



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Marketing

We are imminently embarking on a marketing campaign.



In the coming weeks you will see many ads like this in print and digital media. They will all feature current WIS students (with their parents' permission, of course).

Yesterday we had a photographer on campus to create a bank of photos for us to use. You can see some "behind the scenes" shots in this issue of The Oryx.

Fees
 The Chair of the Board of Directors, Flora Ismail, wrote to the community four weeks ago about fees for 2020-2021. Early this afternoon you should receive another letter from her. It contains a very important update regarding fees from January. If you do not receive the letter, please contact the school office.

Peter MacKenzie

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Dates to Remember

November 2019

- **29:** AA End for all Students
- **30:** Fun Walk

December 2019

- **04:** Founder's Day
- **04:** Upper Primary Production
- **06:** End of Term 2

January 2020

- **6:** Staff Work Day
- **7:** Start of term 3



Facebook



Instagram



Twitter

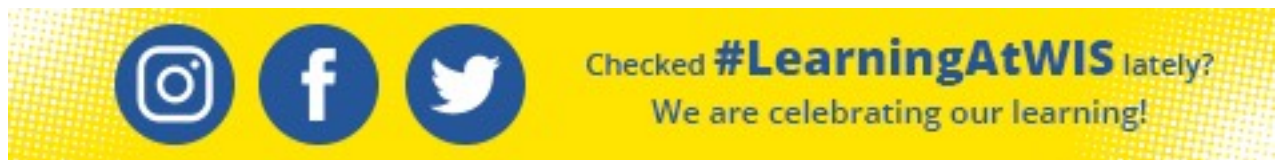
REMINDER:

Please collect your 2019-2020
windscreen sticker at the Office!



2019 - 2020

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Thursday's Photography Session

On Thursday, photographer Shawn van Eeden from **CreativeLab** spent the day in school taking shots for our marketing campaign. Here are some behind-the-scenes shots.

We also want to acknowledge the generous assistance of **Advantage Advertising**.

Twitter: [CreativeLAB10](#)

Facebook: [creativelabnamibia](#)

Insta: [creativelab_namibia](#)

Facebook: [AdvantageNam](#)

Twitter: [AdvantageNam](#)

Insta: [advantage_nam](#)



PRIMARY PRINCIPAL

The last week of school for the semester is upon us. Next week promises to be a full week with various events and activities. It's important that children attend school through Friday. Here are some of the happenings for next week:

- Spirt Week - Each day has a different dress-up focus.
- Pirates vs Mermaids Primary Production - Wednesday, 19:00 in the auditorium
- Primary Sports Fun Day - Friday, 7:30 - 9:00 (Don't forget to wear House t-shirts.)
- End of Semester Assembly (we'll be recognising perfect attendance, birthdays for December, and saying goodbye to students who are leaving) - Friday, 12:15 - 13:00.

Semester 1 reports will be sent via email the week of 9 December.

Regards,
Beth Smith

Message from the PYP Coordinator

<https://www.wis.edu.na/gthe-curriculum-1>

Please refer to our new updated website for more information about the Primary Years Programme curriculum framework. This will give you more insight into how we implement the PYP in our school and teaching and learning in the Primary section.

Avril van Zyl
avanzyl@wis.edu.na



World Kindness Day

Dear Community,

Grade 2 Students would like to share how they were emphasising *World Kindness Day*, which took place on **13 November 2019**. Their interaction (PSPE strand) was to participate in groups projects by taking different roles and responsibilities. *World Kindness Day* had a perfect impact on our students and raised curiosity conversations on how to teach Empathy with Intentionality. With this concept in mind, **Grade 2** students were brainstorming ideas on how we can be kind and have an impact on our community. This activity instils a sense of ownership in children that helps them feel excited about performing acts of kindness.



One of the suggestions was to donate blankets and towels to the SPCA.

- **WHO:** Everyone who likes to practice **kindness**
- **WHERE:** Room 22 & 23
- **WHEN:** 2 - 6 December 2019
- **WHAT:** Donate an (old/used/new) blanket!!!
- **WHY:** To initiate kindness



Thank you in advance!

Grade 2 students

SECONDARY PRINCIPAL

Three-Way Conferences in Secondary School

Today, we are hosting our first Three Way Conferences of the year in the Secondary School. We feel that this is a good way to communicate and discuss progress with all parties involved - the student, the parent and the teacher.



Throughout the semester, your child will have been assessed in different ways. These assessments will constitute the achievement grades that you will have received on the Interim Transcript that was sent with the link to sign up for the conferences a week ago. Some parents and their children were invited to these conferences because we felt that it is important to discuss progress at this point in time to ensure that we talk about ways to work on areas of improvement in the coming semester. As you will have noticed in most of the changes that occurred in the past year, we are moving towards a more consultative and transparent way of reporting. In this way, we hope to be able to guide and support the students along the way. This is, however, only possible if we also have parents actively engaged in the process of their child's growth in school.

We would appreciate it, if you could take a few minutes to give us some feedback on your experience of the conference by submitting this form in the next week: [Three Way Conferences in Secondary School](#) . Please also feel free to contact your child's teachers, Mr. Parsons, or myself if you have any further suggestions or questions with regard to these conferences. I look forward to a lot of constructive feedback in order for us to be able to improve our practices in the interest of a better opportunity for our students to learn.

We will be hosting another conference in this format - which will be a Learner-Led-Conference - in March 2020.

Regards,
Maggie Reiff

AISA 50th Birthday Conference

AISA - a conference that inspires!

I was fortunate to have my application accepted to attend the AISA conference in Cape Town last week. I say 'fortunate' because it truly is an excellent opportunity to learn from some of the leading educationalists in the world and to network with teachers from around Africa, learning from each other. We are all life-long learners.



The first Deep Dive workshop I attended was presented by Jay McTighe, author and educational consultant. It was called *Connecting Content And Kids: Integrating Understanding by Design and Differentiated Instruction*.

Understanding by Design is an educational planning approach and is based on the idea that a primary goal of education is the development and deepening of student understanding to enable the transfer of knowledge and skills. Jay McTigue says that effective curriculum development reflects a three-stage design process called 'Backward Design'. This process helps to avoid the twin problems of textbook coverage and activity-oriented teaching. The three stage design process is:

1. Identify desired results - the learning objectives.
2. Determine acceptable evidence - the assessments.
3. Plan learning experiences and instruction - what goes on in the classroom.

Previously steps 2 and 3 would have been the other way around. Jay McTigue argues that how can one plan learning experiences without knowing what the end goal is in terms of having evidence of understanding? The assessments are a tool for indicating the level of understanding and hence they should be designed before the lesson activities. This is where I am heading with my own teaching - designing assessments before the learning activities.

An interesting suggestion made by Jay was to design an assessment with specific goals in mind (often called the learning objectives) and then ask someone else to look at the assessment and determine what they think the learning objectives are. If any are missed then the assessment needs to be modified. I am certainly going to try this approach to improve my assessment writing.

When it comes to assessments, you will have noticed big changes in the way we are assessing students (particularly in Grades 6 - 9). Whereas the majority of our assessments were previously based on testing knowledge and understanding, we are now focusing on more skills that are necessary for this ever changing world. Many of our students will be going into the workforce to take jobs that do not even exist yet. We need to help them develop the skills to create these new roles.

In previous assessments I may have posed a problem for students to try and solve. Nowadays I want the students to identify the problems themselves. Hence, moving from being problem solvers to problem finders. This may well be a big part of their future careers. In Mathematics, as well as assessing for knowledge and understanding we also assess in other criteria. Can the students investigate patterns, communicate their thinking and can they apply their understanding? These skills are necessary. I remember reading about an excellent mathematician that did not get any credit for the discoveries he was making because he was not able to communicate his ideas. Communication is key.

Back to the conference ... the communication that took place with teachers, with workshop presenters and with the conference organisers all contributed towards this being an inspiring, thought-provoking and valuable experience that has given me lots of food for thought and new ideas to try in the effort to constantly improve the learning for our students.

Lian Cohen

AISA Conference - Reward and learning opportunity

This was one learning moment I will remember for a long time. The AISA conference gave me new perspectives on teaching and an informal connection with people who face the same challenges and celebrate student learning the way I do. I had the opportunity to attend 3 very interesting sessions:

- *Connecting Content and Kids by Differentiated Instruction and Understanding by Design* with **Jay McTighe**
- *Blended Learning - Design a Flipped Lesson* with **Catlin Tucker**
- *International - Mindedness* with **Maria Hersey**



Agile Strategies for Agile Communities by Ewan McIntosh - Keynote speaker, opening remarks.

I was inspired by the many teachers and I hope I will inspire many teachers at WIS too. Sharing so much information is not always a realistic activity, however, sharing a list of things that can be incorporated in our daily schedules and routines can be rewarding, especially when we want to ensure that our students are ready for the future of learning.

Interesting conversations took place during the international-mindedness session where we shared how the WIS community deals with mindfulness, positive thinking, acceptance, tolerance, gratitude and kindness towards diverse cultures and nationalities.

AISA creates an opportunity for international school leaders and teachers around Africa to emphasise a positive, collaborative way of learning and teaching to empower our students. I'm grateful and inspired.

Beata Stephanus

Blended Learning

I had the privilege of attending the AISA Conference in Cape Town. This conference was well organised and the sessions I chose to attend were extremely informative and eye opening.

I chose to attend the *Blended Learning Sessions* with Catlin Tucker and also attended the *Mindfulness Sessions*.

Catlin Tucker is a Google Certified Innovator, bestselling author, international trainer, and keynote speaker. Currently, Catlin is working as a blended learning coach and pursuing her doctorate at Pepperdine University. She writes an internationally ranked education blog.



Catlin has a vast amount of knowledge on this topic as she taught for 16 years before becoming a coach. She explained the transition to Blended Learning, taught the coaching cycle towards Blended Learning and also facilitated the design of a Flipped Lesson. She has a contagious energy and has inspired me to try out most of her strategies towards Blended Learning in my classes.

The world is changing and teaching in traditional ways no longer works with the current generation. The idea is not to let the students just consume digital content but rather to engage using interactive material. I am excited



to be able to coach my colleagues at WIS and help pave the way for our school to fully utilise Blended Learning strategies.

The Mindfulness session was a good reminder that this is important, not only for us as teachers but for the students as well. We will definitely start some mindfulness sessions next semester.

Jeanne Vieira

The following is an overview of the key learning I gained from attending the sessions: *Image of a Child; Play as an Inquirer, and Engaging with Learners*.

Play is a signature of childhood. It's a living, visible manifestation of imagination and learning in action. Good documentation amplifies or modifies your image of a child. Choice brings more levels of engagement, a high level of engagement brings learning. Making listening visible means to be open to theories of the children. The elements of observation and interpretation.

Students of the agency are powerful learners, who are prepared to engage with the world, with sustained courageous curiosity.

Ingrid Ndsiro: EY1/2 E - EA

Fostering Curiosity and Engagement: How can we create interesting and meaningful hooks and habits?

These are the highlights from this session:

Engaging learners in learning: Participants should take responsibility for their own learning - they should feel ownership. Students need to be curious about learning and be self-motivated to want to know more. They should reflect on their work and improve on it so it's their best. In the *Lion King* movie, Rafiki wanted Simba to go back to his pride - why? It's a mystery, let's find out!

Johanna Noabes: Grade 1JEA

AISA Conference: Cape Town 19th - 23rd November 2019

Child Protection & Wellness:

At the recent AISA conference, it was a privilege to meet with my counterparts from International Schools all over Africa and to share the priorities we hold in common when it comes to child safety and protection. I was fortunate to be able to attend an excellent deep-dive workshop during which we reflected on the strength of our Child Protection Policies and what we could do to improve them. I was gratified to see that, though our policy is a work in progress, it compares very well to the CP policies of other schools.

AISA and WIS recognise that well-being and learning go hand in hand. The well-being of students and staff in schools has been gaining momentum boosted by AISA's **CARE** Programmes and Initiatives. In brief, the 4 strategic priorities include:

- **Collaborate:** Fostering a collaborative network amongst international experts and the AISA community to strengthen child protection and well-being programming.
- **Advocate:** For evidence-informed, best practice child protection and well-being programming.
- **Research:** Developing research-based practice for child protection and well-being programming.
- **Equip:** AISA schools with the knowledge, skills and dispositions to implement best-practice child protection and well-being programming.

Networking with colleagues at the conference reinforced a bond between schools in general and departments in particular where expertise and learning opportunities can be shared on an on-going basis.

Sharon Gorelick: Nurse & Counsellor

The AISA conference was an enlightening experience. It was a great personal professional opportunity for learning and just as importantly for reflection. One of the workshop sessions I attended was *'Connecting Content and kids: differentiated instruction and understanding by design'* by Jay McTighe.

He is an educator and author who shares his understandings and current thinking towards education of today.

In this session he shared views of how effective learning approaches have shifted from the benefits of diligent drill and practice to more of a focus on students' understanding and application of knowledge.

Reflecting on transforming the way we teach and how students learn: In a modern world of learning we are preparing students to transfer and apply their learning. That they are active participants in learning for understanding and that learning is a process as students facilitate meaning-making. Their knowledge is not simply a list of facts and formulas that are relevant to the domain; instead, their knowledge is organised around key concepts or 'big ideas' that guide their thinking about the domain.

Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorising information from a text or a lecture.

Skills and knowledge must be extended beyond the narrow contexts in which they are initially learned. For example, knowing how to solve a math problem in school may not transfer to solving math problems in other contexts. It is essential for the student to develop a sense of when what has been learned can be used; through application.

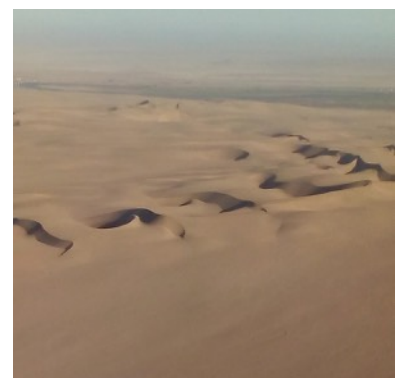
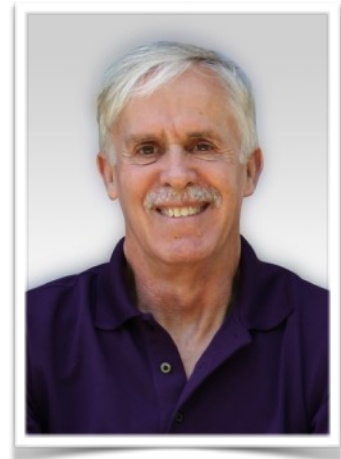
Jay shared a lot of great resources to support planning, teaching, learning and assessment for/as/of student learning.

I felt this connected very closely to our philosophy and approaches within the PYP framework and that a lot of this session confirmed that the way we are facilitating learning in our school is progressive and authentic.

Some takeaways for reflection as I flew home to Namibia:

- To focus on improving the quality of student thinking
- To be mindful of mapping the curriculum around "big ideas" and essential questions
- To support the development of the 21st Century Skills of critical thinking, communication, creativity, and collaboration
- To explore ways of creating performance assessments for measuring what matters most
- To further engage students in meaningful learning around authentic tasks, and that encourage voice, choice and ownership.

Avril van Zyl



The Power of Failure

At the AISA conference that 13 of us attended from 21 - 23 November, the final plenary session over lunch on Saturday was what is called 'AISA Talking Heads'. Three heads from AISA member schools shared their thinking in relation to some provocation. The provocation this year was taken from the conference theme: "**What I am learning from the past to shape the future.**" Each speaker had 12 minutes to address a specific topic.

I was particularly intrigued by the presentation of Fatma Odaymat from the Al Rayan International School in Accra, Ghana. She spoke about 'Mistakes and failure' and their opportunities. In the ACE Accreditation Protocol and our current Internal Reflection, Learning Principle 4 - Learning Perspectives - addresses this matter: *'Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.'*

In our traditional thinking, mistakes are to be reprimanded and punished. This is, however, no longer current thinking. In the words of Fatma, we need to see '*Failure as the Master of Success*' and lose the attitude to aim for perfection. We should work on the premise of YET - *I cannot do this YET, I do not know this YET - but I can learn, I can find out, I can try and try again*, because '*The Master has failed more than the beginner has ever tried.*'

These thoughts inspired me to keep emphasising this in our school. One of the IB Learner Profile attributes is 'Risk-taker'. When we take risks, there is the 'risk' of failing. But that should not deter us from trying and if we fail, trying again and learning from our mistakes and failures. We need to reward thinking and trying and not the right answer and the outcome only.

Maggie Reiff

AISA Conference

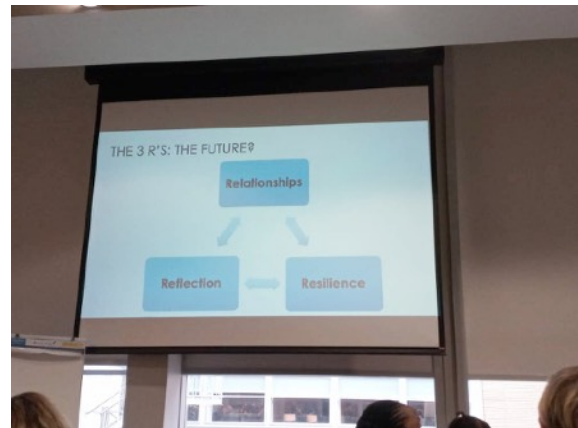
Happy Friday African Fish Eagles!

Learning is a powerful thing. A definition of learning is 'the acquisition of knowledge or skills through study, experience, or being taught'. Last week at the AISA Conference I had a wonderful opportunity to learn, be challenged and reflect on what is happening in the world and how we at WIS are responding to these changes.

All, and I mean ALL of the presenters, Heads of Schools, Principals, Coordinators and teachers that were in my sessions all had the same thought, 'The future is now and we need to innovative, reflect and be forward thinking so our students can not only cope, but thrive in the ever changing world'. We all agreed that the professional world our current students will enter will be very different to the one we are in today.

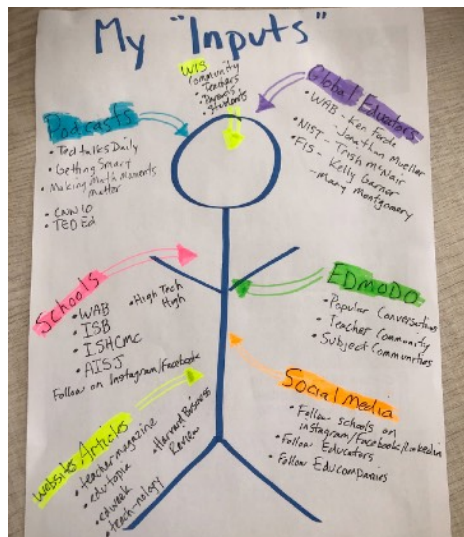
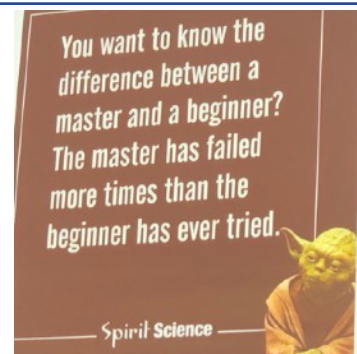
We were asked what is special about the date 21 October, 2015? No one in the room had an answer. The closing speaker reminded us, that that was the date Marty McFly went into the future. I can remember sitting in a movie theatre in 1989 watching *Back to the Future II* wondering how different the future would be. It is hard to believe that we are already 4 years past the future!

The conference had excellent presenters who shared their knowledge, research and experience with us and they all allowed us an opportunity to share the innovations, issues and questions we have at our individual schools. These discussions were meaningful, inspiring and let us all know that we are grappling - which direction to take our schools in. What we all recognise is that we need to be different to what we were 5 years ago. A term I liked very much is "responsive schools". We can plan and strategise, but at the end of the day we need to be adaptable and have teachers who are open-minded and learners.



I attended a session called 'How to innovate and not get fired' and in that session the presenter said that students and teachers need to 'create not consume'. That really struck home with me. If we wait to be told what to do, then we will find it much more difficult to move forward. If we try new things, seek answers and are ready to fail, then we will truly grow and be better able

to handle the next challenge we face. Jedi Master Yoda says it much better than I do.



These conferences not only teach me new things and provide me with new insights, but also give me inspiration to learn. I was given so many new resources, people to follow, articles to read and new people to talk to. It made me reflect on my 'inputs' and it made me wonder how teachers/students/parents can better share their knowledge and experiences here at WIS?

In January, we will begin a new initiative Conversations over Coffee. It will be an informal get together of anyone who would like to discuss matters relating to education. Hopefully these get together will help us grow a strong collective community efficacy.

Michael Parsons

AISA

So many sessions at AISA, so much inspiration. While all of the sessions I attended were informative, one that I attended that others haven't written about is *An End to Oppositional: Transition Support for Students in International Schools* presented by Mona Stuart.

We need to take the transition seriously. Each child's (and adult's) transition is a journey but the journeys are not identical so we need to keep the individual in mind. Third Culture Kids (TCKs) experience more loss in their developmental years than most people do in their lives - Van Reken. Generation Z (those born after 1997) will have 17 jobs, 5 different careers and live in 15 different homes. Transition for them is evident. Supporting our students with transition will help them with their emotional well-being and that they feel they are known, loved and seen.

A few resources that Mona recommended are:

- Families in Global Transition - <https://www.figt.org/>
- Third Culture Kids: The Experience of Growing Up Among Worlds, by David C. Pollock, Ruth E. Van Reken, Michael V. Pollock
- Safe Passage: How mobility affects people and what international schools should do about it, by Doug Ota

To quote Doug Ota, 'Sometimes transition feels like climbing sand dunes'. WIS has practices in place to support our students with transition both to and from our school. With the inspiration and information gained from this workshop, we will continue to improve our practices to ensure our students (and their parents) have a smooth transition and feel emotionally secure.

Beth Smith

Designing Authentic, Performance-Based Tasks and Projects

Last week a group of teachers attended the 50th Anniversary of the AISA 2019 Conference. For me it was like receiving an anticipated Christmas gift, because I could be in a room with one of my idols - Jay McTighe - a very knowledgeable author and educator in Conceptual Understanding, and Understanding by Design philosophy.

A **Conceptual Understanding** is how teachers guide students to move beyond the facts and to find relationships and connections among the concepts they are working with. For example, the exploration of pre-existing ideas, help learners to transfer concepts from one context to another.

Encouraging students to unpack the concepts in each unit allows them to develop valuable skills and being able to formulate hypotheses and to recognise patterns. Learners will no longer be passive in the context of teaching and learning but **problem solvers** or even better **problem creators** rather than receptors of teachers' inputs.

Students will retain better the 'Big Ideas' by recognising that the concepts being studied can be applied to other generalities.

Let's put these ideas into an authentic example. If I teach in social studies Pre-History and students just have to memorise the content and regurgitate it in an assessment what is the learning behind it? Now, if I teach my students to inquiry about the same topic through exploring different concepts, leading them to analyse, research, apply, evaluate and create new ideas, what is the learning behind it? If learners can see the relevance of learning and be able to apply the learnt concepts being used in Social Studies to other subjects they will be transferring these "Big Ideas" in meaningful and authentic situations - REAL LIFE.

What I have learned by attending this conference is that educators need to devote time to think about what is a quality 'Essential Question', How to design a more authentic performance task? How to teach towards understanding?.

"Let's celebrate failures", "The Future is Here" - two powerful statements that I kept from this memorable week spent with my colleagues.

Teresa Araújo

Grade 7 Creative Stories

As part of the Gr. 7 Spelling Assessments, the students have to write creative stories using the spelling vocabulary lists. This is what some of the Gr. 7s wrote for this week:

Japanese pirates are real!

Gerhard Fischer-Buder

I've been kidnapped by pirates, or **apparent** ones at least. They were all women with **straggly** hair, wearing **corduroys**, **cutlasses** in their waistbands, and always using **obscene** language. I think that they were Japanese, purely because of how many **satsuma** they had in their barrels. They also had a juice press, I'm thinking, 'rather than getting drunk on rum, they get drunk on satsuma juice,' just a thought. At least I won't get **scurvy**. There's a kennel in the captain's quarters, I can see it through my tiny peek hole. I can also see a **mongrel** because I



don't know what breed of dog that hideous thing is. After three weeks of being here, I'd say I know this place pretty well, but that dog doesn't let me sleep and I think I'll start **boycotting** the pirates. Now, that might not sound like a struggle but I assure you that it's **melodramatic**. What if I never get out? Now that sounds more melodramatic.

The Maze

Salome Rey

Here I am, walking through a maze, trying to get through all this **straggly** grass and bushes. I am Jonathan. Plain old Jonathan. **Corduroy** pants and cotton T-shirt Jonathan. This Jonathan doesn't have any **apparent obscene** behaviours. Nope. Not this Jonathan. Yet, here I am, cutting my way through the maze with a **cutlass** because I don't support the President's **melodramatic** little act. Quite truthfully, he is childish and will do anything for fame. In fact, it is for saying things like this that I am in this maze. Batarnia has changed a lot since the new president, and not for the better. We used to be able to say anything. We had rights and freedom. Now we just have soldiers on every street listening to people's conversations and watching people like hawks. I thought it might be helpful to take a stand, but frankly it was just stupid, because now I am stuck in this maze. They just took me in a helicopter, gave me a small backpack, told me to find my way out. They lowered me to the ground and left.

Looking at what's inside this bag, I will get **scurvy** soon. Sure, I wasn't expecting a **satsuma** plate with sushi and fresh exotic fruit, but they could have tried a little harder.

A sound erupted from the sky as I am walking into a dead end. It is a helicopter. How is this possible? Are they coming to fetch me? I look at my watch and see that I have only been here for 2 hours. The helicopter stops and lowers a rope with something attached to it towards me. It is a **mongrel!?!?** It is carrying a note in its mouth. I read it quickly: "Dear Jonathan Moore, you shouldn't last long in this maze considering your scarcity of supplies and how large the maze is. People have started **boycotting** their jobs and responsibilities too, so it looks like you won't be alone for long. (You can keep the mongrel.) Best of luck, The President." Oh no, oh no, oh no. What did I just cause? I am completely baffled. Seeing what happened to me, why on earth would they want to do the same thing as me? I have to fix this fast!

CAS Project

During international day my teammates (Fazil in Grade 12 and Jimmy in Grade 11) and I carried out our CAS project which was promoting recycling with flyers, which we got from Namibia Recycle Forum that we put up around the school. We implemented it by setting up some recycling bins during International Day that were labeled for plastic, cans, glass and paper. We even had our own mini-stand where people could take these flyers and bring them home or put them up at their workplace.

The result was positive – most people obeyed the guidelines and sorted the garbage correctly. It was really impressive, as the event was quite chaotic and the weather turned out to be hot and tempestuous.



Finally, we'd like to thank everyone who supported us – from the PTA, Namibia Recycle Forum as well as Rent-a-Drum for supplying us with help as well as equipment.

Francesco Cherici



REMINDER FROM THE SPORTS COMMITTEE!

WIS Fun walk/ run registration will be open at WIS from Friday, 29 November @ 16:00 - 19:00, outside the PE hall.

Please come and sign-up and pick up a registration number.

You can also register on Saturday morning, 30 November.



WINDHOEK INTERNATIONAL SCHOOL

Sport Fundraising Event

Cycling,

Run/Walk




DATE NOVEMBER
30 2019

**START/FINISH: DAAN VILJOEN
 POLICE CHECK POINT**

Free water bottles to the first 100 people to register

DISTANCES	Cycling: 35 Km @ 06h00 15 Km Run/walk @ 06h10 10 Km & 5 Km @ 06h30	ENTRY FEES
		ADULTS N\$ 50.00
		CHILDREN N\$ 30.00
		CUT OFF TIME: 08H30

LUCKY DRAW: 08H30
 FIRST 200 FINISHERS RECEIVE MEDALS

- > 3X HEALTHY HAMPERS FOR THE LUCKY DRAW
- > 50X WATER BOTTLES FOR THE LUCKY DRAW

Register online via the club website:
<https://windhoekcityrunnersclub.com>

Sponsored By:
TROPHY PLACE 

**CONTACT THE CLUB PRO
 FRANS @ 0811496930**



*The PTA invites you
to a festive coffee
Morning!*

THURSDAY DECEMBER 5TH, 7-8:30AM
@PTA CENTER

COME MEET OTHER WIS PARENTS, ENJOY
YUMMY FESTIVE TREATS & GET UR COFFEE FIX

SPIRIT WEEK

2019 DEC 2 – 2019 DEC 6 (secondary)

MON. PJ DAY

TUE. TWIN DAY

WED. FAV. CHARACTER DAY
(FROM MOVIES OR BOOKS)

THU. INTERHOUSE SPORTS DAY
(SHOW YOUR SPIRIT FOR YOUR HOUSE)

FRI. BLAST FROM THE PAST
(WEAR CLOTHES FROM YOUR FAV. DECADE)



All clothing should be school appropriate and follow dress code!

REMINDER:

Primary students have the Thursday and Friday Themes switched!