



YOGYAKARTA INDEPENDENT SCHOOL

NEWSLETTER

ISSUE 2 | October - December 2022



UPCOMING DATES

16 December 2022	End of the Year Concert
19 Dec 2022 -10 Jan 2023	School Holiday
11 January 2023	Start of Term 3
13 January 2023	Students, Parents, & Teachers Conferences
20 January 2023	Chinese New Year Program
1 February 2023	World Read Aloud Day
14 February 2023	Valentine's Day
27 Feb - 3 Mar 2023	Book Week



MESSAGE FROM THE PRINCIPAL

As the One-and-Only IB World School in Yogyakarta which offers the official IB Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), we are proud to report that our school has passed the first 5 years evaluation (re-accreditation) by the International Baccalaureate Organization (IBO), with an outstanding result.



Through this evaluation process that took place at the beginning of November, YIS gained a deeper understanding of both the aspects of the program that are being implemented effectively and the aspects that need further development. With great pleasure, we saw tremendous support from parents, teachers, staff, and students during the interview sessions with the evaluating team. We are content that YIS is able to provide the best education for the students and a conducive learning atmosphere which is supported by very solid stakeholders.

In the 2nd term of the 2022/2023 academic year, YIS also conducted an on-campus professional development workshop which was attended by the teachers, coordinator, principal, and the YPIY board with “All-for-One and One-for-all” as the theme. As a keynote speaker, Dr. Yeni Triwahyuningsih taught us how to accept, appreciate and celebrate differences. In addition to that, she explained interesting facts about people's characteristics and how to identify them. As a school that places the students as our center of learning, this workshop surely helps the academic team to support students' academic development and social-emotional growth.

Apart from academic-related activities, YIS conducted a few events that aimed to develop students' international-mindedness, as well as to broaden their exposure to the multi-cultural events - such as the United Nations Day celebration which took place at our semi-outdoor basketball court, and the Halloween Program where students, teachers and parents were all dressing up to show off their costumes at the Halloween fashion show.

Some of the students also participated in the Student Athletics Championships held by Persatuan Atletik Seluruh Indonesia (PASI) and Developmental Basketball League (DBL) Indonesia. Our MYP students participated in the 80 meters sprint race, while our PYP students participated in the Kids Athletic Contest. We were so proud to see their confidence and their fighting spirit.

As a culmination of this semester event, YIS will conduct an End-of-the-year performance on the 16th December 2022, in which students will perform a 90-minute drama musical. We trust that this celebration will bring positive energy to the whole school community. We look forward to meeting you all at the concert.

At YIS, we Aim High, Be Relevant,
and Make A Difference.

ISMAIL SUMANTRI
YIS PRINCIPAL



MESSAGE FROM THE PYP COORDINATOR

The world changes through time. Being prepared and mindful of changes as well as seeing and understanding how the world changes from someone else's point of view are important life skills for children. This Term, PYP students were invited to learn about changes through the Transdisciplinary Theme of "**Where We are in Place and Time**". Grade 1 and 2 students identified the changes of living things through time. Grade 3 and 4 explored the causes and effects of migration, and Grade 5 and 6 investigated the impact of world and space exploration.

PYP students were also given opportunities to explore perspectives through the Transdisciplinary Theme of "**How We Express Ourselves**". Grade 1 and 2 students were all ears to the elements of prose and poems in language art. Grade 3 and 4 students dug deeper into the fields of innovations, while Grade 5 and 6 delved into extreme weather preparations. Through the teacher's provocations and student's observation throughout the Inquiry Cycle, PYP students developed a deeper understanding of world problems that they may wish to further solve.

Other than teacher-student collaboration at school, parent-teacher collaboration is also an important part of a student's education. Parents and community support have been of great value this term as they shared their expertise to the students at school. We would like to thank parents and family of Preschool for leading the story telling sessions, including Bapak Bernard, Ibu Marisa, Bapak Rozi, Ibu Lavina, Ibu Suci, Ibu Ida, Ibu Saloni, Ibu Pauline, Bapak Bartoz, Ibu Sylvia, Ibu Silvia Tan. We really appreciate Ibu Uzma, Ibu Marisa, Bapak Akila, as well as Pak Chad (PYP English teacher) for sharing valuable stories for Kindergarten students.

We would like to express our gratitude to parents of Grade 1 and 2 for leading the Language Learning sessions, including Ibu Lavina, Ibu Heejin, Bapak Bartoz, Ibu Sheila and Ibu Paloma (Spanish teachers), as well as Ibu Candra (Bahasa Indonesia teacher). We really appreciate Ibu Arifani, Ibu Heejin, and Bapak Sung Jin, for sharing valuable presentations and workshops in the Grade 3 and 4 class on Medical Innovations, Language Innovations, and Housing Innovations respectively. We do thank the community for contributing positively toward our student's learning journey at YIS.



**IBU SWANTI
PYP COORDINATOR**



PRESCHOOL

In the Unit of Inquiry, Preschool students have been learning about **"How We Express Ourselves"** with the Central Idea **"Storytelling allows us to share ideas, feelings and experiences."** The students have watched movies, listened to stories, read books and discussed some fairy tales like Rapunzel, Hansel and Gretel and Goldilocks and The Three Bears. They learned about the elements of the stories: the characters (good and bad characters) and the settings (the places where the story happened). We also discussed the morals and messages from the stories so the students would understand which characters are good and not good. The students also learned some new words that can be found in fairy tales such as King, Queen, Prince, Princess, witch, stepmother, forest etc.



To encourage the students to express their feelings and ideas, they had **"Show & Tell"** time where they were allowed to bring their favourite books, toys or pictures and then share them in front of their friends. This activity is really good because it gives the opportunity to the students to speak and to share their ideas and experiences and to build their confidence as well. Related to the fairytale stories, preschool students have made some crafts like lollipops from crepe paper and ice cream sticks (Hansel and Gretel story), bear masks from paper plates (Goldilocks and The Three Bears Story) and they experienced making some porridge from oatmeal like in the Goldilocks story.

This term, we also involved parents to participate in the class activities by reading some books, telling some stories, singing and dancing. The students were excited and enjoyed listening to their stories and did the activities. Thank you parents for your great participation!



IBU DEWI
PRESCHOOL
HOMEROOM TEACHER

KINDERGARTEN A & B

Kindergarten A and B are excited to start Term 2 with the Transdisciplinary Theme "**How We Express Ourselves.**" We are focusing on the central Idea of "**Storytelling allows us to share ideas, feelings and experiences**". Storytelling is one of the most powerful and simple ways to send messages, teach, influence and inspire our students. Through storytelling, the students are able to connect to each other and learn the history or culture from different countries around the world. The students read different books and watched different stories. They learned the positive values from the stories, such as giving empathy and improved on their listening skills without interrupting.

Kindergarten A and B students also learned storytelling through dance and music. Storytelling is not only a book or written text but it can also be in the form of a dance or a song. Each of the students has his/her turn to have the **SHOW PERFORMANCE** where they showed their music or dance talent. They understood that by dancing or singing they also told stories to others. After they performed in front of the class, each of the students explained the story or message behind their performance. This activity is very useful to encourage students to be more confident in presenting or performing their hidden talents and to help them with public speaking.



IBU FAJAR
KINDERGARTEN A & B
HOMEROOM TEACHER

Everyone is a storyteller and Kindergarten A and B students are great storytellers. They made and created their own picture storybook. They had such brilliant ideas and showed creative imaginations in making their stories. By reading stories, the students of Kindergarten A and B are developing their Social Emotional skills as well by understanding and applying the good habits and manners in their daily activities both at school and at home.

Kindergarten A and B are all amazing students who have successfully explored their creativity and expressed their feelings, ideas and points of view confidently without forgetting to respect others. Having a reading buddy is another way to interact, and the students of Kindergarten A and B were happy to read with their big friends from Grade 5 and 6.

GRADE 1 & 2

Through the Central Idea "**Language allows us to express ourselves**", Grade 1 and 2 explored different forms of art as the media for expressing feelings and messages. Acting out Little Red Riding Hood, the students inquired into the characters, settings, the tone spoken in the dialogues, as well as the moral lessons of the story. Having parents and teachers participate in sharing their mother languages was another of the activities we did in order to help study the languages uttered in songs, games, and greetings. Students explored the theme by composing and reciting poems, such as limericks, acrostics, and shape poems. They dived deeper into poetry by firstly understanding the structural elements: rhymes, rhythm, lines, and stanzas.

In the prior unit, Grade 1 and 2 elaborated on the Central Idea of "**Living things are changing over a period of time**" by studying the process of earth's formation through videos and a simple timeline. They also discussed the animals living in the past by researching the fact files about dinosaurs and some prehistoric animals. Wrapping up the unit, the students created a book about endangered animals by researching videos and books. It was pleasing to hear the students use some scientific words after they learned the topic. **"Now I know some endangered animals."** **"I am so sorry that some of the animals are extinct."** **"Some birds migrate to warm places to search for food."** These are such advanced words to hear from our students. It was amazing to hear!



IBU LUKY
GRADE 1 & 2
HOMEROOM TEACHER

GRADE 3 & 4

Starting Term 2 with the Central Idea **"Human migration is a response to challenges, risks, and opportunities"**, Grade 3 and 4 students shared a heartfelt story about moving from one place to another, from one country to another. Learning how to communicate better, they discussed what their family journey looked like through illustrations, pop-up map building and paragraph writing. They articulated their thoughts, opinions, and feelings regarding migration during the picture observation.



Exploring the cause and effect of migration, they identified the push and pull factors of migration as well as the impact of migration. Working on collaborative skills, students conducted group research on famous migrations including the Great Migration, the Immigration to Australia, the Immigration to the USA, as well as the Puritans Migration.



Grade 3 and 4 students also explored another Central Idea **"Imagination is a powerful tool for extending our ability to think, create and express ourselves"**. Students explored Creativity and Innovations by building with LEGO blocks, designing future houses and vehicles on Mars, observing pictures related to imagination, discussing the reasons behind innovative products, interviewing a family member, and unpacking the Central Idea by defining the words "imagination", "powerful", "create", and "express ourselves".



We also invited some parents as guest speakers to share more about innovations. Ibu Maria Arifani, Jerzy's mom, presented the Evolutions of Medical Equipment, while Jian's mom, Ibu Heejin Jung, shared about Language in Technology. Soo Min's dad, Bapak Cho Sung Jin, led a workshop on Architecture and Housing Innovations. The practical knowledge and skills have been beneficial for students while working on their individual project creating "Innovative Products" which help solve the problems around us.



**IBU SWANTI
GRADE 3 & 4
HOMEROOM TEACHER**



GRADE 5 & 6

STUDENTS BECOME EXPLORERS!



Grade 5 & 6 students have started Term 2 with a new unit, exploring the Central Idea: **"Exploration leads to discovery and develops new understandings."** As a way of igniting curiosity, stimulating interest, and encouraging creative questioning, students went on an "Exploration" adventure around the school.

Students have started planning their research on various types of exploration, including urban, underwater, and space. They also explored the types of explorers during the age of Exploration and Discovery. They had to find the reasons why Britain, the Dutch, and the Portuguese explored the world. As a creative engagement, students designed and built dioramas that highlighted different aspects and areas of exploration.



In addition, students have been very excited to research the importance of ancient and classic artwork. They were looking at the actual print of paintings from Lascaux and they creatively made their own cave painting in Art class. Finally, during their English classes, students have also learned how to be risk-takers by writing a persuasive letter to Larry King, a rich man, to sponsor their exploration.



IBU AJENG
GRADE 5 & 6
HOMEROOM TEACHER

MESSAGE FROM THE MYP COORDINATOR

Assessment is integral to all teaching and learning. In the MYP, it serves as a tool to promote positive students' attitude towards learning and a deep understanding of subject content by providing them with the inquiries of the real world contexts, as well as to inform, enhance and improve the teaching process. In the reference to what was written in the previous newsletter, assessment can function as the students' stepping stones to pursue their goals and shape them as principled individuals.



Furthermore, assessments in MYP are based on a “criteria-related” approach that represents a philosophy of assessment (where students are assessed based on the criterion with the grade descriptors set to evaluate the students' achievement holistically) rather than that of “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at a lower achievement levels before they can be considered to have achieved the next level). MYP assessment also plays a significant role in the development of ATLs, especially skills that are closely related to subject-group objectives.

Last November in Week 4, after engaging in a variety of academic activities across the subjects in the semester, the MYP students sat a series of examinations, demonstrating their disciplinary understanding and skills, as part of their summative assessments for the semester and as another little step on their journey to pursuing their goals.



IBU CANDRA
MYP COORDINATOR



GRADE 7 - DESIGN

Design challenges students to apply practical and creative thinking skills to solve design problems and as part of the Middle Years Programme (MYP), students have used the design cycle as a way to structure:

- inquiry and analysis of design problems
- development and creation of feasible solutions
- testing and evaluation of students' products or prototypes



This term the design topic for Grade 7 was about “Logo Branding”. Logos are everywhere on television, billboards, magazines. Students have prior knowledge and can interpret some of them. Students created a logo for a business using a variety of processes, including hand drawing, computer scanning, and vectorization of the final image.

Students understood the differences between symbolic, descriptive, typographic, and combination logos. In addition, they had the opportunity to get involved and try to find the hidden and subtle images to convey the messages of the companies. The logo creation project was an opportunity for each student to experience the prior knowledge acquired during the lessons on design principles.

PAK TOMMY
MYP DESIGN TEACHER



GRADE 8 - VISUAL ART



Art in our school is a subject that is very important. Learning art can stimulate students' imaginations, develop creativity and analytical skills, and help them express ideas. Through the visual arts, students learned to reflect critically on their own experiences and responses to the work of artists and to develop their own arts knowledge. In this school, students have had opportunities to function as artists as well to be learners of the arts.

In this unit, Grade 8 studied woodcut printmaking. Students were exploring traditional mythology as their topic. Students developed their imagination and expression. Students were excited when learning this topic because they could fully express their feelings and develop their skills. This project started with research, analysis, brainstorming, and then the design of the illustration. The whole artistic process and experiment has been recorded in a sketchbook called the Visual Art Journal. With this visual art journal book, students develop their ideas, learn art-making techniques, and record their discoveries.

PAK HERLY
MYP - DP
VISUAL ART TEACHER



GRADE 9 - MUSIC



In this term, our students in grade 9 upgraded their knowledge and skills of making music through ensemble music. The musical instruments used in the ensemble are piano/keyboard, electric bass guitar, drumkit, acoustic guitar, violin, and vocals. The ensemble worked on two popular songs: Sofia by Clairo, and Neverland by Zendaya. Individually, each student would concentrate on different instruments that were a component of the music band.

Through these activities, students not only developed their instrumental skills but also learned the musical theory on which the songs are built upon, such as the tonal key, major diatonic scales, and the 7 triad chords constructed based on the 7 notes of the diatonic scales. Overall, the students' skills were strengthened by practicing their preferred instrument in the ensemble. They also understand how musical theory is applied into practical music making.

Furthermore, ensemble playing is more than the sum of its individual parts. Playing in an ensemble allows students to develop team skills, sacrificing one's ego to benefit the team. Whether students have the melody or harmony, students learn to listen and non-verbally communicate with each other to create music as a team. Skills learnt include learning balance, intonation, rhythm and performance etiquette in a group setting.

PAK INO
PYP - MYP
MUSIC TEACHER



GRADE 10 -

PHYSICAL AND HEALTH EDUCATION



Through sports we can get a healthy body, not only that, students will also learn various coordination movements in various forms of sports numbers that are studied. At YIS, students learn theory and practice through various media, so that students can learn not only from one source but from many. That way, students will know more about the various movements to be studied and open their minds to the many forms and ways to perform them.

IB MYP Physical and Health Education offers opportunities for students in our school to recognize the concept, participate, understand the value of physical activity, achieve a healthy lifestyle, collaborate actively, build positive relationships and reflect on their learning experiences. Through the IB MYP PHE assessment criteria, students have been guided to develop their knowledge, understanding and skills.

In Term 2, Grade 10 learnt the basics of self-defense (boxing and taekwondo). Students were very enthusiastic about learning the basics of martial arts. The basic martial arts that students learnt included stances, strikes-punches, and blocks. Every activity that the students did has been recorded through notes by the teacher and every time they carry out an activity the teacher will always take a photo as proof of learning.



PAK TERA
PYP - MYP
PHYSICAL & HEALTH EDUCATION TEACHER

GRADE 11 - CHEMISTRY & PHYSICS

Grade 11 chemistry students this term learnt about the enthalpy change of combustion. For the science fair Taehee and Gabriela made their own sparklers which is a type of firework made from modifying the formula for gunpowder. When they lit the sparkler they created some interesting sparks and from that were able to calculate the enthalpy change of combustion - in other words the energy that was created from the chemical reaction of the sparks.



Grade 11 physics students completed unit 6 on Circular Motion and Gravitation this second term. As part of their end of unit activity they investigated how physics can be used by artists to create beautiful paintings using the motion of a pendulum. The students experimented with various lengths of string and the mass of the paint container to understand how the motion of the pendulum was influenced by these variables. Their investigations led to a fun activity for all the children at YIS whereby students in PYP and EY produced an art-work using a pendulum. The students had great fun in this activity.



IBU JOSEPHINE
MYP - DP
SCIENCE, PHYSICS AND CHEMISTRY TEACHER

GRADE 12 - MATHEMATICS

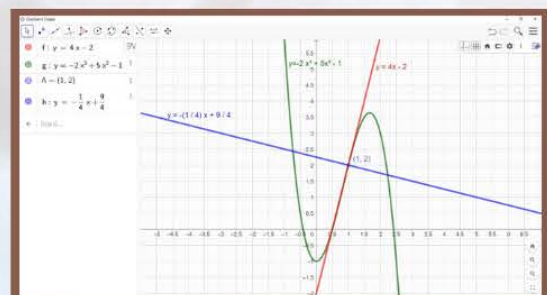


YIS Grade 12 DP Mathematics Analysis and Approaches (AA) Higher Level (HL) and Standard Level (SL) students are currently studying differential calculus, which is one of the two major branches of calculus. It deals with rates of change and gradient of curves that has widespread applications in science and engineering (e.g., solving problems related to velocity and acceleration) as well as in business fields (e.g., maximizing profits and minimizing losses).

Recently, Grade 12 students learned how to use derivatives to find the tangents and normals of curves, turning points (local minima and maxima), and inflection points. They were able to analyze the properties of curves algebraically and visually with the use of GeoGebra, a dynamic application software used by many educators and students around the world.

At present, Grade 12 students will continue to study derivatives and their possible real-world applications. They will focus on solving problems involving rates of change and optimization - problems involving related rates will be an additional topic for HL students.

After learning derivatives, Grade 12 students will learn about integral calculus, another exciting branch of calculus that is as equally important as differential calculus.



GeoGebra

**PAK MARK
MYP - DP
MATHEMATICS TEACHER**



PARENTS' VIEW

BAPAK CHO SUNG JIN & IBU KIM SUKKYUNG

PARENTS OF JEONGWON, JEONGMIN, AND SOOMIN (MYP & PYP STUDENTS)



At first sight, we were struck by YIS's rich natural environment. A large grass field, blue lake and a cool wind brushing our ears, the environment of YIS is more than we have ever expected. While we felt envious of our children who would be studying on this campus, we were also worried about the difficulties they would have to face. It was a "language difference" that we were concerned about. Because, as if learning English wasn't enough, they'd also be learning Indonesian at the same time.

As the semester started, we realized that we were worrying about nothing. Teachers were full of praise and encouragement even for the small development of our children. Friends reached out to them if they were unfamiliar with everything. And even the staff, such as security guards, were so kind to them.

Thanks to all of this help, our kids adapted themselves to the new circumstances step by step. At YIS, we can find both respect for diversity and consideration for others. YIS surely provides a stimulating environment and adequate education for students to become a global citizen. We believe it was the best choice. "Slow and Steady!"

PARENTS' VIEW

BAPAK RIFAT PASHA & IBU LITA GRINA UTAMI

PARENTS OF MOHAMMAD AQEELA SAKHA (DP STUDENT)

Three words we would use to describe YIS are encouraging, supportive, and inclusive. All of those aspects are well-translated both tangibly, like the school building & facilities, and also intangibly, like the environment. We find that YIS tries to encourage all of its students to develop their full potential and pursue their own interests.

When we first came to YIS, we were both surprised but also thrilled that there were design and art classes provided, as this is something that not all schools provide. Moreover, we could see that the school really encourages their students to read. All throughout the school building, we saw a wide range of book options to read, from all kinds of genres. These, we believe, are two examples of how student encouragement is held to such importance in YIS.

The next thing we'd like to talk about is YIS' supportive environment. One thing we have noticed throughout our son's enrollment in YIS is how kind, caring, and cooperative the teachers and staff are in supporting our children's growth. This is something we are very grateful for, because a supportive environment is a crucial aspect to our children's confidence and comfort.

Last but not least, we can see that inclusivity is something that is embraced in YIS. Differences, in YIS, are celebrated. Be it difference in culture, looks, personality, etc. UN Day is one of the school events that manifested the value of inclusivity in YIS. We feel very lucky to find YIS, and we hope that our son and all the other students in YIS can continue to prosper in its wonderful environment.





UNITED NATIONS DAY





Planting Day





SPOOKTACULAR HALLOWEEN





ALL FOR ONE FOR ALL



Say kimchi!



Bu Yenni, our guest speaker



Speech from Pak Rik



12 November 2022



Bon Appetit



Music performance



YIS Science Fair

"The Science of Light and Colour"





YOGYAKARTA
INDEPENDENT
SCHOOL

WHY PARENTS CHOOSE YIS?

- 1 International Baccalaureate World School
- 2 Amazing 6.5 Ha Campus
- 3 Attractive & Safe Learning Environment
- 4 Admissions to Top Universities
- 5 10+ Nationalities
- 6 Affordable School Fees



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