



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Board Meeting

The first meeting of the new Board of Directors took place on Wednesday. At this meeting the following positions were decided.

Board Chair - Belinda BRUWER

Vice-Chair - John CHADYIWA

Treasurer - James DAMON

The next scheduled meeting of the Board will be **Wednesday 3rd March** at 6pm.

Car Park

We continue to monitor the congestion in the car park – or, in the mornings, in Scheppmann Street.

The problem from around 07:10 to 07:25 is getting *into* the school. The problem from around 13:10 till 13:20 is getting *out of* the school. Three lanes within the car park feed into one exit road and this causes a bottleneck.

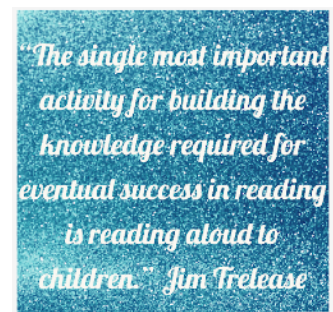
So we are experimenting with opening the Middle Gate for ten or fifteen minutes for **EXIT ONLY** from around 13:05. If this helps, we will take measures to formalise this arrangement.

May I repeat the advice to turn RIGHT when you leave by the Exit Gate and thereby avoid having to pass by the Main Gate where cars are trying to turn in.

Peter MacKenzie

PRIMARY PRINCIPAL

World Read Aloud Day (WRAD) was this past Wednesday, February 3. This day was started in 2010 by LitWorld and is sponsored by Scholastic. The purpose of WRAD is to promote the power of reading aloud. According to Jim Trelease, author of the Read-Aloud Handbook, *"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."*



Trelease encourages reading aloud not only to children who are learning to read independently but to all children up through high school. (I had the pleasure of hearing Mr Trelease speak when the first edition of his book was published ~ it's now in it's 7th edition. During this session he proved his point that everyone can enjoy being read to - even adults. I was glued to the story he was reading aloud to us.)

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- *Primary News p. 1 - 5*
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Dates to Remember

March 2021

- **12:** End of Term 3
- **22:** Public Holiday
- **23:** Start of Term 4

April 2021

- **02:** Public Holiday
- **05:** Public Holiday



Facebook



Instagram



Twitter

If one does a Google search about the importance of reading aloud there are a variety of lists of the benefits. Following are some of the ones that the lists have in common.

Reading aloud helps to:

- Create a lifetime interest in reading
- Extend or increase attention spans
- Build listening skills and comprehension
- Develop vocabulary
- Strengthen imagination
- Create and promote bonding
- Provide a safe way of exploring emotions

Reading aloud to your child doesn't have to be lengthy or time consuming. A few minutes every day is a good way to start. It doesn't have to be in English. It's important to read to your child in the home language as well. It doesn't have to be perfect; the most important thing is to start.

Here are links to some of the many articles about the benefits of reading aloud:

- [Reading to Children: Why It's So Important and How to Start](#)
- [7 Benefits of Reading Aloud](#)
- [Reading Aloud](#)
- [6 Great Reasons to Read Aloud](#)
- [The Hidden Benefits of Reading Aloud - Even for Older Kids](#)

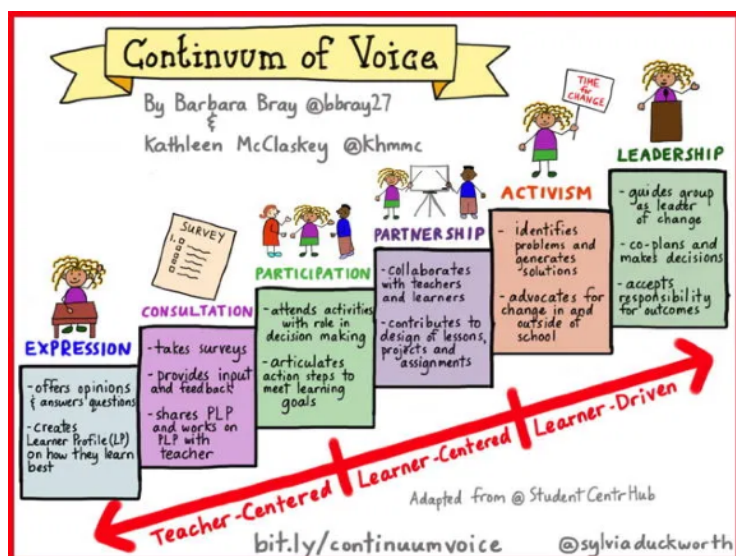
If you aren't already reading aloud to your child, I encourage you to be a risk-taker and give it a try this weekend. It will be wonderful modelling for your child. In addition, you might be surprised at how much you enjoy the experience as well.

Regards,
Beth Smith

Learning in Grade 2B

Students Agency continue

I can easily say that students couldn't wait to start face to face learning. They are ready for challenges and collaboration with their peers. In Grade 2 our teaching and learning has become a student-centred and is student-driven most of the time. Students are open-minded and caring towards their peers and sharing knowledge and understanding with others is common in our Grade.



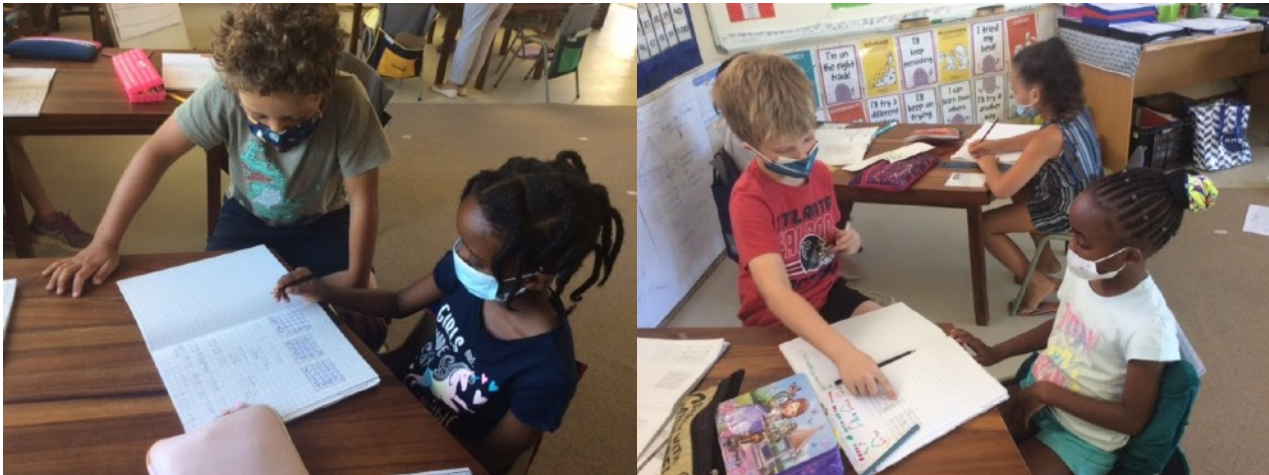
By creating opportunities and provoking curiosity we allow students to feel free and engaged with the inquiry process, and I'm not talking just about the Unit of Inquiry but also English or Mathematics.

"Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership..." IBO November 2017.

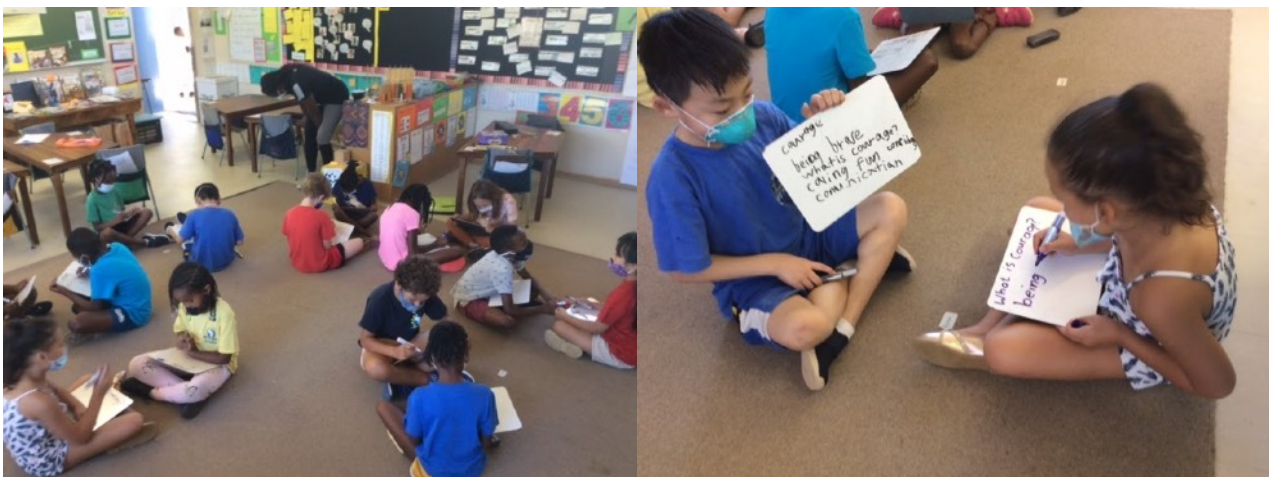
This picture is a great example of students' ownership and responsibility towards their own learning.

For the past two weeks, students were collaborating, working in small groups, and shared understanding with others using communication and social skills. Here are some examples of students' agency in our class.

We are not an ordinary school and our students are not ordinary students either. They have superpowers such as critical and creative thinking, decision making, asking questions, making mistakes and learning from it, problem-solving and researching. They are becoming mindful and independent citizens of this World.



Students share their understanding of number bonds.



Collaboration and communication about a new topic or concept.



Guided and independent inquiry.

Beata Stephanus



Interview with actor Iman Shahid

Grade 5 : Actor, [Singer](#), Visual Artist & Graphic Designer



Last week Grade 5 students had the opportunity to remotely interview their peer's cousin, the performing artist Iman Shahid. Based in the creative hub of Islamabad, Pakistan, Iman generously gave her time and insight to answer questions formulated by the Grade 5 students.

Using primary sources from our school community allows us to connect and gives the students a chance to construct and articulate meaning together about the 'ways people communicate their passions through the creative arts'.

- **What do you think a passion is?**

A passion is something that makes you happy, that you love to do everyday, you may even wake up thinking about it. It makes you feel excited and never feels like work.

- **Is there a difference between a passion, interest and strength?**

Good question - I am not sure, what do you think? (Student) says, we are still trying to work out if it is a passion or if we are good at something does not mean it is our passion.

- **What is your passion?**

I have many passions - singing and acting, drawing and painting and being creative.

- **How did you know it was a passion of yours?**

I was confused about my passion and what I liked as there were so many things. So I found things I liked and did it and did it and did it. If it was fun and exciting then I knew I was interested and this could be a passion. I have been singing since I was 4 years old.

- **Do you have any role models?**

Yes my mum is my role model, she works and looks after the house and cares for me and my family. She is very strong.

- **When and how do you cultivate your passion?**

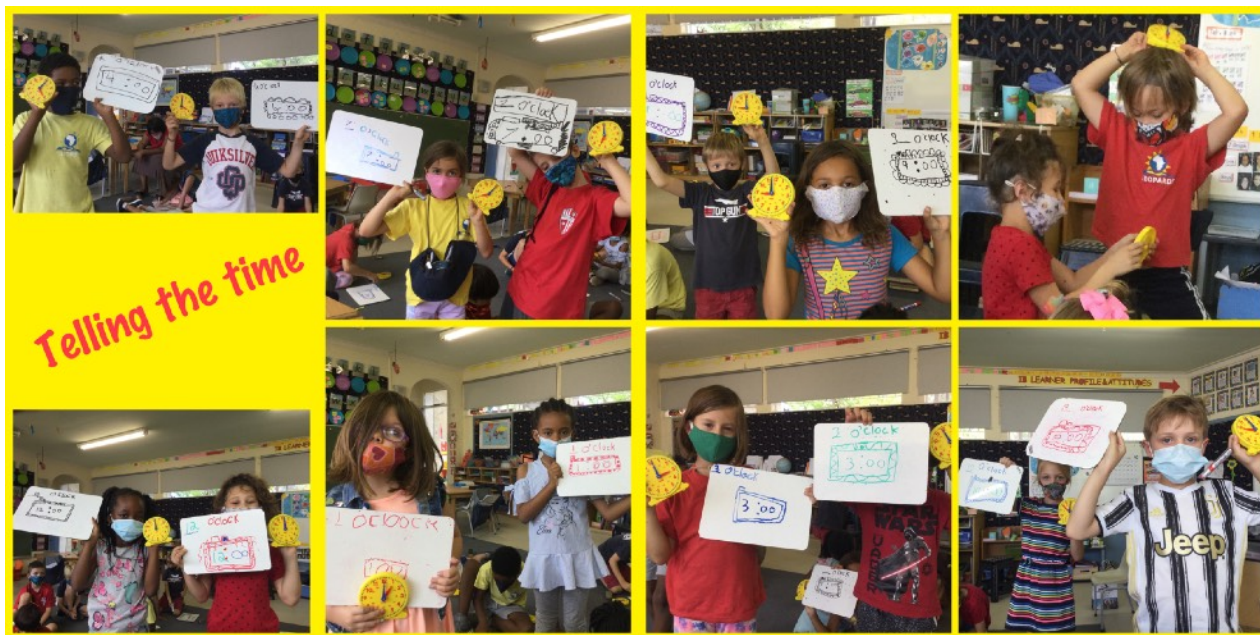
I practise, it doesn't matter how long for but I practice everyday. I am consistent and spend at least 30 minutes a day doing what I love. I connect with other people who share my passions and believe that I am still learning.

- **How does it make you feel when you are doing what you love?**

I feel fulfilled, accomplished, confident, heard and grateful. Follow your passions and keep being enthusiastic and learning. By the way G5 I would love to hear, what are your passions?

Laura and Junelle

Grade 1J telling time!



SECONDARY PRINCIPAL

Celebrating our alumni successes!

Meeting students again after they have completed their university studies is always exciting. It is a great testimony to WIS and what our young people take with them from here to see and hear what they have achieved and how far they have come.

When our students graduate from WIS they venture all across the globe to start their new journey in life and hearing back from them once they have started studying, graduate from university or start working, is something special for all of us who were part of their journey. It shows us that what we do here at WIS, the opportunity for our students to receive an international education and our approach to education is worth all the energy and commitment put into this.



I want to celebrate the successes of two of our graduates today:

Pandeni Idhenga graduated from WIS with the IB Diploma in 2016. He has now completed his studies. Pandeni graduated with a BBA in Finance from Baruch College in New York City. While at university he was able to create his own startup company and had about six jobs and internships along the way. He worked for firms like AIG and JP Morgan. "These experiences were phenomenal stepping stones and enabled me to develop a fairly strong international network by the time I graduated. I currently work on several projects including a US-based Healthtech startup (virtually) as well as my family business and a Namibian non-profit organisation."

According to Pandeni, the IB Diploma and having an international background helped him to easily adapt to the various challenges he faced as an international student in the US. Pandeni's plans are to do a Masters in Business Analytics in the UK or go back to the US to continue to work on his current "space" or in Venture Capital.

Pandeni's advice to our senior students: "***Set high standards for yourself (go the extra mile in whatever you do), interact with people who achieve interesting things (avoid slackers). Most importantly, never give up! There are times when it feels like everyone is against you. At the end of the day, the thing that helped me the most was to have big goals, stay determined, and to learn how to network.***"

We wish Pandeni all the success he deserves in his future endeavours and hope that he stays in touch with WIS and continues to share his successes for us to see how he keeps on growing.

Another student who has graduated in 2019, Thyra Eysselinck, has started studying in SUNY New Platz in 2020 and was named to the Dean's List for the fall 2020 semester. The Dean's List designation is reserved for students who excel academically and earn at least a 3.3 grade-point average in a semester with a full-time course load. Thyra started her university studies online due to the covid-19 pandemic. "WIS put in place an academic foundation the university wants to further. Thank you WIS." (Birgitt Eysselinck - Thyra's mother)

Congratulations to Thyra on this achievement in the midst of challenging times to start university.

Our annual **IBDP and IGCSE information session** will be held on the 25th of February from 17:00 - 18:00. This session is geared towards informing students and parents about the programmes, how WIS approaches these and the subject choices students will subsequently have to do. Further information on this event will be sent out to families and will be provided in next week's Oryx.

We had a **Parent Info Session for Grade 10 & 12 parents** on Thursday evening. If you were not able to attend, [HERE](#) is the recording of the meeting and [HERE](#) are the Slido questions.

Regards,
Maggie Reiff

IB Learner Profile: Balanced

We would like to congratulate our Balanced students for the month of January!

Well done to *Hala Ayoub, Abigail Segamwenge, Mathew Varghese, Ben-Timothy Visser, Pohamba Kapolo, Benjamin Mansfield and Tanatswa Murwira.*

A **BALANCED** student understands the importance of intellectual, physical and emotional balance to achieve a state of personal well-being for themselves and others. IB students are active participants in a wide range of aspects



of campus life, as well as focusing on their academic development. The above-mentioned students display these traits well.

Our next IB Learner Profile trait that we will focus on for the month of February is Knowledgeable.

A **KNOWLEDGABLE** student explores concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well prepared for the academic requirements of university coursework.

'Power comes not from knowledge but from knowledge shared.'

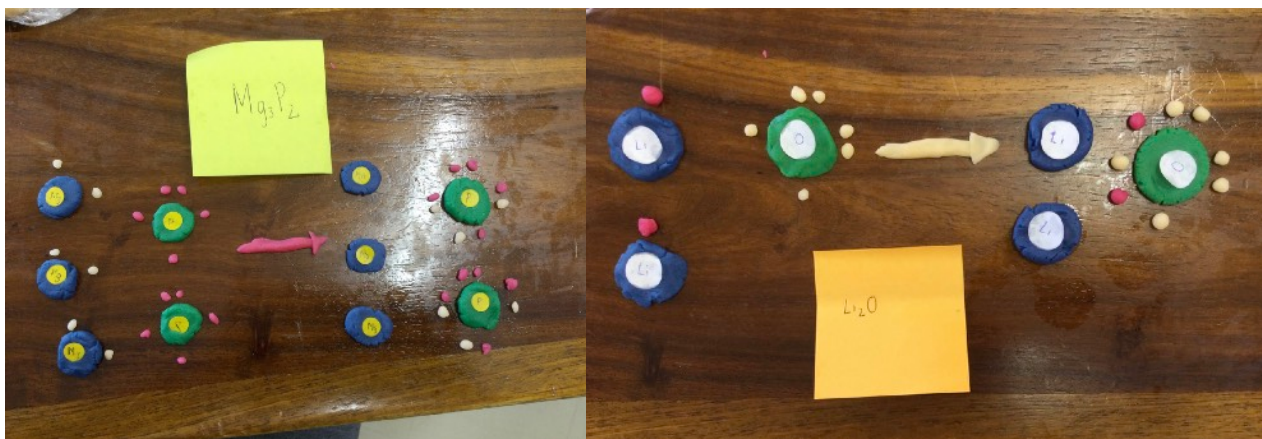
What is it to know something? What is it to learn something? What are your strengths and weaknesses in learning styles? How can you become more knowledgeable?

From this month onwards we would like for our Secondary Students to nominate teachers or any other staff member at WIS! So, students do not be shy and send your nominations to Ms. Angie before or by 22 February 2021.

Science

Ionic Bonds

In Science class, these past few lessons we have been working on ionic bonds. Ionic bonding is the mixing of two elements (a metal and a nonmetal) to create a whole new element. Last Thursday, we had a hands on activity with play dough to help us understand exactly what goes on when two elements bond. We had to take the play dough and mould the ions of each element in the ionic bonding phase. During the ionic bonding phase, one ion loses electrons while the other gains electrons. In order for the new element to be stable, it has to have 8 electrons on its outermost shell, shown in the photos below. Overall, it was a very fun activity and a great approach to learn about ionic bonding!



Salomé Rey, Grade 8AJ

Ionic Bonds

In class, we've been studying ionic bonds, and we had the opportunity to create models of a few ionic compounds, in addition to showing how the two elements bonded. This activity was great for visual learners, and was a fun break from taking notes and studying ionic bonds in the traditional way. We made the models out of colourful play dough, shaping the dough to show each individual electron in the outer shells of the elements. Although many of us didn't understand how to do the activity at first, we quickly understood after an example! It was very interactive, and gave all of us a better understanding on exactly how ionic bonding works. Thanks to this activity, our whole class is now professionals when it comes to ionic bondings.



Ivy Andersen and Sadie Andrew, Grade 8JM

Separating Mixtures Physically/Mechanically

Separate seeds

We separated different types of seeds, it was almost like colour coding. We finished early so we started making a pattern. Our pattern was the smallest amount of seeds to the largest amount of seeds. We separated the seeds by size, shape and colour, since we were able to separate the seeds; they were a heterogeneous mixture.

Collect metal

We had magnets in bags (so that the magnets could be easily cleaned), we dipped the magnets in beakers containing sulphur and iron filings. Our group had a contest, who could pick up the most iron? It was fun. The iron filings collected more on the north and south sides than it did in the middle.

Filtering water

We did this two ways: decanting and using filter paper. The decanting was simple, pour the water until the mud starts coming then stop. In the first beaker it was heterogeneous, but in the second beaker it was homogeneous. To use filter paper we needed a new type of beaker, we folded the paper in half twice and put it in the new beaker. We then put the dirty water in the beaker with the paper and wait as it filters. It came out very clear, much clearer than any of the other filtering methods.

Sieving

Ms. Urte did a demonstration and filtered the muddy water by running it through a sieve which separated the dirt from the water (however it did not work very well as it was not a very fine sieve).

Chromatography

A technique for the separation of a mixture by passing it in solution or suspension through a medium in which the components move at different rates.

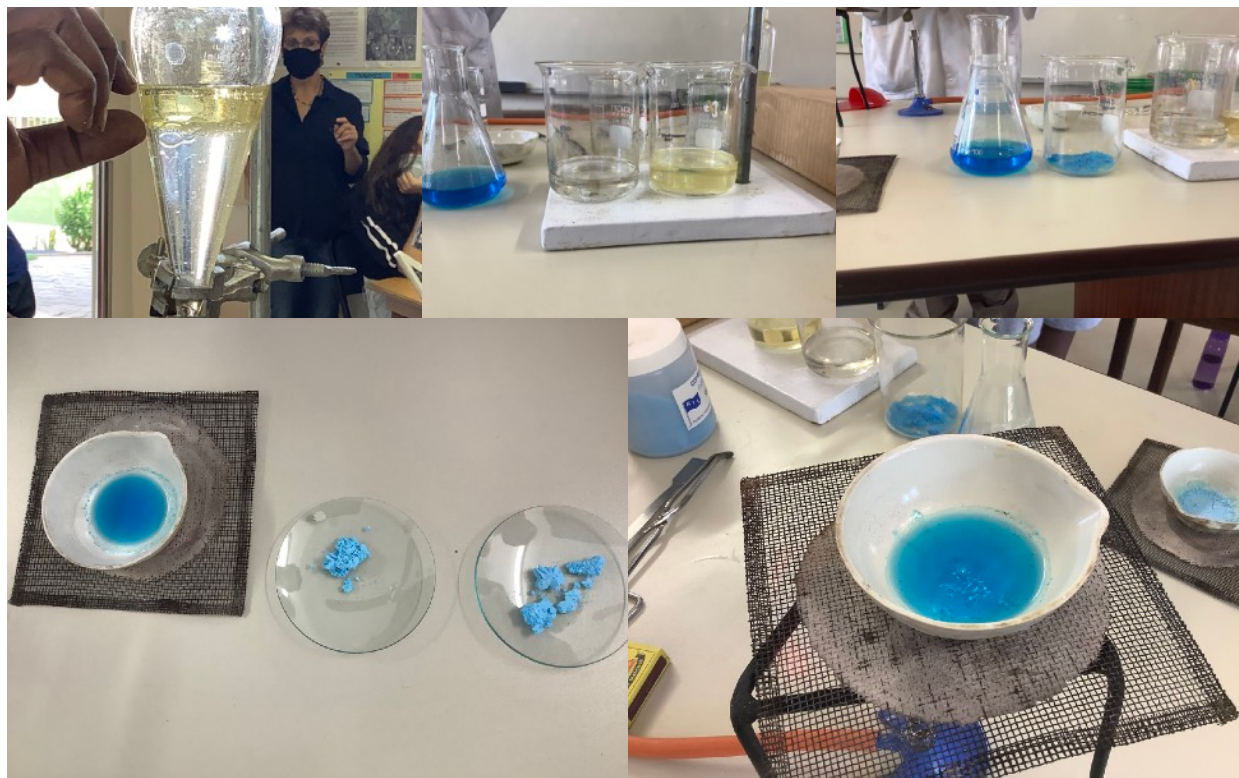


Evaporation

We apply heat to salt-water which causes the water to evaporate thus separating the water from salt. The salt will remain as crystals at the bottom of the container while the water is floating around as water vapour.

- Salt (Sodium Nitrate) - solid, solute.
- Water (H₂O) - liquid, solvent.

Separating Techniques with Solutions



Grade 7 Poetry Writing

The Pen is mightier than the sword

After reading and discussing the famous poem 'The Road Not Taken' by Robert Frost, the students were tasked to write a descriptive text about a time they were faced with a difficult decision. The students were paired up to discuss, read and talk about each other's difficult choices. From there the students had to create a poem about their partner's writing. The students were left to write any type of poem. They could decide whether they wanted it to rhyme or not, whether they want to use specific poetic devices, and so on. The only requirement for this formative assessment was that the poems contained a suitable and authentic title and that the poem had to depict the difficult choice clearly. Please enjoy some of our student's poetry writing!

Angie Janse van Rensburg

Spread your wings

By Kiara van der Westhuizen

As we turn older, difficult choices lay ahead
our wings will need to be spread

Leave the safety of family and friends
becoming successful is the trends

Namibia is my core

but the UK offers so much more

Choices, choices
What to do?

I think I'll stay young
and never be blue!

A Hard Choice

By Adam Nel

I have a friend named Panduleni
Who has a murky memory
Of a hard choice, he had to make
For Sport's sake

He loved all 3 sports equally
But could only put effort in two frequently
He swam, he kicked, he dunked
But time forced for one sport to be sunk

Then just as he thought the hard choice was done
The pressure from the coaches had begun
With football and all other extra murals aside
His success in basketball resides.

The forming choice

By Fadulie

The choice that can change his life
Regular regret rises from the depths of his mind
As confused as a bird placed in a cage
His emotions strive and beg to change
A path needs to be chosen

It's now or never or your future will be broken
At once he picked the school he wanted
Finally, this boy grunted

Releasing the strain that kept him back
At last! He escaped the nasty trap

Hockey OR Camping

By Daniela

I have a friend called Olwen,
And her life was a tough one,
She played hockey that was a rough one,
But she wants to go to a camp.

She had some good friends,
Her friends talked to her to an extent,
She felt pretty sad she didn't attempt for camp,
But she could not let her team down it seems.

Grade 8 Book Report

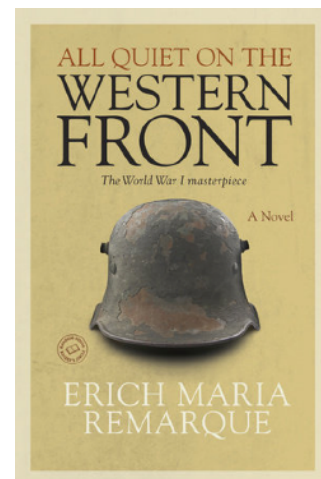
Interested in reading this book?

As part of the English curriculum we focus on oral and written book reports. Mathew Varghese in Gr. 8AJ loves reading and I told him about my favourite book which he showed interest in. He not only challenged himself to read the book but completed his written and oral book report on it too. I think he should be acknowledged for being a risk-taker and for challenging himself in this. Well done Mathew! For our community - I hope you enjoy the written book report and if you have not read 'All Quiet on the Western Front' by Erich Maria Remarque yet, this might inspire you to do so!

Angie Janse van Rensburg

Book Report: "All Quiet On The Western Front"

Written by: Mathew Varghese - English (Grade 8AJ)



Introduction

In 1929, Erich Maria Remarque, a World War One veteran, published his novel "All Quiet On The Western Front", which was lauded with praise for "his evocation of modern warfare". Thanks in part to the success of the book, Remarque recreated an Oscar-nominated version of his novel for the silver screen. With this background, I decided to write a book report on Remarque's novel. In this book report, I intend to discuss the author, the plot and the characters of this book.

Remarque As An Individual

Remarque was born in Germany on the 22nd of June, 1889. According to notablebiographies.com, "The family was poor and moved at least eleven times during Remarque's childhood. He began writing at age sixteen or seventeen. Remarque attended the University of Münster and was planning for a career as an elementary school teacher." However, he enlisted in the Germany military to fight during World War One. After given leave from his military post, he wrote this novel, which was received with much backlash by Nazi Germany, but was widely popular world-wide. However today, the legacy of his book is still omnipresent.

Plot

In Remarque's novel, Paul Baumer, a student and narrator of the book, and many of his friends enrol into the German army for World War One after their schoolmaster's passionate patriotic speeches. After enrolling in the army, the reader follows Paul along with a group of his close friends and comrades through their trials and tribulations. These trials and tribulations include the physical injuries soldiers sustained during war, the mental and emotional implications of combat against enemy lines which, for the main protagonists of the novel, culminate in death or a life of sorrow. The book has a unique form of storytelling. Instead of primarily focusing on a single event, Remarque's novel recounts a series of events, culminating in the emotional descent of Paul's emotions and his morality. Hence, why this novel was an immersive, enjoyable experience for me.

Main Characters

In the novel, the reader is introduced to six main characters. These characters are:

1. Paul Baumer: Paul is a twenty year old, who enlisted in the army after his former schoolmaster's "fighting for the Fatherland" stirring speeches. Through his thoughts, the reader is able to paint a vivid picture of the bloodshed and deaths that occurred during World War One.
2. Tjaden: A skinny, nineteen year old, Tjaden's drive for vengeance, reveals the dark demeanour of an otherwise serene man.
3. Kat: Stanislaus "Kat" Katcinsky is the oldest member of Paul's group of close comrades. Therefore, he mentors Paul and the others, who rely on him for inventive prowess and as "a father figure". Kat is described, numerous times in the novel, as Paul's favourite member of the group.
4. Muller: A studious individual, Muller keeps on studying physics and ponders about his (possible) future examinations. However, his aspirations are cut short after he receives a fatal stomach wound in combat.

5. Albert: Albert Kropp, one of the best students in Paul's class, rebels against the corporal's bullying of the group. After getting shot in leg, Albert becomes the recipient of a prosthetic limb
6. Haie: Haie Westhus is a nineteen year old, who prefers combat over manual labour. His ultimate ambition is to become a village policeman is never achieved, after a mortal back wound.

Some minor characters in the novel include:

1. Corporal Himmelstoss: Himmelstoss is Paul's former corporal turned comrade. Himmelstoss is portrayed as a bully, tormenting his former regiment. As a soldier, Himmelstoss proves to be a cowardly soldier, preferring to cower away from gunfire.
2. Leer: Paul's schoolmate, a mathematics genius, Leer is left for dead after a battle in 1918. Leer takes immense pride in being a "ladies' man", bragging about his "sexual conquests".

Conclusion

Personally, I felt the novel gave a raw account of the grisly World War One. Additionally, I applaud Remarque for his idea that war is not about dying bravely and nobly for one's country. but, instead it highlights the terror and psychological turmoil of PTSD (Post Traumatic Disorder), death and how humans are pawns in a country's pursuits. Although the book did cause me to lose interest occasionally. In conclusion, I felt the novel engrossed me in the lives of the main characters.

Personally, I rate this book a 8/10.

Sources:

1. [Cliffnotes.com](https://www.cliffsnotes.com)
2. All Quiet on The Western Front: Afterword
3. [notablebiographies.com](https://www.notablebiographies.com)

WIS Peer Counsellors

As with so many things, the WIS Peer Counsellor training programme had to put on hold due to the Covid-19 pandemic. Our newly trained Peer Counsellors did their best to stay in touch with the Grade 6 students to support them in their transition to Middle School. For obvious reasons, much of this support had to happen online. At the end of last term, we were happy to award 13 new PCs their certificates, endorsed by Lifeline/Child-line Namibia. Beginning next Monday, our new group of Grade 9 volunteers will start their training. One of their first tasks will be to help the next class of Grade 6 students in their transition to Middle School. WIS does not have school prefects - a concept many of us experienced in our high school careers. Our Peer Counsellors, rather than catch kids misbehaving, are trained to identify and support fellow students who need someone to talk to or a shoulder to lean on.



Sharon Gorelick - Nurse/Counsellor

IBDP Grade 12 History

Guest speakers on the Cold War experience in Eastern Europe

Two engaging first-hand, experience-based presentations provided the Grade 12 history students with an in-depth look at the Cold War reality in Poland and Czechoslovakia. Firstly, our WIS primary school teacher **Beata Stephanus** shared personal vignettes related to her father's work on the railroads and her family's experience of Soviet-controlled Poland. Next, WIS Czech parent **Katerina Verchusa** gave a stimulating overview of socialism and communism from her view as an economist/educator who lived in the eastern bloc. She also told of her experience of the fateful year 1989 when communism collapsed in Eastern Europe. Following both presentations the Grade 12 students highlighted how invaluable these talks were.



Rick Fitzpatrick

W.O.R.D.
Sadie Andrew Grade 8JM
reading for WORD!



Helping WIS Wildlife

On Monday morning an unfortunate Ground Squirrel (*Xerus rutilus*) fell into a pipe near Ms. Isabeau's classroom. A rescue team was soon mobilised and big thanks go to Antonio, Dawid, JP and Jolene, who patiently rescued it.

Also thank you to:

- Yael Babluki in Grade 4K for notifying us about the squirrel and donating one of her strawberries to help lure him/her out!
- Laela Muda in Grade 4D for the use of a pair of scissors used to cut materials that aided in the rescue.



Community Activities!

Oryx request - Please send [Mr. Jackson-Read](#) your requests for the Oryx. We would like to see and share all the sports and activities our wonderful WIS community is engaged in.



Climbing is an exciting sport and there are some excellent routes here in Namibia to explore.



The picture on the right was taken at Avis Dam. It has been over 10 years since the reservoir was as full as it is now. I enjoy kayaking because it keeps me fit and it is a lot of fun.

Ben Olderberg Grade 6HM

Creative Recycling Space

The primary art room is ready to receive waste materials again that will be used in art class to encourage, use, and apply sustainability, creativity, and research on waste materials. We are looking for the main materials:



- Wood/paper - kitchen roll, boxes, newspapers, egg cartons,
- Metal - tins, wire, aluminium, screws, old wheels
- Fabric - cut offs, hessian, tshirts, shoes
- Glass - jars
- Plastic - bottles, polystyrene, bags, lids

Grade 2 and Grade will be junk modeling this term so need plenty of materials. Please drop off at the Art Room. Thanks in advance. Ms. Laura

SKELETON COAST ADVENTURE TOUR

Want to go on a trip of a lifetime?

Skeleton Coast Adventure Tours are offering a special to the WIS community during the March school break. Family friendly and sure to give you lifelong memories!



The plan:

- Friday 12th March: leave as soon as school ends and spend the first night in the Brandberg area.
- 13th: Puros (beautiful community campsite)
- 14th: Stone circles
- 15/16th: Cunene Camp in the Dunes
- 17th: Crossing Dunes to Hartmann Area
- 18th: Kaokoland
- 19th: Head back to Windhoek - end of the tour

The Cost:

With new park fees and vehicle entry fees the prices are:
 Adults (16 and over): N\$ 9990
 (NORMAL PRICES ARE 13.000!)
 Children aged 7 to 15: N\$ 1800
 Children aged under 7: N\$ 600

Price includes:

1 x Professional Tour leader/Guide, 1 x Assistant/chef, Guide vehicle(s), recovery gear, medical aid kits, satellite phone communication, All Park & Concessions fees, Community fees and development fund contributions. Breakfast and dinner during the tour.

Price excludes:

Clients' own (or hired) vehicle, own camping equipment, lunch & beverages, items of a personal nature, comprehensive travel and medical insurance, fuel, water.

Interested?

Please contact Jimmy Marais for further details: jimmy@karibunamibia.com / 0811275241





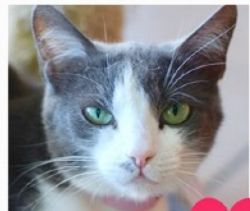
Think . LOVE . Adopt

SPCA Long-Time-Lonely Hearts Corner

Only for the month of February, a reduced adoption fee on our longest shelter residents apply.



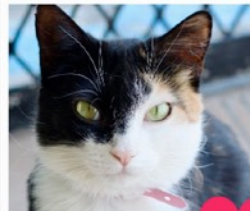
Rocky



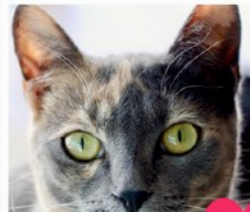
Misty



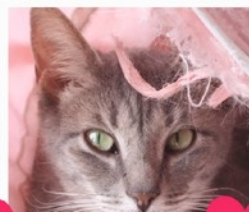
Mercedes



Lulu



Buttercup

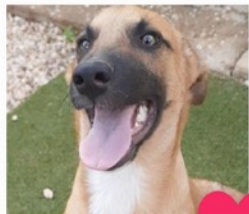


Alpine

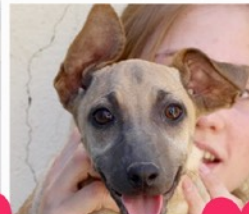


Cay

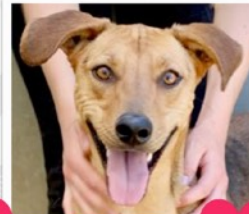
This February find your soulmate!



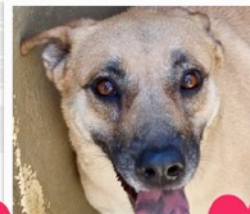
Punk



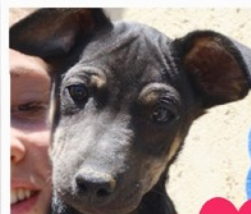
Sonja



Liberty



Princess



Sultan



Zareta



Suri

Cats: N\$600.00 | Dogs: N\$800.00

Adoption fees include sterilization, full inoculation and microchip.

SPCA Windhoek | 145 Robert Mugabe Avenue, Windhoek | Tel: 061-238 654 | Fax: 061-225 715
Cell: 081-124 4520 Emergency (After Hours Only) | Email: info@spcawindhoek.org.na

Nine reasons why adoption rocks!