



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Annual General Meeting

Notification was sent out in early December but let me remind parents of the Annual General Meeting (AGM) to be held at school on Wednesday 30th January at 6pm. I hope that all parents will make an effort to be there.

Voting at the AGM

Parents whose fees are up to date may vote. Those who are in arrears may attend the meeting but not vote. Parents who are in arrears have been informed by email.

Voting by Proxy

If you are unable to attend on Wednesday but wish to vote, you may do so through a Proxy. The Proxy may be, but need not be, a member of the school community. However, they must be in possession of an official Proxy Form signed by you. Such forms are available from the School Office.

You may authorise your Proxy to exercise your vote as they see fit on the night or you may record on the Proxy Form how you wish them to vote.

The Election of Parent Members of the Board of Directors

At the AGM three (3) parents will be elected to serve on the Board of Directors. There are five candidates. Their details may be found on D6. Parents who are eligible to vote may vote for up to three of the candidates.

The votes will be counted during the AGM and the results announced at its conclusion. Those who are elected will immediately become voting members of the Board.

Peter MacKenzie

PRIMARY PRINCIPAL

A few weeks ago, Mr MacKenzie's Oryx article talked about the importance of 'grit' or resilience and this is a key to being successful. I believe that having a growth mindset is part of developing resilience. You may have read on the blogs or heard your children talking about having a growth mindset. Last January I wrote about this concept and I thought it is worth repeating.

What is a growth mindset? Dr. Carol Dweck, a professor of psychology at Stanford University, has spent more than twenty years studying achievement vs success. She is well known in the field of education for her research. Dweck defines a **growth mindset** as, "the belief that most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

Contents

- *From the Director p. 1*
- *Primary News p. 1 - 5*
- *Secondary News p. 5 - 8*
- *Other News p. 9 - 11*

Dates to Remember

January 2019

- **28 - 01 Feb:** Sec Week B
- **30:** 2018 - 2019 AGM @18:00
- **31 - 01 Feb:** Book Fair

February 2019

- **12 - 15:** Grade 7 File Trip
- **20:** IGCSE/IBDP - Info session
- **23:** #EDU2019 Tech Camp



VISIT US ON:



Facebook



Instagram

WEEKLY PUZZLER

Congratulations to Tiancheng and Eden for correct answers to last week’s puzzler! This week we are going to pull one out of the archives.

A student is given a number and must determine whether or not it is a perfect square (without a calculator). Perfect squares are 1, 4, 9, 16, 25 and so on.

Each student is assigned a particular number. Bart's number is 334,912,740,121,562. The teacher wants to know if this is a perfect square.

His friend Milhouse comes and sees the problem. He immediately says, “that’s a very easy number. I know the answer.”

What does Milhouse know?

Answers can be submitted to pfarrell@wis.edu.na. New puzzles can also be submitted to the same address.



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by Reid Wilson @wysfaringpath © 2015 Icon from: thenounproject.com

In a **fixed mindset**, people believe their basic abilities, like their intelligence or talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. They spend their time documenting their intelligence or talent.

Dweck advises, "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence. "Carol Dweck Biography" psychology.com. 2016-07-18

How can you encourage your child? Talk with them about having a growth mindset. Encourage them to enjoy challenging themselves, to persevere and not give up when they are frustrated or finding things difficult.

For more information, you might be interested in Dweck’s TEDx Talk: The Power of Believing That You Can Improve (TEDxNorrkoping, Nov. 2014). She has also written the book, Mindset: The New Psychology of Success.

**Regards,
Beth Smith**

PYP Coordinator’s message

Learning through inquiry in the PYP:

We are about to embark on new Units’ of Inquiry in Primary school. Part of unpacking this concept-based inquiry is in the delivery. Rather than a unit being delivered and presented by the teacher, we would rather encourage our students to co-construct the design of inquiry together.

So how do we begin?



A **provocation** is thoughtfully constructed activity to get students excited and engaged, but a really powerful **provocation** creates cognitive dissonance that throws kids into the Learning Pit (of inquiry). Students should be examining their beliefs and ideas as a result of the **provocation**. Some teachers might refer to it as a “hook” to draw students in to the concepts and questions that will arise during the inquiry.

This also allows students, through this experience to draw on their prior knowledge and understanding, share their thinking and ask questions that could support and drive the inquiry’s next steps.

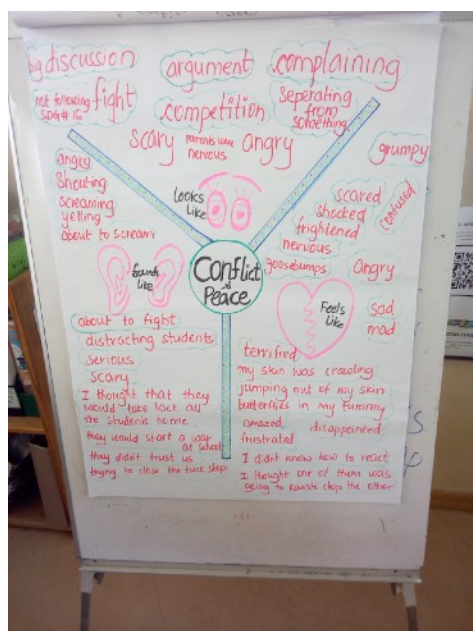
A lot of these provocations have taken place in the Primary school over the last two weeks. Teachers have been thinking of creative ways to provoke thinking and questioning.

Early Years 3 is about to embark on an inquiry into; ‘How We Express Ourselves’ - part of the provocation was the teachers’ role-playing themselves in different artistic ways of communicating. They wanted the learners to respond to this scenario and explore the concept of “expressions” and how people express themselves. Asking those open-ended questions of: “What do you think is happening here?” provoked a lot of conversation and brainstorming from our 5 and 6 year olds.

To kickstart Grade 2’s inquiry into ‘How the World Works’, the students arrived to school one morning to a scene in their classroom (see image). Their classroom become a barricaded area and an “environmental health hazard” (obviously a scenario set up by their teachers - and not real).



The teachers asked the students questions like: “What do you think happened? How do you know your opinions and theories are real? How can you find evidence? What ensued was a 2 day inquiry. The students were thoroughly engaged in summarising their theories, asking questions, looking at ways to prove their scenarios and collect evidence to justify. This encouraged them to investigate, explore, draw on their prior knowledge and totally direct the learning to a less teacher-led lesson into a totally student driven investigation.



Grade 3 began their journey into “Sharing the Planet” by experiencing a scenario set up by our parents and Grade 3 teachers. The students were witnesses to a “conflict scenario” where parents and teachers passionately discussed the pros and cons of Grade 3’s using the tuck-shop. The peacemakers (in this case myself and Ms Beth) diffused the scenario and then students reflected on their responses to this experience.

“What did it look like? Feel like? Sound like?” as they dive into inquiring about human relationships and how people interact.

Grade 5 students experienced what it was like to be in a “Democratic classroom” one day and a “Dictatorship classroom” the next as they begin to explore; “How we Organise Ourselves”, with a particular focus on government systems.

Provocation can be simple and yet still powerful, such as a question or statement on the board, a song played or a few images displayed. Provocations can connect to related concepts but also can be linked to creating new student questions, a new direction for the inquiry or action.

The PYP Newsletters from Early Years 1 through to Grade 4 will be posted by the teachers on the blogs. Then you, as parents will know how to get involved.

Avril Van Zyl

Apps to watch out for in 2019

As you talk to your children about their use of social media, [Commonsense Media](#) has put together a list of some apps teens are using this year. [Read about them HERE!](#) to have a sense of what is happening. This is only a guide with the popular apps. Talk to your child, find out what they are using. Discuss the short and long term advantages and disadvantages of using these apps.



Dialogue is more important than banning. If you haven't done so, subscribe to [Family Online Safety Institute](#) and [Commonsense Media](#) to stay updated on issues around digital media safety and use. Remember, nearly all other social media services require users to be at least 13 years of age to access and use their services. Users need to be 16 years old to use WhatsApp.

Danai Maramba

Grade5 Camp

The Grade 5 team decided to change up Camp this year. In the past, Grade 5 camp has been a celebration of reaching the end of the PYP and reconnecting as a grade. This year we wanted to continue the traditions *and* use our time together to launch and unpack the Exhibition. We traveled to West Nest Lodge, just outside of Gobabis and spent two days engaging in a variety of team-building, mindfulness and pre-Exhibition activities. Students had a lot to say about the experience! Oh, and they got to roast their own marshmallows!



Unpacking the Transdisciplinary Theme

During Camp all of the Grade 5s learned about unpacking the transdisciplinary theme Who We Are. We learned that it is an inquiry into nature of self-beliefs, family-beliefs and family-religions and physical and mental health. We learned and got a kick start into Exhibition and getting an idea of the the negative and positive moments we will face.

Using Snowballs to Unpack the Exhibition and "Letting Go"

The snowball activity was really fun. It was one of our first Exhibition activities of Camp. Ms. Avril read four questions about Exhibition like *What does the PYP Exhibition mean to you?*, *What do you think it will look like and feel like?*, *How will it help you?*, and *What kind of learner are you?*. We wrote our answers on a piece of paper and then we scrunched up our papers like a snowball after that we would take and throw it at somebody across the circle. We then read the answers! It was cool because our circle started big and ended very small and tight.

"Letting Go" was probably my favourite activity. We got a small piece of paper and had to write down something negative that we will let go of for Exhibition. For instance, I wrote that I would let go of the idea of "having a bad and 'lazy' partner". Then we took it and threw it into the fire to let that negative thought burn. I liked talking in fun accents while saying, "Die by fye-ah!"

What's your passion?

The time has finally come for the Grade 5s to start thinking about what they're going to do for this year's Exhibition. Each student has chosen three deep and meaningful concepts connected to the Transdisciplinary Theme, Who We Are. For the past two days, teachers have shown presentations to Grade 5 about their passions and why it is important to them. Ms. Avril, Mr. D, Ms. Richende, Mr. Fitzpatrick, Ms. Beth, Ms. Michelle and Mr. Chi have presented all their unique and special passions to the students. These presentations inspired and helped us understand passions more. After listening to each of the teachers present, students had to write a meaningful reflection based on each presentation. I look forward to exploring my concept over the next few weeks.



The High 5

During Camp we had a great opportunity to do an activity with Ms. Avril that allowed us to think about the PYP. It was called the High 5. We got one blank piece of paper and traced our hand. On each one of our fingers we wrote a PYP Essential Element. The five PYP Essential Elements are Knowledge, Concepts, Attitudes, Skills, and Action. These five Elements should help guide us through the Exhibition with ease. We discussed these Elements and wrote down everything that we understood. We decorated it and pasted it in our Exhibition notebooks. One highlight I took away from this activity was that we shared what we *thought* an element meant and then discussed and further developed our understanding. I am most excited about the Action element because I look forward to interacting with and helping people.

Contributors: Abigail, Naeem, Tapiwa, Mateo

SECONDARY PRINCIPAL

Embracing change

A lot is happening in school right now and when things change, it sometimes feels overwhelming. However, embracing change, if we know that it will eventually benefit us and make things better or even easier for us is something that can help us make the process easier.

In the past, our Middle School did not have a specific structure and often parents and new teachers coming in, did not understand how we were doing things. Kids were learning, and teachers were following a teaching approach and we had an internal curriculum. However, this did cause confusion and questions were sometimes difficult to answer.

We have now adopted a much more structured approach in Middle School. We are using the Australian curriculum to guide the Knowledge and Understanding aspect of the learning process and we are using the approach used in the IB for learning - criterion based assessments, learners becoming familiar and confident with the Approaches to Learning skills etc. This is a big shift from where we were before and for some this might be daunting and even overwhelming. However, embracing positive change is certainly going to make us more efficient and our practices will become more effective. We will be able to report progress to parents more



transparently and eventually we will be more accountable for what we believe is the right approach to learning in this day and age.

We will focus more on parent participation in this process. That's why we are hosting regular parent information sessions, and we do expect parents to take part in this process and familiarise themselves with what is happening with regard to their child's learning. We will also use Edmodo much more widely and expect all parents to sign up to have access to their child's Edmodo profile to get the communication from school on a regular basis, be it with regard to homework, or more importantly, following their child's progress in school by being informed about assessments, both formative and summative.

Regards,
Maggie Reiff

Caribou Maths Competition

The Caribou Maths Competition is a worldwide online Maths Competition. 28,447 students from 29 countries are competing in Grades 5 to 8 alone! It is comprised of 6 separate tests held throughout the school year. Students are scored after each individual test and at the end of the year, they are ranked against their peers based on their five best scores.

So far this year there have been three tests completed. The competition is for Grades 3 to 12 and new students are welcome to join the Competition Club each Thursday from 1:45 pm to 2:40 pm in Room 71.

WIS students are doing extremely well. The students currently competing are Grade 8's Diva Goel and Leonhardt Fischer-Buder and Grade 6's Gerhard Fischer-Buder, He Tiancheng, Mathew Varghese, Maedot Abeje and Ivy Andersen. We have had some amazing results.

On the most recent Grade 6 test, Tiancheng finished 90th out of 10,240 (Top 1% in the world), Gerhard finished in the top 10% in the world and both Mathew and Ivy finished in the top 16% in the world. Maedot had a chance to experience her first competition and she is positive about the experience and she is looking to improve on the next test.

On the Grade 8 test Diva finished in the top 14% and Leo in the top 30%. In the overall Caribou Cup Season competition both Gerhard and Diva are ranked in the top 6% in the world.

The maths is definitely with this group! I hope to see more fresh faces at the next after school session. Students from Grades 3 through 12 are welcome to join. The next competition will be held on Thursday, February 14, 2019. If you are interested you can find more information on the Caribou website: <https://cariboutests.com/>.

Here are some sample questions from the Grade 5/6 test.

Question 1 of 18 (3 points)

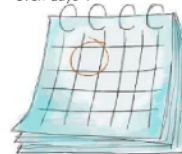
There are six identical oranges in one plate of a scale and two identical melons on the other plate. Only when one additional melon is placed on the plate together with the oranges, then the scale is balanced. How many oranges have the same weight as one melon?



- a. 2
- b. 3
- c. 4
- d. 5
- e. 6
- f. 1
- g. 7

Question 2 of 18 (3 points)

10 is an even number, so March 10th is considered an "even day". In total, March has how many "even days"?



- a. 3
- b. 15
- c. 16
- d. 14
- e. 2
- f. 30
- g. 10

Michael Parsons

Grade 8 Unit: Poetry

The Gr. 8 students started with their Poetry Unit for this term. They were asked to read the poem "A pregnant schoolgirl" by Everett Standa. After reading the poem students were paired up to use the poem and write a more detailed story about it. I would like to share Pohamba and Davan's story with you.

This is the poem:

A pregnant schoolgirl

Everett Standa - Kenya

He paid for her seat in the matatu
And walked away;
As he disappeared in the city crowd
All her dreams vanished;

One more passenger squeezed in
And lit a cigarette,
She opened the window
And spat cold saliva out,
As the cigarette smoke intensified
She wanted to vomit:

She remembered the warm nights
When she was her own man's pet,
She remembered the promises
The gifts, the parties, the dances -

She remembered her classmates at school
Who envied her expensive shoes,
Lipstick, wristwatch, handbag,
Which she brought to school
After a weekend with him

The future stood against her
Dark like a night without the moon,
And silent like the end of the world;

As the matatu sped away from the city
She began to tremble with fear
Wondering what her parents would say;

With all hope gone
She felt like a corpse
Going home to be buried.

Shattered dreams

By: Davan and Pohamba

As the pregnant girl carefully entered the matatu, she tried to get comfortable in her seat but it was harder than she thought. He paid for her seat and said his final goodbyes. He then turned around and disappeared into the noisy city crowd. In an instant, all her dreams vanished.

A man smelling of beer rushed onto the matatu as the engine started, she sat next to him by the window. As he blew out white smoke from his mouth and nostrils, she felt a feeling of nausea raging over her. She slid the window open and spat cold saliva out onto the busy dark pavement. He continued to inhale and blew out heavily, her stomach rumbled as food wanted to come up through her throat.

She remembered the warm nights, sitting under chandeliers, filled with what she thought was love. When she had everything, but was a pet controlled by her own man. Fooled by all the money - he only wanted one thing from her, those days were filled with lust and empty promises. She thought that all the extravagant gifts, luxurious parties and posh dances would come to something greater, new life.

She started remembering memories of her and her classmates at her previous school. She remembered when they ruined her expensive shoes and soiled her lipstick. As well as when they broke her wristwatch and destroyed her Louis Vuitton handbag which she all brought to school after a weekend that was spent with her new love.

She loved the past, upset about the present and fearful of the future ahead. When the matatu was finished loading she realized she's all alone, as the fetus now would be a bundle of joy in the next months coming, with no father in sight. Approaching her home it felt as if it was the end of the world, emotions of regret filled her mind. Her eyes glimmering with sadness and doubt as she looks at the street lights.

As the matatu quickly sped away, departing from the city, she started to build up with fear. She hasn't seen her parents in a long time and coming home pregnant would bring more problems into the family. As she sat next to the man who had started smoking, she trembled in fear, wondering what her parents would say.

Finally accepting the fact that all hope was lost, she felt like she had dug her own grave. Paralyzed in fear, she was a corpse heading home, to get buried.

Angie Janse van Rensburg

PTA HAPPENINGS

Every Thursday morning the PTA hosts a coffee morning at the Community Centre immediately following drop off. The goal of this time is to create a space for parents and teachers to engage with each other and build a positive community spirit for our school.

In an effort to build momentum with these mornings, the PTA has selected certain Thursdays to provide extra treats to compliment the coffee. There was a successful festive morning in December, and all parents and teachers are invited to the next festive morning on 14 February.

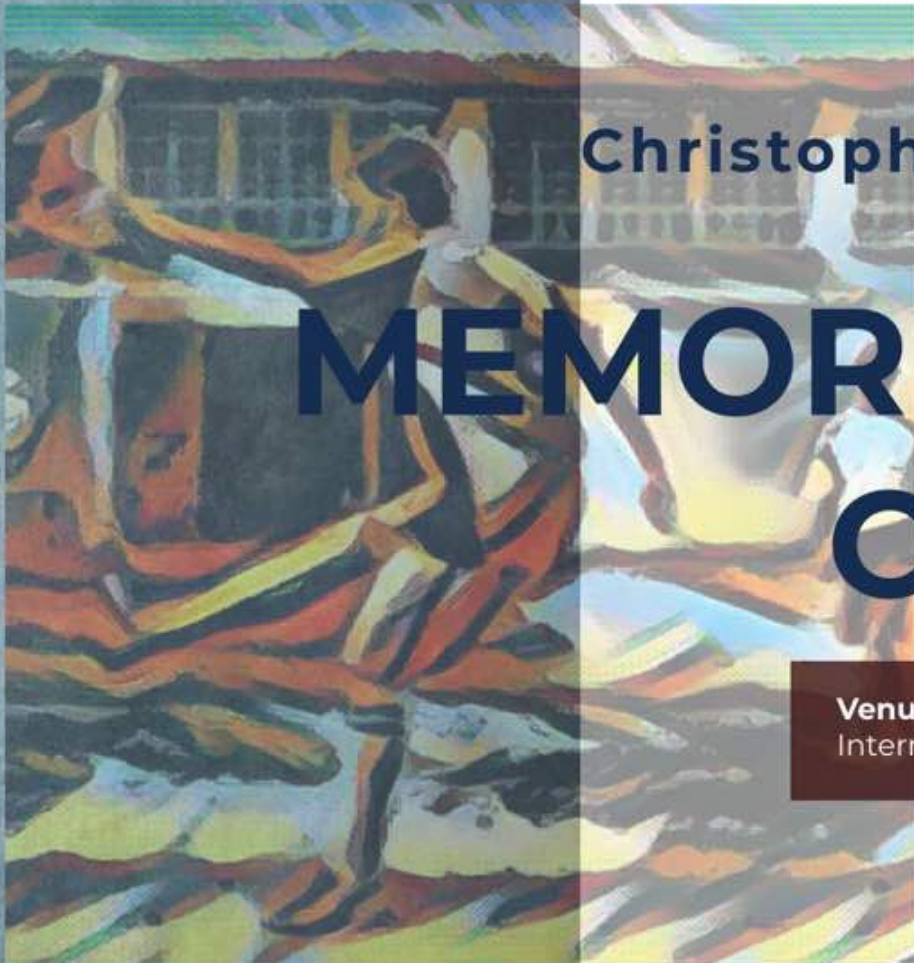
Please consider stopping by on a Thursday for coffee and community and save the date for Valentine treats on the 14th!

Running Trail

Not all school improvements need to be expensive or high tech. We have just had an inaugural run around our new cross-country track at the east end of the campus.



Fitness for All!



Christopher Aiff 5-A-SIDE

MEMORIAL CUP

Venue: Windhoek International School

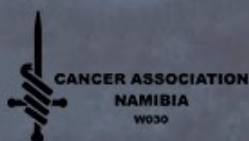
Saturday,
9th March 2019

Team Requirements:
Minimum 7 Players
Maximum 10 Players

Entrance Fee:
N\$500 p/team

For more information please contact
Alexander: 0817483192 or Marco: 0816374748

All proceeds will be donated to the
Cancer Association of Namibia



"The decision to be positive is not one disregards or belittles the sadness that exists. It is rather a conscious choice to focus on the good, and to cultivate happiness, genuine happiness. Happiness is not a limited resource."

Christopher Aiff

SELF-DEFENCE CLASSES



IT STARTS HERE



TOGETHER WE FIGHT AGAINST CHILD ABDUCTION

**FOR THE YEAR OF 2019
LET US ASSIST OUR KIDS ON NOT
BECOMING A NEXT
VICTIM**

ADDRESS: WESTLANE SHOPPING MALL
PIONEERSPARK
WINDHOEK, NAMIBIA

CONTACT: 081 706 8305 / 081 808 0825
info@kyokushin-kenbukai.org