

THE ORYX

The weekly newsletter of Windhoek International School



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Dates to Remember

April 2019

- **01 - 05:** Secondary Week B
- **03 - 05:** Science Fair
- **10 - 12:** PYP Exhibition
- **18:** Last Day for Grade 10 - Celebration Assembly
- **19:** Good Friday - No school
- **22:** Easter Monday - No School



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FROM THE DIRECTOR

Fees at WIS (1)

On Wednesday we sent an online survey to all WIS parents. At the time of writing, we have received almost 100 replies. Thank you.

If you have not yet completed the survey, please find a few moments to do so. I doubt if it will take even sixty seconds. Thank you!

Fees at WIS (2)

“Why are your fees so high?”

I am asked that question often. (Though not always so politely!) Depending on where the question is coming from, there are a number of answers I can give. The one that usually gets me in most trouble is this one:

“They aren’t.”

It’s a matter of perspective. Or, if you prefer, everything’s relative.

Shortly after I arrived in Namibia I was talking to an expatriate diplomat. “Your fees are ridiculous,” he said. “You should double them.”

And this week I received from a Namibian parent this message: “[Your] fees are ridiculously high for Namibia.”

Both people used the word *ridiculous* but they had completely different opinions about our fees.

The diplomat based his opinion on what he had experienced in other postings to other countries. On the next page you will find WIS fees compared to a number of other comparable international schools. Many are in Africa. Those that are not, are schools I have worked in or visited or of which I have some knowledge. Their fees are all taken from their websites and are quickly verifiable.

The parent above was basing her opinion on what other schools in Windhoek charge. In some ways, that is a perfectly valid comparison. But it assumes that all private schools in Windhoek have similar costs. If School X can afford to charge only N\$xxx, why is WIS so much more expensive?

Next week in The Oryx I will try to answer that question.

Peter MacKenzie

WIS Fees in context

In the context of Windhoek / Namibia, our school is considered very (often inexplicably) expensive.

In the context of most other IB / International Schools worldwide (and in Africa) our fees are remarkably low.

	Grade 1	Grade 12	Capital Levy
<i>WIS (NAM\$) Ring-fenced Rate</i>	70,000	119,500	3,500
<i>WIS (NAM\$)</i>	140,000	217,300	3,500

WIS (US\$ @ 13.5) Ring-fenced Rate	5,185	8,850	260
WIS (US\$ @ 13.5)	10,370	16,100	260
American International School (Kinshasa)	12,170	25,360	4,000
BMIS (Lilongwe) ⁽¹⁾	15,435	23,580	??
American International School (Lusaka)	16,430	21,430	750
ISKR (Kigali) ⁽²⁾	16,600	19,800	??
ISU (Kampala)	19,200	27,300	6,000
HIS (Harare)	19,320	27,410	8,000 ⁽³⁾
ISD (Dakar)	20,420	25,500	5,500
IS Tanganyika (Dar es Salaam)	20,800	30,800	7,000
American International School (Lagos)	21,022	31,228	3,182
Lincoln Community School (Accra) ⁽⁴⁾	21,236	25,132	2,000
American International School (Maputo)	22,257	30,332	9,746
ICS (Addis Ababa)	23,290	28,810	9,000
American International School (Johannesburg)	23,527	31,665	10,500
IS Kenya (Nairobi)	26,086	29,944	9,750 ⁽⁵⁾

BBIS (Berlin)	16,200	21,400	??
Munich International School	16,550	24,040	8,100 ⁽⁶⁾
Vientiane IS	17,200	22,100	2,800
Vienna IS	21,000	24,900	4,500
Yokohama IS	21,800	25,450	1,150
Frankfurt IS	21,900	26,600	12,500 ⁽⁷⁾
Atlanta IS	23,932	27,320	3,000
Jakarta IS	26,000	29,900	3,850
Antwerp IS	27,100	32,370	600
IS Paris	29,325	36,400	10,100
ICS (Zurich)	29,700	37,000	5,000

Tuition Fees – Selected International Schools 2018-2019 (all fees in US\$)

- (1) A discounted rate applies for those who pay tax in Malawi.
- (2) Not an IB school.
- (3) Upon entry and \$1,000 annually thereafter.
- (4) There is a \$6,500 Enrolment Fee for all students.
- (5) Upon entry and \$1,300 annually thereafter.
- (6) In first year plus \$3,500 in second and third years.
- (7) Paid over two years.

WEEKLY PUZZLER

Eden in Grade 3 correctly noted that March 14 is International Pi Day because March, being the third month, and the 14th give us a date of 3/14, the first three digits of Pi. By the way 2016 was a particularly joyous Pi Day.

On to a new one.

These are the conditions in a town called Baldyville:
No two inhabitants have the same number of hairs on their head.

No inhabitant has exactly 518 hairs.

There are more inhabitants in town than hairs on any individual inhabitant's head.

What is the highest possible number of inhabitants?

Please send solutions, or any fun and interesting puzzlers to pfarrell@wis.edu.na

**PRIMARY PRINCIPAL****Student-Led Conferences**

Thank you to all who attended the Student-Led Conferences yesterday. It was pleasing to see the steady stream of parents/guardians and children moving about the campus visiting the homeroom classroom as well as the specialist classrooms. I hope you found the time to be well spent and that you came away with a good understanding of your children's progress and learning. I'm sure many of you were amazed by how well your children were able to articulate their strengths and goals.

We are always reflecting on what we do and would appreciate your feedback about the Student-Led Conferences. Here is a link to a [Google form](#) for you to complete. Your feedback will help us to continue to improve upon these conferences. Thank you in advance for your time.

MAP Test Results

The MAP test results have been sent to parents in Grades 1-5. If you did not receive your child's results, please let me know. The results were recorded in a line graph, as opposed to the bar graph used in the past, as we now have enough data to show continuous progress. There will be an information session about MAP Thursday morning, April 4th at 7:30. The session will be held in the auditorium. Please complete this [Google form](#) to provide me with your questions in advance. The next round of MAP testing will take place in August/September.

Regards,
Beth Smith

Grade 4 Order a Breakfast Field trip

Bonjour à tous!

The week before March break the Grade 4 French students enjoyed a Traditional French breakfast in a restaurant. The field trip was part of our unit "How to order breakfast in a café". The children had the opportunity to put into practice their knowledge about what the French people are having for breakfast, to use the greetings that they know as well as the vocabulary learned previously in class and finally to demonstrate their social skills.

I am acknowledging the students for showing appreciation and enthusiasm and being respectful while on the field trip, to thank the teachers who accompanied us and a special "merci" to Madame Flavie Dia (Hervé's mum in Grade 3) from Senegal that kindly role played the waitress at the restaurant.

Reflections shared by the students:

- "It was fun ordering food in French because I am learning a different language."
- "It was a good experience to try French food and to order in French and, It was good practice for me because I am going to travel to France soon."
- "It was delicious and fun ordering food in French."
- "It was fun to order in French and a good experience."

The Grade 4 students and Madame Laetitia.



OMBA GALLERY EXHIBITION

WIZART2

Windhoek International Primary School Art Exhibition



DURATION: 2 – 12 April 2019

OPENING: Tuesday, 2 April 2019 @18:00

by **Peter MacKenzie**, Director of the Windhoek International School



OMBA GALLERY AT THE OLD BREWERIES, 40 TAL ST. WINDHOEK

MON-FRI 9AM-5.30PM SAT 9AM-4PM PUBLIC HOLIDAYS-SUN 9AM-130PM

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SECONDARY PRINCIPAL

Is your child using technology responsibly?

Yesterday, we offered a parent session on Media Balance and Well-being to parents. The conversation about the use of technology - devices and media - was very interesting and constructive.

It leaves me wondering, how much attention is given to talk about the responsible use of technology and the digital footprint your child creates in your house? Do you sometimes sit down with your child to discuss their online behaviour? Do you restrict your child's use of technology? Do you know what your child does, when he/she retreats into her bedroom and closes the door? Do you know that a tool that is used for education - [Google Docs](#) - can be used as a tool for cyber bullying? Do you ever have confrontational arguments about what your child does and how long they spend on their device every day? How do you manage/control/handle what your child does on social media? And if things go wrong, what do you do?



Is this how you communicate with each other at home?

All these questions were addressed yesterday. At WIS we believe in addressing an area of difficulty, talking about it, having discussions and conversations so that our children understand why we take a certain stand or have a certain believe. We also believe in modelling behaviour that we expect our children to have. This is not always easy. Where is your phone when you are sitting in a restaurant? How does your phone influence your interactions with other people?

Universities and work places look at the [digital footprint](#) of their prospective students or employees. They don't want young people who are not active on social media, but they want to get a picture of the way you interact and what you are engaged in.

Our young generation is probably more advanced in their skills and knowledge of technology than most of us. So isn't it important for us as educators (parents and teachers) to try to keep up as much as we can with what is current and what is popular?

**Regards,
Maggie Reiff**

Teaching for understanding

Hello again, from the greatest place on Earth, the WIS Middle School. In this week's article we will take a look at *Teaching for Understanding*. *Teaching for Understanding* helps teachers take learners beyond the simple mastery of facts to being able to apply knowledge flexibly in unfamiliar contexts. The [framework](#) helps educators 1) identify topics, concepts, and skills that are worth understanding; 2) frame goals that help students focus on the most important aspects of those topics; 3) engage learners in challenging learning experiences that help to build and demonstrate their understanding; and 4) develop assessment practices that help to deepen student understanding." (Harvard Graduate School of Education). This [link](#) shows a comparison between a traditional unit vs a unit designed for understanding.

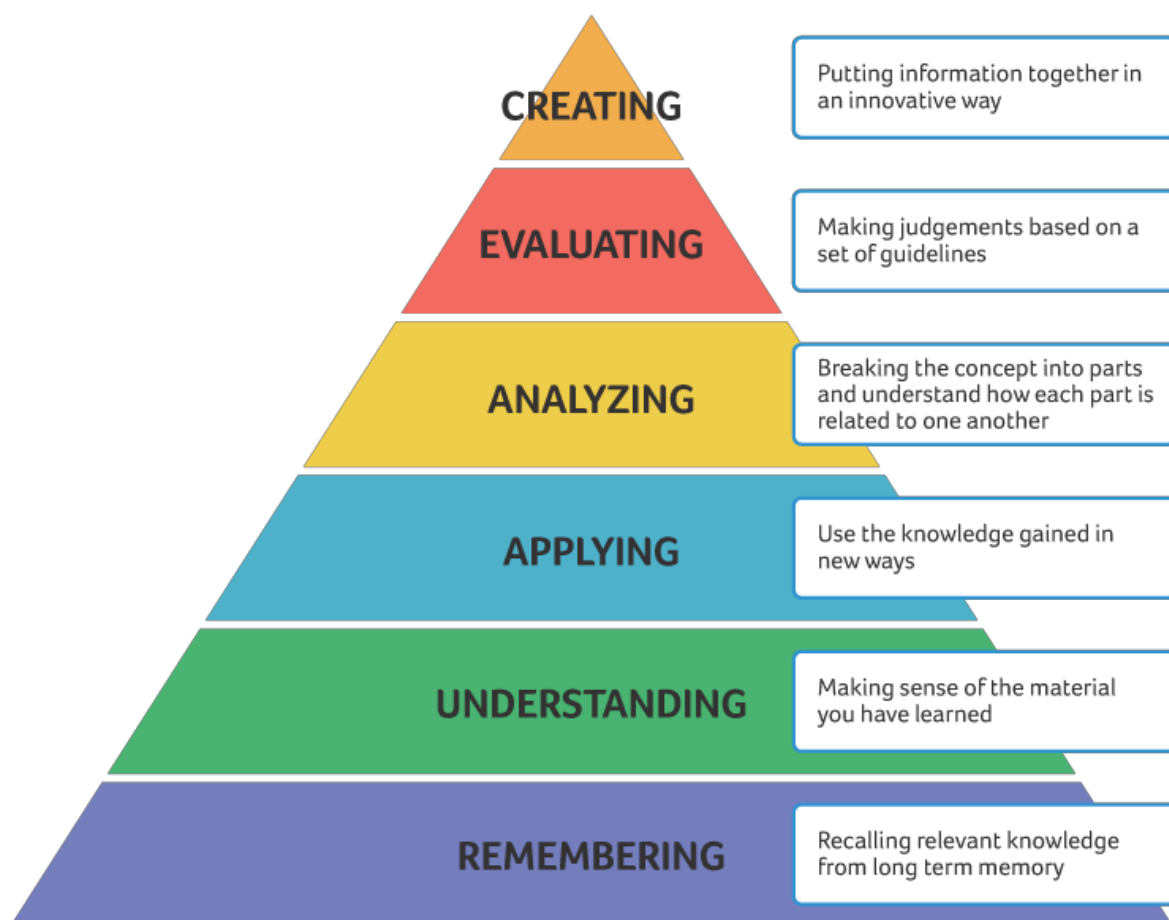
So what does this have to do with WIS and in particular the WIS Middle School? Well, as part of the innovations happening in the Middle School, we are on the path of creating meaningful education for 21st century learners. As stated in previous articles, the world has changed drastically since we went to school and preparing learners for a "[VUCA](#)" future means that education needs to adapt, innovate and be forward thinking.

Why focus on understanding and not mastery of content? In an article written by Jay Mctighe and Elliot Seif three main reasons are given why our focus needs to change:

1. The nature of the modern world that students will enter has changed,
2. The idea of knowledge explosion and
3. Recent research on learning gives us a new perspective on how students learn, apply and retain information.

The modern world is interconnected and rapidly changing. We now have instant access to massive amounts of information. Instantaneous communication with people is the norm. Highly complex job markets and new careers are developing at a staggering pace. To handle this, we need to educate young people to be capable of being innovative and creative, so that they can apply their learning to these new and ever evolving situations. Because of this, we can't merely focus on acquisition of knowledge, but instead have to help young people to be able to go beyond learning facts and to develop deeper understandings, to make better connections with the information and knowledge they are exposed to in school. Learners need to be able to find, sort, evaluate and apply information in new and unfamiliar settings.

As the WIS Middle School moves forward with its innovative approach, assessments will reflect the idea of higher-order thinking. Bloom's Taxonomy is referenced often when criterion-based assessments are being created. The objective is for students to be continually working/thinking in the upper levels of the pyramid.



With the knowledge explosion and the availability of so much information, is it possible to cover all the necessary content in a given area? It's not possible! Focussing on content coverage and standardised tests takes away a learner's ability to explore concepts in depth, make meaningful connections, ask critical questions and explore areas of interest or passion. WIS is shifting away from mere content coverage to help learners to be able to transfer skills, knowledge and understandings to different VUCA situations.

Research on learning shows that learning happens more effectively when real world connections are made and when concepts are understood. Knowledge learned at the level of remembering, rarely transfers to new situations, but when learners understand underlying principles, that is when they begin to access the upper levels of Bloom's Taxonomy.

As the WIS Middle School continues to evolve, the role and development of assessments will come more into focus. Assessments cannot focus primarily on testing the memory of facts and formulas if the goal of learning is to promote understanding and application. Assessments need to reflect a learner's ability to know when, where, why and how to use the knowledge they have gained. Assessments also need to build intrinsic motivation in a learner and create opportunities for self-determined passions to grow.

What does understanding even mean? According to Wiggins and McTighe (experts on education) there are six facets of understanding: explain, interpret, apply, perspective, empathy and self-knowledge. Building an educational programme around these ideas is the path now taken by the WIS Middle School. Engaging learners in meaning-making and the transfer of knowledge and skills is the targeted goal in the development of the Middle School. Moving away from basic knowledge retention, activity based unit design to concept based understanding and units focussed on making connections, is the path we are now taking.

This process will take time, but we are making strides and the benefits of this mind-shift are already evident amongst teachers and learners. It is an exciting and at times confusing time to be in the Middle School, but in the long run, WIS learners will be much better prepared for the VUCA future they are facing.

"Understanding core ideas and the ability to transfer them to new situations should be the twin goals of education today" (Jay McTighe).

If you have any questions or comments, please email me at mparsons@wis.edu.na.

Michael "P" Parsons

Christopher Aiff

Memorial Football Tournament

The Christopher Aiff Memorial Tournament took place on Saturday 9th March. Alexander, Marco, Santeri and Arno (Grade 11) organised the event as a part of their CAS Project.

The purpose of the tournament is to commemorate Christopher, who was a student at our school, and passed away from cancer. The proceeds of the tournament will be donated to the Cancer Association of Namibia.

It was an amazing experience for all of us. It was definitely a challenge, especially when it came to the organisation of the schedule and staying on time. But it was worth the challenge, because we gained an extremely positive result.

The tournament consisted of 16 teams. We raised N\$ 4830 from sales of drinks and slushies on the day and N\$ 6500 from team entries. There were other donations as well. The 2nd and 3rd place teams (End Game and Any Name FC) donated the prize money, adding up to N\$ 2200. Two gazebos and N\$ 2000 and was donated by Ms. Wohler Fisch, the Manager of Tongaat Hulett Namibia.

Sponsors included Baines OK Store (Mr. Ferreira), Westlane Spar (Mr. Stefanus) Wing It Diner, and Tongaat Hulett Namibia (Ms. Wohler Fisch).

We would like to thank everyone who helped make this tournament possible. Thank you to Belinda, Bennett and Luca (all Grade 11) who helped with the beverage sales. Diogo, Robin (both Grade 11) and Yeabsira (Grade 10) who helped with the refereeing. Lucy (Grade 12) for being our photographer and the teachers who helped and supported us, such as Ms. Mutambay, Ms. Smit, Mr. Jackson-Read, Mr. Fitzpatrick, Mr. Oluwasanmi, Mr. McLennan and Ms. Rimmington.

A special thank you to Mrs. Reiff, Mrs Heimstädt, Mrs. Visser and Antonio and Dawid for helping us set up and manage the event. Thank you to the Mrs. Aiff and the rest of the Aiff family and friends for supporting us and giving us the opportunity.

We are extremely pleased with the fact that we could make a whole community proud of us and happy.

Grade 11 Boys - Alexander, Marco, Santeri & Arno

Grade 9 Oldest Living Relative Project

Presentations - HISTORY ALIVE

Oral history took front and centre this week for the Grade 9 History students as they presented to classmates/visitors the story of their oldest living relative.



Students conveyed their fascinating discoveries from the informative interview they conducted and recorded with their aged family member. As a key aspect of African society this family history research has also provided many invaluable lessons including those related to the (in)exactitude of historical truth and the awful experience of apartheid-era pre-independence Namibia.

All of the students shared some reflections on their project and here are a few of these lovely reflections:

- *I learnt that my grandparents have had gone through much more than i've imagined when they were a kid. My grandma has witnessed many wars and historical events of this world.*
- *I learned that Mozambique was also affected by apartheid. I also learned that Mozambique was against the white South Africans and they helped the blacks escape from South Africa and put them in a safe place.*
- *I learned that my grandmother lived during the liberation of fascism in Italy in 1943 (Italian campaign) and was in Rome when the Rome bombings happened in 1943 & 1944.*
- *I learned that during the communism in Russia people were treated better than they are now and that in the mid 1950s life was harder. Having many children meant less money but it meant that all the children were well educated and knew how to do generally household chores.*
- *I learned that during the early times of apartheid children were obligated to do labour as a part of school.*
- *I learned about my grandmother's life and how apartheid affected her family.*
- *I learned that British killed many Indians.*
- *I learned that my aunty went in exile in Angola and settled in a refugee camp called Kwanza Sul.*

Rick Fitzpatrick

The Director adds...

As a former History teacher myself, I read the reflections above with interest, but also with a slight nervousness.

History necessarily deals with subjects that can be controversial, sensitive, and emotional. Nowhere is this truer than in an international school where families and cultures with very different perceptions of the past co-exist.

In a national school things are much easier. Such schools can tell "our" history. But "we" in this proudly international school don't have a single history.

(I actually think this is a good thing. The history taught in many national schools very often lacks objectivity. At worst, it is used deliberately as a vehicle to teach patriotism and even nationalism. In a school such as ours we have no alternative but to stand back and try to understand the past objectively and honestly.)

Moreover, and unlike almost all other subjects taught at school, there is no "right" answer in history. There are perceptions, interpretations, and opinions and such conclusions as are reached are necessarily tentative and provisional. It's a journey, not a destination.

So the reflections above are snapshots of the journeys that these students are on. Their views will further evolve and change over time. In the meantime, they have conducted authentic and very valuable historical research and what you read here reflect what their family members shared with them.

Peter MacKenzie

Donate blood as we celebrate a nation
Happy Independence Namibia.

Please note the following:

1. Eat a meal before you donate!
2. You need to be older than 16 and younger than 65.
3. You must weigh more than 50kg.
4. You must lead a sexually safe and healthy lifestyle!
5. Be committed to helping others.

Blood donation takes 20 - 30 minutes, is completely safe and utterly rewarding. Your donation will save lives -- in fact, it could save three.

Contact us:
 t: 061-386 300
 e: pro@bts.com.na
 www: www.bts.com.na

The Blood Transfusion Service of Namibia, @BloodService

NAMBTS
donate life

**The PLC at Windhoek International School on the
 3rd April from 08:30 – 13:00.**

WIS PTA
YOUR Help is Needed...!
 For the Upcoming Family Braai and Earth Day Celebration.

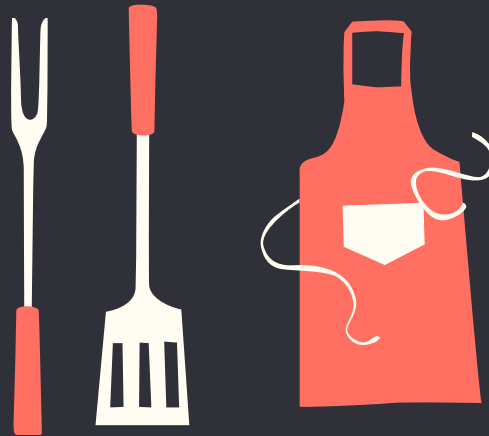
The PTA is working hard to design a day of fun and FUNdraising in an effort to support more projects at WIS. We are asking families to consider helping in the following ways:

- Walking or Running in the Colour Fun Run
- Participating in the Car Boot Sale - see attached flyer for details on how to register
 - Enjoying a variety of delicious food and drink available for purchase
 - Taking part in the exciting mini-olympics games to entertain the kids
 - Contributing to the LIVE entertainment with a unique performance
- Donating a good or service to the Silent Auction. Ideas include: vouchers to shops or restaurants, movie passes, overnights at lodges or hotels, unique tours or outings, home cooked meals or desserts, one-of-a-kind artwork, sport or camping gear, or any new item that may be a treasure to someone else

Please contact pta@wis.edu.na if you have a good or service to donate for the auction or if you would like to perform in the entertainment lineup for the day. We hope for every class to have at least one donated item or service in the auction.

Be creative!

[WIS BAZAAR/CAR BOOT SALE INFO](#)



WINDHOEK INTERNATIONAL SCHOOL'S
EARTH DAY

PTA FAMILY BRAAI

Good eats, great music, COLOUR fun
walk, car boot sale, jumping castles,
silent auction and much more!

Sat April 27th, 9am-1pm
Windhoek International School

KIA MOVIE NIGHT

ON APRIL 12TH AT 6PM, COME TO WIS, AND SUPPORT KIDS IN ACTION (KIA) RAISE MONEY FOR THE STREET KIDS! WE WILL BE WATCHING ANNIE THE MOVIE AND ENJOYING SOME FREE SNACKS AND DRINKS!



ENTRANCE FEE
GRADE 10 AND UP: N\$40
GRADE 2 AND UP: N\$30