



JOIN US FOR

WIS INTERNATIONAL DAY

Saturday, 23 April 2022

14:00 - 18:00 | WIS Sports Field

WIS Community, family & friends welcome!

Beer Tent | Music | Outside Vendors





THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear WIS Community,

I am delighted to share with you some highlights from the recent International Baccalaureate Multi-programme Evaluation Visit. The International Baccalaureate Organisation requires schools to be reauthorised every five years, and I am happy to share that the virtual evaluation conducted last week resulted in a number of commendations and a full reauthorisation for Windhoek International School as a leading IB World School.

The conclusion of the IB Evaluation team is as follows:

"Windhoek International School embraces its diversity, celebrating and using this to support the development of international-mindedness and a genuinely inclusive school community. Parents value the diversity of the student population and recognise and appreciate the quality of the education and the support processes offered by the school and acknowledge the teachers' professionalism and adaptability in providing meaningful learning experiences and bringing a sense of 'oneness' to the educational experience.

The programme development plan has focussed on developing the shared understanding of the role of assessment and how it informs and supports learning and teaching across the school (assessment for, of and as learning), leading to a positive impact on student learning.

The school governance and leadership team demonstrate pedagogical leadership in line with the philosophy of the IB programmes and are supported by teachers who are professional and passionate lifelong learners.

Open communication based on understanding and respect amongst all stakeholders is the norm in the school. Despite the challenges faced due to the pandemic, the school continued to ensure continuity in learning, safeguarding the well-being of the learning community.

The school continues its long-standing commitment to the IB philosophy and provides educational options that are otherwise unavailable locally.

The programme(s) shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed."

As I wrote in a community email earlier this week, we appreciate this positive feedback. It is justified recognition of the good work that has been done in recent years to continuously improve our school.

PARENT INFORMATION PORTAL
Click here for more information

Contents

- From the Director p. 2 - 3
- Primary News p. 4
- Secondary News p. 5 - 8
- Other News p. 9 - 12

Dates to Remember 2022

- **22 April**
[International Mother Earth Day](#)
- **23 April**
[WIS International Day](#)
- **7 May**
[Ed Camp](#)
- **17 - 18 May**
Primary 3-Way Conferences
- **21 May**
Grade 12 IB Graduation
- **9 - 10 June**
Secondary 3-Way Conferences
- **13 - 16 June**
Spirit Week





Jeannette Washington

Jeannette Washington has a background as a speech-language pathologist, educator and software engineer. Her work across industries have afforded her opportunities to work in Nigeria, Ghana and Kenya among other countries. Jeannette has facilitated has earned recognition in The Washington Post and US News & World Reports among other media acknowledgements.

Jeannette’s commitment to life-long learning is noted through her LETRS® Early Childhood facilitator certification and PROJECT READ® Curriculum certification. Her debut book *Technical Difficulties: Why Dyslexic Narratives Matter In Tech* has received starred reviews across Goodreads and Amazon.

Jeannette and her family are thrilled to move to their ancestral home where they plan to further cultivate an appreciation of immersive cultural education.



NEW WIS TEACHERS: Each week in April and May, this column will profile the inspiring educators who will be joining our WIS community starting in August 2022.

However, we are not ones to rest on our laurels. Here are some priorities for future development which were identified throughout this process:

- To articulate the whole school Approaches to Learning continuum, to facilitate a shift of focus from content to cognition and concept.
- To establish a shared understanding of the processes and systems to address students’ needs concerning learning gaps and extension in the DP.
- To continue consolidating teachers' shared expectations and understanding to help all students set and maintain high expectations in the PYP.
- To consolidate the effective use of formative feedback and feedforward practices between all stakeholders to ensure student success throughout their learning journey.
- To further extend collaboration across the school.

As we look ahead, we may also consider the following actions to improve our approaches to teaching and learning at WIS:

- Strengthening and systemising our collaborative planning protocol and time allocation to facilitate knowledge sharing, reflection, and the development of approaches to learning and teaching skills in all subject areas.
- Taking time to consolidate and embed new initiatives and practices.
- Exploring, developing and implementing and continuously reviewing creative models for effective collaboration.
- Facilitating student agency by developing a culture that supports students in setting challenging goals and pursuing personal inquiries.
- Establishing a common approach to co-teaching and differentiating strategies when utilising Educational Assistants, Learning Support and EAL specialists to support learning.
- Establishing protocols designed to refine assessments and unit planning, demonstrating the impact of assessment practices and the development of assessment capable students.

Our IB World School Authorisation differs from the accreditation we receive through the New England Association of Schools and Colleges (NEASC). The NEASC-accredited High School Diploma will be something which all students at WIS are eligible to achieve as recognition for their academic achievements in Grades 9 -12. With this reauthorisation as an IB World School, our students continue to have the option of pursuing the full IB Diploma or IB Courses when in Grades 11 and 12.

**Sincerely,
Ethan Van Drunen**



PRIMARY PRINCIPAL

Dear WIS Community,

Young children display excitement, curiosity and wonder about Maths. They are excited about patterns in nature. They rearrange a set of objects and express delight when they find they have the same number. They measure things with different objects like pebbles or sticks. Our own school memories of Maths can be strikingly different. This is because traditionally Maths was taught in a way that is all about procedures, answering questions, memorisation and deciding which children can and which cannot. We now know, thanks to the extensive work of professor Jo Boaler at Stanford University, that everyone can do Maths as long as Mathematics is taught deeply and in a balanced way, with equal attention paid to procedural fluency, conceptual understanding, reasoning and problem solving **and above all the development of a positive Mathematical mindset and enjoyment in Maths**. When these goals are achieved, students will benefit from Mathematics learning that will serve them for their entire life (life-long learning).

At WIS, our Maths programme aims to incorporate the above and to teach Maths in a way that is creative, interactive and relevant and to make every child believe they can do Maths.



My deep appreciation goes out to my colleagues Gisela Barrion and Elsa Swanepoel who, this morning, delivered an excellent Parent workshop on Mathematics in the Primary. Thank you very much to all parents who attended! The slides can be found [here](#).

Please take a look as they include useful videos and crucial information about our Maths programme and steps you can take with your child(ren) to bring back the excitement, curiosity and wonder to Maths!

I am also sharing the slides to our other parent workshops if you were unable to attend or would like to review the information contained within. These will run again next school year.

[Grade 5 PYP Exhibition](#)

[The Early Years at WIS](#)

[Assessment at WIS](#)

[The Primary Years Programme](#)

[Language and Literacy at WIS](#)

Warm regards,

Marcelle van Leenen



SECONDARY PRINCIPAL

Student Voice and Student Agency

In our approach to education here at WIS, we place a lot of emphasis and value on student voice and student agency.

We are quite strong with student voice. Our students are confident to express their opinion, question and challenge opinions when they do not agree. Challenging opinions and voicing concerns is not an easy thing. If we are able to instil the trust in our children that they are confident to voice their opinion even when it is different to others', then they have a voice. Finding the right tone and words to question and to challenge opinion is not an easy thing and a skill that needs to be learned - firstly at home, but then also in young people's broader community - the school, their sports clubs, and later when they work.

Student agency is a little more complex. "The term student agency relates to the student having an active role in their learning through voice, and often a choice, in the process. Project and problem-based learning provide opportunities to increase student agency through activities that are interesting and relevant to the learner. When the student has agency, the student is making, creating, doing, sharing, collaborating, and publishing in ways that are meaningful to them." ([What is Student Agency - Defined Learning Educators Blog](#)) In our world where success and opportunity is still defined by performance and grades, we need to be able to instil agency in the learning process taking this into consideration. Kids need to do as well as possible, but we need to be able to educate them to take charge of their own learning.

At WIS, we try to let students play an active part in their learning by giving them a voice and also choices as far as possible. Our classes are designed to enable students to work together and to be active participants in their learning process rather than sitting and only listening to the teacher.

Another important aspect of student agency, however, is that they take ownership of their learning - be it their academic, social or emotional learning. If they experience challenges in any of these areas, we want our students to actively engage in the process taking responsibility for these areas of their lives. When they encounter social or emotional challenges, WIS' approach is to sit with them and work out strategies to deal with these.

One aspect that we don't yet have an answer for is how to educate all our children to actively take responsibility for their environment and in society at large. When something is not right and you witness it, what are your strategies to address that?

When in their final years at school, our students normally take action in their communities through CAS. Examples of social responsibility that we appreciate are our students' participation in the Junior City Council (see their first contributions in this week's Oryx). Another example worth mentioning is when our students are actively participating in school affairs. Today, we were informed by a student that he had witnessed strange people at our border fence. He let us know and we could investigate. This is a great example of taking responsibility - it looks so simple, but shows that this student does not just look away, thinks and connects the dots and takes action. When student action moves away from simply being compliant to being intrinsically engaged, because she/he wants to learn to being empowered to take action themselves, we achieve real agency.



It would be great if all our students could take responsibility for example for - being fully responsible with their ATL strategies - thinking skills, research skills, communication skills, social skills and organisational skills. Being responsible with when it comes to handing in assignments at the designated time is one example. Another example would be to



not leave their rubbish lying around for others to pick it up. These are simple situations that can make a big difference if students and we all take responsibility for our environment and our community.

Junior City Council - WIS representatives' perspectives and thoughts

The Junior City Council, JCC for short, is a council serving as a medium by which young learners can be involved in the city's community and work towards change through a series of year round projects. For this year, we as a council decided to tackle the challenge of mental health amongst teens. This will be our core project (something we came up with) for the year amongst other projects (a cancer project, an elderly project, a clean up project, and an HIV/aids project). The group consists of councillors (from Grade 11) and understudies (from Grade 10), which is what I'm currently serving as.

When I arrived at the meeting area in the morning, I was actually quite nervous and not knowing what to expect, but those nerves were short-lived as I received a warm welcome from some of the other students there, and in total, we were around 78 learners from schools all across the City of Windhoek. The day involved a brief training session about how to be a good leader followed by elections for the positions of junior mayor, junior deputy mayor, treasurer and secretary.

Although there may be a council, you do not need to be in it to make a change, which I believe is what the main goal of the JCC is; to involve as many young learners in the community as possible, all seeking to change the city for the better.

Ben-Timothy Visser

Last Friday we (Ben and I) went to a training session for the Junior City Council. The training included activities that help us define who a leader is and choosing executive positions (Mayor, Deputy Mayor, Treasurer and Secretary). The first activity on defining a leader aided us to choose the right leader for this year's Junior City Council.

During the training we also discussed what projects we want to do and how we are to do them. For example, for the cancer project ideas about a cancer walk, spray-a-thon and many more came up. The Junior City Council talks about issues that the city faces, for example HIV/AIDS, and how the Council can help with those problems.

As a member of the Council you voice your opinions and take part in activities that help with the identified problem.

Janice Kennedy

**Regards,
Maggie Reiff**



Grade 8 English Creative Writing

"Ding Dong" - By Jody Van Rooyen Gr. 8JM

"Ding Dong", the airplane spoke. I was on the left side of the aircraft, looking out the window seat. Everything felt quite blurry, I was dizzy and found it hard to comprehend my surroundings. My ears blocked and my eyes craved to close, and they did, I found myself asleep. "Ding Dong", I heard it again. I awoke almost as if I woke from the dead. I felt alive, not as heavy-eyed as I did. I awaited my arrival at the destination. In the corner of my eye, I realised the engine started to smoulder. "Ding Dong", I heard it again and I felt again I felt numb. I looked out the window and the engine didn't smoulder anymore. I felt that same feeling again, like a zombie. Everything started to distort, I was seeing splotches of colours and waves in the air. "Ding Dong", I heard it once more.

**"creativity is
intelligence
having FUN"**

- ALBERT EINSTEIN

I recognised a pattern as if I was switching realities. I felt pitiful for myself. It is like migrating through an eternal cycle of two realities. How would I get out? How do I make it stop? Just as I was lost in the thought of confusion and frustration, I realised the pilot was speaking while I was having my panic attack. The engine was heating up and a fire was starting. Just great, I thought, another thing to add to my problems. The pilot spoke and said that we had to stay calm and we would have to land quickly. Stay calm! I had no idea what was happening, going through time, and a plane was about to crash. I stayed in my seat, grasping the armrests of the seat. Looked out the window, wondering what was about to happen. It was a rough ride and my head was spinning. "Ding dong", no, no, no. Not again. Things were distorted again. I could barely breathe, my surroundings were folding, and people around me had big bulging eyes, the roof was a rainbow. I felt sick to my stomach, nothing was making sense. "Ding Dong", the plane was going down.

The pilot spoke, trying to get things under control, but it seemed like everyone knew what was happening. The plane was about to crash. I held on tight with my eyes shut. I was about to be in an explosion. I manifested for all of this to end as my last thought before it all was over. 'Ding Dong'. This time was different, the plane wasn't going down, and I felt fine. Colours weren't projecting through the sky, and my body wasn't about to explode. The pilot announced our landing. I felt normal again. This was my great triumph.

The Birds Of The Red Cross - By Max Campbell Gr. 8JM

The Red Cross is a secret organisation except everyone knew about it but the thing that was secret about it was no one knew what they did. For many years people wondered and were curious about what they did and just who they were. No one even knew where the organisation took place or if there was a building where they met up.

One day a man was sitting on the beach when he saw a huge flock of blackbirds flying triumphantly but he thought that all the birds had already migrated. They all landed quite nearby. He thought they looked beautiful so he ran to go get a picture. They stopped behind this huge-looking boulder so he climbed over it and the birds were nowhere to be seen. He couldn't believe what he saw next... It was a staircase carved into the ground and he decided to follow it.

The tunnel went very deep underground and he thought it was pitiful that he wasn't able to get the photo so he was hoping he could get it now. It started getting darker and darker up to the point where the darkness started feeling eternal so he turned on his phone's flashlight. And when he turned it on he found a tunnel and he followed it to a room and he started seeing light. He followed the light and once he made it to the room he wasn't sure what he was looking at.



What he saw was all the blackbirds doing some kind of dance around a smouldering fire. His breath was taken away when he heard one of the birds speak; he said the next dance we will be learning is the chicken wing dance. He fainted and the next thing he knew was he woke up in his bed and realised it was all just a dream and laughed.

The Happiest Day Of Their Lives - By Oliwia Stephanus Gr. 8JM

This was supposed to be the happiest day of their lives. This was supposed to be the day that everyone was going to remember. This was supposed to be the day they shine. But it didn't. Everything had gone wrong. This long-awaited day had gone to waste. Abby and Jake were making their way to the assembly hall where they were going to do something big, really big. Something that the entire school would never forget. Abby had been manifesting this day for her entire life. Ever since Abby was a little girl, she had a big dream. A dream that everyone told her she would never achieve. But that never stopped Abby. Abby was an independent person; she always did things for herself, and she always took charge. She also loved being the centre of attention. She craved the attention so much that she faked breaking her arm just to get people's attention. Jake was this laid-back, chilled type of person. Jake didn't care what people thought of him, he was just there for the show and for Abby. His only friend that cared for him. When Jake met Abby, they just clicked. They were like PB & J, cookies and cream, hot cocoa and marshmallows, Converse and high socks, well you get the point; they were meant for each other.

Abby and Jake finally make it to the assembly hall. But everyone is already there. As soon as everyone spots them, they laugh and point at them. Abby looks at the big screen that's on the stage and sees a photo of her wearing a goblin costume. Jake looks at Abby, and Abby's face goes numb. She can't believe it. Abby has always loved theatre but has told no one, not even Jake. Abby cries and runs to the bathroom. Jake follows her. Outside the bathroom, Jake waits for Abby. He felt like he was sitting there for what felt like an eternity, but Abby never came out. Jake got a little pitiful towards her. But she didn't tell him about the theatre. Jake tells Abby everything. But he guesses that they're not as close as he thought they were. As Jake stood up to walk away, he saw smouldering flames coming from the bathroom window. He thought nothing of it. He thought Abby was probably just smoking as she does to get rid of the pain. Jake continued walking. People were walking in and out of the school as Jake sat at the front. Jake's eyes closed slowly. As soon as they shut, he heard an explosion. He stood up and saw people running out of the school. Jake tried to look if maybe Abby was running too, but he saw nothing. The school had everyone migrate to the parking lot, and they had a headcount. They counted everyone except Abby.

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



Liqui Fruit League 2022

It was fantastic to see the teams in action again.

U/15 and U/13B got off to a super start with 2:1 and 5:3 wins over SKW and ACFC respectively. The U/13A team secured a draw against their old adversaries WFC as the title defence began.

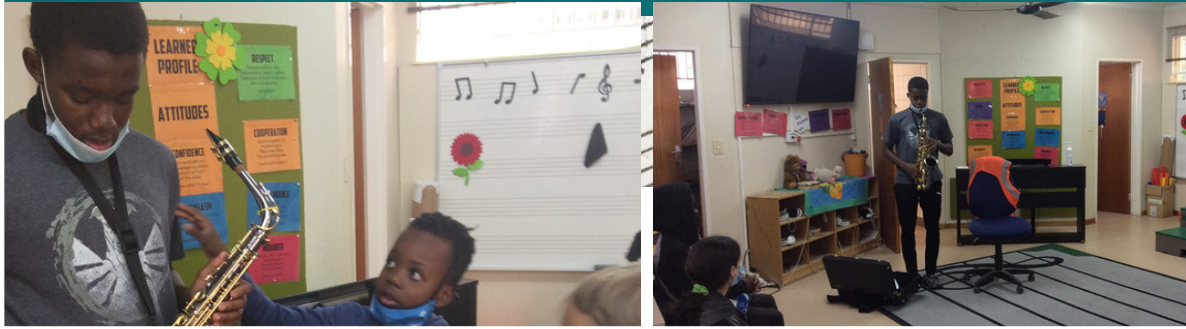
We look forward to welcoming the teams back and seeing Ms. Laura's U/11s All Girls team in action on 22nd April. It was also wonderful to welcome teams from N/a'ankusê and even more exciting to see another all girls team playing in ACFC colours in the LFL league.






This week our WIS students had the privilege of meeting the talented Khosi Hekandjo, an ex-WIS student currently, schooling at Kearsney College. Khosi shared with students his instrument, which is the saxophone and how much he enjoys learning to play the instrument.

Learning to play a musical instrument, has many benefits. Should you have any questions as regards to your son or daughter learning to play a musical instrument, please feel free to contact me, Ms. Michelle Du Preez via email at mdupreez@wis.edu.na



JUNK MODELLING



refuse | reduce | reuse | recycle


WE NEED YOUR HELP to ...
RECYCLE your household waste so we can REUSE it.

WHAT?
Clean boxes, egg cartons, plastic milk bottles, kitchen rolls, packaging, bubble wrap, scraps of fabric and 'loose parts' such as corks, unwanted keys and shells are needed throughout the year.

WHERE?
The Primary school Art Room

WHY?
Junk modelling benefits children in many ways:

- Use their imagination while developing their design skills and creativity
- Develop their self-confidence as they are enabled to explore materials
- Develop their problem-solving skills and resilience through trial and error
- Become inventors and 'engineers', exploring materials and their properties
- Develop their gross and fine motor skills
- Communicate and work as a team
- Decreases waste and encourages refuse, reduce, reuse and recycling







APRIL IS PREVENTION OF CRUELTY TO ANIMALS MONTH!

Reach out to your nearest SPCA to report animal cruelty when you see it happen.



HELP BY SPEAKING UP FOR THOSE WHO CANNOT!





Hello Chica the Bear!

per bear
N\$180

Welcome to the bravest little bear, here to help raise awareness of childhood cancer.

Order Chica the Bear, and help raise funds to support children with cancer and their families. All proceeds go to Children Fighting Cancer in Namibia.

Bears will be arriving in September.

For more information visit chicanamibia.com

