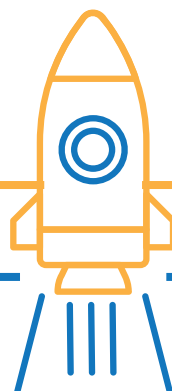




Because
every child
deserves
a great
future

ACTIVITY
REPORT
2019



Because every child deserves a great future

Cover Rationale

The cover design depicts a child raising his/her hands signifying the importance of hands-on learning. The paint on the hand prints promotes the idea of learning through play; underscoring active engagement and socially interactive experiences which are essential foundations for education.

The simple icons of the seedling and rocket ship represent the future - symbolising the path that awaits each child and how education is vital to ensure that they reach their full potential - Because every child deserves a great future.



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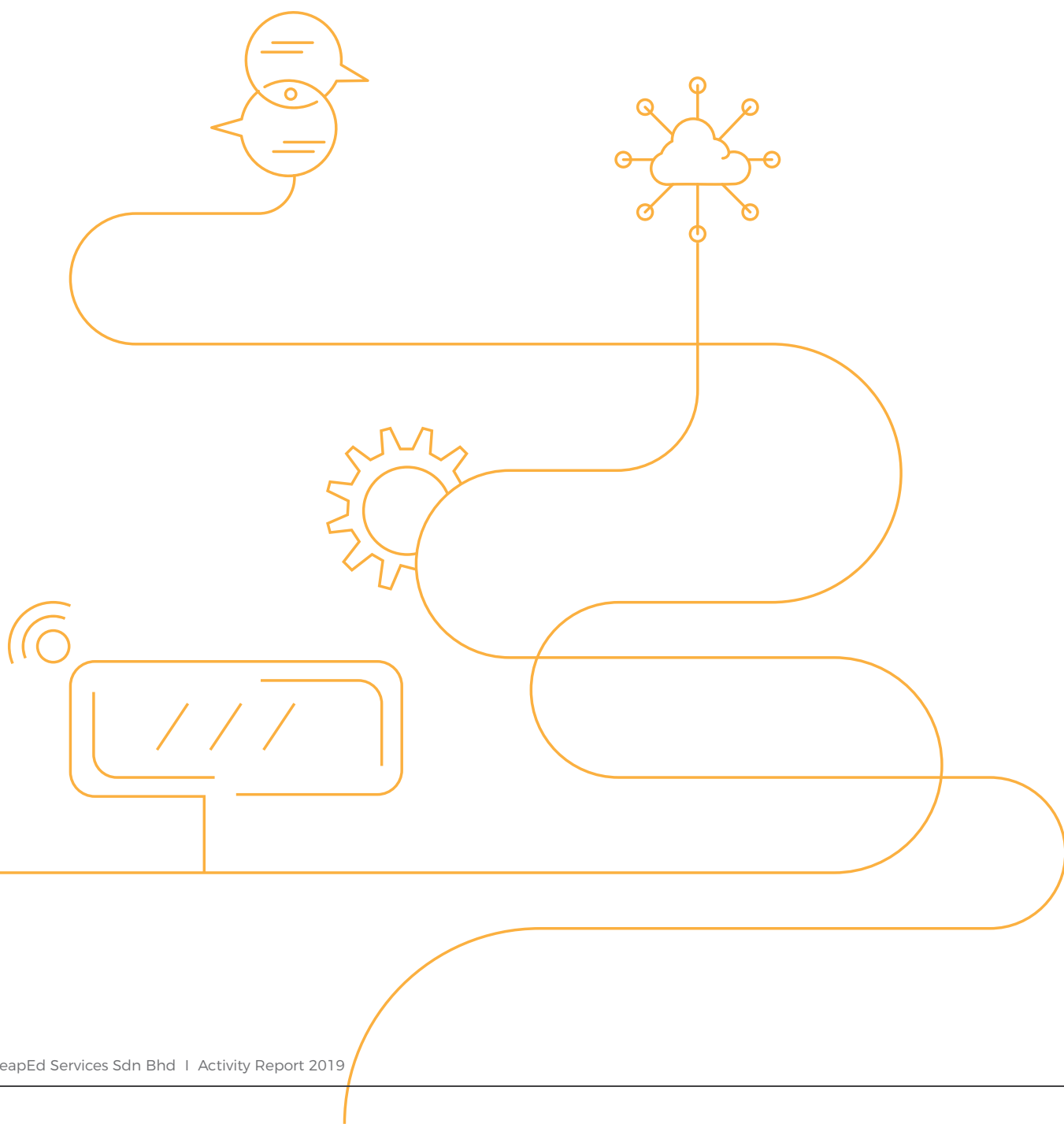
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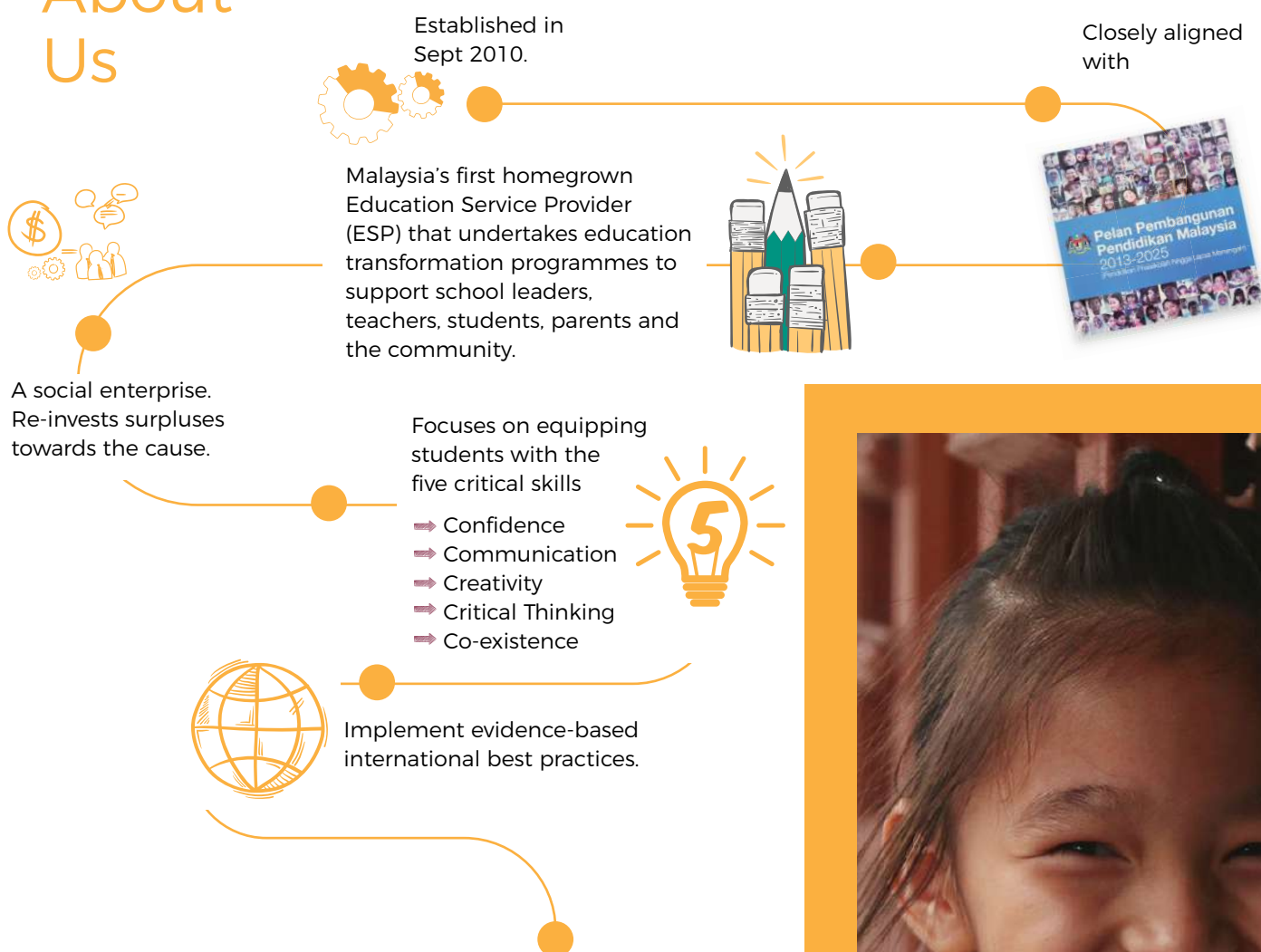
1.

Our Story





About Us



LeapEd as a Social Enterprise

Established as a Social Enterprise, we are a revenue generating business with a social purpose – we re-invest any surpluses back to the community.

We believe that investing in education is the smartest decision you can make. Education opens doors to endless possibilities and provides opportunities 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 and is the reason 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.





What does this mean to us?

Social Cause -

We advocate to enhance community values through quality education.

Sustainability -

Our revenue must cover operational costs, with any surplus being re-invested into our education R&D work.

Structure & Method -

We provide cost-effective solutions and services.

Goal -

We want to enrich lives and add-value to society.

Any revenue we generate is to ensure that we can:

Sustain ourselves on a day-to-day basis.

Re-invest any surpluses to our education research & development work.

Operate in a sustainable manner; which in turn will benefit all our stakeholders.



Brand Purpose



LeapEd believes that all children deserve an education that prepares them for the challenges the future will surely bring.

Our passionate education specialists are collaborating with global and local experts to curate innovative programmes that transform education, one school at a time.

We create supportive teams who look at every aspect of school operations, then design, develop and implement customised programmes with measurable and sustainable impact.

As a social enterprise working across a diverse education ecosystem, we ensure that every investment goes towards the betterment of people and society. There is no school too small, no community unworthy.

We want to be the catalyst that improves the life opportunities of every single child we work with. Because every child deserves a great future.

INSPIRE

We inspire people with our passion, purpose and enthusiasm for our common goals.

INNOVATE

We promote a safe learning environment to empower people to drive innovation.

INTEGRITY

We uphold high ethical and professional standards and are accountable for our actions.

INCLUSIVENESS

We collaborate with people from diverse backgrounds to achieve our common goals.

Our i4 values serve as fundamental principles for all that we do. They describe exactly who we are, what we do, and how we do it.

Chairperson's Foreword



DZULKIFLI ABDUL RAZAK,
PROFESSOR EMERITUS TAN SRI DATO'

“

Throughout these shifts in education – both locally and globally – we have evolved to be an agile, resilient, innovative learners endowed with the values of sympathy, empathy and compassion. Learners who are driven by not just by the open-mindedness but also of heartfulness. After all, the heart of education, is the education of the heart. And this where LeapEd aspires to be! ”

Assalamualaikum, Greetings of Peace and Salam Sejahtera.

The word 'Sejahtera' has a deep meaning and philosophy which is intrinsically “learner and people-driven” as the beacon for future generations. This is very much in line with the global outlook on education as we engage the futures of education post-Covid-19. The anticipated major shift is towards humanising education in the search for the “renewed” normal globally.

It was Nelson Mandela who said, “Education is the most powerful weapon which you can use to change the world”. However, education has to suffer a lockdown in the face of the coronavirus pandemic the world over. Education has somehow succumbed to an invisible “enemy” raising the all important question whether what Mandela said still holds true! Or has education been somewhat blunt to bring about the desired change. Regardless, I believe that it is our duty to provide our children with the most important tool, not just to change their lives for the better, but equally important to promote and protect them because “all lives matter.” And with that in mind, education must be given the place it deserves befitting the theme this year, “Because every child deserves a great future”.

As we move from an overdue factory-like ecosystem to that of a fully democratic one, the emphasis must be on independent self-directed learning, moving beyond repetitive assembly-line competencies to more humanising dimensions; including the ability to connect as many dots as possible, make anticipatory decisions despite the uncertainties or disruptions, be able to communicate and live cross-culturally as well as have respect for diversity of ideas rather than mere authorities. More so, to enhance social solidarity and partnership across all borders and barriers in the attempt to save and dignify humanity.

On behalf of everyone here at LeapEd, I would like to sincerely thank all our partners and stakeholders especially the Ministry of Education Malaysia and Yayasan AMIR. We will continue to focus on impacting every learner as we stay true to our mission, “Because every child deserves a great future” - a future with a compassionate heart.

Managing Director's Message



ZULHAIMI OTHMAN
Managing Director

2019 marked another year of significant growth filled with both triumphs and challenges as we continue to spearhead change and transform the paradigms of learning. We believe that education is unique; an individual experience and journey that prepares learners with the skills they need to shape their own future. On this note, I am pleased to share with you some highlights of our achievements in 2019.

Undoubtedly, our proudest achievement was the official roll-out of TSP 2.0 – which represented the evolution of TSP in response to global shifts in education, along with all the lessons we learned throughout the implementation of TSP1.0 since 2011. TSP 2.0 was designed to ensure that our education Philosophy remains relevant in both the local and global context.

Seven more schools joined our Trust Schools network, coming from the high-needs and lower socio-economic community. We are honoured to be able to sponsor two schools close to our HQ - SK Bangsar and SMK Bangsar – which are in an urban B40 catchment area. Additionally, five schools in Perlis were specifically selected to be part of our first collaboration with MAIPs and the State Education Department of Perlis; as most of the students there are considered asnaf (communities at the low-end of the socio-economic scale).

We have also expanded our partnerships with like-minded organisations, locally and internationally, throughout the year; the highlights of which included the STEM Festival, Cultural Immersion Programme and the EcoWira Project. The STEM Festival was particularly timely seeing as there is an increasing need for students to realise the importance of the application of STEM for their future careers. This STEM Festival is just one of our many efforts in raising awareness amongst young students on the importance of STEM-related skills and knowledge. The Cultural Immersion Programme saw student participants from University of New England, Australia immersing themselves in our local culture and was aimed at increasing their knowledge and understanding of the Indo-Pacific area. Finally, the EcoWira Project is an eco-education project in partnership with renowned primatologist Dr Jane Goodall, and Roots & Shoots Malaysia for students to set up their own project-based learning using digital technology.



Magnifying our efforts in advocating for 'Inclusive and Indigenous Education' was our pilot project in one of our Trust Schools – SMK Jeli – involving the Jahai community in Jeli, Kelantan. We know that education provides hope; thus access to quality education is integral to addressing disparities and providing opportunities to the Orang Asli community because every child deserves a great education and it is our responsibility to provide them with one. The very first Jahai Mini Festival organised by the students there pointed strongly to the success of this project.

On the research front, in 2019 we also shared results from our 'Impact Study'; which represented data on the impact of transformation implementation in Trust Schools for TSP 1.0. The feedback we received from this was amazing and has incited many interested parties to want to join us on this journey. The data showed that the Trust Schools Programme has had the greatest impact on the professional competencies of the Middle Leaders; identifying teachers as the catalyst in revitalising school culture. This indicates a paradigm shift in levels of knowledge, skills, thinking, pedagogy and practice and points to just how essential it is to upskill teachers.

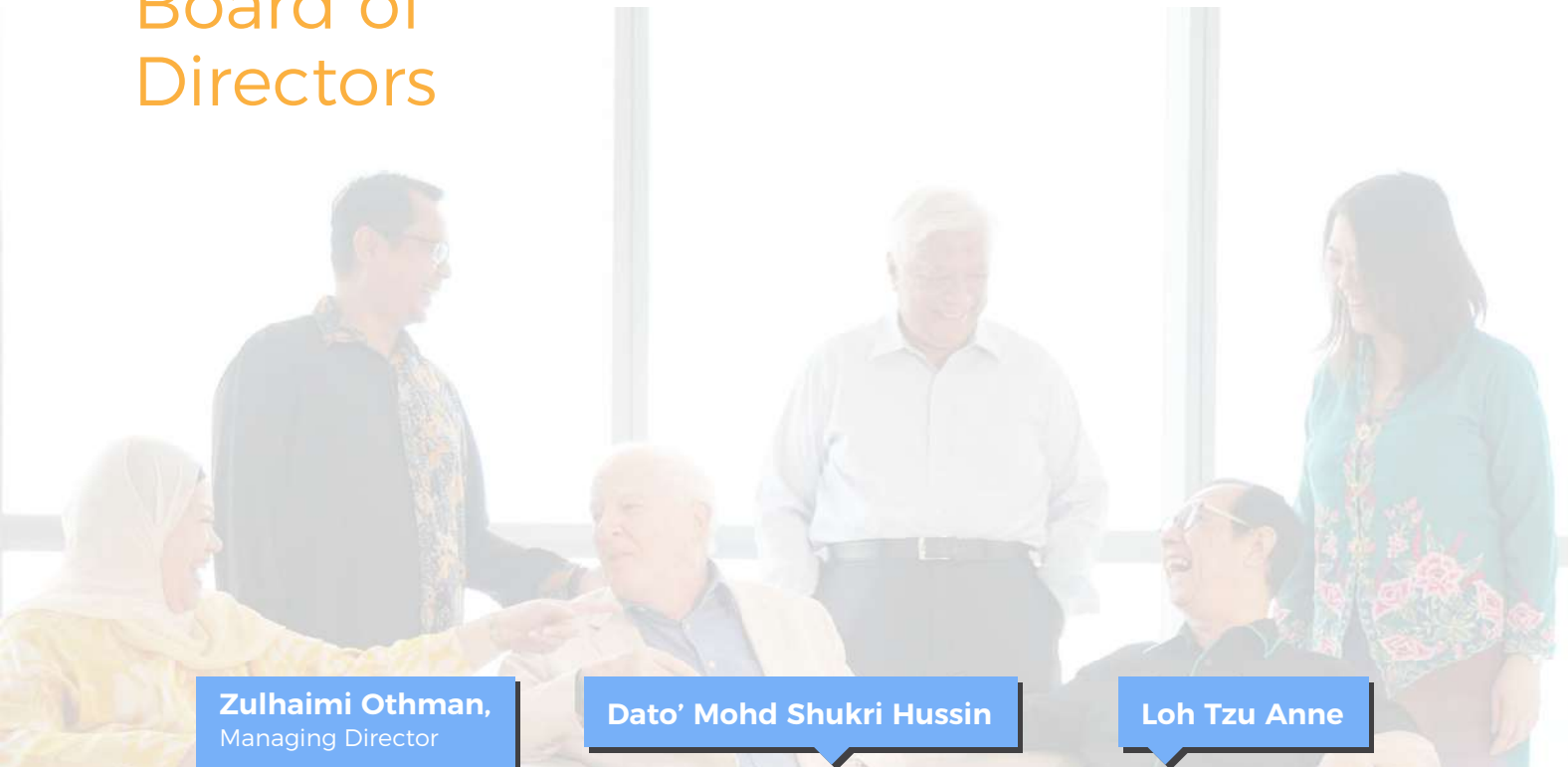
We were also extremely humbled at being conferred the 2019 "CSR Leadership Award for Social Enterprise", in recognition for our breakthrough in education transformation. This award serves as recognition of our years of hard work and is a testament to our passion of nurturing and engaging students with knowledge, abilities, and skills through our holistic school transformation programme.

We would not have been able to do this without all the support we received and I would personally like to thank my strongest supporters- Nina, Conrad and Kasuma for their valuable insights and constant encouragement. I am of course sincerely grateful to our Board of Directors for their wisdom and guidance; my LeapEdian family for your passionate commitment to our cause and last but not least our strategic partners, the Ministry of Education, Yayasan AMIR and all our sponsors, for the confidence and trust you have placed in us and our work.

I also want to record my gratitude to all the schools, teachers, parents, students and the community who have been involved in this cause for always going the extra mile. We are truly living up to our values (Inspire, Innovate, Integrity and Inclusiveness) as we aspire to transform the education landscape to even greater heights.



Board of Directors



Zulhaimi Othman,
Managing Director

Dato' Mohd Shukri Hussin

Loh Tzu Anne



Zaida Khalida Shaari

Dato' Richard E. W. Small

Dzulkifli Abdul Razak,
Professor Emeritus Tan Sri Dato'

Note:

In line with an organisational re-structuring, Board members (excluding MD) retired in March 2020. Professor Emeritus Tan Sri Dato' Dzulkifli Abdul Razak, together with Dato' Shukri and Dato' Richard Small continue to serve as Advisors. Zulhaimi remains as MD while former MD, Shahnaz Al-Sadat, was appointed Chairperson in March 2020, alongside Nina and Conrad as Executive Directors.

LeapEd's Management

Zulhaimi Othman,
Managing Director



**Nina Adlan Disney
(Ainee Adina Noor Adlan),**
General Manager,
Education Development
Division (EDD)



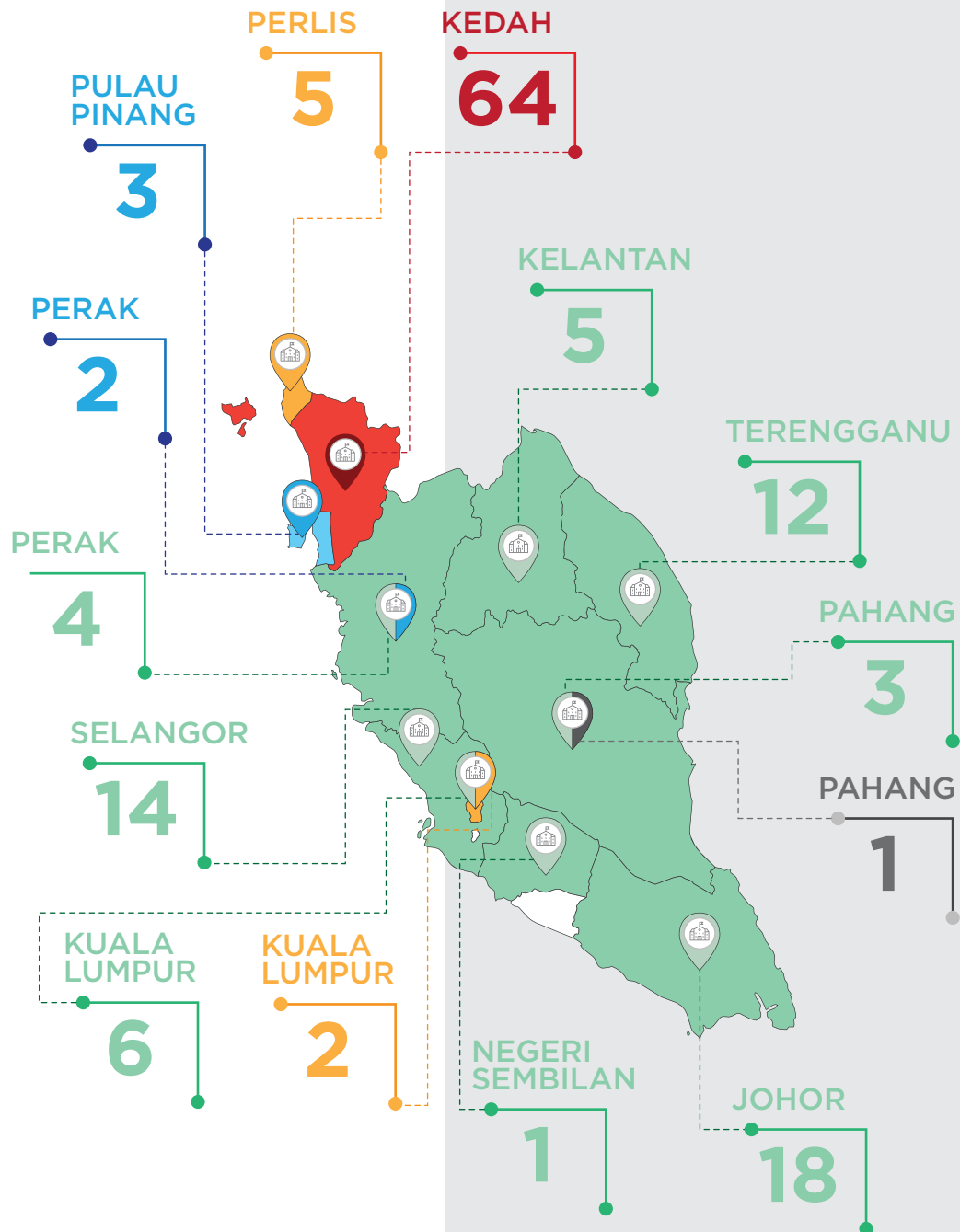
Dr. Kasuma Satria,
General Manager,
Education Operations
Division (EOD)

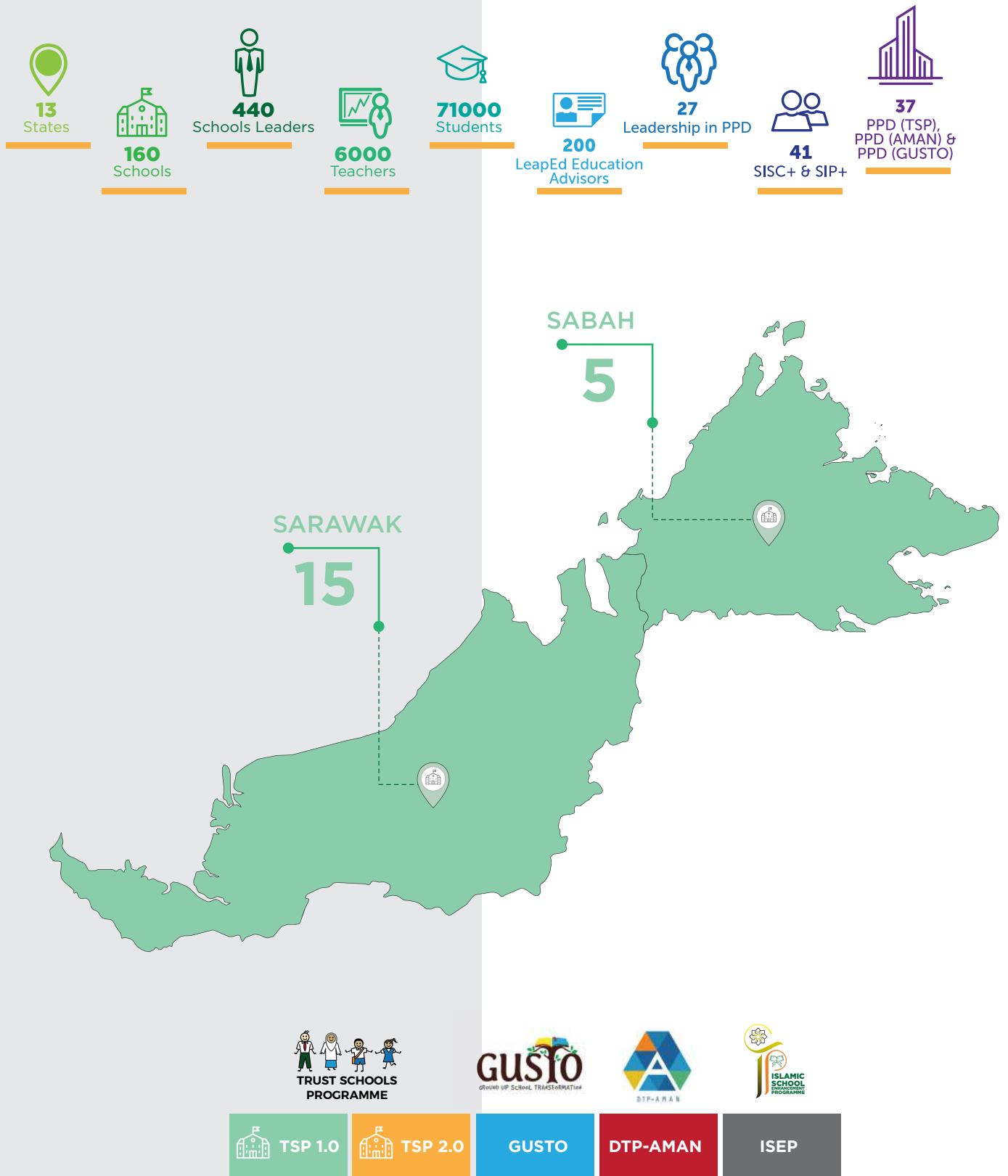


Conrad Roy Fernandez,
General Manager,
Corporate Services
Division (CSD)



Our Presence





2019 Event Highlights

Feb
International Symposium TS25, Pulau Indah



Mar
Funders' Roundtable



Apr
STEM Festival 2019

Jul
Media Briefing on 'Education in the 21st Century - Our Impact'



Jul
Mini Jahai Jeli Festival



Jul
LeapEd won CSR Leadership Award, for Social Enterprise





Nov **Launch of EcoWira Project
with Jane Goodall**



Nov **Seminar Sekolah
Amanah, Selangor**



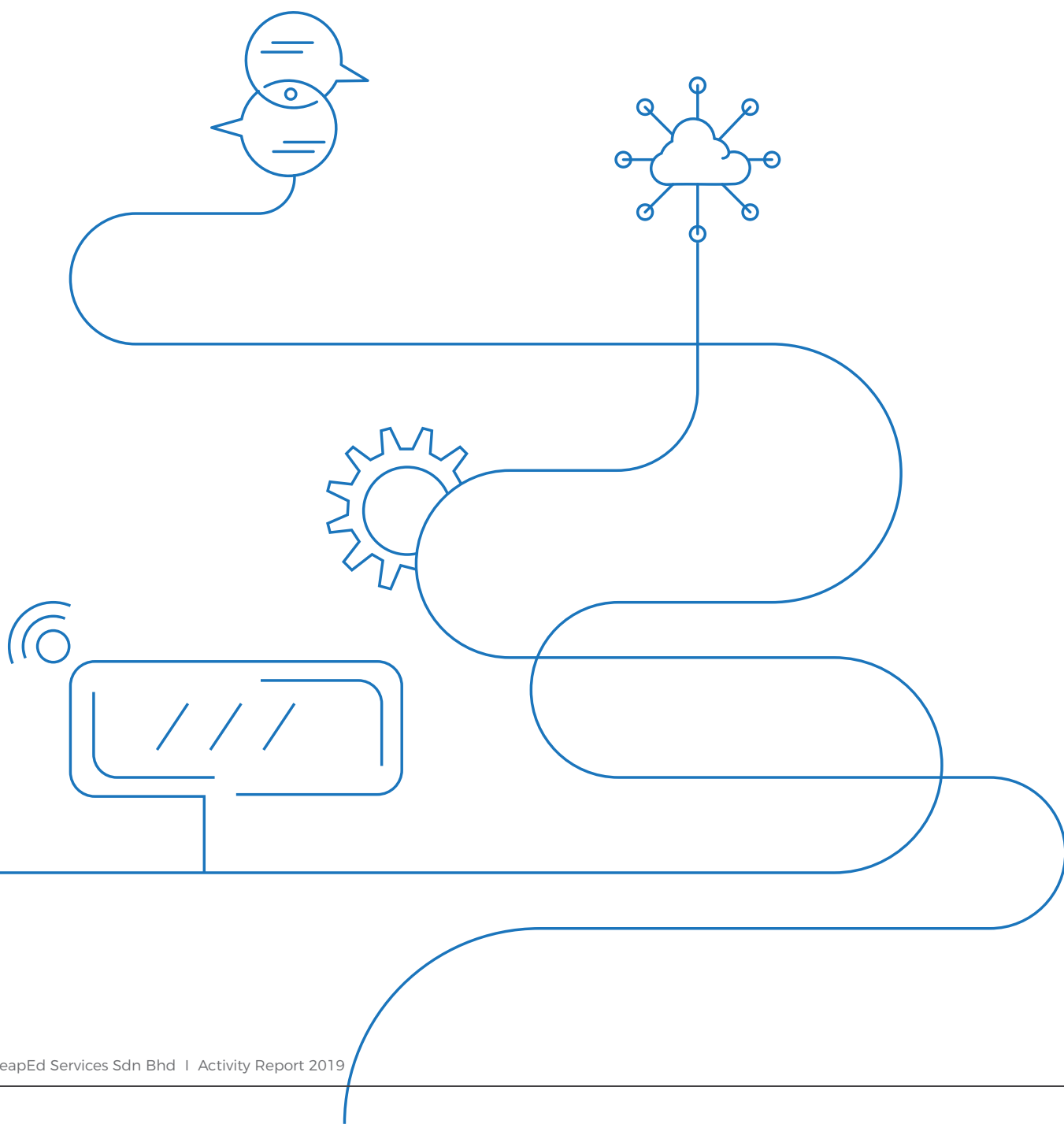
Oct **Trust Schools Showcase,
Kuala Lumpur**

Oct **Cultural Immersion
Programme with
University New England**



2.

Our Approach





Education Philosophy

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 our Philosophy is the central role that learners take in their transformation; by making choices and affecting change.

The 'traditional' approach to education and the role of schools have evolved over the years. Where we once viewed education as rote and scripted, current research calls for a specific focus on self-directed learning.

We see a cohesive system with five dimensions (Learners, Classrooms, Schools, Communities and System), working in tandem to achieve transformative school culture that is both sustainable and scalable.

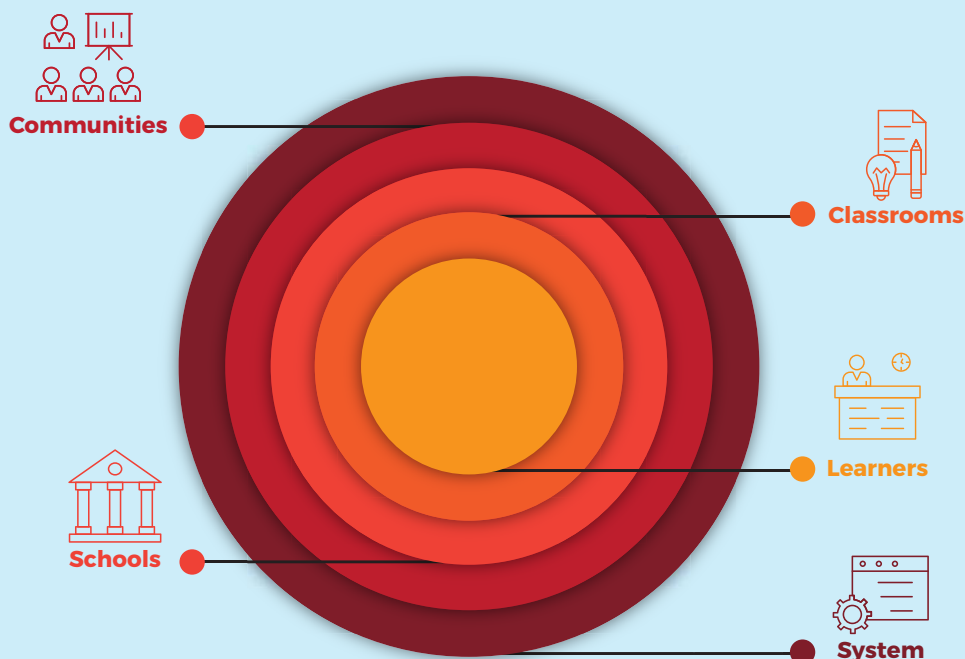
Our vision is to ultimately have our learners participate in the design of their own learning. To bring this vision to reality, we work hand-in-hand with the Ministry of Education Malaysia in the transformation process.



Theory of Change

Our Theory of Change resulted from a collaboration between academic expertise and practical experiences that puts an emphasis on the central position of a learner. Studies have shown that student engagement is a strong predictor of student learning. Students who have been given more autonomy in the classroom and are asked to take ownership of their learning, are thoughtfully engaged, empowered and able to reflect on their own progress and growth.

In this theory, the learner is at the centre of the ring; the students' needs and interests are prioritised and their voice is central to the learning process. Although this shifts the focus of instruction from the educator to the students, in order for the inner circle to be successful, the outer (supportive) circles must also continue to innovate and contribute to a comprehensive, inclusive educational environment. While LeapEd's role is to provide support for these dimensions, ultimately success is the responsibility of the system.



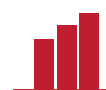
TRANSFORMATION

The potential for greatness resides within each child. This potential is not solely realised through classroom participation; rather by the continuous and full support of teachers, school leaders, parents and the community for their holistic transformative empowerment.



SUSTAINABILITY

For change to be sustainable, transformation must include the change of culture in schools. Here, we define culture as the variables of leadership and teachers' attitudes, school processes as well as organisational character and behaviour.



SCALABILITY

Sustainable transformation must be replicable and transferable. This involves the acceptance and assistance of the larger eco-system including regulator, government and industry.

Education Global Shifts

The 'Global Learner Survey' published in 2019, surveyed over 11,000 students from 19 nations across the globe. Their findings indicated a massive shift towards self-directed learning and the vast influence that technology plays within the education system.

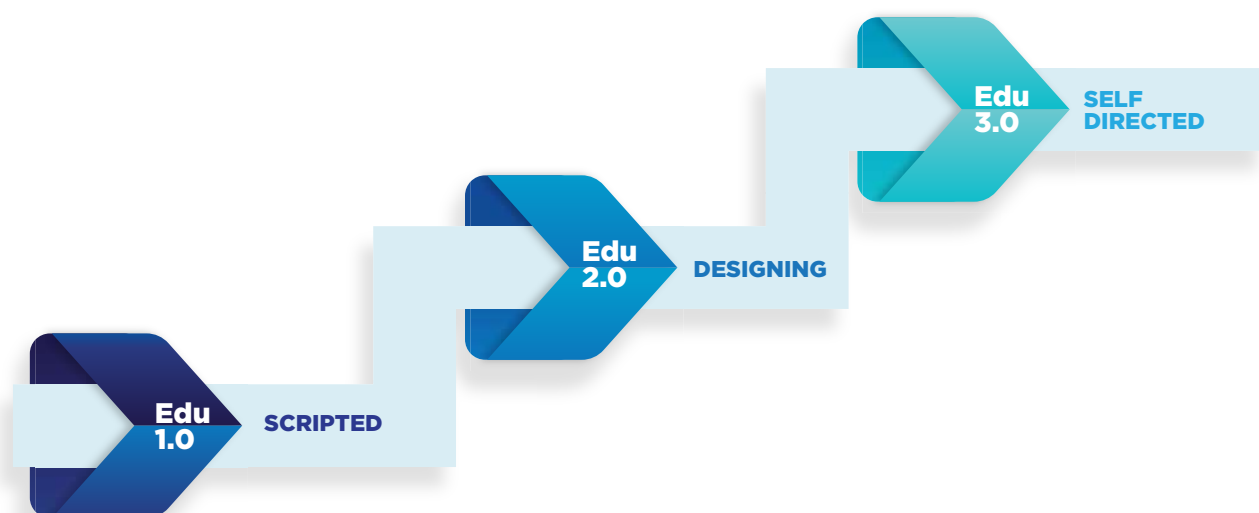
Globally, over 67% of respondents said that within the next 10 years, more primary and secondary students will be taking online courses, while 78% say that more needs to be done to develop soft skills such as critical thinking and problem solving. This shows that a teacher's role will move from 'feeding information' to students to facilitating and guiding students to think for themselves.

Locally, our education system has also seen an overhaul of sorts in recent years. We cannot deny the important role that technology will play in the coming years and we have to prepare our students accordingly. Teachers must be prepared to handle these shifts in the education system and expand their teaching abilities to go beyond the traditional classroom format.

Another big and real issue is the wealth gap and social mobility where underprivileged students are often at a great disadvantage compared to their better-off peers. We must gradually reduce reliance on traditional assessments as these so often result in very little personal engagement. Instead, we must strive to engage students' learning, so it becomes directly relevant and impactful. One example of how we have managed to do this is via our Project Based Learning with the Jahai community in Jeli, Kelantan. What started off with a group of extremely disengaged Orang Asli students gradually became a success story where attendance rates increased, literacy and numeracy skills vastly improved and most significantly, the students finally felt a sense of belonging and empowerment.

We want our learners to be able to continually integrate new knowledge into their existing worldview; to create pools of resources for them to draw upon for the needs of a VUCA (Volatile, Uncertain, Complex and Ambiguous) future.

To that end, we are currently moving towards Education 3.0 which emphasises self-directed learning. We want to promote intrinsic motivation to learn amongst students. Our goal is to move away from a school culture of mere compliance and memorisation to one of curiosity, empowerment and creating an environment where learners can truly flourish.



Learners

Provision for learners to effectively function & conform within immediate environment

Provision for learners to maximise their potential growth as individuals

Provision for learners to participate in the design of their learning to impact society at large



Classrooms

Teachers create spaces to develop academic achievers

Space where learners' potential is maximised

Spaces that nurture life-long learning



Schools

Learning institutions that develop academic achievers

Learner-centered institutions that maximise learners' potential

Networks that nurture life-long learners



Communities

Supporting schools to improve achievement

Partnering with schools to value-add to learners' current and future development

Creating optimal learning opportunities in schools and wider community to impact society at large



System

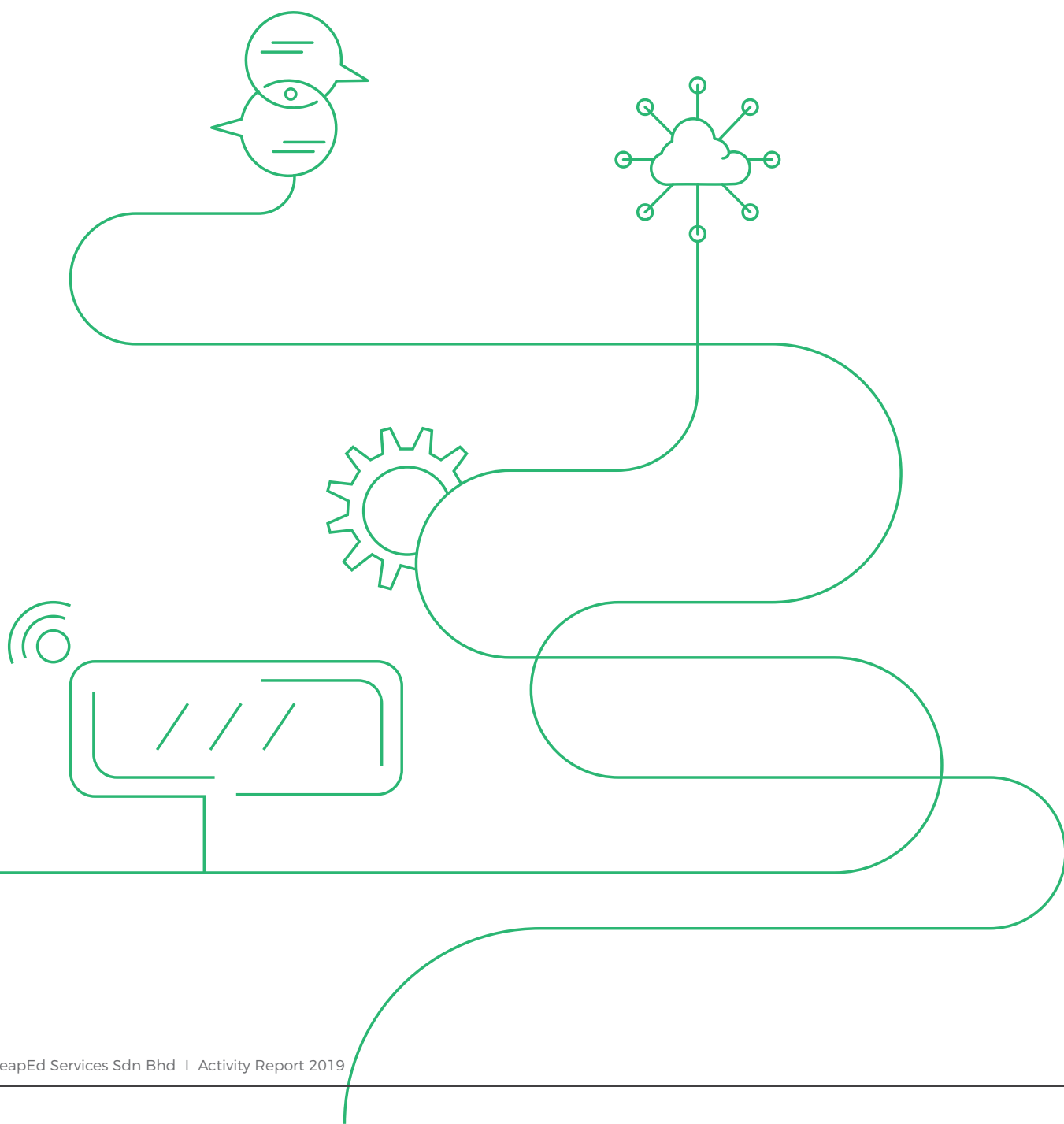
System directs goals, processes and decision making within the school

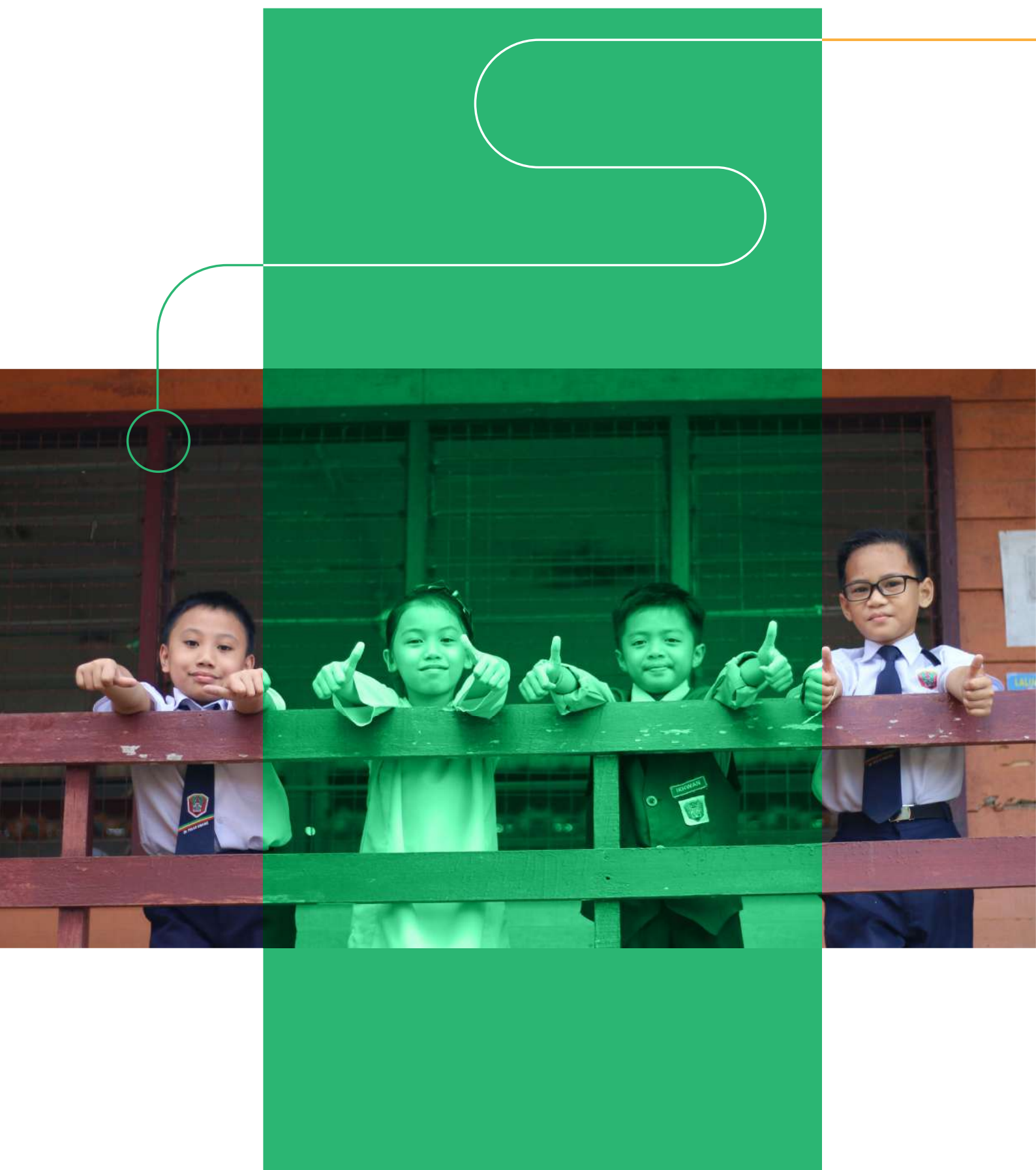
System allows for flexibility in setting goals, developing processes and making decisions in the schools

System provides resources and supports self-directed school networks

3.

Our Programmes



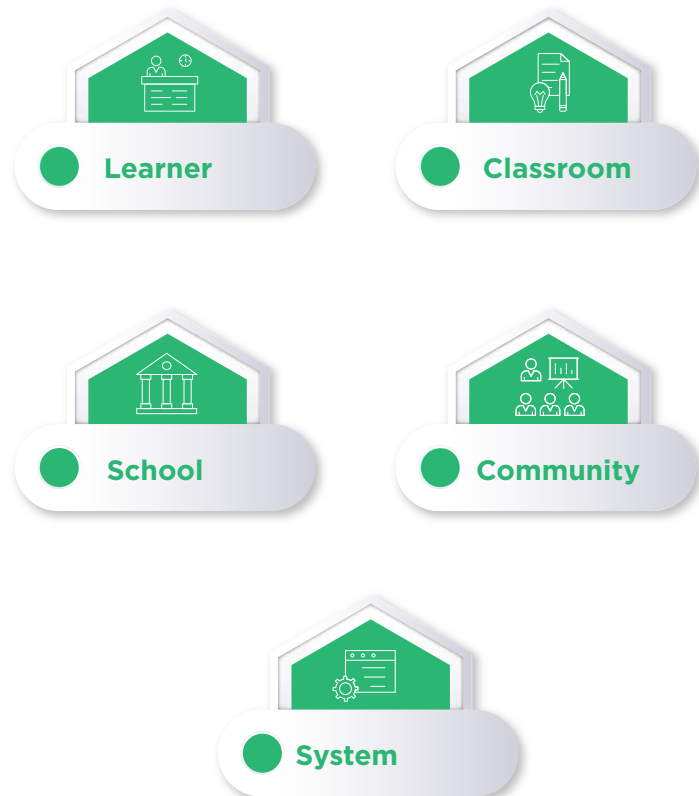


Trust Schools Programme



The TSP is a comprehensive and sustainable school transformation programme aimed at improving student outcomes and revitalising school culture by addressing five dimensions focusing on school leadership, teachers, students, parents and community and the system. The programme's main driver is Yayasan AMIR, a not-for-profit organisation that collaborates with the Ministry of Education Malaysia through a Public-Private Partnership.

TSP - 5 Dimensions





Our belief is that education is unique, an individual experience and ultimately a journey that prepares learners to shape their own future. TSP 2.0 was designed to ensure that our Philosophy supports the nation's economic and social needs in line with the Malaysia Education Blueprint 2013 – 2025 (MEB) and the United Nation's Sustainable Development Goal 4.



2019

Seven additional schools joined our Trust Schools' network



2 Schools in
Bangsar



5 Schools in
Perlis

Bangsar-
an urban B40 catchment area.

Perlis-

specifically selected as most of the students are considered *asnaf* (communities at the low-end of the socio-economic scale). The state is very committed to improving the quality of education and the standard of living amongst the *asnaf* communities as education is the key driver in the fight against poverty.



DTP-AMAN



DTP-AMAN is an initiative aimed at implementing whole-state education transformation that impacts all three components of our state education system – the State Education Department (JPN), the District Education Office (PPDs) and the schools. The aspiration is that the entire school system will benefit from the top down; instead of simply implementing stop-gap measures at school level. This means making changes across the educational system with the goal of positively transforming the learning experience.



The system-wide transformation is administered through two distinct but related work tracks:

Organisational Enhancement (OE)- we support the State and District Education Officers (JPN and PPDs) to develop innovative ways of improving their organisational culture to drive school transformation.

PPD-led Transformation (PLT)- District Education Officers (PPD) scaffold schools' transformation by working closely with the Senior Leadership Teams (SLTs) of the respective schools. This includes initiating innovative solutions for specific challenges in different contexts.

Islamic School Enhancement Programme (ISEP)



ISEP specifically focuses on infusing 21st century practices with islamic education principles; taking a holistic approach and transforming every sphere of school life. Leadership, teaching and learning, as well as parental engagement all work together to enhance school culture and improve student outcomes.

ISEP's vision is to place islamic institutions at the forefront of islamic education for the 21st century. We recognise that islamic schools seek to provide a conducive learning environment too, thus our mission encompasses three factors:

To deliver a holistic school enhancement programme that reflects the unique identity of islamic schools

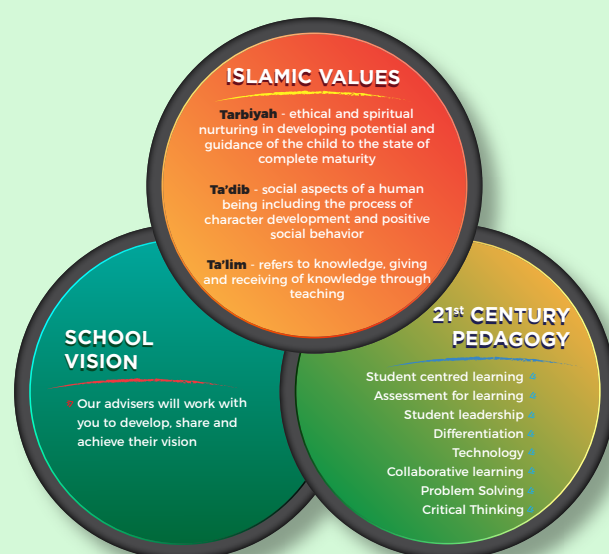
To optimise Islamic Education through incorporating 21st Century Teaching and Learning

To develop capacity building within the islamic school community to enable students to achieve their potential as global citizens

ISEP is a three-year programme which drives sustainable development; building capacity through a gradual release approach.

We have partnered with Maahad Tahfiz Negeri Pahang (MTNP) to provide a customised intervention programme that addresses the direct needs of islamic schools within the context of Malaysian Islamic education. This intervention enables school leaders, administrators, teachers 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.

As each islamic school will have different needs and requirements; our bespoke intervention will be developed based on the specific needs and requirements emerging from a Needs Analysis exercise carried out in each participating islamic institution.



Inclusive & Indigenous Education



Our mission is to support schools and institutions in providing quality, child-centered education. Our purpose, “Because every child deserves a great future” is founded on the belief that schools play a pivotal role as the great social equaliser in society – that access to education will empower and grant all children the opportunity to succeed and overcome challenges.

Guided by UNESCO’s ‘Education for All’ movement and in keeping with the UN’s Sustainable Development Goal 4, we are working with partners to realise the educational and life aspirations of indigenous children and communities with learning differences.

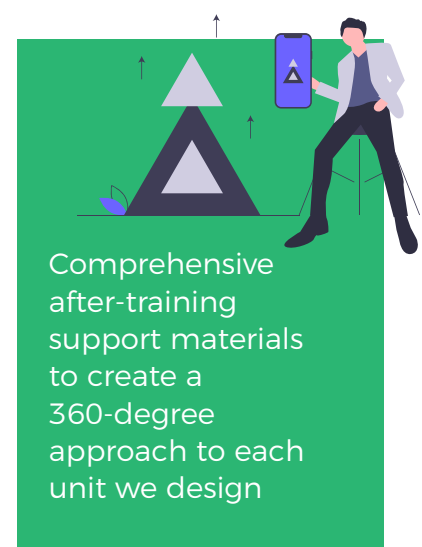
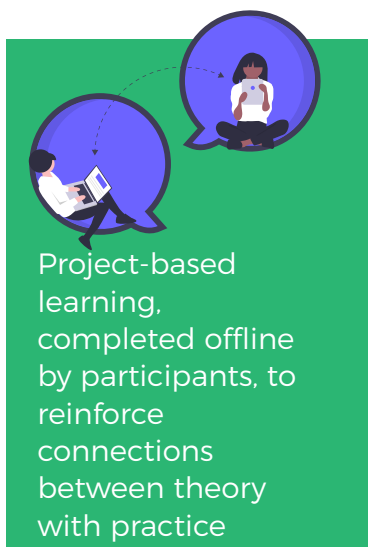
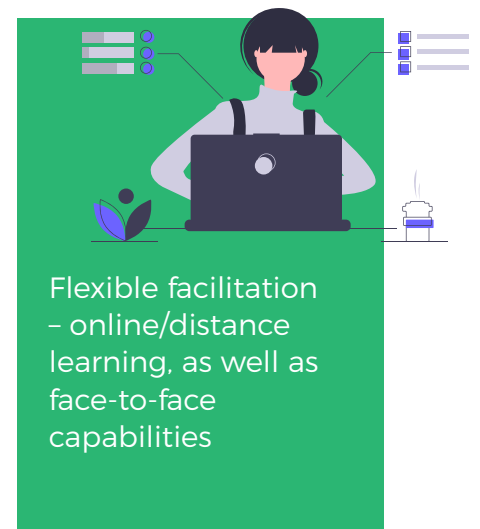
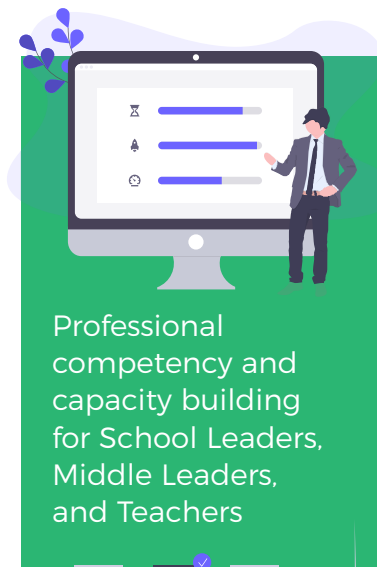
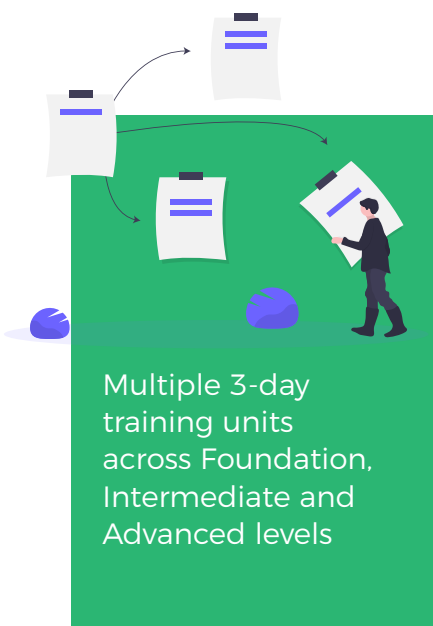
We are currently developing and implementing an innovative model for change which enables Malaysian indigenous students to engage in enjoyable and relevant educational experiences. This approach empowers the students to recognise and celebrate their unique identity, language and culture as well as achieve success as Malaysian citizens.

Our programmes are designed to support and develop a sense of cultural connectedness, positive wellbeing, confidence and competence amongst the students. We recognise the value of relationship building to develop a common understanding of Orang Asli education.

LeapEd CORE SERIES



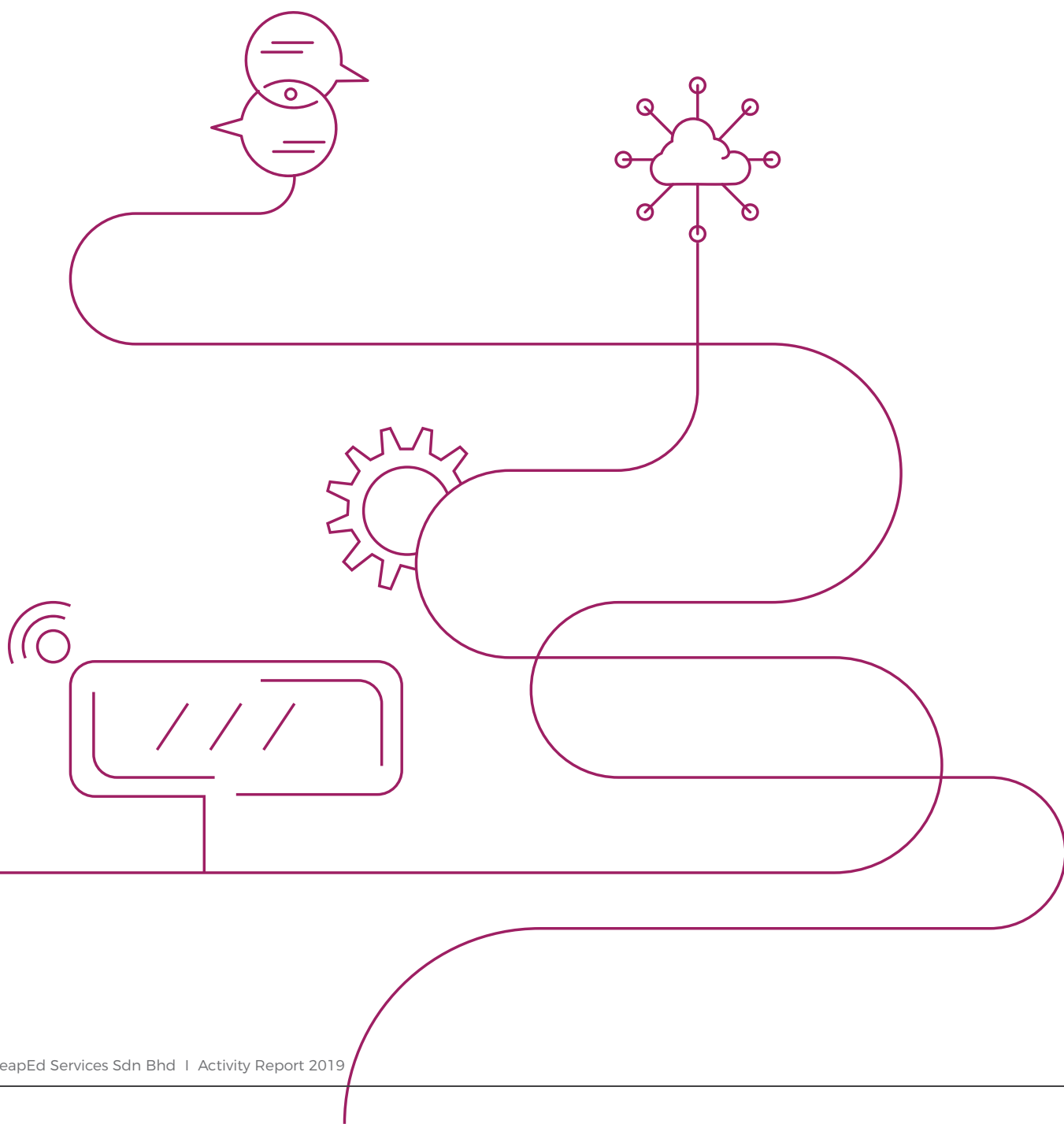
Professional development is key in empowering school administrators and educators. We have implemented an innovative approach to enhance professional competency and capacity building amongst school leaders and teachers with the LeapEd CORE SERIES (LCS) of continuous professional development (CPD).



The guiding force behind LCS is showing that we value the professional knowledge of educators, and understanding that to impact student outcomes, we must enhance the abilities of those tasked with their education and well-being.

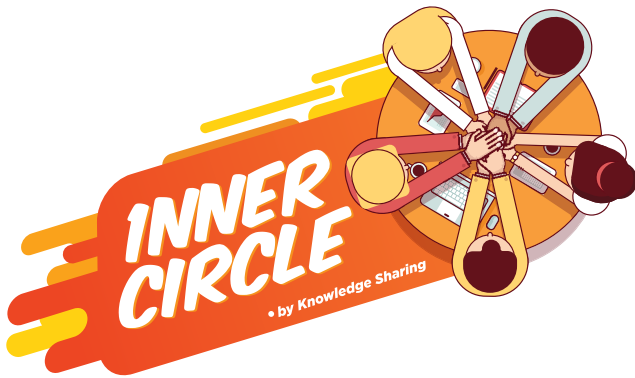
4.

Our Culture





Highlights on Knowledge Sharing Sessions



'Inner Circle' is a small intimate platform for participants to hear about our very own projects and programmes, and together reflect on ways to improve.

Inner Circle:

Sharing on Ground-up School Transformation (GUSTO) Programme, February

S. Ranjeetha Sivajanam, Senior Officer of Yayasan AMIR shared her experience on this programme.

This three-year programme began in 2015, as a collaborative project between the State Education Departments of Perak and Pulau Pinang, Yayasan AMIR, Teach for Malaysia (TFM) and us. Their focus was to transform high-need schools with a B40 student demographic. The schools under GUSTO are currently in a two-year 'monitoring phase' as the programme ended in 2017.





'Learning Lunch' is a platform for participants to 'learn, shape, share and apply' with colleagues, featuring conference knowledge and external speakers.

Inclusive Education, February

Judy Ann Meiners, a Programme Development Specialist led this interactive knowledge sharing session by highlighting the real challenges faced by students with learning difficulties in classrooms every day. We aim to support the implementation of inclusive education in Malaysian schools by helping to build the capacity of teachers and leaders and by raising awareness of Special Education Needs (SEN).



Social Entrepreneurship and the Importance of Education to the Marginalized Communities in Manila, March

Hannah Jane Rae led a discussion about her visit to Manila in November 2018 and shared insights on the importance of education and nation building to marginalised communities.



A Chit Chat with Syed Azmi Alhabsyi, April

To support the #LivingTheValues campaign, a talk was organised with a Malaysian social activist, Syed Azmi Alhabsyi, known for his work with vulnerable communities and in tackling social issues such as poverty, nutrition, teenage pregnancies and child sexual abuse. #LivingTheValues is an internal campaign to encourage LeapEdians to practice i4 core values in their daily lives - Inspire, Innovate, Integrity and Inclusiveness.

Indigenous Education, April

We invited Dr. Aminuddin B. Mohamad from Institut Pendidikan Guru (IPG) Kuala Lipis to share his extensive research and experience in Indigenous Education. Believing that education can elevate the social and economic status of Orang Asli in this country, Dr. Amin advocates for teachers in the Orang Asli community to seek knowledge in sociology and anthropology, to ensure learning meets the specific needs of the community.



Culture Week: Finding Your Purpose, July

We were honoured to host a talk by prominent leadership facilitator and Coach, Alvin Ung. The author of 'Together: Finding Purpose at the Crossroads of Me + We' interacted with LeapEdians and explained the importance of knowing one's personal values and integrating them with organisational values to guide our daily decision-making.



HIV Awareness, November

In conjunction with World AIDS Day on 1st December, we invited Matron Fadzilah, Nurse Counsellor of Rumah Solehah Ampang, to share her experience in taking care of women, children and orphans made vulnerable by HIV/AIDS. Miss Pamilia, Lecturer & Clinical Coordinator of Psychological Services Unit, IIUM also shared her research and experience working with children in Rumah Solehah and provided information on how the community can help support this vulnerable group.

Highlights on Social Impact Committee's (SIC) Activities



A Day at Rumah Kasih Charity Home

In conjunction with Chinese New Year, SIC and a group of LeapEdians organised a visit to Rumah Kasih, in Setapak. Established in 2000, the home offers shelter, food and medical treatment for the discharged, poor, old, homeless, and abandoned patients from hospital.

The team contributed packs of essential goods and food to the residents hoping to bring some festive cheer to the home while residents shared funny stories from their past.

Caring Kits for Pasir Gudang

The chemical waste dumping at Sungai Kim Kim, Pasir Gudang resulted in a Government directive to close all 13 schools in the vicinity immediately, affecting more than 300 people, including school children and teachers. The SIC organised an internal charity drive and with help from a local NGO, managed to bring 240 care kits consisting of sanitisers, disposable face masks, wet wipes, food and other essential items to be distributed to victims.





Deepavali with Karunnai Illam

With the support of LeapEdians, we organised a Deepavali visit to Karunnai Illam, an orphanage in Kepong under the management of Persatuan Saiva Siddhantha Malaysia. Established in 2001 to look after underprivileged children, it provides well-rounded care for children.

The team brought delicious packed vegetarian lunch meals and spent time socialising with the children.

Outing Trip with Rumah Ummi to BBQ Kemensah

Children from Rumah Ummi were treated to a spectacular BBQ lunch, courtesy of the owner of BBQ Kemensah near Zoo Negara, who had reached out to SIC. The day started with breakfast outside the Zoo and then volunteers and children from Rumah Ummi headed straight to BBQ Kemensah where they participated in litter picking, a birthday celebration and the unique experience of eating delicious food while at the river.





Fundraising Badminton Tournament

The SIC organised its inaugural Fundraising Badminton Tournament at the Multi-Purpose Hall, Menara TM. The turnout was very encouraging; with 12 teams participating in the competition, joined by teachers from SK Bangsar as well as colleagues from Yayasan AMIR. The event was a success which we hope will serve as a good avenue to kick start a healthier and more active lifestyle for all LeapEdians.

Christmas with Rumah Mary

Located in Setapak, Rumah Mary was named after its founder, the late Rev Dr Mary Rayappan who established the orphanage in 2003. Currently housing 57 children, the home is run by Madam Malar, daughter of the late founder.

The team's inaugural visit to the orphanage was full of fun as the children enjoyed lots of good food, Christmas gifts, moments with Santa, as well as a singing session led by Conrad (General Manager, CSD) and LeapEdians, with help from the talented children of Rumah Mary.



PAKA Papers



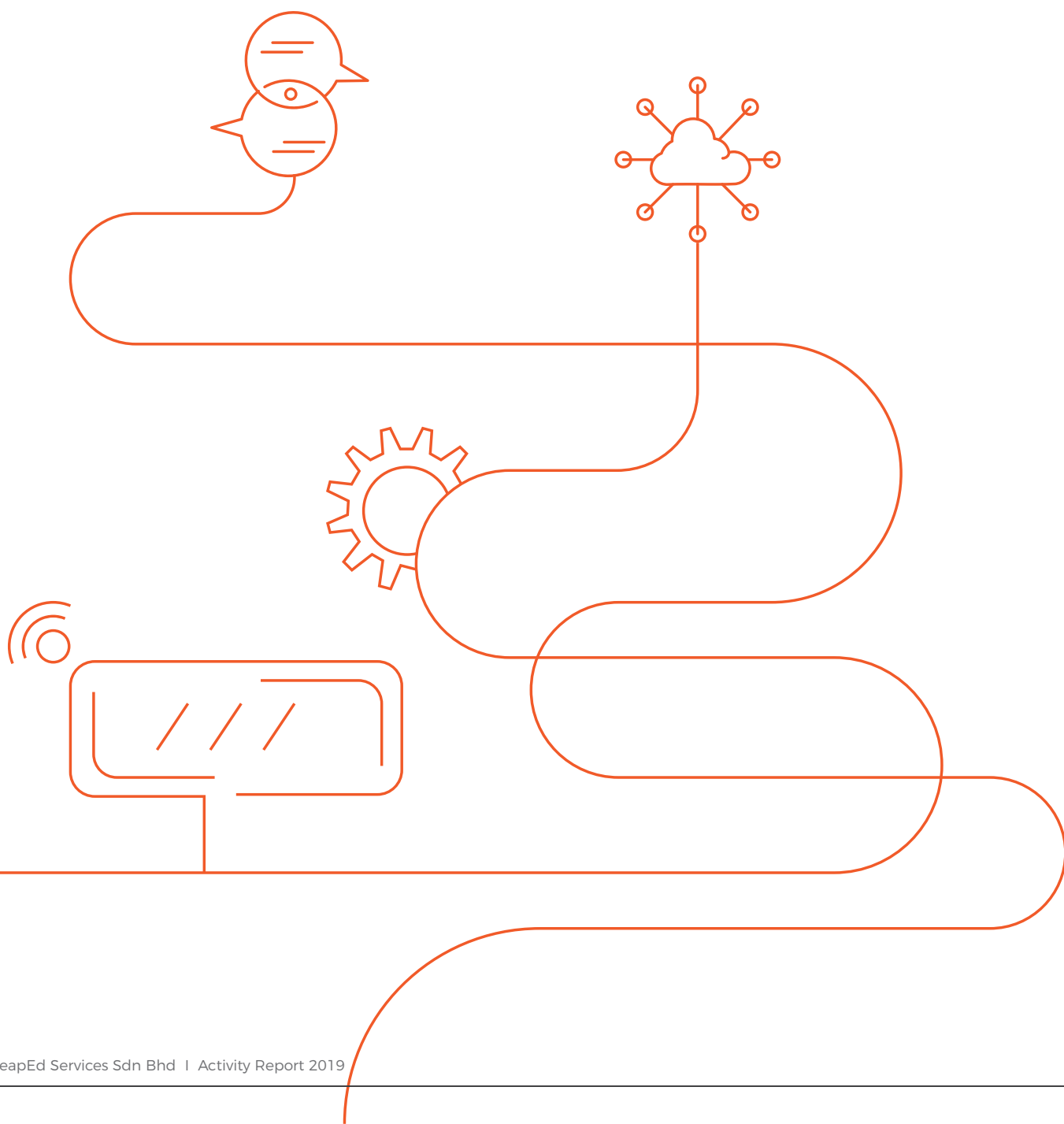
We published a collection of reflections by the teachers, students and LeapEdians from our Dungun Cluster, which we refer to as the 'PAKA Papers'. This is a series of papers aimed at documenting knowledge gained as we worked towards school transformation. The process of writing each paper allowed the authors to reflect upon and share their experiences in a clear and coherent format.

These stories speak of the impact we have had in three strategic areas, namely - Leadership, Teaching and Learning - as well as maximising student potential and achievement. They also highlight challenges and strategies deployed during the school turnaround and improvement process.



5.

Special Highlights





I'm a Jahai

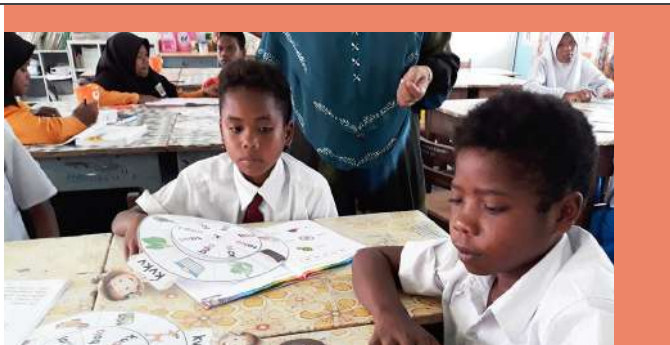
In 2017, a proposal on Education for Sustainable Development was submitted to the Innovation Pipeline (IVP) team (an internal effort to gather ideas for improvement - be it for the organisation's development or any of our projects), to help the educationally marginalised indigenous Jahai community in Jeli, Kelantan. Their high rates of absenteeism in SMK Jeli made it necessary to design a programme to raise outcomes for this smallest and oldest group of Orang Asli in Malaysia. The team working on this project had extensive experience dealing with the Indigenous Community in Australia which was useful in structuring a programme of multi-level engagement in Jeli. A three-year programme to raise literacy rates, promote inclusiveness and offer alternate career pathways via academic achievement and holistic student outcomes became the focus of the project.

SMK Jeli is a Trust School with a small number of Orang Asli students from the Jahai community who had all been grouped into one classroom although they were of different age ranges. We introduced Project Based Learning, using local knowledge based systems to better engage the students. The first six months involved needs analyses, modelling lessons and workshops for teachers and the School Leadership Team (SLT).

A 'Mini Jahai Festival' was organised by the students and teachers of SMK Jeli where the students were very confident and enthusiastic in presenting their completed projects and performing for their parents and the community. The Jahai community members were also invited to speak at the festival. The main impact seen from this project is that students, parents, teachers and other stakeholders recognised the students' progress and have seen improvements in student attendance, engagement and confidence in the Jahai classroom and in their interaction with mainstream students. Parents are happy to see their children developing skills and credit this to their children's enjoyment of the learning experience.

The story shared below is by one of our advisors in Jeli who witnessed the change that a Jahai boy went through during this Jahai-Jeli project.





Hi, I am Azram and I am 16 years old. I am part of the Jahai community in Jeli, Kelantan. I come from a village in Sungai Rual where I was born and still live with my family today. I love my village; the air and the river water are so clear and clean although the water is a bit too cold to swim in!

Life for me was very simple and I used to just enjoy the simplest things such as watching the sun rise (if I could wake up early enough that is!). Back then, going to school at SMK Jeli was not a priority for me - I found it difficult to sit still and listen to the teachers and most times couldn't really understand what they were trying to teach me. I was also used to always being on the go whether hunting or looking for food in the jungles of Gunung Basor. The only time I enjoyed sitting still was when I was listening to the village elders' many stories and folklore about our people.

Then in 2017, something changed. I noticed that many people started coming to my village. They looked and dressed differently from us and seemed important. At the same time, many people came to my school and that's where things really started changing.

One day, my teacher started asking me many questions about my life in the village. He even asked me if I bathed every day to which I had to admit I did not. But rather than scold me or act disgusted, he just asked me more questions and was very interested in my explanations (if you must know, sometimes us jungle people prefer not to bathe daily so as to maintain a certain 'jungle scent' which helps us blend into our surroundings and makes us better hunters). I liked this type of learning very much. They call it "Project-Based Learning" and it focuses on ourselves - our family, community, needs and interests. My classmates and I would tell each other stuff about ourselves and it made us more and more curious and you know the funny thing that started to happen? I began to look forward to going to school. Imagine that!

We started to learn things differently and at our own pace. I began to see school as fun and I noticed that everyone started reading and writing better. Our Maths also improved as we completed the assigned activities. One of my favourite units was called 'Life Style Unit' where we learned about things such as emotions. I liked it because it was very subjective and there was no right or wrong answer. It was just what we thought.

The best part of this whole new school experience for me was the 'Jahai Mini Festival' held in July 2019. Here we were able to share our renewed school experiences with our parents and community. This was a very emotional event as my parents and my friends' parents could not hold back their tears upon seeing how far we had come. Some of us danced, some of us sang (including me!) and all of us were proud to be in school. Our Mini Festival even made it into the local newspaper. I finally felt like I belonged in school and the teachers and other students were able to accept us for who we are. And to think - it all started with a question about my bathing habits!

Cultural Immersion Programme



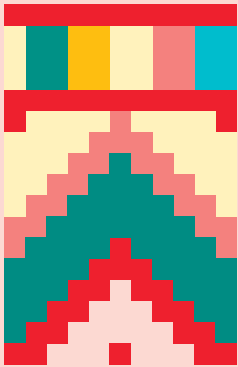


“

It was very interesting to see the students learnt how to give constructive peer-feedback. Through my observation, they persevered when they were unsure and sought assistance from one another. This important skill is needed and eventually will help them to succeed not only in school, but in life!

”

Melody McIntosh,
Bachelor of Education (Primary)
University of New England



In October 2019, we hosted a Cultural Immersion Programme with a delegation of 13 students and academics from the School of Education, University of New England, Australia. The visit was funded by the New Colombo Plan Mobility Programme - a signature initiative of the Australian Government aimed at increasing knowledge and understanding of the Indo-Pacific area by supporting Australian undergraduates to study and undertake internships in the region. The 2-week programme took place in Kuala Lumpur and Kuching and enabled participants to immerse themselves in different demographic and geographical settings, to build cultural awareness and a global learning culture.

“

During my visits to these schools, I loved seeing the creatively decorated classrooms done up by the students and teachers. They'd turned the classrooms into a conducive place to learn and play!

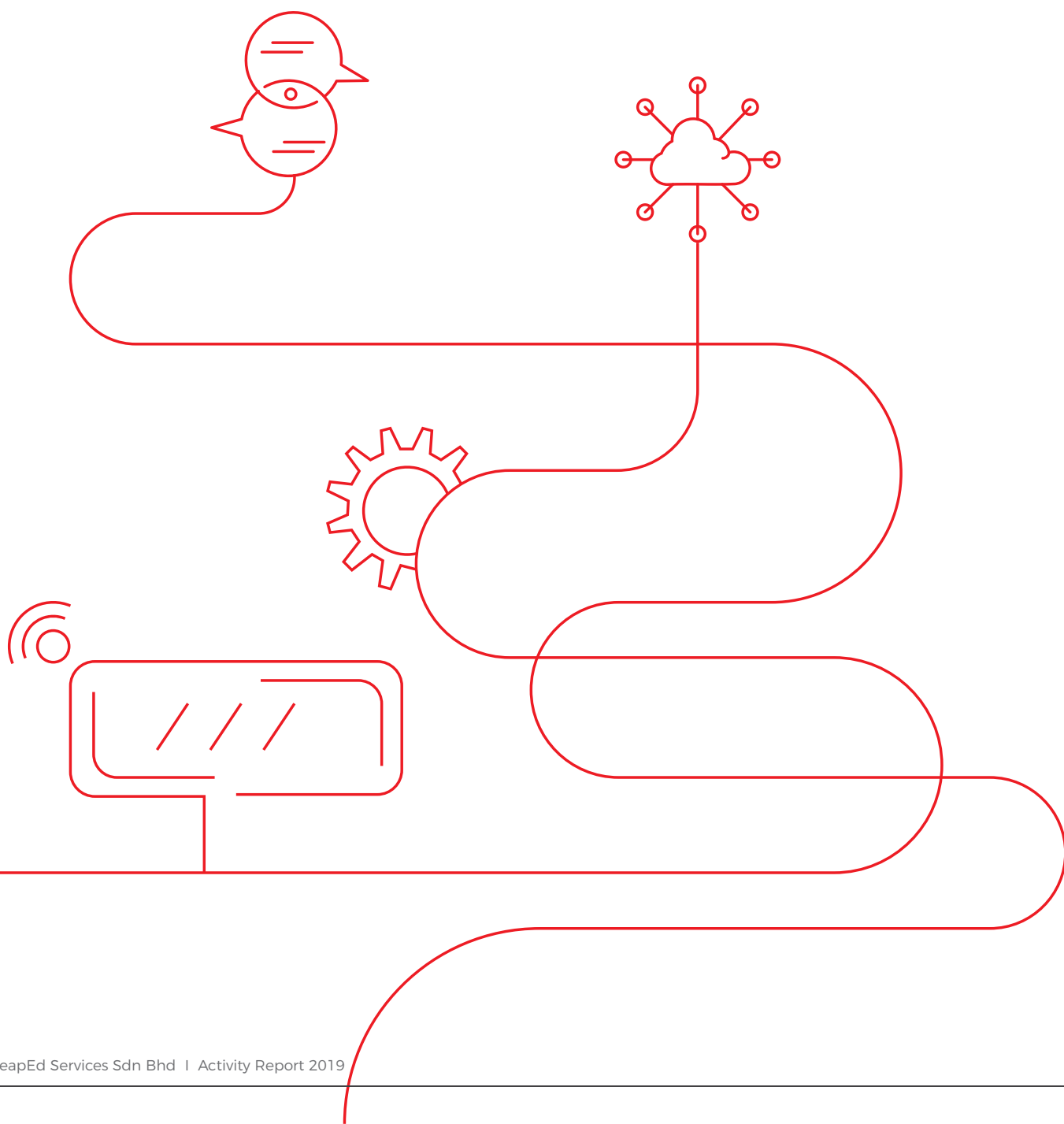
”

Emily,
Bachelor of Education
University of New England



6.

Our Future with EdTech



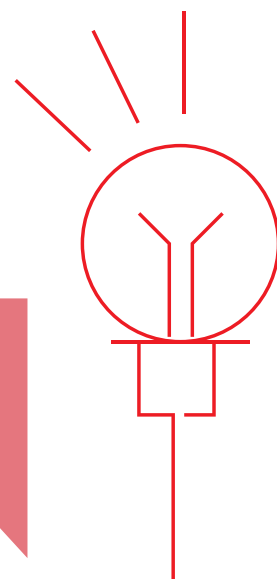
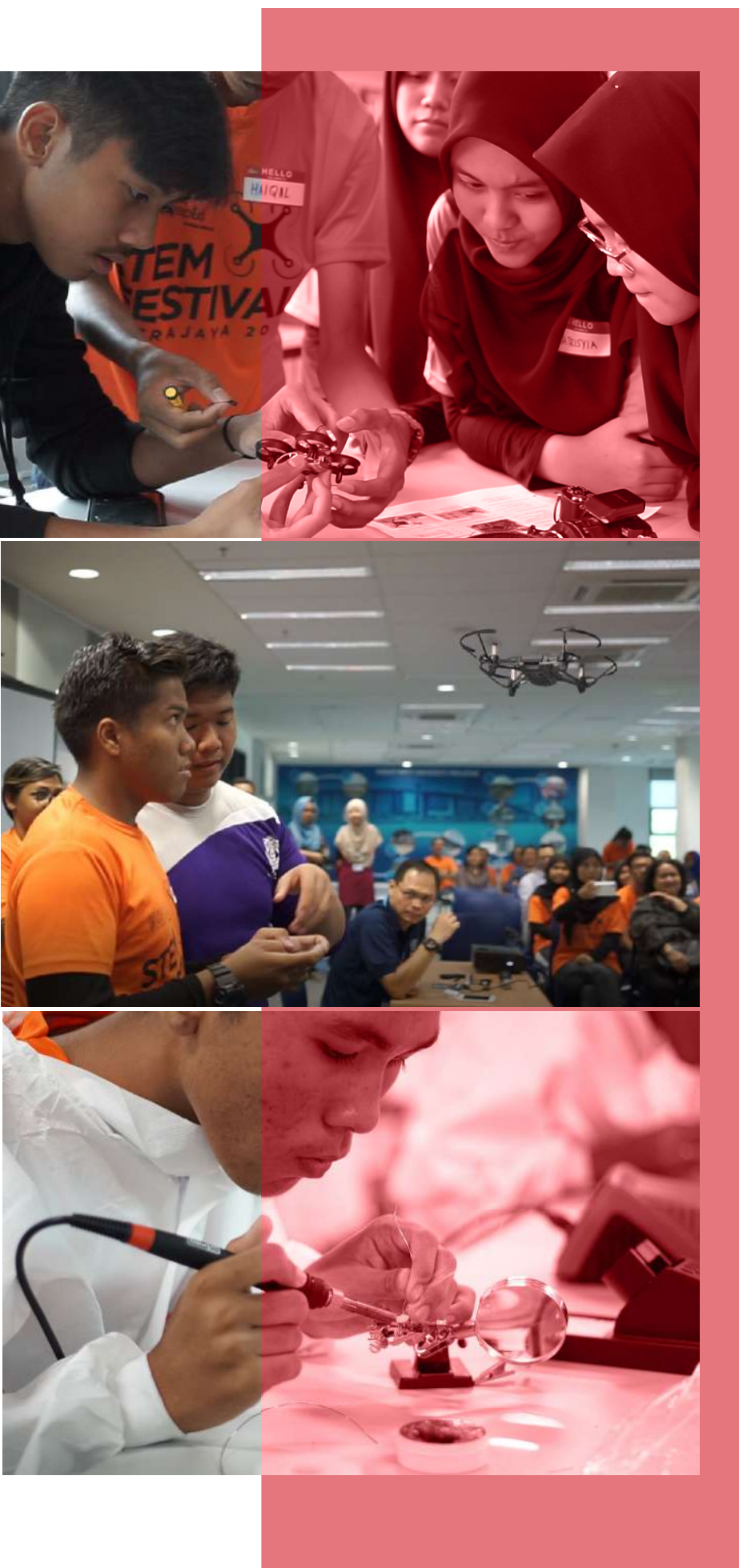


STEM Festival 2019, Putrajaya



In April 2019, LeapEd held the STEM Festival in partnership with Heriot-Watt University, Malaysia, GREAT UK Challenge Fund and Youth Made Malaysia. This programme emphasises the importance of Science, Technology, Engineering and Mathematics (STEM) related subjects and experiences amongst Malaysian students. Forty students from four secondary schools within the Trust Schools Programme network participated in 'Building a Drone Challenge'. The challenge was a success as the students were motivated, engaged and above all, had their curiosity piqued - which was one of the goals of the Festival.

In nurturing the element of 21st century learning, this programme also aims to inspire and engage students, parents and teachers with STEM-related opportunities.

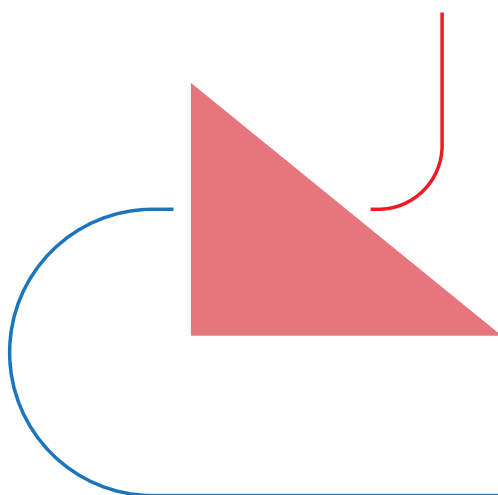


“

Since 2016, Heriot-Watt University has organised annual STEM Festivals for school children to further emphasise the importance of innovation and STEM-related subjects. Now as we are faced with the fourth industrial revolution, we are keen in supporting the promotion of STEM among the youth to lead the way in a challenging work landscape in the future.

”

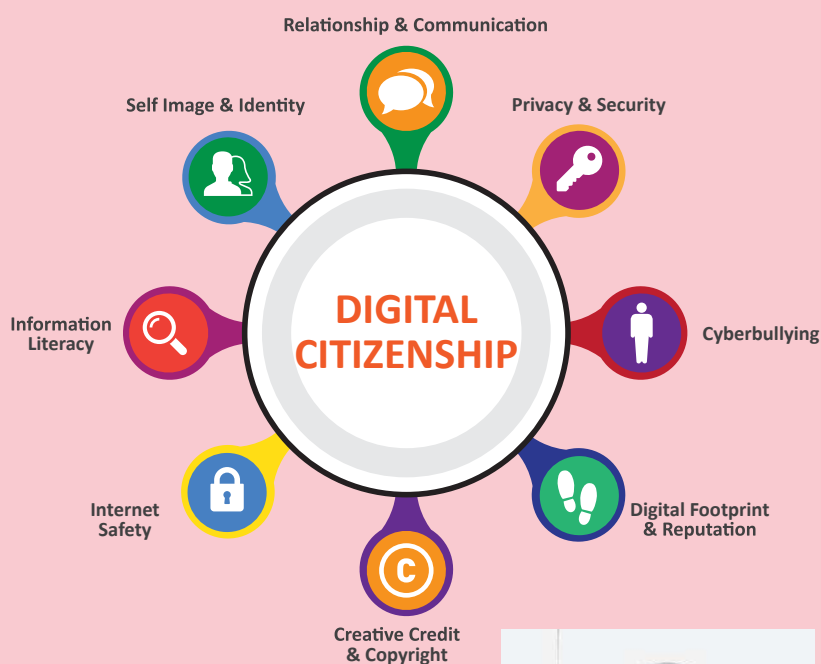
Professor Mushtak Al-Atabi,
Provost and CEO of Heriot-Watt University



Leap4ward & Digital Citizenship

We strongly believe that students deserve more than just a passive academic learning experience. Aimed at secondary students, Leap4ward utilises both on- and off-line elements and comprises project-based learning opportunities, for both individuals and groups; bringing into focus real-world topics. It aims to encourage students to use their skills, knowledge and understanding of the world to develop solutions for specific issues while reflecting upon their learning at every step of the way. Across the series, students are engaged in various topics including leadership, entrepreneurship and innovation in a purposeful and authentic manner.

A major innovation of Leap4ward is the inclusion of an original, blended course - Digital Citizenship. Divided into eight units, Digital Citizenship covers topics ranging from digital footprint and reputation to digital etiquette, digital security, digital literacy, digital communication, digital commerce, digital health and wellness, and digital rights and responsibilities. Designed with students, teachers and parents in mind, Digital Citizenship is a vital element of Leap4ward; being an authentic and relevant entity as global citizens continue to learn, work and rely upon online environments.

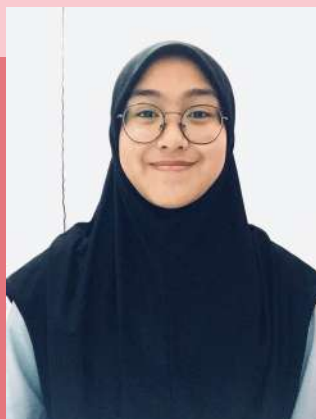


“

I find that the Digital Citizenship course is very useful. I have learned that the Internet is a digital platform that can benefit and endanger us at the same time. Through the Digital Citizenship course, I am more able to handle the Internet in a more responsible manner now.

”

Sharifah Adlin,
Maahad Tahfiz Negeri Pahang (MTNP)



MidLeN - Action Research

Middle Leaders make up a large portion of changemakers in any school transformation initiative and shoulder most of the responsibility for pedagogical excellence. Thus, the Middle Leaders Network (MidLeN) aims to support the valuable work Middle Leaders already do by offering them the platform to build both professional and social partnerships and to empower them through shared best practices that actualise Teacher Leadership.

MIDDLE LEADERS NETWORK

The Middle Leaders role is central towards school transformation with these key functions:

- ▶ Forging supportive links and offering opportunities for meaningful development among practitioners,
- ◀ Creating a culture of ownership and collaboration built around common vision and values,
- ▶ Fostering close relationships with individual teachers for mutual learning,
- ◀ Undertaking collaborative learning to classroom practice such as action research, peer learning, continuing professional development and learning culture,
- ▶ Cultivating new ideas and leadership that impact school development.

One way we empower teachers is through Action Research. This enables teachers to use student evidence effectively to improve their own practices and lead their own development of key skills such as problem-solving, reflection, innovation and, most importantly, individual and collective efficacy.

To that end, we are pleased to report that we have 12 high impact Action Research Projects from 12 teachers that were published on the MidLeN platform as part of knowledge sharing in line with MOE's Google e-learning initiative. These publications feature teacher interviews on classroom best practices, the impact of Action Research in schools as well as online presentations of each research project.



“

A mind that is stretched by a new experience can never go back to its old dimensions.

”

Nurul Akmal Binti Che Abdullah,
English Teacher, SK Wakaf Tapai



EcoWira Project

EcoWira is an eco-education project, developed in partnership with Roots & Shoots Malaysia, part of the global environmental NGO founded by renowned primatologist Dr Jane Goodall. Students from 40 Primary and Secondary Trust Schools across Malaysia, were involved in setting up their own project-based learning activities using digital technology such as Google Classroom and other online resources. The use of the design-thinking cycle throughout the project supports the ideation, prototyping and testing of novel solutions, to solve a local environmental issue. The project puts a strong emphasis on being environmentally-friendly; as such students make the commitment to reduce their carbon footprint and - as much as possible - to reach zero carbon emissions while developing and implementing their solutions.

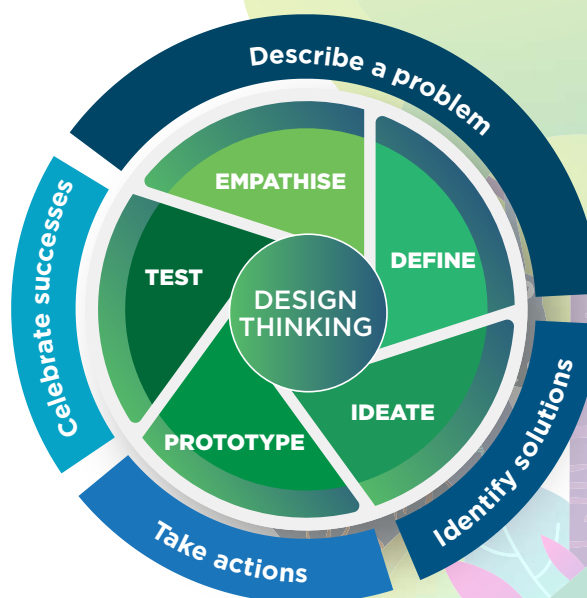


COMMUNICATION

CRITICAL THINKING

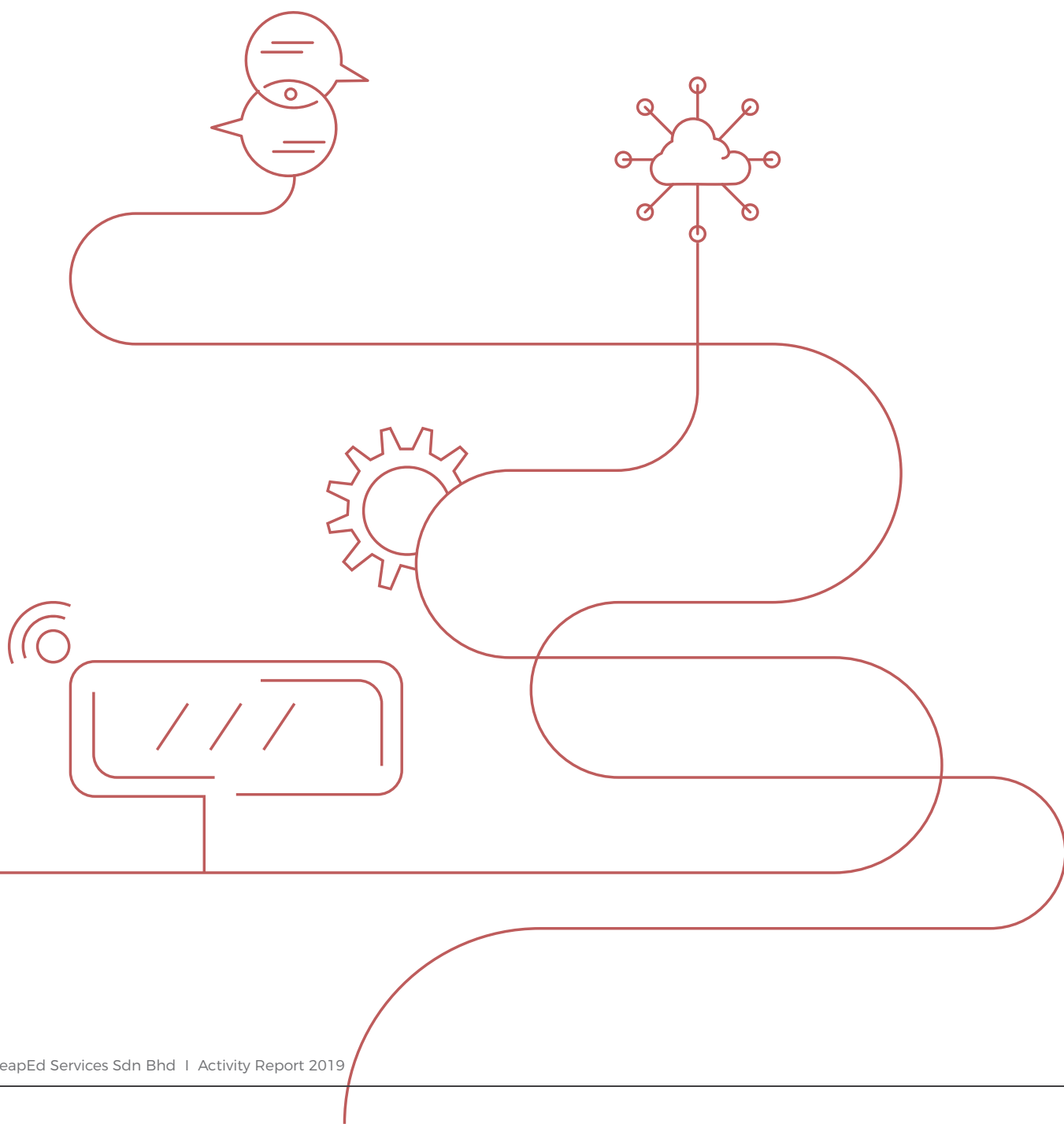
CREATIVITY
(DIVERGENT THINKING)

COLLABORATION



7.

Our Financials







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

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

**Independent auditors' report
to the 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 financial year ended 31 December 2019 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 2019.

In our opinion, the accompanying selected audited financial information set out on page 57 is consistent in all material respects, with the audited financial statements and the management accounts.

Selected audited financial information

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 auditor's report thereon, therefore, is not a substitute for reading the audited financial statements of LeapEd Services Sdn. Bhd. for the financial year then ended 31 December 2019.

The audited financial statements and our report thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 28 February 2020.

Directors' responsibility for the selected audited financial information

The directors are responsible for the preparation of the selected audited financial information set out on page 57.

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 2019 based on our procedures, which were conducted in accordance with Malaysian Approved Standard of Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".

28 February 2020
Kuala Lumpur

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

A member firm of Ernst & Young Global Limited

Selected Audited Financial Information

Statement of comprehensive income for the financial year ended
31 december 2019

	Note	2019 RM'000	2018 RM'000
Revenue	A	45,783	71,582
Direct Delivery Costs		(33,324)	(41,367)
Indirect Delivery Costs		(10,842)	(17,816)
Delivery Surplus		1,617	12,399
Development Costs, net	B	(17,898)	(12,250)
(Loss)/profit before Tax		(16,281)	149
Tax		(44)	(247)
Loss after Tax		(16,325)	(98)

Note

(A)	Trust Schools Programme	28,254	49,856
	Other Projects	16,229	20,120
	Other Income	1,300	1,606
		45,783	71,582

(B) In view of the company's restructuring plan, the amortisation of the development cost were accelerated during the year. The directors are of the opinion that no future economic benefits will be derived from the existing development costs.

Total Development Costs	13,230	13,960
Capitalisation	(1,712)	(3,259)
Amortisation	6,380	1,549
	17,898	12,250



“Because every child deserves a great future”



@LeapEdServices

Our Offices

KL HEAD OFFICE

Level 52, Menara TM, Jalan Pantai Baharu,
50672 Kuala Lumpur, Malaysia.

Tel: +603 – 2282 3456 Fax: +603 – 2282 3457

KELANTAN

Lot No. 8, Taman Haji Mamat,
Depan Balai Bomba,
17600 Jeli, Kelantan.

SABAH

Kimanis Centro
Lot 11, Tingkat 1, Jalan Kimanis, Papar
89600, Kota Kinabalu, Sabah.

SARAWAK

Wisma DUBS Everise,
Level L2-03, Jalan Petanak,
93100 Kuching, Sarawak.

PERLIS

Jalan 4, Kompleks Perniagaan,
Pekan Kuala Perlis, 02000 Kuala Perlis,
Perlis.



Call for Collaboration

Join us in transforming education across Malaysia and beyond.

We have a team of 100+ dedicated professionals ready to help, with subject matter experts from Malaysia and around the world, who have worked in or with education systems across the ASEAN region, Europe, China, India, the Middle East, North America, and Africa. If you are as passionate about education as we are, join us on this life-altering journey.



LeapEd Services Sdn. Bhd.

KL Head Office
Level 52,
Menara TM,
50672 Jalan Pantai Bahru,
Kuala Lumpur

+603 22823456
+603 22823457

email: enquiry@leapedservices.com

www.leapedservices.com