

2013

TRUST SCHOOLS PROGRAMME PROGRESS REPORT

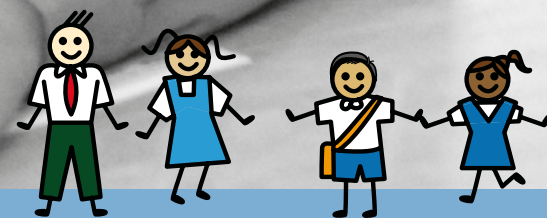


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FOREWORD – MINISTRY OF EDUCATION



“The Yayasan AMIR Trust Schools Programme ensures that the schools follow a model that are replicable and sustainable for expansion. The active engagement also demonstrates the commitment and dedication of the Ministry of Education at every level to ensure the success of Trust Schools Programme”

The inception of the Yayasan AMIR Trust Schools Programme is **in-line with the aspiration of the National Blueprint 2013-2025: to provide opportunities for our students to flourish and become knowledgeable Malaysians; those who think critically and creatively, and are equipped with leadership and communication skills.**

Beyond the sole emphasis on academic goals, **our students are encouraged to build shared experiences and aspirations, ingrained with values, ethics and a sense of nationhood that establishes the foundation for unity.**

The Yayasan AMIR Trust Schools Programmes **is designed to undertake sustainable transformation of our education system at school level while utilising existing resources.** It is aligned with the State and District Transformation Programme to ensure that the schools are following a model that are replicable and sustainable for expansion. Active engagement also demonstrates commitment and dedication of the Ministry of Education at every level to ensure the success of Yayasan AMIR Trust Schools Programme.

Led by Yayasan AMIR, the Public-Private Partnership initiative via the Yayasan AMIR Trust Schools has gradually progressed into its fourth year: an **indicative milestone of year- three implementation for the first batch of ten schools from Sarawak and Johor. The second batch of three schools from Kuala Lumpur had come on-board in January 2013 and had spent the year learning the ropes.**

It is also my pleasure to welcome three organisations that have stepped forward and accepted the challenge to be part of the Yayasan AMIR Trust Schools in 2013, namely Yayasan Daya Diri, UEM Group Berhad and Westports Malaysia Sdn. Bhd. On behalf of the students, teachers, schools, parents and community of the Yayasan AMIR Trust Schools, I would like to express our appreciation for their support.

Thereby, I am **urging more private sector, non-governmental organisations and alumni groups to come on board** and sail the Yayasan AMIR Trust Schools Programme-ship with us by lending strengths and experience to develop young minds. **This is the platform for “doing” and taking affirmative action to lead the change that we all want to see in the education landscape of our beloved country.**

My heartfelt gratitude to all the parties working in close collaboration towards realising one of the biggest dreams of our nation: delivering quality education that inspires the young generation to explore, create and innovate; while nurturing love and commitment towards individual, family, community, our nation and the world.

**TAN SRI DATO' HAJI MUHYIDDIN
BIN HAJI MOHD YASSIN**



YBHG. DATUK DR. MADINAH BT MOHAMAD
Secretary General
Ministry of Education

The Ministry of Education remains committed in its support of the implementation of the Yayasan AMIR Trust Schools to ensure that the end goals of maximising potential of students are achieved.

To ensure successful implementation of the Yayasan AMIR Trust Schools, leadership, guidance and support are fully extended from the Ministry, State Education Departments, District Education Offices as well as the schools.

We strongly believe that the collaboration of the public and private sectors in the Yayasan AMIR Trust Schools will result in improved and optimised productivity and resources in achieving the desired outcomes.

Thereby, we seek more participation from the private sector to join us at the Yayasan AMIR Trust Schools in realising our aspirations for a quality education system for our young Malaysians.



YBHG. DATUK DR. KHAIR BIN MOHAMAD YUSOF
Director General of Education
Ministry of Education

The unwavering commitment and dedication towards fulfilling the aspirations of the Yayasan AMIR Trust Schools by Ministry of Education, Yayasan AMIR, and the private sectors in the past three years are beginning to indicate positive outcomes.

The various programmes undertaken at the schools such as the Advisory Teacher and Generalist Teacher for the teachers, will definitely enhance the quality of teaching, guidance, and support for our students.

Meanwhile, programmes such as the Continuous Professional Development for the school leaders assist in the development of strong school-based leaders that ensure the schools are adhering to the high performance standards of our National Education Systems.

We welcome and are thankful for the participation of private sectors that open further opportunities to introduce new activities, modules and programmes for the school community, especially the students.

CHAIRMAN'S STATEMENT



The 13 schools from three states have shown steady progress throughout 2013, with varying individual strengths.

The Trust Schools Programme was conceived to undertake the challenge of **transforming the entire education system through a paradigm shift with the end goal of maximising student potential**, regardless of geographical school location or types of schools, and **utilising the existing resources**. It aims to become an **enabler for the national transformation of education system** as detailed in the Malaysia National Blueprint 2013 – 2025.

The 13 schools from three states have **shown steady progress throughout 2013**, with varying individual strengths. Most schools have started to demonstrate

significant results across the four strategic goals – level of commitment and dedication of the Senior Leadership Team; high level of engagement of teachers who have embraced the programmes to improve teaching and learning; increased students' participation in the schools programmes; and notable parental involvement in the learning environment of the students.

Ten schools from Sarawak and Johor are entering the Monitoring Phase in 2014 and will **graduate from the Trust Schools Programme by end 2015**. Knowledge transfer is critical at this point to ensure that the schools are ready for self-sustaining and reflective organisations where they will continue as Trust Schools with minimal support.

On the other hand, the three schools in Kuala Lumpur have completed their first year and are entering the Year-two of the Transformation Phase. The Ministry of Education and Yayasan AMIR are looking to **expand the Yayasan AMIR Trust Schools to 20 schools by 2015**.

The Ministry of Education, Yayasan AMIR and its education provider LeapEd Services Sdn. Bhd. are continuously working with the schools for programme implementation and monitoring.

Every progress, issue, challenge, milestone and outcome is monitored and recorded to assist in the implementation of the programme at more schools. This is important for the respective school's progress and to substantiate the replication model.

Our highest commendation to the Yayasan AMIR Trust Schools' staff, who are persistent on the transformation programme. I would like to express heartfelt gratitude to Khazanah Nasional Berhad, our pioneer sponsor, sponsors, and our education services provider - LeapEd Services Sdn. Bhd. I would also like to thank my fellow colleagues on the Board of Trustees.

In the past years, we have **demonstrated our commitment in transforming the schools with the ultimate aim of enhancement of the student's educational experience**. Yayasan AMIR will diligently pursue its goals to ensure that the end goals are achieved. We hope this progress report provides a glimpse of the programmes, progress, and outcomes of the Trust Schools thus far, and entice more sponsors to enable expansion to more schools.

Thank you.

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

BOARD OF TRUSTEES



Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda is presently a director of Khazanah Nasional Berhad, Yayasan Daya Diri and Yayasan Raja Tun Uda. He is also the Chairman of Maxis Berhad, Binariang GSM Sdn. Bhd., Ekuiti Nasional Berhad, Yayasan Raja Muda Selangor and the Chancellor of University Selangor.

His equally impressive previous engagements include Executive Chairman and Senior Partner of PricewaterhouseCoopers ("PwC"), Malaysia, Chairman of the Leadership Team of PwC Asia 7, Chairman of the Malaysian Accounting Standards Board and Danamodal Nasional Berhad.

In the international arena, his appointments were as member of the PwC Global Leadership Team, the PwC Global IFRS Board and the Standards Advisory Council of the International Accounting Standards Board.

He was also a member of the Securities Commission, the Malaysian Communications and Multimedia Commission, the Investment Panel of the Employees Provident Fund and the board of trustees of the National Art Gallery.

He is a Fellow of the Institute of Chartered Accountants in England and Wales, and a member of the Malaysian Institute of Accountants, a member of the Malaysian Institute of Certified Public Accountants and served on its council for 24 years, including three years as President.



Dato' Noor Rezan Bapoo Hashim was appointed as our Trustee on 10 February 2012. She is the former Deputy Director-General of the Ministry of Education Malaysia and headed a Committee under the purview of the Prime Minister to strengthen the English Language in Malaysian schools. She was also the Ministry's Lab Leader under the National Key Result Areas (NKRA) in Education.

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



Shahnaz Al-Sadat Abdul Mohsein was appointed as our Trustee on 26 October 2010. She is an independent promoter of education, talent development and social enterprise reforms in the interest of Malaysia and the community at large. Shahnaz was a former Executive Director of the Strategic Human Capital Management Division of Khazanah Nasional Berhad. She currently serves on various Boards of education-related entities such as Teach for Malaysia, PINTAR Foundation and MINDA.

She holds an LLB (Hons) degree from University of Nottingham, United Kingdom and a Masters in Business Administration (MBA) from IMD in Lausanne, Switzerland. She is also a Certified Public Accountant (CPA) and a Certified Internal Auditor (CIA).

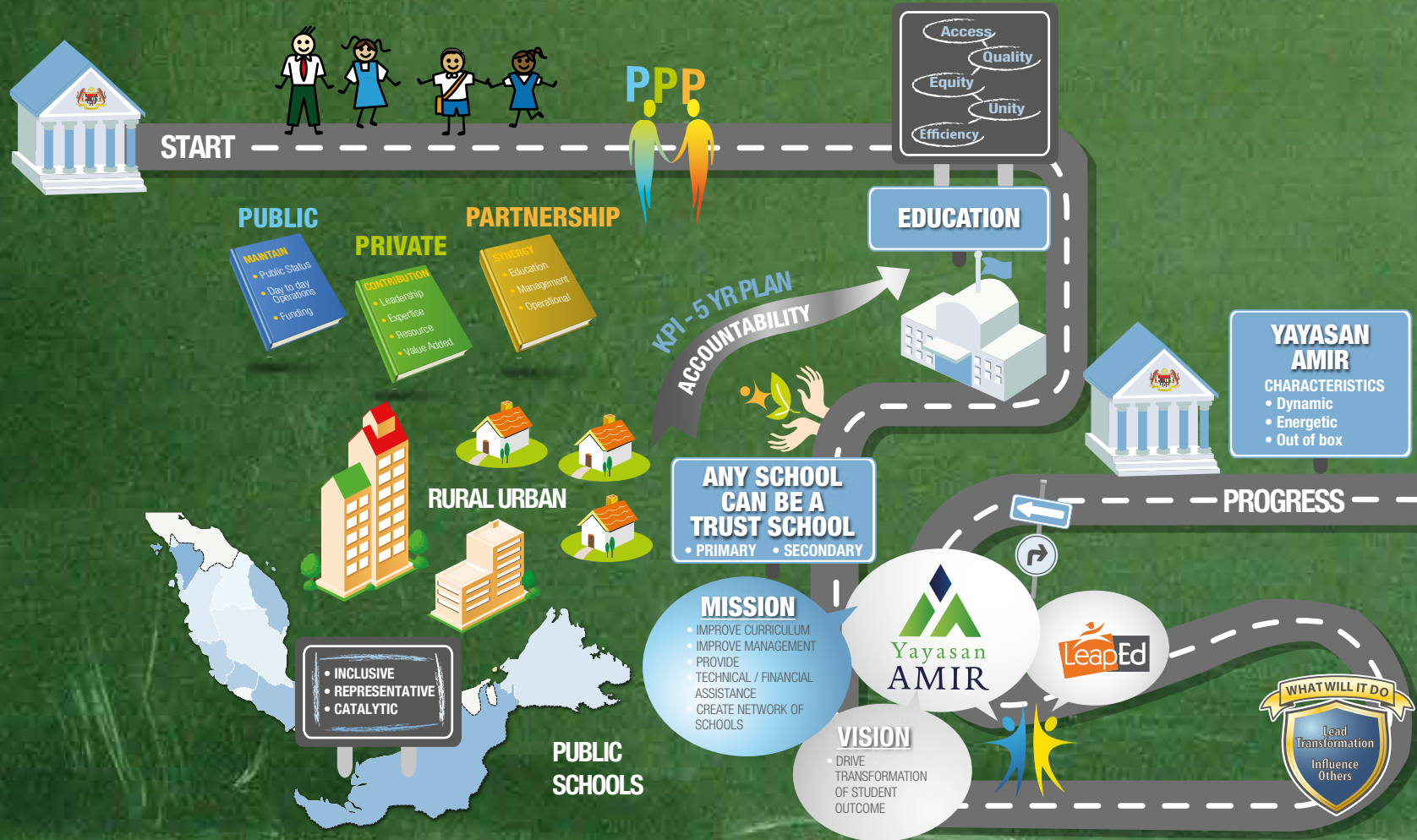


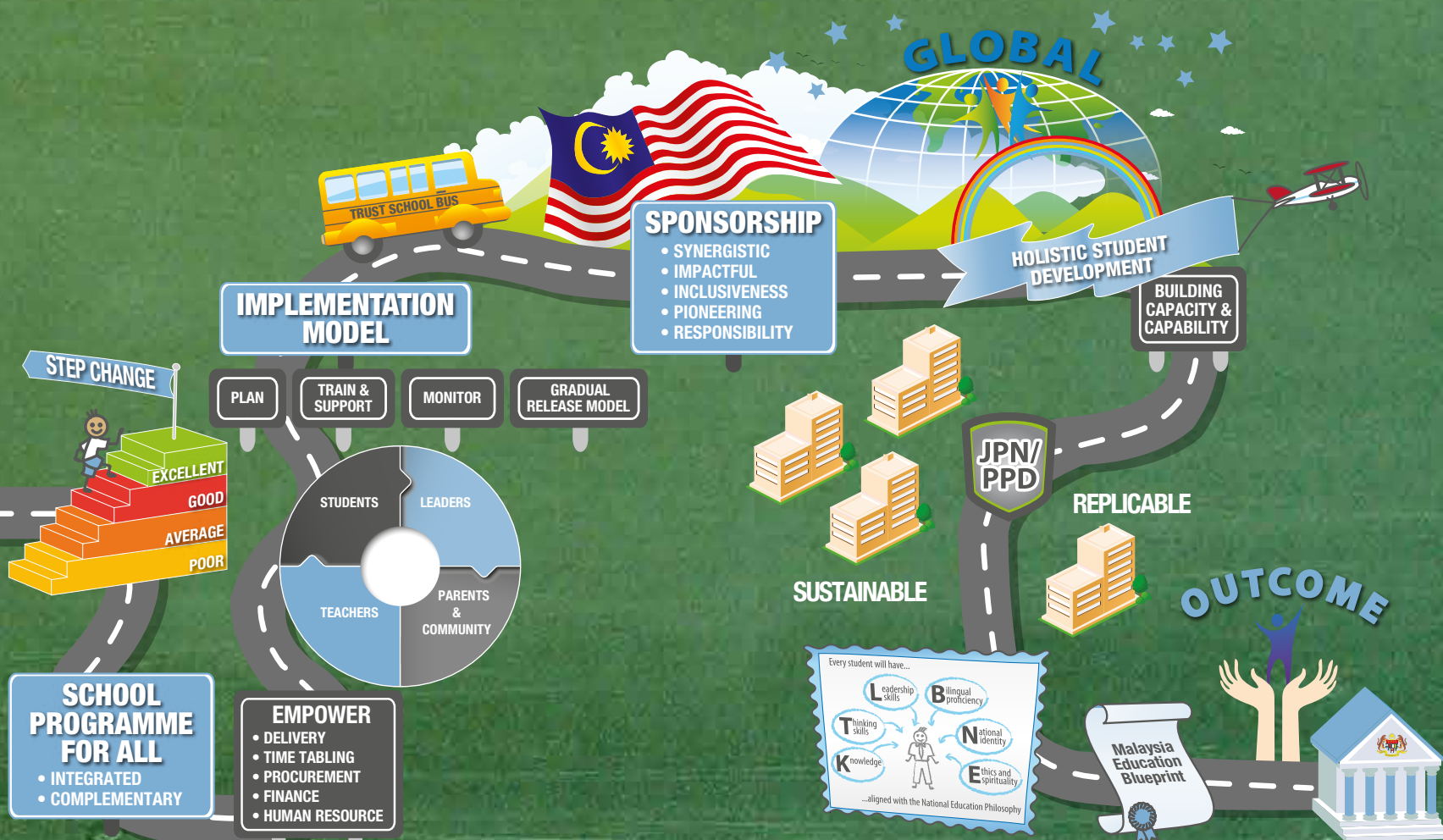
Kenneth Shen was appointed as our Trustee on 10 February 2012. He joined Khazanah Nasional Berhad as Executive Director of Investments in July 2011.

Ken is a member of the Boards of Directors of Axiata Group Bhd, Destination Resorts and Hotels Sdn. Bhd., Themed Attractions and Resorts Sdn. Bhd., LeapEd Services Sdn. Bhd., Desaru Development Holdings One Sdn. Bhd. and EdotcoGroup Sdn. Bhd.



YAYASAN AMIR TRUST SCHOOLS JOURNEY





YAYASAN AMIR TRUST SCHOOLS

are public schools that are entrusted to Yayasan AMIR to undergo transformational programmes. These schools are jointly managed by Yayasan AMIR and the schools principals, under the monitoring of Ministry of Education.



VISION

To **drive transformation of student outcomes in public schools** through Public-Private Partnership in Malaysia

MISSION

To promote **excellence in the schooling system**:

- Improve the **curriculum and delivery** of education
- Improve **management of schools**
- Provide **technical and financial** assistance
- Create a leading **network of integrated and sustainable schools**



STUDENTS-FOCUS

- **Holistic development** beyond academic goals
- Maturing in aspects of **personal values, independence and creativity**

VARIOUS TYPES OF SCHOOLS

- ✓ Low, mid and high performance bands
- ✓ Urban, suburban and rural
- ✓ Daily, Residential, Orang Asli, Indian, Chinese, Religious and Under-Enrolled Schools

PRINCIPLES:

- Transformational
- Equitable
- Replicable
- Sustainable

OBJECTIVE

Steer the transformation towards **revitalising the school culture**, focusing on excellence and holistic student outcomes

STRATEGY

Capacity building of the leaders and teachers towards **creating sustainable practice and culture** within the schools

GOALS

- **Sustainable** transformation
- Benefits **all students** within the schools
- Benchmark of **education excellence**
- **Demonstratable proof-of-concept** on the viability of sustainable transformation using existing manpower resources
- Able to influence a **systematic transformation** of education in Malaysia

YAYASAN AMIR TRUST SCHOOLS PROGRAMME

COMMENCED IN JANUARY 2011

PUBLIC-PRIVATE PARTNERSHIP

between the Ministry of Education and the private sector

Initiative of Government of Malaysia

Driven by the Ministry of Education

DURATION:

- 5 YEARS



Ministry of Education

Funding and resources for the day-to-day operations of the schools

Private Sector

Contribute leadership, expertise, resources and value added services to accelerate achievement of the desired outcomes of the schools

Yayasan AMIR

The first **not for profit** vehicle that oversees Trust Schools Programme and Network

LeapEd Services Sdn. Bhd. (LeapEd)

A **Malaysian education service provider** engaged to deliver learning transformation in public schools

KEY DIFFERENTIATOR

Intervention is aimed at the teachers and school leaders to achieve the ultimate aim of **enhancement of the student's educational experience.**

1. It is an **implementation model**
2. It focuses on **school-wide transformation**
3. The strategic goals of the Yayasan AMIR Trust Schools **focus on all stakeholders;** ie the school leaders, teachers, students, parents and community, concurrently
4. It inculcates **sustainable changes** eg via Continuous Professional Development
5. It is about **software, not hardware** ie the Programme is concerned with building capacity for school staff, and less on facilities and infrastructure
6. It is **customised according to school's readiness**, per the baseline observation conducted prior to the implementation of the Programme
7. The **commitment of school leadership team**, which is important for sustainability

PROGRAMME AT A GLANCE

PLAN



Yayasan AMIR Trust School Strategic Goals

Key Performance Targets (KPT) Setting

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

Trust School Road Maps (5 Year Plan)

Schools plan roadmap to meet KPT

Trust School Improvement Plan (Annual Plan)

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

TRAIN AND SUPPORT



Application Reflection Challenge (ARC) Technique

Embedded in the programme is the ARC technique which enable the school staff to immediately apply the CPD to their classroom, reflect on its effectiveness and improve further applications initially with the support of the Education Service Provider and subsequently with their peers

Continuous Professional Development (CPD)

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

MONITOR



Performance Management System (PMS)

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

- Network
- Schools
- Individual teachers

Scaffolding Teaching & Learning Practices

School Diagnostics: Baseline Observations

Identify teacher's TOV

STRATEGIC GOALS

PLAN



1. Develop High Quality Leadership & Management

- Effective **school-wide, distributed leadership** at every level and utilisation of various leadership styles
- School leaders are **leaders of learning** with a thorough understanding of effective learning
- High-performing principals and headmasters who are **models of best practice**
- **Continuous process** of school development planning and self-evaluation effectively translated into practice in all areas of the school
- **Robust performance management system practices** are used to ensure continuous improvement
- **Financial planning** ensures that students benefit from sound financial judgements and decision-making which is linked to strategic objectives and tactical priorities

2. Improve the Quality of Learning & Teaching

- Utilise a **broad range of pedagogies and methodologies** appropriately and consistently
- Consistently **reflect** on the impact of their practices on student progress and achievement
- Successfully **create a positive learning environment** with high expectations where students are challenged, supported and nurtured
- Usage of multiple sources of data and information about individual students to **personalise learning experiences**

3. Maximise Student Achievement and Potential

- The school's curriculum and co-curriculum activities **match learners' needs, interests, aspirations and capabilities** that contribute to learners' achievement and enjoyment
- The school's co-curricular provision is **directly linked to, and enriches the core and extended curriculum**
- All schools introduce **innovative assessment methodologies and practices** that allow students to demonstrate their achievements in varied and creative ways
- All teachers **consistently apply the principles and practices of effective assessment** for learning
- The school **identifies, and provides support for students' personal, social, intellectual and emotional development needs** with an emphasis on the principles of Modal Insan

4. Strengthen the Engagement of Parents, Community & other Stakeholders

- There are **strong partnerships between the parents and the schools** to support the holistic development of the student
- Innovative and creative partnerships as well as collaborations exist with the **local community and businesses**

KEY PROGRAMMES AT SCHOOL LEVEL

LeadEd

This is a **comprehensive leadership development programme** for all Yayasan AMIR Trust Schools' **Senior Leaders (Principals, Headmasters and Senior Assistants)**

LeadED Continuous Professional Development (CPD) is underpinned by:

- The **professional standards** for Principals and Headmasters in Yayasan AMIR Trust Schools
- The **roles and responsibilities** of Principals, Headmasters and Senior Assistants as detailed in their formal job descriptions
- Current and leading edge **theory and practice on effective school leadership**



MidLED

Aims to **provide the knowledge, skills and tools to implement distributive leadership within the schools**. It aims for the middle leaders, ie Heads of Departments and Panel Heads to become leaders of learning.

Modules of the MidLED CPD:

- The **Role of Middle Leader**
- Working and Communicating **Effectively** with Others
- Gathering, Analysing and Utilising Data Effectively
- Ensuring **Continuous School Improvement**
- Performance Management System
- Facilitating Professional Learning

Professional Learning Community (PLC)

A programme developed as an **extended learning opportunities to foster collaborative learning** for teachers. Furthermore, it is used as a means to **shift the focus from teaching to learning**.

The PLC programme **involves all the teachers led by senior leaders or teachers** within the schools. During the sessions, teachers are able to **discuss and develop plans, practice their skills, gather feedback from peer-observation as well as presenting outcomes and next steps**.

Upon implementation, PLC has demonstrated a great **impact on the development of teachers** in areas such as **creativity, reflection, support, focus and inspiration**.





PLC, SK Desa Pandan •

KEY PROGRAMMES AT SCHOOL LEVEL

TeachSmart

The TeachSmart Continuous Professional Development (CPD) has been introduced to embed a **'common core' of pedagogies and methodologies** across Yayasan AMIR Trust Schools as well as promote a **shared understanding of effective teaching practice**.

The TeachSmart CPD is underpinned by **seven pedagogical pillars**:

- Lesson Planning & Content Delivery
- Creating a Positive Learning Environment
- Assessment for Learning
- Collaborative & Cooperative Learning
- Questioning & Thinking Skills
- Differentiation
- Professional Knowledge & Reflection



Generalist Teacher Programme

Generalist Teachers are teachers who **specialise in a particular age phase** and **teach the same class a number of subjects**, typically core subjects.

The objectives of this programme:

- Provide both **consistency and emotional security for young students**
- Opportunities to **learn about each child in their care** and can therefore provide for their developing emotional, personal and social needs
- Opportunities to **embed appropriate learning behaviours and attitudes** towards learning – holistic development
- Increase knowledge and understanding about **individual students**
- Ensure connection between subjects to make **learning meaningful and relevant**
- Flexibility over timetable and **not restricted by isolated teaching units**
- Take advantage of the **physical learning environment** of the classroom





Science Class Activity, SMK Semenchu •

KEY PROGRAMMES AT SCHOOL LEVEL

Co-curriculum Programme

Established to support the Yayasan AMIR Trust Schools in **achieving student outcomes beyond academic results.**

A co-curriculum steering group was formed at the schools to **add structure to co-curriculum planning.**

The **Co-Curriculum Learning Walks** were also established to monitor co-curricular programmes, including **standards of implementation.**

In addition, **student councils** were formed to increase involvement and participation of students in creative and innovative activities.



Subject-Based Classrooms

A classroom is selected for **a particular subject** to be taught and the teacher who teaches that particular subject is based in the room.

Why Subject-Based Classrooms?

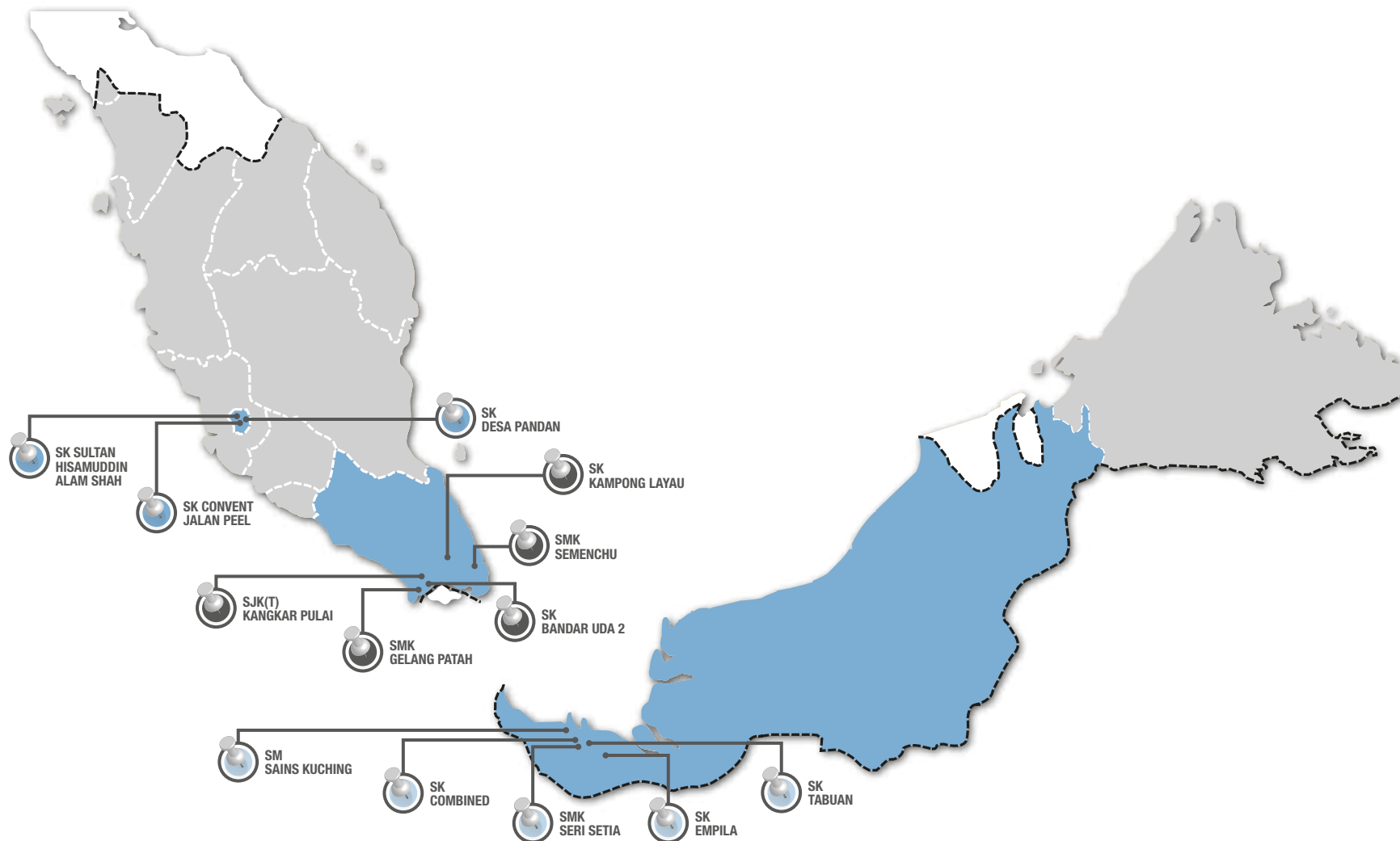
- **Best practice** of successful education systems for secondary level
- Each classroom contains all **the necessary resources and subject displays** to support the specific subject
- **Documentation of progress** within a specific theme - students' work demonstrate specific learning activities and outcomes
- Ensures that teachers take **ownership of the classroom** and **establish the ethos and learning atmosphere**, preparing the students' mind-set to learn effectively





Classroom, SK Kampong Layau •

TRUST SCHOOLS NETWORK





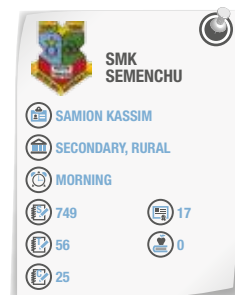
SARAWAK CLUSTER.

Cohort 2011 (Commenced January 2011)



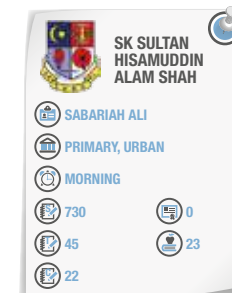
JOHOR CLUSTER.

Cohort 2011 (Commenced January 2011)



KUALA LUMPUR CLUSTER.

Cohort 2013 (Commenced January 2013)



LEGENDS

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

OUR END GOAL IS THE STUDENTS

MONITOR



Students of the Yayasan AMIR Trust Schools Programme are expected to achieve six key attributes needed to be globally competitive

About 10,000 students are currently in the 13 Yayasan AMIR Trust Schools benefitting from this programme

Thinking Skills

Creative, deep and reflective thinkers with effective problem solving skills

Leadership Skills

Proficient interpersonal skills

Knowledge

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

Bilingual Proficiency

Effective Communicators and Multilingual students

Ethics & Spirituality

"Modal Insan" values

National Identity

Inclusiveness

KEY PROGRESS TO-DATE

MONITOR

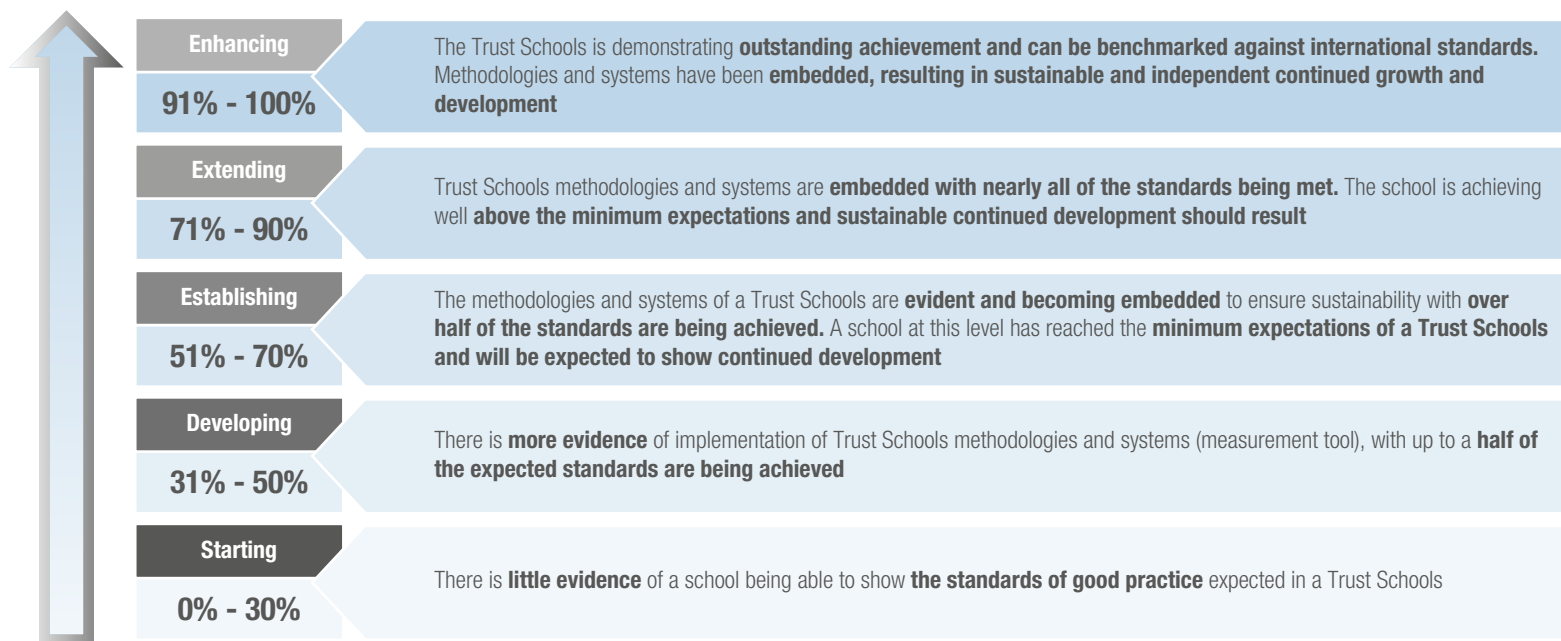


The Yayasan AMIR Trust Schools Programme is an encompassing initiative that focuses on the **overall development of students** by providing an eco-system that encourages learning and nurturing the students to develop their capabilities beyond academic achievements.

In line to its focus, Yayasan AMIR Trust Schools Programme is measured by two dimensions, as follows:

- a) **The school progress**
- b) **The student outcomes**

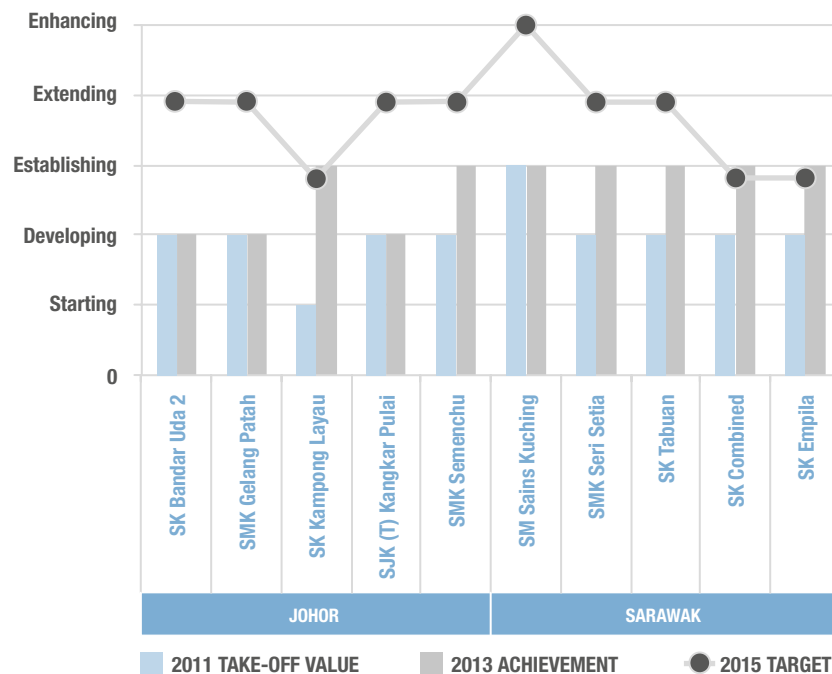
The progress of Yayasan AMIR Trust Schools is tracked via the following key indicators:



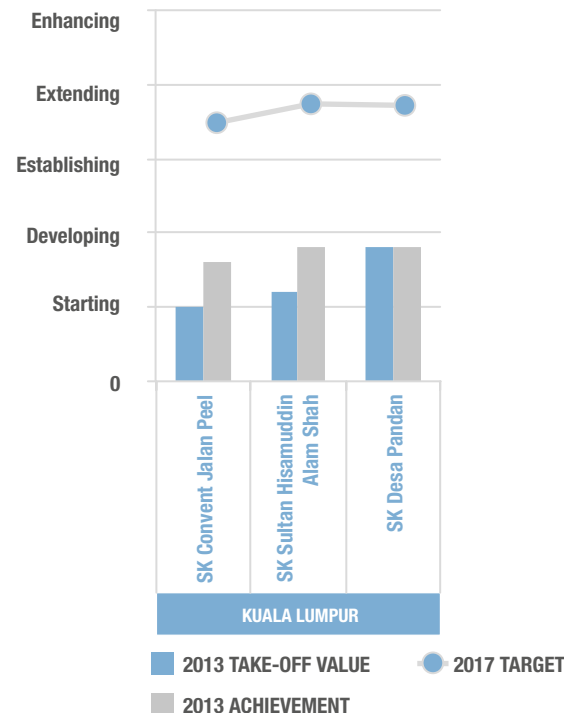
KEY PROGRESS TO-DATE

Strategic Goal 1: Steady progress of Leadership and Management Performance

Cohort 2011 Schools



Cohort 2013 Schools



Progress of Leadership and Measurement Key Performance Targets (KPT)



Cohort 2013 Schools

The Leadership and Measurement KPT is a tool developed to monitor the progress of five key areas as follows:

- ✓ Continuous process of **school improvement planning and self-evaluation**
- ✓ Appropriate and effective **school-wide, distributed leadership** at every level
- ✓ Active **engagement Senior Leadership Team** members
- ✓ Effective management of **Financial planning and implementation**
- ✓ **Rigorous process of Performance Management** of staff

Most of the Cohort 2011 schools have progressed steadily by moving one level up from their take-off value in 2011.

SK Kampong Layau demonstrated the most prominent improvement by moving from the Starting level to Establishing level in the past two years.

SMK Semenchu and SK Combined have recorded over 40% of improvement in their Key Performance Targets.

For the Cohort 2013 schools, it has been identified that **all the three schools have progressed in the five key areas** with the exception of the implementation of distributed leadership.

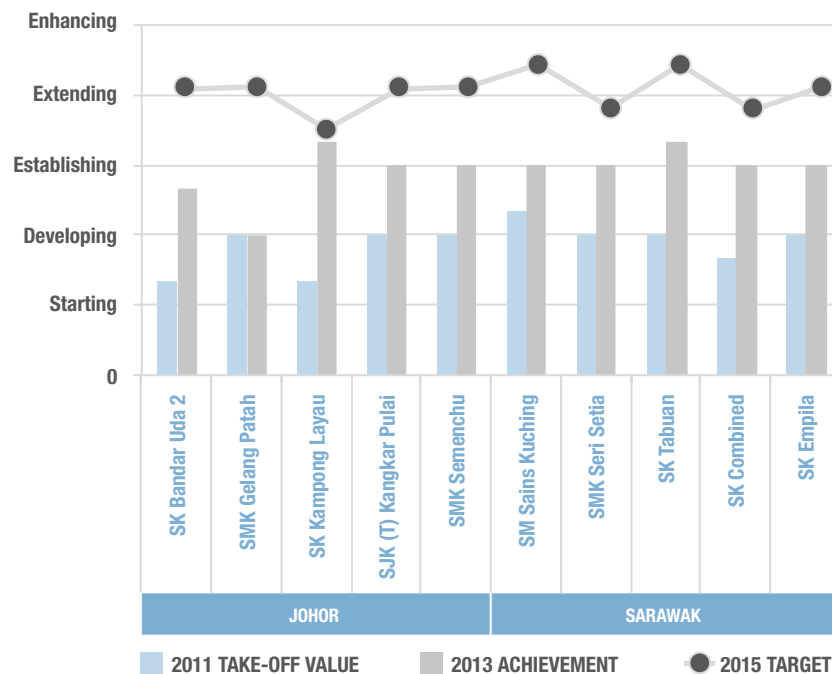
SK Convent Jalan Peel and SK Sultan Hisamuddin Alam Shah have exhibited promising progress in the first year of the implementation. As this is a new concept introduced in the Yayasan AMIR Trust Schools Programme, the schools may need time and further coaching to ensure consistent progression and inculcate sustainability practices.

Yayasan AMIR and LeapEd are **consistently monitoring the progress of the schools as well as working together with schools**, district and state in resolving issues to ensure that the schools are well supported and able to reach the respective targets.

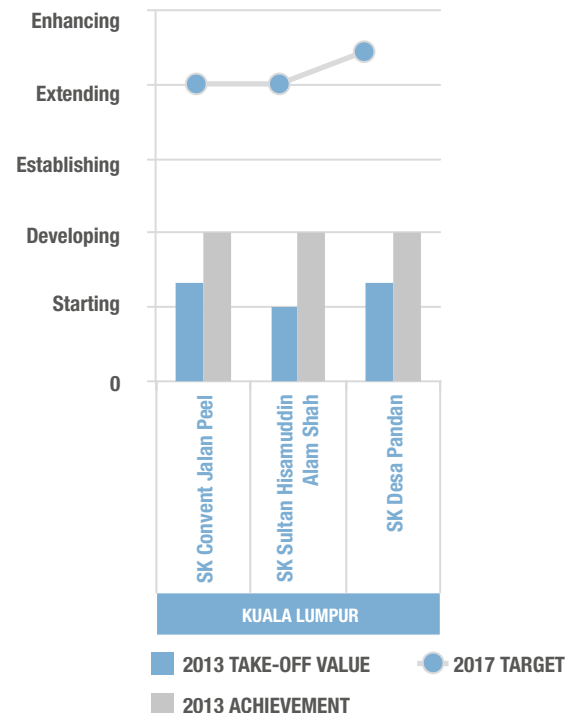
KEY PROGRESS TO-DATE

Strategic Goal 2: Excellent progress demonstrated by teachers in improving quality of learning and teaching

Cohort 2011 Schools



Cohort 2013 Schools



Progress of Improving Quality of Learning and Teaching Key Performance Targets (KPT)



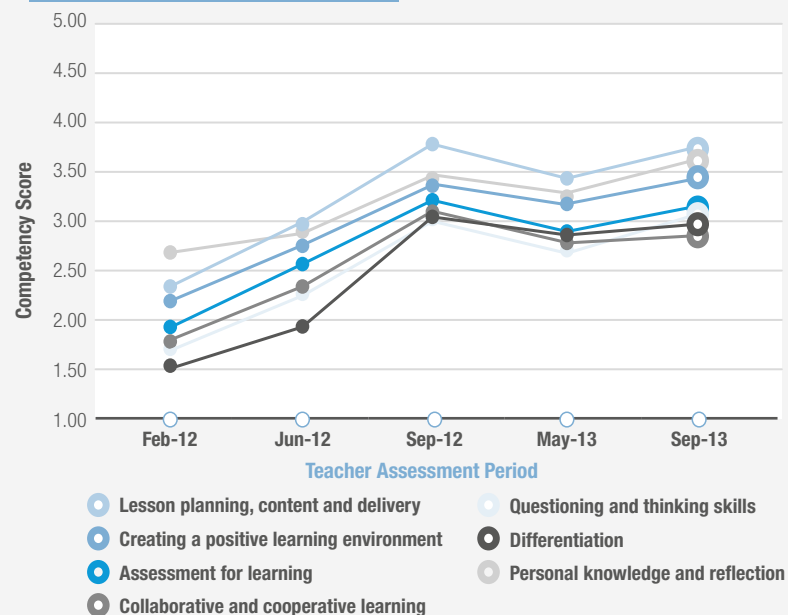
There are three main indicators for the quality of learning and teaching KPT:

- **Embedding new pedagogies** in teaching and learning
- High level of **engagement with students during lessons**
- **Effective learning environment**

Almost all the schools in Cohort 2011 had showed improvement in all the three indicators. **Nine schools have indicated progress by moving to Establishing Level in 2013.** In the overall performance of the three indicators in Cohort 2013, all three schools have moved from Starting Level to Developing Level for quality of learning and teaching especially SK Sultan Hisamuddin Alam Shah which exhibited consistent improvement in all three indicators.

The excellent progress demonstrated by the schools are indicative of the strong level of commitment by the teachers in developing their competencies to improve learning and teaching experiences for the students. It is also a testament of the commitment of Ministry of Education and Yayasan AMIR to develop and maximize the potential of teachers by ensuring the trainings are relevant and effective as well as preparing a platform for the community of teachers to gather and share their experiences.

Cohort 2011 Schools

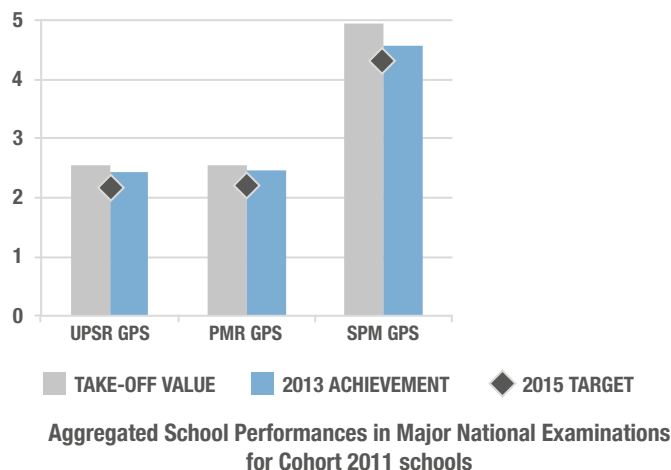


Progress of Teacher Competency Score 2013 based on classroom observations

Furthermore, teachers from Cohort 2011 have demonstrated excellent progress of teacher competencies by recording 58% improvement from 2012 in all of the seven pedagogical pillars

KEY PROGRESS TO-DATE

Strategic Goal 3: Maximising Student Achievement and Potential in academic and non-academic



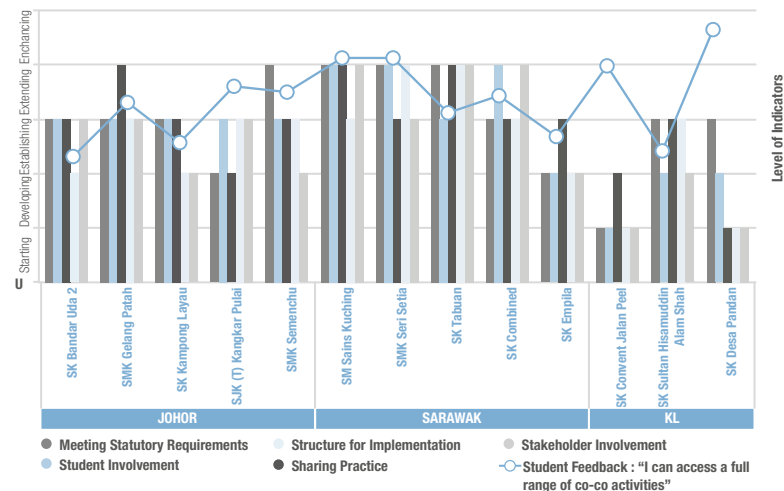
Overall School **Average Grade (GPS) of UPSR in 2013 shows slight improvement in comparison to the previous years.** SK Bandar Uda 2 demonstrated the highest improvement followed by SK Combined from a total of six schools.

Three out of four schools have shown improvements in the PMR GPS whereby SMK Gelang Patah showed promising improvement.

SM Sains Kuching, one of the two schools recorded improvement in the SPM GPS have recorded the highest GPS improvement of 19%.

SMK Gelang Patah and SM Sains Kuching demonstrated consistent performances in both the PMR and SPM examinations.

Notes: Low GPS indicates better academic performance



Engagement of students in Co-Curriculum (co-co) activities is one of the **main strengths** of the Yayasan AMIR Trust Schools Programme.

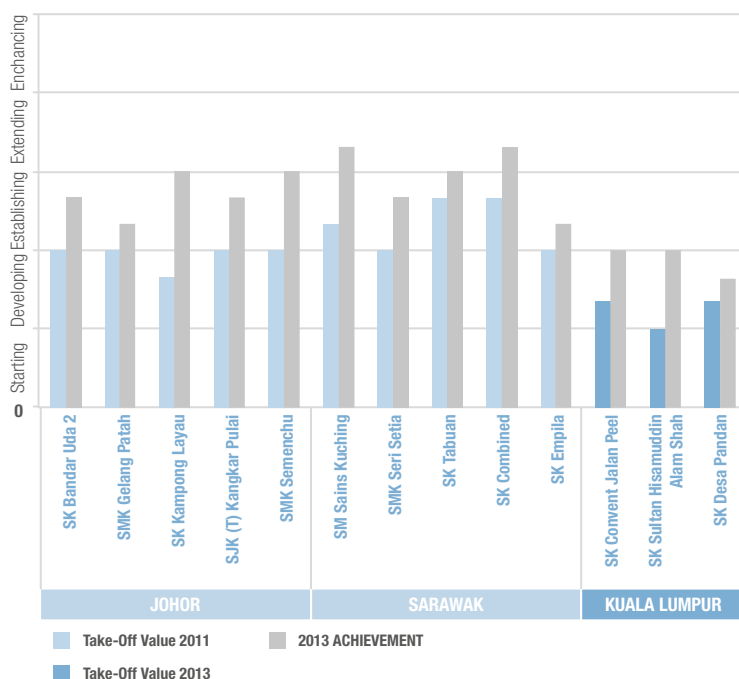
The survey undertaken at all schools showed varied responses from students on the accessibility of co-co activities. Consistent with the schools' accomplishments in the co-co framework, **86% of students of SM Sains Kuching and SMK Seri Setia responded positively to the survey.** Despite being in the first year of Yayasan AMIR Trust Schools Programme, **SK Desa Pandan recorded the highest level of positive responses from students.**

Various co-co activities across the Yayasan AMIR trust schools in 2013 including significant achievements at district and national levels are evidence of the effectiveness of this programme.



Strategic Goal 4: Impressive Engagement of Parents, Community & Other Stakeholders

Cohort 2011 & 2013 Schools



Engagement of Parents, Community & Other Stakeholders
Key Performance Targets (KPT)

The KPT of the Engagement of Parents, Community and Other Stakeholders are determined by three key areas:

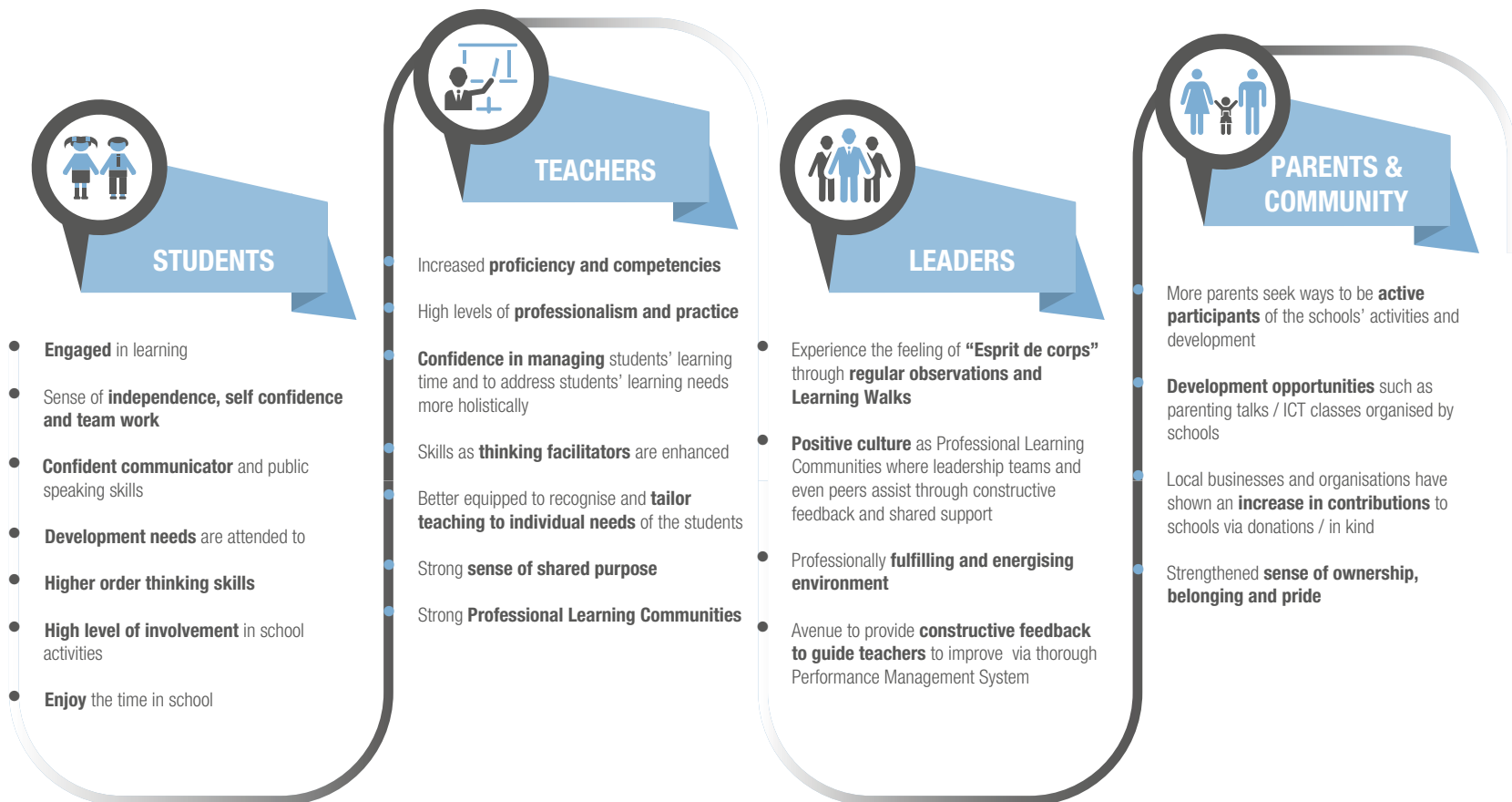
- Parents are well-informed of their child's academic progress and skill development as well as support the child's learning
- Invitation to parents for participation in schools' activities
- Schools undertake programmes for engaging parents in the enhancement of students' education

All the schools demonstrated improvement in the engagement of Parents, Communities and other stakeholders. **SK Kampong Layau, SMK Semenchu, SM Sains Kuching and SK Sultan Hisamuddin Alam Shah exhibited advanced progressed in comparisons to other schools.**

Several schools have undertaken some interesting and beneficial programmes with regards to programmes for parents as well as community such as the **Parent Information Sessions organised by SK Empila that received outstanding feedback from the parents and the Special Needs Work Experience and Community Link organised by SMK Semenchu with a local business.**

All the schools have taken extra initiatives to organise various programmes to increase the level of involvement from the parents and community. Ministry of Education and Yayasan AMIR continue to support the programmes by ensuring sufficient resources are allocated as well as managing the policy issues of such engagements.

HAS IT MADE ANY DIFFERENCE?



THE TRUST SCHOOLS PROGRAMME

by the Centre for Programme Evaluation, University of Melbourne



An Impact Assessment was undertaken by the University of Melbourne in 2013 which had highlighted several key areas of progress and factors for consideration for future implementation.

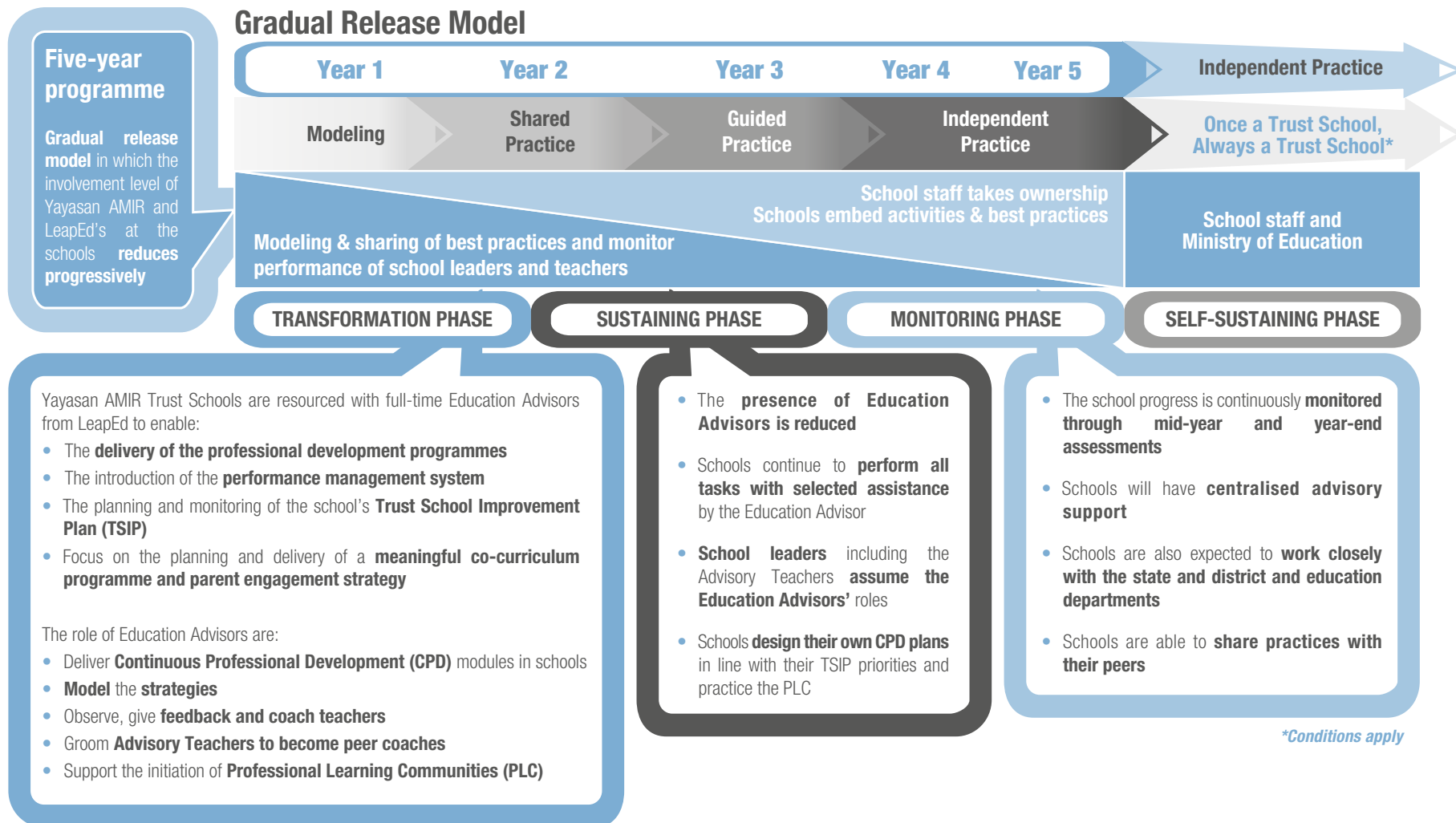
Generally, the study concluded that the progress against the current targets are positive and that it also indicated the potential of achieving the long-term goals of Trust Schools Programme.

Some of the evident changes noted are teacher competencies, change in roles of the school leadership team and teachers, student engagement, school management, and a greater degree of parental engagement. Considering the period of implementation and the degree of change required, all schools involved in the assessment were noted for achieving positive outcomes.

The study had also shared several recommendations for consideration in the long-term implementation that include understanding progression through school readiness and opportunity to learn, sustainability, monitoring system, cost-effectiveness and Return on Investment, as well as teacher education.



IMPLEMENTATION STRATEGY



MILESTONES 2013

JANUARY

- Commencement of Cohort 2013 Yayasan AMIR Trust Schools: Three Trust Schools in Kuala Lumpur namely SK Convent Jalan Peel, SK Desa Pandan and SK Sultan Hisamuddin Alam Shah

APRIL

- Delegation of Datuk Dr Khair Mohamad Yusof, Deputy Director General of Education to SJK(T) Kangkar Pulai, Johor and SMK Gelang Patah, Johor
- Benchmarking Delegation to three Cohort 2011 Yayasan AMIR Trust Schools in Johor by three Cohort 2013 Yayasan AMIR trust schools (Kuala Lumpur)

JUNE

- Training of Internal Auditor by School Audit Division, MOE for all internal auditors in Trust Schools, in Sarawak, Johor and Kuala Lumpur

AUGUST

- Yayasan AMIR Trust Schools Program Conference at KSL Resort and Hotel, Johor, officiated by Dato' Mary Yap, Deputy Minister of Education
- Delegation of Dato' Mary Yap, Deputy Minister of Education to SJK(T) Kangkar Pulai

SEPTEMBER

- Delegation of Tan Sri Muhyiddin Yassin, Deputy Prime Minister and Minister of Education to SMK Gelang Patah, Johor
- Independent Impact Study delegation by University of Melbourne to three Yayasan AMIR Trust Schools and two public schools in Johor

OCTOBER

- Independent Impact Study Delegation by University of Melbourne to three Yayasan AMIR Trust Schools and two public schools in Sarawak

NOVEMBER

- Preliminary school selection visit to selected schools in Pulau Indah, Selangor and Kuala Lumpur
- Preliminary school selection visit and baselining exercise to selected schools in Johor in Pasir Gudang, Kota Tinggi, Pontian and Johor Bahru
- LeadEd final training session involving all Senior Leadership Team members from all Yayasan AMIR Trust Schools in Sarawak
- Final training session by LeadEd for all Senior Leadership Team members for all Yayasan AMIR Trust Schools in Kuala Lumpur
- Final training session by LeadEd for all Senior Leadership Team members for all Yayasan AMIR Trust Schools in Johor
- Yayasan AMIR Trust School Improvement Plan (TSIP) Planning and Preparation for 2014 for all schools

DECEMBER

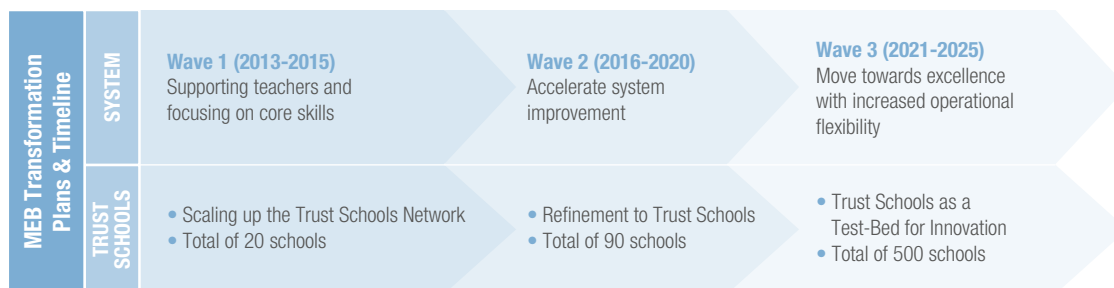
- Sustainable Development Programme (SDP) Focus Group by Yayasan AMIR
- Finalisation of Cohort 2014 Yayasan AMIR Trust Schools to expand to 30 schools

2013

2013

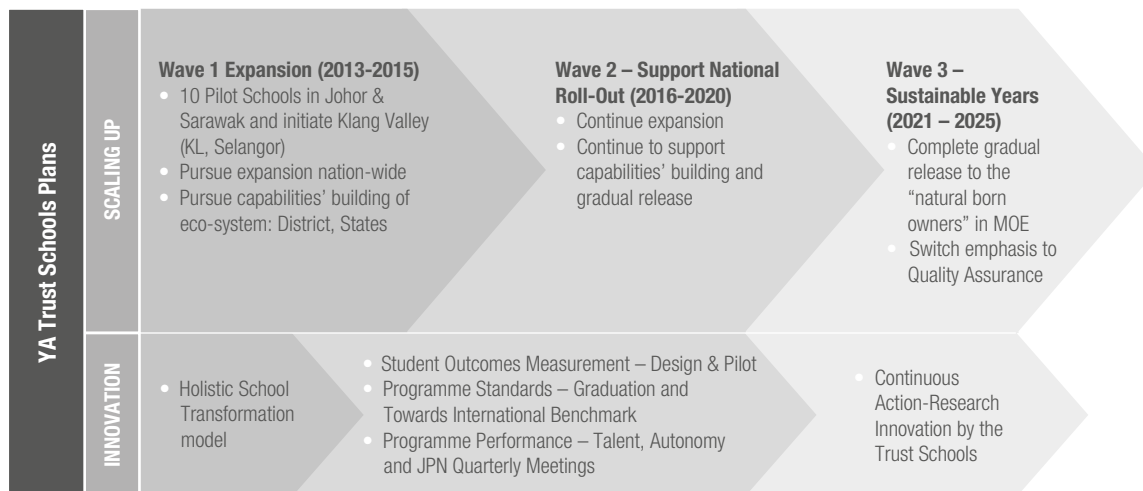
NATIONAL EDUCATION BLUEPRINT 2013-2025

The Trust Schools Programme is an enabler programme that support Ministry of Education (MOE) in undertaking school-wide transformational programmes that are sustainable and replicable for implementation of more schools



The Trust Schools Programme is a part of the National Education Blueprint that outlines scaling up the number of Trust Schools to 500 schools by 2025 schools which represent 5% of public schools. Schools partaking in the programme are intended as test-bed for innovations in teaching and learning practices that can be applied throughout the education system, including those who are disadvantaged communities such as the indigenous and minority groups, students with special needs, and rural as well as low-performing schools.

The public-private partnerships is a critical element of the programme whereby the private sector is provided with platform to participate in the expansion of the Trust Schools Network. The involvement of private sector will propel education and learning to a higher level internationally.



INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEES OF YAYASAN AMIR

(Incorporated in Malaysia)

The accompanying summary financial information set out on page 37, which comprises the summary balance sheet as at 31 December 2013 and the summary statement of comprehensive income for the year then ended are derived from the audited financial statements of Yayasan Amir for the year ended 31 December 2013. We expressed an unqualified audit opinion on those financial statements in our report dated 30 April 2014. Those financial statements, and the summary financial information, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

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

TRUSTEES' RESPONSIBILITY FOR THE SUMMARY FINANCIAL INFORMATION

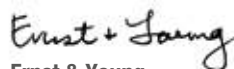
Management is responsible for the preparation of the accompanying summary financial information set out on page 37.

AUDITORS' RESPONSIBILITY

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

OPINION

In our opinion, the summary financial information derived from the audited financial statements of Yayasan Amir for the year ended 31 December 2013 are consistent, in all material respects, with those audited financial statements.

The logo for Ernst & Young, featuring the company name in a stylized, handwritten script.

Ernst & Young

22 May 2014

Kuala Lumpur

SELECTED AUDITED FINANCIAL INDICATORS

STATEMENT OF COMPREHENSIVE INCOME

For the financial year ended 31 December 2013

		2013 RM million	2012 RM million
INCOME		23.12	21.65
	Donation	22.80	21.57
	Hibah income	0.32	0.08
EXPENDITURE		22.79	21.57
	Trust Schools Development Programme Costs	20.69	19.43
	Staff costs	1.28	1.23
	Marketing, administration and other expenses	0.82	0.90
SURPLUS BEFORE TAXATION		0.33	0.08
	Taxation	0.06	0.02
NET SURPLUS		0.27	0.06

BALANCE SHEET

As at 31 December 2013

		2013 RM million	2012 RM million
CURRENT ASSETS		10.82	10.82
	Cash and bank balances	9.61	10.72
	Other receivables	1.21	0.10
CURRENT LIABILITIES		10.50	10.78
	Donation in advance	3.70	0.72
	Other payables	6.80	10.06
		-	-
NET CURRENT ASSETS		0.32	0.04
NON-CURRENT ASSETS		5.13	3.81
	Equipment	0.02	0.02
	Endowment Fund for Schools - Deposits in Financial Institutions	5.11	3.79
NON-CURRENT LIABILITY		5.11	3.79
	Endowment Fund for Schools - Due to sponsors	5.11	3.79
NET NON-CURRENT ASSETS		0.02	0.02
		0.34	0.07
REPRESENTED BY:			
Contribution from member		0.00	0.00
Retained Surplus		0.34	0.07
		0.34	0.07

SPONSOR A SCHOOL, MAKE A DIFFERENCE!

Ministry of Education and Yayasan AMIR implore on corporations, alumni groups and individuals to **join our hands in working towards transforming our education system via the schools.**

Sponsors are able to **contribute directly to the school programmes**, as well as **customizing activities in line with their interest or focus areas.**

Yayasan AMIR manages all programme-related matters with the Ministry of Education and facilitates the identification of potential Trust Schools for adoptions of respective sponsors.

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



Sponsorship Packages and Benefits

Platinum

No of schools:
1 cluster (5 schools and above)

Gold

No of schools:
2 – 4 schools

Silver

Programme sponsorship / part of a pool
to sponsor a school(s)

Be part of the
Trust School
Network,
e.g. exchange of
knowledge,
information,
participation in
Trust School
events, projects

Media coverage
and recognition
as a Trust School
Sponsor

Opportunity to
implement
value-added and
specific sponsor
programmes

Early access to
student
sponsorship

Permission to add
their names on
existing
signboards in the
schools

ANY SCHOOLS CAN BE A TRUST SCHOOL

Factors for considerations for school selection

- Interest of sponsors
- School readiness
- School characteristics
- MOE approval

Pre-Selection

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

Selection & Assessment

- Conduct selection visit by engaging schools' Senior Leadership Team
- Finalise school
- Conduct baseline exercise by engaging schools' Senior Leadership Team, selected teachers and parents representatives

Post Selection

- Finalise sponsorship agreement
- Trust Schools Programme commence with effect from 1 January

Process supported by Ministry of Education and Yayasan AMIR

HONOURING OUR SPONSORS

Ministry of Education and Yayasan AMIR are grateful to the sponsors of the Trust Schools Programme. The commitment and pledges of each sponsor goes a long way in shaping the education landscape of our nation.

We thank you for leading the change.

LIST OF SPONSORS



KHAZANAH
NASIONAL

Khazanah Nasional
Berhad



UEM Group Berhad



Westports Malaysia
Sdn. Bhd.



Yayasan DayaDiri
Sdn. Bhd.

PARTNER – MINISTRY OF EDUCATION



The Trust Schools programme was materialised as a long-term commitment to improve accessibility to quality education in public schools with the non-profit foundation Yayasan AMIR as a partner.



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

The Ministry of Education is the central agency overseeing a responsible education system across the country, covering pre-schools, primary and secondary schools.

It is guided by **its mission to perpetuate excellent quality of education**. The curriculum set by Ministry of Education **is committed to developing a child holistically as reflected in the National Education Philosophy**.

The idea of a Trust School, (schools under public and private leadership and management), was conceived in 2009 by the Ministry of Education. In essence, **Trust Schools receive greater decision-making autonomy with greater accountability to enable innovation and improved student outcomes**.

In 2010, the Trust Schools programme materialised as **a long-term commitment to improve accessibility to quality education in public schools with the non-profit foundation Yayasan AMIR as a partner**. The Ministry is envisioning the expansion of the Trust School model to 500 schools by 2025, by including **alumni groups and non-governmental organisations, (NGOs) as potential sponsors**.

As the expansion takes place, a greater **diversity of private and social sector entities will have the opportunity to get involved in the school improvement process**. It will enable a private sponsor to partner with the school leadership as a joint management team.

In consideration of the promising implementation, progress and acceptance of the Trust School models by the thirteen Trust Schools in three states Sarawak, Johor and Kuala Lumpur, the Ministry of Education intends to expand the model of Trust Schools to different types of school in Malaysia.

The expansion is **considering to include schools that cater to more disadvantaged communities such as indigenous and minority groups, students with special needs, and rural schools**.

PARTNER – LEAPED SERVICES SDN. BHD.

As Malaysia's **first home-grown education services provider, delivering learning transformation in public schools**, LeapEd implements international best practices in pedagogy and school management that have been localised and tailored to ensure both applicability and sustainability.

This approach is evident in our school transformation programmes, which are currently being implemented at selected cohorts of public schools under the Yayasan AMIR Trust School Framework.

LeapEd Head Office

- Level 27, Mercu UEM, Jalan Stesen Sentral 5, Kuala Lumpur Sentral, 50470 Kuala Lumpur
Tel: 03 2260 2118

Satellite Offices

- No. 4, 1st Floor, Jalan Tun Abdul Razak, Susur 6, Taman Suria Muafakat, 81200 Johor Bahru, Johor
Email: enquiry@leapedservices.com
- Wisma DUBS Everise, Level 2-03, Jalan Petanak, 93100 Kuching, Sarawak
URL: www.leapedservices.com

LeapEd Services Sdn. Bhd. (LeapEd) is **committed to enriching the learning experience for school-going young Malaysians**. In-line with the aspirations expressed in the Malaysia Education Blueprint 2013-2025, the company works closely with its clients and the Ministry of Education to introduce interventions that develop globally competitive students, equipped to succeed in the 21st century. **Young Malaysians are coached to think critically and creatively, and to grow as well-rounded individuals and responsible citizens with strong communication skills and high ethical values.**

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

The company is **setting new benchmarks for the future of Malaysian education by promoting and inculcating international best practices in pedagogy and school management**. Services offered by LeapEd

include school development and improvement, strategic advisory support, continuous professional development for school leadership and teachers, school performance monitoring, and development of learning materials.

LeapEd was incorporated on 7 September 2010 as a wholly-owned company of Khazanah Nasional Berhad. It is the **first Malaysian education service provider to undertake school-wide transformation**, with the distinction of being the design and implementation partner in Malaysia's pioneer public school transformation programme, the Yayasan AMIR Trust Schools Programme.

LeapEd comprises a highly versatile and effective team of experts with a wealth of international and local experience in the education sector. This includes a proven track record in teaching and learning improvement, as well as in management, finance, and human resource development. This is the diverse team **that facilitates the transformation journey in the Yayasan AMIR Trust Schools**, and they are constantly looking for qualified and passionate professionals to join them in this exciting and important work.

Key Signature Programmes



ACKNOWLEDGEMENT

● KEMENTERIAN PENDIDIKAN MALAYSIA

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Website : www.moe.gov.my



● JABATAN PELAJARAN NEGERI JOHOR

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Faks : +607.234.7132
Website : jpn.moe.gov.my/jpnjohor



● KHAZANAH NASIONAL BERHAD

Tel : +603.2034.0000
Faks : +603.2034.0300
Website : www.khazanah.com.my



KHAZANAH
NASIONAL

● JABATAN PELAJARAN NEGERI SARAWAK

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



● JABATAN PELAJARAN NEGERI WILAYAH PERSEKUTUAN KUALA LUMPUR

Tel : +603.6203.7777
Faks : +603.6203.7788
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Youtube : www.youtube.com/user/yayasanamir