YAYASAN AMIR
EDUCATION TRANSFORMATION PROGRAMMES

14th EDITION

ANNUAL PROGRESS REPORT 2024

Yayasan AMIR



TRUST SCHOOLS PROGRAMME

“EDUCATION IS NOT PREPARATION FOR LIFE; EDUCATION IS LIFE ITSELF.”

- John Dewey

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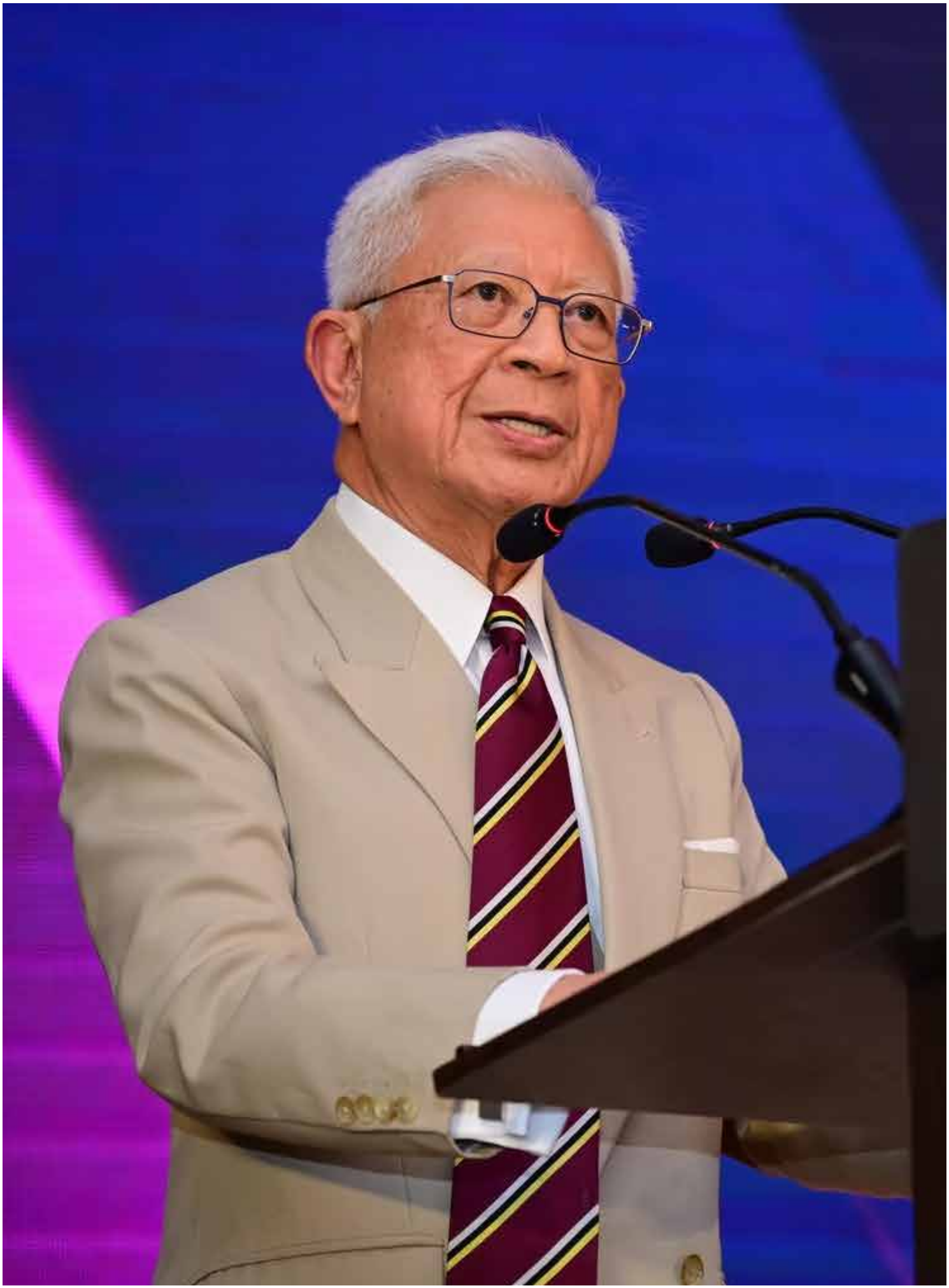
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FOREWORD

Chairman, Board of Trustees

FOREWORD

CHAIRMAN'S STATEMENT



RAJA TAN SRI DATO' SERI ARSHAD BIN RAJA TUN UDA

As we continue our journey beyond the formal implementation of the Trust Schools Programme (TSP), 2024 has been a year of sustaining our course while broadening our horizons. Our focus has remained firmly on strengthening the culture of excellence cultivated over the past decade and ensuring that the best practices, leadership capacity, and collaborative spirit embedded within our schools continue to flourish, driven increasingly by the schools themselves.

This year marked an important milestone with the completion of the final Trust Schools cohort in Bahau, Negeri Sembilan (Cohort 2021/2024). The successful conclusion of this cohort not only signifies the closure of a key chapter in the TSP journey, but also reaffirms the programme's enduring impact on school leadership, instructional quality, and student outcomes. The dedication demonstrated by the Bahau school communities is testament to the strength of the TSP model and its continued relevance in today's evolving education landscape.

Moving forward with our new flagship initiatives, 2024 marked the introduction of the PALS (Peer-Assisted Learning and Sharing) pilot, implemented in Manjung with the support of Yayasan Hasanah. Designed to cultivate peer-driven professional growth through collaboration with matured Trust Schools, PALS provided structured avenues for teachers and school leaders to exchange insights, mentor one another, and refine their instructional practices. As the Manjung pilot concluded in December 2024, its outcomes reaffirmed the transformative potential of collaborative learning in driving school improvement. The lessons and momentum generated through PALS will serve as a foundation for future efforts to empower schools to take greater ownership of their continuous development.

Alongside PALS, we continued to empower and strengthen the Trust Schools communities through RaSA (Rangkaian Sekolah Amanah), a platform that embodies the commitment of our schools to sustaining best practices through peer-led engagement. In 2024, five RaSA editions were organised, each demonstrating the collective leadership, creativity, and resilience of our school communities, as well as the emergence of new cross-border partnerships:

- **RaSA Kuala Lumpur (Middle Leaders Edition)** – Hosted by SMK Taman Maluri, bringing together KL Middle Leaders to exchange perspectives on instructional leadership and school improvement.
- **RaSA Kuala Lumpur (SVG Edition)** – Organised by SK Convent Jalan Peel, celebrating the voice and agency of our Student Voice Groups (SVGs).
- **RaSA Borneo 2024** – Held in collaboration with JPN Sarawak and IAB Kuching, connecting Trust Schools across Sabah and Sarawak.
- **RaSA Pantai Timur** – Led by the Kemaman Trust Schools cohort, fostering further collaboration among Pahang, Terengganu and Kelantan Trust Schools.
- **The Global Exchange E-Forum 2024**, fondly called '**RaSA Nusantara**' by the team – Our first international knowledge-sharing session, in collaboration with the Putera Sampoerna Foundation (PSF) of Indonesia.

These engagements reaffirmed that transformation does not end with the conclusion of a programme. Rather, the values and practices cultivated through education transformation programmes continue to grow, evolve, and multiply through communities of like-minded educators committed to excellence. We are witnessing the emergence of a self-driven and self-sustaining ecosystem, where educators, leaders, and students actively shape and strengthen their own learning communities.

None of this progress would have been possible without the steadfast support of our partners. We extend our deepest appreciation to the Ministry of Education, along with our collaborators at JPN, PPD, Khazanah Nasional Berhad, Yayasan Hasanah, PETRONAS, Tenaga Nasional, UEM Group, TIME dotCom, Yayasan DayaDiri, MAIPs, Yayasan Pahang, Westports Malaysia, LeapEd Services, and our many supporters who continue to believe in the mission of education transformation. Their trust and partnership have been vital in ensuring that the impact of TSP extends far beyond its original framework.

As we look ahead, our priority remains clear: to empower schools, strengthen collaboration, and ensure the legacy of the Trust Schools Programme continues to benefit generations to come. The journey of transformation is ongoing, and with the commitment of our educators, students, and partners, we remain confident in building a stronger, more connected, and more resilient education ecosystem for Malaysia.

Thank you for being part of this journey. Together, we continue to advance with purpose, clarity, and determination.

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





ABOUT US

Our story **06**
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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



CAHAYA JAPAR
Senior Officer,
Programme Management



MOHD NOOR MOHD ISA
Senior Officer,
Programme Management



ENGKU HARRIS ENGKU MURAD
Senior Officer,
Programme Management



NORLIZA SHARUDDIN
Senior Officer,
Programme Management



PROGRAMME STAKEHOLDERS

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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

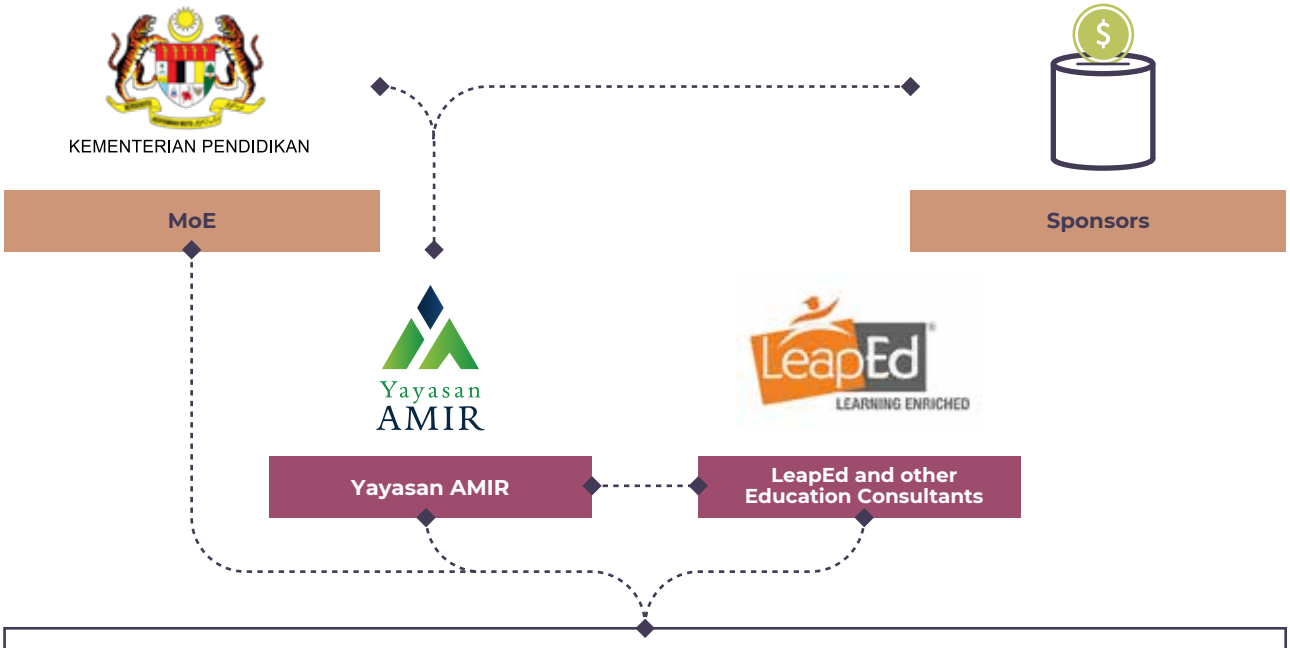
Majlis Agama Islam & Adat Istiadat Melayu Perlis (MAIPs)	Yayasan DayaDiri	TIME dotCOM Berhad

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

Yayasan AMIR Trust Schools Journey **16**
The Trust Schools Network **18**

OUR JOURNEY

YAYASAN AMIR
TRUST SCHOOLS JOURNEY



01
Sponsorship

- 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
Selection

- The selection process involves assessing the current situation, needs and challenges as well as support required for schools to set targets they aspire to achieve in the TSP

03
Designation as Trust School

- 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
Key Performance Targets Setting (KPT)
(5-year road map)

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

05
Transformation Phase
(TSP 1.0)

- Theory, modeling and new systems are introduced



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 towards 5-years targets for the remaining 2 years

10
Model School

- Independent practices

TRUST SCHOOL PROGRAMMES

2024 OUR SCHOOL NETWORK

TSP 1.0 | TSP 2.0 | PALS

KEDAH

64 pre-selected schools for Projek AMAN

PERLIS

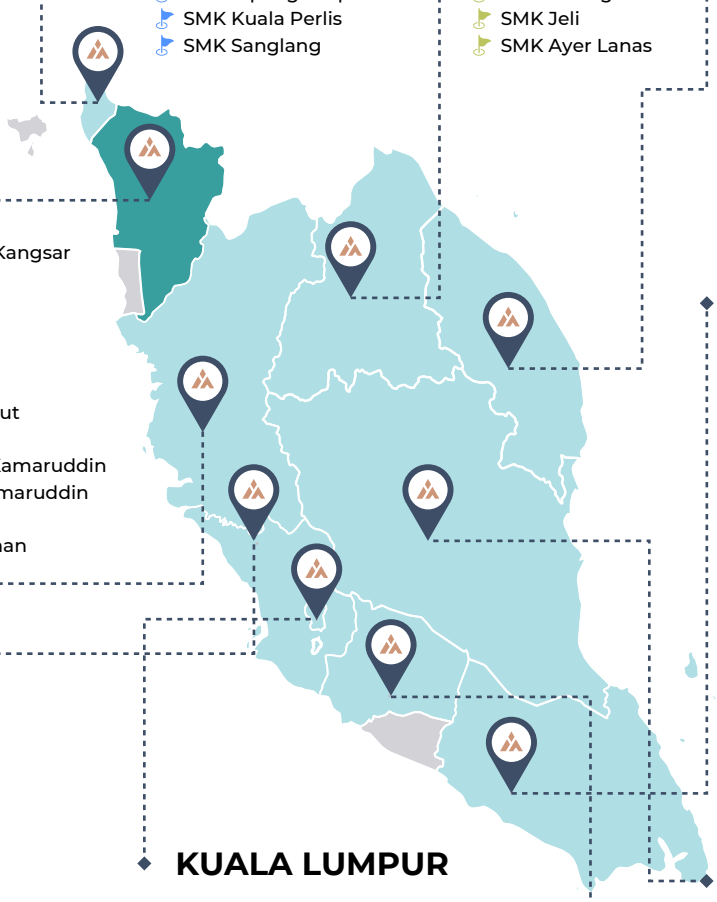
- SK Batu Bertangkup
- SK Seberang Ramai
- SK Simpang Ampat
- SMK Kuala Perlis
- SMK Sanglang

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
- SJK (T) Mukim Pundut
- SK Dato' Ishak
- SMK Kg. Dato' Seri Kamaruddin
- SK Kg. Dato' Seri Kamaruddin
- SMJK Dindings
- SK Muhammad Saman

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

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

NEGERI SEMBILAN

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

TSP 1.0				
Cohort 2011	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
10 Schools	3 Schools	17 Schools	32 Schools	21 Schools

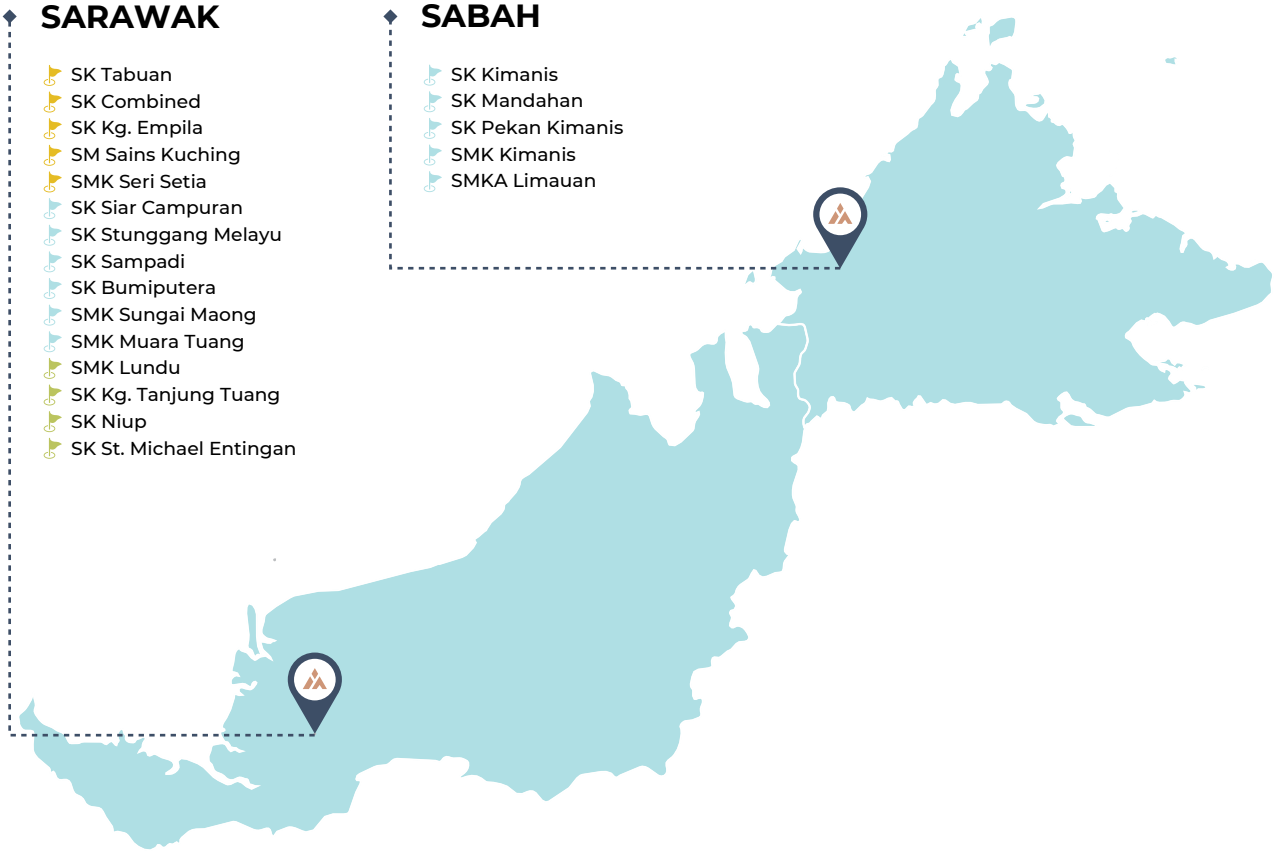


SARAWAK

- 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



100
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

TSP 2.0			PALS
Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2024
7 Schools	2 Schools	2 Schools	6 Schools



“THE FUNCTION OF EDUCATION
IS TO TEACH ONE TO THINK INTENSIVELY
AND TO THINK CRITICALLY.

INTELLIGENCE PLUS CHARACTER —
THAT IS THE GOAL OF TRUE EDUCATION.”

- Martin Luther King Jr.



CURRENT MILESTONES

CURRENT MILESTONES



MARCH

- **5 March 2024 :** PALS Manjung – Presentation of school baseline results
- **9 March 2024 :** Edvolution Enterprise – Majlis Pelancaran Applied Leadership Programme Kohort 3 Ambilan 2024
- **20 March 2024 :** PALS Manjung - Session in SMK Seri Samudera
- **22 March 2024 :** PALS Introductory session for JPN Pahang
- **27 March 2024 :** Meeting with BPSH – discussion on Tamat Tempoh Intervensi Program (TTIP) TSP 2.0

FEBRUARY

- **16 February 2024 :** Preliminary discussion on Sekolah Madani project
- **16 February 2024 :** Preliminary discussion on TRAIL project with PPD Petaling Utama
- **28 February 2024 :** Preliminary discussion on Unit PANTAU Madani request for proposal

JANUARY

- **4 January 2024 :** PALS introduction workshop / onboarding with JPN Perak and PPD Manjung
- **16 January 2024 :** PALS briefing session with Manjung Trust Schools
- **22 January 2024 :** Meeting with Yayasan UEM - potential expansion of PALS in Kuantan
- **30 January 2024 :** Yayasan AMIR Way Forward planning session

APRIL

- **3 April 2024 :** Meeting with Unit PANTAU Madani – Presentation of Yayasan AMIR's proposal for projek Sekolah Madani
- **4 April 2024 :** PALS Manjung – Presentation of PPD baseline results
- **16 April 2024 :** PALS Manjung - Presentation of schools findings
- **23 April 2024 :** PALS Manjung – CPD Cycle 1 hosted by SK Seri Bayu
- **24 April 2024 :** Official visit to PKG / USTP Klang Bandar
- **29 April 2024 :** Yayasan Hasanah's Aidilfitri Open House and Launch of the 2023 Hasanah Report
- **30 April 2024 :** Meeting and sharing session with Arus Academy

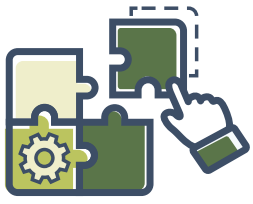
MAY

- **9 May 2025 :** Yayasan AMIR Board of Trustees Meeting 01/2024
- **23 May 2024 :** Meeting with PPD Petaling Utama on the proposed TRAIL project
- **27 May 2024 :** Meeting with TNB – update on TSP and YA Moving forward plan

JUNE

- **6 June 2024 :** Meeting with LeapEd Services – Moving forward plans for TSP 2.0 TTIP
- **10 June 2024 :** Common Purpose Leadership Development Programme – The University of Hong Kong Intern reports for duty
- **11 June 2024 :** PALS Manjung – Masterclass session 1 for PPD and JPN
- **21 June 2024 :** RaSA Middle Leaders KL – organised by SMK Taman Maluri

2024 MILESTONES



SEPTEMBER

- **3 September 2024 :** Persidangan Pendidikan Negeri Perak
- **24 September 2024 :** RaSA Borneo – Championed by SMK Muara Tuang in collaboration with JPN Sarawak and IAB Kampus Sarawak

AUGUST

- **22 August 2024 :** LeapEd PACE Session - Reimagining Education, Innovation in Action
- **24 August 2024 :** RaSA SVG KL – Organised by SK Convent Jalan Peel
- **26 August 2024 :** Kunjung Hormat Pengarah Bahagian Sumber dan Teknologi Pendidikan (BSTP)
- **27 August 2024 :** Meeting with PETRONAS HCI – presentation of TSP progress and YA moving forward plan
- **27 August 2024 :** PALS Manjung – CPD Cycle 3 hosted by SMK Seri Samudera
- **30 August 2024 :** Dialog Belanjawan Kementerian Pendidikan Malaysia

JULY

- **2 July 2024 :** PALS Manjung – CPD Cycle 1 hosted by SK Seri Samudera
- **5 July 2024 :** YA Veteran, Anuar Jaafar bids farewell to Yayasan AMIR
- **10 July 2024 :** PALS Manjung – Masterclass session 2 for PPD and JPN
- **16 July 2024 :** Meeting with Yayasan Hasanah – presentation of proposal and YA moving forward plan
- **17 July 2024 :** Meeting with Yayasan UEM - potential expansion of PALS in Kuantan
- **18 July 2024 :** Meeting with English Language Training Centre (ELTC) – possible collaboration for Unit PANTAU Madani initiative
- **24 July 2024 :** Yayasan AMIR Board of Trustees Meeting 02/2024

OCTOBER

- **1 October 2024 :** RaSA Pantai Timur – Championed by Kijal Trust Schools in collaboration with JPN Terengganu
- **9 October 2024 :** PALS Kuantan – presentation of baseline findings
- **10 October 2024 :** Initial engagement with Putera Sampoerna Foundation on Global Exchange E-Forum 2024
- **11 October 2024 :** Yayasan AMIR Board of Trustees Meeting 03/2024
- **21 October 2024 :** LeapEd Services' Masterclass with Dylan William - Harnessing AI and AFL Strategy for Educational Breakthroughs
- **24 October 2024 :** Bengkel Tamat Tempoh Intervensi Program (TTIP) TSP 2.0 Edisi 2.0
- **30 October 2024 :** PALS Manjung – Masterclass session 3 for PPD and JPN

NOVEMBER

- **4 November 2024 :** Kunjung Hormat Ketua Pengarah Pendidikan Malaysia
- **7 November 2024 :** Kunjung Hormat and meeting with Pengarah Bahagian Professionalisme Guru (BPG)
- **12 November 2024 :** Edvolution Enterprise – Applied Leadership Programme Kohort 3 graduation ceremony
- **18 November 2024 :** Initial meeting with Yayasan Haji Zanuddin on potential collaboration
- **20 November 2024 :** Paynet's Program Akar Powered By AWS re/Start Graduation Ceremony

DECEMBER

- **4 December 2024 :** The inaugural Global Exchange E-Forum in collaboration with Guru Binar (Putera Sampoerna Foundation – PSF, Indonesia)
- **20 December 2024 :** Yayasan Team regroup and Hi-Tea with Board of Trustees




KEMENTERIAN PENDIDIKAN
WONG KW
Sijil Penghargaan



THE YEAR IN REVIEW

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YEAR 2024 IN A GLANCE



The year 2024 marked a period of purposeful momentum for **Yayasan AMIR**: a year defined by moving forward with clarity, forging new connections, strengthening long-standing relationships, and sustaining meaningful change across Malaysia's public education landscape. As the Trust Schools Programme (TSP) continued to mature, the commitment of leaders, teachers, and system partners signalled an education ecosystem increasingly capable of driving and sustaining transformation from within.

A key milestone this year was the successful rollout of the Peer-Assisted Learning and Sharing (PALS) Pilot in Manjung, Perak - our first new programme beyond the traditional TSP clusters. Designed to scale the impact of school transformation through structured peer collaboration, PALS demonstrated the growing confidence and capability of our matured Trust Schools. With support from Yayasan Hasanah, and in close partnership with JPN Perak and PPD Manjung, Trust Schools served as mentors to neighbouring schools, guiding them through improved instructional practices, classroom management, and professional culture. The positive outcomes of this pilot affirmed a long-held belief: sustainable change is nurtured when educators empower one another through authentic, practice-based learning.

Beyond Manjung, the culture of collaboration flourished through RaSA 2024 (Rangkaian Sekolah Amanah) - a platform that showcased the readiness and maturity of Trust Schools nationwide. Through RaSA, schools demonstrated not only the retention of best practices but also the creativity to adapt, refine, and build upon them. Engagements throughout the year highlighted strong school-to-school support, evidence of leadership growth, and a noticeable sense of ownership among educators who are now confidently driving improvement within their own contexts. It has also been deeply moving to witness the unwavering dedication of the Trust Schools community: our partners at JPNs, PPDs, and Trust Schools - who continue to uphold the spirit of transformation long after the initial programme cycle. Their passion, resilience, and shared belief in building better futures for students are what keep the momentum alive.



This year also marked the beginning of meaningful cross-border learning, as Yayasan AMIR established a new collaboration with the Putera Sampoerna Foundation (PSF) of Indonesia through our inaugural 2024 Global Exchange E-Forum. This collaboration opened avenues for fresh perspectives and reinforced the universal truth that educational transformation flourishes when communities, both local and international come together to learn, share, and aspire toward a common vision.

At the school level, Trust Schools continued to uphold a culture of excellence. School leaders demonstrated stronger instructional oversight, teachers showcased improved pedagogical confidence, and students benefited from richer, more engaging learning experiences. The evidence continues to show that sustained transformation supported by thoughtful structures and committed partnerships can lead to meaningful improvements in student outcomes, teacher professionalism, and school climate.

As we move forward, 2024 stands as a pivotal chapter in Yayasan AMIR's journey, a year where the foundations of the past met the possibilities of the future. With strengthened alliances, renewed clarity, and an unwavering commitment to excellence, we stand ready to broaden our impact and champion equitable, high-quality education for all Malaysian students.

The journey continues and with every school that thrives, a stronger Malaysia comes into view.



KEY HIGHLIGHTS OF 2024

PALS Manjung 2024 : Catalysing Transformation Through Peer-Led Learning :
Yayasan AMIR's first pilot to expand the impact of the Trust Schools model beyond its original footprint.

In 2024, Yayasan AMIR marked a significant milestone in our journey to broaden the reach and sustainability of the Trust Schools Programme (TSP). The Peer-Assisted Learning and Sharing (PALS) pilot in Manjung, Perak - implemented throughout the year with the support of Yayasan Hasanah through the Hasanah Special Grant became our first structured attempt to replicate TSP's collaborative practices in public schools outside the Trust Schools network.

Through PALS, we tested an innovative model that harnesses the strength of mature Trust Schools to uplift neighbouring schools through peer mentoring, targeted CPD, and district-level capacity building. This pilot signalled a bold progression: transforming not only teacher practice but the entire local ecosystem of leadership and instructional support.

A Collaborative Network of Schools

The pilot in Manjung brought together nine schools: three mature Trust Schools as mentors, and six public schools as peer learning partners:

Trust Schools

- SMK Seri Samudera
- SK Seri Samudera
- SK Seri Bayu

Peer Schools Cohort 2024 (Sekolah Rakan Kohort 2024)

- SJK (T) Mukim Pundut
- SK Dato' Ishak
- SMK Kg. Dato' Seri Kamaruddin
- SK Kg. Dato' Seri Kamaruddin
- SMJK Dindings
- SK Muhammad Saman



This structure enabled an authentic exchange of expertise, with Trust Schools guiding Middle Leaders and teachers through structured learning cycles, classroom-focused strategies, and peer-driven professional development practices. This district-level design is aligned with YA's long-term aspiration to encourage sustainable, locally driven transformation, even in non-Trust Schools

What PALS Piloted, And Why It Matters

- At its core, PALS Manjung tested a model that leverages three elements:
- Peer Mentoring Between Schools: Middle Leaders from Trust Schools coached and supported their counterparts in Peer Schools.
- Structured CPD Cycles: Three rounds of CPD and three rounds of Community of Practice (CoP) strengthened schools' pedagogical and leadership capabilities.
- District Capacity Building: Three MasterClass sessions were conducted specifically for PPD and JPN officers, ensuring system leaders could sustain progress beyond the pilot.





Transforming Middle Leader Confidence and Classroom Practice through PALS

The Challenge: A Confidence Gap Among Middle Leaders in Non-Trust Schools

Before PALS began, many Middle Leaders in the six participating Peer Schools (PS) showed limited confidence in enacting pedagogical leadership roles. While they were dedicated classroom practitioners, they lacked exposure to:

- Structured peer learning frameworks
- Techniques for differentiated instruction
- Leading school-based Community of Practice (CoP) discussions
- Assessment for Learning (AfL) tools and strategies

This was especially evident in schools such as SK Kampung Dato' Seri Kamaruddin, where Middle Leaders had minimal experience facilitating CoPs or planning lessons fortified with AfL elements. This gap restricted their ability to influence peers, guide teaching practice, or initiate instructional change.

The PALS Intervention : Structured Coaching and CPD for Real Change

To address these gaps, Peer Schools were paired with experienced Middle Leaders from the three Manjung Trust Schools: SMK Seri Samudera, SK Seri Samudera, and SK Seri Bayu. They participated in a year-long, practice-based learning programme that included:

- Three thematic CPD sessions on Lesson Planning, Assessment for Learning (AfL), and Differentiated Pedagogy
- Mentorship from Trust School Middle Leaders, who modelled facilitation and coaching techniques
- Structured CoP cycles held in schools, enabling hands-on peer learning
- Classroom-based coaching, observations, and feedback cycles to reinforce implementation

One of the most impactful interventions was CPD 2.0 on Assessment for Learning, hosted at SK Seri Samudera. Teachers were trained to apply AfL tools such as exit tickets, student reflection prompts, and ongoing formative assessment strategies. These practices were then piloted, refined, and discussed within their CoPs, allowing teachers to internalise AfL as a natural part of daily instruction.
This structured support significantly raised the confidence and agency of Peer School Middle Leaders, equipping them with the clarity, tools, and mindset to guide instructional improvement in their own schools.



Empowering JPN and PPD Officers to Champion School Transformation

The Challenge: Limited Pedagogical Support Capacity

Across many districts, officers from JPN and PPD traditionally shoulder heavy administrative responsibilities, leaving limited space to develop deeper pedagogical coaching skills. Before PALS, many officers felt constrained in offering targeted, instructional guidance to schools—particularly to Middle Leaders who required direction in classroom practice and collaborative learning structures.

This capacity gap affected the system's ability to support sustained, school-wide improvements, especially in non-Trust Schools.

The PALS Solution: MasterClass for System Leaders

To strengthen district-level leadership, PALS introduced a series of dedicated MasterClass sessions for JPN Perak and PPD Manjung officers. These sessions emphasised:

- Effective school coaching and mentoring frameworks
- Instructional leadership and observation techniques
- Data-driven decision-making
- Tools such as the eGROWp coaching model and Instructional Rounds (IR)
- Structured cycles of feedback, reflection, and improvement

By bringing district officers into the learning ecosystem, PALS ensured that transformation was not confined to the school level but reinforced at every tier of the education system.

Evidence of Change

The PALS pilot in Manjung concluded with strong, encouraging outcomes across teachers, Middle Leaders, and system-level officers.







Impact on Peer School Teachers and Middle Leaders

- 98% of Peer School respondents agreed that PALS improved their instructional competencies.
- 100% reported meaningful peer learning and knowledge transfer.

Competency improvements were recorded in key teaching practices (TP: Tonggak Pedagogi / Pedagogical Pillars) :

- TP1 : Lesson Planning increased from 93% to 99%
- TP5 : Questioning & Thinking Skills improved from 86% to 96%

These improvements reflect a tangible shift in confidence, clarity, and pedagogical delivery.

Impact on PPD & JPN Officers

From the PALS MasterClass Programme :

- Overall competency levels rose from 1.73 to 2.98
- The largest gain was in Domain 3: Driving Innovation & School Improvement (+1.53 points)
- 100% of officers reported greater readiness to apply coaching tools such as eGROWp and Instructional Rounds in their supervisory roles
- This demonstrates a deeper systemic transformation, anchored in strengthened leadership and more effective district-level support.

Why This Matters

The success of the PALS Manjung Pilot shows that transformation does not occur in isolation, but it starts with empowering the very people closest to the classroom. Through structured mentorship, targeted professional learning, and enhanced system leadership support, PALS has helped restore confidence, deepen instructional knowledge, and cultivate a culture of collaborative professionalism across nine schools in Manjung.

PALS demonstrates that when Trust Schools are positioned as transformation hubs, meaningful change can be seeded and sustained beyond the original network—strengthening the entire public-school ecosystem.

Looking Forward

The achievements of PALS Manjung in 2024 mark the beginning of a new chapter for Yayasan AMIR's broader impact beyond the Trust Schools Programme. The strong outcomes from this pilot set the stage for expansion into other districts where mature Trust Schools are ready to serve as peer-learning anchors. For Manjung, the PALS Phase 2 model is already in development, with deeper focus on school leadership development, cascading mentorship, and student-centred outcomes.

We are also pleased to note growing interest from sponsors who recognise the potential of PALS to uplift more schools. Discussions for expanding PALS to additional districts in 2025 and beyond are already underway.

As we look to the future, PALS reaffirms a powerful lesson: systemwide transformation begins when we invest in people: School Leadership, Middle Leaders, teachers, and District Education Officers who drive change every day in our schools.



Rangkaian Sekolah Amanah (RaSA) 2024 :

Strengthening Educational Leadership and Collaborative Excellence Across Malaysia and Beyond



The year 2024 marked a significant milestone for the Rangkaian Sekolah Amanah (RaSA) platform as it expanded its reach, deepened its influence, and strengthened its role as a catalyst for collaborative excellence within Malaysia's Trust Schools ecosystem. Across five major engagements, from Kuala Lumpur to Sarawak, from Terengganu to a continental partnership with Indonesia, RaSA served as a unifying movement that empowered school leaders, teachers, and students to exchange ideas, refine impactful practices, and fortify a culture of continuous improvement.





This year's RaSA calendar not only underscored the commitment of Yayasan AMIR to sustain transformation but also demonstrated the growing leadership capacity within the system culminating in the inaugural international E-Forum (which we fondly regard as 'RaSA Nusantara').








Forum:
Pendidikan
Sekolah Amanah (RaSA) Dan
Borneo 2024
PEMIMPIN MASA HADAPAN
Aminuddin Baki Kuching, Sarawak
24 – 26 September 2024


SEMINAR
MENERAJUI KOMUNIKASI ALAM REMAJA



21 - 22 June 2024

RaSA Middle Leaders Kuala Lumpur | UCSI University Kuala Lumpur

Hosted by SMK Taman Maluri in collaboration with Yayasan AMIR and UCSI University, the 2024 RaSA calendar commenced with an inspiring two-day convening for Middle Leaders (ML) across Kuala Lumpur. For the first time, the entire programme was conceptualised and executed by Middle Leaders and teachers themselves, an impressive milestone that reflected the increasing ownership and leadership maturity cultivated through the Trust Schools Programme. UCSI University generously sponsored the venue at its Cheras Main Campus, reflecting the strong and ongoing partnership between the institution and SMK Taman Maluri.

Day 1 : Strengthening Professional Networks

Middle Leaders from Kuala Lumpur's Trust Schools engaged in peer-led sessions focused on sustaining high-impact leadership practices, collaborative problem-solving, and strengthening school-based implementation of Trust School processes. The presence of senior school administrators further emphasised the shared commitment to embed a culture of excellence and reflective practice.

Day 2 : Student Leadership and Active Engagement

The programme continued with a lively "Explorace" facilitated by Yayasan AMIR's interns from The University of Hong Kong, followed by reflective sharing on Trust School processes. Activities such as "Chair Robic" and "Brain Gym," led by the enthusiastic Pembimbing Rakan Sebaya (PRS) of SMK Taman Maluri, showcased meaningful student involvement in leadership and school culture.

The closing ceremony was officiated by Puan Azwati Suria, Chief Assistant Director of the Special Schools Unit, JPWPKL, whose presence encouraged sustained professional collaboration across the network.

24 August 2024

RaSA Student Voice Group (SVG) Kuala Lumpur | Holiday Place Hotel Kuala Lumpur

Organised by SK Convent Jalan Peel, in collaboration with Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur (JPWPKL) with support from Yayasan AMIR.

Continuing the momentum from June, RaSA expanded its focus to student leadership through the RaSA SVG Kuala Lumpur gathering. Involving 100 students from Years 4 - 6 across five KL Trust Schools: SK Bangsar, SK Convent Jalan Peel, SK Desa Pandan, SK Sultan Hisamuddin Alam Shah, and SJK(T) Vivekananda, the programme centred on building confidence, communication skills, and peer collaboration.

Officiated by Encik Fauzan Amran, Timbalan Pegawai Pendidikan Daerah – Sektor Pengurusan Sekolah of PPD Bangsar Pudu, the event featured highly engaging training by Encik Zaki Zainal of MEKAR, focusing on the foundations of effective public speaking. Students participated enthusiastically in role-play, storytelling, and communication exercises designed especially for young leaders.

The event, supported by a strong organising committee of parents and teachers from SK Convent Jalan Peel, cultivated a vibrant environment where students strengthened their identities as communicators, influencers, and future leaders within their school communities.





24 - 26 September 2024

RaSA Borneo 2024 | Institut Aminuddin Baki (IAB) Cawangan Sarawak

Collaboratively organised by SMK Muara Tuang, JPN Sarawak, IAB Cawangan Sarawak, and Trust Schools from Sabah & Sarawak

For the first time, RaSA expanded to the Borneo region through a landmark collaboration with Jabatan Pendidikan Negeri Sarawak and Institut Aminuddin Baki (IAB) Cawangan Sarawak. Themed "Pemimpin Masa Hadapan", this three-day event brought together 70 participants: School Leadership Teams and Middle Leaders from 20 Trust Schools across Sabah and Sarawak, alongside representatives from JPN Sarawak, JPN Sabah, JPN Perlis, and multiple PPDs.

A defining feature of RaSA Borneo was its organisation: fully led by SMK Muara Tuang, supported by Trust Schools across both Sabah and Sarawak. This partnership model showcased strong regional leadership capacity and exemplified how the Trust Schools network continues to enable sustainable school-driven initiatives.





Event Highlights

- Transformational sharing session by Puan Aluyah Salleh, a pioneering champion of the Trust Schools Programme and former Guru Besar of SK Tabuan.
- Leadership Teambuilding Module facilitated by IAB Sarawak.
- 'Randau RaSA' Borneo, providing a space for deep dialogue and reflection.
- 'Jom Raon' Challenge, a high-energy teambuilding race across Kuching Waterfront that tested collaboration, communication, and creativity.
- Sharing sessions from TS25 schools, and
- Forum: "Landskap Kepimpinan Ke Arah Menjulang Pendidikan" featuring educational leaders from across the region.

Officiated by Dr. Les Anak Met, Timbalan Pengarah – Pengurusan Sekolah of JPN Sarawak, RaSA Borneo was a powerful testament to the growing leadership ecosystem in East Malaysia, built on trust, collaboration, and shared aspiration.










RAL
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FESTIVAL 20

1 – 3 October 2024
RaSA Pantai Timur | Kuala Terengganu

Championed by the Senior Leadership Team Members of Kijal Cluster Trust Schools, and supported by JPN Terengganu.

RaSA Pantai Timur marked another historic milestone as the first-ever convening of Trust Schools across the East Coast region. Hosted in Kuala Terengganu, the three-day programme gathered around 100 participants from Trust Schools in Terengganu, Kelantan, and Pahang including the Pengetua and Guru Besar, Senior Leadership Team members, Middle Leaders, and teachers.

The event was spearheaded by the highly committed leaders, teachers, and Middle Leaders of Kijal Trust Schools (Cohort 2015), whose strong coordination and passion ensured a meaningful experience for all attendees.

Event Highlights

- Participation from JPN Terengganu, Kelantan, and Pahang officials.
- Dedicated teambuilding sessions delivered by the counsellor team from PPD Marang, fostering collaboration and rapport among participants.
- Numerous reflective sharing and professional learning exchanges focused on sustainability of Trust School practices, including a laidback and meaningful forum session hosted by Cikgu Saidin Awang, then Guru Besar of SK Bukit Anak Dara (now SK Kijal), and sharing sessions by Trust Schools from the three east-coast states.

RaSA Pantai Timur demonstrated the strength, unity, and resilience of Trust Schools along the East Coast, and their collective readiness to continue strengthening student outcomes through collaborative leadership.















4 December 2024

Global Exchange E-Forum 2024 aka 'RaSA Nusantara' | Virtual Session

First cross-border RaSA collaboration with Indonesia, in partnership with Putera Sampoerna Foundation's 'Guru Binar' Platform.

The culmination of the 2024 RaSA calendar was marked by an international collaboration: the Global Exchange E-Forum, fondly nicknamed RaSA Nusantara. This event represented the first partnership between Yayasan AMIR and the Putera Sampoerna Foundation (PSF) of Indonesia, following an initial connection established during the 2023 Trust Schools Conference.

Themed "Hybrid Practices to Enhance Engagement Through Interactive Learning Experiences", the forum convened 11 speakers—five from Indonesia and six from Malaysia—who presented innovative approaches to hybrid and interactive learning.



Event Highlights

- Keynote Address by Yang Berbahagia Datuk Dr. Amin Senin, former Director-General of Education Malaysia.
- 9 insightful presentations from educators across both countries, showcasing classroom innovation, AI-enabled learning, differentiated instruction, game-based assessment, mindful teaching, and special education initiatives.

Malaysian presenters included :

- Puan Adlina anak Sojep (SMK Lundu)
- Puan Roshida Abu Bakar (SMK Seri Samudera)
- Puan Siti Norazizwani Che Aziz (SK Bukit Anak Dara)
- Puan Nor Aimie Syaza Zainol & Puan Wong Lee Yun (SMK Bandar Sunway)
- Puan Tengku Rosyati Tengku Johan (SK Bukit Anak Dara)

Indonesian presenters included :

- I Kadek Darsika Aryanta
- Ibu Ernawati
- Risky Darma Ramadan
- Wahyu Eko Fabryanto & Mohammad Yahya (UIN Khas Jember)

RaSA Nusantara opened doors for continued Malaysia - Indonesia collaboration and provided a valuable platform for educators to exchange strategies, spotlight innovation, and broaden their horizons.

Conclusion : A Year of Connection, Collaboration, and Leadership Growth

The RaSA calendar of 2024 stands as one of the most expansive, vibrant, and impactful series of engagements in the history of the Trust Schools Programme. What began in Kuala Lumpur with Middle Leaders extended to Borneo and the East Coast, and finally bridged beyond Malaysian borders through a meaningful partnership with Indonesia.

Through RaSA, educators across various states, and now across the region continue to strengthen their professional identity and shared commitment to excellence. By fostering networks anchored in collaboration, trust, and innovation, Yayasan AMIR remains steadfast in nurturing a thriving ecosystem of leaders dedicated to transforming student outcomes nationwide.



International Interns from The University of Hong Kong (HKU) :
The Common Purpose Leadership Development Programme | 10 to 26 June 2024

In June 2024, Yayasan AMIR proudly welcomed its first cohort of international interns from The University of Hong Kong (HKU) under the Common Purpose Leadership Development Programme. This marked a meaningful milestone for Yayasan AMIR, as it expanded its collaborative engagement with global partners committed to leadership development and cross-cultural learning.





About Common Purpose

Common Purpose is a global not-for-profit organisation dedicated to developing leaders who can transcend cultural, organisational, and societal boundaries. With hubs across major cities: including Singapore, Hong Kong, London, Berlin, Johannesburg, Melbourne, and Chicago, Common Purpose delivers experiential programmes that foster collaboration, cultural intelligence, and adaptive leadership among participants from diverse backgrounds.

The HKU - Common Purpose Leadership Development Programme brought approximately 30 students to Kuala Lumpur, offering them a transformative platform to elevate their Cultural Intelligence (CQ), strengthen their ability to work effectively in cross-cultural teams, and immerse themselves in the rhythms of a rapidly growing Asian capital.

Centred on five critical skills valued by global employers: Problem-Solving, Agility, Collaboration, Communication, and Resilience, the programme combines deep cultural exposure with real-world organisational attachments. Participants engage directly with local institutions, allowing them to apply their learning and strengthen employability skills in authentic, dynamic environments.

Yayasan AMIR as Host Organisation

Between 10 and 26 June 2024, Yayasan AMIR hosted five international interns: Irene, Leslie, Kennedy, Fouzia, and Chloe as part of their organisational attachment. Their placement provided them with an opportunity to contribute to Yayasan AMIR while gaining insight into Malaysia's education landscape.

The interns began their attachment with a cross-sharing dialogue that compared the education systems of Malaysia, Hong Kong, mainland China, and international curricula. This initial exploration set the foundation for deeper engagement with our work in the local education transformation landscape.

One of their key contributions was the planning and facilitation of the Explorace session for RaSA Middle Leaders Kuala Lumpur, where they collaborated closely with the Yayasan AMIR team, incorporating cross-cultural perspectives and youth-driven approaches into the activity design.







Student Profiles

The five interns: Irene, Leslie, Kennedy, Fouzia, and Chloe represented a diverse group of students from Hong Kong and beyond, each bringing unique academic backgrounds and cultural perspectives to their attachment with Yayasan AMIR. Their fields of study ranged from Decision Analytics, Environmental Science, Civil Engineering, Interdisciplinary Arts and Sciences - to Information Management, reflecting a broad span of interests and competencies.

Collectively, the interns shared a strong desire to expand their understanding of education systems across different countries, particularly in relation to Malaysia's landscape. Several of them had educational experiences spanning Hong Kong, mainland China, international schools, and other regions, shaping a rich comparative lens through which they examined Yayasan AMIR's work.

Some members of the group were actively involved in social causes such as youth mental health and labour rights advocacy, demonstrating a strong commitment to civic responsibility and social impact. Together, the interns embodied the spirit of the Common Purpose Leadership Development Programme: curious, globally-minded, and driven to make a positive difference in their communities.

A Meaningful Global Exchange

The presence of the HKU interns brought fresh perspectives and rich cultural exchanges to Yayasan AMIR. Their time in Kuala Lumpur reinforced the value of cross-border collaboration in shaping future-ready leaders and provided them with firsthand insights into education transformation efforts within Malaysia's public-school ecosystem.

This inaugural partnership with the HKU - Common Purpose Leadership Development Programme reflects Yayasan AMIR's commitment to fostering global learning networks and supporting the development of culturally agile leaders equipped for an interconnected world.



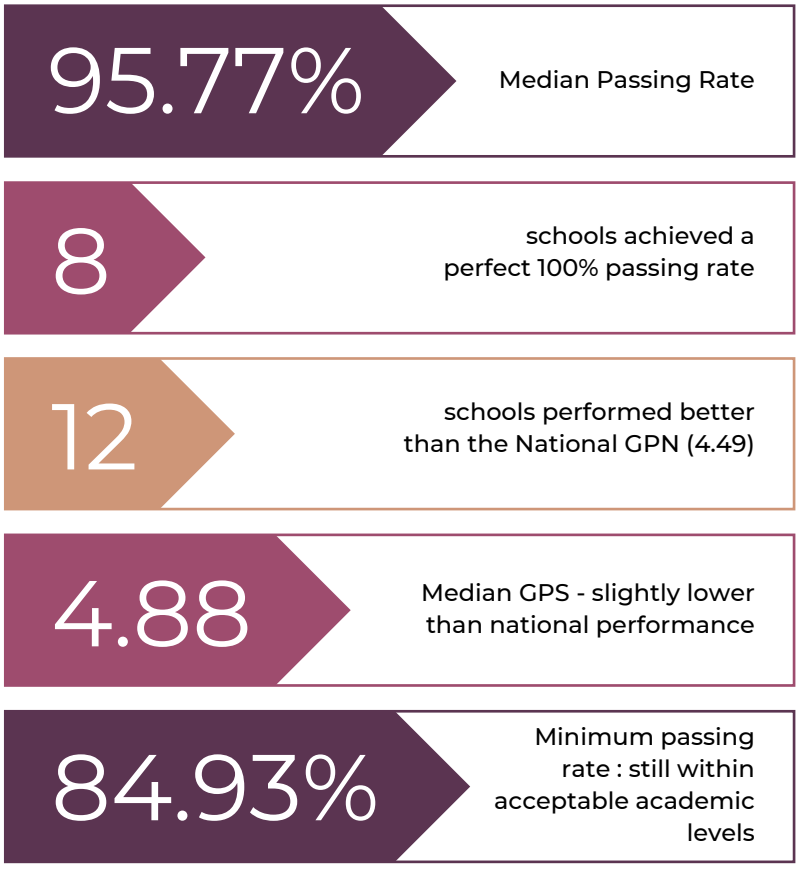
The Trust Schools SPM 2024 Achievements

The 2024 SPM results mark another meaningful milestone for the Trust Schools Programme, demonstrating steady academic performance, consistency in student readiness, and encouraging signs of improvement across multiple cohorts. The combined performance of all 37 secondary Trust Schools reflects the continuing relevance and impact of Yayasan AMIR's whole-school transformation model in strengthening teaching, leadership, and student support ecosystems nationwide.

Strong Overall Performance Across the Network

Across all Trust Schools, student outcomes in SPM 2024 remained stable and in many cases exceeded national expectations :

i. Median Passing Rate: 95.77%
ii. 8 schools achieved a perfect 100% passing rate
iii. 12 schools performed better than the National GPN (4.49)
iv. Median GPS: 4.88, slightly lower than national performance
v. Minimum passing rate: 84.93%, still within acceptable academic levels

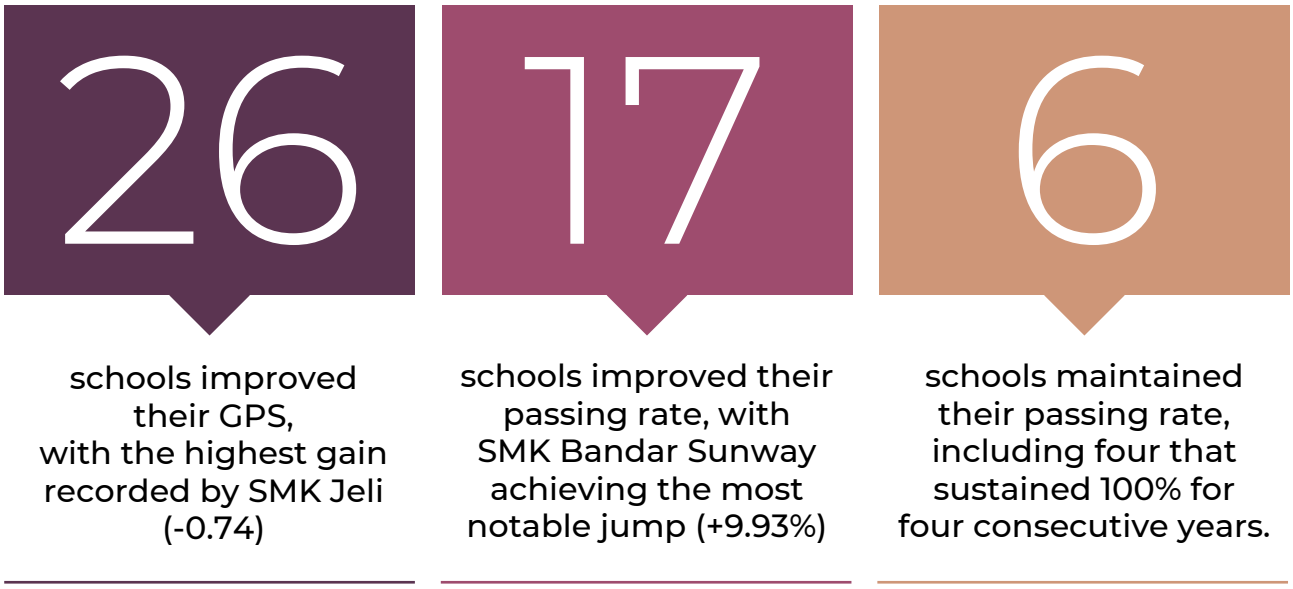


These indicators point to a strong level of academic resilience and instructional quality across the network.

Year-on-Year Improvements

The 2024 data show continued strengthening in school performance :

i. 26 schools improved their GPS, with the highest gain recorded by SMK Jeli (-0.74).
ii. 17 schools improved their passing rate, with SMK Bandar Sunway achieving the most notable jump (+9.93%).
iii. 6 schools maintained their passing rate, including four that sustained 100% for four consecutive years



i. Inspiring Progress Stories
   a. Several schools demonstrated exceptional improvement or consistency:
   b. SMK Bandar Sunway: an improvement of 9.93% in passing rate - a major rebound after a challenging year.
   c. SMK Kijal: Best performance in 15 years.
   d. SMK Jeli: Continuous four-year improvement; the school is now one of JPN Kelantan's reference school for pedagogy.
   e. SMK Seri Setia: Achieved a "5-pointer" GPS for the first time in two decades.

These stories humanise the data and reflect the depth of effort behind the Trust Schools model where school leadership, teachers, students, and parents/communities moving forward together.

Cohort-by-Cohort Performance Breakdown (2011–2021)

i. Cohort 2011/17 (4 Schools): The Pioneers

- Schools: SMK Gelang Patah, SMK Semenchu, SMS Kuching, SMK Seri Setia

Key Highlights :

- SMS Kuching maintained 100% passing rate for four consecutive years (2021–2024).
- SMK Semenchu achieved 100% passing rate in 2024, recovering from a slight dip in 2023.
- SMK Gelang Patah continued its upward trend, rising from 88.4% (2023) to 93.10% in 2024.
- SMK Seri Setia recorded a +5.22% increase in passing rate and reached a GPS of 5.97, its best in years.

Overall Summary :

- A stable and mature cohort with strong upward momentum and consistently high-performing schools.

ii. Cohort 2014/18 (6 Schools)

- Schools : SMK Medini, SMA Bugisiah, SMK Pasir Gudang 2, SMK Pasir Gudang 3, SMK Pekan Nanas, SMK Pulau Indah

Key Highlights :

- SMA Bugisiah sustained 100% passing rate for four years, with improving GPS.
- SMK Pasir Gudang 2 achieved 100% passing rate and continued a positive four-year trajectory.
- SMK Medini maintained strong GPS improvements despite a slight dip in passing rate.
- SMK Pekan Nanas showed recovery from earlier years, stabilising around 85% passing rate.

Overall Summary :

- A high-performing cohort with strong consistency, particularly in GPS improvements (most schools improved or maintained GPS).







iii. Cohort 2015 (2015 Jan/19, 2015 Jul/20, 2015 Nov/20 - 15 Schools) : The largest and most diverse cohort, spanning multiple states and school types.

- Schools : SMK Cyberjaya, SMK Lembah Subang, SMK Bandar Sunway, SMK Muara Tuang, SMK Lundu, SMK Kijal, MCKK, TKC, SMK Kimanis, SMKA Kimanis, SMK Taman Maluri, SMK Cochrane, SMK Tanjung Lumpur, SMK Bandar Baru Salak Tinggi, SMK Sungai Maong

Key Highlights :

- TKC, MCKK, SMA Kimanis all maintained 100% passing rates.
- SMK Kijal achieved its best performance in 15 years at 97.65% passing rate.
- SMK Bandar Sunway showed a dramatic turnaround (+9.93%).
- SMK Lundu, SMK Muara Tuang, SMK Tanjung Lumpur continued steady upward trajectories.
- Majority of schools showed GPS improvements, including strong gains in SMK Sungai Maong and SMK Muara Tuang.

Overall Summary :

- A highly successful cohort with a mixture of high-performing boarding schools, urban schools, and rural transformation stories—demonstrating the adaptability of the Trust Schools model across diverse contexts.

iv. Cohort 2016/21 (7 Schools)

- Schools : SMK Jeli, SMK Ayer Lanas, SMK Kg Jawa, SMK Pengkalan Berangan, SMK Wakaf Tapai, SMK Seri Paka, SMK Seri Samudera

Key Highlights :

- SMK Jeli achieved the largest GPS improvement among all schools (from 4.87 to 4.13).
- SMK Ayer Lanas and SMK Kg Jawa showed consistent, steady improvement over four years.
- SMK Seri Samudera sustained a strong performance above 98% passing rate.

Overall Summary :

- This cohort displays some of the clearest upward transformation trajectories, especially in Kelantan and Terengganu-based schools.









v. Cohort 2019/21 (3 Schools)

- Schools : SMK Bangsar, SMK Sanglang, SMK Kuala Perlis

Key Highlights :

- All three schools demonstrated marked improvement over the four-year period.
- SMK Sanglang achieved an impressive 100% passing rate, rising from 79% in 2021.
- SMK Bangsar improved to 96.67%, continuing year-on-year growth.

Overall Summary :

- A compact but high-impact cohort showing strong upward trends.

vi. Cohort 2020/23 (1 School)

- School: SMK Sri Tapah

Key Highlights :

- Passing rate increased steadily from 82.4% (2023) to 87.6% (2024).
- GPS continued to improve, signalling enhanced instructional delivery.

Overall Summary :

- The school demonstrated a positive growth curve consistent with early-phase transformation.

vii. Cohort 2021/24 (1 School)

- School: SMK Datuk Mansor

Key Highlights :

- Passing rate rose from 87.22% (2023) to 92.86%.
- GPS improved from 5.06 to 4.54, indicating significant strengthening of classroom practices.
- Part of the group of school showing a perfect upward trajectory over 2021–2024.

Overall Summary :

- A strong early-stage performance suggesting rapid assimilation of Trust School practices.

Conclusion

The SPM 2024 results highlight both the scale and depth of impact across the 37 Trust Schools. Each cohort reflects a combination of matured performance, consistent gains, and powerful turnaround stories. These achievements reinforce Yayasan AMIR's commitment to long-term, systemic school transformation and provide a strong foundation for continuing the network's uplift in the years ahead.

Updates on the final Trust School Cohort: Cohort 2021/24 Bahau, Negeri Sembilan

The Bahau Cluster in Negeri Sembilan represents the final cohort of the Trust Schools Programme (TSP 2.0), implemented with the support of its sponsor, Yayasan UEM (YUEM). The cluster comprises SK Tunku Muda Serting (SKTMS) and SMK Datuk Mansor (SMKDM), both of which began their transformation journey in April 2021, at a time when the Ministry of Education (MoE) was finalising the transition of all public schools under its purview into the TS25 programme.

Early Leadership Challenges and Stabilisation Efforts

The first year of implementation was significantly impacted by leadership and governance challenges which impeded the expected momentum of TSP 2.0. Issues related to leadership capacity and competency - including near-retirement of the former GB at SKTMS, and limited appetite for change among members of both Senior Leadership Teams (SLTs) created systemic obstacles to progress.





Addressing these issues required sustained intervention, collaboration, and perseverance from multiple stakeholders, including JPN Negeri Sembilan, PPD Jempol & Jelebu (PPD JJ), and LeapEd. Internally, the schools established mini task forces to decentralise responsibilities and strengthen organisational capacity. Continuous professional development (CPD), including SHCM and 9-Grid practices, contributed to rebuilding stability and leadership readiness. A major turning point occurred in 2022 with the appointment of a new Pengetua at SMKDM, marking the beginning of more cohesive and focused leadership.

Strengthening Middle Leadership and Pedagogical Practice

Middle Leaders across both schools demonstrated resilience and commitment to the transformation agenda. They participated actively in coaching, facilitated structured PLCs, and led generic Enquiry Cycle CPDs (Differentiation and Assessment for Learning), supported by two bespoke CPD cycles focused on Differentiation in Learning Plans and Coaching Skills. MLs also modelled effective pedagogy, conducted full Learning Observations (LOs), and collaborated with the SLT on Learning Walks (LWs).

At SMKDM, however, ML attendance and consistency were occasionally affected due to their frequent involvement in formal school and PPD programmes aligned with their subject expertise. In response, the SLT adopted a more deliberate distributed leadership approach—empowering team members, encouraging shared decision-making, and cultivating a collaborative environment for teachers and MLs.



Governance, Financial Management, and System Strengthening

Financial management in both schools improved significantly throughout the programme, supported by better monitoring and documentation practices. For 2024, both schools placed strong emphasis on using allocated budgets to enhance the learning environment and improve student outcomes.

The PPD Task Force demonstrated consistent engagement in activities and monitoring visits, though further improvement is needed in coaching functions, particularly for SIP+ and SISC+. JPN officers also maintained a supportive presence, offering guidance and reinforcing alignment across system levels.

School-Level Progress and Achievements

i. Cohort 2011/17 (4 Schools): The Pioneers

SKTMS has shown commendable progress in its transformation journey, supported by several strengths :

- **Committed and cohesive SLT**
  - The school leadership team, guided by an exemplary GB, has aligned around a shared vision for improvement. The GB's leadership has ensured strong buy-in for the TSP 2.0 approach, reinforcing improved practice among teachers and students.

- **Active and motivated Middle Leaders**
  - MLs have demonstrated strong ownership of their roles. They experiment with new pedagogical strategies and lead PLCs to support teachers in enhancing classroom practice.

- **Effective monitoring systems**
  - Systems such as Learning Walks, Class Relief structures, and Codes of Conduct were co-developed by SLTs and MLs, contributing to more consistent, structured teaching and learning practices.

- **Active parental and community engagement**
  - The PIBG plays an important role in supporting school programmes, particularly in Literacy and Numeracy initiatives, working closely with the librarian and NILAM activities.

- **Strong PPD–JPN collaboration**
  - Officials from both levels have been consistently active in engagements, though still in the shadowing phase.

School-Level Progress and Achievements

ii. SMK Datuk Mansor (SMKDM)

SMKDM experienced significant organisational improvement following SLT restructuring in early 2022. Current strengths include :

- **A cohesive and adaptive SLT**
  - The leadership team has built a strong and collaborative working culture despite initial instability. The PGB leads transformation efforts decisively, supported by effective financial management and strong Koperasi operations.

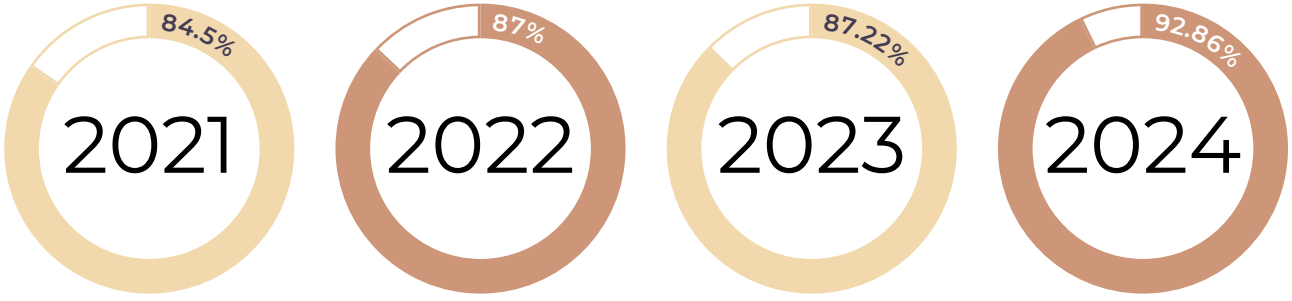
- **Growing middle leadership capacity**
  - MLs continue to strengthen their skills in instruction, coaching, and PLC facilitation. Their dedication to sharing best practices and delivering bespoke sessions has contributed to steady improvements in teacher pedagogy.

- **Empowered student voice**
  - The school has made deliberate efforts to amplify student participation in decision-making and school initiatives. Mechanisms such as student-led projects, feedback channels, and leadership opportunities have helped strengthen student agency.

- **Strong alumni and community networks**
  - Alumni involvement remains a key asset, contributing to programme visibility, partnerships, and student engagement.

- **Consistent system-level involvement**
  - discussions, including matters related to teacher movement and resource planning.

- **Student Outcomes and Impact**
  - A notable achievement emerged from SMK Datuk Mansor's Sijil Pelajaran Malaysia (SPM) results, which showed an upward trend in its Passing Rate (Layak Mendapat Sijil) :



Conclusion

Despite initial leadership instability, pandemic-related disruptions, and capacity challenges, the Bahau cluster has demonstrated meaningful growth over its three-year TSP 2.0 journey. Guided by the steadfast support of Yayasan YUEM, alongside JPN, PPD JJ, and LeapEd, both schools have strengthened leadership alignment, improved classroom practices, enhanced monitoring systems, and expanded student engagement.

As the Trust Schools Programme transitions into the national TS25 framework, SKTMS and SMKDM are poised to continue their transformation trajectory - supported by strengthened internal capacity, active system-level stakeholders, and an empowered school community committed to excellence.







OUR PROGRAMMES

Trust Schools Programme 1.0	**60**
Trust Schools Programme 2.0	**74**
RaSA	**81**
PALS	**82**

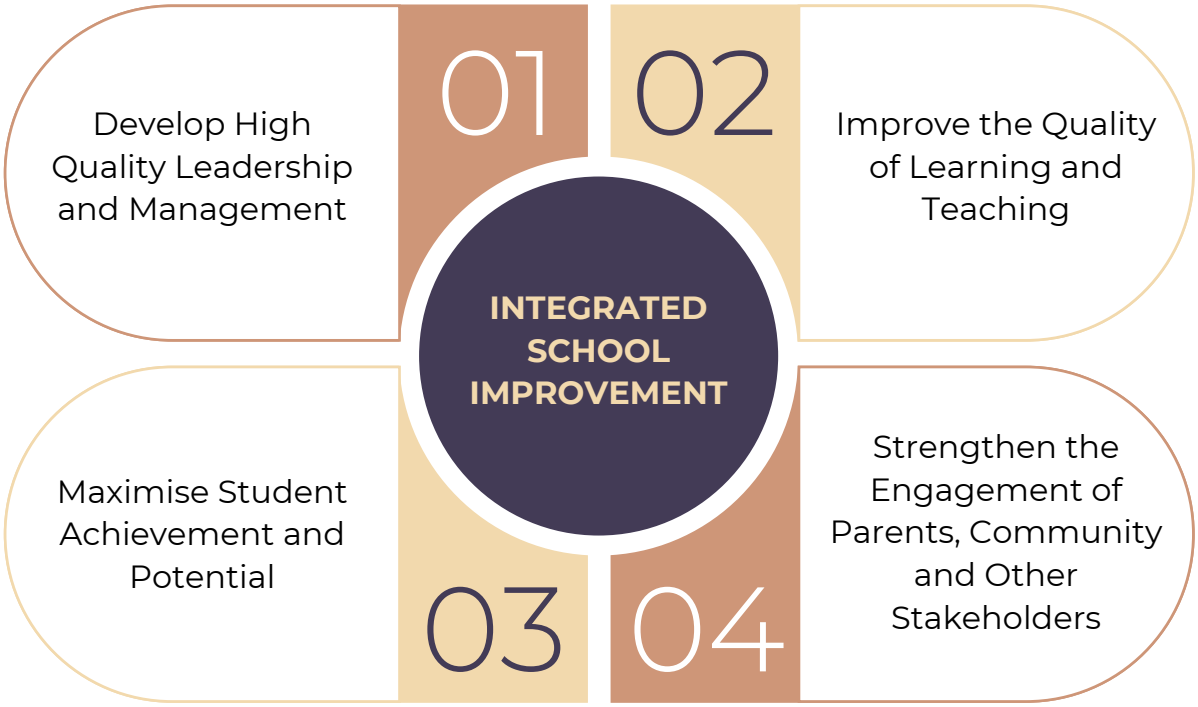
TRUST SCHOOLS PROGRAMME 1.0 (TSP 1.0)

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

- 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

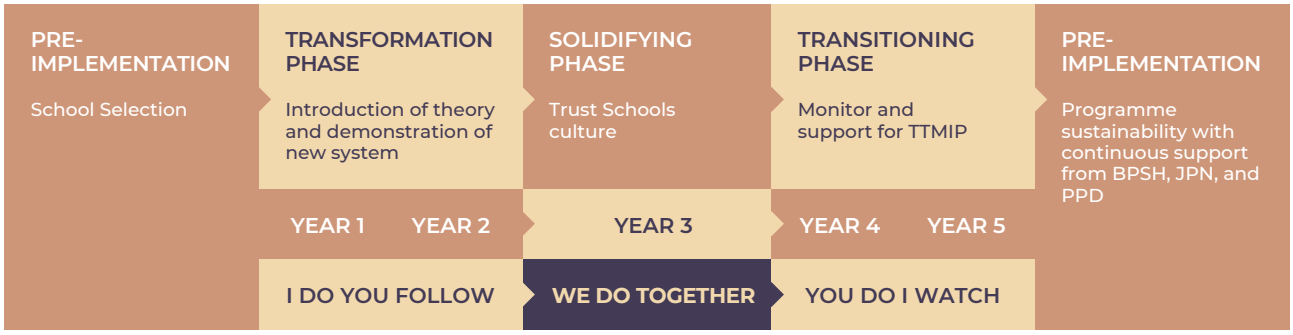
- There are strong partnerships between the parents and the schools to support the holistic development of the students
- Innovative and creative partnerships as well as collaborations exist within the local communities

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.



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)

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

SCAFFOLDED TEACHING & LEARNING PRACTICES

SCHOOL DIAGNOSTICS; BASELINE OBSERVATIONS

Identify teachers' TOV

MONITOR

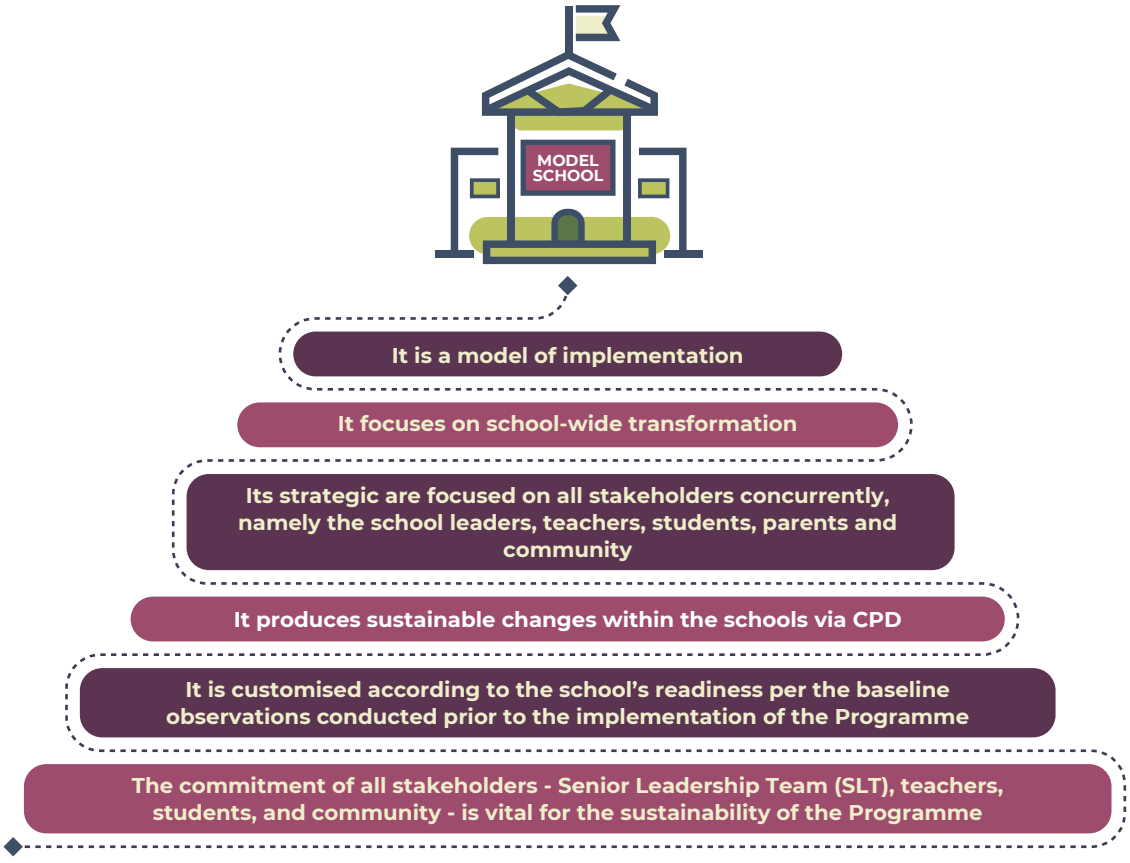
PERFORMANCE MANAGEMENT SYSTEM (PMS)

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

- Network
- Schools
- Individual teachers

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.



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



School characteristics at TTMIP Level 4

Leadership

Becoming Transformational and Instructional Leaders

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

Teachers

School culture of teamwork, commitment and solid pedagogy

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

Students

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

1. Positive learning and emotional environment created by the school has the immediate effect of instilling student confidence.
2. Students have shown greater improvement in communication skills and leadership skills.
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

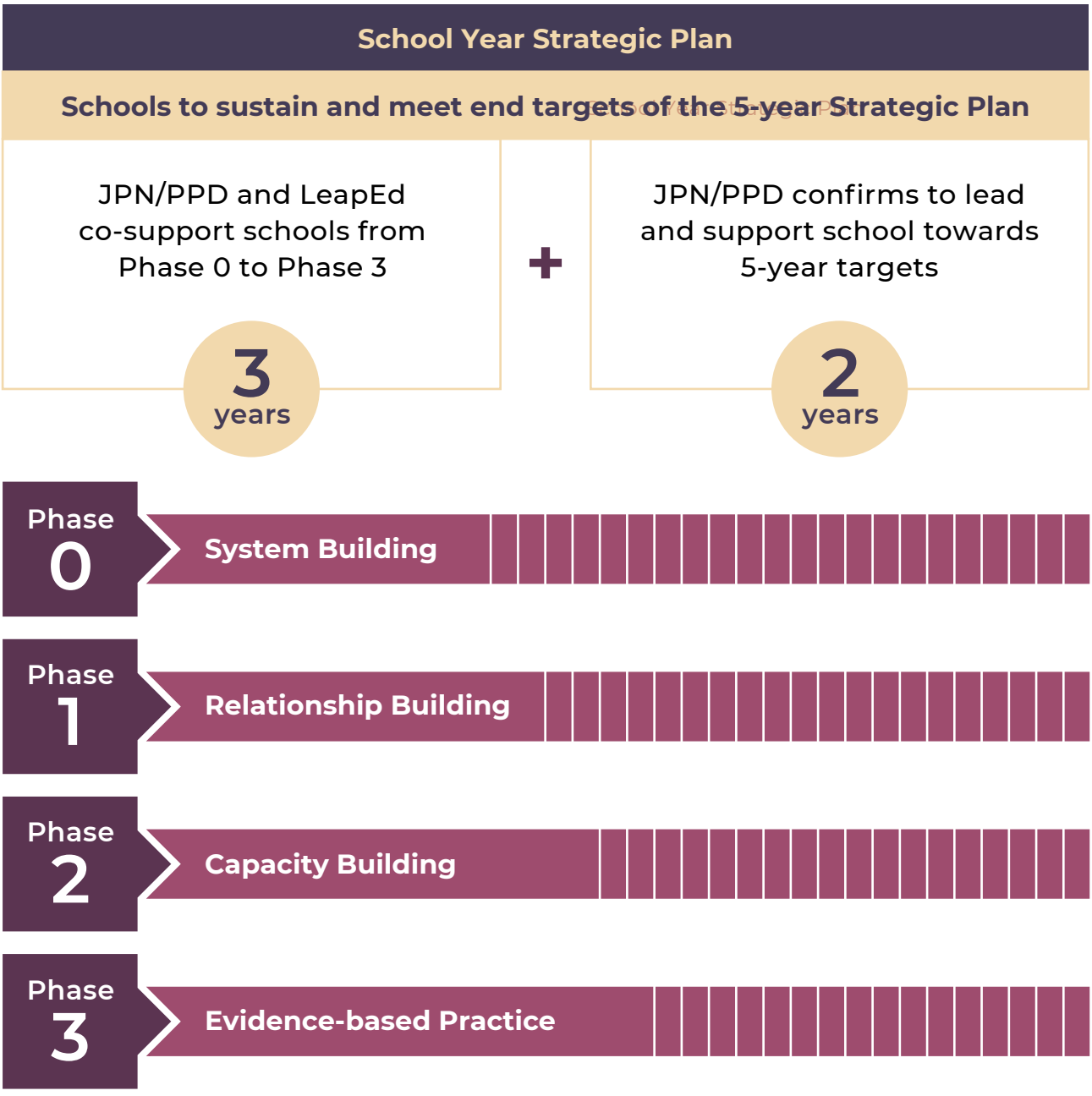
TSP 2.0 involves 5 dimensions (focus areas, and each dimension consists of indicators required to be implemented towards school progress

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

Learner	Classroom	School	Community
Individuals who are reflective, values drives contributors of society	Learning space that promotes 21st Century Pedagogy	A place for introspective instructional innovation	Nurturing a culture of life-long learning
4	3	2	5
SKPMg2 Standard 4.6	**SKPMg2** Standard 4.1-4.5	**SKPMg2** Standard 1, 2.3, 3.1.2.4, 3.3.5.1	**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



*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

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.

Launched in Manjung, Perak in 2024, the PALS pilot has now completed its interventions and we are deeply encouraged by the transformative outcomes achieved by the inaugural cohort. What began as an exploratory effort to extend the impact of the Trust Schools Programme beyond its original footprint has grown into a promising model of peer-led capacity building that strengthens instructional leadership and classroom practice at scale.

With the success of the Manjung pilot, Yayasan AMIR is now poised to broaden PALS to additional districts across Malaysia, particularly where matured Trust Schools can serve as hubs of expertise and reference. As interest from potential sponsors continues to grow, we are excited about the opportunity to expand the programme's reach and deepen its impact. Our commitment remains clear; to cultivate strong, supportive networks and empower educators with the tools and confidence they need to thrive - ultimately nurturing a nationwide culture of collaboration, continuous improvement, and sustained educational transformation.


ZUNIYATI
Jawapan: Ikan Patin
(Patin)



BECOME A SPONSOR!

Transform Education, Transform Lives : Partner with Us! **86**
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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:

RaSA
RANGKAIAN SEKOLAH AMANAH

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

PALS
PEER-ASSISTED LEARNING & SHARING

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.


DRINKING WATER



FINANCIAL REPORT

Independent Auditor's Report **90**
Selected Audited Financial Indicators **92**

Shape the future
with confidence

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 2024 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 2024.

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 MFRS Accounting Standards, IFRS Accounting 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 18 April 2025.

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.

Ernst & Young PLT 202006000003 (LLP0022760-LCA) & AF 0039 was registered on 02.01.2020 and with effect from that date, Ernst & Young (AF 0039), a conventional partnership was converted to a limited liability partnership.

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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 2024 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
24 July 2026

A member firm of Ernst & Young Global Limited

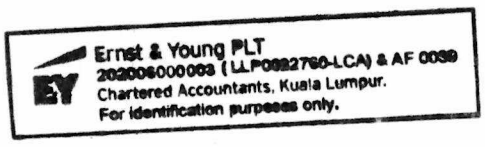
SELECTED AUDITED FINANCIAL INDICATORS

STATEMENT OF COMPREHENSIVE INCOME (RM Million) For the financial year ended 31 December 2024	2024 RM million	2023 RM million
Income	**5.57**	**10.21**
Sponsorship	4.24	9.00
Profit Income	1.07	1.21
Others	0.26	-
Expenditure	**5.57**	**10.21**
Trust Schools Development Programme Costs	0.99	3.34
Other operating expenses	4.58	6.87
Finance costs	0.00^	0.00^
Surplus before taxation	-	-
Taxation	-	-
Net surplus	-	-

STATEMENT OF FINANCIAL POSITION (RM Million) As at 31 December 2024	2024 RM million	2023 RM million
Non-Current Assets	**0.03**	**0.09**
Equipment	0.00^	0.02
Right-of-use asset	0.03	0.07
Current Assets	**101.11**	**104.63**
Cash and bank balances	28.06	33.93
Amount due from sponsors	72.94	70.25
Other receivables	0.11	0.45
Current Liabilities	**101.14**	**103.99**
Sponsorship-in-advance	0.51	0.65
Other payables	0.60	1.25
Amount due to Khazanah Nasional Berhad ("Khazanah")	-	1.82
Lease liability	0.03	0.04
Amount due to LeapEd Services Sdn. Bhd.	-	0.23
Financing from Khazanah*	100.00	100.00
Net Current Assets	**(0.03)**	**0.64**
	0.00^	**0.73**
Non-Current Liabilities	-	**0.73**
Amount due to sponsors	-	0.70
Lease liability	-	0.03
Represented by:	**0.00^**	**0.00^**
Contribution from member	0.00^	0.00^
Retained surplus	-	-
	0.00^	**0.73**

* 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.

^ Represents an amount below RM10,000





OUR PARTNERS

Ministry Of Education **94**
LeapEd Services Sdn Bhd **94**
Edvolution Enterprise **95**

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 LEARNING ENRICHED

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.

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

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.





ACKNOWLEDGEMENTS

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ACKNOWLEDGEMENTS

KEMENTERIAN PENDIDIKAN

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

JABATAN PENDIDIKAN NEGERI JOHOR
Tel : +607 231 0000
Fax : +607 234 7132
Website : jpnjohor.moe.gov.my

JABATAN PENDIDIKAN NEGERI SEMBILAN
Tel : +606 765 3100
Fax : +606 765 9969
Website : jpnns.gov.my

JABATAN PENDIDIKAN NEGERI SELANGOR
Tel : +603 5518 6500
Fax : +603 5510 2133
Website : jpnselangor.moe.gov.my

JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR
Tel : +603 6204 6000
Fax : +603 6204 6801
Website : jpnselangor.moe.gov.my

JABATAN PENDIDIKAN NEGERI PERAK
Tel : +605 501 5000
Fax : +605 527 7273
Website : jpnperak.moe.gov.my

JABATAN PENDIDIKAN PULAU PINANG
Tel : +604 657 5500
Fax : +604 658 2500
Website : jpnpp.moe.gov.my

JABATAN PENDIDIKAN NEGERI KEDAH
Tel : +609 740 4000
Fax : +609 740 4342
Website : jpnkedah.moe.gov.my

JABATAN PENDIDIKAN NEGERI PERLIS
Tel : +604 973 7777
Fax : +604 976 7080
Website : jpnperlis.moe.gov.my

JABATAN PENDIDIKAN NEGERI KELANTAN
Tel : +609 741 8000
Fax : +609 748 2554
Website : jpnkelantan.moe.gov.my

JABATAN PENDIDIKAN NEGERI TERENGGANU
Tel : +609 621 3000
Fax : +609 623 8415
Website : jpnterengganu.moe.gov.myy

JABATAN PENDIDIKAN NEGERI PAHANG
Tel : +609 571 5700
Fax : +609 573 4857
Website : jpnpahang.moe.gov.my

JABATAN PENDIDIKAN NEGERI SABAH
Tel : +6088 537 011
Fax : +6088 234 828
Website : jpnsabah.moe.gov.my

JABATAN PENDIDIKAN NEGERI SARAWAK
Tel : +6082 473 473
Fax : +6082 473 478
Website : jpnsarawak.moe.gov.my

LeapEd SERVICES SDN BHD
Tel : +603 2935 0053
Fax : -
Website : www.leapedservices.com

EDVOLUTION ENTERPRISE
Email : enquiries@myedvolution.com
Website : www.myedvolution.com

6 STUDENT ASPIRATIONS

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

YAYASAN AMIR (919856-X)

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