



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

Dear Community,

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. These attributes are built into the IB philosophy and curriculum continuum, and imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. This is why we say that “WIS Kids” are developing into learners who are increasingly becoming:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Today, as the Grade 10 and 12 students make their final preparations for their respective IGCSE and DP mock examinations, and as the Grades 1-9 students perform and cheer for one another at the WIS Inter-house Athletics Competition at Wanderer’s, it is easy to see the “heads, hearts, and hands” approach to a WIS education. I hope that you enjoy the photos in this week’s Oryx!

Sincerely,  
Ethan Van Drunen

**It is your last chance to order your WIS Fishing Bonanza shirts. They come with your own name on them!**

## WIS FISH EAGLE BONANZA

The Fish Eagle bonanza registration and T-shirts payments are due by **Wednesday 15 Feb.** Please email [hesteraf.coetzee@gmail.com](mailto:hesteraf.coetzee@gmail.com) to make the orders and payments by that date.



**PARENT INFORMATION PORTAL**  
Click here for more information

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### Dates to Remember 2023

- **2 - 28 February**  
[Black History Month](#)
- **13 - 23 February**  
Grade 10 & 12 Mock Exams
- **21 February**  
International Mother Language Day
- **22 February**  
Lent
- **23 February**  
Parent Coffee Morning
- **25 February**  
WIS Fish Eagle Fishing Bonanza





# PRIMARY PRINCIPAL

Dear Parents,  
Let's celebrate this week with photos. **What's happening in the primary school?**

*Early Years 1 and 2 exploring living things during their 'Sharing the Planet inquiry', fostering curiosity and creativity.*



*Independent inquiry in Grade 2. Students followed the scientific process in a simple experiment with soda and vinegar. As you see, students followed the steps independently.*



*Grade 4A, doing their lesson online!*

**Warm regards,  
Marcelle van Leenen**



## Reading in Early Years

Dear Parents,

It's exciting times in Early Years 3, as we are noticing that the students are becoming very enthused about reading and writing. So you may see a change in the books we send home in the book bags. As we start to provide more decodable books for children to try and read independently at home, with your support.



We imagine that many parents are excited to teach their children to read. When deciding what to teach first, we usually start with what we know—sounding it out. *E.g. /c/ /a/ t/. Caaaat. CAT.*

Did you know that kids need to know quite a few things about reading **before we should teach them to sound out words?**



**Five things:**

### 1. Concepts of Print

If you live in a house that has a love of reading, you may find that your children develop concepts of print without a lot of instruction from you.

- They hold books correctly and turn pages in the right direction.
- They know that each word on a page represents a spoken word.

#### How to develop concepts of print

- Read to your child often.
- Introduce books by their title. Sometimes, draw attention to the author and illustrator.
- Make sure some of the books you read have large bold print and point to the words as you read.
- Point out signs in your environment (the cereal box, an EXIT sign, and the sign at your grocery store). Help your child see that print is all around us.
- They understand that text is read from left to right.

### 2. Language and Listening Skills

As you read to your children, they'll develop language and listening skills which they need before they can become readers.

- They can retell a familiar story in their own words.
- They engage with a story as you read to them — asking questions (“Why did he say that?”) and making personal connections (“I wish I could have that much ice chocolate!”)
- They can answer simple questions about a story.

#### How to build language and listening skills

- Ask open-ended questions as you read. Ask more “why” and “how” questions than “who” and “what.”
- Explain unfamiliar words as you read.
- Encourage your children to play pretend.

### 3. Letter knowledge

Obviously, kids need to know their alphabet before they're ready to sound out words.

- They recognise both upper and lower case letters. Most books are written with both upper and lower case letters, it's helpful if you can point these out to your child.
- They can name each letter and the sound it makes. *E.g. 's' sound.*

Please note though: If a child does not know every single letter and sound, he or she can still learn to read. Some letters, such as q and z, for example, do not appear frequently enough to be a huge hindrance to learning to read.

#### 4. Phonological and phonemic awareness

While learning the alphabet, we play games and do activities to lay a solid foundation of phonological and phonemic awareness. Sounds like teacher talk, right? Just remember that these are different from phonics because they are about LISTENING, not LOOKING. The following statements are true of children with phonological and phonemic awareness.

- They can count words.
- They can count syllables in words.
- They can rhyme.
- They can put sounds together to make a word. If you say these sounds to your child, /f/ and /ish/, can he put them together to make fish? If you stretch a word and say it like this — “mooooon” – does your child know the word is the moon?
- They can identify the first and last sound in a word. This is not the same thing as knowing the letter. For example, if you ask your child the first sound in the word phone, she should be able to answer /f/.

#### How to promote phonological and phonemic awareness:

- Give your child a cup with counters. Say a sentence in the normal way and then recite it very slowly. (“The sky is blue.”) Can your child give you a counter for each word of the sentence?
- Teach your child to count syllables by starting with his own name. Then move on to other familiar words. (clap the syllables)
- Read rhyming books.
- Play rhyming games.
- Make it fun.

#### 5. An interest in learning to read

If you’re attempting to teach your child to sound out words and one or both of you are consistently frustrated, it will not end well. It may be that your child simply isn’t ready for this skill (see the above points), or it may be that it’s not on her list of priorities. If children are motivated to learn to read, you can expect the following to be true:

- They enjoy being read to.
- They frequently ask you to read aloud.
- They pretend to read.

#### How to help children get excited to learn to read

- Let your child see the value of knowing how to read by reading in a variety of ways in her presence. This might mean reading a recipe, your favourite magazine, a poem, or even your e-mail.
- Let your child choose books he loves when you read to him — but don’t feel tied to books you’re bored with. Pull out some winners that you know you both will enjoy!
- Try out: [24 of the Best Reading Apps for Kids in 2023](#)

**Car Security Stickers**  
**Please collect your 2022 - 2023**  
**windscreen sticker at the Office!**



## SECONDARY PRINCIPAL

### Transitioning to Higher Education

Here is where our Class of 2022 have started their tertiary education	
University of Hull	International Business
Sheffield University	Zoology
Leiden University	Psychology
Leiden University	Urban Studies
Namibia University of Science and Technology	Computer Science
Open University (online)	Bachelor of Applied Mathematics and Statistics
University of Amsterdam	Economics and Business Economics
Rijksuniversiteit Groningen	Bachelor of Astronomy
University of Johannesburg	LLB Bachelor of Law
University of Stellenbosch	B.Com ( Management Sciences)
Gap year	Planning to go on a religious mission in Ghana
Gautam Buddha University.	Bachelor of Sciences in Physics
Windhoek International School	Internship in Learning Support

As our Grade 12 students are preparing for their mock exams and their final exams in May, I would like to spend some time reflecting on the transition out of school into higher education, internships or the world of work.

Up until the end of a young person's school career, most things are relatively clear and planned. The transition to post-secondary education is therefore something that should be planned and intentional to ensure that it is as smooth and as little disruptive as possible.

One of the main areas of research the Council of International Schools (CIS) invests in, is Higher Education. Currently, CIS partners with schools and colleges to investigate how the transition can be supported by schools, the parents and colleges.

#### Your perspective is needed!

Our school is participating in research led by the Council of International Schools (CIS). We would like to hear from parents about the specific needs of international students transitioning to higher education, and the challenges and opportunities that schools face in meeting these needs.



The survey from CIS takes less than 15 minutes to complete. Your answers will directly inform the transitions resources created and shared with the international education community. Survey respondents can also choose to receive direct access to the resources created and there will be an opportunity for some participating schools to showcase their transitions programmes to the CIS community more broadly.

Please note that no survey respondent or institution will be identifiable from any reports or resources that are created as part of this project, and survey respondents can complete the survey anonymously if they wish to do so.

**The deadline for completing the survey is 15 March 2023.**

Survey Link: <https://survey.cois.org/s3/CIS-Summit-Working-Group-Survey-International-Student-Transitions-for-parents>

The [Council of International Schools](#) works directly with schools, colleges, and universities with the goal of providing high quality international education to students throughout the world.

The CIS Summit brings together leaders from the school and higher education sectors to discuss key issues and to identify opportunities for change.

This survey is part of a CIS Summit initiative, which is looking at how schools and universities can better meet the needs of international students as they transition across countries and cultures to attend university. In collaboration with organisations such as the [International Baccalaureate](#) and [the Centre for International Higher Education](#), the CIS Summit hopes to gain a better understanding of these specific needs, before developing resources to help schools and universities to meet them. Your voice and perspective are invaluable.

**Regards,  
Maggie Reiff**

## The Junior City Council

**City of Windhoek - WIS representatives - WIS Councillor - Janice Kennedy - Grade 12**

The Junior City Council (JCC) of the City of Windhoek is similar to the Senior City Council. It is where two students from every school in Windhoek come together to discuss and deliberate on ways to enhance the City of Windhoek. We have the opportunity to shape part of the city with positive contributions to the welfare of the community. I had the privilege to be part of the JCC in 2022. It was an amazing experience that I will never forget.

In the Council we had different projects and goals that we would want to achieve at the end of the year. One project was the elderly project where we had to go to an elderly's home and do activities for them, such as water their gardens, play games with them, etc. My friends and I went to the Senior Park in Pioneers Park. I was extremely lucky to work with a highly motivated team who wanted to work and do what was best for the elderly. We helped organise a braai and water an elderly's garden. It was amazing to talk with everyone and learn about their past and what shaped them. This activity was just one of the many, there were so many activities that came with so many amazing and unforgettable experiences.

Initially, I was a little bit nervous and scared to talk in front of the big crowd. However, I knew that being part of the council meant that you have to take part and voice your opinions. So, I voiced my opinions, even if it was in small groups of 10 people. This experience made my confidence slowly grow and with that my communication and leadership skills also grew.

Overall, the JCC provides an amazing opportunity for people to participate in activities aimed at improving the City of Windhoek. I was so fortunate to work with a dedicated team who aimed to make a positive impact on the city. I found that the experiences and skills gained from these activities were extremely fruitful and will be useful for the rest of my life.



**New JCC Councillor for WIS - Ben-Timothy Visser - Grade 11**

This past year in the Windhoek Junior City Council as an understudy has taught me numerous lessons. It helped me to be more confident/comfortable in public environments, how to take initiative when the circumstances called for it, how to be more responsible and so much more. During this past year, myself and Janice Kennedy in

grade 12, were involved in a number of projects to contribute to the growth of this city. The two main projects were the elderly home project, where we went to an old age home in Pioneers Park and helped serve food to the elderly residents (they had a function on) as well as a school clean up initiative, which involved us picking up litter around the school campus. To sum it up, being in the Windhoek Junior City Council has forced me to become comfortable in uncomfortable situations, which I believe is why I learned and grew so much as a person this past year and I hope to continue to grow in my second year of the JCC.



### **Our newly nominated Understudy in the JCC - Julia Ashikono (Grade 10)**

**What I am looking forward to being the understudy nominated councillor from WIS** - I look forward to improving my leadership skills and how this experience teaches me to become a positive, proactive member of the community. This will also be a great approach to understanding how the city government operates and how the Junior City Council influences governmental activities.

**Julia Ashikono**

## English Creative Writing

### **The Motel - by Carolyn Stein 7RS**

I sigh. It's midnight, and the stars are dim in the sky. The moon is nowhere to be seen. As a traveler, always on foot, I stop at gas stations and at shady motels for the nights, but this, well - I'm not sure if I should even go in.

I stared up at the tall, mountainous building in front of me. It was certainly shady, all right. There's a sign hanging off of the cracked concrete walls. It looks as if it said something like Woldur Inn. I pull out my phone and checked the directions to the nearest hotel. No signal.

I take one last look at my surroundings, which were just as unfamiliar and odd as the building before me. It was certainly odd for a hotel to be in the middle of a forest. The undergrowth looked as if it had dropped dead, and so had the "grassy" lawn of the inn.

I doubted my decision to go inside. Why, for goodness sake, was there an inn in the middle of the woods? Then, taking a deep breath, I went inside.

The pathway to the inn looks as if it hadn't been trodden on in a while. I opened the door, (which let out a very loud creak) and into the lobby. It's dusty and there's a distinct smell of mould. The furniture is old and covered in sheets, which I can only assume means that someone was moving out.

Just as I was about to go upstairs, a voice scares the life out of me.

"Welcome!" comes a snarl from behind me. I let out a small scream.

I turn around to face a man hunched over and holding a lantern. He is behind the counter and staring straight at me. "Now, would you like room number thirteen, or twenty-four?" He asked.

"Er - um, is there even a difference?" I ask, still startled. Where did he come from? I glance behind the counter. No door.



"Room thirteen, then."

I stand still.

"Well, we aren't going to wait all night, are we?" He snarls. I sigh, but still, follow him up the stairs. We go down hallways, **diverging** in different directions until he stops in front of one.

The door opens on its own. Weird. "Here we go. You're the first guest we've had in a while, you know that?"

"No. I don't." I glance inside the room. The bed is practically destroyed, and there are springs hanging out. The picture frames are hanging crooked on the walls, not to mention doing a terrible job of covering the cracks.

"Is it possible that I could get another room?" I ask.

Or better yet, leave?

"They're both equally nice," the guy says, "so this one's yours. Enjoy." With that, he walked away. The door slammed, and a shiver ran down my spine. I pulled my cardigan closer.

I sighed. If this place kills me, I'll kill this place too.

Betty flopped down onto the couch and flicked on the television. It was a rainy day, and she was bored. Her sister wasn't home yet from her travels, and she was anticipating her return.

The television flashed for a moment, then turned to static. She sighed and flicked to another channel. Still static.

The next one was static, too. Finally, after a few more channels, she got to what was in her opinion, the most boring one (and the only working one) - the local news.

There were only fragments of words that came through, but in boredom, Betty tried her best to listen.

"-ast night," "hotel in the w-," "murder of 19-year-old g-"

The screen flashed to a picture.

A picture that Betty knew all too well.

Her own sister.



**GERMAN LESSONS**  
**@ GOETHE-INSTITUT**

**14 FEBRUARY - 9 MARCH**

The course will resume on Tuesday, 14 February to 9 March:

**COURSE DAYS AND TIMES:**  
Tuesdays & Thursdays from: 14:00 - 15:00

**PRICE:**  
N\$250 for 1x attendance per week  
N\$500 for 2x attendance per week

**PLEASE CONTACT GOETHE-INSTITUT:**  
[LANGUAGE.WINDHOEK@GOETHE.DE](mailto:LANGUAGE.WINDHOEK@GOETHE.DE)

**Only for German as a native language students!**

THE WIS LIBRARY TEAM AND PARENTS PRESENTS

**BLACK HISTORY MONTH**

**A NAMIBIAN PERSPECTIVE**

VARIOUS EVENTS TO ENJOY!

**02 FEB - 28 FEB**

**WEDNESDAY, 15 FEBRUARY 2023**  
Storybook Reading: The People Could Fly African American Folktales  
Secondary Library | 1:45pm to 3:00 pm

**20 - 28 FEBRUARY 2023**  
Student Exhibition  
Leaders, Legends, and Legacies  
Secondary Library | Daily during school hours



**WINDHOEK INTERNATIONAL SCHOOL**



**WOULD YOUR CHILD LOVE**  
to learn how to ride  
and care for horses?



## **Equitrails Namibia**

**Offers children's riding lessons  
& horse-management classes as a  
weekly extra curricula school activity.**

A return transfer service is provided from school.  
Equitrails is located 15kms north of Windhoek  
next to Elisenheim Guest Farm.

Fees are NAD360.00 per session,  
inclusive of return transfers.

For more information  
contact **Sam McCartney**

 + 264 (0)81 338 0743

 [sam@equitrails.org](mailto:sam@equitrails.org)

 [www.equitrails.org](http://www.equitrails.org)

The FNCC presents love songs by:

# Voices of Windhoek

Tuesday 14 February  
7pm | FNCC

Tickets: N\$80 (advance) | N\$100 (door)  
Available pre-sale at the FNCC reception or  
choir members.

Cash bar and food available.

118 Robert Mugabe Avenue, Windhoek  
[www.fncc.org.na](http://www.fncc.org.na) | ☎ +264 81 676 1213





# doula circles

Empower yourself for a mindful birthing & postpartum experience

details & bookings  
with Amélie  
whatsapp: 0816960845  
amelie@yogissori.com

Location:  
The Old School  
Klein Windhoek

✦  
You are welcome to join at any stage of your prenatal journey:  
\*whether you are thinking of having a baby or are about to give birth  
\*whether this is your first baby, second or more!

## #1 Conscious Matrescence

- learn about the essential needs of a pregnant & birthing woman
- establish a birth plan aligned with your values
- create your natural bead bracelet to support you through your journey

Sunday February 26  
10:00-13:30



## #2 Nurturing Postpartum

- understand the essential needs of the postpartum mother
- prepare your optimal postpartum plan
- receive key information to ensure a fulfilling transition into motherhood

Sunday March 5  
10:00-13:30



## #3 Montessori from Birth

- discover the basic needs of babies
- learn how to arrange your home for optimal baby development
- create your own baby mobile for the first weeks after birth

Sunday March 12  
10:00-13:30



✦ includes yoga & sharing circles with a community of mothers ✦

# WIS FISH EAGLE BONANZA

**25 FEBRUARY 2023**

**TIME : 07:00 TILL LATE  
VENUE : MONTE-CHRISTO RIVERSIDE CAMPING**

**WHAT TO EXPECT:** **BIG PRIZES TO BE WON  
VARIOUS STALLS FOR YOU TO SUPPORT  
NO FOOD & DRINKS ALLOWED IN PARK  
ALL FOOD & DRINKS TO BE BOUGHT FROM STALLS  
PROCEEDS IN AID OF FUNDRAISING FOR SCHOOL  
PRICE GIVING & DINNER  
DINNER @ N\$150 P/PERSON  
AUCTION IN AID FOR SCHOOL SPORT**

**FISH COMPETITION FEE : ADULT - N\$100-00  
CHILD - N\$50-00**

CLOSING DATE FOR ENTRIES :15 FEB

**PARK FEE : @ N\$ 100 P/ADULT  
@ N\$ 50 P/CHILD  
(UNDER 12)**

**PARK AVAILABILITIES: CAMPSITES AVAILABLE @ N\$ 200 P/ADULT  
@ N\$ 100 P/CHILD**

SHOULD YOU MAKE USE OF THE CAMP SITES, PARK FEES ARE FOR FREE

**CLOTHING: FISHING SHIRTS & BUFFS  
TO BE ORDERED FROM HESTER  
DEADLINE FOR ORDERS & PAYMENT : 03 FEB 2023**

**SUPPORTED BY:**



**FOR ANY ADDITIONAL ENQUIRIES PLEASE CONTACT HESTER @ 081 462 4572**

ONLY GR. 6 TO 8

# COWBOY AND COWGIRL MIDDLE SCHOOL DANCE

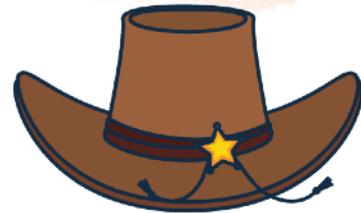


3 March 2023

18:00 - 21:00

PE Hall @ WIS

N\$30 per ticket



*Don't forget to dress up!*

**WE WILL SELL:**

- SLIDERS
- PIZZA
- FRIES
- SWEETS
- SLUSHIES
- DRINKS



There will also be a mechanical bull @  
N\$10 for 3 rounds and karaoke

# DESIGN-A-YEARBOOK-COVER

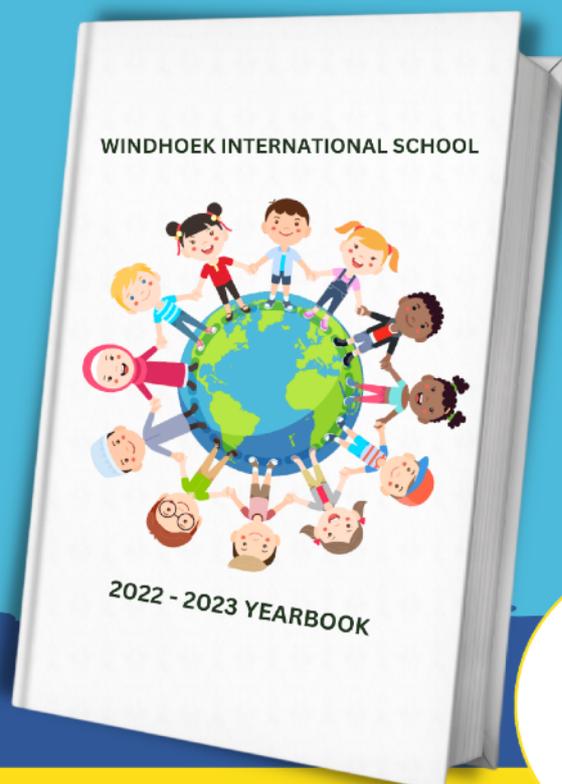
Grade 4 - 12 WIS Students are invited to create and design the WIS Yearbook Cover for 2022-2023!

## THEME: "MANY FRIENDS, ONE WORLD"

### DESIGN GUIDELINES:

**Theme:** *Many friends, one world. (This theme must be used.)*

1. Only open to **Grades 4 - 12 WIS Students.**
2. Page size must be **A4, portrait layout.**
3. The cover must be **digital**, either drawn by hand and then scanned in high resolution or designed with design software like **Photoshop** or **CANVA**. It can also be a photo, the photo must be your own photo.
4. The final file should be sent in **.PDF, .JPG, or .PNG** file format, files can be shared via CANVA or as PSD files. **Final designs can be sent to: [jnel@wis.edu.na](mailto:jnel@wis.edu.na).**
5. Please add your full name and grade when you send the final design.
6. **Submission deadline 31 March 2023.**



*Prizes sponsored by the  
MIDDLE SCHOOL STUDENT COUNCIL!*

### WHAT CAN YOU WIN?

#### 1st Prize

Your design is the 2022 - 2023  
Yearbook Cover!  
**N\$250 TYPO VOUCHER!**

#### 2nd Prize

Your design is on the first page  
of the Yearbook!  
**N\$150 TYPO VOUCHER!**

#### 3rd Prize

Your design is on the last page  
of the Yearbook!  
**N\$100 TUCK SHOP VOUCHER**



**Students can use the art room #42 on Tuesday  
afternoons from 13:45-15:00 for this project!**

Private Bag 16007, Pioneers Park, Windhoek | Schepmann Street, Pioneers Park EXT. 1, Windhoek

| Tel: +264 61 241 783 | Fax: +264 61 243 127 | [E-mail](#) | [Website](#)