

2018–2019 Student Success Survey



Prepared for
the Department of Education and
Early Childhood Development
and Communications Nova Scotia



NARRATIVE
RESEARCH

Background and Methodology

Background

The Nova Scotia Department of Education and Early Childhood Development (EECD) commissioned Narrative Research to conduct a research study to gather anonymous feedback on students' well-being and experiences at school. A provincial student survey was chosen as the research instrument to set benchmark measures of various aspects of the student experience within the provincial public education system, relating to both the classroom and the overall school environment. The survey focused on a variety of key areas of students' lives at school, including relationships and learning experiences. Specific objectives of the research were to

- assess student perceptions regarding the overall learning culture of their school.
- assess students' level of engagement with their school and their education.
- explore student relationships with peers and teachers.
- identify potential areas for improvement for schools, regional centres for education (RCEs), the Conseil scolaire acadien provincial (CSAP), and EECD.

Methodology

The survey was developed by EECD and stakeholders. Consistent with industry standards, it was designed to ensure all responses were provided anonymously to Narrative Research and to serve as a benchmark assessment of student perceptions and opinions for future studies. Ultimately, the survey will provide students with opportunities to share their own thoughts and perceptions on their school experiences, and results will be used to plan for and improve student well-being and achievement. All 82,621 students within Nova Scotia's public school system from grades 4 to 12 were eligible to participate in the survey. A total of 54,004 students completed surveys, across all regions, representing a 65 per cent overall response rate.

It is important to note that the option to identify as LGBTQ2+ was only presented to students in grades 7 to 12. Results in the following tables from this demographic cannot be directly compared to others.

In addition to this report, detailed school-level reports will be provided to participating schools, except where the results could potentially identify students or teachers. Detailed reports will also be provided to CSAP and each RCE.

Unless otherwise noted, all results are expressed as a percentage, with students who indicated *Not sure* being excluded from these percentages. Students could skip any questions they did not wish to answer.

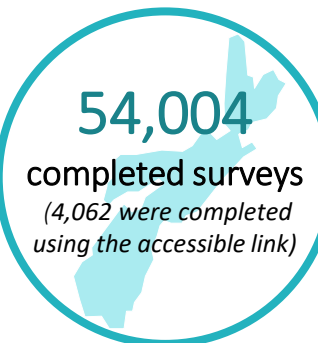
Please note that breakdowns will not always add up to exactly 100 per cent due to rounding percentage points.

Online Survey

- **Design:** Two separate versions of the survey were provided, including an accessible version (i.e., a programmed version designed to be fully accessible on assistive technologies).
- **Languages:** English and French.

Field Dates and Survey Length

- **Dates:** April 17 to May 27, 2019
- **Average Length:**
 - Grades 4–6, 15.5 minutes
 - Grades 7–9, 18.6 minutes
 - Grades 10–12, 15.5 minutes



2019 Student Success Survey

Highlights

At School



78%

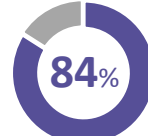
of students feel **they belong** at their school.

Students who say they have at least one...



94%

friend



84%

adult

...they can go to at school if they needed to talk to someone.

School Work

68%

of students feel the level of difficulty of their school work is

just right.



73%
enjoy learning in school.

92%
feel they can do well in school.

95%
say their teacher feels they can do well in school.

Beliefs About School and the School Environment

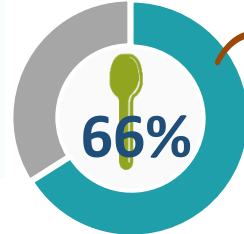
80%

of students get to **choose** the things they **read** and **write** about in class.

92%

of students report their teacher helps them understand what they are doing well.

Breakfast



66%

Two-thirds of students report having eaten breakfast on the day of the survey.

Physical Activity

Students report getting nearly two hours of some level of exercise a day. Research shows that the amount of physical activity decreases as students get older.

116.3
min.

64% of students reported missing at least one day of school in the past month.

Students' top six reasons for missing school
(Among students who missed school at least one or more days in the last month).

- Sick or injured.
- Medical or dental appointment.
- Sports or extra-curricular.
- Did not want to go to school.
- Mental health.
- Family event or trip.

19%

of students felt unsafe or threatened at school in the last 30 days.

Students' top three reasons for feeling unsafe or threatened at school

(Among the students who felt unsafe or threatened at school in the last 30 days.)

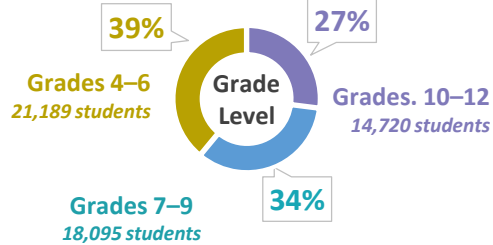
- ✓ How they looked
- ✓ How they behaved with others
- ✓ Their mental health



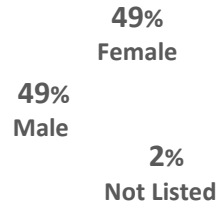
About the Students Who Completed the Survey



Respondent Profile



Gender



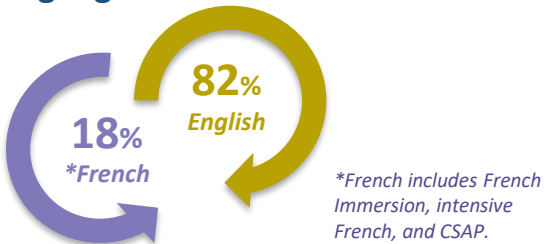
LGBTQ2+ (grades 7-12 only)

10% of students identify as LGBTQ2+, while an additional 9% indicate they are not sure how they identify yet.

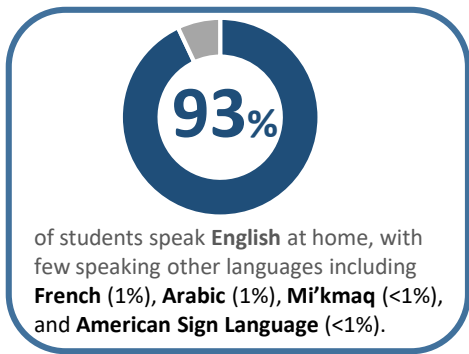
The incidence of students identifying as LGBTQ2+ is generally consistent across regions. That said, female students are notably more likely than male students to identify as LGBTQ2+.

Among those students who identify as LGBTQ2+, 11% report being transgender.

Language of Instruction



Language at Home



Ancestry

(n=53,578)



European ancestry (White)	45%
Acadian ancestry	11%
Mi'kmaq/Indigenous ancestry	8%
African ancestry (Black)	5%
Asian ancestry	3%
Middle Eastern ancestry	2%
East Asian ancestry	1%
Not listed	3%

36%

of students are unaware of their ancestral background, with students in grades 4 to 6 being least likely to know their ancestry.

Not Sure:

Grades 4-6, 47%
Grades 7-9, 35%
Grades 10-12, 20%

8% of students self-identified as having Mi'kmaq or other Indigenous ancestry.

2% of these students speak Mi'kmaq at home.

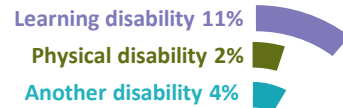
5% of students self-identified as having African ancestry.
75% of these students identified as African Nova Scotian.

That said...

52% of CSAP students mostly speak English at home, while 43% speak French or English and French.

While the vast majority of students in Nova Scotia primarily speak English at home, CSAP students are more likely than other students to primarily speak only French, or both English and French at home.

Students with Disabilities



The prevalence of disabilities was generally consistent across grade levels, genders, and regions.

Of the few students who reported another type of disability, they most commonly mentioned ADHD (ADD), anxiety, and autism.

First-Generation Canadians



9% of students are first-generation Canadians (born outside of Canada).

37% of first-generation Canadian students primarily speak a language other than English or French at home.

Relationships at School

Students were asked about their relationships with their peers and adults at school. In items referring to teachers, students in grades 4–6 were asked to respond about the teacher with whom they spent the most time. Students in grades 7–12 were asked about their teachers overall.

Percentage of students who agreed or strongly agreed												
	Overall (n=39,469 –51,489)	Grades 4–6 (n=14,095 –20,020)	Grades 7–9 (n=13,239 –17,310)	Grades 10–12 (n=11,787 –14,196)	Male (n=19,232 –25,045)	Female (n=19,412 –25,463)	LGBTQ2+ (Gr. 7–12) (n=2625– 3130)	African Descent (n=1969– 2442)	Mi'kmaq/ Indigenous (n=3403– 4254)	First– Generation Canadians (n=3348– 4369)	Learning Disabilities (n=4394– 5612)	Physical Disabilities (n=834– 1040)
Having someone to talk to:												
There is at least one friend I can go to if I need to talk to someone.	94%	94%	94%	94%	94%	95%	90%	91%	93%	93%	91%	89%
There is at least one adult I can go to if I need to talk to someone.	84%	90%	80%	81%	83%	86%	78%	79%	81%	86%	82%	80%
My teacher(s):												
expect(s) my best effort in class.	97%	98%	96%	95%	96%	98%	95%	95%	95%	96%	94%	92%
believe(s) I can do well in school.	95%	98%	93%	93%	94%	96%	90%	92%	92%	95%	89%	87%
encourage(s) me to be myself.	85%	93%	81%	79%	84%	87%	75%	80%	81%	88%	80%	75%
notice(s) when something is bothering me.	63%	83%	53%	45%	64%	62%	40%	58%	56%	64%	63%	59%
know(s) what my home life is like.	37%	49%	32%	29%	35%	39%	25%	28%	32%	34%	37%	36%

Note: Students' responses of *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree* are reflected in the table above. Non-responses and responses of *Not sure* are not included. Please note that *Not sure* responses were unusually numerous for the items, "My teacher(s) know(s) what my home life is like." (n=14,320) and "My teacher(s) notice(s) when something is bothering me." (n=10,933).

Relationships at School

Students were asked whether they feel less respected than other students, and if so, why. Students were able to choose more than one reason as to why they felt this way.

Percentage of students who agreed or strongly agreed

	Overall (n=46,033)	Grades 4–6 (n=17,926)	Grades 7–9 (n=15,221)	Grades 10–12 (n=12,886)	Male (n=22,702)	Female (n=22,443)	LGBTQ2+ (Gr. 7–12) (n=2778)	African Descent (n=2190)	Mi'kmaq/ Indigenous (n=3757)	First- Generation Canadians (n=3923)	Learning Disabilities (n=4933)	Physical Disabilities (n=944)
I feel <u>less</u> respected than other students.	28%	26%	32%	26%	28%	27%	43%	35%	37%	25%	42%	46%

Top reasons why students feel less respected

	Overall (n=12,078)	Grades 4–6 (n=4285)	Grades 7–9 (n=4593)	Grades 10–12 (n=3200)	Male (n=5941)	Female (n=5692)	LGBTQ2+ (Gr. 7–12) (n=1183)	African Descent (n=743)	Mi'kmaq/ Indigenous (n=1328)	First- Generation Canadians (n=938)	Learning Disabilities (n=1957)	Physical Disabilities (n=428)
How I look.	41%	35%	46%	41%	35%	46%	57%	41%	46%	35%	41%	47%
How I behave with others.	33%	27%	36%	37%	35%	31%	44%	31%	38%	28%	35%	39%
My marks in school.	30%	20%	31%	41%	27%	32%	35%	30%	34%	23%	36%	34%
My mental health.	18%	10%	19%	28%	12%	22%	48%	18%	27%	13%	27%	36%
The way I talk (e.g., my accent, speech).	17%	11%	18%	22%	17%	16%	26%	23%	22%	27%	21%	28%
How much money my family has.	16%	11%	16%	20%	13%	17%	25%	19%	24%	13%	17%	24%
My sexual orientation (grades 7–12).	8%	--	8%	9%	6%	7%	40%	12%	12%	8%	10%	20%
My disability.	8%	8%	7%	9%	9%	6%	12%	10%	10%	7%	30%	41%
My gender.	8%	8%	9%	9%	8%	7%	18%	12%	13%	10%	9%	13%
My race.	6%	4%	7%	9%	6%	5%	6%	39%	11%	20%	6%	11%
My gender identity (grades 7–12).	5%	--	5%	5%	5%	2%	20%	9%	8%	6%	8%	14%

Beliefs About School

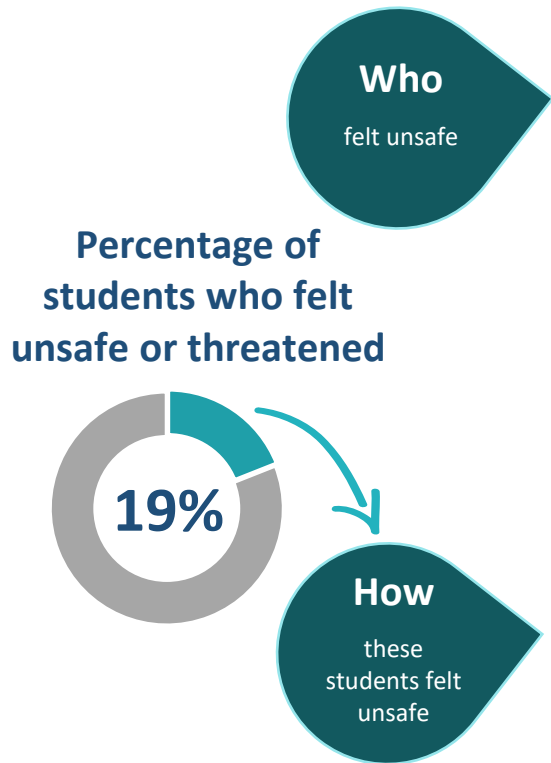
Students were asked about their beliefs about school and their relationship to school.

Percentage of students who agreed or strongly agreed												
	Overall (n=47,246 -52,057)	Grades 4–6 (n=18,616 -20,480)	Grades 7–9 (n=15,613 -17,436)	Grades 10–12 (n=13,017 -14,141)	Male (n=23,483 -25,397)	Female (n=22,888 -25,685)	LGBTQ2+ (Gr. 7–12) (n=2801– 3124)	African Descent (n=2205– 2483)	Mi'kmaq/ Indigenous (n=3833– 4289)	First- Generation Canadians (n=3919– 4437)	Learning Disabilities (n=5110– 5661)	Physical Disabilities (n=965– 1047)
It is important for me to work hard in school.	95%	98%	95%	92%	94%	97%	91%	93%	93%	94%	91%	88%
I believe I can do well in school.	92%	94%	89%	92%	92%	92%	81%	89%	88%	94%	82%	81%
When school work is hard for me, I keep trying until I figure it out.	82%	89%	79%	75%	81%	84%	70%	76%	77%	87%	71%	73%
I can be myself at school.	79%	85%	74%	76%	82%	77%	54%	77%	72%	83%	71%	65%
I feel like I belong at my school.	78%	85%	74%	74%	79%	78%	54%	72%	70%	78%	67%	63%
I enjoy learning in school.	73%	81%	66%	71%	69%	79%	66%	71%	69%	81%	62%	66%

Note: Students' responses of *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree* are reflected in the table above. Non-responses and responses of *Not sure* are not included.

School Environments

Students were asked whether they felt unsafe or threatened at school within the past month (i.e., the last 30 days). Those who felt unsafe were then asked how often they felt unsafe in a variety of ways, and were able to choose multiple options.



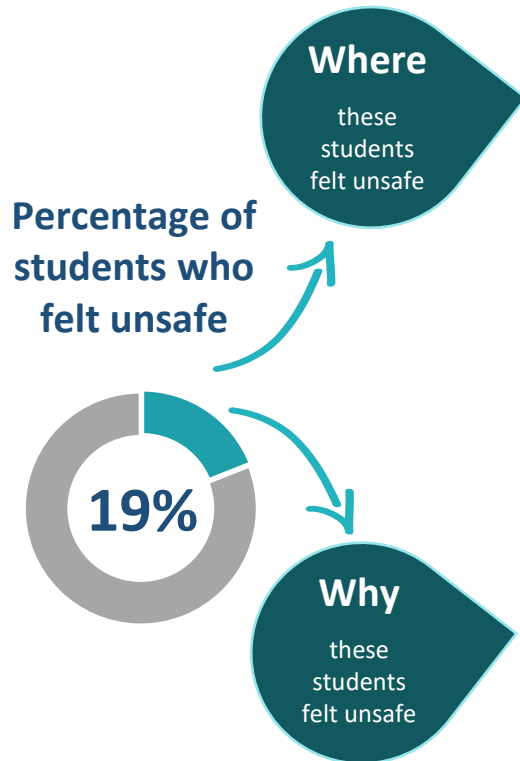
Percentage of students who felt unsafe or threatened at school in the past month												
	Overall (n=53,833)	Grades 4–6 (n=21,098)	Grades 7–9 (n=18,056)	Grades 10–12 (n=14,679)	Male (n=26,331)	Female (n=26,403)	LGBTQ2+ (Gr. 7–12) (n=3293)	African Descent (n=2592)	Mi'kmaq/ Indigenous (n=4470)	First- Generation Canadians (n=4605)	Learning Disabilities (n=5979)	Physical Disabilities (n=1115)
Yes.	19%	16%	22%	19%	18%	19%	36%	24%	27%	17%	27%	35%

How students felt unsafe or threatened at school (among those who felt unsafe or threatened one or more times in the past month)												
	Overall (n=8144– 9859)	Grades 4–6 (n=2677– 3291)	Grades 7–9 (n=3175– 3866)	Grades 10–12 (n=2292– 2711)	Male (n=3920– 4636)	Female (n=3861– 4762)	LGBTQ2+ (Gr. 7–12) (n=962– 1155)	African Descent (n=480– 589)	Mi'kmaq/ Indigenous (n=966– 1169)	First- Generation Canadians (n=606– 733)	Learning Disabilities (n=1306– 1561)	Physical Disabilities (n=310–375)
Social (e.g., gossip, pranks, being left out).	78%	77%	81%	77%	72%	84%	89%	76%	82%	76%	79%	85%
Verbal or written (e.g., name calling, insults, threats, graffiti).	75%	75%	78%	70%	74%	76%	80%	78%	79%	75%	79%	83%
Physical (e.g., pushing, hitting, destroying belongings).	61%	68%	62%	51%	66%	56%	60%	66%	63%	62%	65%	73%
Electronic or cyber (e.g., someone pretending to be you online, spreading gossip or pictures online, hurtful messages, or threats online).	49%	44%	51%	51%	44%	53%	58%	51%	52%	50%	55%	60%
Another way (students asked to specify).	45%	55%	42%	39%	44%	45%	47%	52%	50%	47%	50%	61%

School Environments

The 19 per cent of students who indicated they felt unsafe or threatened in the last 30 days were asked follow-up questions about WHERE and WHY they felt unsafe or threatened.

The tables below indicate their top answers to these questions.



Top places where students felt unsafe or threatened at school (among those who felt unsafe or threatened in the past month)

	Overall (n=6162)	Grades 4–6 (n=2121)	Grades 7–9 (n=2422)	Grades 10–12 (n=1619)	Male (n=2860)	Female (n=2963)	LGBTQ2+ (Gr. 7–12) (n=858)	African Descent (n=369)	Mi'kmaq/ Indigenous (n=772)	First- Generation Canadians (n=451)	Learning Disabilities (n=1033)	Physical Disabilities (n=279)
Playground/school grounds	47%	57%	44%	40%	49%	45%	51%	52%	50%	46%	49%	58%
Hallway/stairwells	45%	29%	51%	56%	37%	50%	61%	49%	57%	39%	51%	60%
Classrooms	40%	34%	46%	41%	36%	43%	51%	49%	47%	38%	48%	56%
Washrooms	35%	24%	37%	46%	31%	36%	49%	40%	42%	36%	38%	48%
Lunchroom or cafeteria	32%	25%	36%	36%	29%	33%	45%	41%	40%	31%	36%	45%

Top reasons why students felt unsafe or threatened at school (among those who felt unsafe or threatened in the past month)

	Overall (n=5384)	Grades 4–6 (n=1813)	Grades 7–9 (n=2143)	Grades 10–12 (n=1428)	Male (n=2467)	Female (n=2589)	LGBTQ2+ (Gr. 7–12) (n=810)	African Descent (n=348)	Mi'kmaq/ Indigenous (n=701)	First- Generation Canadians (n=405)	Learning Disabilities (n=950)	Physical Disabilities (n=256)
How I look.	50%	44%	55%	51%	43%	55%	62%	49%	58%	47%	51%	61%
How I behave with others.	33%	27%	36%	37%	32%	33%	45%	31%	37%	32%	37%	43%
My mental health.	24%	13%	26%	35%	17%	27%	50%	24%	30%	20%	35%	44%
My marks in school.	21%	17%	23%	24%	20%	21%	23%	26%	24%	23%	30%	32%
The way I talk (e.g., my accent, speech).	20%	16%	20%	24%	19%	18%	27%	25%	25%	27%	26%	32%
How much money my family has.	19%	15%	19%	22%	17%	19%	25%	25%	28%	17%	22%	34%

Note: Only 67 per cent of the students who felt unsafe or threatened responded to where specifically they felt unsafe or threatened and the reasons why.

Time at School

Students were asked to recall the number of days missed from school in the past month, and the reason. Again, students had the option of providing multiple reasons.

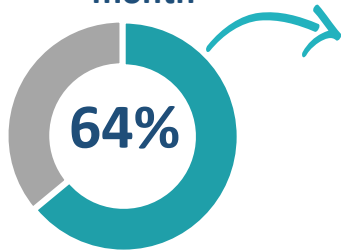
How often students missed school in the past month												
	Overall (n=47,810)	Grades 4–6 (n=17,618)	Grades 7–9 (n=16,262)	Grades 10–12 (n=13,930)	Male (n=23,386)	Female (n=23,490)	LGBTQ2+ (Gr. 7–12) (n=3009)	African Descent (n=2308)	Mi'kmaq/ Indigenous (n=4045)	First- Generation Canadians (n=4158)	Learning Disabilities (n=5096)	Physical Disabilities (n=959)
Not missed.	36%	44%	33%	30%	39%	33%	26%	35%	30%	44%	31%	28%
One or two times this past month.	39%	37%	42%	39%	38%	40%	39%	36%	38%	37%	37%	37%
Three or more times this past month.	25%	19%	25%	32%	22%	27%	35%	29%	32%	19%	32%	35%

Top reasons for missing school (among those who missed school one or more times in the past month)												
	Overall (n=19,807 –23,716)	Grades 4–6 (n=5370– 7276)	Grades 7–9 (n=7529– 8813)	Grades 10–12 (n=6636– 7627)	Male (n=8460– 10,715)	Female (n=10,696 –12,554)	LGBTQ2+ (Gr. 7–12) (n=1567– 1811)	African Descent (n=948– 1171)	Mi'kmaq/ Indigenous (n=1898– 2261)	First- Generation Canadians (n=1452– 1797)	Learning Disabilities (n=2131– 2623)	Physical Disabilities (n=436–528)
Sick or injured.	70%	75%	71%	63%	70%	69%	70%	74%	72%	71%	72%	70%
Medical or dental appointment.	53%	48%	55%	54%	48%	57%	55%	53%	57%	46%	57%	69%
Did not want to go to school.	34%	24%	34%	43%	34%	34%	47%	46%	44%	30%	44%	41%
Sports or extra-curricular event.	34%	30%	37%	35%	32%	36%	26%	32%	33%	33%	26%	27%
Mental health.	31%	19%	29%	41%	19%	39%	63%	35%	43%	25%	44%	47%
Family event or trip.	30%	35%	29%	27%	29%	31%	24%	31%	32%	34%	30%	27%

Note: Non-responses and responses of *Not sure* are not included.

Only students who missed school in the past month are reflected in the second table.

Percentage of students who missed school in the last month



Time at School

Students were asked to choose from a list of possible reasons, what, if anything, distracted them in class. They could choose more than one answer.

Top reasons why students find it hard to pay attention in class												
	Overall (n=53,217)	Grades 4–6 (n=20,752)	Grades 7–9 (n=17,894)	Grades 10–12 (n=14,571)	Male (n=25,900)	Female (n=26,250)	LGBTQ2+ (Gr. 7–12) (n=3277)	African Descent (n=2557)	Mi'kmaq/ Indigenous (n=4440)	First- Generation Canadians (n=4560)	Learning Disabilities (n=5892)	Physical Disabilities (n=1096)
Feeling tired.	54%	41%	57%	67%	48%	58%	74%	55%	60%	52%	55%	59%
Feeling bored/not interested.	50%	33%	58%	64%	48%	52%	67%	53%	58%	44%	53%	49%
Sitting too much or not moving enough.	41%	31%	47%	46%	38%	43%	53%	44%	48%	32%	44%	44%
Other students' behaviour.	39%	33%	44%	40%	33%	44%	54%	40%	46%	33%	40%	45%
Feeling overwhelmed/stressed out.	38%	25%	42%	51%	27%	48%	69%	39%	49%	29%	45%	47%
Feeling hungry.	35%	30%	39%	40%	31%	39%	44%	38%	40%	33%	36%	39%

Note: Only 10 per cent of students indicated that cell phones were a distraction. Table only includes the top six answers among those that were provided to students.

Learning Experiences

Students were asked about the frequency of different types of learning experiences, including instructional and assessment practices. They indicated that the following interactions occurred at least *Sometimes* or *In some of* their courses.

Percentage of students who indicated learning experiences below happened at least some of the time (very often/sometimes or in all/most/some of my courses)												
	Overall (n=52,566 -53,097)	Grades 4–6 (n=20,470 -20,794)	Grades 7–9 (n=17,662 -17,795)	Grades 10–12 (n=14,434 -14,526)	Male (n=25,575 -25,868)	Female (n=25,962 -26,179)	LGBTQ2+ (Gr. 7–12) (n=3241– 3267)	African Descent (n=2517– 2550)	Mi'kmaq/ Indigenous (n=4371– 4421)	First– Generation Canadians (n=4484– 4550)	Learning Disabilities (n=5769– 5857)	Physical Disabilities (n=1076– 1091)
My teacher(s):												
expect(s) me to explain my answers (why I think what I think).	95%	95%	96%	94%	95%	96%	94%	93%	94%	95%	91%	89%
explain(s) what I am going to learn each day in a way I can understand.	93%	94%	93%	93%	93%	94%	91%	90%	91%	95%	89%	88%
help(s) me understand what I am doing well.	92%	94%	92%	90%	93%	92%	88%	89%	89%	93%	89%	88%
help(s) me understand what to do next to improve my schoolwork.	91%	93%	91%	88%	92%	90%	86%	89%	88%	92%	89%	86%
give(s) me chances to do better in my schoolwork.	91%	90%	92%	90%	92%	90%	89%	89%	89%	92%	91%	86%
help(s) me connect what I am learning to something I already know.	91%	91%	91%	91%	91%	92%	89%	88%	89%	93%	88%	85%
help(s) us get started on classwork by showing good examples of finished work.	89%	91%	90%	86%	89%	90%	85%	87%	87%	92%	88%	84%
help(s) me make connections between what I learn and what happens in my life.	80%	79%	82%	80%	81%	80%	78%	77%	78%	83%	79%	77%

Note: For this set of items, students in grades 4–6 reported on their experience with the teacher with whom they spent the most time. They indicated if experiences happened *Very often*, *Sometimes*, or *Hardly ever/Never*. Students in grades 7–12 were asked if experiences happened often in *All of their courses*, *Most of their courses*, *Some of their courses*, or *None of their courses*.

Responses were combined across grades to report experiences that happened at least some of the time in the table above.

Learning Experiences

Percentage of students who indicated learning experiences below happened at least some of the time (very often/sometimes or in all/most/some of my courses)												
	Overall (n=31,891 -53,101)	Grades 4–6 (n=20,449 -20,852)	Grades 7–9 (n=17,536 -17,821)	Grades 10–12 (n=14,355 -14,525)	Male (n=15,190 -25,860)	Female (n=15,955 -26,197)	LGBTQ2+ (Gr. 7–12) (n=3237– 3270)	African Descent (n=1629– 2544)	Mi'kmaq/ Indigenous (n=3086– 4410)	First- Generation Canadians (n=2897– 4540)	Learning Disabilities (n=3879– 5843)	Physical Disabilities (n=683– 1096)
I get chances to share my thinking in class.	90%	87%	92%	91%	89%	91%	89%	88%	87%	91%	84%	83%
I have chances to learn by doing things, not just listening to my teacher.	90%	89%	90%	89%	89%	90%	88%	86%	87%	92%	87%	84%
When solving a problem, I get chances to share the learning strategies I use.	86%	87%	88%	83%	87%	86%	81%	84%	83%	89%	80%	80%
*In my classes, I get to choose the things I read and write about.	80%	91%	78%	68%	80%	81%	69%	77%	76%	83%	76%	75%
*In my classes, I get to choose how I show my learning.	79%	87%	77%	69%	81%	78%	68%	76%	74%	82%	75%	74%
I get to work in small groups with my teacher.	69%	72%	68%	66%	71%	67%	62%	67%	67%	76%	71%	69%
Technology (Grades 7–12)												
*In my classes, I use technology to support group work or collaboration.	87%	--	87%	87%	85%	89%	86%	85%	86%	90%	86%	83%
*In my classes, I am exposed to new technology or new ways of using technology.	63%	--	64%	62%	65%	62%	59%	64%	62%	71%	68%	56%

*Students in grades 7–12 used the “*Very often, Sometimes, or Hardly ever/Never*” response pattern for the items marked with asterisks in the table above.

Note: For this set of items, students in grades 4–6 were asked if experiences happened *Very often, Sometimes, or Hardly ever/Never* and students in grades 7–12 were asked if experiences happened often in *All of their courses, Most of their courses, Some of their courses, or None of their courses*.

Learning Experiences

Students indicated how often they were asked to show their learning using different methods.

Percentage of students who showed their learning very often/sometimes by each of the following methods												
	Overall (n=20,349 -44,719)	Grades 4–6 (n=7743– 16,030)	Grades 7–9 (n=6927– 15,703)	Grades 10–12 (n=5679– 13,163)	Male (n=10,445 –21,080)	Female (n=9451– 22,885)	LGBTQ2+ (Gr. 7–12) (n=1314– 2982)	African Descent (n=978– 2076)	Mi'kmaq/ Indigenous (n=1721– 3810)	First– Generation Canadians (n=1671– 3820)	Learning Disabilities (n=2326– 4640)	Physical Disabilities (n=464–868)
In-class assignments.	95%	93%	96%	96%	95%	96%	96%	94%	95%	96%	93%	92%
Writing.	95%	95%	95%	94%	94%	96%	94%	94%	93%	95%	92%	92%
Tests.	92%	87%	95%	95%	91%	93%	93%	91%	92%	93%	88%	87%
Using technology.	90%	92%	92%	87%	91%	90%	87%	89%	89%	91%	90%	88%
Quizzes.	89%	81%	93%	93%	88%	89%	90%	87%	89%	90%	85%	86%
Conversations with my teachers(s), small groups and in-class discussions.	84%	85%	83%	83%	84%	84%	81%	84%	82%	86%	83%	82%
Presentations, speeches, and performances.	80%	81%	85%	74%	79%	81%	76%	82%	78%	84%	74%	76%
Pictures or drawings, artwork, and creative displays.	75%	87%	73%	62%	73%	77%	70%	77%	73%	79%	76%	71%
Using manipulatives/hands-on learning tools/models.	69%	79%	69%	58%	71%	68%	58%	70%	68%	72%	72%	66%
Labs.	54%	34%	62%	69%	56%	53%	59%	57%	55%	63%	55%	55%
Coding.	35%	57%	26%	18%	39%	31%	18%	36%	30%	41%	38%	36%
Something else.	40%	49%	37%	31%	43%	36%	24%	42%	34%	49%	41%	39%

Note: Students indicated whether the methods above were used *Very often*, *Sometimes*, or *Hardly ever/Never*.

Learning Experiences

Percentage of students who agreed or strongly agreed with the following statements												
	Overall (n=52,907 -53,330)	Grades 4–6 (n=20,561 -20,875)	Grades 7–9 (n=17,798 -17,898)	Grades 10–12 (n=14,548 -14,559)	Male (n=25,800 -26,010)	Female (n=26,047 -26,256)	LGBTQ2+ (Gr. 7–12) (n=3272– 3275)	African Descent (n=2552– 2566)	Mi'kmaq/ Indigenous (n=4421– 4429)	First– Generation Canadians (n=4536– 4566)	Learning Disabilities (n=5840– 5881)	Physical Disabilities (n=1093– 1101)
At my school, I learn to respect people's differences.	93%	97%	92%	89%	93%	94%	87%	89%	91%	93%	90%	87%
At my school, I learn about different cultures.	84%	93%	82%	76%	85%	84%	76%	76%	81%	84%	83%	79%
I learn about people who are like me at school.	72%	78%	70%	68%	72%	73%	63%	68%	71%	71%	70%	66%

Students' school work is mostly...												
	Overall (n=52,995)	Grades 4–6 (n=20,832)	Grades 7–9 (n=17,717)	Grades 10–12 (n=14,446)	Male (n=25,797)	Female (n=26,156)	LGBTQ2+ (Gr. 7–12) (n=3240)	African Descent (n=2512)	Mi'kmaq/ Indigenous (n=4386)	First– Generation Canadians (n=4514)	Learning Disabilities (n=5831)	Physical Disabilities (n=1084)
too easy.	13%	14%	13%	11%	15%	11%	14%	12%	12%	20%	8%	13%
just right.	68%	73%	65%	65%	67%	70%	56%	66%	64%	67%	57%	59%
too hard.	19%	13%	22%	24%	18%	20%	30%	22%	24%	14%	35%	28%

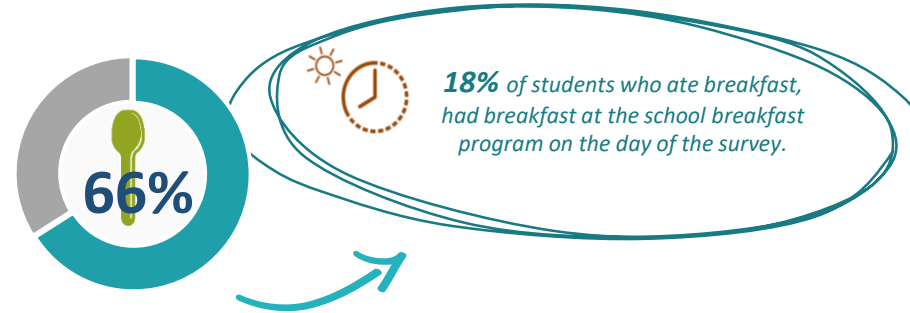
When students don't understand something in class, their teacher(s) usually:												
	Overall (n=52,885)	Grades 4–6 (n=20,689)	Grades 7–9 (n=17,744)	Grades 10–12 (n=14,452)	Male (n=25,738)	Female (n=26,105)	LGBTQ2+ (Gr. 7–12) (n=3255)	African Descent (n=2529)	Mi'kmaq/ Indigenous (n=4392)	First– Generation Canadians (n=4520)	Learning Disabilities (n=5816)	Physical Disabilities (n=1089)
tell(s) them what to do next.	48%	49%	47%	49%	51%	46%	44%	46%	46%	47%	52%	47%
ask(s) them about their thinking	36%	36%	35%	37%	35%	37%	36%	38%	36%	39%	33%	36%
other.	16%	15%	18%	14%	14%	17%	20%	16%	18%	14%	15%	17%

Note: Students' responses of *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree* are reflected in the first table above. Non-responses are not included.

Eating at School

Students were asked whether or not they ate breakfast and/or lunch. Due to the fact that students completed the survey at various times of the day, there was a notable percentage of students who were unsure as to whether or not they would have lunch (n=6,165).

Ate Breakfast

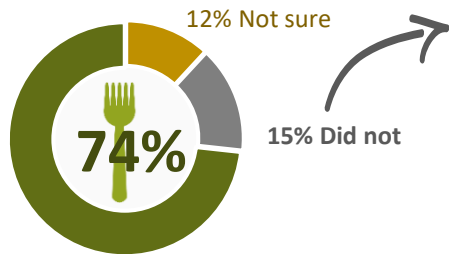


Breakfast												
	Overall (n=35,404 -53,575)	Grades 4–6 (n=16,408 -21,067)	Grades 7–9 (n=11,101 -17,949)	Grades 10–12 (n=7895– 14,559)	Male (n=18,204 -26,139)	Female (n=16,613 -26,360)	LGBTQ2+ (Gr. 7–12) (n=1554– 3275)	African Descent (n=1481– 2569)	Mi'kmaq/ Indigenous (n=2568– 4446)	First- Generation Canadians (n=3156– 4577)	Learning Disabilities (n=3579– 5935)	Physical Disabilities (n=669– 1101)
Yes, I ate breakfast today.	66%	78%	62%	54%	70%	63%	48%	58%	58%	69%	61%	61%
Of those who ate breakfast:												
Yes, I had breakfast at the school breakfast program.	18%	22%	14%	16%	18%	18%	21%	27%	22%	22%	23%	23%

Eating At School

Lunch												
	Overall (n=38,921 -53,534)	Grades 4-6 (n=17,921 -21,051)	Grades 7-9 (n=11,939 -17,942)	Grades 10-12 (n=9061- 14,541)	Male (n=19,675 -26,109)	Female (n=18,684 -26,348)	LGBTQ+ (Gr. 7-12) (n=1635- 3271)	African Descent (n=1707- 2565)	Mi'kmaq/ Indigenous (n=2859- 4443)	First- Generation Canadians (n=3380- 4569)	Learning Disabilities (n=3816- 5923)	Physical Disabilities (n=709- 1101)
Yes, I ate (or will eat) lunch today.	74%	87%	67%	63%	76%	72%	50%	67%	65%	75%	66%	65%
No.	15%	6%	20%	21%	14%	15%	30%	18%	20%	16%	21%	21%
Not sure.	12%	7%	13%	17%	10%	13%	20%	15%	15%	10%	14%	13%
Of those who ate lunch, or were planning to eat lunch, they:												
ate fruit (fresh, cooked, frozen, canned, or dried).	41%	38%	44%	41%	38%	43%	39%	40%	38%	44%	37%	38%
ate vegetables (cooked or raw).	28%	24%	29%	33%	24%	31%	30%	24%	27%	33%	22%	26%
ate no fruit or vegetables.	48%	51%	44%	45%	52%	43%	49%	50%	50%	42%	53%	49%

Ate Lunch



Top reasons for not eating lunch (among those students who did not eat lunch)												
	Overall (n=7695)	Grades 4-6 (n=1257)	Grades 7-9 (n=3495)	Grades 10-12 (n=2943)	Male (n=3411)	Female (n=3998)	LGBTQ+ (Gr. 7-12) (n=970)	African Descent (n=445)	Mi'kmaq/ Indigenous (n=865)	First- Generation Canadians (n=694)	Learning Disabilities (n=1173)	Physical Disabilities (n=224)
I am not hungry at lunch time.	48%	46%	52%	46%	45%	51%	57%	47%	53%	34%	52%	53%
I would rather spend the time doing something else rather than eating.	42%	30%	47%	41%	41%	41%	51%	40%	46%	30%	41%	44%
I am not comfortable eating in front of other people.	28%	20%	30%	28%	15%	37%	50%	25%	33%	19%	30%	40%
I don't have anything to eat for lunch.	26%	14%	25%	34%	25%	27%	34%	27%	32%	20%	29%	32%
I can't afford to buy lunch.	20%	8%	17%	29%	20%	20%	28%	26%	27%	14%	24%	29%

Students were asked to report the number of minutes they spent being physically active during key periods of the day. They reported getting more than an hour of exercise a day, although most of their activity occurs at lunch, after school, or in the evenings.

Average amount of time students spent being physically active each day



Average number of minutes students are physically active:

	Overall (n=49,631)	Grades 4–6 (n=19,015)	Grades 7–9 (n=16,867)	Grades 10–12 (n=13,749)	Male (n=23,647)	Female (n=25,045)	LGBTQ2+ (Gr. 7–12) (n=3126)	African Descent (n=2316)	Mi'kmaq/ Indigenous (n=4185)	First– Generation Canadians (n=4203)	Learning Disabilities (n=5288)	Physical Disabilities (n=973)
on the way to and from school.	8.3	7.8	9.4	7.6	8.8	7.7	9.4	9.4	8.8	9.6	8.6	9.3
at school before classes begin.	6.1	7.1	5.9	4.9	6.3	5.9	5.7	6.4	6.2	5.8	6.4	6.6
during recess (grades 4–6) / break (grades 7–12).	8.9	13.0	7.1	5.5	9.4	8.5	5.7	9.2	8.7	8.7	8.7	9.0
during lunch.	20.4	23.5	21.8	14.3	22.0	18.9	16.5	22.9	20.6	19.6	20.0	20.3
during class time.	8.4	11.7	6.7	5.9	9.3	7.5	5.9	9.6	8.0	9.7	9.4	9.8
after school.	33.5	33.5	35.5	31.1	35.0	32.3	27.6	32.1	34.4	30.2	30.2	29.1
in the evening.	28.5	27.3	31.3	26.8	29.1	28.1	23.2	26.9	29.1	24.8	25.0	25.6
during my off block (grades 10–12).	7.9	--	--	7.9	8.9	6.9	6.8	9.4	9.6	8.0	9.6	8.2

Note: Numbers indicate the mean score in minutes. The numbers in the *Overall* column do not add up to 116.3 because the last option (“during my off block”) is only reported and calculated for students in Grades 10–12.

The French Experience

Students enrolled in French immersion, intensive French, and CSAP were asked to indicate the frequency with which they speak French in a variety of situations.

Percentage of students who speak French very often/sometimes:												
	Overall (n=11,451– 11,564)	Grades 4–6 (n=3584– 3638)	Grades 7–9 (n=5295– 5341)	Grades 10–12 (n=2566– 2585)	Male (n=4658– 4719)	Female (n=6573– 6633)	LGBTQ2+ (Gr. 7–12) (n=726– 730)	African Descent (n=475– 485)	Mi'kmaq/ Indigenous (n=792– 801)	First– Generation Canadians (n=687– 697)	Learning Disabilities (n=667–678)	Physical Disabilities (n=187–189)
with my teachers (during class time).	96%	97%	96%	95%	95%	97%	95%	92%	93%	95%	92%	93%
while working in groups (with other students).	87%	95%	86%	80%	87%	88%	85%	84%	83%	87%	85%	84%
with my teachers (outside of class time).	68%	74%	62%	73%	66%	70%	67%	64%	67%	70%	69%	72%
while not working on schoolwork (with other students).	64%	82%	60%	49%	64%	64%	55%	63%	58%	65%	65%	71%
with my friends (outside of school).	25%	35%	20%	22%	26%	25%	26%	27%	24%	30%	32%	36%

Percentage of students who agreed or strongly agreed												
	Overall (n=11,520)	Grades 4–6 (n=3614)	Grades 7–9 (n=5332)	Grades 10–12 (n=2574)	Male (n=4698)	Female (n=6612)	LGBTQ2+ (Gr. 7–12) (n=730)	African Descent (n=478)	Mi'kmaq/ Indigenous (n=797)	First– Generation Canadians (n=692)	Learning Disabilities (n=675)	Physical Disabilities (n=190)
I find it easy to express how I feel in French.	70%	79%	65%	70%	70%	71%	63%	66%	66%	69%	60%	63%

Note: In the first table, students indicated whether they spoke French *Very often*, *Sometimes*, or *Hardly ever/Never*. In the second table, student responses of *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree* are reflected. Non-responses and responses of *Not Sure* are not included.