LeapEd
LEARNING ENRICHED

AI 2024
ACTIVITY REPORT

BECAUSE EVERY CHILD DESERVES A GREAT FUTURE

> " The 2024 Activity Report cover presents a vibrant, futuristic vision of education through the lens of AI and immersive learning. Artificial Intelligence (AI) is reshaping education to put every student at the heart of their own learning journey. Through AI-driven tools, learning becomes more personalised, engaging, and responsive to each child's unique strengths and needs. Students are empowered to build not just academic knowledge, but essential skills like critical thinking, creativity, and digital literacy — skills that will prepare them for a future full of possibilities. AI opens doors to smarter learning experiences, greater access to knowledge, and stronger support for every learner, regardless of background or ability. In a world where technology and innovation drive change, we believe that every child deserves the opportunity to thrive — because every child deserves a great future.

TABLE OF
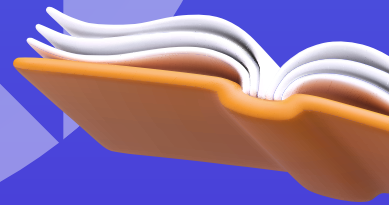# CONTENT

Our Story

About us

Established in September 2010.

We are an award-winning social enterprise and Malaysia's first homegrown Education Service Provider. We undertake education transformation programmes and projects that support the system, school leaders, teachers, students, parents, and the wider community.

Since 2010, our education transformation activities are closely aligned to the Malaysia Education Blueprint 2013 – 2025 (MEB) and the United Nation's Sustainable Development Goals (SDGs).

We focus on equipping students with five critical skills:

- **CONFIDENCE**
- **COMMUNICATION**
- **CREATIVITY**
- **CRITICAL THINKING**
- **CO-EXISTENCE**

LeapEd as a Social Enterprise

A social enterprise owned and driven by 4 social entrepreneurs.

We believe that investing in education is the smartest decision you can make as it opens doors to endless possibilities. As a revenue generating entity with a social purpose, we re-invest any surpluses back to the community.

Education provides opportunities to empower people, cultivate creativity and improve confidence and self-belief. We strongly advocate upholding community values and ensuring our work garners impact and sustainability from the get-go. Innovation is key, along with research and design. To move forward, we need to look at what works, and what doesn't, to continuously improve and stay relevant.

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.

Our 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.

#LivingThe Values

INSPIRATION

INNOVATION

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

We inspire people with our passion, purpose and enthusiasm.

INCLUSIVENESS

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

INTEGRITY

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

Senior Leadership Team's
Foreword

As we reflect on 2024, we at LeapEd, are proud and grateful for the opportunity to make a difference. This year marked a pivotal moment in our journey—one where innovation, impact, and empowerment converged to re-shape education in Malaysia and beyond.

We invite you to browse these pages to witness the breadth and depth of our activities. Our mission to improve education quality and enhance equity is underpinned by the guiding principles of our flagship Trust Schools Programme launched in 2010. Since then, we have amplified our impact and diversified our projects across priority areas that will be key levers of change moving forward: Foundational Literacy & Numeracy, Teaching & Learning, Educational Leadership, Digital Education, Financial Inclusion, Health, Wellbeing & Safeguarding.

Nina Adlan Disney
Managing Director

Conrad Roy Fernandez
Deputy Managing Director

Landmark Achievements

2024 saw the launch of Sekolah Anak Malaysia (SAM), the nation's first digital school, offering a personalised and interactive online learning experience aligned with the Malaysian national curriculum. Built to address learning gaps in the wake of the pandemic and supported by insights from the World Bank, SAM represents a bold re-imagining of access to quality education. Our vision is to reach students in underserved and remote communities, ensuring that every child can learn, grow, and thrive—no matter their background or geography.

In parallel with SAM, we have deepened our commitment to the national system by providing tools and in-school support to ensure no child is left behind. Our READy+ project was officially launched in September 2024 as part of the ground-breaking Program Anak Kita national initiative. READy+ aims to address learning loss amongst 10,722 students across 249 schools in Selangor.

Shahnaz Al-Sadat
Chairperson

Zulhaimi Othman
Non-Executive Director

Trailblazing Advocacy

Beyond our work on the ground, we were also privileged to be involved in several trailblazing research efforts, such as the Teaching and Learning for Tomorrow White Paper with PayNet, the HP Futures Global Learning Council, and the Implementation Guide for Health Promoting Institutions in collaboration with the Ministry of Health, UNICEF, the University of Melbourne and Murdoch Children's Research Institute.

Our advocacy extends to the media, both local and international. In 2024, BfM, The Star, The Edge and Channel News Asia to name a few, sought our insights on wide-ranging topics spanning prospects for Education Reform, the future of Public Examinations, Engineering Education, and educational expenditure in the annual Budget.

LeapEd's role as an educational thought leader was also evident through keynote speeches and participation in local and international conferences, such as the Perak State Education Transformation Colloquium 2024, the International Conference on Education (INCOED 2024) and the World Schools Summit 2024. In October 2024, we were especially honoured to host a Masterclass by world-renowned educationist, Prof Dylan Wiliam, who has been profoundly influential on global educational policy and practice.

Dr. Jayanti Sothinathan
Chief Education Solutions and Design Officer

Gary Husler
Chief Education Development Officer

Azlin Zul Kaflee
Chief Financial Officer

Jeremy Tay
Chief Partnership Officer

Zulmajdi A. Rahman
Chief Talent Officer

Awards and Accolades

Another proud moment in 2024 was our Chairperson, Shahnaz Al-Sadat, being shortlisted for the Asia Education Medal, celebrating leaders who are: "working every day to give the next generation the opportunities they deserve through the best education possible." Meanwhile, LeapEd was also recognised with an Education Excellence Award from KSI Strategic Institute for Asia Pacific.
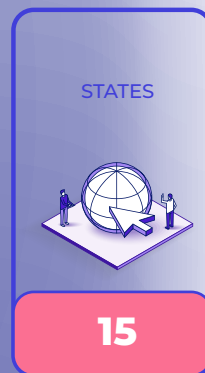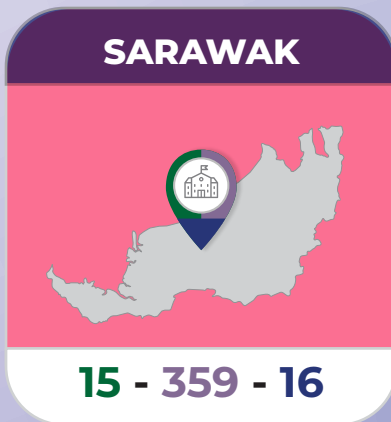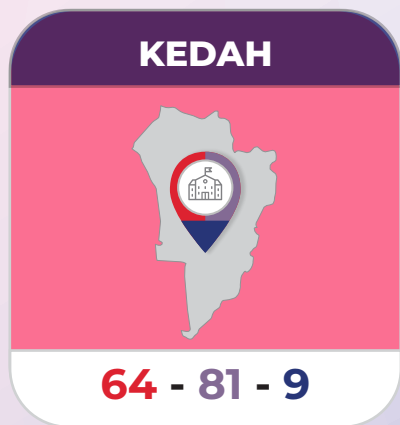
While awards and accolades are affirming, we remain acutely aware that our journey is ongoing—and that real transformation takes time, tenacity, and trust. Moreover, we know that our work is made possible purely through the dedication and determination of our people and our partners. In March 2024, we re-shuffled responsibilities in our Leadership bench, with Zulhaimi passing the LeapEd Managing Director's (MD) baton to Nina, to focus on SAM with Shahnaz, while Conrad assumed the role of LeapEd Deputy MD. Through it all, we remain steadfast in our strategic direction, shared values and collective goals.

So, to all our colleagues, partners, and supporters: Thank You. Your belief in our mission is the foundation of our success. Together, we are building a future where every learner is inspired, every teacher is empowered, and every school becomes a hub of transformation. Because every child deserves a bright future.

Our Network

KUALA LUMPUR

6 - 2 - 13 - 1

SELANGOR

14 - 84 - 7 - 254

PERAK

4 - 2 - 2 - 128 - 5

MELAKA

27 - 1

NEGERI SEMBILAN

1 - 2 - 44 - 4

JOHOR

18 - 96 - 3

PAHANG

3 - 1 - 93 - 8 - 2

TERENGGANU

12 - 51 - 5

KELANTAN

5 - 60 - 7

KEDAH
64 - 81 - 9

PERLIS
5 - 19 - 1

PULAU PINANG
3 - 29 - 1

SABAH
5 - 265 - 12

SARAWAK
15 - 359 - 16

WP. LABUAN
9 - 1

SCHOOLS	STATE EDUCATION DEPARTMENT (JPN)	DISTRICT EDUCATION OFFICE (PPD)	STUDENTS	TEACHERS	STATES
1,836	15	142	290,990	15,241	15

TSP 1.0	TSP 2.0	GUSTO	DTP-AMAN (State & District)	ISEP (Islamic/Tahfiz)	ENGLISH LITERACY	DIGITAL CITIZENSHIP	A-STaR	READy+
83	11	5	64	1	1339	81	2	254

2024
at a Glance

✚ In January, we trained 272 educators from preschool to sixth form in Child Protection and Safeguarding, across international and private schools.

✚ We welcomed Nina Adlan Disney as our new Managing Director and Conrad Fernandez as Deputy MD. Zulhaimi Othman (ZO) now serves as Non-Executive Director, focusing on Sekolah Anak Malaysia (SAM) — Malaysia's first digital national school.

Meet our New Leaders!

Nina Adlan Disney
Managing Director

Conrad Fernandez
Deputy Managing Director
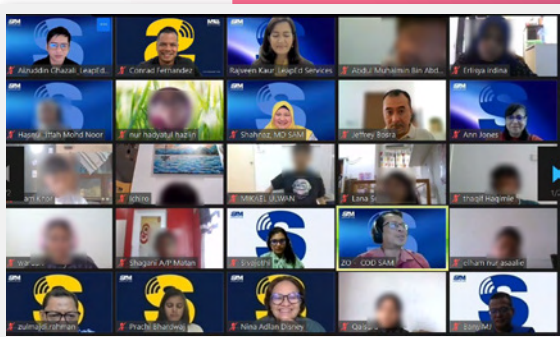
✚ In March, Sekolah Anak Malaysia — the first digital school in Malaysia — officially welcomed its first cohort of students. This milestone marked the beginning of a new era in flexible, tech-enabled learning.

LeapEd participated in the National Education & Learning Summit 2024, engaging with key stakeholders in education. Our MD, Nina Adlan Disney, spoke on the panel "Future-Proofing Skills for the Changing World of Work."

On 23 April, LeapEd received the Malaysian Education Excellence Award at the National Education & Learning Summit. This recognition celebrates our commitment to quality, inclusive education and the collective efforts of our team and partners.

Following the release of the 2023 SPM results, our MD Nina Adlan Disney shared her insights on BFM 89.9, reflecting on post-pandemic learning progress.
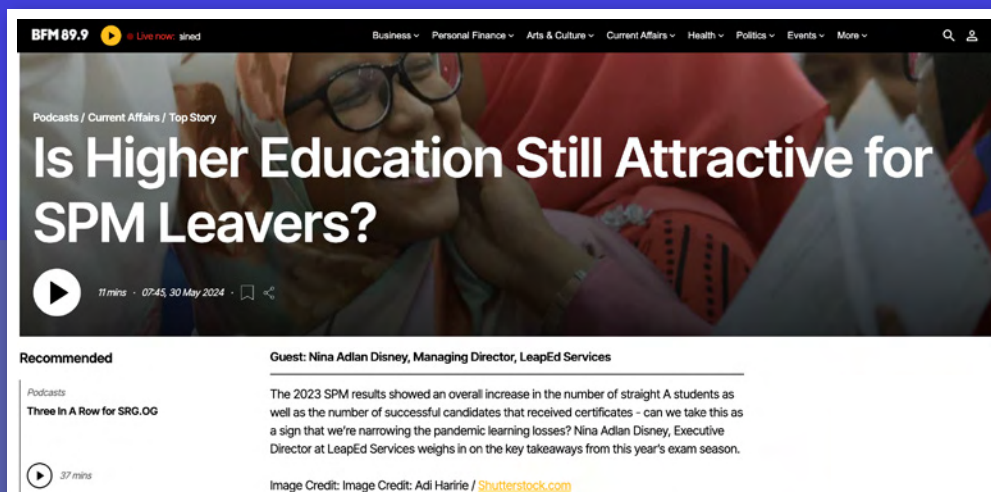
✚ Our Chairperson, Shahnaz Al-Sadat, appeared live on TV3's Selamat Pagi Malaysia to discuss the issue of "*The Future of Students Who Failed SPM*."

✚ SMK Convent Butterworth and SK Putrajaya Precinct 11(1) were the winning schools for AIA Healthiest Schools Competition in Malaysia. They have represented Malaysia at the regional finals in Bali.

✚ Our MD and Adjunct Professor at UNITAR, Nina Adlan Disney, led a UNITAR Expert Series session on Transformational Leadership in Education. She shared global best practices, explored key frameworks, and addressed the unique challenges in Malaysia's education landscape.

✚ Beaconhouse Sri Inai International School hosted us for "Conversations That Count: Managing Difficult Dialogues." The session supported Beaconhouse's efforts to strengthen open communication and continuous professional growth.
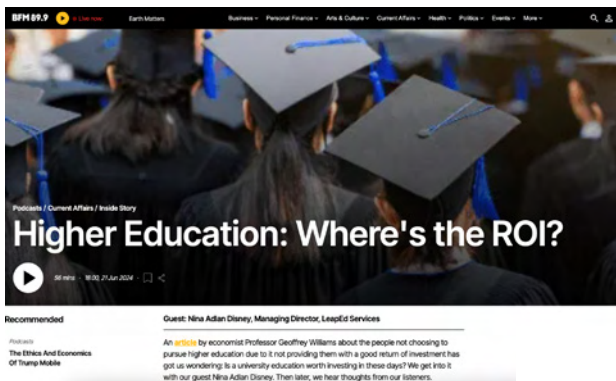
✚ Our Managing Director, Nina Adlan Disney, was featured on BFM 89.9's Inside Story to discuss the value of higher education.

✚ In June, LeapEd joined key officials from MOH, MOE, and UNICEF Malaysia to discuss strengthening school health programmes. We also shared research with Professor Susan Sawyer on adapting global health standards to improve student well-being and learning outcomes.
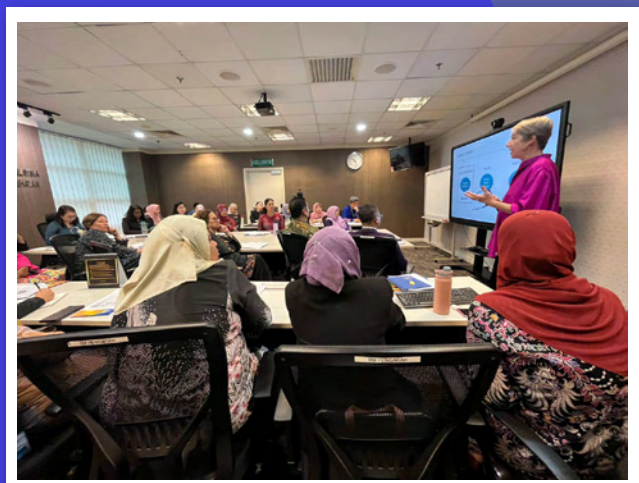
➕ SK Putrajaya Presint 11(1) was crowned the Regional Winner of the AIA Healthiest Schools Competition, following their national victory. Their innovative "HELPIE" app impressed the judges and secured USD100,000 to enhance their school's health and wellness initiatives.

➕ We kicked off MINDSHIFT, Malaysia's first mental health literacy programme for educators, with the support of Jabatan Pendidikan Negeri Sembilan and Yayasan Hasanah. Over 75 school leaders, teachers, and counsellors joined the 3-day session, which empowers schools to lead student-driven mental health initiatives.

✚ We relived the energy and insights from the AEON SmartClassroom Workshop, led by our very own Aizuddin Ghazali. This impactful programme — including coaching sessions, PLCs, and competitions — was proudly sponsored by the Malaysia AEON Foundation.

✚ Sekolah Anak Malaysia's In-Person Programme kicked off with energy, fun, and deep connections among students and teachers.

✚ We were featured in the news as pioneers of a public-private partnership model in Malaysian education, driven by innovation and student-centered learning.

"I am committed to improving the quality of education because every child deserves a bright future. Future generations need the tools to shape a better world"

Shahnaz Al-Sadat
Chairperson, LeapEd Services Sdn Bhd
Malaysia
Asia Education Medal Finalist

FINALIST 2024
ASIA EDUCATION MEDAL

✚ Celebrating our Chairperson, Shahnaz Al-Sadat, who was named a finalist for the Asia Education Medal. Her unwavering dedication to education and nurturing Malaysian talent continues to inspire us all.

✚ We hosted the annual PACE Forum, themed "Reimagining Education: Innovation in Action." The event was made even more special with the official launch of Sekolah Anak Malaysia (SAM), our pioneering digital school.

✚ We kicked off the Merdeka weekend in true LeapEd style — with a fun-filled bowling session and plenty of laughter. It was the perfect way to unwind and reconnect after a whirlwind of projects and events.

✚ Our team joined the Ministry of Health's Workshop on September 18, and to hear valuable feedback on the Health Promoting Institutions (HPI) guidelines. We are proud to collaborate with leading Australian institutions and UNICEF on a project supporting schools in adopting a whole-school approach to student well-being.

✚ We had an inspiring FINCO workshop with the passionate teachers of SK Padang Air, focused on strengthening English teaching and learning.

✚ We were honoured to be part of the launch of Program Anak Kita: Semarak Potensi Malaysia, officiated by Prime Minister Anwar Ibrahim at SK Rasa, Hulu Selangor.

As a leading CSO, LeapEd is proud to implement the READy+ programme in Selangor, supporting literacy and numeracy recovery post-COVID.

✚ We had a fantastic morning at HELP University on 28 September, where our team, led by Nina Adlan Disney, engaged in a meaningful dialogue with LSE alumni on the future of education.

✚ Our Managing Director, Nina Adlan Disney, shared her views on BFM, highlighting the need for strong policies to support school-based assessments. She emphasised the importance of ensuring integrity and authenticity in what is being reported by schools.
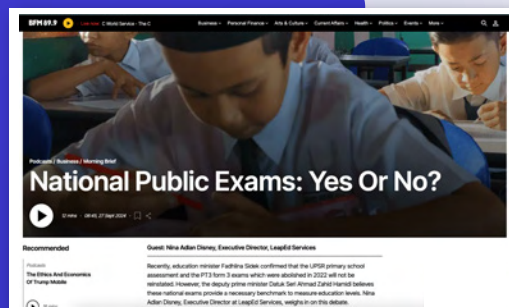
✚ Our Masterclass with Prof. Dylan Wiliam was a resounding success, drawing 140 participants. We were honoured to hear his powerful insights on Teaching Quality, AI, and the transformative power of formative assessment in student learning.

➕ Our Managing Director, Nina Adlan Disney, shared with The Star the need for an outcome-driven approach when investing in education.

She emphasised that Budget 2025 should prioritise the development of teachers and school leaders to uplift the entire system.
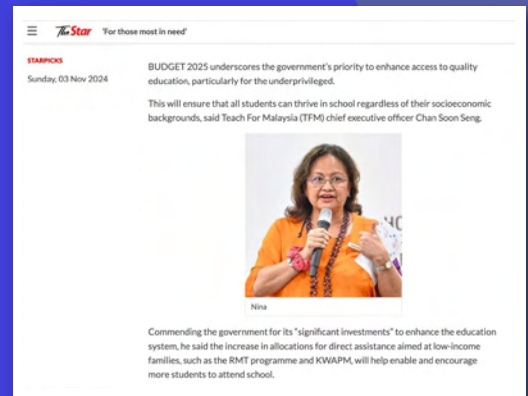
➕ Axiata Foundation launched the A-STaR Programme under its Strength in Unity agenda. In partnership with LeapEd, this three-year initiative supports the transformation of SK Bukit Piatu and SMK Khai Mun into vibrant hubs of learning excellence.

➕ LeapEd observed a mental health break week to pause, recharge, and return with renewed energy and purpose. It was a meaningful time to reset as a team and prioritise well-being amidst our ongoing efforts in education.

LeapEd

OUR TEAM WILL BE ON A WEEK-LONG MENTAL HEALTH BREAK FROM **30 DEC 2024 TO 3 JAN 2025**

At LeapEd, we continuously learn, earn and return.

02

Our
Approaches

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 drive their transformation; by making choices and effecting 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 (Students, Classrooms, School Leadership, Parents & Community and System), working in tandem to achieve a 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 together with the Ministry of Education Malaysia and all our strategic partners.

Students

Classrooms

School Leadership

Parents & Community

System
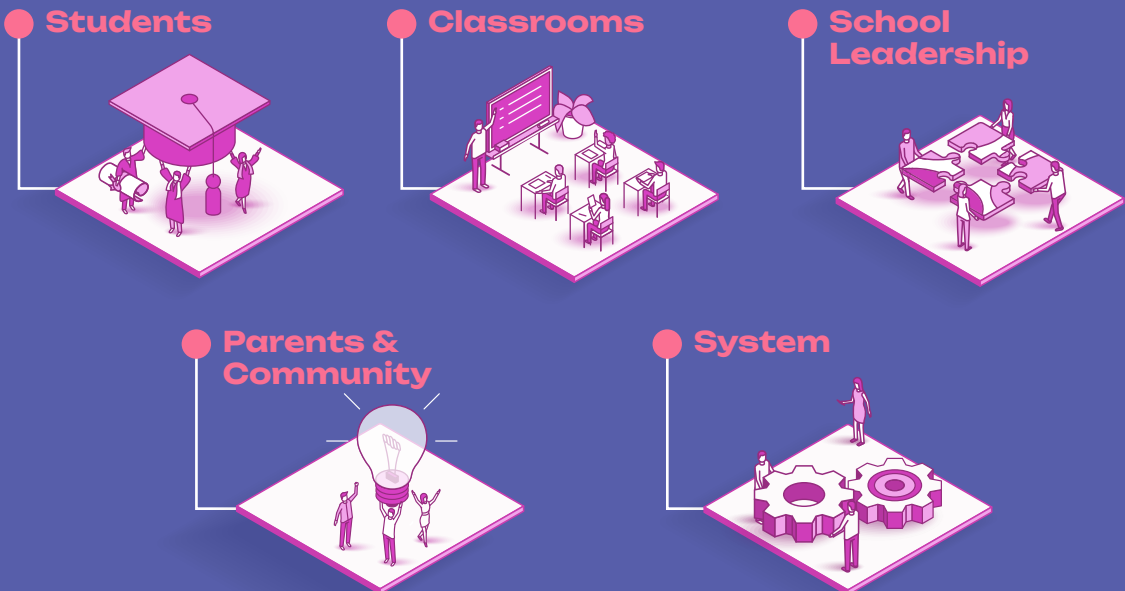
Theory of Change

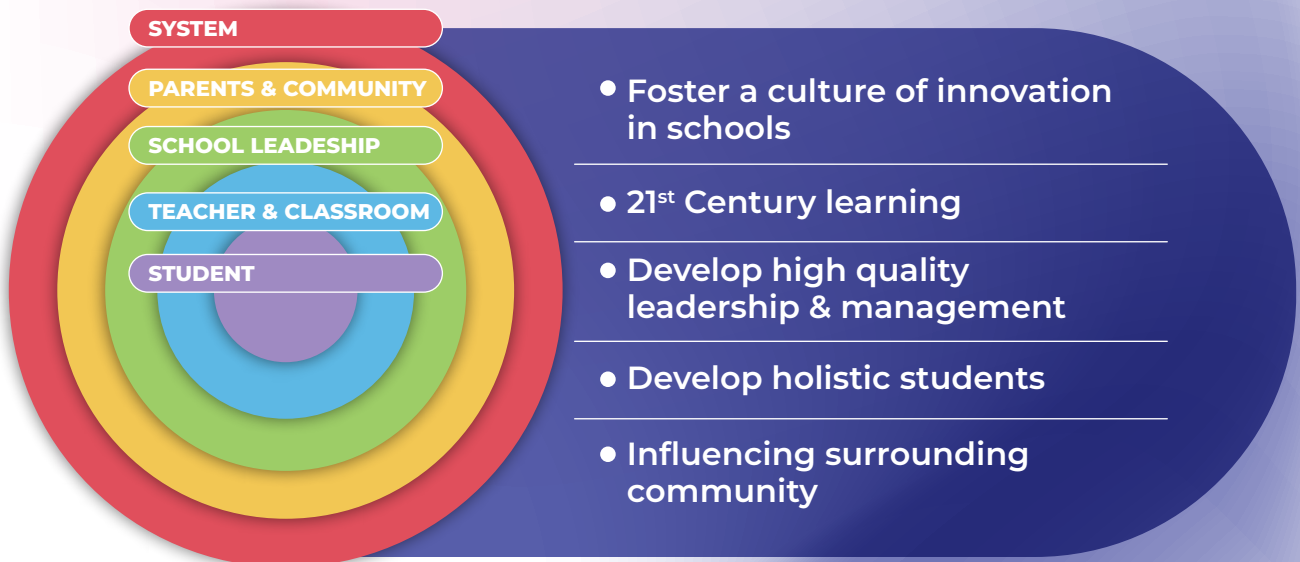Our Theory of Change resulted from a collaboration between academic expertise and practical experience that emphasise the central position of a learner. Studies have shown that student engagement is a strong predictor of student learning. Students who have been given more autonomy in the classroom and 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. This places students at the core of all we do. However, 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.

School Transformation anchored on LeapEd's Theory of Change

SYSTEM

PARENTS & COMMUNITY

SCHOOL LEADESHIP

TEACHER & CLASSROOM

STUDENT

- Foster a culture of innovation in schools

- 21st Century learning

- Develop high quality leadership & management

- Develop holistic students

- Influencing surrounding community

Our Theory of Change is underpinned by the following interactive principles:

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 the system's 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.

" "

When learners are empowered to take ownership of their journey, they become engaged, reflective, and driven. At the heart of our Theory of Change is this belief: student voice matters, but true success requires a supportive, innovative ecosystem around them.
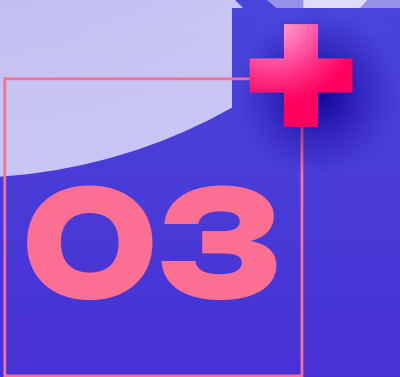
Our Solutions
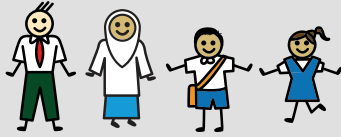
TRUST SCHOOLS PROGRAMME

Trust Schools Programme (TSP)

A flagship whole-school transformation initiative

The Trust Schools Programme (TSP) is a comprehensive and sustainable school transformation initiative that aims to improve student outcomes and revitalise school culture across Malaysia. The programme adopts a holistic approach by addressing five key dimensions: students, classrooms, school leadership, parents & community, and the education system.

School Transformation Programme – Impact at a Glance

Launched in **2010**
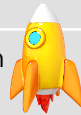
- **94** Schools
- **220,000+** Students
- **6,420** Teachers
- **650** School Leaders

TSP 2.0: Advancing Education Transformation

Launched in 2019
Agile and responsive to schools' needs

Stronger System Support
JPN & PPD involved from the start

Aligned with National Priorities
MEB 2013–2025
UN SDG 4: Quality Education

Celebrating Milestones:
Tamat Tempoh Intervensi Program (TTIP)

Throughout 2024, all participating Trust Schools under TSP 2.0 successfully attained TTIP (Tamat Tempoh Intervensi Program) status — a major milestone in the programme's transformation journey.

This achievement signifies that participating schools have successfully embedded sustainable practices, fostering a culture of continuous improvement and educational excellence.

Congratulations to all Trust Schools across Malaysia — your dedication and commitment continue to drive positive change and lay the foundation for even greater success in the years to come.

Perlis

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

Perak

SMK Sri Tapah
SK Batu 7

Kuala Lumpur

SMK Bangsar
SK Bangsar

Negeri Sembilan

SMK Datuk Mansor
SK Tunku Muda Serting

Congratulations to all schools nationwide that have completed TTIP under the Sekolah Amanah 2.0 initiative!

Your commitment and efforts are a powerful step forward in shaping a brighter future for Malaysian education.

Axiata School Transformation Reimagined (A-STaR)

In partnership with Axiata Foundation

The Axiata School Transformation Reimagined (A-STaR) programme is a three-year whole-school transformation initiative launched under the Axiata Foundation's Strength in Unity agenda, in partnership with LeapEd.

Building on the principles of holistic student development and sustainable change, A-STaR mirrors key aspects of the Trust Schools Programme (TSP) while integrating transformation efforts within the state and district education system (JPN/PPD) from the outset.

The programme focuses on five critical areas: students, classrooms, school leadership, parents & community, and the education system — recognising that education is a powerful, personal journey that shapes future-ready learners.

A-STaR is currently being implemented in two schools in Bentong, Pahang:

SK Bukit Piatu   **SMK Khai Mun**

Over the course of 2024, the programme has laid the foundation for meaningful improvements in teaching and learning practices, leadership capacity, and community engagement — creating dynamic and supportive environments for student success.

Official Launch

In 2024, the programme was officially launched with strong support from Axiata Foundation and key stakeholders. The launch marked the beginning of a collaborative journey — one grounded in partnership, shared purpose, and a commitment to future-ready education.

We look forward to continuing this transformative journey with our partners and the school communities in Bentong.

SAM
EDUCATION
Sekolah Anak Malaysia (SAM)

Malaysia's First Digital School Offering the National Curriculum

Drawing on over a decade of experience in education transformation, LeapEd is proud to introduce Sekolah Anak Malaysia (SAM) — the nation's first digital school offering the Malaysian national curriculum.

Launched in March 2024, SAM was conceived by LeapEd and is managed and operated by SAM Education. It is purpose-built for digital learning, combining flexibility, interactivity, and personalised student growth with the values of the national curriculum. SAM welcomes students from across Malaysia and beyond who seek a high-quality, fully digital learning experience.

A key highlight of SAM's model is the In-Person Programme (IPP), where students come together to develop social skills, build friendships, and engage in collaborative learning. During the first IPP, LeapEd and Payments Network Malaysia (PayNet) officially announced the launch of SAM on 22 August 2024. The second IPP was successfully held at Kolej Tunku Jaafar in Seremban.

SAM represents our bold step into the future of education — one that is accessible, values-driven, and designed for the next generation of learners.

Voices from Our Partners

Industry partnerships play a vital role in shaping SAM as a future-ready, values-driven school. These collaborations expose students to real-world perspectives and build critical life skills.

Finance & Digital Literacy

> PayNet is committed to empowering the next generation through future-ready education. By integrating finance technology into the curriculum and nurturing holistic, global citizens, we're bridging the gap between classroom learning and real-world opportunities.
>
> This partnership aligns with our vision to spark early interest in digital and financial literacy, ensuring students are equipped with the skills needed to thrive in the rapidly evolving financial services landscape.

Jun Maria Tan Abdullah
Senior Director, PayNet Akar

Volunteerism & Humanitarian Values

> We hope that this collaboration would enable us to instil the spirit of volunteerism and humanitarian values amongst the students, not forgetting to enhance their knowledge on health and safety plus disaster preparedness.

Tuan Haji Hakim Bin Haji Hamzah
Secretary General, Malaysian Red Crescent Society

MARCH 2024

SAM officially opened and welcomed its first cohort of students.

JULY 2024

The first In-Person Programme (IPP) kicked off at International Islamic University Malaysia (IIUM).

AUGUST 2024

SAM was officially launched with partners including PayNet during the IPP.

DECEMBER 2024

The second IPP was held at Kolej Tunku Jaafar, Seremban.

JANUARY 2025

SAM entered its year-end holiday break, marking the completion of its first academic cycle.

PayNet Industry-Linked Curriculum

In partnership with PayNet

The PayNet Industry-Linked Curriculum is a six-month project designed to create engaging and meaningful Project-Based Learning (PBL) opportunities for students at Sekolah Anak Malaysia (SAM).

Sponsored by PayNet and aligned with its core values and industry competencies, the curriculum aims to bridge the gap between classroom learning and real-world FinTech skills. The PBL projects are carefully mapped to support student progression from Form 1 to Form 5, while ensuring alignment with the Malaysian K–12 content standards in key subjects: English, Mathematics, Bahasa Melayu, Sejarah, and Science.

Programme Objectives

> Develop engaging, real-world PBL projects that integrate FinTech competencies

> Ensure projects are adaptable and transferable across career pathways

> Support skill development progressively from Form 1 to Form 5

> Align all projects with PayNet's Core Values and industry competencies

> Ensure alignment with Malaysian K–12 content standards

Project-based Learning (PBL)

The focus of 2024 was the development of a robust PBL curriculum framework, laying a strong foundation for future implementation. The newly designed projects aim to offer safe, relevant, and future-ready learning experiences for current and future SAM students.

Initial project themes include:

Safe Surf & Digital Citizenship

Building a Brand

Building a YouTube Channel
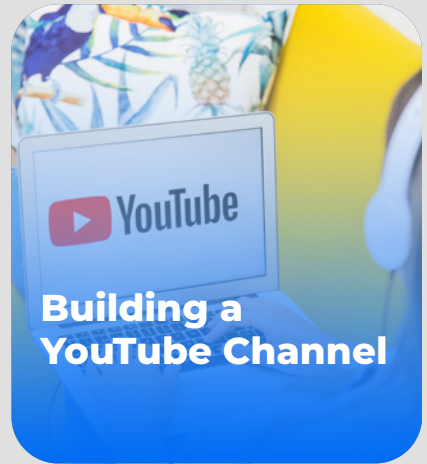
These project-based modules are designed to cultivate critical thinking, creativity, digital literacy, and financial awareness among SAM learners.

FINCO

HIP–FINCO Reads Teacher Training: Reading Proficiency

In partnership with FINCO

The HIP–FINCO Reads Teacher Training is a customised professional development programme designed to enhance the skills of primary school English teachers in improving students' reading proficiency.

Launched in 2024 as part of a post-pandemic literacy recovery effort, the programme combines pre-tasks, interactive workshops (both online and face-to-face), and post-session application tasks — supported through Google Classroom. It also introduces teachers to assessment tools and the use of Interactive Reading Corners (IRC) to support differentiated reading instruction.

Programme Objectives

> Support teachers in addressing literacy gaps post-pandemic

> Equip teachers with effective reading assessment and instructional strategies

> Enable the creation of engaging reading corners in classrooms

> Use monitoring tools and collaboration to improve student progress across schools

2024 Highlights & Impact

280 primary English teachers trained (Years 1–6)

71 schools submitted baseline & endline reading data

+7 months reading age gain in 2 months

99.6% teachers gained new skills

96.5% teachers planned to apply and share learning

Strong engagement in workshop sessions

Teacher Voices

"I learned to make reading in English a fun activity"

"Reading proficiency can be broken into helpful tools to identify my students' skills and improve lessons from there."

"Don't be afraid to start low to evaluate a student. Get to know their biggest weakness to help improve them."

F!NCO

HIP FINCO Reads Year 6 Remedial Instruction Toolkit

In partnership with FINCO and English Language Teaching Centre (ELTC)

The HIP FINCO Reads Year 6 Remedial Instruction Toolkit is the third in a series of remedial instruction programmes collaboratively developed by FINCO and LeapEd, in partnership with ELTC, to support upper primary students in building strong foundational English skills.

Designed as a six-month development project in 2024, the Year 6 Toolkit focuses on preparing pupils for the transition to secondary school, with an emphasis on developing independent learning strategies through learner training and metacognitive skills.

Programme Objectives

> Equip Year 6 remedial pupils with the skills and strategies needed for a successful transition to secondary education

> Foster independent learning, with a strong focus on metacognition and learner autonomy

Toolkit Focus Areas

Goal Setting

Self-Quizzing & Retrieval Practice

Talk Aloud / Think Aloud

Note Taking

Recording New Vocabulary

Growth Mindset

Chunking

Spaced Practice

2024 Progress & Next Steps

As of the time of writing, the Year 6 Toolkit is in its final development stage. ELTC is currently completing the rollout of the Year 5 Toolkit to schools, with plans to implement the Year 6 Toolkit in schools either in late 2025 or early 2026.

This project marks an important step forward in supporting continuity of learning for remedial pupils as they progress from primary to secondary school.

REАDy⁺

Program Anak Kita: READy+

In collaboration with Ministry of Education, Malaysia, Ministry of Finance, Malaysia, Unit Pantau Madani, and Yayasan Hasanah

READy+ is an integral component of Program Anak Kita: Semarak Potensi Malaysia, a national initiative aimed at addressing post-pandemic learning loss in literacy and numeracy. The programme focuses on building the capacity of Panel Heads, Remedial Teachers, and Counsellors through targeted professional development and in-school coaching.

By strengthening Assessment for Learning (AfL) practices and enhancing diagnostic and intervention strategies, READy+ empowers teachers to deliver differentiated instruction and track student progress more effectively — with the ultimate goal of improving literacy and numeracy outcomes for primary students.

Programme Objectives

> Equip Panel Heads, Remedial Teachers, and Counsellors to use literacy and numeracy diagnostic assessments

> Help teachers tailor lessons and create targeted interventions for students

> Enable effective progress tracking and differentiation at the classroom level

2024 Highlights & Impact

254
schools

1,245
teachers

10,000
students

Onboarding completed for:

State & District Offices	Leadership	Schools
State Education Departments (JPN) and District Education Offices (PPD)	PPD officers and school leaders	254 participating schools (October – November 2024)
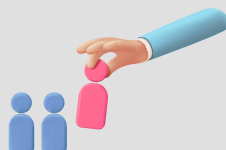
READy+ will continue into 2025–2026, with a focus on deepening teacher capacity, expanding intervention strategies, and further strengthening classroom practices to drive measurable improvements in student literacy and numeracy.

AIA Healthiest Schools Competition

In partnership with AIA Malaysia

The AIA Healthiest Schools Competition empowers teachers and students across Asia and Australia to create positive change in school communities through the promotion of health and well-being.

By utilising free, curriculum-linked online resources, participating schools explore and implement innovative health initiatives across four key areas:

Healthy Eating

Active Lifestyles
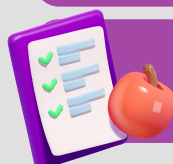
Mental Well-Being

Health & Sustainability

The programme also provides a platform for schools to showcase their best practices and success stories through national and regional competitions.

2024 Highlights & Impact

We were proud to partner with AIA Malaysia to deliver the inaugural AIA Healthiest Schools Competition in Malaysia — and what a remarkable first year it was!

Huge congratulations to SK Putrajaya Presint 11(1)! After being crowned Malaysian Primary School Champion, they went on to achieve Regional Winner at the AIA Healthiest Schools Competition — competing against schools from across the Asia-Pacific region.

Their winning project — an innovative app called "HELPIE" — was designed to promote student stress management and emotional well-being, and truly impressed the judges. The school earned a prize of USD 100,000, which will be used to further enhance their health and wellness initiatives.

Health Promoting Institutions (HPI) Framework Development

In collaboration with UNICEF, Ministry of Health, Ministry of Education, University of Melbourne, and Murdoch Children's Research Institute

The Health Promoting Institutions (HPI) Framework project is a national collaboration led by UNICEF Malaysia, in partnership with the Ministry of Health, Ministry of Education, the Murdoch Children's Research Institute, the University of Melbourne, and LeapEd Services.

The project aims to develop a Health-Promoting Institutions Framework and Implementation Guide for Malaysian schools, aligned with the WHO's Health Promoting Schools model — which defines a health-promoting school as one that "consistently strengthens itself as a safe and healthy setting for teaching, learning, and working."

Programme Objectives

- › Develop a draft HPI Framework for Malaysian schools

- › Create and deliver training materials and workshops for key stakeholders

- › Finalise and publish the HPI Framework in both English and Bahasa Malaysia, to be shared with the Ministry of Health and Ministry of Education

2024 Highlights & Impact

Phase 1 **PLANNING**	Phase 2 **DISCOVERY**	Phase 3 **DEVELOPMENT**	Phase 4 **WORKSHOP**	Phase 5 **IMPLEMENTATION**
Project Inception & Systematic Synthesis	Policy Analysis & School Insight Study	Draft Helath-Promotinh Institutions Framework	Multi-stakeholder Workshop	

- Initial data collection conducted in 2023 across four schools in Selangor, examining existing school-based health promotion

- In 2024, key research findings were presented to MOE and MOH stakeholders

- A draft HPI Framework was developed based on the findings

- In September 2024, a multi-stakeholder workshop was held to gather feedback on the draft framework, ensuring it reflects practical needs across school, JPN, and PPD levels

- The final HPI Framework is now being finalised and will soon be shared with all relevant stakeholders

With the HPI Framework nearing completion, the next phase of the project will focus on capacity building and supporting the adoption of the framework across schools — helping to foster safe, healthy, and inclusive learning environments throughout Malaysia.

Child Protection and Safeguarding

LeapEd-led initiative in partnership with
Private & International Schools

In 2024, LeapEd delivered a series of Basic, Introduction to Safeguarding, and Designated Safeguarding Lead (DSL) training programmes to educators across private and international schools in Malaysia.

The training was designed to equip educators with the knowledge, skills, and practical tools needed to build proactive safeguarding cultures in their institutions — with a strong focus on Malaysian legal frameworks, international standards, and real-world case studies.

Programme Objectives

› Provide foundational and advanced safeguarding knowledge

› Clarify roles, responsibilities, and reporting pathways for DSLs

› Support policy implementation, ensure audit readiness, and promote a proactive child protection culture

› Explore contextualised safeguarding approaches for Malaysian schools

› Enable confident decision-making through real-life scenarios and tools

2024 Highlights & Impact

Over 300 educators trained, including school leaders, DSLs, pastoral staff, boarding managers, early years teachers, and education officers

Many partner schools, including KTJ, Sasana, REAL, Inspiros, Matrix, and XCL, have adopted policies and expanded staff training

Teacher Voices

An eye-opener. The activities really helped me see the bigger picture in real scenarios.

KTJ

One of the most relevant and practical sessions I've attended. Truly contextualised for Malaysian schools.

XCL Leadership Team

Very practical and relevant. I feel more confident about how to handle disclosures and red flags now.

Beaconhouse Pastoral Lead

As safeguarding and child protection continue to gain importance in the Malaysian education sector, LeapEd remains committed to supporting more schools in building safe, responsive, and inclusive learning environments — with plans to expand customised safeguarding training across both private and public education spaces.

Mindshift: Building Mental Health Literacy for Educators

In partnership with Yayasan Hasanah

The Mindshift programme is a pioneering initiative designed to equip teachers, school leaders, and counsellors with practical strategies to support student mental health and manage academic stress in schools.

Building on earlier collaborations with MRANTI (2022) and PPB Properties (2023), the 2024–2025 Mindshift programme, supported by Yayasan Hasanah, is now being scaled to schools in Negeri Sembilan, Terengganu, and Melaka.

Participants are guided to explore mental health literacy, develop data-driven interventions, and reflect on their own beliefs and actions to create empathetic, high-quality learning environments.

Programme Objectives

> Increase educators' knowledge and understanding of mental health

> Guide school leaders, counsellors, and teachers in designing data-driven interventions to address mental health needs

> Develop a "Mental Health Literacy for Malaysian Teachers" Toolkit, providing contextualised resources for Malaysian schools

2024 Highlights & Impact

71
Schools
engaged

> **25**
Negeri
Sembilan

26
Melaka

20
Terengganu

180
Participants

> Principals (PGB)
Heads of Student Affairs (GPK HEM)
Counsellors
Teachers

JPN
Participants

> Counselling heads from all 3 State
Education Departments

66
Innovative
projects

> Data-driven, school-based mental
health interventions

**Mental
Health**

> Increased awareness & practical
application at school level

The programme continues into 2025, with the development of the Mental Health Literacy Toolkit and ongoing capacity building to help more Malaysian educators foster mentally healthy, supportive school communities.

ABJAD
AGEN BIJAK LABUR DESA

ABJAD (Agen Bijak Labur Desa)

In partnership with Securities Commission Malaysia

ABJAD (Agen Bijak Labur Desa) is a financial literacy programme designed to empower rural communities in Malaysia with essential financial and digital literacy skills.

Delivered in partnership with the Securities Commission Malaysia, the programme offers a comprehensive nine-module curriculum, equipping participants with practical knowledge to manage finances, recognise scams, explore investment opportunities, and embrace digital financial services — particularly relevant in today's technology-driven landscape.

Programme Objectives

> Empower rural communities with financial literacy and investment knowledge to build wealth

> Empower participants to safeguard wealth by increasing awareness of scams and illegal schemes

> Enhance digital literacy to prepare rural communities for evolving financial ecosystems and challenges (e.g. pandemic-driven digital shifts)

2024 Highlights & Impact

6000	**1500**
Secondary school students	Teachers

4	**28**
States	Schools

Selangor
Sekolah Menengah Kebangsaan Kampong Soeharto
Sekolah Menengah Kebangsaan Munshi Abdullah
Sekolah Menengah Kebangsaan Tiram Jaya

Terengganu
Sekolah Menengah Kebangsaan Padang Pulut
Sekolah Menengah Kebangsaan Kerteh
Sekolah Menengah Kebangsaan Binjai
Sekolah Menengah Kebangsaan Durian Mas
Sekolah Menengah Kebangsaan Jerangau
Sekolah Menengah Kebangsaan Kijal
Sekolah Menengah Kebangsaan Felda Neram
Sekolah Menengah Kebangsaan Seri Bandi
Sekolah Menengah Kebangsaan Merchang
Sekolah Menengah Kebangsaan Pengkalan Berangan

Perlis
Sekolah Menengah Kebangsaan Raja Puan Muda Tengku Fauziah
Sekolah Menengah Kebangsaan Datuk Jaafar Hassan
Sekolah Menengah Kebangsaan Abi
Sekolah Menengah Kebangsaan Padang Besar Utara
Sekolah Menengah Kebangsaan Beseri
Sekolah Menengah Kebangsaan Mata Ayer
Sekolah Menengah Kebangsaan Guar Nangka
Sekolah Menengah Kebangsaan Tengku Sulaiman

Kedah
Sekolah Menengah Kebangsaan Bandar Bukit Kayu Hitam
Sekolah Menengah Kebangsaan Ayer Hangat
Sekolah Menengah Kebangsaan Padang Terap
Sekolah Menengah Kebangsaan Jeneri
Sekolah Menengah Kebangsaan Gulau
Sekolah Menengah Kebangsaan Chepir
Sekolah Menengah Kebangsaan Sungai Tiang

ABJAD continues to play a vital role in promoting inclusive financial education in underserved communities — helping to build resilient, financially capable citizens ready to navigate Malaysia's digital economy.

AEON Smart Classroom Project (Phase 2)

In partnership with Malaysia AEON Foundation and Yayasan Didik Negara (YDN)

The AEON Smart Classroom Project is a collaborative initiative between the Malaysia AEON Foundation (MAF) and Yayasan Didik Negara (YDN), aimed at transforming teaching and learning through digital innovation in line with the Ministry of Education's vision for a modern, integrated digital education ecosystem.

Under this project, one classroom in each selected school is upgraded into a Smart Classroom — featuring essential repairs, improved furniture, and interactive smart boards to enhance teaching and learning experiences.

Since its inception, a total of 52 schools have benefitted from the project: 40 schools in 2023, and an additional 12 schools in 2024.

Programme Objectives

> Enhance teacher skills in using learning goals, assessments, and classroom strategies in Smart Classrooms

> Create engaging, student-centred classrooms using interactive digital tools for collaborative learning

> Improve academic performance through meaningful, technology-enabled learning experiences

2024 Highlights & Impact

Teacher Readiness & Confidence:

Significant improvement in teacher confidence and capability post-training

Teachers now able to:

Apply Smart Classroom strategies

Design lessons for diverse student needs

Integrate smart boards and digital tools effectively

School & Student Impact:

12 schools participated in 2024

Student reach:

40% of schools reported 401–600 students benefitted

15% reported 601–800 students benefitted

Positive trends in student engagement, attendance, and understanding

Teacher Collaboration & Culture Shift:

80% of teachers observed increased peer collaboration

75% reported a growing technology-driven school culture

Teachers highlighted improvements in:

Lesson engagement

Student-teacher collaboration

Use of digital tools in daily practice

The AEON Smart Classroom Project continues to support teaching innovation and the digital transformation of Malaysian education. Moving forward, the project aims to further embed Smart Classroom practices into school culture and expand its reach to benefit even more teachers and students.

Orang Asli – Building Teacher Capacity Through Project-Based Learning (PBL)

In partnership with All-Party Parliamentary Group of Malaysia on Sustainable Development Goals (APPGM-SDG), JAKOA and key education stakeholders

This initiative focused on enhancing teacher professionalism and improving learning outcomes for Orang Asli students through Education for Sustainable Development (ESD) and Project-Based Learning (PBL). Implemented in SK Sungai Rual (Kelantan), the programme introduced inclusive and student-centred teaching strategies while promoting greater collaboration among stakeholders.

Programme Objectives

› Strengthen teaching practices using Cooperative Learning Structures and Assessment for Learning

› Improve student engagement and 3M skills and promote awareness of SDG 4

› Address student attendance issues through community support

Key Focus Areas

Teacher Development:
PLCs, team teaching, workshops on CLS and AfL

Student Engagement:
Morning co-curricular activities and student voice initiatives

Parental & Stakeholder Support:
Engagement with JAKOA, PPD, and PIBG

Monitoring:
Baseline and endline data to measure teaching and learning progress

Key Focus Areas

❯ **Improved Teacher Practice:**
Observation scores rose from 51.34% to 71.20%

❯ **Active Student Participation:**
Strong interest in co-curriculars led to timetable integration

❯ **Strengthened Collaboration:**
Stakeholder meetings focused on improving attendance and transport.

❯ **Supported Transitions:**
Year 6 students received comprehensive guidance regarding secondary schools enrolment through a structured transition programme. The initiative was coordinated by the designated PPD officer, who successfully facilitated the participation of PGB and PK HEM with some students from SMK Sg Rual.

The programme aims to deepen collaboration with JAKOA and education stakeholders, enhance parental engagement, and strengthen student attendance through targeted initiatives. Long-term efforts will focus on sustaining momentum in Orang Asli communities by integrating consistent and impactful programmes which empower students.

Orang Asli – Project-Based Learning and Capacity Building Initiatives

In partnership with IDEAS and key education stakeholders

This initiative aims to enhance educational equity and student engagement in Orang Asli communities through Project-Based Learning (PBL) and structured capacity-building efforts. It involves SK Batu 7 (a TSP 2.0 school) and SK Batu 14- both schools located within the Orang Asli settlements in Tapah,Perak.

The programme includes peer mentoring between schools, development of student-led initiatives, and strengthening of teacher professionalism through tailored support and collaborative practices. Through this community-based model, schools co-design and implement context-relevant strategies to improve learning outcomes and whole-school development.

Programme Objectives

> **Capacity Building:** PLC & school mentoring to support planning and execution

> **Student Engagement:** Student-led programs like Mual'lim Cilik, Munsyi Cilik & Wartawan Cilik

> **Teaching Practice:** Project-based learning, AfL & cooperative methods

> **Collaboration:** Work with PPD, JPN and PIBG to align goals

> **Monitoring & Reflection:** Use data & school visits for feedback and improvement

2024/2025 Highlights & Impact

Strategic Partnerships

Approved by EPRD, JPN & PPD to launch and sustain the programme

School Collaboration

Schools formed taskforces to plan and implement initiatives

Student-Led Programmes

Increased student participation and enthusiasm

Teacher Development

More confident lesson planning & improved teaching practices

Learning Communities

Cross-school learning and ongoing peer support

The programme will continue to scale effective practices across participating schools through ongoing mentorship, structured PLC sessions, and stakeholder engagement. Future efforts will focus on sustaining momentum, strengthening parental involvement, and embedding culturally responsive teaching to ensure long-term impact in Orang Asli education.

Teaching and Learning
for Tomorrow (TLFT)

A White Paper In partnership with PayNet

Project TLFT is a strategic thought leadership initiative that explores how Malaysia's education system can better prepare learners for an uncertain future shaped by artificial intelligence (AI), climate change, and social inequality.

Through an in-depth White Paper, the project identifies critical skills, values, and mindsets learners will need to thrive and proposes a holistic, future-ready framework that balances academic learning, values education, well-being, and global citizenship.

The paper also offers actionable recommendations for policymakers, school leaders, and educators to guide the transformation of teaching and learning practices.

Programme Objectives

> Identify emerging challenges impacting future teaching and learning

> Redefine education goals beyond academic achievement

> Propose a comprehensive framework for future-ready teaching and learning

> Inspire educational stakeholders to future-proof education

2024 Highlights

Project TLFT White Paper developed and published in collaboration with PayNet	Paper presents a future-ready education framework aligned with global trends
Offers practical recommendations for national education stakeholders	Aims to inform ongoing national curriculum review and Malaysia Education Blueprint discussions

The TLFT White Paper serves as a catalyst to spark national conversations around future-proofing Malaysia's education system. Moving forward, the project aims to engage more stakeholders and policymakers in shaping teaching and learning for tomorrow.

KYUEM Vision & Mission Development Series

In partnership with KYUEM

The KYUEM Vision & Mission Development Series is a year-long initiative facilitated by LeapEd, designed to help KYUEM redefine its Vision and Mission through an inclusive, stakeholder-driven process.

The project engaged leadership, academic and operational staff, and students to align KYUEM's strategic aspirations with a shared culture of Integrity, Growth, Excellence, and Adaptability — ensuring a future-focused and student-centred direction for the college.

Programme Objectives

> Co-develop a shared Vision & Mission that reflects KYUEM's identity and aspirations

> Facilitate staff and student voice in shaping the college's future

> Strengthen alignment between core values and everyday practices

> Promote change-readiness and foster stakeholder engagement

> Build shared ownership of KYUEM's future trajectory

2024 Highlights & Impact

Stakeholder engagement:
- ❯ Senior Leadership Team
- ❯ Board of Governors & Board of Trustees
- ❯ 60+ staff (academic & operational)
- ❯ 400+ students engaged through surveys, focus groups, and polls

Process highlights:
- ❯ Multi-phased co-creation approach integrating quantitative and qualitative inputs
- ❯ Strong emphasis on student voice and Cambridge Learner Attributes alignment
- ❯ Core values refined from 9 → 4: Integrity, Growth, Excellence, Adaptability
- ❯ Multiple Vision & Mission drafts developed collaboratively

Outcomes:
- ❯ Positive feedback on facilitation quality and engagement
- ❯ Strengthened bridges between staff, students, and leadership
- ❯ Increased student-centredness perception and change-readiness scores among staff

As KYUEM finalises and launches its new Vision & Mission, the college will continue embedding these values into its culture — with follow-up initiatives planned to further strengthen student engagement, staff alignment, and institution-wide collaboration.

Conversations That Count:
Managing Difficult Dialogues

In partnership with Beaconhouse Sri Inai International School

Conversations That Count is a highly interactive communication training session designed to help school leaders and educators navigate challenging conversations with greater clarity, empathy, and confidence.

Tailored specifically for the school context, the training equips participants with practical tools and strategies to foster open communication, strengthen trust, and enhance collaboration across their school community.

Training Focus Areas

> Understanding what makes a conversation "difficult" — and why it matters

> Using the SBI method to guide constructive feedback and dialogue

> Exploring how culture shapes communication in diverse school teams

> Applying real-world scenarios from everyday school experiences

> Building trust and promoting a healthy school culture through courageous communication

2024 Highlights

Conducted with Beaconhouse Sri Inai International School
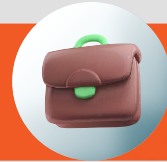
Strong positive feedback from school leadership and staff

Aligned with Beaconhouse's commitment to open communication and professional development

Participants feel more confident handling tough conversations with students, parents, and peers.

LeapEd continues to offer customised leadership and communication training for schools — supporting stronger school cultures, collaborative leadership, and whole-school well-being.

WIRAlumni: Empowering Trust School Students & Alumni

In partnership with Yayasan AMIR

WIRAlumni is a community platform established to extend LeapEd's impact beyond the classroom — providing Trust School students and alumni with access to opportunities for personal and professional growth.

Launched in response to growing concerns around youth unemployment, particularly in the wake of the COVID-19 pandemic, WIRAlumni serves as a dynamic hub for connection, capacity building, and lifelong learning — in partnership with Yayasan AMIR.

Programme Objectives

❯ Empower students and alumni to pursue holistic self-development

❯ Improve access to knowledge and lifelong learning resources

❯ Facilitate integration of students and alumni into wider societal networks

❯ Expand perspectives on career pathways and enhance career clarity

❯ Encourage expression and leadership beyond the platform

Key Focus Areas

Scholarships and employment opportunities

Mentoring and coaching

Volunteerism and community engagement

Capacity development and skills-building

Building connections across student, alumni, and partner networks

2024 Highlights & Impact

19
schools

4,031
users

238
Alumni Ambassadors

214
Content Uploads

LeapEd, in partnership with Yayasan AMIR, remains committed to growing WIRAlumni into a vibrant platform that empowers youth, fosters lifelong learning, and supports the transition of Trust School students and alumni into future-ready citizens.

04

Our Special Highlights

SAM EDUCATION

Sekolah Anak Malaysia

Malaysia's First Digital School Offering the National Curriculum

Sekolah Anak Malaysia (SAM) is the first digital school in Malaysia offering the national curriculum, designed to provide flexible, personalised, and inclusive learning experiences for students across Malaysia and beyond. Developed by LeapEd and operated by SAM Education, the school is purpose-built for the digital era — where innovation meets national values.

Our Vision

Advancing Malaysia equitably through innovative education towards dynamic and progressive citizens of the digital age.

Our Values

Quality education beyond boundaries to empower every child for the future. Innovative, affordable and personalised digital learning embedded in Malaysian values with global perspectives.

Tagline

Every child's right to a world of possibilities

Why SAM is unique?

Purpose-Built Digital Learning (80% online, 20% in-person delivery)

Not a replication of traditional school — SAM is designed specifically for online delivery

Flexible & Personalised Learning

Students progress at their own pace, with interactive content and differentiated support

In-Person Programme (IPP)

Students gather physically throughout the year to build friendships, social skills, and teamwork

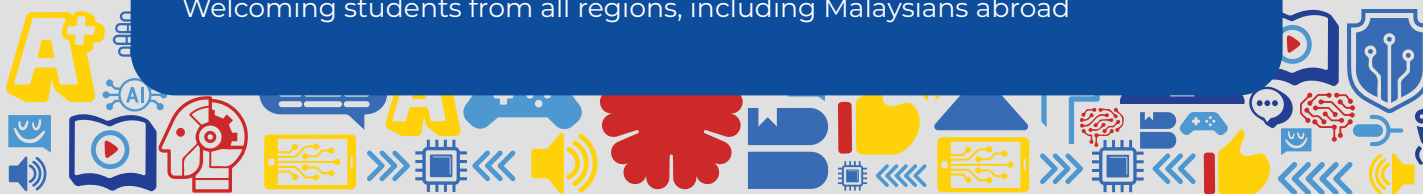**National Curriculum, Global Mindset**

Students follow the KSSM curriculum while gaining digital and global competencies

Strong Industry Linkages

Exposure to real-world knowledge and career readiness through partnerships with leading organisations

Open Access

Welcoming students from all regions, including Malaysians abroad

Voices from Our Partners

> PayNet is committed to empowering the next generation through future-ready education. By integrating finance technology into the curriculum and nurturing holistic, global citizens, we're bridging the gap between classroom learning and real-world opportunities.

Jun Maria Tan Abdullah
Senior Director, PayNet Akar

> We hope this collaboration enables us to instil the spirit of volunteerism and humanitarian values amongst students, while enhancing their knowledge on health, safety, and disaster preparedness.

Tuan Haji Hakim Bin Haji Hamzah
Secretary General,
Malaysian Red Crescent Society

Hear it from our students, teachers and parents:

> I'm lucky to have 10- to 20-minute breaks between classes, where I grab a snack or bond with my family. At lunchtime, I enjoy a delicious meal prepared by my mom, followed by my favorite class, PBL, at 1:50 P.M.. This class includes fun group activities that strengthen friendships, even through screens.

Thaynhishka
Student of SAM

> As the future of education continues to evolve, there's no denying the impact technology is having in and around the classroom. Learning is no longer limited to the physical classroom; virtual classrooms are becoming increasingly accepted in our society. This is my perspective on virtual teaching.

Azbany Jusoh
SAM Teacher

> SAM was the right fit when traditional school no longer worked for our son. The flexible schedule allows him to start his day refreshed, and the smaller, focused setting helps him thrive — especially with support at home.

Madam Tamera
SAM Parent
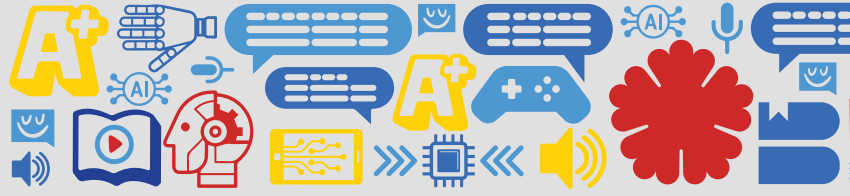
As SAM continues to grow, we remain committed to innovation, equity, and excellence — ensuring every child can thrive in a connected world.

Join us and be a part of this educational revolution!

(+60) 3 2106 1727   012 - 9954177   www.sam-education.com

Teaching and Learning for Tomorrow

A White Paper by PayNet in partnership with LeapEd

In partnership with PayNet, LeapEd co-developed a white paper titled "Teaching and Learning for Tomorrow", aimed at reimagining education in a rapidly changing world. This thought-provoking paper identifies the core skills, values, and reforms needed to equip learners for future challenges shaped by technology, globalisation, and shifting societal demands. Grounded in research and practical insights, the paper offers a clear roadmap for transforming education in Malaysia — from strengthening character education to bridging the gap between schools and the workforce.

Global trends in education transformation

Economic Shifts and Workforce Transformation:
A need for adaptable skills.

Technological Advancements:
Balancing tech fluency with ethical use.

Cultural Competence and Socio-Economic Factors:
Emphasizing diversity and equity.

Challenges Addressed

The White Paper highlights major challenges including technological disruption, equity in education and sustainable learning environments. These challenges require immediate and adaptive solutions to support continuous development.

Impact on education

(i) Integrating leadership training that focuses on ethics and integrity

(ii) The enhancement of reforms through adult learning principles (andragogy)

(iii) Develop comprehensive frameworks for emotional intelligence and problem-solving

(iv) Global competence

Core Values

(i) Integrity and Social Responsibility — Building trust and advocating for community well-being

(ii) Curiosity and Aspiration — Fostering a mindset of lifelong learning and exploration

(iii) Grit and Adaptability — Equipping learners to face challenges resiliently

Networking & Relationship Management (building professional networks)

Critical Decision-Making & Problem-Solving (approaching problems innovatively)

Creativity & Innovation (pushing boundaries in new fields & industries)

Emotional Intelligence (navigating human interactions and mental well-being)

Future-ready skills are centered on:

★ In-Demand Skills by Talent Corp Malaysia, 2024
★ Future-Skills Framework by Asian Institute of Chartered Bankers (AICB, 2022) on Prime & Power-Skills Structure as well as Emerging & Evolving Roles
★ Future of Jobs Report by World Economic Forum, 2025

Efficiency & Adaptability (ability to work effectively in diverse, global teams)

Aspiration (aspiring to be better with a 'constant learner' mindset)

Learning how to Learn (the ability to pursue and independently acquire and apply new knowledge and skills effectively)

Sustainability Awareness (integrating eco-consciousness into daily practices and decisions)

Emphasising Best Practices

(i)

Experiential learning frameworks that integrate classroom knowledge with real-world applications

(ii)

Collaborations between educational institutions and industries to foster work readiness

(iii)

Youth leadership programmes that promote social impact

Roadmap to Impact

Long-term (5+ years) success in talent development requires collaborative advocacy across education, industry, government and civil sectors, with an emphasis on starting early in students' education and extending learning beyond traditional classroom settings.

Short-term (1- 2 years) goals focus on launching pilot programmes in select schools, incorporating community service and gathering data on student engagement, skill development and work preparedness to inform larger -scale implementation.

Medium-term (3-5 years) strategy focuses on scaling up successful pilot initiatives by implementing hands-on and leadership training, strengthening industry connections, upgrading infrastructure and updating teaching methods to ensure consistent practices across different regions.

Join us in shaping the future of education. Whether you are an educator, policymaker, or industry partner, Teaching and Learning for Tomorrow offers practical insights and meaningful opportunities for collaboration. Together, let us create an education system that empowers every learner to thrive in an ever-evolving world.

Masterclass with Prof. Dylan Wiliam: Harnessing AI and AFL Strategy for Educational Breakthroughs

On 21 October 2024, LeapEd had the honour of hosting a Masterclass Seminar with Professor Dylan Wiliam, Emeritus Professor of Educational Assessment at University College London and renowned author of Inside the Black Box. The seminar, titled "Harnessing AI and AFL Strategy for Educational Breakthroughs," brought together educators and leaders from across government agencies, private institutions, international schools, and corporate sectors.

In this special highlight, we are pleased to feature a reflective article written by Hanif Asyraf Hashim, a LeapEdian proudly known as the Education Enthusiast. His piece, titled "Using AI to Solve the Conundrum of 'Bad' Teachers," captures the key insights from the session and offers thoughtful commentary on how AI, when used effectively, can support—not replace—teachers in delivering high-quality formative assessment.

Using AI to Solve the Conundrum of 'Bad' Teachers

The complaints about bad teachers are overwhelming. Many believe in the need to punish bad teachers and later replace them with better ones. This is despite that the evaluations of 'bad' teachers are often flawed, mostly due to the lack of consistency in the definition and interpretation of what constitutes bad.

On 21 October 2024, LeapEd Services organised a masterclass seminar with Dylan Wiliam, Emeritus Professor of Educational Assessment at University College London, who is also the author of Inside the Black Box. The seminar, entitled "Masterclass Seminar with Dylan Wiliam: Harnessing AI and AFL Strategy for Educational Breakthroughs" was attended by government and private agencies, international and public schools, as well as corporate organisations.

During his seminar, Wiliam asserts that the issue lies not with teachers but rather with a lack of support in their environment. Instead of pursuing costly, lengthy, unsure initiatives, Wiliam highlights the importance of investing in and supporting current teachers to enhance both their professional and teaching quality.

The world has been questioning whether AI will eventually replace teachers. This is a result of studies such as Hatzius, Kodnani, and Pierdomenico (2023) that reveal how AI may soon automate 25% of current workloads.

William assures "Teachers will not be replaced by AI. Instead, by integrating AI, teachers can improve their professional and teaching quality." He also encourages the audience to effectively integrate AI in teaching practices, particularly for formative assessment. "Though habit changing is hard, it is possible."

The seminar delved into the importance of formative assessment and how AI enables effective formative assessments in classrooms. With the minimal cost involved in incorporating AI in classrooms, prior research has offered high-quality evidence of effective AI usage on student achievement.

In order to empower the use of AI for formative assessment in classrooms, teachers can introduce students to five aspects of effective prompts. The first is 'role and goal'. This is to tell AI who it is. According to Mollick and Mollick (2023), AI can be a mentor, tutor, coach, teammate, student, simulator and tool. The second aspect is 'step-by-step'. The prompts should be with specific guides that explain their goals to get actionable, balanced, and specific responses. The next aspect is 'pedagogy'. The goal is to help students improve through repeated practice. To do this, prompts should include directions about giving students opportunities to revise work and receive additional feedback. The next aspect is 'constraints'. This is important to prevent the AI from acting in unexpected ways. The last aspect is 'personalisation' to allow responses to be tailored to the students.

The key takeaway from the seminar is to harness AI to elevate overall teacher quality. Wiliam believes that with time, space, support, and freedom for innovation, the integration of AI in formative assessments could create more quality teachers. All proposals to change should answer two questions: (i) what will be better if the changes are made? and (ii) what will be worse if the changes are made? The effective integration of AI stands out as a cost-effective method for enhancing teacher quality as it enables our teachers to effectively conduct formative assessments. The learning analytics in AI facilitates the development of personalised and differentiated assessments by adjusting the level of questions based on students' answers in real time. Natural Language Processing (NLP) also enables AI tools to analyse student writing and offer insights on grammar, structure, clarity, and coherence of arguments, aiding formative assessment in subjects that require written responses.

All in all, education reform always involves a trade-off and finding a balance between cost and impact is especially important as we embark on our next Malaysia Education Blueprint and national curriculum review.

Meet the Writer

Hanif Asyraf Hashim is a TESL PhD candidate with several years of experience working in secondary and tertiary-level institutions. His current position as READy+ Coach has given him the opportunity to combine pedagogy, applied linguistics, and teacher training into practice, aiming to upskill teachers and benefit students at large. While work remains a priority, Hanif enjoys golfing as a self-care strategy to stay physically healthy and cognitively sane.

AI will not replace teachers, but support them

Invest in current teachers, not replacement strategies

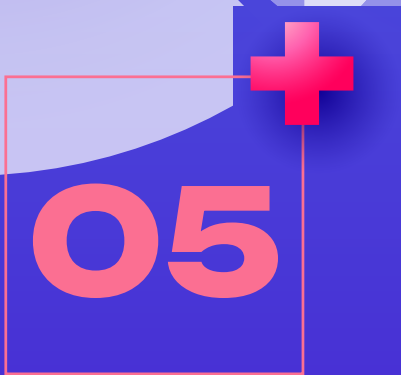**Formative assessment is key to improving teaching quality**

Effective use of AI requires thoughtful prompts and pedagogy

> **Teachers will not be replaced by AI. Instead, by integrating AI, teachers can improve their professional and teaching quality.**
>
> **Prof. Dylan Wiliam**

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Our
Financials

Independent Auditors' Report

Ernst & Young PLT
202006000003 (LLP0022760-LCA) & AF 0039
SST ID: W10-2002-32000062
Chartered Accountants
Level 23A Menara Milenium
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201001030363 (914283-T)

**Independent auditors' report to the member of
LeapEd Services Sdn. Bhd.
(Incorporated in Malaysia)**

Report on the audit of the financial statements

Opinion

We have audited the financial statements of LeapEd Services Sdn. Bhd. ("the Company") which comprise the statement of financial position as at 31 December 2024 of the Company, and the statement of comprehensive income, statement of changes in equity and statement of cash flows of the Company for the year then ended, and notes to the financial statements, including a material accounting policies information, as set out on pages 11 to 42.

In our opinion, the accompanying financial statements give a true and fair view of the financial position of the Company as at 31 December 2024, and of its financial performance and cash flows for the year then ended in accordance with MFRS Accounting Standards, IFRS Accounting Standards and the requirements of the Companies Act, 2016 in Malaysia.

Basis for opinion

We conducted our audit in accordance with approved standards on auditing in Malaysia and International Standards on Auditing. Our responsibilities under those standards are further described in the *Auditors' responsibilities for the audit of the financial statements* section of our report. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence and other ethical responsibilities

We are independent of the Company in accordance with the By-Laws (on Professional Ethics, Conduct and Practice) of the Malaysian Institute of Accountants ("By-Laws") and the International Code of Ethics for Professional Accountants (including International Independence Standards) ("IESBA Code"), and we have fulfilled our other ethical responsibilities in accordance with the By-Laws and the IESBA Code.

Information other than the financial statements and auditors' report thereon

The directors of the Company are responsible for the other information. The other information comprises the Directors' Report, but does not include the financial statements of the Company and our auditors' report thereon.

Our opinion on the financial statements of the Company does not cover the other information and we do not express any form of assurance conclusion thereon.

201001030363 (914283-T)

Independent auditors' report to the member of
LeapEd Services Sdn. Bhd. (cont'd.)
(Incorporated in Malaysia)

Information other than the financial statements and auditors' report thereon (cont'd.)

In connection with our audit of the financial statements of the Company, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements of Company or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the directors for the financial statements

The directors of the Company are responsible for the preparation of financial statements of the Company that give a true and fair view in accordance with MFRS Accounting Standards, IFRS Accounting Standards and the requirements of the Companies Act, 2016 in Malaysia. The directors are also responsible for such internal control as the directors determine is necessary to enable the preparation of financial statements of the Company that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements of the Company, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements of the Company as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with approved standards on auditing in Malaysia and International Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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201001030363 (914283-T)

Independent auditors' report to the member of
LeapEd Services Sdn. Bhd. (cont'd.)
(Incorporated in Malaysia)

Auditors' responsibilities for the audit of the financial statements (cont'd.)

As part of an audit in accordance with approved standards on auditing in Malaysia and International Standards on Auditing, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements of the Company, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.

- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements of the Company or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Company to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements of the Company, including the disclosures, and whether the financial statements of the Company represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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Independent auditors' report to the member of
LeapEd Services Sdn. Bhd. (cont'd.)
(Incorporated in Malaysia)

Other matters

This report is made solely to the member of the Company, as a body, in accordance with Section 266 of the Companies Act, 2016 in Malaysia and for no other purpose. We do not assume responsibility to any other person for the content of this report.

Ernst & Young PLT
202006000003 (LLP0022760-LCA) & AF 0039
Chartered Accountants

Ahmad Qadri Bin Jahubar Sathik
No. 03254/05/2026 J
Chartered Accountant

Kuala Lumpur, Malaysia
23 June 2024

Selected Audited Financial Information

Statement of comprehensive income for the financial year ended 31 December 2024

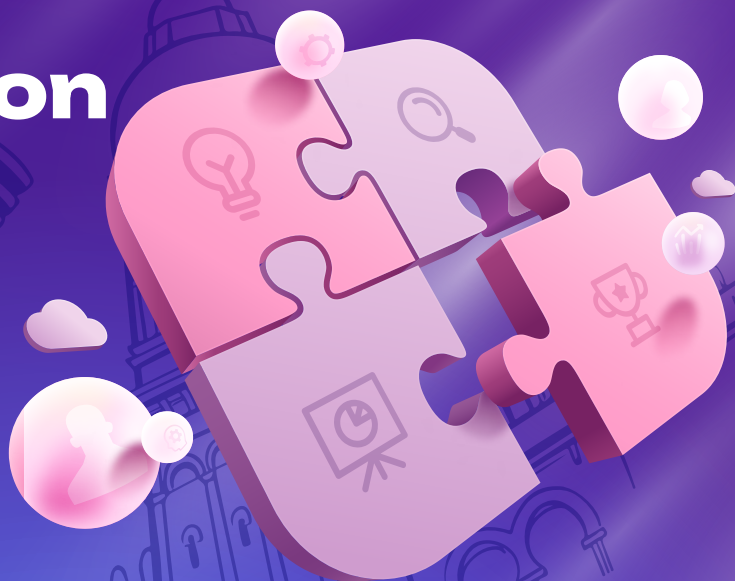|	2024 RM'000	2023 RM'000
Revenue	8,016	7,355
Delivery costs	(3,862)	(3,151)
Delivery surplus	4,154	4,204
Indirect costs	(3,727)	(5,217)
Profit/(loss) before tax and zakat	428	(1,014)
Tax and zakat	(117)	-
Profit/(loss) after tax and zakat	310	(1,014)

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- a School Leader, Teacher or corporate executive looking for professional development programmes

- a Ministry of Education or public institution looking to build capacity and enhance the education system

- a Parent group or Alumni association looking to improve student outcomes and wellbeing

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