



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Wildlife at WIS

Namibia is a beautiful and wonderful country full of breathtaking views and fascinating wildlife. We are about to go into a week's holiday and I know that many people will be travelling to the North and to the South and to the coast and that they will marvel at the flora and fauna they will see there.

But you don't need to leave Windhoek to see amazing creatures. You don't even need to leave the school.

I've recently been observing the growth and development of a caterpillar that will shortly become a Citrus Swallowtail butterfly. (Its location is known only to me and two Primary School learners who have been sworn to secrecy.) I'll remember it because it's the first time I can recall being threatened by a caterpillar. Look up *osmeterium* and you'll see what I mean.

And daily, once the field has been vacated, I can look out of my office and enjoy the Yellow Mongoose and Ground Squirrels that gambol across the grass. I'm even told that in years gone by a pangolin lived on campus.

Conversely, it may be reassuring to most parents that in nearly four years here, I've only been aware of one snake and that was tiny and harmless. (How boring. In my school in India we regularly caught cobras and vipers and all sorts.)

And then there's the birds. How many people, I wonder, notice them? And how many realise what variety we have here? For the record, more than forty have been recorded. (There are certainly more.) How many of these have you seen?

Acacia Pied Barbet
African Grey Hornbill
African Hawk-Eagle
African Palm Swift
Black-chested Snake Eagle
Black-faced Waxbill
Black-shouldered Kite
Blacksmith Lapwing
Black Stork
Cape Glossy Starling
Chestnut-vented Tit-Babbler
Common Drongo
Common Scimitarbill
Crimson-breasted Shrike

Crimson-breasted Sunbird
Dusky Sunbird
Egyptian Goose
European Bee-eater
Groundscraper Thrush
Hamerkop
Hoopoe
House Sparrow
Laughing Dove
Lilac-breasted Roller
Little Swift
Marico Sunbird
Pied Crow
Pirit Batis
Red-billed Buffalo Weaver

Rock Kestrel
Southern Masked Weaver
Southern Red Bishop
Swallow-tailed Bee-eater
Tawny Eagle
Violet-backed Starling
Wattled Starling
White-backed Mousebird
White-browed Sparrow
Weaver
White-rumped Swift
Willow Warbler
Yellow Canary

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Dates to Remember

March 2019

- **25 - 29:** Sec Week A
- **21:** Independence Day
- **25:** Term 4 Starts
- **28:** Prim Student Led Conf. : TBC

April 2019

- **03 - 05:** Science Fair
- **10 - 12:** PYP Exhibition



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Happy holiday!
Peter MacKenzie

WEEKLY PUZZLER

Tiancheng (Gr 6) showed that he could identify the odd coin in 4 weighings. Well done!

Thursday, March 14, was International Pi Day. Hope you all enjoyed it! We will have a week off, and so we'll give you two puzzlers this week for the price of one.

First, why was Thursday International Pi Day?

Second, check this [video](#). Why is it that this demonstration produces the digits of Pi?

Send your answer to pfarrell@wis.edu.na



PRIMARY PRINCIPAL

Sports Day

Last Friday's Sports Day was a fantastic day enjoyed by all. It was wonderful to hear all the cheering, to feel the school spirit, and to witness good sportsmanship. To sum up the enthusiasm of the event, one of the EY3 students said to me, "This is the best day ever!"

Interns

This week we welcomed two interns who are doing their teaching practice with us for the duration of the semester. Kimberley Schippers is with EY3DC and Rianne Vroegindewij is with 2P. Kimberley and Rianne come from The Netherlands and are students at Stenden University.

Student-Led Conferences

The Student-Led Conferences are taking place during the day on **Thursday, 28 March**. (Please note that **there is no school for Primary students** on this day; students only come to school for their scheduled conferences.) Invitations with your child's scheduled conference time were sent home earlier this week.

What is the format for the Student-Led Conference?

The students are responsible for leading the conference and sharing their learning with their parents. They may demonstrate their learning through different stations or centres, sharing samples of their work and their Seesaw learning journals/portfolios. There will most likely be other children scheduled at the same time for the conference in the Homeroom.



You are strongly encouraged to make time to visit the Specialist classes, either before or after the Homeroom conference, as these classes are an equally important part of your child's school experience. The Specialist teachers will also have stations, activities and/or work for your child to show you. Your child will have a checklist of the various Specialist teachers to be visited and will be your guide to these classrooms.

What is my role as a parent during the conference?

First and foremost it is important that you are fully present. Your cellphone should be turned off or put on silent so that you are not distracted during your conference. Your role is to listen, encourage, show interest, be constructive, be sensitive and to ask questions. This is your child's time to have your undivided attention. It is a time to celebrate your child's learning and the accomplishments that he/she has made so far this academic year. During the conference, you will also be able to support your child with reflecting on what he/she has done well and with setting goals for areas that can be further developed.

What if I want to talk with the teacher about my child's progress?

The teacher will be present during the conference, supporting the students as needed. Your child's sharing of his/her learning and work should provide evidence of the progress your child is making. If there are any specific concerns that you would like to discuss with the teacher, please arrange with the teacher for a separate appointment to take place after conferences.

I'm sure you will find the conferences to be a rewarding experience for both you and your child.

**Regards,
Beth Smith**

The day of a 4 - 5 year old at WIS

We are always excited to be with our friends and teachers every day. We cannot wait to share our stories with each other. We look around the classroom and see many interesting activities waiting for us to explore. We dive into the activities as we settle in for the day. After a few minutes, our teachers call out for tidy up time. Cleaning up is such hard work and can take a while. Then we start preparing ourselves for a morning circle, where we join together in songs and rhymes on the carpet. We learnt about the days of the week during this time too and we can not believe that it is already March! I guess time flies when you are having fun! Soon after, our teacher shows us some stretches and exercises that we try to follow and copy. We do this every day because it makes our bodies and minds strong. Sometimes we feel like we can do some exercises better than the teachers. Yes, you're right, we help them!

It is very important to eat healthy food for breakfast and lunch and we make sure we drink plenty of water. We understand this well because like today, we played and ran under the scorching hot sun. Phew!

Throughout the day our teachers encourage play, creativity and imagination as we use construction toys,



manipulative toys, multi-sensory materials and build our make-believe stories as we role play. We had so much fun playing today, we were writing numbers in shaving foam, driving with cars on the lazy eight outside, painting rainbows on big papers and learning how to play snakes and ladders. We enjoy going to school because we learn through play every day .

At the end of the day, we have our quiet time and we relish the story time with big books and puppets. It is always hard to leave our friends when we see our Mommies and Daddies at the door to fetch us. Although, we know that tomorrow is another day just like this and we can't wait!

Ms. Sonandr  and Ms. Ingrid (EY2)

A message from The PSC

The Primary Student Council

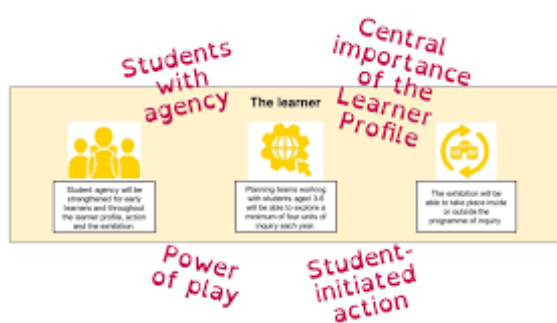
The Grade 6 and Grade 8 students created these beautiful and informative “Sun Safe” posters to create awareness and reminders of the importance of being safe in the sun. The extreme hot weather and climate have reminded us that we need to take precautions to protect ourselves from the harsh rays of the sun. Please look after yourselves. Put on a hat, smear on some sunscreen and stay safe. We have placed these posters up and around the school community. Please support our school campaign and protect yourself.

Primary Student Council



Artist(s): Davan Grade 8AJ, Pohamb Grade 8AJ, Gerhard Grade 6A, Rachael Grade 6, Pohamba, Grade 8AJ

Message from the PYP Coordinator



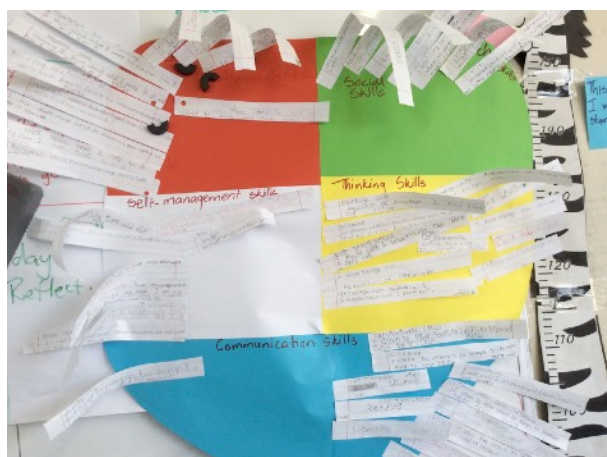
As we explore the PYP enhancements in the context of our school, this coincides with a lot of reflection and discussions that we are having about student agency and how this can become a real and an authentic part of student engagement in their learning. Why is student agency and voice an important part of the PYP?

Students are able to feel that their community is a place where they have opportunities to voice, opinions, where they are consulted in decisions that affect them, where they can make choices and ultimately experience a sense of ownership over their learning. Approaching

assessment as something you do with students—not to students—helps them experience more ownership and voice in the process of assessing and evaluating their own learning.

Students are becoming more actively involved in co-constructing success criteria. They use feedback based on this criteria to modify and improve their learning. This supports students' development of self-efficacy.

Building a culture where students see one another as valuable sources of learning, assistance and feedback has also helped students to be able to take ownership of pursuing learning through multiple avenues—not only depending on the teacher in the room.



Students being able to participate in decisions usually made by the teacher helps them feel like they have a voice. The more involved students are made to feel the more connected and engaged they are in their learning.

On the left is an example of Grade 2 students having input in their learning, using their voice, and agency as they choose and reflect on the Approaches to Learning Skills (ATL SKILLS) they will be using in their learning.

Avril van Zyl

Primary School Mascot Pitch

The Primary Assembly time is a time for students and teachers to share the learning and teaching that happens within the PYP. This is also a time for students to voice their thoughts, opinions and ideas.

The Primary Student Council has been liaising with the other WIS Council(s) to drive a vote for our school mascot. This will be decided later on next term, once the Secondary School has pitched their choices. On the 1st of March our Primary students pitched their choices and made a convincing campaign per grade level, as to why their choices were the best. Click [here](#) to view photos and videos of the Primary pitches.



- **Early Years 1:** Voted for the elephant, their message was because it is "strong, clever and cute!"
- **Early Years 2S:** Voted for the Oryx, their reasoning and messages were displayed in posters, "It has big horns, it is smiling, it moves in groups and it eats grass."
- **Early Years 2G:** Voted for the Rhino, because of its "strong, physical power and strength...", they performed a chant.
- **Early Years 3:** Voted for the African Fish Eagle because: "strength and poi's majestic with beautiful colours, power, it's from Namibia!"
- **Grade 1J:** Voted for the Porcupine, see their story [here](#)
- **Grade 1B:** Voted for the African Fish Eagle,
- **Grade 2D:** Voted for the African Fish Eagle, "remember it is on our Namibian coat of arms!"
- **Grade 2P:** Voted for the African Fish Eagle, because it is the "Voice of Africa - loud voice; confident and courageous." They acted a story to go with.
- they created and performed a story
- **Grade 3:** Voted for the Oryx, and presented their reasons in a live debate - between African Fish Eagle and the Oryx.
- **Grade 4:** Voted for the African Fish Eagle, "Grade 4's would like to propose Fish Eagle as the WIS mascot, because it is brave, determined, courageous and it has grace. The Fish Eagle does not give up and nor will WIS kids."
- **Grade 5:** Voted for the Oryx, because, "We call our newsletter the Oryx and it's on the passport and coat of arms of Namibia and lives up to 50; unique."

Avril van Zyl

Mission accomplished!

Primary Inter-House took place on Friday 8th March. Surely, we celebrated something bigger than we ever have done in the past. From EY1 to Grade 5 the students' spirit, compassion, enthusiasm, and determination were in the air.



Caracals



Lions



Leopards



Cheetahs

Young athletes competed in several athletic disciplines, such as trail run, sprints, hurdles, ball throw, shot put, long jump and the most important relays.

The question is who is the winner? After many discussions, concerns and suggestions from teachers and parents, the Sports Committee decided that we will not combine the score from the previous event due to the fact that Secondary students were involved in the swimming event. That brings us back to the results of this athletics event.

The winner is....

First place: Leopards with 136 points

Second place: Lions with 100 points

Third place: Caracals with 90 points

Fourth place Cheetahs with 68 points

A big thank you to our wonderful PTA for supporting our event.

We are looking forward to our next Inter-House event. If you have any concerns, questions, or suggestions about sports events please feel free to contact: bstephanus@wis.edu.na or echinyemba@wis.edu.na.



Once again thank you all for making this event a success. A special thank you to BDO, Westlane Spar, PTA and Ms Angie for providing shading for our athletes. Mr. Antonio and Mr. Dawid for preparing the field for us and all athletes who did a wonderful job out there. We are very proud and happy to see so many students involved in sport at WIS.

More photos from this event can be found [HERE](#).

Beata Stephanus (o.b.o Sports Committee)

Poetry with Grade 8AJ & 8MP

Thank you Grade 8AJ & 8MP for a great collaboration with our students. We received 16 different ways of expressing thoughts, likes, and opinions onto a paper. Grade 8 students put a lot of effort into their poems.

Here are some examples. Diva described Beritha in her poem and Davan described Madeline.

That's me

By Diva

Adorable and energetic,
Is the one who loves gymnastics,
Wants to be a unicorn
And brave like Wonder Woman could she have sworn

The name is Beritha,
Who loves to eat Pizza

She wants to be famous for dancing,
And go around the sea like a seahorse by prancing.
She loves trailing and running,
As well as she trails around humming

The name is Beritha,
And is as sweet as a Margarita

School is where she love to go,
And has two dogs that you should know.
Dollhouse is her favourite toy,
Madeline is the girl who brings her joy.

The name is Beritha,
And she is as pretty as a Señorita

Dancing Blue Eyes:

By: Davan Pokelo 8AJ

A warm Summer morning
Fit for a swim with Ariel
Rocky and rose snoring
Disney princesses singing
Tuna and rice munch, munch, munch
Eat it for every breakfast and lunch
No chocolate though don't get swept away
But I prefer gummies shaped as bears
Pizza with Nemo yellow salt
GOAL! AC playing ball on the green grasses

Ending with a starry night fit for a princess
entering a magical dreamland after
Sweet dreams she wish for
Blinking her eyes
Like butterflies
Eyes of royalty open to
Cala Lencic rivers
Candy lands, with fluffy bunnies
surrounded by smiles as sunny and bright as honey
with Cape Town in the distance

A Hot chocolate and Art play date with Tiana and the frog
Her bunny and Tiana's prince are best of friends
Doing yoga like bubbling soda
Swish, swish, swish
Like a graceful ballerina leaping through the air

As Mr. Genie
Paints the colors red, orange, yellow, green, blue on the paper
Painting into neverland
Madeline created an Masterpiece
With the whole town in awe
The people praising and hopping
They've found their princess

A little American a little South African
What a beautiful mix
The artist that is now in ball gowns, hopping with bunnies, a sister to the
people, light and hope she brings
Like a flower blooming



Thank you to Ms. Angie for this opportunity and great collaboration. It is always a pleasure to work with you and your students. Until next time...

Grade 1 Team

Namibian Superhero visited WIS!

Last Tuesday we had an opportunity to train with the greatest superstar Ananias Shikongo. This is what the students had to say about his visit.



"On Tuesday 12th March we had our athletics afternoon activity and this time it was quite special because Ms. Beata and Mr. Chi invited one of the Namibian Gold medallists to attend. He is blind and his name is Ananias Shikongo. So when he arrived we greeted him and then we asked him questions about athletics and the Paralympics. What I learned was that even when you are blind you can still cry so tears come out of your eyes. After asking Mr. Ananias Shikongo some questions we went down to the field and we trained with him.

First, we warmed-up by running around the big field. Then we did some stretching exercises and running drills. We saw him run at his full speed and when I ran against him he was unbeatable. He would run with a partner who would be as fast as him. We are really thankful that he came, we would like to meet him again or maybe even go to one of his practice sessions." **Anant Grade 5K**

"Mr. Shikongo inspired me with his story about how he got blind and still won a Gold Medal. He trained with us and it was a bit challenging. I am so surprised how fast he can run. I hope he comes again and trains with us again. My favourite part of it was when we got to race with him and his helper." **Nelao Grade 3V**



Experiencing the presence of an Olympic Gold medallist just never ceases to amaze me. And more so being a blind Paralympian. One important message I took away on Ananias' visit was to never give up on yourself no matter how old you are or how difficult your challenge may be. If you have a goal, a dream, a vision always work hard and persevere

until you achieve it. No great accomplishment ever came easy! He is a true inspiration to the young and the old to not let your disability or disadvantage affect or come in the way of accomplishing something great. And competing against him made me realise I can do anything. Even just barely beating a Gold medalist.” **Richenda Bok**

More photos from this event can be found [HERE](#).

Athletics Club

SECONDARY PRINCIPAL

Reflecting on the past months and looking ahead to what lies before us



When we look back at the last months, we see that a lot has been happening in school. But, there is always a lot happening in school. What is important, is that we keep on moving forward, keep on learning - we all are learners for life.

In the past months, we have had a lot of change happen in the Middle School at WIS. When we reflect on what has been happening and especially look at the outcomes of these changes, I can only commend everyone who has been part of this journey that we have started taking in the Middle School. I want to commend the teachers in Middle School who have worked tirelessly to get their heads around the new ways of assessing and planning. Especially in the last week, when Mary Montgomery was here, teachers have worked extremely hard -

discussions were open and meaningful and in the end, the purpose was to look at what is best for the children in our care and at this stage of their education.

I must also commend the parents who have attended our information sessions. It has become a regular event and all these evenings have so far been positive and encouraging. It becomes evident that the parents attending these sessions have their children's education at heart. Thank you to Michael Parsons who plans these sessions meticulously and makes sure that we convey our messages as clearly as possible to the parent community so that we are all on the same page.

I also want to commend our students who have embraced these changes and engage in the new learning environment with enthusiasm and positivity.

Here are some dates to diarise for the coming weeks that further enhance the opportunities we want to open for our community:

- **Wednesday, 27 March, Parent Session @ 18:00 - Technology in education and Media Balance**
- **Thursday, 28th March @ 18:00 - Visit by a representative of the EU Business School**
- **Tuesday, 2 April - St. Paul's Career Fair**
- **Wednesday, 3 April - Friday 5 April - Science Fair**

These are again opportunities to plan ahead and make choices that benefit our learner's future and their learning.

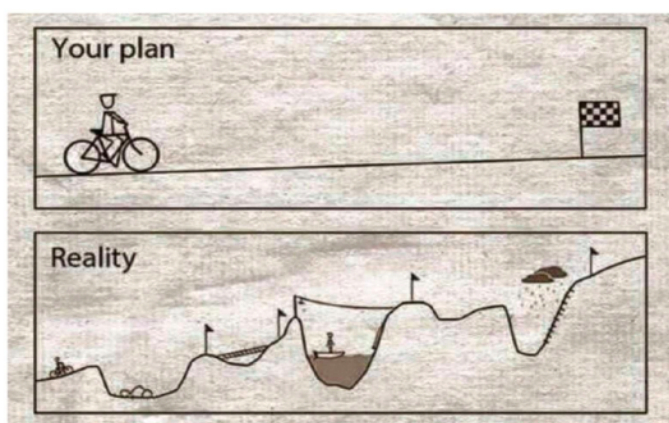
**Regards,
Maggie Reiff**

Criterion Based Assessments

Hello again, from the greatest place on Earth, the WIS Middle School. This week's article will take a look at [Criterion Based Assessments](#). Before informing about the "what" and "why" of Criterion Based Assessments, I'd like to define a few terms.

Criterion: "A standard by which something is judged or assessed." **Criterion Referenced (Based) Assessments** "are designed to measure student performance against a fixed set of predetermined criteria (concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education)."

VUCA: "Volatility, uncertainty, complexity and ambiguity - a catchall for "It's crazy out there!" (refer to the image at the end of the article)."



So what does VUCA have to do with how we are doing assessments in the WIS Middle School? This is a great question! If you look back to our education (known as "traditional"), we were exposed to "teacher-directed" instruction and we were given assessments to test our ability to recall facts, dates, names, place names on maps and see how well we could recall memorised information. This type of education was basically the same as my parents' education. Since I left Middle School, the world has changed. Yet here in Namibia, the way education is approached has remained basically the same.

Think about the job you have now. Think about how much your profession has evolved in the past 10 years. Think about what careers/jobs your child will be seeking in 15 years. Will teaching content and facts to Middle School Students help them cope in the future? Does having students memorise facts and then take a standardised test prepare them for the VUCA future?

The WIS Middle School has adopted assessment criteria for each of the different subjects. Each subject will have four criteria (A,B,C and D). Each subject's criteria are slightly different, however each criterion has fixed descriptors at each achievement level and students, parents and teachers should be able to identify at which level of achievement a student is performing/accessing the curriculum. Each of the criteria is assessed from an Achievement level 1 (lowest) to an 8 (highest).

Using these criteria to assess students in the different subject areas, will increase transparency, will increase communication of achievement and will help prepare students for an unknown future. Criterion Referenced Assessments (CRA) will allow students to transfer, explore, innovate, research, evaluate and discuss information in different ways. It will give students opportunities to show their understandings in multiple forms and it will give students different opportunities to be creative, choose and grow as a learner.

Criteria will provide a shared language for all stakeholders, will provide evidence of achievement, will allow for moderation, reduce subjectivity and provide more alignment between grade levels, subjects and teachers. The criteria adopted by WIS are the same criteria used by 1000's of IB schools around the world. The criteria have been developed and refined over the years in the MYP Programme. They are based on research, implementation and feedback from schools/teachers around the world.

The image below shows the different criteria for each subject. Students, parents and teachers will become more familiar with the criteria over time. In subjects, teachers will go through an assessment process with the students and parents.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Social Studies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Summative Assessment Process (**Assessment OF Learning**)

- Teachers plan formative and summative assessments to support the key concept of the unit (**Assessment FOR and OF Learning**)

- Teachers give the assessment - they make sure students understand the task sheet and the task-specific criterion rubric

- Teachers "assess" student work (grading)

- Students reflect on the assessment using a "Reflection Template" (**Assessment AS Learning**)

- Assessments go home to be signed by parents after the student has gone through their reflection and assessment with her/his parents.

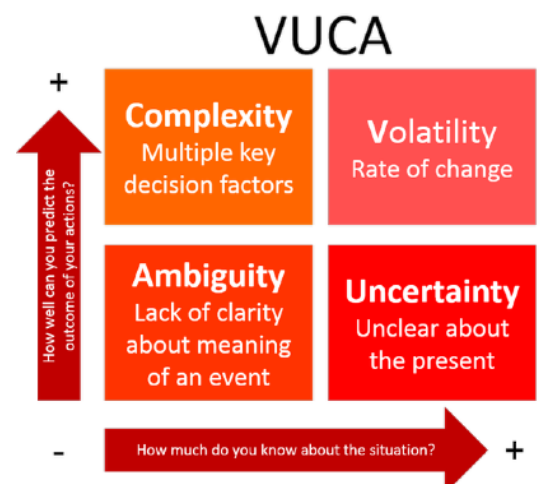
- Reporting - Criterion Achievement level on Edmodo

For the rest of the school year, to increase transparency and communication, teachers will be posting Achievement Levels on the Edmodo Gradebook. Summative Criterion Assessments will be named starting with the criterion letter and then the assessment name. Example: "A - Algebra Unit III Maths Test" or "B - Expressions Investigation"

The WIS Middle School is building its programme around decades of educational research. By doing this, WIS is becoming Namibia's leading institute of innovative education and WIS is in the process of developing future leaders of this country who will be able to handle anything VUCA throws at them.

I hope this article brings some clarity to the processes we are currently going through in our Middle School. If you have any questions, please contact me (Michael Parsons) at mparsons@wis.edu.na.

Michael "P" Parsons



Grade 8 Mathematics

In our current unit, we are looking into *relationships* of direct proportionality that, when plotted on a graph, form a straight line. We call this linear relationships.

I gave the Grade 8s an activity to calculate the gradient of lines given to points, using rise / run. We came across a very interesting question where the rise was 2 and run 0, giving us $2/0$. Some students said the answer is 2 and some said it's 0. Which one is it? I saw this as a great learning opportunity for students to understand why the answer is neither 2 nor 0. So, I brought in one of our IB Mathematics teachers to take the class through proofs as to why neither one of their answers were right.

Ester Shaanika



Divide by 0: Get sucked in a Black Hole

What is 2 divided by 0, everyone was pondering... Luckily, Ms. Padmini came to our rescue.

She began by explaining that you cannot divide anything by 0. She proved that to us by using a mathematical technique called contradiction. Proof by contradiction is a combination of statements, ideas, or features which are opposed to one another. She showed us an example which was true until the extravagant confusion in the last statement ; **$2=3$** .

She explained that $2=3$ can be true by breaking rules and making a new one. Mathematicians break rules all the time, for example, finding the root of a negative number was thought to be impossible, but the rule was broken and any negative number's square root was said to be 'i' which stands for imaginary. That's why the rule can be broken but **$2=3$** is not normal for our mathematical brains.

After that we went back to our puzzling question, 2 divided by 0. She noted down this confusing notion **$2/x \rightarrow \infty$ as $x \rightarrow 0$. $2/0$ CANNOT BE EQUAL TO ∞**

We were all very pensive about this. After noticing our pensive faces, she told us to grab our calculators and type in any number, then divide it by a number with as many zeros after a point as our calculators could handle. We each got different, enormous numbers, and now we know that the closer the denominator is to zero the result will always be an enormous number. So instead of that, you can write $\rightarrow \infty$, which you read as 'it tends to be infinity'.

In conclusion if you try to divide anything by 0, **YOU WILL GET SUCKED INTO A BLACK HOLE.**

By: Diva and Giulia

Grade 10 – IGCSE ART & DESIGN

Poster designs for the musical "HOME"

In line with the organic growth process of the musical 'HOME', written and directed by the Secondary Drama Group, Grade 10 IGCSE Art & Design learners created poster illustrations with little information about the content of the play; an idea of a story line and some sample music. Long before a title or other details were known they set out to create a visual synthesis of these ideas as an illustration for the poster.

This is what they came up with:



Once the typography was added digitally, cast and crew were asked to vote for the poster they found best represents their musical which was by now well advanced.

75% of those who voted chose 'Poster No. 1', illustrated by María de la Paz-Nápoles. Congratulations!
Heike Mayer (Rubbert)

Secondary Inter-House Football

On Wednesday friendship and year group allegiances were put aside as the entire secondary student body convened in their respective house group to play inter house football matches.

There were four competitions running simultaneously between the MS Girls, MS Boys, Senior Girls and Senior Boys. The outcome of these four competitions were then compiled to give an overall winner.





Game	Time	Pitch	Fixture	Team1	Team2	Lose	Draw	Draw	Win	Leopards	Lions	Caracals	Cheetahs		
Game 1	9:30	1	Senior Boys - Lion vs Leopard	Lions	4	6	Leopards	Lions	N/A	N/A	Leopards	5	1	0	0
		2	Girls Senior - Lion vs Leopard	Lions	0	15	Leopards	Lions	N/A	N/A	Leopards	5	1	0	0
		3	MS Boys - Caracal vs Cheetah	Caracals	5	1	Cheetahs	Cheetahs	N/A	N/A	Caracals	0	0	5	1
Game 2	10:00	1	Senior Boys - Caracal vs Cheetah	Caracals	4	1	Cheetahs	Cheetahs	N/A	N/A	Caracals	0	0	5	1
		2	MS Boys - Lion vs Leopard	Lions	0	5	Leopards	Lions	N/A	N/A	Leopards	5	1	0	0
		3	Girls MS - Leopard vs Cheetah	Leopards	1	1	Cheetahs	N/A	Leopards	Cheetahs	N/A	3	0	0	3
Game 3	10:30	1	Girls Senior - Lion vs Cheetah	Lions	0	8	Cheetahs	Lions	N/A	N/A	Cheetahs	0	1	0	5
		2	MS Boys - Lion vs Cheetah	Lions	5	2	Cheetahs	Cheetahs	N/A	N/A	Lions	0	5	0	1
		3	Girls MS - Lion vs Cheetah	Lions	1	1	Cheetahs	N/A	Lions	Cheetahs	N/A	0	3	0	3
Game 4	11:00	1	Senior Boys - Leopard vs Caracal	Leopards	1	4	Caracals	Leopards	N/A	N/A	Caracals	1	0	5	0
		2	Girls Senior - Leopard vs Cheetah	Leopards	4	4	Caracals	N/A	Leopards	Caracals	N/A	3	0	3	0
		3	Girls MS - Lion vs Caracal	Lions	5	0	Caracals	Caracals	N/A	N/A	Lions	0	5	1	0
Game 5	11:30	1	Senior Boys - Leopard vs Cheetah	Lions	1	2	Cheetahs	Lions	N/A	N/A	Cheetahs	0	1	0	5
		2	Girls Senior - Lion vs Caracal	Lions	1	15	Caracals	Lions	N/A	N/A	Caracals	0	1	5	0
		3	MS Boys - Leopard vs Cheetah	Leopards	5	4	Cheetahs	Cheetahs	N/A	N/A	Leopards	5	0	0	1
Game 6	12:00	1	Senior Boys - Lion vs Caracal	Lions	2	4	Caracals	Lions	N/A	N/A	Caracals	0	1	5	0
		2	MS Boys - Lion vs Caracal	Lions	1	2	Caracals	Lions	N/A	N/A	Caracals	0	1	5	0
		3	Girls MS - Leopard vs Caracal	Leopards	3	0	Caracals	Caracals	N/A	N/A	Leopards	5	0	1	0
Game 7	12:30	1	Girls Senior - Leopard vs Caracal	Leopards	1	1	Cheetahs	N/A	Leopards	Cheetahs	N/A	3	0	0	3
		2	MS Boys - Leopard vs Caracal	Leopards	3	0	Caracals	Caracals	N/A	N/A	Leopards	5	0	1	0
		3	Girls MS - Lion vs Leopard	Lions	1	4	Leopards	Lions	N/A	N/A	Leopards	5	1	0	0
Game 8	13:00	1	Senior Boys - Lion vs Cheetah	Leopards	2	0	Cheetahs	Cheetahs	N/A	N/A	Leopards	5	0	0	1
		2	Girls Senior - Caracal vs Cheetah	Caracals	3	0	Cheetahs	Cheetahs	N/A	N/A	Caracals	0	0	5	1
		3	Girls MS - Caracal vs Cheetah	Caracals	0	6	Cheetahs	Caracals	N/A	N/A	Cheetahs	0	0	1	5

Lions

Leopards

Caracals

Cheetahs

Scoring:

Win5

Lose1

Draw3

Final Results

		Leopards	Lions	Caracals	Cheetahs	Total	Winner	2nd	3rd	4th
	Senior Girls	11	3	13	9	36	Caracals	Leopards	Cheetahs	Lions
	Senior Boys	11	3	15	7	36	Caracals	Leopards	Cheetahs	Lions
	Middle School Girls	13	9	3	11	36	Leopards	Cheetahs	Lions	Caracals
	Middle School Boys	15	7	11	3	36	Leopards	Caracals	Lions	Cheetahs
	Overall	50	22	42	30		Leopards	Caracals	Cheetahs	Lions
Points Scored	SR Girls	20	1	22	9	Total goals scored139				
	SR Boys	9	7	12	3					
	JR Girls	8	7	0	8					
	JR Boys	13	6	7	7					

We have students in the school whose talents and abilities are guiding potential career options. Conversely we have students in school for whom Physical Education lessons and participating in competitive sports is an unnerving an unappealing prospect.

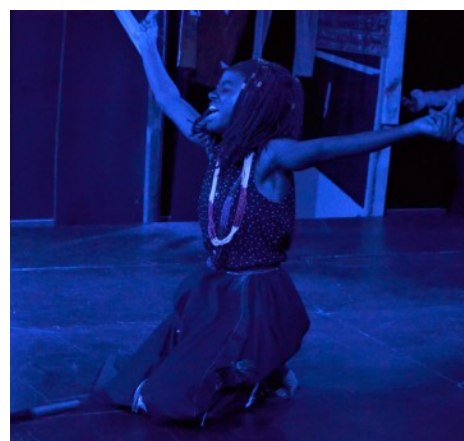
It is a great credit to the entire student body that everyone contributed to the overall success of the day. Sincere thanks to all secondary staff and pupils who made the event such a positive experience!

Thomas Jackson-Read

Home - The Musical

We at WIS are well on our way to becoming a school that produces two wonderful shows a year. First with *Etoshalosha* and most recently with *Home*.

Home was finally performed on 8th March after months of tremendous effort and preparation. It was written, choreographed and produced entirely by WIS students and staff. The music was composed by local musicians, Jackson Wahengo and Glo. As far as we know, there is only one other Namibian themed and produced



musical. For WIS to have created the second truly Namibian musical, international style, was not always easy, but buckets of fun and the final performance was a hit.

The musical is a comedy/ drama about a girl who struggles with staying true to herself as well as respecting her family and background. When the girl, Ndeshi, bumps into a traditional healer, she is forced to repeat every single day until she learns to accept herself. Filled with dance sequences and songs, it surely makes for an amusing performance.

The cast included Grade 6, 7, 8 and 10s, all of whom contributed to parts of the play. As early as August, the drama club had been working and putting much of their personal time into it. All the work paid off during the performance. It was a unique, entertaining, and memorable experience for the audience as well as the cast. Thanks to Ms. Kate, the director who put the whole thing together. We also want to thank all the other people who helped us on our journey. Ms Heike and Maria De La Paz-Napoles for designing the poster, Ms Junelle for helping with sound and lights, Ms Reiff and Mr MacKenzie for encouraging us along the way, Ms Urte and Mr Smit for filming the shadow theatre film, Mr Antonio and Mr David for building our beautiful set, Ms Mariamma for organising the sale of tickets and our flowers at the end of the show, and Ms Corinne for putting together the amazing program, Ms Jolene for documenting our rehearsal process and Mr Mark McLennan for getting great shots of us on performance evening.

Finally, Ms Kate would also like to thank all the teachers who helped cover her lessons when she was running rehearsals. It was a collaborative effort - working on a show like this, really brings *Home* what it means to be a community.



Sophie Lindy

Conservation club

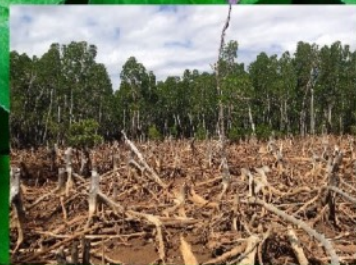
***Every Monday at 13:45 to
14:45***

In room 63.

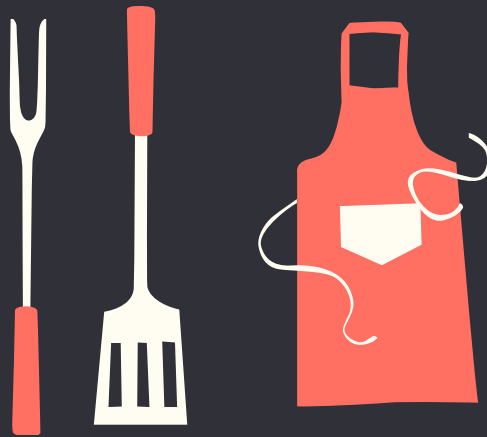
***This club is open to the
grade 6, 7, and 8 students.***

***This club is trying to raise
awareness about: poaching,
deforestation, trophy hunting,
and mining.***

***We can take direct action by: reuse/
reduce/recycle, litter, plastic usage,
and energy usage.***



PIC•COLLAGE



WINDHOEK INTERNATIONAL SCHOOL'S
EARTH DAY

PTA FAMILY BRAAI

Good eats, great music, COLOUR fun
walk, car boot sale, jumping castles,
silent auction and much more!

Sat April 27th, 9am-1pm
Windhoek International School