



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Dear Community,

In my first month at WIS, I have greatly appreciated our community's can-do spirit of volunteerism.

Parent Nights

Just last night, parents were welcomed to the Secondary Parent Night with a beautiful song and a reminder that "WIS Got Talent" will take place later this month. This will be a student-organised event which celebrates our learners' many and varied talents - while raising much-needed funds for the student-initiated drought relief project, [Feed the Herds](#). Some of our Seniors also volunteered their time by serving warm drinks to parents as a fundraiser for graduation.



I also look forward to the Primary Parent Night this coming Tuesday starting at 5:30pm!

Also on Thursday evening, there was a meeting of the individuals who had volunteered to design a new way for parents to volunteer their time and resources.



The parent - teacher working group agreed to a few important recommendations:

1. The funds that had been held by the PTA will be transferred to a specific control account that is within the school's chart of accounts. This arrangement will ease the administrative burden of organising parent initiatives, and will allow for a less formal and more nimble approach to coordinating volunteerism in our community. There will be no need for a legally constituted "association".
2. We will create a hub of committees to which parents may volunteer and organise themselves, based on what they are passionate about. A sample list may be:
 - a. ORGANISING SCHOOL EVENTS: Planning and as International Day, cultural events, awareness days, and community celebrations;
 - b. SUPPORTING TEACHING & LEARNING: Providing grade level or subject-specific support for teachers;

PARENT INFORMATION PORTAL
Click here for more information

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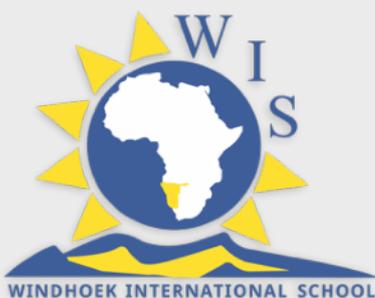
Dates to Remember

September 2021

- **07:** Parent Assoc. Meeting
- **07:** Prim: Back to School Night
- **08:** CIS Virtual Exploration

October 2021

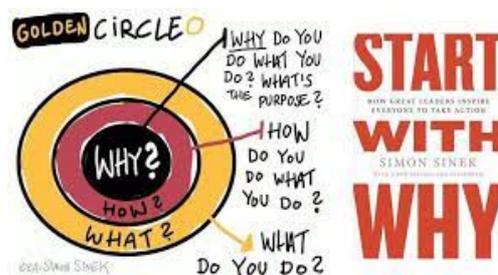
- **08:** End of Term 1
- **11 - 15:** October break



- c. IMPROVING OUR CAMPUS: Both fundraising and hands-on projects for things like beautification, food, sport, outdoor education, sustainability, artistic expression, inclusive access to learning, and improved quality of learning;
 - d. FUNDRAISING: To help the school realise its future initiatives and strategic plan;
 - e. WELCOMING: Ensuring that everyone at WIS feels welcomed, included, and engaged;
 - f. NETWORKING & COMMUNITY ENGAGEMENT: Connecting what happens at WIS with Windhoek and our world; ensuring that our community makes a meaningfully positive impact on our society.
3. The (still draft) organising principle will be “...to provide a platform for purposeful dialogue and cooperation between the parents, the staff, the Senior Leadership Team, and the Board of Directors to ensure that our children will receive the best learning experience possible, and to foster the inclusiveness and effectiveness of our school community by encouraging parent engagement.”
 4. The working group will now begin designing the best and easiest platform to volunteer, communicate, and coordinate our parents’ ideas and actions. If you have questions then please contact me by email at evandrunen@wis.edu.na

I think that the working group has identified an efficient and empowering vehicle for how we all might be able to do our bit to make a difference and build a sense of community here at WIS.

The start of something new is always a time of hope, doubt, and anxious expectation. To make this change successful, we will need to remain focused on our community’s core mission and values. In the final chapter of his book [Start with Why](#), Simon Sinek explains that the world’s successful organizations are those which compete against themselves, as opposed to the “competition”. The “Why” is already within us, and it seems to me that we are on track to develop a way to unlock the internal potential of our community.



Sincerely,
Ethan Van Drunen

PRIMARY PRINCIPAL

Dear WIS Community,

This week I visited the Early Years to listen to plans for outdoor learning spaces for our youngest learners. A group of parents and teachers had come together to discuss a community garden, landscaped spaces, sensory walks and a vision of how we can cooperate to maximise the spaces in the Early Years.

Two things I feel strongly about in education are *community* and *learning environments*. *Community* supports learning. Strong relationships within the community, with parents, are an essential component of school life as it helps children develop crucial ideas about the importance of positive relationships. By involving parents and their ties with life outside of school, children learn to make connections between school and the world.

I feel strongly about *learning environments* and the spaces within them because they reflect a community's values and understandings about learning.

What are our understandings about learning?

Our own notion of learning might be synonymous with the way many of us were taught at school—that of listening and taking in information, fear of making mistakes, and a need to please the teacher. Psychologists

have long known that children construct knowledge (i.e. learn) through direct and active engagement guided by their own interests within their environment. What children memorise as passive participants is quickly forgotten. Children are designed, by nature, to play and explore in their own ways. That’s how they learn to take initiative, direct their own activities, and discover their passions. It is this view of the child that guides the learning experiences we plan for children in the PYP. Particularly in the Early Years, we organise learning around the curriculum concepts that need to be taught through play and the child’s natural curiosity. The PYP supports children’s natural ways of learning and is committed to children’s self-directed pursuits, which allow their creativity, ingenuity, confidence, and knowledge to flourish.



Reggio Emilia

A philosophy that is in line with this view of the child and referred to in the Early Years PYP framework is that of Reggio Emilia. Reggio Emilia is an education project that has become a reference point throughout the world and is focused on whole-child development, pro-active parent partnerships, supporting teacher learning and creating an enabling environment. The two principles that are of relevance in the context of our plans for the Early Years at WIS are:

The Environment as the Third Teacher

- The environment of the school plays an important role in the educational process.
- Environment encompasses thoughtful design of space, careful organisation of materials, and appealing use of light and colour.
- The environment is viewed as a teacher and is designed to encourage and support the learning of children.

Image of the Child

- The belief that the image of the child a person has within them determines how they relate to children and how they make decisions affecting children.
- Children are respected as unique individuals having rights rather than simply needs.
- Children have the desire, potential, curiosity, and interest in engaging in social interaction, establishing relationships, constructing their learning, and negotiating with everything the environment brings to them.
- Each child is viewed as being capable, powerful, intelligent, and inquisitive.
- Each child is considered a researcher, explorer, and investigator.

If you would like to learn more about Reggio Emilia, I highly recommend viewing [this video](#) for a synopsis, and [this website](#) if you would like to delve deeper.

The Early Years team at WIS has thought carefully about our values and understanding of learning and environment and organised Spring Learning days. Then in the coming weeks, we intend to work together on a vision for the Early Years and in particular how we can use ties with our community to maximise our learning spaces. I welcome your input so please get in touch if this exciting project and the values behind it have sparked ideas.

**Warm regards,
Marcelle van Leenen**

Place: Early Years

Please note that all activities are short and will be done during drop off and pick up time

Activities

We would also appreciate any donations for gardening (pots, plants, soil, etc)

monday	tuesday	wednesday	thursday	friday
Seed Planting	Seed Planting	Sign Decoration	Making Bird Feeders	@12.30 Hot Beverages and Snacks in the Garden

SECONDARY PRINCIPAL

Celebrating learning: Back to School Fair CIS University Exploration Day - Africa

The Back to School Fair that happened yesterday evening for secondary school was a great opportunity for our students, parents and teachers to celebrate how we learn and how we teach. Parents were able to visit the classrooms their children are in each day on the A - H schedule their children follow. Judging from the positive energy, the laughter and positive feedback after the event, this was time well spent to celebrate how WIS learns and teaches.

Thank you to all teachers and the parents and students who attended. We welcome any further feedback on this event to ensure that we improve on the current format next time.



Council of International Schools University Exploration Day - Africa

Today Grade 9 to 12 students will register for the CIS University Exploration Day that has been arranged for international schools in Africa. The Council of International Schools in collaboration with WIS organised this event. We are very proud of being the initiators of the event to give our students an authentic experience to explore tertiary options for their future.



The event takes place next Wednesday, 8 September 2021 from 11:00 - 14:00.

“This event is organised in cooperation with Windhoek International School, a CIS-Accredited School with a strong reputation for sending students to study internationally.

- American International School of Lagos
- American School of Yaounde
- Bishop Mackenzie International School
- Braeburn Garden Estate School
- Braeburn School
- Braeburn School Arusha
- Braeside School
- Brookhouse School
- Dar es Salaam International Academy
- International School of Dakar
- International Community School of Abidjan
- International School of Gabon Ruban Vert
- International School of Kenya
- International School of Tanganyika
- Khartoum American School
- Luanda International Community School
- Rusinga Schools, Nairobi
- UWC East Africa
- Westwood International School
- Windhoek International School

(<https://www.cois.org/colleges-and-universities/events/exploration-day-africa>)

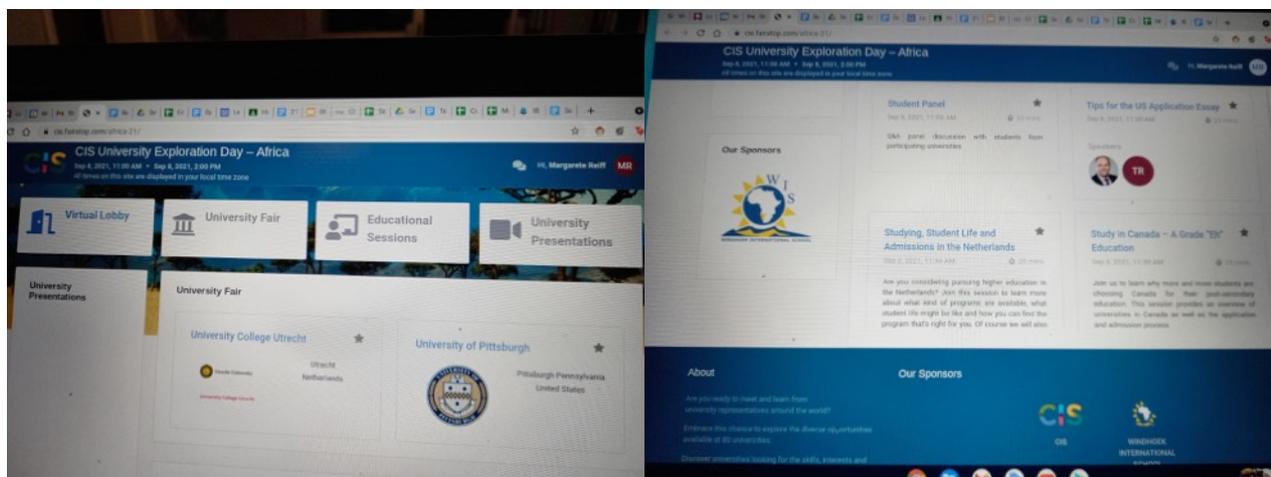
The event includes a **student panel**. Students from participating schools who are now studying at the universities signed up for the event, will be available for a Question and Answer session for our senior students to find out more about applying and studying abroad.

After the student panel, there will be four educational sessions where universities present information on: **studying in Canada, studying in the Netherlands, finding the best fit Business School and how to write the essay for the application for universities in the United States.**

Finally, **universities will open their booths** to give students the opportunity to connect with admission officers and have their questions answered.

This promises to be a valuable opportunity for our students to explore, research and find inspiration in preparation for their tertiary studies. Planning for university is probably one of the most time consuming

endeavours in the final years of school - exploring, researching, finding the right fit and applying at university. This event gives our students, who are normally quite isolated when it comes to connecting with universities, a real chance for authentic connections with various universities around the globe. [HERE](#) is a list of participating universities.



Regards,
Maggie Reiff

Grade 6 Loves Sciences

As an introductory lesson to Secondary Sciences, our Grade 6 Scientists inquired into some of the different disciplines within the world of science. Students watched a great YouTube video called '[Map of Science](#)' created by *the Domain of Science*.

Students were then asked to delve deeper into their love of the Sciences and write a short paragraph about an area of Science they were most interested in. Here are a few responses.

My Favourite Science - Candice Rey 6JB

My favourite branch of science is Meteorology. I like this area of science because I am interested in how the Earth was created. I want to know why we live on this planet and not one of the other planets. I want to know where this planet comes from too! I am interested in this topic because I wonder how we live and breathe here? How did we come to this Earth? How are we able to do everything we do? No one knows where humans come from and that is what I want to know about. I love the study of human beings interacting with our environment. I could ask a million more questions about this world!



My Favourite Science - Gustave Pouna 6JB

My favourite branch of Science is Computer Science. Why am I so interested in Computer Science? The reason is that ever since I saw what is on the inside of a computer, I always wondered how all these tiny parts are connected and how they do all the calculations and commands to make it work. I even wonder who made it and where they were. I love studying parts of the computer such as the motherboard, CPU, BIOS, fans, power supply, etc. I am interested in software development, hardware, and programming.



My Favourite Science - Kacey Beall 6JB

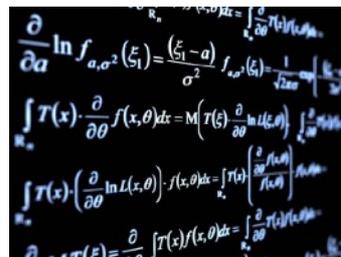
My favourite Branch of Science to learn about is Meteorology. I like this area of Science because of how interesting it sounds. Learning about the weather and weather systems seems so cool because we can learn more about extreme weather natural disasters, that seem to be happening more and more across the globe. I am very interested in how and why natural disasters start and what humans can do to prevent them. Learning about meteorology also means learning about the systems and processes that keep our planet alive. Without the weather being in balance, most things on the planet would die off. Understanding Meteorology would be so cool to me because I am interested in the foundation of the planet's survival. (Image credit: www.pikist.com)

**My Favourite Science- Lilian A. 6HMR**

My favourite branch of science to study is physics because I've always been fascinated with how things respond differently to every action. *For every action, there is an equal and opposite reaction.* I love watching a ball bounce off of the wall or back up off the ground and how gravity pulls it back down until it stops bouncing. I learned more about physics with my older sister when she started in Middle School and piqued my interest. One of my favourite ways to portray physics is when I make a line of dominos and I hit one making a rippled effect.

**My Favourite Science - Semon Zegeye 6HMR**

My favourite branch of science to learn about is Mathematics. I like Mathematics because I have always been a Maths person. I love numbers, patterns and finding solutions to Maths problems. At home, I would rather do Maths work than read a book. I like maths because it challenges me and it feels addictive like a game. (Image credit: theconversation.com)

**My Favourite Science - Ondeya Neri**

My favourite branch of science is Felinology. Felinology is the study of cats! I like this area of science because I love cats and up until about ten minutes ago, I didn't even know Felinology existed. Now that I know it exists, it would be really cool to know more about it and research cats - large and small - and become the World's Leading Expert in Felinology. (Image credit: upgradeyourcat.com)



Grade 7IB Homeroom

What's your learning style?

Our current theme in the middle school Homeroom programme is "Who am I?" One of the topics we covered was "Learning Styles".

As most of the students were familiar with their own learning style, we decided to explore the methods and techniques that are most effective for each style.

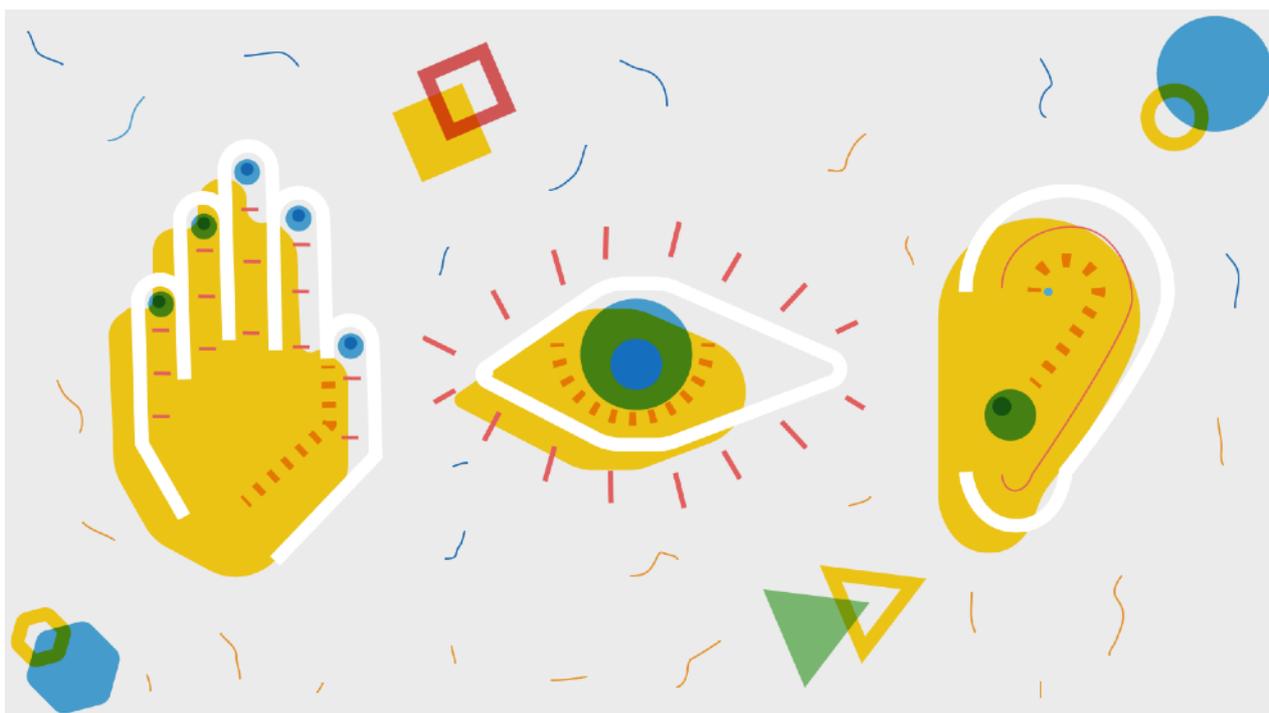
The students worked in groups to research the different techniques and presented their information to the rest of class. They would love to share these useful tips with the other grades as well. Enjoy!

[Being a Visual Learner](#)

[Tips for Visual Learning](#)

[Auditory Learning](#)

[Kinesthetic Learning](#)



If you are unsure of your learning style, see [What's Your Learning Style? 20 Questions](#)

Grade 8 German Authentic learning

Authentic learning - our trip to Spar

The Grade 8 German students visited the Maerua Super Spar with our German teacher Mrs. Christina to apply what we have learned so far in German, by buying groceries from a shopping list and ordering food at different counters at Spar while only speaking German. For sure it was a fun way to improve our German skills by practicing the language in real life situations.

After registration, we all took a twenty minute drive to Super Spar. Our class was then divided into five groups of two to three students. Every group got a shopping list which was written in German. The list included products like cheese, pretzels, salami and other products which needed to be ordered in German.

Our shopping list!

Einkaufsliste:

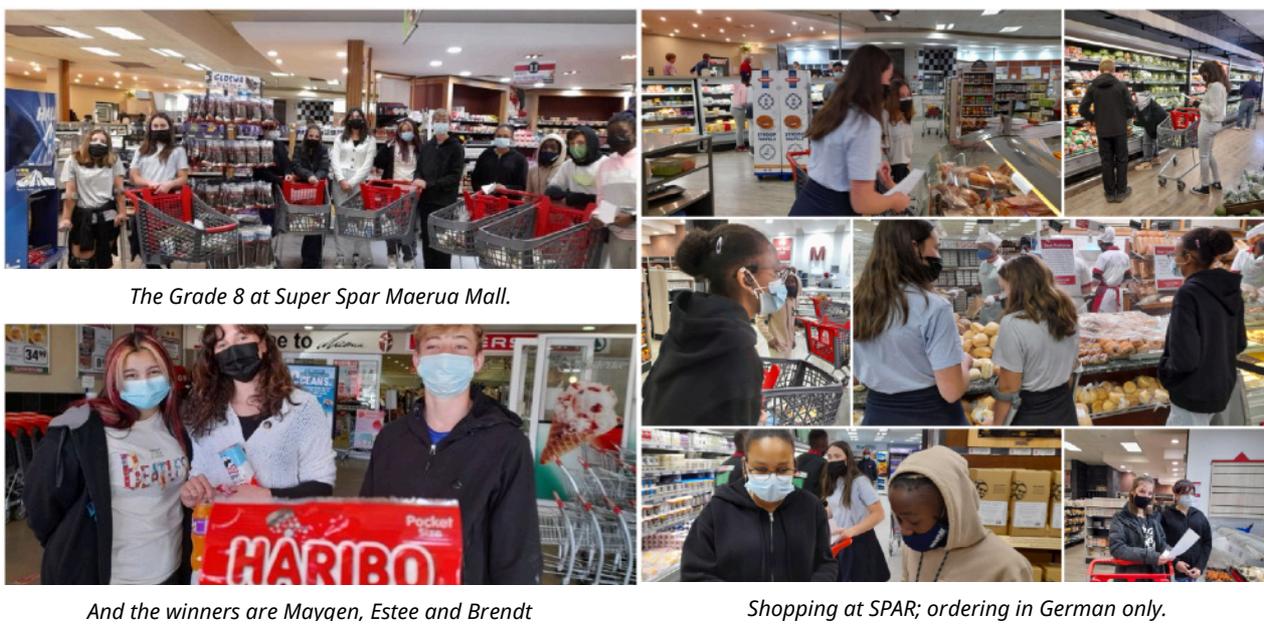
- 100 g Schinken geschnitten
- Gemüse: 2 Kartoffeln
- 100 Käse (Mozzarella)
- 500 l Milch (aus Namibia)
- 2 Tomaten
- 200 g Wurst (Boerewors)
- 1 Schokolade (Ritter Sport)
- 500 g Zucker (braun)
- Obst: 1 Apfel
- 1 Salat
- 500 g Nudeln
- 1 Brötchen
- 1 Packung Haribo Colafaschen
- 1 Brezel

Afterwards we were allowed to buy items with our own money and eat them outside the supermarket. We all returned back to the school during the second break.

Overall we enjoyed the trip a lot as we had the opportunity to learn something and have fun at the same time. I personally also enjoyed the fact that we were allowed to work in groups. I hope this trip will be repeated next year with the new Grade 8 students. The class enjoyed the trip a lot and learned some new vocabulary.

The Super Spar Managers Mr. Otto and Mrs. Heidi.





The Grade 8 at Super Spar Maerua Mall.

And the winners are Maygen, Estee and Brendt

Shopping at SPAR; ordering in German only.

A big thank you to Mrs. Catherine from reception who helped with the transport, Mr. Ethan for letting us use his car, Mrs. Maggie who always supports our outings and ideas of learning German Foreign Language and Mr. Otto and Mrs. Heidi and the counter ladies from Spar for playing along.

We really appreciate that you support us every time Windhoek International Students come to visit!

Written by Klaudia Shino and Maygen De Freitas Bacalhau, Grade 8

Punctuate this!

The Grade 8 students completed a summative assessment on Criterion D (Using Language) in English. They were tasked to create a fun and informative picture story for Grade 2 students teaching and informing them how to use punctuation properly. It was amazing to see the creativity and ideas flow while completing this task in class. Please do enjoy some of these stories:

[The punctuation wizard school](#) by Oliwia Stephanus

[Grammar's great potion!](#) by Isabella Joubert

[Punctuation soup](#) by Ndahafa Muadinohamba



Grade 9 Team building activities

Like the rest of the WIS community, the Grade 9 students have just gotten back from a long winter holiday. With new students in our class we thought it might be a good idea to practice team building.

On Wednesday 1st September, we all went outside and did these activities. They included stacking cups with only six strings attached to a rubber band, and even an activity where we went on to the big field and put ourselves in order from different categories. The key throughout both activities was communication. We lacked it at first, but we quickly understood the importance of communicating with each other after a few failures. Overall this was a great break from our average lessons. Thanks to this activity, our whole class learned how to work together to create a fun environment.



Maedot Abeje, Grade 9AC

Grade 10 History - Learning and Collaborating

League of Nations of a century ago

The eighteen WIS Grade 10 historians form a collaborative team that recently has been examining how / why the League of Nations (LoN) succeeded in the 1920s but not the 1930s. The Wall-Street 1929 crash and ensuing Great Depression contributed. One Grade 10 expert on the subject - Jovahn Nel - provided his classmates with an informative overview, after which time the class collaborated in assessing what caused the LoN to collapse.



Rick Fitzpatrick

Secondary Student Council

Dear WIS community,

We are pleased to announce that the Secondary Student Council for this year has been elected. As a former president of the Student Council, I have had the privilege of overseeing these elections. I have observed great vigour and efforts from our new members right from the start and am eager to see the positive change that they will bring about. Some of the duties of the Secondary Student Council include providing students a voice, facilitating communication between the student body and faculty, and unifying the student body via social activities and events. I have no doubt that our new members will perform their role in an exemplary manner.

Being a part of the Student Council was an extremely memorable experience and has given me the chance to work with fellow peers that have great initiative and kindness. I will always be thankful for being granted this opportunity and wish the new members all the best for their future endeavours.

- **Mrinalini Agrawal**

I have been part of the student council for about eight years now, I have always loved representing both my class and my school. Last year I had the privilege of being the president of the Secondary School Council I must say it was a harder task than I initially thought. The year was definitely filled with loads of stress, panic and long planning sessions, but I must say that I enjoyed every second of it. Being part of the council was something that I always enjoyed, I loved giving back to our community and giving all students a voice. We had amazing council members who were always ready to help even if it was all based on last minute planning, we truly would not have been able to do anything without them. I knew that having to say goodbye to the council would be a tough task, a task that I came to dread, however I know that the school is in good hands with all the new council members. We have already seen a great amount of dedication on their part and I'm already am really proud of them. I wish them all the best of luck.

- **Tessa-Marie Wolf**

Heroes: Gr 12 Historians

Jessica Shaanika: The Italian designer, [Gianni Versace](#) is my hero.

This is due to his full commitment to fashion just soon before his death.

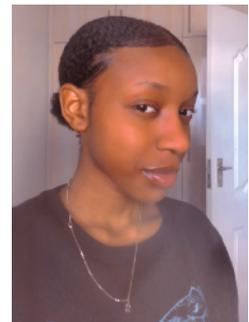
He interests me because of his unique design technique as he has based his sense of fashion on Roman/Greek mythology which is something that fascinates me.

Gianni was the founder of an international luxury-fashion house that still produces accessories, fragrances, make-up, home furnishings, and clothes.

Although Versace had become gravely ill after contracting HIV/AIDS, he made his last few days memorable by attending his 1997 final fashion show before his assassination on 15 July 1997.

Moroni Tembo: My hero is [Ryan Coogler](#). He is a 35 year old film director from Oakland California. I consider him to be my hero in history because he has given black people something they have been waiting for for many decades. Representation in film. In his first film, Fruitvale Station, Ryan Coogler told the story of Oscar Grant, a 22 year old black man wrongfully shot and killed by a police officer. This film allowed audience members to sympathise with Oscar and understand why, though he was a flawed human being, he deserved to live. Coogler's second film is called Creed. This film gave black audience members a chance to see a black boxer who soon became a national hero. This movie encouraged many people to be a better version of themselves. Coogler's last film was Black Panther which we all know has influenced the world today. It was very great for not only the black community to see it but the entire world. These films help other ethnic groups understand black people's struggles and they also give black people great characters to aspire to be like.

Mrinalini Agrawal: My hero is [Rani Laskhmi Bai](#). She is a historically renowned figure who led India's first war of independence in 1857. I admire her as she broke through gendered norms by being extremely capable in warfare and even led a kingdom, a duty only allowed to men. Not to mention, she was abundantly respected by people all over the nation. Her stories of resisting British troops in situations where she was at a great disadvantage are awe-inspiring. She is a heroic martyr who died for India's freedom and inspired many individuals from all over the world.



Lukene Chauke: Ivar the Boneless/Ivar Ragnarsson (800s-873) Sources: [Link](#), [World history](#)

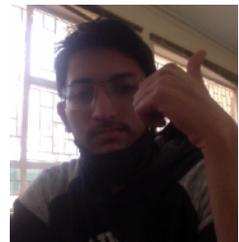
Ancient historical figure from the Viking era, also known to be the son of the famous Ragnar Lothbrok. He is best known for being one of the most feared Vikings, leading many invasions into England and other Anglo-Saxon kingdoms. However, what he is most famous for is being able to do all this and hold a strong title, whilst being a cripple, having the conditions (osteogenesis imperfecta). He is also known as "King of the Norsemen of all Ireland and Britain".



Carmen: The person who I admire most is [Sally Hansen](#). She was born in 1908 in Kansas. Hansen was able to find her own path early in life. At first she was a writer for the Los Angeles Times, then she became a somewhat famous dancer. She also took over her parents' failing cosmetic business and turned it into a successful company. In 1946, Sally decided to make her own company which is one of the top nail care brands today. She was all about women empowerment and had employed mostly women. She is inspiring, because during the 1940's, it was considered normal for women to stay at home and care for their husband and children. Sally Hansen challenged that stereotype and showed the world that women are just as capable as men in running a business.



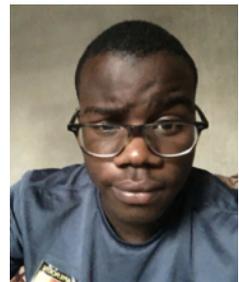
Gauraang: The person who I admire and who has made a significant impact on my life, excluding my family, is [Neil Degrasse Tyson](#). I grew up watching him and he is solely responsible for developing my interest in the scientific world. He is the figure that ultimately inspired me to follow my dreams in the times I questioned whether or not a certain route is more ideal than the other. To me, he can be considered a hero; I dream to be like him one day.



Niitumwa: The person I admire is Claude Monet. He was a French artist who was born on November 14th 1840 and died on December 5th 1926. He was known to be the founder of impressionist painting. Most of his artworks were focused on nature such as "poppies" (1875) and "woman with a Parasol" (1875). He used a limited range of colors by using oil paints, but he also used pastels. With a limited range of colors he did not use browns or earth colors and eventually stopped using black in 1886.

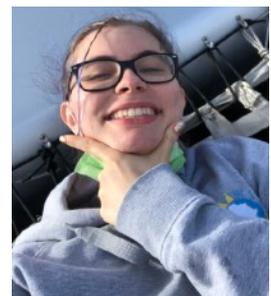
[Claude Monet](#)

Ransom: The person I admire most is Chimamanda Adichie, a critically acclaimed multi award winning writer. I could go on about what makes her great and admirable, but what really sparked my interest and later on admiration is not how she writes, but what she writes. Coming from Nigeria she has a particular interest in African culture, politics and family structures, often her stories come from a place 'within', though they can't be described as autobiographies. She has a very simple yet expressive tone of writing much like West-African English. My admiration stems from her views surrounding Africa and it's often un-discussed roots.



Link to an article on her: <https://www.wypr.org/show/midday/2021-07-12/notes-on-grief-from-nigerian-writer-chimamanda-ngozi-adichie>

Beatrice: I admire Nelson Mandela because when he was elected president of South Africa, instead of getting revenge on the whites for apartheid against the non-whites, he treated them equally and demanded for peace. I find this very commendable because as somebody that had to go through a great number of years in prison for the injustice, being discrimination against his race, he decided that instead of making the whites go through the same he would rather have an understanding between each other and live peacefully to have a better community.



Olivia Shino: Someone I consider to be a hero in the literary world is [J.R.R Tolkien](#). He is most famous for his books: The Hobbit and the Lord of the Rings trilogy, but he has also written other works such as 'The Silmarillion' and 'The Children of Húrin'. He is a well known author and often regarded as "the father of modern fantasy" or the father of high fantasy. His works firmly established the fantasy genre and repopularised creatures such as elves, orcs, dragons and the like. I consider him a hero because his works created an entirely new sub-genre of fantasy fiction, high fantasy. And he was able to tell such amazing stories and convey messages through his words. Tolkien walked so that authors could run because without him there would most likely be a gap in the fantasy genre today. Many authors pull from what he created and implement that into their own books. Therefore, I believe that Tolkien is a hero because he 'created' and opened up a whole new realm of fiction.



Michela: The person I admire most is Frida Kahlo. I consider her to be a hero because not only was she an amazing artist but she also redefined gender stereotypes and was very open about her struggles as a woman instead of sugar coating everything . Frida embraced every aspect about herself. Her femininity and masculinity, and instead of speaking of it, she lived it confidently. She never tried to hide what were considered 'masculine' features such as her unibrow and moustache, but instead she enhanced these features in her self portrait as well as "dressing like a man".



Today Frida Kahlo is considered a feminist icon because her paintings became a symbol of hope and empowerment for women.

IB Learner Profile: Inquirer

We would like to congratulate our Inquirer students for the month of August!

Well done to Gr. 6 - Phalana Masuku, Gr. 7 - Deon Bruwer, Gr. 8 - Jayden Kambinda, Gr. 9 - Ananya Pandey, Gr. 10 - Tobel Melese, Gr. 11 - Tanga Nandjiwa, Gr. 12 - Jessica Shaanika and Teacher - Jeff Bonazzo.

An **INQUIRER** endeavours to develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. University faculties regularly note IB students' passion for discovery.

Our next IB Learner Profile trait that we will focus on for the month of September is **Communicator**.



Our next IB Learner Profile Trait focus for September will be:

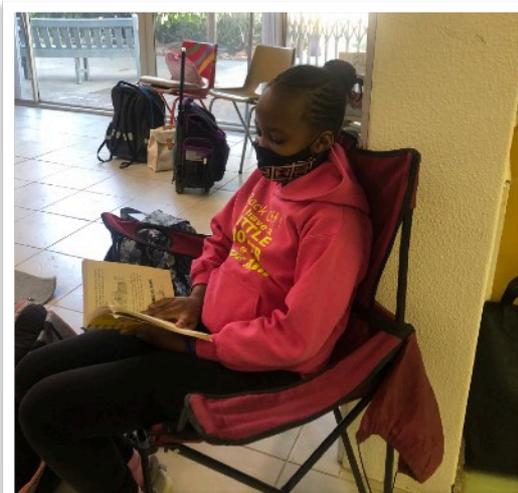
Communicator

A COMMUNICATOR understands and expresses ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Communication is what makes the WIS-team strong!

Are you able to choose the best method to communicate what you know? Do you listen carefully to others? Do you contribute? Do you present ideas clearly and coherently, in writing and orally? Do you use language accurately to express ideas? Are you able to understand different points of view?

All nominations to be sent to ajvrensburg@wis.edu.na before and by 24 September 2021.



Gr. 6's reading for WORD