



YIS Newsletter

March - May 2022

Message from the YIS Principal

In Term 3 of Academic Year 2021/2022, there were various academic-related activities that have been conducted at the YIS campus. The students of the Early Years have sharpened their confidence and communications skills through the "show and tell" activities. The beautiful landscape and outdoor facilities of our school have been utilized by the Primary Years Program students, for simple investigations and experiments that support their Unit of Inquiry. While the majority of the Middle Years Programme students focused on the criteria-based assessments activities, the Grade 10 students were preparing themselves for the e-assessments and Personal Project, in which these three elements will be completed: product or outcome, process journal, and report. The second-year students of the Diploma Programme focused on the completion of their assessments through various methods, one of which is field research. The IB learner profile has been strongly demonstrated by our students and they have really shown their true quality as international students; they are knowledgeable, thinkers, caring, and risk-takers.

YIS also collaborated with the regional department of health for the Covid-19 vaccine program. All students aged 6 to 18, teachers, and staff have been vaccinated. It is our aim to keep the school a safe environment for all of us. We wish you and your family a healthy and happy term break ahead.

Ismail Sumantri - YIS Principal



Upcoming Dates

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|------------------|-----------------------|
| 11 March 2022 | Term 3 Report Card |
| 11 March 2022 | Virtual SPTC |
| 14-21 March 2022 | End of Term 3 Holiday |
| 22 March 2022 | Start of Term 4 |
| 24-25 March 2022 | YIS Open House |
| 7 April 2022 | World Health Day |
| 15 April 2022 | Good Friday |
| 17 April 2022 | Easter |
| 22 April 2022 | Earth Day |
| 28-29 April 2022 | YIS Open House |



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THE EARLY YEARS AND PRIMARY YEARS PROGRAMME

Message from the Coordinator

The PYP started Term 3 with a challenging theme of 'How the World Works.' Students learned all about the interaction between nature and human society in order to understand how humans affect nature and how it affects us. Nature provides countless opportunities for discovery, creativity, problem-solving, and STEM education. Interacting with natural environments allows students to learn by doing and experimenting with ideas.

In nature, students think, question, and make hypotheses, which helps develop inquisitive minds. Grade 1-2 students focused on how 'Light and sound help us experience our world', Grade 3-4 students explored 'All living things go through a process of change', and Grade 5-6 students investigated how 'The design of buildings and structure is dependent upon environmental factors, human ingenuity, and available materials'. Let's see how exciting the teaching and learning process was during Term 3 in the Primary Years Programme.

Ibu Swanti-PYP Coordinator



Preschool

Preschool students did some activities this term. They focused on using their motor skills. They practiced how to strengthen their hands' muscles by doing some activities like cutting, tracing, painting, coloring and drawing lines or pictures. They also learned how to hold pencils, markers, paint brushes and scissors correctly. In order to improve their social emotions, they also learned how to share toys, take turns and say some 'magic' words like Please, Excuse me, Thank you, You are welcome and I am sorry.

In UOI, Preschool students talked about Transportation. They were encouraged to name some different kinds of Air Transportation, Land Transportation and Water Transportation. They also learned some songs about Transportation. The students were really excited while they were learning some new songs and were happy to sing along to them. In Music, they also learned some songs about Transportation. They also made a Hot Air Balloon from a plastic cup, straws and a balloon; and they also made a car from paper. The activities in Preschool are always fantastic and useful to the development of our young learners.



Ibu Dewi-Preschool Teacher



Kindergarten A dan B

Another exciting term began with excitement and happiness. It is always amazing to see each day of the student's development. They come to school with happy faces and big smiles. The students have settled in nicely and are enjoying the school. We are assured that the children will learn in an environment that provides them with the very best education and development. We also provide a platform for students to explore, think and develop their knowledge and skills for their future life. Besides that, we also provide them with an environment full of courtesy and respect to others. The characteristics of their basic learning will help them to adapt to a new environment that brings them the act of love, respect, and acceptance of others.

In term 3, Kindergarten A and B explored transportation and journeys. They learned about different kinds of transportation and places that they could visit with different modes of transport. They experienced different things during the journey. We have also begun "Show and Tell" in Term 3. This activity helps students foster their public speaking skills and helps them to feel comfortable with talking in front of their peers. During the show and tell, the students learned about question-and-answer skills. It also encourages the children to use descriptive words and full sentences. Kindergarten A and B were busy growing some water spinach and taking care of them. They watched the seeds turn into sprouts and grow as little plants. How amazing it is to see our young learners develop in our amazing school environment.

Ibu Fajar-Kinder A and B Teacher



Grade 1 and 2

Throughout the How The World Works unit of inquiry 'Light & Sound', Grade 1 and 2 students inquired into how 'light and sound help us experience the world'. We are getting deeper into exploring the two forms of energy, Light and Sound! Spotting the different widths of the shadows, they learned that the position of the sun affects the size of a shadow. 'Light Reflection' is a new concept the students were picking up in this unit. Using a torch, they studied how the light source sometimes bounces its ray off of an object before hitting our eyes.

In Science, they were focusing more on how our eyes and ears perceive light and sound. The students were studying the inner and outer parts of the eyes & ears. In Music, they were learning different types of musical instruments: percussion, wind, string as well as high-low tone and pitch. Finding the rules of a set number pattern has become our focus in Mathematics. In this topic, the students were also at the same time reviewing their addition, subtraction, and multiplication skills. A new subject we learned in this term is SEL (Social-Emotional Learning). SEL occurs all day, every day, everywhere, so it is essential for the students to demonstrate awareness of other people's emotions and perspectives. Grade 1 and 2 are learning together, how to be better friends.

Ibu Luky - Grade 1 and 2 Homeroom Teacher



Grade 3 and 4

Reinforcing the theme of 'How the World Works', Grade 3 students investigated how 'all living things go through a process of change.' They learned a series of changes that living things, mainly animals, will go through throughout their life which are marked by significant stages. Reading a book about moths and exploring butterflies marked the start of this study. After having a 2-week intensive observation and taking care of some Banana skipper caterpillars in the classroom, they successfully released an *Erionota thrax* butterfly into the YIS garden.

In Term 3, Grade 3 students also focused on Research Skills where they learned to decide specifically what they want to know, find information about a topic, evaluate that information, analyze and interpret the information and then present it to the class. Their individual research projects about animals' life cycles include the life cycles of a peacock, a cat, a rhinoceros, a penguin and a kangaroo. An extensive investigation will also be conducted in a class by observing the life cycle of a frog. It's always great to see the great enthusiasm of the students when learning.

Ibu Swanti-Grade 3 and 4 Homeroom Teacher



THE MIDDLE YEARS PROGRAMME

Message from the Coordinator

Students are at the center of international education in the IB. They come to school with their own learning styles, strengths, and limitations, as well as different patterns of value, knowledge, and experience. At YIS, teachers open communication professionally based on understanding and respect. They encourage students with their uniqueness, to become active, compassionate lifelong learners by promoting the students' agency through the units that they teach. 'Student agency' plays a significant role in the MYP teaching and learning process. The term 'student agency' relates to the students having an active role and taking responsibility in their learning. The teacher serves as a facilitator, guiding the students' path as needed.

MYP programs provide the students with activities that improve students' agency such as problem-based learning, creating tasks, and projects. Through the activities, they respond, interact, and present in ways that are meaningful to them, and as such are more invested in their own growth. Furthermore, students will have the agency to reach their fullest potential when they take risks and equip themselves with open-mindedness.

Ibu Candra- MYP Coordinator



Grade 5 and 6

This month has been quite challenging for Grades 5 and 6, as they are busy working on their group projects during UOI, developing the IB learner profiles as both thinkers and risk-takers. They have completed their individual research on the changes of building and construction over time and presented it to the class clearly. They learned about designing a building - and as an architect, they had to design some buildings in particular cities using construction paper; whilst considering the environmental factors, context, and community. In art class, students explored their imagination through creating city planning projects, using a variety of materials.

Term 3 was very special as Grade 5 and 6 students also got a buddy reading session with lower primary students. This is such a special time for all the children as they enjoy reading together and to exchange thoughts and enrich their reading experience.

Ibu Ajeng - Grade 5 and 6 Homeroom Teacher



Grade 7: Science

Students will become more aware of how they utilize evidence, practice skills, and draw conclusions in Science. Cells are being taught to 7th graders; understanding that all living things are made up of cells allows students to grasp how creatures are created, develop, and die. Because cells proliferate and develop to produce a multicellular creature, they are the smallest unit of life, sometimes known as the "building blocks of life." Each cell type performs a specific function in order to keep the organism alive. Animal cells are quite different from plant cells, and plant cells contain elements that are not seen in animal cells.

Students in grades 7 and 8 collaborated to create an edible cell. Students learned how scientists use models to understand biological phenomena that may be difficult to observe. Edible cell models helped students to remember the name of the cell's components while also allowing them to visualize the cell structure. Models are effective instruments for interpreting scientific ideas and events, particularly when it comes to visualizing something that is extremely small and can only be viewed through a microscope electron. Both 7th and 8th-grade students had an enjoyable learning experience.

Ibu Artika - MYP and DP Science Teacher



Grade 8: Design

Our world is changing rapidly due to rapid economic development and the resulting significant increase in the amount of waste produced. As a result, green design and recycling methods are part of the creative process for designers. This term in Design class, 8th grade students have learned to create new designs from recycled materials since it has become essential and unavoidable. They discovered various techniques for making recycled paper using old kinds of paper and were able to give new life to used plastic bottles by recreating a plastic garden. The designs created were demonstrated and analyzed aesthetically and practically.

Students also looked at biomimicry and the importance of observing nature in order to find solutions for the design of tomorrow. Biomimicry has resulted in many creative products, such as materials inspired by the slick leaves of the lotus plant and its natural capacity to wash away dirt particles with every rainfall; and the Velcro hook-and-loop system inspired by the prickly plant burrs that stick to our clothes. Thanks to this new knowledge, the students will be able to use these techniques and will work on more creative design projects in the future.

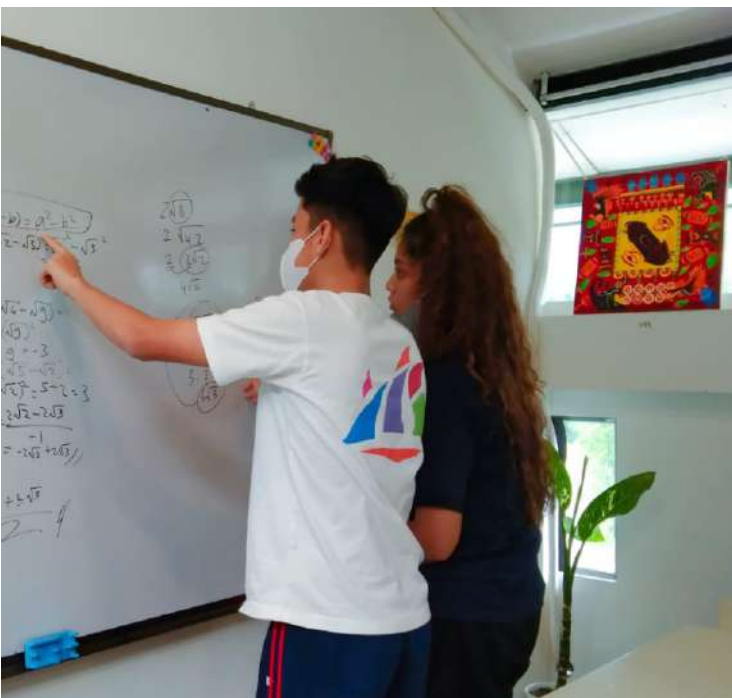
Ibu Fanny- MYP and DP Design, French, and CAS Teacher



Grade 9: Mathematics

In Mathematics, grade 9 was learning about surds. A surd is an expression that includes a square root, cube root, or another root symbol. Surds are used to write irrational numbers precisely. In this topic, students were challenged to solve the problems about surds and write their answers on the board, so that the other students could see how they work in solving problems. In this topic, students also learned how to communicate their opinions in a discussion. They helped each other, discovered and explained the solution to the math problem. Students were active and they were excited to express their thoughts. They built their communication skills throughout the lesson and showed that they are really good communicators, as per one of the IB learner profile characteristics.

Ibu Fransiska- MYP Mathematics Teacher



Grade 10: Visual Art

In Term 3, in the MYP Art class, students have been doing research, investigation, and have learnt that experiment is an essential activity to do when studying visual arts. This process is carried out in a journal book called a portfolio. Through this practice, students acquired new skills and mastered those developed in their prior learning.

In MYP Arts, students function as artists, as well as learners of the arts. Students created, performed and presented arts in ways that engaged and conveyed fun, feelings, explorations, experiences and development of ideas. In this unit, students were guided to learn geometric shapes and colors based on an artist's painting style. Students focused on an artist named Gustav Klimt. After finishing with the research and investigation, students started to do experiments such as sketches and drawings, to support their final work as a summative task.

Pak Herli- MYP and DP Visual Art Teacher



THE DIPLOMA PROGRAMME

Message from the Coordinator

YIS Grade 12 students will sit their IB DP exams this May. They are putting the finishing touches to their projects and exam preparations. This is it, showtime, the moment of truth. There is some variability in the level of readiness among Grade 12 students, however, they are all oriented towards the finish line. The Grade 11 students are 7 months into their IB DP program, and they are getting into the meat and potatoes part of their studies. The main course, in other words. They are taking this in their stride, and their growth as students and humans is quite apparent.

Grade 12: Theory of Knowledge

Grade 12 TOK students focused on their TOK essays, the final assessment of the YIS IB DP TOK course. Yet they are still able to participate in high-level and high-energy discussions on managing the known and unknown factors in their lives - and how to do that is that they need to have one foot in the known, and the other in the unknown. The known is the source of power, stability, and comfort, but also stasis and tyranny; while the unknown is the source of novelty, energy, and creativity, but also anarchy and chaos. For example, one of the students is contemplating attending university in Europe. The student has even been admitted to a university there. So their plan is set. However, there is the unknown factor of the potentially escalating war in Ukraine, and they may have to change their plans.

Pak Dindit- DP Coordinator, Computer Science, EE and TOK Teacher



Grade 11: Bahasa Indonesia

In Indonesian Studies Class, Leo and Yco learned about “Culture and Culinary”. The learning objective was to understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. They identified how to preserve Indonesian culture through its cuisine. They took ownership of the learning by initiating all of the activities. They did field research at Nasi Kulit Syurga Restaurant. They chose the restaurant since it is not only preserving Indonesian food but also exposes Indonesian culture in their restaurant decoration and packaging.

The students were warmly welcomed and successfully conducted an interview with the restaurant CEO, and the manager. They confidently asked questions about the restaurant’s innovation to preserve culture through culinary & digital marketing strategies, as well as in its cultural design. The field research gave the students an exciting first-hand experience that encouraged critical thinking and long-term retention. In the following lessons, the students will share their findings from the interview, as well as sharing their own ideas about how to preserve Indonesian culture through its cuisine.

Ibu Maya- DP Bahasa Indonesia Teacher



YIS Special Events



YIS
Yogyakarta Independent School

Open House

Highlight



Parents' View



are having so much fun in school buildings, running and laughing across the gardens with their friends. Despite the limited activity due to Corona-19 these days, children can enjoy their childhood safely under the reliable systems of the school. They can benefit from open and wide spaces for outdoor play with friends. It is fortunate for us that our children can learn how to deal with this pandemic without losing smiles on their faces.

We are grateful that our children started off their lifelong journey of learning in Yogyakarta Independent School. We hope they will grow up to be as equally happy individuals, as they are now, in Yogyakarta Independent School.”

Mr. and Mrs. Gilbok Lee

Parents of Taira and Jian – PYP students

“Our children love their school. Every morning, they open their eyes and then ask mom and dad if it is a school day today. I would like to share with you what makes our kids love their school, Yogyakarta Independent School.

YIS offers the joy of learning to students. One thing we are sure of is that their enthusiasm comes from the student-centered educational program of IB, International Baccalaureate. Our children are both in PYP, Primary Years Programme. This program is under the IB philosophy that every child is an independent inquirer in school. Our lovely inquirers benefit from a transformative and seamless curriculum across sessions, semesters, and the school year. The teachers at YIS all support the students to fully understand the big picture from smaller pieces of knowledge. Each class is connected to one another to broaden and deepen them in an interdisciplinary way. I guess that is why our children are so excited about classes and always love to share at our dinner table at home what they learned today.

The safe environment of the beautiful campus is definitely what our children love. Especially in these hard times of pandemic, safety for students is more necessary than ever. YIS has established strict health protocols for the health and wellness of students, teachers, staff, and our communities. We are relieved when our little ones are at school, and they





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SCAN ME

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