



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### Car Park

We have started opening the Middle Gate for fifteen minutes immediately after 1pm and it appears to be helping.

We will now experiment with opening it in the morning for entry only. This will be more problematic (than opening it for exit) as we must make sure that our security arrangements are not compromised.

Sadly, and frustratingly, there are *still* parents who do not have WIS windscreen stickers. Surely it's not too much to ask?

May I repeat the advice to turn RIGHT when you leave by the Exit Gate and thereby avoid having to pass by the Main Gate where cars are trying to turn in.

### Monday

Please be reminded that from Monday we will revert to our normal school day and classes will end a little later than at present.

### Peter MacKenzie

## PRIMARY PRINCIPAL

### One Hundredth Day of School

This past Wednesday many of the grade levels celebrated the 100th day of school. Why is this day celebrated? It's a fun way to experience and play with the concept of one hundred.

As part of the build-up to the one hundredth day of school, many of the Lower Primary classes keep track, throughout the school year, of the number of days we've been in school, using straws or sticks and putting these in a 3-D base ten display. They also keep tally marks and create a number line number. These daily routines provide a visual and reinforce the base 10 system of counting by ones to 10 then regrouping, and counting by tens to 100 then regrouping. Reaching 100 is a milestone.



For 100's Day, several of the classes were asked to bring in one hundred of any item. Some of the collections children brought in were cereal, marshmallows, lego, pebbles, stones, tongue depressors and many other creative items. Preparing their

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## Dates to Remember

### March 2021

- 12: End of Term 3
- 22: Public Holiday
- 23: Start of Term 4
- 23: Gr. 9 - 12 Photo-Day
- 24: Gr. 2 - 5 Photo-Day
- 25: Gr. 6- 8 Photo-Day
- 26: EY 1 - Gr.1 Photo-Day



Facebook



Instagram



Twitter

hundred items gives children practice in counting. Comparing the different items brought in to school helps children see that 100 comes in different sizes and shapes. (A container of legos looks more than a container of popcorn.)

The children used their 100 items to count by different amounts (2s, 5s, 10s) as appropriate. They also looked at the patterns of these numbers, and the different groupings. Some classes made necklaces of 100 pieces of cereal, giving them practice in their fine motor skills as they put the thread through each piece. Here are links to view how 1J and 1D celebrated 100's Day:

[Grade 1J Celebrates 100's Day](#)

[Grade 1D Celebrates 100's Day](#)

Some of the older students were engaged in activities such as making one hundred hundreds cubes - these will be useful as manipulatives and providing a visual for understanding place value beyond one hundred. They also solved Math problems related to one hundred. Mika in 4D showed initiative in creating the image above using the Pixar App to celebrate 100's Day.

100's Day is a reminder that we are more than halfway through the academic year. It might be a good time to scroll through your children's Seesaw posts and reflect with them on all that they have learned and accomplished in their first 100 days of school.

**Regards,  
Beth Smith**

## 100-day project

As part of our 100 days of school celebrations and to help our understanding of fractions and decimals, 5J embarked on a project to make 100 'thousand cubes'. After each step, we questioned the fraction that we had completed and the fraction left to complete. How would we express this as a decimal? Could we simplify the fraction? It gave us lively conversation as we worked on this, around our Passion project completion and our Passion research. By the end of the day we had completed 39 out of the 100, that is 0.39 or 39/100. We will continue to the 100!

*Update: On Thursday we completed 100 cubes.*



**Grade 5J**



# The depARTSment

## Grade 2 Arts and Engineering

**Where we are in place and time.**

Using junk modelling to build and create allows students to apply and develop STEAM skills during the creative process. This experiential learning is supporting their current unit of inquiry; *Innovation and invention can transform the way people live.*



Using STEAM experiences in the classroom allows the students to innovate and engineer new ideas that solve problems to improve the world around them. Whilst junk modelling the students can be seen taking thoughtful risks, growing in confidence, engaging in experiential learning, persisting in problem-solving, embracing collaboration, and developing their fine and gross motor skills. Collect recycled materials and try junk modelling at home.



We are still accepting all recycled materials made from wood, metal, glass, fabric and metal.

**Laura Smith**

## SECONDARY PRINCIPAL

### Time to think about your future - IGCSE and IBDP Information Session

It is time for our Grade 8 and 10 students to make some conscious decisions about their plans for the future. As every year, we will be hosting our IBDP and IGCSE Information Sessions at the end of February:

**Date: Thursday, 25 February 2021**  
**Time: IGCSE 17:30 - 18:30 & IBDP 18:30 - 19:30**  
**Venue: WIS PLC**

It has proven successful in the past years to host this as a fair style event. Teachers and Grade 9 & 11 students assist in exhibiting their subjects and being available to talk about the details for their subjects to enable Grade 8 and 10 students to make informed decisions about their choices for the next two years of their education. Choosing subjects for IGCSE is still relatively broad and should give students an opportunity to pursue their interests and passion, but also gear them to the final stage in their education. In the IBDP, subject choices are more critical, since they potentially determine what a student can study at university. It is therefore important that students together with their parents discuss these and try to find a range of subjects that will enable the young person to dive deeper into their field of interest, but also to start preparing for their future post-school.

It is imperative that parents and their children spend time to consciously discuss and decide the choices that are made. It should not be dictated by parent interests and opinions solely, but should be driven by the child's interests and goals. These can often not be pinpointed directly in Grade 8. The choices should therefore accommodate a student's interests and be as broad as possible. We encourage a balanced and broad choice - with subjects across all the different fields of study - languages, sciences, mathematics, humanities and the arts.

In Grade 10, at the end of the IGCSE course, students should already have a clearer idea of their strengths and the fields of study they might want to pursue later in life. Their choices can then be directed more towards that.

On Monday, the 8th of February Mr. Fitzpatrick, our IB Diploma Coordinator already did an introductory session with our Grade 10 students. Here is his feedback on the session: *"All thirty-three Grade 10 students and two students remotely participated in a Monday afternoon engaging hour-long overview session in the Auditorium on the IBDP led by the WIS Diploma Coordinator. Iuze and Amelie, two Grade 11 students, led stimulating question and answer sessions with the eager Grade 10 students who exhibited a keen interest and eagerness to absorb all they could learn. Besides the detailed summary of the IBDP full diploma requirements, the session provided the Grade 10s with the opportunity to reflect on possible course selections, and how their future career interests influence their course of study in Grade 11-12 at WIS."*



Please feel free to contact the different subject teachers or myself if you have any questions ahead of this event.

**Regards,**  
**Maggie Reiff**

## Grade 6 Social Studies

The students didn't go to the Library; the Library came to the Social Studies class. Back in the day, a book was a treasure that students and teachers would rely on to learn more and research something new. For me, the smell of a library brings me back to my childhood and the pleasure of feeding my curiosity.



Today, students do not need to go to a library either because libraries are digital and because they have Google. In a world full of information, students can be more misinformed than ever or if they don't know how to judge the information they see.

Today, we didn't go to the Library. The Library came to our class and prepared a session on academic honesty, research, crediting and cite information and sources.

Intellectual development is also made by handling sources and being responsible for source usage. Academic honesty and academic integrity should be present in our minds, and will help us guide our research and will teach us that you can have different expectations on how to use sources for other subjects.

Thank you, Mrs. Liz, for taking the time to help us to be Principled!

### Grade 6 JB Social Studies Class

## Creative writing

### Why develop creative writing?

Every two weeks the Grade 8 students are given ten vocabulary words that link with what we are currently learning in class. The students not only need to know the meaning of the words but are encouraged to develop their creative writing skills by writing short stories using these words. By doing this regularly it gives the students the ability to share their personal experiences with others and it sharpens their skills to express their thoughts clearly. It also helps with broadening their thought process, using their imagination more often, and problem-solving.



The Grade 8s were asked to focus on the genre of 'Romance' for this specific spelling list. I thought this would fit well given the fact that Valentine's Day gets celebrated during this week. I hope you enjoy reading this short story by Yasmine Armstrong Grade 8JM.

### The Subway

I turned around to see him running towards me at an immense speed, I quickly turned around a corner and continued down the cobblestone path leading to the subway stations. I boarded the nearest train and heard echoes of voices all around me as I frantically searched for him. In truth, I hoped he was here, but at the same time, I hated him for what he had done and hoped that I would never have to look at his face again. But how can you hate someone and love them so much at the same time? My thoughts were quickly disturbed when I got off the bus only to stare into the one person's eyes whom I had been running from.

He quickly grabbed me and turned to whisper in my ear "I found you." I turned around and stabbed my finger into his chest and said, "This is all your fault, she would have been alive if you had just let me go,". He looked down and smirked at me as he asked, "Who?" I glared at him as tears began to form in my eyes, "You know who.", for a moment I thought I saw remorse flash in his eyes but they were quickly washed away when he whispered, "Ah, you mean your sister? The one who had cancer? Her death was inevitable anyway." I felt a tear fall down my face as I glared up at him, how could I have ever loved him?

"If you hadn't kept me at that well, distracting me, maybe I could have saved her," I said as I looked away to watch the children playing in the snow, at this point we were standing outside the subway station in the freezing weather.

He stared down at me and opened his mouth as if he wanted to say something but quickly closed it again. I looked away from him and instead looked away at a rat filled tenement in the far distance. I had grown up there is a small catholic school that taught us about everything from prophets to life lessons from the Bible, even though I wasn't religious anymore, those lessons stayed with me my whole life and I hated seeing how much the school had fallen apart.

I looked back up at the man who was meant to be the love of my life, I hated him for what he had done, even though I knew he was trying to protect me and keep me from seeing my sister, the only person I ever cared for, in pain. I keep trying to tell myself that it isn't his fault and that he only ever cared for me, but I needed to blame someone else besides myself.

**Yasmine Armstrong, Grade 8JM**

## Visiting Journalist

During our Grade 9 Homeroom session this week, we welcomed James Jamu to lead our investigation into Journalism. James currently writes for The Namibian and has been responsible for conveying a range of high level news stories to the Namibian readership.

Our learners received a valuable firsthand insight into news stories including; Fishrot, Gender Based Violence Protests and the recent escalation of violence on the Namibia-Botswana border in the Zambezi region.



*The photo was taken by James and was featured as a front page recently.*

At the conclusion of the talk the discussion moved towards an interactive session during which the students posed questions exploring issues around the phenomenon of fake news, the commercialisation of news and gonzo journalism.

**Tom Jackson-Read**

## Term 3 and 4 After School Sports

Please see below all sports activities that have been listed for the 3rd quarter. Activities will be open for EY3 to Grade 12. Sporting codes will be incorporated into others if less than five students sign up.

- Secondary activities begin January 26, 2021
- Primary activities begin February 1, 2021

	Monday	Tuesday	Wednesday	Thursday
<b>Grade EY3-5</b> 1:45-2:45	Athletics Ms. Sonandre	Netball Coach Virginia/Ms. Jane	U10 Boys Soccer Ms. Audrey	Athletics Ms. Richenda
	U8 Soccer Ms. Audrey Girls Soccer Mr. Chi/Ms. Laura/Ms. Sinead	Basketball Coach Mpume/Ms. Audrey	Netball Coach Virginia	Basketball Coach Mpume/Ms. Audrey
				Girls Soccer Mr. Chi/Ms. Gisela
<b>Grade 6-9</b> 1:45-2:45	Basketball Coach Mpume	U12 Soccer Mr. Tom	Basketball Coach Mpume	MS Soccer Coach Virginia
	Athletics Ms. Sonandre			Athletics Ms. Richenda
<b>Grade 10-12</b> 2:50-4:00	Basketball Coach Mpume/Ms. Audrey	Basketball Coach Mpume	Basketball Coach Mpume	Basketball Coach Mpume/Ms. Audrey
	Netball (all grades) Coach Virginia	Volleyball (all grades) Ms. Auried/Mr. Chi	Netball (all grades) Coach Virginia	Volleyball (all grades) Ms. Auried/Mr. Chi

There will be 2 sessions offered:

- 1:45-2:45 EY3 to Grade 9
- 2:50-4:00 Grade 10-12 and any invited from the younger grades except netball

Please note Netball is for all Grade 6 - 12s from 2:50 pm to 4:00 pm.

Use the link below to sign up. You will not be allowed to participate if you have not signed up.

[SIGN-UP HERE](#)

## Bike Workshop

Thank you to all of you who have expressed an interest in the Saturday Morning Bike Workshop. The first session will likely start on the following dates: 27/02, 06/03, 27/03, 03/04.

As a reminder it will be a basic introduction to cycle maintenance, cycling skills development and road safely.

Tom Jackson-Read



## WIS PTA Coffee Social

Join us every  
Thursday Morning!

Dear WIS community  
Grade 7 Art students are in need of  
old MAGAZINES for their current  
collage project.  
If you have any, please drop them off  
at the secondary Art Studio  
(Room 42).  
Thank you 😊