



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Annual General Meeting

Please be reminded that the 2019-2020 AGM will be held on **Wednesday 29th January** at 6 pm in the auditorium.

NEASC Accreditation / ACE

Our visitors have been in school all week and by the time you read these words I will be receiving their initial oral report. The full written report should be expected in the next six to eight weeks.

It has been a pleasure having them here. They have visited every classroom and talked to everyone who works here. Our conversations have ranged widely and very valuably over every aspect of delivering a high quality education.

We are a unique school in Windhoek and it has been refreshing to talk to professionals who understand and share our modern and forward-looking approach to education.

Fees

Last week a Namibian paper ran a story on its front page about the “myth” of “free” education in government schools. It also listed – as far as I could see, perfectly accurately – the fees charged in private schools in Windhoek.

I wrote to the editor to thank him and to agree with him. Of course education is not – and cannot be – free. Someone, somewhere has to pay for it. When it is financed out of general taxation, people may not think a great deal about it but they certainly do when they have to pay school fees every month.

In North America and most of Europe schooling is paid for out of taxation and may appear “free” at the point of delivery. Of course, it is anything but free. Salaries must be paid, utilities provided, resources bought, and so on. Obviously, it varies according to age and other factors, but the average annual cost of educating a child in Europe is roughly €10,000. It is about the same in North America.

Call it N\$160,000.

So, if your child were attending a state school in Boston or Berlin, they would be receiving an education that costs about N\$160,000. You would not be paying it (at least not directly) but your taxes would go towards it.

Wherever you live and whoever is paying for it, good quality education doesn't come cheaply.

Peter MacKenzie

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Dates to Remember

January 2020

- **29: AGM**

February 2020

- **05: Board Meeting**
- **12 - 14: Grade 5 Camp**
- **17 - 21: Book Week**
- **17: Grade 7 Trip**
- **20: IGCSE Info Session**



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ALUMNI CORNER

PRIMARY PRINCIPAL

MAP Growth Testing

Beginning the week of 3rd February, we will be administering the MAP Growth (*Measures of Academic Progress*) tests. Grades 1-5 will be taking Reading and Mathematics tests. Grades 3-5 will also take the Language Usage test. The purpose of these tests is to determine your child's instructional level and measure the growth in student learning over time. Teachers use a variety of tools and assessments to monitor student progress. The MAP Growth test results will provide teachers with additional information about the students' instructional strengths and needs.



Dominique Jacobs graduated from WIS in 2009. She then did a Diploma in Interior Design at the BHC School of Design in Cape Town which she completed in 2013. Until 2017, she worked in this industry in Cape Town.

In 2018, she moved to Bali (Indonesia) and became a dive instructor, which she is currently still doing.

In Bali she attended a seminar by Shark Guardian, a UK Charity organisation that does shark and marine conservation projects worldwide. [Shark Guardian](#)

Next week the students will have a practice session that will enable them to review and familiarise themselves with the process and the kinds of questions that are asked. Your child's teacher will inform you of the specific days that the tests will be taking place for the Grade level.

How can you help prepare your child for the testing?

As with any school day, it is important that your child is well-rested, eats breakfast and arrives at school by 7:20. Please encourage your child to do his/her best on the tests and not to rush. The tests aren't timed and finishing first does not mean the child is the best or has done well on the test.

When will the results be shared with parents?

The test results will be shared with parents during the assessment conferences that are taking place, Tuesday afternoon, 3 March and Wednesday, 4 March during the day. (Please note that children do not come to school 4 March) For more information about MAP Growth, here's a link to the [Parent Toolkit](#). *The Family Guide to MAP Growth*, found on this site, may be of particular interest.

Regards,
Beth Smith



REMINDER:

Please collect your 2019-2020
windscreen sticker at the Office!

Checked **#LearningAtWIS** lately?
We are celebrating our learning!

Grade 1s - How the world works

Grade 1s are making connections in their unit, 'How the world works'!



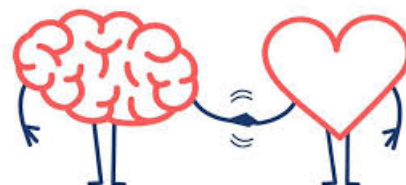
SECONDARY PRINCIPAL

Prosocial Behaviours - in and outside of the classroom

The publication [Edutopia](#) often has inspiring and interesting articles about different topics in education. I read an article yesterday about '[How to Promote Prosocial Behaviors in the Classroom](#)' which I found inspiring. Often, these articles don't really say anything we don't know. They do, however, make us reflect and think about the way we approach things.



It is without a doubt that prosocial behaviour contributes to wellbeing, not only of children, and not only in the classroom. **Kindness, empathy** and **gratitude** are behaviours that promote social interactions. When acting in this modus operandi, the brain releases dopamine which makes us feel good and at the same time, the release of these chemicals enhances learning. We should practise gratitude, show it to others, but also be grateful for the opportunities we are granted. This can be practised at home as well as in the school and classroom environment. We as adults should model this behaviour and encourage it in our daily lives. Random acts of kindness increase the feeling of interconnectedness. When we are kind to others, this kindness tends to spread.



It is further important to praise and give sincere compliments. We have to be open with feedback, but should give honest feedback that is meaningful and constructive. This is something that we have to do at home in our families, as well as in school in our interactions with each other. When young children see the modelling of kindness and giving praise, this behaviour is easily learnt and becomes a part of the child’s character.

Another important prosocial behaviour to encourage is empathy. When we show our vulnerabilities and dreams, we create opportunities to show empathy, at home as well as in the classroom. We foster positive approaches to challenging situations and to learning opportunities and by doing that, we educate resilient, positive and kind young people with a growth mindset.

Ultimately, when we promote prosocial behaviour in our homes and in school, we contribute to educating young people to make a positive contribution to our society.

At WIS, CAS (Creativity, Activity and Service) in the IB Diploma Programme and ACT (Altruism, Community, Transforms) promote prosocial behaviour and encourage our young people to be compassionate and learn different ways of having an impact in society.

Regards,
Maggie Reiff

The Website

Happy Friday Fish Eagles!

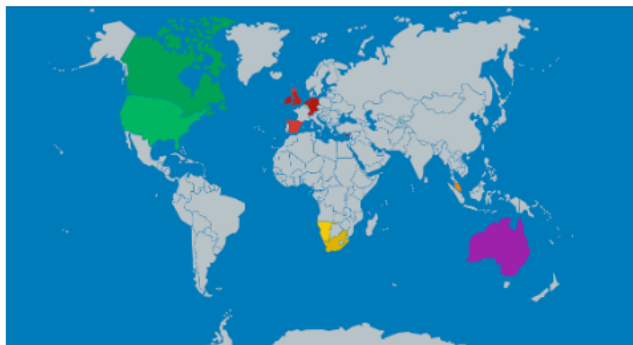
Walking around campus the past few weeks has been a wonderful experience. Seeing new faces mixed with the old. Our community is growing and it is an exciting time here at WIS. There are a lot of great new initiatives happening around the school and we are doing our best to communicate what is happening. We are working hard to update the website. In the future, this will be one of the main points for communicating what is going on on www.wis.edu.na. There are new features, new photos and lots of information for everyone to refer to.





In the past years (since 2014) here are some other universities our students attended

- [University of Southampton \(UK\)](#)
- [University of Edinburgh \(UK\)](#)
- [King's College London](#)
- [University College London](#)
- [University of Birmingham](#)
- [University of Stirling](#)
- [University of Strathclyde in Glasgow \(Scotland\)](#)
- [Amsterdam University of Applied Sciences](#)
- [University of Maastricht](#)
- [University of Groningen](#)
- [University of California \(Berkeley\) \(US\)](#)
- [Florida Institute of Technology](#)
- [University of Zagreb](#)
- [University of Cape Town](#)
- [Rhodes University \(South Africa\)](#)
- [Eastern Mediterranean University of Northern Cyprus](#)
- [Simon Fraser University Vancouver](#)
- [University of Sydney](#)
- [La Salle Ramon Lull \(Spain - Barcelona\)](#)



Michael Parsons
Director of Teaching and Learning

Be the change!

“Be the change that you wish to see in the world.” - *Mahatma Gandhi*

Our third homeroom theme for the year in Middle School aspires to live up to these words by getting involved in making a positive change in our community.

Our Grade 8s are all fired up and ready for action. In our discussion and planning sessions in Homeroom, we talked about personal quotes that inspire us to become part of a positive change, how getting involved in the community will benefit them, and also how it will benefit us as students.

This is what our students think about the value and benefits of community service:



- “It will lead us to be more helpful and more thoughtful.” **Vishwajit Menon**
- “It helps you become a better person and a more generous person.” **Zahra Ayoub**
- “It creates a better future for the next generation.” **Sarah Tibazarwa**
- “Me knowing that I helped them in a way, and letting them know that there are people that care about you.” **Jordan Bester**
- “For me, it’s about seeing the reaction of the people or animals that have been helped and if I see they really appreciate it, it makes me feel like I did something on behalf of the community.” **Ben -Timothy Visser**
- “Teaches me empathy. It gives me a chance to go and make a difference with people I love and it allows me to see how privileged I am and appreciate what I have.” **Taboka**
- “If we are able to give and spend time with those who don’t get much affection, it would make me realize how much we need somebody’s time and it would also make me so happy to spend time with little kids.” **Peya**

We are very excited about our very first project - reaching out to the intellectually disabled at Dagbreek School. Watch this space! We will keep you posted.

Isabeau Bezuidenhout & Angie Janse van Rensburg

WIS Staff celebrating Library-Selfie-Day

22 January 2020

Collectively WIS staff celebrated Library Selfie Day on Wednesday by taking a selfie in any area of the library with their favourite book. This is showing our students and the rest of our community that reading is fun. This initiative was suggested by the Social Committee to show our students that all staff enjoy reading, together to promote the WORD program at school.

Please enjoy some of the selfies and their blurbs!



I read this book in Portuguese many years ago, and the reason it is still one of my favourite books is because of the message it portrays: the world needs more companionship. A young nine-year-old boy in front of a fence during world war II. Years later I decided to buy the original version in English to see how the message changes from when you are translating it. **Ms. Teresa**



My book is called *Heretic* by Bernard Cornwell. He is my favourite author. This book is historical fiction. It is based on real people and real events, but the main character is made up and used to tie the different events together. Thomas of Hookton is a Welsh Archer in the English army. He is battling his way through Europe in 1347. His quest is to find the Holy Grail and regain honour for his family. Bernard Cornwell is my favourite author. I love *The Last Kingdom* series and its main character is like my friend. *The Last Kingdom* tells the history of Uhtred of Bebbanburg, a Saxon noble who was captured and raised by the Danes, first as a slave and then as a son. His future will be one of battle within and without, fighting against powerful warlords and struggling between his love for the Danes and their culture and his duty for the Saxons. My father introduced me to Uhtred when I was 21 years old. We have been fast friends ever since. **Mr. Parsons**



A must-read classic for every child. It has good rhyming and simple words that the author uses to create an interesting story about a giant cat in a red hat who turned a dull day into an adventure for Sally and her brother. A good read to encourage and delight beginning readers! **Ms. Liz**



I love this book because it grabbed me on the first page! **Ms. Jan**

Secondary History

Inquiry & Problem Solving at the Global Scale

Grade 9 History on the *Road Map to Peace between Israelis and the Palestinians* and which commenced with the design of a 6-step *Framework for Peace*:

1. Focus on the objective/solution/goal
2. Provide evidence/facts to support the arguments
3. See or try to understand the other person's perspective
4. Both sides choose something to sacrifice
5. Meet 'halfway'
6. Come to an agreement.



In the context of discussing the disputes over the right to the land and Palestinian refugees, all Grade 9 History students debated the utility (for these negotiations) of Roger Fischer's text *Getting to Yes: How To Negotiate Agreement Without Giving In* and considered the Harvard Law School's Program of Negotiations.

Grade 12 historians re-enact the decolonisation of British India

Following reading, analysis and debate, the Grade 12 historians (Fazil, Francesco and Ryan) produced a skit that highlighted the role of Mahatma Gandhi and other factors and events **decolonisation/end of British India** in 1947 and the independence of Pakistan & India. The students also scrutinized challenges associated with the partition into these two countries using - [India/Pakistan Partition BBC documentary](#).



Rick Fitzpatrick

W.O.R.D.

Guess who is also reading during our scheduled reading lessons, Ms. Genie.





WINDHOEK INTERNATIONAL
SCHOOL

Annual General Meeting!

CALLING ALL PARENTS TO
JOIN THIS IMPORTANT
MEETING

**JANUARY 29 @ 18H00
SCHOOL AUDITORIUM**



Tel:+264 61 241 783/ Fax: +264 61 264 777 - Schepmann Street, Pioneers Park Ext. 1, Windhoek, Namibia/ [WIS website](#)/ Email: [Reception](#)