



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### The Conversation

In June the Board of Directors started a “conversation” with the whole school community about what the school is, what people want it to be, and – the hard reality – what it can afford to be.

Thank you to those parents who came to the information evening on Wednesday. The board and management presented the results of the surveys that were completed last month. What the surveys told us confirmed what we already knew (or believed) rather than produce any surprises but that is also valuable knowledge to have. The (very) short version is that parents, students, and staff attach importance – often very great importance – to who we are, what we do, and how we do it. By and large, people very much like the kind of school we are.

As always, the challenge is to be that kind of school but at a price that enough people can afford.

Valuable though they are, the surveys are just one thing the board are considering as they discuss options for the future of the school. The country’s economic problems and the resultant drop in enrolment (around 30%) mean that the school has some tough decisions to make.

We are inching towards these decisions and the goal is to have some answers by the end of this month (October).

So please make every effort to attend what will be a very important meeting with the board on **Saturday 26<sup>th</sup> October** (provisionally 10am to 4pm).

An external facilitator, highly experienced in the world of international schools and not least in Africa, will lead this part of the conversation.

*Peter MacKenzie*

## Alternative Sources of Income

As part of the ongoing strategic planning process, the board is inviting interested parents and staff to join an *ad hoc* committee to brainstorm proposals for ways to attract alternative sources of funding to WIS. This group will not discuss fees but rather feasible business development plans as well as fund-raising opportunities. We are looking for proposals that can be implemented in the short- to medium-term and for participants with the expertise, contacts and know-how to get things done. If you are interested, email: [lisalindy@gmail.com](mailto:lisalindy@gmail.com)

**Lisa O’Donoghue-Lindy, Board Member**

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## Dates to Remember

### October 2019

- **07 - 11:** October break
- **14:** Start of Term 2

### November 2019

- **01:** Secondary School Dance
- **09:** International Day



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## WEEKLY PUZZLER

Eden (Gr. 4) and Tiancheng (Gr. 8) solved last week's puzzler.

Well done!

In our sock puzzler of last week, the number of pairs is somewhat of a distraction. The number of different colours is what is important. If you have three different colours, then you can be sure that after picking four socks you will have at least one pair.

On to a new one. A slippery sloth climbs six feet up a utility pole during the day, then slides back down five feet during the night. If the pole is 30 feet high and the sloth starts from the ground (zero feet), how many days does it take the sloth to reach the top of the pole?

Enjoy the week off, but please don't be a sloth!

Please send solutions, or any fun and interesting puzzlers to [pfarrell@wis.edu.na](mailto:pfarrell@wis.edu.na)



## Parking

You will have seen that four parking bays at the south-west of the car park have been covered.

Please note that these are for the exclusive use of the Portuguese Language and Cultural Centre.

## Celebrating!

**World Teachers' Day and World Smile Day**

**Today is World Smile Day and tomorrow is Teachers' Day.**



*There can be no keener revelation of a society's soul than the way in which it treats its children. ~ Nelson Mandela*

Held annually on 5 October since 1994, World Teachers' Day commemorates the anniversary of the adoption of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. This Recommendation sets benchmarks regarding the rights and responsibilities of teachers and standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions. The Recommendation concerning the Status of Higher-Education Teaching Personnel was adopted in 1997 to complement the 1966 Recommendation by covering teaching and research personnel in higher education.

With the adoption of the Sustainable Development Goal 4 on education, and the dedicated target (SDG 4.c) recognising teachers as key to the achievement of the Education 2030 agenda, WTD has become the occasion to mark progress and reflect on ways to counter the remaining challenges for the promotion of the teaching profession.

World Teachers' Day is co-convened in partnership with UNICEF, UNDP, the International Labour Organisation, and Education International.

*With the theme: "Young Teachers: The Future of the Profession", we recognise the critical importance of reaffirming the value of the teaching mission. We call upon governments to make teaching a profession of first choice for young people. We also invite teacher unions, private sector employers, school principals, parent-teacher associations, school management committees, education officials and teacher trainers to share their wisdom and experiences in promoting the emergence of a vibrant teaching force. Above all, we celebrate the work of dedicated teachers around the*

*world who continue to strive every day to ensure that “inclusive and equitable quality education” and the promotion of “lifelong learning opportunities for all” become a reality in every corner of the globe.”*

Joint Message from Ms Audrey Azoulay, Director-General of UNESCO, Guy Ryder, Director-General, International Labour Organisation, Henrietta H. Fore, Executive Director, UNICEF Achim Steiner, Administrator, UNDP and David Edwards, General Secretary, Education International, on the occasion of World Teachers’ Day “Young Teachers: the Future of the Profession”, 5 October 2019. (<https://en.unesco.org/commemorations/worldteachersday>)



*Education is the most powerful weapon which you can use to change the world. ~ Nelson Mandela*

## PRIMARY PRINCIPAL

### Conferences

Thank you to all the parents who came to the conferences. As mentioned before, this was a new format to the conferences held in the past. The feedback from both parents and teachers has been positive. Teachers have appreciated the opportunity to gain more insight and understanding about the children they teach and parents have appreciated having a clear picture of their children’s strengths and the areas to develop further. There is always room for improvement and I welcome your [Conference Feedback](#).

The student-led conferences will take place in November. These conferences will be held after school and include your children. During this conference, your children will have the opportunity to share with your their progress since the beginning of the semester, their strengths and their goals for the second semester.

### MAP Growth Test Results

The MAP Growth test results are being emailed to those parents in Grades 1-5 who attended the conferences. If you weren’t able to attend the conference and you would like to see your child’s results, please make an appointment with your child’s teacher or with me.

### Term Reflections

As this first term comes to a close I find it hard to believe how quickly the year is flying by and all that has happened in just eight weeks. The changes and additions we’ve introduced, such as the formats for Back to School Night, Assessment conferences, the adaption of the Australian Curriculum, our W.O.R.D. programme and the two-week timetable are helping the Primary School to continue to move forward in a positive direction.

The children have been involved in a variety of activities where they have represented WIS well including the first Inter-Schools Athletics, and the soccer and basketball leagues. Our weekly assemblies, with the Grade 5 students doing an excellent job serving as the MCs, encourage confidence in being on stage, sharing of learning and what’s happening in class, and building a sense of community.

We’ve had parent workshops about the PYP, Seesaw and an information session about MAP. There have been pop-up art exhibitions and end of unit presentations by individual classes.

Thank you to all the parents and guardians who have supported the various activities and events. I look forward to all that is to come in the next term.

During this next week’s holiday, I encourage your children to have a break from their devices, read, play and to have fun so that they are well-rested and ready to learn upon their return to school.

**Regards,  
Beth Smith**

## STEM in Grade 4V

Grade 4V students coded robots to extend their learning about angles, they made use of the new Multi-Media Learning Space at WIS. [Watch their video!](#)



- You will see the students using prior knowledge from classroom activities.
- The students used pens, pencils, paper, whiteboard markers and other materials. The lessons were not all spent looking at screens. They used the robots and iPads during one lesson.
- When the students used technology, they worked in groups. One could observe the students using their social skills.
- The lesson brought angles to real-life applications. The technology was not used for drill and kill.
- The classroom teacher did not know how to connect the robots and code them. The students taught the teacher. Everyone is a teacher and a learner.
- Calculating the opposite angles allowed the students to consolidate their knowledge of subtraction.
- The students used communication skills to explain their code and how they figured out opposite angles.

These are a few among other skills demonstrated in this activity.

**Kahlil Danai Maramba**

## New addition to the EY3 Playground

The EY3 children have been waiting patiently with great anticipation as they watched the new climbing structure being erected on their playground these past two weeks. Yesterday they were finally given the go-ahead to play. The pictures below show how popular this new addition is with a slide, climbing wall, fire-person’s pole, ladder, monkey bars, and balance beam.



### W.O.R.D.

Guess who is also reading during our scheduled reading lessons: Logan Stephanus, Gr. 1J



# W.O.R.D.



Grade 2B reading to EY 1 - 3 students.

Grade 5P reading to Grade 2B.

## Getting to know W.I.S.

During unit one, "Who We Are", Grade 1 students interviewed members of staff to find out more about them and their roles and responsibilities.

Click on the names if you would like to find out more.

- [Mr. Antonio](#)
- [Ms. Avril](#)
- [Ms. Beth](#)
- [Mr. Chi](#)
- [Mr. MacKenzie](#)
- [Ms. Michelle](#)

Jan Le Roux



## PYP Coordinator’s message

### WIS Primary Student Council: What is the Student Council?



The Student Council is a great opportunity for students to play an active, positive role in their school community. Representatives are a voice for the student body and so they can have input and give ideas of things they would like to improve or change in their school. Student Council representatives are also role models for the way we as international IB Learners are striving to be. They are there as a support and model to other Primary students and as a point of communication for the student body. Elected representatives make themselves available to attend weekly Student Council meetings with Ms. Avril each Monday during the second break (11:40).

#### Student’s role:

Representatives act as a channel of communication within the school and model the following:

- I show **Commitment** to my role in being part of the Primary Student Council.
- I am **Open-minded** and a **Communicator**, giving students a voice and opinion on the improvement of our school.
- I am **Caring** in my support of fellow students in our school.
- I am **Principled** and show myself to be a role model to others.
- I take **ACTION** in improving our school and supporting the community around me.

2019-2020 Primary representatives were voted in by their peers. I would like to introduce you to:

Grade	1	2
1	1D Ian & Tia	1J Ezra
2	2D Zara	2B Chloe
3	3L DouDou	3G -Mark-Johnson
4	4V -Ondeya	4A Eden
5	5P Amalia & Roelf	5K Bilal

Avril van Zyl

## SECONDARY PRINCIPAL

### Learning Ecology in the ACE Protocol

Last week in Secondary School, we had a lot of learning going on outside of the classroom. As you will read in this edition of the Oryx, two classes went on field trips, our senior students participated in the NUST Brain Match and we teachers had a workshop about MAP testing facilitated by a consultant of NWEA. All these events are a good example of how learning takes place outside of the classroom where students have the opportunity to explore, enjoy and engage in learning opportunities. This can be related to the Learning Ecology part of the ACE Protocol.



## E - Ecology of Learning

The Ecology of Learning is the 'space' in which learning occurs. This includes the physical, social and emotional space that learners find themselves in. Learning in the ACE Protocol is seen as learning by students, teachers, parents and all stakeholders involved in the process of education - it is called the Learning Community. We all learn continuously to stay current with what is happening in our surroundings.

Learning Ecology encompasses the relationships, interactions and communications within the Learning Community that sustain its values and norms. Effective learning does not happen in a fixed space, time or form. It can and should happen everywhere and at all times and in all different forms.

That is why last week's events are a great example of learning happening outside of the classroom in a different format and at times different to the normal school day time. When our students go on field trips, they have to learn to work together as a team and accommodate each other and each other's differences 24 hours a day for a few days. They have to be risk-takers to endeavour into the unknown - canoeing on the Orange River, exploring the Arnhem Caves for example. They also have to respect each other, their teachers and the environment in the process of exploring. Through this, **Learning Principle 10** is practised: *'Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived and define a distinct, sustained identity'*.

When going on a field trip together, so many aspects of the above mentioned Learning Principle are practised and lived in a situation that is often unfamiliar to our students and even our teachers. But these events lend themselves to authentic learning with each other and about each other.

**Learning Principle 9** also applies in this regard: *"The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended learning impacts"*. At WIS we are fortunate to have a campus that lends itself well to utilising our outside spaces for learning and collaboration. We have many spaces where students can sit and work together. Our *My Campus, My Planet* SDL activity enables students to further use the spaces on campus to create a more sustainable and environmentally friendly surrounding, taking into consideration the climate and conditions of a dry country.

When you are on campus next, have a look at our 'space' and how it can and is making learning more relatable and connected.

**Regards,**  
**Maggie Reiff**



## Grade 9 - 12 Students

### Planning to study in the USA?

If you are planning to study in the USA you will want to attend a session with a consultant from the College Board on **Monday, 14 October 2019 @ 18:00 in the Staff Room.**



Ms. McKoy is a Senior Associate Director for Undergraduate Admissions at Columbia University. She is representing the College Board and is a valuable and welcome guest to our school. Ms. McKoy has visited WIS in 2017 already. She will be working with students and teachers at the school and will meet individual parents as well. If you would like to meet with Ms. McKoy individually, please let Ms. Reiff ([mreiff@wis.edu.na](mailto:mreiff@wis.edu.na)) know by Monday, 7 October. Ms. McKoy will be able to meet with individual families on **Sunday, 13 October** in the afternoon.

This visit has been made possible by the Office of Overseas Schools. We would like to extend our sincere gratitude to OOS for making this visit possible.

## Global Social Leaders

GSL is an afternoon activity taking place every Tuesday afternoon with Mrs. Rose Githinji. This year we are taking part in the Global Goals Competition, where schools from all over the world submit their ideas on how to implement some of the UN Development Goals in their country. Here in Namibia, we want to focus on solar energy, since we have so much sunlight it seems a waste not to use it. The use of solar energy would also make the country more independent and contribute to climate action. In our project, we want to reach out to people in Katutura, especially schools, to try and help them to use more solar energy. This could help the individual students to get a better education and provide the school in general with sustainable electricity.

In the next few weeks, we want to visit some schools and get information about them. When we will start with the implementation of the project, we will definitely need some funds to buy the solar panels and get them installed. We are glad to accept any kind of support from the WIS community. Help in finding sponsors or organising fundraising events is also greatly appreciated. We will keep informing you about any progress we make and hope to make Namibia use more clean energy, while helping the people and in particular students in Katutura. Please contact the Global Social Leaders team if you wish to contribute to the solar energy project.

Sara Hoyer

## NUST Brain Match

***WIS did it again: Winning the Namibia University of Science and Technology's (NUST) Brain Match competition for the second time in a row.***



The NUST Brain Match is an annual quiz contest on Physics, Mathematics, Chemistry, Renewable Energy and General Knowledge organised by the Faculty of Engineering. Our school was one of 16 participating schools in this year's competition. We are proud of the winning team: **Viktoria Ellmies, Tanatswa Murwira, Janine Tibazarwa, and Yiming Xu.**



This year, the contest was structured and conducted in three rounds - first round, semi-final and final round. Making it through the first two rounds into the final was not difficult for us. However, the final round was a close encounter. The three other schools in the final round with us were, St. Pauls College, Hage G. Geingob High School and Windhoek High School. We tied with St. Pauls and Hage G Geingob, and Windhoek High School was granted the 4th position. As no clear winner emerged at this point, a tie-breaker round was organised. This final round was full of energy where every single point mattered. Our hearts were racing but with knowledge and composure, we did it. It is fantastic to be part of a great team, with amazing support. The team would like to thank Mr. Jacob Oluwasanmi our Physics and Math teacher, their fellow Grade 11 classmates, and the Grade 10 Physics students, who showed their continuous support throughout the competition.

We look forward to WIS being awarded the winners' title again next year and maintain the success of these two years.

## JoMUN

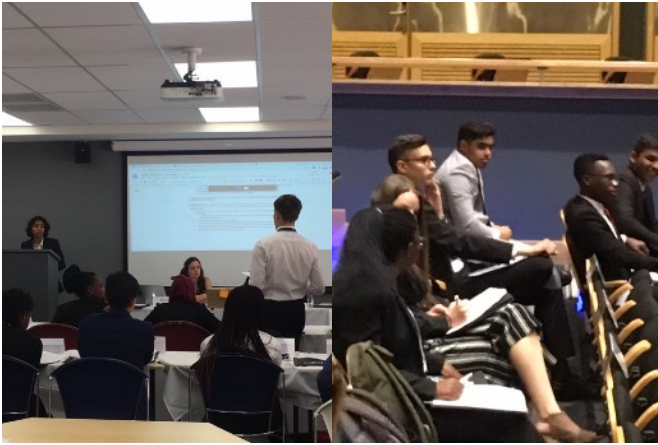
The Model United Nations (MUN) afternoon activity began preparing for JoMUN XVII *Africa Connecting* in the last term of our previous academic year. The delegation who went to Johannesburg last week were ably and amply prepared by Luna Zhakata, a Grade 11 student who had participated in three MUN conferences (one in Barcelona and two in Johannesburg).



Preparing for an MUN conference involves a lot of work in researching countries and issues; learning parliamentary language and procedures; developing public speaking skills (and the confidence to speak in public); crafting resolutions and watertight arguments and last, but not least learning to think on your feet. Twelve of our students participated, the paragraphs below are the thoughts of one of the WIS delegation.

***Mariamma Mathew & Edwina Rimmington (WISMUN teacher/directors)***

From the 26th of September to the 29th a group of students left WIS on an expedition, a voluntary commitment for which we had prepared for months: the JoMUN conference.



We had prepared ourselves to present clauses and resolutions to a committee where we would be “judged” by how well we prepared. In actuality it was somewhat tough, yet not as hard as it’s made out to be. The entire conference was enjoyable and since it was my first time I had no expectations going in. I expected it to be extremely stressful and strict, but everyone was very calm and no one ridiculed you for making a mistake. Honestly this was one of the best experiences of my life, full of new information and people.

I was the delegation of Indonesia in the APQ Committee. My committee had about 12 other delegations and they were all really welcoming and helpful when it came to debating. Creating allies and making new friends was an amazing feeling as I had to move beyond my comfort zone and experience a totally new world in another country.

I stayed with a host family who was originally from Ethiopia and they were such amazing and sweet people. They took us out for sushi Friday night and we strolled around Montecasino for at least two hours, aimlessly admiring the architecture.

I really got closer to other students who went on the trip, some of whom I had been somewhat afraid of as they were older and seemed intimidating, but actually they are really nice and I’m glad to have had the experience with them.

The Indaba social, a closing dinner was held after the closing ceremony on Saturday. This was an opportunity to hang out with the people you met during the conference and the people you wanted to meet! I was able to talk to several people and I got to know them. The food was delicious and the venue was gorgeous. The other students were amazing people and I’m glad I got to interact with some of them( hopefully next time I’ll interact with more).

So many things were learned and experienced by us all. Shout out to Mrinalini Agrawal and Ilay Cohen as they won Best New Delegate in their committee, a certificate given out in each committee by the chair and deputy chair according to certain criteria.

Before I continue writing a whole book on this experience, to sum it up, I loved it ... Having to get out of my comfort zone to achieve something new, dressing up in formal clothes (which is completely unlike me, yet I enjoyed it), presenting in parliamentary language in front of a whole committee of people I didn’t know, and finally the bonds and friendships I made on this trip.

Thank you to Ms. Mathew and Ms. Rimmington who came along with us. Special thanks to the team at AISJ and all the other schools who participated, as it made the experience something I’ll never forget. Lastly, thank you to the students who came a long: Maija, Grace, TJ, Ilay, Zula, Connor, Luna, Mrinalini, Lukene, Jo and Maria, for making this a trip I’ll never forget.

**Olivia Shino G10 (The delegation of Indonesia in APQ)**

## Inquiring Grade 10 WIS Historians Debate

### Apartheid South Africa



During a fishbowl conversation, seventeen Grade 10 historians, split into two groups, challenged each other with exceptional self-selected Apartheid South Africa questions.

Engagement, thorough responses, super listening skills and deep contextual knowledge predominated this wonderful learning environment. Insightful and well-substantiated points were addressed as eager learners replied eloquently to many questions including these:

- a) The assassination of Prime Minister Hendrik Verwoerd - [Was Tsafendas a martyr to the anti-apartheid cause or an insane man?](#)
- b) The intention for President de Klerk's unbanning of the ANC and releasing Mandela in February 1990 - [Did de Klerk deserve the Nobel Peace Prize?](#)
- c) How and why did Mandela use reconciliation and [forgiveness in his role as President \(for example including de Klerk as Deputy President?\)](#)
- d) Why did Mandela move to violence in [the anti-apartheid struggle? and what did he do?](#)

**Congratulations to ALL Grade 10 historians for a super wrap-up discussion on the anti-apartheid South Africa story. These photos testify to your wonderful work! Particular recognition is extended to these six – Mrinalini, David, Olivia, PJ, Tessa and Massimo – whose detailed responses and wide-ranging content knowledge pushed peers in the class to do better!**

*The next challenge will be their written [IGCSE History Assessment](#) on the day after the break!*

**Rick Fitzpatrick**

## Grade 9 Orange River Trip



Going to the Orange River was an interesting and exciting opportunity for me. I was so glad that I had the opportunity to go on this wild adventure. There were many things went through my mind while packing my bags to go.

Things like: what would the scenery look like? Why is it called the orange river? Am I going to capsize on the canoe? Who will I camp with? Where would I sleep? All these questions were answered when I arrived at the base camp of operations. We got out of the bus and the first thing we did was unpack all of our luggage and bags. We got settled in for the night (after the mandatory swim test that the teacher made us do), and was told how things work. We were also told what was expected from us and the week. For the rest of the days we canoed through strong winds, played fun and engaging games and activities, and ate a lot of extravagant food. All in all it was an exciting trip for all Grade 9s. And I hope that everybody had a great time on the trip and it won't be something they forget.

### Tanga Nandjiwa





The Orange River wasn't what anyone expected it to be, it was a fantastic experience that everyone will remember for the rest of their lives. When we arrived at base camp everyone was ecstatic to see land after the longest eight hours of our lives, on a bus with no devices but just our peers. The first night was luxury compared to the next few days ahead. We went from everyone chilling on the grass and laughing to everyone burning and working a sweat in the hot Namibian sun. Some people came back two toned. Everyone came back with a stronger bond.

**Davan Pokolo**

Tom - We are happy to report that the annual G9 trip was a huge success. Twenty-five of our G9 learners embarked on the four day canoeing trip on the infamous Orange River. The experience gained by the students offers a range of enduring memories that enable learners to grow in stoicism and strength of character as they navigate the rapids and ravines during the four day adventure.

Thank you to the parents of the G9 students who entrusted their children to the three accompanying staff members for the excursions. I hope the memories will stay with your child for many years to come.

**Tom and the Team (Lian and Hedwig)**

## French in action!

This week in Grade 8, we continued to inquire into our unit on Health "La santé". After discussing and debating the importance of a healthy diet, the French students questioned the importance of physical exercise: "Pourquoi faut-il faire du sport?". We revised the body parts and verbs of movements and finished with some yoga exercises in French. Learning with fun!!



*Séance de yoga avec les Grade 8: la posture de l'arbre.*



And this week in Grade 7, we worked on the directions and the use of prepositions to indicate positions of objects relative to each other. What better way to put them into practice than a treasure hunt? The French students had to follow directions and find clues all around the campus in order to uncover the treasure. In groups of three, they worked on their collaboration skills, and also on their research skills to resolve the French riddles.

**Catherine Mousseau**

## PTA NEWS

Thank you to Amit and Anat for sharing a wonderful Shana Tova (Happy New Year) celebration with us at the PTA Coffee Morning on Thursday. We were able to taste some traditional food this time and read about why and what food is celebrated. Thanks also to Lian who led us in an Israeli dance. The children made some pictures with honey, apple and pomegranate whilst listening to traditional music. It was really lovely to share with our community.

Our next coffee morning will be celebrating Diwali.



## INTERNATIONAL DAY IS AROUND THE CORNER

Here is an update on what you can expect:

- We will have a big tent and our famous flag parade . The WIS Choir will sing the National Anthem.
- We'll have many different activities - Drumming Cycle, The Ells, Poss Seak K, dances and many more exciting performances.
- There will be Food of the Worlds - come and enjoy, taste different cultures' delicacies presented to you by the countries' community.
- There will be an Ultimate Frisbee Tournament on the field.
- And then there will be games, jumping castles, embassy stall, face paints and much, much more ....

Watch this space for further information and make sure you get in touch with the PTA ([pta@wis.edu.na](mailto:pta@wis.edu.na)) or anybody in school to offer your contribution to the day!

We need you all!

Mark this date: Saturday, 9 November 2019.

A celebration of the diversity of cultures from around the world

# ANNUAL INTERNATIONAL DAY FESTIVAL

@ Windhoek International School

10:00 - 14:00 | NOV 9TH, 2019

yummy food - great music -  
fun games