

Quality Assurance Inspection Report

On Focus Inspection

Kiangsu-Chekiang College (Shatin)

Address of School : 7 Fung Shun Street, Wo Che Estate,
Shatin, N.T.

Date of Inspection: 8 July 2002



Quality Assurance Division
Education Department

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1. Inspection Methodology

- The focus inspection on financial management and school self-evaluation was conducted by *Mr. K C TSUI and Mr. K S NG* on 8 July 2002 ;
- During the inspection, the inspectors collected information through the following activities :
 - Meetings with the Principal, vice principal, teachers and non-teaching staff;
 - Scrutiny of documents and information provided by the school.

2. Financial Management

- The school's financial planning and budgeting were effective. Staff participated in the preparation of budgets through providing suggestions on items to be purchased. Budgets of various subject panels and functional groups were submitted to the principal and the sponsoring body for approval. These budgets were prepared in accordance with the objectives and implementation plans set in the programme plans. The sponsoring body seldom cut the school's budget and was willing to provide extra resources and funding to support the school. Provision was made for contingency requirements. However, to facilitate the sponsoring body and the senior management to allocate the funds more effectively, the budgets prepared by individual subject panels and the functional groups should cover more details.
- The subject panels and functional groups utilized effectively the funds allocated. The Capacity Enhancement Grant was properly utilized to enhance students' proficiency in English and Putonghua, to cope with students' diverse and special learning needs, and to relief teachers' administrative burden.
- Adequate funds were provided to support the various activities of the school. The sponsoring body was very supportive to provide additional financial resource to the school. The school management was aware of the resources available to the school and was eager to tap external resources through application for the Quality Education Fund and collaboration with the community.
- The monitoring of school's income and expenditure at the school level was effective with adequate participation of the sponsoring body and the principal. Items of income and expenditure were clearly and accurately recorded by the school's general office. The school had to report bi-weekly its updated financial balance to the sponsoring body. Besides, the school's general office had to prepare monthly statements to the principal. To facilitate better monitoring of expenditures at the departmental level, a summary of income and expenditure for each subject panels and the functional groups should be prepared. Clear guidelines on reimbursement of expenses should also be prepared for staff reference.

3. School Self-evaluation

- The school, with the senior management and the School-based Management Committee taken the lead, devised a very good framework on school self-evaluation (SSE). The school-based management committee had compiled a presentable Procedure Manual and Guidelines on SSE. The objectives and procedures of SSE as well as the short-term and long-term goals were clearly defined in the document.
- The school was taking positive steps to develop school-based performance indicators and evaluation plans. Effective methods of evaluation and tools were designed and adopted to evaluate effectively the work of the school. The opinions of the stakeholders, including teaching and non-teaching staff, parents and students on the school's performance were collected through a questionnaire survey. Commendably, the school had developed some value-addedness indicators to measure the academic progress of each class of students. However, the school needs to set clearer targets or success criteria to make the self-evaluation more effective and credible.
- The school had developed a good culture of self-evaluation with active staff participation. The principal was working skilfully to collect the views of the heads of the subject panels and functional groups as well as the new teachers on the effectiveness of the school through in-depth interviews. The teachers were encouraged to conduct self-appraisal and allowed to evaluate the work of the principal. The school community demonstrated proactiveness, openness and collaboration in implementing SSE.
- The school made commendable efforts in evaluating the progress in learning and teaching. Peer observation was commonly practised and very often more than one observer would be allowed to observe a lesson. In certain cases, the lessons would be video-taped for teachers' self-appraisal or staff training. Learning and teaching critique of certain subjects were gradually developed.
- The school used a commendable range of methods to evaluate how effective the policies and school programmes were. Good attention was paid to enhance staff's interest and understanding of SSE through experience sharing with neighbouring schools. While there was plentiful good practices to implement SSE, the school should make better use of the self-evaluation findings to refine the development plans and conduct regular review of the SSE mechanism. A higher degree of involvement of students in evaluating learning and teaching is recommended.

4. Concluding Remarks

- The management of the school was effective and the principal was very well supported by the two vice-principals. There was close working relationship among the senior management.
- On the whole, the school was effective in financial planning and monitoring as well the implementation of SSE. The school had adequate funding to support the existing programmes as well the new initiatives. The Capacity Enhancement Grant and funds allocated to the subject panels and the functional groups were properly utilized. Close monitoring of the school's income and expenditure was observed. The school also devised a very good framework to evaluate its effectiveness. Plentiful good practices to implement SSE were observed, including the development of school-based performance indicators and value-addedness indicators, involvement of different stakeholders and adoption of a commendable range of evaluation methods.