



TRUST SCHOOLS PROGRAMME
PROGRESS REPORT

2014



TRUST SCHOOLS PROGRAMME

NURTURING TOMORROW'S LEADERS THROUGH EDUCATION EXCELLENCE

TABLE OF CONTENTS



4	Foreword – Ministry of Education
6	Chairman’s Statement
7	Board of Trustees
8	Management Team
9	Sponsors
10	Yayasan AMIR Trust Schools Journey
12	Our Story
13	Key Stakeholders
14	Trust Schools Programme

15	Programme Overview
16	Strategic Goals
18	Key Programmes
21	Implementation Strategy
22	Trust Schools Network
26	Sustainable Management
27	The Students
28	Key Progress To-Date
40	Milestones 2014
42	Independent Auditor’s Report
43	Selected Financial Indicators
44	Moving Forward: The Journey Continues
46	Sponsor a School, Be a Catalyst for change
47	Can Any School Become A Trust School?
48	Partner - Ministry of Education
49	Partner - LeapEd Services Sdn. Bhd.
50	Acknowledgement



Sekolah
Kebangsaan
Combined



FOREWORD — MINISTRY OF EDUCATION



As the Programme moves into its fifth year, there is more that we are discovering about the state of our education and how we can further improve upon and enhance the Programme modules.

YBHG. TAN SRI DR. MADINAH BT MOHAMAD
Secretary General, Ministry of Education

Education forms the bedrock of a nation's development. As our country moves towards achieving advanced nation status, the development of holistic and well-equipped citizens is key to ensuring that our future generations can compete and lead Malaysia in the global arena.

To that end, the Trust Schools Programme has shown encouraging results and positive outcomes since its inception. Students are engaged in classrooms, and display maturity and growth

as potential future leaders, teachers are using innovative learning approaches that allow for creative and critical thinking in classrooms, and school leaders have set exemplary benchmarks where principals can work on strengthening their role as pedagogical leaders and inspire other educators in the system.

As the Programme moves into its fifth year, there is more that we are discovering about the state of our education and how we can further

improve upon and enhance the Programme modules. Ministry of Education remains committed to supporting the implementation of the Programme. We hope for more collaboration with the private sector and we encourage them to join us as we work to ensure that our young Malaysians receive the quality education they deserve and achieve their potential in a world of expanding opportunity.



FOREWORD – MINISTRY OF EDUCATION



We are thankful for the participation and contributions from the private sector in helping us realise our aspirations towards developing our students holistically based on the six key attributes stated in the Malaysian Education Blueprint 2015-2025. Students of the Programme are expected to achieve these attributes throughout the duration of the Programme - Knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity.

YBHG. DATO' SRI DR. KHAIR BIN MOHAMAD YUSOF
Director General of Education, Ministry of Education

Assalamualaikum Warahmatullahi
Wabarakatuh, Salam Sejahtera dan Salam
1Malaysia

The work of educating the future generation of Malaysia is a responsibility that we cannot take lightly - yet what a privilege it is to be entrusted with this task. It is therefore highly encouraging to witness the steady growth and positive outcomes from the Trust Schools Programme in the past four years.

We are thankful for the participation and contributions from the private sector in

helping us realise our aspirations towards developing our students holistically based on the six key attributes stated in the Malaysian Education Blueprint 2015-2025. Students of the Programme are expected to achieve these attributes throughout the duration of the Programme - Knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. Through the various initiatives under the Trust Schools Programme, we have seen the quality of schools enhanced as school leaders,

teachers, students, parents, and the community work together for the future of our students.

Public-Private Partnerships are one of the key components for improving and optimising schools' productivity and resources. Where needs exist, the private sector can step in to bridge those gaps and in turn, help build a sustainable and mutually beneficial relationship. We invite more champions from the private sector to come on-board and collaborate with us to inspire our students to be the best that they can be.

CHAIRMAN'S STATEMENT

In the past year, the movement towards transformation has taken on increasing momentum. We have grown from just 10 schools in our programme to 30 schools in total across four states; with hundreds of teachers, thousands of students, and countless families and communities impacted.



As I write this, it has been almost five years since the Yayasan AMIR Trust Schools Programme was first launched with the ambitious goal of addressing the country's growing need for a sustainable, replicable and complete school transformation programme. How fitting, then, that the theme of this Progress Report is "Journeys" – capturing how far we have come, and yet how far we still have to go.

In the past year, the movement towards transformation has taken on increasing momentum. We have grown from just 10 schools in our programme to 30 schools in total across four states; with hundreds of teachers, thousands of students, and countless families and communities impacted. More and more corporations and individuals from the private sector have come forward to support our cause, inspired by the changes we have seen in the past four years alone.

The kind of 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 – have 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. Educating a child takes a community and to that end, I would like to extend my sincere gratitude to the following:

To the Ministry of Education, for entrusting us with the nation's most precious assets.

To the Partners and Supporters who have joined hands with us to stand up for education in Malaysia.

To the Trustees and staff of both Yayasan AMIR and our education services provider, LeapEd Services Sdn Bhd, for their tireless work and unflinching determination to the cause.

To the leaders and teachers of each and every Trust School, who so willingly place their confidence in us, and are now reaping the benefits of their own hard work.

And most of all, to our students, for inspiring us each day to do the work that we do.

Our journey is far from over. But it is our hope that the stories and results presented in the Progress Report you now hold in your hands will spur you on to join us in creating a better future for the next generation.

Thank you.



**RAJA TAN SRI DATO' SERI ARSHAD
BIN RAJA TUN UDA**



BOARD OF TRUSTEES



Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda was appointed as a director of Khazanah Nasional Berhad on 1 April 2006. He is also the chairman of Maxis Berhad, Ekuiti Nasional Berhad, ACR Retakaful SEA Berhad, Asia Capital Reinsurance Malaysia Sdn. Bhd., 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 the former Executive Chairman and Senior Partner of PricewaterhouseCoopers ("PwC"), Malaysia, having served in that position for 18 years. During this period, he established a more effective corporate style management structure in place of the partnership management structure and saw through the merger between PriceWaterhouse and Coopers Lybrand. Raja Arshad Raja Uda was also Chairman of the Leadership Team of PwC Asia and a member of the PwC Global Leadership Team. His other 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 on its Council for 24 years, including three years as its President.



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.

Dato' Noor Rezan is currently the Education Advisor to Khazanah Nasional Berhad, providing guidance on several educational initiatives, namely PINTAR Foundation, the Trust Schools Programme, and Teach For Malaysia.



Shahnaz Al-Sadat Abdul Mohsein was appointed as our Trustee on 26 October 2010.

Shahnaz is a mother, a social entrepreneur and an advocate for education and social enterprising reforms. She co-founded a social enterprise called arise Asia with the intention of helping people do good. In her previous corporate life, she held various roles including Chief Financial Officer and Executive Director of Strategic Human Capital Management in Khazanah Nasional Berhad. Pursuing her passion in the education space, apart from Yayasan AMIR, she currently serves on various Boards and Board Committees of education-related entities such as Teach for Malaysia, MINDA and Razak School of Government.

Shahnaz is a lawyer by education, a Professional Accountant by qualification and a HR practitioner by passion. She holds an LL.B (Hons) from University of Nottingham, United Kingdom, an MBA from IMD Lausanne, Switzerland. She is also a Certified Public Accountant (CPA) and a Certified Internal Auditor (CIA).



Kenneth Shen was appointed as our Trustee on 10 February 2012. He joined Khazanah Nasional Berhad as Executive Director of Investments in July 2011.

Ken is a member of the Boards of Directors of Axiata Group Berhad, Desaru Development Corporation Sdn Bhd (DDC), Desaru Development Holdings One Sdn Bhd (DH1), Edotco Group Sdn Bhd (under Axiata Group Berhad), and Themed Attractions Resorts & Hotels Sdn Bhd (formerly known as Cameron Highlands Holdings Sdn Bhd).



MANAGEMENT TEAM



ENCIK ZULHAIMI OTHMAN

Programme Director



ENCIK NIK M. FAHMEE

Programme Director Development



PUAN AZLINA SHAHROM

Head, Programme Implementation



ENCIK ROHIT KHARBANDA

Head, Finance & Support Services



PUAN TENGKU AINUL

Head, Sponsorship Management



SPONSORS

Yayasan AMIR and Ministry of Education would like to extend our sincere appreciation to all our like-minded sponsors who believe that each child deserves an opportunity to maximize their full potential.

Your commitment and support to both the school that you sponsored and the overall Programme allows 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



A foundation of Khazanah Nasional

Yayasan Hasanah



Yayasan DayaDiri



WESTPORTS
PROVEN. TRUSTED. FRIENDLY.

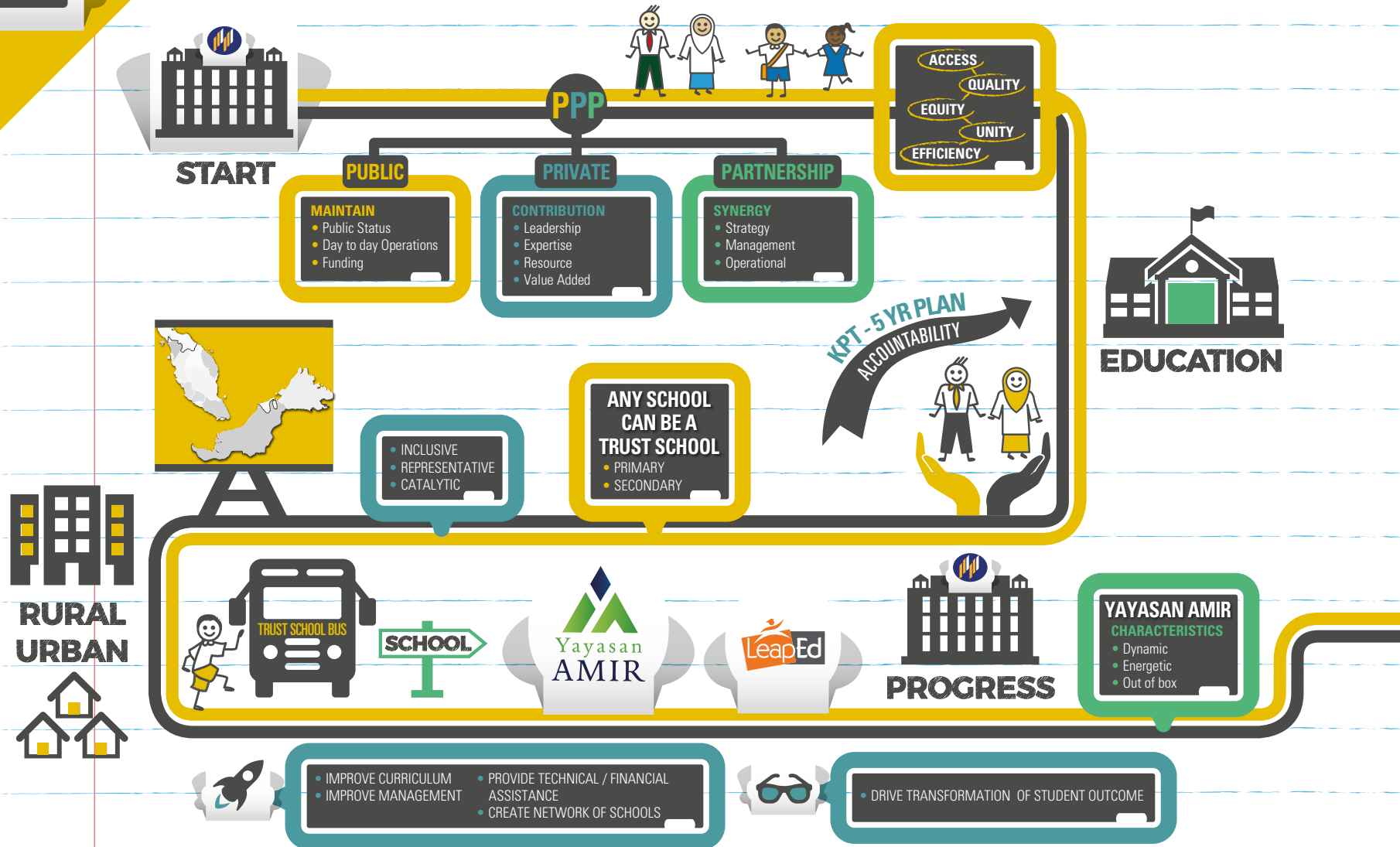
Westports Malaysia

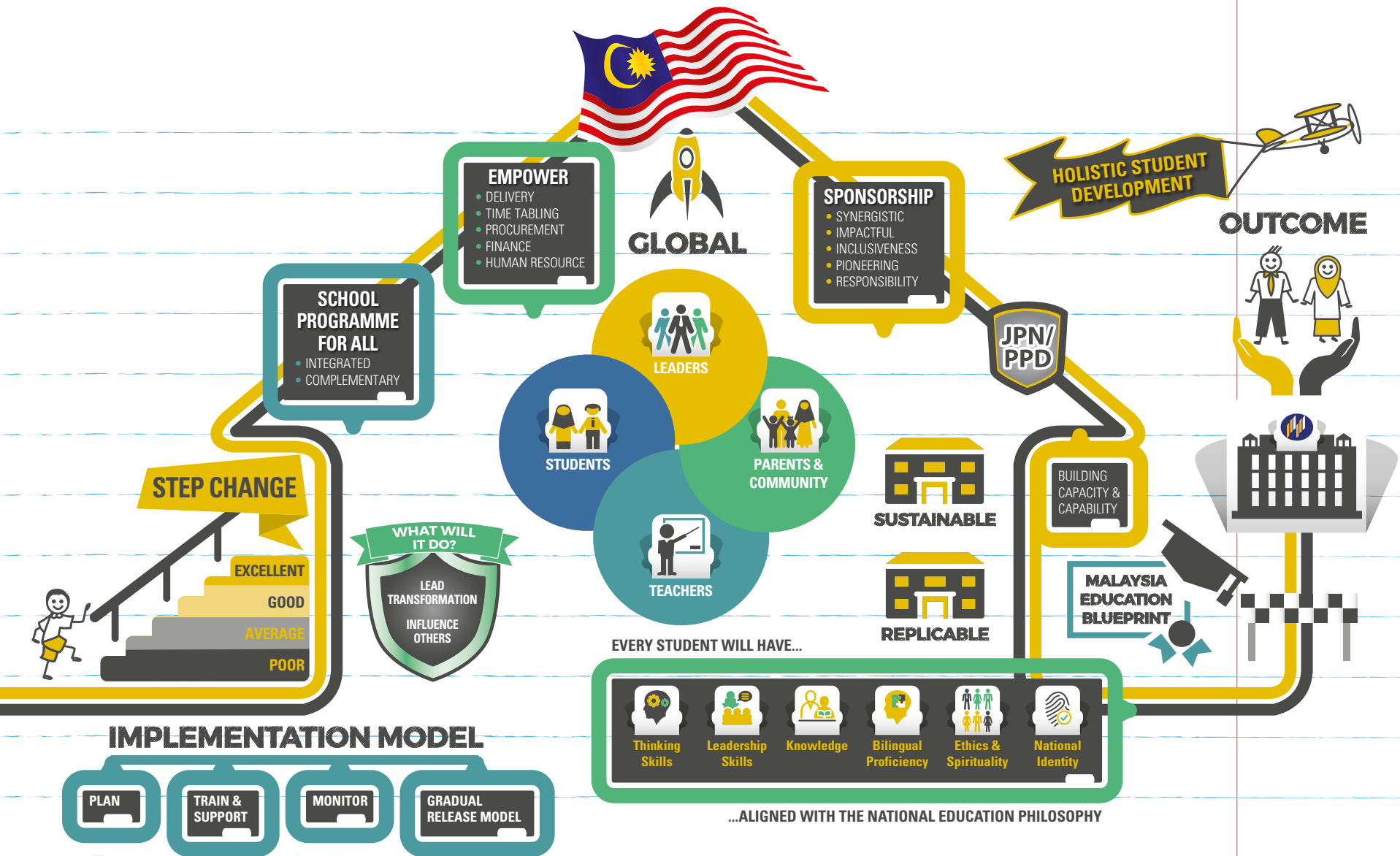


UEM Group Berhad

come
join us

YAYASAN AMIR TRUST SCHOOLS JOURNEY







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**.



Vision

To drive the transformation of students in Malaysian government schools by empowering both the schools and students through Public-Private Partnership in order to maximise their potential.



Objective

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



Strategy

Capacity building of the leaders and teachers as a way to create a culture of sustainable practices within the school.



Mission

To promote excellence in the schooling system by

- improving the curriculum and delivery of education
- improving the management of schools
- providing technical and financial assistance
- creating a leading network of integrated and sustainable schools



Goals

- Sustainable Transformation
- Benefits all students within the schools
- Benchmark of education excellence
- Demonstrable proof-of-concept of the viability of sustainable transformation using existing manpower resources
- Able to influence a systemic transformation of education in Malaysia

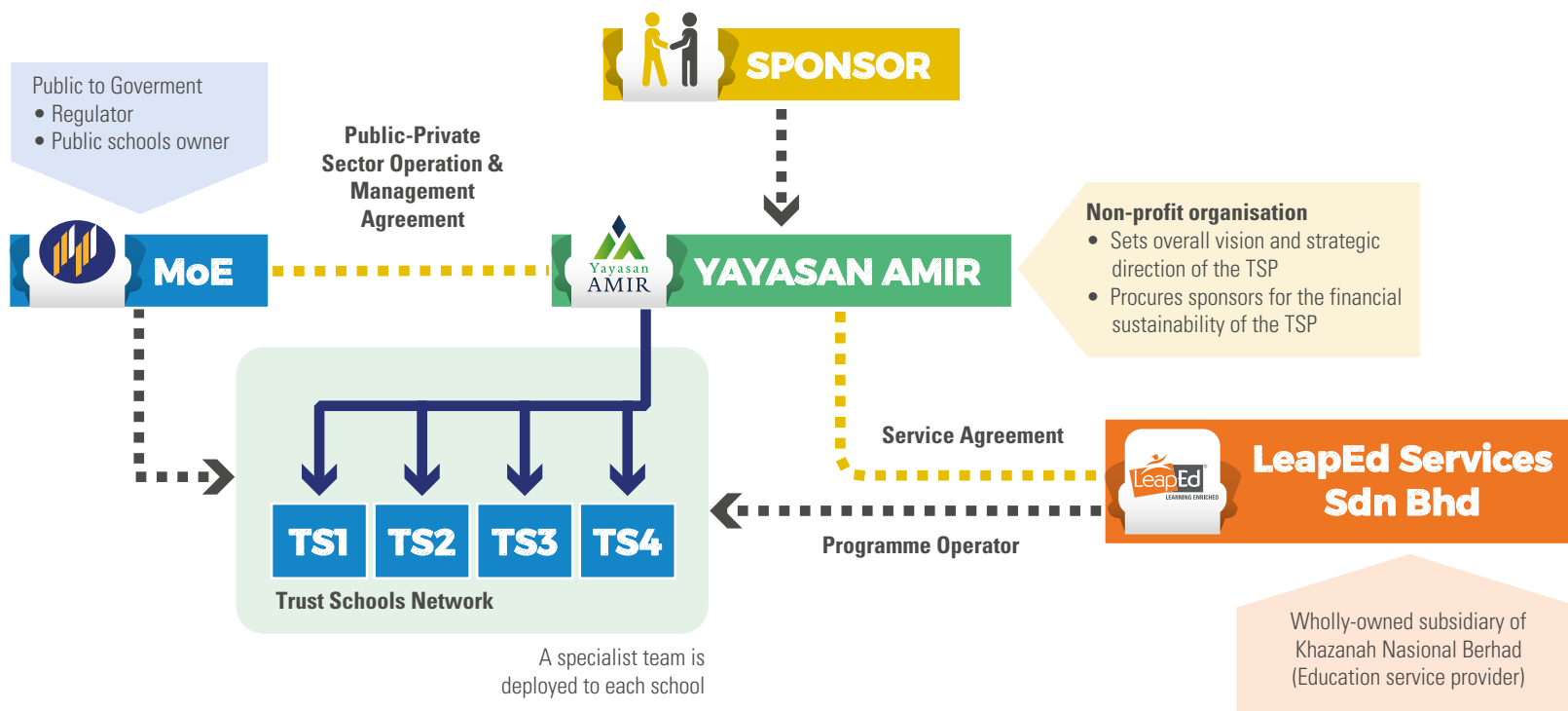
Sekolah
Menengah
Agama Bugisiah



KEY STAKEHOLDERS

Yayasan AMIR 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**).





TRUST SCHOOLS PROGRAMME

Yayasan AMIR Trust Schools Programme (YA TSP) commenced in 2011 with an initial cohort of 10 schools. The duration of the **YA TSP** is five years and follows a Gradual Release Model.

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 regards to how their school is run. Under YA TSP, school leaders are guided to take charge of the following:



Curriculum



Staffing



Procurement



Pupil Policies



**Utilisation
of funds
allocated**



**Timetable
and School
Calendar**

Key Differentiators

What sets this programme apart is that there is **in-school advisory support available from the service provider** to achieve the ultimate goal of **enhancing the student's overall educational experience**.

1. It is an implementation model
2. It focuses on school-wide transformation
3. Its strategic goals are focused on all stakeholders concurrently; namely the school leaders, teachers, students, parents and community
4. It inculcates sustainable changes within the schools via Continuous Professional Development (CPD)
5. It is about software rather than hardware; in that the Programme is concerned with building capacity for school staff and less on facilities and infrastructure
6. It is customised according to the school's readiness per the baseline observation conducted prior to the implementation of the programme
7. The commitment of all stakeholders (Senior Leadership Team (SLT), teachers, students, community) which is vital for the sustainability of the Programme



PROGRAMME OVERVIEW

The **YA TSP** consists of three separate modules: **Plan, Training & Support and Monitoring.**



PLAN

Yayasan AMIR Trust School Strategic Goals

Key Performance Targets (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 School Road Maps (5 Year Plan)

Schools plan roadmap to meet KPT

Trust School Improvement Plan (Annual Plan)

Schools develop an annual tactical plan which is customized by each school's needs in order to focus on key areas for improvement in support of the 5 Year Plan



TRAIN AND SUPPORT

Application Reflection Challenge (ARC) Technique

Embedded in the programme is the ARC technique which enable 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

Scaffolding Teaching & Learning Practices

School Diagnostics: Baseline Observations

Identify teacher's TOV



MONITOR

Performance Management System (PMS)

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

- Network
- Schools
- Individual teachers

STRATEGIC GOALS



1 Develop High Quality Leadership & 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 practice**
- **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** ensures that students benefit from sound financial judgements and decision-making which is linked to strategic objectives and tactical priorities

2 Improve the Quality of Learning & Teaching

- 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
- Usage of multiple sources of data and information about individual students to **personalise learning experiences**

3 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

4 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 student
- Innovative and creative partnerships as well as collaborations exist with the **local community and businesses**

Sekolah
Kebangsaan
Kg Empila





Sekolah
Menengah
Kebangsaan
Semenchu



TRAIN AND SUPPORT

KEY PROGRAMMES



Sekolah
Menengah
Kebangsaan
Medini



LeadEd

The comprehensive leadership development programme for School Leaders (Principals, Headmasters and Senior Assistant) 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

It is 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 aims to build their capacity by enabling them to disseminate and share education pedagogical leading practices and support the professional 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)

It involves 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 to shift 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 presenting outcomes and next steps.

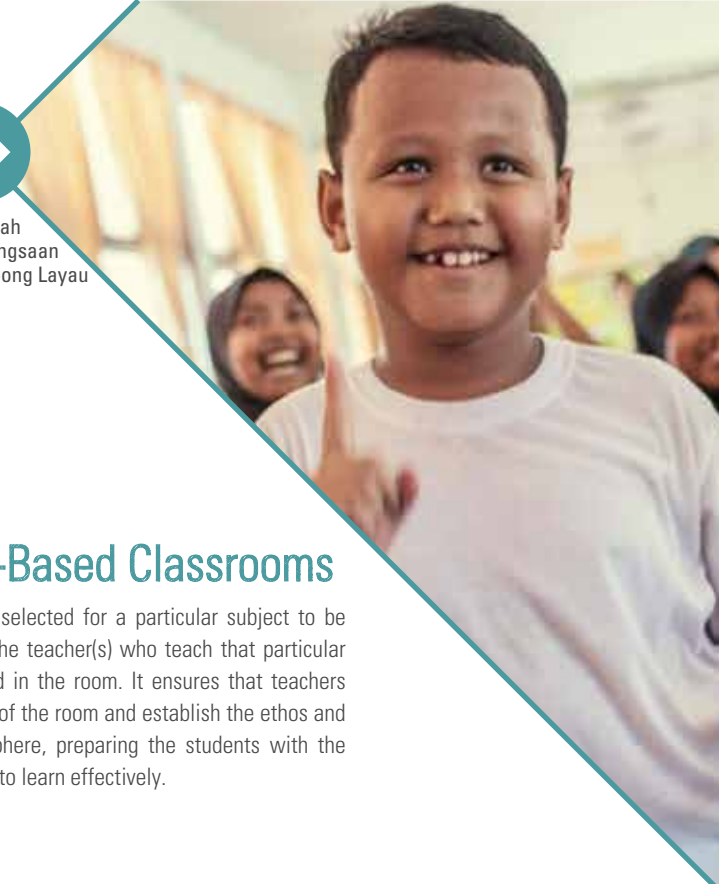
Source: LeapEd Services Sdn Bhd



KEY PROGRAMMES



Sekolah
Kebangsaan
Kampung Layau



TeachSmart

The **TeachSmart** programme aims to promote a shared understanding of effective teaching practice and to embed core pedagogical and methodologies in Trust Schools. These are referred to as the seven Pedagogical Pillars:

- 1) Lesson planning and content delivery
- 2) Creating a positive learning environment
- 3) Assessment for Learning
- 4) Collaborative and Cooperative Learning
- 5) Questioning and Thinking Skills
- 6) Differentiation
- 7) 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 programme develops the following student skills:

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

Subject-Based Classrooms

A classroom is selected for a particular subject to be taught in, and the teacher(s) who teach that particular subject is 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.

Source: LeapEd Services Sdn Bhd



Sekolah Kebangsaan
Sultan Hisamuddin
Ahmad Alam Shah

IMPLEMENTATION STRATEGY

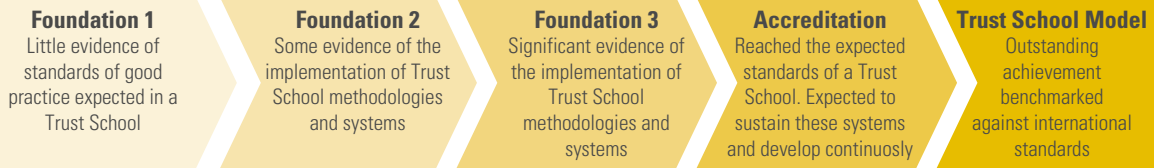


The **Gradual Release Model** was envisioned to develop capacity and embed systems in order to gradually release responsibility to the schools, *Jabatan Pendidikan Negeri* (JPN) and *Pejabat Pendidikan Daerah* (PPD) to ensure sustained change is maintained beyond the duration of the programme.



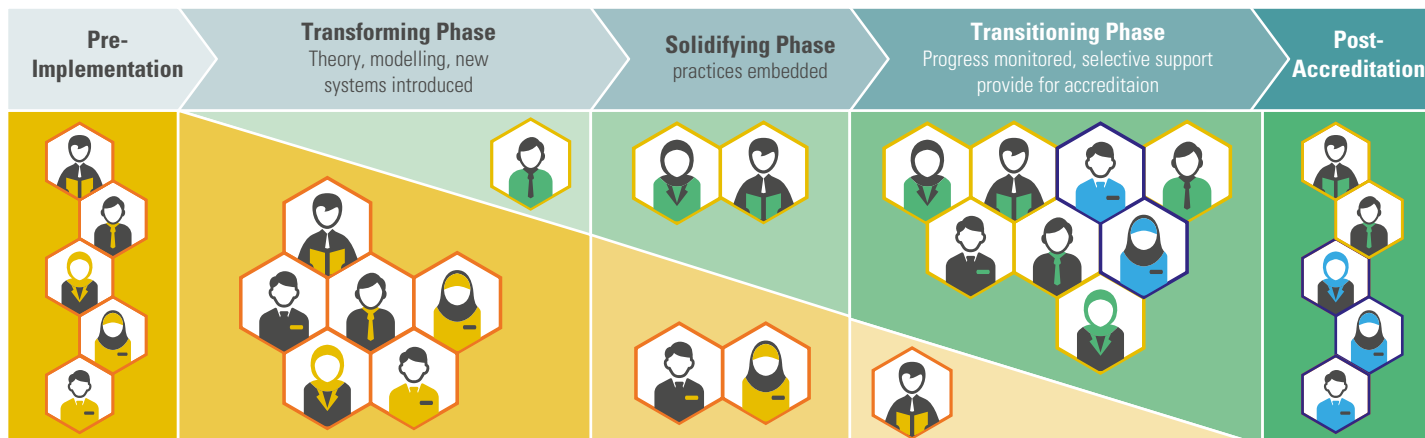
Level of School Performance

Five levels of performance have been identified to define stages of progress. There is an expectation that all schools progress from their initial starting point to achieve Accreditation Level.



The Gradual Release Model

The TSP utilises an adaptation of the Gradual Release of Responsibility Model to embed sustainable school improvement practices through internal capacity building. In this adaptation for the TSP, called the Gradual Release Model (GRM), the programme has five phases, from Pre-implementation to Post-accreditation.



Source: LeapEd Services Sdn Bhd

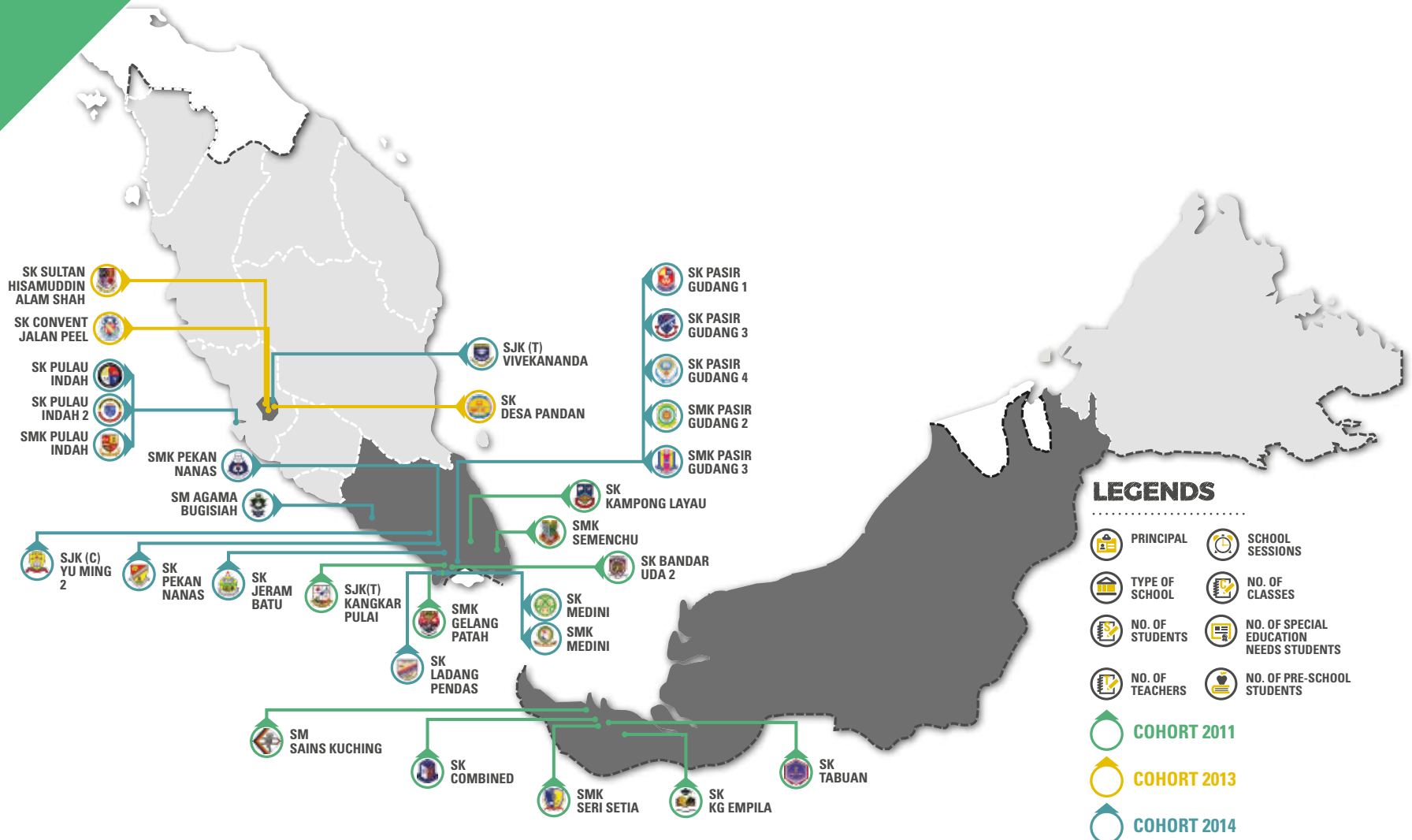
LeapEd Staff

School, SLT & Student

Ministry of Education



TRUST SCHOOLS NETWORK





TRUST SCHOOLS NETWORK

JOHOR CLUSTER

SK BANDAR UDA 2

HARITH ABD. HAMID
PRIMARY, URBAN
MORNING & AFTERNOON
1183 36 5
68 0 6

SJK(T) KANGKAR PULAI

KALIANAND RAMMASAMY
PRIMARY, URBAN
MORNING & AFTERNOON
702 21 5
44 0 5

SK JERAM BATU

<VACANT>
PRIMARY, RURAL
MORNING
109 6 4
14 0 5

SK PEKAN NANAS

SANIAH MOHD. KHALID
PRIMARY, URBAN
MORNING
692 21 4
46 0 5

SK PASIR GUDANG 1

H.J.H. MAS H.J. AMI
PRIMARY, URBAN
MORNING
756 24 4
50 0 8

SMK PASIR GUDANG 2

NARIHA AZIZ
SECONDARY, URBAN
MORNING & AFTERNOON
1427 54 7
127 58 14

SMK GELANG PATAH

ASIAH H.J. MOHAMAD
SECONDARY, URBAN
MORNING
1262 44 4
91 0 16

SK KAMPONG LAYAU

MOHAMAD SARIF ALBI
PRIMARY, RURAL
MORNING
94 6 4
14 1 3

SJK (C) YU MING 2

CHEN TEN FOOK
PRIMARY, URBAN
MORNING
439 14 4
28 11 10

SM AGAMA BUGISIAH

SULAIMAN ABDULLAH
SECONDARY, RURAL
MORNING
577 23 4
45 0 14

SK PASIR GUDANG 3

OTHMAN A. RAHMAN
PRIMARY, URBAN
MORNING
714 21 4
49 5 8

SK LADANG PENDAS

JOHARI SHUHADAK
PRIMARY, URBAN
MORNING
80 6 4
10 0 4

SMK SEMENCHU

H.J. BAHARUM AHMAD
SECONDARY, RURAL
MORNING
732 25 4
59 27 11

SMK PEKAN NANAS

WAN INTAN WAN CHIK
SECONDARY, URBAN
MORNING & AFTERNOON
939 31 5
63 0 11

SK PASIR GUDANG 4

ROHAYA LAZIM
PRIMARY, URBAN
MORNING & AFTERNOON
852 28 5
58 0 9

SMK PASIR GUDANG 3

SURYATI TIKON
SECONDARY, URBAN
MORNING & AFTERNOON
1348 43 5
85 0 10

SK MEDINI

TUMIRAH JEMON
PRIMARY, URBAN
MORNING
327 13 4
11 5 2

SMK MEDINI

FAREEZA AB. RASIP
SECONDARY, URBAN
MORNING
330 12 4
13 0 4



TRUST SCHOOLS NETWORK

SARAWAK CLUSTER

SK COMBINED

SAFTUYAH H.J. ADENG
PRIMARY, URBAN
MORNING
315 12 5
36 26 9

SM SAINS KUCHING

BAHTIAR AFANDI
SECONDARY, URBAN
MORNING
443 20 4
50 0 22

SMK SERI SETIA

MOKTAR JOHAR
SECONDARY, URBAN
MORNING
1166 40 4
85 15 14

SK TABUAN

ALUYAH H.J. SALLEH
PRIMARY, URBAN
MORNING
504 15 4
32 0 9

SK KG EMPILA

LATIF JEM
PRIMARY, RURAL
MORNING
256 10 4
23 0 5

KUALA LUMPUR CLUSTER

SK DESA PANDAN

MAHERAN ABD. HALIM
PRIMARY, URBAN
MORNING
1016 31 4
66 2 10

SK CONVENT JALAN PEEL

ROSITA ABU BAKAR
PRIMARY, URBAN
MORNING
528 18 4
39 0 3

SK SULTAN HISAMUDDIN ALAM SHAH

SABARIAH ALI
PRIMARY, URBAN
MORNING
761 22 4
48 1 6

SJK (T) VIVEKANANDA

TAMILSELVI SUPPIAH
PRIMARY, URBAN
MORNING
353 12 4
21 0 2

SELANGOR CLUSTER

SK PULAU INDAH

ZULLIANA ABD. SAMAD
PRIMARY, RURAL
MORNING & AFTERNOON
1439 42 5
83 0 11

SMK PULAU INDAH

JAMALUDIN H.J. SAAD
SECONDARY, RURAL
MORNING & AFTERNOON
1009 36 5
71 22 7

SK PULAU INDAH 2

MOHD NIZAM MOHD IKSAN
PRIMARY, URBAN
MORNING
487 16 4
38 18 9

LEGENDS

- PRINCIPAL
- SCHOOL SESSIONS
- NO. OF STUDENTS
- NO. OF SPECIAL EDUCATION NEEDS STUDENTS
- TYPE OF SCHOOL
- NO. OF CLASSES
- NO. OF TEACHERS
- NO. OF PRE-SCHOOL STUDENTS

- COHORT 2011
- COHORT 2013
- COHORT 2014



Sekolah
Kebangsaan
Convent Jalan Peel



SUSTAINABLE MANAGEMENT

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

Integrated School Transformation Programme

1

- ✓ 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

Training & Support

2

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

Performance Management System

3

- ✓ Regular use of the PMS systems to set and track overall schools and students Key Performance Targets, individual PMS targets
- ✓ Report key milestones progress throughout the programme

Sustainability Factors

4

- ✓ Develop in-school pedagogical support through the development of Middle Learners, establish PLC within the school and surrounding areas
- ✓ Implement Gradual Release Model with increased independence and ownership for school to ensure sustainable change practices



THE STUDENTS

There are a total of **30 Trust Schools** across four states in Malaysia; namely Johor, Sarawak, Selangor and Wilayah Persekutuan Kuala Lumpur. **Cohort 1 consists of 10 schools, Cohort 2 of three schools and Cohort 2014 of 17 schools.**

Approximately **22,000 students** are currently benefitting from the programme. Students have a more productive educational experience when they are able to actively collaborate and engage with teachers in the process of improvement.

Students in the **YA TSP** are developed towards the six key attributes in order to be able to compete in a global arena. These attributes are stated in the Malaysian Education Blueprint 2013-2015 and were based on learnings from other high-performing systems that are aligned with the National Education Philosophy.



Sekolah
Menengah
Kebangsaan
Pekas Nanas



Thinking Skills

Creative, deep and reflective thinkers with effective problem solving skills



Leadership Skills

Proficient interpersonal skills



Knowledge

Independent and motivated life-long learners who are equipped to enter the tertiary, vocational and working environment



Bilingual Proficiency

Effective Communicators and Multilingual students



Ethics & Spirituality

"Modal Insan" values



National Identity

Inclusiveness



KEY PROGRESS TO-DATE

OVERVIEW

THE YEAR IN REVIEW

2014 was an eventful year for the Malaysian education landscape generally and YA TSP specifically.

Active sponsor engagement

Pursuant to the independent impact assessment undertaken by University of Melbourne, YA embarked on an active sponsor engagement drive. As a result, in 2014, 17 schools joined YA TSP bringing the total number of schools to 30 schools.

The schools were identified with MoE based on the lessons learned from Cohort 2011 such as:

- **Continuity**

A child's learning must be continually built on to ensure embedment of a learner culture. As a result, in 2014 YA TSP introduced the Primary to Secondary Feeder-Upline model for schools. This model means that new schools under the programme require a minimum of one primary school that directly feeds into a secondary school within the same vicinity. This allows for experiences to be coordinated and continuous from one school placement to another.

- **Cluster**

To enable the development of Professional Learning Communities ("PLC") amongst teachers and to encourage student activities within the network, YA tries to select schools in a cluster of three or five schools. This is because in the monitoring years, this allows the learnings to be shared with nearby schools thus expanding the benefits of a school transformation and culture to other public non-trust schools.

Programme Enhancement

As YA TSP moved into its fourth year of operations, there was a pressing need to enhance YA TSP standards and policies to ensure Programme sustainability. As a result, the 'Trust School Standards and Practices' document was written to define key practices, systems and behaviors against the four strategic goals. It also identifies the minimum recommended level of achievement as well as set the Accreditation criteria at the end of five years.

Change in National Examination

2014 also saw a significant change in the National Examinations with the introduction of the Pentaksiran Tingkatan 3 (PT3) that replaced Penilaian Menengah Rendah (PMR) examination. PT3 will be used as the basis to determine the entry of students into Form 4 whether in Fully Residential Schools, Sekolah Menengah Kebangsaan Agama, Mara Junior Science Colleges, Sekolah Menengah Teknik and Vocational Colleges.

PT3 is graded on a A-F scale in which an F grade is considered as a fail. A written and oral assessment instrument assesses Bahasa Melayu and English Language subjects. Science, Mathematics, Islamic Education, Living Skills, Arabic, Chinese, Tamil, Iban and Kadazandusun language subjects use the written assessment instrument only while History and Geography subjects are assessed using various instruments such as written assignments, practical tests, projects, field studies or case studies. PT3 is not a centralised examination but rather an assessment at school level where schools administer, assess and provide the score on the assessment based on the instruments and significant scoring regulation guide provided by the Examination Board.

KEY PROGRESS TO-DATE

OVERVIEW

YA TSP focuses on school-wide transformation. The ideal end result of the five year programme is a positive school environment that provides students with the skills and knowledge they need to take charge of their learning. In line with this, **YA TSP** is measured on two dimensions, namely:

- 1) **The school progress** – School progress is tracked according to the four Strategic Goals with schools having to achieve a minimum progress of two levels against identified TOV
- 2) **The student outcomes** – Student outcomes are currently determined by achievements in National Academic Assessments, as measured through LINUS, UPSR and SPM examinations.

The **Trust Schools** programme has identified three levels of performance to define the various stages of progress - Foundation, Accreditation and Model School. These stages are further grouped into the following levels:

Starting – Level 1 (Foundation) **Establishing – Level 3 (Foundation)** **Enhancing – Level 5 (Trust School Model)**
Developing – Level 2 (Foundation) **Extending – Level 4 (Accreditation)**

The expectation is that all schools in the programme will progress from their initial starting point to achieving Accreditation Level.

The following Key Indicators are used to track the progress of the Trust Schools

LEVEL 5	Enhancing 91% - 100%	The Trust Schools 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
LEVEL 4	Extending 71% - 90%	Trust Schools methodologies and systems are embedded with nearly all of the standards being met . The school is achieving well above the minimum expectations and sustainable continued development should result
LEVEL 3	Establishing 51% - 70%	The methodologies and systems of a Trust Schools are evident and becoming embedded to ensure sustainability with over half of the standards are being achieved. A school at this level has reached the minimum expectations of a Trust Schools and will be expected to show continued development
LEVEL 2	Developing 31% - 50%	There is more evidence of implementation of Trust Schools methodologies and systems (measurement tool), with up to a half of the expected standards are being achieved
LEVEL 1	Starting 0% - 30%	There is little evidence of a school being able to show the standards of good practice expected in Trust Schools

KEY PROGRESS TO-DATE

COHORT 2011

OVERVIEW

The first ten schools in YA TSP for Cohort 1 are now in their fourth year of the Programme and are currently at the Transitioning stage of the Programme. At this stage, the YA TSP team is preparing the schools for Accreditation status, where school staff take ownership of all they have learned and continue to embed best practices. Although the schools officially joined YA TSP in 2011, intervention only started in 2012 as the first year of the Programme was spent on adjustment in the implementation of YA TSP model. All the schools in this cohort have progressed well based on their KPT and have already embedded methodologies and systems of a Trust School to ensure sustainability moving forward.

STRATEGIC GOAL 1

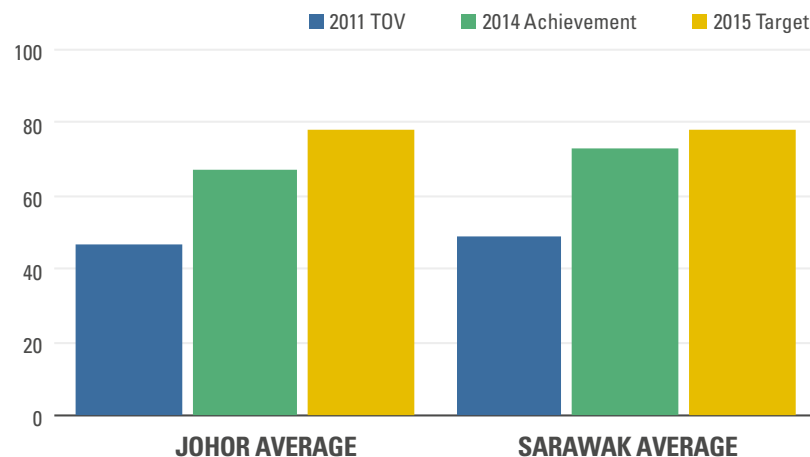
For the year in review, all ten schools showed improvements in their KPT compared to the previous year.

Schools in Sarawak are on track to meet their set target with two schools already hitting or exceeding their 2015 targets. At most of the schools, SLTs have demonstrated improvements in achieving their targets, which is a very promising sign given that they are now entering the transitioning phase and taking more responsibility in ensuring the success of their Trust School transformation.

Among the challenges faced is the change in *Pengetua/Guru Besar* in most of the schools. In Johor, all five schools experienced a change in *Pengetua/Guru Besar*. However, all underwent rigorous training in Trust School programme leadership to ensure that the schools' progression in the Programme continued uninterrupted. Encouragingly, all schools in Johor are meeting their projected 2014 target, except for one school that has seen the biggest changes with 75% of their SLT members new to their roles. These changes could be a contributing factor in the slight disparity between current and expected targets.

Nevertheless, all schools are on track to meeting the set targets for 2015 and are working closely with Yayasan AMIR and LeapEd to ensure sustainability processes are in place.

Strategic Goal 1: Progress of Leadership Competencies and Measurement of Key Performance Targets (KPT)



KEY PROGRESS TO-DATE

COHORT 2011

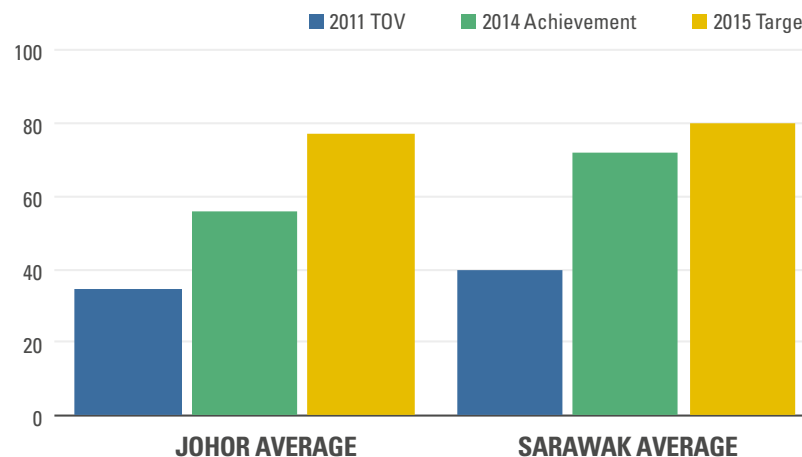


STRATEGIC GOAL 2

In Johor, all schools have shown progress but remain slightly below the projected target. Only one school is still at the “Developing” level of the Key Indicators. Although there is improvement compared to mid-year, the issue of teacher transfers and substitute teachers remains a factor in maintaining consistent improvement in the quality of learning and teaching. In order to address this issue, priorities are set on the appointment of Advisory Teachers as well as focus areas for improvement in 2015.

In Sarawak, all schools have seen an improvement in the quality of learning and teaching with three schools already exceeding their 2014 projected target. This is very encouraging and reflective of the dedication of the teachers involved.

Strategic Goal 2: Progress of Improving Quality of Learning and Teaching Key Performance Targets (KPT)



KEY PROGRESS TO-DATE

COHORT 2011

STRATEGIC GOAL 3

In the 2014 UPSR examination, most schools showed improvements in the overall School Average Grade (GPS). SK Bandar Uda 2 achieved 100% passing rates and was awarded Third Highest UPSR Achievement at National Level and Best UPSR Achievement for Johor state.

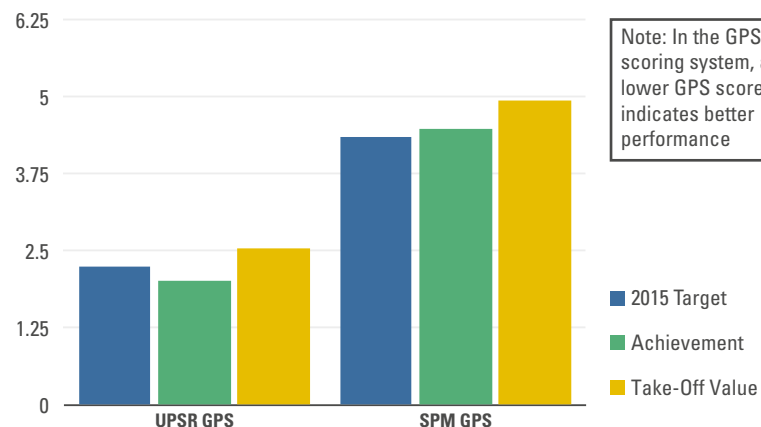
In the SPM examination, ten students in SMK Gelang Patah achieved Distinctions (As) in all subjects and the school also received awards for Best Outstanding Achievement for a Day SMK and for Highest Increase in Outstanding Percentage for a Day SMK.

SM Sains Kuching achieved a Top Five spot in the Sekolah Berasrama Penuh (Residential Schools) category and maintained its 100% record of students being eligible for SPM certification.

2014 marked the first year of the new Form Three assessment, (PT3) where School Grade Point Average (GPS) is not implemented for PT3 as subjects are graded on an A-F scale. In their first PT3, SM Sains Kuching recorded the highest passing rate compared to all schools within the Trust School Network, achieving 100% passes in most subjects.

Engaging students in Co-curriculum activities continues to be a key component of the Trust Schools Programme. Even the simple act of moving the Co-curriculum day to Wednesday saw a 95% attendance rate for students and improved participation from teachers in one school. Students have also been given more opportunities to take on wider roles and the Student Voice Groups (SVG) in various schools have independently organised trips to share best practices with each other.

Aggregated School Performances in Major National Examinations



STRATEGIC GOAL 4

In general, all schools have demonstrated continued progress from last year in the area of engaging with parents, the community and other stakeholders. In surveys conducted by the schools, the feedback received from the parents indicated overwhelmingly positive responses with an overall average of between 70-95% positive feedback for all schools. Many of the schools have a number of meaningful relationships with the community, (ie local business communities, local health clinics, police, bomba and other government agencies) and some have even hosted events such as the 2014 Dato' Usman Awang BM poetry recitation competition at the Kota Tinggi district level. At SK Kampong Layau, the SLT and the SVG group collaborated to organize a "Doing Things Together Day" which showcased partnership between teachers, parents and students who spent the day together and was very well attended.

In Sarawak, parents of students get involved in numerous way; either in training the schools' various sports teams or attending various *Gotong Royong* sessions, the latter of which saw an increase in the number of parents involved compared to previous years.



Cohort 2011 SK Tabuan

The Bees Buskers, was formed in 2012 when the *Guru Besar*, Cikgu Aluyah identified a boy named Azizul who was having recurrent disciplinary issues. Recognising that his energy could be channeled in better ways, she asked the music teacher Cikgu Hadi to recruit Azizul and other students to form the Bees Buskers. Since joining the band, his confidence in his abilities has grown and academic success has followed.

For more on this story and to learn about other schools under YA TSP, please visit Yayasan AMIR channel on YouTube. 

KEY PROGRESS TO-DATE

COHORT 2013

OVERVIEW

In 2013, YA TSP expanded to three schools in Kuala Lumpur. Those three schools are currently in their second year of the Programme and at the Developing stage; indicating that there is more evidence of the schools implementing Trust Schools methodologies and systems. It has to be noted though, that for schools in their first two years in YA TSP, the main focus shall be in the first two Strategic Goals (focusing on leadership and improving the quality of teaching and learning) before results can be seen in the other two goals i.e. Strategic Goals 3 and 4. As such, the current data trend is expected and all three schools in this cohort are experiencing achievements below the projected target set for 2014. Based on experience, progress in these areas is expected beginning in the second half of Year 3 of the Programme.

STRATEGIC GOAL 1

The schools in this cohort are currently in their second year of the Programme. Two schools have exceeded their projected targets for 2014 and are currently at the “Establishing” level which is one level below the target of ‘Extending”.

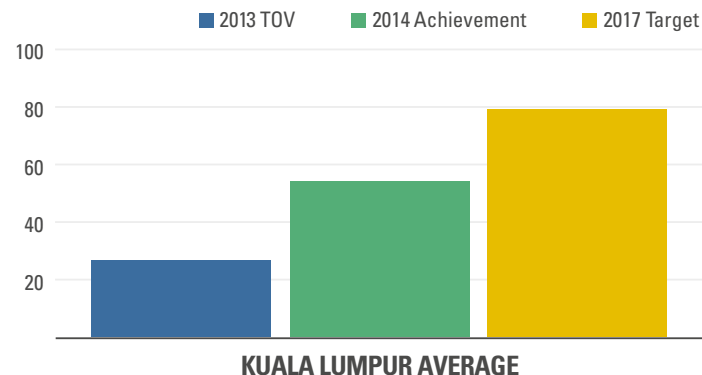
On a very positive note, one of the schools is already on track to meet its 2017 target and is currently at the “Developing” level indicating that at least half of the expected standards are being met. All schools have demonstrated good progress compared to last year and have shown that their implementation of leadership expertise across all levels in the school (ie from those in positions of authority to regular teachers) continues on a positive trend.

STRATEGIC GOAL 2

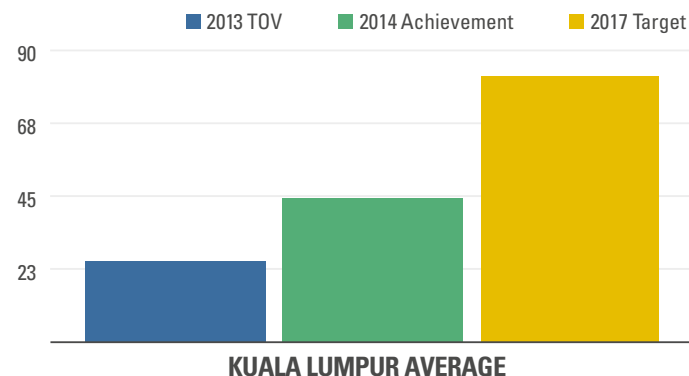
All three schools have progressed and are currently at the “Developing” level, although achievement is below the expected 2014 target. Scores from Lesson Observation track do however indicate that teacher progress is on track with core competencies embedded.

In areas where progression is slower, such as for Thinking Skills and Differentiation, further interventions are planned for 2015.

Strategic Goal 1: Progress of Leadership Competencies and Measurement of Key Performance Targets (KPT)



Strategic Goal 2: Progress of Improving Quality of Learning and Teaching Key Performance Targets (KPT)

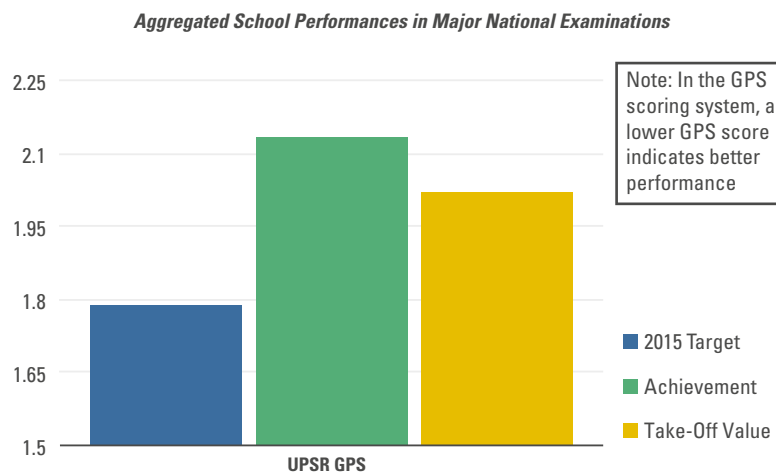


KEY PROGRESS TO-DATE

COHORT 2013

STRATEGIC GOAL 3

Two of the three schools in this cohort, showed improvements in their 2014 UPSR examination passing rates while one had a decrease in its passing rate compared to the previous year. However, as this data trend is consistent with schools being in their first two years of the Programme, the YA TSP team will continue to monitor and provide support where necessary and expects that more positive progress will be made by the schools in the next year.



STRATEGIC GOAL 4

All schools in the cohort continue to plan events to include involvement by parents, the community and relevant stakeholders. SK Desa Pandan has seen an increase in the attendance of parents during many of the school's events such as Sports Day and Gotong-Royong where parents also took part in the sales activities. In addition, parents successfully organised the Year 6 Celebration Night.


At SK Sultan Hishamuddin Alam Shah, parents have taken an active role in coaching students in various activities resulting in a first place win in the Green Innovation Competition (3R Boat Making Competition) held by the Putrajaya Fishing Circuit. Additionally, four students who represented the school in the 1st Junior Open Puteri Pandan Chess Tournament were placed amongst the top 15.

SK Convent Jalan Peel is making steady progress despite facing the challenge of effectively engaging the parents whom are mainly from the lower income group. This will be an area of increased focus for the schools in 2015.



Cohort 2013 SK Desa Pandan

Standard Six Maths and English teacher, Cikgu Siti Arpah said there was now a shift in how teachers taught their lessons. Where previously students were simply spoon-fed information, the new approach of collaborative learning has yielded good results. Parents have also noticed a dramatic change in their children who have shown more interest in their studies and have displayed more positive attitudes at home.

For more on this story and to learn about other schools under YA TSP, please visit [Yayasan AMIR channel on YouTube](#). 

KEY PROGRESS TO-DATE

COHORT 2014

OVERVIEW

Yayasan AMIR continued its expansion journey in 2014 and this year saw the number of schools increase by 17. The new schools covered one new state (Selangor) and more districts in Kuala Lumpur and Johor. This being the commencement year for this cohort, the schools are at the 'Starting' phase of the Programme and are generally not expected to show significant progress due to transformation taking place. Emphasis is instead placed on creating the innovative culture in the schools. That being said, some of the schools have already begun to show encouraging results and it is hoped that even more progress will be made over the next few years.

STRATEGIC GOAL 1

Although the schools are only in their first year of the Programme, most have reported positive progress in identifying and developing quality leadership and management of school staff. Teachers are highly committed to the success of the students and the attendance at the Trust School Internal CPD remains generally high.

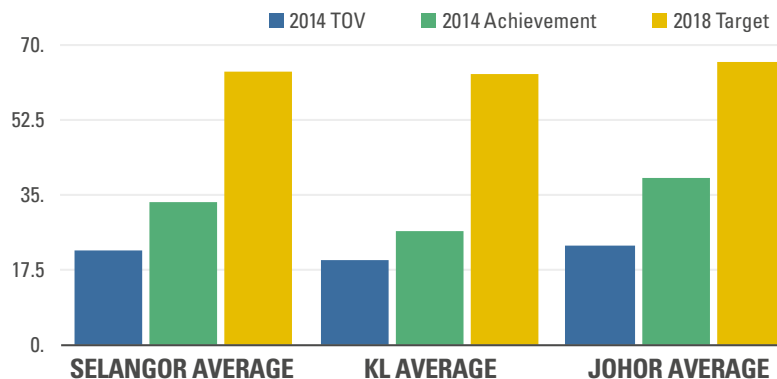
Two new schools in Nusajaya (SK Medini and SMK Medini) commenced operations in April 2014 and adopted the Accelerated TSP. The Accelerated TSP is an implementation model where the transformation phase in the schools is reduced since the TSP is implemented as soon as the school commences operations. The focus of this model is to ensure that the schools are ready to implement international examinations (e.g. GCSE or IB) by the end of Year 5 of the Programme.

Only two schools did not meet the projected target for 2014 and have been identified as requiring assistance from the team to improve upon their results.

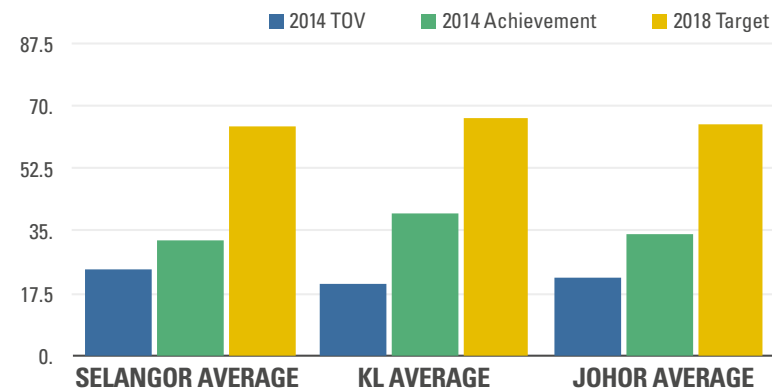
STRATEGIC GOAL 2

All schools in this cohort are on track to meet their projected target. Eight schools have improved from a "Starting" level in the beginning of the year to a "Developing" level at year end. Four schools are slightly below the 2014 projected target, but the general trend is positive.

Strategic Goal 1: Progress of Leadership Competencies and Measurement of Key Performance Targets (KPT)



Strategic Goal 2: Progress of Improving Quality of Learning and Teaching Key Performance Targets (KPT)



KEY PROGRESS TO-DATE

COHORT 2014

STRATEGIC GOAL 3

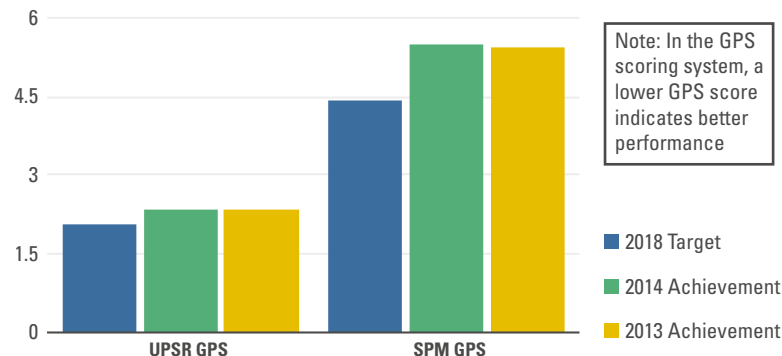
For the 2014 UPSR examination, results were evenly mixed with five schools displaying improvements of their GPS compared to their Take-Off Value and the remaining five schools performing slightly worse than their TOV.

Results were also mixed for the SPM examination. Some schools showed improvements in certain subjects but declines in others. In SMK Pekan Nanas, the SLT and teachers are on the whole very satisfied with the improvement made in the overall passes as compared to a decline experienced by other schools in the Pontian District.

Based on the historical trend of SPM results for Cohort 2011 (i.e. dips in 2013 due to the addition of History as a compulsory subject to be eligible for SPM certification), Trust Schools have to be mindful about English being a compulsory subject for SPM certification starting from 2016 and strategies need to be put in place for this eventuality.

On the non-academic front, all schools are showing a positive trend for enhancing co-curriculum activities for the students. SMA Bugisiah, which was formerly a Sekolah Agama Bantuan Kerajaan, has already met the MoE statutory co-curriculum requirements for the year and even had six of their students representing the school in national Ping Pong, Netball and Badminton events. The Gamelan Club at SMK Pulau Indah has received more exposure and has been invited to perform at district and state level functions. Other schools which previously did not organise many co-curriculum activities for its students are showing encouraging steps at more co-co involvement, and have formed their own Co-Curriculum Steering Committee and are working towards a 2015 Co-co calendar.

Aggregated School Performances in Major National Examinations



STRATEGIC GOAL 4

Although only in their first year as a Trust School, most of the schools are showing encouraging progress in effectively engaging with their many stakeholders. SK Pulau Indah, for example, has seen a good turnout of parents in various school events such as Sukaneka and Canteen Day. The school has even secured sponsorship for refreshments by an NGO.

Prior to becoming Trust Schools, some of the schools had very little contact with their surrounding community. In 2014, however, these school have made a positive start to finding ways to involve parents and the community in school events and different activities, which has provided them with an opportunity to share the school's new direction.


SMK Medini's inaugural PIBG AGM was attended by 80% of parents and the elected PIBG members were represented by a range of ethnicities and home locations to ensure the school community demographics are well represented.

Another issue faced by certain schools is the availability of parents to participate in planned activities. Over half the student population at one school is residential making the majority of parents only available on weekends which the school has to consider in its planning.



Cohort 2014 SK Ladang Pendas

As a 'Sekolah Kurang Murid' where all their students come from the nearby *Orang Asli* village, SK Ladang Pendas faces a set of unique challenges. Their *Guru Besar*, Encik Johari, has taken the task of creating a nurturing environment for the students so that they feel like part of a big family even going so far as to drive to the village late at night just to enquire why a particular pupil was not present at school.

For more on this story and to learn about other schools under YA TSP, please visit [Yayasan AMIR channel on YouTube](#). 

TUNAS PUTE
MALAYSIA

MILESTONES 2014



2014



2014



FEBRUARY

- Onboarding session with JPN Wilayah Persekutuan Kuala Lumpur and PPD Pudu/Bangsar.
- On boarding session with JPN Selangor and PPD Klang.
- Lawatan Hari Terbuka SMK Semenchu, Kota Tinggi, Johor.

APRIL

- Lawatan Hari Terbuka SM Sains Kuching, Sarawak.

JUNE

- Yayasan AMIR Trust Schools Programme Conference at Riverside Majestic Hotel, Kuching, Sarawak, officiated by Yang Berbahagia Datuk Misrah Ibrahim, Deputy Director General, Ministry of Education. (Professional Development of Teachers)
- Delegation of YB Tan Sri Muhyiddin Yassin, Deputy Prime Minister, Minister of Education to SK Tabuan.

SEPTEMBER

- Preliminary school selection visit to potential schools for Cohort 2015 in Sarawak, Selangor, Negeri Sembilan and Perak.
- Yayasan AMIR Trust Schools Workshop & Townhall event for Wilayah Persekutuan Kuala Lumpur, Selangor, Johor and Sarawak schools.

NOVEMBER

- Yayasan AMIR Trust School Improvement Plan (TSIP) planning and preparation for 2015 involving all schools in the network.
- LeadEd final training session involving all Senior Leadership Team members from all Yayasan AMIR Trust Schools in Wilayah Persekutuan, Johor, Sarawak and Selangor.

JANUARY

- Commencement of Cohort 2014 Yayasan AMIR Trust Schools:
 - 13 schools in Johor namely SK Ladang Pendas, SK Jeram Batu, SK Pekan Nanas, SJKC Yu Ming 2, SMK Pekan Nanas, SM Agama Bugisiah, SK Pasir Gudang 1, SK Pasir Gudang 3, SK Pasir Gudang 4, SMK Pasir Gudang 2, SMK Pasir Gudang 3, SK Medini and SMK Medini
 - 3 schools in Selangor namely SK Pulau Indah, SK Pulau Indah 2 and SMK Pulau Indah
 - 1 school in Kuala Lumpur namely SJKT Vivekananda.
- Onboarding session with JPN Johor and PPD Johor Bahru, Pontian, Kota Tinggi, Pasir Gudang and Kulai.

MARCH

- Delegation of Teach For Malaysia ("TFM") to SMK Semenchu.

MAY

- Delegation of YB Khairy Jamaluddin to Lawatan Hari Terbuka SK Desa Pandan, Kuala Lumpur.
- Delegation from World Bank led by Prof. Charles Sabel to SJKT Kangkar Pulai and SMK Medini, Johor.
- Counselors Professional Development Course for Trust Schools.
- Lawatan Hari Terbuka SK Bandar Uda 2, Johor.
- Lawatan Hari Terbuka SK Desa Pandan, Kuala Lumpur.

JULY

- Lawatan Hari Terbuka SK Desa Pandan, Kuala Lumpur.

OCTOBER

- Yayasan AMIR Trust Schools Workshop & Townhall event for Klang Valley Cohort at Grand Blue Wave Hotel, Selangor.
- Yayasan AMIR Trust Schools Workshop & Townhall event for Sarawak Cohort at Riverside Majestic Hotel, Kuching Sarawak.

DECEMBER

- Inaugural Trust Schools Volunteer Group session at Kuching, Sarawak
- Finalisation of January Cohort 2015 Yayasan AMIR Trust Schools.



Trust Schools Conference

YBhg. Dato' Misrah Bin Haji Ibrahim, Timbalan
Ketua Pengarah Pelajaran Malaysia (Pembangunan
Profesionalisme Keguruan) & Tan Sri Dato' Seri Utama Nor
Mohamed Yacop (Deputy Chairman, Khazanah Nasional
Berhad)



INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEES OF YAYASAN AMIR

(Incorporated in Malaysia)

The accompanying summary financial information set out on page 43, which comprises the summary balance sheet as at 31 December 2014 and the summary 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 2014. We expressed an unqualified audit opinion on those financial statements in our report dated 21 April 2015. Those financial statements, and the summary financial information, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

The summary financial information does not contain all the disclosures required by Malaysia Financial Reporting Standards applied in the preparation of the audited financial statements of Yayasan Amir. Reading the summary financial information, therefore, is not a substitute for reading the audited financial statements of Yayasan Amir.

TRUSTEES' RESPONSIBILITY FOR THE SUMMARY FINANCIAL INFORMATION

Management is responsible for the preparation of the accompanying summary financial information set out on page 43.

AUDITORS' RESPONSIBILITY

Our responsibility is to express an opinion on the summary financial information, based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810, "Engagements to Report on Summary Financial Statements."

OPINION

In our opinion, the summary financial information derived from the audited financial statements of Yayasan Amir for the year ended 31 December 2014 are consistent, in all material respects, with those audited financial statements.

Ernst & Young

28 September 2015

Kuala Lumpur



SELECTED FINANCIAL INDICATORS

STATEMENT OF COMPREHENSIVE INCOME

For the financial year ended 31 December 2014

	2014 RM million	2013 RM million
INCOME	32.16	23.12
Donation	31.26	22.8
Hibah income	0.9	0.32
EXPENDITURE	31.26	22.79
Trust Schools Development Programme Costs	28.82	20.69
Staff costs	1.28	1.28
Marketing, administration and other expenses	1.16	0.82
SURPLUS BEFORE TAXATION	0.9	0.33
Taxation (Refund)/Paid	(0.07)	0.06
NET SURPLUS	0.97	0.27

BALANCE SHEET

As at 31 December 2014

	2014 RM million	2013 RM million
CURRENT ASSETS	12.22	10.82
Cash and bank balances	9.78	9.61
Other receivables	2.44	1.21
CURRENT LIABILITIES	11.02	10.5
Donation in advance	1.9	3.7
Other payables	9.12	6.8
NET CURRENT ASSETS	1.2	0.32
NON-CURRENT ASSETS	11.45	5.13
Equipment	0.12	0.02
Endowment Fund for Schools - Deposits in Financial Institutions	11.33	5.11
NON-CURRENT LIABILITY	11.34	5.11
Endowment Fund for Schools - Due to sponsors	11.34	5.11
NET NON-CURRENT ASSETS	0.11	0.02
REPRESENTED BY:	1.31	0.34
Contribution from member	0.00	0.00
Retained Surplus	1.31	0.34



MOVING FORWARD: THE JOURNEY CONTINUES



When YA and MOE began YA TSP in 2011 with the first cohort of ten schools, the consensus was clear that change was needed in the education landscape but expectations were also realistic. Modules and concepts were developed and implemented which addressed key principles such as high impact transformation, outcome driven, replicable and sustainable.

One main point of focus for the coming year would be the development of student outcome measurements. While significant attention is still placed on progress made in National Examinations, there is a need to develop a tool to measure a child's holistic development. Therefore, YA together with MOE is monitoring other aspects of the students' development including social and emotional growth and well-being.

Changing the education landscape cannot occur in a silo; rather when the commitment of a diverse group of people and organisations come together and align their efforts for a common agenda, that is when lasting social change occurs. With that in mind, the team will focus on collaborations with like-minded organisations in the near future to ensure the continuity and sustainability of the Trust School programme.

Thus, as part of YA TSP continuing innovation and collaboration efforts, we are looking at three new strategies moving towards 2015:

- 1) Exploring collaborations with capital markets to assist in cashflow management
- 2) Exploring collaborations with similar organisations to develop a smaller scale implementation model using Trust Schools principles.
- 3) Exploring sustainable systems via partners such as JPN and PPD to ensure sustainability of the programme as Cohort 2011 enters its fifth year.





Sekolah Jenis
Kebangsaan (C)
Yu Ming 2

1) warm warmer than
2) easy easier than
3) light lighter than
4) old older than



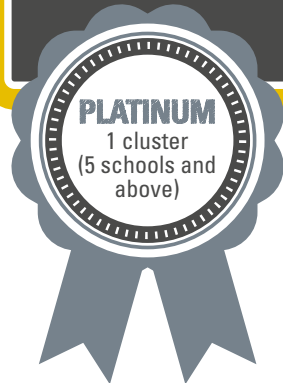
SPONSOR A SCHOOL, BE A CATALYST FOR CHANGE

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 programs that include the following benefits:

- Be part of the Trust School Network (e.g. exchange of knowledge and information, participation in Trust School events and projects)
- Media exposure and recognition as a Trust School Sponsor
- Opportunity to implement value-added and specific sponsor programmes
- Sponsorship is tax-exempt under Section 44 (6)



For enquiries, please contact:
Tel : **+603 5880 5700 / 5701**
Fax: **+603 5880 5703**
info@yayasanamir.org.my



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



Sekolah
Kebangsaan
Bandar Uda 2



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

Pre-Selection

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

Selection & Assessment

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

Post-Selection

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



PARTNER



KEMENTERIAN
PENDIDIKAN
MALAYSIA



Ministry of Education (MoE) is the central agency overseeing the education system across the country, covering pre-schools, 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, Trust Schools Programme was designed as an implementation model to accelerate innovation and improved student outcomes by empowering schools with greater decision making autonomy with greater accountability.

In 2010, the Trust Schools Programme materialised as a long term commitment to improve accessibility to quality education in 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, greater diversity of private and social entities will have the opportunity to get involved in the schools improvement process. It will enable the private sector to partner with MoE in transforming the education landscape in Malaysia.

Partner - 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.

Innovation

As part of the YATSP enhancement, LeapEd introduced the Trust School Programme Standards which provide a framework for holistic school transformation and sustained continuous improvement beyond the duration of the formal programme. It defines the key practices, systems and behaviours that form the core of the YATSP.

LeapEd has also commenced the Student Outcome Measurement project which assesses student achievements in identified domains i.e. knowledge, thinking skills, leadership skills, bilingual proficiency, ethics & spirituality, and national identity. This measurement framework is designed to generate a holistic

picture of a Trust School student.

Services

The services offered by LeapEd include school development and improvement services, strategic advisory support, continuous professional development for school leadership and teachers, school performance monitoring, parent & community engagement, and development of learning materials.

Team

LeapEd has assembled a highly versatile and effective team of experts with a wealth of international and local experience in the education sector. The team comes with a proven record in teaching and learning transformation and development and its management. We are always looking out for qualified, passionate educators to join us on this exciting journey.



LeapEd Services Sdn Bhd was established in September 2010 as a wholly-owned company of Khazanah Nasional Berhad to realise the aspirations expressed in the Malaysia Education Blueprint 2013-2025 of making a world-class education accessible to students in Malaysian public schools.

Our offices:

LeadEd Head Office
Level 52,
Menara TM,
Jalan Pantai Baharu,
50672 Kuala Lumpur.

Johor
Suite 5.1, Level 5,
Menara Pelangi,
No 2, Jalan Kuning,
Taman Pelangi,
80400 Johor Bahru.

Sarawak
Wisma DUBS
Everise,
Level L2-03,
Jalan Petanak,
93100 Kuching.

ACKNOWLEDGEMENT



● KEMENTERIAN PENDIDIKAN MALAYSIA

Tel : +603.8000.8000
Faks : +603.8000.8001
Website : www.moe.gov.my



● LEAPED SERVICES SDN. BHD.

Tel : +603.2260.2118
Faks : +603.2260.6118
Website : www.leapedservices.com



● JABATAN PENDIDIKAN NEGERI JOHOR

Tel : +607.231.0000
Faks : +607.234.7132
Website : jpnjohor.moe.gov.my



● JABATAN PENDIDIKAN NEGERI SARAWAK

Tel : +6082.473.473
Faks : +6082.473.478
Website : jpsarawak.moe.gov.my



● JABATAN PENDIDIKAN NEGERI WILAYAH PERSEKUTUAN KUALA LUMPUR

Tel : +603.6203.7777
Faks : +603.6203.7788
Website : jpwpl.moe.gov.my



● JABATAN PENDIDIKAN NEGERI SELANGOR

Tel : +603.5518.6500
Faks : +603.5510.2133
Website : jpselangor.moe.gov.my




Yayasan AMIR (919856-X)

A -07-07, Level 7, Empire Tower,
Jalan SS16/1,
47500 Subang Jaya,
Selangor Darul Ehsan

Tel  : +603 5880 5700 / 5701

Fax  : +603 5880 5703

Email  : info@yayasanamir.org.my

URL  : www.yayasanamir.org.my

Twitter  : @yayasanAMIR

Instagram  : @yayasanamir

Facebook  : www.facebook.com/yayasanamir

Youtube  : www.youtube.com/user/yayasanamir