala, which has been sponsored by the Pupkewitz Foundation for many years, is the **developmental event** of the **Namibia Swimming Union**. Their aim is to take swimming to the broader Namibian community.

*"The Namibia Swimming Union (NASU) expressed its appreciation to Pupkewitz for their generous sponsorship of the event, saying it was pleased to be able to maintain this swimming tradition in Namibia which will allow more children to experience the thrill of a gala."*



**Victoria Ellmies -swimming 50m butterfly**

**Christopher Fitzpatrick - swimming 50m butterfly**

Windhoek International School had 20 great swimmers. Many of our swimmers proved to themselves that they can be risk-takers and achieved wonderful results. As a Primary school, we came 6th with total points 136, just one point behind Holy Convent, who had 134 swimmers in Primary. **Victoria Ellmies and Christopher Fitzpatrick** were representing the Secondary school and came 4th with 71 points, leaving behind WHS, Delta, St Georges, and Amazing Kids.

Our Primary swimmers received 5 medals. 3 Gold medals went to **Oliwia** for 50m Butterfly, 50m Backstroke and 50m Freestyle. **Kabelo** received Silver in 50m Freestyle and **Zuleika, Salome, Martha, and Oliwia** got Bronze in the Relay. **Victoria** received 3 Gold medals for 50m Breaststroke, Freestyle, and fly and silver in the Backstroke. **Christopher** received a Gold medal in Freestyle and Silver in the Breaststroke.



I also would like to acknowledge other WIS swimmers: **Wetufe and Ondeya Neri , Jessica Damon, Kyle Maramba, Naeem and Nelao Robiati , Mark and Sarah Tibazarwa, Salomé and Candice Rey, Martha Kali, Zuleika Hiwilepo , Dominic Fitzpatrick , Gizelle Slinger, Kamogelo De Almeida, Kgosana Hekandjo for great sportsmanship, determination and enthusiasm.**



Thank you to our parents for being Risk-Takers in fun relays; **Mary and Rick Fitzpatrick, Steven and Magano Neri and Nabil Robiati.** Our officials; **Catherine Mousseau , Flora Ismail , Pricilla Maramba , and Jana Ellmies.** A big thank you to the PTA for sponsoring those wonderful hoodies and swimming caps for each participant. If you would like one please visit the PTA centre on Thursday. We are also thankful for sandwiches, water and energy drinks sponsored by **Westlane Spar.**

Here are some reflection from our parents, who attended the Pupkewitz Gala.

- *"This was one of most patriotic WIS events. The highlight was our demonstration of some of our learner profiles like caring.. as we would cheer on whichever swimmer was struggling to finish.. and celebrated when they touched the finished line.*
- *The spirit of unity was amply demonstrated.*
- *I really bonded with my community of WIS.*
- *I think our hoodies were an impressive gesture, the water, Powerade and sandwiches all made it come together.*
- *I think the PTA can consider purchasing a gazebo that can withstand the Namibian sun and we can assist in the fundraising activities.*
- *We need to expand the team and in this regard, Nelao and Naeem will do a test swim tomorrow with Marlin Club, so that we can represent WIS confidently."*- Ndiitah Nghipondoka-Robiati
- *"As a parent, I appreciate the amount of planning taken by teachers to make such an event a success. I wish more children would take part and that we as parents commit to supporting such endeavors. Hopefully, in future, the WIS swim team will continue to grow and develop!"*- **Dr. Derell S Louw**

**Please contact Mr. Chi ([echinyemba@wis.edu.na](mailto:echinyemba@wis.edu.na)) if you wish your child to be involved in swimming activities at WIS. The Sports committee is looking forward to having a greater and bigger team at Pupkewitz Gala 2019.**

**Our next swimming event will take place in South Africa at the American International School of Johannesburg, where 7 of our swimmers will be representing WIS and competing against other African countries.**

**Please click [HERE](#) to view some more photos from the Pupkewitz Gala.**

**Beata Stephanus**



## Sports News

### Primary School Soccer

The primary school teams continue to make great progress in terms of growth, confidence development, skill application. We are really proud of the U7, U8, U9, and U10 teams who have shown determination, effort and perseverance throughout the matches. Great job boys.



### Secondary School Basketball

Our senior Basketball players continue to excel. The High School U/19 League recently concluded and DHPS emerged as the victors. Their position at the top of the pecking order was, however, short-lived when WIS was invited to DHPS for a friendly match on Tuesday. Our preparations for the senior Basketball tour, planned for February to AISJ is going well as demonstrated by a pulsating and compelling performance by the boys as they dispatched the champions by an epic margin of victory. The first quarter was closely contested and the score was 8-All after the first 10 minute 1/4. The WIS score machine then rolled into action and DHPS were soundly outplayed in the 2nd 3rd and 4th periods. Final score WIS 62 DHPS 31



Special mention to Massimo and Christopher whose contributions to the team have been phenomenal. Amani has also shown his has the talent, ability and maturity to perform at the top level as he was drafted into the squad and performed heroically.

### U7 WIS vs ACFC

The U7 team took on the impressive ACFC Warriors on Wednesday at DTS. In a thrillingly dynamic encounter neither side was prepared to loose as both teams gave it their very best. ACFC played some good passing football but WIS were up to the challenge. The final score was 2-2 Well done to Amauro, Evandro, Gabriel, Elias, Mike, Reuben and Laith.



### Future Partnerships

Many of the members of our school community will be familiar with ACFC (Athletic Club Football Academy). The organisation runs a focused and professional football (not soccer) academy and have enabled and empowered many young players to develop football skills and understand the importance of performing in a team. We are proud to announce that ACFC will be utilising the WIS sports field as their base of operations as on the start of November. The WIS teams and bi-weekly training for our children is unaffected by this shift. We look forward to developing this mutually beneficial partnership with Ricky and his team as we continue to build the range of opportunities for our young players for both boys and girls.



### Rhythmic Gymnastic

The recent Rhythmic Gymnastic nationals were held on the coast last week. Ndina and Zandréa returned with a fine collection of medals; just reward for their consistent efforts, their perseverance, talents and diligent attitude to training. Well done girls.



*A retrospective thank you to the PTA for their support at last weekends U11 Development Centre Football Tournament hosted by WIS PE dept and our fantastic Grade 10 IGCSE students. The active involvement of the PTA, in terms of voluntary time and practical sustenance, demonstrates the value that we, as a school community, have in the investment in our learners.*

Please share all your sporting news with us [tjackson-read@wis.edu.na](mailto:tjackson-read@wis.edu.na)  
We would like to hear and share news about are learners sports activity through the Oryx.

**Thomas Jackson-Read**

## Charity concert

One in ten menstruating African girls miss between three to five school days per month for lack of sanitary wear. This can result in girls dropping out of school, teen pregnancies and fewer educated women, which all lead to gender inequality.

It's hard to think, as students ourselves, that many female students miss school or use unsanitary items due to a natural and uncontrollable bodily function.

We believe that all girls deserve an education. Period.

To try and fix this dilemma and eliminate the stigma around periods, we are organising a charity jazz/pop concert, "The Red Dot Jazz Special", with the PowerPad Girls. All funds raised will be used to buy reusable pads for Namibian school-going girls. This event will take place on the 17th of November at the Windhoek International School Auditorium from 4pm - 11pm. It will include musical performances as well as food, drink, and product stalls. All funds raised from this event will be used to purchase reusable pads for a school in rural areas. Anyone who wishes to be part of the event is more than welcome to join us and support the cause.

This initiative is led by WIS students Kelly Atud, Lucy Hopwood, Marizelle Bezuidenhout, Thyra Eysselinck, and myself, Bennet Krappmann. Contact us at [lhopwood@wis.edu.na](mailto:lhopwood@wis.edu.na) for more information about the event and how to help!

Want to exhibit food, drinks or products?  
Contact us at [lhopwood@wis.edu.na](mailto:lhopwood@wis.edu.na)

Power Pad Girls

N\$ 80 at the door

**THE RED DOT JAZZ SPECIAL**

A charity concert - because all girls deserve an education, period.

When: 17th of November 2018  
Time: 4pm - 11pm  
Where: Windhoek International School Auditorium

WIS  
WINDHOEK INTERNATIONAL SCHOOL

### PTA IN OCTOBER:

- **Sponsored healthy packs for Basketball team.**
- **Sponsored healthy packs for soccer team players, lunch, snacks and drinks for coaches and supervisors on the day.**
- **Support Middle School dance with sponsoring the photo booth.**
- **Sponsoring a landscaping project on campus.**
- **Sponsoring swimming for the school swimming team at the Swimming Gala - swimming caps and hooded towels for all students involved, with the WIS logo stitched onto them.**

## NO SHAVE NOVEMBER

#letitgrow

November is widely recognised as the month dedicated to raising awareness on men's health issues, specifically men's cancers. The cancers that affect men can include prostate cancer, testicular cancer, colorectal cancer and even breast cancer.

In honour of recognising the importance of raising awareness on men's cancers, the Student Council is hosting a **No Shave November**. A month where willing men are welcome to grow out their beards, and at the end of this month, a winner, with the best beard will be announced.

How it works:

We print out headshots of participants and advertise them in homerooms in the secondary school. Students and teachers alike can place their bets on who will have the best/longest beard.

Towards the end of the month, the participant with the most money in their jar wins! And guess what...they receive a well deserved prize !

The rest of the proceeds will be donated to the Cancer Association of Namibia to support the tremendous effort and resources they put in to help those whose lives are affected by cancer.

For more information on the movement: <https://no-shave.org>

This event is open to males who are capable of growing beards. If you are interested in taking part, please email your full name and relationship to the school community to [bkrappmann@wis.edu.na](mailto:bkrappmann@wis.edu.na)

Ready, get set, and **GROW!**

**Amrita Nambiar and Bennet Krappmann on behalf of the Student Council.**





# DEBATING CLUB TOY

# DONATION

Unwanted toys! (No Buying)  
Debating Club activity!

There will be boxes around  
Where you will be able to drop off donations.

**DO SOMETHING!**

We don't want any empty boxes!

November

# Kaspersky Safe Kids



## NAMIBIA

CERTIFICATE IS AWARDED TO

# WINDHOEK INTERNATIONAL SCHOOL

IN RECOGNITION OF THEIR PARTICIPATION IN THE KASPERSKY  
SAFE KIDS CAMPAIGN.

# TOGETHER WE ARE MAKING A DIFFERENCE & CHANGING LIVES

Awarded October, 2018

Riaan Badenhorst  
MD – Kaspersky Lab Africa

