



Yogyakarta Independent School

# Newsletter

Issue 2 | October to December 2024



YIS Campus

Jl. Tegal Mlati No. 1, Jombor Lor, Sinduadi, Mlati, Sleman, Yogyakarta  
0274-530-5147 | 0811-263-2442 | [info@yis-edu.org](mailto:info@yis-edu.org) | [www.yis-edu.org](http://www.yis-edu.org)



# Letter from the Principal

Dear YIS Community,



Happy New Year! I hope this message finds you refreshed, energized, and ready for an exciting and productive Semester 2. On behalf of the entire YIS family, I extend my warmest wishes for a prosperous and joyful 2025.

As we reflect on Term 2, it is incredible to see how much we have accomplished together. From academic achievements to memorable celebrations, this term was filled with growth, collaboration, and a vibrant sense of community.

We began with a spirited celebration of *Sumpah Pemuda* on October 28, where students and staff embraced the values of unity and national pride. On November 1, our Halloween Celebration brought creativity and fun to campus, with costumes, activities, and plenty of treats.

The *Mathematics Competition* on November 8 showcased the impressive problem-solving skills of our students, fostering a love for learning and collaboration. Shortly after, from November 18 to 21, students demonstrated their hard work and preparation during the Semester 1 Examinations and Assessments.

On November 22, the *IB PYP Field Trip* gave our Primary Years Programme students a chance to learn beyond the classroom through hands-on experiences that enriched their understanding of the world. The following week, from November 25 to 29, *Spirit Week* brought joy and school spirit with themed dress-up days and activities, uniting students and staff in celebration.

As the term drew to a close, we held a festive *Secret Santa Gift Exchange & Potluck* on December 6, spreading warmth and kindness throughout our school. On December 12, we welcomed families for the *Student-Parent-Teacher Conferences (SPTCs)*, fostering open communication and shared goals for our students' growth.

The term ended on a high note with our unforgettable *Year-End Celebration and Gala Dinner* on December 13 at the Sheraton Hotel. With the theme of *Moana*, the evening was filled with joy, creativity, and a true celebration of our achievements as a community.

As we move into Semester 2, we have much to look forward to, including new learning opportunities, exciting school-wide events, and continued growth for our students. I encourage all families to stay engaged and connected as we build on the strong foundation we've established this year.

To our prospective families, Yogyakarta Independent School is more than a school—it is a community where every child is nurtured to grow academically, socially, and emotionally. We invite you to visit us and experience the vibrant and supportive environment that makes YIS a place of excellence and joy.

Thank you to our students, parents, teachers, and staff for your unwavering dedication and enthusiasm. Together, we make YIS a place where dreams take flight. Let us embrace the opportunities of 2025 with optimism and determination.

Warm regards,

Vladimir Sousek, M.Ed., M.Sc., MBBS  
YIS Principal

# Upcoming Aim High Events

**17**  
Jan

**Social &  
Science Expo**

**31**  
Jan

**Lunar New Year  
Celebration**

**14**  
Feb

**Valentine's Day**

**21**  
Feb

**Computer Science  
& AI Expo**

**03**  
Mar

**IBDP Visual Arts  
Exhibition**

**07**  
Mar

**IB MYP Personal  
Project Exhibition**

**21**  
Mar

**Term 3 SPTC**

# Term 2 Events Highlights



## Message from the PYP Coordinator

This term at YIS, our Primary Years Programme (PYP) students have embarked on exciting inquiries, exploring transdisciplinary themes that connect learning to real-world experiences.

The Early Years students explored the theme *Where We Are in Place and Time*, focusing on the central idea: "Journeys create change and can lead to new opportunities." Through stories and activities, they discovered how journeys shape individuals and communities, fostering growth and new possibilities.

Grades 2-4 explored two themes. Under *Where We Are in Place and Time*, they investigated: "Human migration is a response to challenges, risks, and opportunities," analyzing why people migrate and its impacts. Under *How We Express Ourselves*, they examined: "Imagination is a powerful tool for extending our ability to think, create, and express ourselves," engaging in creative projects to foster self-expression and innovation.

Grades 5-6 inquiries also spanned two themes. Under *Where We Are in Place and Time*, they explored: "Exploration leads to discovery and develops new understandings," reflecting on the influence of exploration. In *How the World Works*, they investigated: "Scientific investigation evolves our perspectives and knowledge towards making new creations," conducting experiments and researching innovations.

This term, students have completed their first-ever Semester 1 Assessments, which included a wide range of subjects such as UOI, Social Studies, Science, Math, English, Bahasa Indonesia, French, Spanish, Pendidikan Agama, Pendidikan Pancasila, PE, Music, Arts, Library Time, and Indonesian Studies. These assessments provide a thorough evaluation of their understanding and progress across various disciplines, offering valuable insight into their academic development.

Students in Preschool to Grade 6 enhanced their learning with a field trip to the Dirgantara Mandala Air Force Museum. They explored aviation history and technological advancements, deepening their understanding of journeys, migration, and exploration.

The success of this term has been made possible through the collaboration of students, parents, teachers, and all members of the community, whose support and involvement have been key to fostering enriching learning experiences. Thank you for your continued dedication and partnership. We look forward to an exciting new term filled with more opportunities for growth and exploration!



**Veronika Swanti**  
IB PYP Coordinator



# Preschoolers Explore Community Roles and Careers Through Hands-On Learning

In connection with our Unit 2 transdisciplinary theme, *Where We Are in Place and Time* and the central idea *Journeys Create Change and Can Lead to New Opportunities*, Preschool students had the chance to explore different professions and learn how these roles make a positive difference in our community and beyond. Preschool parents were invited to share their jobs, explain their importance, and discuss how they positively impact others.



These activities exposed the students in their early years to a variety of career paths and encouraged them to pursue their own passions. They also highlighted the value of parental involvement in education, as the bond between parents and children was visibly strengthened. Many students felt proud and happy to have their parents in the classroom and expressed their gratitude after the sessions.

Additionally, the students gained an understanding of how various professions contribute to the community and foster global connections. They were highly engaged in interactive, hands-on activities, such as exploring glove-making materials, handling football outfits, balls, and shoes, trying to score goals, making crafts with their parents, and using a toy mini-ATM machine to learn about saving money. These activities provided memorable experiences and deepened the students' understanding of the world of work and its impact on society.

Some students further extended their learning by playing soccer in the outfits at home, continuing to make crafts with their parents, bringing a favourite construction-themed book to school, or dressing up as storytellers.



**Linda Setyaningrum**  
Preschool Homeroom Teacher

# Exploring Journeys Through Transportation, Role-Play, and Community Connections

In Term 2, Kindergarten A students engaged in a series of exciting and educational activities as they inquired into the theme of Journeys. They explored different modes of transportation, including trains and ships, while also learning about community helpers who play vital roles in facilitating these journeys.

A highlight of the unit was their participation in role-play activities, where students assumed various roles to bring their learning to life. During the Train Journey role-play, they enthusiastically acted as train directors and passengers, while in the Sail to the Sea activity, they embraced roles such as captain, navigator, first mate, lookout, and treasure finder.

Additionally, the students had the unique opportunity to interact with real community helpers. They thoroughly enjoyed engaging in hands-on activities such as cooking, playing soccer, and singing alongside professionals. These meaningful interactions enriched their understanding of various professions and their contributions to the community.

The students' enthusiasm and dedication were evident as they fully immersed themselves in these experiences, building confidence, communication skills, and a deeper appreciation for the world around them. Well done, Kindergarten A—Ahoy and keep up the fantastic work!



**Dewi Yuniversanti**  
Kindergarten A Homeroom Teacher



*Aisha's father taught our Kindergartens how to make pancakes.*



*Zion's father taught our Kindergartens how to play soccer.*



*Kindergarten A students were having fun during the Train Journey role play.*

# Engaging and Long-Lasting Memories in Kindergarten B and Grade 1

In Term 2, students explored the transdisciplinary theme of "Where We Are in Place and Time." They engaged in an inquiry into journeys that sparked their interest and enthusiasm for the topic. Throughout this term, students participated in various activities designed to enhance their understanding of journeys. One engaging role-play involved applying for passports and visas, which allowed students to experience the travel process firsthand. Additionally, they took a trip to a local shop, where they learned about community places and their significance.

The highlight of the term was a visit to the Air Force Museum, where students had the opportunity to observe different types of airplanes and learn about the history of aviation, from early aircraft to modern innovations. This visit provided a tangible connection to the theme of journeys, both in terms of travel and technological advancement.

Beyond physical journeys, students also explored the journey of food. They listened to the classic story of "The Little Red Hen," which narrates the process of making bread. Inspired by the story, the students enjoyed a hands-on experience by baking cupcakes, which furthered their understanding of how food is prepared and shared.

This term, we also introduce our new friend "Melody" (our teddy bear) who accompanies each of the students on weekends. They share activities and stories and record their journeys in our special Journey Book with Melody, alongside their beautiful, fun and unforgettable memories. This term has been filled with excitement, creating lasting memories for the students as they embarked on wonderful journeys alongside their friends. The combination of interactive activities and real-world experiences has fostered a deeper appreciation for the concept of journeys, both in terms of travel and culinary exploration.



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

# Learning in Motion: Migration and Imagination



This term, our students explored two engaging Units of Inquiry: Migration and Imagination.

In the Migration unit, students explored the concept of human migration, including the push and pull factors that drive people to move. Highlights included creating detailed posters depicting the stages of migration: departure, journey, and arrival. During Show and Tell, students presented their Migration Suitcases, showcasing the items they would bring if they had to migrate.

In Science class, students explored the fascinating world of Animal Migration, uncovering why animals migrate and the challenges they encounter on their journeys. They also studied animal habitats, learning how these environments support survival. To deepen their understanding, students created dioramas of their chosen animals, beautifully depicting their habitats and migration patterns.

In English class, our Grade 2-3 students elevated their storytelling skills by crafting their own hardcover books. Each student wrote an original tale, complete with colorful illustrations and carefully bound covers, transforming their ideas into literary treasures. Meanwhile, our Grade 4 students celebrated a major reading milestone by completing the novel *Bridge to Terabithia*. Inspired by the story, they designed their own imaginative worlds, blending creativity and narrative sensibility. Through these adventures, all of our students gained new insights into storytelling and discovered how imagination can inspire both their writing and their understanding of the stories they read.

In the Imagination unit, students explored how imagination enhances creativity and problem-solving. A highlight of this unit was a hands-on activity where students used their imagination and creativity to build structures with LEGO blocks. Students also took part in a design challenge where they used recycled materials to create innovative tools or inventions, presenting their creations to their peers.

Term 2 has been an exciting blend of discovery and creativity, showcasing our students' talents and hard work!



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

# Adventures in Learning: Exploration and Scientific Investigation

This term, our Grade 5-6 students embarked on two fascinating Units of Inquiry: Exploration and Scientific Investigation, immersing themselves in creativity, discovery, and critical thinking. In the Exploration unit, students investigated different types of exploration, including space, underwater, cultural, adventure-based, and geographical exploration. They brought their learning to life by creating stunning dioramas made from clay and paint, depicting their chosen type of exploration. Additionally, they studied the lives of famous explorers who ventured into uncharted territories. The Scientific Investigation unit focused on the importance of inquiry, particularly in understanding various energy sources. Students explored renewable energy such as wind, solar, water, and geothermal energy, as well as non-renewable energy like fossil fuels. They analyzed the advantages and disadvantages of these resources on the environment.

In Science, students delved into the ocean's mysteries, learning about its formation, plants and animals, layers, and the impact of pollution on marine ecosystems and human health. These investigations highlighted the critical role oceans play in sustaining life and protecting our planet.

In English, students read *The House on Mango Street* and used its themes and style as inspiration for their own creative stories about their families. Each student transformed their writing into a beautifully illustrated hardcover book, weaving in figurative language such as metaphors, similes, hyperboles, and onomatopoeia. They also refined their punctuation skills, creating polished and expressive narratives that showcased their literary growth.

This term has been an exciting blend of exploration and creativity. Through hands-on projects, thoughtful discussions, and imaginative storytelling, our Grade 5-6 students have deepened their understanding of the world and demonstrated their enthusiasm for learning.



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

## Message from the MYP Coordinator



As we conclude the first semester, we are pleased to share the progress and efforts of our MYP students during the recent Semester 1 examinations. These assessments have provided an opportunity for students to demonstrate their understanding and skills across various subjects while also serving as a tool for reflection and growth.

It is important to note that the Semester 1 examination results do not serve as a final summary of a student's overall performance. Instead, they provide valuable insights into areas of strength and opportunities for improvement. This process aligns with the IB MYP philosophy, which places a strong emphasis on continuous learning, growth, and self-reflection.

Through these examinations, teachers are able to assess each student's progress, identify learning gaps, and tailor future instruction to meet individual needs. For our students, this is a chance to reflect on their achievements and set clear, actionable goals for the upcoming term.

Beyond academics, Semester 1 has also been marked by the active participation of our MYP students in various school events. By the end of Term 2, students enthusiastically engaged in the preparation and celebration of events such as Youth Pledge Day, Halloween, the Mathematics Competition, and the Year-End Celebration. Whether taking part in drama performances, contributing to music ensembles, or showcasing their creativity through props and set design, our students have demonstrated their enthusiasm, teamwork, and creativity. These activities reflect the dynamic and vibrant spirit of our IB MYP learners, highlighting their ability to balance academic and extracurricular pursuits.

The success of these activities, as well as our students' academic progress, is a reflection of the strong support and collaboration within our school community. Teachers, parents, and staff all play an essential role in fostering an environment where students are encouraged to explore, grow, and thrive. This partnership not only strengthens our students' learning experiences but also empowers them to become balanced, reflective, and principled learners. Together, we celebrate their achievements and look forward to even greater progress as we embark on the next phase of the academic year.



**Kencana Devia Candra**  
IB MYP Coordinator

## Exploring Science with Oobleck

Grade 7 students conducted a scientific experiment by making Oobleck, a fascinating non-Newtonian fluid that reacts differently depending on the force applied to it. This hands-on activity turned their curiosity into practical application while enhancing their scientific skills.

The students engaged rigorously yet joyfully, exploring the unique properties of Oobleck. The experiment provided them with an opportunity to connect science with real-world applications in an enjoyable and interactive way. Working together in a friendly and collaborative environment, they shared laughter and excitement, which kept their spirits high throughout the process.



**Pandu Triwijoso**  
MYP Science Teacher

## Rhythmic Gymnastics: A Path to Fitness and Creativity



Rhythmic gymnastics is a sport that involves movements that follow the tempo and rhythm of music, harmonizing movements with the song being played. For Grade 8 students, the required elements are rhythm, flexibility, and continuity of movement. It also emphasizes posture, rhythm and teamwork by encouraging synchronized group routines and creative choreography set to music.

Incorporating rhythmic gymnastics into the curriculum promotes physical, creative and mental health while building movement skills. Rhythmic gymnastics helps boost self-confidence through skill mastery and performance, reduces stress through creative movement, and encourages teamwork during group activities. Students gain knowledge of the rules, scoring criteria, which enriches their understanding of the sport. By integrating rhythmic gymnastics into their education, students can develop discipline, improve their fitness level, and express themselves artistically, laying the foundation for a balanced and active lifestyle.



**Lentera Adi**  
MYP PE Teacher

## Enhancing French Skills with “Hobbies and Holidays”

This term, Grade 9 students have been exploring the topic "Hobbies and Holidays" in French. They have been learning how to ask a friend out and suggest activities to do together. Additionally, they have expanded their vocabulary to describe their favorite pastimes and have practiced using new verbs and grammar structures to communicate more fluently in French.

The students have also made significant progress in their spelling and pronunciation. By focusing on oral practice and diligent note-taking, they have gained more confidence when speaking French, allowing them to express themselves more naturally and effectively. What an exciting and enriching journey it has been!

Next term, they will dive deeper into learning about daily habits and routines, continuing to build their language skills and confidence.



**Emma Teytaud**  
MYP French Teacher



*Kasyafa did some research in French class.*

## Math in Motion: YIS Students Shine in First-Ever Math Competition

We conducted our very first math competition at YIS on November 8, 2024, under the theme “Math in Motion: A Journey Through Playful Learning.” The goal of this event was to inspire and engage participants by exploring the dynamic and creative aspects of mathematics through interactive challenges and activities. The event aimed to foster a deeper appreciation for mathematics, encourage collaborative problem-solving, and create a fun and enriching learning experience.



*(Left) Gwenna competing in the Math Puzzle Quest. (Right) Ziva & Kimberly won the Artsy Math*



**Fransiska Duitasari**  
MYP Mathematics Teacher

The event witnessed enthusiastic participation from students, who approached each activity with excitement and determination. They displayed remarkable skills in tackling problems, enthusiastically embraced challenges, and demonstrated a commendable competitive spirit. This competition not only celebrated our students' intellectual and creative potential but also reinforced the idea that mathematics extends beyond textbooks and classrooms. By blending logic, art, and movement, the event successfully underscored the versatility and relevance of mathematics in everyday life and highlighted the value of creative approaches to making mathematics engaging, accessible, and enjoyable for all students.

## Message from the DP Coordinator

This Term 2, our IB Diploma Program offered Grades 11 and 12 students many opportunities to grow both individually and academically. The term presented a significant challenge: examinations modeled after official IB external assessments. Our students approached these exams with remarkable dedication, demonstrating resilience and a positive attitude. Their impressive performance showcased not only their knowledge but also their ability to adapt to this new level of academic rigor. Our goal was to give students a real taste of what IB examinations entail while proving to them that with hard work, perseverance, and aiming high, they can achieve great success. This experience served as a valuable reminder that challenges are growth opportunities.

Beyond academics, Term 2 was filled with exciting school events that allowed our students to shine in new and creative ways. Events like Halloween, Spirit Week, and our End-of-Year Show provided opportunities for them to step out of their comfort zones, explore hidden talents, and share their creativity with the school community. These moments highlighted not only their abilities but also their courage in trying new things. Moreover, they supported and encouraged each other, showing care and compassion for their classmates, teachers, and the wider community in an admirable way. Through these experiences, our students learned important lessons about teamwork, compassion, and embracing diversity. They discovered that our differences unite us and form the foundation of our strength as a community.

Academically and personally, our students have embraced this term as a journey of learning, growth, and sharing. They have shown us how dedication and collaboration can lead to incredible achievements. As we look forward to the next term, we are proud of their progress and excited for what lies ahead.



**Jennifer Magein**  
IB DP Coordinator



*Grade 12 dressed up as 90s students during the YIS Spirit Week.*



*Velli and Zahra performed well in the end-of-year celebrations*

# Grade 11 Students Excel in DELE Exam



*(Left) Jesse prepared himself for the DELE Exam. (Right) Dhana looked very serious during the DELE Exam.*

As the 2024 academic year comes to a close, our Grade 11 students have demonstrated remarkable commitment and perseverance during their final term. This term was especially demanding as they prepared for both their semester exams and the prestigious DELE (Diploma de Español como Lengua Extranjera) exam.

The DELE exam, internationally recognized by the Spanish Ministry of Education, certifies Spanish language proficiency and is highly valued in academic and professional contexts. Our students tackled this challenge with dedication, showcasing their language skills across listening, reading, writing, and speaking components. The certification is a significant achievement that strengthens their resumes, providing a competitive edge for university applications and future career opportunities in our increasingly globalized world.

Research shows that earning a DELE diploma not only enhances linguistic confidence but also opens doors to studying at Spanish-speaking universities and working in international fields. Achieving this certification demonstrates a commitment to excellence, cultural understanding, and adaptability – qualities sought after by top universities and employers.

Throughout the term, Grade 11 students balanced rigorous preparation with a positive attitude, showing resilience and growth. Their success in completing this demanding term reflects their hard work and the unwavering support of their teachers and families.

Congratulations to our Grade 11 students for their incredible achievements. We are proud of the dedication they have shown and are confident that these milestones will propel them toward even greater successes in their academic and professional journeys!

**Paloma Cascales**  
DP Spanish Teacher



## Grade 12 Students Preparing for the Individual Oral (IO)



As we approach the end of the term, we are pleased to update you on the exciting work our Grade 12 students have been engaged with in English Language and Literature. This term has been an enriching one, as students have developed their analytical and presentation skills while exploring a range of literary and non-literary texts.

A significant focus this term has been on preparing for the Individual Oral (IO), which allows students to demonstrate their ability to compare and analyze literary and non-literary works. Students have been comparing *The Things They Carried* by Tim O’Brien with various non-literary works, such as photographs and advertisements. The aim of this task is to explore how both literary and non-literary texts convey themes of war, trauma, memory, gender roles and identity. Through this comparison, students have analyzed the impact of different mediums on the audience, looking at how visual and textual elements work together to communicate meaning. This process has required careful consideration of the way meaning is shaped through narrative, imagery, and symbolism, making the comparison both a critical and creative exercise.

In preparing for their IO, students have been developing their critical thinking skills by analyzing the techniques used in both the literary and non-literary works. They have explored how themes of conflict, trauma, and survival are portrayed in O’Brien’s narrative and how these themes are reflected or challenged in the selected non-literary works. Additionally, students have practiced their oral presentation skills, working on how to effectively communicate their analysis within the time frame of the IO.

As we move towards the final assessments, students will continue to fine-tune their presentations for the Individual Oral, ensuring they have a clear, well-supported analysis. They will also engage in reflection activities to consider the connections between the texts and the broader themes they address. This will also prepare students for Papers 1 and 2 of the IB English examinations.



**Annaelle Barnes**  
DP English Teacher

# YIS End-of-Year Celebrations 2024

