



International School of Kuala Lumpur

International School (Urban)

No of Students: 1650

No of Teachers: 300

District: Wilayah Persekutuan (KL/Putrajaya)

Address: ISKL,

Jalan Kolam Air,

Ampang 68000

Selangor,

Malaysia.

Contact	Theme (s)
Telephone: +60342595600 Fax: +60342579044 Principal: Norma Hudson Teacher: Laurence Myers Email: lmyers@iskl.edu.my	Water, Waster/litter, Energy, School grounds, Transport/sustainable mobility

Award received




Awarded on: 2017 & 07 Oct 2015

Step 1 - The Eco-Schools Committee



The following is a general description of the committee:	<p>The committee is made of students, teacher coordinator and has input output and full support from the cafeteria management and facilities management. The Student group - Green Council was in place last year and has continued this year with regular collaboration with the facilities management. Earth Club works separately and as of next year the two clubs will merge so as to have a greater impact.</p> <p>Next year the committee will be expanded to the following</p> <p>Celia Cookson Chair (HS) Brad Knowles (Facilities) Fabian Jong (facilities) Suji DeHart (ES) Anyia Kiethley (MS) Rami Madani (Curriculum) HS student chairman, Media, liaisons TBA in August - Elections MS student members TBA August (after school activity)</p>
The following groups are represented in the committee:	<p>Pupils, Teachers, Non-teaching staff of the school</p> <p>- Facilities management (Brad Knowles) cafeteria management also deal with Mr. Knowles regarding composting and waste. However they are not full time members of the committee but are driving forces in change and implementation. The committee next year will take on a different structure. Elections for the student positions are being held and these positions are advertised as CAS projects. It is planned to have middle school student representatives on the committee.</p>
The committee members are chosen in the following ways:	<p>A combination of the above</p> <p>The Green council members are nominated for office and the teacher coordinator is appointed. The Facilities management department are not committee members but are pivotal in all matters. Next year the process is different. We will be setting up a new committee at the start of the year with myself, Brad Knowles (facilities management) his assistant Fabian, a middle school and elementary school teacher representative and students from ES, MS and HS. This committee will meet monthly.</p>
Pupils in the committee are given the opportunity to nominate adult members:	<p>Yes</p>
The committee holds meetings at	<p>Once a week or more</p>

this frequency:	
The following are the number of meetings that have been held so far:	14
A parent, school board member, or other external parties have been present for the following number of meetings.:	4
Photo of committee members	 <p>Alexia Hansen, Natalie Kudenholt, Claire Ng, Andra Thurtle, Iman Ahmad Fauzi, Justin Woo, Abhi Narsiman, Lynsey Creeger, Harry Cathey, Aishah Faiz, Kotaro Kajita, Yuern Hsueh, Pepe Dlamini</p>
Brief notes or minutes of meeting:	GreenCouncilMinutes.pdf

Step 2 - Environmental Review




A formal environmental review that are guided by a checklist has been carried out:	<p>Yes</p> <p>The school was awarded Green Flag so underwent an extensive review. The review this year has been done by Facilities and has looked at the electricity usage, water usage and composting. Several Energy saving initiatives have been introduced in response to the environmental review. The school is moving to a new site so the main work has been on making the new campus green. e.g passive cooling, gardens, toilets with low water consumption.</p>
The following eco-themes are reviewed:	Water,Waster/litter,Energy,School grounds,Transport/sustainable mobility
The following parties were involved in the environmental review process:	Pupils teachers and other adult members of the committee
Non-committee members are consulted:	<p>Yes</p> <p>Facilities management and the Cafeteria management were heavily involved as the main issues could be addressed by them and they had the most information. Their proactive involvement and leading of the review has resulted in many new initiatives across both campuses that have had a positive environmental impact.</p>
The collated results of the environmental review are displayed at the following places:	<p>Eco-Schools Notice Board,</p> <p>Other places</p> <p>- These have been displayed on the public multimedia displays around the school.</p>
The environmental review was last carried out on:	2016-00-12 00:00:00
Environmental review has been carried out more than once:	<p>Yes</p> <p>major environmental reviews were carried out to be awarded green flag. The main environmental review focus at this time is the new campus. The smaller review here at Ampang and Melawati which are regularly undertaken and updated are to address the two main issues namely, Energy saving and composting and recycling.</p>
The results of the environmental review are used to draw up the action plan:	<p>Yes</p> <p>1. More emphasis on recycling. This resulted in recycling boxes with green council logo being placed in all classrooms and cleaning staff being educated in this disposal.</p> <p>2. The composting initiative was highlighted and cafeteria composting increased. The community composting initiative has always been successful and remains so.</p> <p>3. The energy saving review has resulted in the motion detecting lights being installed in corridors and as many areas on on both campuses as possible.</p>

	<p>4. They Gym now has haze filters installed to improve indoor air quality during haze period.</p> <p>5. Energy usage in the gym is now monitored and managed using automated device to ensure more efficient energy usage and better conditions for students and staff.</p> <p>6. The 1980s technology room AC devices have been upgraded to modern inverter technology units with 30% saving in energy.</p> <p>7. Facilities management are now embarking on an energy saving initiative at Melawati.</p> <p>8. The review led to a closer working relationship with the contract landscapers to enhance the greenery around the school.</p>
Pupils on the committee gather suggestions for action from teachers or school-mates (who are not in the committee):	<p>Yes</p> <p>they asked questions amongst classmates. They also sought advice from facilities management. There has been input from middle and high school and Facilities management have supported fully the greening of the school by providing facility to hand plants and ensure green spaces. They have worked with students closely.</p>
The environmental review form/checklist/survey forms used by the eco-committee	<p>Environmental Review Checklist (blank).pdf</p>
Tables/graphs or other evidence of data analysis done based on data gathered from the environmental review process	<p>ISKL Environmental monitoring.zip</p>

Step 3 - Action Plan



The eco-committee has drawn up an action plan:	Yes
The followings eco-themes have been addressed in the action plan:	Waster/litter,Energy,School grounds,Transport/sustainable mobility,Healthy living
Details that are included in the action plan:	Overall objective/s for action plan,List of actions,Objective/s for each action,Person/s in charge of each action,Timeframe for carrying out actions,Cost/budget for each action,Targets for each action
Pupils in the committee are designated to lead some of the actions in the action-plan:	No
The action-plan is incorporated into the school management plan:	Yes
Eco-committee's action plan:	Action Plan1.pdf
Photos of activities being carried out by eco-committee	



Step 4 - Monitoring & Evaluation



The followings are methods used to obtain feedback from the rest of school community on the effectiveness of the activities in the action plan:

Others

- google forms survey but most of the actions are school wide so surveys not carried out.
- Students also carried out student interviews on environmental viewpoints.

The following are examples of how monitoring is carried out to assess the progress of specific activities:

1. School has a Energy management system (EMS) This monitors the usage of energy in both campuses and these are displayed in charts and the Facilities management respond to the data as required with carefully considered remedial action aimed at restoring energy saving efficiency levels. The data is recorded hour n hour and then Facilities management use the data to devise strategies to improve energy usage. E.G. Gym, there is a sensor that detects the number of people in the gym and the Air con is adjusted accordingly.
2. The composting progress is monitored monthly and the volumes are recorded and published on the school website.

The following are examples of instances when improvements/modifications to planned actions were carried after a review process was undertaken:

1. Modification to the existing air conditioning system to accommodate the new haze filtration system. This was because the existing filters were not designed to accommodate adequate standards of air quality. The gym air conditioning system is operational when scheduled classes are in the gym. Otherwise the air con is not operational. This ensures that there is minimal wastage.
2. The implementation of recycling boxes in HS classrooms was not as successful as expected because the advertising was not widespread enough. The google form survey highlighted this and in the new school year this will be addressed by advertising and raising awareness at a higher level. Also follow up each month to ensure that the initiative is working.
3. Lights throughout the school are being changed to movement sensor lights. This has meant great improvements in usage.
4. The #Hugatree campaign was not as successful as we would have hoped as the students didnt get on board with it. Next year we will revisit our strategy.
5. Green council attempted to improve the food wastage issue in school with an education initiative for students composting in the cafeteria. This was not successful as it was difficult for the students to monitor. Next year we will make this more high profile and ensure education of cafeteria staff to make this initiative work more successfully.



Data from the monitoring exercise is used for curriculum work or materials :

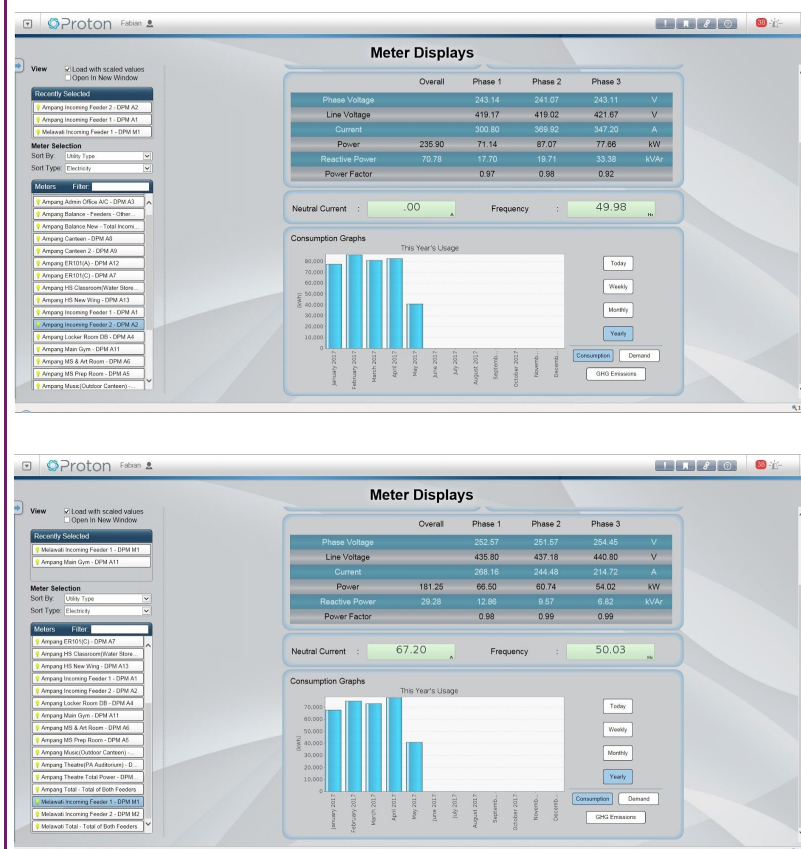
Yes the energy saving data provided by facilities management is discussed in the ESS class (IB diploma) to give an example of anthropocentric and technocentric solutions to energy saving.

The progress of the action-plan reported to the whole school in the following ways:

- Website

Evidence showing how the progress of the action plan are monitored and its effectiveness are evaluated

[Amp -Electricity Consumption 2016-2017.pdf](#)



Photos shows committee members carrying out monitoring & evaluation or getting feedback from the school about the progress of the action plan



Photos of Green council students talking to students about the initiatives.

← Untitled form ☆

SEND

QUESTIONS RESPONSES 19

Green Council - Recycling Box - Feedback

Form description

This form is automatically collecting email addresses for The International School of Kuala Lumpur users. [Change settings](#)

Do you have a Green Council recycling bin in your room?

☐ Yes

☐ No

Did you have a recycling box in your room before the Green Council box? *

☐ Yes

☐ No

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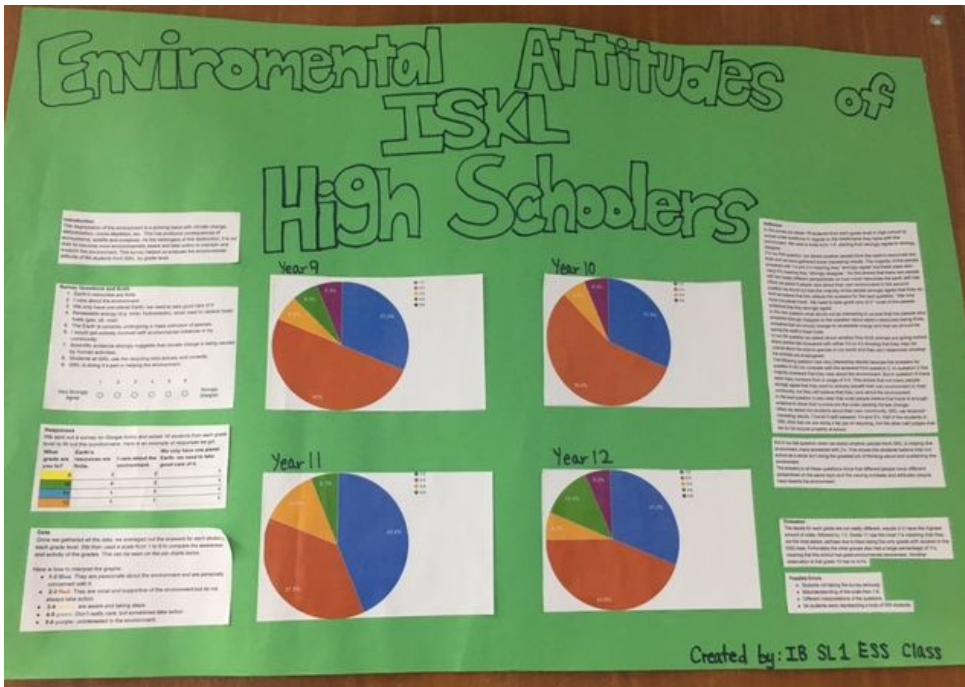
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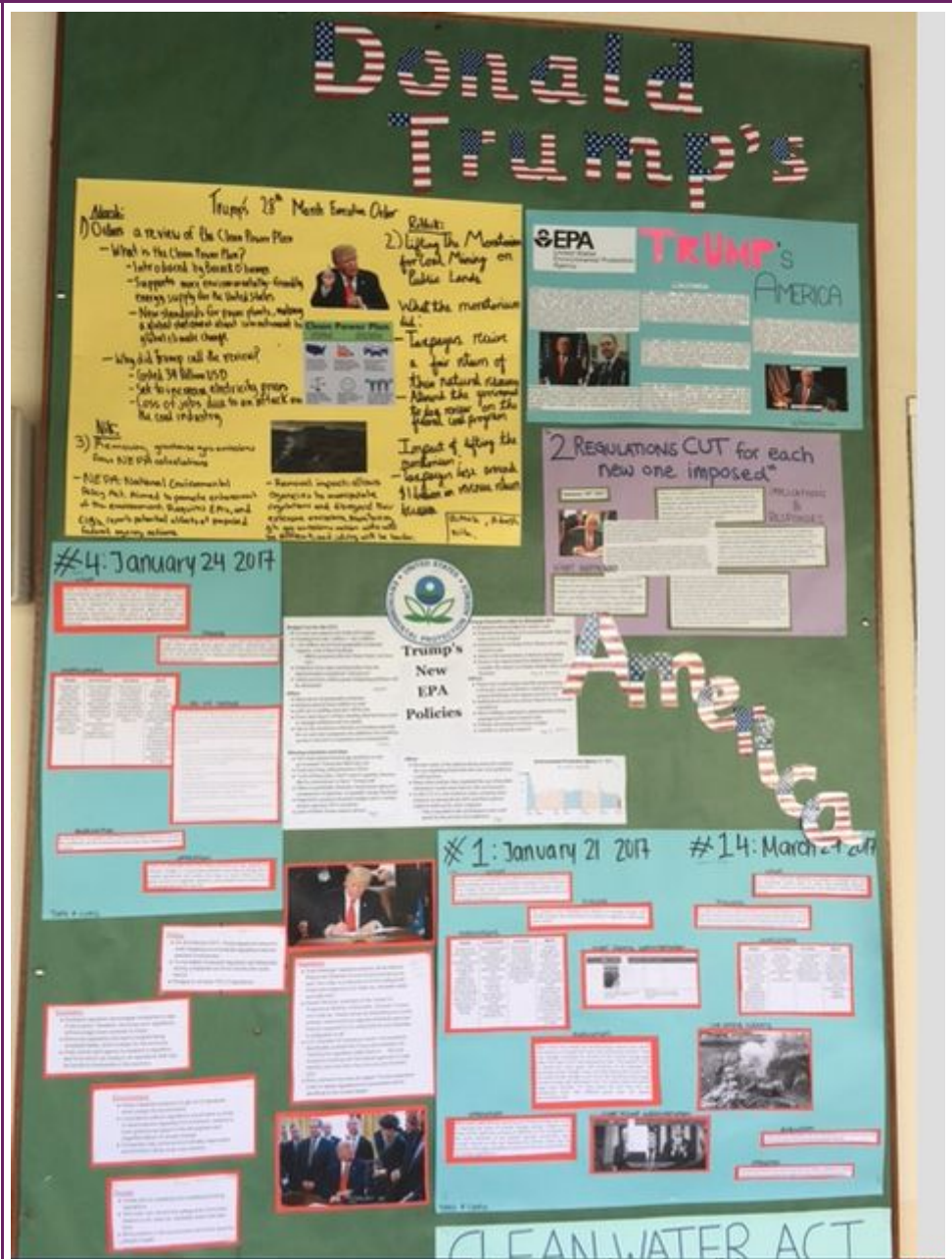
Green Council questionnaire onf recycling boxes

Step 5 - Link to curriculum


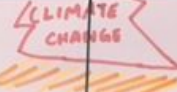


School has designated a teacher to take responsible for environmental education in the school:	Yes Celia Cookson teaches ESS
School has designated a pupil to take responsible for environmental education in the school:	No
The followings are Eco-Schools themes that has been adressed in the teaching and learning activities during curriculum time:	Water,Waster/litter,Energy,Nature & biodiversity,School grounds,Climate change
The following are examples of how pupils' involvement in Eco-Schools has led to a rise in educational achievement:	<p>IB - SL Environmental Systems and Societies is now offered in the HS. This is a multidisciplinary class that approaches green issues through a Science, geographical and socio-political lens. The students have conducted an environmental viewpoints survey in the school and are studying environmental issues in Malaysia.</p> <p>ISKL includes environmental and sustainability education as part of its school-wide goal First step = creating of Sustainability & Service Learning Coordinator position (2010). Who provides support to sustainable practices and programs</p> <p>Implemented Education for Sustainable Development (ESD) into the curriculum for all grade levels</p> <p>UN's 8 themes for Sustainable Development. Using these themes, we have created standards and benchmarks</p> <p>Examples: May 2015, 232 links in unit documentation were identified using school's web-based curriculum mapping software (Atlas Rubicon) All grade levels include ESD related activities, and go on educational experiences where nature is highlighted (the latter, all grade levels except seniors experience) Malaysia Week for Middle School Global Action Program (GAP) for High School</p>

	Every student at ISKL is exposed to these activities. Not specific documentation regarding Eco-Schools themes, since they are within our ESD standards
Curriculum map	CurriculumMapTemplateMiddleandHighSchool.pdf
Compilation of lesson notes:	Lessonnotes-ESMSHS.pdf
Photos of classrooms/other places around the school where students' work on environmental issues produced during class are displayed	 <p>Created by: IB SL1 ESS Class</p> <p>ISKL Environmental Viewpoints and attitudes survey</p>



ESS - Evaluating the impact of Donald Trump on the environment

 PROS	 CONS
<p>→ (1) green house gases is causing the arctic ice cap to melt at an increasing rate.</p> <p>→ (2) concentrations of CO_2, CH_4 & NO_2 increased in the atmosphere & earth warmed by $1.4^\circ F$ approximately.</p> <p>→ rising in atmospheric CO_2 global warming over the 100 years has proceeded at a rate faster than at any in the past 11,300 years.</p> <p>→ increasing in Ocean levels.</p>	<p>→ The Cook Review of 11,949 peer-reviewed studies found 66.4% of the studies had no stated position on anthropogenic global warming</p> <p>→ 37% of scientists believe that climate change is caused by an equal combination of humans & environment (2012 Public Survey)</p> <p>→ 2005 study published in Nature found that "high temperatures similar to those observed in 20th century before 1990 occurred around AD 1000 to 1100" in the northern hemisphere</p> <p>→ the recent global warming period is the result of a natural 21-year temperature oscillation, and will give way to a "new cool period in the 2030s" (2010 study in Chinese Science Bulletin)</p> <p>→ 2010 the Proceedings of the National Academy of Sciences published a study of the earth's climate 460-445 million years ago which found that an intense period of glaciation, not warming, occurred when CO_2 levels were 5X higher than they are today</p> <p>→ "variations in solar activity and not the burning of fossil fuels are the direct cause of the observed multidecadal variations in climatic responses" (2007 study in Energy & Environment)</p> <p>→ the earth "has not warmed significantly for the past 16 years despite an 8% increase in atmospheric CO_2" (2013 NIPCC report)</p> <p>→ Increased atmospheric CO_2 absorbed by the oceans results in higher rates of photosynthesis and faster growth of ocean plants and phytoplankton (2010 Science)</p> <p>→ 95% of climate models have "over-forecast the warming trend since 1979" (2014 article by Ron Sca...</p>

Biology - Evaluating different viewpoints regarding Climate change

Step 6 - Inform & Involve



The followings are places where Eco-Schools notice board are located:	Along a corridor
The followings are places where notices or information about Eco-Schools activities were displayed other than Eco-Schools notice board:	School website, sites.google.com/a/iskl.edu.my/greencouncil/eco-schools Eco-Committee website or facebook, - facebook School newsletter, Others - public display
Parents are kept informed about Eco-Schools activities in the following way:	School website
The followings are platforms used to report on Eco-Schools activities:	School assembly, Meetings of partner NGOs/organisations/agencies, - The Sustainability and Eco Schools agenda spreads far with within the extra-curricular activities in the school. Students are involved in many different groups including those below. They include education, animal welfare, low cost housing and supporting refugees. - H4H - Afghan Refugee School - Chin Center (Cheras) - Chin Center (Times Square) - Kids 4 Kids (General Hospital) - Mer-C - SPCA - Special Children's School of Ampang - United Learning Centre - Zotung Myanmar School - ZRCC Others - Panther Paws Friday bulletin. - Public Service Announcements at the Elementary School by the Red Hats - Articles on the Panther News (intended for the parent community) - Article in the Hornbill (intended for the Alumni community)

	<ul style="list-style-type: none"> - Sustainable ISKL blog - Information posted on Green Council website and Sustainable ISKL facebook page - Articles on the Panther News (intended for the parent community) - Article submissions to local media - New Sunday Times - Eco Schools Newsletter - Malaysian Naturalist - Articles in international school publications - EARCOS Journal - The International Educator - Green Teacher Magazine - International Schools Magazine - Times Educational Supplement - Information about Earth Club activities displayed on the blackboard during Farmer's Market - Slogan of "ISKL Earth Club" on the Earth Club tent
Pupils have submitted reports to the local press on the Eco-Schools activities:	<p>Yes</p> <p>New Sunday Times</p> <p>Eco Schools Newsletter</p> <p>Malaysian Naturalist</p> <p>Articles in international school publications</p> <p>EARCOS Journal</p> <p>The International Educator</p> <p>Green Teacher Magazine</p> <p>International Schools Magazine</p> <p>Times Educational Supplement</p>
The followings are groups involved in our Eco-Schools activities besides pupils:	<p>Parents (besides those represented in the committee),</p> <ul style="list-style-type: none"> - Parents - community recycling - Staff and parents - community composting. <p>Teachers (besides those represented in the committee),</p> <ul style="list-style-type: none"> - Earth Club coordinators - Brad Knowles - Facilities Management <p>Local community (besides those represented in the committee)</p> <ul style="list-style-type: none"> - composting partners - Landscaping company - directed by Fabian Jong. - H4H - Afghan Refugee School - Chin Center (Cheras) - Chin Center (Times Square) - Kids 4 Kids (General Hospital) - Mer-C - SPCA - Special Children's School of Ampang - United Learning Centre - Zotung Myanmar School - ZRCC
The school featured Eco-Schools activities at exhibitions outside of the school:	No
Pupils in the committee advocated for the school to	No

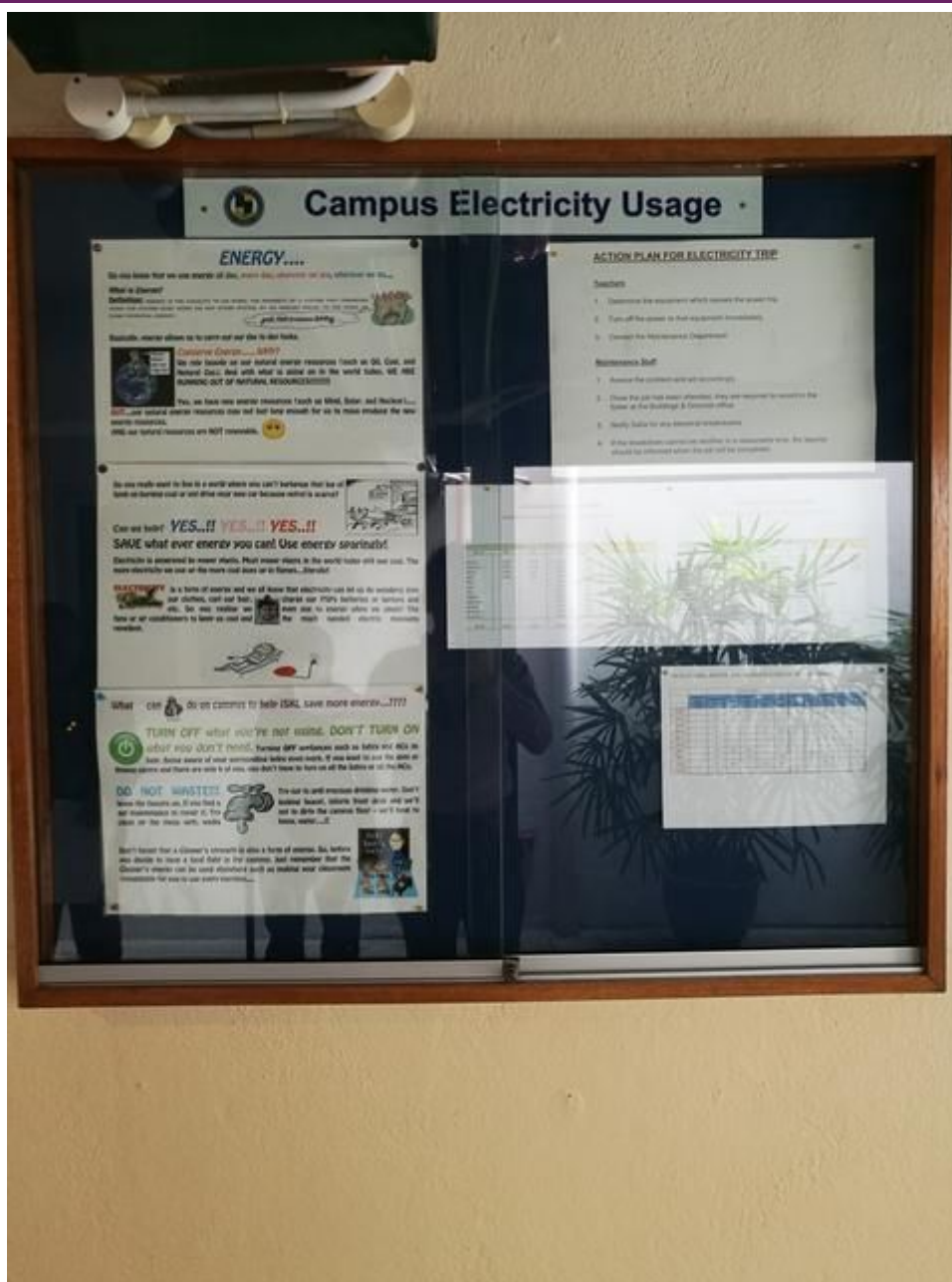


subscribe to other national or local Environmental Education Programmes:	
School formed a collaborative partnership with another school in order to exchange information and work on join projects related to the environment:	<p>Yes</p> <p>this is a work in progress and not up and running. the students want to have an eco-conference in KL. Now that the two groups are merged(Green Council and Earth Club) this will be an initiative that will be discussed and moved forward. The planning work for this will commence at the beginning of next academic year and will be in the action plan drawn up at the start of the year</p>



WWF® Photo of your
Eco-Schools
notice board

Updated on : 2017



WWF® Photos show pupil involvement and/or whole school involvement and/or involvement of external parties in the Eco-Schools activities

ISKL Melawati Campus, Prep Reception – 17 March 2016



This is students involved in learning about and creating the green wall at Melawati Campus.



STUDENTS PROMOTING #HUGATREE at a whole school event.



Students preparing for their stall at a whole school spirit event



middle school planting plants in the school



ES - composting workshop



WWF

Newspaper articles or other evidence of press coverage of Eco-Schools activities

SCHOOLS

INTERACTION: The mission of the International School of Kuala Lumpur (ISKL) includes the idea of creating "socially responsible, global citizens".

The Grade Seven Science curriculum asks students to learn what impact humans have on their environment and how organisms relate to and influence their environment.

For the first time ever, Grade Seven students had the opportunity to learn from and interact with experts in their field on a variety of environmental issues, concerns and solutions.

The symposium featured an amazing group of 11 experts who joined in person and via Skype, giving of their time and talents to help the ISKL work towards accomplishing its mission as a school.

The 12- and 13-year-old students attended this symposium just like adults attending a conference. They were able to attend three sessions to work with the experts in small groups to get new information, brainstorm ideas for solutions and hear what kinds of projects groups are currently working on to solve some of our environmental issues.

This symposium allowed the students to start their investigations and gain an understanding of the issues facing the world today.

The next step for the students is to identify the issue that resonates most with them and work on researching the issue in order to then develop an action plan.

Experts from WWF-Malaysia

WWF-Malaysia and students discuss environmental issues



The students connected with people who are using science to gather data on tiger populations.

spoke about sustainable palm oil, biodiversity within the Malaysian rainforest system, relevance of tiger conservation and the importance of

maintaining healthy ecosystem for human survival.

Alistair Yong, sustainable seafood officer of a marine programme,

shared the problems that the ocean is facing due to overfishing and the solutions to overcome it by choosing sustainable seafood.

The students overwhelmingly loved this experience from the symposium.

One of the most powerful aspects of it was seeing people using science in their careers. Often there is a nebulous idea of what a scientist is or does.

Seeing the power of working with scientists in the field, they are excited about what they are learning and will be able to do with that knowledge.

The students connected with people who are using science to build coral reefs, gather data on tiger populations, work towards sustainable palm oil production, collect data from bio-indicator species, work to clean local rivers, study the quality of water in the Arctic and promote awareness of the changes in climate and how that is affecting our lives.

Following the symposium, teachers and parents alike shared feedback they have received from the students.

They reported that the students spoke with knowledge and passion about the issues they learnt about.

This symposium has empowered them to see that there is a way they can make a difference, be it with sustainable food choices and buying locally, to how their recycling habits can help build roofs from Tetra Paks.

highlighting the Green agenda in ISKL classes

Photos show how Eco-Schools work is being shared in the school



The Eco-Schools information and activities is shared in several ways, this is the Green Council webpage.



curricular starting point for service learning.

when they graduate they have gone through the process often enough to have internalized it?

Service learning is a valuable tool for educators and students alike. It provides a framework of teaching that allows for the broadening of ideas and concepts through inquisitive efforts to make an authentic impact on the community.

At ISKL, curriculum is defined as the totality of learning experiences (both within the classroom and outside of it). This can signify actual content being covered in a class syllabus, or an "issue" at the core of a club or organization. Though the Education for Sustainable Development framework is not a mandatory element of service learning, at ISKL it is often used as a

Once the focus has been identified, students are engaged in an on-going process of investigating a community need, the planning for action and the subsequent follow-through of such action. Reflection and demonstration are ongoing during the entire process. This cyclical format is indicative of the continuous nature of service learning and highlights the fact that continual growth is a beneficial byproduct of the process. The consistent use of reflection and demonstration throughout the process allows students to recognize that not all learning can be boxed up nicely as with classroom assignments, and that it is okay to realize that sometimes things do not work out perfectly. Reflection and demonstration allow for authentic learning to take place regardless of the results of a certain initiative.

HS Service Learning



MS Service Learning



ES Service Learning



ISKL Service learning page.



WWF

Photos show
how
Eco-Schools
work is being
shared
outside the
school




Roots and Shoots - Students with Jane Goodall

Updated on : 2017

Step 7 - Eco-Code



Our eco-code is in the following form:	Others - This is a published code that is displayed around the school and on the school and green Council webpages. The code is high profile and visible throughout both campuses
The eco-code was finalised on:	2013-00-15 00:00:00
The eco-code is reviewed every year:	No we do not review the eco-code every year
The rest of the school was consulted on the contents of the eco-code in the following ways:	None of the above. The eco-code was drawn up solely by the eco-committee
Eco-code is displayed at:	Website, Eco-Schools Notice Board, School hall, Others - school webpage and Green council page.
Photo, or video link to school's eco-code	<p>ISKL's Eco Code</p> <p>ISKL's participation in the Eco-Schools program prompted us to develop the "Eco Panthers" Eco Code below. Developed by ISKL's Green Council, the Eco Code below was adopted in March, 2013. Though lofty, we strive to ensure that the code is subscribed to as much as possible at ISKL.</p>  <p>Adapted by the ISKL Green Council on March 13, 2013</p>