

YAYASAN AMIR
TRUST SCHOOLS PROGRAMME

10th
EDITION

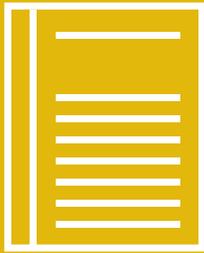
ANNUAL PROGRESS REPORT 2020



**“ EDUCATION IS NOT THE
FILLING OF A PAIL BUT
THE LIGHTING OF A FIRE ”**

- William Butler Yeats

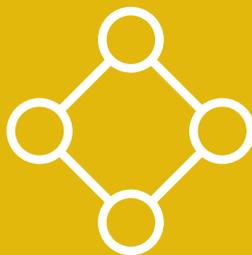
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FOREWORD



- Foreword - Ministry of Education
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FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh.
Selamat Sejahtera.

The Trust Schools Programme is featured in the Malaysia Education Blueprint 2013-2025 as an instrumental catalytic support in materialising the education transformation agenda. Since 2011, the Ministry of Education (MoE) has been working with Yayasan AMIR (YA) to pursue this agenda to develop a comprehensive and scalable public school transformation initiative that is sustainable and replicable, to improve and develop students holistically. The Programme is about capacity building which also targets key stakeholders in the schools to enhance their knowledge and skills, enabling them to lead with confidence and effectively support teaching and learning excellence in schools.

Looking back over the last 10 years, the Programme has grown and expanded into 92 schools as at 2020 and in April 2021, 2 new schools were included. There are schools that are still undergoing the Programme, schools that are in the process of completion and schools that are already standing on their own. We believe that transformation is not a destination but a journey; and we have seen them continuously improve and develop as they progress within the 5 years of the Programme. In the beginning of



**YBhg Datuk Yusran Shah
Bin Mohd Yusof**

of the Programme, we understood that our critical success factors of school transformation rest upon at least two important factors; a focus on creating and developing school leaders as instructional leaders, and a focus on developing teachers' teaching competency. Through the journey, it is amazing to see how the Programme created opportunities for teachers to take on leadership roles, and grow in confidence to accept feedback from students.

2020 was the year when our teachers were confronted with the need to learn new teaching methods and adopt new technologies; to re-evaluate their abilities to perform to fit into unique circumstances like the COVID-19 pandemic. The concept of unlearning and relearning has never been more relevant than now because it is forcing teachers, parents and students to think critically, to be creative, to collaborate and most importantly to be agile in adjusting to the new normal.

With this in mind, I hope that the partnership between MoE and YA will continue to grow and our aspirations in education transformation will be fulfilled. For this, a special note of acknowledgement to the MoE family - from the federal down to the state, district, and school levels, who helmed the Programme since 2011, overseeing the journey through various milestones from strength to strength. To our partners at YA, LeapEd Services and fellow sponsors; it is truly heart-lifting to see the passion you have for what you do. The growth is commendable, but the road to fruition is still ahead of us all. All in all, we are optimistic about the Programme's prospects going forward as we explore new areas of opportunity and take on all challenges the future may have in store for us.

Thank you.

YBHG DATUK YUSRAN SHAH BIN MOHD YUSOF
Secretary General
Ministry of Education

FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh.
Selamat Sejahtera.

2020 has been a year unlike any other for everyone. We are living in an unprecedented time in history as the pandemic affects, and demands changes in, nearly every aspect of our lives. Nowhere is this more evident than in the education sector, not just in Malaysia but globally. The restrictions in school operations over the various periods in 2020 had affected all schools including Trust Schools (TS) and have caused everyone to think outside the box. Our schools have had to adapt to the circumstances especially in how the Programme is being delivered.

The sustainability of the Programme will be a key focus going forward as we enter the Third Wave (2021-2025) of the Blueprint which is dedicated to scaling up structural changes. A lot has been shared throughout our collaboration with Yayasan AMIR; in the implementation of the Trust School Programme for the past 10 years. Particularly, the importance of continuous capacity building; in school leadership, teacher capacity and capability, holistic student development and community involvement.

A further dimension of sustainability is not just enriched through the development of capacity building within the TS itself, but also through the formation of a growing network of knowledge and best practices sharing with other schools in Malaysia. This is hoped to contribute towards greater achievements, while promoting a holistic outlook towards learning capacity. In this ever-changing environment, teachers and students require resilience and adaptability—skills that are proving to be essential to navigate effectively not just through this pandemic but also in this increasingly VUCA world. It is heart-warming to see the Programme touch every individual in the system in different and meaningful ways.

YBHG DATIN SRI HAJAH NOR ZAMANI BINTI ABDOL HAMID

Director General
Ministry of Education



**YBhg Datin Sri Hajah Nor Zamani
Binti Abdol Hamid**



CHAIRMAN'S STATEMENT

Assalamualaikum Warahmatullahi Wabarakatuh.
Selamat Sejahtera.

Dear Stakeholders and Partners,

The year 2020 has proven to be a challenging year as a result of the COVID-19 pandemic and the world confronted with unprecedented scenarios in the health, economic and social sectors. Malaysia was not spared from the impact and one of the most affected groups were teachers and students, faced with the necessity of school closures. The situation changed practically overnight, and it was crucial that we ensured the children were not left behind during this pandemic.

We have seen our education system rapidly forced to change and the new normal was to go online. Despite the abrupt changes, I am pleased to say that our teachers rose to the challenge. They led the way by responding swiftly to adapt their teaching strategies, carry the students through an unexpected period of online learning and were able to cope successfully. Having said that, different schools come with different sets of challenges—our teachers have learned from one another, employed and found solutions that best suit their students. This is a reflection of the Trust Schools Programme (TSP) and the essence of what our programme is about; how to deliver materials in the most effective manner to cater to the current needs and environment. The key takeaway from 2020 is that we need to constantly be prepared to pivot when faced with the unexpected.



Raja Tan Sri Dato' Seri Arshad
Bin Raja Tun Uda

A major milestone in the Programme was the growth of TSP 2.0 which leverages on the success and learnings of TSP 1.0 where student outcomes are at the heart of transformation. Looking back, we began the Programme with 10 schools in Cohort 2011, followed by 3 schools in Cohort 2013, 17 schools in Cohort 2014, 32 schools in Cohort 2015 and 21 schools in Cohort 2016. From 2016 until 2018, we decided to hold back on expansion to focus on programme sustainability and taking stock of lessons learnt and the future of human capital to introduce a new version which is TSP2.0. In 2019, we expanded the Programme through TSP 2.0 with 5 schools in Perlis and 2 schools in Kuala Lumpur. The Programme is now in 11 states across Malaysia: with the Trust Schools network currently standing at 94 schools with approximately 6,000 teachers and 67,900 students overseen by 11 State Education Departments (JPN) and 25 District Education Offices (PPD).

2020 also saw the schools from Cohort 2011, Cohort 2013, Cohort 2014 and Cohort 2015 being assessed for the Maturity of Programme Intervention (TTMIP). Subsequent to the process, 25 schools successfully met the criteria to be released as TTMIP schools, ready to take flight and soar on their own journey with hope that the schools will become Model Trust Schools. The impact we have seen in our schools this past year – in school leadership, in individual teachers, in the surrounding communities and most importantly, in the students themselves – has restored our faith in the fact that change is possible; and that all it takes is the hard work and dedication of all the parties involved.

On behalf of Yayasan AMIR, I would like to express gratitude to our sponsors who have joined hands with us to stand up for education in Malaysia. Your investment has made a huge difference in our TSP journey. Your support is the heartbeat of this Programme - to keep these transformation stories alive and kicking, for a better, brighter future for our children.

To all our friends in the Ministry of Education, JPN and PPD; thank you for making all the effort in transforming our education landscape worthwhile. To the leaders and teachers of every Trust School, who so willingly placed their confidence in us and are now reaping the benefits of their own hard work; and not to forget, to all the kids who have been nothing but excellent, we thank you!

Thank you to the team at Yayasan AMIR and Khazanah Nasional Berhad for your unwavering efforts and determination, and to my fellow Trustees for their wise counsel and support. I would also like to thank LeapEd Services Sdn Bhd for all the critical support given to the Programme as our service provider in the last 10 years – I am truly moved to see the unbridled commitment for what you do, and we look forward to working more closely in the years ahead.

Our journey is far from over, but it is our hope that the stories and results presented in the report you now hold in your hands will spur you to join us. We welcome you to join our family and partake in this wonderful journey.

I look forward to continue working together with all of you towards achieving the ultimate vision of the Programme and our National Education Philosophy.

Thank you.

RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA

Chairman

Board of Trustees



A NOTE FROM THE CHIEF EXECUTIVE OFFICER

Assalamualaikum Warahmatullahi Wabarakatuh.
Selamat Sejahtera.

The COVID-19 pandemic made 2020 a deeply challenging year. It was a time to pause and reflect on a new reality and adapt quickly. While the pandemic did somewhat impact the way the Programme was delivered, we are pleased to report that the Trust Schools had adapted and coped well with the situation.

Sustainability of the Trust Schools Programme at the Ministry, state and district levels is essential throughout the entire Programme. Operating on a five-year Gradual Release Model (GRM) basis, each Trust School is heavily guided in the first 3 years and left to operate independently by the end. Intervention is aimed at teachers and school leaders to ultimately bring about an improvement in student experiences and outcomes. As of 2020, there are 92 Trust Schools across 11 states in Malaysia. The schools are divided into TSP 1.0 with 83 schools and TSP 2.0 for the remaining 9 schools. Under the TSP 1.0 model, the GRM is in place and a total of 40 schools from Cohorts 2011, 2013, 2014 and 2015 (January) have undergone the TTMIP.



Zaida Khalida Shaari

Throughout the process, we have been working closely, and sharing our learnings and experiences, with JPN and PPD to deliver the best to the TS network. It is amazing to witness how the professional development programmes continue to be improved from federal, state and district levels going down to the school level to ensure all education resources are equipped and upskilled with the current knowledge, skills, technology and competency. We believe that the continued close collaboration and strong support system between the MoE, JPN, PPD and other supporting or sponsoring entities is essential towards achieving sustainability of the Programme to ensure sustained change is maintained beyond the duration of the TSP.

Our end goal is that all matured Trust Schools become model schools and simultaneously catalyse change in the surrounding area. We have seen the schools cope remarkably with the pandemic and we are sure that they have been trained to cope well. Slowly but surely, we are making a difference even though 2020 has been a tough year for us all.

Let me take this opportunity to congratulate all involved in the Programme for making the partnership and collaboration work thus far. Thank you for your support and commitment, as I am sure it made a difference to the outcome.

Looking ahead, we are constantly pushing ourselves to ensure that transformation is sustainable, and impact driven.

Thank you.

ZAIDA KHALIDA SHAARI
Chief Executive Officer
Yayasan AMIR

ABOUT US

Q

R

question

right

queue

rubbish

quickly

run

raise

red

respect

rabbit

read

ride

S

T

speak

smell

soup

soldier

teacher

together

touch

title

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sentence

step

steps

table

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the

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taste

tomato

tongue

tea

talk

true

to

- Our Story
- Board of Trustees
- Management Team



OUR STORY

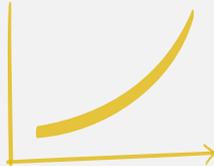
Yayasan AMIR Trust Schools are government schools that are jointly managed by Yayasan AMIR (YA) and school principals under the umbrella of the Ministry of Education (MoE). YA is entrusted to support the schools in embedding sustainable education practices that are monitored by MoE.

Our Mission

To promote excellence in the schooling system by:



IMPROVING
curriculum and
delivery of
education



IMPROVING
management of
schools



PROVIDING
specific technical
and financial
assistance



CREATING
a leading network of
integrated and
sustainable schools

Objective

To steer the transformation of schools towards revitalising school culture, with a focus on excellence and holistic student outcomes.

Three Key Outcomes



Embedment of
innovative culture
throughout the school



Development of 21st
century learners



Making education a
community
responsibility

BOARD OF TRUSTEES



RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA

Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda is presently the Chairman of Maxis Berhad, Ekuiti Nasional Berhad, Icon Offshore Berhad and Yayasan Raja Muda Selangor. In addition, Raja Arshad Raja Uda is also a member of the Board of Trustees of Yayasan DayaDiri and the Chancellor of Universiti Selangor. He was formerly a Director of Khazanah Nasional Berhad. He was also formerly Executive Chairman of PricewaterhouseCoopers (PwC) Malaysia, Chairman of the Malaysian Accounting Standards Board and Danamodal Nasional Berhad. His previous international roles include being a member of the Standards Advisory Council of the International Accounting Standards Board and a member of the PwC Global IFRS Board. Raja Arshad Raja Uda is a Fellow of the Institute of Chartered Accountants in England and Wales and a member of the Malaysian Institute of Accountants. He is a member of the Malaysian Institute of Certified Public Accountants, where he served in its Council for 24 years, including three years as its President.



DATO' NOOR REZAN BAPOO HASHIM

Dato' Noor Rezan Bapoo Hashim was appointed as our Trustee on 10 February 2012. She is the former Deputy Director-General of the Ministry of Education Malaysia and headed a committee under the purview of the Prime Minister to strengthen the English Language in Malaysian schools. She was also the Ministry's Lab Leader under the National Key Result Areas (NKRA) in Education. She is a member of the Board of Directors of Sasbadi Sdn Bhd.

MANAGEMENT TEAM



① **ZAIDA KHALIDA SHAARI**
Chief Executive Officer

② **SYAHRULL AZWAN**
Officer, Finance & Support Services

③ **SITI KHAIRINA**
Officer, Sponsorship Management

④ **WAN HASLIZA**
Senior Officer, Programme Management

⑤ **CAHAYA JAPAR**
Senior Officer, Sponsorship Management

⑥ **AZLINA SHAHROM**
Head, Programme Management

⑦ **ASYRAF HANAFI**
Officer, Programme Management

⑧ **MOHD NOOR**
Senior Officer, Programme Management

⑨ **NURUL ATIKAH MUAN**
Senior Officer, Sponsorship Management

⑩ **NORLIZA SHAHRUDDIN**
Officer, Finance & Support Services

⑪ **ENCKU HARRIS**
Officer, Sponsorship Management

⑫ **AMILIA SABTU**
Head, Finance & Support Services

⑬ **ANUAR JAAFAR**
Senior Officer, Programme Management

SPONSORS



- Sponsors
- Key Stakeholders



SPONSORS

YA and the MoE would like to extend our sincere appreciation to all our like-minded sponsors who believe that each child deserves an opportunity to maximise his or her full potential.

Your commitment and support to both the school/s that you have sponsored and the overall Programme, allow us to explore innovative ways to sustainably accelerate the transformation of our public education system and produce holistically developed students who can take charge of their own learning.



Khazanah Nasional Berhad



Yayasan Hasanah



Yayasan DayaDiri



Westports Malaysia



UEM Group Berhad



Petronas



Yayasan Pahang



Tenaga Nasional Berhad



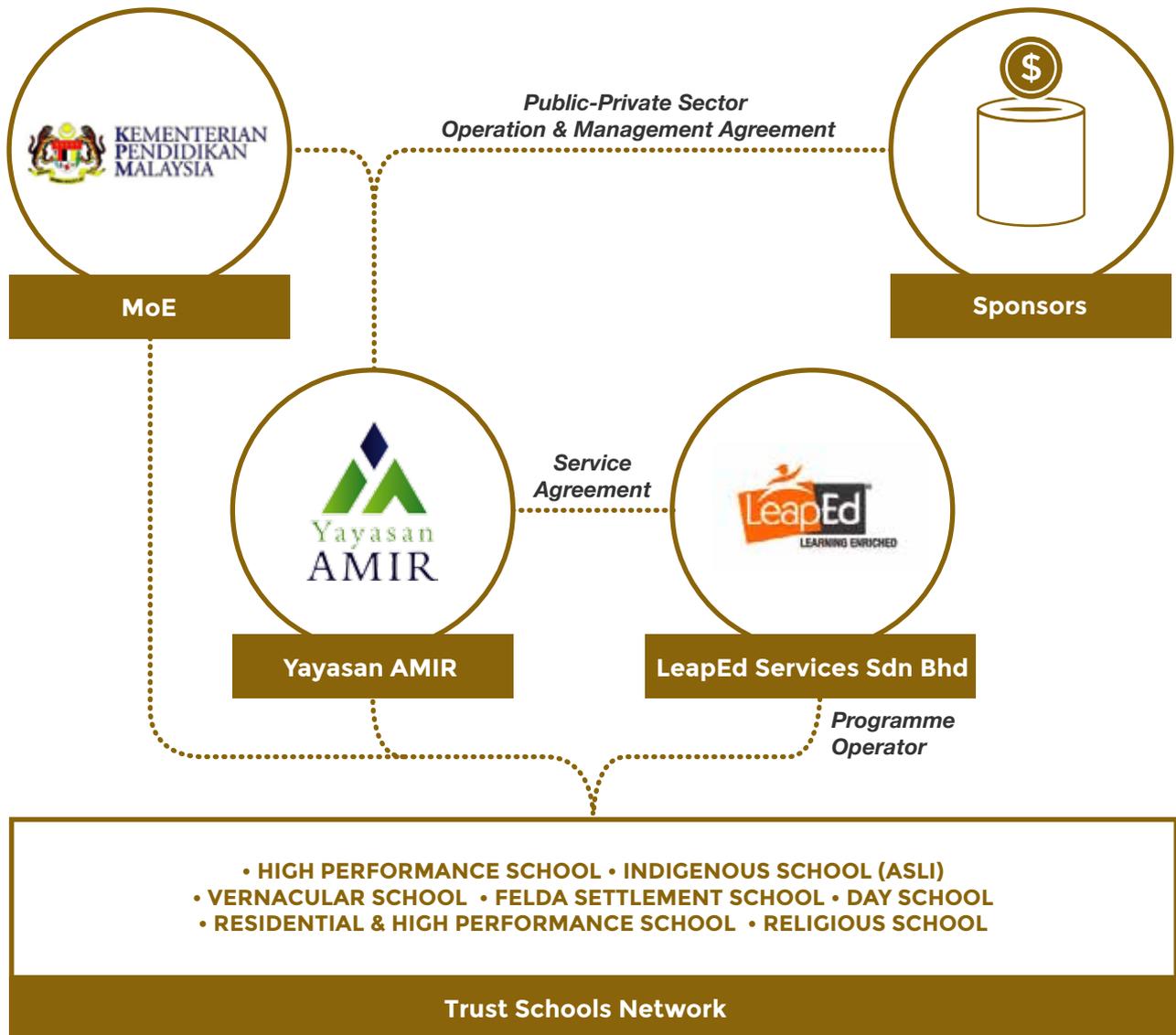
Majlis Agama Islam & Adat Istiadat Melayu Perlis



LeapEd Services Sdn Bhd

KEY STAKEHOLDERS

YA is a not-for-profit foundation whose principal activity is to collaborate with MoE in response to the Government's call for a greater public-private partnership in the education sector to accelerate the development of a holistic educational experience for children in Government schools via the Trust Schools Programme (TSP). The strategic partnership is formalised through the signing of a Public-Private Sector Operation & Management Agreement (PPSOMA).



Ministry Of Education

Public to Government

- Regulator
- Public schools owner

Yayasan AMIR

Non-profit organisation

- Sets overall vision and strategic direction of the TSP
- Procures sponsors for the financial sustainability of the TSP

LeapEd Services

- Wholly-owned subsidiary of Khazanah Nasional Berhad (Education Service Provider)
- A specialist team is deployed to each school

Trust Schools Network

- 94 Trust Schools currently implementing the Trust Schools model

JOURNEY



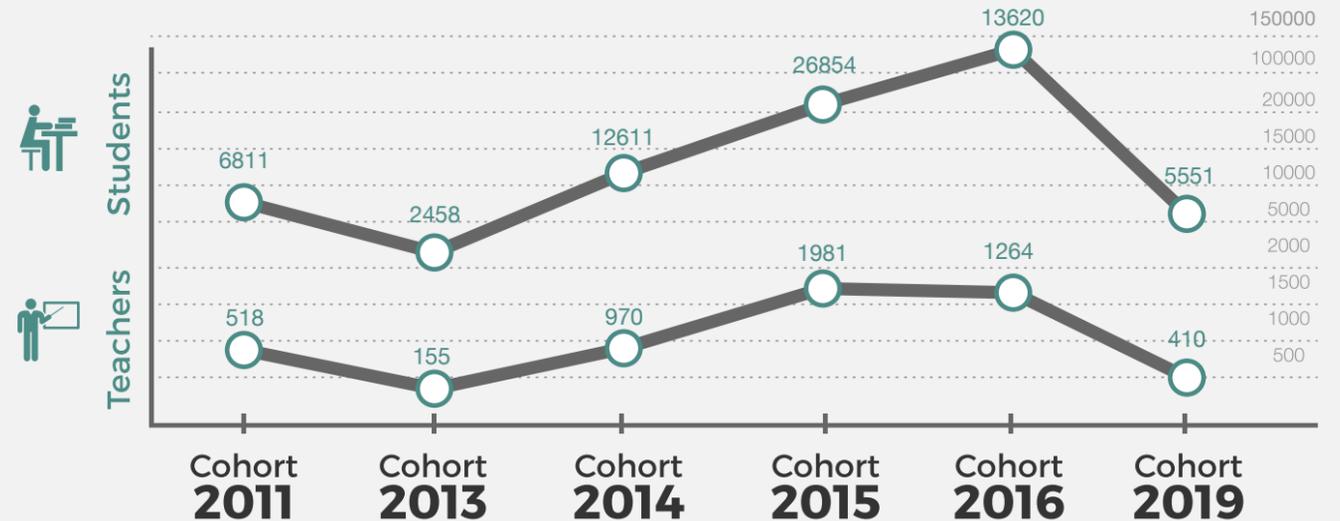
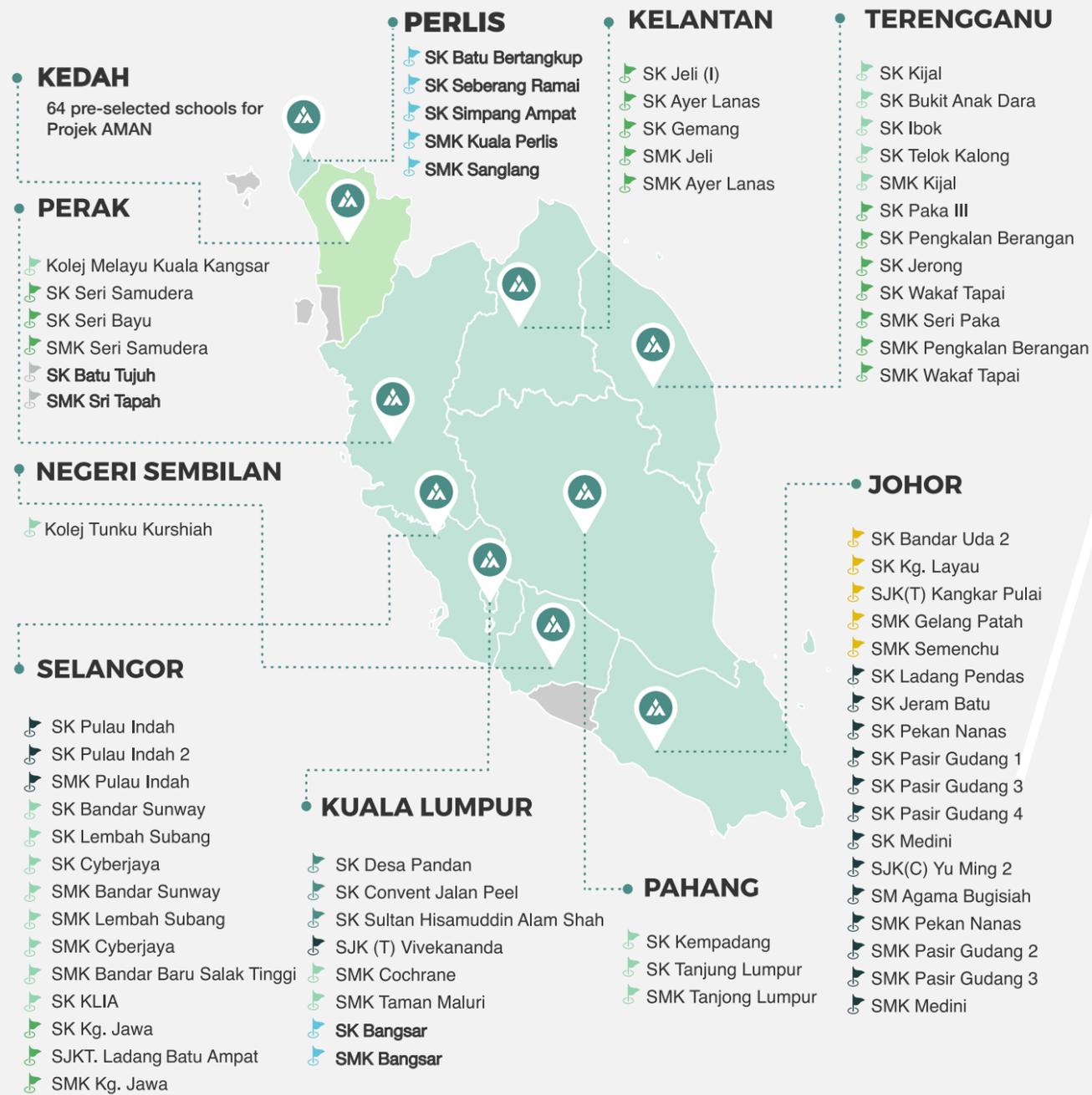
- Yayasan AMIR Trust Schools Journey
- Trust Schools Network
- DTP-AMAN

Yayasan AMIR TRUST SCHOOLS JOURNEY



- 1 Sponsorship**
 - Sponsorship of TSP may come from any foundations, private companies, alumni groups, non-governmental organisations or individuals who are willing to sponsor a Trust School
 - An application form is to be submitted to MoE
- 2 Selection**
 - The selection process involves assessing the current situation, needs and challenges as well as support required for schools to set targets they aspire to achieve in the TSP
- 3 Designation as Trust School**
 - Approval is sought from MoE to designate Trust Schools upon agreement by sponsors
 - The TSP adopts the GRM to embed sustainable school improvement practices
- 4 Key Performance Targets Setting (KPT) (5-year road map)**
 - Rigorous self-evaluation process to identify and set the schools' Take-Off Values (TOV)
 - KPT is presented to MoE for approval
 - Schools to plan roadmap to meet KPT
 - Schools to develop annual tactical plan to focus on key areas for improvement
- 5 Transformation Phase**
 - Theory, modeling and new systems are introduced
- 6 Solidifying Phase**
 - Schools' staff take ownership
 - Schools embed activities and best practices
- 7 Transition Phase**
 - Progress is monitored and selective support provided for TTMP
- 8 Post Implementation (TTMIP)**
 - Reach the expected standard of a Trust School
 - Expected to sustain these systems and develop continuously with the support from MoE
- 9 Model School**
 - Independent practices

2020 TRUST SCHOOLS NETWORK AND DTP-AMAN PROJECT



The Trust Schools Programme has presence across 11 states in Malaysia, namely Johor, Pahang, Selangor, Wilayah Persekutuan Kuala Lumpur, Terengganu, Negeri Sembilan, Kelantan, Perak, Sabah, Sarawak & Perlis

There is a total of 94 Trust Schools.
Cohort 2011 - 10 schools
Cohort 2013 - 3 schools
Cohort 2014 - 17 schools
Cohort 2015 - 32 schools
Cohort 2016 - 21 Schools
Cohort 2019 - 7 schools
Cohort 2020 - 2 schools

DTP-AMAN 2020 Year in Review

Project DTP-AMAN is a whole-state education transformation in Kedah. DTP-AMAN aims to implement transformation at the system-level by impacting all three components of the state education system: the State Education Office (JPN), the District Education Office (PPD) and selected schools. System-wide transformation at the state-level will be implemented through two distinct and related work tracks:

1. Organisational Enhancement (OE)

- Focuses on transformation at the JPN and PPD by enhancing the capability and capacity of personnel within the JPN and PPD to provide better support to the schools in their improvement efforts.
- OE JPN team comprises the State Education Director, Deputy Director, 10 Sector heads and 12 officers known as the DTP-AMAN 12 (a total of 24 people).
- For OE PPD, the team involved are the Head of the PPD, Deputy Head and 1 PPD officer (3 for each PPD)

2. PPD-led Transformation

- PPD-led Transformation team (PLT) comprises 5 staff from each PPD; 2 PPD, 1 School Improvement Partner (SIP+) and 2 School Improvement Specialist Coach (SISC+) officers except in Baling and Sik with only 3 (1 PPD, 1 SIP+ and 1 SISC+ officers). Their roles are to support and scaffold school transformation by working with the Senior School Leaders of the respective schools.

DTP-AMAN is being implemented in 64 pilot schools in Kedah; 8 schools each in Kota Setar, Kuala Muda Yan, Kulim Bandar Baru, Kubang Pasu, Pendang, Padang Terap and Langkawi with 4 each in Baling and Sik (back in 2017, there were only 8 PPDs as Baling / Sik were grouped as one). Each PLT team will service 8 schools, divided into 2 clusters (except 1 cluster each in PPD Baling and PPD Sik). Adopting a cluster approach will allow the schools in the cluster to network and establish learning communities that facilitate mutual support and collaboration. The cluster approach is also integral to the project-training model, which requires SIPs and SISC+s to lead cluster-based training.

COVID-19 Pandemic

The programme faced significant challenges in 2020. The COVID-19 pandemic and subsequent Movement Control Order (MCO), Conditional MCO (CMCO) and Restricted MCO (RMCO) significantly impacted the implementation of DTP-AMAN as face-to-face meetings, planned CPDs and school visits were put on hold. The tough environment, however, spurred innovation at all PPDs as they sought to drive sustainable school transformation and embed sustainable practices. PPDs were empowered to lead their own Continuous Professional Development (CPD) within the respective PPDs. This changed the originally designed centralised training to more local, bespoke and co-constructed CPD which actually bodes well for the gradual release of the programme with the PPD and JPN starting to take ownership of the transformation of education within the State.

Networking with other PPDs and Trust Schools through webinars, Professional Learning Community (PLC) and sharing of experiences took place virtually during the MCO and RMCO. This enhanced the programme in creating greater awareness of TS expectations.



9
PPDs

25
JPN Officers

41
PPD Officers


278
SLTs


3274
Teachers


36,366
Students



64 Pilot
Schools

In 2020, the focus was on sustainable transformation for JPN and PPDs. Key programme success seen in the year:

1) Professional Development

- Capacity development of the participants through centralised CPD and follow up activities, particularly for the PLT team
- Acknowledgement of the DTP-AMAN Workshop Effectiveness 'AMAN Style', and subsequent follow up CPD at PPD and school level which involved this increased 'active participation'
- Evidence of 'green shoots' in the schools where SISC+ have been working with middle leaders to implement change in schools. School Leaders are anecdotally reflecting on the different mindset exhibited by the PPD officers where they are present more to support rather than monitor

2) Alignment of Policies and Processes

- Increased understanding of SKPMg2 at PPD and school levels through the process of unpacking used in the DTP-AMAN programme
- Increased understanding and awareness of how Penarafan Kecemerlangan Pejabat Pendidikan Daerah (PKPPD) can be utilised as a tool for development and improved scores
- Improved awareness of DTP by the DTP-AMAN partners reflected in feedback

3) Collaborative Platforms

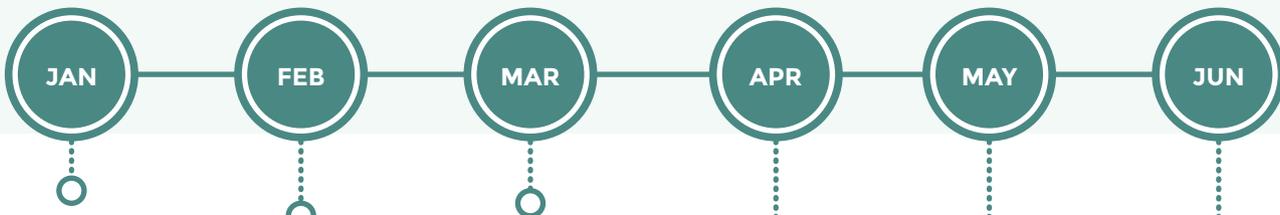
- Improved collaboration opportunities within the PPDs where PLT teams and OE teams are working closely together. This is a significant improvement based on the initial baseline where PPDs consistently talked about working in silos.

CURRENT MILESTONES



- 2020 Milestones

Milestones 2020



JANUARY

- 2020 Yayasan AMIR Kickoff Meeting
- Courtesy visit to Pengarah JPWPKL, Encik Zainal bin Abas
- Perlis School and JPN Visit: DI and Strategic & Tactical Plan
- Meeting with Jemaah Nazir KPM: Socialization of TSP 2.0 Baseline Score
- Strategic Planning Meeting with JPN Selangor
- Meeting with Pengarah BPSH, Datuk Jamil bin Mohamed
- DI TSP 2.0 presentation to PPD Bangsar, Pudu & Kuala Lumpur
- Meeting with BPSH: Sharing of 2020 Plans

FEBRUARY

- Onboarding new Pengetua of SMK Pulau Indah, Puan Alina bin Ahamad
- Datuk Ahmad Izham Omar, CEO Media Prima's visit to SMK Taman Maluri, Kuala Lumpur
- Sharing session with JPN Selangor, PPD Klang, PPD Sepang, PPD Petaling Utama and PPD Petaling Perdana
- YB Exco Pendidikan Negeri Perak's visit to SK Seri Samudera, Manjung, Perak
- TSP 2.0 Steering Committee Meeting #1/2020
- TSP 2.0 Designating Instrument Meeting with Jemaah Nazir, MoE

MARCH

- Launch of Jamalullail Trust School by DYT Raja Muda Perlis, Tuanku Syed Faizuddin Putra ibni Tuanku Syed Sirajuddin Putra Jamalullail
- Management Meeting - JPN Kelantan 01/2020
- TSP 2.0 System CPD JPWPKL: Managing Change (Cycle 1)
- Sponsor's Meeting: Westports
- Meeting with Jemaah Nazir KPM: TSP 2.0
- Meeting with Dato' Khalilur Rahman, representative, Board of Governors MCKK
- Meeting feedback with JPN Directors: TTMIIP Process and Procedures

APRIL

- Final Report: TIMEdotCOM
- Final Report: Westports
- Final Report: YDD & UEM

MAY

- TSP 2.0 Onboarding with JPN Perak

JUNE

- Meeting with KPPM KPM, Datuk Dr Habibah bin Abdul Rahim: Tamat Tempoh Matang Intervensi Program (TTMIP) dan Instrumen Penamaan PSA 2.0
- Meeting with JPN Perlis and MAIPs: YER 2019 Presentation
- Meeting with BPSH on TTMIIP and TSP 2.0: Way Forward
- CPD for new PGB and SLTs for TSP Selangor
- TSP 2.0 Steering Committee Meeting #03/2020
- Onboarding PPD Batang Padang, Tapah, Perak



JUL

JULY

- Courtesy Visit to TKPPM, Dato' Haji Adzman bin Talib
- Sponsor's Meeting with Yayasan Pahang CEO, Dato' Mahmud bin Mohd Nawawi
- Webinar Series: Corporate Liabilities Under the MACC Act
- Meeting with BPSH
- YA-LE Precounsel Meeting for JPN Selangor Taskforce



AUG

AUGUST

- Online CPD: JPN TSP 2.0
- Courtesy Visit to Pengarah JPN Perlis, Encik Naharudeen bin Othman
- Selangor Trust Schools Management Meeting #01/2020
- School Tour with GPSA Taskforce Selangor
- Terengganu Trust Schools Management Meeting #01/2020
- Briefing to Timbalan Ketua Nazir WPKL on TOV and Target Setting for TSP 2.0 KL Schools
- Sekolah Amanah Jamalullail MAIPS: MAIPS Finance Committee Meeting
- YH Virtual Town Hall
- Kuala Lumpur Trust Schools Management Meeting #01/2020
- Briefing to Pengarah JPN Perlis and Ketua Nazir Perlis on TOV and Target Setting for Program Sekolah Amanah Jamalullail



SEPT

SEPTEMBER

- CPD School Human Capital Management (SHCM) TSP 2.0 SMK Bangsar
- Onboarding New Pengetua SMK Kampung Jawa, Hj Hishammuddin bin Sirat
- YA TSP: Discussion on KPT Validation for Cohort 2015 & Cohort 2016
- TTMIP Results Announcement: Sarawak
- TTMIP School Visit: SMK Muara Tuang & SMK Sg Maong
- Sarawak Trust Schools Management Meeting #01/2020
- TSP 2.0 Steering Committee Meeting #04/2020
- Johor Trust Schools Management Meeting #01/2020



OCT

OCTOBER

- YA TSP: KPT Validation for Cohort 2015 & Cohort 2016
- PGB Perlis Professionalism Workshop: Sharing of Best Practices by PGB Program Sekolah Amanah Jamalullail
- TSP 2.0 Midline: Perlis & Bangsar Updates
- DTP-AMAN: Meeting with JPN Kedah & PPD



NOV

NOVEMBER

- TTMIP Results Announcement: Selangor
- DTP-AMAN: Session with schools in PPD Kubang Pasu, Kedah
- YA TSP - KPT Validation for Cohort 2015 & Cohort 2016 TTMIP Meeting with BPSH, YA and LE
- TTMIP Meeting with BPSH, YA and LE for Cohort 2015 Trust Schools
- Perlis Trust Schools Management Meeting #02/2020
- YA-LE JPKA Wrap Up Q3 2020
- Meeting with Dato Amiruddin Abdul Sattar, Felda Global Ventures Berhad



DEC

DECEMBER

- PPD Kulim DTP-AMAN Schools Reflection & Best Practice Sharing Session
- Sponsor's Meeting: Final reporting to MCKK and TKC to YDD
- 10th Year TSP Anniversary Celebration
- TTMIP 2020 Meeting
- TSP 2.0 Steering Committee Meeting #05/2020
- TTMIP Meeting with BPSH, YA and LE
- PPD Langkawi DTP-AMAN Schools Reflection & Best Practice Sharing Session
- TTMIP Results Announcement: Wilayah Persekutuan Kuala Lumpur

IN FLIGHT



- Strategic Goals
- Implementation Strategy
- Programme Overview
- Progress To Date
- Trust School Stories: Home Based Teaching & Learning
- Schools and Students Progress



STRATEGIC GOALS

The four (4) strategic goals of the Yayasan AMIR Trust Schools Programme are:

4 Strategic Goals



Develop High Quality Leadership and Management

- Effective school-wide, distributed leadership at every level and utilisation of various leadership styles
- School leaders are leaders of learning with a thorough understanding of effective learning
- High-performing principals and headmasters who are models of best practices
- Continuous process of school development planning and self-evaluation effectively translated into practice in all areas of the school
- Robust performance management system practices are used to ensure continuous improvement
- Financial planning to ensure that students benefit from sound financial management judgements and decision-making which are linked to strategic objectives and tactical priorities



Improve the Quality of Learning and Teaching

Teachers are expected to:

- Utilise a broad range of pedagogies and methodologies appropriately and consistently
- Consistently reflect on the impact of their practices on student progress and achievement
- Successfully create a positive learning environment with high expectations where students are challenged, supported and nurtured
- Use multiple sources of data and information about individual students to personalise learning experiences



Maximise Student Achievement and Potential

- The school's curriculum and co-curriculum activities match learners' needs, interests, aspirations and capabilities that contribute to learners' achievement and enjoyment
- The school's co-curricular provision is directly linked to, and enriches the core and extended curriculum
- All schools introduce innovative assessment methodologies and practices that allow students to demonstrate their achievements in varied and creative ways
- All teachers consistently apply the principles and practices of effective assessment for learning
- The school identifies, and provides support for students' personal, social, intellectual and emotional development needs with an emphasis on the principles of Modal Insan



Strengthen the Engagement of Parents, Community & Other Stakeholders

- There are strong partnerships between the parents and the schools to support the holistic development of the students
- Innovative and creative partnerships as well as collaborations exist within the local communities

The above Strategic Goals are implemented in accordance with the specific needs of each Trust School to ensure the implementation of all four Strategic Goals in these schools are integrated and the schools act as a catalyst for best practices.



IMPLEMENTATION STRATEGY

5 – Year Plan (Gradual Release Model)

The GRM was envisioned to develop capacity and embed systems in order to gradually release responsibility to the schools, PPD and JPN to ensure sustained change is maintained beyond the duration of the programme.

PRE-IMPLEMENTATION	TRANSFORMATION PHASE		SOLIDIFYING PHASE	TRANSITIONING PHASE		POST-IMPLEMENTATION (TTMIP)
School Selection	Introduction of theory and demonstration of new system		Trust Schools culture	Monitor and support for TTMIP		Programme sustainability with continuous support from BPSH, JPN and PPD
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	I DO YOU FOLLOW		WE DO TOGETHER	YOU DO I WATCH		

PROGRAMME OVERVIEW

YAYASAN AMIR TRUST SCHOOLS STRATEGIC GOALS

PLAN

KEY PERFORMANCE TARGET (KPT) SETTING

Schools undertake rigorous self-evaluation process utilising the Self Evaluation Framework to identify their Take-Off Values (TOV) and determine the target after five years. The KPT looks at two dimensions i.e., school progress based on the four strategic goals and student outcomes.

TRUST SCHOOLS ROAD MAPS (5-YEAR PLAN)

Schools plan roadmaps to meet KPT.

TRUST SCHOOLS IMPROVEMENT PLAN (ANNUAL PLAN)

Schools develop an annual tactical plan which is customized to school's needs in order to focus on key areas for improvement in support of the 5-year plan.

TRAIN & SUPPORT

APPLICATION REFLECTION CHALLENGE (ARC) TECHNIQUE

Embedded in the programme is the ARC technique which enables the school staff to immediately apply the CPD to their classroom, reflect on its effectiveness and improve further applications, initially with the support of the Education Service Provider, and subsequently with their peers.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

CPD modules are tailored to the respective roles and responsibilities expected of each level of school staff. These modules are delivered by the Education Service Provider.

SCAFFOLDED TEACHING & LEARNING PRACTICES

SCHOOL DIAGNOSTICS: BASELINE OBSERVATIONS

Identify teachers' TOV.

MONITOR

PERFORMANCE MANAGEMENT SYSTEM (PMS)

A system to recognise the programme's achievement and identify any area requiring additional support at three levels:

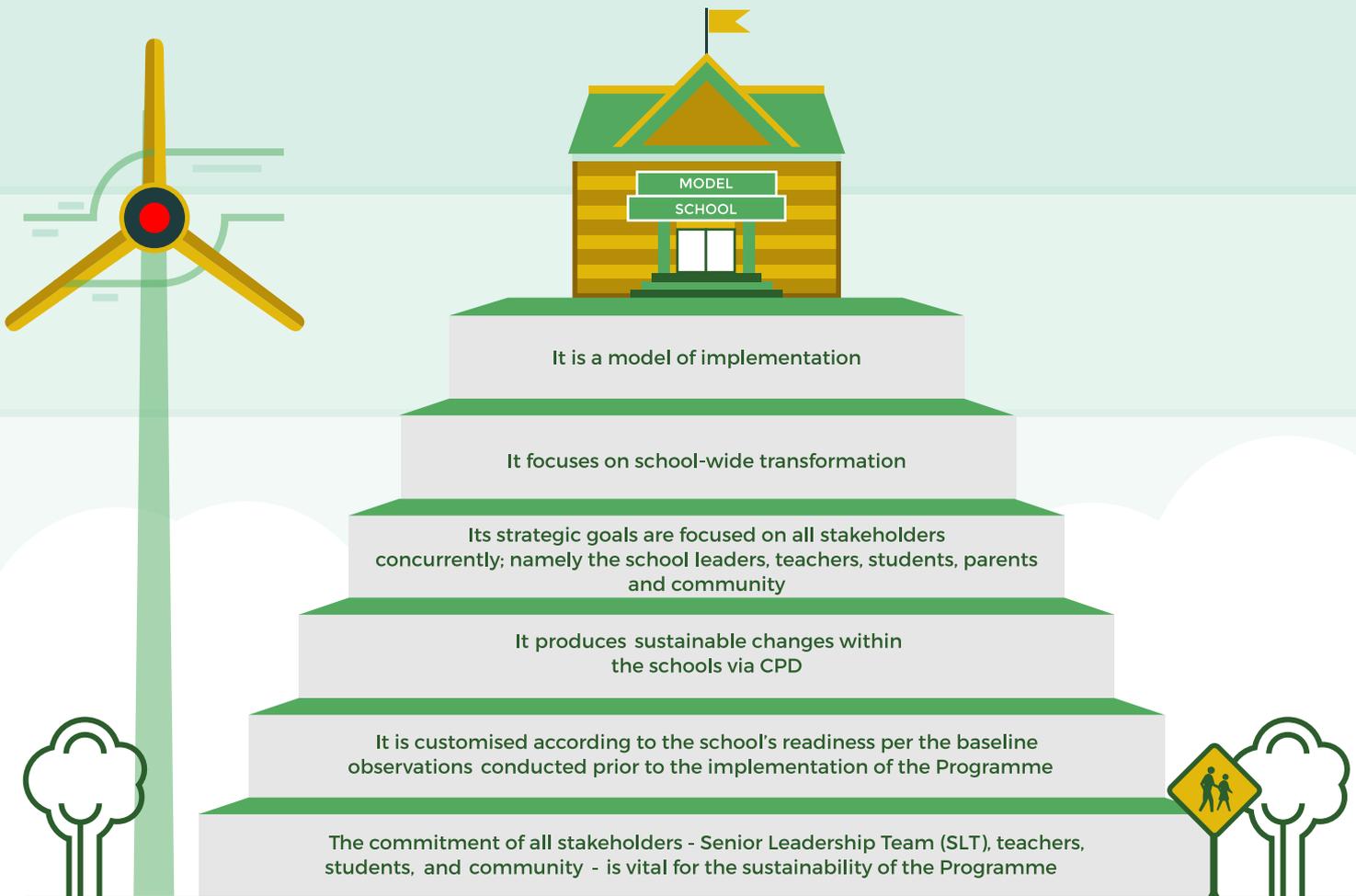
- Network
- Schools
- Individual teachers



PROGRAMME OVERVIEW

Trust Schools Programme Key Differentiators

The Trust Schools Programme (TSP) commenced in 2011 with an initial cohort of 10 schools. It follows a Gradual Release Model and runs for a duration of five (5) years.



AUTONOMIES

One of the changes proposed in the Malaysia Education Blueprint 2013-2025 is to allow schools to have more autonomies and decision-making capabilities with regard to how their schools are run. Under TSP, school leaders are guided to take charge of the following:



PROGRAMME OVERVIEW

Model Trust Schools



It is expected that upon release from TSP and achieving TTMIP status, there are sufficient systems in place to ensure sustainability after Year 5. These systems include:

1. Integrated School Transformation Programme

- There is effective leadership and management within the school
- Constantly raising the quality of teaching and learning
- School is able to maximise students' potential and outcomes
- There is increased involvement of parents and community in school programmes and activities

2. Training & Support

- SLT is able to deliver CPDs to the whole school
- Encourage student development through integrated co-curriculum framework, leadership training, cooperative learning and creativity

3. Performance Management System

- Regular use of the PMS systems to set and track the school's and students' overall KPTs, individual PMS targets
- Report key milestones progress throughout the programme

4. Sustainability Factors

- Develop in-school pedagogical support through the development of Middle Leaders, establish PLCs within the school and surrounding areas
- Implement GRM with increased independence and ownership for school to ensure sustainable change practices



PROGRESS TO DATE

The Year In Review

The 10th year of the TSP was to have been marked by a celebration of the maturity of the schools in the programme. However, the COVID-19 pandemic created a new set of challenges for the programme and schools. Nevertheless, it was also an opportunity for YA and MoE to see how the schools that have undergone the TSP responded to the situation.

During these unprecedented times, we had to unlearn and relearn new ways of doing things. Extra consideration had to be taken for the mental health and social situation of all involved. Many planned meetings, engagements and visits had to be done online and this started to become the norm.

As in the previous year, sustainability remained a key focus for the TSP. DTP-AMAN was in its 3rd year, the end of the programme. Plans were in place to ensure the JPN, PPDs and schools were prepared to be transitioned to be independent.

A key programme this year was the TTMIP. Upon meeting their KPTs, Trust Schools become independent. The JPN and PPDs are then given the role to support and monitor the progress of the schools. However the expertise, knowledge and defined processes lie in the Trust Schools. Once a Trust School, always a Trust School.

The 2020 TTMIP saw 40 schools going through the process with 25 schools meeting their KPTs. It has been a long and fulfilling journey. The other 15 schools need to meet a few outstanding descriptors before going through the TTMIP process again in 2021.

A school which has met the TTMIP criteria would have attributes such as school leaders who are instructional leaders, sound human and financial resource management, school development plans and school self-assessments which are implemented based on various inputs. It should also have a clear focus on student development and good quality teaching and learning with various types of pedagogy and methodologies used in the classroom. In addition, leaders, teachers and students are involved in internal learning networks and share best practices with nearby schools. Also, active and strong parental support, for the ability to continue the school's direction towards the Model Trust School level and ensure the sustainability of the TSP.

The schools' next milestone is to be Model Schools - a reference school for 20 schools surrounding the area. This will, in the future, ensure that other schools can benefit from the learnings that Trust Schools have gone through.

There is still a long journey ahead of us. Unprecedented conditions have made the journey a challenging one. Notwithstanding this, we will persevere and move with the challenging times. As Sonia Gandhi once said, "together we can face any challenges as deep as the ocean and as high as the sky."

Programme Enhancement & Initiative

Tamat Tempoh Matang Intervensi Program (TTMIP): Maturity of Programme Intervention

Initially, the first two years may be spent on developing and enhancing the implementation of the TSP, only after which the actual structured implementation will commence. We are then, in schools for a period of 5 years to effect a transformation before the schools are released back to the relevant JPN for support to work towards becoming Model Trust Schools.

The initial idea was that Trust Schools would undergo an accreditation process at the end of the 5-year programme. Following discussions with the MoE, it was viewed that an accreditation process might give the negative connotation of “pass” or “fail” of the programme, which does not sit comfortably with the programme intent of “transforming schools”. It may also cause a lack of appreciation and acknowledgement of the transformational journey that the schools have gone through. The MoE termed, instead, the end of the programme as Tamat Tempoh Matang Intervensi Program (TTMIP), or Maturity of Programme Intervention. This would be undertaken at the end of the fifth year a school is in the TSP.

TTMIP is an assessment process based on the Trust Schools Standards and Practices (TSSP). The TSSP sets out 20 Indicators with 310 Descriptors for Trust Schools to fulfil when measuring their progress. At the initial embarking of the project, Yayasan AMIR had set a high goal of 90% target achievement of 235 Mandatory Descriptors at the end of the 5-year programme, regardless of the take-off value (TOV) recorded by the schools at the start of the programme. The idea was that at 90% achievement, Trust School practices would be well embedded into the school culture and the programme could be sustained in the school. The school would, thereafter, be “released” from the programme and continue on their journey with some support from their respective PPD and JPN to become a “model” (i.e., needing an achievement of 95%) for other schools. The assessment is undertaken by the schools themselves, with some oversight by the taskforce from the respective JPN.

At the end of the assessment, the MoE would acknowledge that the schools have met TTMIP by awarding them with a certificate of achievement. For those who have yet to achieve, the assessment is then carried forward another year in the hope that they will also complete the programme with flying colours.



TRUST SCHOOL STORIES:

HOME BASED TEACHING & LEARNING (PdPR)

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges.

Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. As of 12 January 2021, approximately 825 million learners were affected due to school closures in response to the pandemic. According to UNICEF monitoring, 23 countries implemented nationwide closures and 40 were implementing local closures, impacting about 47 percent of the world's student population. Schools in 112 countries are currently open.

School closures impact not only students, teachers, and families but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services.

The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space.

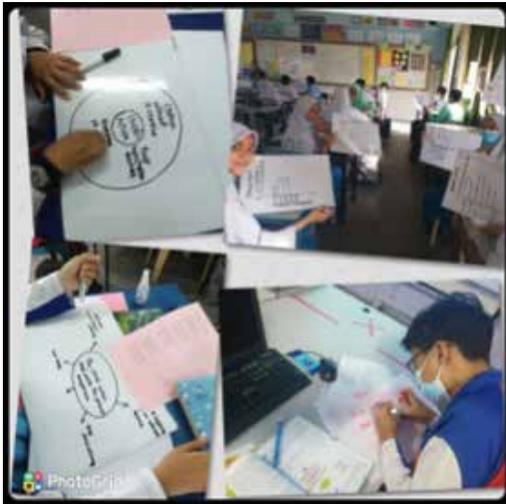
Due to the COVID-19 pandemic, many schools across the world began conducting classes via videotelephony software such as Zoom, Google Classroom and/or Google Meet.

For schools and childcare facilities, the MoE's SOP was a short-term closure to clean or disinfect the premises if an infected person has been in a school building regardless of community spread. When there is minimal to moderate community transmission, social distancing strategies can be implemented such as postponing or cancelling field trips, assemblies, and other large gatherings such as physical education or choir classes or meals in a cafeteria, increasing the space between desks, staggering arrival and dismissal times, limiting nonessential visitors, and using a separate health office location for children with flu-like symptoms. When there is substantial transmission in the local community, in addition to social distancing strategies, extended school dismissals may be considered.

As the pandemic progresses, schools may continue with remote learning or decide to reopen. Strategies such as cohorting, rotating schedules, eating lunch in the classroom, and utilizing outdoor spaces are some ways to minimize close contact. Additional precautions include face masks, hand sanitizer stations, rearranging classrooms to enable physical distancing, and frequent cleaning.



SELANGOR
SMK Bandar Baru Salak Tinggi



Innovation being created by the SMK Bandar Baru Salak Tinggi in which they converted laminated A3 paper into mini-whiteboard. The use of laminated A3 helps to adhere to MCO SOP during PdPc. The laminated A3 were being used to write questions/answers, doing notes and create mind-map to support AfL and Differentiation.

NEGERI SEMBILAN
Kolej Tunku Kurshiah



The National STEM Center, together with the Education Planning and Policy Research Division (EPRD), MoE, conducted an Online Workshop: "Syoknya Teroka Ilmu Di Rumah" with Cikgu Maisarah from Kolej Tunku Kurshiah as facilitator. Cikgu Maisarah is also a member of "Guru Duta Yayasan Petrosains".

JOHOR
SK Bandar Uda 2



Students actively participated in the online Johor STEM Competition organised by the MoE and JPN Johor where they won the "Face Shield Design" category.

SMK Kampong Layau



4 SK Kampong Layau students were selected to represent Johor in the Virtual National Robotics Competition (VNRC) competition for Primary School - Stairway From Heaven (Age 7-12), held from 22 to 28 October 2020. Out of 598 participants, they placed 108, 109, 110 and 148. This qualified them to represent Malaysia in 2 international competitions:

1. World Robot Olympiad Robot Virtual Games 2020 (9 to 11 November 2020)
2. Robot Virtual Games International Championship 2020 (4 to 6 December 2020)

PERLIS
SMK Sanglang



Even though face to face co-curricular activities were not allowed to be conducted due to the COVID-19 pandemic, the school took the initiative to organize a Creative Writing Competition. This competition received overwhelming response and entries from 13 other schools. Interestingly, all the information regarding the competition was distributed via e-mail and committee meetings were conducted via ZOOM. Participants were from all 5 Perlis Trust Schools, 5 Sabah Trust Schools, 3 Sarawak Trust Schools and 1 school from Penang. They plan to continue this competition next year due to the unexpected positive response.

SABAH
SK Pekan Kimanis



During the March to June 2020 and October to December 2020 MCOs, Teaching and Learning from Home (PdPR) was widely conducted. Project Based Learning (PBL) and Home Based Learning (HBL) were enhanced. A variety of projects were carried out such as making scrap books, building models using cardboard boxes and creating video presentations. Student output and artifacts were collected and evaluated. Some of the student works can be seen in the photos above.



KUALA LUMPUR SMK Bangsar



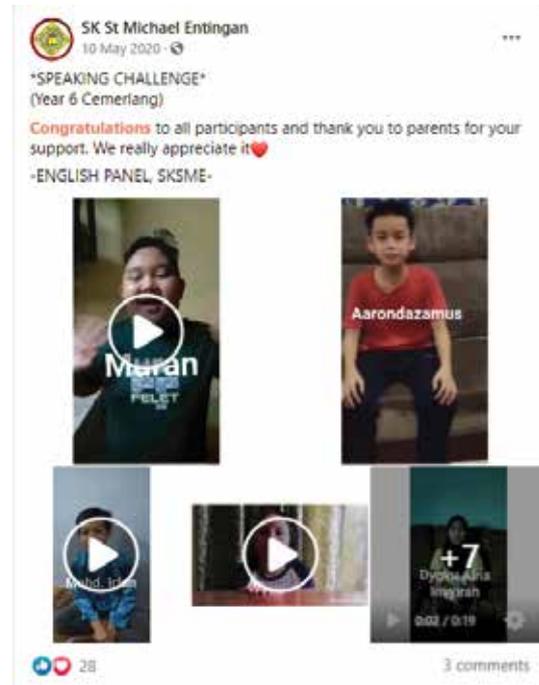
The MCO might have hindered effective teaching and learning but teachers from SMK Bangsar adapted well by sharing instant feedback on students' homework. This kind of interaction helped keep the students feel connected even though there was no physical interaction happening.

TERENGGANU SK Ibok



The counselling unit of Kemaman schools actively communicated with the students via social media: educating them about online ethics and sharing useful tips on learning from home.

SARAWAK SK St Michael Entingan



Schools got creative - organising online competitions for students to keep them engaged from home. SK St Michael Entingan hosted an online speaking challenge for the students where the submissions were showcased on their Facebook page.

KELANTAN
SMK Ayer Lanas



For Kelantan schools, connectivity was an issue for online learning. Teachers opted to turn the school guard house into a hub for parents to come and collect the student's homework. SMK Ayer Lanas came up with "Drawer Ilmu" for working parents to come and collect after working hours or whenever feasible for them.

SCHOOLS & STUDENTS PROGRESS

To ensure that the school is transformed and provides a positive environment for students to take charge of their learning, the TSP is measured based on both school progress and student outcomes.

(A) SCHOOL PROGRESS

School progress is tracked according to the four Strategic Goals with schools having to achieve Release Level (i.e., Level 4) of the TSSP. The following key indicators are used to track progress of the TS.

LEVELS	DESCRIPTION
Foundation 1 (0% - 30%)	There is little evidence of the school being able to show the standards of good practice expected in a Trust School
Foundation 2 (31% - 50%)	There is some evidence of implementation of TS methodologies and systems. The school is beginning to identify and address some key areas for transformation.
Foundation 3 (51% - 70%)	There is more evidence of implementation of TS methodologies and systems. The school is able to identify and address key areas of transformation.
Release (Level 4) (71% - 90%)	The methodologies and systems of TS are evident and embedded to ensure sustainability. A school at this level has reached the expected standards of a Trust School to achieve TTMIP status and will be expected to show that they are able to sustain these systems and develop continuously.
Model Trust School (Level 5) (91% - 100%)	The TS is demonstrating outstanding achievement and can be benchmarked against international standards. Methodologies and systems have been embedded, resulting in sustainable and independent continued growth and development.



Schools Progress Overview

The restrictions in school operations over the various MCO periods in 2020 due to the pandemic had affected some of the key TSP processes, especially crucial activities usually undertaken in TTMIP assessment such as Lesson Observation (LO), PMS, Self-Evaluation Framework (SEF), TSIP and KPT review.

Cohort 2011

Ten (10) schools were selected for Cohort 2011 to pilot the TSP, placing them in Year 8 in 2020, which is the Release Phase of the Programme or TTMIP. Although the schools officially joined the TSP in 2011, structured intervention only started in 2013 as the first two years of the Programme were spent on developing and enhancing the implementation of the TSP. All the schools in Cohort 2011 have progressed well based on their KPTs and have embedded methodologies and systems of a Trust School to ensure the sustainability of the TSP.

LIST OF SCHOOLS

SK Bandar Uda 2	SK Tabuan
SK Kg. Layau	SK Combined
SJK(T) Kangkar Pulai	SK Kg. Empila
SMK Gelang Patah	SM Sains Kuching
SMK Semenchu	SMK Seri Setia



In 2020, nine (9) schools successfully met the TTMIP criteria and have been given back to JPN Johor and JPN Sarawak to monitor and support their operations. This signified the end of Yayasan AMIR's intervention in the schools. One (1) school, SMK Semenchu in Johor, has yet to meet the criteria on student discipline. We are hopeful that the school will fulfil all criteria for the next TTMIP in 2021.

Cohort 2013

In 2013, the TSP expanded to three schools in Kuala Lumpur. Similar to Cohort 2011, this cohort underwent the TTMIP process in 2020 and all three schools successfully met the TTMIP criteria. They have been handed back to JPWPKL making Kuala Lumpur the only state in which 100% of the schools met the 2020 TTMIP.

LIST OF SCHOOLS

SK Desa Pandan
SK Convent Jalan Peel
SK Sultan Hisamuddin Alam Shah



Cohort 2014

There are 17 Trust Schools in Cohort 2014, which comprises four clusters, covering Johor Bahru, Pasir Gudang, Pontian and Klang. In 2020, these schools were in Year 7 (Release Phase) of the Programme.

In 2020, 13 schools successfully met the TTMIP criteria and have been given back to JPN Johor, JPN Selangor and JPWPKL for monitoring and support. SK Pasir Gudang 3, SJK(C) Yu Ming 2 and SMK Pekan Nanas in Johor and SK Pulau Indah 2 in Selangor still need to improve on finance, teaching and learning, and student potential for TTMIP year 2021. We are confident that these schools will fulfil all the required criteria for the next TTMIP.

LIST OF SCHOOLS

SK Pulau Indah
SK Pulau Indah 2
SMK Pulau Indah
SJK(T) Viviekananda
SK Ladang Pendas
SK Jeram Batu
SK Pekan Nanas
SK Pasir Gudang 1
SK Pasir Gudang 3
SK Pasir Gudang 4
SK Medini
SJK(C) Yu Ming 2
SM Agama Bugisiah
SMK Pekan Nanas
SMK Pasir Gudang 2
SMK Pasir Gudang 3
SMK Medini



Cohort 2015

The 32 schools in this cohort are in different years and phases of the programme due to them having different commencement dates:

- Cohort 2015 January: 10 schools – Year 6, Release/TTMIP Phase
- Cohort 2015 July: 10 schools – Year 5, Transitioning Phase
- Cohort 2015 November: 12 schools – Year 5, Transitioning Phase

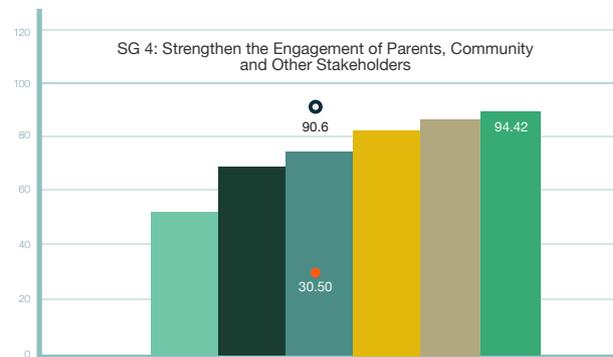
The rationale behind these three different intakes was to obtain better understanding on the best time of year to embark on the TSP. In addition, this allowed YA to look at the necessary intervention and engagement required prior to kick-off of the TSP at the selected schools.

LIST OF SCHOOLS

Kolej Melayu Kuala Kangsar	SMK Kijal
Kolej Tunku Kurshiah	SK Kempadang
SK Bandar Sunway	SK Tanjung Lumpur
SK Lembah Subang	SMK Tanjung Lumpur
SK Cyberjaya	SK Siar Campuran
SMK Lembah Subang	SK Stunggang Melayu
SMK Cyberjaya	SK Sampadi
SMK Bandar Sunway	SK Bumiputera
SMK Bandar Baru Salak Tinggi	SMK Sungai Maong
SK KLIA	SMK Muara Tuang
SMK Cochrane	SMK Lundu
SMK Taman Maluri	SK Kimanis
SK Kijal	SK Mandahan
SK Bukit Anak Dara	SK Pekan Kimanis
SK Ibok	SMK Bongawan 2
SK Telok Kalong	SMKA Limauan

i. Cohort 2015 (January)

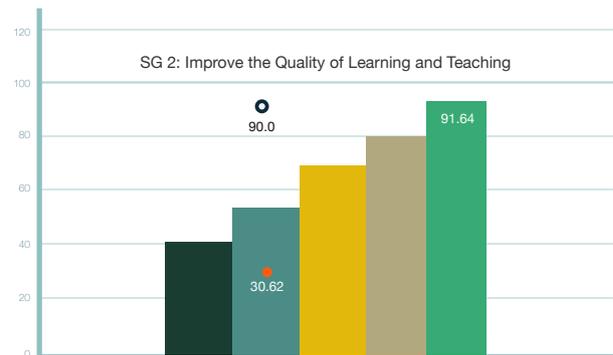
Year 2020 being the sixth year of YA's intervention, made this cohort eligible for the TTMIP process. However, all ten (10) of the schools fell short of meeting the TTMIP criteria in all four Strategic Goals (SG) with the bulk of descriptors not met in teaching and learning for nine (9) out of the ten (10) schools. We are optimistic that the cohort will fulfil all criteria for the next TTMIP in 2021.

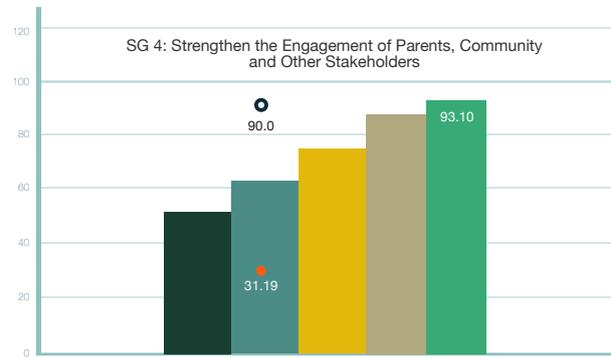
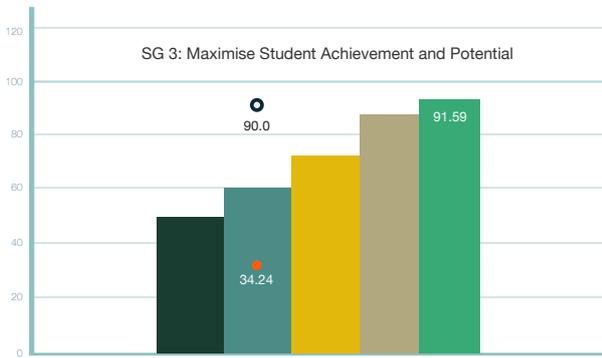


LEGEND TSP 1.0 | ● TOV ○ KPT 2015 2016 2017 2018 2019 2020

ii. Cohort 2015 (July) and Cohort 2015 (November)

The excellent progress demonstrated by the schools was indicative of the strong level of commitment by teachers in developing their competencies to improve learning and teaching. This would in turn, benefit the students as their potential would be maximized. Because of the unplanned MCO 3.0, these schools will need to incorporate YER2020 and MYR2021 for the TTMIP. However, based on the progress to date, the numbers are encouraging and it is highly likely that these schools will be able to meet TTMIP criteria in 2021.



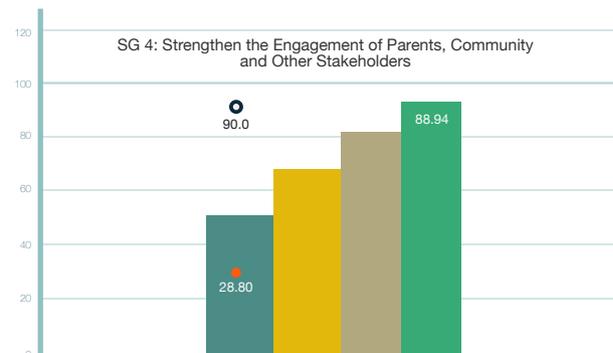
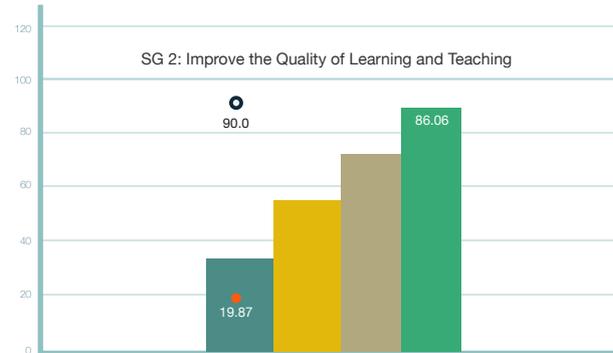


LEGEND TSP 1.0 | ● TOV ● KPT 2016 2017 2018 2019 2020

Cohort 2016

In 2016, the TSP continued its expansion and saw the network increase by 21 schools in 4 existing states, namely Selangor, Perak, Terengganu and Sarawak; and 1 new state, Kelantan. The appointment of the schools as TS was made in November 2016 which brought the cohort to a full 4 years in the programme in 2020. Being in the Transitioning Phase, the emphasis has been on creating the culture of innovation and maintaining independence in schools. The progress shown so far by the cohort is encouraging. It is heartening to see the cohort being able to proceed well in 2020 and with the impending release of hand holding in 2021, school progress is expected to be promising and likely to turn out well. The future looks bright for this cohort in meeting TTMIP criteria in year 2022.

LIST OF SCHOOLS	
SK St. Michael	SK Jerong
SK Kg. Tanjung Tuang	SK Wakaf Tapai
SK Niup	SMK Seri Paka
SK Kg. Jawa	SMK Pengkalan Berangan
SJK (T) Ladang Ampat	SMK Wakaf Tapai
SMK Kg. Jawa	SK Jeli (I)
SK Seri Samudera	SK Ayer Lanas
SK Seri Bayu	SK Gemang
SMK Seri Samudera	SMK Jeli
SK Paka III	SMK Ayer Lanas
SK Pengkalan Berangan	



LEGEND TSP 1.0 | ● TOV ● KPT 2017 2018 2019 2020

YA is consistently monitoring the progress of the schools as well as working together with relevant stakeholders to ensure that the schools are well supported and able to reach the desired targets.

(B) STUDENT OUTCOMES

The Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2) was launched by the MoE in September 2017 to determine the level of achievement and quality of schools in Malaysia. This crucial document was launched subsequent to the TSSP which came into effect in 2015. In view of the SKPMg2 being the mandatory standard all public schools in Malaysia must adhere to, the KPT for all Trust Schools have been revised at ministry level to be in line with it; without losing its TSSP essence and target.

Thus, by quarter four of 2019, KPTs had been revised with student outcomes no longer tracked by academic performance and replaced by **Strategic Goal 3: Maximising Student Potential**. With this change, academic performance will not be featured in the report effective 2020.

Due to the COVID-19 pandemic, student achievements were a bit restricted. During the MCO, schools took the initiative to have parents collect their children's schooling materials from the school. Some schools even had a 'Drive Thru' programme to facilitate the process. Applications such as Miracast, Google Classroom, Google Meet, Google Hangout, Whatsapp, Telegram et al were utilised in order to deliver online modules and teaching to students; ensuring that learning takes place no matter the situation.

The following are some examples of student achievements in 2020:

i) COHORT 2011

SJK(T) Kangkar Pulaui – the school's science team won a silver medal in the International Science competition held in Indonesia in November 2020 and a bronze medal in the 3rd Digitalised International Invention, Innovation & Design Johor 2020. The team also won 6 gold medals in the International Eco-Green Technology Honourable Innovation Competition 2020 (E-THIC).

SMK Semenchu – won first place overall in the Pengerang district annual sports competition (MSSD Pengerang). 2020 marked the third year in which SMK Semenchu were champions for MSSD Pengerang. 9 students qualified for state level sports competitions (2 in athletics, 1 cross country, 1 netball, 4 softball and 1 badminton) while 3 students represented the state in petanque, as "atlet pelapis" at the national level in the SUKMA competition.

SK Kg Layau – the school won a gold medal in collaboration with SK Felda Semenchu at the district level netball competition (MSSD Pengerang).

SK Bandar Uda 2 – 22 teams were eligible to participate in an international robotics competition.

SK Tabuan – 1 student participated in the state level cross country competition and 3 students were selected to represent Sarawak in hockey and won second place.

ii) COHORT 2013

SK Sultan Hisamuddin Alam Shah – 2 students collaborated with their teachers to produce a YouTube channel to stream video lessons during the MCO and 2 students represented Kuala Lumpur in the Malaysia School Uniform Body International Camp in Melaka.

SK Desa Pandan – students participated in a variety of online competitions and placed in many:

- Daie and moral
- state level motivational video making competition– first place
- poetry recital – state champion and third place national level
- video animation for a healthy mind – state runner up



iii) COHORT 2014

SK Pulau Indah – representing the school in the International Uniform Body Camping 2020.

SMK Pasir Gudang 3 – won first place in the district level (MSSD) rugby competition and 11 students were chosen to represent Johor and 1 to represent Malaysia in the sport. 5 students from the hockey team were chosen to represent the state in MSSJ and a student was chosen as the Best Player. 2 students from the softball team represented Johor in MSSM.

SK Pasir Gudang 4 – first place in e-Kalam Arabiy competition for Johor and represented the state in the national level competition.

SK Pasir Gudang 3 – 2 students represented the state in netball and won. A hockey player was chosen to represent the state in the National Hockey Tournament.

SMK Pekan Nanas – first place in the state level essay writing competition and represented Johor in the national competition.

SMA Bugisiah – Silver medal for Secondary School Level for an innovation project entitled “Dimensi Arabiah” in the “Inovasi Dan Mobile Apps” Competition hosted by Universiti Perubatan Antarabangsa (IMU) in collaboration with Pusat STEM Negara, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP), Ministry of Education (MOE).

SK Jeram Batu – won the silver medal for floorball at the state level competition.

SJK(C) Yu Ming 2 – a student won the district level badminton tournament and represented the district for state level.

- won first place in the state level Story Telling Competition

SMK Medini – won 15 gold and 1 bronze medals in the state Aquatic Championship.

- Gold Award for International Innovation dan Design Competition 2020

SK Medini – participated in national level competitions in archery, music and science.

SK Ladang Pendas – participation in the Speakers Corner in the National Awareness on Orang Asli Education.

- Participated in Science, Technology, Engineering & Mathematics (STEM) category, I-Think Science Challenge (state level).

iv) COHORT 2015 (January)

Malay College Kuala Kangsar – Inaugural concert through virtual means for the Malay College Wind Orchestra (MCWO) http://bit.ly/mcwo_preview.

- 4 students presented a project which won them awards at the International KL Engineering Science Fair (KLESF).

Tunku Kurshiah College – inaugural hosting of Tunku Kurshiah Super Six Touch Rugby Tournament 2020 & TKC 3 On 3 Basketball Challenge (national level) with participation of 48 teams from 31 schools nationwide.

- 2 students awarded the Tokoh Nilam Peringkat Negeri Sembilan for English and Bahasa Melayu.

SMK Lembah Subang – won gold and silver in the Malaysian Youth Scientist Conference Exhibition by creating two devices for disabled people (sight) and for babies.

SMK Cyberjaya – collaboration between the STEM Society and English Society to produce hand sanitizer under the guidance of a Chemistry teacher. The product is marketed to teachers, students and the public.

SK Lembah Subang – presented a Dikir Barat concert online at national level.
– participated in the International Uniformed Bodies Camping held in Melaka.

SK Cyberjaya – Due to MCO, the Scrabble team could not participate in the annual competition. As an alternative, they collaborated with schools in Melaka, Selangor and Pakistan.

SMK Sg Maong – won bronze in the International Math Olympiad in Thailand.

SMK Muara Tuang – selected to represent Samarahan at the state level rugby championship.

v) COHORT 2014 (July & November)

July

SMK Lundu – Second place for athletics in MSSM

- 4 students selected to represent the district in the state athletics meet.
- 12 students selected to represent Kuching in the state volleyball tournament.
- 1 student selected to represent Sarawak in the national volleyball tournament.

SK Stunggang Melayu - 3 students selected to represent the district in the state netball tournament.

SK Stunggang Melayu – participated in state level meet and competition such as:

- Kadet Bomba dan Penyelamat Malaysia
- Hari Peringatan Pandu Puteri Sedunia carnival
- Chess Championship

SK Pekan Kimanis – represented the district at state level sports meet (MSSS) in Sandakan.

- Represented the district in a chess tournament and shot put at the MSSS Sabah athletics meet.

November

SK Ibok – won the Platinum Innovation and silver in the International Summit on Innovation & Design Exposition for the primary school category.

- First place in the Digital Story Telling Animation Competition (state level). Represented the state for the national level.
- First place for I-think Map, Stem Online Challenge (state level).
- First place for Innovation Face Mask Shield Design - STEM Online Challenge (state level).
- First place for volleyball (state level), with 6 students selected to represent the state and one student for the national level.

SK Bukit Anak Dara – second place for Rugby Marang 7s Championship (national level)

- Second place for Pahang Online Robotic Competition 2020.

SMK Taman Maluri – 2 gold, 6 silver and 4 bronze in MSSWPKL Athletics Meet.

- Fourth place in cross country in MSSWPKL and qualified for the national level.
- Won the Duke of Edinburgh Award for Girl Guides.
- Participated in Leadership Journey - leadership "Mindset" online workshop, World Singing Day 2020, Plastic Tide Turners Challenge badge-UN Environment, Make Your Voice Heard International Day of the Girl 2020, USA Girl Scouts Overseas Sustainable Development Goals and Worldwide Camp.

SMK Cochrane – won third place in MSSWPKL Athletics Meet out of 34 schools with 7 gold, 3 silver and 4 bronze medals.



SMK Bandar Baru Salak Tinggi – second place in the Jom Coding 2020 competition (state level).

- 2 students won the IRoF 2020 Award at the International Robotics Competition 2020.
- Top 15 schools and won gold in the Smart School Hackathon Competition (national level); along with Fully Residential Schools and Day Schools.

SMK Tanjung Lumpur – won 2 gold, 3 silver and 2 bronze medals in the Online Robot Programming Competition 2020.

SK Tanjung Lumpur - 3 students were chosen to represent the state in netball in MSS Pahang, of whom 2 students were chosen for the national level competition.

SK Kempadang – participated in international, national and state level competitions

- Online National Robotics and Coding Competition (NRCC) 2020.
- International Uniformed Bodies Camping 2020.
- Perak National Horse Show: 2 students in Dressage Preparatory C, placing 7/25 and 9/25.

vi) COHORT 2016

SMK Seri Paka – won bronze in the iCompEx Competition 2020.

SMK Pengkalan Berangan – first place, national level Survival Skills Competition (Secondary School) for 2020.

SK Wakaf Tapai – a student won first place in the MSS Terengganu badminton tournament.

SK Pengkalan Berangan – a student won first place in an inter-state archery meet.

SK Jerong – participated in the Multilingual Dikir Barat Performance Malaysia Book Of Records Programme "Himpunan 2020 Pendikir Terengganu"

- Participated in the National Space Challenge 2020.

SMK Seri Samudera – a student placed in the top 20 for the International Virtual World Robot Olympiad.

- 6 students participated in the Robot Virtual Games International Championship.
- Video creation for the National Campro KRS competition.

SK Seri Samudera – a student won first place in the Creative Video Competition with the video entitled 'Say No To Drugs' 'Say No to COVID-19' #Stayathome (state level)

- 5 students received the Rambu Pengakap award for the Perak Boy Scouts Gathering.
- A student won second place in the Perak RMCO Daedo Malaysia Video Challenge Poomsae Competition.

SK Seri Bayu – A student in the Special Education Needs (SEN) stream was given the chance to provide sign language in the making of "Perak Sejahtera" video by JPN Perak.

- 2 SEN students represented Perak in the story telling competition at the national level.

SMK Jeli – a student won second place in poem recital for the Kelantan Special Education eMahabbah.

SMK Ayer Lanas – won silver in the MSS Kelantan for high jump and silver for shot put.

- First place for state level in the Cabaran Keselamatan Siber Nasional Tahun 2020 and represented Kelantan at the national level.

SK Jeli (1) – a student was chosen as the Best Athlete for Kelantan.

SK Gemang – a student won 3 golds (long jump, 4x100m and 4x200m) and 1 silver in hurdles.
- Rugby team was chosen to represent the district in MSS Kelantan.

SK Kg Jawa – participated in World Thinking Day (WTD) Run (state level).
- Girl Guide Malaysia #Stay At Home Challenge (national level)

SJK(T) Ladang Batu Ampat – won gold in the 'Eco-Green Technology Honourable Innovation Competition 2020 (E-THIC)' and 'Special Awards GGIA'.

SMK Kg Jawa – gold for hurdles, silver for octathlon, bronze for high jump, shot put and javelin. A student also won the Best Athlete for MSS Selangor.
- 29 students participated in the national Kangaroo Math Competition; with 4 students placing fourth.

SK Niup – a student qualified for the Sarawak Athletics Meet whilst another qualified for badminton.

SK Kg Tanjung Tuang – 5 students participated in the national level 'Kuiz Pasukan Beruniform KPM'.



Trust Schools Programme 2.0

TSP 2.0 leverages on the success and learnings of TSP 1.0 while continuing to place student outcomes at the heart of the transformation. Designed as a model that is both sustainable and scalable, it uses a 3+2 year phased approach. The JPN, PPD and TSP 2.0 schools will receive 3 years of direct support from YA and LeapEd after which the JPN, with support from PPD will lead the remaining 2 years of transformation to achieve and sustain their 5-year targets.

The target for each school is no longer set as a 1-size-fits-all approach whereby in TSP 1.0, schools must achieve 90%; instead for TSP 2.0, it will vary according to the school's ability and capability. In addition to this, SKPMg2 will be the tool used by schools to measure their achievement and the TSSP is no longer applicable to Cohort 2019 and thereafter.

Key Differences Between TSP 1.0 and TSP 2.0

	TSP 1.0	TSP 2.0
Approach to School Transformation	<ul style="list-style-type: none"> • Focuses on a uniform approach to transforming specific groups of individuals 	<ul style="list-style-type: none"> • Grounded in the theory of school culture change and is not dependent on a specific group of individuals
Focus	<ul style="list-style-type: none"> • 4 Strategic Goals (Leadership, Teachers, Students, Community) 	<ul style="list-style-type: none"> • 5 Dimensions (System, School, Classroom, Learner and Community)
Duration	<ul style="list-style-type: none"> • Fixed at 5 years (Gradual Release in Year 4 and Year 5) • Predetermined achievement indicators for each year 	<ul style="list-style-type: none"> • Phased approach with a maximum of 3 years of direct support for YA & LeapED while remaining 2 years is led by JPN and PPD • Progression targets for each phase and is not time bound
Programme Ownership	<ul style="list-style-type: none"> • Driven, implemented and accounted for by YA and LeapED • Engagement of MoE through GPSA as an add-on programme that requires JPN & PPD's active involvement in a TS only from Year 3 onwards 	<ul style="list-style-type: none"> • Partnership with system at state and district levels, with community set up at the beginning of the programme (Phase 0) • MoE is the owner, key driver and accountable for the programme from Day 1
Quality Standards	<ul style="list-style-type: none"> • The Designating Instrument is TSSP as the standards and tool focusing on 4 Strategic Goals • Fixed achievement targets for all schools irrespective of individual school TOV • Based on academic and non-academic indicators 	<ul style="list-style-type: none"> • The Designating Instrument is SKPMg2 standard 1 & 4 and added-value indicators covering Middle Leader and Community • The measurement is against progress in each dimension from TOV of each individual school • Student holistic outcomes are final measure of success • Robust M&E embedded within the programme to ensure success

Overall, the 5 corresponding dimensions focus on capacity building and embedding of a positive school culture that is not dependent on only a group of individuals. In line with this, the TSP is still measured on both school progress and student outcomes but with the 5 dimensions divided between the two categories.

(A) SCHOOL PROGRESS

School progress is tracked according to three (3) dimensions; school leadership, finance, and parents & community.

DIMENSION	OUTCOME
School Leadership	Drive school transformation by implementing plans, monitoring activities, measuring outcomes and identifying next steps.
Finance	Create a culture of trust and accountability to ensure sustainability.
Parents and Community	Promote strong relationships with parents and the broader community that supports student outcomes.

Schools Progress Overview

Cohort 2019 which is the pioneer cohort for TSP 2.0, commenced its journey in Perlis and Kuala Lumpur, with five (5) schools in the northernmost state and two (2) in Kuala Lumpur. This cohort lists SK Bangsar and SMK Bangsar in Kuala Lumpur; and SK Batu Bertangkup, SK Simpang Ampat, SK Seberang Ramai, SMK Kuala Perlis and SMK Sanglang in Perlis.

Being new to the programme, in addition to the programme having a new facelift, the time it took to get the TOV for each school was long. By end 2020, despite the pandemic hitting local shores and subsequent school closures, the schools in this cohort were looking good and yielding dynamic results. With the intervention of the programme having a year left to go before the respective JPNs and PPDs take over, the schools look comfortable in meeting their three (3) year targets.

In July 2020, YA added two (2) new schools in Perak to the TSP 2.0: SMK Sri Tapah and SK Batu Tujuh, a predominantly Orang Asli school in Tapah. Unfortunately, due to school closure because of COVID-19, the process for TOV took a hit and delays were forthcoming up until December 2020.





(B) STUDENT OUTCOMES

Student outcomes are tracked according to two (2) dimensions: student learner, and teacher and classroom. The following key indicators are used to track progress of the TSs.

DIMENSION	OUTCOME
Student Learner	Participate in their own learning in differentiated ways and progress through self / peer-assessment and collaboration.
Teacher and Classroom	Facilitate learning by creating differentiated opportunities for learners to construct and apply knowledge in real-life situations and reflect on the learning process for further progress. Learning spaces that advocate current pedagogy for teachers to facilitate and for learners to innovate, which in turn promotes a school culture of life-long learning.

Student Outcomes Overview

TSP 2.0 aims to have students as active learners, acquiring knowledge and skills, and inculcating positive values. Whilst teachers are to be as:

- i. a guide to help students master knowledge, skills and inculcate values based on the learning objectives
- ii. a motivator in enhancing student motivation and soft skills
- iii. an evaluator to measure student mastery level
- iv. a planner to ensure readiness and meticulous preparation in carrying out Learning and Facilitation, and
- v. an implementer of Learning and Facilitation to ensure smooth implementation of the learning process as planned.

These outcomes are measured and monitored through the SKPMg2 which all 10,000+ public schools in Malaysia are using in order to track their quality. Whilst there is no TOV yet for Cohort 2020 as of December 2020, the progress for Cohort 2019 can be tracked in the charts below.



The following are some of the achievements made by the students in Cohort 2019:

SMK Bangsar – awarded the "Best Debating Team" at the National Debating Forum 2020 programme.

- placed second and fifth in the Special Education e-Mahabbah Competition (state level)
- represented school in the National KL Inclusive Run
- third place in 4x100m, second place in high jump and second place in the Down's Syndrome 50m run in the Special Education Athletics Meet hosted by the district.

SMK Sanglang – in the Special Education e-Mahabbah Competition (state level), a student won the poetry recital category and will represent Perlis in the nationals while another student won third place in the Hafazan or memorization category.

SMK Kuala Perlis – won the gold award in the MiCom 2020 Product Innovation Competition.

SK Simpang Ampat – won a bronze medal at the National Innovation and Creativity Healthy Mind Competition.

SK Batu Bertangkup – won second place in the National Majlis Tilawah Dan Hafazan Al-Quran KAFA for 1442 Hijrah / 2020.

ROUTE PLAN



- Key Programmes
- Become a Trust School
- Sponsor a School



KEY PROGRAMMES (TSP 1.0)

LeadED

The comprehensive leadership development programme for School Leaders (Principals, Headmasters and Senior Assistants) is designed to enhance their knowledge and skills to enable them to lead the holistic student transformation culture with confidence.

It is underpinned by:

- Professional standards
- Roles and responsibilities
- Current and leading practices on effective school leadership

MidLED

MidLED is a comprehensive professional development programme designed to develop the knowledge, skills, understanding and confidence of Middle Leaders – experienced staff who have been promoted into positions of middle management (Panel Heads or Head of Departments) – in relation to school improvement planning, performance management and professional development.

It is aimed to build capacity by enabling them to disseminate and share education pedagogical development of their colleagues. Middle Leaders will therefore become pedagogical leaders within their schools and ensure sustainable and continuous improvement in the Trust Schools beyond the duration of the Programme.

Professional Learning Community (PLC)

A group of educators coming together regularly with two broad purposes:

- Improving educators through collaborative study, expertise exchange and professional dialogue
- Improving the educational aspirations, achievement and attainment of students through shared experiences

In Trust Schools, it is structurally designed to be embedded as part of “on-the-job learning” in shifting the focus from teaching to learning. During these sessions, they are able to discuss and develop plans, practice their skills, gather feedback from peer observation as well as present outcomes and next steps.

TeachSmart

The TeachSmart programme aims to promote a shared understanding of an effective teaching practice and to embed core pedagogical and methodologies in Trust Schools, based on the seven pedagogical pillars:

- Lesson planning and content delivery
- Creating a positive learning environment
- Assessment for learning
- Collaborative and cooperative learning
- Questioning and thinking skills
- Differentiation
- Professional knowledge and reflection

Co-curriculum Programme

It is designed to support holistic development of students and enhance parent and community involvement in the schools. Co-curriculum

- Leadership through Student Voice Groups and School Ambassadors
- Self-management through participation in activities
- Teamwork and collaboration – embedded in all activities
- Research and enquiry through curriculum and cross-curriculum projects like Science Fairs
- Public Speaking through Toastmasters, debate, conference presentations
- etc

Subject-Based Classrooms

A classroom is selected for a particular subject to be taught in it, and the teachers who teach that subject are based in the room. It ensures that teachers take ownership of the room and establish the ethos and learning atmosphere, preparing the students with the correct mindset to learn effectively.

Note: The implementation of SBC is subject to the fulfillment of established key criteria.

Become a Trust School

CAN ANY SCHOOL BECOME A TRUST SCHOOL?



Yes! Any school can be a Trust School as long as it fulfils these factors for consideration:

Interest of sponsors
School readiness
School characteristics
MoE approval

The entire process from end-to-end is supported by MoE and Yayasan AMIR

✓ Pre-Selection

- Engage sponsor
- Conduct preliminary visits
- Selection visit by engaging with the principal or headmaster of the school
- Issue Letter of Intent by Sponsor

✓ Assessment and Selection

- Engage JPN & PPD
- Conduct selection visits to potential schools with MoE (Federal/JPN/PPD) representatives by engaging SLT, teachers and parents
- Finalise school

✓ Post-Selection

- Finalise sponsorship agreement
- Trust Schools Programme commences with effect from 1 October



Sponsor a School

BE A CATALYST FOR CHANGE

The Trust Schools Programme is committed to delivering quality education and improving the student-learning environment. Children learn most efficiently when they are able to obtain new knowledge and integrate it with their own experiences. As the saying goes, it takes a village to raise a child; thus collaborative partners play an important role in transforming the education landscape. Yayasan AMIR and MoE seek support from corporations, alumni groups and individuals to help us in our mission to transform the education system into one of excellence, which creates better outcomes for our students. Your contribution of sponsoring a school will not only help build a promising future for our students, but affect change in the overall education system.

As a sponsor, you can choose to sponsor school programmes or customise your contribution to specific activities in line with their specific needs, interests or focus areas. Sponsorship opportunities incorporate high-visibility, high-value programmes that include the following benefits:

1. Be part of the Trust Schools Network (e.g. exchange of knowledge and information, participation in Trust Schools events and projects)
2. Media exposure and recognition as Trust Schools Sponsor
3. Opportunity to implement value-added and specific sponsor programmes
4. Sponsorship is tax-exempted under Section 44 (6) of Income Tax Act 1967

FINANCIAL REPORT



- Independent Auditor's Report
- Selected Audited Financial Indicators

**Independent Auditor's Report
to the Trustees of Yayasan AMIR
(Incorporated in Malaysia)**

Report on the selected audited financial indicators

Opinion

The selected audited financial indicators, which comprises the statement of financial position as at 31 December 2020 and the statement of comprehensive income for the year then ended are derived from the audited financial statements of Yayasan AMIR for the year ended 31 December 2020.

In our opinion the accompanying selected audited financial indicators set out on page 62 are consistent, in all material respects, with the audited financial statements.

Selected audited financial indicators

The selected audited financial indicators does not contain all the disclosures required by the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 2016 in Malaysia. Reading the selected audited financial indicators and the auditors' report thereon, therefore, is not a substitute for reading the audited financial statements of Yayasan AMIR for the year then ended 31 December 2020 and the auditors' report thereon.

The audited financial statements and our report thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 28 July 2021.

Trustees' responsibility for the selected audited financial indicators

The Trustees are responsible for the preparation of the selected audited financial indicators set out on page 62.

**Independent Auditor's Report
to the Trustees of Yayasan AMIR (cont'd)
(Incorporated in Malaysia)**

Auditors' responsibility

Our responsibility is to express an opinion on whether the selected audited financial indicators are consistent, in all material respects, with the audited financial statements of Yayasan AMIR for the year ended 31 December 2020 based on our procedures, which were conducted in accordance with Malaysian Approved Standard on Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".

A handwritten signature in black ink, appearing to read 'Ernst & Young' with a stylized logo.

Ernst & Young PLT
202006000003 (LLP0022760 - LCA) & AF 0039
Chartered Accountants

Kuala Lumpur, Malaysia
28 July 2021



SELECTED AUDITED FINANCIAL INDICATORS

STATEMENT OF COMPREHENSIVE INCOME (RM Million) For the financial year ended 31 December 2020	2020 RM million	2019 RM million
Income	45.64	58.49
Donation	43.84	57.54
Hibah income	1.44	0.95
Gain on termination of lease	0.36	-
Expenditure	45.64	58.49
Trust Schools Development Programme Costs	28.59	47.90
Other operating expenses	17.03	10.56
Finance costs	0.02	0.03
Deficit before taxation	-	-
Taxation	-	-
Net surplus/(deficit)	-	-
STATEMENT OF FINANCIAL POSITION (RM Million) As at 31 December 2020	2020 RM million	2019 RM million
Non-Current Assets	22.46	21.30
Equipment	0.04	0.02
Right-of-use asset	-	0.51
Cash and bank balances*	22.42	20.77
Current Assets	226.63	214.05
Cash and cash equivalents	58.77	59.45
Other receivables	167.86	154.60
Current Liabilities	42.52	31.43
Donation-in-advance	3.31	0.59
Other payables	27.88	19.34
Amount due to sponsors	11.33	11.33
Lease liability	-	0.17
Net Current Assets	184.11	182.62
	206.57	203.92
Non-Current Liabilities	206.57	203.93
Amount due to sponsors	3.57	3.57
Lease liability	-	0.36
Financing from Khazanah**	200.00	200.00
Other payables	3.00	-
Represented by :	0.00[^]	0.00[^]
Contribution from members	0.00 [^]	0.00 [^]
Retained surplus	-	-
	206.57	203.93

* This amount relates to an 'Endowment Fund' set aside by the foundation on behalf of the sponsor to demonstrate the sponsor's financial commitment to the Government of Malaysia ("the Government") for the schools that are included in the Trust Schools Development Programme ("TSDP") based on the requirement stipulated in the Public-Private Sector Operation and Management Agreement ("PPSOMA") entered between the foundation and the Government. The Endowment Fund is restricted in use and can only be returned to sponsor upon completion of the TSDP on any or all of the Trust Schools, or in the event of default by the Government of its obligations as stipulated in the PPSOMA. However, should the foundation default its obligations as stipulated in the PPSOMA, the Endowment Fund shall be apportioned on a pro-rata basis and shall be transferred to the accounts of each Trust School under the TSDP.

** In 2015 and 2017, Khazanah via Ihsan Sukuk Berhad issued Sustainable and Responsible Investment Sukuk ("Sukuk") amounting to RM100 million for each issuance to fund the Trust School Programme ("TSP") activities via a back-to-back arrangement with Yayasan AMIR. The proceeds will be used as an advance to finance the TSP expenses with the principal to be settled via proceeds to be received from sponsors over the period of the financing. The unutilised portion of the financing was invested in money market placements and equity securities.

[^] Represent an amount below RM10,000

PARTNERS





MINISTRY OF EDUCATION MALAYSIA (MoE)



Ministry of Education Malaysia (MoE) is the central agency overseeing the education system across the country, covering preschools, primary and secondary schools.

It is guided by its mission to perpetuate excellent quality of education. The curriculum set by MoE is committed to developing a child holistically as reflected in the National Education Philosophy.

The idea of Trust Schools was conceived in 2009 together with Yayasan AMIR. In essence, the Trust Schools Programme was designed as an implementation model to accelerate innovation and improve student outcomes by empowering schools with greater decision-making autonomy and greater accountability. In 2010, the Trust Schools Programme materialised as a long-term commitment to improve accessibility to quality education in the Government with Yayasan AMIR as its pioneer partner.

MoE is envisioning the expansion of the Trust Schools model to 700 schools by 2025 by including corporates, alumni groups and non-governmental organisations as potential partners and sponsors. As the expansion takes place, a greater diversity of private and social entities will have the opportunity to get involved in the school improvement process. It will enable the private sector to partner with MoE in transforming the education landscape in Malaysia.



**Malaysia Education
Blueprint Report
2013-2025**

LeapEd SERVICES SDN BHD



LeapEd Services Sdn Bhd (LeapEd) is committed to enriching the learning experience for school-going young Malaysians. As the design and implementation partner to the Yayasan AMIR Trust Schools Programme (YATSP), LeapEd is part of an exciting initiative to transform public schools into centres of excellence where learners are nurtured to reach their greatest potential as Malaysia moves towards becoming a developed nation. Young Malaysians are coached to think critically and creatively, and encouraged to grow as well-rounded, responsible citizens with strong communication skills and high ethical values.

LeapEd programmes promote the holistic development of students through an integrated school improvement and transformation approach that focuses on leadership development, improving teaching and learning practices, nurturing student potential and building effective partnerships with parents and the community. The schools are exposed to a comprehensive set of programmes designed to address school leadership, classroom pedagogy, student potential and school community engagement that impact school improvement and transformation. LeapEd promotes collaborative partnerships with schools and the development of professional learning communities, as well as continuous self-improvement and embedded reflective practices among school leaders and teachers to ensure sustainable improvement practices.

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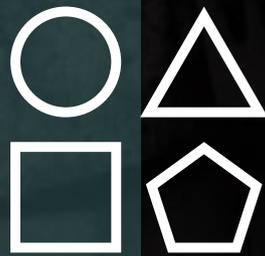
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ACKNOWLEDGEMENTS





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6 STUDENT ASPIRATIONS

- Thinking Skills
- Leadership Skills
- Knowledge
- Bilingual Proficiency
- Ethics and Spirituality
- National Identity

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