



# THE ORYX

*The weekly newsletter of Windhoek International School*

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## Dates to Remember

### September 2017

- **28 - 10 Oct:** JoMUN

### October 2017

- **3-4:** Secondary PTC
- **4-5:** Primary 3-Way Conf.
- **6:** Term 1 Ends
- **16:** Start of Term 2
- **24:** UN Day Assembly



## FROM THE DIRECTOR

### The Tuck Shop

As you may know, we have been looking for a business to take over the running of the Tuck Shop when Peter D'Alton leaves next month. The deadline for tenders was Monday of this week and we were delighted to receive 21 of them.

A panel met to choose the most promising tenders and we eventually whittled an initial short list of 11 down to five. Interviews have been taking place yesterday and today and we will finish the process on Monday. I hope to be able to announce an appointment in next week's newsletter.

**Peter MacKenzie**  
Director

## FINAL WEEK OF AFTERNOON ACTIVITIES UNTIL 16 OCTOBER

Afternoon Activities will end on Friday this week (29th Sep).  
Next week the SPT Conferences and Field Trips make it unviable. We will start again on the 16th of October.

WEEKLY PUZZLER



***Congratulations to Sarah Tibazarwa in 7B for solving last week's puzzler! Great job! The solution can be found [here](#).***


***Here is the new puzzler:***  
 You are given two water containers. One holds 4 litres and the other holds 9 litres. You have unlimited water. You need to measure exactly 6 litres of water. How will you do it?

*Answers can be submitted to [pfarrell@wis.edu.na](mailto:pfarrell@wis.edu.na)*

New puzzles can also be submitted to the same address.

## PRIMARY PRINCIPAL

The Three-Way Conference times have been posted on the blog. Last week your child(ren) should have brought home an invitation for the conferences. Now comes the preparation. The children are preparing by reviewing and selecting the work they would like to share during the conferences. They are thinking about what they are doing well and what areas they'd like to improve. It is important for parents to prepare for the conferences as well. Here are some suggestions that you can do before, during and after the conferences:

BEFORE	DURING	AFTER
<ul style="list-style-type: none"> <li>• Discuss the conference with your child: What is going well in school? What would make school better?</li> <li>• Make notes of questions you'd like to ask about your child's progress.</li> <li>• Make notes of concerns that may need to be discussed at a separate conference.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Turn your cell phone off or put your phone on silent</b> so that you can devote your full attention to your child. </li> <li>• Siblings should not be part of the conference. They may wait outside the classroom or in another area of the room.</li> <li>• Show interest in your child's work.</li> <li>• Allow your child to speak.</li> <li>• Direct questions to your child and about your child's work.</li> <li>• Contribute your goals for your child.</li> <li>• Be relaxed and help your child to feel relaxed.</li> <li>• Enjoy this undivided time with your child.</li> <li>• At the end of the conference, if needed, make another appointment with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss goals set with your child and monitor progress towards achieving goals.</li> <li>• Continue to encourage your child.</li> <li>• Communicate with the classroom or the single subject teacher with any concerns, questions or follow-up on points discussed during the conference.</li> </ul>

I look forward to seeing you next week during the conference days. Remember that Thursday is a not a normal school day for Primary students. I hope you find the conferences to be a positive and informative experience.

**Regards,  
 Beth Smith**

## SECONDARY PRINCIPAL

**Parents: What do you look for first when you receive your child's report?**

**Students: What do you look for first, when you receive your report?**

If you ask any parent if they are interested in their child's progress at school, they will of course say 'yes'. But what do parents want to see? Grades? Praise? Content covered? Strengths and weaknesses?

We are currently in the process of reviewing our reporting procedures. At the moment, parents get a detailed report at the end of each semester, outlining the student's strengths and areas in need of improvement. A grade is awarded for achievement and one for effort. Does this really reflect the child's real ability? Or does it comment more on what the teacher thinks the child is achieving?

Traditionally, we report on content areas the child is expected to master. Does he get 50% right in the questions we ask or 83%? This is, however, no longer the main aim in equipping young people with the necessary skills for learning.

In Secondary School, we are implementing an approach called "**Approaches to Teaching and Learning**" where the following three components are integrated around the learner, the teacher and the guardian/parent: **WHAT** do we want to learn? **HOW** best will we learn? - How will we **KNOW** what we have learned? It is not about learning mere facts, but rather about learning the skills to be able to use what we have learnt in a different situation. The IB has identified 5 different categories of skills that we want our young people to learn:

If we can equip our youth with these skills, we will have succeeded in guiding and preparing them to become independent and compassionate learners.

In our future reporting to parents about their child(ren)'s progress, we will attempt to refer more to the ability of the learner to acquire these skills rather than merely passing on facts and content learnt in lessons. This is a process that needs all participants in the learning environment (learners, teachers, parents/guardians) to be open and accepting of the change of "learning" and will take time to settle in our everyday teaching and learning routines.



**Regards,  
Maggie Reiff**

## CAS Project

### Môreson Classical Fundraising

CAS stands for Creativity, Action and Service and it is a programme within the IBDP. Each student is to participate in an activity for each strand, i.e. activities that include creativity, action, and service. Additionally, students are required to plan a project; this project should include at least two of the CAS strands.

What CAS does is teach students to take responsibilities in life. The Diploma Programme as it is, is challenging and requires a lot of responsibility, dedication and commitment. The CAS programme acts as a counterbalance to the academic aspect of the Diploma Programme, but at the same time assists students in taking action for themselves. It teaches them to be individual and organize as well as participate in events that are beneficial for themselves as well as their community.



A harsh time in every English learner's life. Especially when you have to create your own idioms. Sadly this time the year 9's got the short end of the stick and had to use all the possible brain power they could muster. We were given two or so lessons to come up with an idiom and a proper meaning.

Some people had a harsher time than others. Sometimes they thought they came up with a new idiom but sadly it was already created and they went back to work. Eventually everyone completed and created amazing idioms with some incredible meanings. Such as : He took a walk with a kangaroo, meaning: living a lie ( created by Aaron, PJ and Lukene). Turning sand into diamonds, meaning: making something out of nothing ( created by Li and Kennedy ), Fighting the setting sun, meaning: fighting a battle you can't win ( created by Olivia and Ruvelo ). Even though it was hard and time consuming I'm sure everyone had a great time and hope to do it again.

**Olivia Shino Year 9B**

## A zoom into IGCSE Biology at WIS



Dissections are notable and educational facets of the Biology curriculum. This allows students to engage in the content of the subject by gaining knowledge with hands-on experience.

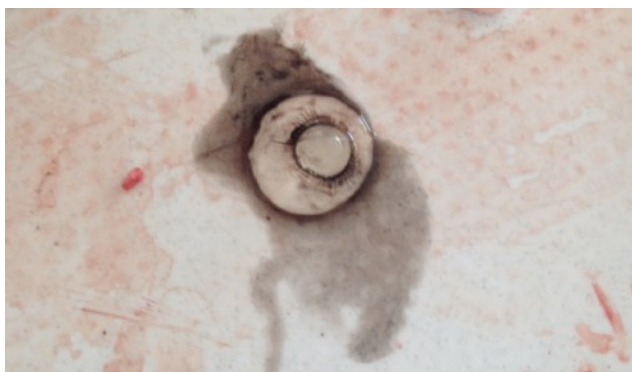
By exploring similar structures of animals they will be able to apply their knowledge to their understanding of the human body. Students usually look forward to dissections, their attention is heightened and the learning experience causes an enhanced ability to recall and understand the subject matter.



The Year 11 Biology students explored the structure of the eye last week during their lessons. With great care and excitement, they dissected the goat's eye.

It was an eye-opening exercise and the pupils gained an in-depth knowledge of its structure.

**Corinne Smit**



## Heroic Effort from U13 Football Team

The U13 boys team almost pulled off a truly monumental upset in the U13 Hopsol sponsored boys football league. We performed superbly and fought hard for 50 mins playing some great counterattacking football and gave DTS a huge shock. **Final score WIS 1 DTS 2**



## PTA - RECYCLE, RENEW RE-USE

Dear Community,

- Do you have an old Laptop?
- Do You have an old printer?
- Do You have a Cash registering Machine? culprit

If so, please contact the PTA ON [PTA@WIS.EDU.NA](mailto:PTA@WIS.EDU.NA)  
SHARING THE PLANET



**PTA DAD OF THE MONTH!**

*Mr. Martins is wearing a WIS shirt while adopting a dog from the Windhoek SPCA!  
An animal hero in our books!*

**THANK YOU  
MR MARTINS  
FOR ADOPTING  
TORNADO**



*Happiness!*  
**ADOPTED**



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