

YAYASAN AMIR  
TRUST SCHOOLS PROGRAMME

11<sup>th</sup>  
EDITION

# ANNUAL PROGRESS REPORT 2021

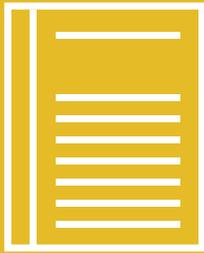




**“ EDUCATION IS NOT THE  
FILLING OF A PAIL BUT  
THE LIGHTING OF A FIRE ”**

**- William Butler Yeats**

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# FOREWORD



- Foreword - Ministry of Education
- Chairman's Statement



## FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh.  
Selamat Sejahtera.

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 mandate. The Trust Schools Programme is an extensive education transformation initiative that was generated through the Public-Private Partnership (PPP) model, developed under the 10th Malaysia Plan (RMK10). Through the PPP model, the Government collaborates with the private sector on the transformation of the national education landscape by contributing resources that will facilitate the initiatives to be led by the Ministry of Education (MoE).

Over the past 11 years, the transformation process has steadily gained momentum. 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. Students are engaged in classrooms, display of maturity and growth as potential future leaders, and teachers are using innovative learning approaches that allow for creative and critical thinking. School leaders have set exemplary benchmarks where principals work on strengthening their role as pedagogical leaders thus inspiring other educators in the system.

2021 was the year when our school leaders and teachers were confronted and challenged with the need to learn new teaching methods adopt new technologies, and re-evaluate their leadership and teaching abilities. Fortunately, in adversity, we grow. It is no longer an option, but rather a necessity, that we are agile and ready. Now, more than ever, a focus on creating and developing school leaders as instructional leaders as well as developing teachers' teaching competency, not only elevates the teaching profession but also builds capabilities and expands the growth mindset. I believe the Trust Schools Programme has empowered our school leaders and teachers to take on leadership roles and grow their confidence to adapt to change.

Holistically, the support structure includes leadership who shapes the direction of the school, with contributions from parents and the community who are invested in a child's long-term growth. Schools are under the administrative support comprising of the District Education Offices (PPD) and the State Education Department (JPN). Hence, transforming teaching and learning relates equally to transforming the support structure.

In that light, moving forward into the 12th year and beyond, it is advisable that the MoE and Yayasan AMIR as well as its partners strengthen not only all its strategic goals but also enhance the support structure by working collaboratively with PPDs and JPNs. We need to do this together as a team.

Transformation in our education system must be the responsibility of all, from parents to teachers, to leaders and to even those in the private sector. Thus, I hope that the partnership between the MoE and Yayasan AMIR will continue to grow and our aspiration for education transformation will be fulfilled.

Thank you.

**YBHG DATUK YUSRAN SHAH BIN MOHD YUSOF**

Secretary General  
Ministry of Education



**YBhg Datuk Yusran Shah  
Bin Mohd Yusof**

## FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh.  
Selamat Sejahtera.

Transformation has never been easy. As change is inevitable and constant, it is important to understand key trends within the global environment to ensure that our system is relevant in today's world. As our country moves towards achieving advanced nation status, developing holistic and well-equipped citizens is key to ensuring that future generations can compete and lead Malaysia in the global arena.

The Ministry of Education (MoE) is thankful for the participation and contributions from the private sector in helping us realize our hope to produce 'Anak yang Baik lagi Cerdik' (ABC) and to develop our students holistically based on the six key attributes stated in the Malaysian Education Blueprint 2013-2025. Students of the Trust Schools 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.

Looking back, a lot has been shared throughout the Ministry collaboration with Yayasan AMIR; much of the changes we are seeing in the federal, state, and district levels going down to the school level have taken place in pockets of capacity building in the system. Change will not succeed unless those implementing it see its value, are confident in their ability to implement it and own the change. Over these past 11 years, it has been witnessed that the school leadership, individual teachers, the surrounding communities and most importantly, the students can transform, and that change is possible. It does, however, take hard work, dedication, and collaborative efforts from all the parties involved.

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 in the outcome. It is truly heart-lifting to see the unbridled passion for what you do and how the Programme touches every individual in the system in different and meaningful ways. I also hope that more entities in the private sector would come forward to assist us in sustainably improving our students.

Thank you.

**DATO' HJ. PKHARUDDIN BIN HJ. GHAZALI**

Director General  
Ministry of Education



Dato' Hj. Pkharuddin  
Bin Hj. Ghazali



## CHAIRMAN'S STATEMENT

It has been almost 11 years since the Trust Schools Programme (TSP) was first launched, with the ambitious goal of addressing the country's growing need for a sustainable, replicable and complete school transformation programme. While many milestones have been achieved, with the "Journey" capturing how far we have come, there is still far to go. We have had to re-think our strategies, not only to transform but also to sustain the transformation.

The year 2021 had proven to be a challenging year as the nature of work changed for many, and we discovered each of our own capability and capacity to learn and adapt. A skill which our school children will also need to master as they prepare for a challenging and uncertain future.

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, expansion of the Programme was held back as we focused on enhancing inclusiveness and transition management to bring a more sustainable impact in our schools. A major milestone in the Programme was the TSP 2.0 introduced in 2019 where the success and learnings of TSP 1.0 was leveraged to enhance the Programme. The inclusion of the system, i.e., Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD) from day one of the Programme, has helped to build the sustainability of transformation as the buy-in and ownership took place early, and eases the hand-over of the Programme when Yayasan AMIR and LeapEd Services Sdn. Bhd. exit from schools.

In 2019, we expanded the Programme through TSP 2.0 with 5 schools in Perlis and 2 schools in Kuala Lumpur, followed by 2 schools in Tapah, Perak in 2020 and 2 more schools in Bahau, Negeri Sembilan in 2021. The programme now covers 94 schools; with approximately 6,500 teachers and 159,200 students in 11 JPNs and 25 PPDs.

As at December 2021, 63 schools have completed the TSP and achieved the Maturity of Programme Intervention (TTMIP). Trust Schools from Cohort 2016 have also been assessed for TTMIP. By 2022, 83 schools would already have commenced their transformation journey towards becoming Model Trust Schools. It is inspiring to see how the schools have benefited from the capacity building programmes and modules, consultation and advisory, and reskilling and up-skilling training. The empowerment of school leadership is expected to translate into higher quality student learning.

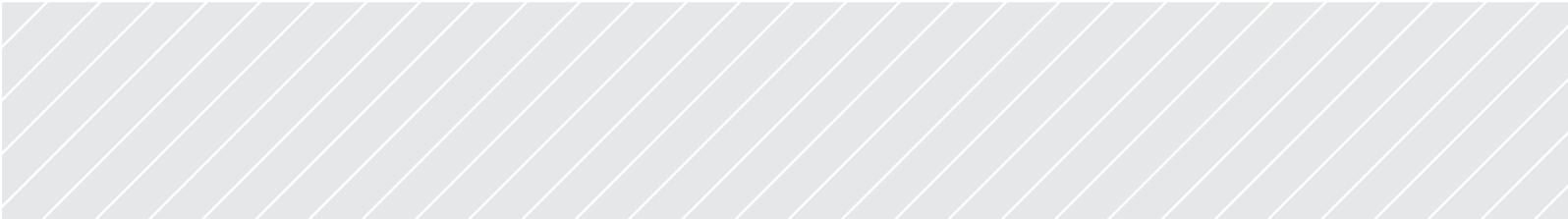
We continue to work closely with the Ministry of Education (MoE) in the transformation of the education system in Malaysia. The Garis Panduan Sekolah Amanah has been prepared to guide JPN and PPD, with workshops conducted where teachers and leaders from our schools shared their experience and views. To some degree, we have seen the MoE adopting part of our model in building and strengthening their own initiatives. In 2015, the MoE introduced the School Transformation 2025 (TS25) programme for the 10,000 schools, 400,000 teachers and nearly 5 million students in the system. We are looking forward to seeing how the TSP and the TS25 can collaborate and connect to bring about meaningful impact to the nation.

On behalf of Yayasan AMIR, I would like to convey our deepest gratitude to our sponsors for their kind support and generous contributions, which has really made an enormous difference to us. It is only through the collective effort of all parties that we will be able to prepare our children for the future.

I would also like to express my thank you and gratitude to all our friends in the Ministry, JPN and PPD for all their partnership and support in our transformation efforts; and to the leaders and teachers of each and every Trust School, the core of our programme, without whom, our efforts would come to naught.



Raja Tan Sri Dato' Seri Arshad  
Bin Raja Tun Uda



Thank you also to the team at Yayasan AMIR and Khazanah Nasional Berhad for their unwavering efforts and determination; and to my fellow Trustee for her 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 11 years – I am truly moved to see the passionate 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 will spur you to join and continue to support us.

Thank you.

**RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA**  
Chairman  
Board of Trustees



“

Saya berasa sangat beruntung kerana saya dapat meningkatkan pelbagai kemahiran dalam diri sepanjang berada di sekolah ini. Antaranya ialah saya menjadi lebih yakin untuk memberi pendapat saya dalam sesi pembelajaran bersama rakan-rakan di dalam kelas. Saya juga tidak merasa bosan apabila belajar kerana pembelajaran yang disediakan oleh guru sangat menarik dan saya mampu mengikut pembelajaran yang disediakan. Peluang yang sama rata diberikan kepada saya dan rakan-rakan dalam membuat aktiviti. Saya berasa sangat seronok. Kreativiti saya dalam pembelajaran juga dapat ditingkatkan contohnya saya dapat menghasilkan pelbagai peta berfikir dalam menjana idea tentang isi pelajaran. Selain itu juga, saya dapat bergiat aktif dengan menyertai pelbagai aktiviti sama ada di peringkat sekolah maupun peringkat yang lebih tinggi.”

**Miftah Nur binti Mohd Suffian**  
**Student**  
**SK Ibok**  
**2022**

# 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

twice

to be

teeth

they

this

stand up

sentence

steps

table

thank you

turn

tree

throw

tidy

tricky

taste

tomato

tongue

tea

talk

true

to

- Our Story
- Board of Trustees
- Management Team



## OUR STORY

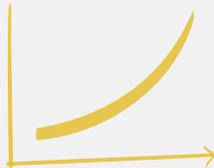
Yayasan AMIR Trust Schools are government schools that are jointly managed by Yayasan AMIR (YA) and school principals under the umbrella of the Ministry of Education (MoE). YA is entrusted to support the schools in embedding sustainable education practices that are monitored by MoE.

### 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 21<sup>st</sup>  
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.

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### **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 (CEO)*
- ② **\*\*AZLINA SHAHROM**  
*Head, Programme Management*
- ③ **ANUAR JAAFAR**  
*Senior Officer, Programme Management*
- ④ **CAHAYA JAPAR**  
*Senior Officer, Sponsorship Management*
- ⑤ **MOHD NOOR**  
*Senior Officer, Programme Management*
- ⑥ **NORLIZA SHAHRUDDIN**  
*Officer, Finance & Support Services*
- ⑦ **ASYRAF HANAFI**  
*Officer, Programme Management*
- ⑧ **SYAHRULL AZWAN**  
*Officer, Finance & Support Services*
- ⑨ **ENCKU HARRIS**  
*Officer, Sponsorship Management*
- ⑩ **NURUL ATIKAH MUAN**  
*Senior Officer, Sponsorship Management*
- ⑪ **SITI KHAIRINA**  
*Officer, Sponsorship Management*

*\*Puan Zaida Khalida has transitioned from being the CEO to Advisor with effect as of July 2022.*

*\*\*Puan Azlina Shahrom has been promoted from Head, Programme Management to Programme Director with effect as of July 2022.*



# 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



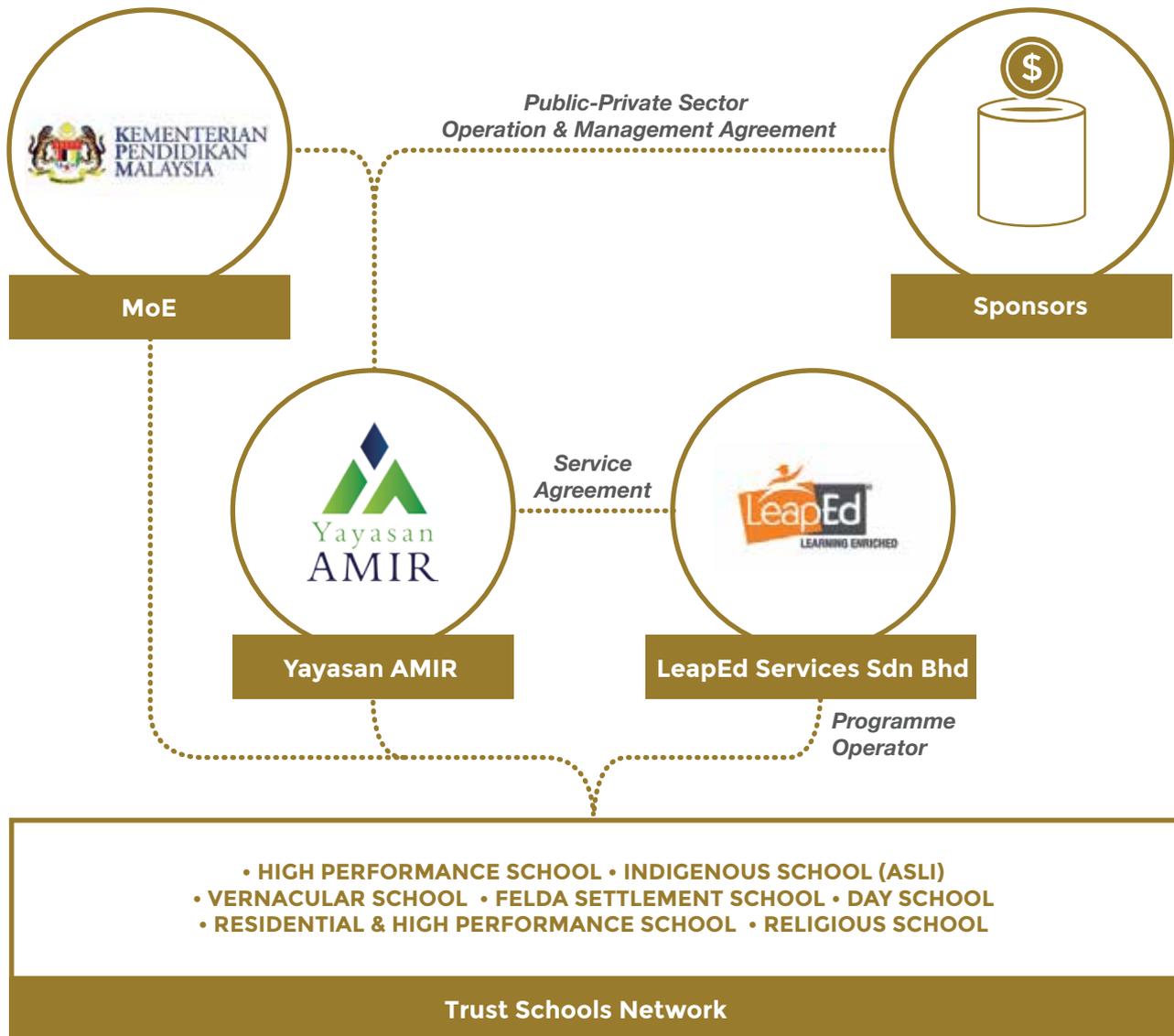
Majlis Agama Islam & Adat Istiadat Melayu Perlis



LeapEd Services Sdn Bhd

## KEY STAKEHOLDERS

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).



### 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

- Deploys specialist team to each school

### Trust Schools Network

- 94 Trust Schools currently implementing the Trust Schools model

# JOURNEY



- Yayasan AMIR Trust Schools Journey
- Trust Schools Network

# 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 Trust School Ph...

- 7 a a



## 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 TTMIP

## 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

# 2021 TRUST SCHOOLS NETWORK AND DTP-A



## TSP 1.0

## TSP 2.0



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

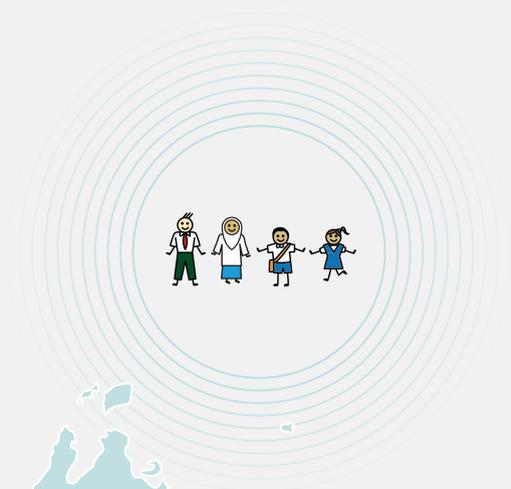
There is a total of 94 Trust Schools.

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  
Cohort 2021 - 2 schools

# AMAN PROJECT



## • SARAWAK

- SK Tabuan
- SK Combined
- SK Kg. Empila
- SM Sains Kuching
- SMK Seri Setia
- SK Siar Campuran
- SK Stunggang Melayu
- SK Sampadi
- SK Bumiputera
- SMK Sungai Maong
- SMK Muara Tuang
- SMK Lundu
- SK Kg. Tanjung Tuang
- SK Niup
- SK St. Michael Entingan

## • SABAH

- SK Kimanis
- SK Mandahan
- SK Pekan Kimanis
- SMK Bongawan 2
- SMKA Limauan



**94**  
SCHOOLS



**11**  
JPNs



**25**  
PPDs



**74,185**  
STUDENTS



**5350**  
TEACHERS

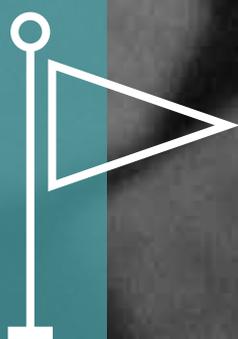


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Kemahiran dalam memimpin dan kompetensi dalam pedagogi yang diterapkan dalam Program Sekolah Amanah adalah aset paling berharga yang kami miliki. Nilai dan kualiti dalam mengendalikan setiap tugas menjadi kepuasan sebagai seorang pemimpin dan guru sekolah. Program ini sangat komprehensif dalam aspek perancangan, pelaksanaan sehingga penyeliaan dan matlamat akhir yang ingin diterapkan dalam setiap amalan sekolah amanah. Setelah saya didedahkan dengan pengurusan kewangan secara efektif, saya dapat belajar bahawa pengurusan kewangan bukan hanya melihat kepada jumlah duit yang dibelanjakan, namun kita berupaya melihat jaringan duit yang dibelanja dengan perancangan aktiviti yang dirancang oleh guru, dan bagaimana aktiviti ini menyumbang kepada kualiti dan hasil kerja murid."

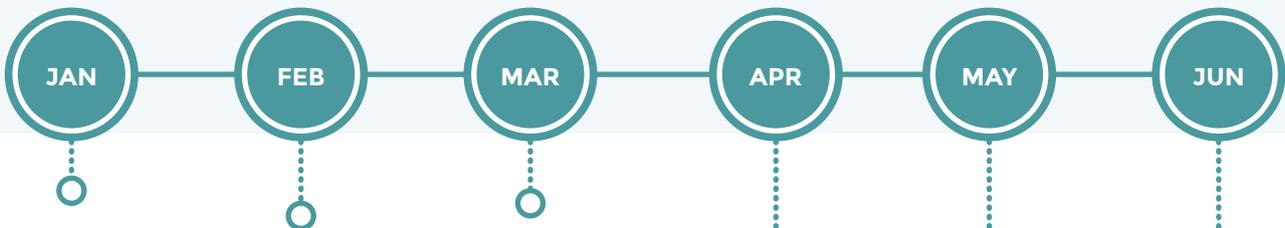
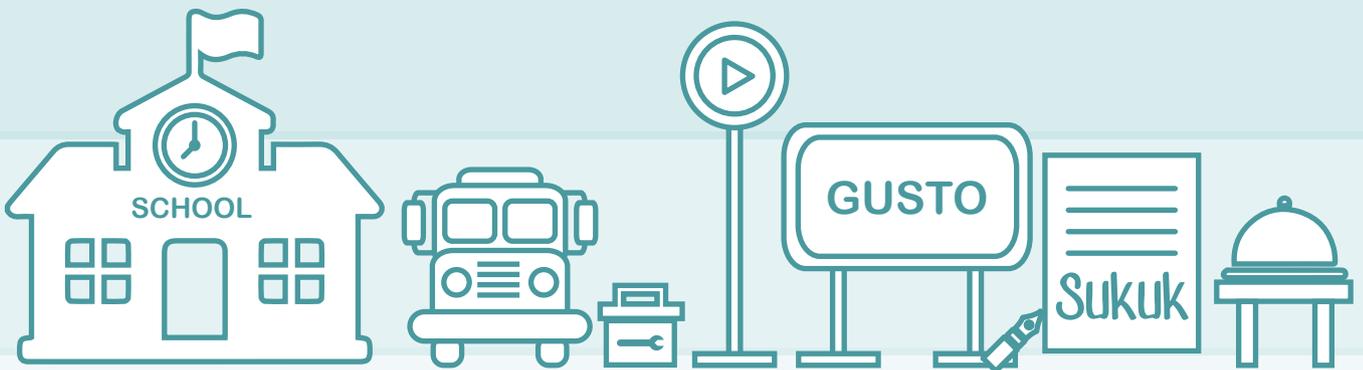
**Yong Ein Chen**  
Guru Penolong Kanan Hal Ehwal Murid  
SK Stunggang Melayu  
2022

# CURRENT MILESTONES



- 2021 Milestones

# Milestones 2021



## JANUARY

- DTP-AMAN Plan for 2021
- Invitation to PETRONAS Stakeholder Survey 2020
- Discussion with AUSTRALIA
- Discussion with BPSH: DTP-AMAN and GPSA Revision
- Discussion on Ihsan Sukuk KPI
- Meeting with BPSH on TSP Strategic Planning for 2021
- Meeting with BPSH, JPN, PPD and SA
- Meeting with BPSH: Sharing of 2020 Plans - Trust School Guidelines (GPSA): Review of Chapters 1-9
- DTP-AMAN: Preparation for 2 Feb 2021 meeting

## FEBRUARY

- Pre-counsel (Dr. Ahmad Rafee bin Che Kassim / TKPPM)
- DTP-AMAN: Meeting with JPN Kedah and pilot PPDs
- SKSA Onboarding
- Pre-counsel for Meeting with JPN Selangor (9 Feb 2021)
- Meeting with BPSH
- Courtesy visit by Yayasan AMIR & LeapEd Service
- JPN Perak Management Meeting for Trust & GUSTO School
- Management meeting – Perak PSA and GUSTO #1/2021
- Virtual Meeting with Chief Inspector of Schools (Ketua Nazir Sekolah)
- DTP-AMAN: Transformation Instrument Upgrading Workshop

## MARCH

- JPN Sarawak Management Meeting for Trust School
- Courtesy visit to JPWPKL
- National Education and Learning Summit 2021
- Meeting with Jemaah Nazir KPM: TSP 2.0
- YA LE MOE Engagement Meeting
- Virtual Courtesy Visit to KPPD Pasir Gudang: Tuan Haji Kuswandi Bin Tayen

## APRIL

- F2F Courtesy Visit with Pengarah SBP
- Management Meeting - JPN Perlis #01/21
- Onboarding JPN Negeri Sembilan and PPD Jempol Jelebu
- DTP-AMAN TI Progress & Schools Visit
- Virtual Round Table for Sponsors
- vRaSA PGB 2021
- YATSP audit
- SLTs: Leaders of Transformation (Pemimpin Transformasi) Virtual Roundtable

## MAY

- Perjumpaan Sukuk Sekolah Amanah
- Virtual Roundtable for Sponsors "Transformation: Challenges & Possibilities"
- DTP AMAN Schools Project (DASP) Proposal Discussion with YA
- Presentation on TSP 2.0 Tahap schools Designating Instrument

## JUNE

- Virtual Roundtable for Sponsors "Transformation: Challenges & Possibilities" Series 4: Students-This is Me
- vRaSA Teachers - 3 Julai 2021 [Sharing by Indonesian Schools]
- Courtesy Visit BPSH - En Zainal Abas
- Strategy on MOE Transformation Model
- Courtesy Visit JPN Kelantan
- Courtesy Visit BPM



JUL

**JULY**

- Discussion – PADU and YA
- Courtesy Visit PPD Kemaman
- Courtesy Visit PPD Kuching
- PPD Roadshow: Batang Padang, Perak
- Courtesy Visit BPS
- Courtesy Visit BSTP
- Online meeting – BPSH and YA



AUG

**AUGUST**

- KH Tuan Haji Anuar bin Sukiran (Deputy Director, JPN Johor)
- Trust Schools Operational Guide (PPSA)
- Courtesy visit to PPD Sepang
- Sukuk - Brief discussion with EY on moving forward
- Rescheduled: KH - PPD Lundu
- PPD Dungun meeting



SEP

**SEPTEMBER**

- Invitation to the Schools Programme Progress Report Presentation
- PETRONAS Education Programme - Communication Plan 2021 (TSP Cluster Marang & Kijal)
- Informal session with Cikgu Samad, SMK Taman Maluri
- Sukuk meeting with Khazanah
- Global Best Schools Proposal discussion with YA
- Experience S JPN & PPD supporting Trust Schools to TTMIP: TF KELANTAN
- Joint Session between BPSH, YA and LeapEd



OCT

**OCTOBER**

- Joint Presentation Session – BPSH, YA and LeapEd
- Sukuk: SK Lembah, SK Bandar Sunway, SK Kijal, SMK Cochrane, SK Mandahan
- Meeting with Tuan Haji Rozaini Ahmad, Pengarah JPN Kedah
- Sukuk: SK Niup, SMK Tanjung Lumpur, SMK Sg Maong, SMK Taman Maluri, SK Pekan Kimanis
- PPD Kuching Webinar
- Sukuk: SK KLIA
- Finland - Malaysia Education Leadership Forum on 28 October
- Sukuk: SMK Muara Tuang



NOV

**NOVEMBER**

- Sukuk: SMK Lundu, SK Sampadi, SK Kg Jawa, SMK Kg Jawa, SK Gemang, SK St Michael Entingan, SK Ayer Lanas, SK Jeli 1, SMK Jeli, SMK Ayer Lanas, SK Tg Tuang
- GPSA 3.0 Preparation Workshop
- YA LE Meeting on GPSA 3.0 Workshop
- Impact CSR Initiatives by TNB
- Professional meeting – KPM
- Joint Discussion – JPN Johor
- Hi Tea SK Lembah Subang
- EY visiting SMK Cyberjaya

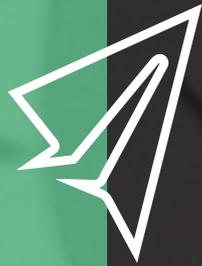


DEC

**DECEMBER**

- SK PG1 TTMIP Celebration
- Meeting with KPPM
- SK Jeram Batu TTMIP Celebration

# IN FLIGHT



- Strategic Goals
- Implementation Strategy
- Programme Overview
- Progress To Date
- 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

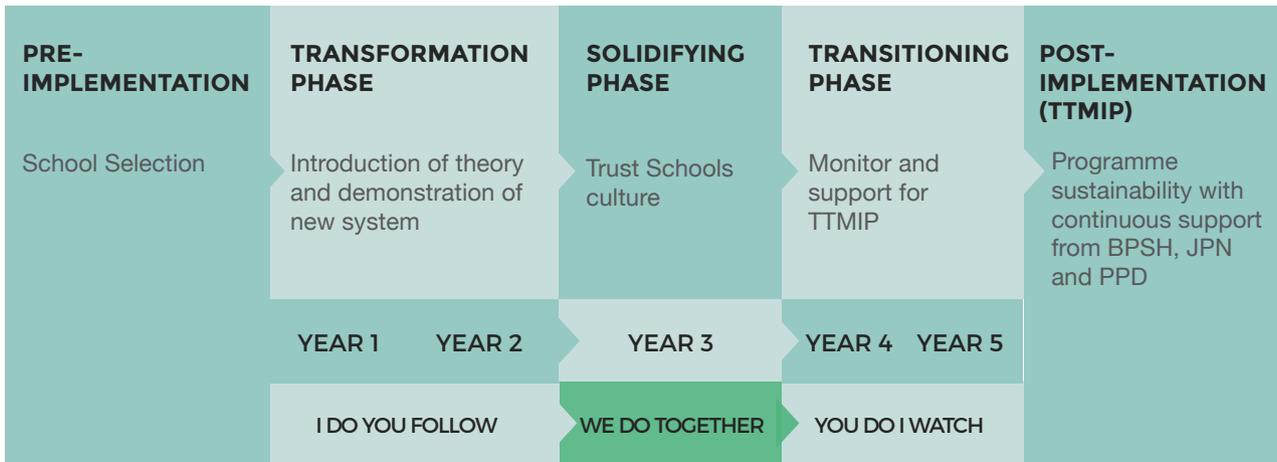
*The above Strategic Goals are implemented in accordance with the specific needs of each Trust School to ensure the implementation of all four Strategic Goals in these schools are integrated and the schools act as a catalyst for best practices.*



## 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.



## 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:

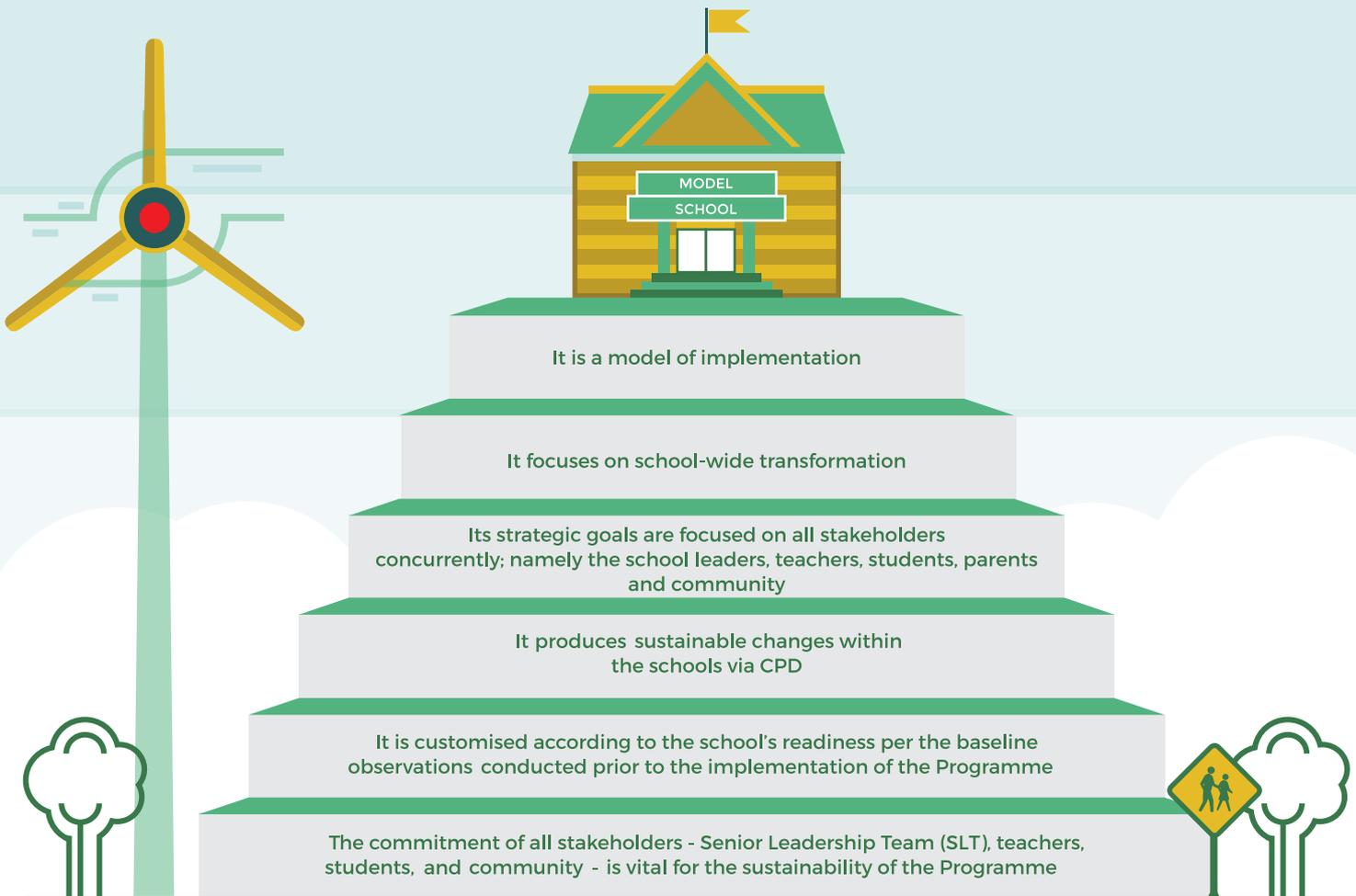
- Network
- Schools
- Individual teachers



## 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

2021 marks the 11th year of the Trust Schools Programme (TSP). The TSP is now in 94 schools, 25 PPDs and 12 states, all over Malaysia. Since the programme's inception in 2011, it has touched 6,522 teachers and 159,229 students and the journey has been a beautiful one, thus far.

The year continued to be a challenging one as it was the second year of the COVID-19 pandemic with home-based teaching and learning still ongoing. However, teachers and students were more familiar with teaching and learning from home. Improvements have been made on how best to better engage students, and teachers have a better understanding of the online tools to be used. We foresee, when coming out from the pandemic, everyone will be most familiar and comfortable with online meetings and the use of technology. However, the people's social and mental states must also be taken into consideration as these are unprecedented times.

As per the previous year, a key programme this year was the Tamat Tempoh Matang Intervensi Programme (TTMIP). Upon schools meeting their Key Performance Target, the Trust Schools become independent. The JPN and PPDs are now given the role to support and monitor the progress of the schools. However, the expertise, knowledge and defined processes lie with the Trust Schools. Once a Trust School, always a Trust School.

Remarkably, these schools have shown their strength and perseverance in facing challenges. Going through TTMIP is a rigorous process. More so going through it during the pandemic. Some schools had to plan and strategize how the review of files could be done online. One school administrator had to request help from another administrator to pick up and deliver the school files to her, as she was residing in another school district, so she could prepare her presentation for the review. In another school, the Middle Leaders had to congregate at one of the school administrator's (Penolong Kanan) house till late in the night to compile and discuss the plans for the review.

Cohort 2021 TTMIP saw 37 schools going through the process which included the 15 schools that did not manage to achieve TTMIP in 2020. It has been a long but fulfilling journey. Trust Schools meeting TTMIP standards are expected to have attributes such as school leaders who are instructional leaders, sound human and financial resource management, school development plans and school self-assessments implemented based on various inputs; with a clear focus on student development, as well as good quality teaching and learning. In addition, these schools are also expected to have various pedagogical methods employed in the classroom; while the leadership team, teachers and students continue to be actively involved in learning networks and continuously share their best practices with other schools: be it from the surrounding and other areas (cross district / state). All these are on top of the strong support from parental and surrounding community groups, which is hoped to further enhance the school's ability towards achieving 'Model Trust School' level and ensure the sustainability of 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 of a Trust School.

There is still a long journey ahead of us. Although unprecedented conditions have made the journey a challenging one, we will persevere and move with the challenging times.

## Trust Schools Programme 1.0

### (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 are 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.



## School Progress Overview

As of 2021, there were 94 Trust Schools across 12 states in Malaysia, with 83 schools undergoing the TSP 1.0 model and 11 schools, the TSP 2.0.

TSP 1.0 schools have the Gradual Release Model (GRM) in place with schools from Cohorts 2011, 2013 and 2014, currently in the post accreditation phase while Cohort 2015 (January), Cohort 2015 (July) and Cohort 2015 (November) are in the Tamat Tempoh Matang Intervensi Program (TTMIP) or Maturity of Programme Intervention Phase and Cohort 2016 (July) is in the Transitioning Phase. For the 9 schools under TSP 2.0, Cohort 2019 was in Year 3 of the programme while the 2 schools under Cohort 2020 were in Year 2 of the programme and 2 schools under Cohort 2021 was just commencing in quarter 2 2021.

### Cohort 2011

10 schools were selected for Cohort 2011 to pilot the TSP, placing them in Year 9 in 2021, which is the Release Phase of the Programme or TTMIP. Although the schools officially joined 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 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 Semenuh	SMK Seri Setia

### Cohort 2013

In 2013, the TSP expanded to three schools in Kuala Lumpur. In 2021, the schools were in their eighth year of the Programme (Release Phase) and underwent the TTMIP process for year 2020 with Cohort 2011. This cohort had successfully completed the process and was awarded with the TTMIP certificate. The Trust School culture has been embedded in these schools and they are extending it to nearby schools by sharing best practices with them.

#### LIST OF SCHOOLS

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

### Cohort 2014

There are 17 Trust Schools under Cohort 2014, which comprise of four clusters, covering Johor Bahru, Pasir Gudang, Pontian and Klang Valley. In 2021, these schools were in Year 7 (Release Transitioning Phase) of the Programme.

Similar with Cohorts 2011 and 2013, this cohort underwent the TTMIP process for year 2020 with the exception of SK Pasir Gudang 3, SJK(C) Yu Ming 2 and SMK Pekan Nanas in Johor and SK Pulau Indah 2 in Selangor. In 2021, these 4 schools successfully met the TTMIP criteria and were given back to JPN Johor and JPN Selangor for monitoring. This signified the end of Yayasan AMIR's intervention in these schools.

#### 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 of the programme and phases due to them having different commencement dates as follows:

- Cohort 2015 January:  
10 schools – Year 7, Transitioning Release/TTMIP Phase
- Cohort 2015 July:  
10 schools – Year 6, Transitioning Release/TTMIP Phase
- Cohort 2015 November:  
12 schools – Year 6, Transitioning Release/TTMIP Phase

The rationale behind these three different intakes was to obtain clear understanding in terms of the best date to embark on the TSP. In addition, this allowed Yayasan AMIR (YA) to look at the necessary intervention and engagement required prior to kick-off of the TSP at the selected schools.

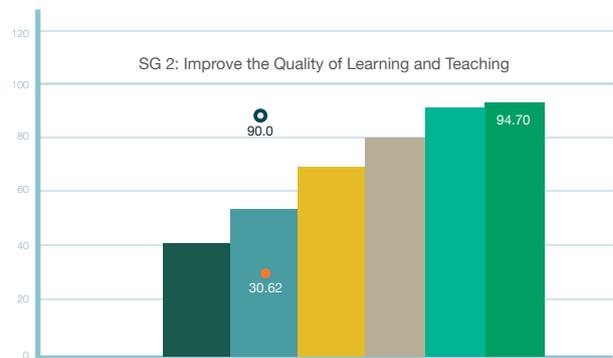
LIST OF SCHOOLS	
Kolej Melayu Kuala Kangsar	SMK Kijal
Kolej Tunku Kurshiah	SK Kempadang
SK Bandar Sunway	SK Tanjung Lumpur
SK Lembah Subang	SMK Tanjung Lumpur
SK Cyberjaya	SK Siar Campuran
SMK Lembah Subang	SK Stunggang Melayu
SMK Cyberjaya	SK Sampadi
SMK Bandar Sunway	SK Bumiputera
SMK Bandar Baru Salak 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 2021 is the seventh year since the Trust School Programme started and the schools underwent TTMIP process in 2021. All schools have met the TTMIP criteria and have been awarded with the TTMIP certificate that indicates that the school is able to sustain the Trust School culture and practices without intervention from YA and LeapEd. Schools are now being monitored and supported by their State Education Departments (Jabatan Pendidikan Negeri [JPN]). This would signify the end of YA's intervention in the schools.

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

Both Cohorts 2015 July and 2015 November are showing good progress since Year 1 and in 2021, all schools in these cohorts have met the TTMIP criteria indicating the schools are able to sustain the Trust School culture and practices without intervention from YA and LeapEd. The excellent progress demonstrated by the schools is 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.





## Cohort 2016

In 2016, the Trust Schools Programme continued its expansion journey and saw the number of schools 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 5 years in the programme in 2021. Being in the Transitioning Transformation Phase of the programme, the emphasis was on creating innovative culture and maintaining independence in schools. The progress shown so far by the cohort is encouraging. It is heartening to see the cohort is able to proceed well in 2021 despite the pandemic. The schools will undergo TTMIP in 2022 and based on the progress shown in 2021, all schools should meet the TTMIP criteria.

LIST OF SCHOOLS	
SK St. Michael	SK Jerong
SK Kg. Tanjung Tuang	SK Wakaf Tapai
SK Nlup	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	



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 COVID-19 pandemic disrupted our education system when the Malaysian Government enforced the Movement Control Order (“MCO”) starting from 18 March to 3 May 2020. This was followed by Conditional MCO (“CMCO”) from 4 May – 9 June 2020, Recovery MCO (“RMCO”) from 10 June 2020 to 31 March 2021 and ended with MCO by states until 31 May 2021.

Cohorts 2011, 2013, 2014, 2015 (January), 2015 (July) and 2015 (November) had already gone through TTMIP and were released back to their respective JPNs for monitoring and support. To-date, 62 Trust Schools have completed TTMIP with another 21 in Cohort 2016 to be assessed by their Year End Report 2021. As the pandemic is still a concern and contributing to the extension of schools’ closure in Malaysia, student achievement appeared to be restricted but slowly, the use of online platforms for PdPr had shown significant improvement for schools, students and parents.

With the MCO extending to 2021, our education system had been further challenged as the reopening of schools was done in phases. Hence home-based teaching and learning were done not only online but also offline. Face-to-face sessions commenced according to phases of each state. During the MCO, both primary and secondary schools took the initiative to have students involved in online activities such as competitions, innovation programmes and those that expanded their creativity.

The following are some examples of student achievements in 2021:

### i) **Oregano Hand Sanitizer, SMK Lembah Subang, Selangor**

**SMK Lembah Subang** participated in the Mini Teater STEM Selangor Program 2020/2021 which was organised by National STEM Association in collaboration with the Selangor state government. 10 Form 4 students were selected to join this program led by Ms Yu Siew Ing, teacher advisor of STEM Society of SMK Lembah Subang. This program served as a platform for students from the B40 families to be trained to become an innovator and also to enhance their skills in technical and marketing in order to prepare them to become successful entrepreneurs.

The product intention is to replace the many chemical components with more plant-based ingredients, be free from colourant and fragrance. Most importantly, the effectiveness of the Oregano Hand Sanitizer to inhibit the growth of bacteria has been proven in the laboratory through antimicrobial study and the result is even better than the hand sanitiser containing alcohol.

### ii) **Climate Change Project, SK Pengkalan Berangan, Terengganu**

Climate Action Project was a free 6-week project allowing teachers and students from all over the world aged 3-21 to collaborate on environmental topics. Over the course of the project, the student were expected to explore the causes and effects of climate change and have the opportunity to develop solutions and take action. In week 3, **SK Pengkalan Berangan** collaborated with other schools; SK St. Patrick and SK Merotai Kecil, both from Sabah together with 2 schools from India; Ramagya School and Funlish, to do online presentation using the Zoom platform.

The presentation was done with schools from Armenia, Brazil, Tunisia and Argentina on 2 November 2021.



### iii) Projects Catappoca & Imcatapparo, Tunku Kurshiah College, Negeri Sembilan

Catappoca and Imcatapparo are 2 projects on proposed solution towards food wastage in the country submitted by **Kolej Tunku Kurshiah** (TKC) in the Malaysia Conference of Young Scientist (MYCYS) Competition 2021 held from February to April 2021. MYCYS is a competition for innovation and creativity in the field of Live Sciences, Environmental Sciences, Computer Sciences, Robotics, Mathematics, Social Sciences, Physics or Engineering and Food Technology among young students.

Made from terminalia catappa leaves, Catappoca and Imcatapparo are used to reduce the humidity rate in containers and plastics, thus can ultimately lower the percentage of food waste being thrown to landfills. This indirectly benefits the country in our fight for the environment as it helps in reducing greenhouse gases (which contributes to climate change) and also pollution. TKC won Silver Medal in both categories.

### iv) Global Mathematics Elite Competition (GMEC) International Final Round 2021, SMK Sg. Maong, Sarawak

Student Chang Jing Rou won a Gold Medal in the GMEC Final Round 2021. She has demonstrated consistent abilities in Mathematics since primary school. Upon entering **SMK Sungai Maong**, she has beaten students from class A in the Best Subject Award category, namely Mathematics.

During the pandemic, due to limited coverage in her housing area, she participated in all competitions by using data in schools or area where internet connection was better. She was selected to participate in the 2021 Singapore International Math Olympiad Challenge (SIMOC) Online competition which took place on 24 July 2021. The competition received approval from the Ministry of Education Malaysia and is a platform for students to improve their critical thinking skills as well as to promote educational and cultural development with students from other countries.

Previously, in the Singapore and Asian Schools Math Olympiad (SASMO) 2021 competition held in May 2021, Chang Jing Rou had won the Bronze Medal.

### v) Jamalullail Intellectual Center (JIC), SK Batu Betangkup, Perlis

SK Batu Bertangkup created the JIC as a step towards towards the era of globalization of education today. JIC became fully operational in January 2021 and is divided into 5 spaces, namely Green Screen, Taman Firdausi, As-Sunnah Gallery, Anjung Tinjau and Traditional Corner. All these spaces have their own advantages and uses, and lead to the building of human capital (students and teachers).

The Green Screen space is used for every event that involves video production, online competitions, career training and more. Taman Firdausi provides space for various competitions and video recordings showcasing nature. As-Sunnah Gallery provides scholarly and religious materials contributed by the Perlis Islamic Religious and Malay Customs Council (MAIPs) and the Perlis Islamic Religious Affairs Department (JAIPs) and is also used as a learning space for Islamic Education. The Anjung Tinjau corner is a place for teachers to plan and implement SKBB's excellence program in all aspects. While the Traditional Corner places traditional materials as a reference for students and teachers.

### vi) SMK Datuk Mansur, Bahau

Students' engagement during PdPR classes (usage of sticky notes) and parking lot, built their interest and motivation. Strategic approach reversed the learning role to student-centred. During the PdPR mode, students loved the quizzes and online apps used by the teachers where assessment styles were incorporated. Based on this, the teachers' own enthusiasm in addressing students' loss of learning grew, making them use more creative teaching methods. Their next move is Cooperative Learning (CL) structures and thinking tool application.

## vii) SK KLIA, Sepang

**Sharing on PAK21 Strategies: New style Flipped Classroom - Teaching and Learning (in consideration of new Covid 19 SOP) Date: 26 February 2021.**

- Online / virtual sharing by Middle Leader, Cikgu Amir Hamzah via YouTube and viewed by teachers all over Malaysia.
- Trust Schools pedagogy such as collaborative learning structure, class table arrangement and assessment methods were being shared in this session.
- Link Youtube:  
[https://www.youtube.com/watch?v=C06g8p-DAJ0&list=PLoN863\\_mXKgQtRyDdTsFWdoZNCkO95JdO](https://www.youtube.com/watch?v=C06g8p-DAJ0&list=PLoN863_mXKgQtRyDdTsFWdoZNCkO95JdO)

## viii) SMK Pasir Gudang 3, Pasir Gudang

**Sharing on PAK21 Strategies: New style Flipped Classroom - Teaching and Learning (in consideration of new Covid 19 SOP) Date: 26 February 2021.**

- 2021 was a tough year in which it was very challenging for teachers to conduct teaching and learning, especially when most of the classes were being conducted online.
- To ensure sharing of knowledge, SMK Pasir Gudang 3 had carried out a few online CPDs to re-educate and re-skill their teachers. The CPDs were as follows:
  - A. Sharing of organised and structured PdPR data
  - B. Structured and organised Learning walks
  - C. Innovative collaborative learning (CL) new norm
  - D. Micro Teaching – Differentiation according to new norm

## ix) SK Sultan Hisamuddin Alam Shah, Kuala Lumpur

- Students from Standard One to Standard Six were involved in producing videos showing processes of learning, which gave them exposure and encouragement to do digitalization.
- The videos were uploaded to YouTube and the link was shared on various mediums such as Facebook, Telegram and “Didik TV KPM” for use during PDP dan PdPR.
- Numbers of views and video usage increased but they were not only from SKSHAS. These videos were accessed from and used as reference all over Malaysia.



## Trust Schools Programme 2.0

### Programme Overview

The Trust Schools Programme 2.0 (TSP 2.0) was inceptioned in 2019, and 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. In TSP 1.0, schools must achieve 90% for TTMIP while for TSP 2.0, the target will vary according to the school's ability and capability. In addition to this, the Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2) document will be the tool used by schools to measure their achievement. The Trust Schools Standards and Practices (TSSP) is no longer applicable to Cohort 2019 and thereafter.

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.

7 schools in Perlis and Bangsar, Kuala Lumpur formed the first cohort of TSP 2.0 schools in 2019 (Cohort 2019/21). This was then followed by Cohort 2020/23 which saw the addition of 2 schools in Tapah, Perak. In 2021, another 2 schools from Bahau, Negeri Sembilan formed Cohort 2021/24 making the total of 11 TSP 2.0 schools to date.

COHORT	CLUSTER	TSP 2.0 SCHOOLS
2019/21	Bangsar, Kuala Lumpur	SK Bangsar SMK Bangsar
2019/21	Perlis	SK Batu Bertangkup SK Seberang Ramai SK Simpang Ampat SMK Sanglang SMK Kuala Perlis
2020/23	Tapah, Perak	SK Batu Tujuh SMK Seri Tapah
2021/24	Bahau, Negeri Sembilan	SK Tunku Muda Serting SMK Datuk Mansor

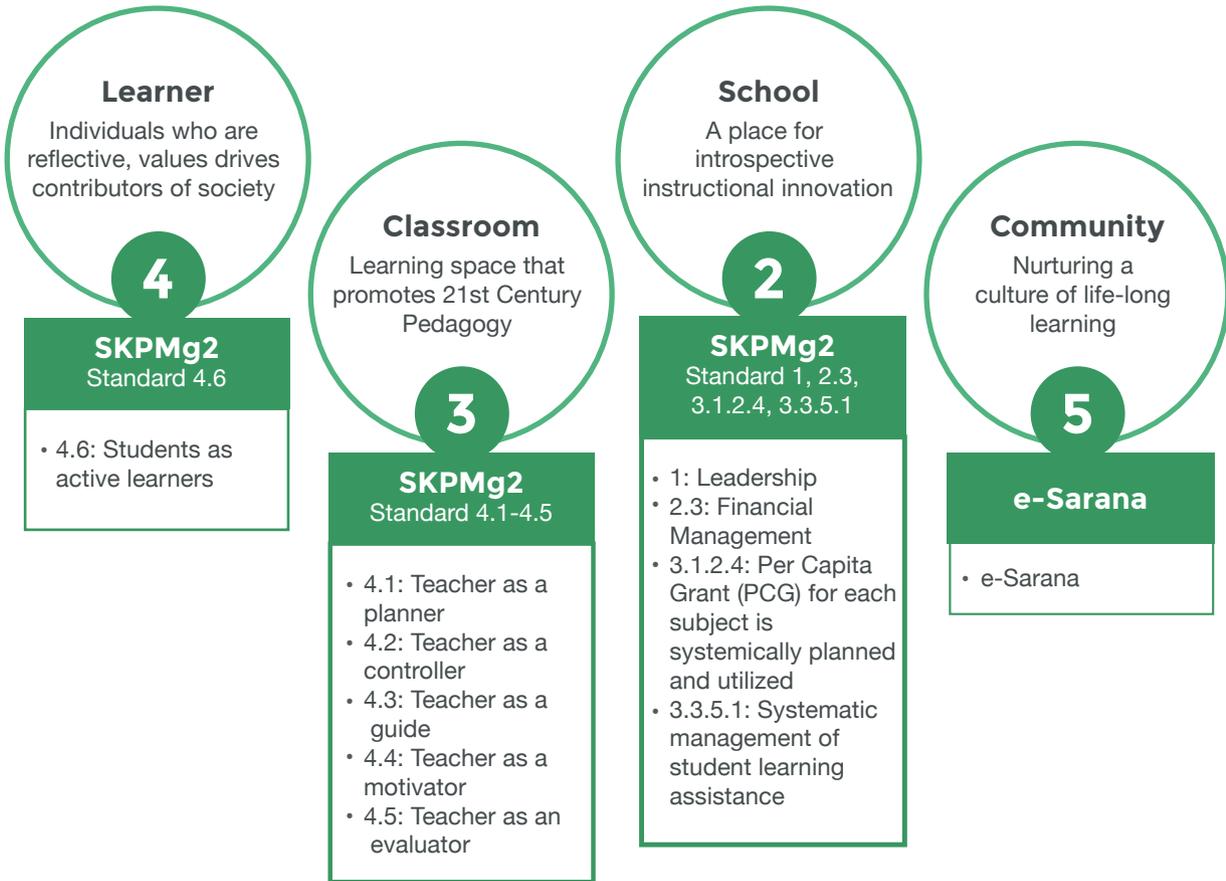
## Trust Schools Programme 2.0

### 5 Dimensions (Focus Area)

Compared to TSP 1.0 which focuses on the 4 Strategic Goals (4SGs) based on the Trust Schools Standards and Practices (TSSP), TSP 2.0 utilizes the 5 Dimensions (Focus Areas) and 4 Implementation Phases as outlined in Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2).

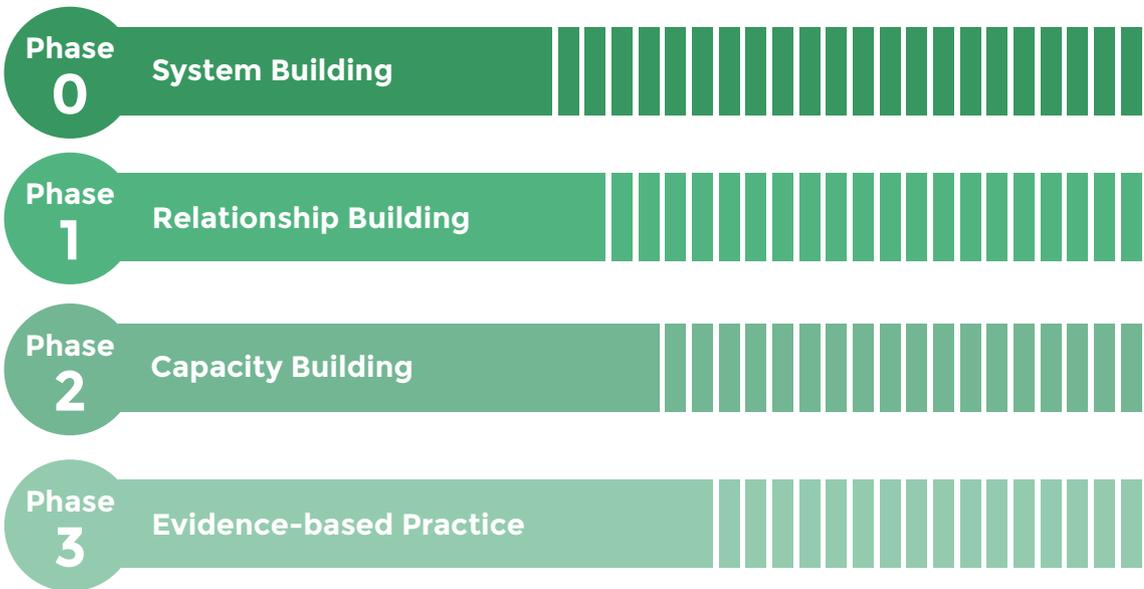
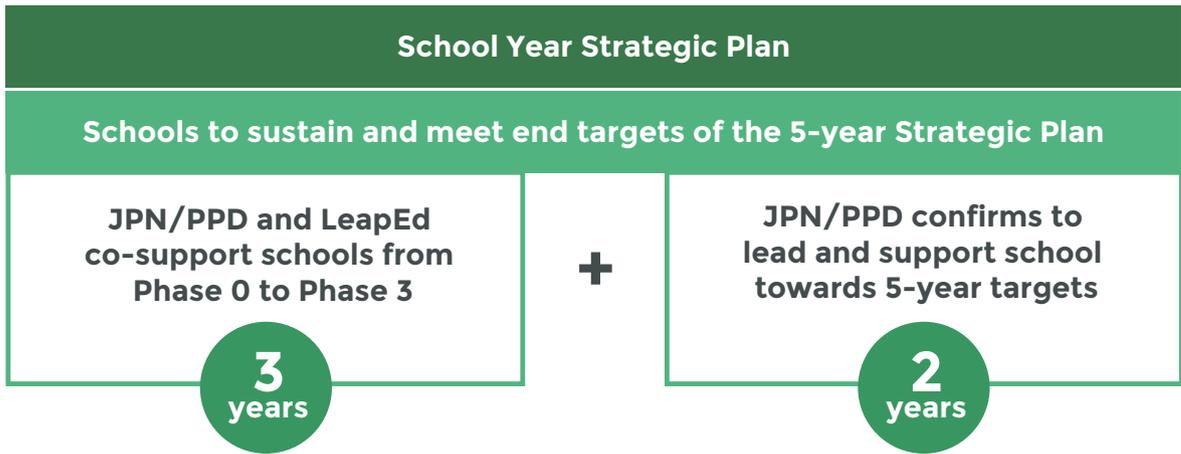


TSP 2.0 involves 5 dimensions (focus areas, and each dimension consists of indicators required to be implemented towards school progress



TSP 2.0 Success Criteria is in line with the standards as outlined in SKPMg2

**TSP 2.0 Implementation Strategy**  
**The 3 + 2 Year Intervention Approach**



\*Each phase is not tied to a specific time frame



## Key Differences Between TSP 1.0 and TSP 2.0

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

## Trust Schools Programme 2.0

### (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

#### Impact of the Pandemic on Trust Schools Processes

The UNESCO Global Education Coalition reported that in 2021, Malaysian schools were closed for up to about 41 weeks, which is much longer than in regional neighbours like Singapore (14 weeks) and Vietnam (19 weeks) by comparison. At the same time, UNICEF Malaysia reported that more than 5 million Malaysian students were affected by school closures while the country followed the National Recovery Plan (NRP) that allowed schools to reopen only in Phase 3, thus seeing schools reopening at different times in various states.

The 11 TSP 2.0 schools saw Simpang Ampat, Bahau, Tapah and Bangsar schools opening in that order. Amidst these challenges, these schools have worked to ensure that students were given the opportunity to learn using various means and methods resulting in some successes in home-based learning and parental involvement.

When Pengajaran dan Pembelajaran Di Rumah 2.0 (PdPR 2.0) was introduced, there were reports on the difficulties faced by teachers, students and parents in teaching and learning using technologies and new methods. In the following months until October 2021, there had been a shift in using various technologies in terms of connectivity, gadgets, online platforms to teach and learn. This shift meant a lot of time had to be spent on learning to use these technologies. In tandem with the increasing number of home-based lessons carried out during the MCO, teaching quality had also improved.

Lesson Observations considered both online and offline lessons where PdPR allowed a certain amount of autonomy and creativity to the teachers, and most were open to the new teaching and learning culture. The use of Standard 4 SKPMg2 during PdPR provided the opportunity to observe the flexibility of the descriptors to adapt to the teaching and learning needs.

While online learning was regarded as the first choice to ensure lessons were conducted, schools also looked at other ways to reach students who did not have access to these online lessons. Offline and offsite methods were deployed to reach as many students as possible. Where families had only one handphone to be shared and students could only access them after their parents/relatives returned from work, schools adapted lesson time to be held in the evenings.



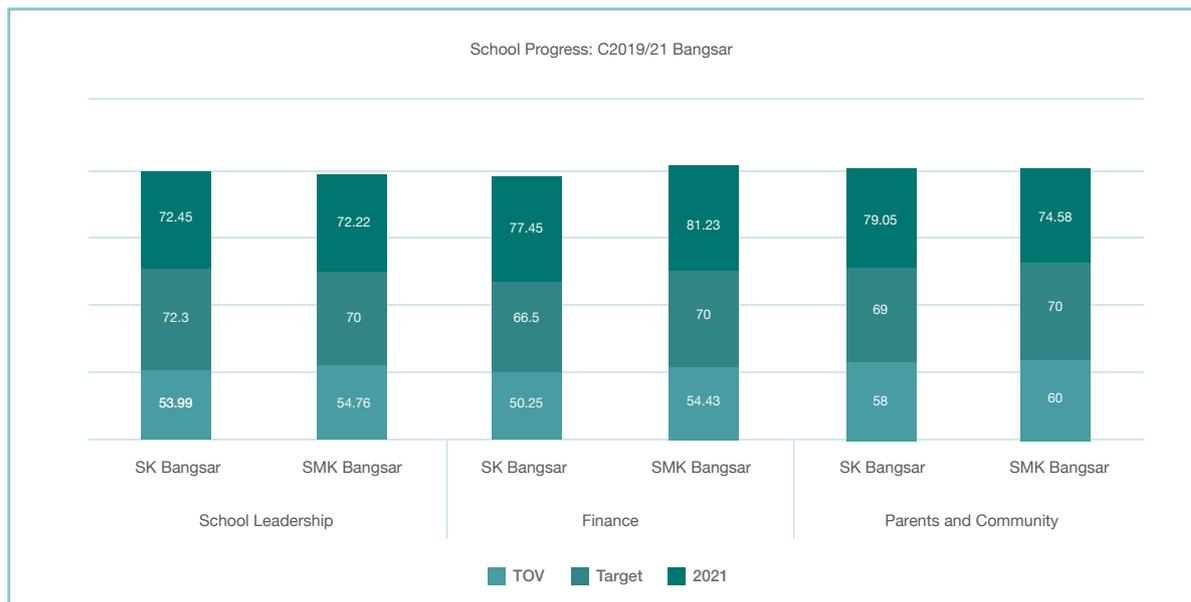
In situations where there was no internet access at all, print-based versions of modules were still used - necessitating parents/guardians to pick-up and deliver student work. In such instances, students were given 14 days to complete their work for teacher feedback and assessment.

PdPR 2.0 worked in many ways to help schools and families adapt and adjust to the prevalent situation although there were gaps that needed attention. These included provision of handphones and tablets to students, internet access and data availability - to facilitate better learning opportunities.

**- C2019/21 Bangsar**

Despite the school closures beginning May 2021, both SK and SMK Bangsar have made steady progress along the school transformation journey. Unlike in 2020 when plans were put on hold till normality resumed, both schools transitioned almost seamlessly to online management and delivery of teaching and learning. One result of this is the obvious growth and development in every Dimension. Teaching and learning accommodated online lessons, with the additional allocation of tutorial time (as per MoE guidelines) to ensure students were supported in learning new content remotely.

Intentional planning helped address key elements to support student and teacher success in the online experience. Regular SLT meetings, JPAK and JPKA meetings, as well as teacher staff meetings, ensured coordination, connection, and understanding among the school community regarding expectations and MoE guidelines. JPN and PPD maintained a presence during professional development workshops as well as JPKA meetings (both virtual and in-person). There were also monitoring visits to ensure SOP compliance when students returned to in-person learning. Task force was also present and participated actively during the Standard 1 assessment interviews of SLT in October 2021. Support from the PIBG and the community helped overcome the challenges of online teaching and learning, and ensured students and teachers were adequately equipped to conduct PdPR.



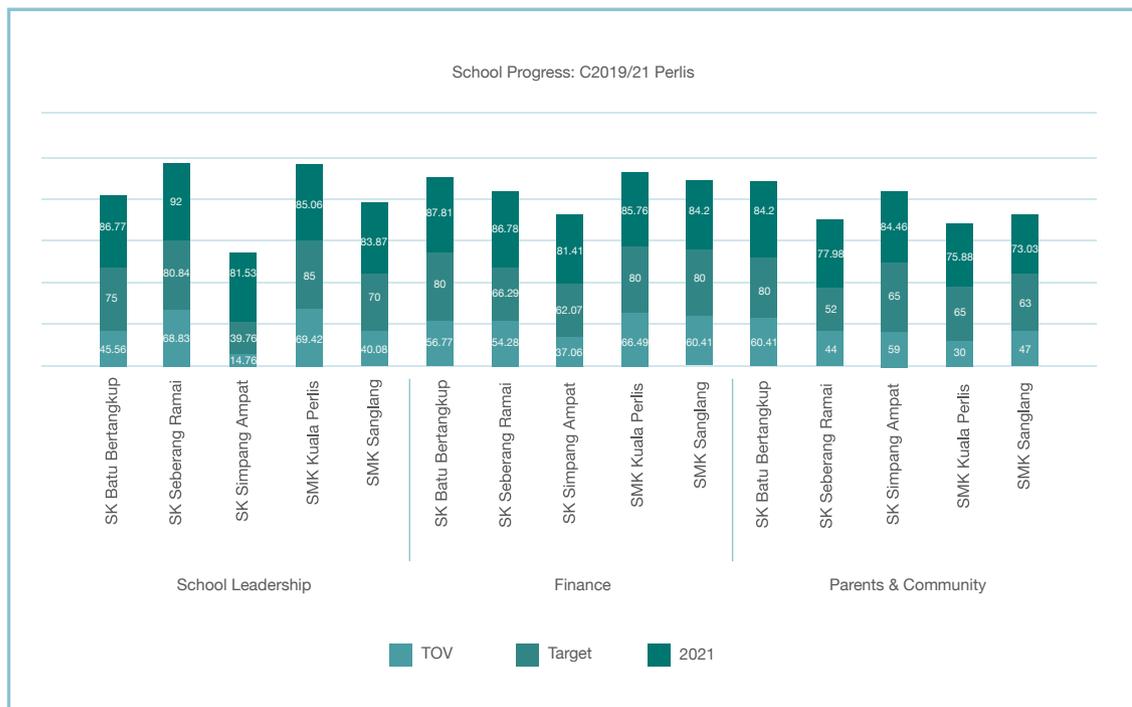
**- C2019/21 Perlis**

In year three of the Trust Schools Programme, the five Perlis Cluster schools took the reins, deepened, and demonstrated their understanding and independence in performing the transformation processes of using the SKPMg2 tool to measure and identify gaps in Leadership (Standard 1), classroom teaching and learning (Standard 4), cross cluster, cross states and international collaboration in sharing best practices, doing their long-term planning, carrying out onboarding for new SLT and teachers, and Global Learning. For example, strengthened Lesson Observations (LO) moderation, where the schools have worked with enthusiasm to strengthen the formal LO process and include the Middle Leaders (MLs) to cross over observations and collaboration. Further, the schools executed an in-depth session on their target setting processes, particularly YER, since the schools achieved their DI targets and were aware of the work and commitment required to set higher targets for the following year.

The one overarching transformative process that contributed significantly to the growth of the schools is the PGBs’ understanding of distributive leadership and their ability to engage their SLT and MLs into the processes. The collaboration and buy-in of most of the SLT, MLs, and teachers was more apparent than ever this year and certainly more instrumental in the progress of all the transformative processes. An important focus of all PGBs has been instructional leadership (leading learning), where such leadership is becoming embedded in the schools and is a highly effective way to support teachers and improve learning.

Parent and student engagement increased in a more deliberative way by allowing them to have a stronger voice in the learning process. In addition to surveys written by the schools themselves, they conducted online focus group conversations across all the student bodies and with parents. The feedback was impressive and incorporated into their Tactical Plan for 2022.

All five schools in Perlis have reached and some surpassed their set year three targets for the five dimensions.





**- C2020/23 Tapah**

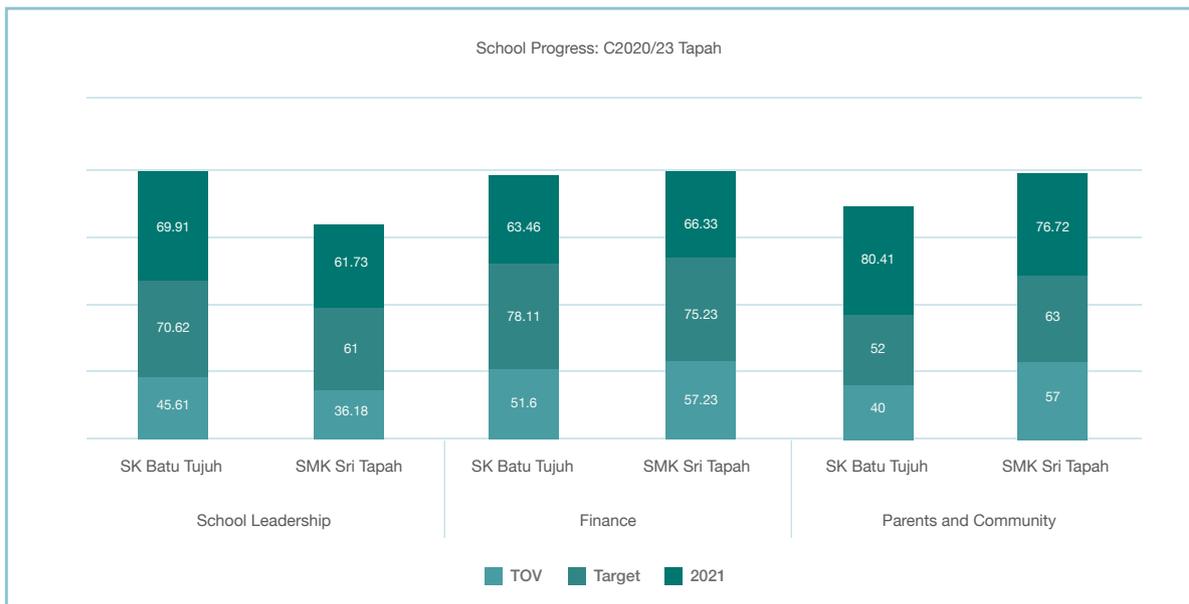
Now entering the second year of the Programme, consistency and accountability have been keys in both SLT teams from SK Batu Tujuh and SMK Sri Tapah; with a focus on the PDCA (Plan-Do-Check-Act) cycle, learning and developing distributed leadership in the cohort of collaborative and competent Middle Leader teams. Focus on developing a culture of learning and excellence through processes, practices and behaviours have also been strengthened through consistent and visible leadership and role modelling.

To track school progress and development, SLT communications and meetings are conducted formally every week with a clear agenda focused on school improvement plans and programmes in addition to informal communications and engagement in school initiatives. As a result, stronger cohesion and teamwork, and a high level of commitment to school development across all dimensions, have been observed.

SLT Action plans have been tracked monthly since mid 2021, highlighting successes while outlining clear direction and actionable items for each SLT member for the coming month. Such measures for accountability have motivated the SLT to have short and medium-term goals, aligned to the school tactical plan taking into account feedback from teachers and parents.

Coaching is in its early stages and will become more prominent post-lesson observation as a means of building human capital and delivering a clear message to all teachers on the expected standards. With the support and engagement of JPN/PPD, some relationships have been built with SLT and MLs during the lesson observation process, workshops and lesson observation sessions. This has also motivated the leadership to encourage ML participation in regional or inter-school workshops.

The SLT has also been more accepting of stakeholder opinions through the PDCA cycle and now incorporate feedback into school improvement planning. Further efforts will be undertaken to strengthen these new processes and practices in the upcoming years.



## (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 schools:

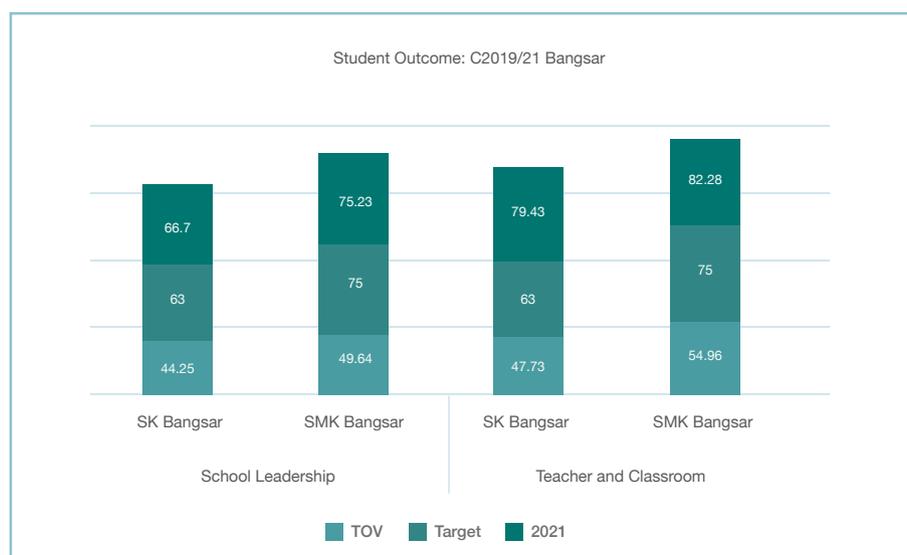
DIMENSION	OUTCOME
Student Learner	Participate in their own learning in differentiated ways and progress through self / peer-assessment and collaboration.
Teacher and Classroom	Facilitate learning by creating differentiated opportunities for learners to construct and apply knowledge in real-life situations 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.

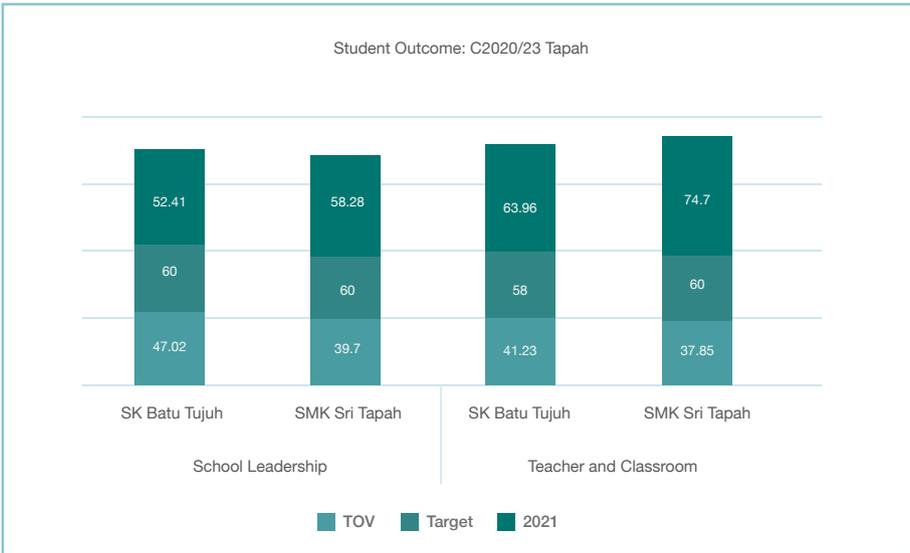
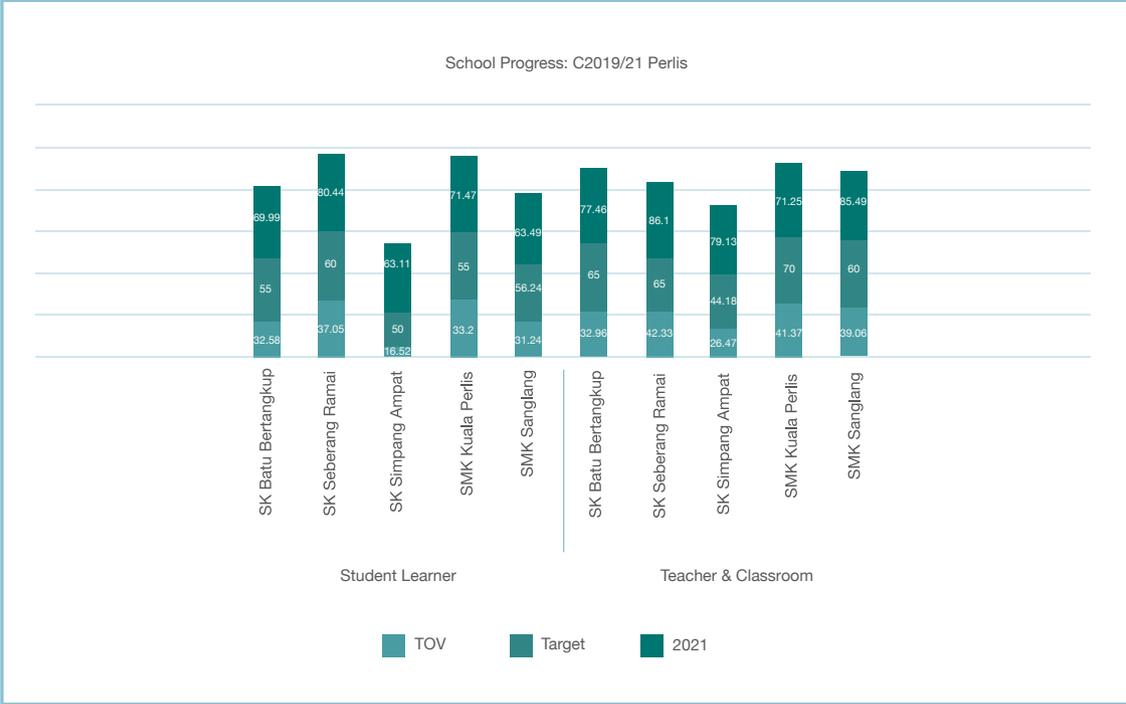
### Student Outcomes Overview

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

- a guide to help students master knowledge, skills and inculcate values based on the learning objectives
- a motivator in enhancing student motivation and soft skills
- an evaluator to measure student mastery level
- a planner to ensure readiness and meticulous preparation in carrying out Learning and Facilitation, and
- 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. With the exception of Cohort 2021/24 Bahau, the progress of student outcomes for Cohorts 2019 Bangsar and Perlis, and Cohort 2020/23 Tapah can be tracked in the following charts:





## **Notable Students Achievements in 2021**

The following are some of the notable achievements by the students from C2019/21 Bangsar and Perlis, and C2020/23 Tapah throughout the year:

### **- C2019/21 Bangsar, Kuala Lumpur**

- SK Bangsar
  1. Champion (State Level) – Uniformed Body Cyber Challenge: Patriotic Song Category
  2. Champion (State Level) – STEM Carnival (Junior STEM Coding Challenge)
  3. Champion (National Level) – STEM Carnival (Junior STEM Coding Challenge)
- SMK Bangsar
  1. EcoWira Challenge Presentation (National Level)
  2. Champion (National Level) – Drug Prevention Campaign Educational Competition
  3. Runner-Up (State Level) – Story Writing Competition
  4. Champion (District Level) – Healthy Mind Graphic Design Competition
  5. Runner-Up (District Level) – Career Education (Career Exploration) Competition
  6. Participation (National Level) – STEM Decathlon Challenge
  7. Participation (State Level) – MINECRAFT Challenge ‘Education Edition’
  8. Participation (State Level) – eSports and eCurriculum (Special Education Category)
  9. Participation (State and District Level) – eMahabbah (Special Education Category)
  10. Participation (District Level) – Virtual Run Programme (Special Education Category)

### **- C2019/21 Perlis**

- SK Batu Bertangkup
  1. Champion and Runner-Up (State Level) – Scrabble Cyberspace Challenge
  2. Runner-Up (State Level) – Online Poetry Reciting Competition
  3. Runner-Up (State Level) – Virtual Athletics Championship
- SK Seberang Ramai
  1. Champion (State Level) – ‘Mahrajan Program Pembangunan Adab dan Nilai’ (MPPADNI) in 6 categories
  2. Representation (National Level) – National Hockey Competition (Online, Under 12 category)
  3. Representation (Global) – Global Ambassador Programme, presentation of global issues
  4. School Representation as one of the Top 100 schools presenting in T4 Education’s World Education Week 2021
- SK Simpang Ampat
  1. Champion (State Level) – Poster Drawing Competition (UBK, JPN Perlis)
  2. Runner-Up (State Level) – Short Video Competition (UBK, JPN Perlis)
  3. Participation (Global) – E-PenPal Collaboration Programme with New Zealand School
- SMK Kuala Perlis
  1. Participation and Award (Global) – Microsoft Showcase School and Microsoft Innovative Educator Expert Awards
  2. Champion (State Level) – Short Video on Basketball Basics (under 18 category)
  3. Runner-Up (State Level) – Public Speaking and Essay Writing Competition in conjunction with the Perlis English Language Unity Competition, Perlis



- SMK Sanglang
  1. Runner-Up (Internation Level) – 17 Sustainable Development Goals Competition
  2. Champion and Runner-Ups (State Level) – Sports Championship Competition
  3. Participation (National Level) – e-Active Aerobic Jam (Special Education Category)
  
- **C2020/23 Tapah**
  - SK Batu Tujuh
    1. Champion and Runner-Ups (District Level) – Teacher’s Day Celebration Card Drawing Contest (most participation for Orang Asli School Category)



“

Student Voice Group dapat membentuk murid menjadi lebih berkeyakinan, berfikiran kreatif, berani ke depan, bijak menguruskan program dan memberikan idea-idea yang terbaik dan ini secara tidak langsung dapat memberi impak kemenjadian murid secara holistic di sekolah. Murid dapat terlibat secara langsung menguruskan aktiviti sendiri seperti festival tahun baru cina, pengucapan awan, projek ecowira sebagai jurufoto, pengacara, runner dan lain-lain. Bahkan dapat melatih murid ini sendiri dari peringkat sekolah rendah untuk menjadikan mereka lebih proaktif bukan sahaja aktiviti yang mereka laksanakan tetapi juga dari segi pembelajaran di dalam kelas."

**Nora Asmawati Jusoh**  
**Teacher**  
**SK KLIA**  
**2022**

# 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



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SST ID: W10-2002-32000062  
Chartered Accountants  
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ey.com

Independent auditors' 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 2021 and the statement of comprehensive income for the financial year then ended are derived from the audited financial statements of Yayasan AMIR for the financial year ended 31 December 2021.

In our opinion, the accompanying selected financial indicators set out on page 60 are consistent, in all material respects, with the audited financial statements.

### Selected audited financial information

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 information and the auditors' report thereon, therefore, is not a substitute for reading the audited financial statements of Yayasan AMIR for the financial year then ended 31 December 2021 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 24 May 2022.

### 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 60.



**Independent auditors' 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 financial year ended 31 December 2021 based on our procedures, which were conducted in accordance with Malaysian Approved Standard of Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".

*Ernst & Young PLT*

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

Kuala Lumpur, Malaysia  
24 May 2022



## SELECTED AUDITED FINANCIAL INDICATORS

<b>STATEMENT OF COMPREHENSIVE INCOME (RM Million)</b>		
<b>For the financial year ended 31 December 2021</b>	<b>2021</b>	<b>2020</b>
	<b>RM million</b>	<b>RM million</b>
<b>Income</b>	<b>24.38</b>	<b>45.64</b>
Donation	20.75	43.84
Hibah income	0.76	1.44
Gain on terminate of lease	-	0.36
Writeback of provision for GST	2.76	-
Reversal of accrual	0.11	-
<b>Expenditure</b>	<b>24.38</b>	<b>45.64</b>
Trust Schools Development Programme Costs	12.44	28.59
Other operating expenses	11.93	17.03
Finance costs	0.01	0.02
<b>Surplus before taxation</b>	<b>-</b>	<b>-</b>
Taxation	-	-
<b>Net surplus</b>	<b>-</b>	<b>-</b>
<b>STATEMENT OF FINANCIAL POSITION (RM Million)</b>		
<b>As at 31 December 2021</b>	<b>2021</b>	<b>2020</b>
	<b>RM million</b>	<b>RM million</b>
<b>Non-Current Assets</b>	<b>24.07</b>	<b>22.46</b>
Equipment	0.02	0.04
Right-of-use asset	0.09	-
Cash and bank balances*	23.96	22.42
<b>Current Assets</b>	<b>210.70</b>	<b>226.63</b>
Cash and bank balances	45.92	58.77
Amount due from sponsors	164.61	167.24
Other receivables	0.17	0.62
<b>Current Liabilities</b>	<b>31.20</b>	<b>42.52</b>
Donation-in-advance	3.17	3.31
Other payables	16.61	27.88
Amount due to sponsors	11.33	11.33
Lease liability	0.09	-
<b>Net Current Assets</b>	<b>179.50</b>	<b>184.11</b>
	<b>203.57</b>	<b>206.57</b>
<b>Non-Current Liabilities</b>	<b>203.57</b>	<b>206.57</b>
Amount due to sponsors	3.57	3.57
Financing from Khazanah**	200.00	200.00
Other payables	-	3.00
<b>Represented by :</b>	<b>0.00!</b>	<b>0.00!</b>
Contribution from members	0.00!	0.00!
Retained surplus	-	-
	<b>203.57</b>	<b>206.57</b>

\* 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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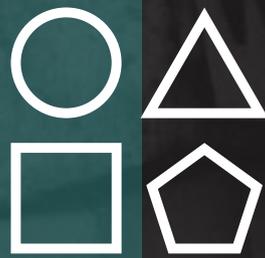
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# ACKNOWLEDGEMENTS





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# 6 STUDENT ASPIRATIONS

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

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**Instagram**         @yayasanamir

**Youtube**            [www.youtube.com/user/yayasanamir](http://www.youtube.com/user/yayasanamir)