



# THE ORYX

*The weekly newsletter of Windhoek International School*

## Contents

- From the Director p. 1
- Primary News p. 2 - 4
- Secondary News p. 4 - 11
- Other News p. 11 - 16

## Dates to Remember

### November 2019

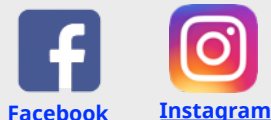
- **27:** Election Day
- **28 - 29:** Book Fair
- **29:** Secondary PTC
- **29:** AA End for all Students

### December 2019

- **04:** Founder's Day
- **04:** Upper Primary Production
- **06:** End of Term 2



VISIT US ON:



Facebook Instagram

## FROM THE DIRECTOR

### ACE

Thank you to the parents, staff, and students who assembled on Saturday morning to learn more about our accreditation protocol and to contribute to the discussion about how close we are (or aren't!) to aligning ourselves with the ten ACE Learning Principles.



It was the second time in a month that the community has come together to discuss frankly and constructively where the school is and where it needs to go. In my opinion, it is healthy when schools welcome and respect the input of the various constituencies that comprise the broader community.

For those of you who could not make it on Saturday, you can enjoy a brief introduction to ACE [here](#).

The Board of Directors will be reviewing and discussing the presentation that was made on Saturday at their November meeting on Tuesday at 6pm in the Staff Room. As always, parents and other members of the WIS community are welcome to attend the open session of the board meeting as observers.

### AISA @ 50

The school has long been a member of the Association of International Schools in Africa (AISA) which this year is celebrating its fiftieth anniversary. Conveniently, the 2019 annual conference is being held in Cape Town and a number of WIS staff are attending.

This year we are scaling back the amount we spend on staff professional development but this opportunity was simply too good to miss and the WIS staff who return on Sunday will have benefited from the workshops they attend, the presentations of the keynote speakers, the opportunity to meet and interact with hundreds of professionals doing similar jobs in sixty or so schools across Africa, and, of course, the collegiality of spending a number of stimulating days with their colleagues.

Expect to see some tired but inspired faces on Monday morning!

**Peter MacKenzie**

## PRIMARY AND SECONDARY PRINCIPALS

While many students and their families are enjoying a four-day weekend, twelve staff members from various sections of the school, are attending the AISA (Association of International Schools in Africa) regional conference in Cape Town. This conference is of particular significance as it's the 50 anniversary of AISA's beginning. The theme of this year's conference is: *Learning from the Past - Shaping the Future*.



In the plenary session, we were challenged to consider what we are doing here that we can use to improve student learning when we get back to our schools. Many of the speakers are well known in the field of education, including Ewan McIntosh, Jay McTighe, Jennifer Abrams, Deborah Welch, and Anne van Dam. At the time of writing, the conference is halfway finished and already we are inspired and looking forward to sharing our new learning with our colleagues back at school. You'll be reading more about the AISA conference in the next Oryx.

**Maggie Reiff and Beth Smith**

### Day off, what day off?

Here we are preparing for the Upper Primary Production: "Pirates versus Mermaids".



# Primary Student Council

## Sun-safe campaign! 2019

Dear all

Primary Student Council Representatives met with Ms. Sharon today to talk about their suggestions for a three-week drive to ensure all of the WIS community stay healthy and sun-safe leading up to our December break.

They want everyone to be aware about how they can keep themselves safe and healthy in the heat of our Namibian sun! Here are some of the posters and messages they want to share with you.

Stay safe everyone and look after each other!

Best wishes



**Primary Student Council Representatives**



**Primary student council suggest:**

- Pack extra drinking water
- Keep a plastic cup in your homeroom if you run out of water (get water from the tap)
- Use the water coolers around the school campus to top up water (PE hall and near the admin office)
- SLIP on a shirt - to cover
- SLAP on a hat when you are outside
- SLOP on sunscreen to protect your skin

## Christmas and Traditions @ FNCC

Dear Parents and Caregivers of students that are learning French at WIS.

**This is a message from the FNCC:**

*Dear Parents,*

***During December holidays, l'Association des Parents Francophones will organise holidays workshops from Monday 2 December till Friday 6 December 2019***

### ***Christmas and traditions!***

*Let's prepare Christmas together in a warm, playful and joyful year end!*

*The workshops will take place at the **FNCC** (Franco Namibian Cultural Centre) **from 8h00 till 12h00.**, under the direction of **Ms Isabelle De Joannis De Verclos**, french teacher at the FNCC .*

*These holidays workshops are open to any child willing to participate and **able to understand french**.*

### **Cost:**

- 140N\$/child/day for a day registration
- Discount price of 120N\$/child/day if registration for 5 days or if registering 2 or more children from the same family

### **Conditions:**

- Registration will be effective once filled in the online registration form **AND** once received proof of payment.
- For organisation purposes we ask for a pre payment on the account of the Association. There is limited space therefore we encourage you to book early to secure your place.
- It is open to any pupil able to understand french
- Price includes all stationary for the activities
- Each enrolled child needs to bring water and snack box along.

### **Enrolment:**

- - Please click [here](#) and follow the instructions to complete the registration form.
- - Payment to the account below:

**Account name: ASSOCIATION DES PARENTS FRANCOPHONES**

**Account number: 62260011631**

**Branch name: FNB Business**

**Branch number: 281872**

**Swift code: FIRNNANX**

- Please send proof of payment to [assoparentsfrancophones@gmail.com](mailto:assoparentsfrancophones@gmail.com)

Please, feel free to contact me directly should you have any questions, requests or suggestions:

**Madame Laetitia : [lborrowni@wis.edu.na](mailto:lborrowni@wis.edu.na) Tel: 081 834 76 55**

## Understanding the Transcript

Hello Fish Eagle Nation!

It is that time of year... Report Cards! Oh wait, not so fast, have some things changed?

Yes, that is correct. In the WIS Secondary School (Grades 6 to 9 this year, Grades 6 to 10 next year) we have changed how we inform parents and students about academic progress. This new initiative is based on [educational research](#), the IB philosophy of assessment and a desire to be more transparent and provide actionable/timely feedback so students can take more ownership of their learning. [Bloom's Taxonomy](#), [Depth of](#)

[Knowledge](#), [ACE Learning Principle #3](#) and [Criterion Based Assessments](#) are now being used to help students identify where they are in the process of understanding benchmarks and content of the [Australian National Curriculum](#) (Grades 6 to 8) and [Cambridge IGCSE](#) (Grade 9 this year and Grades 9 and 10 next year).

ACE Learning Principle #3 refers to **Assessment OF Learning (Summative)**, **Assessment FOR Learning (Formative)** and **Assessment AS Learning (Reflection)**. WIS has adapted the IBMYP criteria for teachers to address the Assessment OF Learning. Over the course of the first semester, teachers have been providing feedback to your children via subject-specific criteria. Each subject has four criteria levelled up to 8. These criteria are designed to assess your child’s conceptual understanding of the subject curriculum benchmarks and whether or not your child is able to transfer, evaluate, create and innovate.

WIS has moved away from the traditional big report at the end of each semester. These big reports are often rather artificial, not actionable and are not valuable in relation to the amount of time, stress and energy teachers invest. Instead of a report, WIS Secondary is now REPORTING progress throughout the year. Students know criteria expectations prior to the assessment, receive feedback on what they are doing well and what they need to focus on to move up in a criterion. Each subject has [different criteria](#) developed specifically for that subject. Upon completion of a criterion assessment (summative), the assessment should be taken home and signed by a parent. The student should explain why they earned the achieved level and talk about what they will do to improve (Assessment AS Learning). The achievement level is then posted on Edmodo. In the future, both Summative and Formative Assessments will be communicated through rubrics and Edmodo. In your Edmodo Parent Account if you look in “What’s Due - Past” you will see all the summative assessments completed by your child. The first letter of the assignment name indicates which criterion was assessed, the name of the assessment and underneath the title, it tells you which class it was for.

edmodo Home What's Due Messages

What's Due

**Pnergy Student** ▾

Upcoming Past

Assignment / Quiz Name	Finished	Grade
<b>C - Investigating Unit Fractions</b> Due Oct 31, 2019 - 8:00 AM Math Example Class	19 days ago	8 / 8
<b>B - Investigating Unit Fractions</b> Due Oct 31, 2019 - 8:00 AM Math Example Class	19 days ago	3 / 8
<b>B - Number Pattern (Fractions - Egyptian Fractions)</b> Due Sep 12, 2019 - 8:00 AM Math Example Class	21 days ago	5 / 8
<b>A - Unit 1 test (Number Sense)</b> Due Sep 4, 2019 - 10:00 AM	21 days ago	6 / 8

An Overall Achievement Level can be determined once all four criteria in a subject have been assessed. This Overall Achievement Level will be determined once in November (Interim - next week) and once at the end of the school year. The final Overall Achievement Level is based on the full year’s work. Determining the criterion achievement level is based on the best fit, most recent most consistent model. If your child achieves 5,7,2,5,5 in criterion A assessments for the full year, a teacher would award that child a 5. If a criterion has not been assessed, it will be marked with “N” - Not Yet Assessed. If you see an “N” in one of the criteria, then an Overall

Achievement Level can not be determined because all four criteria need to be completed to calculate the Overall Achievement Level. Each subject is designed as “a whole”. Partial Achievement Levels will therefore not be awarded. This is mandated by the IBMYP and it will help with consistency and alignment of how all students’ achievement levels are generated.

To determine the Overall Achievement Level, add all four criteria together. This will create a total up to 32. Then the “boundary grades” determine the final number from 1 to 7. Each boundary grade has a specific description of what the student is able to do. Please see the “Michael Parsons - Director of Teaching and Learning transcript below. Michael’s Mathematics A - 6, B - 6, C - 6 and D - 7 (6+6+6+7 = 25) This falls between 24 and 27, so his Overall Achievement in Mathematics is a 6. According to the descriptor Michael produces High-Quality, sometimes innovative work and he is quite independent with his learning. This chart is found on the second page of the transcript that parents will receive on Friday, 22 November and also found below.

If you have any questions or concerns please speak to the teacher during the 3-way Conferences or come speak to me in the Staffroom on Friday November 29th.



**WINDHOEK INTERNATIONAL SCHOOL  
SECONDARY SCHOOL  
INTERIM TRANSCRIPT  
GRADES 6-8  
SCHOOL YEAR 2019-2020**

<b>Name: Michael Parsons</b>	<b>Grade: Director of Teaching &amp; Learning</b>
------------------------------	---

Subject Area	Interim Achievement Level (By Criterion)				Overall Interim Achievement Level (November)
	A	B	C	D	
<b>English</b>	6	5	7	5	5
<b>Foreign Language</b>	5	4	3	2	3
<b>Mathematics</b>	6	6	6	7	6
<b>Sciences</b>	3	4	4	5	5
<b>Social Studies</b>	2	1	2	N	N
<b>Art</b>	N	4	N	5	N
<b>Drama</b>	4	6	7	4	5
<b>Physical Education</b>					U
<b>Homeroom (2019-2020)</b>					C

The Interim Achievement Level is based on how well the learner performed in the different criteria within a given subject for the first semester. Based on a most recent-consistent best-fit, the teacher awards a criterion level of achievement. A Criterion Achievement Level is not an average of multiple assessment scores within a criterion, but instead reflects the growth of the student within a criterion. The four Criteria Achievement Levels are added to form a "boundary grade" which then translates into a 1 to 7 Interim Overall Achievement Level. The boundaries and descriptors can be found in the chart below. All four criteria need to be assessed at least once before an Overall Achievement Level can be given. If a criterion is marked "N" that means "Not Yet Assessed". Each criterion will be assessed at least twice by the end of the school year. The Grade 6 to 8 PE and Homeroom programmes are participation-based. These are assessed based on the WIS ATL levels (**C**onsistently, **U**sually, **S**ometimes and **R**arely).

**Michael Parsons**  
**Director of Teaching and Learning**

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## Gr. 8 Homeroom lessons

### Global issues

During homeroom this past term the Gr. 8 learners discussed and researched different global issues. The learners were divided into groups where they chose a specific topic. The topics chosen were discrimination, religion, abuse, cultural appropriation and endangered animals. Please enjoy the following Google slide presentations:

[Discrimination](#)

[Cultural appropriation](#)

[Religion](#)

[Animal Extinction](#)

[Abuse](#)

**Angatha Janse van Rensburg and Isabeau Bezuidenhout**

## Oshi-Deutsch and a long journey home

### The story of a GDR child

Last week we had a guest speaker at our school, Mr. Nixon Marcus, who spoke about his opinion on Identity. Identity is one of the concepts we have to discuss as part of our English Language and Literature course.

Mr. Nixon was part of the first batch of hundreds of Namibian children of Namibian refugees and political exiles who were taken to the German Democratic Republic (GDR) in 1979 to be resettled - receive medical care and education. In 1990, some months after the fall of the [Berlin Wall](#) in November 1989, Namibia attained its independence. That resulted in the return of these Namibian children to Namibia. These returnee children had to face many issues, primarily trying to come to terms with their Identity - they were not Germans or Namibian enough. Mr. Nixon spoke about his experience and how he coped with it.

He spoke about his childhood and youth, growing up in East Germany. They went to school in Berlin and learnt to speak German. Since they were not mostly Oshiwambo speaking children, they developed their own language, a mixture of Oshiwambo and German. They learnt many subjects in school like the other children there. However, they had their own special curriculum which was adapted to teach them Namibian culture and prepared them to go back to Namibia. In the process they developed a strong group identity.

Upon return, after 11 years of living in East Germany, they reunited with their families whoM they barely remembered. Some had difficulties adjusting to their new situation and faced racism in their new school.

Due to the fact that their mother tongue was influenced by the German Language, they had trouble communicating with friends and families and most of them were looked down upon and this pushed them to form a group identity, in which they helped one another to grow and adapt quickly. According to the guest speaker, this group identity was the starting point to outgrow the insecurity and the feeling of detachment to what they once knew as home. It was a group where one would not feel judged but found someone to relate to what they went through, this group gave them a sense of belonging, it gave them a sense of purpose. It was what he called his new family. He also said that it was in this group where one discovered their own identity.

The speech was interesting as it was relatable to the topic on Identity that we had learnt in our English course, and it was good to hear the opinion of somebody who has experienced changing identity himself.

He left us with words saying "you can be whatever you want to be. The choice is yours. Do not fear what people are gonna say about you, because it's not what they say about you that matters, it is what you say about yourself that counts. It's your identity, Own it!"

**Grade 11 English Language and Literature (HL) students**



## Dental Hygiene for Children

**Innovative WIS CAS project - Grade 11 students Jimmy & Tanatswa**

*How much do you care about the health of your teeth?* It is a common opening question in most of the dental hygiene presentations. The answer may vary from person to person. We wanted to make the answer positive from the children, as it is important for them to maintain healthy dental habits. Cavities are a serious disease in children. Yet, many are unable/don't brush their teeth regularly or keep healthy habits.. Therefore, we initiated this CAS project with the hope of making a difference. We collaborated with Dr. Neil Van Wyk and his amazing team, and visited two groups of underprivileged children. The first at Uisib Primary School, a small rural school in Rehoboth, and the second at <http://paynamibia.org/>. At both, we conducted a dental hygiene presentation with a self-made poster on brushing teeth, chemicals in toothpaste, flossing and rinsing, cavities, healthy diet and space maintainers. The children were very welcoming and definitely learnt something.



One of our challenges was communication and we had to simplify words sometimes. This was especially the case at Uisib where the children were more fluent in Afrikaans. Another challenge was speaking in front of new faces, even if they were no older than 12 years of age. Overall, the project went well, and the children learned a lot. We did not just give a presentation and go home, after the presentation Dr. Van Wyk and his colleagues gave dental checks to all the children. They mostly focused on the presence of cavities and gum disease. So the children with dental problems were given a dental note, to visit a dentist soon to prevent further problems. At the end toothpaste and a toothbrush, sponsored by Colgate, were given to all. They were full of joy and grateful for our visit and donation. Moreover, they expressed their gratitude through song. Hopefully, they will regularly use their toothbrush and maintain healthy habits. This was a very fulfilling and heartfelt experience for us, and we hope it will lead us and others to more and bigger CAS projects in the future.



## To CBD or not to CBD?

From cannabis-themed cafés serving CBD infused beverages and foods to debates about the legalisation of CBD consumption, CBD is a hot topic right now. But what exactly is CBD and is it safe to consume? This was the main focus of the debate the Grade 12 IBDP Chemistry students participated in. We were split into 2 teams, for and against CBD. We had to tackle this issue from a pharmaceutical perspective, drawing knowledge from the 'Medicinal Chemistry' topic that we are currently studying.

Cannabidiol, CBD for short, is a substance found in marijuana, specifically derived from the hemp plant. It is similar to THC (Tetrahydrocannabinol) which is one of the more predominant components of marijuana, that is responsible for the "high" that it elicits. CBD, on the other hand, has all the same properties like THC, but you

cannot get high from it, i.e. doesn't have any psychoactive effects. CBD is usually consumed orally as an oil. Below, THC and CBD are compared. CBD blocks THC from binding to the CB1 and CB2 receptors in the brain, as illustrated in the image on the right.

SOURCE	<b>THC</b>	<b>CBD</b>	
	<i>Cannabis sativa</i>	<i>Cannabis sativa</i>	
	$C_{21}H_{30}O_2$	$C_{21}H_{30}O_2$	
	CHEMICAL STRUCTURE		
PSYCHOACTIVE EFFECTS	Contains <b>cyclic ring</b>	Contains <b>hydroxyl group</b>	
	Yes	No	

It was difficult to argue on both sides as, despite being a trend, especially in the US, research on this substance is still in its infancy. While we are aware of the plethora of short-term benefits of CBD, long-term effects are currently unknown.



**Team for CBD**  
(Vanessa, Nacim, Amrita, Belinda, Robin, and Jayden)



**Team against CBD**  
(Dora, Luca, Ryan, Peyo, and Santeri)

CBD, in the medical world, is not yet approved by the USFDA (Food and Drug Administration) so it cannot be medically prescribed, except that it is a minor component in medication for epilepsy; for its anti-seizure properties. However, CBD has been found to have anti-inflammatory, analgesic (pain-relieving), and anti-tumour properties, that could potentially help treat a range of conditions from depression to heart disease and cancer.

On the other hand, CBD needs to be 100% pure in order to be consumed, and thus, you need to buy CBD from reliable sources. Producers can manipulate content information and still add traces of THC which would then defeat the purpose of CBD. The biggest setback, however, is that researchers are not yet sure of its therapeutic window or how the prolonged use of CBD could affect consumers in the long-term.

After a lot of back and forth arguments, our class as a whole decided that CBD must not be consumed until:

- We are fully aware of all its effects and side-effects, both in the short-term and long-term.
- It is officially approved by the FDA to be utilised as a medicinal drug so that strict regulations are imposed upon producers of CBD.

What do you think? Would you consume CBD if it could help treat your condition, without any knowledge of lifelong effects?

**Amrita Nambiar, Gr. 12**



## November

The awareness surrounding Movember, within the WIS community, has gained significant traction this year as participants in the campaign have brought new life and energy to the event.

Thanks for your support and let's work together to raise awareness for Men's Health Issues.

For those with an inquisitive disposition, you may be interested in the term *Pogonophobia*.



**27 NOVEMBER NO SCHOOL - PUBLIC HOLIDAY**

# BOOK FAIR!!

Windhoek International School  
@ PLC Foyer

Thursday, 28 November, 7:00 – 16:00  
Friday, 29 November, 7:00 – 14:00  
Speedpoint Available!!



**W.O.R.D.**  
Guess who is also reading during our scheduled reading lessons, Grade 1J.



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



# PAW PARTY

Join us for a day of  
tail wagging fun,  
in celebration of the  
SPCA's 70th Birthday!

**Activities:**  
Fun Competitions  
Food and Refreshments  
Train the Trainer Activities & Tips  
Live Performance by Savannah Collins  
Jumping castle  
Photobooth

**Date:** Sat, 23 Nov 2019  
**Time:** 09:00-13:00  
**Address:** Eagles Beer Garden,  
Avis Dam



# WINDHOEK INTERNATIONAL SCHOOL

*Sport Fundraising Event*

## *Cycling,*

## *Run/Walk*




**DATE** NOVEMBER  
**30** 2019

**START/FINISH: DAAN VILJOEN  
POLICE CHECK POINT**

Free water bottles to the first 100 people to register

<p><b>DISTANCES</b></p> <p>Cycling: 35 Km @ 06h00 15 Km Run/walk @ 06h10 10 Km &amp; 5 Km @ 06h30</p>	<p><b>ENTRY FEES</b></p> <p>ADULTS N\$ 50.00 CHILDREN N\$ 30.00 CUT OFF TIME: 08H30</p>
---	---

LUCKY DRAW: 08H30  
FIRST 200 FINISHERS RECEIVE MEDALS

- > 3X HEALTHY HAMPERS FOR THE LUCKY DRAW
- > 50X WATER BOTTLES FOR THE LUCKY DRAW

Register online via the club website:  
<https://windhoekcityrunnersclub.com>

Sponsored By:  
**TROPHY PLACE** 

**CONTACT THE CLUB PRO  
FRANS @ 0811496930**

# DO YOU HAVE A CREATIVE BRAIN?

The WIS Yearbook Committee invites all secondary students to take part.

## **DESIGN THE WIS YEARBOOK COVER FOR 2019-2020!**

What can you win?  
**A N\$150 GIFT VOUCHER and your design on the cover of the Yearbook!**

### Design criteria:

- ~ The design must be A4 in size
- ~ High quality (*more than 2MB in size*)
- ~ Digital format (JPEG or PDF)
- ~ **USE YOUR OWN DESIGN, DON'T PLAGIARIZE!**
- ~ And have the following wording:  
**WINDHOEK INTERNATIONAL SCHOOL YEARBOOK 2019-2020**

*\*Please note only digital A4 designs will qualify for consideration.*

Send your final design to:  
**YOUR HOMEROOM TEACHER!**

**INCLUDE YOUR FULL NAME, AND GRADE!**

**DEADLINE: 31 January 2020**

