



YOGYAKARTA INDEPENDENT SCHOOL

NEWSLETTER

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YIS Campus
Jl. Tegal Mlati No. 1, Jombor Lor, Sinduadi, Mlati, Sleman, Yogyakarta
0274-530-5147 | 0811-263-2442
info@yis-edu.org | www.yis-edu.org



Letter from the Principal



Dear Parents, Students, Teachers, Staff, and Community Members,

I would like to underscore the importance of discipline, routine, and structure in our students' lives and share our plans to reinvigorate these crucial elements within our school community.

The Foundation of Success

Discipline, routine, and structure are the cornerstones of a successful academic journey. They provide a framework that fosters a conducive learning environment, enabling our students to thrive academically, socially, and emotionally. Through consistent habits and a structured approach, students develop the skills and mindset necessary for lifelong success.

Creating a Positive Learning Environment

At YIS, we are committed to creating a positive learning environment where students can reach their full potential. A well-established routine and structure contribute to a sense of security, allowing students to focus on their studies and personal growth.

Here are some initiatives we plan to implement:

- **Updating and Re-release of Handbooks and Policies to Provide Clear Expectations:** We will communicate and reinforce clear expectations for behavior, academic engagement, and personal responsibility. This will help students understand the standards we uphold as a community.
- **Support Systems:** We recognize that each student is unique, and we will work to provide personalized support systems to address individual needs. This may include mentoring programs, counseling services, and academic support.
- **Role Modeling by Teachers:** Teachers will consciously model the behavior and values we aim to instill in our students. This includes punctuality, respect, and a commitment to lifelong learning. We believe that when teachers embody these qualities, students are more likely to internalize and emulate them.

Thank you for entrusting us with the education and well-being of your children.

Kind regards,

Elia 'Dindit' Ekanindita
Principal a/g
Yogyakarta Independent School (YIS)



Message from the PYP Coordinator

Excitement filled the air as we dived into Term 2 of our IB PYP learning journey. This joyful journey would not be possible without the ongoing support and communication from home. We are truly grateful for the active participation of parents in making this term a fantastic learning experience for our students!

In the Early Years, our little ones were having a blast with "The Power of Play", where they explored and made friends while building essential skills. We were so proud to see their curiosity blossomed! Grade 1-2 students delved into "Significant People" and "Cultures". They were learning about unique individuals and different ways of life. We encouraged them to think deeply about what they discovered and feel confident in steering their learning adventure.

For Grade 3-4 students, exploring "Ancient Civilizations" and "Creative Expressions" ignited curiosity and creativity. It was a good time to spark their interest and let their imaginations soar! In Grades 5-6, our older kids revisited "Past Civilizations" and dived into "Mass Media" to become even better communicators and thoughtful individuals. They have shown qualities like taking risks and being open-minded.

As we conclude this term, let us celebrate the incredible partnership we have built between school and home. Together, we will continue to nurture a community where every child thrives, learns, and discovers the joy of education. Thank you for being our valued partners in this beautiful adventure!



Veronika Swanti
IB PYP Coordinator

Preschool

Play is a child's most natural form of expression. In Term 2, Preschool is exploring the Unit of Inquiry on How We Express Ourselves: Expressing our feelings and ideas through play. The children find their way of learning through play amazingly. They learn to express their excitement by playing with toys or games with friends. They enjoy playing with legos, block shapes, puzzles, and animal toys.



Outside the classroom, they always enjoy playing around the school playground. They develop communication skills by inviting friends and joining a play with them. Moreover, the students show more development in their social skills by taking turns and playing nicely with friends. Play has a significant role in learning for young learners, especially in Early Years, because children learn as they play, and most importantly, they learn how to play.



Euphemia Irene Herlinda
Preschool Homeroom Teacher

Kindergarten A: Volume and Capacity Math is Fun!



We provided a fun way for children to practice their understanding of capacity with visual examples. In a recent activity, Kindergarten A students enthusiastically explored the concept that capacity refers to how much a container can hold. Through hands-on exploration, they measured water and poured it into various containers, keenly observing and comparing which containers had more or less capacity.

This interactive approach solidified their understanding of measurement and made the learning process enjoyable. The combination of practical exploration and visual aids created a dynamic environment, fostering a positive and fun atmosphere for learning about volume and capacity.



Diah Hermintati
Kindergarten A Homeroom Teacher

Kindergarten B

In Kindergarten B, the students explore and play with toys and games. This playtime helps them develop essential skills and increase creativity, problem-solving, social interaction, and fine motor skills. Toys and games also encourage imagination and language development. Playing with blocks, marbles, puzzles, and art supplies stimulates their physical and cognitive development and emotional well-being.

Kindergarten B students enjoyed making different kinds of toys from different natural materials. They created beautiful toys from passion fruits, banana stalks, lemongrass, playdough and other types of patterned art. Exploring group games helps the students learn how to play fair and communicate with others. This term, Kindergarten B were lucky to have a chance to explore and study different kinds of toys and games from different countries. These activities help them learn about different cultures and traditions while having fun and encourage them to appreciate diversity and develop an understanding of the world around them. By playing different toys and games from different countries, they can learn new ways of playing and gain exposure to different languages and customs. This early experience helps develop curiosity and open-mindedness in everyday life.



Fajar Ina
Kindergarten B Homeroom Teacher

Grade 2



The students embarked on a journey to explore the lives of remarkable individuals who have left a lasting impact on our world through our second Unit of Inquiry theme Significant People Affect the Way We Live. The Grade 2 students dove into the stories of these significant people, such as inventors, explorers, leaders and innovators. Their enthusiasm for learning was seen as they engaged in discussions, asked thought-provoking questions, and delved into the lives of these influential figures.



In the second part of their journey, Grade 2 explored the vibrant and diverse world of cultural expressions through art under the theme Cultures Express Their Traditions Through Art. Special guest speakers were invited to share their expertise and experiences, bringing the cultures to the students. Their enthusiasm for learning was seen as they engaged in discussions, asked thought-provoking questions, and delved into the cultures around the world.

It is inspiring to witness the students create artwork from different countries and proudly present it to the class. We are proud to see their eagerness to learn!



Luky Anggraini
Grade 1-2 Homeroom Teacher

Grade 3 and 4

It has been an exciting journey in Grades 3-4 as our young historians delved into the fascinating world of Ancient Civilizations. Through collaborative group research, our students uncovered the mysteries of Mesopotamia, Ancient Israel, Ancient Egypt, Ancient Greece, Ancient India, and Ancient Rome. They gained a comprehensive understanding of these remarkable societies by exploring the GRAPES elements (Geography, Religion, Achievements, Politics, Economy, and Social Status).



In parallel, the creative spirits of our students flourished in the Creative Expressions exploration. From captivating group artworks to vibrant science experiments with colours, literary adventures representing the arts, mathematical discoveries with 2D shapes, and imaginative journeys in creative writing, our Grade 3-4 students have embraced a holistic approach to learning.



We are proud of their enthusiasm, collaboration, and creative thinking. As we continue this dynamic journey, we look forward to more discoveries and adventures in the upcoming months!

Veronika Swanti
Grade 3-4 Homeroom Teacher



Grade 5 and 6: Connecting the Past to the Future

Grades 5 and 6 have enjoyed the beginning of Term 2 by inquiring into the theme Where We are in Place and Time and exploring our central idea Past Civilizations Shape Present-day Systems. Through this unit, students have used visual art to create dioramas representing systems from ancient civilizations that have survived. They delved into the history, culture, and achievements of several ancient civilizations. They also learned about the unique traits and elements that defined these societies and shaped human history.



In Unit 3, students explored a new topic: "The Mass Media Play a Central Role in Our Perception of the World". Students have started their research on the history of mass media, including outdoor, digital, printed, and broadcast media. As a creative engagement, students designed their product using some advertisement techniques they learned to get the audience's attention.



As they keep learning, we are excited to see how their understanding of history and media will help them make a difference in our fast-changing world.

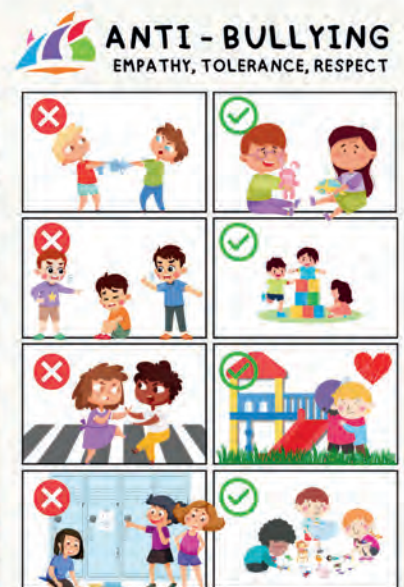


Ajeng Sekar Pamungkasih
Grade 5-6 Homeroom Teacher



Learning within the IB MYP framework provides students with opportunities to build authentic connections with what they encounter in the community. Through the Service as Action, which is a required component of the IB MYP program, students do not only apply concepts, skills and knowledge, but also explore the community and its complexity as they gain personal insight and become more confident and responsible.

By the end of Term 2, the 8th graders applied their knowledge and understanding about the concept of 'Globalization and Sustainability' by responding to the waste management issue in Yogyakarta. Indeed, along Malioboro street a large amount of litter remained scattered on the streets, untransported to the designated landfill due to its closure. In response, students proactively engaged in litter collection, aiming to raise awareness about the human impact on the environment. In parallel, Grade 10 students, within the context of their Spanish and French classes, crafted posters and produced a movie to advocate for the equal treatment of individuals, applying their knowledge and understanding of the concept of fairness. Additionally, they curated an 'Anti-bullying' presentation.



In conclusion, Service as Action holds significance because students matter, and every action they take has a lasting impact on the world. Engaging in Service as Action allows students to transcend the confines of school borders and actively participate as influential "actors" in the broader "real world".



Kencana Devia Candra
IB MYP Coordinator

Grade 7: French



Emma Teytaud
MYP French Teacher

This term Grade 7 students have been diving into the French speaking world! They have been working on French language basics, such as greetings and counting in French. They also explored inquiries about identities, practicing self-introductions in French. This involved sharing details such as their nationalities, connections to various countries, and introducing their families.

Through research, they expanded their knowledge of all the French-speaking nations globally, gaining insights into the significance of acquiring proficiency in French and adding an international dimension to their learning. Acquiring these elements not only exposed them to a new culture but also heightened their interest and curiosity in the French language, thus enhancing their communication skills. The French journey has just begun for Grade 7 students and we hope it's going to get more and more exciting as they go! *Bonne chance et bon courage!*

Grade 8: Design

In the era of technology, Grade 8 students are stepping into the fascinating world of digital packaging design. This exploration not only demands creativity but also integrates the use of computer software technology into the learning process. The lessons start with a fundamental understanding of graphic design software. Starting with Photopea and Canva, Grade 8 students learn how to use these tools to create innovative and captivating packaging designs.

Practical projects provide opportunities for students to apply their knowledge in crafting digital packaging designs that meet the demands of the current market. They are not only creating aesthetically pleasing packaging but also understanding how these designs influence consumer perceptions. Students are also encouraged to think critically about the environmental impact of their digital packaging designs and how they can contribute to eco-friendly design practices. By understanding digital design tools and techniques, our Grade 8 students are preparing themselves to become future designers who can innovate in this ever-changing world.



Tommy Sigit
MYP Design Teacher



Grade 9: Individuals and Societies

Our 9th graders have focused on The Age of Enlightenment, embracing the motto "Sapere Aude" or "Dare to use your reason." Throughout this unit, we delved into the ideas of rationalism, empiricism, progressivism, and cosmopolitanism. Our students were encouraged to deconstruct the foundation of their own knowledge by applying René Descartes' theory using methodological doubt. Furthermore, our exploration extended to government and politics, questioning the necessity of governance itself. We examined Thomas Hobbes' belief that individuals should relinquish their personal desires for the greater good, contrasting this with John Locke's political theory emphasizing the protection of three natural rights: "life, liberty, and estate."



Thomas Hobbes & John Locke

In the latter segment of our unit, students engaged in a research project centered on the American and French revolutions. This project provided an enriching and stimulating experience, enabling students to expand their viewpoints and gain a more profound comprehension of the responsibilities held by governments.

It marked a significant juncture in our educational endeavor, as educators, aiming to cultivate independent thinking and learning in our students. Encouraging them to employ their reasoning abilities, they formulated their own ideas about the world and politics, seeking ways to make our world a better place.



Jennifer Magein
MYP Individuals and Societies Teacher



"What caught my attention the most about this unit about The Age of Enlightenment was all of the Enlightenment Thinkers and how they had different and sometimes even contrasting opinions on the ideals of human nature such as John Locke and Thomas Hobbes. There was Sir Isaac Newton, who was famous for looking deeper into the physics of Earth's gravity. All these scientific and philosophical breakthroughs during the time all contributed to those who were curious enough to look deeper".

-- Reihanna, Grade 9 student

Grade 10: Visual Arts

Through the visual arts, our students in Grade 10 learn to reflect critically on their own experiences and responses to the work of artists and to develop their own knowledge of art. Students have studied patterns by experimenting with Gustav Klimt's painting styles. Students explored a variety of geometric shapes and actively visualized their imagination and expression bringing their creative thoughts to life through various forms of artistic representation. Students were excited when learning about 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 their own paintings. In the next unit, Grade 10 students will be learning about contemporary art and focusing on their personal style. The whole artistic process and experiments will continue to be recorded in a sketchbook called the Visual Art Journal. With this Visual Art Journal, students develop their ideas, learn art-making techniques, and record their discoveries.



Herli Setiawan
MYP Visual Arts Teacher



In our recent mathematics lessons, Grade 11 students have delved into studying logarithms and straight lines. They have acquired knowledge about logarithmic functions, including their properties and applications in various fields. Additionally, they have learned how to use graphing display calculators (GDC) which is an essential tool for visualizing and understanding mathematical concepts. Within our class, students have been using these calculators to explore straight lines as well as exponential and logarithmic functions. By plotting points, changing slopes, and finding intercepts, students have gained a deep understanding of how different functions work. Furthermore, they have also acquired the skills to solve simultaneous equations both manually and with the use of a calculator. The integration of GDC has not only made learning more exciting and interactive but has also fostered the development of problem-solving abilities, critical thinking skills, and improved spatial reasoning among students. These skills extend beyond mathematics and can be applied in other subjects and real-life situations.

On a final note, logarithms and straight lines have provided the Grade 11 students with a solid foundation in their DP mathematics journey. By mastering these core topics, they have acquired essential knowledge that will support their future learning in SL and HL mathematics. The understanding gained in these topics will also serve as a stepping stone for their continued success and growth in learning more challenging mathematical concepts in the future.



Mark Gregory Bato
DP Mathematics Teacher



Grade 12: Chemistry



Pandu Triwijoso
DP Chemistry Teacher

IB-DP is a rigorous program that fosters the development of students' characters through a holistic method that involves theories and practices, especially in the Science classes. In the second year of the program, students employ their acquired knowledge in conducting an individual investigation (IA) aligned with their specific interests. This not only serves as a means of personal exploration but also results in the development of their portfolio. This portfolio stands as a testament to their capabilities and becomes a valuable asset when applying to their desired universities. The photograph captures a Science student immersed in her individual experiments, specifically focusing on the titration of Vitamin C in the Chemistry laboratory. The facilities and conducive laboratory environment significantly contribute to the students' pursuit of an amazing future.

YIS End-of-the-Year Concert

20 December 2023





YOGYAKARTA INDEPENDENT SCHOOL

International Baccalaureate (IB) World School
TK-SD-SMP-SMA

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