



Yogyakarta Independent School

# Newsletter

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YIS Campus

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# Letter from the Principal



Dear YIS Community,

As we finish the first term of this school year, I want to reflect on all the progress and successes we have achieved together. It has been a busy and exciting term, with students, teachers, and staff working hard and embracing new opportunities for learning and growth. I am very proud of what we have accomplished as a school.

This term has shown the strength of teamwork and the positive energy in our community. From Preschool to the Diploma Programme, I have seen students fully engaged in their learning, teachers creating new and exciting lessons, and parents supporting us as true partners in education.

In the Early Years and Primary Years Programme (PYP), our youngest learners have explored the world, developing essential skills through hands-on activities and projects. Their curiosity and excitement make learning fun and inspiring for everyone.

In the Middle Years Programme (MYP), students have been thinking critically, solving problems, and working creatively. They grow academically and personally as they prepare for a constantly changing future.

In the Diploma Programme (DP), our older students work hard to prepare for their exams and life beyond school. Their dedication to learning and involvement in CAS (Creativity, Activity, Service) shows how much they care about becoming thoughtful, caring global citizens.

As Principal, I am proud of the dedication and hard work shown by everyone this term. Our teachers' passion for education is evident in every lesson, and our students' commitment to success is impressive. We are building a supportive and challenging school environment where every student can achieve their best. Looking forward, I am excited about the opportunities that Term 2 will bring. We have many events, activities, and opportunities for continued learning and growth. I encourage everyone to stay involved as we continue this learning journey together.

Thank you to our teachers, students, parents, guardians, and staff for making this term successful. Let's keep up the great work as we move forward.

I wish you all a restful and enjoyable break. I look forward to seeing what the rest of the year brings for us at Yogyakarta Independent School.

Warm regards,



**Vladimir Sousek, M.Ed., M.Sc., MBBS**

Principal

Yogyakarta Independent School

# Student Achievements

Aim High. Be Relevant. Make a Difference.



Reihana, one of our grade 10 students, succeeded at the Indonesia Open National Figure Skating Championships 2024 under the Intermediate Novice Girls category.

Good luck on your next competition, Reihana!



Congratulations to Freyvarr, our preschool young athlete who won 2nd place at Sahid Kids Swim Competition held by the Sahid Raya Hotel and Convention Center. She competed in the aquatike streamline category.

You made us proud, Freyvarr!

## Upcoming Aim High Events

**01**  
Nov

**Halloween**

**08**  
Nov

**Math Competition**

**15**  
Nov

**PYP Field Trip**

**18-22**  
Nov

**YIS Examinations  
for PYP, MYP, DP**

**06**  
Dec

**Secret Santa & Potluck**

**12**  
Dec

**Term 2 SPTC**

**13**  
Dec

**End-of-the-Year Party**

Welcome to the new academic year at Yogyakarta Independent School!

This term, we are excited to dive into the transdisciplinary theme of "Who We Are," encouraging students to explore their identities and connections to the world around them.

In the Early Years program, our youngest learners investigate the importance of their five senses and discover how they use them to understand their environment. Our Grade 2, 3, and 4 students are exploring the richness of diversity, learning to appreciate the differences that make each of us unique. Meanwhile, Grades 5 and 6 are delving into multiculturalism, gaining insights into various traditions, festivals, and values from around the globe.

We are eager to work alongside you this term, fostering a love of inquiry and curiosity in our students. Together, let's make this a memorable and inspiring year!



**Veronika Swanti**  
*IB PYP Coordinator*

## Preschool Students Explore and Care for Their Senses in Inquiry-Based Learning

In the recent Unit of Inquiry under the Transdisciplinary Theme "Who We Are," Preschool students have explored how they experience the world through their five senses: touch, sight, taste, hearing, and smell. This captivating and engaging topic has allowed the children to understand how these senses help us interact with our surroundings and learn how to care for them.

While exploring the sense of smell, the young learners are introduced to four distinct scents: ginger, lemongrass, lime, and mint. The children smell each fragrance and excitedly express their preferences. Some enjoy lime's refreshing fragrance, while others prefer ginger's pungent aroma and lemongrass's fresh scent.



Beyond identifying their favorite scents, the children have learned critical lessons about caring for their senses. For example, they discussed how to protect their eyes by blinking instead of rubbing them too hard when itchy, the importance of not putting objects in their ears or picking their nose, and keeping their hands clean to avoid spreading germs to their mouths to stay healthy.



By combining sensory exploration with self-care lessons, the students have developed a deeper understanding of how their five senses contribute to everyday life. This inquiry-based learning experience sparks curiosity and fosters lifelong habits of taking care of their bodies.

Through this unit, our Preschool students connect the abstract concept of the senses to real-life experiences, setting a solid foundation for more complex learning in the future while developing essential life skills.



**Linda Setyaningrum**  
*Preschool Homeroom Teacher*

## Numeracy: Numbers and Patterns

In Term 1, Kindergarten A students have explored various foundational Numeracy concepts. They learned about the days of the week, months of the year, and numbers 1-10, practicing counting and number formation. The students also identified 2D shapes by walking around the classroom, enhancing their observation skills.

One of the highlights is the color-sorting activity, which they thoroughly enjoy. The students use classroom toys to create patterns, such as ABAB and AABB, helping them recognize and understand sequences. It has been a fun and engaging term for developing their Numeracy skills.



**Dewi Yuniversanti**  
*Kindergarten A Homeroom Teacher*

# Exploring the Five Senses: A Fun-filled Journey for Kindergarten B and Grade 1!



Kindergarten B and Grade 1 have been deeply engaged in practical demonstrations, stimulating their five senses and making learning fun and memorable.

The students are engaged in an herb scavenger hunt, where they explore the garden to find and collect various herbs, including the fragrant lemongrass, pandan leaves and refreshing mint. Once the herbs are gathered, it is time to test their sense of smell! Students took turns smelling each herb, describing the unique scents and stating their preferences. This activity ignites their curiosity about nature and enhances their sensory awareness, making them more attuned to the world around them.



To culminate the experience, we made a tasty herbal tea using the gathered ingredients. The joy on their faces as they sipped the warm tea was priceless. This activity perfectly blends sensory exploration, Science, and culinary delight.

In another exciting activity, our students brought various food items representing different flavors—sweet, salty, sour, bitter, and umami. This hands-on tasting session allowed the children to classify their food based on taste, engaging their palates while learning about the diverse flavors in our world. Students relished tasting and describing each item, fostering discussions about their favorites and encouraging them to try new things. Seeing them encourage each other to taste different flavors was heartwarming, promoting community and friendship among classmates.

Our "Muddy Puddle" activity was a hit, engaging our students' sense of touch! In this playful activity, they donned their rain boots and ventured outside to explore the thrill of splashing in puddles.

Students laughed and squealed with delight as they felt the cool water and mud squish between their fingers and toes. This experience was about having fun and reinforcing essential concepts about nature, weather, and sensory experiences. They have learned to embrace the joy of exploration and the beauty of the natural world.



**Fajar Ina & Luky Anggraini**  
*Kindergarten B & Grade 1 Homeroom Teacher*

# Celebrating Diversity in Grades 2, 3 & 4

With more friends joining in, Grade 2-4 students have started this academic year with exciting new adventures. Exploring the central idea of "Knowing and appreciating diversity can enable us to become global citizens", they have learned the importance of respecting similarities and differences while becoming good global citizens.

In their Unit of Inquiry, students conducted individual research and presentations on various aspects of a chosen country, including its flag, geography, religions, holidays and festivals, sports and games played by children, food and drinks, arts, costumes, music, dances, languages, and fun facts.



We are fortunate to have guest speakers in our class, Pak Stanley and Ibu Dilla, parents of Benjiro from Grade 3, who taught the students about Japanese etiquette, including the different types of bowing in Japan. Students also had the opportunity to learn about China's culture from Ibu Nan, the mother of Arianna from Grade 2.

During Show and Tell activities, students proudly brought items representing their chosen countries, showcasing the rich diversity within our classroom. What a wonderful, colorful, and delicious term it has been to celebrate diversity!



**Ajeng Pamungkasih**  
Grade 2-4  
Homeroom Teacher

# Embracing Multiculturalism



This term, our Grade 5-6 students explored the Central Idea: "There are a range of factors in the community which shape our identity." It has been an exciting journey! In UOI, students traveled across Asia (virtually, of course!), researching countries like Singapore and Japan while appreciating the diverse cultures in our world. They have explored world festivals like Oktoberfest, Chinese New Year, Hanami, Chuseok, Jinhae Cherry Blossom Festival, Eid al-Fitr, Eid al-Adha, and the Day of the Dead, gaining a deeper understanding of how traditions shape identity.

Our Show and Tell showcased students' creativity, with them sharing exceptional items like batik, rupiah money, an orange, a race car, a red angpao wallet, Kyrgyzstan slippers, and the fun Indonesian game Cublak Cublak Suweng! In Science, students created a rainforest terrarium to study the diversity of ecosystems and symbiosis. Our English lessons were filled with imagination as students wrote short stories inspired by *The House on Mango Street*, expressing their identities through creative writing.

We also had a memorable field trip to Borobudur, where students deepened their understanding of heritage and identity, connecting classroom learning to real-world experiences.

Next term promises even more exciting adventures—stay tuned!



**Veronika Swanti**  
*Grade 5-6 Homeroom Teacher*

# Message from the MYP Coordinator

The new school year has been exciting for the MYP program. Students and staff are eager to embrace new learning opportunities, and the school community is filled with optimism as we welcome new students, guide them through the school's culture, and foster strong connections.

Our Grade 7 students are quickly adapting to the MYP's rhythm, becoming more confident in managing their lessons and embracing inquiry-based learning. Meanwhile, Grade 8 students show increasing independence, taking responsibility for their tasks, and displaying maturity in facing academic challenges.

In Grade 9, as all students are WNI (Indonesian citizens), they are preparing not only for their MYP studies but also for the ASPD (Standardized Assessment of Regional Education) at the end of the school year, an essential requirement for SPK schools in Yogyakarta. Grade 10 students have begun their final MYP year, focusing on their Personal Projects and preparing for the IB e-Assessment. Their dedication and focus are evident as they approach this important milestone.

We are confident that in the years to come, we will continue celebrating the YIS students striving for success.



**Kencana Devia Candra**  
*IB MYP Coordinator*



# Building Mathematical Foundations: Prime Numbers, HCF, LCM, Integers, and Fractions



As we continue to explore the fascinating world of mathematics, our Grade 7 students have been diving deep into some exciting topics. We began our journey by exploring the fundamental concepts of prime and composite numbers. Our students learned how to identify prime numbers, which can only be divided by one and themselves, and composite numbers, which can be broken down into smaller factors. This foundation has helped them build on their understanding of numbers. Next, they delved into the world of Highest Common Factors (HCF) and Lowest Common Multiples (LCM). They have learned how to find the HCF of two or more numbers, the greatest number that divides each without leaving a remainder. They have also learned how to find the LCM, the smallest number, which is a multiple of each given number.



In addition to HCF and LCM, we have introduced integers—whole numbers that can be positive, negative, or zero. Our students have learned how to add, subtract, multiply, and divide integers and simplify expressions involving integers using the correct order of operations. They have learned how to perform operations involving negative integers, which has been a challenging but rewarding experience for them, as it has required them to be careful about the signs of the numbers they are working with. To reinforce their understanding of operations involving negative integers, we played Kahoot!, which provided a fun and engaging way for them to practice.

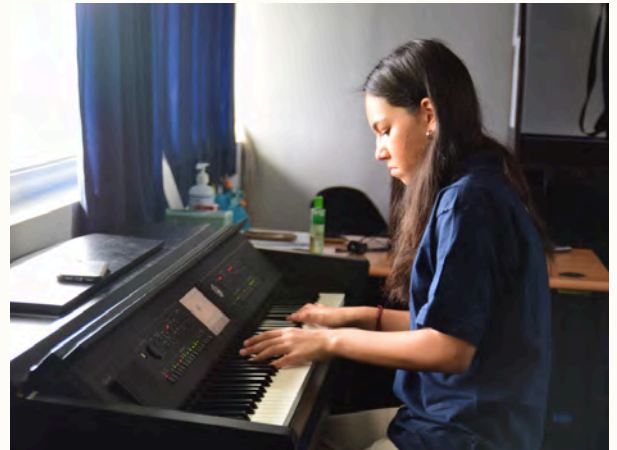
Finally, they were introduced to fractions, a way of expressing a part of a whole. Our students have learned how to add, subtract, multiply, divide and simplify fractions.

We are proud of our student's progress and achievements as we wrap up our exploration of these topics. They have shown a remarkable ability to adapt to new concepts and challenges. We are confident that these foundational skills will serve them well in their future studies on mathematics.



**Mark Gregory Bato**  
*Grade 7 Homeroom Teacher*

# Empowering Musical Growth



We are thrilled to share exciting updates from our Grade 8 music class as students embark on their Individual Performance Program (IPP). This initiative gives students unique opportunities to develop their musical skills and self-expression through personalized performance projects. The IPP aims to foster creativity, independence, and self-motivation among our students, encouraging them to explore their musical interests and showcase their talents.

Students have been engaged in selecting their repertoire that reflects their musical tastes and goals, including anything from classical compositions to contemporary songs. Whether they work on solo performances or collaborative pieces, the variety promises an engaging showcase. Guidance is available through one-on-one meetings with instructors, where students receive feedback and support in refining their projects.

Throughout the IPP, students developed their crucial competencies, including musicality (enhancing their ability to interpret and express music), technical proficiency (improving their instrumental skills through dedicated practice), performance confidence (building poise and assurance for their upcoming presentations), and creative problem-solving (navigating the creative process requires flexibility and adaptation).



**Inosensius Migo**  
*MYP Music Teacher*

# Exploring Sustainable Innovations to Tackle Environmental Challenges



Grade 9 students are engaged in an Individuals and Societies unit centred on the inquiry: "How do scientific and technological innovations, by providing sustainable solutions, enable our society to reduce its environmental impact?" This unit, closely aligned with United Nations Day 2024, raises awareness of global sustainability challenges and encourages students to think as responsible global citizens. It nurtures principled students by guiding them in addressing ethical issues related to sustainable development while fostering a sense of care for the environmental impacts on future generations. By instilling these qualities, the unit empowers students to become active participants in tackling global environmental challenges, equipping them with the skills and mindset necessary for meaningful contributions to a more sustainable world.

Our unit activities prompt students to critically evaluate Indonesia's potential to harness renewable energy sources—such as wind, solar, tidal, and geothermal—allowing them to apply critical thinking and problem-solving skills to real-world issues. They collaboratively assess the viability of these energy solutions, reflecting on both local and international perspectives. As they work through this process, students embody several critical attributes of the IB Learner Profile, such as thinkers, inquirers, and open-minded individuals.

Ultimately, this learning experience aligns with the IB mission of nurturing internationally-minded students who contribute positively to the world.



**Jennifer Magein**  
MYP InS Teacher

# Designing Happiness!

In the design class, Grade 10 students have investigated joyful design, which focuses on creating objects and experiences that serve a function and bring happiness and delight to those who interact with them. By engaging the senses, joyful design fosters positive emotional responses, making our environments more inviting and enjoyable. Through this topic, they have been guided to embrace the power of design to spread happiness and delight in our communities!

Joyful design is more than just aesthetics; it is about creating meaningful experiences that resonate with people on multiple levels. By engaging the senses and eliciting positive emotional responses, designers can transform ordinary interactions into moments of happiness. As they continue to explore the impact of design on our lives, students strive to create spaces and products that fulfill needs and uplift spirits. They will delve deeper into the principles of joyful design and explore how we can apply these concepts in our projects.



**Herli Setiawan**  
*MYP Design Teacher*



# Message from the DP Coordinator

As we embark on this new academic year, I am thrilled to witness the growth and achievements of our Diploma Program students. This year, we are excited to continue fostering international-mindedness, academic excellence, and a spirit of inquiry among our students. Our school's International Baccalaureate (IB) Programme is more than just a curriculum; it's a journey that shapes young minds into compassionate global citizens.

For our Grade 11 students, this is a pivotal time as they officially embark on a transformative journey where they will be challenged to think critically, question assumptions, and engage with the world meaningfully. They have begun exploring subjects that pique their curiosity, pushing them to consider different perspectives and developing a deeper understanding of global issues. It is an exciting time of growth, and we are confident they will rise to the occasion, supported by our dedicated teachers and the IB's rigorous framework.

Meanwhile, our Grade 12 students are deep into their IB experience. Having spent the last year building a solid academic foundation, they are now focused on completing their Internal Assessments (IAs) and Extended Essays. These components are vital in showcasing their academic capabilities and ability to engage in independent inquiry and original research. As they pursue their work, they demonstrate the skills they have developed—resilience, perseverance, and a deep commitment to their academic pursuits.

Additionally, we continue to encourage our students to live out the core IB values of open-mindedness, intercultural understanding, and respect. Through various initiatives, including our CAS (Creativity, Activity, Service) projects, students will engage with their local and global communities in meaningful ways that promote empathy, ethical leadership, and responsible citizenship.

The road ahead will be filled with opportunities to learn, grow, and make a positive impact. We are proud of our students' dedication and look forward to supporting them every step of the way. Once again, this year will be filled with many successes, milestones, and unforgettable experiences for everyone.



**Jennifer Magein**  
*IB DP Coordinator*



# Creativity, Activity, and Service (CAS) - The Cornerstone of the IB Diploma Programme

Creativity, Activity, and Service (CAS), the cornerstone of the IB Diploma Programme, is one of the fundamental components of the DP core. Our CAS program is built on three pillars of learning: conceptual understanding, competency development, and character building. Students apply their classroom learning to real-world situations, enriching their CAS experiences and deepening their understanding of the subject matter. It also allows them to appreciate diverse teaching methods and apply their knowledge more effectively.



*Fishing activity (grade 11)*



*Cooking for the "Blessed Friday" (grade 11)*



Our IB DP students have participated in various weekly, individual, and group CAS experiences, maintaining a balanced focus on creativity, activity, and service. Grade 11 students have demonstrated their commitment to service by cooking for the "Blessed Friday" initiative and engaging in self-development and challenges in sports. Meanwhile, Grade 12 students have shown dedication to addressing global issues by raising awareness about sustainability and water scarcity in Yogyakarta. This activity aligns with their subjects, particularly Environmental Systems and Societies (ESS) and Computer Science, driving them to create a CAS project focused on building a botanical garden with an automated irrigation system to conserve water.

By completing this CAS project, we aim to make a lasting contribution to the school community and the environment while providing students with a meaningful and rewarding learning experience.



*Process of building a botanical garden with an automated irrigation system (grade 12)*



**Rayi Artika Paramitha**  
*DP CAS Coordinator*



# Yogyakarta Independent School

EARLY YEARS/EY-PYP

PRIMARY SCHOOL/PYP

JUNIOR HIGH SCHOOL/MYP

HIGH SCHOOL/DP



**Aim High  
Be Relevant  
Make a Difference**