ANNUAL PROGRESS REPORT 2023

Yayasan
AMIR

TRUST SCHOOLS PROGRAMME

"

**THE PURPOSE OF EDUCATION
IS NOT TO FILL A MIND
WITH FACTS, BUT TO TEACH
A PERSON TO THINK...**

"

-   **Albert Einstein**

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FOREWORD

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CHAIRMAN'S STATEMENT

The year 2023 presented new challenges for Yayasan AMIR, as we continued our pursuit of sustainable educational transformation in Malaysia. Despite obstacles, our commitment to the mission remains steadfast, and I am proud of how our team, partners, and the Trust Schools community have risen to meet these challenges.

This year, we prepared to introduce PALS (Peer-Assisted Learning and Sharing) as a pilot project in collaboration with Yayasan Hasanah - designed to foster collaborative growth and knowledge-sharing among schools by emphasising on the learnings from the Trust Schools Programme. Set to kick-off in 2024, we are optimistic about the program's potential to encourage meaningful peer-to-peer connections and to build a community of continuous learning among teachers and students alike. In the meantime, our team has continued to refine this initiative, ensuring that when it is implemented, it will be both impactful and sustainable.

RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA

Yayasan AMIR has also been working diligently on new initiatives aimed at supporting national education transformation. Our efforts align closely with the Ministry of Education's (MoE) 7 main thrusts or core focuses announced in 2022, particularly those aimed at enhancing leadership and teaching capabilities, promoting equity, and supporting student wellbeing. These initiatives underscore our dedication to raising the bar in education for all Malaysian students, and we look forward to collaborating with MoE to bring these objectives to fruition.

On a positive note, a significant milestone this year was the 'Persidangan Sekolah Amanah 2023' (The 2023 Trust Schools Conference), held for the first time after a five-year hiatus. This gathering was especially memorable, as the conference provided an opportunity for members of the Trust Schools community, sponsors, and our partners from Civil Society Organisations (CSOs) to reconnect, share experiences, and envision the future together. The turnout was exceptional, and it was heartening to witness the continued enthusiasm and commitment of the Trust Schools community. From the vibrant discussions to the exchange of ideas, the event reminded us all of the unwavering spirit that underpins the Trust Schools Programme.

The support of our esteemed sponsors, the dedication of our partners in MoE and the Trust Schools' community, and the invaluable contributions of our partners in civil society organisations have been instrumental in helping us navigate this year. We are deeply grateful to the Ministry of Education, as well as to the various Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD), for their ongoing partnership and trust in our mission. We also extend our appreciation to the team at Khazanah Nasional Berhad and our fellow advisors, whose efforts and dedication have been essential in driving forward our initiatives.

As we look toward 2024, our focus will be on implementing PALS, and working on new initiatives such as TRAIL and continuing our collaborative efforts with MoE to make meaningful progress on national educational goals. The journey to transform Malaysia's education system is far from easy, but with the support of our community, partners and stakeholders, we are confident that we can continue to make a lasting impact.

Thank you once again to all who have supported and championed our cause. Together, we will continue to work towards a brighter, more equitable future for Malaysia's young generations.

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

ABOUT US

OUR STORY

OUR STORY

Yayasan AMIR (YA) was incorporated by Khazanah Nasional Berhad in 2010 as a not-for-profit organization, to spearhead the Trust Schools Program through a Public-Private Partnership (PPP) with the Ministry of Education (MoE).

YA's primary aspiration is to enhance students' outcomes by improving school management practices and curriculum delivery in the classroom. Furthermore, YA aims to establish a sustainable network of Trust Schools to promote comprehensive and enduring transformation within the national education system.

Our Mission	To promote excellence in the national school system by :

IMPROVING
management of school

IMPROVING
curriculum delivery in classroom

CREATING
a leading network of sustainably transformed school

PROVIDING
assistance on school financial management methods

YA shares the same aspiration with MOE, to nurture future leaders who are competitive, equipped with knowledge, critical thinking abilities, skills, and creativity required to reach their full potential. This aligns with the government's and our leaders' hope of creating a 'Madani' society: progressive, cultured, noble, virtuous, and prosperous. Through the Trust Schools Program, the concept of human capital is also applied to cultivate not only holistic students but also globally competent educators through the application of values such as quality, integrity, and strong morals.

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

THREE KEY OUTCOME

01

Embedment of the culture of excellence throughout the school

02

Development of 21st century learners and educators

03

Making education a community responsibility

Building on its commitment to educational transformation, Yayasan AMIR (YA) is now advancing new initiatives to nurture Communities of Practice (CoP) among Malaysian educators. Through platforms like RaSA (Rangkaian Sekolah Amanah) and PALS (Peer-Assisted Learning and Sharing), YA is fostering collaborative networks where educators can exchange best practices, mentor one another, and collectively address challenges in teaching and learning.

These initiatives aim to strengthen professional development, encourage shared accountability, and cultivate a culture of continuous improvement among teachers. By empowering educators as agents of change, YA is accelerating the transformation process towards creating holistic and globally competent learners within the national education landscape.

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 Trustee on 7 February 2011.

Currently the Group Chairman of Permodalan Nasional Berhad (PNB), Chairman of 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 Executive Chairman of PricewaterhouseCoopers (PwC) Malaysia, Chairman and Director of Maxis Berhad, Chairman of Ekuiti Nasional Berhad, Icon Offshore Berhad, Danamodal Nasional Berhad and Director of Khazanah Nasional Berhad. He was also formerly Chairman of the Malaysian Accounting Standards Board.

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.

His previous international appointments include the Chairman of the Leadership Team of PwC Asia 7, member of the Standards Advisory Council of the International Accounting Standards Board, and the PwC Global IFRS Board.

Raja Tan Sri Arshad is 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.

BOARD OF TRUSTEES

DATO' NOOR REZAN BAPOO HASHIM

Dato' Noor Rezan Bapoo Hashim was appointed into Yayasan AMIR's Board of Trustee on 10 February 2012. She is the former Deputy Director-General of the Ministry of Education and headed a Committee under the purview of the Prime Minister to strengthen the English Language in Malaysian schools.

Dato' Noor Rezan was the Leader of the Ministry of Education's Lab under the National Key Result Areas (NKRA) in Education and served as the Education Advisor to Khazanah Nasional Berhad; providing guidance on several educational initiatives namely PINTAR Foundation, the Trust Schools Programme and Teach for Malaysia (TFM).

MANAGEMENT TEAM

ZAIDA KHALIDA SHAARI
Advisor

AZLINA SHAHROM
Programme Director

ANUAR JAAFAR
Senior Officer,
Programme Management

CAHAYA JAPAR
Senior Officer,
Programme Management

MOHD NOOR MOHD ISA
Senior Officer,
Programme Management

ENGKU HARRIS ENGKU MURAD
Officer,
Programme Management

NORLIZA SHARUDDIN
Officer,
Finance and Support Services

PROGRAMME STAKEHOLDERS

PROGRAMME STAKEHOLDERS

OUR SPONSORS

Yayasan AMIR and the Ministry of Education Malaysia extend our heartfelt gratitude to our esteemed sponsors for sharing our vision of empowering every child to achieve their full potential.

Your unwavering commitment and generous support have been instrumental in advancing the transformation of our public education system. Through your partnership, we have been able to introduce innovative and sustainable methodologies that enhance teaching, learning, and school management practices.

This meaningful collaboration continues to pave the way for cultivating well-rounded, empowered students who take ownership of their learning journey, contributing to a brighter and more progressive future for Malaysia.

Khazanah Nasional Berhad	Yayasan Hasanah

PETRONAS	Tenaga Nasional Berhad	UEM Group Berhad / Yayasan UEM

| Majlis Agama Islam & Adat Istiadat Melayu Perlis (MAIPs)	Yayasan DayaDiri	TIME dotCOM Berhad

Yayasan Pahang	Westports Malaysia	LeapEd Services Sdn Bhd

KEY STAKEHOLDERS

Yayasan AMIR is a not-for-profit foundation dedicated to driving transformative change within Malaysia's education sector by collaborating with the Ministry of Education (MoE) under the government's initiative to strengthen Public-Private Partnerships. Through the pioneering Trust Schools Programme (TSP), Yayasan AMIR seeks to create a holistic and student-centered educational environment in Government schools, fostering excellence in teaching, learning, and school management.

This strategic partnership is formalised through the Public-Private Sector Operation & Management Agreement (PPSOMA) with the MoE, reflecting a shared commitment to advancing national education goals. By leveraging the strengths of both the public and private sectors, the initiative aims to promote holistic student development, equipping them with the knowledge, skills, and values necessary to thrive in an increasingly complex and interconnected world.
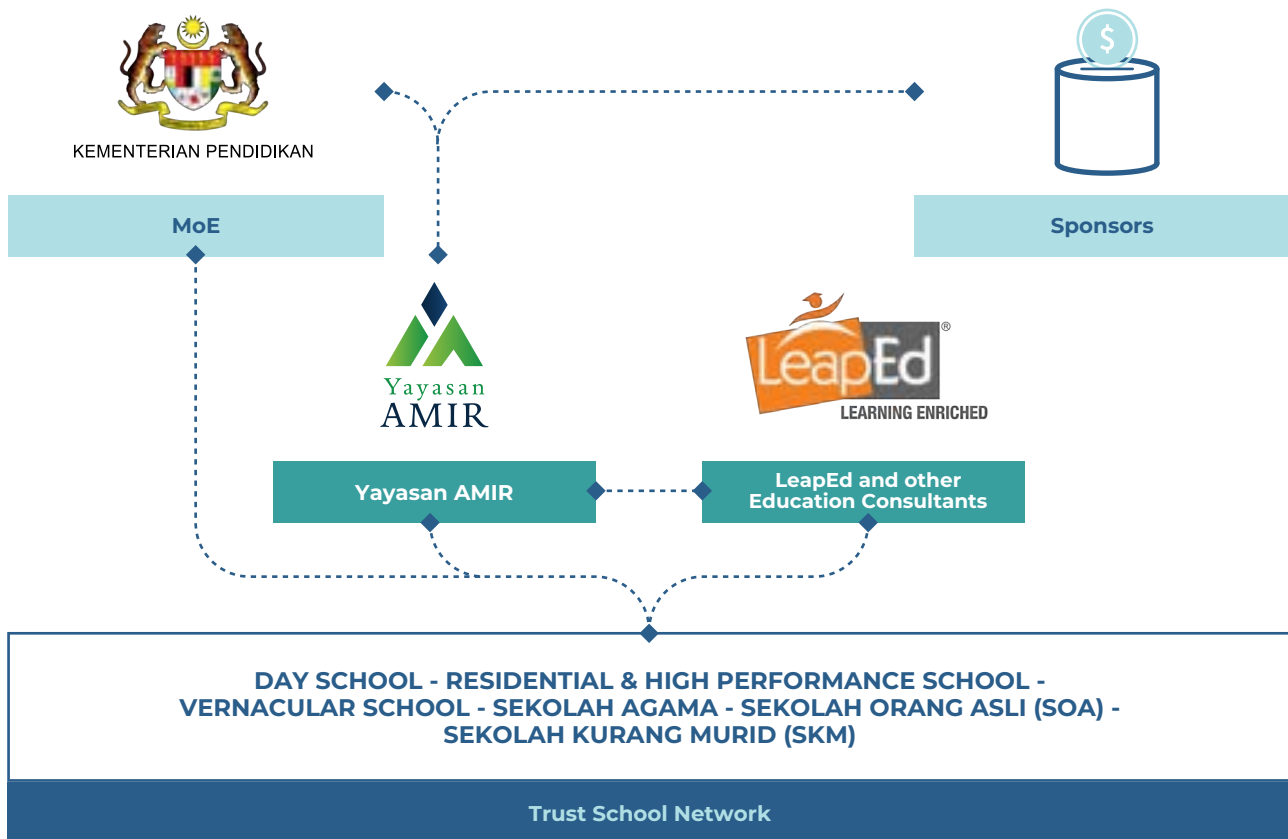
Ministry of Education	Yayasan AMIR	Education Consultants	Trust School Network
Public to Government - Regulator - Public school owner	Non profit organisation - Sets overall vision and strategic direction of the TSP - Procures sponsors for the financial sustainability of the TSP	- Deploys specialist team to each school	- 94 Trust Schools currently implementing the Trust Schools model

OUR JOURNEY

OUR JOURNEY

YAYASAN AMIR
TRUST SCHOOLS JOURNEY

CULTURE EMBEDMENT

SPONSORSHIP

TRUST SCHOOL

SELECTION →

KPT ↑

JPN Support

MOE Support

PPD Support

01	02	03	04	05
Sponsorship	**Selection**	**Designation as Trust School**	**Key Performance Targets Setting (KPT)** *(5-year road map)*	**Transformation Phase** *(TSP 1.0)*
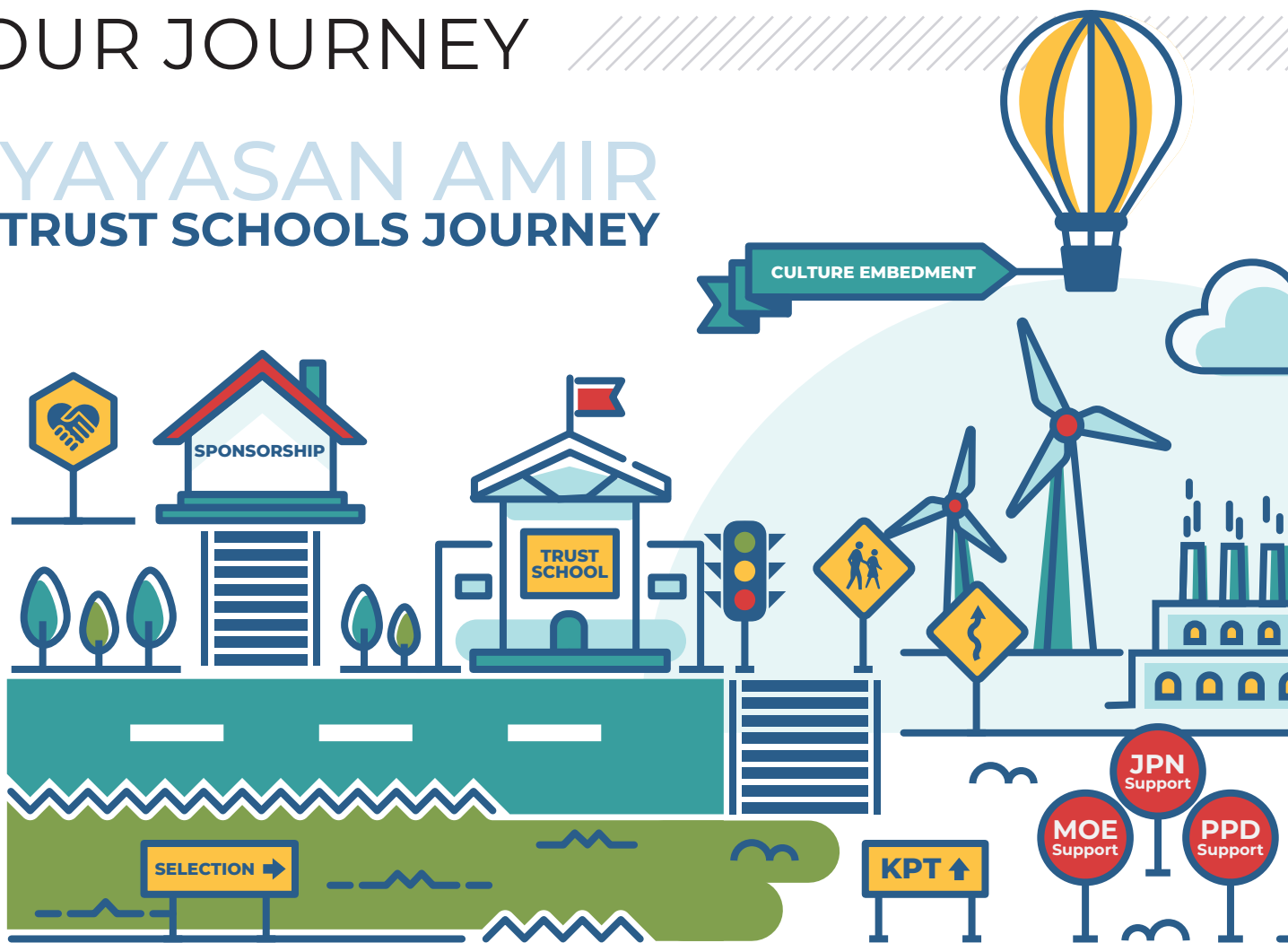
01
- Sponsorship of TSP may come from any foundation, private companies, alumni groups, non-governmental organisations or individuals who are willing to sponsors a Trust School
- An application form is to be submitted to MoE

02
- 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

03
- Approval is sought from MoE to designate Trust School upon agreement by sponsors
- The TSP adopts the GRM to embed sustainable school improvement practices

04
- Rigorous self-evaluation process to identify and set the schools' Take-Off Values (TOV)
- KPT is presented to MoE for approval
- School to plan roadmap to meet KPT
- School to develop annual tactical plan to focus on key areas for improvement

05
- Theory, modeling and new systems are introduced

CULTURE EMBEDMENT

MODEL SCHOOL

JPN Support

MOE Support

PPD Support

HOLICTIC STUDENT

JPN Support

MOE Support

PPD Support

06
Solidifying Phase
(TSP 1.0)

- Schools' staff take ownership
- Schools embed activities and best practices

07
Transition Phase
(TSP 1.0)

- Progress is monitored and selective support provided for TTMIP

08
Post Implementation
(TSP 1.0)

- Reach the expected standard of a Trust School
- Expected to sustain these systems and develop continuously with the support from MoE

09
The Phased Approach (Support & Progression)
(TSP 2.0)

- 3 + 2 years intervention programme
- Focusing on 5 groups through 3 intervention phases
- **Phase 0 -** System Building
  Phase 1 - Relationship Building
  Phase 2 - Capacity Building
  Phase 3 - Evidence-based Research
- For the first 3 years, JPN/PPD and LeapEd co-support the schools from Phase 0 to Phase 3
- JPN/PPD contiue to lead/support the school towrds 5-years targets for the remaining 2 years

10
Model School

- Independent practices

THRUST SCHOOL PROGRAMMES

2023 TRUST SCHOOLS NETWORK
PAST TSP MODEL (TSP 1.0) & CURRENT TSP MODEL (TSP 2.0)

KEDAH

64 pre-selected schools
for Projek AMAN

PERLIS

- SK Batu Bertangkup
- SK Seberang Ramai
- SK Simpang Ampat
- SMK Kuala Perlis
- SMK Sanglang

KELANTAN

- SK Jeli (I)
- SK Ayer Lanas
- SK Gemang
- SMK Jeli
- SMK Ayer Lanas

TERENGGANU

- SK Kijal
- SK Bukit Anak Dara
- SK Ibok
- SK Telok Kalong
- SMK Kijal
- SMK Paka III
- SK Pengkalan Berangan
- SK Jerong
- SK Wakaf Tapai
- SMK Seri Paka
- SMK Pengkalan Berangan
- SMK Wakaf Tapai

PERAK

- Kolej Melayu Kuala Kangsar
- SK Seri Samudera
- SK Seri Bayu
- SMK Seri Samudera
- SK Batu Tujuh
- SMK Sri Tapah

JOHOR

- SK Bandar Uda 2
- SK Kg. Layau
- SJK(T) Kangkar Pulai
- SMK Gelang Patah
- SMK Semenchu
- 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

SELANGOR

- SK Pulau Indah
- SK Pulau Indah 2
- SMK Pulau Indah
- SK Bandar Sunway
- SK Lembah Subang
- SK Cyberjaya
- SMK Bandar Sunway
- SMK Lembah Subang
- SMK Cyberjaya
- SMK Bandar Baru Salak Tinggi
- SK KLIA
- SK Kg. Jawa
- SJKT Ladang Batu Ampat
- SMK Kg. Jawa

NEGERI SEMBILAN

- Kolej Tunku Kurshiah
- SK Tunku Muda Serting
- SMK Datuk Mansor

KUALA LUMPUR

- SK Desa Pandan
- SK Convent Jalan Peel
- SK Sultan Hisamuddin Alam Shah
- SJK(T) Vivekananda
- SMK Cochrane
- SMK Taman Maluri
- SK Bangsar
- SMK Bangsar

PAHANG

- SK Kempadang
- SK Tanjung Lumpur
- SMK Tanjong Lumpur

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

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 Kimanis
- SMKA Limauan

94 SCHOOL

11 JPNs

25 PPDs

more than **160,000** STUDENTS

close to **6,500** TEACHERS

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

> "A SCHOOL IS NOT JUST A PLACE WHERE LESSONS ARE TAUGHT; IT IS A PLACE WHERE HEARTS ARE SHAPED AND DREAMS ARE NURTURED.
>
> THE ROLE OF EDUCATION IS TO INSPIRE, TO CHALLENGE, AND TO SUPPORT EVERY CHILD IN DISCOVERING THEIR UNIQUE GIFTS. WHEN EDUCATION IS GROUNDED IN VALUES, COLLABORATION, AND INNOVATION, IT TRANSFORMS NOT JUST INDIVIDUALS BUT ENTIRE COMMUNITIES."
>
> - **Paolo Freire**

CURRENT MILESTONES

CURRENT MILESTONES

FEBRUARY

- **6 February 2023 :** TS Sabah Benchmarking Visit to SK Pulau Indah, Selangor
- **9 February 2023 :** Data Collection for Trust Schools Processes Five Trust Schools in Sabah
- **13 February 2023 :** TTMIP Celebration for Jeli cohort in Jeli, Kelantan
- **15 February 2023 :** JPN/PPD monitoring kit review with JPN Sarawak
- **20 February 2023 :** Kunjung Hormat KPPD Petaling Utama, Puan Haniza Mohd Jabbar. Discussion was on TRAIL Pilot at to be carried out at PKG Petaling Utama

JANUARY

- **4 January 2023 :** Yayasan AMIR awarded the first Hasanah Grant through the Hasanah Special Grant 2022 window for the pilot implementation of PALS
- **13 January 2023 :** Trust Schools Financial Review for Kimanis Cluster, Sabah
- **16 January 202 3 :** TTMIP Celebration for Dungun and Marang cohort in Kuala Terengganu
- **26 January 2023 :** JPN Negeri Sembilan and PPD Jempol Jelebu Taskforce Meeting on Bahau TSP2.0
- **27 January 2023 :** TTMIP Celebration SMK Bandar Sunway, Selangor

MARCH

- **13 March 2023 :** Meeting with JPN Perak and initial socialisation on PALS pilot
- **23 March 2023 :** Data collection for Trust Schools Processes with SK Desa Pandan
- **24 March 2023 :** JPN/PPD monitoring kit review with JPN Selangor
- **29 March 2023 :** Data collection for Trust Schools Processes with SMK Cyberjaya
- **30 March 2023 :** JPN/PPD monitoring kit review with PPD Kuantan

APRIL

- **4 April 2023 :** Kunjung Hormat Timbalan Pengarah, Sektor Pengurusan Sekolah, JPN Selangor, Tuan Haji Azuan Bin Mohd Nawawi
- **5 April 2023 :** Discussion review for Trust Schools Standard Practices (TSSP) and Standard Kualiti Pendidikan Malaysia with selected schools in Sarawak.

MAY

- **10 May 2023 :** Initial meeting to discuss the possibilities of a new initiative : TRAIL
- **12 May 2023 :** Kunjung Hormat Pengarah, Jabatan Pendidikan Negeri Sembilan. YBrs. Dr. Haji Roslan Bin Hussin
- **22 May 2023 :** Management Meeting with JPN Negeri Sembilan, PPD Jempol Jelebu and Bahau TSP 2.0 schools
- **30 May 2023 :** TTIP Meeting with BPSH at Putrajaya

2023 MILESTONES

SEPTEMBER

- **11 September 2023 :** Final Report presentation to PETRONAS Human Capital Investment (HCI) team
- **15 September 2023 :** Kick-off Meeting with JPN Selangor on Trust Schools Conference (TSC2023)

AUGUST

- **4 August 2024 :** Kick-off Meeting with BPSH on Trust Schools Conference (TSC2023)
- **16 August 2023 :** Initial approval by MoE to pilot PALS in Manjung, Perak
- **23 August 2023 :** TTIP Meeting at PPD Batang Padang, Tapah, Perak

JULY

- **24 July 2023 :** Approval letter on Trust Schools Conference (TSC2023) received from BPSH

JUNE

- **9 June 2023 :** UPSI official visit to SK Desa Pandan
- **19 June 2023 :** Kunjung Hormat KPPD Pontian, Johor, Tuan Haji Abdul Rahman
- **24 June 2023 :** Kolokium Kajian Tindakan SMK Taman Maluri
- **28 June 2023 :** Kunjung Hormat KPPD Petaling Utama, Puan Haniza

OCTOBER

- **5 October 2023 :** Bahau TSP2.0 Progress Report Presentation to Yayasan UEM
- **11 October 2023 :** Discussion review with PPD Lundu for Trust Schools reporting structure
- **25 to 26 October 2023 :** The Trust Schools Conference returns after a 5-year hiatus
- **28 October 2023 :** TTMIP Celebration SJKT Kangkar Pulai, Johor

NOVEMBER

- **8 November 2023 :** Initial discussion on Public School Transformation initiative with Yayasan Hasanah and CSOs
- **12 November 2023 :** Yayasan AMIR Strategic Retreat 2024
- **22 November 2023 :** Puan Nurul Izzah Anwar's visit to Tapah Trust Schools
- **25 November 2023 :** Kolokium Kajian Tindakan SMK Cochrane
- **28 November 2023 :** Hap Seng Consolidated Bhd 'Education Roundtable', co-hosted with Edvolution Enterprise, and attended by representatives from Tech, EdTech and corporate CSR teams.

DECEMBER

- **1 December 2023 :** Kunjung Hormat Pengarah, Jabatan Pendidikan Negeri Sembilan. YBrs. Dr. Haji Roslan Bin Hussin
- **5 December 2023 :** Discussion with Manjung TS PGBs on the implementation of PALS
- **13 December 2023 :** Kunjung Hormat Timbalan Pengarah, Sektor Pengurusan Sekolah, Jabatan Pendidikan Negeri Johor. Tuan Haji Anuar Bin Sukiran
- **21 December 2023 :** Further discussion with JPN Perak on finalising the mechanics of PALS

THE YEAR IN REVIEW

THE YEAR IN REVIEW /////////////////

YEAR 2023 IN A GLANCE

We began 2023 with the exciting announcement of being awarded our very first grant by **Yayasan Hasanah** through the **Hasanah Special Grant 2022 window**, to pilot our new initiative, **Peer-Assisted Learning and Sharing (PALS)**. This milestone represents a significant achievement for Yayasan AMIR, marking a new chapter in our efforts to expand educational transformation post-TSP.

Throughout the year, Yayasan AMIR continued to champion transformative educational initiatives across Malaysia, steadfastly supporting Trust Schools in their journey toward sustainable improvement and resilience. As the nation emerged from the disruptions of the COVID-19 pandemic, Yayasan AMIR's flagship **Trust Schools Programme (TSP)** reaffirmed its commitment to strengthening education outcomes while adapting to new and evolving learning paradigms.

For **TSP 1.0**, comprising 83 Trust Schools from Cohorts 2011 through 2016, all schools successfully transitioned under the Tamat Tempoh Matang Intervensi Program (TTMIP). This transition enabled their reintegration with their respective Jabatan Pendidikan Negeri (JPN), ensuring sustained growth through regional support. These schools have maintained the program's legacy of enhanced school management, effective curriculum delivery, and continuous performance monitoring, representing a maturing model of transformation.

Meanwhile, **TSP 2.0**, consisting of 11 schools, with 9 from the Cohort 2019 and 2020 in Bangsar and Perlis completed the Tamat Tempoh Intervensi Program (TTIP) in 2021. While the remaining 2 from Negeri Sembilan (Cohort 2021) set to end in 2024. Although the pandemic's aftereffects continued to impact student outcomes, the hybrid learning model introduced during this period has since become integral, enhancing engagement among students, teachers, and parents. The success of hybrid learning showcased Yayasan AMIR's adaptability and its ability to leverage innovation in education to meet evolving challenges.

2023 also marked the return of the **Trust Schools Conference** after a five-year hiatus, bringing together educators, policymakers, and stakeholders to celebrate milestones, share best practices, and explore innovative approaches to education transformation. This event underscored Yayasan AMIR's ongoing commitment to fostering collaboration and dialogue among education professionals.

Furthering the sustainability of TSP, Yayasan AMIR expanded its **RaSA (Rangkaian Sekolah Amanah)** platform, creating a robust network to support and connect schools in sustaining best practices and ensuring long-term impact. Additionally, Yayasan AMIR ventured into the **Peer-Assisted Learning and Sharing (PALS)** programme, designed to facilitate mentorship and collaborative learning between established Trust Schools and surrounding schools. Yayasan AMIR was thrilled to be awarded the **Hasanah Grant** for the first time, through the **Hasanah Special Grant 2022 window**, to pilot the PALS programme in **Manjung, Perak**. This achievement marks a significant milestone for Yayasan AMIR post-TSP, underscoring its continued relevance and innovation in driving education transformation.

Both RaSA and PALS are key initiatives to nurture **Communities of Practice (CoP)** among educators in the national education system. By fostering peer-to-peer learning, collaborative problem-solving, and shared accountability, these platforms cultivate a professional ecosystem that encourages continuous growth, innovation, and resilience among schools and teachers.

Through these achievements, Yayasan AMIR reaffirms its unwavering commitment to transforming Malaysia's education landscape, enabling holistic and sustainable change that benefits students, educators, and communities nationwide.

KEY HIGHLIGHTS OF 2023

4 January 2023 – Award of Yayasan Hasanah Special Grant (HSG) 2022 for PALS Pilot

Yayasan AMIR achieved a significant milestone by securing its first-ever Hasanah Grant under the Hasanah Special Grant 2022. This grant supports the pilot implementation of the **Peer-Assisted Learning and Sharing (PALS)** programme, a new initiative designed to empower educators through mentorship and collaboration between schools.

The grant signifies recognition of Yayasan AMIR's commitment to transforming education and fostering life-long learning among educators. The pilot implementation of PALS sets the stage for scaling impactful peer-to-peer learning platforms that will drive sustainable excellence in teaching practices and improve student outcomes.

31 January 2023 – 6 Trust Schools Shortlisted in the Top-15 Semi-Finalist for the World's Best School Prizes: Malaysia Chapter 2.0 2023

Six Trust Schools; SM Sains Kuching, SK Seberang Ramai, SK Jeli 1, SK Seri Samudera, SK Bangsar, and SMK Pulau Indah have been proudly shortlisted among the top 15 semi-finalists for the World's Best Schools Prizes: Malaysian Chapter 2.0 2023. This prestigious award, organised by T4 Education and supported locally by Yayasan Hasanah and LeapEd Services, recognises outstanding schools across Malaysia for their innovative practices, transformative leadership, and commitment to excellence in education.

25 August 2023 – Persidangan Sekolah Amanah 2023: A Celebrated Return of the Trust Schools Conference

Persidangan Sekolah Amanah 2023 (The Trust Schools Conference 2023) marked a highly anticipated and impactful event for Yayasan AMIR (YA), symbolising a strong comeback after a five-year hiatus. Held from 25 to 26 October 2023 at Geno Hotel in Subang Jaya, Selangor, the conference welcomed approximately 500 participants, including representatives from the Ministry of Education (MoE), Jabatan Pendidikan Negeri (JPN), Pejabat Pendidikan Daerah (PPD), the Trust Schools network, sponsors, partners, and Civil Society Organisations (CSOs).

This year's theme, "Transformasi Pendidikan Malaysia: Memupuk Kesiapsiagaan Masa Hadapan" (Transforming Malaysia's Education: Fostering Future Readiness), underscored the conference's focus on forward-looking, resilient, and adaptable educational practices.

Originally scheduled for 2020, the conference was deferred due to the COVID-19 pandemic, with the last event held in Kuching, Sarawak, in 2018. With the support of Jabatan Pendidikan Negeri Selangor, the 2023 conference highlighted both reflection and renewal, honouring Trust Schools' dedication to educational transformation while envisioning sustainable progress for the future.

Event Highlights

Day 1 – 25 October 2023	
Inspiring Keynote and Engaging Sessions	**Forum on Future Readiness**
Day 1 opened with a keynote address by YBhg. Dato' Noor Rezan Bapoo Hashim, followed by EDTalk sessions, where leaders from Trust Schools shared their insights on advancing educational reform. In Session 1, Puan Rahzailina (Guru Besar, SK Jeram Batu), Puan Setia Ken (Pengetua, SMK Muara Tuang), and Tuan Haji Murad (formerly Pengetua of SMK Datuk Mansor) discussed their experiences under the theme "Pengajaran dan Pandangan Mengenai Masa Hadapan: Program Sekolah Amanah". Their talks highlighted the transformative power of the Trust Schools Programme (TSP) and its capacity to shape Malaysia's educational landscape.	Session 2 featured a dynamic forum on "Perjalanan untuk Persediaan Masa Hadapan: Manifestasi Memupuk Pemikiran", moderated by Ann Jones of LeapEd Services. Panelists, including Puan Norma Edros (SK Cyberjaya), Encik Mohd Syafiq (SMK Kuala Perlis), student Nurul Farah Misbari (SMK Pulau Indah), and PIBG member Encik Faizal Mohammad Arshad (SMK Cochrane), shared insights on building resilience and critical thinking to prepare students for the future.
Addressing Learning Gaps and Nurturing the 'Lost Generation'	**Special Presentations on Mental Health and Peer Learning**
Session 3 focused on bridging learning gaps post-COVID-19. Esteemed middle leaders and teachers, including Encik Adi Haizan (SK Kijal), Puan Maznah Omar (SMK Jeli), Puan Sabariah Hakim (SMKA Kimanis), and Puan Fatin Diana (SK Kempadang), shared their efforts in closing these gaps and supporting students who had faced significant disruptions.	Mr. Kelvin Tan, CEO and Founder of Project ID, presented on mental health among educators and students, highlighting the need for wellbeing support in the education sector. Additionally, SMK Lundu representatives from Sarawak—Puan Adlina anak Sojep, Charlize anak Asbi, and Mohd Khairul Hakimi—gave an inspiring presentation on their "Students Teach Students" initiative, which fosters peer learning and student leadership.

Day 1 – 25 October 2023

A Unique Showcase of Alumni Impact and Student Performances

Before the officiating ceremony, attendees heard from alumni of the TSP, led by Puan Haniza Mohd Jabar (PPD Petaling Utama), who shared reflections on the programme's lasting impact based on her experience of leading a Trust School (SMK Bandar Sunway) as a Pengetua Cemerlang. A touching video followed featuring Trust Schools alumni Dayang Syazwanie (SM Sains Kuching), Nazmi Nazim (SMA Bugisiah), and Afiq Razali (SMK Semenchu), who recounted their journeys and successes since participating in TSP.

Adding vibrancy to the event, Trust Schools students took to the stage with impressive performances. The audience was treated to the Cyberdansa team from SK Cyberjaya, students from SMK Bandar Sunway, and the 'Brain Gym' activities introduced by SMK Taman Maluri, all exemplifying student creativity and enthusiasm.

Yayasan AMIR Video Challenge 2023	Majlis Makan Malam Persidangan Sekolah Amanah 2023 : Truly 'A Night to Remember'
A major highlight of the conference was the *Yayasan AMIR Video Challenge 2023*, which received over 100 entries from Trust Schools across the country. This initiative highlighted the creativity and dedication of students, parents, and communities in showcasing their school achievements. The video challenge exemplified the power of community support and engagement in the learning process, further cementing the role of parents and the local community in educational success.	Day 1 concluded with the 'Majlis Makan Malam' under the theme "Pahlawan". Guests dressed as "warriors" adorned the evening with an array of costumes, creating an atmosphere of excitement and camaraderie. The dinner included several lucky draw sessions and culminated in the announcement of the winners of the Yayasan AMIR Video Challenge 2023 and the night's best-dressed individuals. This celebratory evening exemplified the conference's spirit of community and creativity, adding a memorable touch to the gathering.

Day 2 opened with an energising "Move, Groove and Improve" session led by students from SMK Taman Maluri, followed by a recap of Day 1 highlights by the Programme Director, Azlina Shahrom.

Day 2 – 26 October 2023
Insightful Sessions and Educationa Innovations
Session 6 : YBhg. Professor Dato' Dr. Aileen Tan from Universiti Sains Malaysia delivered an insightful presentation on "Hari Esok yang Lebih Baik: Penyelidikan Berasaskan Pelibatan Komuniti" ("A Better Tomorrow: Community-Based Participatory Research"), illustrating the impact of community collaboration in advancing educational research and initiatives. Session 7 : Encik Shahril Othman, Guru Besar of SK Seri Samudera, shared innovative teaching approaches aimed at adapting classroom methods to the evolving needs of students and communities. Session 8 : Preetish Thanasegaran and Yaalini Anna Dickson from SJK(T) Vivekananda presented their strategies on promoting environmental responsibility through education, sharing insights on "Shaping and Influencing Education for a Greener Environment." Session 9 : Forum on Education Transformation The highlight of the day, Session 9, featured a forum on "Education Transformation: The Way Forward." Moderated by YBhg. Dato' Dr. Mehander Singh, the forum brought together key thought leaders, including Puan Juliana from Yayasan Putera Sampoerna, Indonesia; Puan Azlina Kamal from UNICEF Malaysia; Encik Edmond Yap from Tupai.ai; and Dr. Nor Saidatul Rajeah Zamzam Amin from EPRD, MoE. The discussion delved into the future of education in Malaysia, focusing on resilience, technological integration, and community-driven initiatives.
A Momentous Conclusion
Persidangan Sekolah Amanah 2023 was not only an educational milestone but also an emotional return for many participants who had eagerly awaited this gathering. The conference served as a powerful reminder of the resilience, growth, and spirit of the Trust Schools community, bringing together educators, students, and stakeholders from across Malaysia. For participants, it was inspiring to witness firsthand the profound progress made by Trust Schools, from the successes of alumni to the innovative approaches showcased by current students and educators. The event affirmed Yayasan AMIR's commitment to educational transformation, highlighting that the journey of the Trust Schools Programme extends beyond schools alone. It is a community-driven initiative that celebrates the strength of partnerships, innovation, and shared goals in shaping a better future for Malaysia's education system. The conference closed with a renewed sense of purpose, as attendees left inspired to continue building an adaptable and inclusive education system for future generations.

PENGERUSI LEMBAGA PEMEGANG AMANAH
YAYASAN AMIR

6 September 2023 – Yayasan DayaDiri (YDD) and Yu Cai Foundation (YCF) visit to Tapah Schools

Yayasan DayaDiri (YDD) and Yu Cai Foundation (YCF) paid a visit to SK Batu Tujuh and SMK Sri Tapah. Both schools are from the 2020/23 Tapah cohort sponsored by YDD.

The visit began at SK Batu Tujuh with an observation of the Sinar Pagi Program, an initiative by teachers aimed at improving school attendance, particularly for the predominantly Orang Asal Semai students. During the Learning Walk session, the delegates witnessed effective use of teaching aids that made lessons more engaging for students.

At SMK Sri Tapah, the Learning Walk included classroom visits and a tour of the school grounds, including My Healthy Garden, a project initiated by the school's Student Voice Group (SVG).

Both sessions concluded with presentations by the schools. Notably, SMK Sri Tapah achieved a 2.35% improvement in its 2022 SPM pass rate compared to the previous year. Among its Orang Asli SPM candidates, two achieved 5As, while another two earned 4As and 3As respectively, marking a proud milestone for the school.
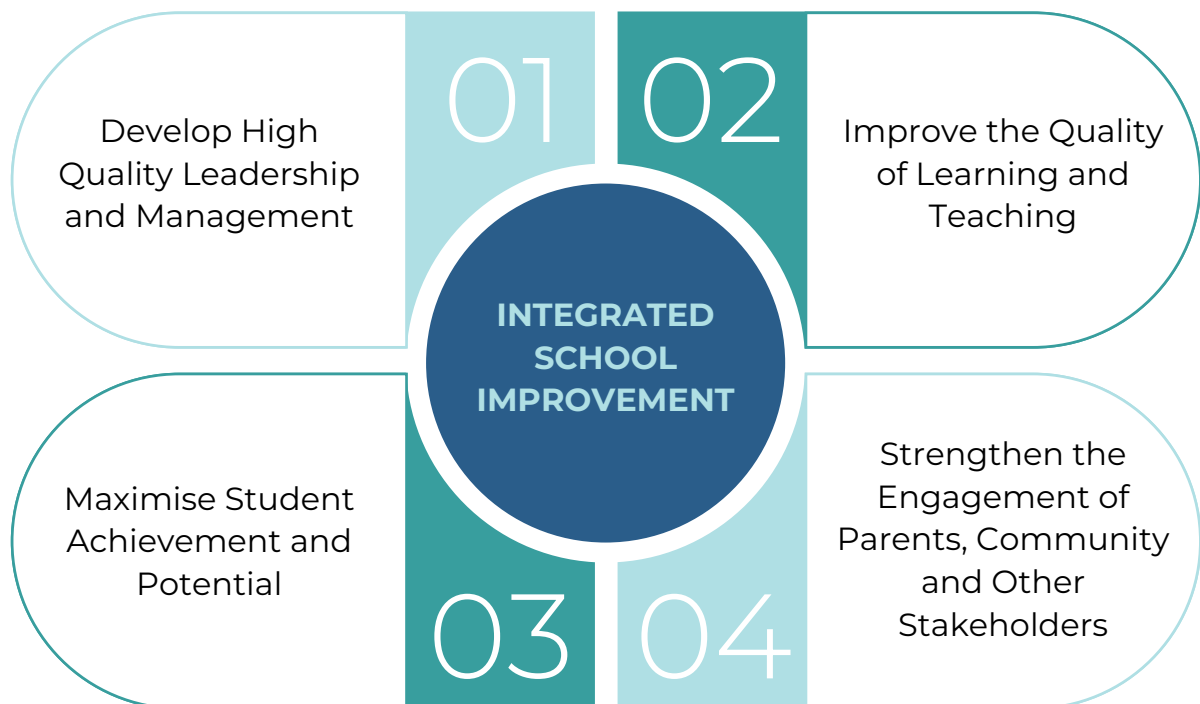
OUR PROGRAMMES

OUR PROGRAMMES

TRUST SCHOOLS PROGRAMME 1.0 (TSP 1.0)

The Trust Schools Programme : A ground-breaking initiative towards school transformation in Malaysia

The Trust Schools Programme (TSP), spearheaded by Yayasan AMIR in collaboration with the Ministry of Education, is an initiative that aims to transform public schools through a Public-Private Partnership (PPP) model. Launched in 2010, the programme focuses on enhancing student outcomes through improvement of teaching practices, strengthening of school leadership, and enhancement of parental and surrounding community engagement. Guided by the Trust Schools Standards and Practices (TSSP) framework, TSP introduced a comprehensive approach to whole-school transformation by addressing five key areas: school leadership, teacher quality, student learning and outcomes, parental and community involvement, and operational management.

Through its innovative strategies, TSP aims towards the development of holistic, well-rounded students equipped with 21st-century competencies, values, and skills, aligning with the aspirations of the Malaysia Education Blueprint (2013–2025). Over time, TSP has demonstrated its ability to catalyse impactful and sustainable improvements in the national education system.

The four Strategic Goals of TSP

01 Develop High Quality Leadership and Management

02 Improve the Quality of Learning and Teaching

INTEGRATED SCHOOL IMPROVEMENT

03 Maximise Student Achievement and Potential

04 Strengthen the Engagement of Parents, Community and Other Stakeholders

01

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 thorough understanding of effective learning

- High performing princepals 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 sond financia management judgements and decision-making which are linked to strategic objectives and tactical priorities

02

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 nurtures

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

03

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 innnovative assessment methodologies and practices that allow students to demonstrate their achievements in vatied 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

04

Strengthen the Engagement of Parents, Community and 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 implementes 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.

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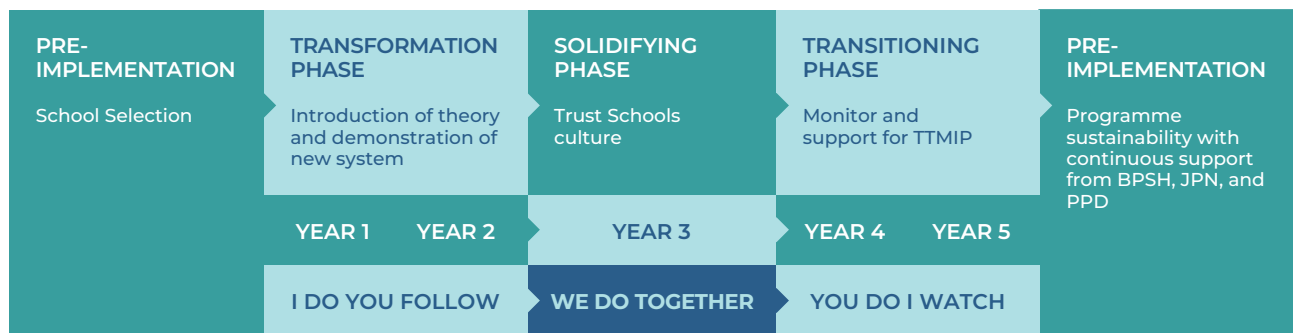
Programme Overview

YAYASAN AMIR TRUST SCHOOLS STRATEGIC GOALS

PLAN

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

TRUST SCHOOLS ROAD MAPS (5-YEAR PLAN)
Schools plan roadmaps to meet KPT.

TRUST SCHOOLS IMPROVEMENT PLAN (ANNUAL PLAN)
Schools develop an annual tactical plan which is customised to school's need in order to focus on key areas for improvement in support of the 5-year plan.

TRAIN & SUPPORT

APPLICATION REFELCTION CHALLENGE (ARC) TECHNIQUE
Embedded in the programme in 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)
SPD 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

TSP's Key Differentiators

The **Trust Schools Programme (TSP)** stands out among education transformation initiatives due to its distinctive features, which ensure sustainable, impactful, and holistic improvements within Malaysia's public education system. TSP is Malaysia's first large-scale school transformation programme implemented through a **Public-Private Partnership (PPP)** between Yayasan AMIR and the Ministry of Education. This model leverages private sector expertise and resources while maintaining alignment with public education policies and goals, creating a unique synergy for innovation and scalability.

MODEL SCHOOL

It is a model of implementation

It focuses on school-wide transformation

Its strategic are focused on all stakeholders concurrently, namely the school leaders, teachers, students, parents and community

It produces sustainable changes within the schools via CPD

It is customised according to the school's readiness per the baseline observations conducted prior to the implementation of the Programme

The commitment of all stakeholders - Senior Leadership Team (SLT), teachers, students, and community - is vital for the sustainability of the Programme

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 :

01 **CURRICULUM**

02 **STAFFING**

03 **PROCUREMENT**

04 **PUPIL POLICIES**

05 **UTILISATION OF FUNDS COLLECTED**

06 **TIMETABLE & SCHOOL CALENDAR**

Model Trust Schools

It is anticipated that upon transitioning from the Trust Schools Programme (TSP) and achieving **Tamat Tempoh Matang Intervensi Program (TTMIP)** status, the schools will have established robust systems and practices to ensure long-term sustainability beyond Year 5. These systems are designed to support continued improvement and 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 changepractices

Characteristics of a 'TTMIP' Trust School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Foundation 1	Foundation 1	Foundation 3	TTMIP	Model Trust School

School characteristics at TTMIP Level 4
Leadership

Becoming Transformational and Instructional Leaders
1. The Senior Leadership Team ("SLT") aare 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).1.2.3.

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.
4. Teachers independently develop and conduct their own training (CPD)s. 1.2.3.

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.
3. 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.

School characteristics at TTMIP Level 4
Students

4. Student collaboration in the classroom, as well as in Co-curricular activities brings about creativity and self-development.
5. Student Voice group (SVG) are active and leads in many school activites. This allows them a sense of belonging to the school, and awareness of their contribution to the improvement and success of the schools.1.2.3.

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.

How the school progress are tracked?

In TSP 1.0, school progress is systematically tracked based on the achievement of four **Strategic Goals**, with schools required to attain the **Release Level (Level 4)** as outlined in the **Trust Schools Standards and Practices (TSSP)** framework. To monitor and evaluate the progress of Trust Schools effectively, the following key indicators are utilised:

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.

Key Elements / Programmes in 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 presen 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 fullfillment of established key criteria.

TSP 1.0 : Summary of Progress

The Trust Schools Programme (TSP) 1.0 has been a transformative initiative, impacting 83 schools, 24 District Education Offices (PPDs), and 10 states across Malaysia since its inception in 2011. As we mark 13 years of this groundbreaking programme in 2023, the journey has continued to inspire and deliver meaningful change.

We are thrilled to announce that all 83 schools in TSP 1.0 have fully transitioned to the Tamat Tempoh Matang Intervensi Program (TTMIP) phase, signifying the culmination of a decade-long journey of transformation. This achievement reflects that these schools are now self-reliant, with the capacity to sustain and evolve the practices embedded through TSP. With the support and monitoring of the moE through the respective Jabatan Pendidikan Negeri (JPNs) and Pejabat Pendidikan Daerah (PPDs), these schools continue to thrive as exemplars of innovation and excellence in public education. The enduring mantra remains: "Once a Trust School, always a Trust School."

In 2023, the TTMIP phase demonstrated the resilience and adaptability of schools in upholding the Trust Schools Standards and Practices (TSSP) framework. Schools were rigorously assessed across 20 indicators and 310 descriptors, with a focus on embedding practices deeply into their culture. With the benchmark set at achieving 90% of 235 mandatory descriptors within five years of participation, all schools successfully met or exceeded expectations.

As described earlier, TTMIP schools exhibit the following hallmark qualities :

• Instructional Leadership: School leaders excel in instructional guidance and resource management.

• Comprehensive Planning and Assessment: School development plans and self-assessments are strategically implemented, drawing from diverse inputs.

• Student-Centred Learning: A clear focus on student development, with diverse pedagogies and methodologies enriching classroom teaching.

• Active Learning Networks: Leaders, teachers, and students participate in internal learning networks and share best practices with surrounding schools.

• Community and Parental Engagement: Strong support from parents and the ability to sustain progress towards the Trust School Model.

The next milestone for TTMIP schools is their evolution into Model or Reference Schools, serving as hubs of excellence for surrounding institutions. In 2023, significant strides were made toward achieving this vision. Schools began mentoring nearby institutions, sharing invaluable knowledge and practices cultivated over the years, thereby multiplying the programme's impact.

Navigating the post-pandemic educational landscape continued to pose challenges in 2023. Schools employed creative strategies to uphold TSP's rigorous standards, from leveraging hybrid models for document reviews to organising collaborative efforts among educators. Despite these hurdles, their resilience and dedication remained unwavering.

As we close another remarkable year, Yayasan AMIR remains committed to empowering schools through sustainable transformation and fostering a culture of excellence. The Trust Schools Programme continues to exemplify what is possible when shared visions and collaborative partnerships drive educational innovation. Together, we march forward, determined to shape a brighter future for Malaysia's students.

TRUST SCHOOLS PROGRAMME 2.0 (TSP 2.0)

The Evolution into TSP 2.0

With the successful implementation of TSP 1.0 and the transition of its schools, Yayasan AMIR and its partner LeapEd Services Sdn Bhd (LeapEd), recognised the need for a refreshed framework to sustain progress and address the evolving needs of Malaysia's education system. This led to the introduction of the Trust Schools Programme 2.0 (TSP 2.0) in 2019, adopting the Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2) framework, replacing the Trust Schools Standards and Practices (TSSP) guidelines utilised in TSP 1.0.

SKPMg2, developed by the Ministry of Education, ensures alignment with national priorities while providing a structured and systematic approach to school transformation. By adopting SKPMg2, TSP 2.0 offers a more integrated and streamlined model to achieve sustainable improvement.

Key Features of TSP 2.0 :

- **National Alignment :** SKPMg2 ensures consistency with national policies, providing a clear framework for measuring and achieving quality education.

- **Targeted Interventions :** Programmes and initiatives address priority areas effectively, optimising resource use for greater impact.

- **Sustainability Focus :** Schools are equipped with tools and practices to independently sustain progress post-intervention.

TSP 2.0 emphasises improving student outcomes, fostering sustainability, and enabling scalability. The programme employs a phased approach spanning 3 + 2 years :

- The initial three years involve direct support from Yayasan AMIR and LeapEd, focusing on capacity building.

- The subsequent two years see the Jabatan Pendidikan Negeri (JPN), supported by Pejabat Pendidikan Negeri (PPD), taking over leadership to ensure continued transformation and sustainability.

A Shift in Approach :

Unlike TSP 1.0, which set a uniform 90% achievement target, TSP 2.0 adopts an adaptive model tailored to each school's unique abilities and capabilities. The measurement of these achievements is guided by SKPMg2 documentation, replacing the TSSP for schools under Cohort 2019 and beyond.

The programme also places significant emphasis on five Dimensions, focusing on capacity building and fostering a positive school culture that is not dependent on specific individuals. Evaluation criteria consider both school progress and student outcomes, aligning these dimensions with comprehensive transformation goals.

Implementation Highlights :

· The first cohort of TSP 2.0 (Cohort 2019/21) included seven schools from Perlis and Bangsar, Kuala Lumpur. By 2021, these schools successfully completed the Tamat Tempoh Intervensi Program (TTIP) phase.

· Cohort 2020/23 expanded to include two schools in Tapah, Perak, and two in Bahau, Negeri Sembilan, collectively forming Cohort 2021/24.

· To date, 11 schools remain active participants in TSP 2.0, representing a growing network of transformative institutions.

The shift from TSP 1.0 to TSP 2.0 underscores Yayasan AMIR's unwavering commitment to advancing Malaysia's education system while aligning with national goals. Together, these programmes have positively impacted thousands of students, educators, and communities, fostering holistic and sustainable school transformation nationwide.

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

TSP 2.0: The five dimensions (Focus Area)

Compared to TSP 1.0, which centres around achieving the **4 Strategic Goals (4SGs)** guided by the **Trust Schools Standards and Practices (TSSP)** framework, **TSP 2.0** adopts a more dynamic approach aligned with the **5 Dimensions (Focus Areas)** and **4 Implementation Phases** outlined in the **Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2)**. This evolution reflects a strategic shift to ensure deeper integration with national education standards while addressing the multifaceted needs of schools and fostering sustainable transformation across the system.

01
System
An inclusive, equitable supportive system

1. Sharing
2. Decentralized
3. Autonomy
4. Quality assurance

02
School
A place for introspective instructional innovation

1. Instructional assistance
2. Technology-based instructions
3. Positive environment for teachers
4. Teacher collaboration
5. Curriculum leadership
6. Beneficial professional development

03
Classroom
Learning space that promotes 21st Century Pedagogy

1. Quality teaching and learning
2. Positive learning environment
3. Assessment for development
4. Authentic curriculum

04
Learner
Individuals who are reflective, values drives contributors of society

1. Critical thinking
2. Complex problem solver
3. Collaborator
4. Co-constructions of knowledge
5. Self-directing
6. Evaluator
7. Exploratory thinker

05
Community
Nurturing a culture of life-long learning

1. Shared vision
2. Implementation strategy
3. Efficient school process
4. Distributed leadership
5. Capacity building

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 outlines in SKPMg2

Learner Individuals who are reflective, values drives contributors of society	**Classroom** Learning space that promotes 21st Century Pedagogy	**School** A place for introspective instructional innovation	**Community** Nurturing a culture of life-long learning
4 **SKPMg2** Standard 4.6	**3** **SKPMg2** Standard 4.1-4.5	**2** **SKPMg2** Standard 1, 2.3, 3.1.2.4, 3.3.5.1	**5** **e-Sarana**
• 4.6: Students as active learners	• 4.1: Teacher as a planner • 4.2: Teacher as acontroller • 4.3: Teacher as a guide • 4.4: Teacher as a motivator • 4.5: Teacher as an evaluator	• 1: Leadership • 2.3: Financial Management • 3.1.2.4: Per Capita Grant (PCG) for each subject is systemically planned and utilized • 3.3.5.1: Systematic management of student learning assistance	• e-Sarana

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

School Year Strategic Plan

Schools to sustain and meet end targets of the 5-year Strategic Plan

JPN/PPD and LeapEd co-support schools from Phase 0 to Phase 3

3 years

+

JPN/PPD confirms to lead and support school towards 5-year targets

2 years

Phase 0 — System Building

Phase 1 — Relationship Building

Phase 2 — Capacity Building

Phase 3 — Evidence-based Practice
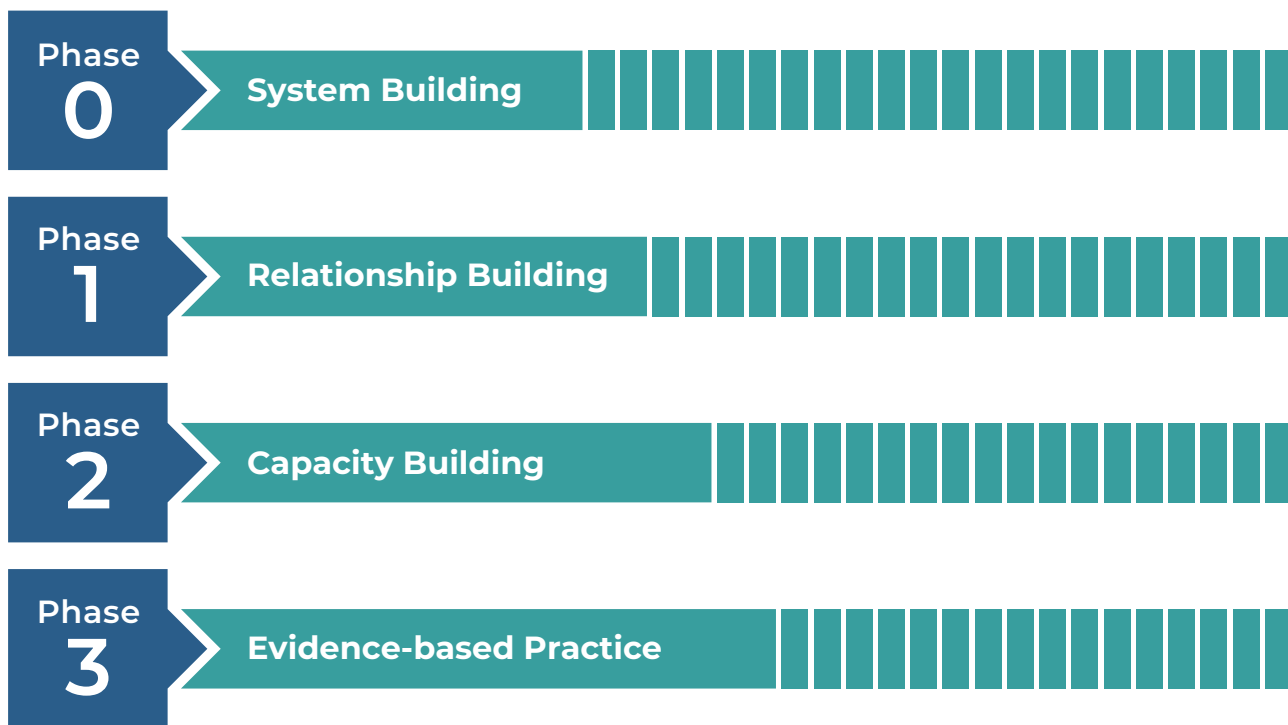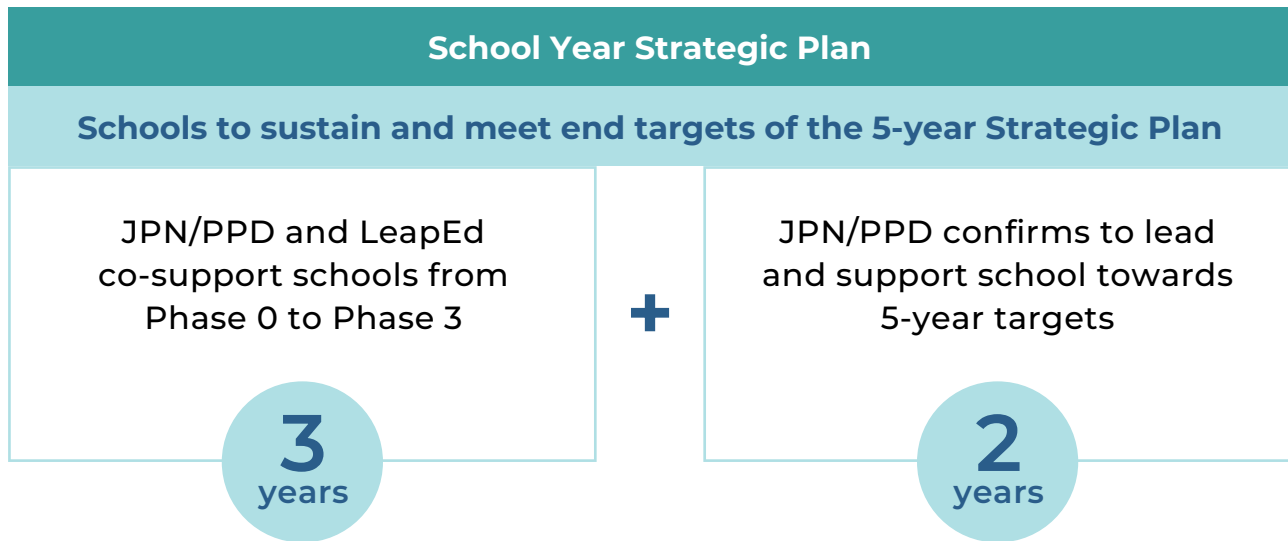
*Each phase is not tied to a specific time frame

Key Differences Between TSP 1.0 and TSP 2.0

	TSP 1.0	**TSP 2.0**
Approach to School Transformation	• Focuses on a uniform approach to transforming specific groups of individuals	• Grounded in the theory of school culture change and is not dependent on a specific group of individuals
Focus	• 4 Strategic Goals (Leadership, Teachers, Students, Community)	• 5 Dimensions (System, School, Classroom, Learner and Community)
Duration	• Fixed at 5 years (Gradual Release in Year 4 and Year 5) • Predetermined achievement indicators for each year	• 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	• 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	• 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	• 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	• 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

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.

School Progress Overview

The transition from remote learning to in-person classes continued to evolve throughout 2023 as schools moved toward full in-person sessions. By 2023, schools had largely returned to normal operational schedules while maintaining flexibility to address the lingering effects of the pandemic on teaching and learning.

Full Reopening and Adjustments :
With the full return to in-person classes, the hybrid learning model was phased out. However, the practices developed during the hybrid phase, such as the use of digital tools and multimedia resources, became integral components of classroom teaching. This integration allowed for a more engaging and diversified approach to lessons, enriching the student learning experience.

Innovative Teaching Practices :
Teachers built on the lessons learned during the hybrid period, continuing to employ blended learning techniques. These included the use of online platforms, pre-recorded materials, and interactive digital resources to complement in-class instruction. Such practices enhanced student engagement and facilitated differentiated learning tailored to needs.

Classroom Dynamics and Collaboration :
Classroom layouts returned to collaborative group settings, enabling students to work together. This shift revived peer learning and fostered the development of 21st-century skills such as communication, teamwork, and problem-solving.tt

Support for Learning Recovery :

Addressing learning gaps remained a priority. Teachers implemented targeted interventions, leveraging both digital and in-person methods to support students who required additional help. Schools also integrated remedial programmes, ensuring learning opportunities for all students.

Student-Centred Focus :

As the emphasis on holistic education deepened, schools prioritised students' social and emotional well-being alongside academic outcomes. Initiatives such as student leadership programmes, mental health awareness, and extracurricular activities helped rebuild the sense of community and support within schools.

Overall, the progress made by TSP 2.0 schools in 2023 highlights their adaptability and resilience in navigating post-pandemic challenges. The integration of technology into everyday teaching, coupled with a renewed focus on collaborative and student-centred practices, reflects the schools' commitment to sustainable improvement. These efforts underline the broader goal of TSP 2.0: to nurture schools that empower students with the skills and values needed for the 21st century, ensuring their readiness to excel in an ever-changing world.

a. **C2020/23 Tapah**

2023 was a pivotal year for the Tapah cluster as this was the year when the Tapah schools would be evaluated on achieving Tamat Tempoh Matang Intervensi Program (TTIP).

SK Batu Tujuh and SMK Sri Tapah faced several challenges upon returning to full face-to-face learning. Attendance and PBD (Pentaksiran Bilik Darjah) emerged as the main concerns. Many students had grown accustomed to staying at home, and some secondary students had taken up part-time jobs that interested them more. For lower primary students, literacy and numeracy became significant struggles, while secondary students needed to relearn basic skills (e.g., writing, science, and math) that were missed during online lessons due to internet connectivity and device issues.

To address these challenges, the schools initiated targeted programmes. SK Batu Tujuh introduced literacy programmes, while SMK Sri Tapah revitalized its school band and SVG (Student Voice Group). For teachers, Middle Leaders (MLs) conducted bespoke and PLC (Professional Learning Community) sessions focused on supporting teachers in applying Assessment for Learning (AfL), differentiation, and group work strategies effectively in a face-to-face setting after years of online instruction.

The increase in the percentage of Designating Instrument (DI) scores was a testament to the dedication of the teachers and the determination of students to improve. This achievement is particularly significant as many SMK Sri Tapah students come from Orang Asli communities. The positive results have boosted the morale of the schools, encouraging them to aim for even greater success in SPM 2024.

The Tapah Cluster completed the Tamat Tempoh Intervensi Program (three years of TSP2.0 intervention) in September 2023, as documented in their MYR 2023. However, the official TTIP results will only be announced by BPSH in 2024.

**School Progress : C2020/23 Tapah
(SK Batu Tujuh)**

	TOV	Target	MYR 2023
School Leadership	45.61	70.62	76.84
Finance	51.60	78.11	81.58
Parents and Community	40.00	52.00	70.96

**School Progress : C2020/23 Tapah
(SMK Seri Tapah)**

	TOV	Target	MYR 2023
School Leadership	36.18	61.00	81.51
Finance	57.23	75.23	81.25
Parents and Community	57.00	63.00	69.07
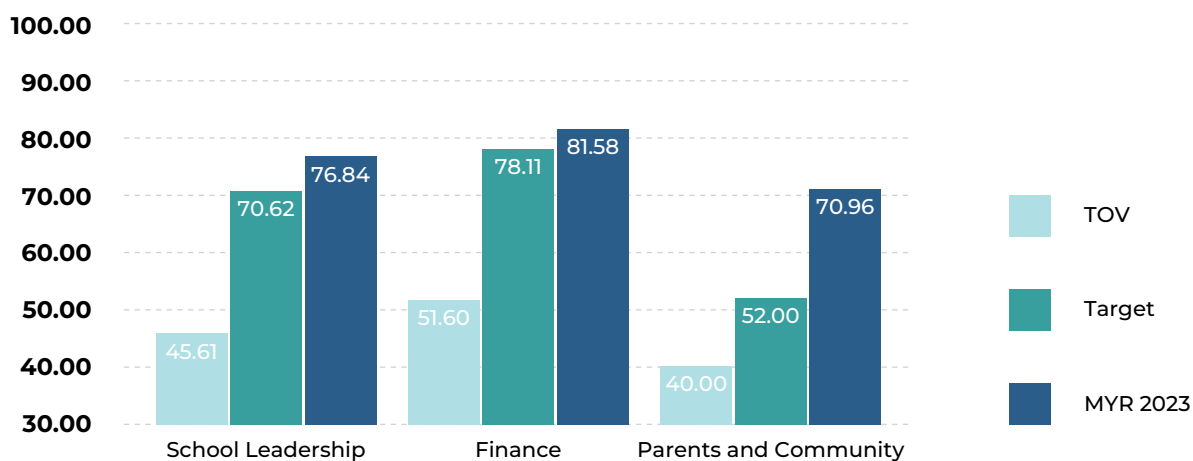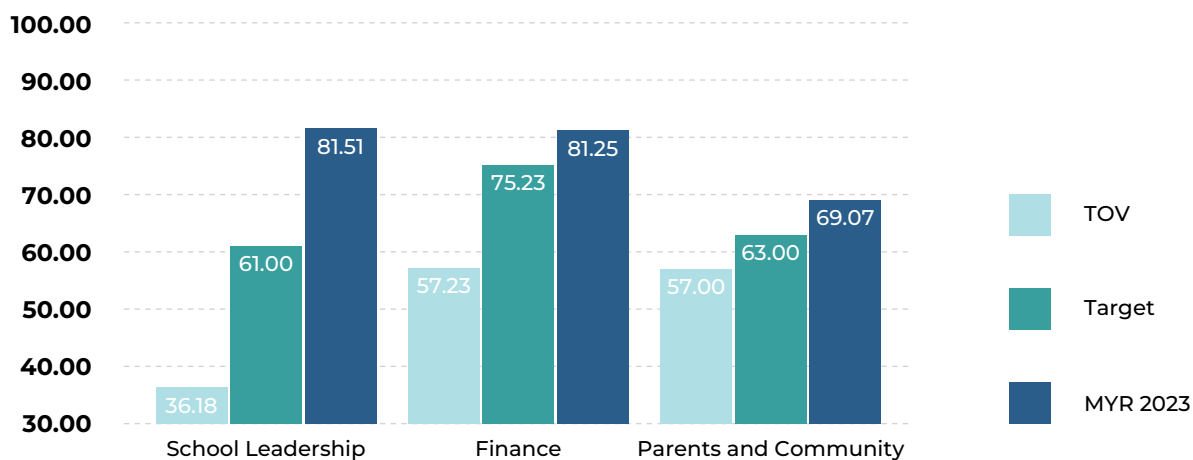
b. C2021/24 Bahau

SK Tengku Muda Serting experienced a leadership transition with the appointment of two new GPKs, who began their roles in November 2022. Stepping into their positions amidst the existing challenges, they required time to adapt to the Trust Schools (TS) culture and practices.

The Middle Leaders (MLs) played a key role in supporting this transition by onboarding the new GPKs and continuing to facilitate CPD sessions for the teachers. As part of their own development, the MLs participated in coaching sessions during CPD, which equipped them to effectively coach their teachers. This included two generic cycles of enquiry CPDs focused on Differentiation and Assessment for Learning (AfL), as well as two bespoke CPD sessions on Differentiation in Learning Plans (LPs) and a Coaching series.

In response to the challenges faced, the Senior Leadership Teams (SLTs) in both schools adopted a more effective distributed leadership style. This approach fostered a supportive environment by encouraging collaboration, empowering team members to make decisions, and promoting a sense of ownership in their work.

Across both schools, MLs facilitated TeachSmart sessions, implemented comprehensive Learning Observations (LOs), and modeled best practices. They also participated in Learning Walks (LWs) in collaboration with the SLTs to further enhance teaching and learning quality.

The PPD Taskforce actively attended various activities at both schools. However, there is a need for them to focus more on their coaching sessions, particularly in supporting the SIP+ and SISC+ programmes. Meanwhile, JPN officers have also been engaging with the schools, and their visits and interactions have been encouraging.

Furthermore, Bahau's Cohort 2021/2024 progressed to Phase 2-3 as of December 2023. A comprehensive overview of this cohort's progress and achievements will be presented in the 2024 report, providing detailed insights into their growth and advancements.

**School Progress : C2021/24 Bahau
(SK Tunku Muda Serting)**

	School Leadership	Finance	Parents and Community
TOV	67.09	49.04	62.00
Target	79.00	84.05	77.00
YER 2023	79.11	85.41	78.48

**School Progress : C2021/24 Bahau
(SMK Datuk Mansor)**

	School Leadership	Finance	Parents and Community
TOV	72.46	48.61	52.00
Target	87.47	83.61	70.00
YER 2023	88.74	84.52	70.89
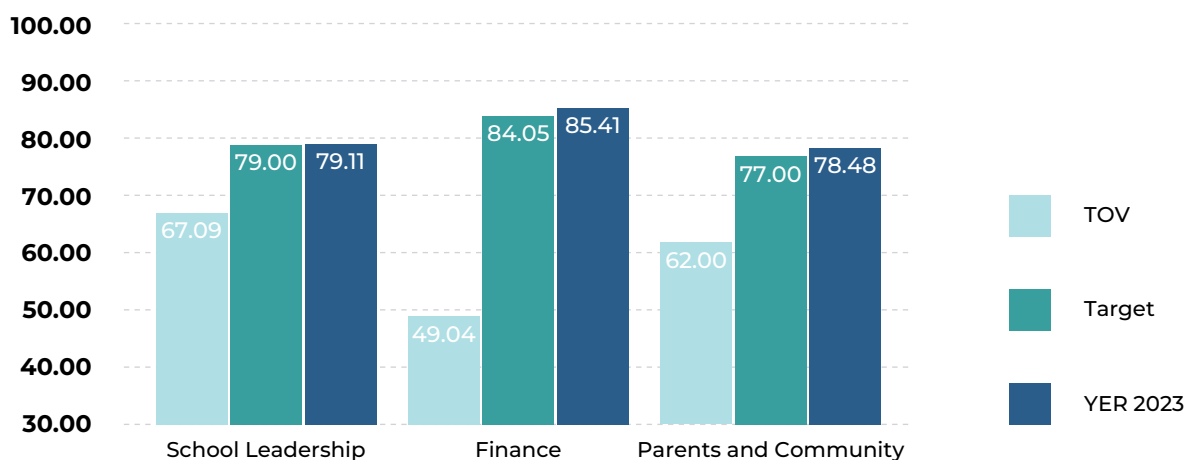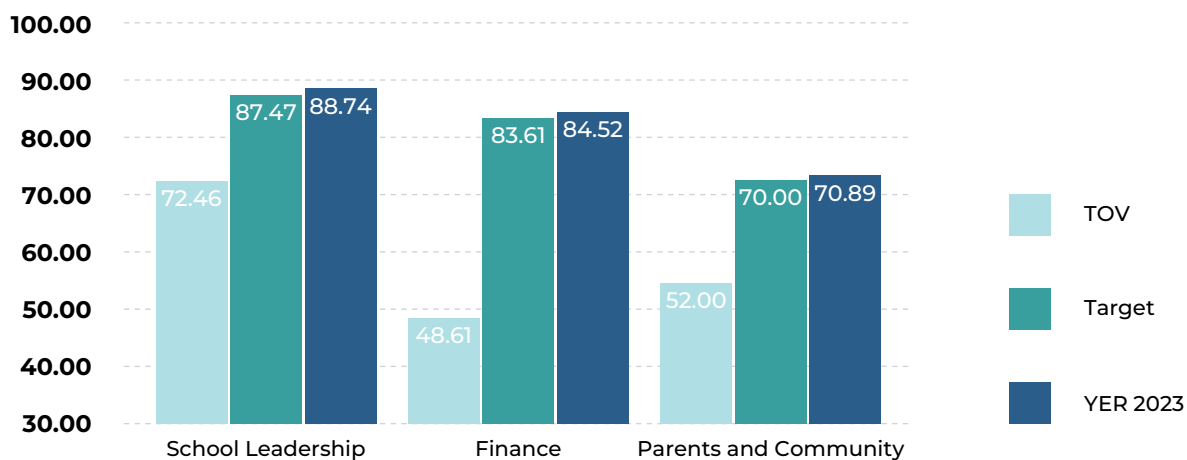
Student Outcomes

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. A guide to help students master knowledge, skills and inculcate values based on the learning objectives
b. A motivator in enhancing student motivation and soft skills
c. An evaluator to measure student mastery level
d. A planner to ensure readiness and meticulous preparation in carrying out Learning and Facilitation, and
e. 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 2020/2023 Tapah and Cohort 2021/24 Bahau can be tracked in the following charts:

a. **C2020/23 Tapah**

School Progress : C2020/23 Tapah
(SK Batu Tujuh)
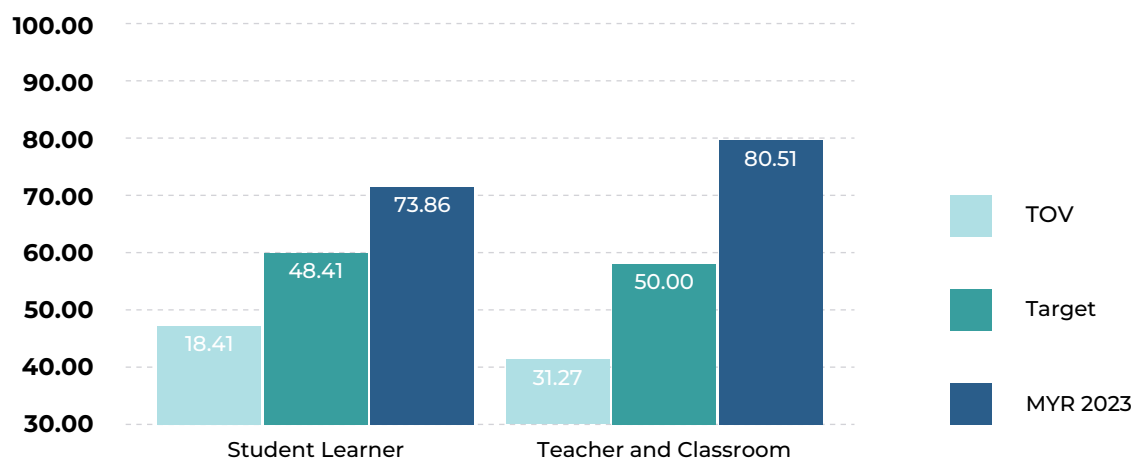
School Progress : C2020/23 Tapah
(SMK Seri Tapah)
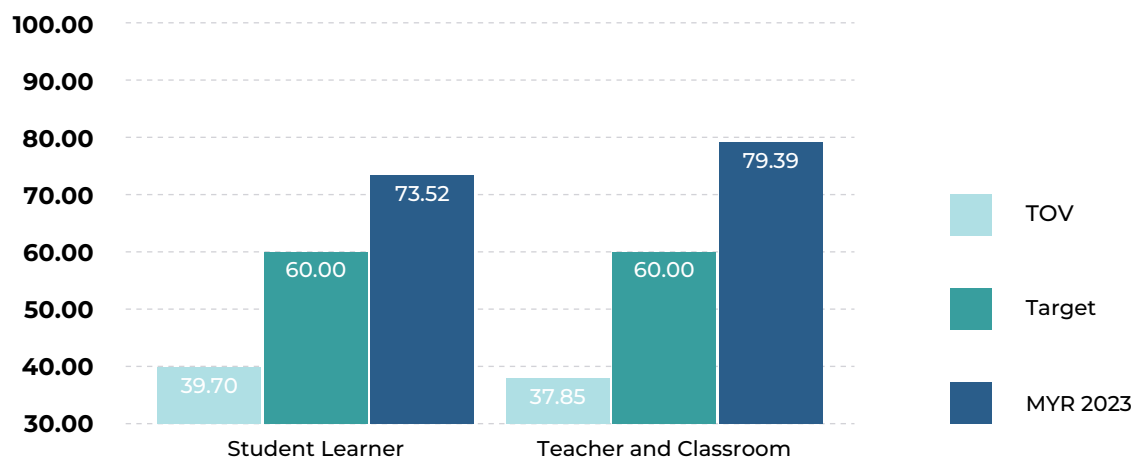
b. C2021/24 Bahau

School Progress : C2021/24 Bahau
(SK Tunku Muda Serting)
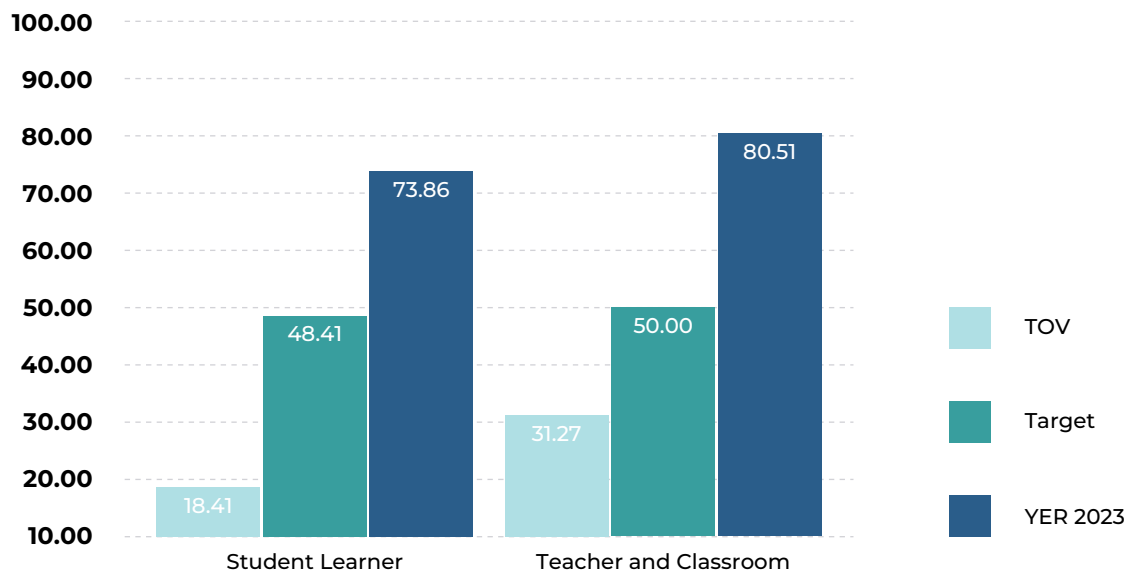
School Progress : C2021/24 Bahau
(SMK Datuk Mansor)
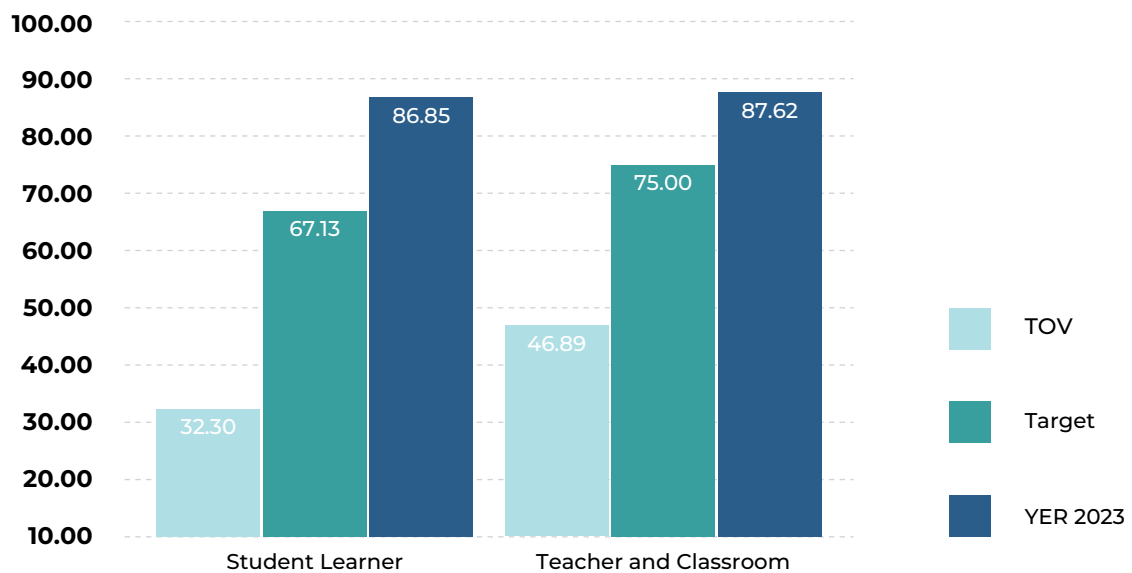
Noteable student Achievements in 2023

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

C2020/23 Tapah

SMK Sri Tapah
· Handball teams : Boys U-18 and Girls U-18 – MSSD Champions
· Cricket : Boys U-18 – MSSD Champions
· Sepak Takraw Boys U-18 – MSSD Champio
· Basketball U-18 and Hockey U-18 - MSSD Runners Up

These are some of the notable achievements of the students from Cohort 2021/24 Bahau throughout the year:

C2021/24 Bahau

SK Tunku Muda Serting
SKTMS football team emerged as runner-up at MSSD Jempol 2023. 5 out of 15 members of the team were part of the Jempol team that participated in MSSNS 2023.

Here is the list of SKTMS players that later represented Malaysia in the later held international-level tournament :
1.   Ahmad Harraz Rifqi Bin Abdul Syakur
2.   Muhammad Rizqi Bin Mohd Rizal
3.   Muhammad Faeizul Iqram Bin Suhaimi

RANGKAIAN SEKOLAH AMANAH (RASA)

RaSA (Rangkaian Sekolah Amanah) is a key initiative under the Trust School Programme (TSP) Sustainability Platform, designed to foster a robust network among key groups within the TSP: school leaders (PGB/SLT), Middle Leaders (ML), teachers, students, and the system (MoE, through JPNs & PPDs). Since its inception in 2016, RaSA has evolved from a simple networking platform into a dynamic annual gathering that unites these groups to exchange ideas, share best practices, and collaborate towards educational excellence.

The initial vision behind RaSA was to provide an avenue for stakeholders to connect in a more informal, laid-back environment, allowing for open dialogue and the sharing of successful strategies. Over the years, this platform has grown in scope and significance, evolving into a vibrant space where educators come together to learn from one another and drive improvements in the education system.

As RaSA has matured, its goals have expanded to include the development of potential leaders of learning among teachers and students. The programme now seeks to foster the formation of Communities of Practice (CoPs) — collaborative groups that leverage collective strengths and resources to promote continuous improvement in teaching and learning.

Objectives of RaSA

Networking and Collaboration

RaSA aims to facilitate connections among school leaders, teachers, and students across Trust Schools, encouraging the exchange of ideas, experiences, and best practices. This collaboration is intended to build a supportive community that fosters both professional growth and student development.

Leadership and Teacher Professional Development

RaSA focuses on strengthening the leadership capacities of school heads and administrators, as well as enhancing the skills and knowledge of teachers through collaborative learning opportunities, workshops, and sharing sessions. This objective supports the long-term sustainability of educational excellence across Trust Schools.

Sharing of Best Practices

RaSA provides platforms for schools to share successful strategies and interventions that have positively impacted student achievement and school performance. By encouraging schools to learn from each other, this objective helps facilitate the adoption of proven methods that can improve educational outcomes.

Nurturing Communities of Practice (CoP)

Over time, RaSA envisions the development of Communities of Practice (CoPs) among Trust Schools. These groups, which regularly meet to share knowledge, discuss challenges, and explore new approaches, will foster continuous professional development and collaborative problem-solving. CoPs will serve as a foundation for innovation in teaching and learning.

Looking ahead to 2024, we aim to organize RaSA at the state or regional level, bringing together the Trust Schools communities to reconnect and reignite the spirit of excellence cultivated during the earlier phases of the Trust Schools Programme. Through this platform, we aspire to empower schools to sustain and amplify the culture of excellence, extending its impact to neighboring communities and fostering positive change throughout the education system.

PEER-ASSISTED LEARNING AND SHARING (PALS)

Peer-Assisted Learning and Sharing (PALS) is a new initiative by Yayasan AMIR, designed to scale the transformative impact achieved through the Trust Schools Programme (TSP). Recognizing the power of peer-to-peer learning, PALS was devised to create a sustainable framework for school improvement by facilitating direct, collaborative engagements between matured Trust Schools and their surrounding schools.

Originally conceived as the Sister Schools Programme, the structure of PALS has since been refined to ensure its effectiveness and long-term sustainability. With a clear vision of fostering mutual support, knowledge-sharing, and collaborative growth among schools, Yayasan AMIR submitted the programme proposal under the Hasanah Special Grant 2022, to secure funding and support for its implementation.

The pilot phase of PALS represents a significant milestone in the programme's expansion. Funded by Yayasan Hasanah, this pilot connects experienced Trust Schools with partner schools in the area, creating a network for sharing best practices, innovative teaching strategies, and resources. The programme nurtures a culture of mentorship, where teachers and school leaders benefit from collaborative learning, gaining insights and tools that enhance their ability to provide holistic, high-quality education.

PALS is designed not only to empower teachers but also to uplift school communities. By facilitating peer relationships and fostering professional development, the programme helps create a sustainable culture of improvement within schools, ensuring that the benefits of school transformation continue long after initial interventions. As the pilot progresses, Manjung will serve as an inspiring example of what can be achieved through community-driven collaboration and mutual support.

Objectives of PALS

Scaling the Impact of TSP

Leverage PALS to extend and scale the successful educational transformation efforts initiated by the Trust Schools Programme (TSP), ensuring their broader impact across more schools and communities.

Fostering Peer-to-Peer Learning

Promote a collaborative learning environment where teachers, school leaders, and students engage in peer-to-peer interactions, fostering shared learning and mutual growth across Trust Schools and their partnering schools.

Expanding Knowledge and Skills Sharing

Provide platforms for Trust Schools' teachers to expand their knowledge and skills while actively promoting the sharing of best practices, resources, and learnings with teachers from surrounding schools, driving collective improvement in teaching and learning outcomes.

Elevating Trust Schools as Catalysts for Educational Transformation

Position Trust Schools as leading catalysts for educational transformation, empowering them to mentor and inspire other schools, while contributing to the larger goal of improving the quality of education nationwide.

Set to kick off in Manjung, Perak in 2024, Yayasan AMIR envisions PALS as a cornerstone of sustainable education transformation across Malaysia. By building strong, supportive networks and equipping educators with the tools and resources to thrive, the programme aims not only to enhance student outcomes but also to foster a nationwide culture of collaboration and continuous improvement in education.

BECOME A SPONSOR!

BECOME A SPONSOR!

Transform Education, Transform Lives: Partner with Us!

Since 2011, Yayasan AMIR (YA) has been committed to transforming Malaysia's education landscape through the Trust Schools Programme (TSP). With the final TSP cohort completing in 2024, our impact now extends to the Ministry of Education's TS25 initiative, which scales the TSP model across a network of over 10,000 schools nationwide.

We are proud of these achievements, but our mission doesn't end here. Post-TSP, YA is advancing initiatives to nurture life-long learning and collaborative excellence among educators through programmes such as RaSA (Rangkaian Sekolah Amanah) and PALS (Peer-Assisted Learning and Sharing). These initiatives empower educators to continually refine their teaching skills, deliver meaningful learning experiences, and inspire better outcomes for students.

We invite you to join us in this mission.

Your sponsorship can drive national education transformation by enabling schools to excel and students to thrive. Together, we can shape a brighter future for the next generation. As a sponsor, you will have the opportunity to:

- **Contribute to National Education Transformation :** Engage in the exchange of knowledge and ideas, participate in Trust Schools events, and implement programmes aligned with national priorities.
- **Gain Media Exposure and Recognition :** Be acknowledged as a valued partner committed to impactful education reform.
- **Customise Your Contribution :** Support school programmes or tailor your sponsorship to address specific school needs or focus areas.
- **Enjoy Tax Benefits :** Sponsorship contributions are tax-exempt under Section 44(6) of the Income Tax Act 1967.

Sponsorship Opportunities

As a sponsor, you can choose to support:

Foster sustainability and excellence among schools through a network of best practices.

Support peer mentoring initiatives that empower educators and schools.

Other Education or School Transformation Programmes

Tailor your sponsorship to programmes aligned with specific school needs, focus areas, or your organisation's objectives.

Let's transform lives through education.

Partner with us to create lasting change. Contact us today to explore sponsorship opportunities and become a vital part of this national movement. Together, we can make a difference that echoes for generations to come.

FINANCIAL REPORT

Independent Auditor's Report
to the Trustees Of Yayasan AMIR
(Incorporated In Malaysia)

Ernst & Young PLT
202006000003 (LLP0022760-LCA) & AF 0039
SST ID: W10-2002-32000062
Chartered Accountants
Level 23A Menara Milenium
Jalan Damanlela
Pusat Bandar Damansara
50490 Kuala Lumpur, Malaysia

Tel: +603 7495 8000
Fax: +603 2095 5332 (General line)
+603 2095 9076
+603 2095 9078
ey.com

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

Report on the selected financial indicators

Opinion

The selected financial indicators of Yayasan AMIR, which comprise the summary statement of financial position as at 31 December 2023 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 2023.

In our opinion, the accompanying selected 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 financial indicators

The selected 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 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 9 May 2024.

Trustees' responsibility for the selected financial indicators

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

Independent Auditor's Report
to the Trustees Of Yayasan AMIR (cont'd.)
(Incorporated In Malaysia)

EY
Building a better
working world

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 financial indicators
are consistent, in all material respects, with the audited financial statements of Yayasan
AMIR for the financial year ended 31 December 2023 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
202006000003 (LLP0022760-LCA) & AF: 0039
Chartered Accountants

Kuala Lumpur, Malaysia
18 December 2025

Selected Audited Financial Indicators

SELECTED AUDITED FINANCIAL INDICATORS

STATEMENT OF COMPREHENSIVE INCOME (RM Million) For the financial year ended 31 December 2023	2023 RM million	2022 RM million
Income	**10.21**	**12.87**
Sponsorship	9.00	11.97
Profit Income	1.21	0.71
GST refund/writeback of provision for GST	-	0.19
Others	-	0.00^
Expenditure	**10.21**	**12.87**
Trust Schools Development Programme Costs	3.34	4.04
Other operating expenses	6.87	8.83
Finance costs	0.00^	0.00^
Surplus before taxation	-	-
Taxation	-	-
Net surplus	-	-

STATEMENT OF FINANCIAL POSITION (RM Million) As at 31 December 2023	2023 RM million	2022 RM million
Non-Current Assets	**0.09**	**4.42**
Equipment	0.02	0.03
Right-of-use asset	0.07	0.07
Cash and bank balances*	-	4.32
Current Assets	**104.63**	**117.76**
Cash and bank balances	33.93	29.21
Amount due from sponsors	70.25	88.33
Other receivables	0.45	0.22
Current Liabilities	**103.99**	**18.40**
Sponsorship-in-advance	0.65	3.14
Other payables	1.25	1.85
Amount due to Khazanah Nasional Berhad ("Khazanah")	1.82	1.82
Amount due to sponsors	-	11.33
Lease liability	0.04	0.04
Amount due to LeapEd Services Sdn. Bhd.	0.23	0.22
Financing from Khazanah**	100.00	-
Net Current Assets	**0.64**	**99.36**
	0.73	103.78
Non-Current Liabilities	**0.73**	**103.78**
Amount due to LeapEd Services Sdn. Bhd.	-	0.19
Amount due to sponsors	0.70	3.57
Financing from Khazanah**	-	100.00
Lease liability	0.03	0.02
Represented by:	**0.00^**	**0.00^**
Contribution from member	0.00^	0.00^
Retained surplus	-	-
	0.73	103.78

* 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

OUR PARTNERS

OUR PARTNERS

MINISTRY OF EDUCATION MALAYSIA (MOE)

KEMENTERIAN PENDIDIKAN

The Ministry of Education Malaysia (MoE) is the central agency overseeing the nation's education system, encompassing preschools, primary schools, and secondary schools. It serves as the driving force behind efforts to develop a world-class education system that nurtures students to achieve their full potential and contribute meaningfully to society. Guided by the aspirations of the Malaysia Education Blueprint, the MoE is committed to fostering holistic, balanced, and high-performing learners equipped with 21st-century skills, values, and competencies.

In collaboration with the MoE, Yayasan AMIR (YA) has emerged as a key partner in advancing educational transformation through the pioneering Trust Schools Programme (TSP). This Public-Private Partnership (PPP) reflects a shared vision to enhance the quality of teaching, learning, and school leadership within the public education system. Together, the MoE and Yayasan AMIR strive to promote sustainable education practices, develop innovative models, and drive whole-school transformation, ensuring equitable and impactful learning opportunities for students across Malaysia.

LEAPED SERVICES SDN BHD

LeapEd Services Sdn Bhd

Common Ground Damansara Heights
Wisma UOA Damansara II
Penthouse 16-1 Level 16,
No 6, Changkat Semantan
Bukit Damansara, 50490 Kuala Lumpur

Tel :   +603 29350053
Email :   enquiry@leapedservices.com

LeapEd Services Sdn Bhd (LeapEd) is committed to developing schools that embed sustainable education practices, aiming to produce holistic students equipped with 21st-century competencies. Working in close collaboration with strategic partners such as Yayasan AMIR and the Ministry of Education Malaysia, LeapEd operates within a Public-Private Partnership (PPP) framework. This partnership emphasizes whole-school transformation and student-centered learning to help every learner realize their individual potential.

Since its establishment in 2010, LeapEd has designed and implemented various education models, including the District Transformation Programme-AMAN (DTP-AMAN), Islamic School Enhancement Programme (ISEP), Ground-up School Transformation (GUSTO) programme, Program Sekolah Transformasi (PreSTasi), Supporting Remedial English Students in Primary Schools (ESRI), CyberWira, and the nation's flagship Trust Schools Programme (TSP).

To date, these initiatives have positively impacted over 239,681 students, 11,235 teachers, and 1,290 schools across Malaysia, contributing significantly to the advancement of the national education landscape.

EDVOLUTION ENTERPRISE

Edvolution Enterprise

Jumpstart65,
65, Jalan Tun H S Lee,
Kuala Lumpur City Centre,
50050 Kuala Lumpur.

Email :   enquiries@myedvolution.com

Edvolution Enterprise is a Malaysian social enterprise established in 2017 by two former teachers with a mission to drive transformative change in education by empowering teachers and fostering innovative teaching practices. Focused on building teacher capacity, Edvolution Enterprise collaborates with schools, educational institutions, and stakeholders to deliver professional development programs, mentorship, and support for educators.

The organization is committed to nurturing a community of skilled, reflective, and motivated teachers who are equipped to meet the evolving demands of education in the 21st century. By prioritizing sustainable and impactful initiatives, Edvolution Enterprise aims to enhance student learning outcomes and contribute to the holistic advancement of the nation's education system.

PERSIDANGAN
SEKOLAH AMANAH
20
23
TRANSFORMASI PENDIDIKAN MALAYSIA:
MEMUPUK KESIAPSIAGAAN MASA HADAPAN
25 - 26 Oktober | Geno Hotel, Subang Jaya

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

6 STUDENT ASPIRATIONS

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