

Numbers and percentages of newly recruited teachers, the numbers of drop-out teachers and the wastage rates in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools as well as aided special schools from the 2020/21 to 2022/23 school years

Item	Finance type (Primary school)	School year (Note 1)		
		2020/21	2021/22	2022/23
Number of newly recruited teachers (Note 2)	Public sector	1 064	1 340	1 636
	DSS	94	132	129
Number of newly recruited teachers as a percentage of the total number of teachers (%)	Public sector	4.7	6.0	7.4
	DSS	7.1	9.9	9.8
Number of drop-out teachers (Note 3)	Public sector	962	1 608	1 917
	DSS	64	104	119
Wastage rate (%) (Note 3)	Public sector	4.2	7.1	8.5
	DSS	4.9	7.9	8.9

Item	Finance type (Secondary school)	School year (Note 1)		
		2020/21	2021/22	2022/23
Number of newly recruited teachers (Note 2)	Public sector	1 157	1 585	1 961
	DSS	347	518	592
Number of newly recruited teachers as a percentage of the total number of teachers (%)	Public sector	5.1	6.9	8.6
	DSS	8.2	12.3	14.2
Number of drop-out teachers (Note 3)	Public sector	1 029	1 781	2 239
	DSS	212	359	426
Wastage rate (%) (Note 3)	Public sector	4.6	7.8	9.8
	DSS	5.1	8.5	10.1

Item	Aided special school / School year (Note 1)		
	2020/21	2021/22	2022/23
Number of newly recruited teachers (Note 2)	177	216	213
Number of newly recruited teachers as a percentage of the total number of teachers (%)	8.8	10.5	10.5

Number of drop-out teachers (Note 3)	105	190	237
Wastage rate (%) (Note 3)	5.4	9.4	11.6

Notes:

- (1) Figures of the 2020/21 school year reflect situation in mid-October, whilst others reflect situation in mid-September of the respective school years.
- (2) In respect of primary schools, secondary schools and special schools, “newly recruited teachers” refer to teachers who had not served in any of the local schools (irrespective of whether primary or secondary schools) in the preceding school year but were serving in a local school in the school year concerned. They included those who had not been serving as teachers in any local schools before (newly-joined teachers) as well as those re-joining the teaching profession after having left the teaching profession for more than one year.
- (3) In respect of primary schools, secondary schools and special schools, “drop-out teachers” refer to the teachers who were serving in a local school in the preceding school year but were no longer serving in any of the local schools in the school year concerned. Teachers transferred from ordinary schools to special schools (and vice versa) were counted as “drop-out teachers”. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned in the preceding school year.