



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear Community,

Parents will have received today the [2023-24 School Fees Letter](#) which details the [tuition fees](#) for the upcoming year. As we crafted next year's budget, we found it instructive to turn to our [WIS Principles](#) for guidance. Specifically, the Sustainability Principle section is copied below.

Dear parents, your timely re-registration indication will allow us to plan appropriately for the new school year. **The online [2023-24 Re-registration Form](#) must be completed by 8th May, 2023.** Your reply by this date is required regardless of whether you plan to re-register, withdraw, or are uncertain at this time.

Once again, thank you for your unwavering commitment to Windhoek International School and its values. Since 2012, our commitment to one another has been enshrined in our [Administrative Code of Conduct](#), which serves as a WIS community membership commitment to our individual and collective behaviour, as we strive for a caring, open-minded, principled, and communicative community. In the coming year, we will review this Code of Conduct to further articulate how our principles and values inform the expectations we hold for one another. Together, we will continue to create a nurturing and inspiring environment for our students, empowering them to reach their full potential and make a positive impact on the world.

Sincerely,
Ethan Van Drunen

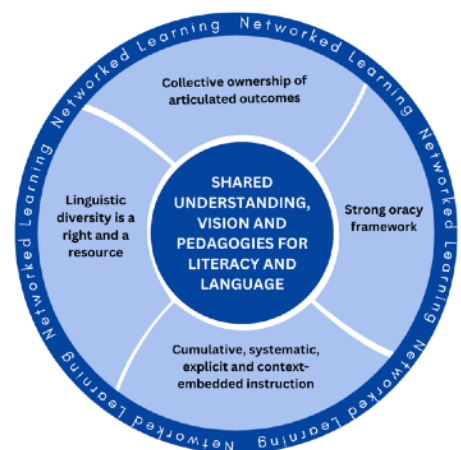
PRIMARY PRINCIPAL

Dear WIS Community,

In last week's Oryx I promised I would clarify what an effective literacy programme in an international school setting could look like. Please read on if you are interested in knowing what we are working towards as a school to make sure we give our students at WIS the best possible language and literacy learning experiences!

International schools are faced with diverse student bodies who come from a range of different educational and linguistic backgrounds. Similarly, international schools employ teachers who have worked within various national and international systems

Key Elements of an Effective Literacy Programme at WIS



PARENT INFORMATION PORTAL
Click here for more information

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Dates to Remember 2023

- **17 April**
Egyptian spring festival - sham el Nessim
- **22 - 24 April**
Eid Al Fitr
- **22 April**
Earth Day
- **24 - 28 April**
Library Week
- **26 April**
IGCSE Exams start
- **28 April**
IBDP Exams start
- **1 May**
Worker's Day



and with a range of resources. For this reason, instead of adopting just one programme, what works best in international schools is truly understanding the what, the why and the how of literacy in an international school context and selecting resources and elements of programmes that best suit this context. This approach ensures that all teachers and staff involved in teaching literacy are on the same page, use resources with an understanding of *the why* and work towards the same goals and objectives. When all teachers **share an understanding vision and pedagogy of teaching language and literacy**, they are more likely to be successful in helping students improve their literacy skills. So what are these shared understandings?

Linguistic diversity as a right and a resource

Viewing linguistic diversity as a resource, particularly in an international school, is important because it promotes a sense of inclusion and respect for cultural and linguistic differences among students. Embracing linguistic diversity can help to build stronger connections between students, their families, and their communities. It creates opportunities for students to learn from each other and to develop a sense of shared identity and belonging.

The pedagogy associated with the idea of tapping into students' linguistic diversity is called **translanguaging**. This is an educational approach that recognises the multilingual and multicultural experiences of students and values the use of multiple languages as a resource for learning. It involves the intentional and strategic use of students' full linguistic repertoires to facilitate learning and communication in the classroom. Translanguaging is not just about code-switching or mixing languages but rather about using all available linguistic resources to make meaning, build understanding, and promote academic success.

In a primary school classroom, translanguaging can be achieved in various ways, including:

1. Promoting a multilingual environment: Teachers can create a classroom environment that values and celebrates linguistic and cultural diversity. They can display posters, books, and other materials in multiple languages and encourage students to share their home languages and cultures.
2. Using multilingual materials: Teachers can use a variety of materials in multiple languages to support student learning. This can include bilingual books, videos, and other resources that students can access in their home languages.
3. Collaborative learning: Teachers can encourage students to work together in small groups or pairs, allowing them to use their languages to communicate and collaborate on tasks. This can lead to increased comprehension, engagement, and motivation.
4. Language-rich classrooms: Teachers can create a language-rich environment that encourages students to use their languages to make sense of new concepts and ideas. This can include using visual aids, such as pictures, videos, and graphics, that help students connect words and concepts across languages.
5. Scaffolded learning: Teachers can provide support to students by scaffolding their learning using translanguaging. This involves gradually reducing the level of support as students become more proficient in the target language.

For example, in a maths class, a teacher can use pictures and diagrams to explain mathematical concepts and ask students to discuss their understanding in their home languages. During a language class, a teacher can use bilingual books and graphic organisers to help students connect ideas across languages. During units of inquiry, a teacher can ask students to share information about their cultures and traditions in their home languages. Translanguaging can help students feel valued and supported in the classroom, improve their understanding of content, and promote academic success.

Instruction that is cumulative, systematic, explicit and context-embedded

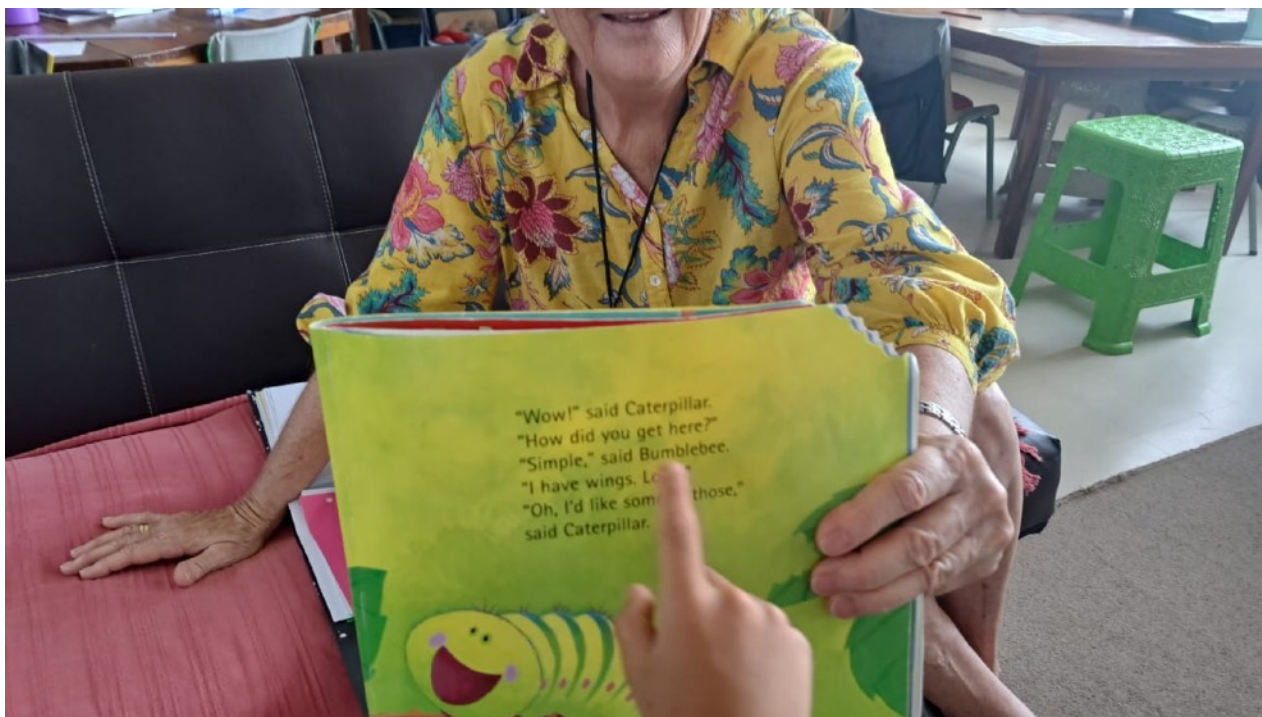
Systematic: this means that essential reading and writing skills are outlined in a logical and sequential manner, in a scope and sequence or a curriculum framework. This ensures skill development, facilitates



Translanguaging in action at WIS

continuity and helps with differentiation. The scope and sequence should cover phonics, spelling, morphology, grammar and text structure as well as literature and oracy.

Explicit and context-embedded: Unlike speaking, students do not learn to read and write naturally. Research points out that reading and writing need explicit instruction through clear demonstrations and explanations. This does not mean teaching literacy skills in an isolated, decontextualised manner, but rather teaching how language works, how it can be broken down and in which **context** we use it. The units of inquiry provide rich contexts through which students can be exposed to meaningful reading and writing opportunities.



Cumulative instruction involves building upon previously learned skills and knowledge, and continually reinforcing these. This approach ensures that students have a strong foundation and are able to progress to more complex concepts and skills.



Phonics instruction is systematically articulated through the use of a sound wall that gets more complex. Ms Tanya May has helped us implement this.

Collective ownership of articulated outcomes

An effective literacy program in a primary school needs to have a set of clearly articulated literacy progressions in order to help teachers, students, parents, and schools understand what is expected, monitor progress, and ensure that all students receive high-quality instruction that meets their individual needs.

Having clear and well-defined progressions or outcomes helps teachers understand what is expected of students at each grade level. This understanding allows them to plan and deliver appropriate instruction that meets the needs of each student. It also helps teachers monitor and assess student progress more effectively and adjust their

teaching strategies as needed. Additionally, clearly articulated progressions or outcomes provide a framework for students to understand their learning goals and what they need to achieve to progress to the next level. This can help to motivate and engage students in their learning, as they have a clear understanding of what they need to do to succeed. Finally, having clear progressions or outcomes helps schools to assess and evaluate the effectiveness of their literacy program. This allows them to identify areas where improvements may be needed and make necessary changes to ensure that all students are receiving high-quality instruction that meets their individual needs.

WRITING CONTINUUM

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none"> Relies primarily on pictures to convey meaning. Begins to label and add 'words' to pictures. Writes first name. Demonstrates awareness that print conveys meaning. Makes marks other than drawing on paper (scribbles). Writes random recognizable letters to represent words. Talks about own pictures and writing. 	<ul style="list-style-type: none"> Uses pictures and print to convey meaning. Writes words to describe or support pictures. Copies signs, labels, names, and words (environmental print). Demonstrates understanding of letter/sound relationship. Prints with upper case letters. Matches letters to sounds. Uses beginning consonants to make words. Uses beginning and ending consonants to make words. Pretends to read own writing. Sees self as writer. Takes risks with writing. 	<ul style="list-style-type: none"> Writes 1-2 sentences about a topic. Writes names and familiar words. Generates own ideas for writing. Writes from top to bottom, left to right, and front to back. Intermixes upper and lower case letters. Experiments with capitals. Experiments with punctuation. Begins to use spacing between words. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. Spells words on the basis of sounds without regard for conventional spelling patterns. Uses beginning, middle, and ending sounds to make words. Begins to read own writing. 	<ul style="list-style-type: none"> Writes several sentences about a topic. Writes about observations and experiences. Writes short nonfiction pieces (simple facts about a topic) with guidance. Chooses own writing topics. Revises own writing and notices mistakes with guidance. Revises by adding details with guidance. Uses spacing between words consistently. Forms most letters legibly. Writes pieces that self and others can read. Uses phonetic spelling to write independently. Spells simple words and some high frequency words correctly. Begins to use periods and capital letters correctly. Shares own writing with others. 	<ul style="list-style-type: none"> Writes short fiction and poetry with guidance. Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. Writes with a central idea. Writes using complete sentences. Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. Begins to recognize and use interesting language. Uses several pre-writing strategies (e.g., web, brainstorm) with guidance. Listens to others' writing and offers feedback. Revises to consider suggestions from others about own writing. Adds description and detail with guidance. Edits for capitals and punctuation with guidance. Multi-lines own writing with guidance. Writes legibly. Spells most high frequency words correctly and moves toward conventional spelling. Identifies own writing strategies and sets goals with guidance.
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none"> Writes about feelings and opinions. Writes fiction with clear beginning, middle, and end. Writes poetry using carefully chosen language with guidance. Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. Begins to use paragraphs to organize ideas. Uses strong verbs, interesting language, and dialogue with guidance. Seeks feedback on writing. Revises for clarity with guidance. Revises to enhance ideas by adding description and detail. Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. Publishes writing in polished format with guidance. Revises use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. Uses commas and apostrophes correctly with guidance. Uses criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). Develops stories with plots that include problems and solutions with guidance. Creates characters in stories with guidance. Writes poetry using carefully chosen language. Begins to experiment with sentence length and complex sentence structures. Varies leads and endings with guidance. Uses descriptive details, and similes with guidance. Uses dialogue with guidance. Uses a range of strategies for planning writing. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. Incorporates suggestions from others about own writing with guidance. Edits for punctuation, spelling, and grammar with greater precision. Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> Writes persuasively about ideas, feelings, and opinions. Creates plots with problems and solutions. Begins to develop the main characters and describe detailed settings. Begins to write organized and fluent nonfiction, including simple biographies. Writes cohesive paragraphs including reasons and examples with guidance. Uses transitional sentences to connect paragraphs. Varies sentence structure, leads, and endings. Begins to use descriptive language, details, and similes. Uses voice to evoke emotional response from readers. Begins to integrate information on a topic from a variety of sources. Revises to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. Selects and publishes writing in polished format independently. Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. Begins to set goals and identify strategies to improve writing in different genres. 	<ul style="list-style-type: none"> Writes in a variety of genres and forms for different audiences and purposes independently. Creates plots with a climax. Creates detailed, believable settings and characters in stories. Writes organized, fluent, and detailed nonfiction independently, including biographies with correct format. Writes cohesive paragraphs including supportive reasons and examples. Uses descriptive language, details, similes, and imagery to enhance ideas independently. Begins to use dialogue to enhance character development. Incorporates personal voice in writing with increasing frequency. Integrates information on a topic from a variety of sources independently. Constructs charts, graphs, and tables to convey information when appropriate. Uses pre-writing strategies effectively to organize and strengthen writing. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. Includes deletion in revision strategies. Incorporates suggestions from others on own writing independently. Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. 	<ul style="list-style-type: none"> Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. Writes cohesive, fluent, and effective poetry and fiction. Uses a clear sequence of paragraphs with effective transitions. Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). Writes dialogue effectively into stories. Develops plots, characters, setting, and mood (literary elements) effectively. Begins to develop personal voice and style of writing. Revises through multiple drafts independently. Seeks feedback from others and incorporates suggestions in order to strengthen own writing. Publishes writing for different audiences and purposes in polished format independently. Internalizes writing process. Uses correct grammar (e.g., subject-verb agreement and verb tenses) consistently. Writes with confidence and competence on a range of topics independently. Persuades through complex or challenging writing projects independently. Sets writing goals independently by analyzing and evaluating own writing.

■ Types of Texts
 ■ Content and Tools
 ✕ Process
 ✕ Mechanics and Conventions
 ⊙ Attitude and Self-evaluation

Developmental Continuum – Copyright © 2001 Christopher-Gordon Publishers

A strong oracy framework

“Reading and writing float on a sea of talk.” - James Britton

Oracy refers to the ability to communicate effectively through speaking and listening, and it is a crucial foundation for reading and writing. Research has shown that children who have strong oral language skills are more likely to be successful readers and writers. When children have a good understanding of spoken language, they are better equipped to make sense of the written word. Oral language skills help children to understand the meaning of words and sentences, and to use this knowledge to comprehend written text.

Oral language skills are also closely linked to the development of phonemic awareness, which is the ability to identify and manipulate the sounds in words. Phonemic awareness is a key predictor of early reading success, and it is essential for the development of phonics skills, which are crucial for decoding written text.

In addition to supporting literacy development, a strong oracy framework is also important for promoting social and emotional development. Effective communication skills are essential for building positive relationships with others, and for expressing thoughts and feelings in a constructive way.

For all these reasons, an effective literacy program in a primary school should include opportunities for children to develop their oral language skills through activities such as class discussions, debates, storytelling, and role-playing. By providing a strong oracy framework, teachers can help children to develop the foundational skills they need to become confident and competent readers and writers.

Warm regards,
Marcelle van Leenen

SECONDARY PRINCIPAL

It's time to gear up for the final stretch - Grade 10 and Grade 12

"If you are working on something that you really care about, you don't have to be pushed. The vision pulls you."
— Steve Jobs



In a week's time, our Grade 10 and 12 learners will leave us for their final preparation of the IGCSE and IBDP examinations that start in the last week of April. This is an exciting yet challenging time, because this means that the last few weeks of this stage of these young learners' education are approaching and there is always a lot at stake. However, they are well prepared and have all the tools necessary to successfully complete this last stage in this part of their educational journey.

"Just one small positive thought in the morning can change your whole day." — Dalai Lama

We wish our Grade 10 and 12 students well in their quest to be fully prepared for the examinations. The examinations are a critical element of students' further educational journey and our efforts to support our students and children, from home and from school are particularly important to ensure that the young adults can succeed and thrive in their future endeavours.

Here are some useful tips for studying:

1. Start Your Preparation Early
2. Organise Your Space For Study
3. Review and Practice Old Exam Papers
4. Set Study Goals
5. Make Use of Diagrams and Flowcharts
6. Get Together With Friends For Study Sessions
7. Describe Your Answers To Others
8. Study To Suit Your Learning Style
9. Take Regular Intervals
10. Do Not Cram
11. Ask for Help
12. Plan your Exam Day and Sleep Well
13. Do Not Evaluate Post Examination
14. Drink Lots of Water
15. Choose Eating Nutritious Foods

(<https://www.ozstudies.com/blog/australia-study-tips/top-exam-preparation-tips>)

"I am not a product of my circumstances. I am a product of my decisions." - Stephen R. Covey

For this it is still important that a balanced lifestyle is maintained - there needs to be sufficient rest, exercise and time to recharge together with a planned study schedule that ensures our children can maintain their efforts throughout the entire examination period.

"Do the best you can. No one can do more than that." - John Wooden

"If you can dream it, you can do it." - Walt Disney

Please be reminded of the Apprenticeship Fair at the Goethe Institut next week - I refer also to the presentation the Goethe Institut did at WIS on 29 March to inform about these opportunities.

https://www.goethe.de/ins/na/en/ver.cfm?event_id=24541687



Follow your dream...

Apprenticeship Fair
Ausbildungsmesse 23

21. & 22. April

Goethe-Institut Namibia

More Information:

- Meet representatives from various professions
- Hear about opportunities regarding apprenticeships in Germany
- Inform yourself about language courses at the Goethe-Institut
- Talk to the German embassy regarding visa requirements



Regards,
Maggie Reiff

Design a Yearbook Cover

We are thrilled to announce the winners of this year's Yearbook page competition, which was themed "Many Friends, One World." The competition encouraged students to submit their creative ideas for a page that would embody the theme and reflect the diversity and unity of our school community.

After careful consideration and evaluation by the Middle School Student Council representatives, we are proud to announce that Faiza Hamutenya has won first prize in the competition. Faiza's page beautifully captured the essence of the theme and showcased the different cultures and backgrounds of our students. Her use of vibrant colours and powerful images truly made her page stand out.

Mea van Zyl won second prize for her page. Mea's design was a wonderful representation of the theme,



and her use of different fonts and text styles added a unique touch to her page.

Congratulations Isabella on winning third prize for your simplistic yet powerful Yearbook cover page! Your page was a wonderful representation of the diversity and unity that exists within our school, and we are grateful for your contribution to this year's Yearbook. Well done!

We would like to congratulate Faiza, Mea, and Isabella on their well-deserved prizes and thank all the students who participated in the competition.

The winning page will be the cover of this year's Yearbook. We can't wait to see the final product and look forward to next year's competition. Thank you to the Middle School Student Council for sponsoring the prizes.



Congratulations again to our winners!

German Digital Kinder University

Children's University event at the technical university in Windhoek

Did you get an impression of the university as a child? Last Thursday, Goethe-Institut has invited children to an event at the Namibia University of Science and Technology (NUST). 270 schoolchildren from various schools in the country were able to take part in a comprehensive programme. Thanks to the Goethe Institute 30 Windhoek International students who learn German were also invited to visit NUST.

Our learners had the opportunity to experience and participate one whole morning in different lectures on rhino conservation and the human brain; interactive science experiments and guided tours. The students were welcomed by Professor Einstein and his colleague Ms. Sophie Schlaue. They were also introduced to the German Digital Kinder-University program which is a free online platform. All that is required to use the program is access to a computer and the Internet. The program consists of three faculties: *Humankind*, *Nature and Technology*. By playing games, children are able to advance through the academic levels from student to graduate to the professor.

The Kinderuni is designed for children aged 8 - 12 years. However, these are just recommended ages. Older children and even adults may find the lectures interesting and valuable. Any questions? Please, see the website www.goethe.de/kinderuni for more information. See some photos take of the students [here](#) and [here](#).



EARTH DAY

You are cordially invited to a
"GREEN VOICES: STUDENTS SPEAK OUT FOR OUR PLANET"
- COFFEE MORNING & PROTEST FOR EARTH DAY -



Date: Thursday, 20 April 2023

Time: 7:00-7:30

Location: Fish Eagle's Nest

*Please RSVP with your child's homeroom teacher

Earth Day
Every Day

Join us for a morning of sustainability and coffee, where we'll discuss ways to protect wildlife and their habitats. Afterwards, students in Grade 2 and 5 will speak out for our planet in a peaceful protest to raise awareness of our impact on the environment.

WE LOOK FORWARD TO HEARING THE VOICES OF OUR STUDENTS & WORKING TOGETHER TO PROTECT OUR PLANET!





LIBRARY Week

MONDAY, APRIL 24, 2023
Game On! | 1:40pm to 3:00pm
Place: Secondary Library
ALL AGES ARE WELCOME TO PARTICIPATE

TUESDAY, APRIL 25, 2023
Book to Movie | 1:50pm to 3:30pm
Place: PLC (Auditorium)
ALL AGES ARE WELCOME TO PARTICIPATE

WEDNESDAY, APRIL 26, 2023
Book Fair | 11:00am to 2:00pm
ALL AGES ARE WELCOME TO PARTICIPATE

THURSDAY, APRIL 27, 2023
Science of Reading Workshop | 10:30am to 11:30am
Place: Secondary Library
ALL PARENTS/GUARDIANS AND CAREGIVERS ARE WELCOME TO PARTICIPATE

FRIDAY, APRIL 28, 2023
Books & Characters Day | ALL DAY
ALL AGES ARE WELCOME TO PARTICIPATE

FOR SALE

MAC MINI (2015)

19" LCD Monitor (While Stock lasts) or 14" LCD Monitor, USB Keyboard & Mouse included.

N\$ 4500



Collection only from end of June 2023!
Book yours by making the payment in advance!

MAC MINI (2015) - SPECS

PROCESSOR

- 1.4GHz
- 1.4GHz dual-core Intel Core i5 (Turbo Boost up to 2.7GHz) with 3MB on-chip shared L3 cache

STORAGE

- 500GB (5400-rpm) hard drive
- Configurable to 1TB Fusion Drive.

MEMORY

- 4GB of 1600MHz LPDDR3 memory
- Configurable to 8GB or 16GB

GRAPHICS

- Intel HD Graphics 5000

COMMUNICATIONS

- Wi-Fi
- 802.11ac Wi-Fi wireless networking; IEEE 802.11a/g/b/n compatible
- Bluetooth
- Bluetooth 4.0 wireless technology
- Ethernet
- 10/100/1000BASE-T Ethernet (RJ-45 connector)

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