

**Sharing Session on Pilot Management and Financial Audit (MFA)  
2015/16 School Year  
20 September 2016 (Tuesday)**

**Salient Points Shared by Pilot Schools<sup>1</sup> in the Open Forum**

**Preparation and on-site audit**

1. *What preparation was needed before MFA? How did your school make use of the Checklist of Records and Information for Management and Financial Audit (the Checklist) provided by the Education Bureau (EDB) two months before audit to make preparation?*

- Some pilot schools made reference to the findings and recommendations of the previous audit inspections, the External School Review reports as well as the completed Self-evaluation Checklists and found them useful.
- A principal considered that the review conducted by the Government Review Sub-committee on school-based policies and procedures had facilitated the school's preparation for the pilot MFA.
- A principal shared that there was division of labour among staff in preparing the documents/information by phases with reference to the Checklist provided by EDB.
- Some schools arranged staff to preview the documents and information requested to see if they were accessible and up-to-date before the inspection.
- A school box-filed the required school documents and records according to the item numbers on the Checklist for the easy reference of the EDB inspectors.

2. *What school personnel were involved in MFA and how?*

- Some schools formed a preparatory committee consisting of the principal, vice-principal, accounting and administrative personnel, etc. to prepare for MFA.
- Two schools opined that staff who were acquainted with the operation of the Incorporated Management Committee (IMC) could facilitate the audit process as they could offer helpful assistance in retrieving the relevant records of the IMC meeting notes and documents for the scrutiny of the EDB inspectors.
- Some schools mainly involved the principal and two to three administrative/executive and accounting staff during on-site inspection.
- Some executive officers were heavily involved during the two weeks of audit period and served as the school contact point with the EDB inspectors.

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<sup>1</sup> China Holiness College, HKUGA Primary School, Tak Sun Secondary School, The Chinese Foundation Secondary School and Law Ting Pong Secondary School

- Middle managers were involved in MFA as part of their continuing professional development.
- Although only a few staff members were engaged in the audit process, one principal informed all his teachers about the forthcoming MFA at the staff meeting to enhance their awareness and knowledge about the audit.
- A school conducted a mock MFA with the use of the Checklist. Staff of different committees/departments had to review their own areas and then conduct cross-team audit to exchange observations and recommendations with each other.

### **Audit findings and recommendations**

3. *Did your school take opportunity of the debriefing session to understand more clearly about EDB's audit findings and recommendations, and make clarification for schools, if required?*

- Some schools involved the vice principals and staff responsible for procurement, human resources, etc. in the debriefing session to keep them well informed of the audit findings and recommendations with an aim to facilitate prompt follow-up work.
- Two principals shared that the debriefing session provided an opportunity for them to make clarification on some audit observations and provide further supporting evidence, if required before EDB's issue of the management letter.

4. *How did your school follow up the findings and recommendations? Did the audit inspection facilitate your school to identify areas for improvement in control procedures and instances of non-compliance?*

- Two principals advised their counterparts to stay positive towards MFA and considered it as a means to improve the management and administration of schools.
- A principal considered the audit findings part of the "Planning - Implementation - Evaluation" process to facilitate school development.
- Some principals found the recommendations from EDB very useful and their schools made rectification of the irregularities noted during the audit inspection promptly and formulated plan for further improvement based on EDB's recommendations according to schools' development needs.