



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Survey

Thank you to those who responded to this week's survey. When we closed it yesterday, we had received 212 replies.

The main question was whether we should reopen as fully as possible on 19th October when we return after the break. Seven out of ten parents who responded supported this course of action and this is what we are going to do.

Our experience over the past two weeks, when **94%** of our students have been attending in two waves, gives us confidence that we will be able to meet our learners' social, emotional and educational needs while still taking all practical measures to guard against the virus.

Full details of the new arrangements will be sent home today. And, conscious that people want and need some stability and certainty in their lives, it is very much our intention that the new arrangements remain in place at least until December. Only if circumstances change dramatically will we be forced to rethink.

Please also be reminded that the current sessions will NOT switch next week. We'll just see out the hybrid model for one last week with the same students coming early and late.

Stay safe.

Peter MacKenzie

Director Search

The Board of Directors have engaged the services of [Search Associates](#), a widely-respected recruitment agency with many years' experience of placing international school staff at every level.

The position was advertised on Wednesday. You can see it [here](#).

It will be advertised in The Namibian and The Republikein on Monday. The deadline for applications is 24th October.

Some initial enquires have already been received.

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REMINDER: No change of session next week.

Students will NOT switch sessions next week and will come in the same session as in the past two weeks.

PRIMARY PRINCIPAL

Monday is World Teachers' Day, also known as International Teachers' Day. On this date in 1966 the ILO/ UNESCO Recommendation concerning the Status of Teachers was adopted. World Teachers' Day has been celebrated since 1994. This year's theme is quite fittingly, **"Teachers: Leading in crisis, reimagining the future."**

As I think back to March of this year when remote learning began I am amazed at the many changes and revisions that have taken place with teaching and learning in the Primary School. From day one the teachers embraced the challenge of remote learning, not knowing that it would extend into the new school year. The teachers quickly became well-versed in using Zoom and Google Meets. They familiarised themselves with such tools as screencastify and jamboard to make videos to teach lessons. They had to think outside of the box for planning units of inquiry that allow for inquiry at home. They had to rethink how to teach reading, mathematics and the specialist subjects via computer screen. The addition of the learning packs for this school year required thought as to what the students would need in order to have meaningful learning experiences at home, and time to put these materials together.



While it wasn't a return to "normal" the teachers were excited to have the children return to school last week for face to face learning. Interacting with the students live as opposed to a square box on a computer screen is how teaching is meant to be. The teachers' days are long and exhausting, yet throughout these last six months their main concern has been and continues to be their students (be they at school or at home), their learning and their well-being.

This year, more than ever, it is important to recognise and celebrate teachers. I couldn't be prouder of the WIS Primary Staff and their efforts to provide continued, quality education during these challenging times.

"It's the teacher that makes the difference, not the classroom." ~ F. Sionil Jose

[Here's this week's remote assembly: 2 October 2020.](#)

Regards,
Beth Smith

Who ya gonna call ...

The Maintenance Team!

Whenever we have something that needs fixing we fill in a maintenance request and along come the maintenance team with a plan to help.

Thank you from Grade 1J



Assessment FOR learning in EY3 Maths!

On Thursday morning I had the great pleasure of being part of one of the best and most innovative formative assessments in Maths. Ms. Sonandre and her team put together a wonderful and interactive learning experience for the students. In the first unit the EY3 students are learning about number sense. The benchmarks being taught, learned and assessed in this first unit are:

- Establish an understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)
- Subitise small collections of objects (ACMNA003)
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

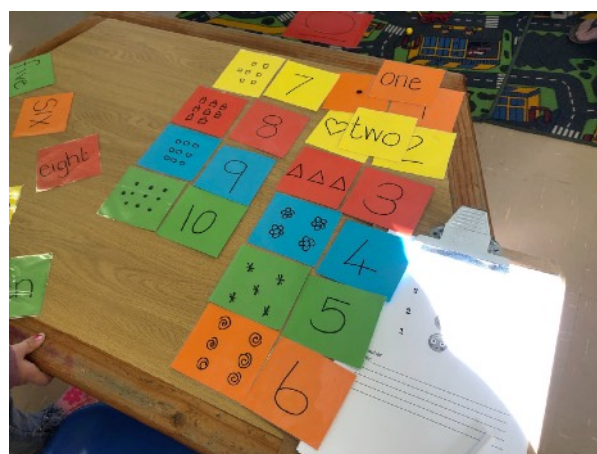


Ms. Sonandre created 5 stations to assess different elements of how the students can communicate their understanding of the benchmarks. The students would have several minutes at a station, then Ms. Sonandre would shake her tambourine and the students knew to fill in their reflections and then move to the next station. The students had an opportunity to move around the room, use manipulatives to demonstrate understanding and they were all fully engaged and excited while doing this assessment. The teaching team observed what the students were doing at each station and took notes so they can adjust their future teaching to align with what students can do and what they are not yet able to do.

An **assessment FOR learning** or **formative assessment** is an ongoing process that monitors student learning in order to help teachers improve their teaching and students to improve their learning. It continuously informs instruction and helps students manage their own learning. The assessment information is used to determine the next teaching steps and learning steps to continuously improve the teaching-learning process.



How it started...



The end result for one student. My observations for this student. The student was very quick matching the numbers with the dot patterns up to 8 and then had some difficulty with 9 and 10. Had to always start counting at 1 to start any sequence. Finally, the words one, two and three were easy, but identifying four to ten was more of a challenge.

Station 1: Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)

Station 2: Subitise small collections of objects (ACMNA003)



How it started...

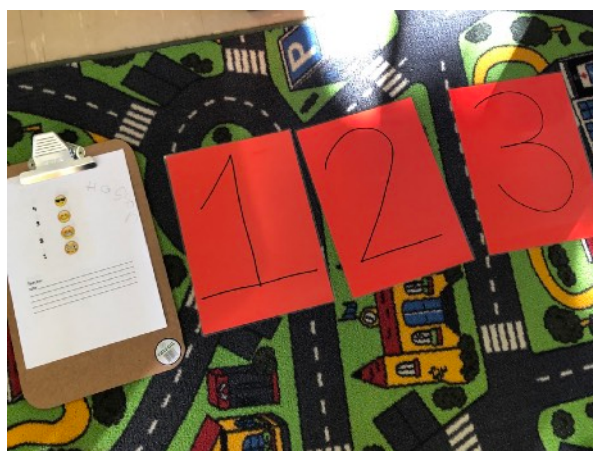


A student in action...

Station 3: Establish an understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001). Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289).



How it started...



A student building their answer from least to greatest, then greatest to least... In the end, the students verbally recited the number sequence.

From the observations the EY3 team has a clearer idea of which students will need more help and in what areas. Also, they have identified the students who can now start moving on to bigger numbers.

Thank you to the EY3 team for allowing me to be a station manager. The children were so excited to demonstrate their knowledge and skills.

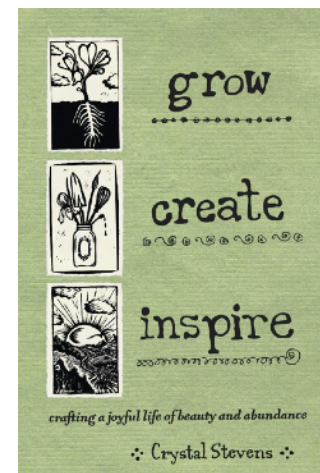
Michael Parsons, Director of Teaching and Learning

SECONDARY PRINCIPAL

Crafting and creating **YOUR** future

This week we introduced work experience to Grade 9 students. After discussing with their parents and selecting subjects for the IGCSE, this is probably the first “real” time when students are faced with the thought of “What will I do when I am done with school?”

When speaking to the students this morning, and looking at the reflections of older students who have already done the work experience, we can proudly say that this is something that contributes to WIS’ approach to bring learning into the real world and also to put an emphasis on experiential learning - where students get to apply their skills in a situation that is unfamiliar and might be daunting at first. We do, however, always get the feedback that students appreciate and enjoy this experience. [HERE](#) is the presentation that Ms. Angatha did for the Grade 9s to introduce the work experience to them.



Creating your future is something that needs active engagement - initiative, interest, passion. I see it almost as a craft - you actively work on creating something where you do not yet know what it will turn out to be, but you know that potentially it can be something beautiful. Don’t we all strive to have careers and jobs that fulfil us? Creating our future is a continuous process that never really stops. But it should be an exciting process and lead us to reach our goals in life.

For young people to become confident in the journey they chose for themselves, it is important that they have support and guidance - from their parents as well as in school. Conversations, experiences and research help form ideas and should result in actions young people take to work towards a future career that can be fulfilling and a future that has purpose.

When students do a work experience, we want them to try out something that interests them. They should try to challenge themselves to embrace this unknown endeavour and make it as real as it can possibly be. This can potentially result in them further pursuing the field of interest that they chose - or it can show that this is not what they want in their careers.

Some young people know from a young age what they want to do later in life. However, with the environment of work changing constantly these days, there are so many more opportunities that can be taken. It is therefore important that young people actively engage in this process, that they have an open mind and take the lead in creating their future. Up to the beginning of High School, most things are really “done and taken care of” for young people - either by their parents or by the school. When entering High School, however, the initiative and responsibility gradually shifts to the young person.

When young people use the opportunity to explore - by attending university talks, by researching, by attending institutions of higher learning, by talking to experts in their field of interest and actively engaging in the process - the chances are that they find a good fit for their future journey and that they will make a success of their career.



Regards,
Maggie Reiff

Grade 6 Sciences

Flipping over Bottles



Grade 6 Students learning at WIS have been engaged in a fun investigation in Sciences as part of their Science Bootcamp unit this term. They learnt about - The Scientific Method, basic lab equipment and lab safety procedures and equipment.

Bottle Flipping is an activity where a partially filled plastic water bottle is flipped once with a backhanded-flick technique in order to make it land right-side up on a surface, like a desk. This activity went viral in 2016 when an 18 year old US-based high school student named Mike Senatore performed the stunt at a school talent show. The [video of the event](#) spread around the world via social media, and bottle-flipping became 'a thing'.

Students loved watching the [Dude Perfect videos](#) on YouTube on bottle flipping to find inspiration. They have brought in old plastic water bottles from home and have honed their technique.

Finding the "best sized water bottle" (part 1) with the "optimal amount of water in it" (part 2) is our goal in this Criteria B/C investigation. The idea is that this is a *centre of gravity* issue where, when you flip the bottle, you keep the liquid on the bottom, making the bottom of the bottle heaviest, so that it tends to land on its bottom and stay in place without toppling over. Give it a try yourself!

Jeff Bonazzo

Risk-Taker IB Learner Profile

And our WIS Secondary **Risk-Takers** for September are...

As you might know, we have begun an initiative this year to acknowledge how our students exhibit the IB Learner Profile Attributes, and being a risk-taker was our selected trait for the month of September.

Each month a specific Learner Profile Attribute will be shared with the students. This Learner Profile trait should be displayed by students through daily activities and interactions amongst students, teachers, and the wider WIS community.

Teachers are asked to nominate a student or students who they feel have exemplified the specific learner profile quality or trait that is being recognised during the current month. This is also linked to the ATL skills. Teachers should also be discussing with their classes, students that demonstrate these skills well, looking for students' input to nominations. The names of the nominated students are shared monthly with all of WIS Secondary via

this [website](#), where everyone will have the opportunity to vote for the student they feel best exemplifies this attribute in their grade level.

According to the IB: A RISK-TAKER approaches unfamiliar situations and uncertainty with courage and forethought, and has the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. ***In academics, they have the confidence to approach new or unfamiliar subjects or material with enthusiasm and optimism.***



Congratulations to our WIS Risk-Takers award winners! A special mention to the Murwira family, a proud moment for brother and sister to both receive this acknowledgement at the same time.

Gr. 6 - Joan van Zyl, Gr. 7 - Tapiwa Murwira, Gr. 8 - Ivy Andersen, Gr. 9 - Ray Araeb, Gr. 10 - Tumisang Mabutho, Gr. 11 - Luze Limbo, Gr. 12 - Tanatswa Murwira

Angie Janse van Rensburg

WIS - Pamoja Education Collaboration

Diploma Program courses

Eight Grade 11 students (*Tessa, Aaron, PJ, Peter, Mrinalini, Andria, Beatrice, Amelie*) and three Grade 12 students (*Victor, Maija and Lene*) are enrolled in fully accredited IB Diploma Programme online 2-year courses whose rigor and quality matches what is experienced in face-to-face IBDP courses on the WIS campus. Each family pays an additional USD 1,200 per year for these engaging and top-notch asynchronous learning courses in Psychology, Business Management or Information Technology in a Global Society. As the on-site Pamoja Coordinator, I use the superb tech tools and face-to-face meetings, to monitor learners. So, far all eleven Pamoja DP learners are engaged, interested and appear to be deriving great benefit from this innovative partnership. As one stated recently: "I love learning via Pamoja as it enables me to enroll in a DP subject not available at WIS"



and another relayed that "the Pamoja learning model is organized and suits my style well." Keep up the great work WIS-Pamoja DP students!

New practical WIS Diploma Programme Academic Research & Academic Writing course

WIS Librarian Elizabeth Chege and DP English Language and Literature teacher Swapna Sharma led two engaging, practical and informative lessons at the start of the new WIS Academic Research & Academic Writing DP course. Their lessons addressed two key topics: understanding academic referencing and proper formatting for IB DP coursework. Their taking the time to contribute and support our WIS DP learners with these tips was well received and greatly appreciated with one saying - "I found their talks useful - they talked about things that I need to know and can help me to better do my internal assessments and the extended essay."



DP History Alive - collaboration, formative assessment & analytical writing - fun learning!



Snapshot of a lesson - Focus: [Approaches to Learning](#) (Thinking Skills). Content focus: the US 1960s Civil Rights Movements' era of 'Sit Ins.' Skill: Analytical essay writing. Firstly, students used the prompt 'To What Extent' and watched a [2-minute New Zealand editor's strategic summary on the best approach to answer a 'to what extent' question](#) and this international-mindedness 5-minute [video example](#) and which overlaps with the [IB Learner Profile](#) (ie - Courageous, Thinker, Inquiring). Then, the question (To what extent did the two Somali women 2020 Aurora Prize winners Fartuun Adan and Ilwad Elman deserve this \$1 million USD award?) was considered and students collaboratively discussed it within the [Harkness Roundtable Discussion](#) format. The conversations were exceptional - engagement, deep thinking and innovative idea-creation. To conclude, students reflected on their learning with a [Google Form](#) which served as a formative Assessment of their analytical writing and their grasp of the USA Civil Rights "Sit-Ins" protest era.

Rick Fitzpatrick, DP Coordinator

BIG SALE

EVERYTHING MUST GO!

The PTA is doing a clearance sale!

Open everyday next week from 10:20 to 11:30

Grade 8 ATTITUDE acrostics

Let's face it - 2020 has been a tough year! We have faced many challenges and have had to adapt to some pretty extraordinary situations. During our Grade 8 Homeroom lessons this week, we focussed on *Resilience and Positive Thinking*. We took the word ATTITUDE and designed some acrostics.

A- always enthusiastic

T- Think of others

T- tolerant

I- including others

T- thankful

U- unselfish

D- determination

E- excellent attitude

A- ambitious

T- thriving

T- trying your best

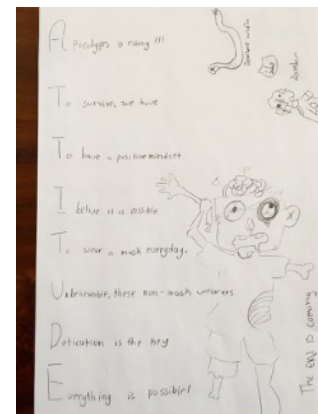
I- insightful

T- tremendous

U- ultimate

D- determined

E- enthusiastic



Always stay chill

Time flies fast, but it's good you're the pilot

The secret to getting ahead is getting started

If you kick me when I'm down, you better pray I don't get up

This world is a jungle, you eat or you become eaten

Unique is not bad

Don't just talk, work on it

Early bird catches the worm

A- Act nice to everyone

T- Take care of yourself

T- Take responsibility for your actions

I- Inspire everyone

T- Today could be your last day so make it count

U- Understand that the world is changing

D- Don't bully people

E- Exceed your expectations

Amazing

To have an optimistic outlook on
The things that happen.

Idealistic in

The way you think.

Using positive language.

Doing good things,

Excitement

Johan Meyer

Fastest Lap

Dominic Fitzpatrick Grade 8 has secured the fastest lap time for the 1.1 km cross country lap since school has recommenced. An impressive 3 minutes 14 seconds was set 1st October. Well done Dominic.



Secondary Student Council

Over the past few days the members of the student council have been going around campus and taking photos of fellow students and their bright smiles.

With the special occasion of World Smile Day coming up on 2nd October we believed that it would be a great opportunity to showcase that despite the ongoing pandemic, the WIS community has stayed resilient and that we are still having a great time!

We hoped to put a smile on others under their mask and spread a virus of joy instead.

From the Student Council to the WIS Community; we are wishing you happy days ahead!



From the Health Room

Dear Parents and Guardians,

People who suffer from inhalant allergies will be having a tough time right now - dust, smoke from veld fires and the August wind (which should have died down by now) spreading all these particles around. Some of us might wake up with a dry and sore throat, or develop a headache during the day. This table helps to tell, at a glance, what our symptoms might mean, before our imaginations run riot.

SYMPTOMS OF COVID-19, FLU AND COLD										
	DRY COUGH	FEVER	RUNNY NOSE	SORE THROAT	BREATH-LESSNESS	HEADACHE	BODY ACHES	SNEEZE	FATIGUE	DIARRHOEA
COVID-19	✓✓✓	✓✓✓	✓	✓✓	✓✓✓	✓✓	✓✓	~	✓✓	✓
FLU	✓✓✓	✓✓✓	✓✓	✓✓	✗	✓✓✓	✓✓✓	✗	✓✓✓	✓✓
COLD	✓	~	✓✓✓	✓✓✓	✗	~	✓✓✓	✓✓✓	✓✓	✗

✓✓✓	FREQUENTLY	✓✓	SOMETIMES	✓	LITTLE	~	RARE	✗	NOT
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@SIOUXSIEW @XTOTL thespinoff.co.nz SOURCE: WHO, CDC CC-BY-SA
 FOR THE LATEST INFO PLEASE SEE who.int or health.govt.nz 20 MARCH 2020

Sharon Gorelick - Nurse/Counsellor

W.O.R.D.
Mr. Johan Meyer reading for WORD!



HAPPY WORLD SMILE DAY!





Certificate of Appreciation

Presented to

WINDHOEK INTERNATIONAL SCHOOL

for supporting the 2020 National Spray a Thon campaign for raising the amount of

N\$1576.00

Rolf Hansen

CEO, Cancer Association of Namibia

1 October 2020

