



INNOVATING FOR THE FUTURE OF EDUCATION IN MALAYSIA

ACTIVITY REPORT 2017





Rationale

The cover was designed to reflect the joy of learning, in line with LeapEd's aim to transform the learning experience and unleash students' maximum potential. These smiling faces are the result of the education transformation process, impacting all children, their communities and our nation in the 21st century global environment.

TABLE OF CONTENTS

WHO WE ARE

About Us	05
Our Shared Values i4	06
Chairperson's Foreword	09
Managing Director's Message	11
Our Board of Directors	12
Our Management	13
Our Journey	14

WHAT WE DO

LeapEd at a Glance	19
Our Presence	20
Our Approach	22
Research & Development	25
Our Core Programmes	26
• Senior Leaders	26
• Middle Leaders	27
• Teaching & Learning	28
• School Support and Coaching	29

OUR IMPACT

Our Implementation Strategy	32
Our Transformation Projects	34
• Trust Schools Programme	35
• PreSTasi	37
• English Language Enhancement	38
• GUSTO	39
• ISEP	40
• AMAN	41
Our Corporate Responsibility	42
2017 Key Highlights	44
Our Way Forward	46

OUR PEOPLE

Building Capacity	48
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OUR FINANCIALS

Selected Audited Financial Information	55
Independent Auditors' Report	56

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About Us	05
Our Shared Values i4	06
Chairperson's Foreword	09
Managing Director's Message	11
Our Board of Directors	12
Our Management	13
Our Journey	14





Outdoor learning can have a positive impact on children's development in SMK Pengkalan Berangan, Terengganu



Happy students learn better and foster positive outcomes in SK Niup, Kota Samarahan, Sarawak

ABOUT US

Let's transform the learning experience together.

We believe students must be able to function in the global environment of the 21st century through five critical life skills of confidence, communication, creativity, critical thinking and co-existence.

At the heart of LeapEd's Philosophy is the central role that Learners take in their transformation. The 'traditional' approach to education and the role of schools have evolved. Where we once viewed education as rote and scripted, current research calls for reform with a specific focus on self-directed learning.

Our philosophy sees a cohesive system with five dimensions (Learners, Classrooms, Schools, Communities and System), working together to achieve a transformative school culture that is both sustainable and scalable.

Our vision for Learners is to ultimately have them participate in the design of their own learning. To bring this vision to reality, LeapEd is working hand-in-hand with the Ministry of Education in the transformation process. To date, we have impacted 153 schools and 65,000 students across 12 states nationwide.

We will continue to drive our stakeholders' objective to support the aspirations in the Malaysia Education Blueprint 2013-2025 to reduce educational inequity, widen access to quality education and develop holistic students for the 21st century.

OUR SHARED VALUES i4

OUR CORE VALUES SERVE AS FUNDAMENTAL PRINCIPLES FOR ALL THAT WE DO. THEY DESCRIBE EXACTLY WHO WE ARE, WHAT WE DO AND HOW WE DO IT.

INSPIRE

PASSIONATE & PROFESSIONAL

We hope to inspire people with our passion, professionalism and enthusiasm for our common goal.



INNOVATE

INNOVATE & EXCELLENCE

Through our commitment to constantly innovate, we strive to deliver excellent products and services that impact all Learners.



INTEGRITY

INTEGRITY & ACCOUNTABILITY

We subscribe to high ethical standards and are accountable for all our actions.



INCLUSIVENESS

TEAMWORK & COLLABORATION

We operate a culture of inclusiveness; emphasising that teamwork will accelerate our results and collaboration builds support and momentum for a common cause.



i4

WHO ARE WE AS A SOCIAL ENTERPRISE?



 SOCIAL CAUSE	Advocating to enhance community values through quality education
 STRUCTURE & METHOD	A company providing services, cost effectively
 SUSTAINABILITY	Revenue must cover operational costs, any surplus reinvested into our education R&D work
 GOAL	Enrich lives and add-value to society

LeapEd WAS ESTABLISHED AS A SOCIAL ENTERPRISE; THUS WE ARE A REVENUE GENERATING BUSINESS WITH A SOCIAL PURPOSE – WE RE-INVEST OUR PROFITS BACK TO THE COMMUNITY.

We believe that investing in education is the smartest decision you can make. Education provides opportunity which in turn empowers people, cultivates creativity and improves confidence and self-belief. We also strongly advocate community values through quality education. Innovation in education is essential, which is why we stress the importance of research and development. In order to move forward, we need to look at what works, what doesn't and relentlessly push boundaries.

SOCIAL ENTERPRISE
 BUSINESS WHERE SOCIETY PROFITS

Revenue generation is to ensure that LeapEd is able to:

<p>SUSTAIN ITSELF ON A DAY-TO-DAY BASIS</p> 	<p>REINVEST ANY SURPLUSES TO OUR EDUCATION RESEARCH & DEVELOPMENT WORK</p> 	<p>SUSTAINABILITY THAT WILL IN TURN BENEFIT ALL OUR STUDENTS</p> 
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Our goal is to enrich lives through education transformation based on our Education Philosophy – to realise the individual potential of each and every Learner. This will in turn add value to communities and society at large.



Join us in this transformation journey.

We believe that investing in education is the smartest decision you can make. Education provides opportunity which in turn empowers people, cultivates creativity and improves confidence and self-belief.

Passionate teachers are distinguished by their commitment to achievement of their students in SK Niup, Kota Samarahan, Sarawak

CHAIRPERSON'S FOREWORD



PROFESSOR TAN SRI DATO'
**DZULKIFLI
ABDUL RAZAK**
CHAIRPERSON

Assalamualaikum, Greetings and Salam Sejahtera.

LeapEd's main goal is to realise the individuality of each Learner. We don't believe that education should simply focus on academia; instead we stress and encourage holistic learning which includes five critical life skills of confidence, communication, creativity, critical thinking and co-existence. We want to nurture and engage students with the appropriate knowledge, abilities, and skills to enable them to smoothly navigate their future. We know that the future is abstract and unknown, hence we equip our students with the necessary means to steer themselves through a constantly changing environment confidently and purposefully. At the same time, we are preparing our future generations for a meaningful life ahead with regards to their careers as the world of work gets redefined by the ensuing circumstances beyond our control. As Franklin Roosevelt once said, "We cannot always build a future for our youth, but we can always build our youth for the future".

Education is the key to all progress; progress as a nation, as a community and as an individual. We are humbled by the commendable growth we have seen throughout the years, thanks to the dedication and confidence displayed by the school leaders, teachers, students, parents and community over the past seven years. We take pride in how far we have come but are also fully aware that we still have a long way to go and more students to impact.

On behalf of the committed LeapEd team, I would like to take this opportunity to thank each and every one of you who has worked tirelessly to ensure that every child is given that deserving privilege and opportunity to dream of a brighter future. And more importantly, to ensure that it is translated into reality. The continued support, confidence and encouragement of our shareholders, the trust and loyalty of the larger community, not forgetting the sacrifice and professionalism of all levels at LeapEd will change the course of education in actualising the National Philosophy of Education which is second to none. This is the promise that we set for ourselves as a unique privilege to serve you.

**WE HOPE TO WORK
SYNERGISTICALLY
THROUGH COLLABORATIVE
PARTNERSHIPS TO
FURTHER BUILD UPON
OUR PROGRESS
AND ATTAIN A MORE
JUST, BALANCED AND
SUSTAINABLE FUTURE.
TOGETHER WE WILL
CONTINUOUSLY SEARCH
FOR CREATIVE AND
TRANSFORMATIONAL
WAYS TO LAUNCH
THE NEXT STAGE OF
THE TRUST SCHOOLS
PROGRAMME AND OTHER
TRANSFORMATIONAL
SCHOOL PROGRAMMES.**

Leap for change.

LeapEd's Philosophy of Education Transformation promotes and enables sustainable learning communities that are nurturing, caring and engaged.



Moving forward in harmony and enjoying life as students in a Trust School at SK Convent Jalan Peel

MANAGING DIRECTOR'S MESSAGE



**SHAHNAZ
AL-SADAT**
MANAGING DIRECTOR

Assalamualaikum, Greetings and Salam Sejahtera.

Every child deserves quality education. Every generation deserves relevant education. At LeapEd, we define quality and relevance as centering around providing opportunities for children to develop their true potential, to be a good human being and to lead their communities in the respective times.

Focusing on sustainability and scalability, LeapEd's Philosophy of Education Transformation promotes and enables sustainable learning communities that are nurturing, caring and engaged. This in turn will underpin the development of each child to unleash their character, capacity and capability. A child's full potential can only be realised when they are given free rein to nurture their talents.

Today LeapEd is blessed with the opportunities to work with multi-Government schools, the Ministry of Education, various State and District

Education offices. This has directly and indirectly enriched thousands of children, their families and the surrounding communities.

In doing what we do, we are strongly guided by our values. As a team, we inspire each other to be innovative and inclusive in our daily behaviour, all the while ensuring that we act with integrity.

**AS A SOCIAL ENTERPRISE,
WE ARE ALWAYS LOOKING
TO CREATE BROADER
AND DEEPER IMPACT.
WE WORK THROUGH
COLLABORATIVE
PARTNERSHIPS IN
SUPPORT OF HOLISTIC
DEVELOPMENT OF
CHILDREN AND TO THIS
END, WE CERTAINLY
WELCOME ANYBODY WHO
WANTS TO COLLABORATE,
TO REACH OUT TO US.**

2017 has been extremely busy and successful. We have forged ahead with our capacity building agenda, through innovations such as Project AMAN. We have continued to live our values with CSR initiatives and promoted discourse on education transformation by hosting events featuring world renowned experts. This inaugural Activity Report aims to highlight our work over the past year.

Let me take this opportunity to extend my sincerest appreciation to the entire collaborative teams – LeapEd, Yayasan AMIR, Ministry of Education, all private sector partners and participants, all Trust Schools communities.... this list is not exhaustive – for their endless contribution, dedication and involvement in constructing the journey towards transforming the Malaysian Education landscape.

OUR BOARD OF DIRECTORS



1. PROFESSOR TAN SRI DATO' DZULKIFLI ABDUL RAZAK

Chairperson

2. SHAHNAZ AL-SADAT

Managing Director

3. DATO' MOHD SHUKRI HUSSIN

Board Member

4. DATO' RICHARD E. W. SMALL

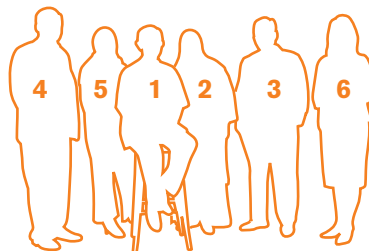
Board Member

5. ZAIDA KHALIDA SHAARI

Board Member

6. LOH TZU ANNE

Board Member



OUR MANAGEMENT



SHAHNAZ AL-SADAT
MANAGING DIRECTOR

A firm believer in education reform and talent development, Shahnaz Al-Sadat joined LeapEd in 2016 with over two decades of diverse career experience including 10 years in Arthur Andersen and a further 10 years contributing to nation-building through her work with Government-Linked Corporations. In her professional capacity, she has held various positions including Chief Financial Officer as well as Executive Director of Strategic Human Capital Management at Khazanah Nasional Berhad.

Throughout her career, Shahnaz has continued to focus on causes close to her heart including highlighting the importance of social enterprise in Malaysia. A social entrepreneur herself, she co-founded a social enterprise in 2011 called Arise Asia with the intention of helping people do good.

Shahnaz holds an LL.B (Hons) from the University of Nottingham, United Kingdom, and an MBA from the International Institute for Management Development (IMD) Lausanne, Switzerland. She is also a Certified Public Accountant (CPA) and Certified Internal Auditor (CIA). A fervent believer in knowledge sharing, she continues to share her experience and expertise on various education-related boards such as Teach for Malaysia, PINTAR Foundation and MINDA.

Aside from corporate life, Shahnaz enjoys motherhood and loves spending quality time with her daughter.



ZULHAIMI OTHMAN
GENERAL MANAGER, EDUCATION
OPERATIONS

Zulhaimi joined LeapEd in 2016 as the General Manager of Education Operations. He began his career with an established audit firm as an external auditor where he was involved in financial audit and advisory, internal audit, business risk consulting, as well as risk management consulting.

Zulhaimi brings with him over 20 years of experience covering a multitude of sectors including corporate services, HR, ICT, risk management, governance, business planning and internal audit in various GLCs. He espouses the importance of teamwork, integrity and practising good values. He is especially passionate about career development; and strongly advocates helping organisations, teams and individuals to unlock their strengths and maximise their potential.

Prior to joining LeapEd, he was Programme Director at a social enterprise dedicated to education improvement efforts and impact maximisation in the local community. During his tenure, he was seconded to Yayasan AMIR, a non-profit organisation mandated to oversee the implementation of the Yayasan AMIR Trust Schools Programme (YATSP). He led the overall management of the organisation, particularly the implementation of the YATSP.

Zulhaimi likes tennis, enjoys watching Pixar movies and loves spending time with his wife and three sons.

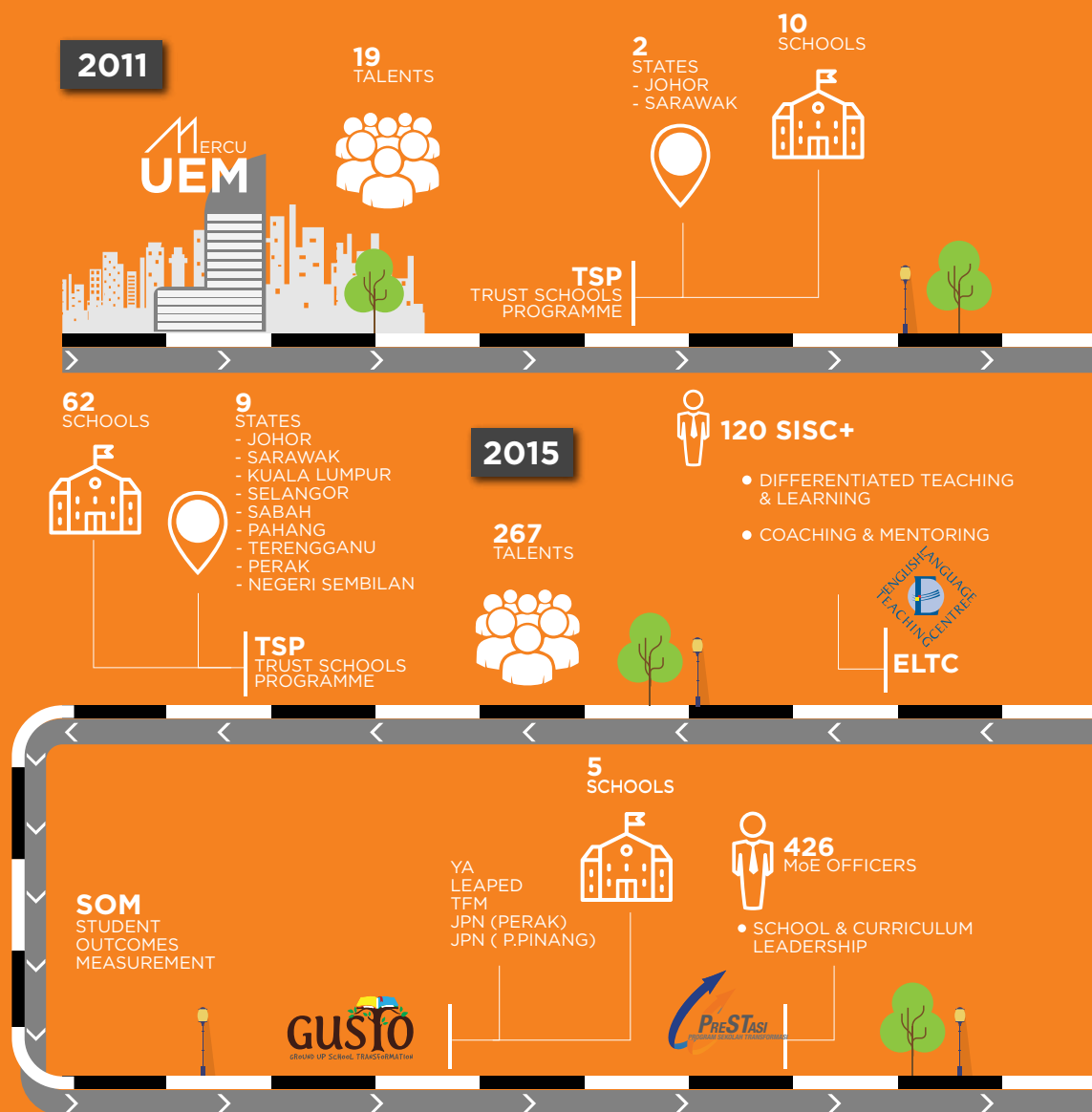


NINA ADLAN DISNEY
(AINEE ADINA NOOR ADLAN)
GENERAL MANAGER, EDUCATION
DEVELOPMENT

Nina joined LeapEd in 2017 with more than 25 years of experience in the Malaysian education sector: as an academic, administrator, publisher, researcher, consultant and mother of three!

She graduated with an LL.B (Hons) and a Master's degree from the London School of Economics and is a barrister by training (Middle Temple). She started her career in the London and KL offices of what is now PwC, before going into teaching. Since then, she has held a variety of leadership roles spanning the entire spectrum of learning & development: from private and international schools, enrichment programmes and ECAs, colleges and universities, publishing and consulting, through to corporate and vocational training.

She presents and moderates regularly at educational conferences, has served on several private and public education committees, and has been engaged as an independent policy and strategy consultant for a range of education projects, both locally and regionally. In her spare time, she enjoys coaching and adjudicating at Public Speaking and Debating events, where she has helped students achieve success on a national and international stage.



201369
TALENTS
TSP
TRUST SCHOOLS
PROGRAMME

3
STATES
- JOHOR
- SARAWAK
- KUALA LUMPUR

13
SCHOOLS

19
SCHOOLS

PINTAR
SCHOOL
LEADERS
PROGRAMME

19
SCHOOLS

PINTAR
SCHOOL
LEADERS
PROGRAMME

30
SCHOOLS

4
STATES
- JOHOR
- SARAWAK
- KUALA LUMPUR
- SELANGOR

TSP
TRUST SCHOOLS
PROGRAMME

174
TALENTS
**2014****2016**260
TALENTS
GPSA
GARIS PANDUAN
SEKOLAH AMANAH
**HORIZON**
10
STATES
- JOHOR
- SARAWAK
- KUALA LUMPUR
- SELANGOR
- SABAH
- PAHANG
- TERENGGANU
- PERAK
- NEGERI SEMBILAN
- KELANTAN

83
SCHOOLS

TSP
TRUST SCHOOLS
PROGRAMME

TSP 2.0
TRUST SCHOOLS
PROGRAMME

GPSA
GARIS PANDUAN
SEKOLAH AMANAH

1
STATE
- KEDAH

83
SCHOOLS
**AMAN**
10
STATES
- JOHOR
- SARAWAK
- KUALA LUMPUR
- SELANGOR
- SABAH
- PAHANG
- TERENGGANU
- PERAK
- NEGERI SEMBILAN
- KELANTAN

TSP
TRUST SCHOOLS
PROGRAMME
2017
278
TALENTS


WHAT WE DO

LeapEd at a Glance	19
Our Presence	20
Our Approach	22
Research & Development	25
Our Core Programmes	26
• Senior Leaders	26
• Middle Leaders	27
• Teaching & Learning	28
• School Support and Coaching	29



Students leading learning through questioning in SMK Muara Tuang, Sarawak

"LeapEd has prepared my teachers 'one step ahead' in the teaching and learning process which helps the orang asli pupils to become outstanding citizens and contribute towards building Malaysia as a great nation in the future.."

Jamaliah Abdul Hamid
Headmistress SK Kampong Layau



Confident learners tend to speak more and know how to get their point across in SMK Pengkalan Berangan, Terengganu

LeapEd

at a Glance

LeapEd is the first homegrown Malaysian Education Service Provider to undertake school-wide education transformation. It is a social enterprise with the distinction of being the designer and implementation partner to Yayasan AMIR Trust Schools Programme, the nation's pioneer public schools transformation programme, operating in partnership with Ministry of Education Malaysia. Beyond Trust Schools, LeapEd's involvement in school transformation include Ground Up School Transformation ("GUSTO"), Program Sekolah Transformasi ("PreSTasi") and Islamic School Enhancement Programme ("ISEP").

Our Philosophy



THE BELIEF

- Develop potential of all students
- Foster autonomous learning skills



THE INTERVENTION

- Provide direction for learners, parents, teachers and school leaders to take responsibility for learning

EXPECTED OUTCOMES



- Students develop 5 critical Lifeskills-Confidence, Communication, Creativity, Critical Thinking and Co-existence
- School must take accountability to provide for the development of all learners



THE APPROACH

- Collaborative partnership
- Learning Communities

Areas Impacted



12
States



153
Schools



400
School Leaders



5300
Teachers



65000
Students



200
LeapEd Education
Advisors



27
Leadership in PPD



41
SISC+ & SIP+



37
PPD (TSP),
PPD (AMAN) &
PPD (GUSTO)

KEDAH

PPD Langkawi
PPD Kubang Pasu
PPD Padang Terap
PPD Sik
PPD Baling
PPD Kulim Bandar Baharu
PPD Kuala Muda Yan
PPD Pendang
PPD Kota Setar



OUR PRESENCE

PERAK

Kolej Melayu Kuala Kangsar
SK Seri Bayu
SK Seri Samudera
SMK Seri Samudera
SMK Kamunting
SMK Kuala Kurau

SELANGOR

SK Pulau Indah
SK Pulau Indah 2
SMK Pulau Indah
SK KLIA
SK Cyberjaya
SK Bandar Sunway
SK Lembah Subang
SMK Bandar Sunway
SMK Cyberjaya
SMK Lembah Subang
SMK Bandar Baru Salak Tinggi
SJK (T) Ladang Batu Ampat
SK Kampung Jawa
SMK Kampung Jawa

W.P KUALA LUMPUR

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

JOHOR

SK Kampong Layau
SK Bandar Uda 2
SJK(T) Kangkar Pulai
SMK Gelang Patah
SMK Semenchu
SK Medini
SK Pasir Gudang 1
SK Pasir Gudang 3
SK Pasir Gudang 4

SK Jeram Batu
SK Pekan Nanas
SK Ladang Pendas
SJK(C) Yu Ming 2
SMK Medini
SMA Bugisiah
SMK Pekan Nanas
SMK Pasir Gudang 2
SMK Pasir Gudang 3

NEGERI SEMBILAN

Kolej Tunku Kurshiah

PAHANG

SK Kempadang
SK Tanjung Lumpur
SMK Tanjung Lumpur
Maahad Tahfiz Negeri Pahang

KELANTAN

SK Ayer Lanas
SMK Ayer Lanas
SK Jeli (1)
SMK Jeli
SK Gemang

TERENGGANU

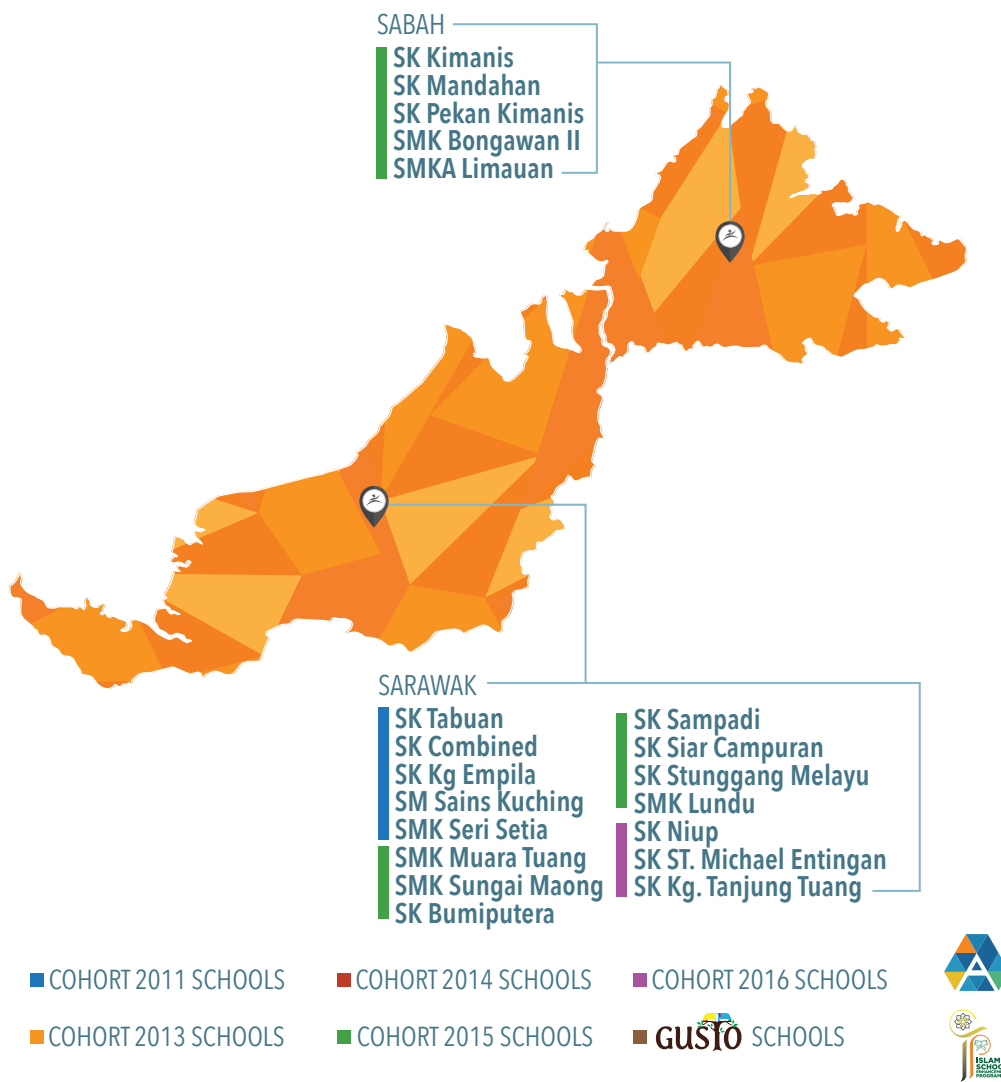
SK Bukit Anak Dara
SK Ibok
SK Kijal
SK Telok Kalong
SMK Kijal
SK Jerong
SK Pengkalan Berangan
SMK Pengkalan Berangan
SK Wakaf Tapai
SMK Wakaf Tapai
SK Paka III
SMK Seri Paka



PULAU PINANG

SMK Jelutong
SMK Taman Sejahtera
SMK Permatang Tok Labu





OUR APPROACH

LeapEd's Theory of Change is underpinned by the following interactive principles:

01 TRANSFORMATION

The potential for greatness resides within each child. The unlocking of the potential lies not solely during lessons in the classroom, it must be continuous and fully supported by the teachers, school leadership, parents and communities for their holistic transformative empowerment.

02 SUSTAINABILITY

To sustain the change, the transformation must include the change of culture in schools. Culture could be defined by the variables of leadership and teachers' attitudes, school processes as well as organisational character and behaviour. Students first, life-long learning, continuous improvement and self-empowerment are central to this principle.

03 SCALABILITY

Sustainable transformation must be replicable and transferable. Replicated and transferred transformation supports sustainability. This also involves the acceptance and assistance of the larger eco-system - regulator, government and industry. LeapEd is currently researching, developing and delivering models in schools and system transformation within the K-12 sector and continuous improvement of the Theory of Change itself.

"We coached the SLT, AT/ MLs and teachers to build and maintain self-confidence when facing great opportunities and challenges. This focus of leveraging the strengths of others helped build personal effectiveness and key relationships within schools and the community towards whole school transformation."

Hemalatha Bala Subramaniam

Principal Adviser, Programme Implementation, Training & Coaching Hub





"I joined LeapEd when it first started in 2011 as the Cluster Adviser for Johor. The pilot project started in 10 schools. 5 in Johor & 5 in Sarawak. Upon its success, the Trust School Programme has expanded and undergone many changes. As a former School Principal I believe the Transformation done through the Trust School Programme will definitely have tremendous impact on the Malaysian Education System."

Tengku Azuan Tengku Mohamed
Head of Cluster Engagement



Effective facilitation, understanding and improving learning conversations with students in SK Paka III, Terengganu

RESEARCH AND DEVELOPMENT (R&D)

Research and development are the foundations for innovation. LeapEd programmes are formulated using design thinking based on current research and international best practice.

LeapEd performs continuous Monitoring & Evaluation (M&E) exercises conducted at the beginning, during, and at the end of our programmes to measure and evaluate impact. Using a variety of robust instruments and tools, this embedded approach to M&E ensures rigour and effectiveness.

The Development & Training team develops capacity building programmes to support the whole school transformation process. These Continuing Professional Development (CPD) programmes aim to empower school leaders and teachers to collectively address barriers to achieving holistic student outcomes. The school team works closely with LeapEd Field Teams to apply contextualised ground-up learnings from various Trust Schools.

THESE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROGRAMMES AIM TO EMPOWER SCHOOL LEADERS AND TEACHERS TO COLLECTIVELY ADDRESS BARRIERS TO ACHIEVING HOLISTIC STUDENT OUTCOMES.



"A wonderful learning journey for teachers and students. Working as partners, LeapEd has empowered our teachers with effective pedagogical skills to make teaching and learning more meaningful!"

Goh Siak Wah

Former Senior Assistant 1 SMK Seri Setia
Current Senior Assistant of Students Affairs
SMK Sungai Maong



Collaborative partnership providing in-house trained coaches and leaders to support teachers in SMK (A) Limauan, Papar, Sabah

OUR CORE PROGRAMMES

Senior Leaders

The Senior Leadership Team (SLT) is the key to initiate, shape and sustain school transformation.

The programme provides guidance for Principals, Vice Principals and senior administrators and educators to become leaders of learning and ensure continuous school improvement.

A comprehensive professional development programme, **LeadED** is designed to enable senior leaders to:

- Lead and manage the change process within the school and community
- Establish effective school-wide distributed leadership
- Build a positive culture of learning centred on holistic student outcomes
- Recognise high-quality learning and accurately evaluate the quality of teaching and learning in their schools
- Implement effective performance management and professional development systems
- Embed an effective system for school-wide monitoring and evaluation

The **LeadED** programme is delivered over a four year period and incorporates:

- Training sessions facilitated by experts in the field
- Intercessional application challenges to support the transference of new learning into embedded practice
- Professional learning community meetings to facilitate the sharing of effective practice and peer learning
- Advisory support to enhance the application and reflection process

OUR CORE PROGRAMMES

"Our job is to plant trees, under whose shade we will never sit - but we know that Malaysia will harvest the fruit."

Jim Reyner

Education Lead, C2011, Sarawak



Middle Leaders

MidLED is a programme developed to identify and appoint Middle Leaders and Advisory Teachers in Trust Schools, in line with the critical role they play in the transformation process and to ensure sustainability. MidLED equips them with the additional knowledge, skills, and capacity, as well as enhancing their leadership qualities. In turn, they will act as coaches and mentors for other teachers, share knowledge and best practices, and support professional development by facilitating Professional Learning Communities (PLCs).

A comprehensive professional development programme, **MidLED** has been designed to enable Middle Leaders to:

- Drive improvement in holistic student outcomes through promoting excellence in teaching and learning practices
- Facilitate collaborative learning experiences for teachers to further develop as reflective practitioners
- Provide targeted support to teachers through implementing effective coaching practices
- Play a critical role in the school's performance management system through lesson observation and provision of developmental feedback
- Contribute to school-wide monitoring and evaluation in all areas linked to pedagogy

The **MidLED** programme is delivered over a period of one year and incorporates:

- Training sessions facilitated by experts in the field
- Intercessional application challenges to support the transference of new learning into embedded practice
- Professional learning community meetings to facilitate the sharing of effective practice and peer learning
- Advisory support to enhance the application and reflection process



Coaching increases engagement and support for deeper learning in SJK (T) Ladang Batu Ampat, Klang, Selangor.

OUR CORE PROGRAMMES

Teaching & Learning

TeachSmart is a continuous professional development programme for all teachers, aimed at developing instructional practice that will have a direct impact on students' emotional well-being, involvement and engagement, student learning outcomes and 21st century competencies. Underpinned by seven pedagogical pillars, each pillar comprises an overarching and interlinking theme.

The **TeachSmart** programme is delivered over a period of one year and incorporates:

- Training sessions and workshops facilitated by experts in the field
- Intercessional application challenges to support the transference of new learning into embedded practice
- Professional learning community meetings to facilitate the sharing of effective practice and peer learning
- Advisory support to enhance the application and reflection process
- Coaching & mentoring
- Guided Teaching
- Modelling
- Structured feedback



OUR CORE PROGRAMMES



School Support & Coaching

FinLED is LeapEd's core programme to support financial administration in schools. The objective is to highlight the importance of budgeting, planning and forecasting for effective management of school operational expenditure and for student learning needs.

Delivered in the second year of the Trust School programme, the module is designed to encourage teachers' understanding of operational management. As such, FinLED aims to strengthen the capacity of the Head of Departments and Panel Heads to deploy resources in line with their Trust School Improvement Plan (TSIP), as well as fostering accountability, transparency and effective practice of building budgets and planning, managing funds and preparing budget analysis.



"LeapEd menjadi inspirasi kami dalam merealisasikan kepimpinan teragih, pelaksanaan pembelajaran pengajaran interaktif, menggalakkan penglibatan aktif jaringan komuniti dan meningkatkan keprihatinan membangunkan potensi murid."

Hj Baharum Ahmad
Principal, SMK Semenu



OUR IMPACT

Our Implementation Strategy	32
Our Transformation Projects	34
• Trust Schools Programme	35
• PreSTasi	37
• English Language Enhancement	38
• GUSTO	39
• ISEP	40
• AMAN	41
Our Corporate Responsibility	42
2017 Key Highlights	44
Our Way Forward	46





The joy of learning encourages students to build a positive learning environment in SK Convent Jalan Peel, KL

OUR IMPLEMENTATION STRATEGY

As an organisation that prioritises impact and sustainability, our implementation strategy is responsive and highly adaptable to the needs and requirements of specific school contexts. All ground support teams have deep understanding of both theory and practice and are committed to initiate change, by adopting a coaching mindset. We also work closely with state and district education departments, to ensure they are fully engaged and contribute towards the transformation of Trust School Programmes from Year 1 onwards.



TRUST SCHOOLS PROGRAMME

Strategic Goal: Leadership and Management

Standard 1

School leaders who are high performing and effective models of professional standards and best practices, are able to drive continuous improvement in schools.

- 🔧 School Improvement Planning.
- 🔧 Distributed leadership.
- 🔧 Leadership CPD & learning.
- 🔧 Financial planning & integration.
- 🔧 Performance management.
- 🔧 Effective staff utilisation.

Trust School Standards

Trust School systems, practices and pedagogies that are embedded in the programme are outlined in the Trust School Standards to ensure consistency in implementation.

Strategic Goal: Learning and Teaching

Standard 2

Qualified, reflective and passionate teachers who embrace excellent pedagogical practices in order to maximise student learning and achievement.

- 🔧 Effective pedagogies embedded.
- 🔧 Student engagement and collaboration.
- 🔧 Conducive learning environment.
- 🔧 Teacher CPD & learning.
- 🔧 Innovative assessment for learning.
- 🔧 Student learning strategies.

Strategic Goal: Parents and Community

Standard 4

Building strong partnerships with parents and community to support the holistic development of students.

- 🔧 Well-informed and involved parents.
- 🔧 Parents actively participate in the school's planning.
- 🔧 School has a community, district and state engagement programme.

Strategic Goal: Student Potential

Standard 3

Holistic development of students encompassing personal, social, intellectual and emotional aspects, resulting in independent, creative and ethical thinkers with effective communication skills.

- 🔧 Student development.
- 🔧 Holistic Co-Curriculum development.
- 🔧 Positive behaviour strategies.
- 🔧 Communication skills and bilingualism.
- 🔧 Student Key Performance Targets.



OUR IMPLEMENTATION STRATEGY

Gradual Release Model

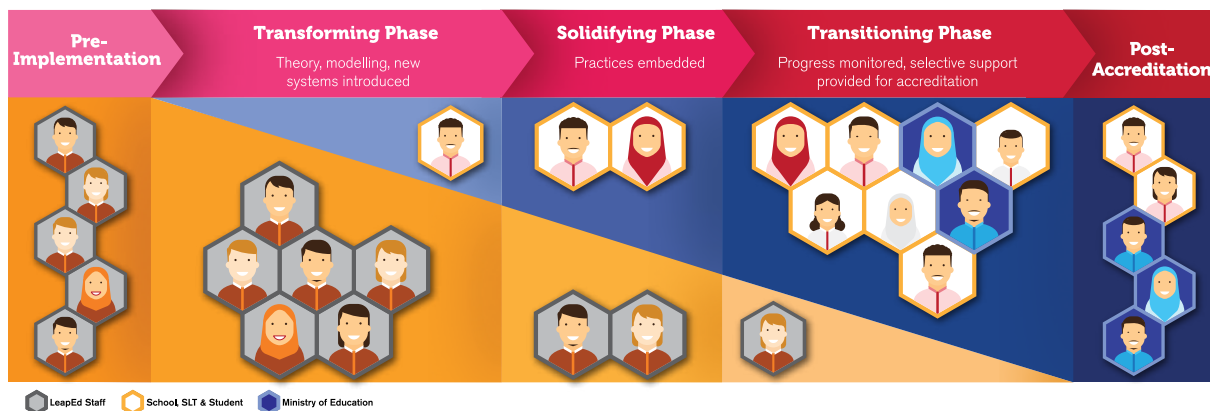
The Gradual Release of Responsibility Model is an innovative solution developed and used for the Trust School Programme (TSP), along with other transformation projects.

The model works by embedding sustainable school improvement

practices through internal capacity building, comprising five phases starting with Pre- Implementation to Post-Accreditation.

Transforming Phase (Year 1 & 2), Solidifying Phase (Year 3) and Transitioning Phase (Year 4 & 5). Trust Schools will then undergo an Accreditation exercise at the end of

Year 5. Upon successful Accreditation, Trust Schools will be handed back to the Ministry of Education during the Post Accreditation phase.



OUR TRANSFORMATION PROJECTS



Group work can have a very positive impact on learning outcomes and essentially creates an environment where students "teach" and explain concepts to each other in SMK Cyberjaya, Selangor

At LeapEd, our team comprising local and international expertise, is constantly researching educational innovation and testing applicability to various Malaysian education system scenarios. As such, we have designed, developed and delivered a number of highly successful projects, including:

- I. Trust Schools Programme
- II. PreSTasi
- III. English Language Enhancement
- IV. GUSTO
- V. ISEP
- VI. AMAN

"The interesting journey of a Trust School has a bit of everything. Peaks and valleys, twists and turns. The great transformation is visible as the journey continues. SK Combined will move forward and no turning back."

Karen Ong Ah Bak
Headmistress SK Combined



TRUST SCHOOLS PROGRAMME

The Trust Schools Programme (TSP) is a comprehensive and sustainable school transformation programme aimed at improving student outcomes and revitalising school culture. This is achieved through addressing four strategic goals focusing on school leadership, teachers, students, parents and the community. The Programme's main driver is Yayasan AMIR; a Not-for-Profit organisation which collaborates with the Ministry of Education through a Public-Private-Partnership. By empowering school communities (school leaders, teachers, students and parents), the TSP hopes to develop holistic students with 21st century competencies and schools that embed sustainable education practices. There are currently 83 schools under the TSP in Malaysia covering 10 states; including Johor (18 schools), Sarawak (15 schools), Kuala Lumpur

(6 schools), Selangor (14 schools), Perak (4 schools), Kelantan (5 schools), Negeri Sembilan (1 school), Sabah (5 schools), Terengganu (12 schools) and Pahang (3 schools). LeapEd is the design and implementation partner for the TSP and developed the four key strategic goals to address the needs of the entire school community:

THE KEY STRATEGIC AREAS OF FOCUS ARE AS BELOW:

- SG1** – Develop high quality leadership
- SG2** – Improve the quality of teaching & learning
- SG3** – Maximise student potential & achievement
- SG4** – Strengthen the engagement of parents, community & other stakeholders

TSP promotes effective pedagogy and methodologies via a series of Continuous Professional Development programmes and a structured Performance Management system. Teachers then incorporate these techniques into their daily classroom practice, leading to enriched and personalised learning experiences that help maximise the potential of every student.

Additionally, performance monitoring data has shown that teachers in the Trust Schools Programme are increasingly effective in their teaching competencies. This in turn leads to higher levels of self-efficacy and an enhanced learning experience for all students.



Professional Learning Communities facilitated by teachers and observed by Education Advisers.

OUR TRANSFORMATION PROJECTS



OUR TRANSFORMATION PROJECTS

PROGRAM SEKOLAH TRANSFORMASI (PreSTasi)

Program Sekolah Transformasi (PreSTasi) is a nationwide school improvement initiative by the Ministry of Education (MOE). LeapEd was appointed as the education service provider in this project to upskill over 400 MOE officers comprising those in the Senior Leadership Team as well as the Educational Learning Infrastructural Team.

The MOE officers were selected from across 100 schools nationwide and attended specifically tailored training sessions in essential foundational strategies and skills to enable school improvement efforts.



TRAINING EFFECTIVENESS

The training received by MOE officers improved the knowledge and skills specifically in school transformation project planning.

IMPROVE KNOWLEDGE AND SKILLS



UTILISE PreSTasi NETWORK FOR DISCUSSION



ABLE TO DEMONSTRATE COACHING & MENTORING



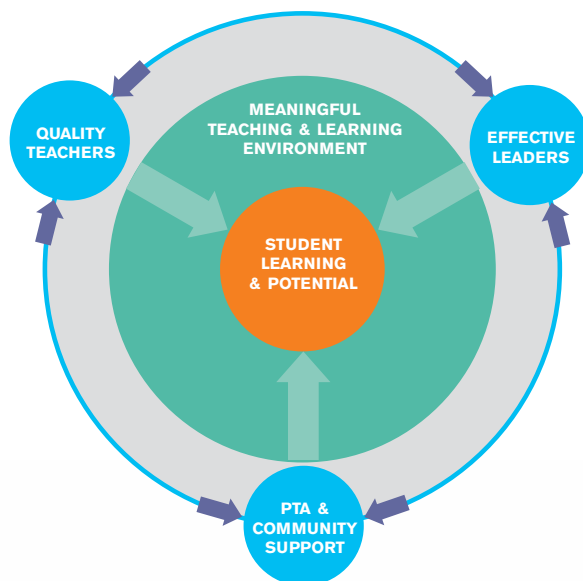
UNDERSTAND LEADERSHIP ROLES



CHANGE AGENT



ABILITY TO CONDUCT REFLECTION



Source: BPG 2016



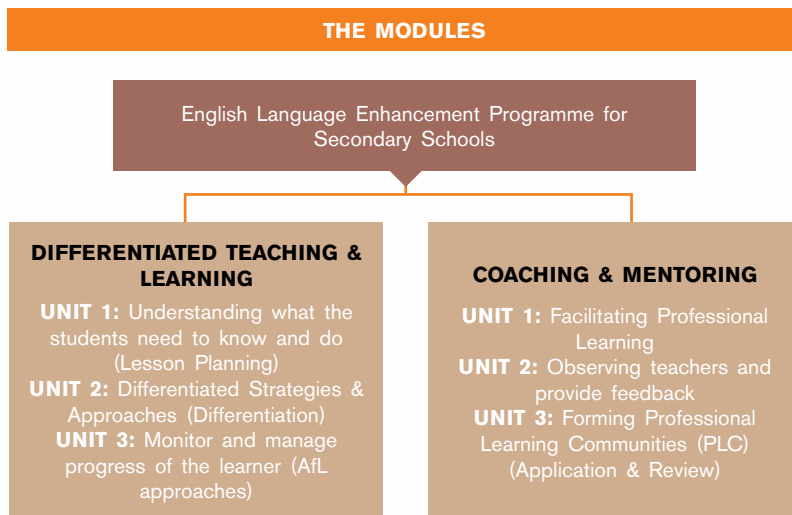
OUR TRANSFORMATION PROJECTS

ENGLISH LANGUAGE ENHANCEMENT PROJECT

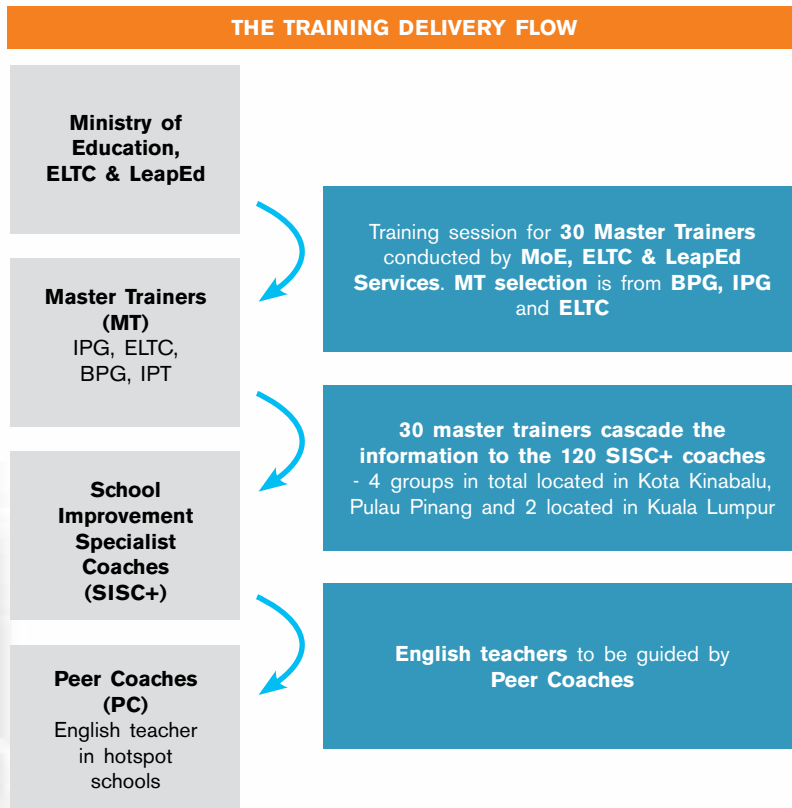
The Education Performance and Delivery Unit (PADU) under the Ministry of Education was established in 2013 to facilitate the transformation of Malaysia's education system based on the Malaysia Education Blueprint (2013-2025). LeapEd was appointed by the English Language Teaching Centre (ELTC) and PADU to support the design and delivery of one of the English Language Enhancement Programmes for Secondary Schools, in which LeapEd was tasked to prepare and deliver two comprehensive modules to a group of 30 Master Trainers. LeapEd then co-conducted sessions with Master Trainers to 120 SISC+ coaches and was involved in subsequent observation of the coaches in the following months to ensure programme effectiveness.



THE MODULES



THE TRAINING DELIVERY FLOW



OUR TRANSFORMATION PROJECTS



GROUND UP SCHOOL TRANSFORMATION (GUSTO)

The Ground-up School Transformation (GUSTO) programme is a collaborative project between the State Education Departments of Perak and Pulau Pinang, Yayasan AMIR, LeapEd and Teach for Malaysia. The project involves two schools from Perak and three from Pulau Pinang. Although GUSTO was designed based on the principles of holistic school

transformation, this programme is unique in that transformation efforts will affect the identified school gradually and progressively over a three-year period.

GUSTO is focused on under-performing schools whose students are mainly from families and communities at the low-end of the socio-economic scale. In this project, teachers play a pivotal role in promoting positive change in their schools and work towards enhancing their teaching by receiving instructional leadership support from Change Teachers in their respective schools.

THE PROGRAMME IS CONDUCTED IN 5 SCHOOLS

1. SMK Kamunting
2. SMK Kuala Kurau
3. SMK Permatang Tok Labu
4. SMK Taman Sejahtera
5. SMK Jelutong



OUR TRANSFORMATION PROJECTS

ISLAMIC SCHOOL ENHANCEMENT PROGRAMME (ISEP)

The vision of LeapEd's Islamic School Enhancement Programme is to place Tahfiz institutions at the forefront of Islamic education for the 21st century. We recognise that Tahfiz schools seek to provide a conducive Islamic learning environment, thus our Mission encompasses three factors:

- To deliver a holistic school enhancement programme that reflects the unique identity of Tahfiz schools
- To optimise Islamic Education through incorporating 21st century Teaching and Learning
- To develop capacity building within the Tahfiz school community to enable students to achieve their potential as global citizens

Grounded in solid investigative field research, LeapEd has partnered with a Tahfiz school in a pilot project to provide a customised intervention programme that addresses the direct needs of Tahfiz schools within the context of Malaysian Islamic education.

The Islamic School Enhancement Programme intervention specifically focuses on improving practices to enable teachers, school leaders, administrators and students to be guided and supported based on a holistic development approach model. The practices include collaboration with relevant stakeholders such as parents, industry and communities.

The LeapEd team is aware that each Tahfiz school will have different needs and requirements; hence our intervention design will be developed based on feedback gathered during a Needs Analysis exercise carried out in each participating Tahfiz institution.



OUR TRANSFORMATION PROJECTS

PROJECT AMAN

For education transformation in Malaysia to be truly effective, any proposed implementation would need to impact all three components of our state education system – the Jabatan Pelajaran Negeri (JPN), the Pejabat Pelajaran Daerah (PPDs) and the Schools. The Malaysia Education Blueprint also advocates transformation of JPNs and PPD; though most of the transformation efforts over the years have concentrated solely on the schools. This is where AMAN comes in.

Project AMAN is an initiative aimed at implementing whole-state education transformation. The aspiration is that the entire school system will benefit from the top down; instead of simply implementing stop-gap measures at school level.

System-wide transformation at the state-level will be administered through two distinct but related work tracks:

- Organisational Enhancement
- PPD-led Transformation



“I now understand the spirit of SKPMg2”

AMAN SISC+

“All schools should be getting this workshop so they can have a better understanding of what SKPMg2 is all about and how it can help us”

AMAN Principal



OUR CORPORATE RESPONSIBILITY

TIME TO READ – LITERACY MISSION FOR REFUGEE KIDS

Literacy and education go hand-in-hand; a solid foundation in both is an essential part of individual and community well-being. Literacy is an essential skill and impacts personal growth and development. As part of LeapEd's Corporate Social Responsibility (CSR) efforts, we have partnered with United Learning Centre; a volunteer-driven centre providing education for refugee children. Our partnership's mission is to promote literacy in these children by cultivating an appreciation for reading.

LeapEd provided materials as well as sharing sessions with volunteers on effective story-telling techniques to encourage the children to better interact with their peers and the world around them. Storytelling has been recognised as a viable classroom technique which can promote both expressive and receptive language development. Through our participation in this project, we hope to empower the volunteers as well as the children to continue all their initiatives and efforts in literacy development.



OUR CORPORATE RESPONSIBILITY

FLOOD RELIEF MISSION

LeapEd, through close collaboration with the Ministry of Education, ensures smooth execution of LeapEd's Flood Relief project aimed at equipping students with school essentials. With support from Khazanah Nasional Berhad, LeapEd's Flood Relief Mission focused on providing school essentials such as uniforms, shoes, school bags and stationery to the affected children in Pahang and Kelantan. Working closely with the MOE, JPN and PPD, LeapEd identified 13 schools (2 in Pahang and 11 in Kelantan) totalling over 3,400 students. The schools were in rural areas with poor accessibility and in great need of support.

LeapEd engaged the Guru Besar from each chosen school to obtain and finalise the details of enrolment for each Standard. This information was crucial in ensuring each student received the right type and size of school uniforms.



2017 KEY HIGHLIGHTS

BUILDING CAPACITY

SCHOOL



GARIS PANDUAN SEKOLAH GUSTO (GPSG)

Bengkel Penulisan Garis Panduan Sekolah GUSTO 1 (April 2017) and Bengkel Penulisan Garis Panduan Sekolah GUSTO 2 (July 2017) were held to co-construct guidelines with the relevant bodies to drive the GUSTO programme into its next phase.

GROW COACHING

LeapEd developed GROW training modules to enhance participants' knowledge, skills and competencies, delivered via Face-to-Face centralised Training, in-school visits and scheduled online support.



DISTRICT

GARIS PANDUAN SEKOLAH AMANAH (GPSA)

Garis Panduan Sekolah Amanah (GPSA) workshops and additional guidelines (on Finance & Procurement and Human Resource Management) served to strengthen JPN's and PPD's capacity to support Trust Schools.

STATE

PROJECT AMAN (AMAN)

Project AMAN preliminary groundwork took place throughout 2017, with forums, focus group discussions and needs analysis activities, involving all stakeholders of the state education system to support MOE's district transformation agenda.



LIVING OUR VALUES

TIME TO READ: LITERACY MISSION FOR REFUGEE KIDS

As part of LeapEd's Corporate Social Responsibility efforts, we reached out to the United Learning Centre; a volunteer-driven centre providing education for refugee children. Our partnership's mission was to promote literacy by cultivating an appreciation for reading amongst refugee children.



EDUCATION ADVOCACY

LeapEd HOSTS VISIT BY PROF. CHARLES HOPKINS, JANUARY 2017, KUALA LUMPUR

LeapEd, together with Yayasan AMIR and Yayasan Hasanah, hosted Professor Charles Hopkins from 23 – 25 January. The public lecture on 'Leading Learning and Building Sustainability', was officiated by the former Director General of MOE, Tan Sri Dr. Khair and attended by 300 participants from the MOE - Federal State and District, Government Agencies, NGOs and partners.



REBOOTING EDUCATION, MAY 2017, SELANGOR

Global Entrepreneurship Movement (GEM) hosted a panel discussion on trends and opportunities in education, entitled "Rebooting Education" held at Black Box Map, Publika Solaris Dutamas on 23rd May 2017. 4 panellists including the Managing Director of LeapEd participated in the discussion.



THESA SYMPOSIUM, AUGUST 2017, SELANGOR

Trends in Holistic Education Symposium Asia (THESA) was held at Taylor's University on 9th -11th August 2017. A presentation entitled 'Developing Innovative Pedagogical Practices in Classroom Practitioners' was presented by Ms. Julie Margaret Ng. during the 3-day symposium.



TEA-TALK ON THE FOURTH INDUSTRIAL REVOLUTION BY GRAHAM BROWN-MARTIN, NOVEMBER 2017, KUALA LUMPUR

Graham Brown-Martin discussed issues related to education systems and the demands of the 4th Industrial Revolution. The talk was held at our Training Centre, Menara TM on 16 November 2017, and was also attended by the Deputy British High Commissioner to Malaysia, Mr Paul Rennie OBE.

OUR WAY FORWARD

STRATEGIC PRIORITIES

MOVING FORWARD, WE ARE ROLLING OUT STRATEGIC INITIATIVES TO ENSURE LeapEd CONTINUES TO TRANSFORM LEARNING OUTCOMES FOR ALL.

1



School

JPN / PPD
transformation project
in KedahSustainable and scalable
school transformation model

2



Talents



Various work tracks

Establishing core team with
specific competencies in the
development and delivery support

3

Innovation
(LeapEd's school
transformation programme)Live labs in
predetermined schoolsInnovative ideas would be
"prototyped" and tested

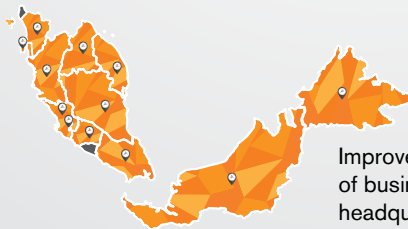
4

Structure, process and technologies are the backbones of LeapEd operations.

POLICY

PROCEDURE

SYSTEM



- Talent Management System
- Finance Management System
- Enterprise Content

Improve the service quality and efficiency
of business processes in its
headquarters and cluster offices



"Our Trust School journey began with a 5 year road map spread out before warga SJK(T) KP ; a journey with an awesome vision and mission to be accomplished. Today we are proud achievers with the footsteps of all teachers leading by example, accepting changes and challenges in the same direction; hand in hand working our hearts and minds with pupils and parents to bring the jigsaw pieces of all 4 strategic goals into a holistically proven wholesome programme of the 21st century education."

Pushpam Vijayasingam

Senior Assistant (Afternoon Session) SJK(T) Kangkar Pulau

OUR PEOPLE OUR PRIDE



BUILDING THE CAPACITY OF OUR PEOPLE

At LeapEd, we are proud of our mix of talents, values and capabilities. Local and international experts, corporate and educationalists, young and experienced collaborate for the one common goal - to discover ideas and design solutions for education transformation.

LeapEd strives to continuously develop new initiatives to enhance the employee experience, to ensure excellent working relationships at all levels.

TO DEVELOP TALENT, VARIOUS PROGRAMMES HAVE BEEN INTRODUCED AS A PLATFORM TO PROMOTE EMPLOYEE GROWTH WITHIN THE TARGETED SKILL SET OR COMPETENCY. WE INVEST IN OUR PEOPLE AND IDENTIFY AREAS FOR DEVELOPMENT, IN LINE WITH OUR CULTURE AS A LEARNING ORGANISATION.

Corporate Talent Services (CTS) has been actively organising soft and functional skills training for the benefit of up-skilling and ongoing professional development, with some twenty-six (26) company-wide training programmes and forty-eight (48) public programmes attended by staff, including workshops and conferences.

To date, almost 70% of LeapEd workforce have attended an internal or external training programme. CTS will continuously analyse training requirements and competency gaps for future talent development as a way of harnessing and enhancing every employee's maximum potential.



"The Trust School journey for me started in 2012, and the valuable experience is to witness the willingness and thirst for growth demonstrated by teachers and school leaders. Multiple projects in LeapEd give us the opportunity to develop our own understanding in managing changes in leadership and teaching, never losing sight from our objective for the children in schools across nation."

Venessa Mary Geswindt
Head of Department
Programme Implementation, Training & Coaching Hub



MANAGING DIRECTOR'S OFFICE**CORPORATE SERVICES**

EDUCATION DEVELOPMENT**EDUCATION OPERATIONS**

COHORT 2011, JOHOR



COHORT 2011, SARAWAK



COHORT 2013, KUALA LUMPUR



COHORT 2014, JOHOR



COHORT 2014, KUALA LUMPUR/SELANGOR



COHORT 2015 (JAN), SARAWAK



COHORT 2015 (JAN), SELANGOR



COHORT 2015 (JUL) PAPAR, SABAH



COHORT 2015 (JUL), LUNDU, SARAWAK



COHORT 2015 (NOV), KUALA LUMPUR/SELANGOR



COHORT 2015 (NOV), KEMAMAN, TERENGGANU



COHORT 2015 (NOV), KUANTAN, PAHANG



COHORT 2016 DUNGUN, TERENGGANU**COHORT 2016 MANJUNG, PERAK****COHORT 2016 MARANG, TERENGGANU****COHORT 2016 KOTA SAMARAHAN, SARAWAK****COHORT 2016 KLANG, SELANGOR****COHORT 2016 JELI, KELANTAN**

OUR FINANCIALS

SELECTED AUDITED FINANCIAL INFORMATION

STATEMENT OF COMPREHENSIVE INCOME FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2017

	Note	2017 RM'000	2016 RM'000
Revenue	A	69,285	55,453
Direct Delivery Costs		(43,756)	(39,820)
Indirect Delivery Costs		(14,674)	(12,808)
Delivery Surplus		10,855	2,825
Development Costs, net	B	(15,185)	(11,732)
Loss before and after Tax		(4,330)	(8,907)

Note

(A) Trust Schools Programme	66,467	49,505
Other Projects	1,290	5,223
Other Income	1,528	725
	69,285	55,453

(B) LeapEd is committed to investing all surpluses into the Research, Development and Innovation of solutions to improve quality of education as well as continuous enhancement to our services in order to sustain and scale impact.

Total Development Costs	16,407	13,468
Capitalisation	(2,803)	(2,194)
Amortisation	1,581	458
	15,185	11,732



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**To the Directors of LeapEd Services Sdn. Bhd.
 (Incorporated in Malaysia)**

Report on the selected audited financial information

Opinion

The selected audited financial information, which comprises the statement of comprehensive income for the year ended 31 December 2017 and related notes, is derived from the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the financial year ended 31 December 2017.

In our opinion, the accompanying selected audited financial information set out on page 55 is consistent, in all material respects, with the audited financial statements and the management accounts.

Selected audited financial indicators

The selected audited financial information does not contain all the disclosures required by the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act 2016 in Malaysia. Reading the selected audited financial information and the auditors' report thereon, therefore, is not a substitute for reading the audited financial statements of LeapEd Services Sdn. Bhd. and the auditors' report thereon. The selected audited financial information 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 26 February 2018.

Directors' responsibility for the selected audited financial information

Directors are responsible for the preparation of the selected audited financial information set out on page 55.

Auditors' responsibility

Our responsibility is to express an opinion on whether the selected audited financial information is consistent, in all material respects, with the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the financial year ended 31 December 2017 based on our procedures, which were conducted in accordance with Malaysian Approved Standard on Auditing (ISA) 810 (Revised), *Engagements to Report on Summary Financial Statements*.

26 February 2018
 Kuala Lumpur

OUR OFFICES



CALL FOR COLLABORATION

LeapEd Services Sdn Bhd (LeapEd) BEGAN WITH A MISSION TO INITIATE A MOVEMENT TOWARDS CHILD-CENTRED EDUCATION IN MALAYSIA. TOGETHER WITH YAYASAN AMIR AND THE MINISTRY OF EDUCATION, WE HAVE BUILT 153 SCHOOL COMMUNITIES OVER THE LAST SEVEN YEARS.

IF YOU'RE AS PASSIONATE ABOUT EDUCATION AS WE ARE, JOIN US ON THIS LIFE-ALTERING JOURNEY...



LeapEd Services Sdn. Bhd.

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