



THE ORYX

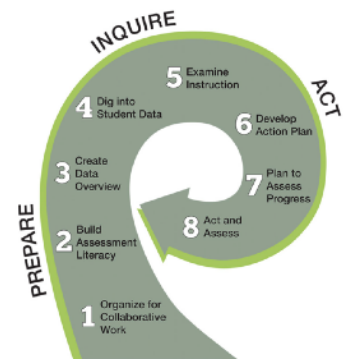
The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear Community,

Using Data to Improve Student Learning at WIS

Seventeen years ago, a group of 19 researchers and practitioners from the Harvard Graduate School of Education and Boston Public Schools came together to identify a process for how teachers and schools can use data to make decisions which improve student learning. In their book "[Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning](#)", Richard Murnane and his colleagues put forward an 8-step process that is not unlike the MYP Design Cycle. We are following a similar process here at WIS as we continuously develop a culture of collaborative work and data-based decision making. We look at the big picture as well as individual data. We examine the likely causes of this data. We then continuously develop action plans which are now informing what happens at both the classroom and school-wide level.



Educators and schools are awash in qualitative and quantitative data. At all times, teachers are using data-points as diverse as reading scores, language progression maps, checklists, student reflections, peer assessments, rubrics, MAP Growth scores, criterion-based summative assessments, exit tickets, survey results, IGCSE and DP exam results, and even body language and smiles, as evidence of student engagement.

Standardised testing is only one data point, and as a school we walk a thin line between ensuring students are test savvy and focusing too much scarce instructional time on preparing for a particular test; however, we think we are finding the right balance by offering MAP tests every September and May for Grades 1-8, and by building our curriculum towards the IGCSE results at the end of Grade 10 and the IB Diploma tests at the end of Grade 12.

This week's Oryx article includes some graphs and details of our MAP Growth Testing results. Next week's Oryx will include more information about the IGCSE and DP results.

PARENT INFORMATION PORTAL
Click here for more information

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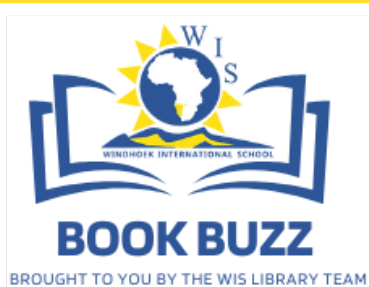
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Dates to Remember 2022

- **29 September 2022**
Gr. 9 - 12 Parent Coffee Morning
- **29 September 2022**
EY1 - Gr.2 Sports day
- **30 September 2022**
Gr.3 - 5 sports day
- **30 September 2022**
Liquifruit Football League
- **07 October 2022**
End of Term 1
- **10 - 14 October 2022**
October break
- **17 October 2022**
Start of Term 2



WIS BOOK BUZZ



Like the story Goldilocks and the three bears, it can be a challenge to find the perfect fit – especially when it comes to books! Here are some great online resources that can help you find books similar to ones you’ve loved in the past, a new series with characters who you can fall in love with, or a customised reading list based on your reading preferences.

1. [Novelist Plus](#) is a wonderful resource for finding books and authors you’ll love! As an added bonus, you can also use [Novelist K-8 Plus](#) to find books and reading suggestions for younger readers.
2. [Bookbub](#) is an online website that offers a free membership when you sign up with them, giving you access to a large selection of [free and discounted Ebooks](#). Many of these Ebooks are from popular authors, and you may even find some bestsellers included in the discounted options!
3. [Goodreads](#) is great for tracking your reading, reading (and writing) book reviews, curating book lists, and following authors and your friends so you stay updated on book news – and can see what your friends are reading! You might even start a friendly reading challenge – or set a yearly reading goal for yourself!

Don't forget to bring your booklist on Monday, September 26, 2022 because Exclusive Bookstore will be on the WIS Campus. In addition to purchasing books for your home library, you will be able to add titles to your child's classroom library.

Individually and collectively, teachers are interrogating their data to determine:

Here's What	So What	Now What
<i>What do you observe in the data? What specific facts do you see when you look at the data? Is the data what we predicted we would see?</i>	<i>What do these facts mean? What can you infer from the data? What is possibly accounting for the data? What strategies are working?</i>	<i>What are your next steps? What plans of action should we develop? What resources do we need? Is there additional data that we need to collect in order to move forward?</i>

MAP Growth Testing in Grades 1-8

MAP Growth uses a RIT scale to measure what students know, regardless of their grade level. The test itself is computer-adaptive, so if your child answers a question correctly, the next question is more challenging. If they answer it incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level. The numbers correspond to what the student is ready to learn next.



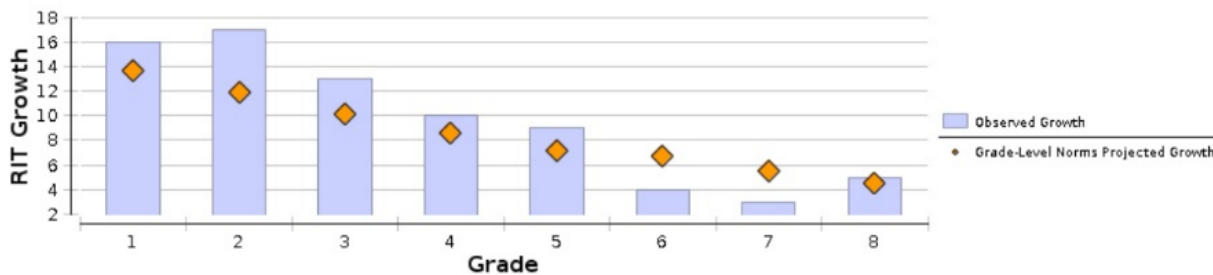
As explained in the letter and individual student MAP results packet that was shared with parents last week, MAP scores represent performance on one test, on one day, and there will always be a standard error and variability to consider. MAP Growth measures growth over time, allowing you to both predict and track your child’s progress across multiple years. At WIS, teachers use these results to tune their curriculum and differentiate their instruction. You may be interested to know that some web-based exercises such those used at www.khanacademy.org are also aligned to RIT scores. Over 11 million students in 140 countries around the world take the MAP test every year (the majority of these students are in the USA).



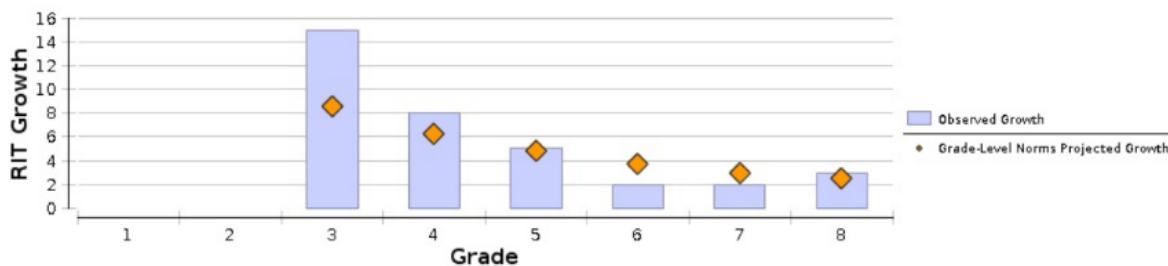
How WIS Students Compare With Their Global Peers

It is important to know how WIS students are achieving and growing, both individually and as a cohort in comparison to their global peers. The bar graphs show the aggregate observed growth we have seen at Windhoek International School, by grade level, in the 2021-22 School Year. The orange diamonds in the three graphs below indicate global grade level norms for RIT growth that occurred over the past school year.

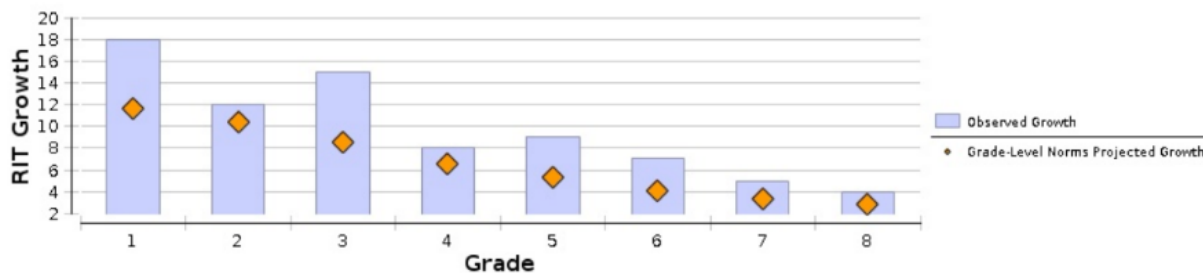
Graph 1: Mathematics (MAP Growth Tests for Grades 1-8) Predicted vs. Observed Growth



Graph 2: Language Usage (MAP Growth Tests for Grades 3-8) Predicted vs. Observed Growth



Graph 3: Reading Ability (MAP Growth Tests for Grades 1-8) Predicted vs. Observed Growth



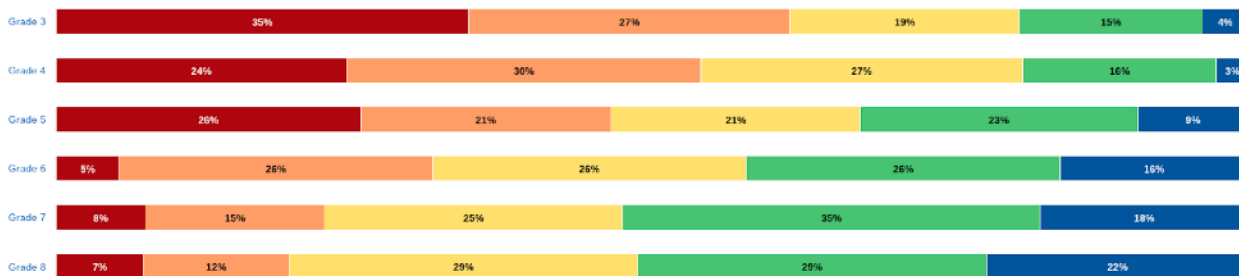
What these graphs show is that the learning that is happening here at WIS is resulting in significantly higher growth in reading, language usage, and mathematics than what we would expect to see at peer schools globally.

On average, students in older grades and students with higher scores are expected to have smaller growth projections. (This may explain, in part, the lower growth in Grades 6 and 7 and the exceptionally strong results we see in Grades 1 and 2).

The next three graphs show the school achievement levels in terms of RIT scores from the September 2022 MAP Growth Testing Session. The distribution of student achievement is colour-coded by quintile, so that for example the percentages in blue represents the percentage of WIS students who are in the top quintile of RIT scores globally, while the yellow band represents those WIS students who achieved a RIT score that is between 40-60% of their global peer group.

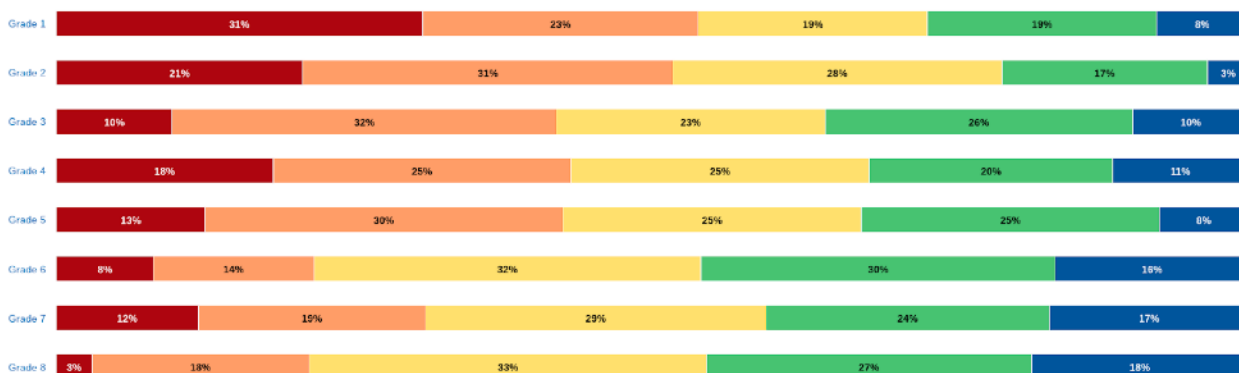
Windhoek International School

School Achievement: Language Usage



Windhoek International School

School Achievement: Reading

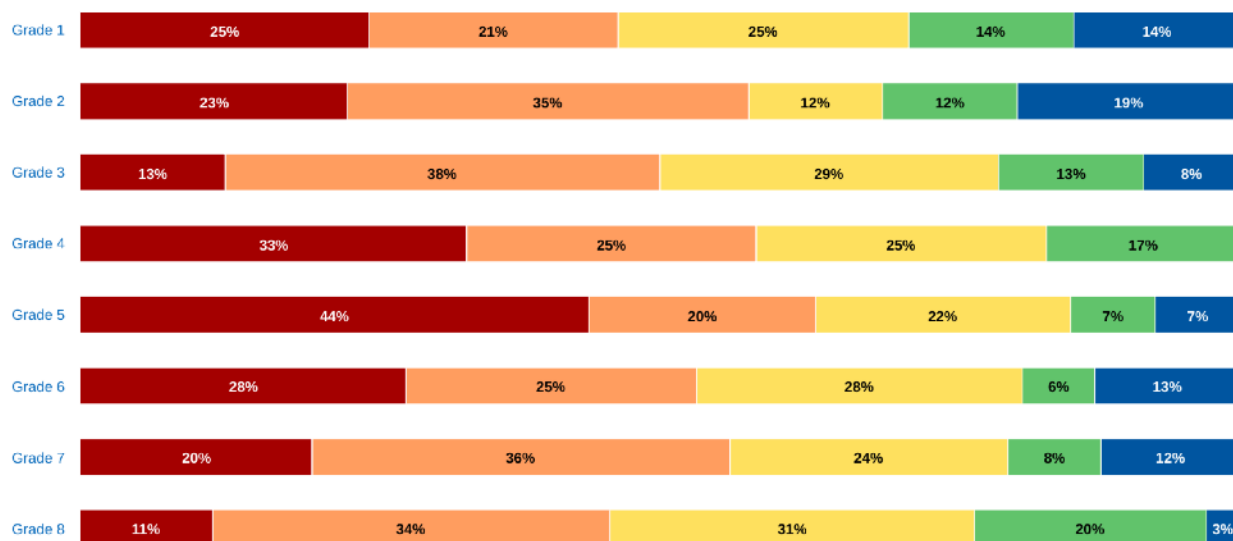


As you can see, the RIT score distribution gradually shifts in favour of WIS achievement results over time. On average, students enter WIS with marks that are somewhat lower than their global peers. This is likely due to language profile and a number of other factors. Students are then catching up with and surpassing their North American and global peers. This data shows that our approach to curriculum and assessment of reading and writing is working across the school.

The Math achievement results indicate that there were a few years in the past where an emphasis on reading and language usage came at the expense of growth in Mathematics. With the new approach to teaching Mathematics now being spearheaded in the Primary by Ms Marcelle, Ms Avril, and our Primary Mathematics Coordinator Ms Elsa Swanepoel, the progress we are seeing on Mathematics will likely continue to result in continued positive shifts in Mathematics achievement in the coming years.

Windhoek International School

School Achievement: Math K-12



Teachers use this MAP test data to set goals, differentiate learning plans, and use a mix of common-ability and mixed-ability groupings to meet students of all abilities, where they are at.

We are working very hard to ensure that an education at WIS will have all the academic rigour and growth that we’d expect from any good international school. It is very important to recognise the massive scope of learning that external exams and standardised tests do not measure: things like values and dispositions, verbal communication, presentation skills, teamwork, leadership, humility, empathy, design thinking, service, creativity, and grit.

**Sincerely,
Ethan Van Drunen**

PRIMARY PRINCIPAL

As Ethan’s article mentions, teachers at WIS are presently looking at data, examining causes and developing action plans. The purpose of the September Map Growth test is to identify what students are ready to learn. The May test measures whether students have grown in the identified areas.

In the Primary, during grade level planning meetings over the next weeks, our MAP Growth Committee (consisting of our coordinators) will work with teachers to analyse data from our MAP Growth test scores and standard-based assessments.

Based on this collaborative analysis of both MAP Growth and standard-based in-class assessments, we will identify the students and the areas of learning that need focus. A specific learning plan of targeted actions will then be developed. These actions might include:

- Differentiated groups and in-class support of Learning Enrichment Specialists and coordinators
- Identifying and implementing strategies that give greater support to students in class
- Sharing and modelling of strategies- teachers team-teaching to learn new strategies
- Monitoring progress and developing protocols that measure whether the strategies have worked
- After-school clubs for learners; to support or extend
- Developing a protocol and schedule for sharing and analysing student work
- Working with parents on agreed goals
- Professional learning based on teacher input



We also reiterate strategies that are 'non-negotiables' for effective instruction, based on research:

- Involving students in their learning targets (through goal-setting, making learning intentions clear, peer and self-assessment)
- Using learning time effectively, for example, writing for a sustained amount of time in the morning when students' brains are optimised for learning.
- Checking for understanding
- Connecting to back-ground knowledge



Example of a learning plan

Teacher: Class: Students of focus:	
What was the main learning focus?	<i>Writing: Students are not yet writing paragraphs that include a main idea and supporting details. Students are learning to use complex sentences.</i>
What strategies worked well?	<i>Modeling, buddy talks, using success criteria, word banks and sentence starters. Practising building sentences.</i>
How do I know the students were successful?	<i>Students will produce well-written paragraph that match the ACARA standards and exemplars.</i>
What next?	<i>Students will move into writing a full information report and in small groups will learn the structure and language features.</i>

Please remember **Language and Literacy workshop on the 29th of September at 8.00am in the staff room.** We look forward to seeing you there.

Warm regards,
Marcelle van Leenen



SECONDARY PRINCIPAL

Celebrating Peace

Being grateful for the opportunity to live and learn in Peace (Zahra Ayoub, Fiona Lee, Ruth Ntema, Jade Yan)



Peace for me:

- When I come to school early in the morning and hear the birds waking up and “singing/shouting” from the trees - that gives me inner peace.
- When we are able to resolve challenges, learn and grow from them, that gives us the opportunity to be at peace in our interactions with others.
- When the school is able to celebrate our diversity and the peaceful way we can be with each other and interact with each other no matter what our cultural, religious, gender orientation - that shows a peaceful community that cares for one another.

Our students are acutely aware of the need for a peaceful society and a planet that will still be liveable for their generation and the generations to come.

This past Wednesday, we celebrated the [International Day of Peace](#) with the theme in 2022 “End Racism, Create Peace”. As an international school with a diverse community that comes from all corners of the world and different cultures, religions and backgrounds, we have the opportunity and the task to actively end racism. For many this might be an ideal vision and a goal that is not attainable. However, if we do not become active in addressing and solving the inequalities that still exist in our community, in our country and in the world, nothing will change.

The image I used on top, was created by some of our Grade 11 students on Wednesday. In the Grade 11 History class, students yesterday invited the Grade 8 Social Studies students to perform a small skit: A re-enactment of the 1961 Freedom Rides experience was linked to the 'Rights and Protest: Case Study US Civil Rights 1954-1965' content topic of the IBDP History course. A critical thinking/[creative aspect](#) of the Approaches to Learning was linked to this skit.

The Grade 8 Social Studies class is currently looking at the following statement: Governments should always have the right to implement rules / legislation if it's in the best interest of the overall population, even if some human rights are violated / not respected in the process. To what extent do you agree with this statement? This is part of the topic “Population Dynamics” with debates on pros and cons of this statement. This fitted nicely with the Grade 11 History topic about civil rights in the US at that time.



Grade 9 Global Perspectives learners debate the international mindedness-related controversial question: to what extent did the Iranian Morality police do the right thing in the recent case of Mahsa Amini?

The case study in Grade 11 demonstrated through a skit, the question in Global Perspectives in Grade 9 as well as the debate in the Grade 8 class can also be related to the brutality of the apartheid system in our region for so many years.

The brutality of the event demonstrated by the Grade 11 History students gave a bit of background to the brutality experienced by black people in the US at that time. This was an opportunity to reflect on human rights violations and also the power governments should or should not have to make decisions that potentially violate the rights of their citizens.

It is critical that our students learn about these events and critically reflect on their own attitudes and approaches to equality and non-discrimination to strive for a more equitable and fair society. A violation of human rights in any way - can that ever be justified?

There is still so much more that has to be done. We have to become much more engaged in the creation of peace around us in our daily lives. We have to actively challenge any threat to peace around us, be it in society, in politics or in protecting our environment.

**My question and appeal to you:
How can we - the WIS community - become more actively engaged in anti-discrimination?**

I would appreciate every input and suggestion from anyone who feels the same with regard to creating a more peaceful and inclusive community, a more equitable society and a more sustainable planet.

At the same time - with [World Gratitude Day](#) being celebrated on the same day as the International Day of Peace, it is important to pause every day and appreciate and be grateful for what we are fortunate to enjoy - personally, as a school and as a community.

There is a lot to be thankful for.

Regards,
Maggie Reiff

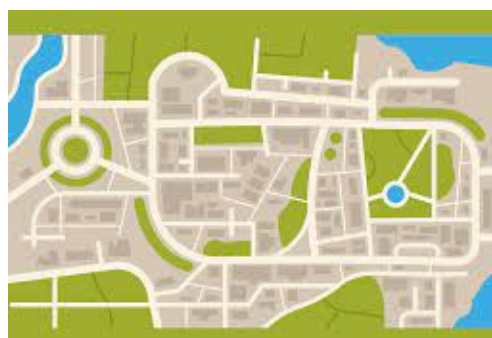


Grade 6 - Individuals & Societies

Today in individuals and societies, a visitor came over and talked about all the different types of maps we have. We had to draw the roads and routes we used to go to school and convert them into maps. It was challenging for the students that lived far away from school. However, learning these things in a fun, exciting way was fascinating and cool. The experience was fantastic; we enjoyed learning more about maps and how to read them. We learned about the different regions and how to read maps. Most of the students found this helpful and learned many things, like what the rock drawings meant on topographical maps.

We looked at old maps from around the 1940s and 1960s of Rehoboth to see how different they were from today's maps. We learned how other contour lines show how steep a mountain is and the shades that indicate whether it's a tall mountain or not. We enjoyed the whole activity, learning about how data maps show essential information. Each colour represents a different feature, for example, red for public areas, blue for bathrooms and green for shops. Inquiring about geography and how the world has evolved; having explicit knowledge of maps and Namibian geography was enlightening and exciting; we learned from Mr. Braam, a professional Urban and Regional planner.

It was nice to have somebody come and explain maps better; it clarified our learning. So many of us were struggling to understand some things about maps, so this presentation was beneficial, as he works in designing small town, urban and regional plans. He shared a map of a town that is currently being developed.



We also learned more about orientation; we should think of distance when we forget what it means. We also learned how to do North, East, South, and West on different maps and that after North, it is always East, and there is no changing it. This information will help us a lot with making real-life connections.

Grade 6

Grade 7 News article writing

As part of unit 1 in English, the students learn more about non-fiction literature. The students understand and know that all news articles should contain the what, who, when, where, why, and how. As a formative, the students identified the 5Ws and 1H by highlighting the different sections in multiple news articles from 'The Namibian'. As part of their summative, they were asked to write their own news article on any topic/section they feel like. This is what some of our Grade 7s produced:

The Weekly Wonders

November 2, 2018

Movie Star Goes Missing! - By Carolyn Stein

This weekend, movie star Cornelia Wells went missing after a movie premiere for her latest film "Running Wild" in Rome, Italy. She went to a local restaurant with her fellow actors to get dinner when she disappeared. No one knew where she had gone, but there was no sign of struggle anywhere in the restaurant.

Her co-star Jolene McSulfur was sobbing when we came to interview her. "I- I don't know what happened to poor Cornelia! I really hope the police find her body soon..." she quickly covered her mouth, as if saying something she shouldn't have.

McSulfur was jealous of Wells' role as the lead in Running Wild, and paired with the suspicious activity, the Rome police brought her in for questioning. The search for the missing star continues - and until then, the only lead they have leaked is their one main suspect: Jolene McSulfur. Being trained in self-defence, Jolene has motive, means, and opportunity.

She could have easily used her skills against Wells.

Besides the news with McSulfur, Cornelia's many fans all over the world have been worried. One fan even started a search party in Rome for her, which proved unsuccessful. But it's really the thought that counts. We all hope that the beloved star is returned home safe and sound and that she continues to have a lovely career in the acting business.

The New HOT TV show "Kendra's Diary" Is giving other streaming platforms a good run for their money - Jaenena Kavendjii

Kendra's Diary was first released on July 22, 2022, by "R/JN NETWORK," a well-known online streaming network best known for producing "Sand Defenders." It continues to be one of the most well-liked shows out there. In the show, Kendra, a teenage girl, discovers her old diary from when she was thirteen.

When Kendra's class bully Britney, also known as the principal's daughter, treats her cruelly by spilling coffee on her homework, Kendra becomes upset and vents her frustration in an old diary entry.

Soon after in her diary, Kendra made a lifelike illustration of Britney with spiders all over her face. Britney is horrified as spiders slowly crawl up her neck and onto her face, but once Kendra erases the spider drawing from her diary, the spiders also vanish.

Lina Hu, who played Mina in "Sand Defenders," claims that "Kendra's Diary" gave her the chance to demonstrate that she can play a "soft-clumsy character," and she bases this on her time in "Sand Defenders." Mina had a tough personality throughout the show. "She was obviously fierce, but playing Kendra provided me a chance to showcase my acting abilities, and I can't wait for season 2 to begin soon." - Lina Hu.

This is the debut show for the remaining cast members. The director and executive producer of "Kendra's Diary," Lauren Devora, claims that this is her most successful and popular production yet.

The first season of "Kendra's Diary," came in second for the best CGI usage for a female protagonist. The show received over 500 thousand streams in just one day, slightly more than "Sand Defenders."

In light of the fact that 96% of "RJN NETWORK" members advise others to watch "Kendra's Diary," it is therefore suggested that you do so as well.

Japanese Restaurant Blown Up - By Tatana Verchusa

Late on the night of 30 December 2024, a Japanese restaurant was blown up in Kuala Lumpur.

The bomb was planted in the kitchen by a waitress who stole valuable items worth 50 000 MYR. Over twenty people, including two children, were involved in the attack on the restaurant. Seven people died, nine were injured, and only four people escaped with minor injuries.

Mr. Wong, the manager of the restaurant, informed our reporter that the waitress had worked for them for only a couple of weeks and he had realised that she would sometimes come late to work and she often treated her colleagues really badly.

According to the police, the waitress had previously been involved with drugs and sold the valuables for drugs. The bomber left the scene on a red motorcycle. She is armed and dangerous. If she is not caught soon she might harm more people.

The waitress is a Japanese citizen, approximately 160 cm tall, dark-haired, around twenty-five years old, with a tattoo of a rose on her left wrist. If she is spotted, please contact the Kuala Lumpur International Police at +60 123 323.

Grade 8 Creative Writing

This week the Grade 8 students were challenged to write creatively by using specific vocabulary as well as a specific genre. They are allowed to choose between the standard vocabulary list or the EAL list of words: Antiseptic, asphalt, cameos, envious, lunar, obsolete, procrastinate, vertigo, permeate and indulgence or horrific, fiery, budge, apology, berserk, desire, lunar, neutral, propeller & scheme and write a fairy tale with it. The students only have 40 minutes to complete this task every two weeks.

I hope you enjoy some of the stories as much as I did:

The extraordinary eating contest - By Joan van Zyl

As I walked into the room I could feel my cupboard shaking. I opened it and my lucky socks floated out and I immediately knew that I was summoned to return to the land of pickled fairies. I threw down my school bag and instantly jumped into the socks. I felt myself rising from the ground and could see the world around me changing to bright colours and pickles all around me.

When I returned to the ground again, I saw the Queen of pickled fairies and her handmaidens waiting for me. I rushed to them and the Queen embraced me with a hug. "Now, she said, you might be wondering why I summoned you here today." "Yes, I am very curious, I replied with excitement. "Well, we are hosting an eating contest for all our games and we were wondering if you could be our judge?" Every time I visited that land of pickled fairies I had quite an adventure and this time promised to be the same... "I will be honoured", I say with a smile. "Wonderful, then tomorrow the contest shall begin."

The next morning I make my way to the pickle factory at the end of the asphalt and see that a huge crowd has already been gathered, presumably for the contest. It was indeed a strange bunch together and I knew that today would become very interesting. While we were all waiting, the Queen jesters treated us to a cameo that made us laugh that made our stomachs hurt.

Then it was time for the contest to start. The Queen addressed everyone: This year's contestants are as follows: The Queen's food taster, the 100-year-old pickled fairy, and Mr. Bunny. At that moment an enormous watermelon, a huge corn dog, and multiplying strawberries appeared. The smell of strawberries permeated the

air. Just looking at the food made me think about indulging. The crowd must've read my mind as they, too, eyed the contestant enviously and knew that the key to this contest was not to procrastinate but to keep eating.

"Let the games begin", I announced and the contestants hastily started eating their food. However, the more they ate the more food appeared. After an hour of relentless eating, the Queen's food taster suffered a seven-inch. He seemed to be allergic to watermelon. The best I could do for him is treat him with the antiseptics I had in my bag. The 100-year-old fairy had vertigo because of her continuous turning in an attempt to bite into flying strawberries. Mr. Bunny, however, was a whole different story entirely. With every bite he took more bunnies would appear and by the time everyone realised what was going on there were bunnies everywhere, eating away the food. It was a lunar bunny invasion! The more food there was, the more bunnies would come. It is a catastrophe! I have become obsolete as a judge and my role was taken over by chaos.

When all the Queen's horses and all the Queen's men managed to send the bunnies back, I said my goodbyes. The Queen and I both agreed that maybe it is better to steer clear of eating contests for all annual games. I put my lucky socks back in my drawer, wondering when I might ever return to the land of pickled fairies for another adventure.

The end.

The Magical Princess - By Ben Cohen

Once upon a time, there was a princess called Sarah. Sarah wasn't just an ordinary princess, Sarah desired to become a pirate. Being a pirate had always been her dream, and she wanted to turn that dream into reality. She couldn't convince her parents to let her become a pirate, but when she finally got to the age of 21 her parents allowed her to pursue her dreams.

On Sarah's 21st birthday, she got told the news by her parents and she went berserk with excitement. She was so happy and thankful that her parents were finally convinced to let her become a pirate. Sarah's parents had purchased a fancy boat for Sarah to use on her adventures. The colour scheme of this boat was black and red. Sarah's new boat had everything you could need, a kitchen, bed, fancy propeller & shower. What else would you need?

On Sarah's first adventure, she had taken 3 of her friends named William, Mandy, and Alex. Their first adventure was at the Lost Sea, it's called the Lost Sea because anyone that entered it never came back, and nobody knows why. Sarah and her 3 friends had set sail, they came across a dolphin who was able to speak to Sarah, this was because Sarah had princess powers which allowed her to speak with animals. When the dolphin jumped out of the water and said "Hi", Sarah was horrified, she didn't know what to do. The dolphin told her: "Hi, Sarah! I was sent to protect you on your adventures". Sarah didn't know if she was hallucinating because the sun was fiery or if she was actually able to talk to animals.

After Sarah had told her friends what just happened the dolphin came back. The dolphin jumped on the boat and accidentally hit Alex. The dolphin apologised to Alex. Alex accepted his apology. The craziest thing about this dolphin was that he could breathe outside of water. He stayed on the boat and told Sarah about the Lost Sea. The dolphin said that the reason no one ever came back after entering the Lost Sea was that there was a giant octopus called; The Protector. When the dolphin told Sarah about the Protector she got really scared and thought about her decision to explore it, but she didn't let fear win. Her friends tried to make her budge and go back to land, but she told them they'll be the first people to come back after entering the Lost Sea. Sarah was thinking of the fame she and her friends could have when coming back, not only that but she was excited about the lunar eclipse that was going to happen. She had to act neutral and not be too excited.

The time finally came and they had entered the Lost Sea, they were very scared but excited at the same time. A couple of minutes after entering it they saw the Protector. He charged at Sarah and her friends but the dolphin protected her with his life. The magical dolphin suddenly became bigger than the Protector and managed to kill it. Sarah couldn't believe that they would be the first people to come back after visiting the Lost sea. Sarah rode the dolphin while her friends stayed on the boat, they went underwater to discover the treasure that the

Protector was protecting. Sarah took some of the treasure and returned it to the castle. And this was the first adventure the princess had ever had.

The end.

The perfect acting potion - By Nicholis Swart

Once upon a time, there was a theatre actor. He was not a very good actor; he was known to procrastinate and was always envious of his fellow actors. One day he had finished one of his plays and had as per usual received bad feedback from the judges. They made him feel obsolete compared to the other actors.

He then fell into a fit of rage and decided to brew a potion. This potion would make him a better actor and give him an advantage when compared to the others. He then went to a local potion shop and requested a brewing pot, knife, snake skin, lunar essence, and a chunk of asphalt. He then started chopping the ingredients with his knife, but then his hand slipped and he cut himself. He rushed to his cupboard to get garlic and rubbed it onto his cut. The reason for this is that garlic is a powerful antiseptic and it could prevent infection. When his hand stopped bleeding and felt better he decided to continue with his potion. Soon after starting again a strange, almost sweet aroma permeated the air. The end result was a strange-looking glowing green liquid.

He first thought about it and double-checked his recipe book but eventually decided to indulge. He then started to feel very strange and then started suffering from vertigo. He passed out but then the next morning he felt great. He suddenly had many new ideas about how he should be acting and how to impress the judges. Then sure enough his next play impressed the judges and he was praised. He soon started getting many roles in plays as well as some cameos. He then became rich and became the world's best actor. He lived happily ever after.

The end.

Portuguese Language Day

Last week, the Grade 11 and 12 Portuguese classes visited the UNAM Portuguese Learning Center in celebration of Portuguese Language Day where we watched a Portuguese movie and snacked on the famed classic Portuguese custard tarts (pastéis de nata). This was a great experience for the school's Portuguese community as it gave us the opportunity to connect with students from the tertiary level of education and experience more of the Portuguese community in Namibia. The movie was also quite interesting. Detailing the exaggerated dinner of a classic Portuguese family, it gave us some insight into the interesting and rather dramatic relationship dynamic of a typical Portuguese family. Overall this trip was a great opportunity to get out there to learn more about and celebrate the Portuguese language.

"The Portuguese field trip to UNAM was to celebrate Dia da Língua Portuguesa by going there to see a comedy about a family at a dinner table (in Portuguese of course).

Personally I found it interesting and fun since I got to see UNAM from the inside and have fun!"

-Allan

"We visited UNAM to celebrate the Portuguese Language Day (Dia da Língua Portuguesa). We watched a Portuguese film along with the Portuguese UNAM students. After the movie we were also treated to some pastéis de nata, which I really enjoyed." - Ben-Timothy




“To celebrate Dia da Língua Portuguesa, the Portuguese class visited UNAM. We watched a Portuguese film alongside the grade 12 Portuguese class and some of the Portuguese students at UNAM. I think it was an interesting experience as it kind of helped improve our vocabulary for the language.” - Alya



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.



LOWER PRIMARY SPORTS DAY

EY 1 - Grade 2

Date: Thursday, 29th September 2022

Start time: 07:40

Place: WIS BIG FIELD

- End Time: 10:00 for EY1 - Grade 1 (return to class)
- End Time: 11:00 for Grade 2



PARENTS ARE WELCOME TO JOIN!

Students and parents, please come dressed in your house shirt and sports clothes.

Parents can wear their child's house colours if you don't have a shirt.

UPPER PRIMARY SPORTS DAY

Grade 3 - 5

Date: Friday, 30th September 2022

Start time: 07:40

Place: WIS BIG FIELD

End Time: 11:30



PARENTS ARE WELCOME TO JOIN!

Students and parents, please come dressed in your house shirt and sports clothes.

Parents can wear their child's house colours if you don't have a shirt.



**CENTRAL METHODIST CHURCH
WINDHOEK
PRESENTS**

SIZZLE & SING CONCERT



**A d u l t : T I C K E T N \$ 1 0 0
N \$ 5 0 (C h i l d r e n 1 2
y e a r s & b e l o w)
(i n c l u d e s w o r s r o l l a n d
a s o f t d r i n k)**

SUNDAY 2 OCTOBER 2022, 17H00

**CENTRAL METHODIST CHURCH WINDHOEK LUDERITZ STREET (NOW JUDGE JP
KARUAIHE STREET) TEL: 061228921, +264 81 626 0010, +264857244868**

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](#)