

YAYASAN AMIR
TRUST SCHOOLS PROGRAMME

12th
EDITION

ANNUAL PROGRESS REPORT 2022



**“ EDUCATION IS NOT SOLELY
ABOUT EARNING A GREAT LIVING.
IT MEANS LIVING A GREAT LIFE ”**

- Brad Henry

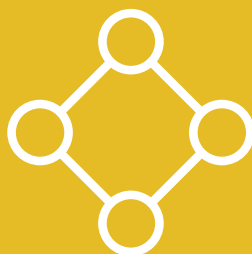
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FOREWORD



- Foreword - Ministry of Education
- Chairman's Statement



FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh
Selamat Sejahtera

The public-private partnership between the Ministry of Education and Yayasan AMIR is now in its 12th year and has come a long way from its modest start in 2011, from 10 pilot schools to 94 schools in 12 states and 25 district education offices in 2022. To drive and sustain growth within this network, I believe that the strategic collaboration between all of us at the Ministry and Yayasan AMIR is crucial for the network to continuously bond, share seamlessly, acquire new knowledge, and support the ecosystem to progress further to high professional standards.

The Ministry of Education is committed to continuously improving Malaysia's education system at every level, as I believe every student is different. The Ministry also understands the importance of tailoring its approach to help bring out the talents of everyone. The heart of the Programme is to empower and inspire students and learners to be the best that they can be by providing an active, supportive learning environment that is conducive and holistic.

Sustainability education focuses not only on imparting knowledge but also on empowering students to become real-world problem-solvers.

There has been a move towards authentic learning: learning that is relevant to students and the real world, with an assessment that provides students with opportunities to demonstrate what they know, can do, and are like i.e., knowledge, skills, and attitude. I have long believed in the transformative power of education, in its ability to change the fate of an individual, a family, a community, and even a nation.

I extend my heartfelt congratulations to all involved in the Programme for their dedication, commitment, and collaborative efforts. Your support has undoubtedly made a tangible difference in the outcomes achieved.

Thank you.



Puan Fadhlina Binti Sidek

YANG BERHORMAT PUAN FADHLINA BINTI SIDEK
Minister of Education Malaysia

FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh.
Selamat Sejahtera.

The Trust Schools Programme (TSP), spearheaded by the Ministry of Education (MoE) Malaysia and Yayasan AMIR, has remained relevant to the country's education agenda. Change is sure to happen, so the main challenge is how to adapt to change to make progress. To respond to these challenges, talented teachers are key assets in creating teaching excellence through continuous innovation. A lot has been learned throughout our collaboration with Yayasan AMIR in implementing the Trust School Programme for the past 12 years.

The Programme continues to keep an eye on school leaders, teachers, parents, and students by using differentiated approaches according to the current situation, encouraging innovation and creativity, increasing productivity and efficiency, optimising the use of available resources, and conducting data analysis. The professional development that took place among the school leadership teams and teachers directly contributes towards the continuous capacity building of resources within the Ministry.

Over the last 12 years, the momentum behind the transformation movement has been growing steadily. Witnessing the schools benefiting from capacity-building programmes, modules, consultations, and advisories, as well as reskilling and upskilling training, is truly inspiring. These experiences, exposures, and challenges they undergo are equipping them with the necessary advantages to emerge as high-quality educators in the future.

We remain dedicated to working closely with Yayasan AMIR and its partners to ensure the realisation of our transformation initiatives' objectives. It's crucial to acknowledge that there's still more work ahead in the long haul. Let's strive together to deliver nothing short of the best for advancing our children's education.

Thank you.

YBHG DATUK INDERA NIK NASARUDIN BIN MOHD ZAWAWI

Secretary-General
Ministry of Education Malaysia



**Datuk Indera Nik Nasarudin
Bin Mohd Zawawi**



FOREWORD - MINISTRY OF EDUCATION

Assalamualaikum Warahmatullahi Wabarakatuh
Selamat Sejahtera

The aspirations of the Ministry of Education (MoE) are quite clear; thus, every decision needs to be studied properly and researched. Since 2010, the Trust Schools Programme has operationalised a part of the Malaysia Education Blueprint (MEB), which is to improve the performance of schools and students by increasing the efficiency and effectiveness of our education system.

After 12 years of intense activities and diversification efforts, many milestones have been achieved along this ongoing journey, and the programme remains steadfast in implementing the initiatives to ensure it is progressing on the right track. By 2022, 83 Trust Schools will have commenced their transformation journey towards becoming model Trust Schools. It is inspiring to see how the schools have benefited from 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. As a continuation of the Programme, which started in 2011, the Ministry will continue with the current policies and, at the same time, improve the delivery process to ensure efficiency and effectiveness.



Dato' Hj. Pkharuddin
Bin Hj. Ghazali

Allow me to take this opportunity to extend my congratulations to all involved in the programme for their efforts in fostering partnership and collaboration that have worked 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 will come forward to assist us in sustainably improving our holistic students.

Thank you.

YBHG DATO' HAJI PKHARUDDIN BIN HAJI GHAZALI

Director General
Ministry of Education Malaysia

CHAIRMAN'S STATEMENT

The inception of the Trust Schools Programme (TSP) is in line with the aspiration of the Malaysian Education Blueprint 2013–2025, which aims to provide opportunities for students to flourish and become knowledgeable Malaysians who think critically and creatively and are equipped with leadership and communication skills. Since 2011, we have broadened our accounts of learning to achieve our ambitions of addressing the country's growing need for a sustainable, replicable, and complete school transformation programme.

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. A major milestone in the programme was the introduction of TSP 2.0 in 2019, where the success and learnings of TSP 1.0 were leveraged to enhance the programme. In 2019, we expanded the 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 160,000 students in 11 Jabatan Pendidikan Negeri (JPN) and 25 Pejabat Pendidikan Daerah (PPD).

As of December 2023, all 83 schools in TSP 1.0 and 7 schools in TSP 2.0 have completed their programme, achieved the maturity of programme intervention (TTMIP), and will continue their transformation journey towards becoming Model Trust Schools.

The positive learning environment in the TSP instils skills among our school leaders and teachers that enhance collaboration, innovation, and performance. The methods and approaches used by teachers are interactive and student-centred. From subject-based classrooms to student leadership programmes, it is clear that students are thriving in the environment that has been created. They have grown in confidence and are on the way to becoming holistic and engaged citizens. This is truly a delight to see, as the main goal of the programme is to create a rich and engaging learning environment so that students can develop holistically and reach their fullest potential.

The encouraging progress of the Trust Schools also serves as an inspiration for other schools and has also shown the importance of collaboration within and outside of the school. It is inspiring to see how the schools have benefited from capacity-building programmes and modules, consultation and advisory, and reskilling and up-skilling training.

Raising the quality of our education system requires a multi-pronged approach and effort from all levels of society and the community. Ensuring access to a quality education for our children is every single person's responsibility. At the moment, there are many organisations and agencies in Malaysia that are doing many things in the education sector, which is wonderful. After all, education is one of the most fundamental rights. We can also agree that all of us share a common vision, i.e., a better future for the children of Malaysia. There is still so much to be done, and so much potential as well.

As we look forward to bringing this transformation to schools nationwide, we will continue to work closely with the Ministry of Education (MoE). We are looking forward to how the TSP and the Program Transformasi Sekolah 2025 (TS25) can collaborate and connect to bring about a meaningful impact on 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 have made an enormous difference to us. I would also like to express my thanks 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 at each Trust School, the core of our programme, without whom our efforts



Raja Tan Sri Dato' Seri Arshad
Bin Raja Tun Uda



would come to nought. 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.

Our 13-year transformation journey was not a smooth road, but these challenges only made us stronger and more determined, especially when we saw how many teachers and students redesigned their confidence in life. I look forward to working together with everyone to ensure that the programme continues to be sustainable, and impact-driven.

Thank you.

RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA

Chairman

Board of Trustees

ABOUT US



- Our Story
- Board of Trustees
- Management Team



OUR STORY

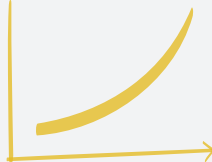
Yayasan AMIR Trust Schools are government schools that are jointly managed by Yayasan AMIR (YA) and school principals under the umbrella of the Ministry of Education (MoE). YA is entrusted to support the schools in embedding sustainable education practices that are monitored by MoE.

Our Mission

To promote excellence
in the schooling system by:



IMPROVING
curriculum and
delivery of
education



IMPROVING
management of
schools



PROVIDING
specific technical
and financial
assistance



CREATING
a leading network of
integrated and
sustainable schools

Objective

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

Three Key Outcomes



Embedment of
innovative culture
throughout the school



Development of 21st
century learners



Making education a
community
responsibility

BOARD OF TRUSTEES

RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA



Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda was appointed as the Chairman of Yayasan AMIR's Board of Trustees on 7 February 2011.

Currently the Chairman of Permodalan Nasional Berhad (PNB), Ekuiti Nasional Berhad (EKUINAS), Bumi Armada Berhad and Yayasan Raja Muda Selangor, Raja Tan Sri Arshad is also a member of the Board of Trustees of Yayasan DayaDiri, and the Chancellor of Universiti Selangor.

He was formerly the Chairman and Director of Maxis Berhad, Chairman of Icon Offshore Berhad, Director of Khazanah Nasional Berhad, Executive Chairman and Senior Partner of PricewaterhouseCoopers (PwC) Malaysia, Chairman of the Malaysian Accounting Standards Board, and Chairman of Danamodal Nasional Berhad.

His previous international appointments include being the Chairman of the Leadership Team of PwC Asia 7, a member of the Standards Advisory Council of the International Accounting Standards Board, and the PwC Global IFRS Board. Raja Tan Sri Arshad is also a Fellow of the Institute of Chartered Accountants in England and Wales, a member of the Malaysian Institute of Accountants, as well as the Malaysian Institute of Certified Public Accountants; where he served in its Council for 24 years, including three years as its President.

His previous public appointments include being a member of the Securities Commission, the Malaysian Communications and Multimedia Commission (MCMC), the Investment Panel of the Employees Provident Fund and the Board of Trustees of the National Art Gallery.

DATO' NOOR REZAN BAPOO HASHIM



Dato' Noor Rezan Bapoo Hashim was appointed 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**
Advisor

② **AZLINA SHAHROM**
Programme Director

③ **ANUAR JAAFAR**
Senior Officer, Programme Management

④ **CAHAYA JAPAR**
Senior Officer, Sponsorship Management

⑤ **MOHD NOOR MOHD ISA**
Senior Officer, Programme Management

⑥ **MUHAMMAD ASYRAF HANAFI**
Officer, Programme Management
(Until 30th September 2022)

⑦ **NURUL ATIKAH MUAN**
Senior Officer, Sponsorship Management
(Until 31st May 2022)

⑧ **SITI KHAIRINA KHALID**
Officer, Sponsorship Management
(Until 31st March 2022)

⑨ **ENGKU HARRIS**
Officer, Sponsorship Management

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

⑪ **SYAHRULL AZWAN**
Officer, Finance & Support Services
(Until 31st December 2022)

SPONSORS



- Sponsors
- Key Stakeholders



SPONSORS

Yayasan AMIR and the Ministry of Education Malaysia wish to express our profound gratitude to all our esteemed sponsors who share our vision that every child should have the opportunity to reach their full potential.

We deeply appreciate your unwavering commitment and generous support toward the sponsored schools and the overarching Programme. Your dedication enables us to explore innovative methodologies that sustainably expedite the transformation of our public education system. This collaboration facilitates the cultivation of well-rounded students empowered to assume ownership of their learning journey.



**KHAZANAH
NASIONAL**

Khazanah Nasional Berhad

**YAYASAN
HASANAH**
A foundation of Khazanah Nasional

Yayasan Hasanah



Yayasan DayaDiri



Westports Malaysia



UEM Group Berhad



PETRONAS

Petronas



Yayasan Pahang



Tenaga Nasional Berhad

timeTM

Time dotCom
Berhad



Majlis Agama Islam & Adat
Istiadat Melayu Perlis



Yayasan UEM

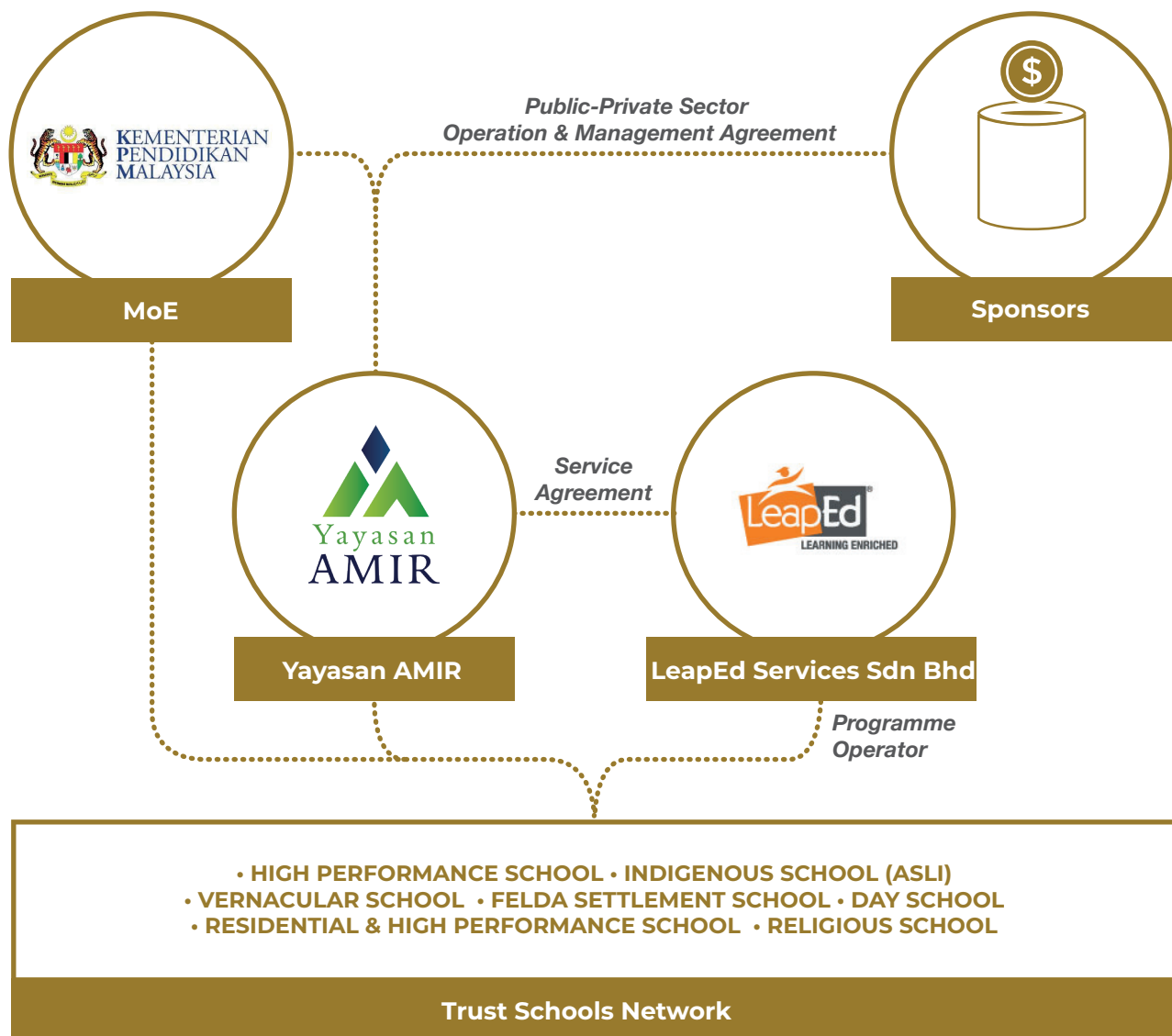


LeapEd Services Sdn Bhd

KEY STAKEHOLDERS

Yayasan AMIR operates as a not-for-profit foundation primarily engaged in collaborating with the Ministry of Education (MoE) in response to the government's initiative for enhanced Public-Private Partnerships within the education sector. The Foundation aims to expedite the creation of a holistic educational environment for children attending Government schools, through the Trust Schools Programme (TSP).

This strategic collaboration is formalised by entering into a Public-Private Sector Operation & Management Agreement (PPSOMA) with the MoE. The agreement underscores the joint efforts of the public and private sectors in managing and operating educational institutions to promote holistic development in line with national educational objectives.



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 Transformation Phase (TSP 1.0)

- Theory, modeling and new systems are introduced



- | | | | | |
|--|---|---|--|---|
| <p>6 Solidifying Phase
(TSP 1.0)</p> <ul style="list-style-type: none"> Schools' staff take ownership Schools embed activities and best practices | <p>7 Transition Phase
(TSP 1.0)</p> <ul style="list-style-type: none"> Progress is monitored and selective support provided for TTMIP | <p>8 Post Implementation (TTMIP) (TSP 1.0)</p> <ul style="list-style-type: none"> Reach the expected standard of a Trust School Expected to sustain these systems and develop continuously with the support from MoE | <p>9 The Phased Approach (Support & Progression)</p> <ul style="list-style-type: none"> 3 + 2 years intervention programme Focusing on 5 groups through 3 intervention phases <p><i>Phase 0 - System Building
Phase 1 - Relationship Building
Phase 2 - Capacity Building
Phase 3 - Evidence-based Research</i></p> <ul style="list-style-type: none"> For the first 3 years, JPN/PPD and LeapEd co-support the schools from Phase 0 to Phase 3 JPN/PPD continue to lead/support the school towards 5-year targets for the remaining 2 years. | <p>10 Model School</p> <ul style="list-style-type: none"> Independent practices |
|--|---|---|--|---|

2022 TRUST SCHOOLS NETWORK

PAST TSP MODEL (TSP 1.0) & CURRENT TSP MODEL (TSP 2.0)



TSP 1.0

TSP 2.0

Cohort 2011	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2019	Cohort 2020	Cohort 2021
10 Schools	3 Schools	17 Schools	32 Schools	21 Schools	7 Schools	2 Schools	2 Schools

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



• 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



more than
160,000
STUDENTS



close to
6500
TEACHERS

*Data as of March 2023



“

Pemantauan dan bimbingan dilaksanakan secara berterusan oleh semua SLT (Senior Leadership Team) melalui LW (Learning Walk) bagi memastikan PDPC (Pembelajaran dan pemudahcaraan) yang dilaksanakan oleh guru berkesan dan memberi impak yang tinggi kepada pelajar. LO (Lesson Observation) pula dilaksanakan dalam dua fasa setiap tahun bagi menilai prestasi semua guru sama ada berada dalam kategori Establishing, Extending, atau Enhancing. Manakala bagi guru-guru baru dilaksanakan BLO dan FLO dan sentiasa dibimbing dan disokong oleh ML (Middle Leaders) dan AML.

Ibrahim bin Mohd Ali
Pengetua SMK Wakaf Tapai 2016

CURRENT MILESTONES



- 2022 Milestones

Milestones 2022



JANUARY

- Yayasan AMIR Programme Meeting and Planning for 2022



FEBRUARY

- Visit to Sarawak - SMK Seri Setia (C2011), SK Kg. Tanjung Tuang, SK Niup & SK St. Micheal Entingan (all C2017)
- TTMIP Celebration - SK Tabuan, SK Tanjung Lumpur, SK Kempadang & SMK Tanjong Lumpur (C2015), The Malay College Kuala Kangsar (C2015)



MARCH

- TTMIP Celebration - SK Medini (C2014)
- JPWPKL TTMIP Celebration to commemorate TTMIP achievement of SMK Cochrane and SMK Taman Maluri (C2015)



APRIL

- JPN Johor TTMIP Celebration to commemorate TTMIP achievement - SMK Semenchu, SK Pasir Gudang 2, SJKC Yu Ming 2 and SMK Pekan Nanas



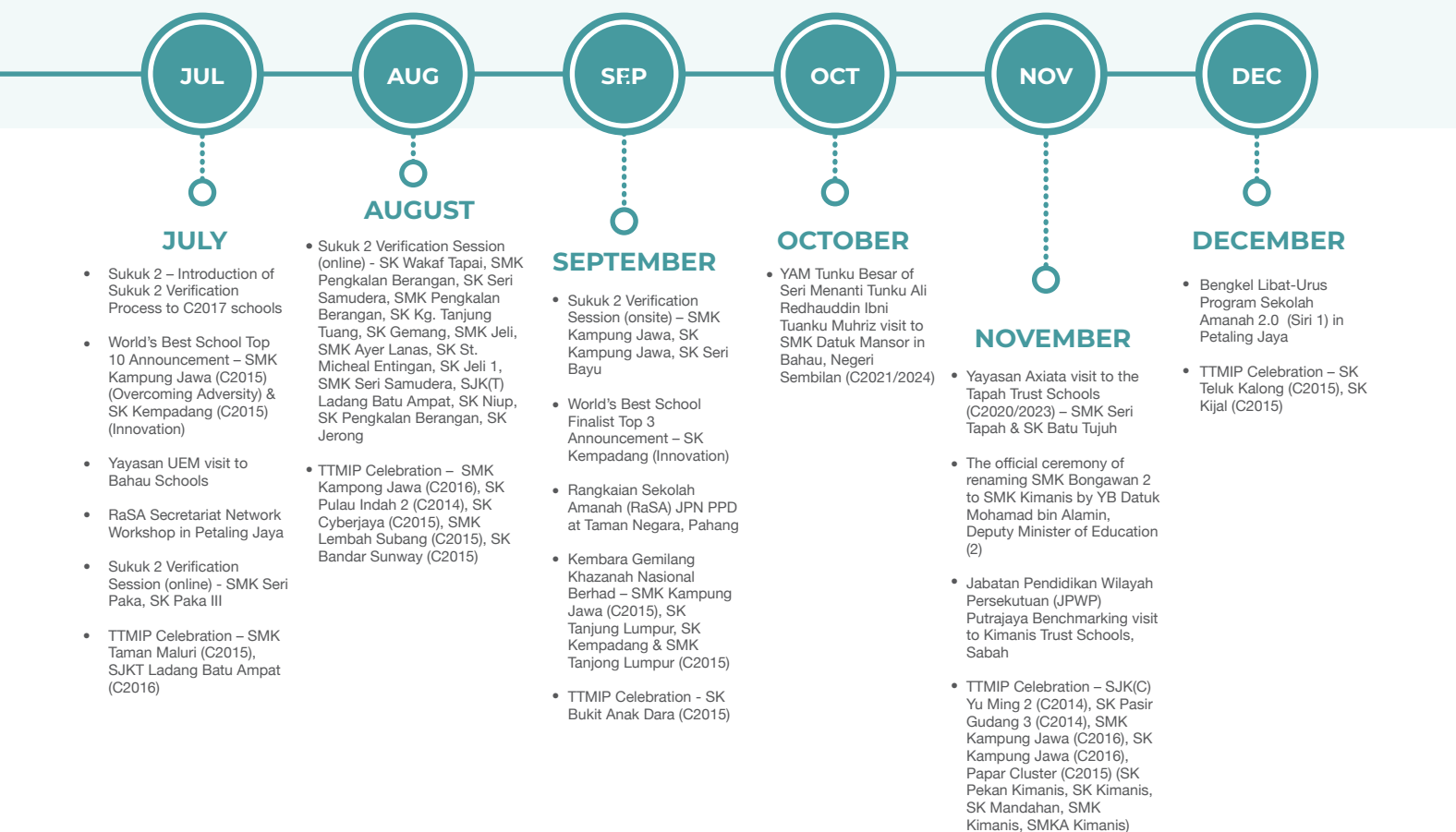
MAY

- JPN Selangor TTMIP Celebration to commemorate TTMIP achievement of C2015 Jan, C2015 Nov and C2016
- Kunjung Hormat Newly Appointed Pengarah JPWPKL
- TTMIP Celebration - SMK Pasir Gudang 2 (C2014), SMK Cochrane (C2015), SMK Semenchu (C2011), SMA Bugisiah (C2014)



JUNE

- JPN Negeri Sembilan TTMIP Celebration to commemorate TTMIP achievement of TKC
- Onboarding of PSA TS Selangor at Ipoh, Perak
- Mesyuarat Pengurusan JPWPKL



IN FLIGHT



- Year 2022 In A Glance
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YEAR 2022 IN A GLANCE

The COVID-19 pandemic significantly disrupted the Malaysian education system from May 2020 until the cessation of the Movement Control Order (MCO) on May 31, 2021. This disruption affected operations and student achievements across all Trust Schools Programme (TSP) cohorts.

For TSP 1.0, encompassing schools from Cohorts 2011, 2013, 2014, 2015 (January, July, November), and 2016, all 83 schools successfully completed the “Tamat Tempoh Matang Intervensi Program” (TTMIP). Subsequently, these schools were transitioned back to their respective Jabatan Pendidikan Negeri (JPN) for continuous monitoring and support.

Regarding TSP 2.0, specifically 7 Trust Schools in Cohort 2019/2021 Bangsar and Perlis, these schools completed the “Tamat Tempoh Intervensi Program” (TTIP) in 2021. The persisting pandemic concerns may have affected student achievements. However, the introduction of hybrid teaching and learning platforms has exhibited significant enhancements for schools, students, and parents.

The hybrid learning model, combining online and face-to-face methodologies, emerged as an essential strategy amid the challenges posed by the pandemic. This approach facilitated improved engagement and outcomes in the educational process.

Activities and Achievements by Trust Schools Students in 2022:

1) Program Sekolah Amanah Jamalullail (PSAJ) Perlis Handover Ceremony and Perlis Trust Schools Showcase Programme - 28 May 2019

In collaboration with Majlis Agama Islam dan Adat Istiadat Melayu Perlis (MAIPs), JPN Perlis organised a handover ceremony for the five Perlis Trust Schools from Yayasan AMIR to JPN Perlis. Held at SK Seberang Ramai, the event featured Perlis Trust Schools showcasing their achievements and students in a gallery walk, exhibiting outstanding progress.

The handover marked the conclusion of the 3-year intervention phase (TTIP) by the Trust Schools advisors, signalling the transition of the five Perlis Trust Schools' transformation responsibilities to JPN Perlis for the subsequent 2 years. The PSAJ, a part of TSP 2.0, conducted preparatory modules to equip JPN for this role. JPN Perlis's involvement in the programme from its inception was noteworthy.

The event was graced by the Director of JPN Perlis, Encik Naharudeen Othman, along with representatives from MAIPs, including its Chief Executive Officer, Tuan Haji Mohd Nazim Haji Mohd Noor, and Prof. Emeritus Datuk Ts. Dr. Kamarudin Hussin representing the Board. The presence of representatives from all five Perlis Trust Schools, together with principals and teachers from Perlis schools, underscored JPN, and Perlis schools' commitment to advancing the education system in the region.



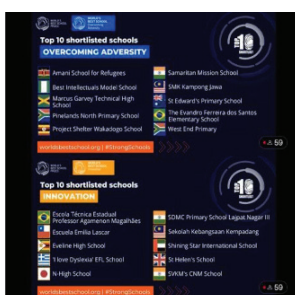
During his speech, Director of JPN Perlis, Naharudeen expressed his satisfaction with the remarkable progress achieved by the Perlis Trust Schools, originally not the top schools in Perlis. He emphasised the importance of sharing best practices and replicating successful models in other Perlis schools for the benefit of students, especially those from the “Asnaf” and B40 categories. He highlighted the positive impact of SK Seberang Ramai's transformation on neighbouring Kampung Pelangi, now a growing tourist spot due to its vibrant homes and bridge painting initiatives.

JPN Perlis also highlighted its education partners, including Yayasan AMIR, LeapEd Services, Arus Academy, Edvolution Enterprise, and SnappEd, showcasing collaborative efforts towards educational advancement.

2) SK Kempadang and SMK Kampong Jawa are finalists in T4's World's Best Schools Prizes Competition - 9 June 2022

Two distinguished Trust Schools have been shortlisted among the top 10 schools in their respective categories for the World's Best Schools Prizes 2022 (WBSP 2022). The categories include Community Collaboration, Environmental Action, Innovation, Overcoming Adversity, and Supporting Healthy Lives.

Initially, 10 schools from the TSP were chosen as finalists for the WBSP 2022: Malaysian Chapter. Among these, SK Kempadang (sponsored by Yayasan Pahang) and SMK Kampong Jawa (sponsored by TNB) emerged as top schools, ranking among the top 50 schools in their respective categories (10 schools per category).



SMK Kampong Jawa's initiative, 'Proud and Loud', competed in the 'Overcoming Adversity' category against 9 schools from 8 countries, such as Australia, Brazil, India, and South Africa. This project signifies the school's journey in overcoming significant challenges, including urban poverty, poor attendance, disciplinary issues, and a loss of trust within the local community. Under strong leadership, the school adopted an intensive data-driven approach to improve attendance by making hundreds of

calls to parents and conducting home visits for absent students. During the Movement Control Order (MCO), teachers introduced innovative online classes with breakout rooms and collaborative learning structures, significantly enhancing online attendance and academic performance. The school also addressed financial struggles faced by some students by collaborating with local charities, even facilitating a family's relocation to a better home. These exceptional projects showcase the dedication, resilience, and innovative spirit of SK Kempadang and SMK Kampong Jawa, positioning them as outstanding contenders in the global educational landscape.

Meanwhile, SK Kempadang competed in the 'Innovation' category against 9 schools from 8 countries, including the United Kingdom, Brazil, Japan, and India, with their groundbreaking project 'SMARTZOOM'. This innovative system is a fully automated tracking mechanism designed to monitor students' academic progress. SMARTZOOM utilises real-time student learning data input on Google Sheets and Google Chrome, enabling teachers to develop tailored, detailed lesson plans for each class based on the collected data. Comprehensive training materials in the form of YouTube videos and workshops were provided to support teachers and Panel Heads during this transition.

SK Kempadang went on to compete in the final round as the Top 3 finalists which was determined through a public advisory vote.

3) Royal Visit to SMK Seri Samudera, Manjung - 16 June 2022

DYMM Raja Permaisuri of Perak, Tuanku Zara Salim paid a visit to SMK Seri Samudera, Manjung, Perak on 16 June 2022. The visit was initiated as a response to her interest in knowing and understanding more about the TSP implementation in the state of Perak.

The 3-hour event witnessed the presence of several notable figures namely YB Senator Dato' Dr. Mah Hang Soon (Deputy Minister of Education 1), representative of the Menteri Besar of Perak, Vice Admiral Datuk Abu Bakar Mohd Ajis (Western Fleet Commander, RMN – representing the Malaysian Armed Forces), and YDH Toh Seri Bijaya Lt. Kol (B) Dato' Shaharudin bin Haji Nazari (Orang Besar Jajahan Manjung). Also present at the event: Encik Aznan Alias (Pengarah, JPN Perak), Encik Shamsul Ridzuan Idris (District Officer, Manjung), Encik Syamsul Hazeman (Yang Dipertua, Majlis Perbandaran Manjung), Encik Mohd Akhir (Pejabat Pendidikan Daerah - PPD Manjung), and representatives from Bahagian Pengurusan Sekolah Harian (BPSH).



SMK Seri Samudera were joined by SK Seri Samudera and SK Seri Bayu (all from Cohort 2016, Manjung), in collaboration with PPD Manjung and JPN Perak in organising impressive exhibition booths to showcase their progress and outcomes throughout the five years of TSP implementation to their beloved Raja Permaisuri.

Throughout the event, Tuanku Zara was brought for a 'Learning Walk'

session by the Pengetua of SMK Seri Samudera, Puan Sahila Shukor. During the session, DYMM Tuanku was exposed to the methods being practised in a Trust School's classrooms. It was no surprise to see Tuanku Zara's interest in the innovative teaching techniques, focus on the PPKI (Special Education Needs) programme, as well as arts, robotics and entrepreneurship programmes presented by the teachers and students of the 3 Manjung Trust Schools.

Tuanku Zara later joined the guests for a light refreshment and discussion before departing from the event later in the afternoon.

'Menjunjung Kasih, dan Daulat Tuanku.'

4) International Applied Biology Olympiad (IABO), Bali – 3 July 2022

SM Sains Kuching (SainsKu) participated in the Final Round of the International Applied Biology Olympiad (IABO) 2022, Bali. There were a few categories contested and SainsKu successfully won:

1 Gold Medal & Main Award (Grand Prize)

Angelina anak Andrew Ragai

2 Gold Medal

Anissa Christy anak Mojik

Phildenia Shiavonie anak Paulus

3 Silver Medal

Nur Zuyyin Muhamad Adzhar

Shazriel Iman Shahrudin

4 Silver Medal

Wiro Andy anak Alfred

Theodore Morcelli anak Lawrence Macwell

Nurul Kamilah Abu Bakar



Congratulations on these incredible achievements!

5) Visit by the Yayasan UEM to Bahau Cluster – 7 July 2022

A delegation from Yayasan UEM (YUEM) conducted a visit to the sponsored schools, SK Tunku Muda Serting and SMK Datuk Mansor, situated in Bahau, Negeri Sembilan. Led by Puan Aishah Nor, Chief Executive Officer of YUEM, the delegation was given comprehensive briefings by the Senior Leadership Team members and dedicated teachers from both schools. The focus of the session centred on outlining the impactful journey within the TSP and discussing the notable progress achieved to date. The informative session also welcomed representatives from PPD Jempol/Jelebu and LeapEd Services. We extend our heartfelt gratitude to the UEM Group and Yayasan UEM for their continuous commitment towards the national education transformation.



6) Rangkaian Sekolah Amanah (RaSA) for JPN & PPD Task Force – 20 - 23 September 2022

The Trust School Network Programme (RaSA) for JPN and PPD Series 1/2022 took place in Taman Negara, Pahang. This event saw the participation of TSP Desk Officers (PSA) from JPN and PPD across the country.

The primary objective of RaSA was centred on team-building activities and the exchange of best practices among the PSA representatives from various states or districts involved in TSP interventions. It's worth noting that the previous face-to-face RaSA Programme for PSA Desk Officers from JPN and PPD was conducted in 2017 in Janda Baik, Pahang.





7) Royal Visit to SMK Datuk Mansor, Bahau - 17 October 2022



The YAM Tunku Besar Seri Menanti Tunku Ali Redhaudin Ibni Tuanku Muhriz honoured SMK Datuk Mansor, Bahau, on October 17, 2021, in a visit organised by the YUEM. The visit was warmly received by teachers and students from SMK Datuk Mansor and SK Tunku Muda Serting, two Trust Schools under the sponsorship of the YUEM within the Bahau Cluster.

During the extensive 3-hour visit, YAM Tunku Ali was provided with an overview of the TSP, including the remarkable achievements of both schools. Engaging presentations were conducted by the students from these

schools, showcasing their accomplishments.

We extend our deepest appreciation to YAM Tunku Ali for demonstrating profound interest in advancing education in Negeri Sembilan. Our heartfelt gratitude goes to the UEM Group for their unwavering support towards the TSP.

'Menjunjung Kasih dan Daulat Tuanku.'



STRATEGIC GOALS

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



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



2

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



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

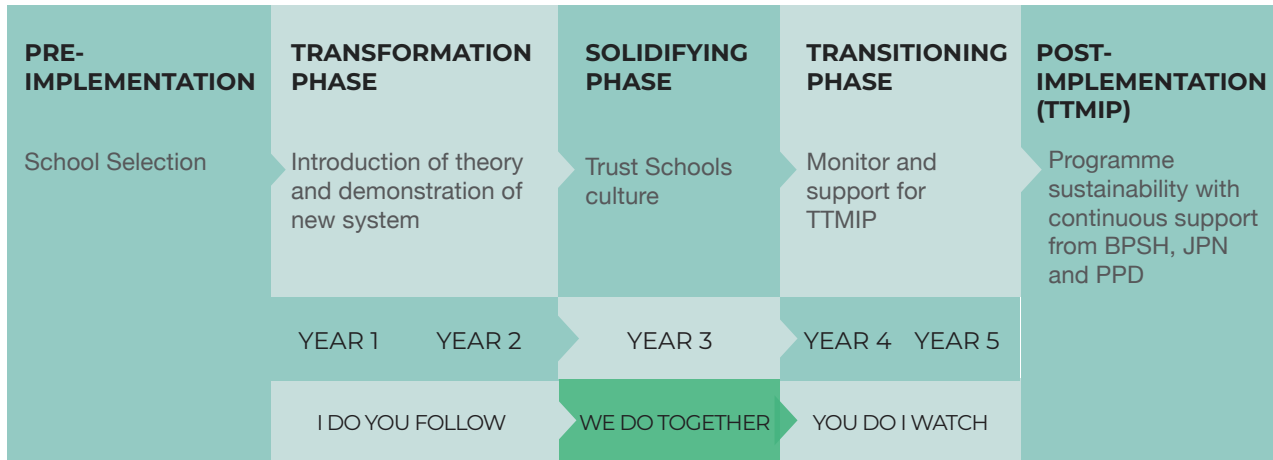
- There are strong partnerships between the parents and the schools to support the holistic development of the students
- Innovative and creative partnerships as well as collaborations exist within the local communities

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





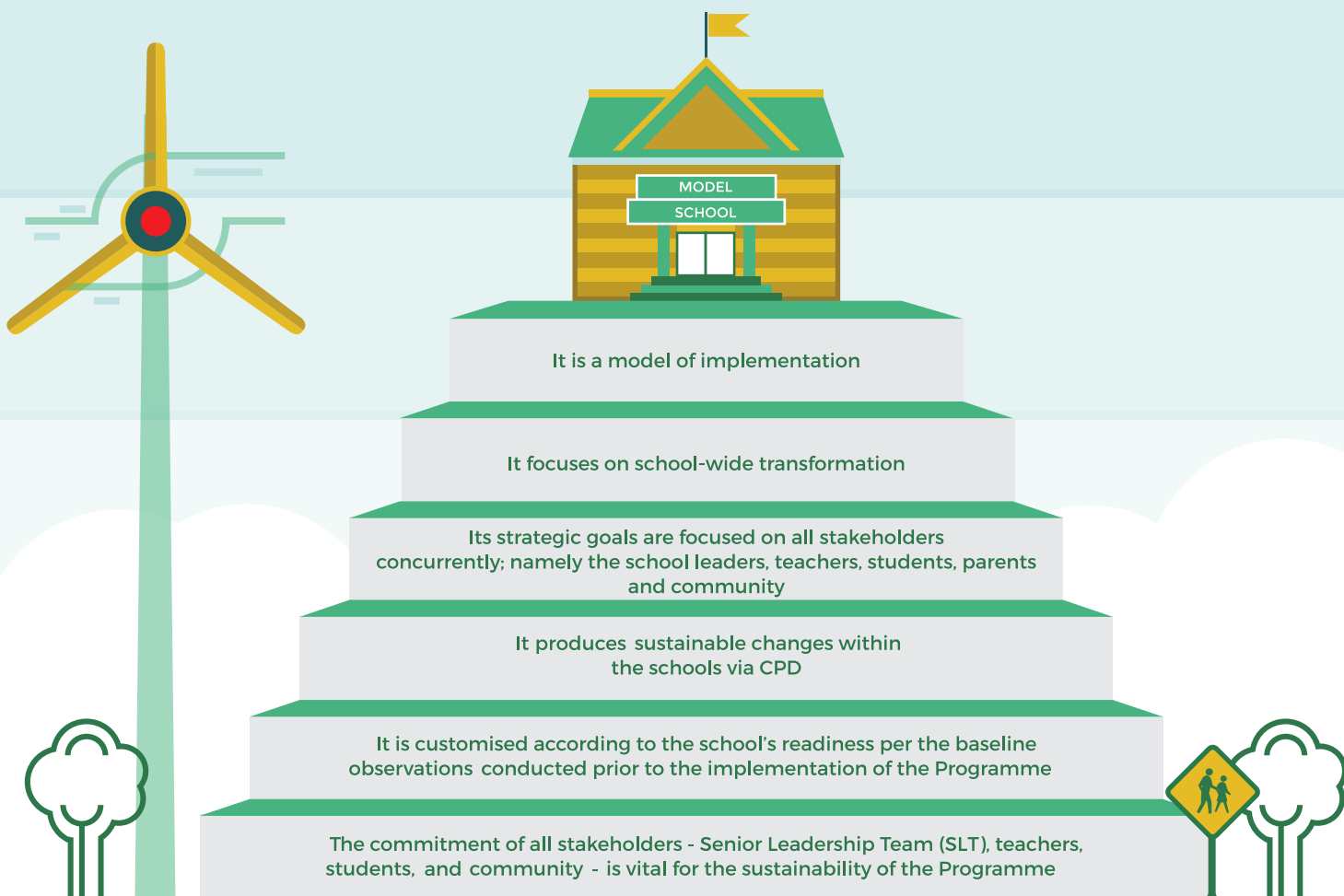
PROGRAMME OVERVIEW



PROGRAMME OVERVIEW

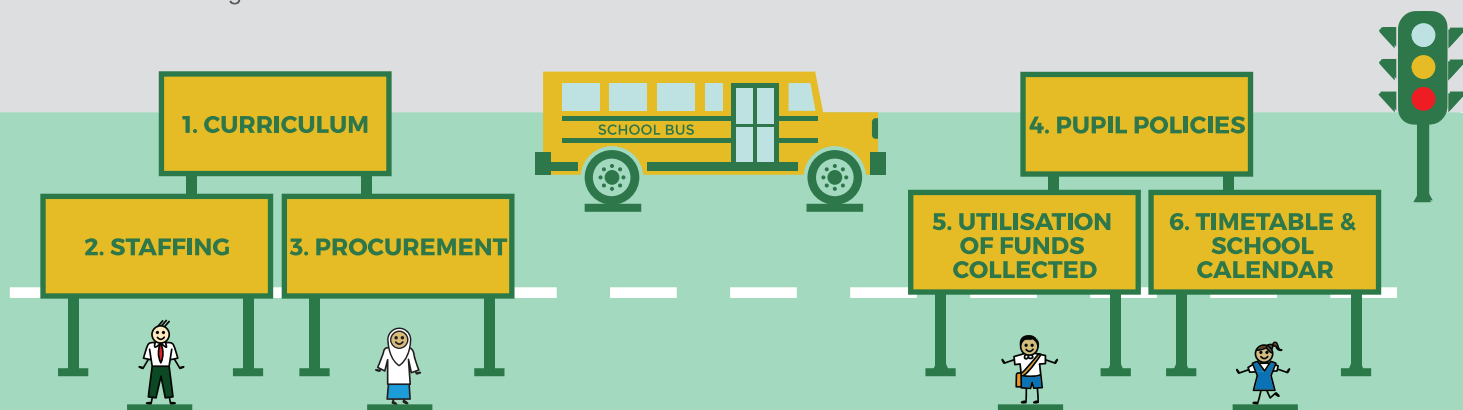
Trust Schools Programme Key Differentiators

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



AUTONOMIES

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





PROGRAMME OVERVIEW

Model Trust Schools



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

1. Integrated School Transformation Programme

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

2. Training & Support

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

3. Performance Management System

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

4. Sustainability Factors

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

PROGRESS TO DATE

The Year In Review

The TSP1.0 has been an inspiring venture encompassing 83 schools, 24 PPDs, and 10 states across Malaysia since its inception in 2011. As we celebrate the 12th year of this remarkable programme in 2022, it's been an incredible journey thus far.

We are delighted to announce that all 83 schools in the TSP 1.0 have successfully reached the TTMIP phase. Achieving their TTMIP status implies that Trust Schools have become self-reliant, with JPNs and PPDs supporting and monitoring their progress. The Trust Schools now hold the expertise, knowledge, and established processes. Once a Trust School, always a Trust School.

The TTMIP, evaluating against the Trust Schools Standards and Practices (TSSP), involves an assessment based on 20 indicators and 310 descriptors. Initially aiming for a 90% target achievement of 235 mandatory descriptors within 5 years, regardless of initial school standings, the idea was to embed Trust School practices deeply into the school culture. This milestone would signify the programme's sustainability, allowing schools to continue their journey with ongoing support to become "model" schools for others (requiring a 95% achievement).

TTMIP is a rigorous process, especially navigating through it during the pandemic. Schools faced challenges, devising strategies for file reviews and presentations online. Administrators went the extra mile, collaborating across districts and working late hours to compile plans for review.

What defines a TTMIP school? These schools exhibit qualities such as:

- i. School leaders are instructional leaders, sound human and financial resource management,
- ii. School development plans and school self-assessments are implemented based on various inputs,
- iii. Clear focus on student development, good quality teaching and learning - various types of pedagogy and methodologies are used in the classroom,
- iv. Leaders, teachers, and students are involved in internal learning networks and share best practices with nearby schools active, and
- v. Strong parental support, ability to continue the school's direction towards the Trust School Model level and ensure the sustainability of the TSP.

The next milestone for these schools is to become Model/Reference schools for their surrounding areas. This step aims to ensure that other schools can benefit from the invaluable learnings and experiences garnered by Trust Schools. While the road ahead remains long and challenging, even under unprecedented circumstances, our commitment remains steadfast. We will persist and adapt to the evolving landscape.



School characteristics at TTMIP Level 4

Leadership

Becoming Transformational and Instructional Leaders

1. The Senior Leadership Team ("SLT") are strong and capable instructional leaders. Many SLTs or "Penolong Kanan" have been moved to head other schools successfully.
2. Major transformation of the depth of involvement and commitment by the **Senior Leadership Team/Middle Leader (SLT/ML)** in supporting the teachers in the classroom.
3. Each school has developed embedded practices that demonstrate sustainability over time. Those integrated methods include **LeadEd, Teachsmart, MidLED, Gen-T, Counselor, FinLED, FinSMART and Generalist Teacher Programme (GTP)**.

Teachers

School culture of teamwork, commitment and solid pedagogy

1. The teachers relished the chance to talk and be listened to. They clearly **enjoy reflecting on their education journey** and were proud of their achievements and career paths. They are **able to articulate and are confident**.
2. **Advisory Teachers and Middle Leaders (AT/ML)** play the critical role in the transformation process and to ensure sustainability.
3. Teaching was **student-centred and reflects current 21st century learning**. Teachers **independently develop and conduct their own training (CPD)s**.

Students

Student confidence, collaborative learning, independent learning, leadership and development

1. Positive learning and emotional environment created by the school has the immediate effect of instilling **student confidence**.
2. Students have shown greater improvement in **communication skills** and **leadership skills**. Students are being given opportunities to grow their leadership and thinking skills by working on their own projects to be implemented independently while facilitated by teachers.
3. Student **collaboration** in the classroom, as well as in Co-curricular activities brings about creativity and self-development. **Student Voice group (SVG)** are active and leads in many school activities. This allows them a **sense of belonging** to the school, and awareness of their **contribution** to the improvement and success of the schools.

Community

1. Teamwork within the school staff from students, teachers, administrative and support staff through to effective partnerships with parents and the wider school community.

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.



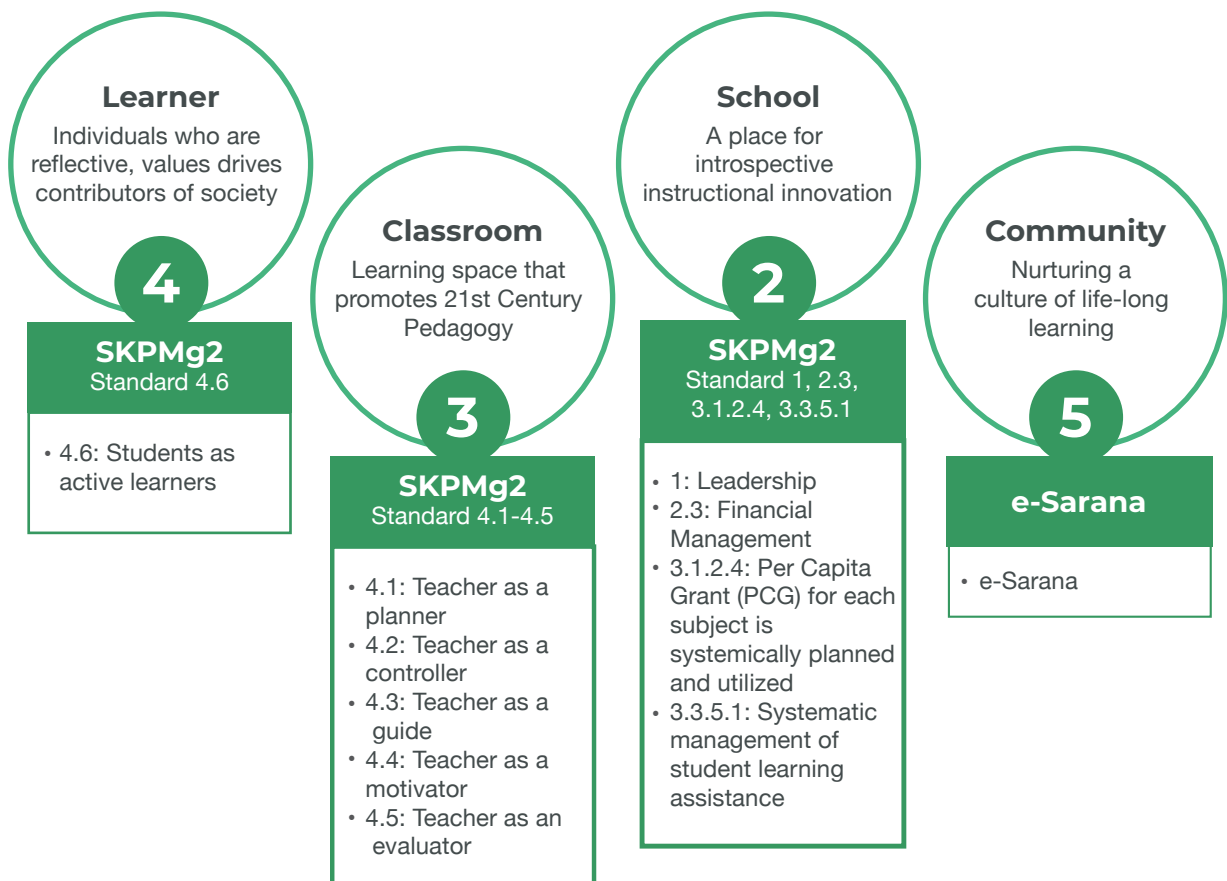
Trust Schools Programme 2.0

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

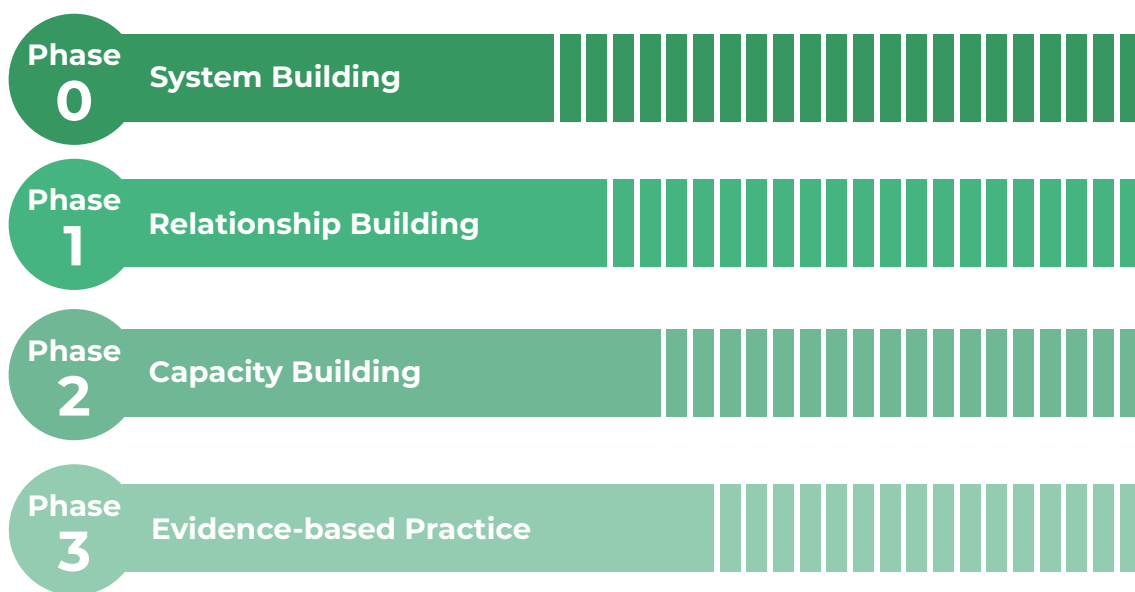
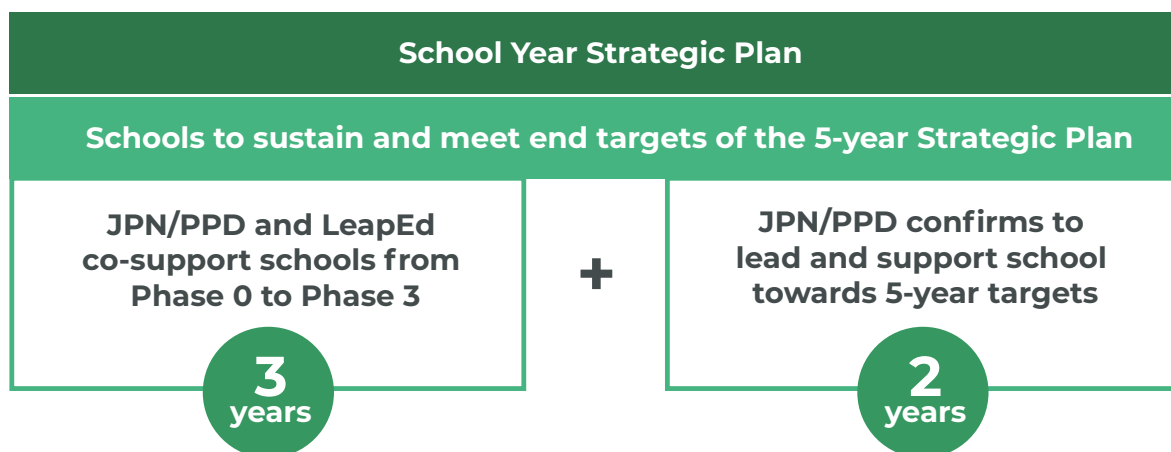


TSP 2.0 Success Criteria is in line with the standards as outlined in SKPMg2



TSP 2.0 Implementation Strategy

The 3 + 2 Year Intervention Approach



*Each phase is not tied to a specific time frame

Trust Schools Programme 2.0

Programme Overview

The TSP 2.0 was established in 2019, building upon the successes and experiences of its predecessor, TSP 1.0. It places utmost importance on enhancing student outcomes while striving for sustainability and scalability, employing a phased approach spanning 3 + 2 years. Initially, schools under the jurisdiction of JPN, PPD, and TSP 2.0 received three years of direct support from YA and LeapEd. Following this period, JPN, supported by PPD, assumes leadership for the subsequent two years to further transform and maintain the achievements over the full five-year period.

Unlike TSP 1.0, which had a standardised 90% achievement target for all schools, TSP 2.0 adopts a more adaptive approach. The targets in TSP 2.0 vary depending on the individual school's abilities and capabilities. The measurement of these achievements is facilitated through the utilisation of the SKPMg2 document, replacing the TSSP for Cohort 2019 and beyond.

The overarching focus of the TSP 2.0 programme centres on five dimensions, emphasising capacity building and the integration of a positive school culture that is not reliant solely on a specific group of individuals. The evaluation criteria for the TSP still consider both school progress and student outcomes, distributing the five dimensions between these two categories.

The initial cohort of TSP 2.0 schools in 2019 (Cohort 2019/21) consisted of seven schools located in Perlis and Bangsar, Kuala Lumpur. By 2021, these schools completed the “Tamat Tempoh Intervensi Program” (TTIP). Subsequently, Cohort 2020/23 welcomed the addition of two schools in Tapah, Perak, and two schools in Bahau, Negeri Sembilan, forming Cohort 2021/24. Both cohorts, 2019/21 and 2020/23, remain active, making a total of 11 schools currently part of the TSP 2.0 initiative.

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



Key Differences Between TSP 1.0 and TSP 2.0

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

Trust Schools Programme 2.0

(A) SCHOOL PROGRESS

In TSP 2.0, school progress is tracked according to three (3) dimensions: School leadership, Finance, and Parents and 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

The transition from remote learning to in-person classes commenced in March 2022, marking the reopening of schools. Schools promptly adjusted their schedules and physical setups in compliance with the Ministry of Education's (MoE) Standard Operating Procedures (SOP) at that time. The shift began with a hybrid learning approach, employing a rotational system (sistem penggiliran) where students alternated between attending lessons online and in person.

However, this blended learning model posed unique challenges for educators. Teachers had to prepare an array of learning materials encompassing visuals, pre-recorded videos, and printed resources to cater to both online and in-person teaching. They curated digital resources such as videos, audio content, and MS PowerPoint presentations, conducting classes via online platforms like Google Meet. Concurrently, they provided support to students attending physical classes.

Tracking student attendance during online sessions presented difficulties as mere logins did not guarantee active engagement. Consequently, teachers ensured additional support and catch-up sessions for online students when they attended face-to-face classes. Adherence to SOPs meant a shift in classroom dynamics, requiring students to sit individually in rows with separate tables and chairs, departing from the collaborative group settings.

The adaptation to the hybrid model necessitated varied teaching methodologies, ensuring an equitable learning experience for both online and in-person students. These adjustments highlighted educators' resilience and adaptability in navigating the complexities of this transitional phase.

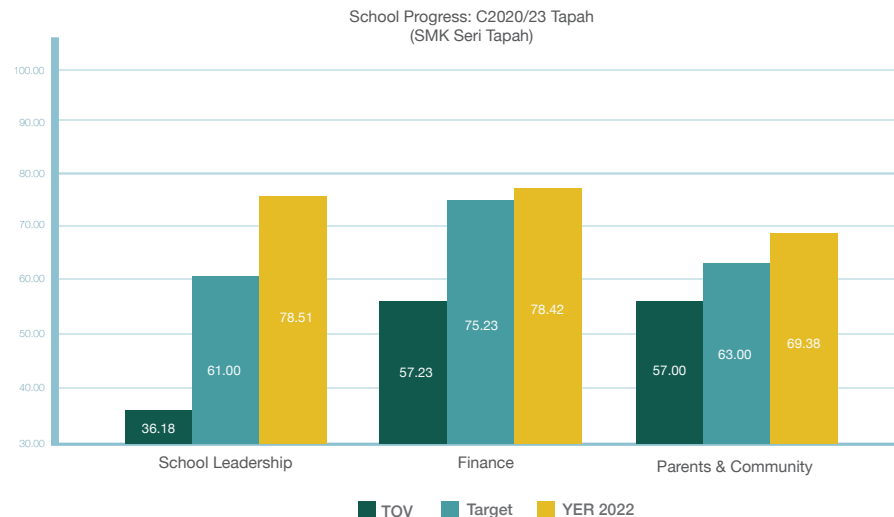
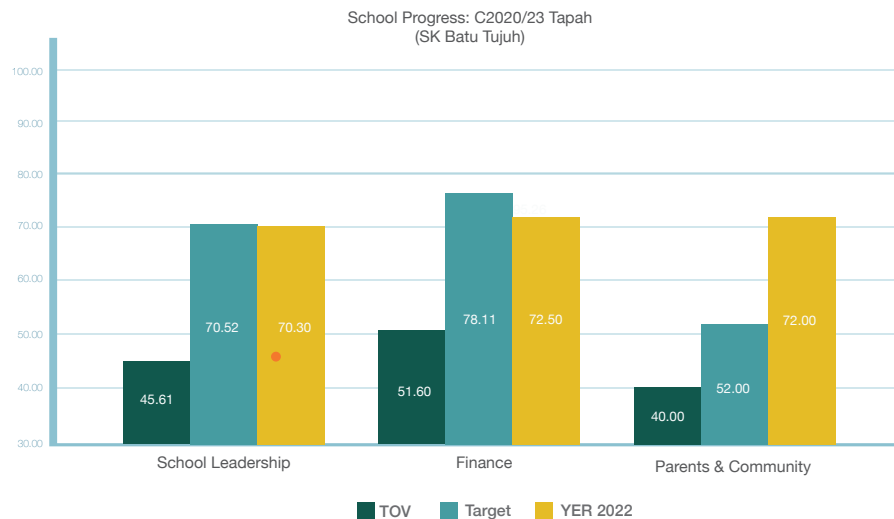


i. C2021/2023 Tapah

During the Movement Control Order (MCO), many students found comfort in staying at their village homes. Notably, some secondary school students started engaging in agricultural activities, cultivating fruits and plants, or assisting their families by working at souvenir stalls along the road to Cameron Highlands. To encourage students' return to school, the secondary school initiated the Student Voice Group (SVG), introducing activities like photography, school band, and participation in the MSSD sports meet.

Meanwhile, the primary school took proactive steps to address literacy and numeracy challenges among students. To enhance these skills, they introduced the Sinar Pagi programme, a crucial component of the SVG. Led by students, this programme involves morning sessions conducted by students for their peers, focusing on improving literacy and numeracy levels.

As of December 2022, Tapah's Cohort 2020/2023 has progressed to Phase 2 - 3. Comprehensive reporting on their overall advancements and achievements will be included in the forthcoming 2023 report, providing an updated overview of their progress and accomplishments.

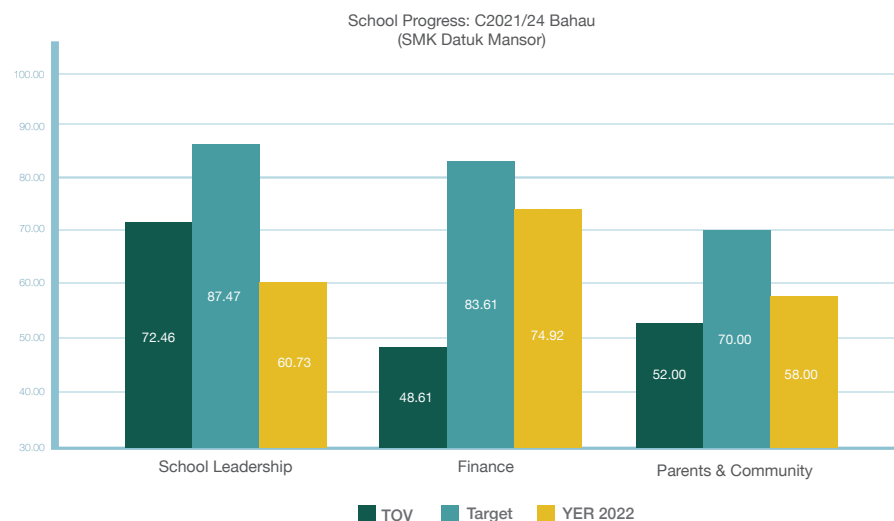
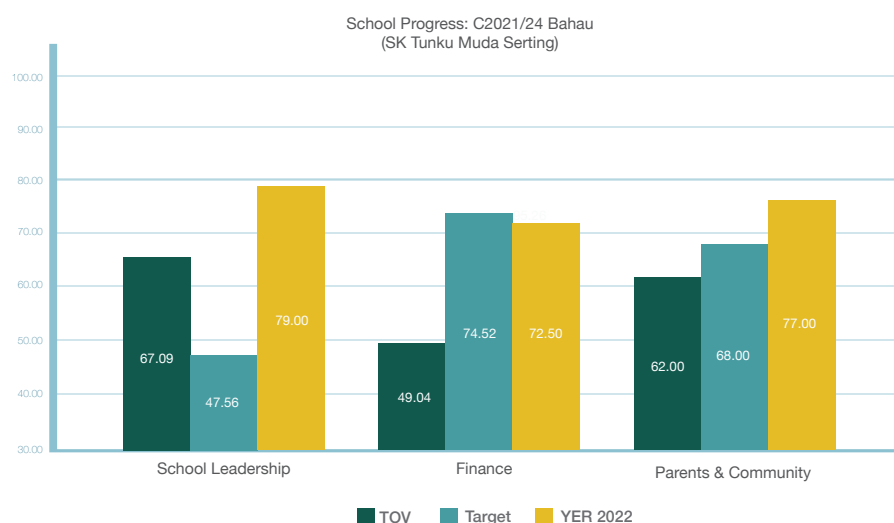


ii. C2021/2024 Bahau

The period leading up to the full resumption of face-to-face teaching in schools witnessed a decline in student attendance in February 2022. Notably, SK Tunku Muda Serting reported 69% attendance, while SMK Datuk Mansor recorded 75% attendance. During the school closures, secondary school students actively required employment to support their families financially.

In response to the attendance decline, schools proactively launched a 'Back to School' programme in March 2022, spearheaded by the school counsellor. The programme aimed to re-engage students by organising cultural events, SVG activities focusing on media, and counselling sessions. These efforts resulted in a significant improvement in attendance: SK Tunku Muda Serting's attendance increased to 84.2%, while SMK Datuk Mansor achieved full attendance (100%) by March 2022.

Furthermore, Bahau's Cohort 2021/2024 has progressed to Phase 1 - 2 as of December 2022, successfully completing its baseline evaluation. A comprehensive overview of this cohort's progress and achievements will be presented in the upcoming 2023 report, providing detailed insights into their advancements and growth.





(B) STUDENT OUTCOMES

Student outcomes are tracked based on two dimensions: Student Learner, and Teacher and Classroom. The following key indicators are used to track the 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

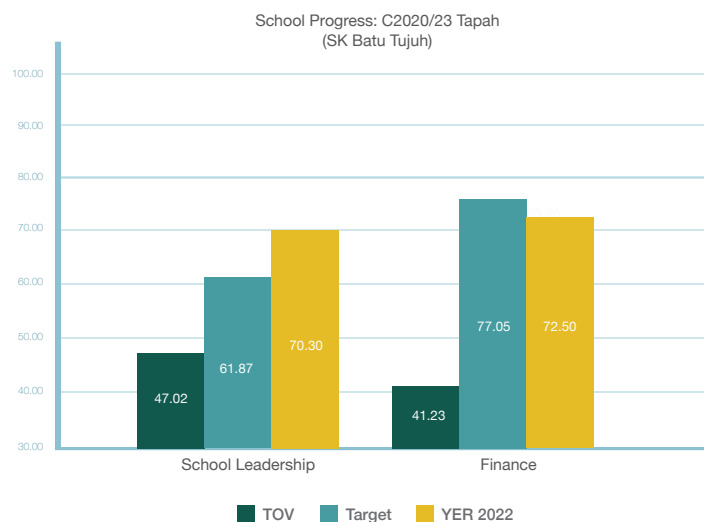
TSP 2.0 aims to have students as active learners, acquiring knowledge and skills, and inculcating positive values. Whilst teachers are to be as:

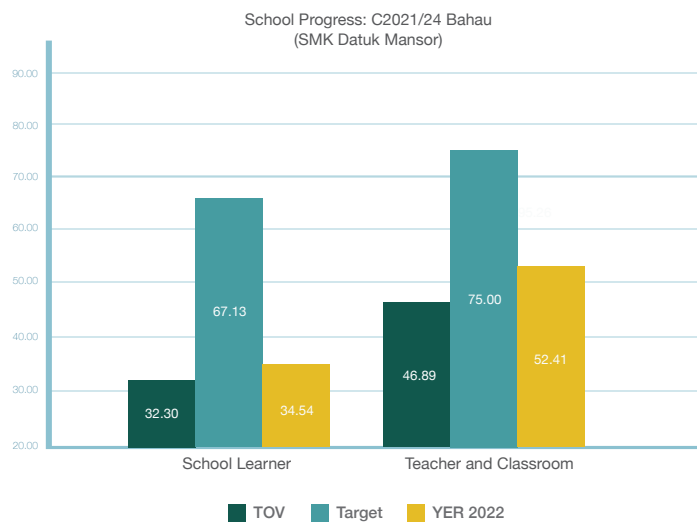
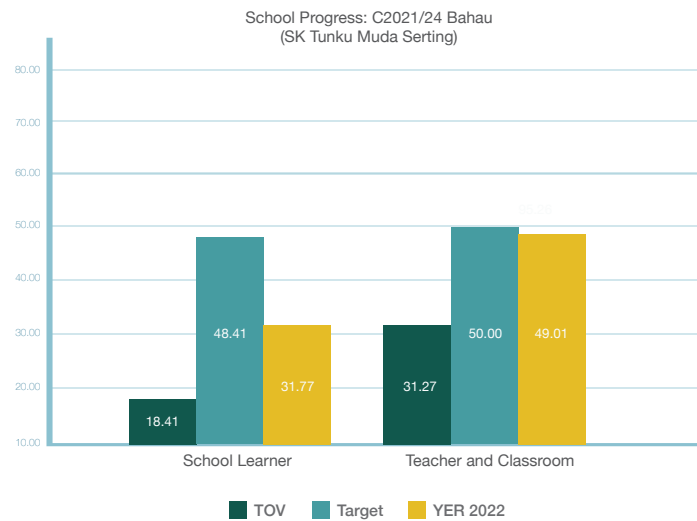
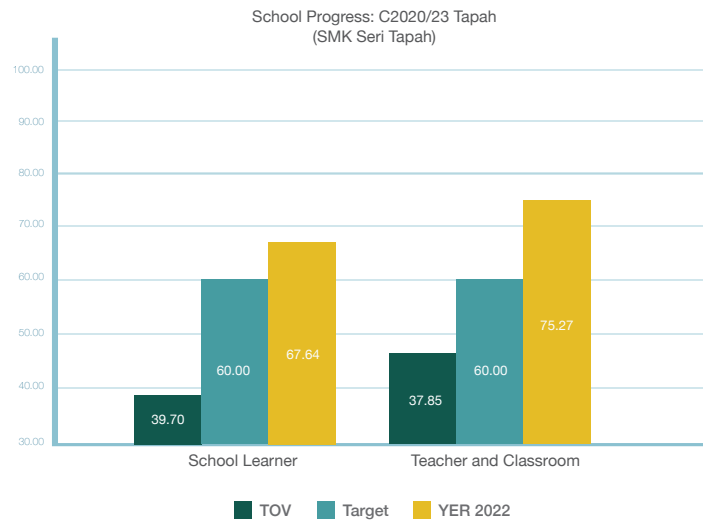
- a guide to help students master knowledge, skills and inculcate values based on the learning objectives
- a motivator in enhancing student motivation and soft skills
- an evaluator to measure student mastery level
- a planner to ensure readiness and meticulous preparation in carrying out Learning and 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 to track their quality.

The progress of student outcomes for Cohort 2021/2023 Bahau and Cohort 2020/23 Tapah can be tracked in the following charts:

i. C2020/23 Tapah







Notable Students Achievements in 2022

These are some of the notable achievements of the students from Cohort 2020/23 Tapah and Cohort 2021/23 Bahau throughout the year:

- C2020/23 Tapah

- SK Batu Tujuh

Karnival Inovasi Pendidikan Negeri Perak

1. Mohamed Fuad Bin Basar – Kit Stick Sifir (Anugerah Perak)
2. Norshalina Binti Mohd Shahr – Kit TPC (Anugerah Perak)

Eco-School Virtual Run Organised by JPN Perak

1. Second place in the 'Penyertaan Terbanyak Murid' category for PPD Batang Padang
2. Third place in the 'Penyertaan Terbanyak Murid' category in the whole of Perak.





“

Transformation doesn't happen overnight, everything has a process that needs to be understood and appreciated.

Cikgu Sabariah binti Hakim
Middle Leader
SMK Agama Kimanis



ROUTE PLAN



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



KEY PROGRAMMES (TSP 1.0)

LeadED

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

It is underpinned by:

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

MidLED

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

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

Professional Learning Community (PLC)

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

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

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

TeachSmart

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

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

Co-curriculum Programme

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

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

Subject-Based Classrooms

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

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

Become a Trust School

CAN ANY SCHOOL BECOME A TRUST SCHOOL?



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

Interest of sponsors
School readiness
School characteristics
MoE approval

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



Pre-Selection

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



Assessment and Selection

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



Post-Selection

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



Sponsor a School

BE A CATALYST FOR CHANGE

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

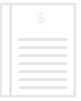
As a sponsor, you can choose to sponsor school programmes or customise your contribution to specific activities in line with their specific needs, interests or focus areas. Sponsorship opportunities incorporate high-visibility, high-value programmes that include the following benefits:

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

FINANCIAL REPORT



- Independent Auditor's Report
- Selected Audited Financial Indicators



Independent auditor's report to the Trustees of Yayasan AMIR (Incorporated in Malaysia)

Report on the selected audited financial indicators

Opinion

The selected audited financial indicators, which comprises the summary statement of financial position as at 31 December 2022 and the summary statement of comprehensive income for the financial year then ended, and related notes, are derived from the audited financial statements of the Yayasan AMIR for the financial year ended 31 December 2022.

In our opinion, the accompanying selected audited financial indicators are consistent, in all material respects, with the audited financial statements, on the basis described in Note 2 to the audited financial statements.

Selected audited financial indicators

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

The selected financial indicators and the audited financial statements do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial statements.

The audited financial statements and our report thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 29 May 2023.

Trustees' responsibility for the selected audited financial indicators

The Trustees are responsible for the preparation of the selected audited financial indicators on the basis described in Note 2 to the audited financial statements.

**Independent auditor's report to the Trustees of
Yayasan AMIR
(Incorporated in Malaysia)**

Auditors' responsibility

Our responsibility is to express an opinion on whether the selected financial indicators are consistent, in all material respects, with the audited financial statements of Yayasan AMIR for the financial year ended 31 December 2022 based on our procedures, which were conducted in accordance with Malaysian Approved Standard on Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".

A handwritten signature in black ink, appearing to read "Ernst & Young PLT", with a stylized flourish at the end.

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

Kuala Lumpur, Malaysia
13 November 2024



SELECTED AUDITED FINANCIAL INDICATORS

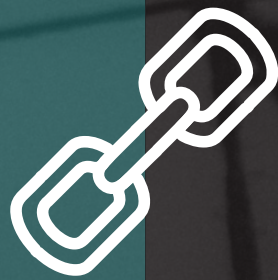
STATEMENT OF COMPREHENSIVE INCOME (RM Million)		
For the financial year ended 31 December 2022	2022 RM million	2021 RM million
Income	12.87	24.38
Sponsorship	11.97	20.75
Profit Income	0.71	0.76
GST refund/writeback of provision for GST	0.19	2.76
Others	0.00 [^]	0.11
Expenditure	12.87	24.38
Trust Schools Development Programme Costs	4.04	12.44
Other operating expenses	8.83	11.93
Finance costs	0.00 [^]	0.01
Surplus before taxation	-	-
Taxation	-	-
Net surplus	-	-
STATEMENT OF FINANCIAL POSITION (RM Million)		
As at 31 December 2022	2022 RM million	2021 RM million
Non-Current Assets	4.42	24.07
Equipment	0.03	0.02
Right-of-use asset	0.07	0.09
Cash and bank balances*	4.32	23.96
Current Assets	117.76	210.70
Cash and bank balances	29.21	45.92
Amount due from sponsors	88.33	164.61
Other receivables	0.22	0.17
Current Liabilities	18.40	31.20
Sponsorship-in-advance	3.14	3.17
Other payables	1.85	9.29
Amount due to Khazanah Nasional Berhad ("Khazanah")	1.82	4.11
Amount due to sponsors	11.33	11.33
Lease liability	0.04	0.09
Amount due to LeapEd Services Sdn. Bhd.	0.22	3.21
Net Current Assets	99.36	179.50
	103.78	203.57
Non-Current Liabilities	103.78	203.57
Amount due to LeapEd Services Sdn. Bhd.	0.19	-
Amount due to sponsors	3.57	3.57
Financing from Khazanah**	100.00	200.00
Lease liability	0.02	-
Represented by:	0.00[^]	0.00[^]
Contribution from member	0.00 [^]	0.00 [^]
Retained surplus	-	-
	103.78	203.57

* 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 Programme ("TSP") 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 TSP 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 TSP.

** 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.

[^] 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.

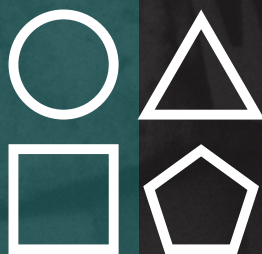
LeapEd programmes promote the holistic development of students through an integrated school improvement and transformation approach that focuses on leadership development, improving teaching and learning practices, nurturing student potential and building effective partnerships with parents and the community. 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.

KL Head Office

Common Ground 1 Powerhouse,
Horizon Penthouse, 1 Powerhouse,
No 1, Persiaran Bandar Utama,
Bandar Utama,
47800 Petaling Jaya, Selangor.

Tel: +603 2935 0053
Mail: enquiry@leapedservices.com

ACKNOWLEDGEMENTS





KEMENTERIAN PENDIDIKAN MALAYSIA

Tel : +603 8000 8000
Fax : +603 8000 8001
Website : <http://www.moe.gov.my>

LeapEd SERVICES SDN BHD

Tel : +603 2935 0053
Fax : -
Website : www.leapedservices.com

JABATAN PENDIDIKAN NEGERI JOHOR

Tel : +607 231 0000
Fax : +607 234 7132
Website : jpnjohor.moe.gov.my

JABATAN PENDIDIKAN NEGERI KELANTAN

Tel : +609 741 8000
Fax : +609 748 2554
Website : jpnkelantan.moe.gov.my

JABATAN PENDIDIKAN NEGERI SEMBILAN

Tel : +606 765 3100
Fax : +606 765 9969
Website : jpnns.gov.my

JABATAN PENDIDIKAN NEGERI PAHANG

Tel : +609 571 5700
Fax : +609 573 4857
Website : jpnpahang.moe.gov.my

JABATAN PENDIDIKAN NEGERI PERAK

Tel : +605 501 5000
Fax : +605 527 7273
Website : jpnperak.moe.gov.my

JABATAN PENDIDIKAN NEGERI PERLIS

Tel : +604 973 7777
Fax : +604 976 7080
Website : jpnperlis.moe.gov.my

JABATAN PENDIDIKAN PULAU PINANG

Tel : +604 657 5500
Fax : +604 658 2500
Website : jpnpp.moe.gov.my

JABATAN PENDIDIKAN NEGERI SEMBILAN

Tel : +606 765 3100
Fax : +606 765 9969
Website : jpnns.gov.my

JABATAN PENDIDIKAN NEGERI SABAH

Tel : +6088 537 011
Fax : +6088 234 828
Website : jpnnsabah.moe.gov.my

JABATAN PENDIDIKAN NEGERI SARAWAK

Tel : +6082 473 473
Fax : +6082 473 478
Website : jpnnsarawak.moe.gov.my

JABATAN PENDIDIKAN NEGERI SELANGOR

Tel : +603 5518 6500
Fax : +603 5510 2133
Website : jpnnselangor.moe.gov.my

JABATAN PENDIDIKAN NEGERI TERENGGANU

Tel : +609 621 3000
Fax : +609 623 8415
Website : jpnnterengganu.moe.gov.my

JABATAN PENDIDIKAN NEGERI WILAYAH PERSEKUTUAN KUALA LUMPUR

Tel : +603 6204 6000
Fax : +603 6204 6801
Website : jpwpk.l.moe.gov.my

6 STUDENT ASPIRATIONS

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

YAYASAN AMIR (919856-X)

Address	Suit 56, Unit 2-1, Level 2, The Podium, Tower 3, UOA Business Park, No 1, Jalan Pengaturcara U1/51A, Seksten U1, 40150 Shah Alam, Selangor
Tel	+603 2935 0058
Email	info@yayasanamir.org.my
Website	www.yayasanamir.org.my
Facebook	www.facebook.com/yayasanamir
Twitter	@yayasanamir
Instagram	@yayasanamir
Youtube	www.youtube.com/user/yayasanamir