



## Fairview International School Ipoh

### International School

**No of Students:** 80

**No of Teachers:** 20

**District:** Kinta

**Address:** Hala Lapangan Suria, Medan Lapangan Suria, 31350 Ipoh, Perak, Malaysia.

Contact	Theme (s)
<b>Telephone:</b> +605-313 6888 <b>Fax:</b> +605-313 2888 <b>Principal:</b> Natalya Krassilnikova <b>Teacher:</b> Paulo Cedillo Dorongon <b>Email:</b> paulodorongon@fairview.edu.my	Waster/litter

### Award received



**Eco-Schools  
Bronze Award**

**Awarded on:** 2017

## Step 1 - The Eco-Schools Committee



<b>The following is a general description of the committee:</b>	Students ( led by the Student Council) Teachers Parents School Management
<b>The following groups are represented in the committee:</b>	Pupils, Teachers, Non-teaching staff of the school, - canteen operator School Management, Parents
<b>The committee members are chosen in the following ways:</b>	A combination of the above
<b>Pupils in the committee are given the opportunity to nominate adult members:</b>	No
<b>The committee holds meetings at this frequency:</b>	Once every two weeks
<b>The following are the number of meetings that have been held so far:</b>	2
<b>A parent, school</b>	2

board member, or other external parties have been present for the following number of meetings. :

Photo of committee members



First row: Iwana Qistina, Eva Lee, Angus Moo, Ng Yong Jean, Hor Qin Yup, Isabel Chin, Rohny Teh and Ms Leeann; Second row: Ms Pouline, Hamsan, Aji, Ms Natalya, Mr Paulo and Ms Michele Lum (not in the photo)

Brief notes or minutes of meeting:

[Eco-School Minutes.doc](#)

## Step 2 - Environmental Review



<b>A formal environmental review that are guided by a checklist has been carried out:</b>	Yes There were 2 Environmental Reviews carried out. One with the teachers and the other one was with the students. The committee used the Environmental Review checklist as a guide to identify the environmental issues that need to be addressed right away.
<b>The following eco-themes are reviewed:</b>	Waster/litter
<b>The following parties were involved in the environmental review process:</b>	Pupils teachers and other adult members of the committee
<b>Non-committee members are consulted:</b>	No
<b>The collated results of the environmental review are displayed at the following places:</b>	Eco-Schools Notice Board
<b>The environmental review was last carried out on:</b>	2017-00-14 00:00:00
<b>Environmental review has been carried out more than once:</b>	Yes October 24, 2016 February 14, 2017
<b>The results of the environmental review are used to draw up the action plan:</b>	Yes The committee came up with the action plan to address the specific issues identified. Specifically, the committee suggested on how to improve recycling in our school and how minimise food waste in our canteen.
<b>Pupils on the committee gather suggestions for action from teachers or school-mates (who are not in the committee):</b>	Yes During the environmental review with the student council, the students collaborated and suggested on other ways on how the school could improve its recycling activities, cleanliness of the school and food minimisation during break time. Moreover, the members of the student council asked the rest of the students during morning assembly on how they could help to improve the issues mentioned above.
<b>The environmental review form/checklist/survey forms used by the eco-committee</b>	<a href="#">Environmental Review.doc</a>
<b>Tables/graphs or other evidence of data analysis done based</b>	<a href="#">ECO-SCHOOL PROJECT.doc</a>



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on data gathered from  
the environmental  
review process

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### Step 3 - Action Plan



<b>The eco-committee has drawn up an action plan:</b>	Yes
<b>The followings eco-themes have been addressed in the action plan:</b>	Waster/litter
<b>Details that are included in the action plan:</b>	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,Target group for each action
<b>Pupils in the committee are designated to lead some of the actions in the action-plan :</b>	Yes
<b>The action-plan is incorporate d into the school manageme nt plan:</b>	Yes
<b>Eco-committee's action plan:</b>	<a href="#">ECO-SCHOOL PROJECT1.doc</a>



**WWF**® Photos of activities being carried out by eco-committee



To spread awareness on the on-going eco- school activities implemented in the school, parents are invited every month for a coffee morning session. Parents are involving themselves in the existing eco-school activities such as gardening, slogan makin

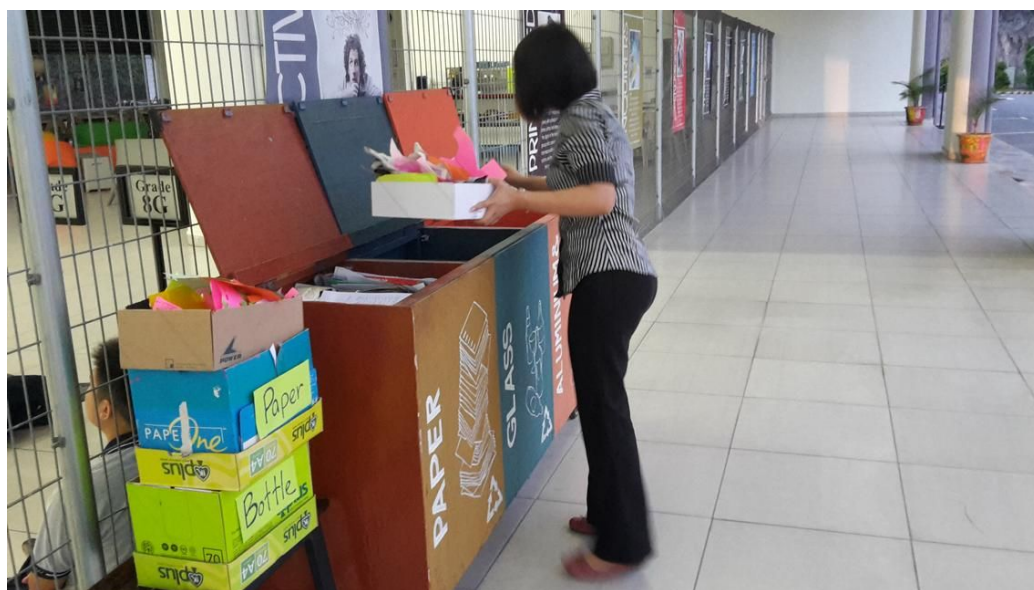


This is the composting site in our school. Fruit and vegetable peels from the school canteen are deposited here for composting. We are aiming to at least collect 5-8 kilos of fertiliser within one year.





All classrooms and offices are equipped with litter and recycling bins. Once recycling bins are filled, students transfer the papers, bottles, etc to the Main Recycling Bins, which are situated outside the school.







## 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:**

Discussion sessions

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

### DUTY ROSTER

Members of the the Student Council have a specific monotoring task to do during recess time. These tasks includes:

1. Food waste management monitoring
2. Processing Station ( students and teacher to wash the tetra pack before drying)
3. School monitoring ( checking school areas for any litters on the school grounds, etc)

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

As we are aiming to produce fertilisers from the fruit and vegetable peels from the school canteen, several composting bins were placed next to the school nursery

We have also placed posters (save water and electricity campaigns) in each classroom and toilet to remind everyone to save water and electricity.

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

Yes  
Individuals and Societies class ( Integrated Humanity):  
Teachers discussed the importance of food in our daily lives. As a lot of students do not finish their food during recess time, food waste accumulated is sometimes serious. Students were asked to reflect on how ( the food is produced), why ( food is produced), where ( food is produced), what ( are the things needed to produce food), when ( do we need food) and who (are the people involve in the production of food) that the students are eating everyday and that if they simply waste the food, they simply don't give importance to the effort put forth by the farmers.

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

Eco-Schools Notice Board,School assembly

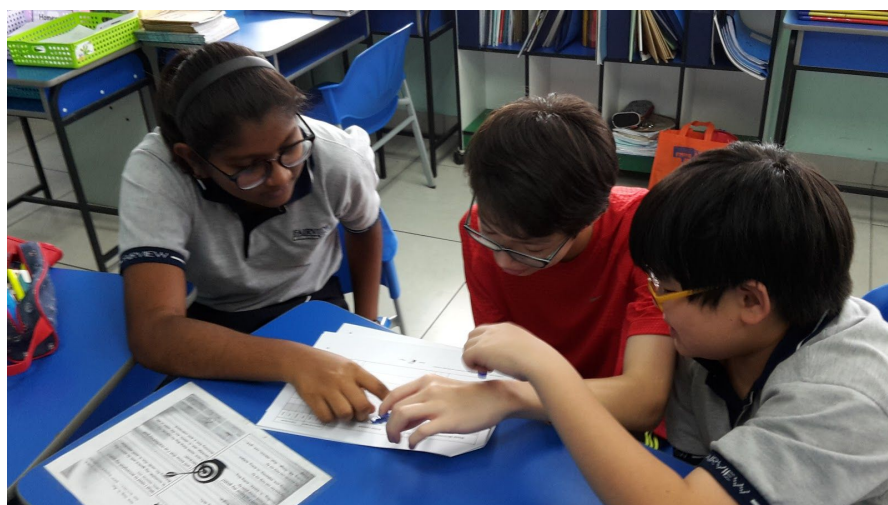


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**Evidence showing how the progress of the action plan are monitored and its effectiveness are evaluated**



[SC Duty Roster.doc](#)



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



Student Council checking if recyclable trash are segregated properly in the Main Recycling Bins



Members of the student council are checking recycling bins in the offices and classrooms. If no recycling bins are placed inside, the SC provides 1 or 2 boxes for each classroom to utilise



Student council reviewed the action plan implemented. Student council asked suggestions from other students on how to improve the implementation of the eco projects in school.



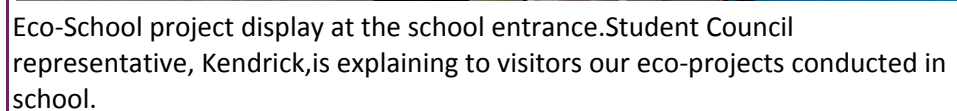
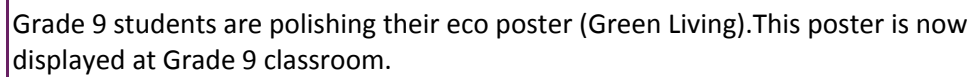
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Step 5 - Link to curriculum



<b>School has designated a teacher to take responsible for environmental education in the school:</b>	Yes Mr Paulo Cedillo Dorongon
<b>School has designated a pupil to take responsible for environmental education in the school:</b>	Yes Student Council led by Janesse Johnson from Grade 10 class
<b>The followings are Eco-Schools themes that has been adressed in the teaching and learning activities during curriculum time:</b>	Water,Waster/litter,Energy,Nature & biodiversity
<b>The following are examples of how pupils' involvement in Eco-Schools has led to a rise in educational achievement:</b>	<p>Students are becoming responsible towards caring for the environment. During recess time, they would water first their plants in the mini garden before buying their food.</p> <p>Students and their parents are also invited once a month for coffee morning sessions, whereby environmental issues and eco-friendly projects are planned and implemented. For example, the mini-garden in our school is made through the collaboration of students, their parents and the school management.</p>
<b>Curriculum map</b>	<a href="#">Eco School Curriculum Map for FIS (Ipoh).doc</a>
<b>Compliation of lesson notes:</b>	<a href="#">VA Lesson Plan_Recycled Materials.xlsx</a>








Air Pollution Campaign.



## Step 6 - Inform & Involve



<b>The followings are places where Eco-Schools notice board are located:</b>	Others
<b>The followings are places where notices or information about Eco-Schools activities were displayed other than Eco-Schools notice board:</b>	Album of activities in the school foyer
<b>Parents are kept informed about Eco-Schools activities in the following way:</b>	Memos or letters
<b>The followings are platforms used to report on Eco-Schools activities:</b>	School assembly
<b>Pupils have submitted reports to the local press on the Eco-Schools activities:</b>	No pupils have not submitted any reports to the local press
<b>The followings are groups involved in our Eco-Schools activities besides pupils:</b>	<p>Parents (besides those represented in the committee),</p> <ul style="list-style-type: none"> <li>- Parent are always invited once or twice a month for coffee morning sessions to discuss Eco-related matters in school, etc</li> </ul> <p>Teachers (besides those represented in the committee)</p> <ul style="list-style-type: none"> <li>- Cooperation of other teachers to help carry out our eco-school projects ( e.g recycling, save water and energy campaigns, etc) is a must to maintain successful implementation of the said projects.</li> <li>- Teachers help as well in monitoring recycling bins and food waste</li> </ul>

<p><b>The school featured Eco-Schools activities at exhibitions outside of the school:</b></p>	<p>No</p>
<p><b>Pupils in the committee advocated for the school to subscribe to other national or local Environmental Education Programmes:</b></p>	<p>Yes</p> <p>We have coordinated with the EcoKnights, Malaysia (<a href="https://ecoknights.org.my">https://ecoknights.org.my</a>). Because of our school project, COMPOSTING, EcoKnights had donated 11 composting bins to our school, which we are currently use.</p>
<p><b>School formed a collaborative partnership with another school in order to exchange information and work on join projects related to the environment:</b></p>	<p>Yes</p> <p>Not really with a school, but with a non-profit environmental organisation called EcoKnights.</p> <p>Established since 2005, EcoKnights® is a registered not-for-profit environmental organization. The organization provides and delivers development and environmental interventions to communities, government agencies, learning institutes and companies.</p>
<p><b>Photo of your Eco-Schools notice board</b></p>	 <p>Eco-School notice board ( with the members of the Student Council)</p>



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Updated on : 2017

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















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

Updated on : 2017



Broadcasted by TV2 Malaysia, our Grade 10 students explored Xian, China for their annual expedition. There, the students visited various places for their S&A ( Service and Action) where they helped plant trees, visited orphanages and home for the aged





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Updated on : 2017

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



Students spreading awareness to group of parents on how we can prevent air pollution



Parents collaboration with teachers on how to use recyclable materials in making six thinking hats





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





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## Step 7 - Eco-Code



<b>Our eco-code is in the following form:</b>	Poem
<b>The eco-code was finalised on:</b>	2017-00-10 00:00:00
<b>The eco-code is reviewed every year:</b>	No this is our first year of participation in the Eco-Schools Programme
<b>The rest of the school was consulted on the contents of the eco-code in the following ways:</b>	Discussion sessions,Eco-code competition
<b>Eco-code is displayed at:</b>	Eco-Schools Notice Board,Classrooms,Notice board/poster outside the school
<b>Photo, or video link to school's eco-code</b>	