



Hong Kong Association of
the Heads of Secondary Schools



Hong Kong Centre for
International Student Assessment
香港學生能力國際評估中心

SURVEY REPORT ON STUDENT WITHDRAWAL FROM SCHOOL AND TEACHER TURNOVER

「學生退學及教師離職問卷調查」 研究報告

MAY 2022

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Survey on Student Withdrawal from School and Teacher Turnover

I. Background

The recent trend of student withdrawal from school and teacher turnover has sparked much social concerns. In November 2020, HKAHSS conducted the first survey on the issue and a summary of the results was sent to members. Due to the far-reaching impact of the issue, HKAHSS has endeavoured to conduct the second survey in collaboration with HKCISA. We hope to collect the latest data to facilitate the discussion of corresponding intervention strategies in the profession. We also hope to reflect the actual frontline situation to the Government of the HKSAR.

To enhance professionalism has always been the mission of HKAHSS and student welfare is our prime concern. We hope the present survey will shed light on our continuous strive for the betterment of schools and students.

This survey was conducted between September and October 2021 through a questionnaire filled by secondary school principals. The total number of valid questionnaires collected is 140. Amongst them, 120 (85.7%) are from Aided Schools, 13 (9.3%) from Direct Subsidy Scheme Schools, 5 (3.6%) from Government Schools and 2 (1.4%) from Private Schools (Local, ESF and International) (Table 1).

School Type	Number	%
Aided	120	85.7
Direct Subsidy Scheme	13	9.3
Government	5	3.6
Private (Local, ESF & International)	2	1.4
Total	140	100.0

Table 1 : School Type

II. Survey Results on Student Withdrawal from School and Teacher Turnover

1. Student Withdrawal

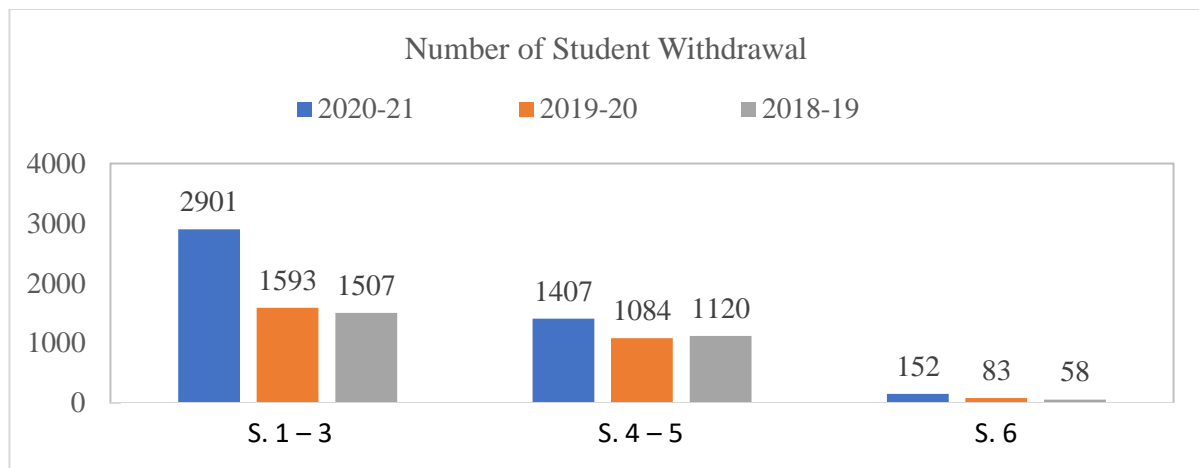


Table 2 : Number of Student Withdrawal in the Last Three Academic Years

From Table 2, we see the following:

- Comparatively more acute situation in student withdrawal from schools in 2020-21
The numbers of students withdrawing from schools in 2018-19 and 2019-20 are quite similar to each other at about 2700 each, an average of 20 students per school. Yet, in 2020-21, there is a sharp increase of 1.7 times to 4460, an average of 32 students per school.
- More serious student withdrawal rate at junior secondary level in 2020-21 as compared to the last survey
In 2018-19 and 2019-20, the withdrawal rate at junior secondary level is only a little bit higher than that at the senior secondary level. Yet, in 2020-21, the withdrawal rate at junior level is close to double of that at the senior secondary level.

2. Teacher Turnover

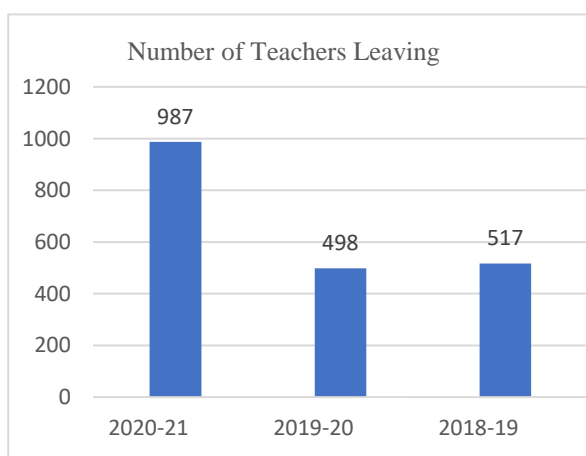


Table 3 : Number of Teachers Leaving in the Last Three Academic Years

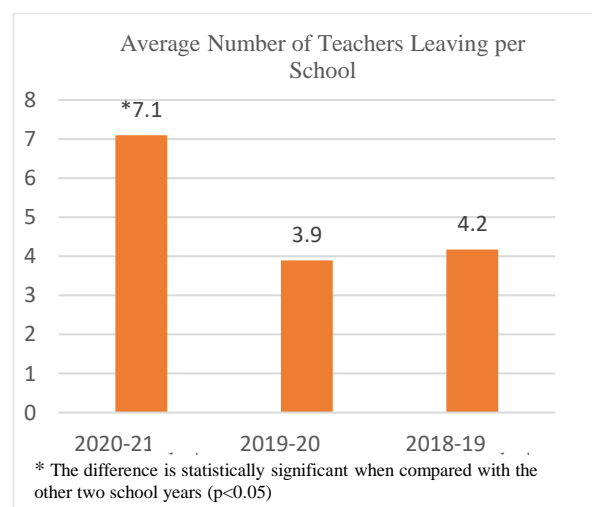


Table 4 : Average Number of Teachers Leaving per School in the Last Three Academic Years

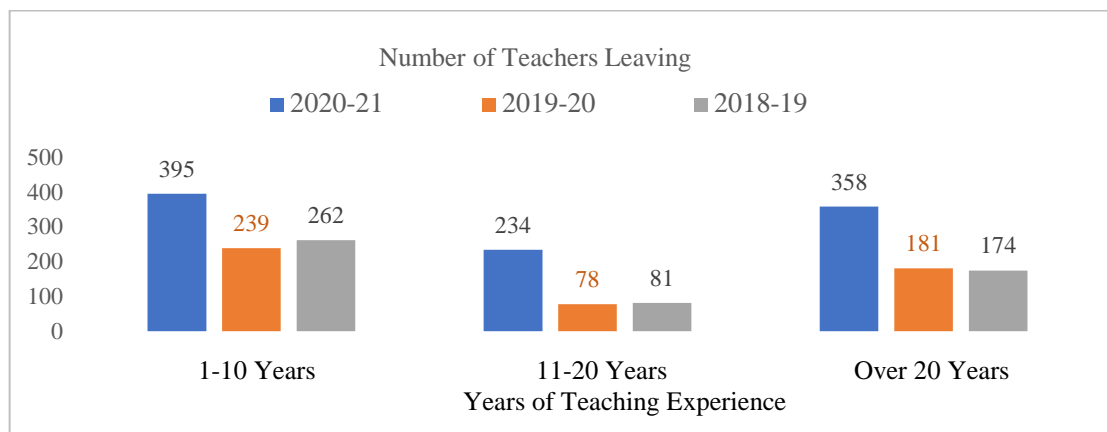


Table 5 : The Length of Teaching Experience Amongst Teachers Leaving Schools in the Last Three Academic Years

From Table 3, we see that with 987 teachers leaving in 2020-21, the number has soared sharply as compared to 498 in 2019-20 and 517 in 2018-19. Table 4 shows that there are on average 7.1 teachers leaving in each school in 2020-21 while the corresponding figures in 2019-20 and 2018-19 are 3.9 and 4.2 respectively. Besides, the numbers of teachers leaving with 1-10 years of teaching experience and over 20 years of teaching experience total 395 and 358. The figures are much higher than those with 11-20 years of teaching experience. They are also higher than the respective figures in 2019-20 and 2018-19 (Table 5).

3. Movement of Students After Withdrawal

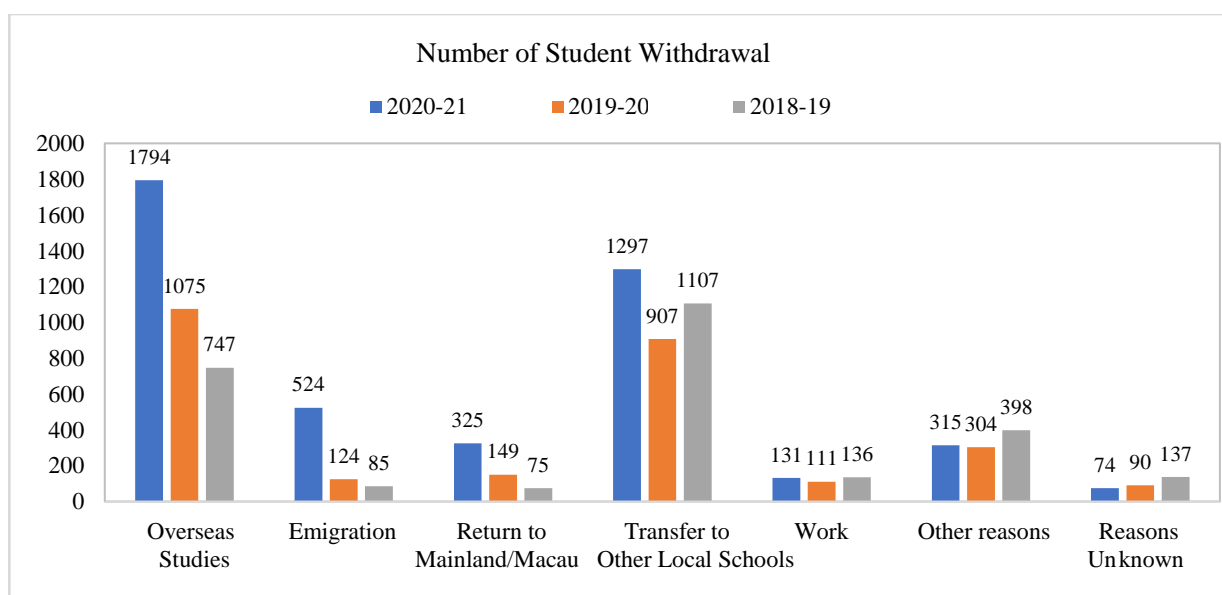


Table 6 : Movement of Students After Withdrawal in the Last Three Academic Years

From Table 6 above, students leaving Hong Kong (for studies overseas, return to Mainland China and Macau as well as emigration) totaled 907 (34%) and 1348 (49%) in 2018-19 and

2019-20 respectively. In 2020-21, students leaving for the same reasons totaled 2643, which constitute 60% of student withdrawal. This net outflow rate has increased more than double compared to the figures of the previous two years.

4. Movement of Teachers After Leaving Schools

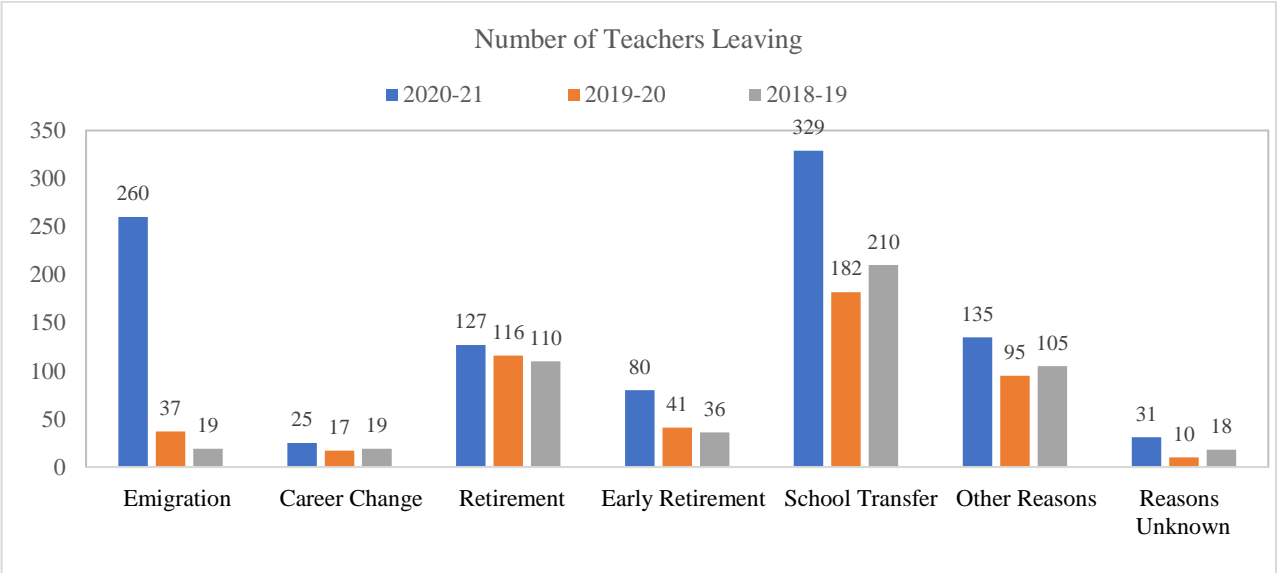


Table 7 : Movement of Teachers After Leaving Schools in the Last Three Academic Years

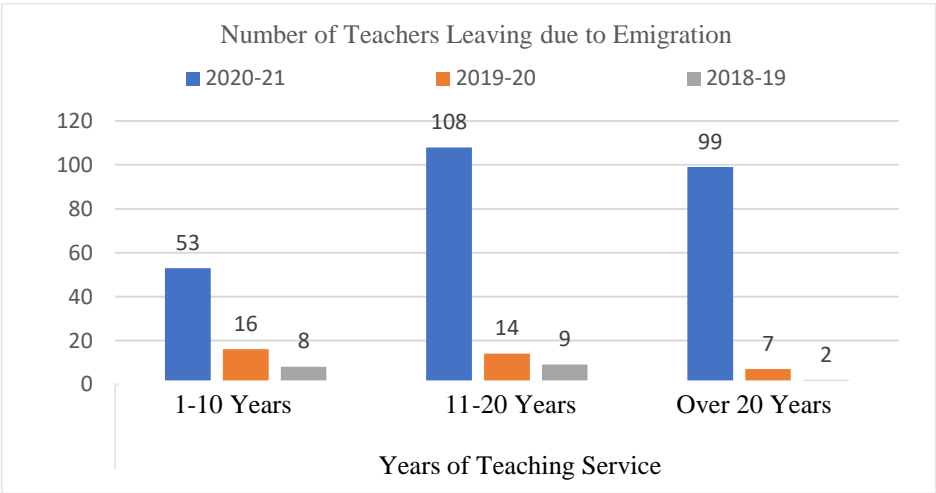


Table 8 : The Number of Teachers Leaving Schools due to Emigration in the Last Three Academic Years

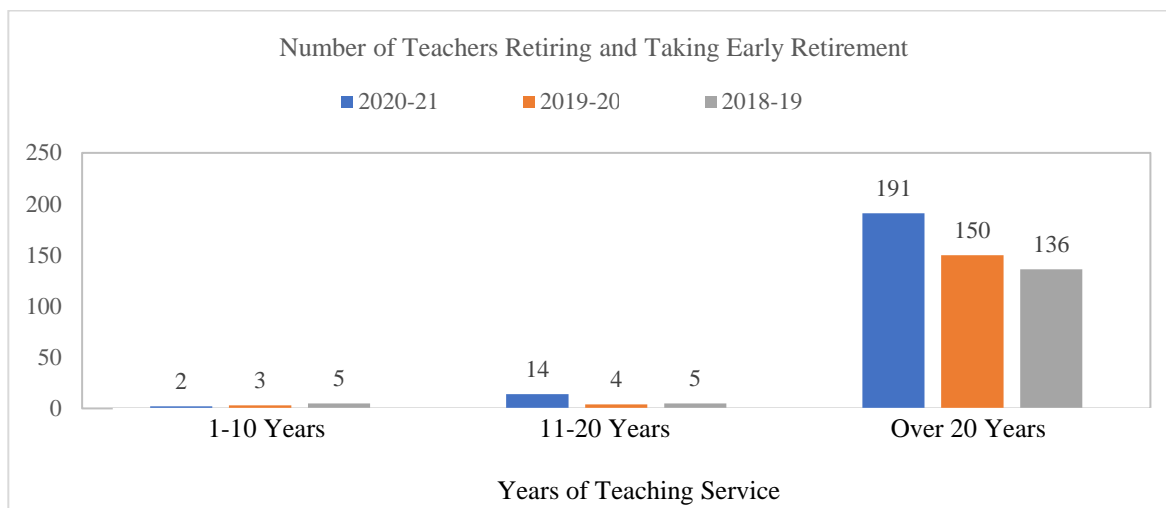


Table 9 : The Number of Teachers Retiring or Taking Early Retirement in the Last Three Academic Years

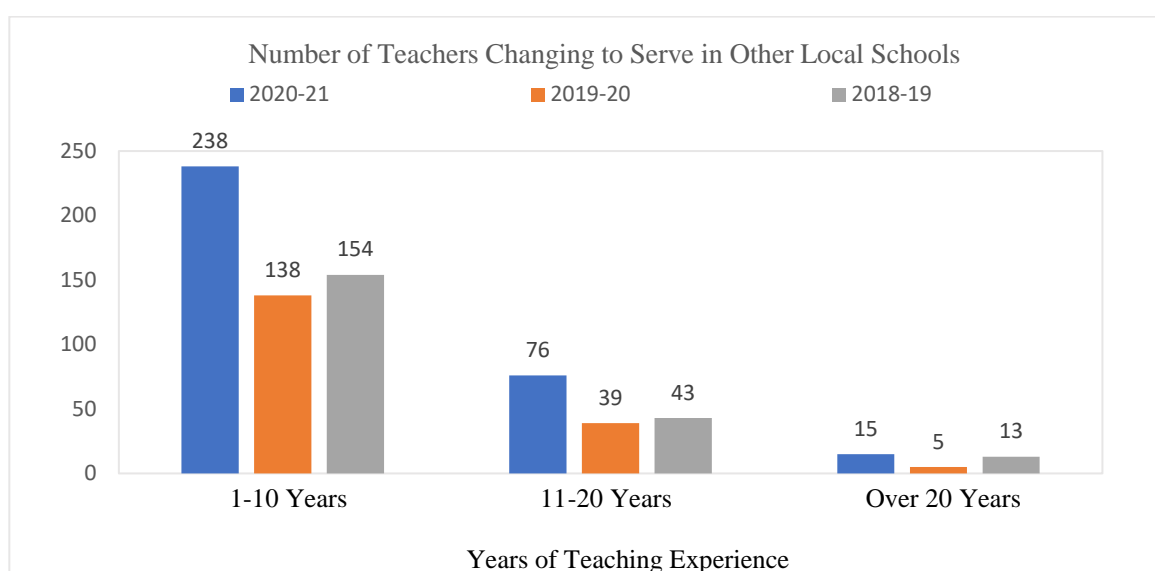


Table 10 : The Number of Teachers Changing to Serve in Other Local Schools in the Last Three Academic Years

	1-10 Years of Teaching Experience		10 Years of Teaching Experience or Above		All	
	Rate of Teachers Leaving	Rate of Reasons Besides Normal Retirement	Rate of Teachers Leaving	Rate of Reasons Besides Normal Retirement	Total Number of Teachers Leaving	The Number of Teachers Leaving with Reasons Besides Normal Retirement
2020-2021	40%	46%	60%	54%	987	860
2019-2020	48%	62%	52%	38%	498	382
2018-2019	51%	63%	49%	37%	517	407

Table 11 : The Rate of Teachers Leaving with regard to Years of Teaching Experience and Other Reasons Besides Normal Retirement in the Last Three Academic Years

- a. In the 3 consecutive school years from 2018-2021, the numbers of teachers leaving schools due to change in career plans and normal retirement remain relatively stable (Table 7).
- b. In 2020-21, the numbers of teachers emigrating or taking early retirement have risen sharply (Table 8, 9 and 10). The figure for emigration in 2020-2021 is 260, representing a seven-fold increase compared with the figure in 2019-2020 and a thirteen-fold increase compared to 2018-2019 (Table 7 and 8). This batch of teachers are leaving the education sector, and the net outflow reflects a serious brain drain in the field of education as compared to the previous years.
- c. From the data shown in Table 11, we notice a rise in the turnover of teachers not yet reaching retirement age. Among the 860 teachers in this group in 2020-21, the rate of those who have teaching experience of 10 years or more is 54%, which is way higher than 38% and 37% in 2018-19 and 2019-20. In the past, teachers looking for career changes or school transfer are more junior ones. Yet, the figures above reveal that the leaving trend has already affected the more senior teachers, the rate of whose leaving is soaring.

5. Trends in Student Withdrawal and Teacher Turnover

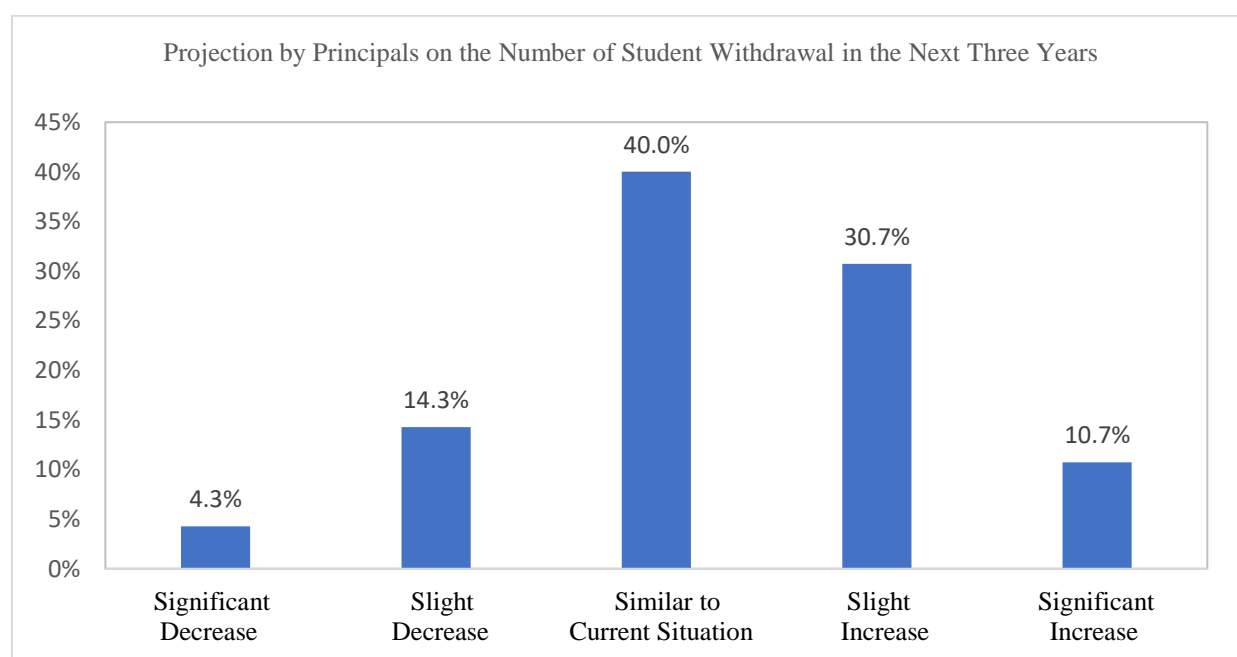


Table 12 : The Projection by Principals on the Number of Student Withdrawal in the Next Three Years

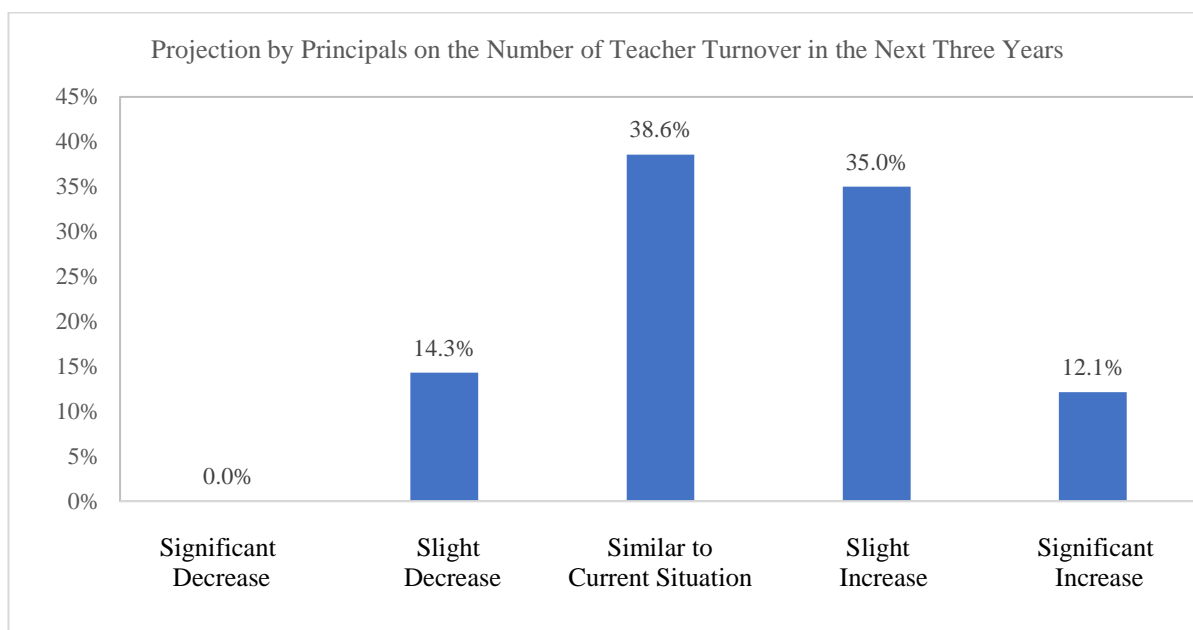


Table 13 : The Projection by Principals on the Number of Teacher Turnover in the Next Three Years

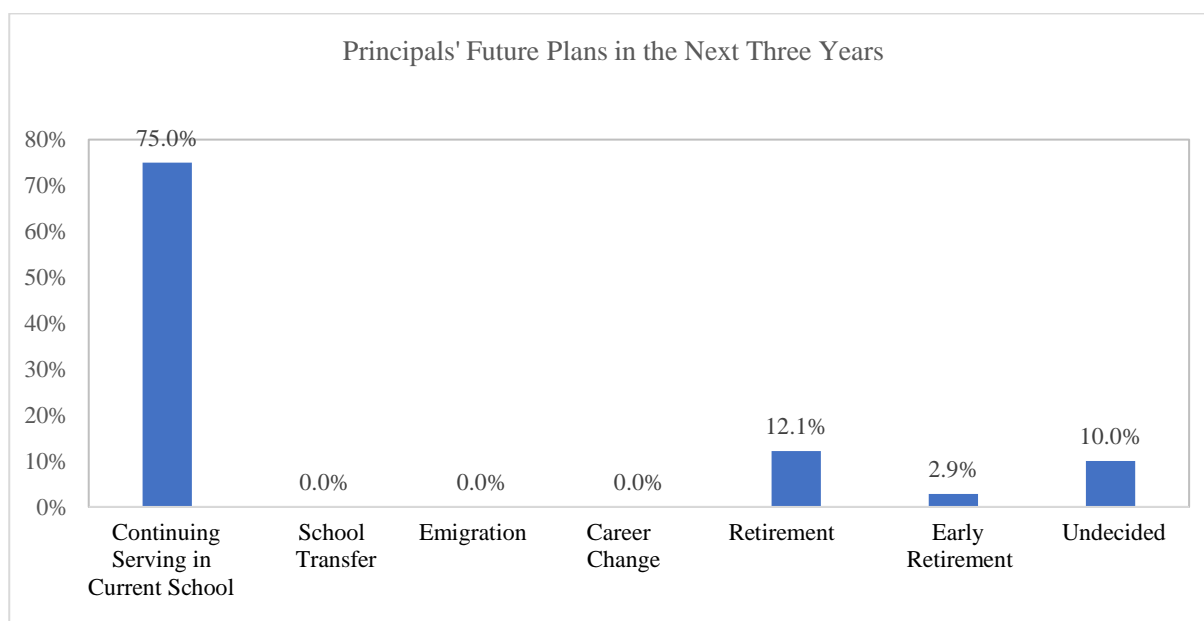


Table 14 : Principals' Future Plans in the Next Three Years

- a. From Table 12 and 13, principals filling in the questionnaire are not very optimistic about the future development of the trend. While less than 20% of them believe that the trend will fall, most believe that the trend will continue on the rise and a few even predict an acute increase.

- b. From Table 14, the future plan of principals should not be taken too lightly. 12.1% of principals indicate that they will retire while 12.9% report that they are not sure if they would still be in the post in the next 3 years. Some express that they might even take early retirement. All these will have great impact on schools and this warrants further probing.

6. Reasons for Teacher Turnover and the Impacts on Schools

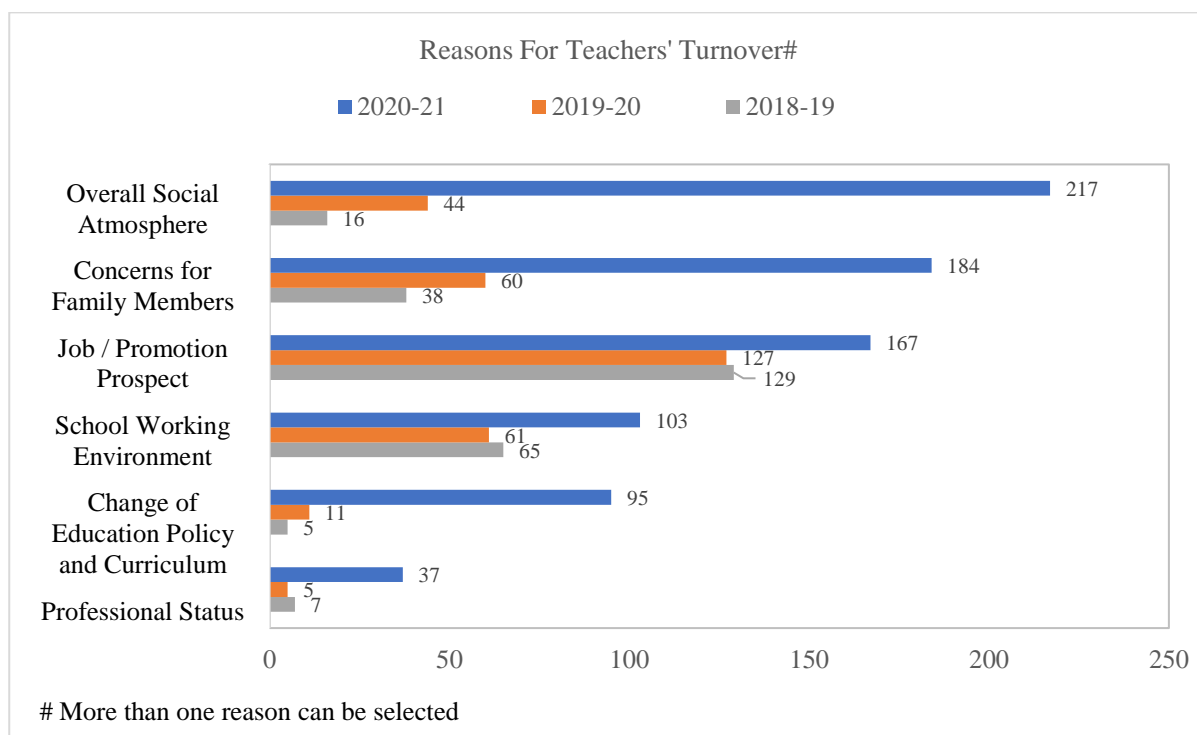


Table 15 : Reasons for Teachers' Turnover

- a. Table 15 reflects that according to principals' understanding, the main reasons for teachers leaving in 2018-19 and 2019-20 are related to school working environment and job/promotion prospect. In 2020-21, the main reasons are more personal or beyond the control of the school which include overall social atmosphere, change in education policy and curriculum as well as teachers' professional status. At the same time, concern for family members has emerged as one of the prominent reasons.
- b. In general, school principals opine that the social atmosphere, COVID-19 challenges, teachers' morale and pressure they face all attribute to teachers' turnover.

- c. The data collected from Q14¹ reflects that school operation, development and stability have been affected in one way or another by the massive teacher turnover rate.
- d. School principals have also been invited to express their views freely on reasons regarding teachers' turnover. Some of the reasons raised include: social conditions, the disrespect for and distrust of the teaching profession, COVID-19 challenges, and colossal changes in educational policies. All these are beyond the control of the school or principals.

7. Impact of Student Withdrawal and Teacher Turnover on Schools

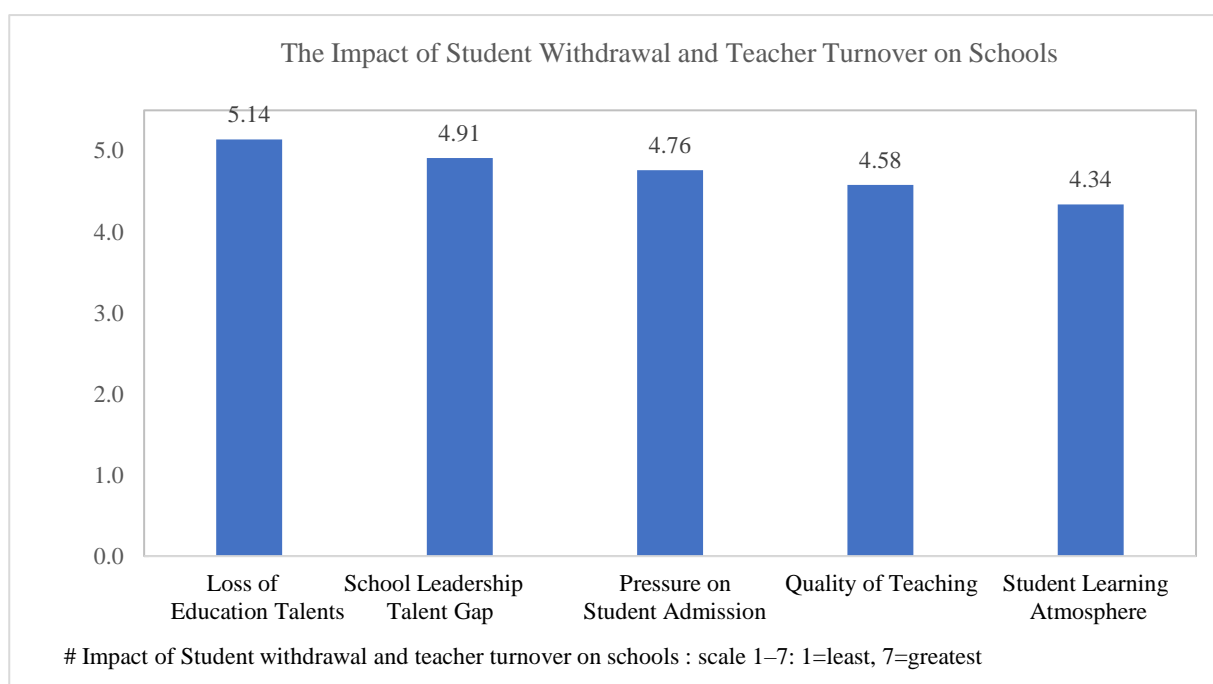


Table 16 : The Impact of Student Withdrawal and Teacher Turnover on Schools

- a. From Table 16, school principals are worried about the impact on the ecology in the education system which include brain drain (Impact score 5.14), talent gap in the school leadership team (Impact score 4.91) and the pressure on student admission on district basis (Impact score 4.76)².

¹ Question 14 of the questionnaire: Other opinions regarding reasons for teacher turnover and its impact.

² The questionnaire sets the impact level on a scale of 1 – 7, with 7 being the greatest.

Subject	Count	%
English Language	87	27.5
Science/Physics/Chemistry/Biology	32	10.1
Mathematics	30	9.5
Information and Communication Technology (ICT/IT)	22	7.0
Chinese Language	20	6.3
Home Economics	15	4.8
Design & Technology	13	4.1
Physical Education	9	2.9
Business, Accounting and Financial Studies	8	2.5
History	8	2.5

Table 17 : Subject Teachers that are the Hardest to Recruit in the Last Three Years

- b. Table 17 shows that in the last 3 academic years, the first 3 subjects that are hardest to recruit teachers are English Language, Science and Mathematics.

Subject	Count	%
English Language	87	27.0
Mathematics	32	9.9
Science/Physics/Chemistry/Biology	30	9.3
Information and Communication Technology (ICT / IT)	27	8.4
Chinese Language	20	6.2
Home Economics	17	5.3
Design & Technology	16	5.0
Business, Accounting and Financial Studies	8	2.5
History	8	2.5
Technology & Living	7	2.2

Table 18 : Subject Teachers that are the Hardest to Recruit in the Next Three Years

- c. Table 18 shows data collected from schools on their projection on the subject teachers that are hardest to recruit in the next three years. The top three are still English Language, Science and Mathematics. However, the difficulty in recruitment for technological subjects such as Information and Communication Technology (ICT/IT), Home Economics as well as Design and Technology has slightly increased.

- d. On the whole, the massive teacher turnover will affect the standard and quality of the teaching profession if teaching posts left vacant cannot be filled with teachers with training or experience.

8. Possible Solutions to Address the Problems (for Students)

- a. Principals are invited to give free responses to Q17a to express what the education authority can do for students in view of the various problems and concerns arising from student withdrawal and teacher turnover.

The three most common suggestions include:

- i. Implement small-class teaching (definition regarding the student number in small class teaching is not indicated)
 - ii. Enhance the quality and reputation of the education system in Hong Kong
 - iii. Strengthen the support for cross-border students
- b. Principals also list other views on this issue which include:
 - i. Implement small-class teaching for better care for students
 - ii. The reduced class size will facilitate greater interactive learning strategies and enhanced teaching efficacy
 - iii. Provide more opportunities for upward mobility
 - iv. Ease the clearance procedures for cross-border students
 - v. Attracts students around the region moving in (quoting actual wordings written in English)

9. Possible Solutions to Address the Problems (for Principals and Teachers)

- c. Principals are invited to give free responses to Q17b to express what the education authority can do for teachers in view of the various problems and concerns arising from student withdrawal and teacher turnover.
- a. The three most common suggestions include:
 - i. Enhance the professional status, social recognition, autonomy and morale of teachers
 - ii. Increase the number of teachers and enhance teacher training (improve student/teacher ratio)
 - iii. The implementation of small-class teaching
- b. Principals also list other views on this issue which include:
 - i. Enhance the education quality proactively and no reduction in educational resources

- ii. The Education Bureau should strive to protect principals and teachers from malicious attacks. At the same time, it should aim at enhancing the social trust in and respect for the teaching profession
- iii. Streamline teachers' workload to reduce work pressure
- iv. Stabilize education ecology, trust the leadership of school principals and be good to teachers
- v. Enhance leadership training for middle managers
- vi. Extend the retirement age

10. Prime Concern of Principals

In Question 18 of the Questionnaire, Principals were invited to express their prime concerns, their responses to which are listed as follows:

- a. Students: Young people are our future. We should strive to give them hope and care for their needs so that they will not leave the education system of Hong Kong.
- b. Teachers: The government should treasure the important social contribution made by teachers and respect and treat teachers well with dignity. It should also formulate clear and effective policies to minimise the dropouts of both students and teachers. At the same time, genuine and honest exchanges between the government and the education profession would facilitate effective collaboration.
- c. On the whole, we need a stable social environment for schools to focus on education which is their core work.
- d. In face of the great challenges, all education workers should be united with professional spirit, which is the way out of the woods.

III. Issues of Concerns and Follow-up

This survey has revealed the following phenomena that warrant immediate attention of the government. It is important for the government to follow up and alleviate these problems so as to stabilize the ecology in the education arena. Only in this way can we enhance the education quality for and the betterment of students, build up a talent pool and a bright future of our younger generations.

1. The drop in student population can be a problem and at the same time an opportunity depending how we embrace it. In the past two years, students' learning and their mental and emotional health are greatly affected due to the social turbulence and COVID-19 challenges. It is our sincere hope that the government can make good use of the opportunity in the drop in student population to reduce the class size so as to ensure better care and more personalized learning for each student.
2. Among teachers who are leaving, the number of those with 10 or less than 10 years' of teaching experience is the highest. Yet, the number of those who have more than 10 years or even 20 years of experience should not go unnoticed. It takes time to hone and accumulate experience. With a number of experienced teachers leaving, there will certainly be a talent gap in the teaching force. In face of the ever-changing education policies and challenges arising from students' mental health, teachers who stay behind will definitely be overloaded with looming challenges and pressure. This may eventually accelerate further turnover of serving teachers.
3. As teacher turnover has been quite extensive across teachers with different years of teaching experience, we are much concerned about whether there would be enough teachers with proper training to fill the vacancies. In this school year, many principals have expressed difficulties in staff recruitment. If teacher training is not planned according to the real needs in advance, it would be much more difficult to find suitable teachers in the future.
4. One of the goals of the Education Reform in 2000 is to offer equal opportunity for each student. In face of the increasing trend of student withdrawal and teacher turnover, we cannot help but ask the following questions:
 - a. Will the goals of the Education Reform 2000 be faltered by the 'musical chair' effect set off by the movement of teachers and students?
 - b. Will this affect equal opportunity in the education system?
 - c. Will the disadvantaged students/schools be even more disadvantaged?

- d. Will the ‘strong’ schools become even stronger and the disadvantaged schools even more disadvantaged?

The increasingly severe polarization of the ‘strong’ and ‘weak’ will certainly bring about more and more social inequalities. When ‘losing at the starting line’ becomes a reality which will undermine the opportunities for upward mobility, it would be extremely undesirable for the future development of Hong Kong.

5. Teacher turnover and teachers leaving Hong Kong reflect the problems of brain drain we face today. At the same time, we will face the same problems in the future as some students are leaving Hong Kong as well. Talents have been very important resources and the issue of brain drain will affect the future development of Hong Kong. It is imperative, therefore, for the government to probe into the reasons behind the leaving of students and teachers. Is it because they lack confidence in Hong Kong or its education system? If yes, how to rebuild confidence amongst the general public and education workers in Hong Kong the education system is worth serious pondering.

- END -

Appendix: Survey Questionnaire

Hong Kong Association of the Heads of Secondary Schools (HKAHSS)
Hong Kong Centre for International Student Assessment (HKCISA)
The Chinese University of Hong Kong

Survey on Student Withdrawal from School and Teacher Turnover

Background

The recent phenomenon of student withdrawal from school and teacher turnover has sparked social concerns. Last November, HKAHSS conducted the first survey on the issue and a summary of the results was sent to member schools. Due to the far-reaching impact of the issue, HKAHSS would like to conduct the second survey as planned, and we are pleased to have solicited the help of HKCISA to collaborate with us on the survey. We hope to collect the latest comprehensive data that would help reflect the frontline situation to the Education Bureau, and subsequently discuss corresponding intervention strategies. Enhancing professionalism has always been the mission of HKAHSS and student welfare is our top priority. The present survey is apolitical and merely hopes to explore education issues from an education perspective.

Points to note

Schools are kindly requested to complete **ONE** survey form only. Please avoid sending your form twice.

Please fill in the data of the **past three years** (2018-19, 2019-20 and 2020-21) according to your school situation. Thank you!

All raw data is kept **confidential** and would be **destroyed** after analysis.

Q1 Type of school:

<input type="radio"/> Private (Local)	<input type="radio"/> Private (ESF & International Schools)	<input type="radio"/> Government	<input type="radio"/> Direct Subsidy Scheme	<input type="radio"/> Aided	<input type="radio"/> Caput
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Q2 School District: (Please fill in according to HKSAR District classifications)

Q3 Number of students withdrawn from school (2020-21)

(Note: Please record according to the form students studied at the time of their withdrawal from school. S6 graduates are not counted.)

	Overseas Studies	Transfer to Other Local Schools	Emigration	Return to Mainland/ Macau	Work	Other Reasons	Reasons Unknown
S1 - S3							
S4 & S5							
S6							

Q4 Number of students withdrawn from school (2019-20)

(Note: Please record according to the form students studied at the time of their withdrawal from school. S6 graduates are not counted.)

	Overseas Studies	Transfer to Other Local Schools	Emigration	Return to Mainland/ Macau	Work	Other Reasons	Reasons Unknown
S1 - S3							
S4 & S5							
S6							

Q5 Number of students withdrawn from school (2018-19)

(Note: Please record according to the form students studied at the time of their withdrawal from school. S6 graduates are not counted.)

	Overseas Studies	Transfer to Other Local Schools	Emigration	Return to Mainland/ Macau	Work	Other Reasons	Reasons Unknown
S1 - S3							
S4 & S5							
S6							

Q6 Teacher Turnover (2020-21)

(With reference to the total teaching experience of the teachers)

	School Transfer	Emigration	Career Change	Retirement	Early Retirement	Other Reasons	Reasons Unknown
1-10 Years							
11-20 Years							
Over 20 Years							

Q7 Teacher Turnover (2019-20)

(With reference to the total teaching experience of the teachers)

	School Transfer	Emigration	Career Change	Retirement	Early Retirement	Other Reasons	Reasons Unknown
1-10 Years							
11-20 Years							
Over 20 Years							

Q8 Teacher Turnover (2018-19)

(With reference to the total teaching experience of the teachers)

	School Transfer	Emigration	Career Change	Retirement	Early Retirement	Other Reasons	Reasons Unknown
1-10 Years							
11-20 Years							
Over 20 Years							

Q9 In three years' time, you anticipate the withdrawal of students from school will:

- ☐ Significant Decrease
 ☐ Slight Decrease
 ☐ Similar to Current Situation
 ☐ Slight Increase
 ☐ Significant Increase

Q10 In three years' time, you anticipate the turnover of teachers will:

- ☐ Significant Decrease
 ☐ Slight Decrease
 ☐ Similar to Current Situation
 ☐ Slight Increase
 ☐ Significant Increase

Q11 In three years' time, you anticipate you (the Principal) will:

- ☐ Continuing Serving in Current School
 ☐ School Transfer
 ☐ Emigration
 ☐ Career Change
 ☐ Retirement
 ☐ Early Retirement
 ☐ Undecided

Q12 Reasons for Teacher Turnover (Number of teachers)**From what you know, what are the reasons for the Teacher Turnover?**

(Please only fill in the items you know. You can choose more than one reason for each teacher.)

	Number of teachers 2020-21	Number of teachers 2019-20	Number of teachers 2018-19
School Working Environment			
Job/Promotion Prospect			
Overall social atmosphere			
Change of education policy and curriculum			
Professional Status			
Concerns for family members			
Others (Briefly describe)			

Q13 Impact of the Reasons for Teacher Turnover**From what you know, to what extent do the following reasons impact the turnover decision of the teachers at your school?**

(Please only fill in the items you know)

	1 Very Small Impact	2	3	4	5	6	7 Very Large Impact
School Working Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job / Promotion Prospect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Social Atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change of Education Policy and Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns for Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (Briefly describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Other opinions regarding reasons for teacher turnover and its impact:

Q15 What do you think about the impact of student withdrawal and teacher turnover on schools?

	1 Very Small Impact	2	3	4	5	6	7 Very Large Impact
Loss of Education Talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Leadership Talent Gap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure in Student Admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Learning Atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (Briefly describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 According to your experience, please list 1-3 subject teachers that are hardest to recruit.

	Past three years	Anticipate future three years
1.	<hr/>	<hr/>
2.	<hr/>	<hr/>
3.	<hr/>	<hr/>

Q17 What do you think the Education Bureau can do to resolve problems arising from student withdrawal from school and teacher turnover?

a. What can be done for students?

b. What can be done for teachers and principals?

Q18 Any other comments/opinions:

End of Survey



Hong Kong Association of
the Heads of Secondary Schools



Hong Kong Centre for
International Student Assessment
香港學生能力國際評估中心

SURVEY REPORT ON STUDENT WITHDRAWAL FROM SCHOOL AND TEACHER TURNOVER

「學生退學及教師離職問卷調查」 研究報告

MAY 2022

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「學生退學及教師離職問卷調查」研究報告

一．調查背景

學生退學及教師離職趨勢，近日引發不少社會關注。香港中學校長會早於 2020 年 11 月進行第一次問卷調查，報告撮要已匯報各會員學校。鑒於相關問題對學校教育影響至為深遠，香港中學校長會與香港中文大學香港學生能力國際評估中心（HKCISA）合作，進行第二次問卷調查，收集最新數據，期盼與學界同工共商對策，並向香港特區政府反映學校前線實況。

香港中學校長會一直持守教育專業，調查純以教育角度探討教育議題，一切以學生的福祉為依歸。

問卷調查於 2021 年 9 至 10 月期間進行，由中學校長完成自填式問卷，收回的有效問卷共 140 份。120 份（85.7%）來自資助學校，13 份（9.3%）來自直接資助計劃學校，5 份（3.6%）來自官立學校及 2 份（1.4%）為私立學校（本地及國際學校）（表 1）。

學校類型	數目	%
資助學校	120	85.7
直接資助計劃學校	13	9.3
官立學校	5	3.6
私立學校（本地及國際學校）	2	1.4
總數	140	100.0

表 1：學校類型

二．學生退學及教師離職問卷調查研究結果

1. 學生退學

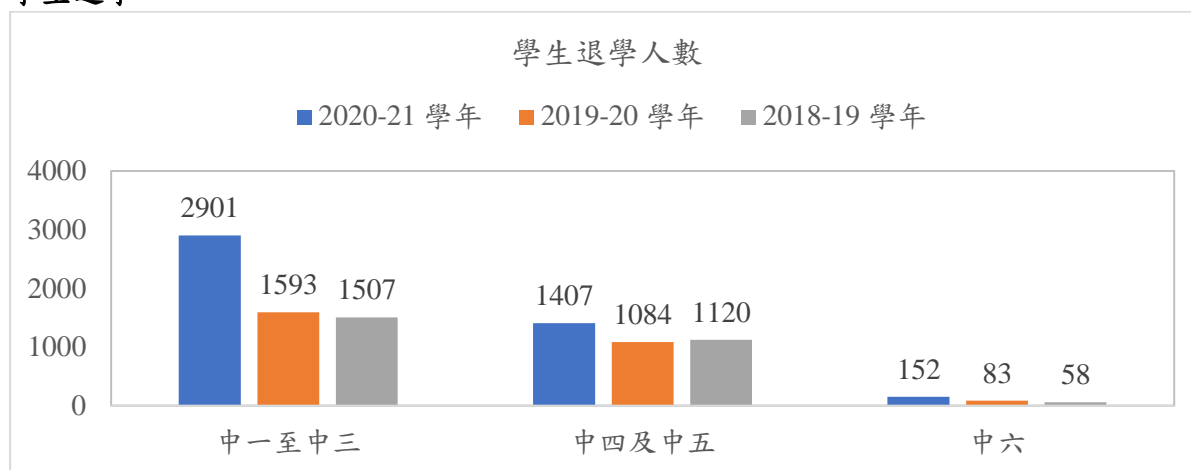


表 2：近三個學年學生退學人數

從表 2 所見：

a. 2020-21 整體學生退學情況較前嚴重

2018-19 及 2019-20 兩個學年，學生退學數字相近，約 2700 人，平均每校約 20 人退學。及至 2020-21 學年，退學人數驟升近七成至 4460 人，平均每校 32 人退學。

b. 2020-21 初中學生退學情況較前嚴重

2018-19 及 2019-20 兩個學年，初中學生退學情況只比高中的略高。及至 2020-21 學年，初中退學人數為高中退學人數接近兩倍。

2. 教師離職

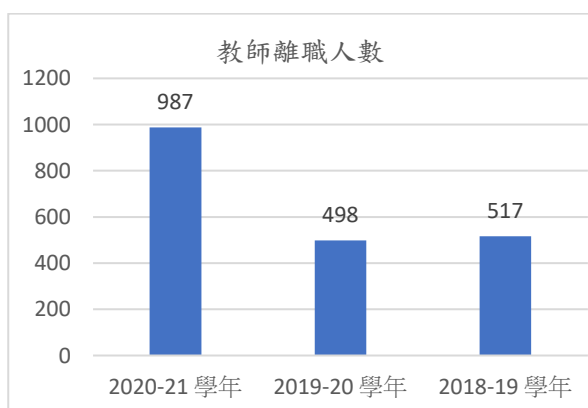


表 3：近三個學年教師離職人數

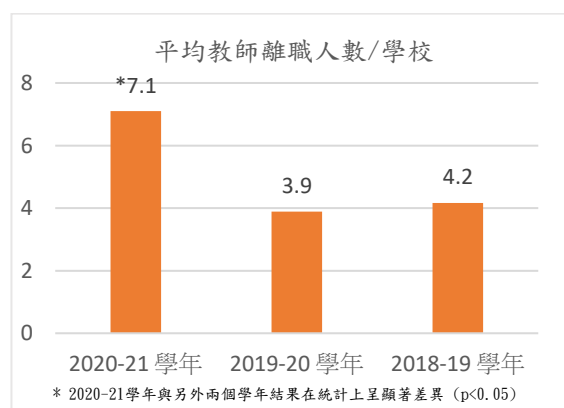


表 4：近三個學年每校平均教師離職人數

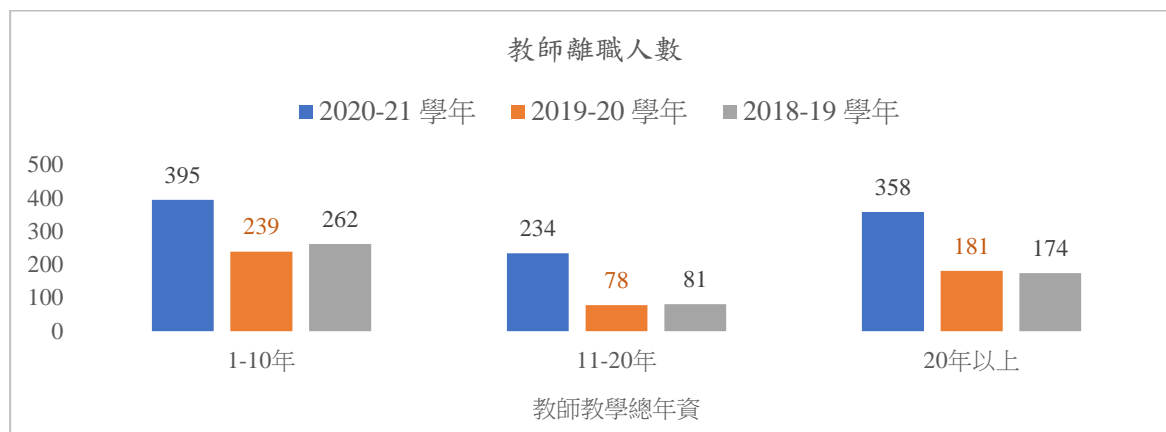


表 5：近三個學年不同年資教師離職人數

從表 3 所見，2020-21 學年教師離職數字飆升，離職人數達 987 人，遠高於 2019-20 學年的 498 人及 2018-19 的 517 人近一倍。表 4 顯示，2020-21 學年，平均每校 7.1 位教師離職，而在 2019-20 學年和 2018-19 學年，每校平均分別為 3.9 人和 4.2 人。此外，2020-21 學年中，年資 1-10 年與 20 年以上教師，其離職人數為 395 和 358，較年資 11-20 年者為高，也較 2019-20 和 2018-19 學年高（表 5）。

3. 退學學生的去向

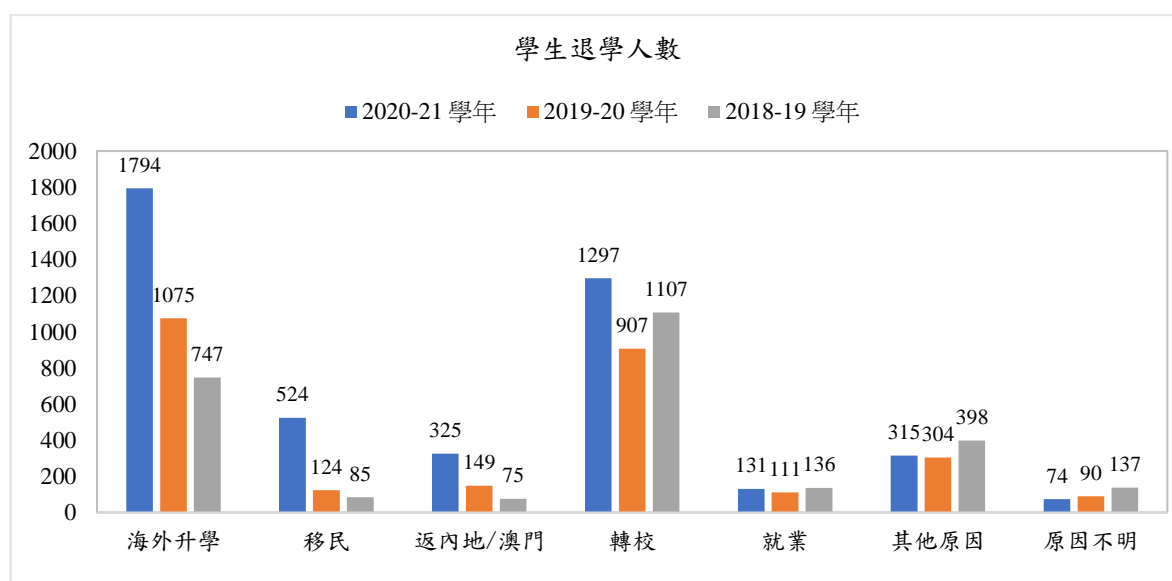


表 6：近三個學年退學學生的去向

從上表所見，2018-19 及 2019-20 學年退學學生中，離開香港（海外、內地、澳門升學及移民）的學生數字分別為 907 人（34%）及 1348 人（49%）。2020-21 學年離開香港數字為 2643 人，佔退學學生數字近 60%，「淨移出」數字較前兩個學年高達一倍或以上。

4. 離職教師的去向

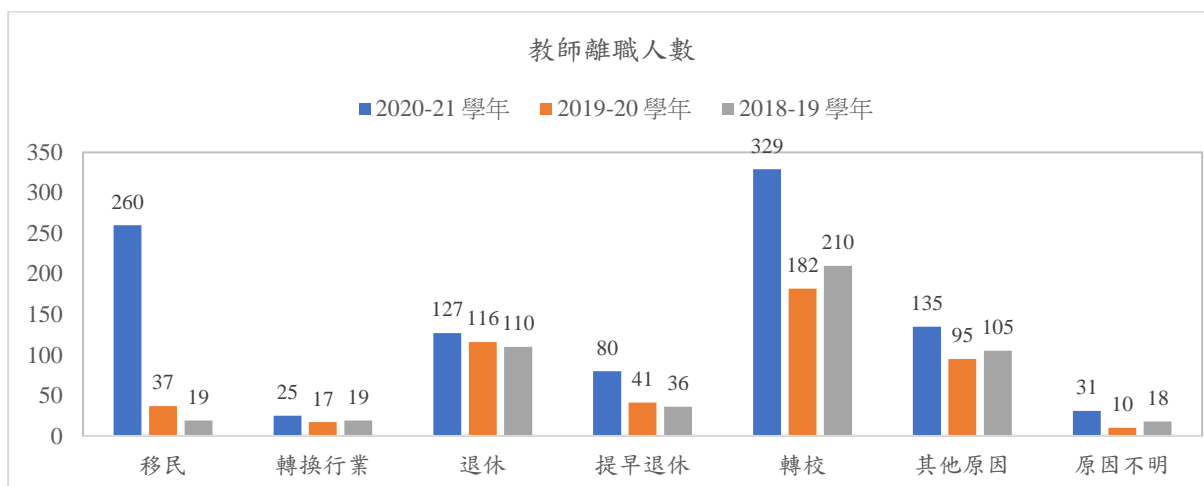


表 7：近三個學年離職教師的去向

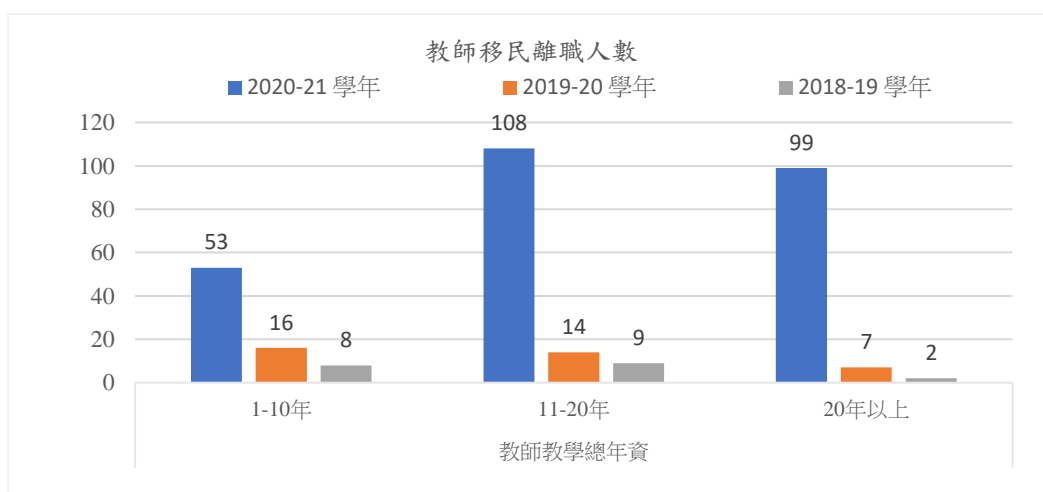


表 8：近三個學年不同年資教師移民人數

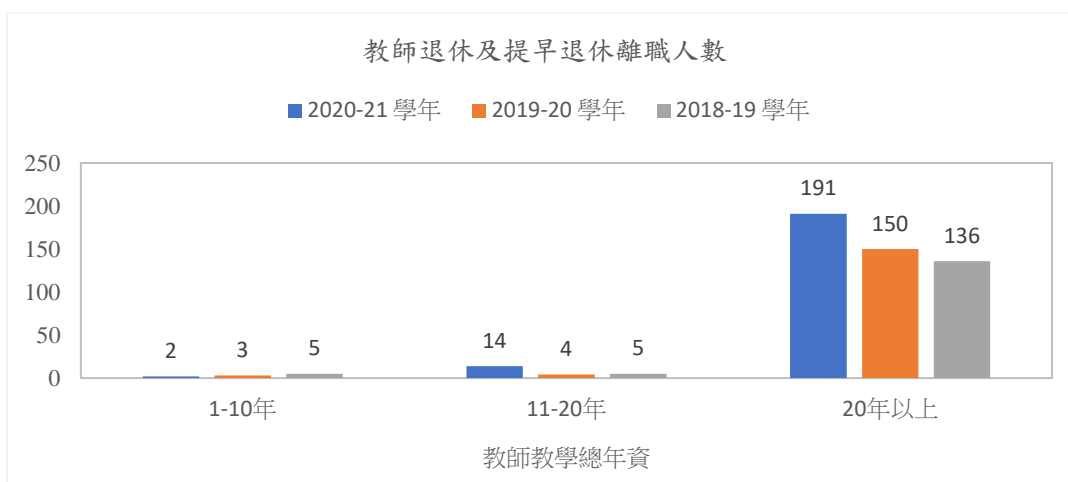


表 9：近三個學年教師退休及提早退休離職人數

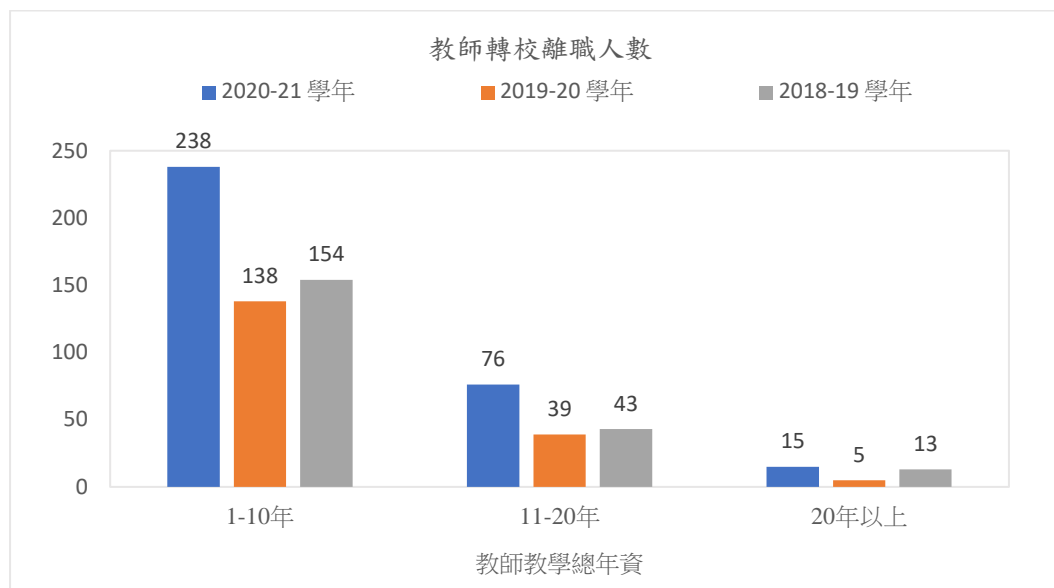


表 10：近三個學年不同年資教師轉校人數

	1-10 年		10 年以上		所有年資	
	離職 總人數比率	非正常退休離 職人數比率	離職 總數比率	非正常退休離 職人數比率	離職 總人數	非正常退休 離職人數
2020-2021	40%	46%	60%	54%	987	860
2019-2020	48%	62%	52%	38%	498	382
2018-2019	51%	63%	49%	37%	517	407

表 11：近三個學年不同年資教師離職與"非正常退休"離職人數的比率

- a. 因轉換行業及正常退休而離開學校的教師，於 2018 - 21 三個學年數字相對穩定，上升幅度並不高（表 7）。
- b. 因移民、提早退休而離職的教師數字，於 2020-21 學年大幅飆升（表 8、9 及 10），2020-2021 學年移民數字為 260 人，較 2019-20 學年升幅達七倍多，較 2018-19 學年更達十三倍多（表 7 及 8），這批老師是直接離開教育界，顯示教學人才的「淨流失」情況比前嚴重。
- c. 從表 11 可見，未達退休年齡而提早離職的教師，在 2020-21 學年 860 人當中，10 年以上富經驗教師的比率達 54%，遠高於 2019-2020 及 2018-2019 學年的 38% 及 37%。那代表過往轉校或轉職者，多為年資較淺教師，但現時這轉校轉職潮，已波及富經驗老師，富經驗教師離職率飆升。

5. 學生離校及教師離職的趨勢

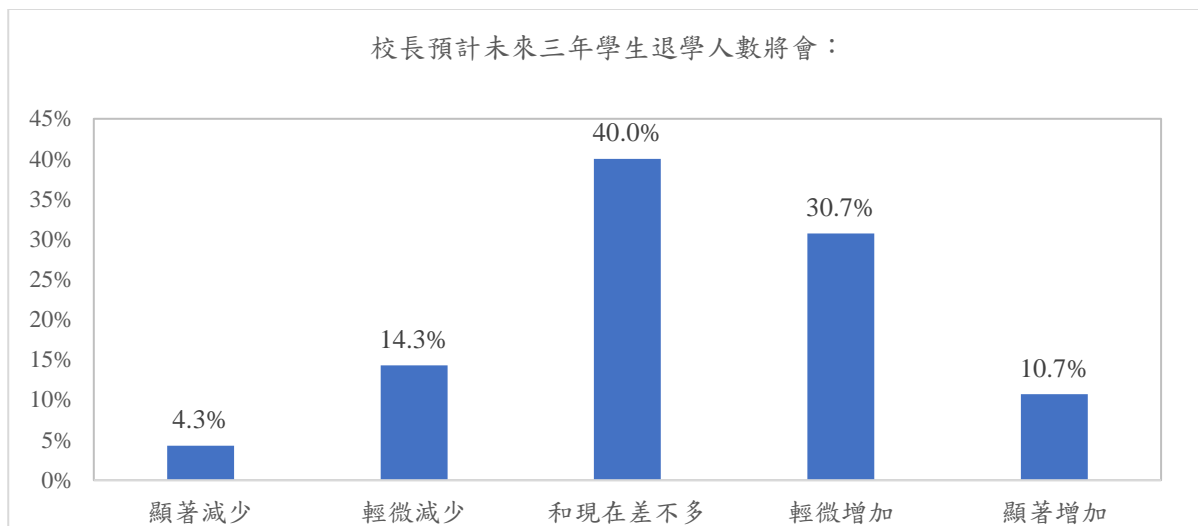


表 12：校長預計未來三年學生退學人數

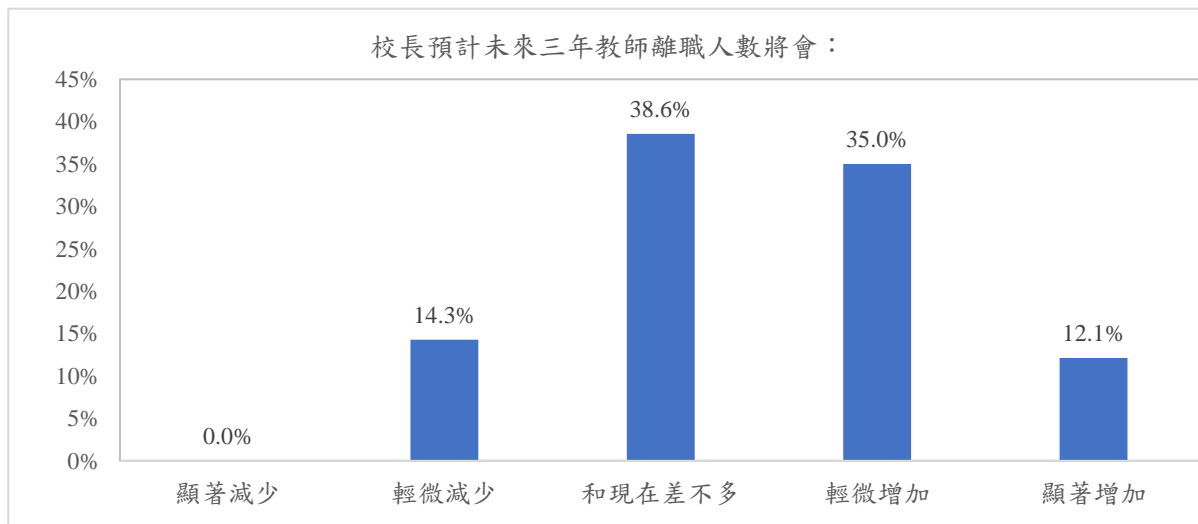


表 13：校長預計未來三年教師離職人數

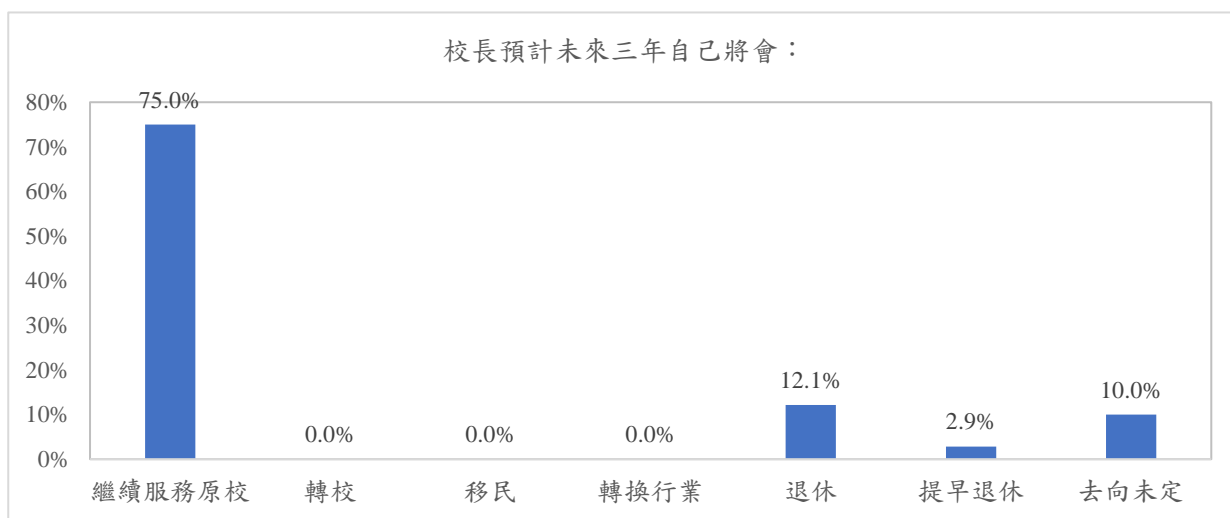


表 14：校長預計未來三年個人的去向

- a. 從表 12 及 13 所見，學校對學生離校及教師離職這趨勢並不樂觀，只有少於 20% 相信這趨勢會減少。大部分校長相信這趨勢會延續、或輕微增加。小部分相信會再顯著增加。
- b. 從表 14 可見，校長的未來去向亦難以樂觀，在未來三年，12.1% 的校長表示將會退休，另有 12.9% 校長表示未來三年去向未定、甚或提早退休。這現象對學界影響不少，需要更深入瞭解。

6. 影響教師離職因素

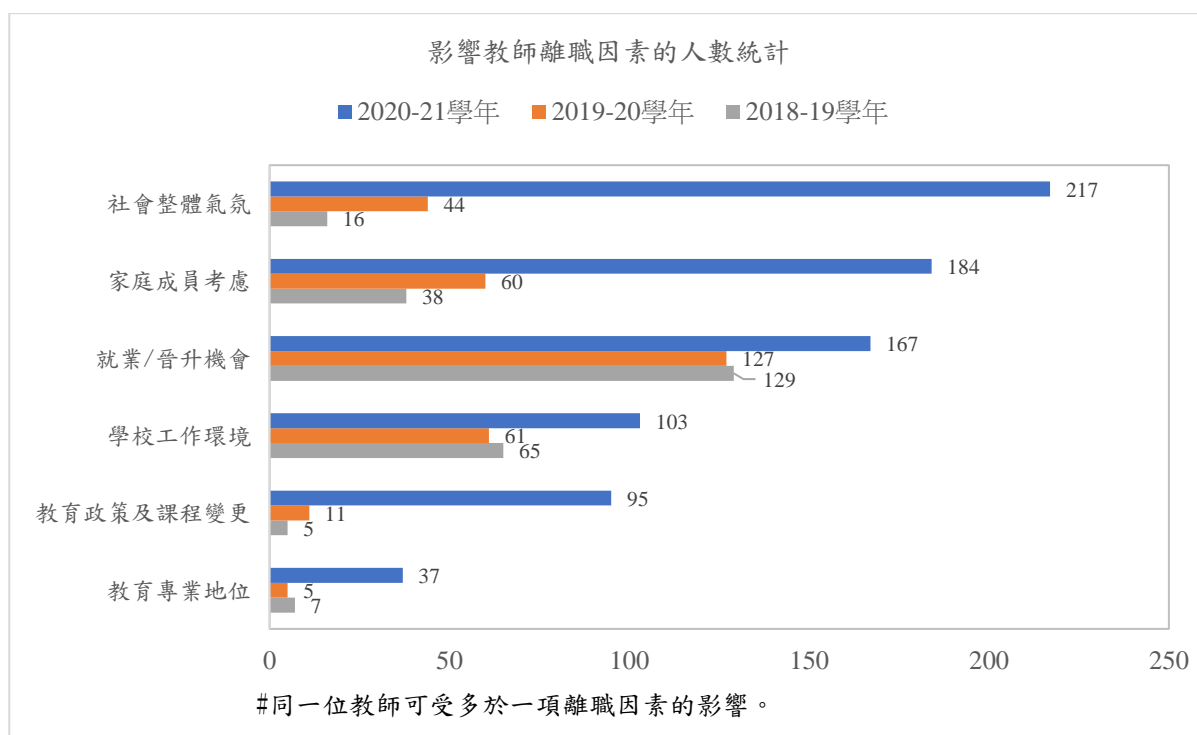


表 15： 影響教師離職因素

- a. 從上表調查數據顯示，就校長所知，2018-19 及 2019-20 學年，教師離職的主要原因是學校工作環境及個人就業/晉升機會。及至 2020-21 學年，教師離職主要是個人或學校非能控制的因素，包括社會整體氣氛、教育政策及課程變更，以及教育專業地位。另外，家庭成員考慮，亦是導致教師離職的主要考慮因素。
- b. 受訪學校校長一般認為社會氣氛、疫情影響與教師士氣及面對的壓力，是造成教師離職的原因。

- c. 綜合校長對問題 Q14¹之回應所見，受訪者指出大量教師離職，影響了學校運作、發展與穩定性。
- d. 問卷調查邀請校長們以文字表達他們對教師離職因素的意見，校長的回應包括有：「社會情況」、「社會對教育專業的不尊重，不信任」、「疫情影響」、「教育政策改變之大」等學校或校長未能掌控的因素。

7. 學生退學及教師離職對學校的影響

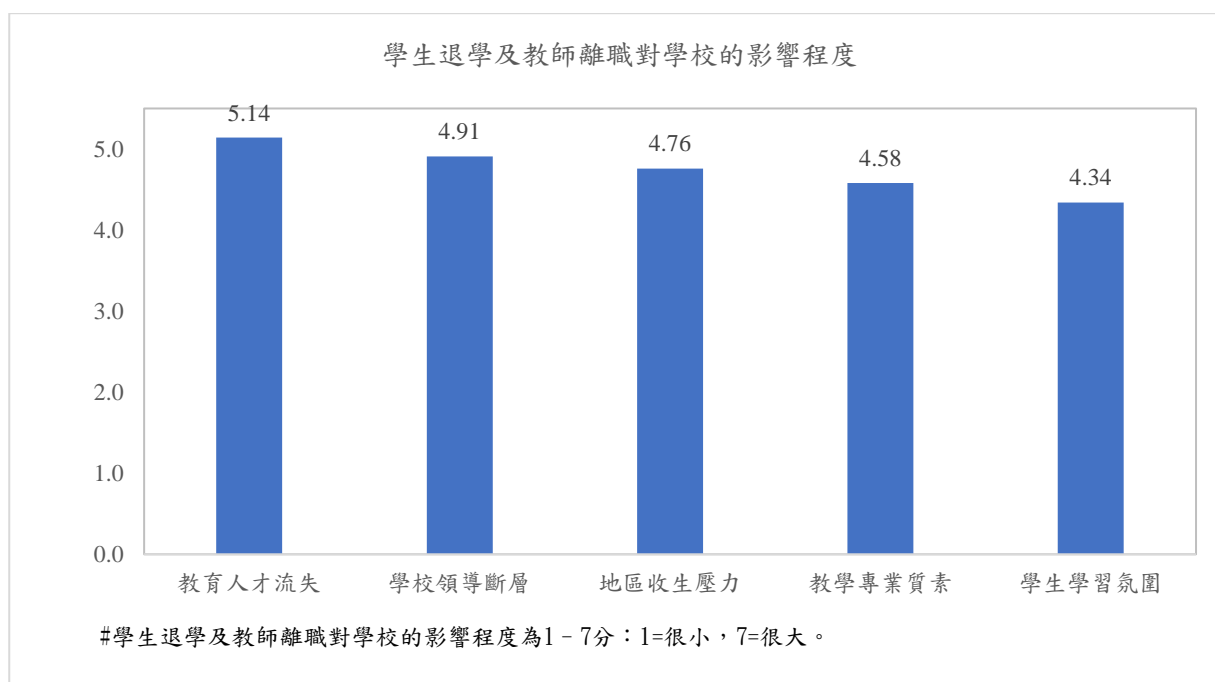


表 16：學生退學及教師離職對學校的影響程度

- a. 從表 16 所見，校長憂慮離校離職潮對學校以至整個教育生態的影響，包括教育人才的流失（影響程度: 5.14 分）、學校領導斷層（影響程度: 4.91 分）及地區收生的壓力（影響程度: 4.76 分）²。

¹ 《學生退學及教師離職問卷調查》：Q14「請填寫你對教師離職原因及影響程度的其他意見。」

² 問卷設定影響程度 1 - 7 分，7 分為最大

Subject 學科	Count 次數	% 百分比
English Language 英國語文科	87	27.5
Science/Physics/Chemistry/Biology 理科	32	10.1
Mathematics 數學科	30	9.5
ICT / IT 資訊及通訊科技科	22	7.0
Chinese Language 中國語文科	20	6.3
Home Economics 家政科	15	4.8
Design & Technology 設計與應用科技科	13	4.1
Physical Education 體育科	9	2.9
BAFS 企業、會計與財務概論科	8	2.5
History 歷史科	8	2.5

表 17：最難聘請老師的科目（過去三年）

- b. 表 17 調查學校在過去三年最難聘請的科目，首三科分別為英國語文、理科和數學科。

Subject 學科	Count 次數	% 百分比
English Language 英國語文科	87	27.0
Mathematics 數學科	32	9.9
Science/Physics/Chemistry/Biology 理科	30	9.3
ICT / IT 資訊及通訊科技科	27	8.4
Chinese Language 中國語文科	20	6.2
Home Economics 家政科	17	5.3
Design & Technology 設計與應用科技科	16	5.0
BAFS 企業、會計與財務概論科	8	2.5
History 歷史科	8	2.5
Technology & Living 科技與生活	7	2.2

表 18：最難聘請老師的科目（預計未來三年）

- c. 表 18 調查學校預計未來三年最難聘請的科目，首三科分別仍為英國語文、理科和數學科。此外，科技科目，如電腦科、家政科和設計與科技科，聘請合適老師的難度略增。

- d. 總的來說，大量教師離職，未能填補合適人選，影響了教學質素。

8. 解決學生退學問題的方法

- a. 問卷調查問題 Q17a 邀請校長們以文字表達他們認為在解決學生退學及老師離職的各種問題，教育當局在學生方面可採取甚麼方法。

問題回應中最常見的三個建議包括：（1）推行小班教學（小班教學未有顯示人數定義）；（2）提升香港教育體系的質素及聲譽；（3）加強支援跨境學童。

- b. 校長亦以文字表達多樣的意見，包括：推動小班教學、減低各班人數以強化互動教學、提供向上流動的機會、解決通關問題、attracts students around the region moving in 等。

9. 解決教師及校長離職問題的方法

- a. 問卷調查問題 Q17b 邀請校長們以文字表達他們認為在解決學生退學及老師離職的各種問題，教育當局在教師及校長方面可採取甚麼方法。

問題回應中最常見的三個建議包括：（1）提高教師專業地位、認受性、自主性和士氣；（2）增加教師培訓和人手；（3）小班教學。

- b. 校長亦以文字表達多樣的意見，包括：積極提升香港教育質素、不減少對教育的投放、教育局該保護教師及校長免受惡意攻擊、須提升社會對教育專業的信任和尊重、精簡及減輕教師工作、穩定教育生態、信任校長領導、善待教師、提供中層管理訓練、延遲退休年齡等。

10. 校長眼中 - 我們關注的問題

問卷調查問題 Q18 邀請校長們以文字表達他們的其他意見，總的來說，校長們的整體關注有以下各方面：

- a. 學生方面：學生是我們的未來，要讓他們對未來滿有希望；要關注他們的需要，莫讓他們離開香港教育體系。
- b. 老師方面：政府須珍惜老師對社會的重要性，要尊重及善待老師；須有明確政策，處理學生退學及老師退場的問題；應與教育界坦誠交流，以達至政通人和。
- c. 整體來說，須有穩定的社會環境，讓學校回歸教學的工作。
- d. 教育同工必須團結合作，發揮專業精神，應對重大挑戰，走出困境。

三．值得關注及跟進的重要事項

綜合是次調查所見，政府當局應關注以下現象，儘快作出跟進及緩解問題，以穩定教育生態，減低對教育質素及學生福祉的影響，讓教育能持續優化，為香港儲材育才，為孩子創造更美好的明天：

1. 整體學生人數下降，對香港教育發展可以是危，也可以是機，看如何把握。過去的兩年多，在社會動盪及疫症肆虐的雙重衝擊下，學生的學習及身心靈健康受到嚴重影響。期盼教育局能善用契機，進一步減少每班學生人數，讓每位學生能得到更全面的照顧，讓學習能更個別化、個性化。
2. 離職教師中，年輕教師（1-10年經驗）離職率最高，但10年或20年以上經驗教師離職的亦不少。教學及行政經驗需要累積、磨煉，有經驗者離職率高，學校青黃不接，教育質素受嚴重影響。面對許多新教育舉措不斷推出、學生精神健康正出現嚴重問題之際，除教育及照顧學生的質素將受影響，留下的經驗老師工作壓力倍增，或許加速仍在職的教師提早離職。
3. 各年齡層的教育工作者均出現離職潮，如何在短時間內培訓足夠的合適教師？這學年已有不少學校表示聘請教師困難，若規劃不足、培訓未及時和未到位，未來將更難聘請合適教師。
4. 二千年教改的初心是讓每一個學生都得到均等的教育。學生轉校、教師離職等音樂椅現象，老師、學生均力求「上移」，會否影響教改初心？會否影響平等教育機會？「弱勢」學生會否更弱勢？「弱勢」學校又會否更弱勢？「強弱懸殊」的教育局面持續下去，或許會造就更多的社會不公。當「輸在起跑線」成為一個現實，社會向上流動的機會被削弱，對香港未來發展，絕不理想。
5. 教師離職離港，顯示著今日人才的流失；學生離港，代表著未來人才的流失。人才一直是香港至為重要的資源，人才流失，直接影響香港未來發展。政府須深入探討教師、學生離開本地教育體制的原因。他們對香港或是對香港教育制度失去信心？若是，如何重建社會對教育的信心？如何重建教育工作者對教育的信心？值得深思。

附件: 問卷樣本

香港中學校長會 (HKAHSS)
香港中文大學香港學生能力國際評估中心 (HKCISA)
學生退學及教師離職問卷調查

調查背景

學生退學及教師離職趨勢，近日引發不少社會關注。香港中學校長會早於去年十一月進行第一次問卷調查，報告撮要已匯報各會員學校。鑑於相關問題對學校教育影響至為深遠，香港中學校長會現如期進行第二次問卷調查，並邀得香港中文大學香港學生能力國際評估中心 (HKCISA) 合作，希望更全面收集最新數據，一方面藉此向教育局反映學校前線實況，另一方面期盼與學界同工共商對策。秉承香港中學校長會一直以來的教育專業精神，本調查純以教育角度探討教育議題，一切以學生的福祉為最大依歸，不涉任何政治考量。

填表須知

每所學校只須填寫一份問卷，請避免重複遞交。

填表人請按校本情況填寫過去三年(2018-19、2019-20 及 2020-21)資料。謝謝。

所有原始資料將絕對保密，整合分析後全部銷毀。

Q1 你學校所屬類別是？

<input type="radio"/> 私立學校 (本地)	<input type="radio"/> 私立(ESF 及 國際學校)	<input type="radio"/> 官立學校	<input type="radio"/> 直接資助計劃學校	<input type="radio"/> 資助學校	<input type="radio"/> 按位津貼學校
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Q2 你學校所屬地區是？（請按教育局學校地區分類）

Q3 請輸入 2020-21 學年度學生退學人數

（註：學生年級以該生退學時的年級為準，中六畢業離校不會計算為退學）

	海外升學	轉校	移民	返內地/ 澳門	就業	其他原因	原因不明
中一至中三							
中四及中五							
中六							

Q4 請輸入 2019-20 學年度學生退學人數

(註：學生年級以該生退學時的年級為準，中六畢業離校不會計算為退學)

	海外升學	轉校	移民	返內地/ 澳門	就業	其他原因	原因不明
中一至中三							
中四及中五							
中六							

Q5 請輸入 2018-19 學年度學生退學人數

(註：學生年級以該生退學時的年級為準，中六畢業離校不會計算為退學)

	海外升學	轉校	移民	返內地/ 澳門	就業	其他原因	原因不明
中一至中三							
中四及中五							
中六							

Q6 請按教師教學總年資，輸入 2020-21 學年度教師離職人數

	轉校	移民	轉換行業	退休	提早退休	其他原因	原因不明
1-10 年							
11-20 年							
20 年以上							

Q7 請按教師教學總年資，輸入 2019-20 學年度教師離職人數

	轉校	移民	轉換行業	退休	提早退休	其他原因	原因不明
1-10 年							
11-20 年							
20 年以上							

Q8 請按教師教學總年資，輸入 2018-19 學年度教師離職人數

	轉校	移民	轉換行業	退休	提早退休	其他原因	原因不明
1-10 年							
11-20 年							
20 年以上							

Q9 你預計未來三年學生退學人數將會：

☐顯著減少 ☐輕微減少 ☐和現在差不多 ☐輕微增加 ☐顯著增加

Q10 你預計未來三年教師離職人數將會：

☐顯著減少 ☐輕微減少 ☐和現在差不多 ☐輕微增加 ☐顯著增加

Q11 預計未來三年你本人（校長）將會：

☐繼續服務原校 ☐轉校 ☐移民 ☐轉換行業 ☐退休 ☐提早退休 ☐去向未定

Q12 教師離職原因的人數統計

就你所知，你學校有多少教師是因為以下原因選擇離職？

（只需填寫你所知的項目，同一位教師可選多個原因）

	2020-21 學年度 教師人數	2019-20 學年度 教師人數	2018-19 學年度 教師人數
學校工作環境			
就業/晉升機會			
社會整體氣氛			
教育政策及課程變更			
教育專業地位			
家庭成員考慮			
其他原因(請簡述)			

Q13 教師離職原因的影響程度

就你所知，下列原因多大程度上影響你學校的教師作離職的選擇？

（只需填寫你所知的項目）

	1 很小	2	3	4	5	6	7 很大
學校工作環境	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就業/晉升機會	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
社會整體氣氛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育政策及課程變更	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育專業地位	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
家庭成員考慮	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他原因(請簡述)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 請填寫你對教師離職原因及影響程度的其他意見。

Q15 你認為學生退學及教師離職對學校的影響程度有多大？

	1 很小	2	3	4	5	6	7 很大
教育人才流失	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
學校領導斷層	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
地區收生壓力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教學專業質素	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
學生學習氛圍	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他原因(請簡述)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 根據你學校的經驗，請列出一至三個最難聘請老師的科目。

	過去三年	預計未來三年
1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>

Q17 為解決學生退學及老師離職的各種問題，你認為教育當局：

a. 在學生方面應採取甚麼方法？

b. 在教師及校長方面應採取甚麼方法？

Q18 請問你有沒有其他意見？

全卷完