



PARENT INFORMATION PORTAL
Click here for more information

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THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear WIS Community,

It was wonderful to see so many WIS parents and students at this past weekend's [Chief Hijangua](#), Namibia's first national opera. Congratulations to our very own Music Teacher Ms. Michelle Du Preez for her performance on the Oboe as part of the Namibian National Symphony Orchestra. While sitting in the audience, it occurred to me that an opera could serve as a metaphor for a school like WIS: where learner voice and choice is valued, there will be moments where learners' stories diverge (and sometimes it may feel like an imbroglio!), but WIS teachers are equipped with the skills and disposition to facilitate each soloist to sing their part of the story - and to do it in harmony.

The promotion of the Arts at WIS is one of the school's [SOAR 2022-23 Schoolwide Goals](#). In the upcoming days, WIS learners will have quite a few opportunities for self expression:

WIS Got Talent

My thanks to the WIS Got Talent team and to all the students, staff and parents who are putting together this year's "WIS Got Talent" Show. This is a reminder that tonight's Semi-Finals will start at 6pm. Tickets are N\$50. The WIS Got talent Finals will be on 30th September. Tickets are available from Reception or can be bought during the second break at the basketball court. Purchased as separately, tickets are N\$50 for one ticket. The total cost is N\$80 per if the two nights are booked together. Funds raised will go towards our Grade 11 and 12 students' CAS Projects, and refreshment proceeds will be put towards graduation.

Tygerberg Children's Choir

Widely recognised as one of the world's finest children's choirs, we are privileged for the [Tygerberg Children's Choir](#) to be visiting WIS on October 5th. As you know, WIS is placing an increased emphasis on choir and music within our timetable and as after school activities, and I hope that you will consider attending the evening concert in the WIS PLC Auditorium. Please set aside the date, and stay tuned for information about ticket sales.

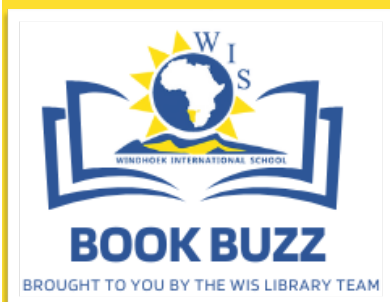
Portuguese and Brazilian Art Exhibit

As Pablo Picasso once put it, artistic expression can "wash the dust of daily life off our souls". From 5:30pm on Monday September 19 through October 9th, there will be a new exhibit in the foyer of the PLC Auditorium. Feel free to make a turn and view this exhibit!

Swimming Gala

Our Inter-house Swimming Gala is on 17 September at Marlins Swimming Club. Click [here](#) to sign-up for your child. Make sure you sign-up in the correct age group.

WIS BOOK BUZZ



Author Garrison Keillor once said, "A book is a gift that you can open again and again." If you've never given a book as a gift then consider starting a new tradition. Instead of a toy or other item, give a book to your own child, grandchild, or family-friend as a gift. Unwrapping the book is only half the fun! Cuddle up or get down on the floor with a child and read their brand new book to/with them. Don't forget to write a personalised message in the front to make it a special memento! With this in mind, the WIS library staff is excited to announce our first Book Fair of the school year!

Together with the Exclusive Books you'll be able to purchase the best reads this season right here on campus! Be sure to bring your booklist on Monday, September 26, 2022.

In addition to purchasing books for your home library, consider adding titles to your child's classroom library. We will look forward to seeing you and your family at our book fair!

For questions and inquiries, please email us at jwashington@wis.edu.na and mneftali@wis.edu.na

Your child has to be able to swim (25m) if you sign them up. There will be a beginner session from 8:00 - 9:00 for EY 1 to Grade 1 for all students that would like to come but can not swim well yet. On the day of the event, you have to stay with your child. This is a community sports event and not a drop-off-and-go event. Parental supervision and presence are mandatory. See the poster below for more details.

WIS INTER-HOUSE
Swimming Gala

17 SEPTEMBER 2022

SESSION 1 (8:00- 8:30)
BEGINNER GALA (EY 1- GRADE 2)
Event 1: 25m Freestyle with a noodle
Event 2: 25m kicking with a board
Event 3: Relay with balls

SESSION 2 (9:00 - 12:00)
Warm up 9:00 - 9:20
Gala Start 9:30
Special event : Relay combine all ages
Event 4: Boys 25m freestyle
Event 5: Girls 25m Freestyle
Event 6: Boys 25m Backstroke
Event 7: Girls 25m Breast-stroke
Event 8: Boys 25m Backstroke
Event 9: Girls 25m Backstroke
Event 10: Boys 25m Butterfly
Event 11: Girls 25m Butterfly
Event 12 Parent/Student/Teacher 25 m Freestyle Relays

CLOSING OF THE EVENT

PROGRAM OF EVENTS

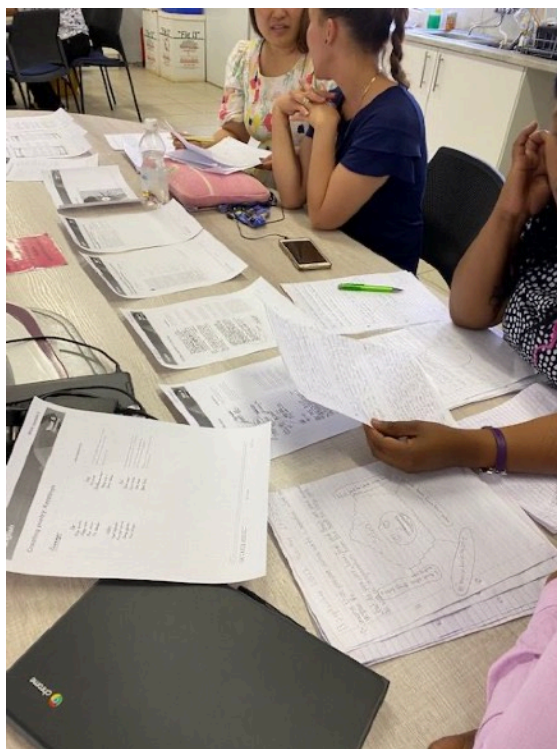
WIS
WINDHOEK INTERNATIONAL SCHOOL

Sincerely,
Ethan Van Drunen

PRIMARY PRINCIPAL

Dear WIS Community,

During our Wednesday staff meeting, this week all teachers in the Primary got together to learn about supporting our learners with writing. We compared our students' writing with grade level exemplars, looked at writing progressions from Early Years to Grade 5 and after looking at what the research says about raising writing achievement levels, discussed ways to improve writing achievement at WIS. Teachers also completed a survey to determine the areas of professional development they needed to enhance their approaches to teaching writing.



Here are some of the things we know help students be effective writers at school:

- Deliberate, evidence-based teaching with a clear purpose, emphasising the craft of writing.
- Teaching the structure and language features of texts and how these change according to audience and purpose.
- Involving students in the learning process through goal-setting, sharing learning targets and monitoring own progress.
- Having a clear understanding which students need targeted actions.
- Teachers as reflective practitioners- what works and why? Monitoring if new teaching strategies result in improvement.
- A commitment to writing excellence, showing models of good writing.
- Supporting oral language learning, making clear the links between reading, speaking and writing.
- Educationally powerful parent involvement.
- Understanding [literacy progressions](#), or indicators of literacy development.

What are literacy progressions?

Literacy progressions (please click [here](#) for a full overview) work like checklists and are tied to curriculum targets. They are indicators of what students should be doing in a particular grade level and are organised under different components of writing. They also help teachers plan their lessons. For example, in the pictures below, we can see Ms Avril is helping learners in the Early Years to achieve the following:

Crafting ideas

- articulates or draws ideas for writing
- uses speech to dictate a written **text**
- differentiates between drawing and writing
- talks about why people write
- assigns messages to own texts ('reads' back own play writing, but with varying meanings)
- composes emergent texts for specific purposes (greetings on a birthday card, labels)

Text forms and features

- writes some recognisable letters (one or two letters of own name)
- identifies symbols/letters written or drawn with prompting



Literature				Language			
Creating Literature				Text Structure and Organisation			
I can work with a partner or group to plan, compose, sequence and prepare writing.				I can link my sentences by using demonstrative pronouns (e.g.) this, that, these, those and the.			
I can use film, sound and images to display my writing.				I can use pronouns to refer back to noun groups or phrases.			
I can draw on texts I have read, viewed and listened to when I am creating my own writing.				I can use connectives to link sentences (e.g.) however, therefore, nevertheless, in addition, by contrast, in summary.			
I can experiment with changing parts of an existing text (e.g.) change the time or place of the setting.				I can use connectives to link paragraphs (e.g.) firstly, then, next and finally.			
Literacy				I can use quotation marks to signal dialogue.			
Creating Texts				I can use quotation marks to signal titles.			
I can research information about a topic before I start writing.				I can use quotation marks to signal direct speech.			
I can record and organise ideas in a sequenced order, onto a graphic organiser.				Expressing and Developing Ideas			
I can select a text structure that best suits my writing purpose and audience.				I can create rich descriptions by writing noun and verb groups/phrases and prepositional phrases.			
I can use vocabulary and language features that best suit my writing purpose and audience.				I can write interesting and descriptive sentences.			
I can write simple sentences.				I can include subject specific language in my texts.			
I can write compound sentences.				I can use word banks and classroom resources to extend my vocabulary and word choices.			
I can write complex sentences.				Phonics and Word Knowledge			
I can revise and edit my writing for spelling and punctuation choices.				I can use my knowledge of complex spelling patterns to read and write words.			
I can revise and edit my writing for meaning and flow.				I can use my knowledge of phonics to spell multisyllabic words.			
I can delete and move words to improve the content and structure.				I can use my visual spelling knowledge to spell more complex words.			
I can use IT programs to help construct and publish my writing.				I can use the word meaning and context to help spell words.			
I can write in linked script.							

Example of student goal setting

What are our next steps in the Primary at WIS?

- Teachers at WIS will engage in a series of writing workshops which centre around teaching the writing craft, teaching text-types, sentence structure, mechanics and using literacy progressions, self-assessment and goal-setting.
- The Learning Enrichment department will work with teachers to identify groups within classes that need targeted writing instruction.
- At regular intervals during the year, we will collectively reflect on things that worked. Through using literacy progressions, which work like checklists, we are able to measure and celebrate student progress in creating texts, grammar and spelling, punctuation and hand-writing.
- Learners will have a writing portfolio, which will show evidence of learning and growth over time.
- Agreements about the amount of writing students do in class, and the text types they will have to master by the end of a unit will be made.

Parent involvement is another key component that we know helps students achieve in writing. This is why we would very much appreciate your attendance at the **Language and Literacy workshop on the 29th of September at 8.00am in the staff room**. I look forward to seeing you there! Also please look out for communication from your child's Homeroom teacher on ways to support writing at home.

**Warm regards,
Marcelle van Leenen**

Poster contest (World Food Day)



In observance of World Food Day on the 16th of October, The food and Agriculture Organisation (FAO) of the United Nations is running a World Food Day Poster Contest (ages 5-19)

Students should create an imaginative and creative poster of a world where no one is left behind, and where everyone has access to healthy and affordable food.

Find the Activity book - Leave no one behind - on the link below.

If interested take a photo or scan your poster and submit your entry by filling out the form on the website. The deadline is 4 November 2022.

<https://www.fao.org/world-food-day/contest/en>

Three winners in each age category will be selected and announced in December. Winners will be promoted by FOA offices around the world and receive a surprise gift bag and certificate of recognition.

Music Wall

Parents/Guardians,

We are starting a Music Wall between the music and choir/movement room.

Students will be using the outside area to make music using old pots, baking pans, graters, spoons, colander and more.

Do you have any old pots, pans etc, lying around that you would like to donate to our Music Wall? Your generous donations can be dropped off at room 14, thank you.

Here are some wonderful benefits outdoor musical instruments bring to your children and the outdoor learning environment:

- Promote Language and Communication Development. ...
- Improve Working Memory. ...
- Increase Concentration. ...
- Nurture Social Skills. ...
- Improve Self Confidence. ...
- Inspire Creativity. ...
- Promoting Emotional Development.

Michelle Du Preez



SECONDARY PRINCIPAL

Schools are busy places, but so is real life



When I observe the activity and “busy-ness” going on around campus and off campus it is clear that WIS is a very busy place for all of us at all times. This is, however, also a sign that things happen, that we learn, that we teach, that we have fun and that we enjoy DOING things.

In this past week, only in the section that I oversee, we had the Grade 6 field trip, we have the WIS Got Talent Semi Finals, we had the visit of the University of Calgary inspiring our high school students. And then there are all the extra curricular activities, all the assessments that are happening towards the end of the term, football, basketball, netball, volleyball, SDLs and much more - I won't be able to mention it all. For me this is a testimony of a positive and productive space for our community to learn. It is not just students that learn and reflect. We all do that all the time - if we have a growth mindset, we aspire to keep learning and growing and that is how we live our lives.

Thank you to everyone in our community who makes WIS a place to thrive, to learn and to have fun, a place where there is something exciting for everyone. It is fantastic to be part of a vibrant community where things are happening.

Sometimes we feel overwhelmed and that things are getting too much. But then again, being busy is a sign up commitment and engagement and that things matter to us. When I see the Grade 12 students organising the WIS Got Talent show, I see committed and mature young adults engaging in a process that is by no means easy, but our students embrace these challenges. And they are supported by their teachers and their parents to be able to make successful and wise decisions and to grow in the process.

It's great to be part of this beautiful community!

Regards,
Maggie Reiff

Grade 7 English Creative Writing

My English Teacher - By Tatana Verchusa

I go to Washington Middle School, where there is this crazy teacher Ms. Bucket. Ms. Bucket is unfortunately my English teacher, but not a very effective one. In class, we only do logical thinking while for homework, we have to do grammar.

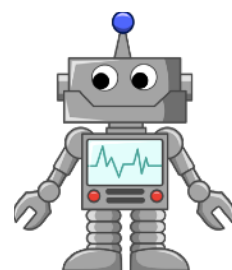
When, very rarely, we do English in class Ms. Bucket thinks of horrible context and makes us do it in MP3 format, because she says it's more fun this way. Once, she made us record a persuasive speech, and she wrote an example on the board. Her speech was miserable, it had bad structure and spelling mistakes. Even I could see it, without being an English teacher.



Ms. Bucket is also a very disorganised person. She loses our homework and makes us redo it, even though it is lying in front of her, on her messy desk. Ms. Bucket is just a crazy teacher with no limits.

The Un-lazy Robots - By Tomas Andresen

On Xdfg a distant planet very far from earth has successfully been terraformed by us humans. One problem is that we are too advanced. As nice as that may seem it is not, if we are too advanced it is good in certain ways but the bad parts outweigh the good parts for one simple reason; laziness. "Let the robot clean the house", "let the robot take the dog for a walk", "let the robot do my homework", and "let the robot take out the trash".



Once upon a time in 3071, a group of scientists teamed up with a group of engineers. They analysed for a week and saw a problem: people were too lazy. They made a coherent plan. The scientists asked the government and checked the government's existing context. Then they planned the blueprints and built it. Their goal was that since people were getting too lazy, they weren't organised, so the engineers built a robot that was especially structured to look very similar to their mother and give the feeling of being watched. It was very realistic so most of the children stopped being lazy. If they are still lazy then the robot will use a special flip flop that is very painful but lasts only 2 seconds. The child will then remember the pain and stop being lazy. The flip flop is formatted in a way that it will make the pain greater but the person will be in a state as if nothing happened. It will be vaguely similar to the mother's flip flop. The robot is actually very effective if the child continues being lazy after the hit, the pain will multiply. So it is also very logical. Unfortunately, as it is very sophisticated it is also very expensive.

The Constructing of the Waffle Tower - By Rigby Johnson

Donny Mackouscy could vaguely remember the first time he made a tower out of his dirty underwear. Now, he was formatting his plans to make the brand new Waffle Tower. Donny was planning to make the Waffle Tower out of actual waffles. He wanted it to look very realistic. One problem he was facing was making the Waffle Tower so it wouldn't collapse. His first idea was to connect the waffles with glue but that would make the building not entirely made of waffles. He would have to have it



structured so it was connected with syrup. Hopefully, that would be an effective plan. Now that was fixed another problem came up, nobody liked the name. One other company, in particular, was making a coherent argument, so Donny had to give them some more context about why it was called the Waffle Tower. To Donny the name logically made sense. When the construction was over the Waffle Tower looked very sophisticated. While the aesthetic team was busy organising the offices Donny got a call that he had won an ArchDaily Building Award.

IBDP Biology



Grade 12 Biology students have this week been setting up an ecological unit called a mesocosm. This is a miniature ecosystem set under lab conditions simulating natural environmental conditions. The students are investigating sustainability of their mesocosms over a period of four weeks.

They share their experiences setting up their units:

"It's really cool setting up a mini-ecosystem because you can see how all the different components interact."
Lara Gross

"Setting up a mini-mesocosm is a fun and interesting experience because it's like you are creating and maintaining life within a small space with different components and variables playing a role in how they turn out."
Kirubel Hailu

"The process of building up this mesocosm helps me and my group to understand how each organism has their specific roles and propose for each other to survive but most importantly, every organism is a key component for this mini-ecosystem to sustain."
Xuwei Huang

"Making a mesocosm is really interesting, especially when evaluating the different factors that make an ecosystem."
JJ Arowolo

Junior World Championships

In August, I competed at the 2022 Junior World Championships in Lima, Peru - And wow, what a ride it has been. From undertaking a two month training camp in a different country to dealing with my first major injury, the last two months have been ... bittersweet.

It all started in early June, when I moved to the city of Durban, in South Africa, where I began my two-month training camp with one of the greatest African coaches of all time - Graham Hill. He has trained numerous olympians, including Chad le Clos, the South African who infamously beat Michael Phelps in the 200 Butterfly at the 2012 Olympic Games - changing the dynamic of South African, and African sport forever.

I felt incredibly privileged to be training with Graham and his team, knowing that not many people would ever have this opportunity, and I was excited to see what my World Championship debut would have in store, after two months of productive training, and years of relentless effort and dedication. However, my excitement was short-lived. In the weeks leading up to my departure, I had experienced lower back pain - I didn't make much of it - assuming it was just a mild muscular irritation, and that it could be relieved using physiotherapy and other homeopathic treatments. However, after about two weeks of strenuous training and extreme pain, I decided to visit a physician.

He suggested that I have an MRI and X-ray done of my Lumbar spine. The results indicated that I had; two cracked vertebrae - spondylolysis, a slip disc, and a compressed spine. The doctor recommended that I take eight weeks off. I was devastated. After discussing the situation, my doctor and I decided to pursue my training. However, it was restricted - I was only permitted to pull with my arms, and swim freestyle. Meaning I could not train any other strokes, kick, or "Flipturn ". This continued for another six weeks, however, after experiencing other health and mental health related issues, I decided to return home, merely two weeks before the event.

Once I returned home, I was left with two choices. One, I could withdraw from the championships, begin with my rehabilitation, and carry on with my academic endeavours - essentially retiring from competitive swimming. The second option was to deal with what I had and to push forward to the championships, and to understand that I was not in an ideal physical or mental state - nevertheless, I would try my best. I chose to push forward.

I competed at the Junior World Championships, dealing with my health complications one day at a time. I did not perform the way I would have wanted to, but I learned so much about South American culture, International competition, swimming technique, and most importantly, about myself.

As much discomfort as I have endured the last two months, I see it as an opportunity for growth, as opposed to an opportunity to complain. I have grown - I have matured - and most importantly, I have been equipped with tools to deal with future difficulties and complications on my own.

I am so grateful to everyone who has helped me in the last two months - however big or small their contribution. To my teachers and peers for their relentless support and understanding, and to my family, for believing in me, even when I didn't.

For the next few months I will be focusing on my academics, aiming to receive entrance into a respectable university.

This is by no means the end. As I was once told - *'The bigger the setback, the bigger the comeback.'*

Thank you.

Mikah Burger



After School German as a Native Language

Dear Community,

Guten tag! We are pleased to share that WIS is partnering with the Goethe-Institut to offer a new after school programme for our German speaking students. Please see the message below and the attached photos for more information. To express interest in this programme, please complete [this form](#). If you have any questions then please connect with anika.kroll-tjinggaete@goethe.de or phone her at 061 225 700.



Mehr Deutsch.. für Ihre Kinder.

Das Goethe-Institut ist das weltweit tätige Kulturinstitut der Bundesrepublik Deutschland. Wir fördern die deutsche Sprache und Kultur und setzen uns mittels unserer Arbeit in Kunst, Bildung und Kultur für den interkulturelle Austausch ein. Wir informieren über das Studium in Deutschland und legen einen besonderen Schwerpunkt auf die Kurse für Kinder und Jugendliche.

Wir möchten bald auch „Deutsch als Muttersprache“ anbieten. Dieses Angebot richtet sich z.B. an Familien, in denen das eine Elternteil Englisch, das andere Deutsch spricht, oder wo das Kind auf eine Schule ohne Deutschunterricht geht, in der nicht oder nur wenig Deutsch angeboten wird.

In Kooperation mit der Windhoek International School wollen wir Deutsch für junge Muttersprachler auf spielerische Weise vertiefen, mittels professioneller Betreuung und einer Vielzahl kommunikativer Methoden und Medien. Diese Aktivitäten werden 2-3 Mal pro Woche im Goethe-Institut im Zentrum Windhoeks angeboten werden.

Sollte dies Ihr Interesse wecken, so melden Sie sich gern (weisen Sie uns im Fragebogen darauf hin)

More German ... for your children.

The Goethe-Institut is the cultural institute of the Federal Republic of Germany, active all over the world. We promote German language and culture, and through our work in arts, culture and education, we are committed to intercultural exchange and understanding. We provide information about studying in Germany and place a special emphasis on courses for children and young people.

Soon we would like to offer "German as a native language". This offer is aimed, for example, at families where one parent speaks English and the other speaks German, or where the child goes to a school without German classes or where German is only offered at a later stage.

In cooperation with the Windhoek International School we want to deepen the use and understanding of German for young native speakers in a playful way, using professional care and a variety of communicative methods and media. These activities will be offered 2-3 times per week at the Goethe-Institut in the centre of Windhoek. If this is interesting for you, please do not hesitate to complete [this form](#). If you have any questions then please connect with anika.kroll-tjinggaete@goethe.de or phone her at 061 225 700.

Orchestra at WIS

Do you play an Orchestral instrument, such as the violin, flute, clarinet, cello, trumpet, trombone, etc?
Please come join us on:

- **Date: Monday afternoons**
- **Time: 14:45 - 14:45**
- **Place: Room 14**
- **Who: Grade 4 - 12**

Parents that can play an instrument, you are welcome to join in the fun!





WIS INTER-HOUSE
Swimming Gala

ALL BEGINNERS WELCOME!

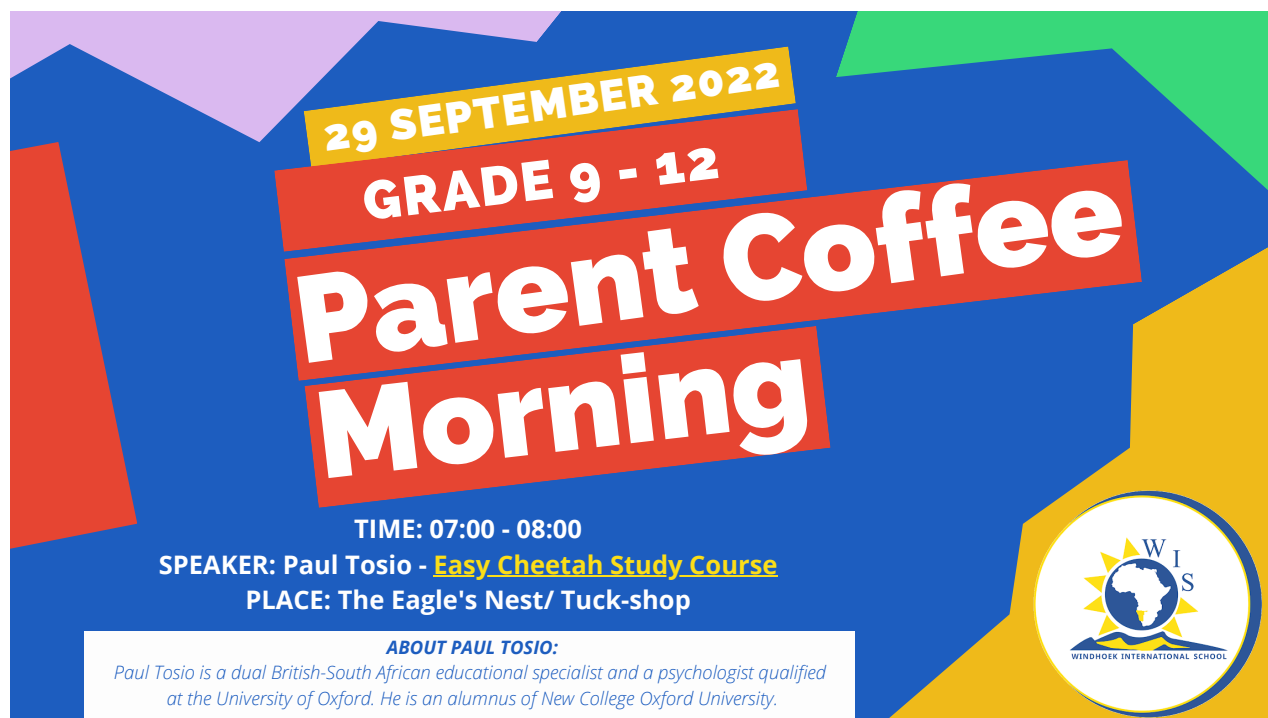
ALL GRADES WELCOME! EY 1 - GR. 12

Join us for a WIS event!
Date: Saturday, 17 September 2022
Time: 08:00 - 12:00
Place: Marlins Swimming Club

- The Development Gala: 08:00 - 09:00 (For all beginners)
- Inter-House Gala: 09:30 - 12:00 (students must be able to swim 25m)

WIS
WINDHOEK INTERNATIONAL SCHOOL

To sign-up scan the QR code!



29 SEPTEMBER 2022
GRADE 9 - 12
Parent Coffee Morning

TIME: 07:00 - 08:00
SPEAKER: Paul Tosio - Easy Cheetah Study Course
PLACE: The Eagle's Nest/ Tuck-shop

ABOUT PAUL TOSIO:
Paul Tosio is a dual British-South African educational specialist and a psychologist qualified at the University of Oxford. He is an alumnus of New College Oxford University.

WIS
WINDHOEK INTERNATIONAL SCHOOL

LOOK OUT FOR EXCLUSIVE BOOKS

**WE WILL BE AT
WINDHOEK
INTERNATIONAL
SCHOOL**

**Mon 26 September 2022
11h00 - 15h00**



A promotional poster for the Tygerberg children's choir. The top left features a stylized, waving South African flag. The background is a dark blue gradient. In the center, a large yellow star contains silhouettes of children holding hands. Above this star are several smaller yellow stars. Below the star, the text 'Tygerberg' is written in a large, elegant script, followed by 'children's choir' and 'kinderkoor' in a smaller, sans-serif font, and 'ca. 1972' below that. In the top right corner, there is a circular logo celebrating 50 years of Tygerberg, featuring a laurel wreath and a small crest below it. Below the main title, the text 'IN CONCERT 2022' is centered. Further down, the phrase 'one of South Africa's proudest export products' is centered. Below that, the names 'Conductor: Karina Erasmus' and 'Accompanist: Madri Gerber' are listed. The bottom half of the poster shows a group of children in blue uniforms, some with beaded necklaces, clapping and smiling. A large, white, distressed-style stamp with the words 'ON TOUR' is overlaid on the bottom right of the children's photo. A small copyright notice '© 2022 Tygerberg Children's Choir' is visible in the bottom right corner of the image area.

50
Tygerberg
children's choir
kinderkoor
ca. 1972

IN CONCERT 2022

one of South Africa's proudest export products

Conductor: Karina Erasmus
Accompanist: Madri Gerber

ON TOUR

© 2022 Tygerberg Children's Choir



RHINOPARK
VETERINARY CLINIC

WORLD RABIES DAY

**SEPTEMBER
28, 2022**

POSTER-MAKING COMPETITION

**FOR KIDS
UNDER 12
YEARS OLD**

**FOR KIDS
12 - 18
YEARS OLD**

THE POSTERS MUST CONTAIN THE FOLLOWING INFORMATION

HOW RABIES IS SPREAD/TRANSMITTED

WHAT ANIMALS ARE AFFECTED BY RABIES

HOW CAN RABIES BE CONTROLLED/MANAGED

HOW CAN AWARENESS BE GENERATED TO MANAGE RABIES

**THE SUBMISSION DATE
ON OR BEFORE 29TH SEPTEMBER**

**POSTER SIZE A3/A2
MUST BE HAND-DRAWN**

**POSTER TO BE DROPPED
OFF AT THE CLINIC**

THE JUDGING WILL BE DONE ON ACCURACY OF INFORMATION AND THE ART WORK

THE WINNING POSTER WILL BE DISPLAYED AT
RHINO PARK CLINIC FOR A WHOLE YEAR.

A PANEL OF 4 JUDGES WILL SELECT THE WINNING POSTER

PLEASE MAKE SURE THE POSTER HAS THE FULL NAME,
SCHOOL NAME(IF APPLICABLE) & PHONE NUMBER TO CONTACT FOR THE PRIZE

1ST PRIZE

2ND PRIZE

3RD PRIZE

**KIDDIES GIFT
HAMPER FROM
SUPERSPAR
MAERUA
WORTH
N\$500**

**IJG TRAILS
3 PEOPLE BIRDING
TRIP WORTH
N\$900**

**KIDDIES FUN
HAMPER FROM
PARTY WORLD
WORTH
N\$300**

TERMS & CONDITIONS APPLY*

**A PRIZE FOR THE MOST FUNNY POSTER
N\$400 PET FOOD/PRODUCTS VOUCHER FROM RHINO PARK VET CLINIC.**



IJG TRAILS
HEAR THE CALL OF THE MOUNTAINS




PARTY WORLD



SUPERSPAR
MAERUA

ON THE 26TH, 27TH 28TH AND 29TH OF SEPTEMBER
WE WILL BE GIVING FREE RABIES VACCINE BETWEEN 12PM AND 15:30PM.
THIS WILL NOT INCLUDE CONSULTATION IN CASE YOUR PET IS SICK.

*RHINO PARK VET CLINIC : 54, RHINO STREET, WINDHOEK NORTH
+264 61 257272/3 | 24HR EMERGENCY NUMBER +264 81 8779708
RPVCRECEPTIONISTS@GMAIL.COM



ballerinas

NATIONAL BALLET SCHOOL
OFFERS CLASSES FROM BEGINNER
TO ADVANCED 1.

Enrollments for children who turn 4, 5 or 6 years old in 2023 are now open.

We follow the Cecchetti Method and training includes developing an appreciation of dance and establishing basic ballet technique and steps, balletic posture, musicality, stage craft and mime. The Ballet School stages theater productions and takes part in certified examinations.

Teacher's qualifications:
 ISTD Cecchetti Associate Diploma holder, Advanced 2 Cecchetti holder, Qualified Pilates and Fitness Instructor, BA Sport Science degree with majors in Sport Science and Psychology at The University of Stellenbosch.

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VIEW OUR NATIONAL BALLET SCHOOL FACEBOOK
PAGE AND INSTAGRAM

